

# AMERICAN FAITH

**27** SKETCHES FROM WINTHROP TO WILKERSON

Student Workbook

*Edited by Joshua Schwisow*



# Contents

<b>Course Introduction</b> .....	7
<b>Course Schedule</b> .....	12

## Unit 1: Spiritual Roots (1600-1760)

<b>Chapter 1</b> —John Winthrop: America's Founding Father .....	
<b>Chapter 2</b> —William Bradford: Governor of Plymouth .....	52
<b>Chapter 3</b> —Anne Bradstreet: America's First Published Poet .....	52
<b>Chapter 4</b> —John Eliot: America's First Missionary .....	52
<b>Chapter 5</b> —Increase Mather: Rooting a Nation in Faith .....	52
<b>Chapter 6</b> —David Brainerd: A Life on the Altar .....	52
<b>Chapter 7</b> —Jonathan Edwards: A Passion for God's Glory .....	52
<b>Unit 1 Exam</b> .....	52
<b>Unit 1 Project</b> .....	52

## Unit 2: Foundations of Faith (1760-1800)

<b>Chapter 8</b> —Patrick Henry: Lighting the Flame for Liberty .....	82
<b>Chapter 9</b> —Samuel Adams: Founding Father of American Independence .....	84
<b>Chapter 10</b> —Phillis Wheatley: First African-American Writer .....	84
<b>Chapter 11</b> —George Washington: The President Who Feared God .....	84
<b>Chapter 12</b> —Noah Webster: Christian Educator and American Patriot .....	84
<b>Chapter 13</b> —Daniel Boone: American Pioneer .....	84
<b>Unit 2 Exam</b> .....	84
<b>Unit 2 Project</b> .....	84

## Unit 3: Prideful Expansion and Internal Turmoil (1800-1865)

<b>Chapter 14</b> —John Quincy Adams: Keeping the Faith During the Decline .....	129
<b>Chapter 15</b> —Adoniram Judson: A Living Sacrifice .....	131
<b>Chapter 16</b> —Asahel Nettleton: America's Forgotten Evangelist .....	131
<b>Chapter 17</b> —Lemuel Haynes: First African-American Minister .....	131
<b>Chapter 18</b> —Jedediah Smith: The Best Explorer of the American West .....	131
<b>Chapter 19</b> —Thomas "Stonewall" Jackson: A Godly American Soldier .....	131
<b>Unit 3 Exam</b> .....	131

**Unit 3 Project** ..... 131

**Unit 4: National Prosperity and Secularism (1865-1920)**

**Chapter 20**—Charles Hodge: Contending for the Truth ..... 187

**Chapter 21**—George Washington Carver: A Scientist in Awe of God ..... 189

**Chapter 22**—Dwight L. Moody: Evangelist and Entrepreneur ..... 189

**Chapter 23**—William McKinley: Humble President, Faithful Husband ..... 193

**Unit 4 Exam** ..... 201

**Unit 4 Project** ..... 201

**Unit 5: Remnant Revivals and Spiritual Decline (1920-Present)**

**Chapter 24**—J. Gresham Machen: Valiant for Truth ..... 187

**Chapter 25**—Elisabeth Elliot: A Life of Gospel Sacrifice ..... 189

**Chapter 26**—Henry Morris: Father of Modern Creation Science ..... 189

**Chapter 27**—David Wilkerson: Spiritual Revival During an Age of Apostasy ..... 193

**Unit 5 Exam** ..... 201

**Unit 5 Project** ..... 201

**Final Exam** ..... 290

**Final Project** ..... 290

**Answer Key** ..... 290

# Course Introduction

This course provides a study of American history through the lens of biography. It covers American history from the early 1600s to the present day. Successful completion of this course provides the student 1 credit in American History for grades 7-9.

## This Student Workbook includes:

1. Lesson Schedule
2. Chapter Assignments
3. Unit Exams
4. Unit Projects
5. Final Exam
6. Final Project
7. Answer Key

## Course Objectives

This course has been prepared by authors and editors who are committed to the glory of God and to the preeminence of the Lord Jesus Christ in all things. Therefore, the essential objectives for the student must be:

1. That all who study this course would give God the glory for His sovereignty, His power, His goodness, His judgments, and His mercy.
2. That the student would recognize that Jesus Christ is indeed King of kings and Lord of lords.
3. That the student would see how God works through the lives of individual disciples of the Lord Jesus Christ, who by God's grace, are used for the furtherance of the kingdom of Jesus Christ.
4. That the student would be able to follow the state of the culture, the schools, the universities, family life, and church life, and the impact all of this has on the nation and the politics of the nation.
5. That the student would find relevance in these historical studies for himself or herself; that these studies would render meaning and purpose to history and to the lives we live.
6. That the student would better understand the times in which he/she lives, given an understanding of what has gone before.
7. That the student would gain an optimism about the kingdom of God worldwide, even as the kingdoms of men rise and fall.
8. That the student would have a mind and an eye for the important events in history, as defined by a biblical world and life view.
9. That the student would know Scripture better and see its amazing relevance to history and life, especially as the many Scripture references are read through the duration of this course.

## Teaching Method

In order for this course to have maximum effect, the teacher/parent should consider the importance of life application and enrichment tying in other aspects of learning (besides the textbook and workbook). These might include:

- Discuss what the student is learning in informal contexts such as dinner time or car rides.
- A meeting with political leaders in your community or state.
- Writing letters to a local newspaper or to legislators
- Researching the student's own heritage.
- Interviewing grandparents about their lives during World War II or the Great Depression, or some other era of American history.
- Listen to the World View in 5 Minutes to stay updated on what God has done in His Story over the last 24 hours. Remember, the news is only the last 24 hours of history. It is important to update the student on current events, from a biblical worldview perspective.
- Use three-dimensional experiences like field trips and family vacations to historical sites as a means of enriching these historical studies. We want to impress on our children the significance of places and times where God worked and brought about amazing developments in American history and world history.

## Lesson Schedule

The lesson schedule included in this workbook is a suggested schedule. Teachers and students may adapt the schedule to suit their needs. The lesson schedule is based on a 36-week school year divided into two semesters. Assignments are provided for 34 weeks. The last two weeks of the school year may be used for catching up on previous assignments.

## Completing Chapter Assignments

The student should complete the chapter assignments after reading the chapter. In order to prepare for these chapter assignments, the student should underline key dates, persons, and events, or compile them in a notebook while reading. Upon completion of reading, students may complete the chapter assignments open-book.

## Completing Exams

The student should underline, key dates, persons, and events or compile them in a notebook while reading. This will help the student to reinforce this material in their memory. Exams must be completed closed-book and the student may not use their reference notebook. However, before completing the exam, it is recommended that students review their underlinings in the Unit or the content in their notebook in order to prepare for the exam.

## Completing Projects

When writing an essay, poem, or timeline, the student may consult the textbook throughout the completion of the project. When quoting from the textbook or other sources, the student should include a footnote or inline reference in parentheses, documenting the source of the quotation. Timeline dates and events should be verified against the textbook while assembling the timeline.

## Grading Chapter Assignments

The Teacher/Parent may determine how to grade the assignments. We offer these suggested

guidelines to grade assignments. Chapter assignments consist of a timeline review, study questions, and questions of meditation, application, and prayer. These three sections of the chapter assignments should all be factored into the grading of each chapter assignment. For each chapter assignment, divide total number of questions answered correctly with the total number of questions possible to calculate the percentage.

For example, if 8 out of 11 questions were correct, then the percentage grade for that assignment will be 72%.

$$8 / 11 = 72\%$$

## Grading Exams

Each unit ends with an exam consisting of multiple choice questions and a matching exercise. Multiple choice questions cover only content in that unit. Matching exercises will cover the current unit but may also include content from previous units. The number of points to assign to each question is provided (4 points per question in Unit Exams, 2 Points per question in the Final Exam).

## Grading Projects

Each unit ends with a project. There is also a final project. The length/scope of the project is listed at the beginning of each project section. The student may create an essay, a poem, or a timeline using the criteria provided in the project description.

For grading essays, we recommend using the following criteria:

### Questions to Ask:

1. Point: What is the point of the essay? Is there a clear thesis?
2. Organization and Flow: Is the essay well organized?
3. Support of Ideas: Are the arguments well supported?
4. Quality of Insight: Is there interesting and helpful knowledge communicated?
5. Clarity: Is it clear? Is it too wordy?
6. Mechanics: Are there any spelling or grammatical issues?
7. Length: Does the word count of the essay meet the project requirements?

### Grading Division for Essays:

70% - Topic covered in a clear and accurate manner

10% - Essay well organized

10% - Main thesis well supported

10% - Grammar and spelling

For grading poems, we recommend using the following criteria:

### Questions to Ask:

1. Point: Is there a clear message to the poem?
2. Structure: Does the poem follow a consistent pattern?
3. Style: Is there descriptive, interesting vocabulary?
4. Clarity: Is the poem clear?
5. Mechanics: Are there any spelling or grammatical issues?

6. Length: Does the length of the poem (number of lines) meet the project requirements?

For grading timelines, we recommend using the following criteria:

Questions to Ask:

1. Facts: Are the dates accurate?
2. Selection of Events: Are the dates important to the period of history (Unit Project) or American History (Final Project) in general?
3. Mechanics: Are the events written next to the dates grammatically correct? Any spelling errors?
4. Length: Does the timeline include at least 15 dates (Unit Project) or at least 30 dates (Final Project)?

## Grade Values

The following may be used for grade values when grading chapter assignments, exams, or projects:

90 to 100 percent = A

80-89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F





# Course Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester–First Quarter					
Week 1	1	Read Unit 1 Introduction			
	2	Begin Reading Chapter 1			
	3	Continue Reading Chapter 1			
	4	Continue Reading Chapter 1			
	5	Complete Chapter 1 Assignments			
Week 2	1	Begin Reading Chapter 2			
	2	Continue Reading Chapter 2			
	3	Continue Reading Chapter 2			
	4	Continue Reading Chapter 2			
	5	Complete Chapter 2 Assignments			
Week 3	1	Begin Reading Chapter 3			
	2	Continue Reading Chapter 3			
	3	Continue Reading Chapter 3			
	4	Continue Reading Chapter 3			
	5	Complete Chapter 3 Assignments			
Week 4	1	Begin Reading Chapter 4			
	2	Continue Reading Chapter 4			
	3	Continue Reading Chapter 4			
	4	Continue Reading Chapter 4			
	5	Complete Chapter 4 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	1	Begin Reading Chapter 5			
	2	Continue Reading Chapter 5			
	3	Continue Reading Chapter 5			
	4	Continue Reading Chapter 5			
	5	Complete Chapter 5 Assignments			
Week 6	1	Begin Reading Chapter 6			
	2	Continue Reading Chapter 6			
	3	Continue Reading Chapter 6			
	4	Continue Reading Chapter 6			
	5	Complete Chapter 6 Assignments			
Week 7	1	Begin Reading Chapter 7			
	2	Continue Reading Chapter 7			
	3	Continue Reading Chapter 7			
	4	Continue Reading Chapter 7			
	5	Complete Chapter 7 Assignments			
Week 8	1	Complete Unit 1 Exam			
	2	Begin Unit 1 Project			
	3	Continue Working on Unit 1 Project			
	4	Continue Working on Unit 1 Project			
	5	Complete Unit 1 Project			

Date	Day	Assignment	Due Date	✓	Grade
Week 9	1	Read Unit 2 Introduction			
	2	Begin Reading Chapter 8			
	3	Continue Reading Chapter 8			
	4	Continue Reading Chapter 8			
	5	Complete Chapter 8 Assignments			
First Semester–Second Quarter					
Week 1	1	Begin Reading Chapter 9			
	2	Continue Reading Chapter 9			
	3	Continue Reading Chapter 9			
	4	Continue Reading Chapter 9			
	5	Complete Chapter 9 Assignments			
Week 2	1	Begin Reading Chapter 10			
	2	Continue Reading Chapter 10			
	3	Continue Reading Chapter 10			
	4	Continue Reading Chapter 10			
	5	Complete Chapter 10 Assignments			
Week 3	1	Begin Reading Chapter 11			
	2	Continue Reading Chapter 11			
	3	Continue Reading Chapter 11			
	4	Continue Reading Chapter 11			
	5	Complete Chapter 11 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	1	Begin Reading Chapter 12			
	2	Continue Reading Chapter 12			
	3	Continue Reading Chapter 12			
	4	Continue Reading Chapter 12			
	5	Complete Chapter 12 Assignments			
Week 5	1	Begin Reading Chapter 13			
	2	Continue Reading Chapter 13			
	3	Continue Reading Chapter 13			
	4	Continue Reading Chapter 13			
	5	Complete Chapter 13 Assignments			
Week 6	1	Complete Unit 2 Exam			
	2	Begin Unit 2 Project			
	3	Continue Working on Unit 2 Project			
	4	Continue Working on Unit 2 Project			
	5	Complete Unit 2 Project			
Week 7	1	Read Unit 3 Introduction			
	2	Begin Reading Chapter 14			
	3	Continue Reading Chapter 14			
	4	Continue Reading Chapter 14			
	5	Complete Chapter 14 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	1	Begin Reading Chapter 15			
	2	Continue Reading Chapter 15			
	3	Continue Reading Chapter 15			
	4	Continue Reading Chapter 15			
	5	Complete Chapter 15 Assignments			
Week 9	1	Begin Reading Chapter 16			
	2	Continue Reading Chapter 16			
	3	Continue Reading Chapter 16			
	4	Continue Reading Chapter 16			
	5	Complete Chapter 16 Assignments			
Second Semester–Third Quarter					
Week 1	1	Begin Reading Chapter 17			
	2	Continue Reading Chapter 17			
	3	Continue Reading Chapter 17			
	4	Continue Reading Chapter 17			
	5	Complete Chapter 17 Assignments			
Week 2	1	Begin Reading Chapter 18			
	2	Continue Reading Chapter 18			
	3	Continue Reading Chapter 18			
	4	Continue Reading Chapter 18			
	5	Complete Chapter 18 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 3	1	Begin Reading Chapter 19			
	2	Continue Reading Chapter 19			
	3	Continue Reading Chapter 19			
	4	Continue Reading Chapter 19			
	5	Complete Chapter 19 Assignments			
Week 4	1	Read Unit 4 Introduction			
	2	Begin Reading Chapter 20			
	3	Continue Reading Chapter 20			
	4	Continue Reading Chapter 20			
	5	Complete Chapter 20 Assignments			
Week 5	1	Begin Reading Chapter 21			
	2	Continue Reading Chapter 21			
	3	Continue Reading Chapter 21			
	4	Continue Reading Chapter 21			
	5	Complete Chapter 21 Assignments			
Week 6	1	Begin Reading Chapter 22			
	2	Continue Reading Chapter 22			
	3	Continue Reading Chapter 22			
	4	Continue Reading Chapter 22			
	5	Complete Chapter 22 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	1	Begin Reading Chapter 23			
	2	Continue Reading Chapter 23			
	3	Continue Reading Chapter 23			
	4	Continue Reading Chapter 23			
	5	Complete Chapter 23 Assignments			
Week 8	1	Complete Unit 4 Exam			
	2	Begin Unit 4 Project			
	3	Continue Working on Unit 4 Project			
	4	Continue Working on Unit 4 Project			
	5	Complete Unit 4 Project			
Week 9	1	Read Unit 5 Introduction			
	2	Begin Reading Chapter 24			
	3	Continue Reading Chapter 24			
	4	Continue Reading Chapter 24			
	5	Complete Chapter 24 Assignments			
<b>Second Semester–Fourth Quarter</b>					
Week 1	1	Begin Reading Chapter 25			
	2	Continue Reading Chapter 25			
	3	Continue Reading Chapter 25			
	4	Continue Reading Chapter 25			
	5	Complete Chapter 25 Assignments			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	1	Begin Reading Chapter 26			
	2	Continue Reading Chapter 26			
	3	Continue Reading Chapter 26			
	4	Continue Reading Chapter 26			
	5	Complete Chapter 26 Assignments			
Week 3	1	Begin Reading Chapter 27			
	2	Continue Reading Chapter 27			
	3	Continue Reading Chapter 27			
	4	Continue Reading Chapter 27			
	5	Complete Chapter 27 Assignments			
Week 4	1	Read Conclusion			
	2	Complete Unit 5 Exam			
	3	Begin Working on Unit 5 Project			
	4	Continue Working on Unit 5 Project			
	5	Complete Unit 5 Project			
Week 5	1	Review Unit 1 Exam Answers			
	2	Review Unit 2 Exam Answers			
	3	Review Unit 3 Exam Answers			
	4	Review Unit 4 Exam Answers			
	5	Review Unit 5 Exam Answers			



Date	Day	Assignment	Due Date	✓	Grade
Week 6	1	Complete Final Exam			
	2	Begin Working on Final Project			
	3	Continue Working on Final Project			
	4	Continue Working on Final Project			
	5	Continue Working on Final Project			
Week 7	1	Continue Working on Final Project			
	2	Continue Working on Final Project			
	3	Continue Working on Final Project			
	4	Continue Working on Final Project			
	5	Complete Final Project			
Week 8	1	Flex Day			
	2	Flex Day			
	3	Flex Day			
	4	Flex Day			
	5	Flex Day			
Week 9	1	Flex Day			
	2	Flex Day			
	3	Flex Day			
	4	Flex Day			
	5	Flex Day			
<b>Final Grade</b>					

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# Unit 1

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### Key Passage

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*“Praise the LORD! Blessed is the man who fears the LORD, who delights greatly in His commandments. His descendants will be mighty on earth; the generation of the upright will be blessed.” (Psalm 112:1-2)*

### Timeline Review

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#### What happened in . . .

1. 1588

2. 1620

3. 1648

4. 1553-1558

5. 1630

### Discussion Questions

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1. Why can John Winthrop rightly be called “the founding father of America?”
2. Where did the Puritan movement first develop in England?
3. What classic book recorded many of the martyrdoms of the Protestants during the reign of Bloody Mary?
4. What were the names of John Winthrop’s parents?

5. What were two key elements that characterized Puritan churches in England?
  
6. What do we learn from John Winthrop’s letters to his third wife Margaret?
  
7. What was the title of John Winthrop’s famous sermon preached in 1630?
  
8. What was the Book of Sports?
  
9. List a few of the reasons that John Winthrop gave for going to the New World in his document “General Observations.”
  
10. Who was America’s first native historian?

## Meditation, Application, and Prayer

1. Reread the Key Passage. Explain how John Winthrop’s life demonstrated the fear of God.
  
2. Read the rest of Psalm 112 (verses 3-10). How do these verses explain in detail what the fear of God looks like? List the items described in this Psalm that characterize the God-fearing man or woman. What are some things listed here that you would like to grow in? Spend some time in prayer, asking God to grow you in godly fear.

### Key Passage

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*“He calms the storm, So that its waves are still. Then they are glad because they are quiet; So He guides them to their desired haven. Oh, that men would give thanks to the LORD for His goodness, And for His wonderful works to the children of men!” (Psalm 107:29-31)*

### Timeline Review

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#### What happened in/on . . .

1. 1597

2. November 11, 1620.

3. 1590

4. 1657

5. 1612

### Discussion Questions

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1. Where in England was William Bradford born?
2. What was the version of the Bible that William Bradford read as a boy?
3. How did King James I treat the Puritans and Separatists?
4. What was the name of William Brewster’s home in England?

5. When the Separatists moved to the Netherlands, where did they first settle?
  
6. How did the Separatists and the Merchant Adventurers end up on the same ship for the voyage to America?
  
  
  
  
  
  
  
  
  
  
7. According to the Mayflower Compact, what was the purpose of the colony?
  
  
  
  
  
  
  
  
  
  
8. What event eventually brought an end to the long-standing peace between Plymouth Colony and the nearby native tribes?
  
  
  
  
  
  
  
  
  
  
9. How did Squanto help Plymouth Colony?

## Meditation, Application, and Prayer

---

1. Reread the Key Passage. How did the Lord show goodness and mercy to the Plymouth colony? List some of the mercies the Lord provided, even through hardship.
  
2. Read Psalm 107:8, 15, 21, 31. What is the repeated refrain of these verses?
  
3. Reflect on the repeated refrain from question 1. What are some of God's "wonderful works" to you that have particularly occurred this year? List those works of God and spend some time in prayer thanking the Lord for what He has done.

## Unit 1 Exam

### Multiple Choice (4 points each)

1. Where in England was William Bradford born?

- A. Babworth
- B. Austerfield
- C. Leiden
- D. London

2. What illness did David Brainerd die from?

- A. Smallpox
- B. Malaria
- C. Yellow Fever
- D. Tuberculosis

3. What year was John Winthrop born?

- A. 1620
- B. 1600
- C. 1588
- D. 1590

4. What was the primary biblical text of Jonathan Edward's sermon "Sinners in the Hands of an Angry God?"

- A. Deuteronomy 32:35
- B. 1 Timothy 1:17
- C. Deuteronomy 30:15
- D. Matthew 23:33

5. Who wrote *Magnalia Christi Americana*?

- A. Richard Mather
- B. Increase Mather
- C. Cotton Mather
- D. Samuel Mather

6. What settlement was founded in North America in 1607?

- A. Plymouth Colony
- B. Massachusetts Bay Colony
- C. Roanoke Colony

D. Jamestown Colony

7. What was the first book printed in North America?

- A. John Eliot's Algonquin Bible
- B. *The Bay Psalm Book*
- C. *The Geneva Bible*
- D. John Eliot's *The Christian Commonwealth*

8. How many children did Anne Bradstreet have?

- A. Six
- B. Eight
- C. Ten
- D. Seven

9. What language did John Eliot translate the Bible into?

10. Where did Jonathan Edwards first serve as a pastor?

- A. Princeton, New Jersey
- B. New York City
- C. Northampton, Massachusetts
- D. Stockbridge, Massachusetts

11. Where did the Puritan movement first develop?

- A. University of Cambridge
- B. University of St. Andrews
- C. University of Edinburgh
- D. University of Oxford

12. What famous missionary to India was inspired by John Eliot's example?

- A. Henry Martyn
- B. William Carey
- C. Adoniram Judson
- D. Robert Morrison

13. When was Harvard College founded?

- A. 1659
- B. 1685
- C. 1636



D. 1701

14. What poet particularly influenced Anne Bradstreet?

- A. William Shakespeare
- B. John Donne
- C. Guillaume Du Bartas
- D. Anne Askew

15. On which ship did John Winthrop first sail to America?

### Matching Exercise (4 points each)

- |                       |   |
|-----------------------|---|
| 1. Cotton Mather      | A. Put a stop to the Salem Witch Trials                                       |
| 2. William Bradford   | B. America's first published poet   |
| 3. John Winthrop      | C. Died of Tuberculosis at only 29 years of age                               |
| 4. Anne Bradstreet    | D. Left for Holland at 17 years of age  |
| 5. Increase Mather    | E. Lost his son Henry to drowning not long after coming to America            |
| 6. David Brainerd     | F. First English colony near modern-day North Carolina                        |
| 7. Roanoke            | G. Third English Colony in Massachusetts area                                 |
| 8. Plymouth           | H. Second English Colony in Massachusetts area                                |
| 9. Salem              | I. Took his father's pulpit while he was in England negotiating with the king |
| 10. Massachusetts Bay | J. First English Colony in Massachusetts area                                 |

## Unit 1 Project

Essay Length: 250+ words

Poem Length: 12+ Lines

Timeline Length: 15+ Dates

### Complete one of the following projects:

1. Choose one of the biographies in Unit 1. Write an essay or poem that summarizes the importance of that person in American history. Include a few important contributions from their life.
2. Choose one event described in Unit 1. Write an essay or poem that explains the details and significance of the event.
3. Using the library or an online search engine, select one of Anne Bradstreet's or Phillis Wheatley's poems and write an essay explaining the meaning of the poem.
4. Using the library or an online search engine, select one of Jonathan Edwards' sermons and write an essay explaining the main points of the sermon.
5. Create a timeline summarizing major events in Unit 1 including births, deaths, historical events, and other noteworthy dates.