

TO PLEDGE ALLEGIANCE: VOLUME 1
A New World in View

Teaching Guide

Volume One

Teaching Guide for To Pledge Allegiance: A New World In View

American Vision

P.O. Box 220

Powder Springs, Georgia 30127

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Test Answers for non-resale use by teachers and students.

Teaching Guide

This *Teaching Guide* to *A New World In View* includes answers to all terms and discussion questions. Please feel free to improvise and adjust the lessons to meet the needs of your particular student(s). Some students learn faster and can complete two or more lessons in a day. Others may require longer than one day for a given lesson.

One of the best ways to learn history is to do the work of a historian. It is recommended that each pupil complete a historical research paper on a topic discussed in the textbook. This will help develop research and communication skills along with historical awareness. Both research and writing skills have important applications in many other areas besides history.

You may wish to combine the historical research project with part of the English curriculum. It is important that the research paper be evaluated for its style, the correctness of its grammar, and its readability, as well as its historical accuracy. One important point should be noted: Students will do a better job if they are able to select a project which is of interest to them. Before assigning the project, students should be required to skim through the text and see what they might find exciting. Furthermore, they should be encouraged to explore the collection of a good library to get ideas and to find source materials for their research.

Terms that are followed by a “D” are not defined in *A New World In View*. Students should consult a dictionary if they do not know the meaning of a term. Terms that are followed with a number indicate the page on which the definition is found in the textbook.

NOTE ABOUT OPTIONAL ENRICHMENT PROJECTS

The **Optional Enrichment Projects** are designed to help enhance a student’s knowledge about topics touched on briefly or only indirectly in *A New World In View* and to think through difficult issues. They are optional and should be assigned after assessing a student’s ability to handle the extra work load.

Lesson 1

Introduction: TO PLEDGE ALLEGIANCE

TERMS

pledge:

To make a binding promise or agreement. (1)

allegiance:

Loyalty or devotion. (1)

republic:

A state in which power rests in its citizens acting through their chosen representatives. (D)

nation:

People living within a territory who are conscious enough of their unity to possess or seek a government of their own. (D)

indivisible:

Incapable of being divided. (D)

liberty:

Ordered freedom. (D)

justice:

Truth, fairness, and moral rightness. (D)

sovereignty:

Possession of supreme or highest power. (3)

sovereign:

A supreme lord or ruler. (3)

PEOPLE

Francis Bellamy:

A newspaperman who wrote the Pledge of Allegiance in 1892 (2).

Dwight D. Eisenhower:

The United States president under whose administration the phrase “under God” was added to the Pledge in 1954 (2).

This introductory chapter answers questions regarding what it means to pledge allegiance, to whom, as Christians, we must pledge allegiance, and how we should view and interpret history.

DISCUSSION QUESTIONS

1. What are some of the things to which we tend to “pledge our allegiance”?

Examples might include a nation or ethnic group, a governmental leader, our career, possessions, fame, sports, or a hobby. There are many possible answers here. Moreover, allegiances shift as we grow older and our interests become more varied.

2. What does God say about what it means to pledge allegiance? Study and comment on Exodus 20:3.

Exodus 20:3 directs us that we must have no other gods before the one true God, no matter what those gods might be. The Lord demands that our ultimate allegiance be to Him alone. Any goal that supersedes our devotion to God is idolatry.

3. What does it mean that “the facts of history are never neutral”?

History is written by people who interpret it in light of their own preconceived ideas. For example, a historian who believes in a big federal government will describe the New Deal of Franklin D. Roosevelt in a far different manner than will a conservative who believes in limited government. In addition, the historian’s preconceptions will determine what facts he will choose to present to make his case. His values will determine what he thinks important to tell. A Christian historian will probably present facts about the religious motivations of America’s early explorers and settlers while an atheist will probably ignore most of the facts of the Christian origins of America. To understand history, you absolutely must understand the historian and his point of view.

4. How does the Christian understand history?

History is more than just “one thing after another.” It is the unfolding of the purpose and plan of God who is the sovereign Lord of history. In a study of history we see many examples of human depravity and rebellion against God’s will as revealed in Scripture. Yet we also see examples of faithfulness to God which should inspire us to be more faithful ourselves. While we may not understand how a particular event fits into God’s purpose, we know that ultimately God ordains everything to His honor and glory.

5. How should we act knowing that God is the sovereign Lord of history?

We must be bold in our obedience to God’s revealed Word in Scripture. The Christian who understands that God is Lord over history has no business passively

Lesson 1**Introduction: TO PLEDGE ALLEGIANCE**

waiting to escape this world. He has an obligation to be God's faithful servant advancing the kingdom of our Lord, confident in the knowledge that God is working out His plans and purposes and that He will be triumphant.

Assignment: Read Chapter 1 before next lesson.

Lesson 2

Chapter 1: Kingdom Wars

TERMS

worldview:

A set of beliefs about the most important issues of life. A worldview is a way of viewing or interpreting reality. (7)

tyrant:

An absolute ruler who uses his power oppressively or unjustly. (7)

totalitarianism:

Centralized control of a civil government that wields total power over the citizenry and allows no differing opinions or any form of dissent. (7)

civilization:

An advanced state of human society in which the people have reached a high level of religion, government, science, and art. (D)

authority:

The right and power to control or command. (D)

tyranny:

A government ruled by a tyrant, a ruler who governs without reference to God's law. (7)

Classical Age:

Generally, ancient Greece and Rome, from the fifth century B.C. to the fall of the Roman Republic in 476 A.D. Modern scholars praise the Classical Age for its high culture, educational philosophy, architecture, legal code, and civil philosophy. Despite its famed glory, the Classical Age was marked by moral corruption. (7)

paganism:

False religion. (D)

culture:

The sum total of beliefs and ways of living built up by a society and passed on from one generation to the next. (D)

philosophy:

Literally, the "love of wisdom." (D)

The study of history is the study of how nations have answered the following two questions of allegiance: Who is ultimately in charge? And whose law should be obeyed? During the era of ancient Rome, culture denied God's rule over life and elevated the Roman emperor as God. As a result, terror and persecution reigned.

DISCUSSION QUESTIONS

1. List and explain the five major points of the Christian worldview.

a. God is sovereign, not man: As Creator and Sustainer of the universe, God has omnipotent control over everything. Contrary to the humanist worldview, man is not the master of his own destiny; God is.

b. Rulers and governments have limited authority: All rulers receive their authority to govern from God and are limited in how much power they can exercise as civil officials. God's law, as outlined in the Bible is to be their standard. Only God has unlimited Authority.

c. Law is of divine, not human, origin: Law is a reflection of God's character, and all civil laws must reflect God's standard of righteousness.

d. God judges in terms of His law: God tells us in His Word that all people and all institutions will be judged on how they respond to His law. Law keepers will be blessed while law breakers will be cursed. Of course, nobody can perfectly keep God's law; that is why we are saved only by putting our faith in Jesus Christ, the only perfect law keeper. Even so, God has ordained civil government as a way of restraining those who outwardly break God's law.

e. Nations are judged based on how faithfully they acknowledge God's sovereignty and keep His law: As Psalm 2 says, all nations that refuse to "kiss the Son," that is, refuse to bow the knee to God in obedience, will be judged over time. Nations that acknowledge and keep God's law will be blessed over time. Obedient nations have a future.

2. How does Psalm 2 illustrate the conflict between God and those earthly rulers who are in rebellion against Him?

The devices of earthly kings, without the counsel of the Lord, are nothing but vanity. Apart from obedience to God's Word, the plans of rulers are nothing but rebellion. But the Lord laughs at their best efforts, and then He judges them in His wrath.

3. Is it possible to be neutral in the war of the worldviews? Why or why not?

No. The fact that Jesus rules over all earthly rulers leaves every person with only two choices: submission to Christ or rebellion against Him.

Lesson 2

Chapter 1: Kingdom Wars

democracy:

A form of government in which supreme power is vested in the people either directly or through their freely elected agents. (D)

slavery:

The condition of bondage or involuntary servitude of one person to another person, state, or organization. It could be argued that both debt and high taxes create a condition of slavery. (D)

Triune:

Three in one, as in the Godhead which consists of God the Father, God the Son, and God the Holy Spirit—three distinct persons yet one God. (D)

Colosseum:

Rome's great arena for athletic events, gladiator contests, chariot races, and, later, the public slaughter of Christians. (10)

aqueduct:

An artificial channel for conducting water from a distance. (D)

PEOPLE

Octavian (Augustus):

Rome's first emperor who ruled Rome from 27 B.C. to A.D. 14 (9)

Gaius (Caligula):

Roman Emperor from A.D. 37 to 41. He demanded that a golden statue of himself be erected in the Jewish temple in Jerusalem. (8)

Domitian:

Roman emperor who ruled from A.D. 81 to 96. Domitian claimed to be divine and called himself dominus et deus, "lord and god." (8)

Nero:

Roman emperor from A.D. 54 to 68. Nero launched the first persecution of Christians in 64 A.D. (10)

Trajan:

Roman emperor from A.D. 98 to 117, who made Christianity a crime against the state. (10)

4. What questions of allegiance does the study of history illustrate? Explain.

The study of history shows us that pagan man is eager to pledge allegiance to nearly everything except the Lord. In so doing, man readily violates the First Commandment, because, in the final analysis, allegiance to anything but the Lord is nothing more than idolatry.

5. Discuss ancient Greek civilization in the light of God's law.

Greeks paid homage to false gods, thereby violating the First Commandment. Their architecture was magnificent, but much of it violated the Second Commandment about making graven images or idols. Temple prostitution, associated with the "worship" of many of the Greek deities, encouraged violation of the Seventh Commandment concerning adultery. Infanticide and human sacrifice violated the Sixth Commandment which forbids murder.

6. In your own words, explain why Roman rulers came to see Christianity as a threat to their authority.

Many Roman emperors demanded to be worshipped and claimed the title "lord and god." Because Christians refused to betray their faith by worshipping the emperor and calling him "lord and god," they were branded as traitors. Christianity thus became the Roman state's greatest religious and political rival.

7. Give some examples of rival worldviews throughout history, and rival worldviews which challenge us today. What do they all have in common?

Examples might include Greek philosophies like Epicureanism and Stoicism; world religions like Buddhism, Hinduism, or Islam; popular cults like Christian Science, Transcendental Meditation, or Mormonism; any of a number of New Age fads and philosophies; atheism; modern political philosophies like communism, fascism, or liberalism; or religion-like academic disciplines such as evolutionism and humanistic psychology and sociology. All these worldviews deny God's revelation in Scripture as the ultimate source of truth and instead find "truth" in the vain wisdom of men; they all worship the creation rather than the Creator; and they all deny the reality of sin and the need for a Savior.

8. What are some of the fruits of a non-Christian worldview?

Many possibilities here: tyranny, oppression, and large-scale mass murder, in the case of modern political philosophies; arrogance, error, and a lot of money wasted in the pursuit of "higher education," in the case of the modern academic world; eternity in hell, which is common to all followers of falsehood.

OPTIONAL ENRICHMENT PROJECTS

1. Write a report on the life of Roman Emperor Nero. Concentrate on his persecution of the Christian Church from A.D. 64 to A.D. 68.

Lesson 2**Chapter 1: Kingdom Wars**

2. Using a resource such as the *Oxford English Dictionary* (OED), write a report on the history of the word “tyrant.” Based on what you learn, are there any tyrants today? Give examples.
3. Using the “five points” on page seven of the textbook as your guide, find stories in your local newspapers and national magazines and show whether leaders and/or organizations (religious, legal, medical, political, educational, journalistic, etc.) either keep or ignore the principles of the “five points.”

Assignment: Read Chapter 2 before next lesson.

Lesson 3

Chapter 2: New Wine—Old Wine Skins

TERMS

objectivity:

The attempt to be free from personal feelings or prejudice. An impossibility. (12)

medieval:

Referring to the Middle Ages, a period of history from 500–1500. (15)

feudal system:

A system of localized government that prevailed during the Middle Ages. The relationship of a lord and his vassals in which the vassals paid homage to the lord and performed military service in return for his protection and the use of his land. (16)

Christendom:

The entire territory throughout the later Roman Empire and Medieval Europe under the influence of Christianity. Although not all members of Christendom were Christians, the values and worldview of Christianity prevailed throughout society. (17)

Gothic:

A style of architecture originating in France and spreading over Europe during the Middle Ages. The word “Gothic” was used by Italian Renaissance critics who considered the style coarse and crude and therefore named it after the barbarian Goths. Gothic architecture is characterized by high vaulted ceilings, painted arches, and flying buttresses. (18)

catholic:

Universal. (19)

hierarchy:

An order or rank of governing officials in various spheres of government. (19)

Roman Catholic:

The main western European church until the end of the Middle Ages, called Roman Catholic because its headquarters is in Rome, Italy. (19)

Pope:

The head of the Roman Catholic Church. (19)

The Roman Empire was eventually torn apart, from the inside out. First, Christianity advanced, tearing down the facade of pagan Rome’s invincibility. Secondly, Germanic hordes invaded the empire, eventually causing the empire to fall. The end of the “Classical Age” marked the beginning of the “Middle Ages.” During the Middle Ages, Christianity advanced throughout Europe. The major challenge Christendom encountered was Islam, as the Muslims spread their religion by military conquest. After the fall of the Holy Land to the Muslims, Christendom retaliated with the crusades.

DISCUSSION QUESTIONS

1. Explain in your own words how and why the feudal system developed in the Middle Ages.

The feudal system was the relationship of a lord and his vassals in which the vassals paid homage to the lord and performed military service in return for his protection and the use of his land. As the Roman Empire was breaking up and people fled to the countryside to avoid taxes and barbarians, they banded together under the leadership of a nobleman or wealthy landowner for protection. Eventually some of those local nobles gained enough power to assert their authority over weaker nobles, who were forced to recognize their more powerful neighbor as their king. Kings began to extend their power and territories through warfare and alliances.

2. Was the Middle Ages primarily Christian or primarily pagan, or was it an era with elements of both? Explain.

European civilization during the Middle Ages was so committed to the Christian worldview that it is often referred to as “Christendom.” Yet much of the paganism and superstition of Rome persisted, while paganism and superstition abounded in the fringes of Europe where many Germanic, Celtic, and pre-Viking tribal people dwelt.

3. How did the hierarchy of the Roman Catholic Church contribute to its success and power during the Middle Ages?

The Roman Catholic Church taught that the Pope was the vicar of Christ, the sole earthly representative of the Lord. Much like the military, the Pope set up a “chain of command” with the College of Cardinals directly under him, archbishops in charge of very large areas, bishops in charge of smaller regions, and parish priests in charge of the local church. Each member of this “chain of command” stood between God and the common man, who was kept ignorant of the Scriptures because it was felt he did not have the ability to understand them properly without the instruction of a priest.

Lesson 3

Chapter 2: New Wine—Old Wine Skins

papacy:

The institution or office of the Pope; the system of church government in which the Pope is recognized as the ecclesiastical head. (19)

“vicar of Christ”:

A title for the Pope which means that he is the earthly representative of Jesus Christ. (19)

excommunication:

Disciplinary action taken by governing officials of the Church to remove an unrepentant member from its fellowship and the sacraments. (19)

Koran (or Qu’ran):

The holy book of Islam. (20)

Islam:

Literally, “I submit.” The religion founded by Muhammad in the seventh century A.D. (20)

Allah:

The name of the god of Muhammad. (20)

Muslims:

Followers of Allah, that is, followers of Muhammad and his teachings about Allah. (20)

Turks:

A militarily aggressive group of Moslems whose armies destroyed and looted Constantinople in 1453, bringing an end to the Byzantine Empire. (21, 23)

Constantinople:

The “city of Constantine,” named for the Christian Roman emperor Constantine. It was the capital of the Byzantine Empire. Presently, the city is called Istanbul, Turkey. (21)

compass:

A navigational tool first used by the Chinese to help sailors chart their sea paths on voyages. The device aligns a magnetic needle with the earth’s magnetic field so that the needle points north. (24–25)

astrolabe:

A navigational tool invented by the Arabs to help sailors measure the

4. What changes were brought about in Spain by the Muslim conquest?

The Muslims brought with them the knowledge of the civilizations they had conquered: philosophy, mathematics, mechanical studies, and medical theories of the Greeks, along with architecture, paved streets, irrigation, new crops, literature, and libraries. Unfortunately, they also brought false religion, often imposed by threat of violence.

5. Byzantium has sometimes been called “the second Rome.” Explain.

For a century and a half, Constantinople—the former Byzantium—was the capital of the eastern half of the Roman Empire. When the western half fell to barbarians in 476 A.D., Constantinople continued to preserve the culture of Rome, along with Christianity, for the next thousand years.

6. In your own words, explain the primary effects of the crusades on Europe.

The crusades introduced to Europe products of East Asia such as spices. They also encouraged shipbuilding and the development of navigational aids, bringing prosperity to the port cities of Italy. Eventually the Crusades led to exploration as Europeans sought new routes to obtain the products of the East. The failure of the Crusades to reclaim the Holy Land caused many people to question the authority of the Pope and the Roman Catholic Church, thereby paving the way for the Protestant Reformation.

7. What caused the Roman Empire to “fall”?

Many factors led to the fall of the Roman Empire, including the transforming effects of Christianity, outward pressure from barbarians, the internal decadence and corruption of the Empire and its rulers, and the people’s growing dependence upon the state. One could argue, however, that the Empire did not actually “fall” but was rather transformed. The city and the people still remained, but the reins of civil government changed hands—from the Roman Emperor to the decentralized, local control of feudal lords.

8. What is “Christendom”? Did being a member of Christendom make one a Christian? Why or why not?

“Christendom” refers to European civilization during the Middle Ages because of the culture’s nearly universal allegiance to Christianity. While the culture was predominantly Christian, individual members were only Christian if they were saved by God’s grace and exhibited the fruits of their redemption. (As Ephesians 2:10 says, “For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.”)

Lesson 3

Chapter 2: New Wine—Old Wine Skins

position of the stars and so chart their paths on sea voyages. (24–25)

Hippocratic Oath:

A pledge written by the Greek physician Hippocrates and designed to hold physicians accountable to respect all life and do “no harm” to their patients. The pledge included a specific statement against abortion. (24)

OPTIONAL ENRICHMENT PROJECTS

1. Compare and contrast the basic teachings of Christianity and Islam.
2. Find a book on the Crusades which has extensive quotations from those who actually took part in one. Write a report based only on these first-hand eyewitness accounts and demonstrate some of their motives in going on a crusade. Based on your knowledge of the Bible, were the Crusades the right thing to do? Why or why not?
3. After reading an account of the martyrdom of St. Polycarp in any good history of the Christian Church, show how this illustrates the life and death struggle between early Christianity and a persecuting Roman government. Are there any modern-day parallels?

Assignment: Read Chapter 3 before next lesson.

Lesson 4

Chapter 3: Europe On The Move

TERMS

bubonic plague:

A deadly disease, known as the “Black Death,” that was spread by fleas from infected rats. The plague wiped out millions during the Middle Ages. (30)

indulgences:

The supposed pardon of sin by Roman Catholic Church authorities and reduction of punishment in the afterlife, usually upon payment of a fee. (33)

“Divine Dominion”:

A biblical concept which states that all lordship belongs to God, that is, that all those with authority must exercise their rule only on God’s terms as revealed in Scripture. (32)

transubstantiation:

The belief that during the Lord’s Supper the bread and wine are transformed miraculously into the literal body and blood of Jesus. (32)

heretic:

A person whose religious beliefs or teachings contradict official church doctrines. (D)

printing press (movable type):

A printing device whose invention changed the information and publishing industry forever. It allowed books to be printed much cheaper and faster and therefore paved the way for the rapid spread of both the teachings of the Protestant Reformation as well as ideas of the riches of distant lands. (35)

PEOPLE

Marco Polo:

A merchant from Venice, Italy, who traveled through China in the thirteenth century. His journal aroused the curiosity of Europeans and stimulated their desire for the wealth of the East, leading to the wave of exploration in the fifteenth century. (29)

Kublai Khan:

Mongol Emperor of China whom Marco Polo

The Middle Ages was a time of excitement and turmoil. People were inspired by the voyages of explorers such as Marco Polo to discover and plunder new lands; however, increased world travel also spread disease such as the Black Death. Many people believed that the plague was God’s judgment on them, and John Wycliffe led the Christian world into a revival of God’s truth. This revival was aided by the invention of Gutenberg’s movable type printing press, which made the Bible available to more people at a lower cost.

DISCUSSION QUESTIONS

1. Why is Marco Polo important?

Marco Polo’s journal aroused the curiosity of Europeans about East Asia, and particularly about the products of Asia. The desire to find new trade routes to obtain these products set off a wave of exploration which, among other things, led to the rediscovery of the Americas and their colonization.

2. Why did the plagues spread so rapidly throughout Europe?

One of the reasons why the plagues spread so rapidly is that no one knew how the disease was transmitted, so no one could take the proper precautions to prevent it. Mongol conquerors and traders may have initially brought the plague from Asia, while European merchants unwittingly took it to their homes and all over Europe as they travelled about their business. Congested cities with poor sanitation and no rat control proved fertile breeding grounds for the disease, while malnutrition made millions of people highly susceptible to the plague.

3. Discuss the effects of the Black Death on Europe.

Millions of people died from the disease, cities were nearly wiped out, crops rotted in the fields, farm animals starved for lack of attention, prices rose dramatically because of production shortages, and many of the survivors began to ponder what they believed to be a judgment of God on a faithless people and a corrupt Church. This was one factor which helped prepare people for the Protestant Reformation.

4. Why did the ordinary people support John Wycliffe and the Church leadership oppose him?

Wycliffe taught ordinary people that they could approach God directly without the need of a priest. Toward that end, he had the Scriptures translated into English and taught people to read so they could have first-hand knowledge of God’s Word. The Church leadership, which was powerful and corrupt, saw that their privileged position was in danger when people were taught that they were saved by Christ alone and needed no human mediator.

5. How did the attitude of Wycliffe towards the source of godly authority differ from that of the Church leadership of his day?

Wycliffe taught that Scripture alone was the final authority in matters of doctrine

Lesson 4

Chapter 3: Europe On The Move

served during his sojourn in China. (27)

John Wycliffe:

English scholar whose insistence that the Bible alone was the authority for the Christian in matters of belief and conduct challenged the authority of the Roman Catholic hierarchy and paved the way for the Protestant Reformation. (31)

John Hus:

Early church reformer from Prague set the stage for the Protestant Reformation in Bohemia in much the same way that Wycliffe did in England. (33)

Johann Gutenberg:

Inventor of the movable type printing press which set off a revolution in information and publishing. Gutenberg's press made possible the rapid spread of both the teachings of the Protestant Reformation as well as ideas of the riches of distant lands. (34)

EVENTS

Black Death:

The name given to periodic outbreaks of bubonic plague which killed millions of Europeans during Middle Ages. (30)

Reformation:

The movement to reform doctrinal errors of the Roman Catholic Church during the early sixteenth century. The Reformation led many people to leave the Roman Catholic Church and form new churches rooted more solidly in the teachings of the Bible. (D): The Reformation will be treated in a separate supplement titled "Reformation Supplement." A basic definition is all that is needed at this time.

and behavior, while the Church leadership taught that Church traditions and teachings were an authority equal to the Scriptures.

6. Gutenberg's invention broke the Church's monopoly on learning. Explain.

Prior to Gutenberg's printing press, Bibles were copied by hand, which meant that there were very few of them. They were far too expensive for the average person to own. With moveable type printing, Bibles became widely available at a price more people could afford. People could see for themselves what God said, rather than hear what someone else with a vested interest in keeping their privileged position told them God said.

OPTIONAL ENRICHMENT PROJECTS

1. Pick five stories from *The Adventures of Marco Polo* (available at a public or college library, perhaps by a different title) and write a report explaining why Europeans found them very difficult to believe.
2. Find a book which details the history of the black plague. What were some of the effects of this dreaded disease on the city of London? Consider economics, education, religion, medicine, and politics.
3. Locate a book on the history of English translations of the Bible. In your report, compare and contrast Genesis 1 as translated by John Wycliffe, William Tyndale, the King James

Version Translation Committee, and a recent translation such as the New American Standard (NASB) or the New International Version (NIV). What effect did these new translations have on the way people lived?

Assignment: Review Chapters 1–3 for Test 1.

Lesson 5

TEST 1: Chapters 1–3

Assignment: Read Chapter 4 before next lesson.

Lesson 6

Chapter 4: The Old World Expanding Into the New

TERMS

Vatican:

The section of Rome which serves as the residence of the Pope and the center of administration for the Roman Catholic Church. (40)

Renaissance:

Literally, “rebirth.” The Renaissance saw a “rebirth” of classical ideas and artistic techniques from ancient Greece and Rome. (40)

alchemy:

Medieval pseudo-science which attempted to turn common metals into gold or silver. (41)

Medicis:

A powerful family of Florence, Italy, whose wealth greatly contributed to the growth of the arts during the Renaissance. (42)

cartography:

Map-making. (43)

caravel:

A small ship designed by the Portuguese to sail against the wind by use of lateen or triangular sails. (43)

lateen sail:

A triangular sail which allowed a ship to sail into the wind in a zigzag fashion using the same principle of aerodynamic lift employed by an airplane wing. (43)

Cape of Good Hope:

The southern tip of Africa so-named because King John of Portugal believed that when Bartholomeu Dias rounded it in 1488 it gave hope that the Indies could be reached by sailing around Africa. (44)

The Age of the Renaissance was a time of spiritual decline, artistic renewal, and political change in Europe. Philosophers commonly elevated man’s reason above God’s law, and much of what was new in Renaissance thinking reflected this unbiblical perspective. At the same time, the various nation-states of Europe began to expand their conquest of the world through increased sea travel. Key explorers of the time included Portuguese navigators Bartholomeu Dias and Vasco da Gama. Through their explorations, Portugal discovered a passage around Africa to India.

DISCUSSION QUESTIONS

1. How did the Renaissance answer the question of man’s source of truth and authority?

The Renaissance revived the age-old lie that man was the source of truth and authority.

2. In your own words, explain how the Renaissance was a time of “New Learning and New Ignorance.”

New discoveries from scientists and explorers expanded people’s knowledge of the world—thus New Learning. At the same time, the Church and culture as a whole began to turn to autonomous man, and, in particular, to replace the Bible as the source of truth—thus New Ignorance. Indeed, when the Church began to persecute scientists it considered heretics, it persecuted the scientists for the “sin” of disagreeing with Aristotle, rather than for contradicting the Bible.

3. Henry the Navigator was largely responsible for Portugal’s becoming the dominant sea power in Europe. What were his motives and how did he carry out his strategic plan?

Henry’s principal motive was to unify the nations of Europe, Africa, and Asia against the forces of Islam. Because the Muslims controlled the strategic points of trade along the land routes between Europe and Asia, Henry planned to get around them by finding a direct water route to Asia.

Lesson 6

Reconquista:

The “reconquest”; a struggle to rid the Spanish kingdoms of the Muslim Moors, which ended in Spanish victory in 1492. (45)

PEOPLE

Pythagoras:

An ancient Greek philosopher and mathematician whose famous statement “Man is the measure of all things” sums up the pagan idea of a man-centered universe. (40)

Aristotle:

Ancient Greek philosopher whose scientific ideas—such as the theory that the earth is the center of the universe—were placed on the level of Scripture by Church leaders in the late Middle Ages. (41)

Henry the Navigator:

Portuguese prince who founded an important school of navigation which taught navigational skills, astronomy, and cartography, and promoted exploration in the early fifteenth century. Henry’s emphasis on navigation helped elevate Portugal to the position of a world power. (42)

King John II:

Portuguese king who promoted important voyages of exploration and discovery near the end of the fifteenth century. (43)

Bartholomeu Dias:

Portuguese navigator who first rounded the Cape of Good Hope in 1488 and discovered the possibility of a water route to the Indies. (44)

Vasco da Gama:

Portuguese navigator who followed the route of Dias and continued all the way to India in 1497. (44)

Ferdinand of Aragon:

Spanish king who married Isabella of Castile, thus joining the two strongest families in Spain. (45)

Isabella of Castile:

Spanish queen who married Ferdinand of Aragon. Their marriage united the two most powerful families in Spain. They also helped finance the voyage of Columbus in that year. (45)

Chapter 4: The Old World Expanding Into the New

4. Explain the significance of the voyages of Dias and da Gama.

By sailing around the southern tip of Africa, Dias showed that it was theoretically possible to reach the Indies by water if one continued on past the east coast of Africa. Da Gama pursued this possibility and, by sailing on to India, showed this route to be a reality.

5. Discuss the Reconquista and its effects on the kingdoms of Spain.

The Reconquista was very costly in terms of both lives and money. To offset the cost, Spain needed another source of wealth. Since Portugal and Italy dominated the trade industry with Africa and the Mediterranean, Spain needed to go elsewhere: Asia. Ferdinand and Isabella therefore commissioned a voyage of exploration to find a direct water route to the wealth of Asia.

OPTIONAL ENRICHMENT PROJECTS

1. Discuss the development of the sailing ship, the caravel. Include a drawing or sketch in your report.
2. Using a book on art history for your source material, write a report comparing and contrasting Byzantine and Florentine (Renaissance) painting.
3. Write a report on the history of the Arab slave trade in East Africa.

Assignment: Read Chapter 5 before next lesson.

Lesson 7

Chapter 5: Columbus: In Search of a Patron

TERMS

Genoa:

An Italian city-state, important trading center, and home of Columbus. (47)

Apocrypha:

A group of books, written during the “intertestamental period” (between the time of the testaments) that Roman Catholics believe to be inspired by God, equal in status with the sixty-six books of the Old and New Testaments. The books can be found in Catholic Bibles placed between the last book of the Old Testament and the first book of the New Testament. (50)

Hundred Years' War:

A destructive series of wars from 1337 to 1453 between France and England which left both countries so devastated that decades later neither could help fund Columbus in his quest to find a direct water route to the Indies. Even though the conflicts lasted more than a hundred years, they are still known as the Hundred Years' War. (50)

Niña, Pinta, and Santa Maria:

The name of the three ships Columbus took on his first voyage to the New World. (51)

PEOPLE

Christopher Columbus:

A skilled navigator from Genoa, Italy, who wished to reach the lands of the East (the Indies) with the gospel and to find gold to help rebuild Jerusalem. (47, 59)

Claudius Ptolemy:

A second-century Greek astronomer who drew a surprisingly accurate map of the world showing it as a sphere, although he omitted North and South America. (49)

After years of preparation gleaning knowledge of the sea, Christopher Columbus developed his plans to travel west from Europe to reach the Indies. His goals were to expand his personal wealth, to increase the wealth of Catholic Europe, and to bring Christianity to pagan lands. However, before he could make his voyage, Columbus had to find a sponsor to fund the trip. After years of persistent requests, Columbus finally persuaded Spain to finance his monumental voyage.

DISCUSSION QUESTIONS

1. How did Columbus prepare himself for navigating unknown waters?

Columbus began at a young age to sail on his father's ships, and quickly became a skilled sailor and navigator, venturing farther and farther out into the Atlantic Ocean. To learn more, he settled in Lisbon, Portugal, the center of nautical learning, where he learned the latest in navigational technology. From there, Columbus sailed to the fringes of the known world in preparation for sailing beyond into the unknown world. He was an avid reader of earlier explorers and thoroughly familiarized himself with the ocean currents.

2. Why was Portugal's King John II not interested in financing Columbus's proposed venture?

The navigator Bartholomeu Dias had just given Portugal a safe route to Asia around Africa, so the King felt it would be foolish to risk his wealth on a questionable venture when he already had what he was seeking.

3. How do Columbus's efforts to secure support from Ferdinand and Isabella illustrate his persistence, his negotiating skills, and his expertise as a strategic planner?

Nearly ten years of failure did not stop Columbus from persisting in his effort to seek support for his voyage. He supported his arguments with reasons from science, politics, and religion, noting in particular all that Spain might gain from his success. One might say that Columbus had done his homework.

OPTIONAL ENRICHMENT PROJECTS

1. Find a book on English history which covers the period of the Hundred Years' War (1337–1453). Describe the effects of this series of wars on England.

2. Look up “Apocrypha” in a reference book. Write a brief report on it. Be sure to explain why it is not accepted as canonical by Protestants. Also consider the Apocrypha's *historical* value.

3. Find a book which discusses world food production today and gives statistical information. Write a brief report in which you demonstrate current world-wide production of corn and potatoes (crops originating in the New World) and rice and wheat (crops originating in the Old World).

Assignment: Read Chapter 6 before next lesson.

Lesson 8

Chapter 6: Columbus: In Search of the East

TERMS

quadrant:

A navigational instrument containing a graduated arc of 90 degrees used to measure the altitude of the sun or stars. (56)

dead reckoning:

The calculation of a ship's position by means of a compass to determine direction, and a log and chronometer (clock) to determine speed by recording the time it takes the ship to pass a certain distance from a "dead" object (the log). (56)

Sargasso Sea:

A calm area in the North Atlantic northeast of the West Indies where there is an abundance of free-floating seaweed of the genus sargassum. Sailors on wind driven sailing vessels like the kind used by Columbus dread being becalmed in areas like the Sargasso Sea. (57)

San Salvador:

A Spanish name meaning "Holy Savior"; the name given the island where Columbus first set foot in the New World. (59)

"Indians":

The name Columbus gave the native population because he mistakenly believed he was in the Indies in East Asia. (60)

Hispaniola:

A Spanish name meaning "Spanish Island"; the island where the Santa Maria struck a reef and sank. (61)

Navidad:

The Spanish name for "Christmas"; the settlement Columbus established for the survivors of the Santa Maria in the hopes they would discover gold while awaiting his return. (61)

"Christ bearer":

The meaning of the name "Christopher." (61)

PEOPLE

Martin Alonso Pinzon:

The captain of the Pinta whose mistaken report of the sighting of land caused Columbus to fall to his knees to give thanks to the Lord. (57)

Columbus's voyage was a test of courage for all who participated. The expedition was filled with danger and prolonged expectations. But due to God's providence, Columbus's navigational skill, and his constant optimism his three ships finally reached land. Columbus did not realize that his crew had sailed to islands off the coast of North America. He was so convinced that he had reached the Indies that he promptly dubbed the natives they encountered "Indians."

DISCUSSION QUESTIONS

1. What navigational tools did Columbus use?

Dead reckoning, which required a log and a chronometer (clock), celestial navigation, which required an astrolabe or a quadrant, and a compass.

2. How does Columbus's diary reflect his Christian faith?

Columbus credits "Almighty God" with giving him signs and guidance, and he readily credits the Lord with any successes. Since these reflections were written in a private diary and not for publication, we can assume much greater sincerity than religious references made in a public setting.

3. In what ways does Columbus's first voyage and exploration reflect the shortcomings of the maps available to him?

Columbus bumped into one of two entire continents which were unknown to all the mapmakers of the day. Based on his reading of available maps, Columbus assumed he had reached the Indies, which is why he misnamed the natives "Indians."

OPTIONAL ENRICHMENT PROJECTS

1. Read twenty pages of Columbus's diary carefully and keep a tally of the times he mentions God, faith, providence, prayer, and Scripture. Based on your findings, write a report emphasizing the importance of his Christian faith to his voyage of exploration.

2. One's need for and dependence on God's providential care while at sea is the subject of several Christian hymns. How many can you find in the hymnal used in your church? Make a complete list.

3. Scholars disagree on the exact course followed by Columbus on his first voyage. Find a book which discusses this issue. Write a report on the different theories.

Assignment: Read Chapter 7 before next lesson.

Lesson 9

Chapter 7: Columbus: The Last Hurrah

TERMS

Treaty of Tordesillas:

1494 treaty imposed by the pope to divide up the non-Christian world between Spain and Portugal. (64)

Papal Line:

The line drawn by Pope Alexander VI dividing the non-Christian world between Spain and Portugal according to the Treaty of Tordesillas. (64)

Book of Prophecies:

A book written by Columbus where he credits God's Word and the influence of the Holy Spirit with the inspiration to make a voyage to unknown lands to spread the gospel and rebuild Jerusalem. (68)

eschatology:

The study of the future or "end times." (68)

PEOPLE

Francisco de Bobadilla:

The ambassador sent by the Spanish king and queen to the Indies as acting governor to follow up complaints about Columbus's mismanagement; he sent Columbus home in chains to stand trial. (67)

Columbus returned to Spain a hero, receiving the titles Admiral of the Ocean Sea and Governor of the Indies. He made three more trips to "the Indies," but they paled in comparison to his first voyage. The colonies he established fell into chaos and ruin, destroyed either by inner conflict brought on by poor governing or by Indian attacks. Despite Columbus's successes and his praiseworthy desire to advance Christianity in these new lands, his career ended in despair and relative obscurity.

DISCUSSION QUESTIONS

1. How did Columbus's second and third voyages reflect his shortcomings as a colonial leader?

During Columbus's second and third voyages to the New World, he appointed his competence-challenged brothers to govern the Spanish settlements, clearly an act of nepotism (favoritism toward family members regardless of competency). He and his appointees treated both Spanish settlers and Indians harshly, and failed to provide adequate supplies. When his governing policies provoked rebellion, he failed to make satisfactory changes or deal effectively with the rebels.

2. How did Columbus's views of Bible prophecy shape his hopes for his fourth voyage? Were his hopes confirmed or disappointed? Explain.

Columbus believed that the world would not end until the Gospel was preached to all nations, and that he was God's chosen instrument to preach the Gospel to the "Indians." It was for this primary purpose of converting the Indians that he set sail on his fourth voyage. Of course he never did reach the true Indians he had initially sought, and the American Indians he did find were less than enthusiastic about any message brought by the tactless, gold-hungry Spaniards who accompanied Columbus. But though his hopes may have been disappointed, he nevertheless was generally faithful to the Great Commission to preach the Gospel to all the nations, and it is faithfulness, not success, which God rewards.

3. What erroneous belief about his discoveries did Columbus hold for the rest of his life?

Columbus still held on to the belief that he was exploring islands off the coast of China, never acknowledging that his voyages had taken him to an entirely new continent.

Lesson 9

Chapter 7: Columbus: The Last Hurrah

4. Columbus has been criticized for being too concerned with finding gold and for enslaving Indians. In fairness to Columbus, we must consider why he was interested in the gold and why he enslaved Indians. Discuss.

Columbus sought gold not so much for his own enrichment as for the purpose of funding the conquest of the Holy Land from the Muslim invaders and for the rebuilding of the temple in Jerusalem. While his enslavement of the Indians may have been wrong, he honestly felt that enslavement would introduce the Indians to Christianity. He believed that it would be far better to live as slave and die a Christian death than to live free as a pagan and spend eternity in hell. Unfortunately, Spanish treatment of Indian slaves often tended to alienate the Indians from, rather than introduce them to, Christianity.

5. Defend the following statement: In spite of his mistakes and flaws, Columbus was a great explorer and a great man.

Columbus dared in 1492 to set forth on a venture which very few other people were willing to attempt. As an accomplished navigator, he was probably one of only a handful of men who had the skills to successfully complete this voyage. Though other explorers had earlier visited the Americas, it was Columbus who publicized his findings and thereby changed the course of world history.

OPTIONAL ENRICHMENT PROJECTS

1. Columbus was not the first (or last!) person to be fascinated with gold. Using a good Bible concordance, look up the first reference to gold in the Bible and locate at least nine others. To what purposes is gold put in the Scriptures? What is gold used for today? Compare your results. Write a report on your findings.
2. Look up at least three sources on the history of slavery in the Americas. Write a report in which you discuss the way slavery was practiced in the Spanish colonies.
3. Write a report on the exploration voyages of Amerigo Vespucci.

Assignment: Review chapters 4–7 for test.

Lesson 10

TEST 2: Chapters 4–7

Assignment: Read Chapter 8 before next lesson.

Lesson 11

Chapter 8: The Flat Earth Myth

TERMS

cosmos:

A Greek word for world or universe. (76)

cosmologists:

Scientists who study the universe as a whole. (76)

Upanishad:

An ancient Hindu (from India) text with a pagan view of the universe. (76)

Atlas:

The Greek mythological figure who was condemned to hold up the heavens and the earth on his shoulders. A book of maps—an “atlas”—got its name from the practice of placing on the title page a picture of Atlas supporting the earth. (76)

ex nihilo:

A Latin phrase which means “out of nothing.” The phrase is used to describe the biblical view that God did not create the universe (cosmos) out of pre-existent matter but “out of nothing” through His spoken Word (Hebrews 11:3). (77)

A.D.:

(Anno Domini); A Latin term for “the year of our Lord”; dating of historical events as measured after the birth of Jesus Christ. (78)

B.C.:

“Before Christ”; dating of historical events as measured before the birth of Christ. (78)

antipodes:

Literally, “those with feet opposite,” meaning those who walk on the other side of the earth. The term “antipodes” came to mean the other side of the earth. (79)

A story has circulated for many years that Columbus made his voyages to prove that the earth is round. The story goes that Columbus argued the round-earth theory against the flat-earth beliefs of the Church. This account is pure myth. The roundness of the earth had been commonly accepted for centuries before Columbus. Furthermore, biblical teaching on the subject, though limited in scope, is scientifically accurate. The debate during Columbus’s day was not over the shape of the earth but over its size.

DISCUSSION QUESTIONS

1. How did the legend of the flat earth arise?

The fictitious story of Columbus fighting off the flat-earth church leaders was invented by Washington Irving to embellish his three-volume *History of the Life and Voyages of Christopher Columbus*, published in 1828. This account gives scoffers an opportunity to ridicule the Church and gives skeptics who have never read the Bible an excuse to imagine it as nothing more than a book of superstition and fantasy.

2. How is the idea of the earth being flat inconsistent with what the Bible teaches?

Nowhere does the Bible teach that the earth is flat. References to the “four corners” of the earth might better be translated as “four quadrants,” a description of the earth when one pictures it on a map. Actually, the Bible affirms a round earth; Isaiah 40:22 refers to God sitting upon the “circle” or “sphere” of the earth.

3. During Columbus’s day, there was much discussion about the size, not the shape, of the earth. How did differing views about the earth’s size influence both his plans and his efforts to gain support for the voyage?

By mistakenly viewing the earth as a small sphere, Columbus expected to reach China after a voyage of about three thousand miles, a distance that was safely within the range of a good ship of his day. Had he known that China was nearly three times that far, he would have likely given up hope that such a voyage was possible at that time. Moreover, he would likely have found no crew willing to risk such a lengthy voyage because any sailor would have known that no Spanish ship had the capacity to carry enough food for such a long trip. It was only the existence of an unknown continent which saved Columbus from the consequences of his miscalculations.

Lesson 11**Chapter 8: The Flat Earth Myth****PEOPLE**

Venerable Bede:

An early eighth-century Christian theologian and "Father of English history" who believed the earth to be a perfect sphere. (78)

Washington Irving:

The nineteenth-century American writer who created the myth that church leaders believed in a flat earth in the days of Columbus. (79)

St. Augustine:

A greatly influential Christian theologian from late fourth-century and early fifth-century North Africa, who wrote that the earth was spherical in nature. (79)

OPTIONAL ENRICHMENT PROJECTS

1. Look up Ptolemy and Copernicus in at least two reference books. After carefully reading the material, write a report in which you compare and contrast their cosmologies.
2. Read the section on Columbus and the discovery of America in at least five American History secondary school text books to see what they say about Columbus and the flat earth myth. Write a brief report on your findings.
3. Christians are *still* portrayed by some as ignorant people who refuse to listen to reason and science. An example is the controversy over teaching evolution/creation in public schools. Find at least one example of this in a newspaper, magazine, or book and write a brief report on it.

Assignment: Read Chapter 9 before next lesson.

Lesson 12

Chapter 9: America B.C.: To Boldy Go Where Others Have Gone Before

TERMS

"Indians":

The name Columbus gave the native population because he mistakenly believed he was in the Indies in East Asia. True Indians come from the subcontinent of India in Asia. (83)

Aztec Indians:

The powerful Indian empire which ruled in Central America from what is now Mexico City. (84)

ziggurats:

Pyramid-shaped towers built by the Aztecs which resembled those constructed in ancient Babylon and Sumeria for the worship of pagan gods. (85)

Tower of Babel:

The ancient Babylonian ziggurat built to reach the heavens. Before its completion, God gave its builders mutually incomprehensible languages which caused them to scatter over the face of the earth. Some Christians argue that it was at the Tower of Babel that the continents were divided, which would explain the Babylonian influence on culture in the Americas. Other Christians, however, believe that the continents broke apart at the time of the Great Flood. (85)

Bering Strait:

A narrow body of water, fifteen miles wide, between Siberia and Alaska. Several thousand years ago there may have been a land bridge between the two continents which could have been used by ancestors of American Indians to reach the Americas from Asia. (86)

Mayan Indians:

An ancient and advanced Indian civilization of the Yucatan Peninsula of Mexico which shared similarities with ancient Chinese culture. (89)

The North and South American continents were already populated before Columbus discovered the "New World." So when did all these people get there, and where did they come from? Some theories are that the "Indians" originated from ancient Babylon, Japan, China, Greece, Egypt, Israel, Ireland, and Scandinavia. The difference between Columbus's voyage and all others that preceded him is that Columbus carefully recorded the results of his discoveries. In addition, Europe was technologically able to publicize Columbus's voyages and politically ready to colonize the New World.

DISCUSSION QUESTIONS

1. Why does the term "American Indian" fail to describe accurately the people living in the New World when the Europeans arrived?

"Indian," of course, is a misnomer because the Europeans were nowhere near India. But any single term is inadequate because American Indian cultures, languages, and even points of origin are so diverse that a single term is a gross oversimplification, albeit a convenient label just like "European" and "American" are used to describe dissimilar people groups.

2. There are cultural similarities between ancient Babylon and the civilizations which developed in Central America. What clues does the Bible offer which may shed light on these similarities?

Genesis 10:25 speaks of the earth being divided at the time of Tower of Babel. The science of plate tectonics indicates that the eastern coast of the Americas once was probably joined to the west coast of Europe and Africa. If the Babel event is in fact the time of continental separation, then those people who lived to the west of the dividing line would certainly have brought much of their Near Eastern culture with them, which would explain the cultural similarities. However, the Bible does not teach conclusively on this point, and many Christians believe that the continents broke up at the time of the Genesis Flood. In that case, there would be a different reason for the cultural similarities.

3. What evidence is there that the first Americans may have come from Asia?

There are several indications that some of the first Americans came from Asia. First of all, the opportunity was readily available either in the form of an ancient land bridge between Siberia and Alaska or in the narrowness of the Bering Strait which could have been easily traversed. This migration is supported by the similarities between tools unearthed in Siberia and those unearthed in both Alaska and California. In addition, Mayan religion, paper-making, pictographic language, a lunar calendar, and their written historical legend all show such similarities with Chinese culture as to suggest an ancient connection between China and the Americas. Furthermore, pottery from Ecuador bears such a striking resemblance to

Lesson 12

Chapter 9: America B.C.: To Boldly Go Where Others Have Gone Before

Inca Indians:

A powerful Indian civilization centered in the Andes Mountains of South America. The Incas mummified their dead in a manner similar to that of ancient Egyptians, suggesting some sort of connection between ancient Egypt and South America. (88)

Vikings:

Norse explorers and warriors, from present-day Scandinavia, who terrorized much of northern Europe and the British Isles around the tenth century, explored and settled Iceland and Greenland, and sent expeditions to North America where they established at least one verifiable settlement, Vinland, around the year 1000. (91)

“Greenland”:

The name given by Vikings to a huge ice-covered land mass in the North Atlantic perhaps in an attempt to make it more attractive to prospective settlers. (90)

Vinland:

“Land of Vines or Wine,” where Lief Ericson failed in his several attempts to colonize North America around 1000 A.D. (91)

PEOPLE

St. Brendan the Navigator:

Irish monk who led a voyage which quite likely discovered North America around 550 A.D. His published account of the voyage probably encouraged and guided Christopher Columbus nearly a thousand years later. (90)

Lief Ericson:

Viking explorer who discovered North America and attempted to plant colonies there around the year 1000. (91)

Japanese pottery of the same era as to suggest another ancient connection between Japan and the Americas.

4. How was Columbus’s voyage to America different from previous discoveries of the “New World”?

Previous discoveries left no conclusive historical record and no known, lasting settlements in the Americas. By contrast, Columbus broadcast his discovery all over Europe with the result that massive exploration and colonization followed almost immediately. After Columbus’s discovery, the civilizations in the Americas were thoroughly and permanently transformed.

OPTIONAL ENRICHMENT PROJECTS

1. After reading reference book accounts of the Iroquois Indians of the northeastern United States and the Navajo Indians of the American southwest, write a report on their differences.
2. Read the section on the origins of the first Americans in at least five American history secondary school textbooks. Write a report on your findings.
3. Find and read what at least three different books on geology have to say about the origin of the continents. Write a report on your findings.

Assignment: Read Chapter 10 before next lesson.

Lesson 13

Chapter 10: Spain Scouts the Widening World

TERMS

circumnavigate:

To sail completely around. (95)

Strait of Magellan:

A water passage through the southern tip of South America discovered by Magellan. (96)

Tierra del Fuego:

“Land of the Fires”; the region south of the Strait of Magellan which Magellan bypassed by sailing through the Strait. (97)

“Pacific” Ocean:

The ocean that was named “peaceful” by Magellan because of its relative calm following five weeks of rough passage through the Strait of Magellan. (97)

conquistadors:

“Conquerors”; the Spanish soldiers who, in their quest for gold, conquered the Indians of Central and South America. (100)

isthmus:

A narrow strip of land, bordered on both sides by water, connecting two larger bodies of land. (101)

“Florida”:

The territory that was named by Ponce de Leon for the Spanish name for Easter, Pascua Florida, “the Feast of Flowers.” (102)

PEOPLE

Ferdinand Magellan:

Portuguese mariner who led the first voyage to circumnavigate the earth, although he died before returning home. (95)

Juan Sebastian del Caño:

Magellan’s second in command, who completed the voyage around the globe after Magellan was killed in an Indian attack. (99)

Vasco de Balboa:

The Spanish explorer who led an expedition across the Isthmus of Panama in 1513, becoming the first European to see the Pacific Ocean. (101)

After Columbus, Spain began expanding her knowledge and conquest of new lands by funding various expeditions. First Spain funded Magellan’s amazing voyage around the world and then began to focus on New World exploration. The conquistadors were Spanish soldiers who came to the New World to conquer the land for fame and fortune. Other notable Spanish explorers were Balboa, Ponce de Leon, Ayllon, and Gomez, all of whom sought gold. Although most of these explorers failed to fulfill their dreams, they greatly increased Europe’s knowledge of the New World.

DISCUSSION QUESTIONS

1. How was Magellan’s voyage an amazing feat of courage and determination? Describe some of the problems Magellan’s crew encountered.

For much of his voyage Magellan had no idea of what dangers lay ahead, and there were many which he faced and overcame. He had to navigate through the deadly, stormy Strait of Magellan, cross a Pacific Ocean much wider than he expected, deal with unhappy crew members, subsist on what could barely be called “food,” and fight off hostile natives who ultimately killed him.

2. Who were the Spanish conquistadors, and what was their motivation to come to the New World?

Initially unemployed veterans of the Reconquista, the conquistadors were soldiers who came to the Americas to seek fame and fortune, mainly gold.

3. Why was the Spanish king more interested in sponsoring conquistadors than financing such ventures as that of Magellan?

Conquistadors required little or no risk or investment on the part of the king and promised a return of twenty percent of all wealth discovered. Ventures like that of Magellan required an investment in ships, supplies, and crew, all of which could be lost if the ship sank or the venture failed. Moreover, successful conquistadors gained land and prestige for the king in addition to gold, while successful Magellan-type ventures only gained knowledge and possible profits.

4. How did Magellan’s voyage demonstrate the remarkable profits to be made in the spice trade?

The voyage lasted three years and cost four vessels, yet the cargo brought home by the one remaining ship paid for the entire voyage.

5. Why did Spanish explorers focus their attention on settling Mexico, Central America, and South America, rather than the rest of North America?

Mexico, Central America, and South America were the homes of flourishing

Lesson 13**Chapter 10: Spain Scouts the Widening World**

Juan Ponce de Leon:

The Spanish explorer who searched unsuccessfully for the “fountain of youth” and made the first Spanish landing in North America near present-day Saint Augustine, Florida. (102)

Lucas Vasquez de Ayllon:

Spanish landowner and judge who attempted unsuccessfully to colonize North America in 1526. (103)

Estevan Gomez:

Portuguese mariner who explored the coast of North America for Spain; failing to find evidence of gold or precious stones in the territory, he brought back an unfavorable report that discouraged further expeditions. (103)

Indian empires which had already mined vast treasuries of gold. By contrast, when the Spanish ventured north all they encountered was desert, swampland, and comparatively impoverished Indian tribes. Gold was nowhere to be seen.

OPTIONAL ENRICHMENT PROJECTS

1. Write a report on why the Straits of Magellan are treacherous waters which have sunk many ships over the years. Be sure to include a description of the sudden weather changes which can occur there.
2. Look up accounts of Magellan’s voyage in at least three sources on exploration and discovery and write a report on what is said about Magellan’s motives for undertaking such a hazardous expedition. Which single motive do you think was the most important? Why or why not?
3. Write a report on why the spice trade, which thrived, beginning with Polo’s trip east, was such a tremendously profitable venture.

Assignment: Review chapters 8–10 for Test 3.

Lesson 14

TEST 3: Chapters 8–10

Assignment: Read Chapter 11 before next lesson.

Lesson 15

Chapter 11: Cortes: Numero Uno Conquistador

TERMS

alcalde:

A Spanish word which means “town mayor.” (105)

Aztecs:

A fierce tribe of warrior Indians who built an empire in Mexico and ruled from present-day Mexico City. (106)

Tenochtitlan:

The capital city of the Aztec empire, present-day Mexico City. (108)

Quetzalcoatl:

The white-skinned and bearded god of Aztec mythology who once ruled and taught the Aztecs about government, agriculture, and metal-working at a time the Aztecs regarded as their golden age. He promised to return in the future. Cortes was mistakenly taken for the returned Quetzalcoatl. (110)

PEOPLE

Hernando Cortes:

Spanish conquistador and conqueror of the Aztecs in 1521. (105)

Montezuma:

Dreaded Aztec chief conquered by Cortes. (108)

Jeronimo de Aguilar:

Spaniard and former captive of the Mayas who served as guide and interpreter for Cortes. (109)

Doña Marina:

A former slave of the Aztecs; became the first native Mexican to become a Christian. She served as Cortes’s interpreter. (109)

One of Spain’s greatest explorers was Hernando Cortes. Cortes was assigned to lead an expedition to conquer the area west of the Yucatan, Mexico. Cortes and his band of conquistadors soon found that the Indian tribe that controlled Mexico—the Aztecs—were bloodthirsty people who practiced human sacrifice. The Aztecs were a terror to all the other Indian tribes, and Cortes was able to persuade many of these to join the Spanish army. The Aztecs, and especially their chief, Montezuma, were frightened by Cortes’s advance, because they believed Cortes to be a god.

DISCUSSION QUESTIONS

1. Bernal Diaz del Castillo said of Cortes and his soldiers that they “came to serve God and to get rich.” Give examples which suggest this statement.

Cortes claimed he came to Mexico to wage a just war in the name of Almighty God, and he fought under the banner of the Cross. This in itself tells us little, but Cortes’s rejection of human sacrifice and his refusal to accept worship as a god provide evidence of his sincerity. His treatment of the slave girl and her subsequent conversion to Christianity adds further evidence that Cortes and his men were more than mere plunderers, though it is obvious that gold was an important motivation for the entire campaign.

2. After reading Joshua 2:1–13 and Hebrews 11:30–31, compare Rahab to Doña Marina.

Like Rahab, Dona Marina recognized that the Lord of the invaders was indeed “God in heaven above and on earth beneath,” and that He had given the pagan land of her family over to those who had come in His name. By God’s grace, both women chose wisely to cast their lots with His people.

3. How did the story of Quetzalcoatl in Aztec mythology help Cortes conquer the Aztecs?

The belief that Cortes may have been a god sent fear through the hearts of the Aztecs and caused them to hesitate at a time when their great numerical superiority could have easily defeated the Spanish.

Lesson 15**Chapter 11: Cortes: Numero Uno Conquistador****OPTIONAL ENRICHMENT PROJECTS**

1. Read at least five American history textbooks which give accounts of the history of the Aztecs. How much space is devoted to the achievements of Aztec civilization? How much space is devoted to discussing human sacrifice on a large scale as a vital component of Aztec religion? Write a report on your findings.
2. Read at least three reference book accounts of Cortes's conquest of the Aztecs. What judgments do they make about the character of Cortes?
3. Write a report on the Aztec calendar and compare it with today's modern calendar.

Assignment: Read Chapter 12 before next lesson.

Lesson 16

Chapter 12: To the Halls of Montezuma

TERMS

Vera Cruz:

“True Cross”; the camp established by Cortes as he planned to conquer the Aztec empire. (113)

brigantines:

Two-masted sailing vessels used by Cortes in a decisive battle with the Aztecs. (114)

Tlaxcalans:

Fierce Indians whose hatred of the Aztecs led them to join Cortes in his campaign against the Aztecs. (116)

“King’s Fifth”:

The first twenty percent of the wealth taken by conquistadors which was reserved for the king of Spain. (122)

Cortes’s army advanced into Mexico, and when they arrived in the Aztec capital, Montezuma greeted Cortes as a god and welcomed the Spaniards warmly. Looking around the city, the Spaniards were shocked by the bloodstained sacrificial pyramid and other evidences of mass human slaughter. Cortes’s strategy was to undermine the Aztec’s main weakness: their loyalty to their leader. The Spaniards took Montezuma captive and forced him to surrender his empire—and the wealth of Mexico—to Spain.

DISCUSSION QUESTIONS

1. How did the Aztec practice of human sacrifice on a huge scale help Cortes conquer the Aztec empire?

The Aztec practice of human sacrifice made the tribe many enemies, enemies which, in turn, became allies of the Spanish.

2. What steps did Cortes take which demonstrated his concern to conform to lawful Spanish authority?

While Cortes did oppose the Spanish governor of Cuba, he demonstrated his concern to conform to lawful authority by appealing to the king to free him from the governor’s control. Never did Cortes deny the validity of the law or the king’s sovereignty in governing the Spanish colonies.

3. How was the idea of human sacrifice used by Cortes to preach the gospel to the Aztecs?

First, Cortes argued that any “god” which demanded such an abominable practice as human sacrifice could in reality be nothing but a devil. But Montezuma was not convinced and continued to believe that his gods were benevolent and good. Second, Cortes used the familiar subject of sacrifice to preach the gospel of Christ to the pagan Indians. These natives were used to the gods demanding the death of humans, and they were amazed to hear that the one, true God had died for them so that they could be free from guilt and death.

OPTIONAL ENRICHMENT PROJECTS

1. Look up the history of chocolate in at least two sources and write a report on your findings.
2. Maize (corn) was a vital part of almost all Native Americans’ diet. Write a report in which you give a brief history of this basic food source. Include when and where scientists think it was first domesticated.
3. Look up Montezuma in at least two reference books. Write a brief biographical report on his life.

Assignment: Read Chapter 13 before next lesson.

Lesson 17

Chapter 13: The Conquest of Mexico

PEOPLE

Panfilo de Navarez:

Led an expedition to bring Cortes to Cuba for trial. (125)

Pedro de Alvarado:

Was put in charge of guarding Montezuma and the capital in Cortes' absence. An unfortunate choice. (126)

EVENTS

La NocheTriste:

"The Night of Sadness" in which Cortes lost nearly 900 of his men sought to escape the Aztec capital. (128)

Spain's victory in Mexico was marred by an internal Spanish conflict and a counter-attack by the Aztecs. The result was massive bloodshed on both sides, including the death of Montezuma, and Spanish retreat. The Spanish retaliated with an all-out attack, completely leveling the Aztec's capital city.

DISCUSSION QUESTIONS

(Help in answering questions 1–3 can be gained from consulting chapter 12)

1. How did the layout of Tenochtitlan make Cortes and his men vulnerable to attack?

The city of Tenochtitlan was an island in a lake with no means of escape except by bridge or by boat. Thus Cortes and his men were trapped, and when they did try to escape across a bridge, it collapsed from their weight, leading to a great military disaster.

2. On what basis could Cortes say to Montezuma that the Aztec gods were really devils? How did Montezuma react to the charge? On what basis did Montezuma defend his pagan deities?

Their practice of human sacrifice was an abomination to the true God, and Cortes used this to argue that the Aztec "gods" were actually devils. Montezuma disagreed, claiming that his gods were good, giving his people health, rain, good harvests, and victory in war. But those gods were not good to the thousands of victims of Aztec sacrifices.

3. What weakness of the Aztec governing system did Cortes exploit which eventually gave him victory?

The Aztecs were a powerful civilization, but their key weakness was their unquestioning obedience to their leader. Without the leader, the people were unable to act on their own. Cortes observed this flaw and determined that all he had to do to conquer the whole tribe was to remove the leader.

4. Why was the night of June 30, 1520, named Noche Triste by the Spanish Conquistadors of Mexico?

The night of June 30, 1520, was called "The Night of Sadness" because during the battle that took place on that night the Spanish lost nearly 900 of their own men, some 4,000 Indian allies, most of their Aztec hostages, and the Aztec treasure.

OPTIONAL ENRICHMENT PROJECTS

1. What types of ships/boats were used in naval warfare by the Spanish in the sixteenth century? How were such vessels employed during the actual fighting? Write a report on your findings.

Lesson 17**Chapter 13: The Conquest of Mexico**

2. Write a report on Aztec agriculture in which you list the crops they grew as well as their farming methods. How did they believe human sacrifice was connected with producing a bountiful harvest?
3. After reading Exodus 34:11–16, Deuteronomy 20:16–18, and Judges 6:19–21, explain how the destruction of Tenochtitlan and the Aztecs could have been God's judgment on their idolatry and wickedness.

Assignment: Read Chapter 14 before next lesson.

Lesson 18

Chapter 14: Pizarro and the Conquest of Peru

TERMS

Inca Indians:

Powerful Indian empire centered in Peru. (135)

“New Castile”:

The official Spanish name for Peru. (135)

Cuzco:

The capital city of the Inca empire. (138)

Sapa Inca:

The title of the sole ruler of the Incas. (139)

Seven Cities of Cibola:

The legendary golden cities of the American Southwest which were the object of a fruitless search by Francisco Coronado. (142)

PEOPLE

Francisco Pizarro:

The sometimes brutal Spanish conqueror of the Inca empire. (135)

Atahualpa:

Sapa Inca after he won a brutal civil war against his half-brother, Huascar. He was in turn conquered by the forces under Pizarro. (137)

Huascar:

The legitimate heir to the Inca empire who was usurped by his halfbrother Atahualpa. The divided loyalties of the Incas provided Pizarro with his opportunity to conquer a disunited empire. (137)

Alvar Nuñez Cabeza de Vaca:

Spanish explorer who first told Coronado about the legendary Seven Cities of Cibola. (142)

Francisco Vasquez de Coronado:

Spanish explorer who roamed the American Southwest in search of the legendary golden-roofed Seven Cities of Cibola. (142)

Hernando de Soto:

Spanish explorer who roamed throughout the American South and was the first European to view the Mississippi River. (142)

Another Spanish explorer, Francisco Pizarro, set out to conquer a wealthy Indian empire in South America, the Inca Empire of Peru. Pizarro’s main goal was to plunder the Incas’ wealth for his own personal gain. The Spanish force he led into Peru arrived at a time when the Incas were very vulnerable: they had just finished a civil war which had left the population split in their loyalties. Pizarro gained mastery over the Incas by sheer deception, and the Spaniards plundered the vast wealth of Peru. Other explorers who expanded Spain’s control in the New World include Coronado and Hernando de Soto.

DISCUSSION QUESTIONS

1. In what ways were Cortes and Pizarro alike? How did they differ?

Both Cortes and Pizarro were daring and resourceful leaders who conquered great Indian empires. Unlike Cortes, however, Pizarro was not a man of honor, nor a godly man. He was a servant only of gold.

2. How did Atahualpa and Huascar unknowingly help prepare the way for Pizarro’s conquest of the Incas?

The power struggle between Atahualpa and Huascar left the Inca Empire divided, which made it much easier to conquer. A united Inca Empire would probably have had little trouble defeating the vastly inferior Spanish force.

OPTIONAL ENRICHMENT PROJECTS

1. Write a report on agriculture in the Inca Empire, paying particular attention to their plowing and irrigation techniques. Which crop was more important to them, maize or potatoes?

2. Using at least two reference book accounts, compare and contrast the religion and way of life of the Incas to that of the Egyptians under Tutankhamen.

3. Read an account of past and recent missionary work in Peru from a book on a history of Christian missions. What special challenges did missionaries face in bringing the Gospel to the people there?

Assignment: Review chapters 11–14 for Test 4.

Lesson 19

TEST 4: Chapters 11–14

Assignment: Read Chapter 15 before next lesson.

Lesson 20

Chapter 15: The Rise of New Spain

TERMS

encomienda:

The system by which chosen Spanish colonists were entrusted with authority over Indian families. It led to dependence and virtual slavery on the part of the Indians. (145)

mestizos:

People born of mixed Spanish and Indian blood. (146)

mulattoes:

People who had one parent of African blood and the other of either Spanish or Indian blood. (146)

New Laws:

Spanish laws passed in 1542 to end the encomienda system and establish guidelines for the just treatment of the Indians. (148)

“Black Legend”:

The idea that all Spaniards in the New World were cruel, barbarous, greedy villains who did nothing but oppress and exploit the Indians. (149)

“Knights of the Golden Spur”:

Spanish leaders of a failed scheme to convert Indians to Spanish religion and culture. (150)

PEOPLE

Bartolomé de Las Casas:

Dominican priest who dedicated his long life to seeking just treatment for the Indians. (146)

Juan Gines de Sepulveda:

Spanish scholar who disagreed with Las Casas, arguing from Aristotle that slavery was a “natural” state for the Indians. (148)

One of the major controversies concerning Spanish conquest of the New World was the issue of enslaving the Indians. The Spanish government set up the encomienda system to stop Spanish settlers from taking advantage of the conquered Indians. The encomienda system allowed Indians to live on the land in return for produce or labor. Even though the Spaniards were entrusted with the well-being of the Indians, the system led to abuse and cruelty. A Spanish priest named Las Casas spoke out against Indian slavery and, after many years, persuaded Spain to pass the New Laws to ensure the just treatment of the Indians. Although there were many problems with the encomienda system, Las Casas often exaggerated the abuses. Furthermore, the New Laws created as many problems as they solved.

DISCUSSION QUESTIONS

1. What does the word *encomienda* mean, and what was the encomienda system?

Encomienda, from the Spanish word meaning “to entrust,” was the system by which chosen Spanish colonists were entrusted with authority over Indian families. The encomienda system led to dependence and virtual slavery on the part of the Indians. In theory, the Spanish were not to own the Indians but rather to lead them to spiritual well-being.

2. How did Spain rule its new colonies from so far away?

Spaniards lived under a rigidly authoritarian political and religious system, each one reinforcing and lending support to the other. The Crown gave financial support to the Church which in turn taught the people to respect their earthly rulers. As the Roman Catholic hierarchy taught that salvation depended upon blind submission to the teachings of the priests and popes, this prepared the people unquestioningly to submit to the dictates of the king and his council. This mindset of ready submission to civil authority was quickly transferred into the culture of the Spanish colonies.

3. Compare and contrast Las Casas’s motives with those of Pizarro.

Las Casas was a genuine Christian humanitarian who cared for the spiritual and temporal needs of the most oppressed members of society, the Indians. Pizarro, on the other hand, was a genuine example of depravity; he cared only about his personal success and self-advancement.

Lesson 20**Chapter 15: The Rise of New Spain****4. What were the New Laws, and were they successful? Why or why not?**

The New Laws were Spanish laws passed in 1542 to end the encomienda system and establish guidelines for the just treatment of the Indians. They failed because they attempted to cure the symptoms of abuse without dealing with the underlying cause, the dependence of the Spanish colonists on slave labor. Furthermore, the sudden freeing of all slaves left crops rotting in the fields which led to hunger for Spaniards and Indians alike. In the end, the Spaniards rebelled against the laws.

5. What is the “Black Legend,” and how much of this legend is based in fact? Did the Indians benefit or suffer from the presence of the Spanish? Give concrete examples to support your opinion.

The “Black Legend” is the idea that all Spaniards in the New World were cruel, barbarous, greedy villains who did nothing but oppress and exploit the Indians. Of course the “Legend” contains some truth, but it also is an exaggeration. The presence of Christian men like *Las Casas* demonstrates that all Spaniards were not total villains. Enslaved Indians certainly suffered under the Spanish. Many died, although most of the deaths seem to have been caused by European disease to which the Indians had no natural immunity. On the other hand, some were converted to Christianity. The Spanish brought many blessings to the Indian culture; they ended the horrendous system of human sacrifice and cannibalism; established schools, churches, and hospitals; outlawed polygamy and incest; taught Indians to read and write so they could read God’s Word; and eventually did abolish slavery.

OPTIONAL ENRICHMENT PROJECTS

1. In what ways did Spanish missions in the American Southwest improve the lives of the Indians living there?
2. Check the indexes in at least two histories of Latin America and read the references to creoles, mestizos, mulattos, and peninsulares. Write a report on your findings.
3. Although he later regretted it, Las Casas at one point suggested that Spanish colonists use Africans rather than Indians as laborers. Why do you think he made this suggestion and why did he later regret it?

Assignment: Read Chapter 16 before next lesson.

Lesson 21

Chapter 16: The French Go Exploring for Faith and Fortune

TERMS

Northwest Passage:

A water route to Asia either north of or through the North American continent which early explorers hoped to find. They never found it because it does not exist. (154)

kanata:

An Iroquois word meaning “community.” Through a misunderstanding, it became the name for the entire region north of presentday United States, namely “Canada.” (157)

Lachine Rapids:

“China Rapids”; the rapids jokingly named because they were the closest Cartier ever got to China. (157)

Quebec:

A settlement on the St. Lawrence River founded by Champlain in 1608. (158)

Huron and Algonquian Indians:

Two Indian tribes closely allied to the French. (158)

New France:

French North America. (158)

“Father of Waters”:

The Mississippi River. (161)

Louisiana:

The land drained by the Mississippi River and its tributaries; La Salle named the territory in honor of King Louis XIV. (161)

PEOPLE

King Francis I:

French king who promoted the French presence in North America. (153)

Giovanni da Verrazano:

Italian explorer who, while in service of the French king, explored the Atlantic coast of North America for the Northwest Passage. (154)

The French were also interested in expanding their control over the New World. Initially, however, French explorers hoped only to find a path through or around this New World to the Indies—a Northwest Passage. Explorers such as Verrazano and Cartier set out to find this nonexistent passage, and, although they failed in their mission, they greatly increased France’s knowledge of the New World. Other French explorers traveled to the New World to establish French settlements and claim territory for France. Champlain founded the settlement of Quebec in Canada and formed alliances with the Huron and Algonquian Indians. Other French explorers were Marquette and Joliet, who teamed up to explore the Mississippi River, and La Salle, who claimed the whole territory drained by the Mississippi for France. This area was called Louisiana in honor of the French king.

DISCUSSION QUESTIONS

1. How did France initially view the New World? How did the French differ from the Spanish in their motives for exploring the New World?

France viewed the New World mostly as an annoying barrier between Europe and the wealth of Asia. Consequently, most of the early French exploration centered around finding the mythical “Northwest Passage” through the American continent. The Spanish, on the other hand, focused their exploration on conquering and colonizing the New World.

2. Look at a map of the United States. Choose one state and see how many names you can find which derive from French influence.

New Orleans, Baton Rouge, Des Moines, Joliet, Marquette, Montreal, Quebec, and Sault Ste. Marie are just a few of scores of possibilities.

3. How did the Lachine Rapids become so named, and how does this name reflect Cartier’s failed mission to find a Northwest Passage?

La Chine is French for “China.” Later, La Salle named the rapids “the China Rapids” in jest, because it was the closest Cartier ever got to China in his search for the hoped-for passage.

4. What allies did Champlain find in the New World? How did this alliance eventually involve him in a war with the Iroquois Indians?

Champlain and the French formed alliances with the Huron and Algonquian

Lesson 21

Chapter 16: The Rise of New Spain

Jacques Cartier:

French explorer who discovered the St. Lawrence River and claimed much of Canada for France, but failed in his mission to find the Northwest Passage. (156)

Samuel de Champlain:

"Father of New France" who founded the settlement of Quebec in 1608. (158)

Jean Nicollet:

Champlain's scout who crossed Lake Michigan and "discovered" Wisconsin, believing he had reached China. (158)

Father Brebeuf:

Jesuit missionary martyred by the Indians he hoped to convert to Christianity. (160)

Jean Talon:

King Louis XIV's personal representative in Canada and overseer of a profitable fur trade; he commissioned Marquette and Joliet to explore the Mississippi River. (160)

Jacques Marquette:

Missionary priest sent to explore the Mississippi River. (160)

Louis Joliet:

French explorer who accompanied Marquette in search for the mouth of the Mississippi River. (160)

Sieur de La Salle:

French explorer who sailed down the Mississippi River to the Gulf of Mexico, named the area drained by the Mississippi "Louisiana" in honor of King Louis XIV, and claimed it for France. (161)

Indians. Unfortunately, these two nations were at war with the Five Nations of the Iroquois, which meant that the French were soon perceived by the Iroquois as enemies also. When Champlain fired on a group of Mohawk Indians—members of the Iroquois Confederation—this act of aggression triggered a fullfledged war.

5. Do you think the Spanish welcomed French exploration of North America? Explain.

The Spanish had no use for potential competitors, even if they did share the same Roman Catholic faith. As long as Spain sought gold in North America, any potential competitors, the French included, were unwelcome. However, most French turned to fur trapping and trading to make their profits, and this endeavor posed little threat to the Spanish.

OPTIONAL ENRICHMENT PROJECTS

1. Read at least two reference book entries under the title *Northwest Passage* and summarize your findings. Why do you think that some European powers such as the French persisted in looking for this imaginary waterway for so many years in spite of repeated failures to find it?
2. Look up Québec and New Orleans in at least two reference sources. Compare and contrast the early years of these settlements founded at the northern and southern extremes of French North America.
3. Write a report on the French fur trade in America based on at least three sources. Be sure to include accounts of the *coureurs de bois* and *voyageurs*.

Assignment: Review Chapters 15 – 16 for Test 5.

Lesson 22

TEST 5: Chapters 15–16

Assignment: Review entire book for Final Exam.

Lesson 23

TEST: FINAL EXAM