

American History Week 1

A Nation Founded on God

Lesson Focus



- ◆ To trace the impact key documents, men, and events had on the shaping of American freedom.
- ◆ To identify the spiritual underpinnings that led to founding of America.
- ◆ To understand every generation has its own struggles, has its own particular place in history existing for such a time as this.
- ◆ To begin reading *The Scarlet Letter* OR *Witch of Blackbird Pond*.
- ◆ To review parts of a paper which are the introduction, body, and conclusion.

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Bible Study

Date	Time
	Bible

I Peter 3:15

“but sanctify Christ as Lord in your hearts, always being ready to make a defense to every one who asks you to give an account for the hope that is in you, yet with gentleness and reverence”

Philippians 4:13

Daniel 6

Acts 4:19, 20

Acts 5:29

Matthew 22:21

Timeline

Date	Time
	History

All the events in this week are pre-American history. Starred names or events will be part of the Freedom Flower in Week 2.

- Feudalism 800s – 1400s
- Magna Carta 1215
- printing press invented 1456
(moveable type)
- Reformation 1517
- *Westminster Confession 1646
- *Pilgrims & Puritans 1620, 1630s
- *Declaration on Rights 1689
- *American Revolution 1770s- 1780s



Biography



Date	Time
	History

- *Alfred the Great 849 - 899
- Pope Gregory VII 1020-1085
- *King John 1167 - 1216
- Johann Gutenberg 1400-1468
- *Martin Luther 1483 - 1546
- *John Calvin 1509-1564
- *Henry VIII of England 1491–1547
- *James I 1566 - 1625
- *Charles I 1630–1685
- *Oliver Cromwell 1599-1658
- *Charles II 1630-1685
- *James II 1633–1701
- *Samuel Rutherford 1600-1661
- *Algernon Sidney 1622-1683
- *John Locke 1632-1704
- *Thomas Hooker 1586 -1647
- Edward Coke 1552-1634
- *William Blackstone 1723-1780
- *King George III 1738-1820
- *Thomas Jefferson 1743 -1826

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Map Study



Date	Time
	Geography

Runnymede, England
 Spain
 France
 Wittenburg, Germany
 Worms, Germany
 Geneva, Switzerland
 England
 Scotland
 America

**Art/Music/
 Architecture**

Date	Time
	Art/Music

“A Mighty Fortress”
Henry VIII – Hans Holbein the Younger
 Westminster Abby



Vocabulary

Date	Time
	History

(Find most in *Never Before in History*)

feudalism
 serf
 lord
 divine right theory
 political or legislative law
 indulgences
 ecclesiastical
 codify
 catechism
 civil
 democracy
 Commonwealth
 tyrant
 secular
 French Huguenot
 Creator/redeemer distinction
 social contract theory
 divine right
 presbyter
 heresy
 Inquisition

oath of allegiance
 vassal
 Ninety-five thesis
 common or natural or scientific law
 purgatory
 excommunicate
 liturgy
 cite
 covenant
 monarchy
 republic
 Protectorate
 Parliament
 tyranny
 liberty of conscience
 resistance theory
 self-governing
 Presbyterian
 precedent
 orthodox

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Reading Assignments



Date	Time
	History

Date	Time
	Literature

HISTORY

High School

Never Before in History by Amos & Gardiner, 1.1 to 3.4; 4.1 to 4.2

The Light and the Glory by Marshall and Manuel, Chapters 1-4

Junior High

Never Before in History by Amos & Gardiner, 1.1 to 3.4, 4.1 to 4.2

The Light and the Glory for Children by Marshall and Manuel, Chapter 1

LITERATURE

High School

The Scarlet Letter by Nathaniel Hawthorne, Chapters 1-9

Junior High

Witch of Blackbird Pond by Elizabeth George Speare, Chapters 1-8

Resources/ Videos

Ancient Rome: How It Affects You Today by Richard Maybury

History of US: The First Americans, Volume 1 by Joy Hakim

American History (The first Book of) by Henry Steel Commager

Landmark History, Chapters 1-8

Related KONOS Units

There is an old Chinese proverb that says, “Faintest ink better than strongest memory.” Students who read with a highlighter, pen, or pencil in their hands can create stronger memories than those who do not.

Read – Mark – Circle – Star

Read your history assignments early in the week. The first time through **look** for the “big picture” the text is trying to tell or relate. Use a pencil to **mark** the major thoughts. **Look up** words that are unfamiliar to you. Be ready to **answer** questions about your reading. **Circle or star** key vocabulary words or lists that are important.

Highlight

Since we tend to learn in color, read the second time through using a highlighter to mark the different or opposing thoughts with different colors. Highlight points about divine right in pink and points about freedom of conscience in yellow.

Sequence Notes

The third time you read through the text, write the most important events in the margin in chronological order to establish a sequence of events.

Read *early* in the week

Read *thoroughly*

Read *completely*

Read *repeatedly*.



Writing

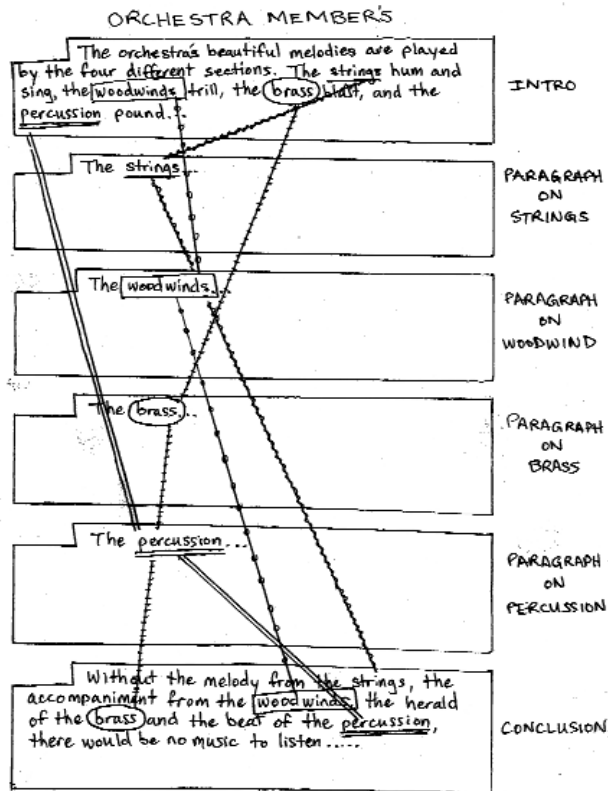


Date	Time
	English



Review the parts of a paper and proper formatting rules. Then begin a three- to five-page paper on *The Scarlet Letter* or *Witch of Blackbird Pond*.

- The parts of a paper are the Introduction, Body and Conclusion.
- There should also be a title page or cover page which has the italicized title centered 1/3 of the way down the page. Under the title put your name, under your name put the date, under the date put the class name, under that put the teacher's name.
- Use font Times New Roman, size 12 and always double space.
- Never number the first page.



The first paragraph is the introduction which introduces all the topics. For example, a paper on weaving may include paragraphs on wool, carding, dying, spinning the wool, then weaving. All these items should be introduced in the first paragraph to prepare the reader for what follows.

Several nicely indented paragraphs should follow. What will they be on? The first will be on wool, the second on carding, the third on dying, the fourth on spinning, and the fifth on weaving. Why? Because that is what you introduced in the introductory paragraph. Look at the orchestra paper above. Notice that strings, woodwinds, brass, and percussion are all mentioned in the introduction as well as the conclusion.

The closing paragraph, the conclusion, restates the contents of each paragraph. It is like saying, "I have told you about a carding, dying, spinning, weaving...just like I said in the beginning."

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Date	Time
	Civics



3. In the book *Ancient Rome: How It Affects You Today*, author Richard Maybury contends that out of all the different types of possible governments that can exist, there are really only two distinctly different governments formed from two distinctly different kinds of laws. The two distinctly different kinds of laws are **common law** (often called natural or scientific law) and **political law** (often called legislative law).

Looking at common law first, one finds common law was not made up by men, but was comprised of a number of laws widely obeyed because they had been *discovered* to work and hold up to repeated testing, just as the laws of physics and biology had been discovered and held up to repeated testing. Common law was based on two rules taught by all major religions:

1. Do all you have agreed to do,
and
2. Do not encroach on other persons or their property.

Maybury states, “When these laws are obeyed, life gets better; when they are violated, life gets worse, it’s automatic.”

Political law, on the other hand, is not based on the two rules of major religions; rather, it is based on whatever the power holder decides. Where common law is predictable, with few reversals, political law is whimsical with many reversals. Where common law was discovered by judges one case at a time, political law is constructed in response to political pressure and influence from others. Where common law creates liberty and security, political law destroys both.

- Research further common and political law.
- Make a chart denoting their differences.

Date	Time
	History



4. All English kings trace their beginnings back to Alfred the Great. The lineage of the king is very important and clearly recorded, because all English kings have to have a legitimate claim to the throne through blood.

Alfred was the only English king to be called The Great, because in 878 Alfred united his subjects to ward off the Viking invasion and established a lasting peace. When peace came to England, Alfred established a civilized society in England. When countries are not fighting wars, energy and resources are free to be directed to the development of other aspects of civilization besides defense.



Alfred the Great was able to codify the laws of England. Many of the laws were religious in nature, because Alfred used the Law of Moses and natural or common law as the basis for writing the laws for England.

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- Affix photocopied Alfred the Great, with name and date to the timeline.
- List the aspects of a civilization that can flourish in peacetime.
- To remember the event of Alfred the Great being the first to codify the law, write First to Codify the Law and the date on a blue index card and attach it to the string timeline next to Alfred the Great.

Date	Time
	Drama/Speech

5. Throughout the Middle Ages, kings continually extended their power as far as it would go even into the church. In 1075 Pope Gregory VII of Rome sought to make reforms that limited political rulers intrusion into the church, laying the ground work for civil limits into religion.

- Investigate what reforms Pope Gregory VII made.

Date	Time
	History

6. In the feudal system that existed during the Middle Ages there was no private ownership of land, because the king owned all the land in the country. However, because he needed troops to fight wars, he gave land to his barons in return for their pledge of loyalty and men during war.

In a ceremony, the baron knelt before the king and placed his hands inside the king's hands symbolizing the pledging of his life, his men, and his loyalty to the king. The king then gave the baron a bowl of dirt, symbolizing the land he granted to the baron. The baron could then turn around and divide his land between men under him in a similar ceremony. This time, however the baron was the lord who granted land and the men under him were his vassals.

- Dramatize the oath of allegiance ceremony.
- Place a yellow index card with feudalism and its dates on the timeline.

Date	Time
	History

7. In 1215 disgruntled English barons forced King John of England to sign the Magna Carta or the Great Charter on a field named Runnymede in southern England. This document, one of the most important instruments in the history of freedom, ensured the feudal rights of the barons and guaranteed the king could not encroach on baronial privileges.

- Read the Magna Carta.
- Add a photocopy of King John plus a white index card for the Magna Carta with its date and several of the guaranteed rights to the timeline
- Add a yellow index card next to King John noting divine right.

Date	Time
	History



8. Then when learned Augustine monk Martin Luther was sent to Rome on a mission for his superiors at the University of Wittenberg in Germany, he was horrified by a spiritual laxity of the high church officials. Luther also disagreed with the practice of selling indulgences, whereby one could pay money to the church and gain pardon for sins or the release from purgatory for deceased loved ones. Reading Ephesians 2:8-9 Martin Luther became convinced that a sinner's hope lay only in the grace of God and not by any works of man.

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When Johann Tetzel, a monk from Leipzig, began selling indulgences on the borders of Saxony, Luther’s parishioners were among his customers. Luther noticed fewer people coming to confession. He found out about Tetzel’s activities as well as Tetzel’s quote, “As soon as the coin in the coffer rings, the soul from purgatory springs,” and Luther began preaching against indulgences.



In 1517 Luther nailed Ninety-five theses disputing several practices of the Catholic Church on the church’s door in Wittenberg, Germany. The theses were protests or objections, not demands. This posting of letters was the newspaper of the day and the door was like a bulletin board for the University. His intent was to spark debate, aimed at reform or change in the Catholic Church. He also sent copies of the Ninety-five theses to a few bishops and some friends. Initially, he received very little response from them, but this act began the Reformation.

Martin Luther came under much criticism and attack from the papal authority in Rome. In 1518, he was called before church officials at the Diet of Worms to recant his statements. He refused to recant. He stood openly against certain doctrines and simply replied, “Here I stand. I can do no other.”

In 1521 formal excommunication was pronounced on Luther. The Pope labeled Luther a heretic, which could carry the punishment of burning at the stake. When it was discovered that the edict demanded his seizure, he was “kidnapped” by comrades to the safety of Wartburg castle where he translated the entire Bible into German. Now, more and more people could read the Scriptures and see for themselves that they were offered a salvation based on faith in Christ alone.

- Read a biography of Luther and of this conversion experience.
- Find Luther’s refutation speech and memorize the last paragraph. What did he mean by, “I can do no other?”
- Read Luther’s Ninety-five thesis, memorize certain parts and then dramatize nailing his Ninety-five thesis on the doors of Wittenberg.

Date	Time
	History



9. Luther put forth two very important theories or beliefs:

Liberty of Conscience

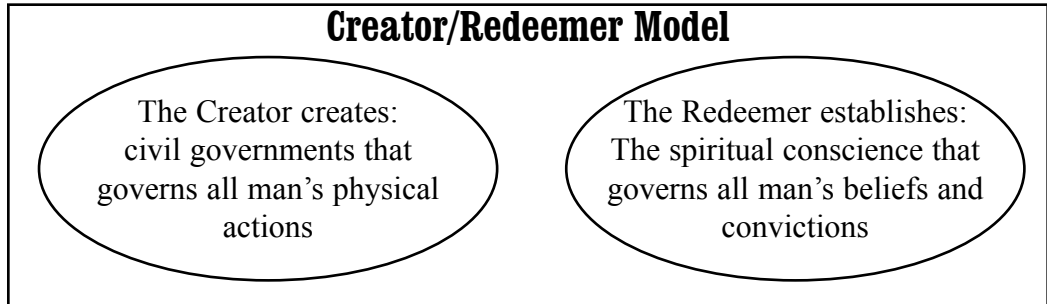
The church had always told people what to believe. Luther stated the Church had no right over individual beliefs, each person had freedom of thought.

Creator/Redeemer Distinction

Luther said that God has instituted different spheres of power. One realm shows God as the Creator, governing actions and property, with authority over Christians and non-Christians alike in physical areas such as family, government and church.

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The Redeemer realm is the spiritual realm, over which the Holy Spirit is the ultimate authority. (For the nonbeliever with no Holy Spirit, something else guides.) This is where Luther said “Hands Off! I will adhere my actions to the laws of the Creator realm according to the laws of the land until such time as it conflicts with my conscience. You may NOT tell me what to believe; I have Liberty of Conscience in the Redeemer realm.” This is the application of “Render unto Caesar what is Caesar’s, and Unto God what is God’s” for Luther.



- On blue paper, add the words “Liberty of Conscience” and “Creator/Redeemer distinction” and attach to Martin Luther.
- Name some laws in each of these areas.

Date	Time
	History

10. The moveable type printing press was invented by Johannes Gutenberg. His first publication was the Gutenberg Bible. This major advance coupled with Luther’s translation of the Bible into German made the Scriptures available to the lay men outside the clergy for the first time.

- What were the results of Scriptures being in the common mans’ hands?

Date	Time
	Music/Dance

Tip: When you sing, sing from the diaphragm, down low. Sit up straight so you can use the full chest. Hold music in front so you will not pinch off the throat. There is incredible doctrine in this music. A bulwark is like a levy, to keep the water from flooding. God is a helper in the midst of the flood to keep the flood of moral ills from overflowing us. We war against principalities, powers, not just another man. We are warring against evils beyond this realm.

11. Often called the “Battle Hymn of the Reformation,” Martin Luther’s “A Mighty Fortress” draws its inspiration from Psalm 46. During times when the Reformation seemed lost, Luther would say to his friend Melancthon, “Let’s sing the Forty-sixth Psalm.” Luther wrote at least thirty-five other hymns.

“A Mighty Fortress” so captured the spirit of the Protestant Reformation that when Protestant emigrants were forced into exile or martyrs went to their death, “A Mighty Fortress” always seemed to be the song they chose to sing.

Sing “A Mighty Fortress is Our God.”

*A mighty fortress is our God, a bulwark never failing;
Our helper He, amid the flood of mortal ills prevailing;
For still our ancient foe doth seek to work us woe;
His craft and power are great, and, armed with cruel hate,
On earth is not his equal.*

*Did we in our strength confide, our striving would be losing;
Were not the right Man on our side, the Man of God's own choosing:
Dost ask who that may be? Christ Jesus, it is He;
Lord Sabaoth, His Name, from age to age the same,
And He must win the battle.*

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How can you do anything as a mortal? Nothing, but you can do all things through Christ who strengthens you! (Philippians 4:13)
 What will Jesus do to the head of the serpent? He will crush it with his heel. And then Satan will bruise Christ's heel. Where is the victory? It is in the resurrection, the empty tomb.

*And though this world, with devils filled, should threaten to undo us,
 We will not fear, for God hath willed His truth to triumph through us:
 The Prince of Darkness grim, we tremble not for him;
 His rage we can endure, for lo, his doom is sure,
 One little word shall fell him.*

*That word above all earthly powers, no thanks to them, abideth;
 The Spirit and the gifts are ours through Him Who with us sideth:
 Let goods and kindred go, this mortal life also;
 The body they may kill: God's truth abideth still,
 His kingdom is forever.*

Date	Time
	History



12. The next significant area of Reform was in Switzerland, where a group of Christians, called Presbyterians, established a community under the leadership of John Calvin. Calvin started in Catholic France, but his ideas brought a wave of anti-Protestant persecution of the French Calvinists called Huguenots.



During Calvin's flight, he stayed one night in Geneva with a man who persuaded Calvin to remain in Geneva to work for the Protestant cause. In 1541, pro-Protestant forces gained control of the city. During this time he wrote *The Institutes of the Christian Church* which were commentaries of Protestant doctrine. The *Institutes* set forth a multitude of Protestant belief but the chief theory of concern here is the resistance theory. The resistance theory is summed up in the belief that if the government is corrupt, we not only have a right, but a **moral responsibility** to oppose that government. This idea went from France to Switzerland via Calvin; from Switzerland to Scotland via John Knox; from Scotland to England via the Presbyterians. And finally, from England to America via the Puritans.

The resistance theory permeated the American thought. The Founding Fathers were raised on the *Institutes*, so patriots like Patrick Henry, George Washington, and eventually a black preacher named Martin Luther King, Jr. would all respond with the same resistance theory to oppressive laws.

- Photocopy a picture of John Calvin.
- Write resistance theory on a blue index card and attach to John Calvin's picture, name and dates.
- Read Daniel 6. How did Daniel put resistance theory into practice?
- Draw arrows on the map showing the spread of Calvinism.

Date	Time
	History

13. Henry VIII of England married his brother Philip's wife, Catherine of Aragon, when his brother died. This act required the special permission from the Pope, but when Catherine did not produce a male heir during their marriage, Henry petitioned the Pope again to grant him a divorce.

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When the Pope would not grant him a divorce, Henry broke away from the Roman Catholic Church establishing the Anglican Church and making himself the head. This was revolutionary! His breaking away from Rome planted seeds for the common man to question the authority not only of the Pope, but to question all church authority. Henry furthered the common man's knowledge of the Word by licensed publication of the Bible in English in 1537.

- Find the painting *Henry VIII* by Hans Holbein the Younger.

Date	Time
	History



14. Meanwhile, in France around 1579 an unknown French Huguenot (Calvinist) wrote *Vindiciae Contra Tyrannos* (*The Law Against Tyrants*) not only supporting Calvin's resistance theory, but stating there was an "obligation between the people and the prince." This was the beginning of the social contract between the king and his people. "If the prince fails in his promise, the people are exempt from obedience, the contract is made void."

- Add French Huguenot with the date of 1579 to your timeline.
- Add *Vindiciae Contra Tyrannos* on white index card to the timeline.
- Read Genesis 15 about the covenant between God and Abraham.

Date	Time
	History

15. Henry not only planted the seed of a new church, the Church of England, he also fathered children of two religions who would cause a division in his own country. Henry divorced his first wife, Catherine of Aragon who was Catholic and had daughter Mary. He beheaded his second wife, Anne Boleyn who was Anglican, and had daughter, Elizabeth.. His third wife, Jane Seymour, who was also Anglican died giving birth to Edward I.

- Make a family tree of Henry VIII six wives and their children and note each person's religious choice.

- Learn the rhyme to remember what happened to Henry's wives.

Divorced, Beheaded, Died

Divorced, Beheaded, Survived

Date	Time
	History

16. When Henry died, the country was yanked back and forth between Protestantism and Catholicism. Since boys are first in the order of succession, sickly Edward was a Protestant king briefly, until he died at age 16. Then the oldest daughter, Catholic Mary, became queen and persecuted Protestants so much she was known as Bloody Mary. Finally, Protestant Elizabeth became queen on Mary's death, ruled 44 years, never married, and left no heirs.

The English looked to Scotland for a king and found Protestant James VI, the son of Mary Queen of Scots who had been Catholic. Mary had fled Scotland for safety in England. Instead of safety, Mary had been imprisoned by her cousin Elizabeth, queen of England and ultimately beheaded. Meanwhile, James, her son, was left in Scotland and raised Protestant. James VI of Scotland became James I of England. This is the King James who commissioned the King James Version of the Bible and had Jamestown, Virginia named after him.

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James believed in divine right, was not friendly to the Puritans who responded by leaving England.

- Place a copy of King James I of England on the string timeline.
- Add a yellow index card with divine right next to James I on the timeline.

Date	Time
	History



17. Charles I became King of England after his father James. When Charles tried to limit Parliament, Charles invoked divine right and dissolved Parliament. He even tried to arrest some of its members, but they escaped out the back door.

The Puritans in Charles' day were armed with the resistance theory and they responded to Charles' s divine right with the moral responsibility to overthrow an unjust government which resulted in British Civil war, the Puritans Roundheads winning, the king was found guilty of treason and violating the rights of the people, and beheaded.

- Add Charles I to your string with his dates, his head snipped off, the word "Overthrown" attached to Charles I, and place him on your string.
- Add a yellow index card with divine right next to Charles on the timeline.

Date	Time
	History

18. Samuel Rutherford, a Scottish Presbyterian, wrote *Lex Rex*, (*The Law is King*) which listed 64 questions first giving the divine right argument and then refuting it with the Puritan/Presbyterian argument. Parliament and Charles I were at furious political odds, so the Roundheads of Parliament who opposed the king sent to Scotland for military aid. The Scots promised aid in exchange for sending representatives to Westminster Assembly, among which was Samuel Rutherford.

Our Founding Fathers read *Lex Rex*. King George III held the Scots and Presbyterians responsible for the revolution, because the Americans took their doctrine from the Presbyterians. He even called the American Revolution the "Presbyterian revolution."

- Add Samuel Rutherford to your string timeline, along with dates.
- Add *Lex Rex* on blue index card to the timeline.
- On your map on the Calvinism arrow from Scotland to England, write the name Samuel Rutherford.

Date	Time
	History



19. The Long Parliament (1640-1660) continued for twenty years starting in the reign of Charles I, continuing thru the Commonwealth, and ending during the reign of Charles II. During this time the Parliament called their own group together to record some definite ideas about religion at a place called Westminster Abby. This group met for three years to formulate a creed acceptable fto the English and Scottish cultures. This is called the Westminster Assembly, and they wrote the Westminster Confession which was a systematic exposition of orthodox Calvinism.

The Westminster Catechism was completed in 1647 by the Westminster Assembly and continues to serve as part of the doctrinal standards for the

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Presbyterian Church and many other churches. This was the basis for common thought in the colonies, as all the early Founding Fathers were required to learn, and memorized it early in life.

- Find a copy of the Westminster Confession online.
- Make a chart comparing Anglicanism of Charles to Calvinism of Puritans.
- Memorize the first ten points of the Westminster Catechism. If you have objections to any of the points, site Scripture to disprove.
- Place the Westminster Confession with its date on the timeline.

Date	Time
	History

20. Oliver Cromwell set up a Commonwealth or a republic for five years and then a Protectorate which was really a monarch for six years. A Commonwealth is a body of people who helped Cromwell rule, but after awhile he dismissed them and established a Protectorate with only himself ruling alone. Cromwell had a Puritan background, yet he never made Puritanism the state religion AND religious freedom was extended to everyone except Catholics. Religious freedom was extended to anyone who did not advocate the overthrowing of the government. At that time, Catholics living in Protestant nations were required by Rome to overthrow Protestant governments.

When Cromwell died, his son was not a strong enough leader to take his place. The new parliament summoned Charles II, son of beheaded Charles I who had been in exile in Holland, to be king. Charles I opened the theatres, lived a sensuous life devoted to pleasure and mistresses. Called the Merry Monarch, he married a Catholic woman and converted to Catholicism on his deathbed leaving Catholic heirs.

- Contrast everyday life in England under Cromwell and under Charles I.
- Research why Charles converted to Catholicism.
- The Commonwealth introduced what two ideas into England?

Date	Time
	History

21. Algernon Sydney who fought with the Roundheads and was a member of the Long Parliament, wrote *Discourses Concerning Government*, which added to *Lex Rex* the idea that the government derives its legitimacy from the people in a social contract as well as resistance to government that betrays the people is a necessity.

Sydney was widely read and quoted by the Founding Fathers, and his *Discourses* was called “the textbook for the American Revolution.” But Sydney tried to keep Charles’ Catholic brother from taking the throne, was tried for treason, *Discourses* was used as evidence against him, and he was burned at the stake.

- Add a picture of Sydney with flame around his feet, his name and dates to your timeline.
- Add his *Discourses concerning Government* on a blue index card.

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	History



22. When Charles II was restored to the throne, he was able to regain the confidence of the Roundheads who had beheaded his father by pledging to maintain Protestantism. Charles founded the Carolinas and his advisor even allowed John Locke, whose father who had fought against his father, Charles I, to write the Carolina Constitution.

John Locke's family knew Samuel Rutherford personally and the Carolina Constitution was riddled with Rutherford's influence. There was liberty of conscience for Jews, Native Americans, heathens and other dissenters and the only requirements were that a religious sect had to have at least seven members and worship a deity.

Locke believed that in the free market of beliefs, individuals would be persuaded to come to Christ. Locke even believed the role of government was to promote and establish God as Creator, but in redemptive matters the heart should not be coerced to come to Christ. There liberty of conscience reigned. Locke believed tolerance was the best way to win over the unbeliever.

- Add John Locke to your string timeline with his dates.
- Add the Carolina Constitution on blue index card to the timeline.

Date	Time
	History

23. James II, brother to Charles II, converted to Catholicism and then became king after his brother. At the birth of James' son, his Protestant opponents sent him into exile in France and offered the throne to William of Holland who was married to James' eldest daughter, Mary. Both William and Mary were Protestants and ruled jointly.

William and Mary accepted from Parliament the Declaration of Rights stating:

- *England can never have a Catholic king again.*
- *No more taxation without representation.*
- *No laws can be suspended.*

The Declaration of Rights cemented these principles into English law.

- Add William and Mary to your string timeline,
- Add the Declaration of Rights on a blue index card with the three terms on the back to the timeline.
- What two new precedents do Americans inherit from the Declaration of Rights?

Date	Time
	History



24. The Pilgrims left England in 1620 to come to America where there was no existing government. They wrote the Mayflower Compact which pledged their mutual submission to each other and to fair laws. By submitting they *consented* to be governed by the majority rule.

- Read the front part of Mayflower Compact in *Never Before In History*. Notice the words "The loyal subjects of King James." " While they self-governed, they still consider themselves loyal subjects to the king.
- Add the Mayflower Compact to your timeline with a red star on it to denote the first time a self governing document was created by the people. 32

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	History

25. Thomas Hooker wrote the Connecticut Fundamental orders, the first American document not to even mention the king making it a “government of laws, and not of men.” It guaranteed people a voice in government regardless of church membership. The Connecticut Fundamental Orders gave a detailed form of government that set the standard for our US Constitution.

- Add Thomas Hooker, picture, name and dates.
- Add the Fundamental Orders of Connecticut on a blue index card to your string timeline.

Date	Time
	History

26. Sir Edward Coke (Cook) and Sir William Blackstone of England both wrote down the judicial practices that had been in existence from the beginning and had been clarified and expanded. This body of common law which are legal principles that developed over a period of time not only prohibited behavior offensive to other individuals, but it also listed behavior that was offensive to God. It also encouraged Christian acts of mercy such as helping the poor

Today Blackstone’s *Commentaries on the Laws of England* are constantly used for writing law and decisions in law.

- Add Coke and Blackstone to your timeline.
- Add *Commentaries on the Laws of England* on a blue index card to the timeline.

Date	Time
	History

27. George III would not allow the Americans to have a say in their taxes. The tax itself was not the issue. The colonists had a grievance based on taxation without representation as presented in the Declaration of Rights.

The king had violated their rights, violated their due process by not allowing the colonists to have a say in the matter.

- Add George III, picture, name and dates.
- Add Violation of the Declaration of Rights on a white index card to your string timeline.

Date	Time
	History



28. Thomas Jefferson wrote the Declaration of Independence taking the words right out of the mouths of Sydney, Calvin, *Declaration of Rights*, etc. He was brilliant, but built on the foundation of these other writers who had gotten their ideas from *Lex Rex*, and other discourses concerning government. They were well read men who had read deeply, widely, through history to the Declaration of Independence. Our nation had been building, growing from way back in 890 A.D. with Alfred the Great, through various documents, through civil war and being burned at the stake. It was not a new idea had become mainstream from ideas written down and put on paper.



A Nation Founded on God

Jefferson was merely codifying, merely writing down what already was believed and written about.

- Add Thomas Jefferson to your string timeline, picture, name, dates
- Add the Declaration of Independence in blue index card.

Literature

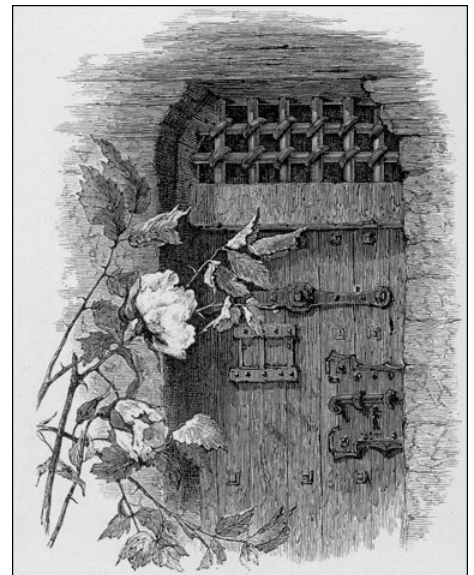


Date	Time
	Literature



Analyze and discuss Chapters 1-9 in *The Scarlet Letter*.

- 1) Is *The Scarlet Letter* written in the time period that the action takes place?
- 2) In Chapter One entitled The Prison Door, list the exact words that paint a visual picture in your mind creating the setting.
- 3) What words give sad projections on this page?
- 4) What is the one ray of sunshine in the picture? What is its significance?
- 5) Hawthorne speaks of “founders of a new colony” and focuses on two things ... a cemetery and a prison door. Why does Hawthorne focus on these two things?
- 6) What is the attitude of forgiveness here?
- 7) What is Hester’s punishment?
- 8) What will she not do that they want her to do?
- 9) Who are the characters we meet in the second chapter. This is the second element of literature. Make a list of the characters and how they interact with each other in each chapter.
- 10) Notice the words “sumptuary regulations.” Notice the description of the A. What were sumptuary regulations, and why are the people so upset with Hester’s embroidery?
- 11) Describe Hester. What does she look like? What is her attitude?
- 12) How does Hester recognize Chillingworth? List the words used in the text to describe him.
- 13) What is a scaffold? What is a stock or pillory? What was it used for?
- 14) Who questions Hester?
- 15) Another literary element. **Foreshadowing** which is when the author drops little hints of what is coming, little hints the author drops to let you know what he outcome is going to be, hints dropped along the way to give you a sense of what is coming. The words describing and spoken by Dimmesdale



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foreshadow something. List the words that Dimmesdale says to indicate that he is responsible for the child.

16) In The Interview with Chillingworth, how does he get there, and why does she need him there?

17) Chillingworth raised his finger, laid finger on his lips when Hester is on the stand. We suspect him of knowing he's her husband. Now in the prison he solicits a promise from Hester to remain quiet about his identity. What is Chillingworth's motive for wanting to stay silent?

18) List what, biblically, husbands are to do for their wives. Does Chillingworth give this to Hester? What is Chillingworth's character?

19) Whom does Chillingworth represent?

20) Besides the literary elements already talked about, **Setting**, **Character**, **Devises** which include **foreshadowing**, there is the element of **Style**. An author may have the style that all of his sentences are short and choppy. Contrast that to Dickens who used loooong, loooong sentences.

Another devise is **point of view** – 1. Detached-far out here, objective or

2. Omniscient. The author is in everyone's mind... 3. Hawthorne's point of view is what? He never shows what they are feeling inside.

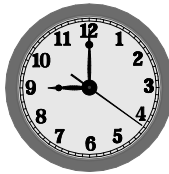
Another devise is **Dialect**. We don't see that here, but it is used in Tom Sawyer. There are other devises, and we will add them later.

21) Another literary element is **Action**: plot. What is going on here? Is the action Rising, suspenseful? Or falling, resolved? Watch for the point in the story where the action starts to resolve or fall.

22) The big picture is the **theme** of the literature. What is the theme in *Scarlet Letter*?

23) Another literary element is **Conflict**, which can go on internally and externally. Identify your characters. Are they dynamic or static? Are the characters changing or staying the same?





History
Civics
Literature
English
Geography
Art/Architecture
Music/Dance
Drama/Speech