

GENERAL INFORMATION FOR ALL GRADES

This week, you'll round out your study of New England by learning about the founding of Rhode Island, Connecticut, and New Hampshire. Additionally, we'll note the growing diversity of early colonies in New Jersey, Delaware, and Maryland. Some of these colonies were founded by the English for religious reasons, and some were settled by countries other than England.

Americans usually use the phrase "civil war" to refer to their own civil war, fought from 1860-1865, but did you know that there was a civil war in England when the colonies were first developing? It was initiated primarily by the Puritans, some of whom we met last week as English settlers of Plymouth and Massachusetts Bay Colony. Those Puritans who remained in England had a vision for their homeland, too, tirelessly trying to reform society to conform more to the Bible whenever and wherever they could. These efforts for reform were often done in the face of bitter persecution from their kings, who promoted the Anglican Church, which in turn supported their power as monarchs. As we will see this week, there came a time when the Puritans actively rebelled against their king, Charles I, executed him, and took over the government. The story of how the Puritans went about building a Christian nation, as well as their struggles to define the difference Christianity ought to make in people's daily lives, will spark much discussion this week.

Charles I unwisely attempted to rule as an absolute monarch, which cost him his life in the end. His father, James I, had ruled Scotland as such, so when Charles came to England, he was unpleasantly surprised at the long standing limits to his power in the form of the English Parliament and Common Law. In France, no similar traditions limited the development of absolutism. Rather, the French monarchs' power grew unchecked as her central government developed. During the Hundred Years' War, the Estates-General in France had given kings the power to raise taxes and armies at will, without convening an assembly, a trend that continued over the years. As we read about concurrent events in England and France this week, we will see how absolutism was firmly routed in England and just as firmly rooted in France during the reign of Louis XIII. Next week, we will see absolutism come to full flower in France during the long reign of Louis XIV, the Sun King.

The English Civil War had immediate and significant repercussions for the settlement of the American colonies. Over the course of nearly fifty years of civil strife in England (from 1640 to 1688), Puritans and Royalists each held power in turn. As political leadership swung in one direction and then another, various types of people fled England for the colonies, seeking safety and a new start. Thus, America was colonized in waves of English-speaking people who were often very different from one another.

As we saw last week, Plymouth and Massachusetts Bay Colony were settled by the first wave of immigrants who came as a result of this struggle—Puritans fleeing persecution under James I and his son, Charles I. Starting in 1640, the Puritans organized an army, defeated their king, and established first a commonwealth and then a protectorate. During this twenty-year period, many Englishmen (called Royalists or Cavaliers) who had supported the monarchy and persecuted Puritans now found their lives to be too difficult in England, and they fled to the colonies. While Puritans gravitated to New England, most of these Royalists settled in Virginia. As we will read next week, in 1660, English Royalists restored the monarchy, putting Charles II on the throne of England. It doesn't appear that he learned any lessons from his father's demise, as he too sought to assert absolutist policies and strongly promote the Church of England, sending another group of Puritans to the colonies in search of freedom. In Week 24, we will see that when Charles II died, his brother James II, who was also a proud and unpopular king, fathered a son in 1688 whom Englishmen feared would become a Roman Catholic king. James II was deposed and then fled to France, and William III (of Holland) and Mary (daughter of James II) were invited by Parliament to take the English throne. Royalists who had been loyal to James II felt it unwise to stay in England, and they, too, came to America.

Each new wave of immigrants brought special talents and viewpoints to America and contributed much to the rich and varied culture, opinions, and growth of this great nation.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 3 of 8)

From *Colonial Kids*:

2. Using strips of cloth, fabric glue, and thread, make a rag rug. You may also find a rag rug kit at your local craft store.
3. Buy a wooden box and paint a decoration on it.
4. Paint a cloth rug made from a piece of heavy fabric such as canvas or denim.
5. Make a pretend silver tray out of aluminum foil and a Styrofoam tray, and then create pretty designs in the foil.
6. With parental supervision, dip your own candles or make floating lamps.
7. Recycle old bits of soap by mixing up some “soft soap” in an old pump.
8. Learn about manners during colonial times, and contrast these with manners that are common today.

GEOGRAPHY

1. Continue memorizing the original thirteen colonies.
2. This week, we are going to study the remainder of the colonies in New England.
 - ☐ Until after the American Revolution, the land in what is now the state of Maine was also part of Massachusetts Bay Colony. Color it the same color as you did Massachusetts.
 - ☐ Use different colors for New Hampshire, Connecticut, and Rhode Island.
 - ☐ Find these New England landforms:
 - ☐ White Mountains
 - ☐ Connecticut River
 - ☐ Narragansett Bay
 - ☐ Rhode Island Sound
 - ☐ Block Island
 - ☐ Block Island Sound
 - ☐ Long Island
 - ☐ Long Island Sound
3. With your teacher’s help, find the following landforms in the Chesapeake region:
 - ☐ Chesapeake Bay
 - ☐ Potomac River
 - ☐ Susquehanna River
4. With your teacher’s help, locate these early settlements:
 - ☐ Dover
 - ☐ Portsmouth (New Hampshire)
 - ☐ Providence
 - ☐ Portsmouth (Rhode Island)
 - ☐ Newport (Rhode Island)
 - ☐ Hartford
 - ☐ New Haven
 - ☐ St. Mary’s City
 - ☐ Annapolis (became Maryland’s capital city in 1694)

LITERATURE

There is no Literature assignment for this week.

UPPER GRAMMAR LEVEL**FINE ARTS AND ACTIVITIES**

1. Continue the Colonial America project that you have been working on. (Week 3 of 8)

From *America: Ready-to-Use Interdisciplinary Lessons & Activities*:

2. Complete one or more of the following worksheets:

- ☐ Getting to Know New England
- ☐ Life in a New England Village
- ☐ Take a Trip to New England

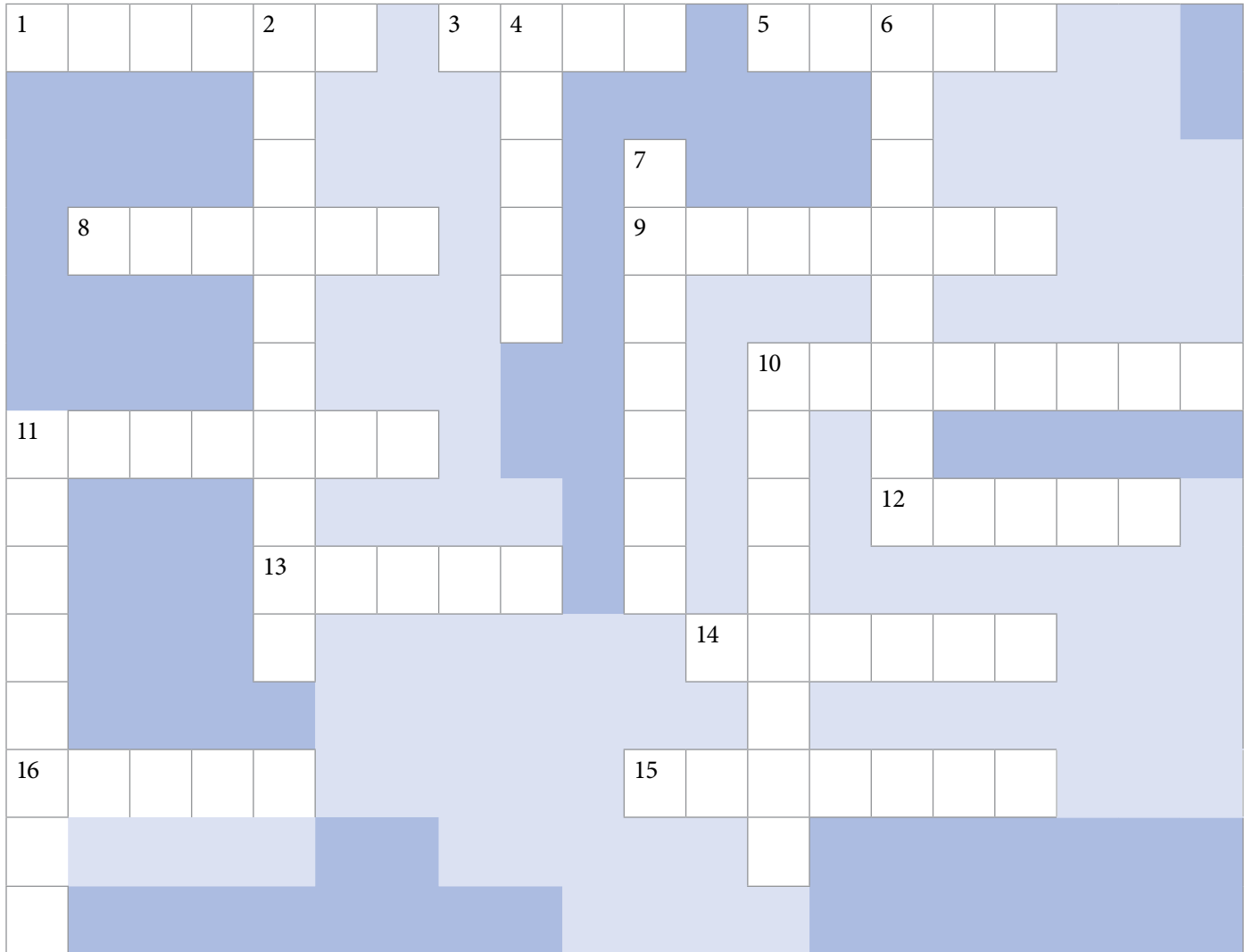
GEOGRAPHY

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LITERATURE

Worksheet for *Blackthorn Winter*, by Douglas Wilson

Complete the following crossword puzzle by answering questions from the first four chapters of your book.



Across

1. Who is the main character in this book?
3. For how many years has his father been lost at sea?
5. What is Thomas's mother's name?
8. Who is the captain of the *Prudent Hannah*?
9. Which pirate shoots two seamen?
10. In what type of tree does Thomas hide?
11. Who does Sarah describe as being wicked?
12. What type of vessel is the *Prudent Hannah*?
13. What does Sarah give Thomas before he goes to sea?
14. Who is the first mate that works with Thomas aboard the *Prudent Hannah*?
15. Who gives Thomas a letter of recommendation?
16. How many guns does the pirate ship have?



Down

2. What does Thomas want to be instead of a student?
4. Who is the young boy described as "lazy" and "of no-account"?
6. In which inn did Thomas and his mother live?
7. What is the cargo of the *Prudent Hannah* full of?
10. In which state does most of the first part of *Blackthorn Winter* take place?
11. Where does Captain Monroe want to go to escape from the pirates?

DIALECTIC LEVEL**HISTORY****Accountability Questions**

1. How were the Connecticut settlements of New Haven and Hartford begun?
2. To what colony did the land that is now the state of Maine belong?
3. How was the colony of New Hampshire begun?
4. Who founded Rhode Island, and why?
5. Why was Maryland founded? Where was the first settlement located?
6. What is meant by the term “Scottish Covenanters”?
7. Prepare to discuss the English Civil War by answering these questions:
 - ☐ What were King Charles I’s ideas about government, and how did he carry them out?
 - ☐ What Parliament imprisoned and executed Charles’s ministers? How long did this Parliament last?
 - ☐ When the situation developed into armed camps, what were the popular names for the two sides, and what kinds of people made up the two armies?
 - ☐ What was meant by the term “the Rump Parliament”?

Thinking Questions

1. What are some of the reasons Puritan communities were started in Connecticut?
2. Generally speaking, how were the governments of Connecticut settlements formed, in contrast to the eastern Massachusetts settlements?
3. What is meant by “tolerance” with respect to religion? Prepare to discuss the degrees of religious tolerance in each of these settlements:
 - ☐ Plymouth
 - ☐ Massachusetts Bay
 - ☐ Providence
 - ☐ St. Mary’s
4. Prepare to discuss the English Civil War by answering these questions:
 - ☐ What did Charles I do that caused Scotland to rebel against him?
 - ☐ What did Oliver Cromwell do for the English people?
 - ☐ What were the three phases of English government after King Charles I was beheaded, and who held true power in each phase?
 - ☐ List some faults of the Parliament and of Cromwell, based on your reading this week. Find specific Scriptures or events that support your opinion.

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 3 of 8)

From *More Than Moccasins*:

2. Make a model of a tepee or wigwam using construction paper or coffee filters and a brown paper bag.
3. Create a miniature backrest using toothpicks and construction paper.
4. Make a model of an Indian village out of cardboard boxes, sticks, sand or moss, and other supplies.
5. Indian families stored their food and clothing in a parfleche. Make your own out of a brown paper bag, construction paper, or brown vinyl.
6. Make a bark container out of construction paper, or, if you have time, try to make one out of real bark.

GEOGRAPHY

1. Continue memorizing the original thirteen colonies.
2. This week, we are going to study the remainder of the colonies in New England.
 - ☐ Until after the American Revolution, the land in what is now the state of Maine was also part of Massachusetts Bay Colony. Color it the same color as you did Massachusetts.
 - ☐ Use different colors for New Hampshire, Connecticut, and Rhode Island.
 - ☐ Find these New England landforms:
 - ☐ White Mountains
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3. With your teacher's help, find the following landforms in the Chesapeake region:
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4. With your teacher's help, locate these early settlements:
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 - ☐ Annapolis (became Maryland's capital city in 1694)

CHURCH HISTORY***The Church in History*, by B.K. Kuiper**

Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. There are follow-up questions on pages 257 (questions 3-5), 265 (question 3), 317 (question 1), and 342 (questions 6-7). As always, ask your teacher to help you choose the proper questions out of this list, and to look over your work when you finish.

and discuss with her anything you didn't understand.

LITERATURE

Worksheet for *Dangerous Journey*, by Oliver Hunkin

Evangelist

Obstinate & Pliable

Mr. Worldly-Wiseman

Simple, Sloth, and
Presumption

Goodwill

Describe what happened in each of the places below. Are there times in your life that have seemed very similar? If so, describe them briefly.

The Slough of
Despond

The Interpreter's
House

The Hill of Difficulty

The Fight with
Apollyon

Write the advice that each person gives to Christian. Decide if this advice is contrary to or favorable to the Word of God, and then write your answer below. Be prepared to discuss your answers with your teacher.

RHETORIC LEVEL

HISTORY

Accountability Questions

1. How were Connecticut settlements of New Haven and Hartford begun?
2. To what colony did the land that is now the state of Maine belong?
3. How was the colony of New Hampshire begun?
4. Who founded Rhode Island, and why?
5. Why was Maryland founded? Where was the first settlement?
6. What is meant by the term "Scottish Covenanters"?
7. Make sure that you understand the basic course of events in English and French history from 1600 to 1660. (If necessary, sketch a quick time line of major events in both countries, and bring it to class with you.)
8. Define and distinguish between the terms "absolutism" and "constitutionalism."

Thinking Questions

1. What is meant by "tolerance" with respect to religion? Prepare to discuss the degrees of religious tolerance in each of these settlements:
 - ☐ Plymouth
 - ☐ Massachusetts Bay
 - ☐ Providence
 - ☐ St. Mary's
2. What Bible teaching did absolutist monarchs invoke to justify their total domination of government, church, and social lives? Is there anything faulty with their rationale?
3. Prepare to compare and contrast developments in England and France during the 1640's to 1660's.
4. How did church history play into the political events of England and France from 1640 to 1660?
5. Since the Puritan Revolution ended in a restored monarchy, was it all a waste, or did the twenty years of strife fundamentally change English government?
6. What, if any, effect did the English Civil War (and its aftermath, the Restoration) have on Colonial America?
7. List three major ways (and examples of these) that Henry IV, Richelieu, and Mazarin strengthened the French monarchy from 1598-1661.

GEOGRAPHY

1. Continue memorizing the original thirteen colonies.
2. This week, we are going to study the remainder of the colonies of New England. Coloring suggestions below are optional. Your teacher may simply have you review the information below.
 - ☐ Until after the American Revolution, the land in what is now the state of Maine was also part of Massachusetts Bay Colony. Color it the same color as you did Massachusetts.
 - ☐ Use different colors for New Hampshire, Connecticut, and Rhode Island.
 - ☐ Find these New England landforms:

<input type="checkbox"/> White Mountains	<input type="checkbox"/> Block Island
<input type="checkbox"/> Connecticut River	<input type="checkbox"/> Block Island Sound
<input type="checkbox"/> Narragansett Bay	<input type="checkbox"/> Long Island
<input type="checkbox"/> Rhode Island Sound	<input type="checkbox"/> Long Island Sound
3. Label these cities:

- | | |
|---|---|
| <input type="checkbox"/> Dover | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Portsmouth (New Hampshire) | <input type="checkbox"/> New Haven |
| <input type="checkbox"/> Providence | <input type="checkbox"/> St. Mary's City |
| <input type="checkbox"/> Portsmouth (Rhode Island) | <input type="checkbox"/> Annapolis (became Maryland's capital city in 1694) |
| <input type="checkbox"/> Newport (Rhode Island) | |

LITERATURE

Recitation or Reading Aloud

The subject for recitation or reading aloud this week is one of the following:

- ☐ "The Pilgrims Enter the City" (p. 152, from the line, "Then I saw in my dream, that the shining men bid them call at the Gate," to p. 153, ending with "I wished my self among them").
- ☐ Read aloud your writing exercise from the Beginning Level below.

Beginning Level

1. Your pre-class assignment is to write your own episode of *Pilgrim's Progress*. As you read this week's selection, think about an unwritten episode that you could add to the story. For example, you might tell how Christian meets a character named Time-Waster who offers him all kinds of pleasures—movies, video games, etc.—if he will just pause in his journey rather than press on towards the Celestial City. Your episode should be at least a paragraph, but not longer than a page. Be as imaginative as possible and use characters, events, and (or) things from our twenty-first century world if you can. However, the following things must happen in your episode:
 - ☐ Christian must meet a new character (or characters).
 - ☐ The new character must have a symbolic meaning or be a personification.
 - ☐ The character must ask Christian who he is and where he is going.
 - ☐ The character must seek to draw Christian away from his journey or block his progress in some way.
 - ☐ Christian must overcome the character's persuasions, attacks, etc., with or without help from another new (or old) character or thing.
 - ☐ Christian must overcome or be rescued from the situation in a clearly biblical way.
 - ☐ Christian must proceed on his journey at the end of the episode.

Continuing Level

Do the following exercises and questions in addition to those from the Beginning level above:

2. Finish the analysis outline that you began in Week 21.
3. Thinking Questions:
 - ☐ Do you see any connections between what you know of the circumstances in Bunyan's life and what you have read of Christian's experiences in *Pilgrim's Progress*?
 - ☐ Do you see any connections between *Pilgrim's Progress* and the non-fiction works that Bunyan published on doctrinal topics or between it and religious positions that he supported or opposed during his lifetime?
 - ☐ There are some apparent inconsistencies in Bunyan's symbolism in *Pilgrim's Progress*. One might ask, "Why is it that only Christian has a burden on his back? Isn't everybody else a sinner too? How is it that Pliable can just crawl out of the Slow but Christian can't? How can Hopeful have a certificate to present at the gate of the Celestial City if he joined Christian at Vanity Fair and didn't come through the wicket?" How would you explain these inconsistencies? Do you think they are a problem?
4. Thinking Questions: Go back to your Week 13 notes on Sir Philip Sidney and his *Defense of Poesy*. Then look again at Bunyan's *Apology* (3-9) and at his Conclusion (page 155).
 - ☐ What seem to be Bunyan's beliefs about the purpose(s) and function(s) of literature, at least as far as *Pilgrim's Progress* is concerned?
 - ☐ Do you think that his perspective is similar to Sidney's, or different from it?

CHURCH HISTORY*Church History in Plain Language*, by Bruce Shelley**The Puritan Reformation**

1. What did the Westminster Assembly produce?
2. Why were Puritan reforms not put in place?

Blaise Pascal

1. Who were the most powerful Roman Catholic representatives in France during the Enlightenment?
2. What was one of their beliefs about when it was right to sin?
3. Who opposed their “easy-going” morality?
4. What theology did he use to oppose the errors he believed he saw?
5. What impressed you most about the account of Blaise Pascal’s pilgrimage?

Worldly Saints, by Leland Ryken

Continue studying the Puritans through your assigned reading in *Worldly Saints*. Expand a copy of the chart below in your notebook and use it to summarize information in the chapters you read this week.

	THEOLOGICAL AND BIBLICAL UNDERPINNINGS OF THE PURITAN VIEW: WHY	HOW THIS VIEW WORKED OUT IN EVERYDAY LIFE: WHAT
FAMILY		
PREACHING		
CHURCH AND WORSHIP		
THE BIBLE		

GOVERNMENT

This week’s government readings include important documents from both sides of the Atlantic.

In the spring of 1638, three Connecticut towns chose representatives who met in Hartford. At the opening session of that assembly, the Reverend Thomas Hooker preached from the first chapter of Deuteronomy, where Moses was being crushed by the burden of trying to lead almost two million Israelites. Moses told the people, “Choose some wise, understanding and respected men from each of your tribes, and I will set them over you.” The people answered, “What you propose to do is good.”

Rev. Hooker relied on this text for the proposition that “the foundation of authority is laid, firstly, in the free consent of the people.” The next January, the freemen of the towns that had assembled at Hartford adopted the Fundamental Orders. It is the first example in the Western world of a written constitution that self-consciously created a new government.

Meanwhile, back in England, the government was breaking down. In 1628, the English Parliament officially protested a number of things that King Charles I was doing. Among other things, he was taxing the people without the consent of Parliament, imposing martial law, and quartering troops in people’s homes. The king was using new courts to evade the limits imposed by Magna Charta and other English laws. Parliament enacted the Petition of Right, which the king had to sign if he wanted the money that only Parliament could provide. King Charles grudgingly promised to look into the abuses, but did almost nothing about it.

The new courts that were causing so much trouble included the Court of the Star Chamber, which was established right after the Wars of the Roses to root out traitors and help reconstruct England. By the time of King Charles I, the Star Chamber could do whatever it wanted, no matter what Magna Charta or other English laws might say. Parliament abolished it and other similar courts in 1641, an action that led to the outbreak of the English Civil War the following year. We will study the war’s effect on English government next week.

Fundamental Orders of Connecticut

1. How many towns in Connecticut joined to establish the Fundamental Orders?
2. What motivated these settlers to establish these Fundamental Orders?
3. What governing structures does this document set up?
4. There are many things that are not included in the Fundamental Orders. What are some things you might have expected to find in a document of this sort that aren’t here?

Petition of Right

5. Parliament identified certain legal rights regarding taxes (including “tallages,” a specific kind of tax on land), loans, “aids,” “benevolences,” and such charges. What were these rights, and where did they come from?
6. Parliament identified additional rights regarding imprisonment and other punishments. What were these, and how were they being violated?
7. The writ of *habeas corpus* was first used during the reign of Edward I, in 1305. It allowed a prisoner to ask the court to see if there was just cause for him to be in prison. How was this right violated by King Charles I?
8. What other abuses or violations of law are listed in the Petition of Right?

Abolition of the Star Chamber

9. Section 7 of Paragraph I explains the origin and makeup of the Court of the Star Chamber. When was it established and who was on it?
10. Paragraph II mentions the reasons and motives for establishing the court. What special circumstances existed when the court was first created?
11. Why did Parliament abolish the court?

PHILOSOPHY

Blaise Pascal was a brilliant thinker who made significant contributions to science and mathematics in the early days of the Age of Reason, but he may be better known for his personal faith. Pascal was homeschooled. His father tried to keep him from studying geometry too soon, but his efforts backfired—the little boy began to figure it out for himself and wrote a treatise on geometry by the age of sixteen. If he had not been so brilliant so soon we might never have heard about him—he suffered long and painful illnesses and died at the age of 39.

As a scientist, Pascal studied fluids and vacuums. As a mathematician, he worked on geometry and helped invent the field of statistics. His study of probabilities plays directly into his best-known contribution to theology. The argument known as “Pascal’s Wager” begins with the assumption that reason cannot tell us with certainty whether God does or does not exist. If God does exist, faith yields eternal blessings while doubt will send us to hell. If God does not exist, faith doesn’t help us and doubt doesn’t hurt us. The only reasonable choice, under such circumstances, would be to choose faith.

Pascal's own faith was not calculated or calculating, however. T.S. Eliot, a twentieth-century English poet, described Pascal during his final years as "a man of the world among ascetics, and an ascetic among men of the world."¹ After he died, a servant noticed something sewn into one of his favorite coats. The servant cut open the coat and found a parchment within the lining, and inside the parchment, a faded piece of paper. Both contained nearly the same words in Pascal's writing, along with crosses that he had drawn. Here is the translation of those words:²

In the year of grace, 1654, on Monday, 23rd of November, Feast of St. Clement, Pope and Martyr, and others in the Martyrology. Vigil of St. Chrysogonus, Martyr, and others.

From about half past ten in the evening until about half past twelve.

Fire!

God of Abraham, God of Isaac, God of Jacob,
Not of the philosophers and scholars.
Certitude. Certitude. Feeling. Joy. Peace.
God of Jesus Christ.
"Thy God and my God."
Forgetfulness of the world and of everything, except God.
He is to be found only in the ways taught in the Gospel.
Greatness of the Human Soul.

"Righteous Father, the world hath not known Thee,
But I have known Thee."

Joy, joy, joy, tears of joy.
I have separated myself from Him.
"They have forsaken Me, the fountain of living waters."
"My God, wilt Thou leave me?"
Let me not be separated from Him eternally.

"This is eternal life, That they might know Thee, the only true God,
And Jesus Christ, whom Thou hast sent."

Jesus Christ.
Jesus Christ.

I have separated myself from Him:
I have fled from Him,
denied Him,
crucified Him.
Let me never be separated from Him.
We keep hold of Him only by the ways taught in the Gospel.
Renunciation, total and sweet.
Total submission to Jesus Christ and to my director.
Eternally in joy for a day's training on earth.
"I will not forget thy words."

Amen.

1 "Blaise Pascal." *Wikipedia, The Free Encyclopedia*. 10 Oct 2007, 20:37 UTC. Wikimedia Foundation, Inc. 11 Oct 2007 <http://en.wikipedia.org/w/index.php?title=Blaise_Pascal&oldid=163648845>.

2 Emile Cailliet and John C. Blankenagel, *Great Shorter Works of Pascal*. (Philadelphia: Westminster Press, 1948). Reference found on *Theopedia*. 6 September 2007 <http://www.theopedia.com/Blaise_Pascal>. Some of the words in Pascal's original handwriting are hard to read, and this version fills in the blanks with what he most likely meant.

Pascal was a remarkable scientist who is better known for his religious faith. He was a devout Catholic yet was often at odds with his own church. Pascal belonged to a controversial Catholic sect that followed the teachings of Cornelius Jansen, whose emphasis on God's sovereignty led to some striking similarities with John Calvin's Reformed doctrines. The influential Jesuits often opposed Jansenism, and it was condemned as heretical on several occasions. The movement was officially outlawed by the Roman Catholic Church in 1712.

Rehearse *Pascal's Wager*, which is this week's *Pageant of Philosophy* material. Did you include your father? If he is available, make an effort to have him rehearse with you at least one time.



Blaise Pascal