

Date:

Student Name:

Week 24 - Dissenters in America and the Age of Reason

General Information for All Grades

This week, we are continuing to study developments in both Europe and America, but our approach is going to begin to change a little. Up until now, we have been following the dual stories of Europe and America chronologically. Older students, especially, have been looking each week to see what was happening on both sides of the Atlantic Ocean. This week, too, we will look at developments on both continents between 1685 and 1715 or so, but in our study of Colonial America and Europe, we'll add a thematic study as well that will span events from the 1630's through the early 1700's.

Our chronological approach to American history leads us to the establishment of the Pennsylvania and Delaware colonies this week. We will also look at the theme of significant religious views that shaped American culture through the colonial era. Specifically, we will read in detail about the experiences of Anne Hutchinson in Boston, the course of the Salem Witch Trials, and the beliefs and practices of the Quaker settlers who first settled and governed Pennsylvania.

In Europe, we will continue in a purely chronological fashion, and will start by summarizing events in England. From 1679-1681, Whig leaders in Parliament worked day and night to try to keep Charles's Roman Catholic brother James, the Duke of York, from coming to the throne. In the end, these Whig leaders were defeated. Charles II dissolved Parliament and ruled without it for the last four years of his reign. After Charles passed away, he was succeeded by his brother James II, who was a foolish and headstrong ruler. He boldly stated his Roman Catholic preferences and asserted his belief that he had a divine right to rule unrestrained by Parliament. Because Englishmen did not want civil war again, James remained on the throne, but the people were restless. In 1688, James made it clear that his newborn son would be raised Roman Catholic. Members of Parliament then took matters into their own hands. They invited James's daughter Mary and son-in-law, William (the Prince of Orange and head of state of the Protestant Dutch) to invade. James fled to France. William arrived and ascended to the throne in what is known as the Glorious Revolution of 1688, because the English Parliament replaced England's king without bloodshed. (Scotland rebelled against William's rule; he had to subdue them militarily.) William and Mary left no heirs. Parliament then decreed that Mary's sister Anne would take the throne. She became queen in 1702 and reigned until 1714.

All Europeans became alarmed at Louis's ambitious plans to join the Spanish empire to his French territory. Though he fought several wars to aggrandize himself and France, the Grand Alliance of European countries (led by William of England and then Anne of Great Britain) feared the increase of Louis's power and managed to stop his advances. In 1715, Louis, the Grand Old Man of Europe, died and his five-year-old great-grandson reigned in his place!

Louis's death became symbolic of a major change in the balance of power all over Europe, as we shall learn this week. In eastern Europe, the Great Northern War ruined Sweden, as its inceptor, Charles XII, refused to admit defeat after more than twenty years of campaigning. Poland was also weakened, and under the leadership of young Peter the Great, Russia began to become a player in the high-stakes game of European power.

Thematically, in our study of European history, older students will return to the topic of the Scientific Revolution that we began in Week 20, when we focused on the life and work of Galileo. His ideas and, more importantly, his scientific method were so powerful that many educated Europeans began to rethink almost every aspect of life. If you are working through the *Pageant of Philosophy*, you may have noticed that during the 1600's men were beginning to think that careful, mathematical thought could not only unlock the secrets of science, the natural world, and the cosmos, but the very hearts of men as well. In the early 1600's, a strong, secular, intellectual movement called the Age of Reason (or the Enlightenment) began, which grew in influence and challenged the Christian faith. This week's history readings include information on the Age of Reason up to about 1730 or so. Students following the *Pageant of Philosophy* will be reading about the first of two great English thinkers: John Locke. Locke was a philosopher and political thinker. Together with his contemporary, Isaac Newton, he helped to lay the foundations of the Age of Reason.

READING

ALL - ENRICHMENT or READ ALOUD

- Story of the World, Vol. 2 by Susan Wise Bauer, Chapters 15, 21**
- Streams of Civilization Vol. 2 p 55-56 (Hobbes only) 105-107 (Stop at British/French Rivalry)**

LG READING

- Just Plain Fancy, by Patricia Polacco**
- The Courage of Sarah Noble (Chapters 1-5) Week 1 of 2**

UG

- Blackthorne Winter, by Douglas Wilson Chapters IX-XIII (Week 3 of 3)**

DIALECTIC & RHET Reading

- The Theme is Freedom by M. Stanton Evans Chapter 1
- This Country of Ours, by H. E. Marshall chapters XXVI, XXXIII – XXXIV and XL
- The Gift of Music by Jane Smith Chapter 3

• Lower Grammar Words

Quaker

freedom

equality

pacifist

assembly

treaty

survey

treason

Upper Grammar Words (All Lower Grammar Words +)

ambassador

radical

nonconformist

fanatic

magistrate

Friend

conspiracy

confiscation

LG & UG People to Know

William Penn

George Fox

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Quakers

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Charles II

Handwriting practice lines for the name Charles II, consisting of two sets of three horizontal lines (top, dashed middle, bottom).

Four sets of blank handwriting practice lines, each consisting of three horizontal lines (top, dashed middle, bottom).

Dialectic & Rhetoric People to Know

James II

Handwriting practice lines for the name James II, consisting of two sets of three horizontal lines (top, dashed middle, bottom).

Four sets of blank handwriting practice lines, each consisting of three horizontal lines (top, dashed middle, bottom).

William III and Mary

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Anne of Great Britain

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Duke of Marlborough

Handwriting practice lines for the name "Duke of Marlborough". The first line is pre-filled with the name in cursive. Below it are two sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Anne Hutchinson

Handwriting practice lines for the name "Anne Hutchinson". The first line is pre-filled with the name in cursive. Below it are two sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Cotton Mather

Handwriting practice lines for the name Cotton Mather, consisting of two sets of three horizontal lines (top, dashed middle, bottom).

Queen Mary

Handwriting practice lines for the name Queen Mary, consisting of two sets of three horizontal lines (top, dashed middle, bottom).

Charles XII of Sweden

Dialectic and Rhetoric

Accountability Questions

1. What changes occurred in New England colonial governments under King James II and King William?
2. What events led to the hysteria of the Salem Witch Trials?
3. In what year was Pennsylvania founded, and by whom?
4. What was the Glorious Revolution of 1688? What made it glorious?
5. Queen Anne was the last of the House of Stuart. Draw a simple family tree that shows all of the Stuart monarchs.
6. Why was a new flag adopted during the reign of Queen Anne of Great Britain? What does it symbolize?

Thinking Questions

1. Prepare to discuss the life and beliefs of Anne Hutchinson.
2. What were the core beliefs for which she stood?
3. Why were her beliefs troublesome to Puritan leaders in Massachusetts?
4. Use your concordance to find a biblical basis for the leaders of Salem Settlement to have been justified in putting people to death for witchcraft. Where, then, was their error?
5. What things does H.E. Marshall find to commend in the events that took place in Salem Settlement at the time of the Witch Trials (238, *This Country of Ours*)? Do you agree with her? Why, or why not?
6. William Penn founded Pennsylvania as a Quaker haven. Think about the ways that his Quaker beliefs affected life in Pennsylvania. Prepare to discuss both strengths and weaknesses of Quaker practices.
7. Note in this week's readings the emphasis on names and what they mean. What did William Penn name his new colony's capital city, and what did the name mean? If you were to found a city, what would you name it, and why?