

TO PLEDGE ALLEGIANCE: VOLUME 2  
*Building a City On a Hill*

Teaching Guide

Volume Two

*Teaching Guide for To Pledge Allegiance: Building a City On a Hill*

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P.O. Box 220

Powder Springs, Georgia

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

# Teaching Guide

This *Teaching Guide* to *Building a City On a Hill* 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 particularly interesting to them. Furthermore, they should be encouraged to explore the reference books at a good library on the topics discussed to get ideas and to find source materials for their research. Internet sources are also helpful. Be careful, however, since not everything you read online is accurate. Of course, the same can be said for books. A discerning reader is a good reader.

## **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 *Building a City On a Hill* 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

## Chapter 17: England Enters the Race for America

### TERMS

War of the Roses:

*Thirty-year struggle between the House of Lancaster and the House of York for control of England in the 1400s. (163)*

Newfoundland:

*Island off the Canadian coast discovered in 1497 by John Cabot who claimed it for England. (165)*

Virgin Queen:

*Name given to Queen Elizabeth because she never married. (166)*

Elizabethan Sea Dogs:

*English pirates like Francis Drake, John Hawkins, and Martin Frobisher, who plundered Spanish treasure ships with the approval of Queen Elizabeth, who received a portion of the plunder. (167)*

Spanish Armada:

*Great Spanish fleet which was sent to conquer England in but was destroyed by Sea Dogs and storms. (168-169)*

proprietary right:

*The right to own property such as a colony. (171)*

### PEOPLE

Henry VII:

*Victor in the English War of the Roses who established a new royal line, the Tudors, to unite both formerly warring factions. (163)*

John Cabot:

*Italian map-maker and navigator whose voyages for Henry formed the basis for English claims to North America. (164-165)*

Philip II:

*King of Spain and husband of English Queen Mary who launched the Spanish Armada against England in an attempt to capture the English throne for himself, destroy Protestantism, and return England to Roman Catholicism. (166)*

*Internal strife, and especially the threat of mighty Spain, kept England from the American shores for nearly a century. Except for the voyages of John Cabot under Henry VII's reign, England had very little contact with the New World until the reign of Elizabeth I. Only a handful of English adventurers, backed secretly by a queen with a vision for the growth of English power, dared challenge Spanish supremacy in the New World. The providential destruction of the Invincible Armada ended Spanish dominance on the high seas and opened the way for English colonization of North America by explorers such as Gilbert and Raleigh.*

### DISCUSSION QUESTIONS

#### 1. Explain why the English could not pay serious attention to the New World until the reign of Elizabeth I.

Until the reign of Elizabeth I had been securely established, England was distracted by domestic struggles between Roman Catholics and Protestants, a challenge to the throne by Philip II of Spain, the threat of foreign war, the supremacy of Spain on the high seas, and the threat of an invasion of England by Spain. During the period of relative peace in England under Elizabeth's reign, the country could attend to matters of expansion and colonization.

#### 2. Discuss Hakluyt's and Purchas's statements on the purpose and procedure of English expansion into the New World. Compare and contrast the purposes and practices of the English with those of the Spanish.

For both Hakluyt and Purchas, successful expansion into the New World must be accompanied by the spread of "true religion" for the glory of God. In forming their arguments, both men appealed to national pride and their belief that because England was the leading Protestant nation in Europe, she had a duty to disciple other nations. On the other hand, Spain's New World exploration had focused primarily on economic and political advancement. Spanish explorers had colonized the New World with little sense of permanence, establishing essentially frontier outposts manned by only a few people. The purpose of these efforts was mainly to exploit the New World's resources. By way of contrast, the English urged the establishment of permanent settlements to provide security, profits, population growth, scientific discovery, and, in particular, a base for missionaries to learn the language and customs of the Indians for the purpose of convincing them of the truth of the Gospel.

#### 3. Who were the Sea Dogs and how did they contribute to the rise of England to a European super-power?

Sea Dogs like Drake, Hawkins, and Frobisher owned private ships or fleets which regularly looted Spanish treasure ships from the New World, providing England

**Lesson 1****Chapter 17: England Enters the Race for America**

Sir Francis Drake:

*English Sea Dog who raided Spanish treasure ships, helped save England from the Spanish Armada, and was the first captain to survive a voyage around the world. (167-168)*

John Hawkins:

*English Sea Dog who became the first English slave trader, helped save England from the Spanish Armada, and was later elected a member of the House of Commons. (167, 169)*

Martin Frobisher:

*English Sea Dog who searched unsuccessfully for a Northwest Passage through North America to the Orient. (167)*

Sir Humphrey Gilbert:

*English navigator who tried unsuccessfully to establish the first English colony in North America. (170)*

Sir Walter Raleigh:

*Half-brother of Sir Humphrey Gilbert who carried on Gilbert's desire to plant the first English colony in North America and who named Virginia after Queen Elizabeth. (171-172)*

Richard Hakluyt:

*Anglican minister and geographer who wrote a pamphlet arguing that England had an obligation to explore and colonize for the purpose of carrying the Gospel of Christ to the Indians. (171)*

Samuel Purchas:

*Anglican minister who promoted the idea of English colonizing for national honor, defense, profit, scientific discovery, and the glory of God. (172)*

with great wealth at little cost. Their major contribution to England's advance in world dominance was their victory over the Spanish Armada in 1588. This destruction of the Spanish navy caused a shift in the balance of power almost overnight, and it removed the major threat to English vessels sailing the Atlantic Ocean on voyages of exploration or colonization.

**OPTIONAL ENRICHMENT PROJECTS**

1. One reason the English Sea Dogs were so successful had to do with the influence of ship design on tactics and strategy. Research ship design as practiced by Spain and England during that time. How did the differences affect the outcome of battle?
2. Sir Walter Raleigh was a preeminent man of his age. Read a biography and, if possible, a modern edition of one of his works.
3. The defeat of the Spanish Armada was a defining moment in English and naval history. Read the account by Winston Churchill in his *History of the English Speaking People*. How did this defeat change the course of history?

**Assignment: Read Chapter 18 before next lesson.**

# Lesson 2

## Chapter 18: Virginia Leads the Way

### TERMS

joint stock company:

*An investment company in which members buy shares. (175)*

plantation:

*A transplant of whole households into a newly established settlement; an estate or farm which is tended by resident labor. (176)*

Lost Colony:

*The first English settlement in North America at Roanoke Island; the inhabitants of this colony vanished after its governor had sailed to England for supplies. (176)*

Geneva Bible:

*Popular sixteenth-century English translation of the Bible with notes from a strongly Reformed theological perspective. (177)*

Virginia Company:

*Joint stock company chartered by King James for purpose of planting an English colony in the New World. (178)*

London Group:

*One group of Virginia Company investors who wanted to settle the southern part of Virginia. (178)*

Plymouth Group:

*One group of Virginia Company investors who wanted to settle the northern part of Virginia. (178)*

Jamestown:

*First permanent English settlement in North America, in Virginia, named for King James I. (178)*

Gunpowder Plot:

*Roman Catholic conspiracy to assassinate King James I and members of Parliament by blowing up the Parliament Building for the purpose of returning England to Roman Catholicism. (179)*

gentry:

*Social rank of an individual born into a prominent family. (180)*

common storehouse:

*Early American form of communism where the fruits of each colonist's labor were held by everyone and each colonist was able to take what he needed regardless of how much he had contributed. This system rewarded laziness and contributed to starvation. (181)*

*The first English attempts at colonization were dismal failures due to Indian attacks and laziness on the part of some colonists. Even the first successful attempt at Jamestown was repeatedly beset by near disaster. The English colonists, however, learned from their mistakes and corrected some of them. The discovery of a successful cash crop assured continued growth. The arrival of wives and the establishment of representative government changed the Virginia colony from a frontier company trading post into a permanent home for its members.*

### DISCUSSION QUESTIONS

#### 1. Describe the problems that threatened to end the Jamestown settlement within a year of its founding. How did Capt. John Smith turn this colony around?

Many of the Jamestown settlers were selfish, seeking only adventure or the advancement of their own fortunes. Members of the gentry class felt themselves too good for common labor. As a result, the jobs necessary for survival, like plowing, planting, and constructing housing, were not done adequately. Another serious problem was a form of primitive communism known as the common storehouse. The common storehouse encouraged laziness because lazy settlers knew that they would get a share of food and supplies equal to that of the hardest worker regardless of how hard they worked; this system also discouraged industriousness because the settlers knew that they would get a share of food and supplies equal to that of the laziest worker, regardless of how hard they worked. This foolish system led to starvation, which made the settlers even more susceptible to the diseases that plagued the area. Captain John Smith rescued the colony through his strong-armed trade with the Indians and especially through enforcing the biblical rule that if you do not work you will not eat.

#### 2. What two developments caused the settlement to thrive after ten years of struggle?

First, Jamestown began to thrive after it discovered a profitable cash crop—tobacco. Secondly, the colony began to be successful after its leaders abandoned the community storehouse system which then gave workers an incentive to work hard.

#### 3. How did the first representative government in the New World come about?

As Jamestown began to grow rapidly because of the success of tobacco and the abandonment of the common storehouse, Sir Edwin Sandys, treasurer and chief promoter of the London Company, perceived that the colony was in need of some specific reforms. First, he established a new system to make land available for private ownership; then he sent women to the colony so that the colonists would begin to establish families and build a greater sense of stability and permanence. Lastly, Sandys promoted positive reform in Jamestown by giving the colonists a limited share in the governing of their colony by setting up a representative assembly.

## Lesson 2

### Chapter 18: Virginia Leads the Way

indentured servant:

*A person who owes a debt but, since he cannot pay it back with money, must work for a specific time in order to pay off his obligation. (186)*

chattel slavery:

*Slavery whereby a slave becomes the master's personal property. (186)*

House of Burgesses:

*The first legislative assembly of Virginia; the lower house of Virginia's legislature. (191)*

royal colony:

*A colony under the direct control of the monarchy. (192)*

### PEOPLE

John White:

*Leader of the English colonial expedition to Roanoke Island, the first English settlement in the New World. (176)*

Virginia Dare:

*The first child of English parents born in the New World. (176)*

James I:

*The first of the Stuart kings in England; his vision of extending England's domain in the New World led to the first efforts of English colonization in North America. (178)*

Guy Fawkes:

*Conspirator in the Gunpowder Plot who was later tried and executed for treason for attempting to murder the king and members of Parliament. (179)*

John Smith:

*discipline and trading with the Indians saved Jamestown from a period of starvation. (182-183)*

Chief Powhatan:

*Powerful Indian chief in Virginia who once nearly executed John Smith; father of Pocahontas. (184)*

Pocahontas:

*Daughter of Powhatan who allegedly saved the life of John Smith; she later embraced the Christian faith, was baptized, and married one of the leading Jamestown settlers, John Rolfe. (254-255)*

John Rolfe:

*Leading Jamestown settler who married Pocahontas and who saved the colony economically by introducing the cultivation of tobacco. (184, 189)*

### OPTIONAL ENRICHMENT PROJECTS

1. Trace the importance tobacco played in the life of the early settlements. What economic role does tobacco have in today's society?
2. Read a historical account of Capt. John Smith and Pocahontas. How does your source deal with Pocahontas's conversion to Christianity?
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: Review Chapters 17–18 for Test 6.**

Thomas West, Lord De la Warr:

*Governor of Virginia whose timely arrival with settlers and supplies kept the Jamestown settlers from giving up on their colony. (186-187)*

Sir Thomas Gates:

*Acting governor of Jamestown who came to the colony when it was in ruins and almost led the settlers back to England. (186)*

Sir Edwin Sandys:

*English parliamentary leader and treasurer of the London Company who reformed the Jamestown colony by various measures—establishing a representative assembly, sending wives to the settlers, and allowing individual colonists to own their own land. (190-191)*

## Lesson 3

### TEST 6: Chapters 17–18

Assignment: Read Chapter 19 before next lesson.

## Lesson 4

### Chapter 19: Going Their Separate Ways

#### TERMS

##### Puritans:

Members of a 16th and 17th century Protestant group that opposed the elaborate ceremonies of the Church of England and embraced the Reformed (Calvinistic) faith. (195)

##### Separatists:

People who withdraw from an established church; in particular, the separating Puritans who established Plymouth Plantation. (195)

##### regulative principle:

The belief that in the worship of God Christians must do only what Scripture explicitly commands and nothing more. (195)

##### Episcopal:

A kind of church government where local churches are bound together by a top-down hierarchy headed by bishops; examples: the Anglican Church and the Roman Catholic Church. (196)

##### Presbyterian:

A kind of church government in which local churches are ruled by elders who represent them at regional government meetings called presbyteries and at national meetings called general assemblies; Presbyterian churches are most commonly associated with the Reformed faith. (196)

##### Independent:

Congregational. (196)

##### Congregational:

A kind of church government in which local churches have no formal, governing ties with one other (each church establishes its own government); example: Baptist churches. (196)

##### Pilgrims:

That group of Separatists who left England and eventually traveled to Plymouth, Massachusetts, in 1620, to establish a Christian commonwealth. (196)

*There were many people in England who desired further reformation of the established church. Some, like the members of the Scrooby congregation, decided that the church was beyond reform, and so they separated into their own congregation. Eventually these Separatists left England to seek religious freedom in the Netherlands. When they began to sense that Dutch society was corrupting their children, they jumped at the chance to settle in America where they hoped they and their families would have complete freedom to live out godly lives and develop a Christian commonwealth. Before they would secure this freedom, however, these Pilgrims would endure great hardship.*

#### DISCUSSION QUESTIONS

##### 1. What is meant by the “regulative” principle of worship? Why and how did it influence the decisions of the Puritans and Separatists (Pilgrims)?

The regulative principle, which the Puritans and Separatists followed, states that Christians should worship God only in the ways that Scripture explicitly commands, and nothing more. Other Christian denominations, including the Anglican Church of that day, believed that the church was free to worship God in any way it chose, as long as Scripture did not explicitly forbid it. This left the Anglican Church with many vestiges of Roman Catholic practice which were distasteful to the Puritans. However, after years of effort, many Puritans believed that the Anglican Church had drifted too far from the Bible, and they decided that it would be best to start over again in the New World where they could establish a church which worshipped God in a biblical manner. Although some Puritans stayed in England to reform the Anglican Church from within, it was because of the Puritans’ dedication to the regulative principle that caused many of them—Separatists—to conclude that the Anglican Church was too corrupt to be reformed. They decided therefore, to leave England to establish a purely biblical society in the New World.

##### 2. Describe the similarities and differences between the Separatists and Puritans.

Both Puritans and Separatists were English Reformers who believed that the Reformation in England had not gone far enough. They were both Calvinistic in theology and agreed in every major doctrine of the Christian faith. They wanted the Church of England to rid itself of Roman Catholic ceremonies and embrace a purely biblical form of worship. They believed that the Bible demanded

## Lesson 4

Scrooby:

*The English village which was the original home of the Separatists who settled Plymouth Plantation. (199)*

Leyden:

*The town in Holland where the Separatists lived after leaving Scrooby. (200)*

Speedwell:

*The ship that was chosen by the Separatists to make their journey to America but was later abandoned because of leaking. (202, 204)*

Mayflower:

*The ship which took the Separatists to Plymouth Plantation. (203-204)*

Of Plymouth Plantation:

*The book written by William Bradford describing the travels of the Separatists and a ten-year history of their colony. (203)*

Gulf Stream:

*A warm water ocean current flowing from the Gulf of Mexico in a northeasterly direction toward the British Isles. Ships encountering the Gulf Stream on a voyage from Europe to America often found their speed greatly reduced. (205)*

### PEOPLE

Edward Winslow:

*English Separatist who printed controversial tracts while in Europe and who promoted peaceful relations with neighboring Indians after moving to the New World. (201)*

Thomas Weston:

*London merchant who headed the Virginia Company which provided financial backing for the Separatists. (202)*

John Robinson:

*Pastor of the English Separatists who reminded his congregation to put their confidence in God before they departed for the New World. (202-203)*

William Bradford:

*Separatist leader and governor of Plymouth who wrote a history of the Plymouth Separatists and who gave them the name by which they are commonly known, "Pilgrims." (203)*

William Brewster:

*Spiritual leader of the Plymouth Separatists and longtime elder of their congregation. (203)*

Christopher Jones:

*Captain of the Mayflower. (203)*

### Chapter 19: Going Their Separate Ways

a regulative principle for worship, that is, that Christians could worship God only in ways in which Scripture explicitly commands. However, the Separatists were a distinct group because they disagreed with the Puritans that the Church of England could be reformed. The Puritans were committed to working within the structure of the Anglican Church to purify it. However, the Separatists had concluded that this church was too corrupt to be reformed. They chose instead to separate completely from the Church of England and to begin a new church based solely on the Bible.

#### 3. What caused James to persecute the Separatists?

James I hated the Separatists because they did not conform to the practices of the Church of England, but, more than a doctrinal opposition to these non-conformists, James despised any opposition to his authority. As the declared head of the Church of England, James interpreted the Separatists' differences with the Anglican Church as a direct attack on his reign. In addition, King James was a proud man, and he hated the fact that the Separatists believed their religious views to be more biblical than his.

#### 4. Why was the New World the best hope for the Separatists?

The New World was the Separatists' best hope of establishing a society based solely on God's law as the rule for all of life. They had already tried establishing a reformed community in the comparatively free society of Holland, but even there they found interference from the civil government and the pre-existing culture. They desired complete freedom to build a solidly biblical culture without the interference of the state or the destructive influence of worldly neighbors. The New World seemed to be their best hope because, for all practical purposes, there would be no state or neighbors to contend with.

### OPTIONAL ENRICHMENT PROJECTS

1. Controversy over how to worship God is still with us. What are the points of contention raised in the twentieth century? How do they compare with the views of the Puritans and Separatists?

2. Read *Of Plymouth Plantation* by William Bradford and describe his account of their first winter and Thanksgiving.

**Assignment: Read Chapter 20 before next lesson.**

Miles Standish:

*Captain of the soldiers who accompanied the Separatists to Plymouth Plantation; he proved to be a valuable asset to the new colony. (207)*

# Lesson 5

## Chapter 20: Carving a New World Society

### TERMS

jurisdiction:

*The right or power to interpret and apply the law. (211)*

anarchy:

*Absence of any political authority; political disorder and confusion. (211)*

Mayflower Compact:

*The temporary governing document drawn up by the Separatists of Plymouth Plantation to maintain civil order after it was discovered that the Mayflower had landed outside the jurisdiction of the Virginia Company. (211-213)*

covenant:

*A binding agreement; a compact. (213)*

Plymouth Plantation:

*The New World home that the Pilgrims established. (214)*

Wampanoag Tribe:

*The Indian tribe which inhabited New England in the vicinity of the Separatists of Plymouth Plantation. (216)*

communism:

*An economic system in which production and goods are commonly owned (owned by all) and controlled by the state. (220)*

Dominion of New England:

*A union of New England colonies and some Middle Atlantic colonies which was forced upon the colonies in the 1680s by the English king, ostensibly to make their government and defense more efficient; however, many colonists viewed this union as a dangerous example of English tyranny. (222)*

covenanted self-government:

*A binding agreement by which people agree to abide by a set of laws which they have made for themselves. (223)*

primary historical sources:

*Documents written by participants or eyewitnesses of the events described. (213)*

*Upon their arrival in America, the Separatists faced anarchy. In resolving the problem, they helped lay the foundation for American self-government by drawing up the Mayflower Compact. Their own foolish practice of a form of communism soon brought starvation. God graciously sent aid. In addition, the struggling colonists began to follow economic principles set forth in the Bible. Though the Plymouth colony was never large, the examples it set in the area of government and economics had an enormous impact on the growth of the American nation.*

### DISCUSSION QUESTIONS

#### 1. What unexpected circumstance required the writing and signing of the Mayflower Compact?

Because of bad weather and navigational error, the Mayflower unexpectedly landed too far to the north, outside the jurisdiction of the Virginia Company. This left the Pilgrims with no legal power to form a government, which would have put the community at the mercy of troublemakers who might take advantage of the lack of legal authority.

#### 2. Why was a written, signed document establishing a government regarded as so important by the people aboard the *Mayflower*? Can the same be said about the United States Constitution? Why?

Because the Pilgrims were outside the established jurisdiction of civil government, they were not bound by any law and could do as they pleased. Would-be anarchists could potentially ruin the colony, because no one had the power to stop them. The Mayflower Compact established a temporary government for the colony, and, by signing it, the people agreed to abide by its terms. The Pilgrims considered this compact not merely an agreement with their fellow colonists, but a solemn agreement with God. The United States Constitution is much like the Mayflower Compact, only on a much larger scale. As long as Americans believe that in the Constitution they have made a binding agreement before God, this document will regulate a well-ordered society. But when people turn from their faith, the Constitution will eventually become meaningless.

#### 3. List the providential circumstances and events that the Pilgrims encountered their first few years in Plymouth.

Many of the providential circumstances that the Pilgrims encountered in the New World pertained to the location of their new community and their Indian neighbors. First of all, the Pilgrims found a perfect place to establish their plantation, because the area had already been partially cleared by Indians. Those Indians who had cleared this land had been wiped out by disease, and other, potentially hostile Indians avoided the area, leaving the Pilgrims alone. Most importantly, friendly Indians like Samoset and Squanto arrived at Plymouth soon after the Pilgrims' arrival. They brought some knowledge of English and considerable knowledge of the skills needed for survival, which they willingly

## Lesson 5

### Chapter 20: Carving a New World Society

#### PEOPLE

John Carver:

*The first governor of Plymouth Plantation. (216)*

Samoset:

*The Wampanoag Indian who welcomed Separatists and introduced them to other Indians. (216)*

Squanto:

*The last surviving Pawtuxet Indian; he taught the Separatists many useful skills for surviving in the wilderness and undoubtedly saved many of their lives. (216)*

Massasoit:

*The Wampanoag Indian chief whom the Separatists invited to their first Thanksgiving celebration. (218-219)*

Sir Edmund Andros:

*The soldier who served as the royal governor over the Dominion of New England in the 1680s. (222)*

shared. Squanto's skills were a particular blessing to the Pilgrims, as evidenced by their bountiful first harvest.

#### 4. Why was the common storehouse system a failure?

The common storehouse encouraged laziness and discouraged industriousness because settlers knew that they would get an equal share of food and supplies, regardless of how hard they worked. In other words, this communal living destroyed the incentive to work hard.

#### 5. Define "covenanted self-government" and give examples.

Covenanted self-government is a binding agreement by which people agree to abide by a set of laws which they have made for themselves. The Mayflower Compact is one very important example of such a covenant, and it inspired other compacts, such as the Watauga Association of Eastern Tennessee in the period just before the American Revolution, various state constitutions, the Articles of Confederation, the Constitution of the United States, and the Constitution of the Confederate States of America.

### OPTIONAL ENRICHMENT PROJECTS

1. Read a complete copy of the Mayflower Compact.
2. Many people believe the U.S. Constitution is an "evolving" document which changes its meaning to meet the needs of each new generation. Others stress the need to understand the document's "original intent." Study the arguments on both sides of the issue and analyze them in light of God's Word. Which view should the Christian have of the Ten Commandments?
3. Research the culture of the tribes encountered by the New England settlers. What did they believe about God, property, justice, the family, and the relationship of the individual to the tribal unit? How did these beliefs help or hinder the way the Indians received the Pilgrims and the Gospel of Jesus Christ?

**Assignment: Read Chapter 21 before next lesson.**

# Lesson 6

## Chapter 21: New England's City Set Upon a Hill

### TERMS

Court of the Star Chamber:

*A committee which served the king of England as a sort of "legal" court to try the king's political enemies. It was stripped of power by Parliament in 1641. (227)*

Courts of High Commission:

*Similar to the Court of the Star Chamber, these courts were directed at the clergy, particularly the Puritan ministers. (227)*

National Covenant:

*The document drafted by the Scottish government in 1638, asserting that Scotland's religious and civil rights were independent from England. (228)*

Solemn League and Covenant:

*The document drafted by the Scottish government in 1643 which preserved Presbyterianism in Scotland and proposed to spread the Reformed faith throughout England and Ireland as well. (228)*

Great Migration:

*Decade of oppression of Puritans at hands of Church of England resulting in nearly twenty-four thousand Puritans leaving England and migrating to New England. (229)*

Massachusetts Bay Company:

*Joint stock company formed by English Puritans for the purpose of establishing a Christian commonwealth in Massachusetts. (230)*

freemen:

*A person who possesses land; a person who possesses all the rights and privileges of a citizen. (230)*

burgess:

*The owner of a country estate in England. (231)*

barrister:

*A lawyer. (231)*

A Model of Christian Charity:

*Inspiring sermon preached by John Winthrop aboard the Arbella to the Puritans before they landed in Massachusetts in which he*

*Charles I of England, along with many leaders of the Anglican Church, severely persecuted Reformed Christians. Therefore, thousands of Puritans fled to the New World to establish a godly community which would serve as a Christian example to the rest of the world. Because the Puritans desired an educated clergy and a church that was able to read God's Word, they established a number of educational institutions. Unfortunately, the children of the Puritans did not all share their parents' zeal for God, and the colony suffered numerous afflictions which appeared to be signs of God's displeasure.*

### DISCUSSION QUESTIONS

**1. List the events which forced Charles to call Parliament back into session after it had been disbanded for over ten years.**

In an attempt to exert his authority over the Scottish people, King Charles I tried to impose the Anglican form of worship and church government upon the Presbyterian Scots. They refused and instead drafted the National Covenant and Solemn League and Covenant in order to preserve Presbyterianism in Scotland and spread the Reformed faith in England as well. The king then tried to force the Scots to comply by sending troops. The Scots defeated his army, took over northern England, and assessed the king tribute payments. Charles called Parliament back into session in the futile hope of gaining support against the Scots.

**2. What unusual omission was made in the patent of the Massachusetts Bay Company? How did this affect the future of the colony?**

The unusual omission in the patent was that it did not state that the seat of civil government for the colony was to remain in England. This oversight gave the colonists the power to make religious and civil decisions free from the interference of English authorities who would probably never have approved a Puritan commonwealth based on the Bible.

**3. In what sense had Calvin's Geneva come to America with the arrival of the Puritans?**

Calvin's writing and preaching contributed largely to the foundation of a Christian society in Geneva, Switzerland, where the Bible was the standard for both church and state. The English Puritans learned much from Calvin and agreed with his theological teachings. When they came to America, they followed Geneva's example of establishing a Christian commonwealth based on the Bible. Thus, the Puritan colonies imitated Geneva as Geneva had sought to imitate Christ.

**4. Who could vote in the Massachusetts Bay Colony? Why?**

Only freemen—that is, adult, male land-owners—were allowed to vote. In addition, all freemen had the obligation to vote. Scripture describes how God divided up the land and gave it to His people, and the Puritans felt that all of

## Lesson 6

### Chapter 21: New England's City Set Upon a Hill

*charged them to be like a "city upon a hill," shining its light on a dark world. (232)*

General Court:

*The first government of Massachusetts Bay Colony whose legislative assembly was composed of shareholders in the Massachusetts Bay Company. (234)*

Massachusetts Body of Liberties:

*The first governing document of the Massachusetts Bay Colony, combining laws from England with those of the Bible. (236)*

Harvard College:

*The first college in the English colonies established in Massachusetts in 1636 for the purpose of training ministers of the Gospel. (237)*

hornbook:

*An early primer consisting of a single page protected by a transparent sheet of horn. (238)*

New England Primer:

*The first textbook printed in America; it taught the alphabet using a series of short poems about Biblical topics. (238)*

Bay Psalm Book:

*A collection of Psalms written in verse for congregational singing published in Puritan Massachusetts. (238)*

"Old Deluder Satan Act":

*Law of Massachusetts passed in to establish mandatory common schools to ensure that children would be able to read the Bible to fight the devil's deceptions. (239)*

Cambridge Platform:

*Document which formed a Puritan commonwealth in New England based on the Bible. (240)*

Half-Way Covenant:

*The compromise made by many New England churches to allow people to become "half-way" members if they could not profess a conversion experience. (240)*

*(Continued on page 14)*

God's people should likewise possess land. They believed that when a man did not own land or property, he may not be one of God's people, or, at least, he must be unsuited to make decisions involving the whole community. (Note: In contemporary society, we have seen how allowing everybody to vote promotes greed and theft. Fifty-one percent of the poorest people can easily vote for themselves property belonging to the "richest" 49 percent through confiscatory taxation and government welfare programs.)

#### 5. Why was the ability to read of such importance to the Puritans in Massachusetts Bay?

The Puritans believed that God's people needed to read and study the Bible for themselves, and to be able to pass on sound Christian doctrine to future generations. For this reason, they placed a strong emphasis on reading and language mastery. In addition, they believed that God's people needed to be equipped intellectually as well as spiritually to fight the devil's deceptive ways.

#### 6. What events did the Puritans see as evidence of God's displeasure with them?

The Puritans believed that God was displeased with them for compromising their standards and for their loss of zeal for their original mission. They believed that signs of God's displeasure included the great fire in Boston, a smallpox epidemic, the horribly bloody Indian uprising of King Philip (see pages 348-349), the revocation of the Massachusetts charter, the tyrannical Dominion of New England (see page 350 ff), and the rise of witchcraft (see chapter 27).

### OPTIONAL ENRICHMENT PROJECTS

1. The autocratic attitudes and actions of Charles and his father James were due, in part, to a political philosophy much in fashion at the time called the "Divine Right of Kings." Research this theory and critique it from a biblical standpoint.
2. The Massachusetts Puritans saw the judgment of God in their increasing tribulations and loss of self-government. Does this conclusion properly reflect the teachings of the Bible? Is this view of God's judgment still valid today? Why or why not?
3. Research the Solemn League and Covenant. What part did it play in English and Scottish history?

**Assignment: Review Chapters 19–21 for Test 7.**

## Lesson 6

## Chapter 21: New England's City Set Upon a Hill

## PEOPLE

Charles I:

*Son of King James I whose arbitrary and tyrannical practices forced many Puritans to migrate to New England and later brought about the English Civil War. (225, 229)*

William Laud:

*Archbishop of Canterbury appointed by King Charles I who reintroduced many Roman Catholic forms of worship into the Church of England and led in the persecution of Puritans. (227)*

Captain John Endecott:

*Puritan leader who first settled Salem, Massachusetts, and served as the first governor of Massachusetts Bay. (231)*

John Winthrop:

*Long-term governor of Massachusetts Bay Colony who defined the Puritan mission in the New World as establishing a "city upon a hill" shining its light out to a dark world. (231-232)*

Solomon Stoddard:

*Massachusetts minister who offered full communion to all people who lived upright lives, regardless of whether they could profess conversion experiences. This action was interpreted by many Puritans as evidence that the Puritan mission had been compromised and that God would punish the colony. (240)*

## Lesson 7

### TEST 7: Chapters 19–21

Assignment: Read Chapter 22 before next lesson.

## Lesson 8

### Chapter 22: Rouge Island: Quarrels and Quirks

#### TERMS

natural law:

*Laws believed to be “self-evident” from observing the natural world. (249)*

Rhode Island:

*Possibly named by the Italian navigator Verrazano because it resembled the Mediterranean island of Rhodes, or by the Dutch navigator Adriaen Block because one of the islands in the bay had red clay, making it look like a Roodt Eylandt, which is Dutch for “Red Island.” (249)*

Providence Plantation:

*Roger Williams’s settlement in the Narragansett Bay region named God’s merciful providence in settling there. (250-251)*

anarchy:

*Absence of any political authority; political disorder and confusion. (251)*

antinomianism:

*The idea that, under the gospel, the law of God is of no use or obligation, and that good works and a virtuous life are no longer necessary. (252)*

triangular trade:

*The three-way trade of rum, slaves and sugar that existed between New England, Africa, and the West Indies. (256)*

#### PEOPLE

Roger Williams:

*Massachusetts preacher who was expelled from the colony after repeatedly*

*The Puritans believed in an orderly society where Scripture alone is the final authority in matters of belief and conduct. However, a few in their midst challenged that order, placed private revelations above Scripture, and threatened the stability of society with their disruptive teachings. When Roger Williams could not get along with Massachusetts authorities, he left and founded Rhode Island, but soon faced problems similar to the ones he had created in Massachusetts. Similarly, Anne Hutchinson rejected God’s Law and could not get along with either the Puritans or Williams.*

#### DISCUSSION QUESTIONS

**1. Explain Roger Williams’s brand of separatism. What were his basic arguments? What were their major flaws?**

Separatists believed that the Church of England had not gone far enough in reforming itself, so they left the church to establish separate communities where they were free to practice a “purer” Christianity. Even so, Separatists continued to have fellowship with their Christian brothers and sisters who remained in the Anglican church. Williams believed that the Separatists must separate themselves completely from impurity, and he preached total separation from all but the most pure and Reformed Christians. This attitude was not too different from that of the radical Anabaptists who did so much damage in Münster. Taking his views to their logical conclusion, Williams would have had to separate from everybody because no one would be able to live up to his standard of purity. However, the Gospel is not about perfect people deserving God’s grace. It is about a gracious God saving people who are not perfect and teaching them to follow Him in a community of other imperfect believers.

**2. Contrast Williams’s view of the relationship between church and state with that of the Puritans and Pilgrims.**

The Puritans believed that both church and state were God-ordained institutions with separate governing jurisdictions. Both shared a common religious foundation and were required to rule on the basis of God’s Word. Williams, however, did not believe that the Bible was the source of law for civil government. He thought that the source of law was to be found solely “in the people” using their “reason” in the study of “natural law.” Ultimately, this view results in everyone doing what is right in his own eyes because there is no higher standard to which all people and their leaders are held accountable.

## Lesson 8

## Chapter 22:Rouge Island: Quarrels and Quirks

*quarreling with the colony's leaders and who went on to found Providence Plantation in Rhode Island. (243, 250)*

Sir Edward Coke:

*Prominent English lawyer who opposed arbitrary royal power and championed the common law. (245)*

Cotton Mather:

*Noted Puritan minister of Massachusetts Bay whose history of the colony provides considerable insight into the actions and motives of Roger Williams. (250)*

Anne Hutchinson:

*Self-styled prophetess who taught the doctrine of antinomianism in defiance of authorities of Massachusetts Bay and was subsequently expelled from that colony. (252-253)*

Samuel Gorton:

*Extremist preacher who taught against basic Christian doctrines, was expelled from Massachusetts, and went to Providence where his views proved too extreme even for Roger Williams. (254)*

### 3. Why was Anne Hutchinson put on trial and later ordered to leave Massachusetts Bay?

Anne Hutchinson preached messages which frequently contradicted the sermons of the community's ministers. She argued that since believers possessed the Holy Spirit they did have to follow God's law, a view which came dangerously close to antinomianism and even anarchy. But Mrs. Hutchinson went even farther, claiming to be a prophetess who could discern who was saved and who was not. She claimed that most of the ministers were teaching false doctrine and defended her views by claiming a direct revelation from God. Authorities feared that her "inner voice" could lead her and her followers into rebellion in much the same way the Anabaptists had been "led" by their inner voices into the bloody insurrection at Münster.

### 4. What was the "triangular trade"?

The triangular trade was a three-way trade in which New England rum was shipped to Africa and exchanged for African slaves. The slaves were then sent to the sugar plantations of the West Indies and exchanged for sugar. The sugar then was sent to New England where it was used to manufacture rum for drinking and for the purchase of more African slaves.

### 5. Is there a difference between the separation of church and state and the separation between religion and state? Explain.

The biblical view which Calvin taught is that church and state are jurisdictionally separate—that is, civil magistrates have authority over civil matters but not church affairs, while the elders of churches have authority over ecclesiastical matters but not civil affairs. However, both civil leaders and religious leaders are under the authority of God's Word and are obligated to follow God's law as revealed in the Bible. The attempt to separate religion and state results in a society with no clear standards. Without the foundation of God's Word, a society will be controlled either by the most powerful members of that society or by the whim of the majority. Separating religion from state ends in disaster.

## OPTIONAL ENRICHMENT PROJECTS

1. Those who disagreed with the Massachusetts Puritans, no matter what their theological quarrel, all had in common a problem with the idea of "law," where it came from, who it applied to, and how it was administered. Research and discuss the concepts of natural law, revelational (biblical) law, and antinomianism, especially as they relate to the various people who lived in New England.

2. Roger Williams and Anne Hutchinson are regarded as colonial heroes in most modern textbooks and reference books. Now that you know some of "the rest of the story," why do you think they are put in such a positive light? From the point of view of biblical Christianity, do they deserve the honors they are usually accorded? Why or why not?

**Assignment: Read Chapter 23 before next lesson.**

# Lesson 9

## Chapter 23: Satan Comes to Paradise

### TERMS

Salem Witchcraft Trials:

*Legal proceedings following a wave of hysteria which swept Salem, Massachusetts, in the early 1690s in which hundreds of people were accused of witchcraft and twenty were executed. (259, 263, 266)*

two witnesses:

*The minimum requirement for a conviction of a crime according to the Bible (Deut.19:15). (263)*

witch:

*A sorcerer. (265)*

sorceress:

*The female version of "sorcerer," someone who claims supernatural power over others through the assistance of evil spirits and who is deserving of death according to the Bible (Exodus 22:18). (265)*

self-incriminating evidence:

*Evidence given by the accused which supports the accusation. (266)*

### PEOPLE

Samuel Parris:

*A minister whose concern over his daughter's bizarre behavior led him to suspect witchcraft, which in turn helped touch off the Salem witchcraft hysteria. (260)*

Tituba:

*The slave woman who actually practiced witchcraft in Salem and was released after confessing she had been a witch. (260-261)*

William Phips:

*New royal governor of Massachusetts who changed the court's rules of evidence and freed from jail those who had been accused of witchcraft, thus ending the witchcraft trials. (263-264)*

Increase Mather:

*Prominent Boston minister and president of Harvard College who led a protest against the witchcraft trials. (264)*

*In the late 1600s, the Puritans began to see many signs of God's displeasure. In 1692, they saw the greatest sign of all: witchcraft in their midst. For a people who placed such emphasis upon following God's law and ignoring the biblical requirement for two or more witnesses simply encouraged the witchcraft hysteria. And, although there were no more than twenty people who died during the trials, the Puritans' image has suffered for their departure from biblical law. Nevertheless, it was members of the clergy, following God's laws, who eventually set things right.*

### DISCUSSION QUESTIONS

#### 1. How do the events of the Salem Witchcraft Trials support the requirement that all of life, legal procedures included, must be based on the Bible?

As always, when the Bible is abandoned as the basis of law in a society, that society suffers under arbitrary law. In the case of the Salem Witchcraft Trials, the justice system failed to uphold biblical standards. The Bible states that witches must be put to death, but it also states that a person can be convicted of a crime only upon the testimony of two or more witnesses. Had the people of Salem followed biblical principles for legal procedures, the whole disgraceful affair would never have happened, innocent victims would never have been imprisoned or put to death, and secular humanists of our day would be deprived of their favorite ammunition to use to ridicule Christians.

#### 2. What problems in Salem's court system gave rise to the witchcraft trials?

The courts failed to follow the biblical requirement that a person could be convicted only upon the testimony of at least two witnesses. In place of two witnesses, the court admitted hearsay and bizarre behavior as proof of demonic affliction. This approach gave rise to the hysteria that ensued.

#### 3. Who spearheaded the protest against Salem's witchcraft trials? How did he approach the situation?

Increase Mather, a prominent Puritan pastor and president of Harvard College, led the protest against the witchcraft trials. While admitting that witchcraft was real and dangerous, he challenged the loose standards the court was employing for admitting evidence, and he pointed out the Bible's requirement of two witnesses. Mather personally dealt with people accused of witchcraft through prayer, fasting, counsel, and evangelism, and resolved all such cases in a peaceful manner.

### OPTIONAL ENRICHMENT PROJECTS

1. Most modern people base their view of the Salem trials on a play rather than on the historical record. Read *The Crucible* by Arthur Miller or attend a performance

**Lesson 9****Chapter 23: Satan Comes to Paradise**

Cotton Mather:

*Minister, historian, and son of Increase Mather, who at one time declared that the strange behavior of some girls of Salem was demonic in origin. (266)*

Samuel Sewall:

*One of the nine judges who presided over the Salem trials and the only one to publicly confess his errors. (266)*

Giles Corey:

*The man who was crushed to death at Salem for refusing to plead guilty after being accused of witchcraft. (267)*

of the play. How accurate is Miller's history, his portrayal of the main characters, and his understanding of Puritan theology? What conclusions does Miller want his audience to reach as a result of his play?

2. The Puritans are often condemned because of the witchcraft trials. Study recent accounts of using the testimony of children without any related evidence in convicting adults of crimes. Compare these modern-day "witch-hunting" episodes with what happened in Salem.

**Assignment: Read Chapter 24 before next lesson.**

# Lesson 10

## Chapter 24: New England Bursting at the Seams

### TERMS

#### English Civil War:

*The struggle in England between Parliament, which was largely Puritan and committed to the rule of law, and King Charles I, who despised the Puritans and attempted to rule England as a dictator. (273)*

#### New Model Army:

*Soldiers organized by General Oliver Cromwell who opposed the king, sang Psalms as they marched into battle, and were nicknamed "Ironsides" because of their fighting ability. (273)*

#### Lord Protector:

*Title given to Oliver Cromwell when he ruled England because as ruler he protected the interests of the country. (273)*

#### Fundamental Orders of Connecticut:

*Set of laws adopted by the citizens of Connecticut which are often called the first written constitution in America. (275)*

#### New Haven:

*Colony in Connecticut established by Puritan pastor John Davenport who felt that the laws of Massachusetts were too lax. (276)*

#### New Haven's Fundamental Articles:

*Constitution for New Haven which placed the Word of God as the final authority for governing the colony. (277)*

#### Yale College:

*College founded in Connecticut in by Puritans who felt that Harvard College was drifting away from the Calvinistic theology on which it had been founded. (277)*

#### New England Confederation:

*Loose union of New England colonies who banded together in 1643 in a defensive alliance against Dutch, French, and Indians who threatened their colonies. (278)*

#### King Philip's War:

*Indian uprising in New England in 1675-1647 led by Metacomet; based on the percentage of the population who died in the uprising, it was the bloodiest war in American history. (278-279)*

*Both Puritans and non-Puritans established new colonies in New England: Maine, New Hampshire, Connecticut, and New Haven. Continued growth led to bloody conflict between the colonists and the Indians. Meanwhile, momentous events back in England, a civil war and a revolution, left their marks on the colonies. In a foreshadowing of the events leading up to the American Revolution, England briefly tightened the clamps on colonial liberties and self-government through the short-lived Dominion of New England. However, not all of New England's growth brought turmoil. Thousands of Indians came to know the saving grace of Christ through the efforts of the Puritans.*

### DISCUSSION QUESTIONS

#### 1. How was Gorges and his colony of Maine a threat to the Puritan colony of Massachusetts Bay?

Gorges intensely disliked Puritans whom he saw as a threat to the established order. Moreover, he felt he had the right to all the land claimed by the Massachusetts Bay Colony, and took legal steps to remove the Puritan colonists. To make matters worse for the Puritans, King Charles I sided with Gorges, revoked the Puritans' charter, and appointed Gorges as the royal governor of Massachusetts. Fortunately, the king was too busy fighting Parliament to enforce this edict, and the Puritans retained control of their colony for another half century.

#### 2. What was the purpose of the founding of the various New England colonies according to the Fundamental Orders of Connecticut, New Haven's Fundamental Orders, and the charter of the New England Confederation?

All three documents essentially asserted that the purpose of the founding of the New England colonies was the advancement of the Christian faith.

#### 3. Explain why the Puritans opposed Governor Edmund Andros.

There were several reasons why the Puritans opposed Governor Edmund Andros. Governor Andros was an Anglican, an avowed opponent of the Puritans, trying to rule a colony established for the explicit purpose of practicing Puritan principles. He insulted the Puritans by practicing Anglican rituals which the Puritans believed were wicked vestiges of Roman Catholicism. In addition to the theological differences between the royal governor and the Puritans, Andros had earlier made enemies of New Englanders by refusing to come to their aid during a bloody Indian uprising. He also tried to introduce a land tax which had no sanction in the Bible. Lastly, he tried to force the Puritans to obtain new titles to their lands in the king's name, which, in effect, would force them to break the First Commandment by recognizing the king, and not God, as the ultimate authority.

## Lesson 10

## Chapter 24: New England Bursting at the Seams

Dominion of New England:

*(1686-1689) A union of New England colonies and some Middle Atlantic colonies under the rule of a royal governor, Sir Edmund Andros, forced upon these colonies by the English king. (280-281)*

Glorious Revolution:

*The “bloodless revolution” of 1688 in which the Roman Catholic King James II of England was deposed and replaced by the Protestant monarchs William and Mary. (282-283)*

Society for the Propagation of the Gospel:

*Christian missionary organization established in 1649 through John Eliot’s pioneering work in evangelism among the Indians. (285)*

## PEOPLE

Sir Fernando Gorges:

*Plymouth Company investor who urged King James I to create the Council for New England to encourage English settlement in America. (271-272)*

John Mason:

*Governor of English colony in Newfoundland who was given charge, along with Sir Fernando Gorges, of land known today as New Hampshire and Maine. (271-272)*

Oliver Cromwell:

*Leader of Puritans in English Civil War who became Lord Protector of England. (273)*

Thomas Hooker:

*Puritan minister who founded the colony of Connecticut. (275)*

John Winthrop, Jr.:

*Puritan governor of Connecticut who was the son of the Puritan governor of Massachusetts. (275)*

Metacombet, “King Philip”:

*Wampanoag Indian chief, son of Massasoit, and leader of the bloody Indian uprising in New England beginning in 1675. (278-279)*

Sir Edmund Andros:

*Professional soldier who governed the Dominion of New England in the*

## 4. What effect did these events in England have on the colonies of New England: the English Civil War; the Restoration of Charles II and James II; and the Glorious Revolution?

Political events in England had a profound effect on the English colonies in America. Before the English Civil War, thousands of Puritans were persecuted under King Charles I and Archbishop William Laud, and many of these persecuted Christians fled to New England in the “Great Migration.” Some colonial Puritans returned to England during the Civil War to take part in the Puritan rule of England. The Restoration of Charles II brought a new charter for Connecticut by which the previously independent colony of New Haven was added to it. James II went much farther to strip the Puritans of power in the colonies by trying to bring all of New England under centralized control in the Dominion of New England. However, of all these events in England, the Glorious Revolution had the greatest effect on the New England colonies. When news of the Revolution reached the colonies, the citizens of New England overthrew Governor Andros and shipped him back to England as a prisoner. Ironically, the new Protestant monarch—William of Orange—accomplished what the former Anglican and Roman Catholic kings had failed to do: he issued a new charter to Massachusetts which ended both Puritan control of the Bay Colony as well as the independent existence of Plymouth Plantation.

## OPTIONAL ENRICHMENT PROJECTS

1. Read the account of Mary Rowlandson’s experience in *The Captive*. Make note of aspects of her narrative that surprise or inspire you. What passages in the Bible comforted and strengthened her? What advice does Mrs. Rowlandson give to the reader?

**Assignment: Review Chapters 22–24 for Test 8.**

**Lesson 10****Chapter 24: New England Bursting at the Seams**

*1680s until he was overthrown and sent back to England. Puritans viewed Andros as a tyrant. (280-282)*

Mary Rowlandson:

*Wife and mother who was enslaved by Indians during King Philip's War, who was later ransomed by her husband, and who wrote a very popular book about her captivity and restoration. (280)*

King James :

*The first Roman Catholic King of England in over a century; overthrown in the Glorious Revolution when he produced a male heir who would likely lead a whole new generation of Roman Catholics ruling England. (280)*

William and Mary:

*Protestant rulers of the Netherlands who were asked to rule England after the overthrow of James II, who was Mary's father. (283)*

John Eliot:

*"Apostle to the Indians" who preached to the Indians and translated the Bible into their own language. (284-285)*

# Lesson 11

## TEST 8: Chapters 22–24

Assignment: Read Chapter 25 before next lesson.

# Lesson 12

## Chapter 25: New Netherland Becomes New York

### TERMS

Fort Orange:

*Dutch trading post on site of New York's present-day capital, Albany. (289)*

Dutch West India Company:

*A group of Dutch merchants who received a land grant to the region now known as New York. (290)*

New Netherland:

*Dutch colony in North America which eventually became the state of New York. (290)*

New Amsterdam:

*Capital of New Netherland which became New York City under English rule. (290)*

monopoly:

*Exclusive control by one group of the means of producing or selling a commodity or service. (292)*

patroonship:

*A large estate in the Netherlands or in New Netherland. (293)*

patroon:

*A landowner under Dutch colonial rule. (294)*

New York Province:

*The new name for New Netherland when it came under English rule. (298)*

Albany:

*New name for Fort Orange when it came under English rule. (298)*

Duke's Laws:

*Law code giving the Duke of York absolute authority over New York, yet giving the colonists local control over their affairs. (299)*

Charter of Liberties and Privileges:

*Passed by the first representative assembly in New York, this charter guaranteed property rights and protected the liberties of Englishmen. (301)*

*While the English were colonizing the coast of North America, the Dutch carved out their own strategically located colony of New Netherland, from which they hoped to reap rich profits. They brought their unique culture and customs, including an order of society left over from Middle Age feudalism. The English could not tolerate Dutch competition for long and soon incorporated New Netherland into their own growing empire, renaming it New York.*

### DISCUSSION QUESTIONS

**1. The Dutch West India Company was virtually a government unto itself with extensive powers over its colonies. What aspects of its economic and political policies proved unworkable in New Netherland?**

The Dutch trade monopoly restrained freedom and economic enterprise in the Dutch colony of New Netherland. One governor outlawed all trade of any commodity unless he granted a special license. The same governor ran his colony like a tyrant, going so far as to make it a high crime to appeal his decisions to the Netherlands. Feudalistic patroonships kept land ownership out of the hands of all but a handful of great estate owners and left tenants nearly in a state of slavery. This feudalism ran counter to the growing American spirit of self-reliance and independence. In addition, since land inheritance was impossible in New Netherland, settlers had no stake in the future of the colony. Most industrious settlers simply moved on to other colonies which offered greater freedom and opportunity.

**2. Compare and contrast the founding and administration of Massachusetts Bay Colony with that of New Netherland. Consider religious, economic, and political policies.**

The Puritan founders of Massachusetts Bay Colony were primarily seeking to establish a Christian commonwealth based on the Bible, whereas the Dutch of New Netherland were primarily seeking wealth from the fur trade. The charter of New Netherland did not even mention religion. In Massachusetts, most adult males owned their own land and had the right and duty to vote. However, in New Netherland, a few wealthy landowners owned nearly all the land, none of the colonists could vote, and a director-general and a fiveman council handled all the functions of government.

## Lesson 12

### Chapter 25: New Netherland Becomes New York

Province of Nova Caesaria:

*Former name of New Jersey. (301)*

New Jersey:

*New name of Nova Caesaria, named for Isle of Jersey in the English Channel. (303)*

#### PEOPLE

Henry Hudson:

*English navigator whose explorations for the Dutch established the basis for Dutch claims to the New York region. (289)*

Peter Minuit:

*First director-general of New Netherland who purchased Manhattan Island from the Indians. (290)*

Willem Kieft:

*Tyrannical Dutch governor of New Netherland whose inept policies nearly wrecked the colony's economy and its relations with the Indians. (295-296)*

Peter Stuyvesant:

*Tyrannical Dutch governor of New Netherland who succeeded Willem Kieft and later surrendered the colony to an English military force. (297-298)*

Richard Nicolls:

*Leader of the English expedition which captured New Netherland; first governor of the newly-renamed colony of New York. (299)*

Jacob Leisler:

*German immigrant who seized for more than a year, and was executed for treason. (302)*

Lord John Berkeley:

*Friend of the Duke of York who was given part of New Jersey as repayment for losses he had suffered in the English Civil War. (303)*

Sir George Carteret:

*Friend of the Duke of York who was given part of New Jersey as repayment for losses he had suffered in the English Civil War. (303)*

### 3. Both the Dutch West India Company in New Netherland and Sir Fernando Gorges in Maine tried to establish a medieval system in the New World. Why did both efforts fail?

Medieval feudalism was not a practical form of government for the New World, nor was it acceptable to colonists traveling to America. Land in the New World was plentiful and cheap. Few people wanted to risk the hazards and expense of travel to the New World merely to be a slave on someone else's estate when they could be their own master on their own land in almost any other colony.

### 4. Discuss the interior turmoil and foreign problems that resulted in New Netherland becoming New York. How did the English deal with religious differences once they took control?

Because of its strategic location on key waterways, New Netherland posed an economic and military threat to the English colonies. Dutch warships were in an ideal position to strike English ships bound to and from New England and the southern colonies. Moreover, the English believed that they had a legitimate claim to New Netherland based on the explorations of John Cabot over 150 years earlier. New Netherland was also beset by internal turmoil, due largely to the oppressive government of Governor Stuyvesant who ruled the colony as a tyrant, confiscating people's wealth, suppressing political dissent, and jailing his critics. Stuyvesant was so unpopular that few of his subjects felt it worth their while to join him in the defense of their colony when British warships sailed into their harbor. After taking control, the English enforced a policy of religious toleration, guaranteed freedom of conscience, and required every town to build and maintain a church. New York colonists enjoyed far more liberty under English rule than they ever had under the rule of the Dutch West India Company.

### OPTIONAL ENRICHMENT PROJECTS

1. Research the history of the Dutch West and East India Companies. How important were these companies and how wide was their influence? What present-day conditions or complications may be traced back to these commercial empires?
2. What conclusions might be drawn from the lack of success of the Dutch in the New World?

**Assignment:** Read Chapter 26 before next lesson.

# Lesson 13

## Chapter 26: Quaking in Penn's Woods

### TERMS

Pennsylvania:

*Middle Atlantic colony named "Penn's Woods" in honor of the father of the proprietor. (305)*

pacifism:

*Opposition to war or violence. (306)*

Religious Society of Friends:

*Quakers. (306)*

Quakers:

*Members of the Society of Friends who embraced pacifism and the belief that every person possessed an "Inner Light," the voice of God speaking directly to their spirits. (306)*

Inner Light:

*A form of divine guidance in which the believer thinks that the voice of God is speaking directly to his or her spirit. (307)*

War of Jenkins' Ear:

*1739-1743 war between England and Spain which began in part because of public outrage over the severing of the ear of the English Captain Jenkins; this war became part of a larger struggle in Europe known as the War of the Austrian Succession. (312-313)*

War of the Austrian Succession:

*A world war of 1740-1748 between England, Austria, Holland, and their allies against Spain, France, Prussia, and their allies, fought over the issue of who would succeed to the Austrian throne. (313)*

King George's War:

*The portion of the War of the Austrian Succession fought in the North American colonies. (313)*

Peace Treaty of Aix-la-Chapelle:

*The treaty which ended the War of the Austrian Succession and returned nearly all of the many conquests of the war. (313)*

diplomacy:

*The practice or art of conducting negotiations. (314)*

*William Penn began his colony as yet another "Holy Experiment." His Quaker beliefs, however, sometimes differed from those of the Bible. This caused not only religious conflict but problems of government, particularly when that government was forced to deal with the problem of protecting its people from others who did not share the Quakers' pacifistic views. Meanwhile, Delaware passed through Swedish and Dutch hands before coming under the control of the Duke of York, who later sold it to Penn.*

### DISCUSSION QUESTIONS

**1. The question of the nature and purpose of oaths and vows is very important. What part did they play in the early history of Pennsylvania? Using a concordance, find out what the Bible commands regarding oaths and vows.**

In the early days of Pennsylvania, the colonial government was dominated by Quakers who, out of religious conviction, refused to take oaths and vows or require anyone else to take oaths and vows. This aversion to oath-taking caused non-Quaker colonists in Pennsylvania to be uncertain about the loyalties of their magistrates, who did not publicly swear allegiance to the king or anyone or anything else. In addition, people involved in court matters worried about the integrity of witnesses who would not take an oath to tell the truth, as well as the integrity of jurors who would not take an oath to weigh the evidence impartially. Contrary to the Quaker view on this subject, the Bible requires people to take public vows of allegiance to God and His law. Some passages from Scripture relating to oaths include: Deuteronomy 6:13; 10:20; Hebrews 6:17; Matthew 26:63-64; Romans 1:9; 2 Corinthians 1:23; and 1 Thessalonians 2:5,10.

**2. Explain John Cotton's statement, "If the people be governors, who shall be governed?"**

Cotton's statement ridicules pure democratic rule which was the natural result of the Quaker doctrine of the "Inner Light." According to the Quakers, there was no standard—civil or otherwise—above the conscience of the individual. Cotton therefore points out that if there is no objective standard of truth, nothing that stands above everybody's private opinion, then every one becomes the final authority for what is right and wrong. Every one becomes his own governor. When every person does what is right in his own eyes, anarchy and chaos will result. This is why God gave us His one Word to govern us all, rather than millions of "Inner Lights" to make us all "governors."

**3. What realities of colonial life challenged Quaker governance of Pennsylvania? What role did Benjamin Franklin play in the conflict?**

In addition to problems the colonists of Pennsylvania faced related to oath-taking, the biggest problem in the colony was the threat of French and Indian attacks on

## Lesson 13

### Chapter 26: Quaking in Penn's Woods

New Sweden:

*Swedish settlement in the Delaware River valley which eventually, under English rule, became the colony of Delaware. (318-319)*

Delaware:

*Colony settled by the Swedes but taken over by the English who renamed it in honor of Sir Thomas West, Lord De la Warr. (318-319)*

### PEOPLE

William Penn:

*English Quaker and proprietor of Pennsylvania. (305)*

Admiral Sir William Penn:

*English admiral and father of William Penn. (305)*

George Fox:

*Founder of the Society of Friends. (306)*

Robert Jenkins:

*English sea-captain whose capture and mutilation by Spanish authorities touched off a conflict known as the War of Jenkins' Ear, which became part of the War of the Austrian Succession. (313)*

Benjamin Franklin:

*Printer and inventor who successfully argued that a government of pacifism was irresponsible in the face of dangerous Indian uprisings and must be replaced by a government willing to protect its citizens. (313)*

John Woolman:

*Quaker tailor who was an early and vocal opponent of slavery. (316)*

Capt. Samuel Argall:

*An Englishman from Virginia who named Delaware in honor of Lord De la Warr, the governor of Virginia. (317)*

Peter Minuit:

*Dutch governor of New Netherland who led Swedish settlers to establish a colony on the Delaware River. (318)*

the frontier and the refusal of the pacifistic Quakers to do anything to protect the settlers. Quaker pacifism in this case actually led to the loss of life. The Quakers' refusal to pay taxes to support a militia only compounded the problem. Faced with impending war against both Spain and France, the Quakers were left with only two options: compromise their pacifistic principles or withdraw from government. Out of this environment of political and social turmoil was born a new political party which was not under Quaker control. This party was led by Benjamin Franklin who argued that it was the duty of government to protect its citizens. Since Franklin's party was willing to provide military leadership during times of crisis, it soon became the dominant force in Pennsylvania politics.

### OPTIONAL ENRICHMENT PROJECTS

1. Research the origins and beliefs of the early "Quakers" or Religious Society of Friends. How do these beliefs compare with Scripture? Where does the Society stand on the issues of today?

2. One result of the Quakers' reform efforts was the "penitentiary." Under their influence attempts were made to rehabilitate prisoners through hard work and meditation—to make them penitent. Is this biblical? What is the biblical model for dealing with lawbreakers?

**Assignment: Read Chapter 27 before next lesson.**

# Lesson 14

## Chapter 27: A Place of Refuge: Building Maryland

### TERMS

Chesapeake Bay:

*Large bay with many rivers and inlets which divided Maryland into two halves and provided an excellent water transportation system for the colony's early settlements. (321)*

Ark and Dove:

*The ships which brought the first party of settlers to Maryland under the leadership of the Calvert family. (324)*

manor:

*The estate of a medieval lord; the lord's residence. (325)*

royalties:

*A payment to an inventor or proprietor for the right to use his invention or services; rents. (325)*

nonconformists:

*People who do not conform to the mode of worship of an established church. (328)*

Toleration Act:

*The act promoted by Lord Baltimore to proclaim freedom of religion for Christians of all denominations in the colony of Maryland. (329)*

Mason-Dixon Line:

*The official boundary line between Maryland and Pennsylvania which eventually became the unofficial dividing line between North and South. (331)*

### PEOPLE

William Claiborne:

*Leader of the first settlement in the region which became Maryland. His initial claim on this area was a long-term source of controversy for the Calvert family who later gained title to the area. (321)*

George Calvert:

*The first Lord Baltimore, to whom King Charles granted Maryland by charter in 1632. (321-322)*

Cecilius Calvert:

*The second Lord Baltimore and eldest son of George Calvert, who received the title to Maryland upon his father's death. It was Cecilius Calvert who was actually responsible for the settling of the colony. (324)*

*The Calvert family established Maryland as a haven for persecuted Roman Catholics. From the beginning, they faced conflicts with previous settlers, an unfriendly neighboring colony, Indians, and the colony's own Protestant majority. But the Calverts had learned from the mistakes of their neighbors and had initiated wise policies which avoided the starving times of other colonies. They also left a lasting legacy in fostering an attitude of toleration between Christians of differing beliefs.*

### DISCUSSION QUESTIONS

#### 1. What measures did the Calverts take to avoid the problems of the Virginia Colony?

The Calverts did not invite to their colony unemployable gentry or gold seekers. Instead, they brought people who would establish farms and trading posts or practice useful trades. They also encouraged settlement by offering land to people who would bring family members or other settlers. In addition, these colonists made peace with the local Indians, ordered adequate provisions to be stored up, and ordered tobacco farmers to set aside land for corn in order to avoid starvation.

#### 2. What was the origin of the Mason-Dixon Line? What did the term later come to mean?

The Mason-Dixon Line was the boundary between Pennsylvania and Maryland, established by a survey conducted by Charles Mason and Jeremiah Dixon after the two colonies had quarreled for years over their boundary. Because Maryland was a slave state and Pennsylvania was a non-slave state, the Mason-Dixon Line came to be the unofficial dividing line between North and South.

### OPTIONAL ENRICHMENT PROJECTS

1. Research the text and history of the "Act Concerning Religion," or the Toleration Act. Would this Act be considered tolerant today? Why or why not?

2. Look up definitions for "tolerate," "toleration," or "tolerance" in several dictionaries including an historical one such as the Oxford Dictionary of the English Language. How does "tolerance" relate to the idea of "truth"?

### Assignment: Review Chapters 25–27 for Test 9.

Leonard Calvert:

*Brother of Cecilius Calvert, leader of first party of settlers to Maryland, and governor of the colony. (324, 327)*

John Coode:

*Leader of the Protestant rebellion in Maryland who took over the colonial government following the Glorious Revolution in England and proclaimed his colony's loyalty to the new Protestant rulers in England. (330)*

## Lesson 15

### TEST 9: Chapters 25–27

Assignment: Read Chapter 28 before next lesson.

## Lesson 16

### Chapter 28: Virginia: Created in England's Image

#### TERMS

Old Dominion:

*Nickname for Virginia, which, because of its loyalty to the Stuart monarchs, had remained under England's "dominion." (335)*

Pilgrim's Progress:

*The Christian classic written by John Bunyan while he was in prison which describes the life of the Christian as a journey to the Celestial City filled with many obstacles along the way. (337)*

Restoration:

*That era of English history which began with the return of Charles and the Stuart line of kings to the English throne in 1660. (337)*

franchise:

*The right to vote. (339)*

indentured servitude:

*A condition in which one person agrees to work for another for a specified period of time, usually because of unpaid debt. In the colonial era, many people became indentured servants in exchange for their transportation to America. (341)*

Bacon's Rebellion:

*The 1676 power struggle in colonial Virginia between Nathaniel Bacon, a member of the Virginia legislature, and William Berkeley, the colonial governor. (342)*

Navigation Acts:

*A series of English acts beginning in 1651 which regulated the commerce of the American colonies to make the colonies a source of cheap raw materials for English industry and to keep the colonists customers of more expensive English finished goods. (343)*

*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. What factors in the development of the Virginia colony caused it to identify so strongly with English culture and royalist politics?**

Because land was plentiful in Virginia and because the colonial legislature granted the privilege to vote only to landowners of considerable property, much of Virginia was settled by Englishmen who hoped to use the abundant land as a means of attaining financial success and social position. As far as the colony's predominant religion, the churches tended to be largely Anglican because few Puritans settled in Virginia. This identification with English traditions caused Virginians to remain largely loyal to the Stuart kings during the Puritan Revolution in England.

**2. Describe the principal concerns of the two different cultures of colonial Virginia—the established aristocratic families of the Tidewater, and the newer settlers on the frontier.**

The aristocratic families of the Tidewater operated large, profitable plantations, and they directed the affairs of the colony. They were also the main beneficiaries of the taxes which they levied. The principal concern of settlers on the frontier, on the other hand, was the threat of Indian attack and the failure of the Virginia authorities to build forts to provide protection. The frontier settlers were also angry over taxation policies which laid a large burden on them but gave them few benefits.

## Lesson 16

## Chapter 28: Virginia: Created in England's Image

## PEOPLE

John Bunyan:

*Author of Pilgrim's Progress who was imprisoned for nearly twelve years for refusing to give up his preaching. (347)*

William Berkeley:

*Governor of Virginia at time of the English Civil War, the Restoration, and during Bacon's Rebellion. (342, 348)*

Nathaniel Bacon:

*Leader of faction of Virginia legislature opposed to the policies of Governor Berkeley and of the colonial uprising known as Bacon's Rebellion. (342)*

Samuel Rutherford:

*Leading Calvinist theologian whose book, Lex Rex, argued that even the king was under the rule of law, and that if the king broke his covenant with the people he governed, then a lesser magistrate had the right to resist him. (343)*

Francis Lord Howard:

*A governor of Virginia who typified many colonial governors in that his primary goal was to enrich himself at the expense of the colonists. (344)*

## 3. What common problems did Virginians face in the 1670s?

All Virginians faced the problems of Indian threats on their frontier, unfair taxation policies, tension between frontiersmen and Tidewater planters, corrupt colonial officials, and the arbitrary and tyrannical rule of a greedy governor whose policies led to a colonial rebellion.

## 4. What events led to Bacon's Rebellion? What were the immediate and long-term consequences of the rebellion?

An attack by hostile Indians and the failure of the colonial government to provide protection to settlers on the frontier provided the sparks which ignited Bacon's Rebellion. Underlying this concern about Indian attack was widespread resentment over the tyrannical rule of Governor Berkeley and his high taxes which provided very little benefits to those on the frontier who needed it most. When Nathaniel Bacon rebelled against the governor's decrees and led an army to defeat the Indians, he was supported by fellow legislators and citizens alike. With this support, Bacon soon took over the Virginia government. However, when he suddenly died of disease shortly afterwards, the uprising quickly died out, Governor Berkeley returned to power, and most of Bacon's reforms were vetoed. However, in the long run, Bacon's Rebellion had taught the colonists a valuable lesson in resisting overbearing rule; future governors found it impossible to rule the way Berkeley had. Moreover, this episode provided a lesson and an inspiration for the American Revolution a century later.

## OPTIONAL ENRICHMENT PROJECTS

1. Research what modern writers, politicians, and ministers are saying about the complex issue of the relationship between the church and the state.
2. Explain what John Calvin and Samuel Rutherford concluded about the biblical basis for civil disobedience and rebellion.
3. Discuss the "pros" and "cons" of a political franchise based on ownership of land.
4. Probe deeper into the issues and persons involved in Bacon's Rebellion. What reasons do modern historians give for the many colonial rebellions like Bacon's (Chapter 29), Coope's (Chapter 27), Leisler's (Chapter 25), and the overthrow of Andros (Chapter 24)?

**Assignment: Read Chapter 29 before next lesson.**

# Lesson 17

## Chapter 29: Carolina: The Land of Charles

### TERMS

#### Cape Fear:

*A projection of land along the Atlantic coast near the southernmost tip of the North Carolina shore; the site of two early settlements in the Carolinas. (347,349)*

#### checks and balances:

*The system of government whereby one branch of government serves to restrain another. (352)*

#### Parliament:

*A legislative assembly, particularly of Great Britain and its colonies; the one-house assembly of Carolina colony. (353)*

#### Grand Council:

*A body of the proprietors of Carolina or their deputies which prepared all bills or laws for the approval or disapproval of the colony's Parliament. (353)*

#### Charles Town:

*English settlement founded in at the junction of the Ashley and Cooper Rivers which later became Charleston, South Carolina. (353)*

#### Culpeper's Rebellion:

*A revolt in which Carolina colonists overthrew the governor appointed by the proprietors and replaced him with John Culpeper. (354)*

#### New Bern:

*Settlement founded in North Carolina by German and Swiss settlers and the site of a bloody 1711 Indian massacre. (355)*

#### Tuscarora Indians:

*An Indian tribe of North Carolina which fought the bloodiest Indian war in the colony's history. (355)*

#### Tuscarora War:

*Indian war in North Carolina from 1711 to 1713, which was the bloodiest in the colony's history. (355)*

#### Queen Anne's War:

*1702-1713 war pitting England against France and Spain, which left English colonies vulnerable to attacks from the French, Spanish, and Indians. (356)*

*As the British colonists moved south, they discovered new opportunities and new hazards. In addition to disease and Indians which continued to take their toll, colonists in Carolina also faced threats from pirates and Spaniards in nearby Florida. As in so many other colonies, these settlers resisted their proprietors and revolted against their appointed governor. Because of Carolina's strategic importance, the king took measures to keep the peace and eventually turned one proprietary colony into two royal colonies.*

### DISCUSSION QUESTIONS

#### 1. Why were the climate and geography of Carolina both a blessing and a bane to the colony?

Carolina had rich soil and a mild climate which produced abundant vegetation and wildlife. This made it ideal for farms and plantations. On the other hand, the climate also encouraged deadly animals and even deadlier disease-carrying mosquitoes.

#### 2. In what ways did Lord Shaftesbury try to insure the success of his colony?

Shaftesbury took great care to make his colony inviting to settlers and orderly once they had established the colony. He promised settlers generous land grants and religious and political freedom, raised investment money to buy supplies, acquired various kinds of seeds to try to find profitable crops, and offered to buy the colony's crops at profit to the colonists even though it meant a loss for him. He also gave his colony a written constitution incorporating a system of checks and balances, required the colony's representatives to reside in the districts they represented, and made plans for orderly settlement of towns with streets laid out in checkerboard fashion.

#### 3. Why did the Carolina colonists prefer that their colony become a royal colony rather than a proprietary one?

Some colonists preferred that Carolina become a royal colony because they believed that the Carolina proprietors were more interested in making money than in governing wisely. The fact that the proprietors had done almost nothing to protect the colonists against Indians, pirates, French, and Spanish only confirmed this opinion. Moreover, the proprietors forced the establishment of the Church of England upon the Carolinians, and they repeatedly rejected laws proposed by the colonists.

### OPTIONAL ENRICHMENT PROJECTS

1. Colonial dissatisfaction with proprietors and their governors arose once again in Culpeper's Rebellion. Research this rebellion and compare and contrast it to others studied earlier.

**Lesson 17****Chapter 29: Carolina: The Land of Charles****PEOPLE**

Sir Anthony Ashley Cooper, Earl of Shaftesbury:

*Most important of the Carolina proprietors. (348-349)*

John Locke:

*English philosopher, political scientist, and friend of Shaftesbury, who helped draw up the Fundamental Constitutions for Carolina in 1669. (349)*

John Culpeper:

*Governor of Carolina Colony appointed by the rebels in Culpeper's Rebellion of 1677. (354)*

Edward Teach ("Blackbeard"):

*Infamous pirate who raided coastal settlements in America and terrorized Carolina until his death in 1718. (355)*

2. Edward Teach was one of many pirates who terrorized the colonial coastline. Who were these pirates, where did they come from, and what did they do to earn so much fear?

3. Shaftesbury's friend, John Locke, had a profound influence on America. Research the life and ideas of this influential philosopher, especially as they relate to the cause of American independence.

**Assignment: Read Chapter 30 before next lesson.**

# Lesson 18

## Chapter 30: Georgia: The Last Colony

### TERMS

Board of Trade:

*The English officials who advised the king on matters of colonial policy. (359)*

Savannah:

*First colonial settlement in Georgia. (362)*

Salzburgers:

*German-speaking Protestants who fled Roman Catholic-controlled Salzburg, Austria, and settled in Georgia. (363)*

Ebenezer:

*Georgia's second town, settled by Salzburgers in 1734, and named for the Hebrew word meaning "Rock of Help." (363)*

Darien:

*Third major settlement in Georgia, founded by Scottish Highlanders in 1735. (364)*

Methodist Church:

*A denomination founded by John and Charles Wesley which had its origins in the Anglican Church. (364)*

Great Awakening:

*Great American religious revival of the 1740s which spread throughout the colonies through the influence of dynamic preachers like George Whitefield and Jonathan Edwards. (364)*

Battle of Bloody Marsh:

*The ambush of a Spanish invasion force by General Oglethorpe which ended the Spanish invasion and which, for the first time, gave Georgians a secure boundary between Florida and Georgia. (366)*

### PEOPLE

General James Oglethorpe:

*Proprietor of Georgia. (360-361)*

King George II:

*English king who chartered Georgia and gave his name to that colony. (360-361)*

Tomochichi:

*Yamacraw Indian chief who befriended the Georgia settlers. (362)*

*With the birth of Georgia, British colonization of North America came to a close. Georgia had begun with the noble goal of providing a second chance for worthy debtors of England, but few such debtors ever reached the colony. Disease ravaged Georgia's first settlers, early agricultural experiments failed, nearby Spanish Florida threatened the colony's existence, and the colonists themselves threatened rebellion over the prohibition of alcohol and slavery. Yet God, in His providence, preserved Georgia, and from there launched the greatest spiritual revival in American history.*

### DISCUSSION QUESTIONS

**1. General Oglethorpe gave various reasons why England should plant a colony in Georgia. Which reasons were realistic and successful? Which proved impractical? Why did they fail?**

It was Oglethorpe's desire to develop Georgia as a settlement for debtors and the destitute of London. He also planned to use Georgia as a buffer against Spanish expansion and aggression. In addition, he hoped to use the colony to promote trade with the Indians, produce exotic crops which could not be grown farther north, offer religious freedom to Protestants mistreated by Roman Catholics in Europe, and confer more power and prestige on England and its king. Georgia did succeed in some of these goals. The colony maintained good relations with the Indians, acted as an effective buffer against Spanish expansion, and offered a haven for persecuted European Protestants. On the other hand, Georgia was at first an economic failure because the colonists experimented with the wrong crops. Moreover, although one of Oglethorpe's main motivations for establishing Georgia was to provide a haven for debtors, few debtors ever reached Georgia, in part because they could not afford the expense of the ocean voyage.

**2. What were the restrictions the Georgia trustees established for the colony? (Read all the main text and sidebars.) Which of these governing policies were rooted in Christian convictions? Which of these policies clashed with the desires of the colonists? Which policies do you think were right, based upon biblical reasoning?**

The Georgia trustees wanted to keep African slaves, Roman Catholics, lawyers, liquor dealers and alcoholic beverages out of the colony. Georgia was established consciously as a Christian colony, and as such, its restrictions were rooted in Christian conviction, although many Christians disagree as to whether or not all these restrictions are biblical. Most colonists gladly excluded Roman Catholics and lawyers. However, many of them vigorously opposed the ban on slavery, seeing the economic success of neighboring slave-holding colonies. A great number of colonists also opposed, and ignored, the ban on liquor.

## Lesson 18

## Chapter 30: Georgia: The Last Colony

Dr. Samuel Nunis:

*Jewish physician whose skills were desperately needed by the early colony of Georgia. (363)*

John Wesley:

*Young minister who preached to Georgia Indians and colonists for a year and conducted the first Sunday school classes in America; founder of Methodism. (364)*

Charles Wesley:

*General Oglethorpe's secretary who assisted his brother John in his missionary work and who helped establish the Methodist Church. (364)*

George Whitefield:

*A dynamic Calvinist preacher and the greatest evangelist of the Great Awakening. (364)*

### 3. Georgia proved to be a disappointment in many ways. However, explain how Georgia had a positive impact upon America.

In addition to Georgia's success in establishing a needed deterrent against Spanish expansion and providing a haven for persecuted Protestants, the colony also made a significant spiritual impact upon America. It was the Christian ideals of the colony's founders which encouraged George Whitefield to start an orphanage in Georgia. Whitefield's visit there and subsequent preaching tour had an immense impact on the Great Awakening, the greatest spiritual revival in American history. Georgia's good relationship with the Indians led to the invitation to the Wesley brothers who preached the Gospel to hundreds of colonists and Indians alike, and who established what was probably the first Sunday school in America.

### 4. Discuss the spiritual and practical objections to slavery stated by Georgia's founder.

Oglethorpe believed that slavery was a horrid crime, a form of oppression, against both biblical principles and the fundamental law of England. However, it is not right to just denounce slavery as unbiblical without studying and explaining the many passages in the Bible in which some form of slavery is allowed. A more thorough study of the issue must delve into these biblical passages and then compare these passages with the examples of slavery we have throughout history. In addition to religious objections to slavery, however, Oglethorpe also objected to it for practical reasons. He feared that slavery would lead to the growth of large plantations which would scatter the population, and, since one main reason for the colony's existence was to defend against a possible Spanish attack, the settlers had to live close together so they could be gathered together quickly in the event of an invasion.

## OPTIONAL ENRICHMENT PROJECTS

1. Read a good biography of General James Oglethorpe. Identify the Christian influences in his early life and the various ways in which his faith influenced his public and private actions.

**Assignment: Review Chapters 28–30 for Test 10.**

## Lesson 19

### **TEST 10: Chapters 28–30**

Assignment: Review entire book for Final Exam.

## Lesson 20

### **FINAL EXAM**