

**SHORT ANSWER**

10 minutes for these questions (4 points each)

1. Name two other groups besides the Quakers that settled in Pennsylvania.  
*Any two of these would be correct:*
  - *Moravians*
  - *Mennonites*
  - *Amish*
  - *Pennsylvania Dutch (Germans)*
2. Who presided over the trial of Anne Hutchinson?  
*John Winthrop*
3. How many people were executed in the Salem witch trials?  
*Twenty (nineteen hanged, one pressed to death)*
4. Name two of the major European wars fought between 1685 and 1725.  
*Any two of these would be correct:*
  - *Great Northern War*
  - *Nine Years' War (King William's War)*
  - *War of the Spanish Succession (Queen Anne's War)*
5. Who was Louis XIV's arch-rival in Europe during much of his reign? How did this rival oppose him?  
*William III (formerly William of Orange), who organized the small states of Europe into the League of Augsburg to oppose Louis XIV's expansionism.*
6. What event in 1688 triggered the Glorious Revolution?  
*The Catholic king James II of England had a son who would become the Catholic heir to the throne in place of his Protestant sisters, endangering England's position as a Protestant nation. This event galvanized Puritans to invite William III and Mary to take the English throne.*
7. Name two reasons why this revolution was considered "glorious."  
*Any two of these would be correct:*
  - *Despite the potential for renewed civil war, it was a bloodless transfer of power.*
  - *It proved decisively Parliament's supremacy over the king, who would hereafter rule at Parliament's pleasure in a constitutional monarchy.*
  - *For Protestants, it prevented the Catholics from regaining the English throne.*
  - *It is associated with the passage of two acts, the Bill of Rights (codifying Parliament's advances) and the Act of Toleration (granting toleration to all Protestant dissenters).*
8. Name one notable event in English government from the reign of Queen Anne.  
*Any one of these would be correct:*
  - *In the Act of Settlement, Parliament asserted its power to appoint English kings by decreeing that the crown would pass, after Anne, to Sophia of Hanover and her heirs.*
  - *The Act of Settlement also barred all Catholics from the throne of England.*
  - *The Acts of Union united the parliaments of England and Scotland, thereby creating the one nation of Great Britain.*
  - *England was involved in Queen Anne's War (in America), called in Europe the War of the Spanish Succession.*
9. The leaders of the Age of Reason developed the scientific method, with its emphasis on repeatable experimentation and careful observation.
10. Was John Locke primarily a rationalist or an empiricist?  
*Locke was primarily an empiricist; he believed that all human knowledge grows out of experience.*

## ESSAY QUESTION

20 minutes for one of these questions. If extra time is needed, allot 30 minutes. (60 points)

1. Write an expository essay explaining ways in which the Age of Reason challenged the traditional Christian understanding of man's sources of knowledge, the nature of the universe, and the character of God.

**Points an Excellent Answer Might Include**

NOTE: This is an in-depth question requiring the student to synthesize and evaluate material throughout his Unit 3 studies up to this point. Look for his answer to reflect your class discussions, in accordance with the emphasis you may or may not have placed on this thread.

**Human Knowledge**

- Emphasized rational explanations for the world around us
- Optimistic about the reliability of man's reason and observation; hoped man's investigations through the scientific method would eventually reveal the full truth about the universe.
- Descartes attempted, as an exercise, to doubt everything and found that the only thing he could not doubt was his own doubting, from which he got his statement, "I think; therefore I am." Tried to find absolute certainty on the basis of his reason and deductive logic.
- Locke believed that man started as a *tabula rasa* or "blank slate," and gained all his knowledge through experience of things external to him.
- Mathematics was considered the most reliable form of knowledge.

**Nature of the Universe**

- The universe was seen as a gigantic machine that ran according to orderly, mathematical rules.
- Since so many previously mysterious aspects of the universe were discovered to have material explanations, people began to assume that to understand the matter of the universe was to understand the universe itself (materialism).
- Some believed that Newton's mechanics showed a world capable of operating on its own, without divine interference.
- If the universe is a machine, it is subject to man's analysis; he can hope to penetrate its mysteries by looking at it closely enough.
- If the universe is a machine, it is also subject to man's tinkering. His job is not to find his own place in it but to manipulate its rules, which he can now understand.

**View of God**

- Reason revealed God as a Clockmaker but not as a loving Father.
- Spinoza, a Jewish philosopher, came up with a pantheistic theology, in which God is indistinguishable from His creation.
- Hobbes believes that man-made religion is just man's effort to deal with things he cannot explain.
- Newton himself was a devout Christian, but his discoveries provided material answers to so many questions about the functioning of the universe that they led many people to deny the possibility of miracles and other divine interference, as no longer necessary to explain the world.

**Sample Answer**

*The Age of Reason saw many exciting scientific discoveries, but it also saw great changes in philosophy that altered men's perspective on life. The new philosophies challenged the traditional Christian understanding of man's foundations for knowledge, the nature of the universe, and the character of God.*

*Thinkers of the Age of Reason were generally very optimistic about man's ability to reach the truth for himself, without the help of any outside revelation. Descartes trusted his own reason so much that he was willing to doubt everything except the fact that he was thinking. From the resulting statement "I think; therefore I am," he proposed to build up a worldview logically, step by step, that could not be doubted. Other philosophers disagreed with his emphasis*

on logical deduction, but they placed their confidence instead on man's ability to gather information about the world outside of him by the new scientific method. Missing from their thought is any belief that a sin nature could cloud man's ability to know, or that he needs to learn certain truths about himself and the universe from a source outside himself, namely God's revelation.

The universe was seen increasingly in the Age of Reason as a mechanical, material thing. Scientific discoveries were replacing the medieval idea of a harmonious, symbolic universe with a vast, shapeless universe governed by mathematical rules. Newton's mathematical laws of motion seemed to point to a universe that ran by itself. Philosophically, this led men to think of the universe as nothing but the matter it was made of, all functioning like one big machine. Both God and man had a much smaller place in a universe like that.

All these new ideas changed men's view of God. Working from what they could discover by their own reason, many people saw plenty of evidence of a Designer—a great, brilliant Clockmaker—who could design such an orderly, complicated machine like the universe to run on its own. However, a clockmaker does not necessarily take any interest in his clock after he makes it. Indeed, a good clock should run on its own, without the clockmaker having to interfere with it all the time. For this reason, many of these thinkers began to disbelieve in a loving, fatherly God like the God of the Bible. Some, like Spinoza, adopted a pantheism that saw God as indistinguishable from the world. Most thinkers still believed in a God, but they understood His character to be very different from the God of Christianity.

The Age of Reason changed more than just the quantity of scientific knowledge available to people in Europe. With its emphasis on the sufficiency of man's reason, the mechanical nature of the universe, and God as a distant clockmaker, it changed men's basic perspective on themselves, their world, and the God who made them.

2. The nursery rhyme “Rock-a-Bye, Baby” was written at the time of the Glorious Revolution:

Rock-a-bye, baby, on the treetop,  
When the wind blows, the cradle will rock;  
When the bough breaks, the cradle will fall,  
And down will come baby, cradle and all.

In a narrative essay, explain how this “children’s song” is actually a subversive political statement by connecting the details of the song to the events leading up to the revolution

#### Points an Excellent Answer Might Include

- The “baby” is the son of the Catholic king James II, whom James promised to raise as a Catholic. As a male descendent, he replaced James's two Protestant daughters as the heir-apparent to the throne of England.
- The “treetop” reflects the royal prominence of the new baby, as well as the precariousness of his position.
- Some resources suggest that the “wind” refers to the wind that blew William III's invading fleet over from the Netherlands.
- The “bough” that will break stands for the Stuart dynasty, about to collapse.

#### Sample Answer

*In 1688, the people of England started singing a new nursery rhyme, “Rock-a-Bye, Baby.” While it may sound like just a cute rhyme for children, this song is actually a bold challenge to the king of England warning of his impending downfall in the Glorious Revolution.*

*The revolution, like the rhyme, started with a baby. 1688 was the year in which James II had a son. As a male descendant, this baby replaced his two older sisters (by a previous marriage) as the heir to the throne. But there was a problem: James's two daughters were Protestant, but he himself had recently become enthusiastically Catholic. The English people were originally willing to put up with James's Catholicism because he was getting old and all his heirs were Protestant. But this new son, sure to be raised Catholic, was a different matter. The English people looked for*

ways to avoid this threat of a Catholic monarchy.

The baby's position was precarious, indeed, as the nursery rhyme describes it. This baby's cradle rested on the "treetop," the highest point in the country. This picture aptly describes his political prominence, as the heir to the throne, but also how exposed he was, as the English people looked for a way to replace James II and his son with a Protestant monarch. Their choice fell on William III, the Dutch Prince of Orange, who was married to James's daughter Mary. Some people think that the "wind" in the rhyme here refers to the fact that William had to sail over from the Netherlands to invade England. The treetop was not a secure place to be.

Ultimately, the nursery rhyme hints that the Englishmen would try to bring down the whole Stuart dynasty. This dynasty formed the "bough" on which the cradle rested, which could break all too easily. When William III landed, James II and his newborn son fled to France without offering any resistance. The bough broke, and the baby's former high position was permanently destroyed.

The nursery rhyme "Rock-a-Bye, Baby" may sound like just a nice lullaby, but in light of the political unrest in England in 1688, it has a much deeper meaning. Through this supposedly playful, childish song, the Englishmen were in fact expressing their deep discontent with James's Catholicism and threatening him with a revolution that would bring down his dynasty.