



Restoring the Teaching of
Providential History
Max Lyons, Ph.D.

Outline

Part I- Philosophy of History:

- Why study history? End and Purpose
- Thinking governmentally
- Truth vs Counterfeit (History vs. Social Studies)
- Seven principles of history and government
- The Chain of Christianity

Part II- Curriculum and Methods

Teaching History Biblically

Key Resources:

The Noah Plan History and Geography Curriculum Guide, Elizabeth L. Youmans

The Christian History of the Constitution
Compiled by Verna M. Hall

Why Study History?

- As American Christians we have lost our identity. Therefore, we do not know where we are going individually and as a nation.
- We need revival! *“Remember therefore from where you have fallen, and repent and do the deeds you did at first.”* (Revelation 2:5)

“Do not remember what you should forget and forget what you should remember!” (Del Tackett, The Truth Project)

“America from the days of creation has been for God’s glory and for His people and if His people will be willing to learn what He has done for them in the days past, repent, and ask God’s forgiveness for forgetting what He has done in bringing America into being, God will deal with her enemies within and without.”

Verna Hall, CHOC, page XXXV

The Bible commands us to remember what God did for us and our ancestors:

“The works of the Lord are great, sought out of all them that have pleasure therein. He hath made his wonderful works to be remembered.”

(Psalms 111:2,4)

“And you shall remember that you were a slave in the land of Egypt, and the Lord your God brought you out of there by a mighty hand and by an outstretched arm.” (Deuteronomy 5:15)

In Psalm 78 there are 72 verses that recount the hand of God in the lives of the Israelites.

A thorough knowledge of true history brings freedom.

“You shall know the truth, and the truth will make you free.” (John 8:32)

“Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.” (James Madison)

No Neutrality

Your worldview is the lens through which you see and interpret data that comes to you, including history. Secular historians are not recounting brute facts.

Their presuppositions and religious doctrines determine their **choice and interpretation of people, places, events and principles.**

“Writing American history is a harmless occupation but teaching it to American schoolchildren is a political act with far reaching consequences. The reason for this is clear; you cannot recount the past without making fundamental political judgments, and you cannot deliver those judgments without impressing them deeply on the minds of future citizens.”

Walter Karp, The American Covenant, The Untold Story, p.30

Five Views of History

1. **Cyclical** “*History repeats itself.*”

2. **Marxist**- “*History does nothing; it possesses no colossal riches; it fights no fight. It is rather man -real, living man - who acts, possesses and fights in every thing... history is nothing but the activity of man in pursuit of his ends.*”(Karl Marx)

3. Materialist/Evolutionist- *“We can start with prehuman African hominids called Australopithecus or “southern ape.” They were between four and five feet tall with large teeth. They walked on two legs. One important difference between them and us is that their brains were only about one third the size of ours. Over the 4,000,000 years that have passed since Australopithecus first appeared, our brains have grown larger and our teeth much smaller.”*

Virginia SOL Coach, World History/Geography to 1500 A.D.

4. Existentialist- Soren Kierkegaard proposed that each individual—not society or religion—is solely responsible for giving meaning to life.

“History is more or less bunk” (Henry Ford)

“History is little more than the register of the crimes, follies, and misfortunes of mankind.” (Edward Gibbon)

Providence defined

“In theology, the care and superintendence that God exercises over His creatures. He that acknowledges a creation and denies a providence, involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence.

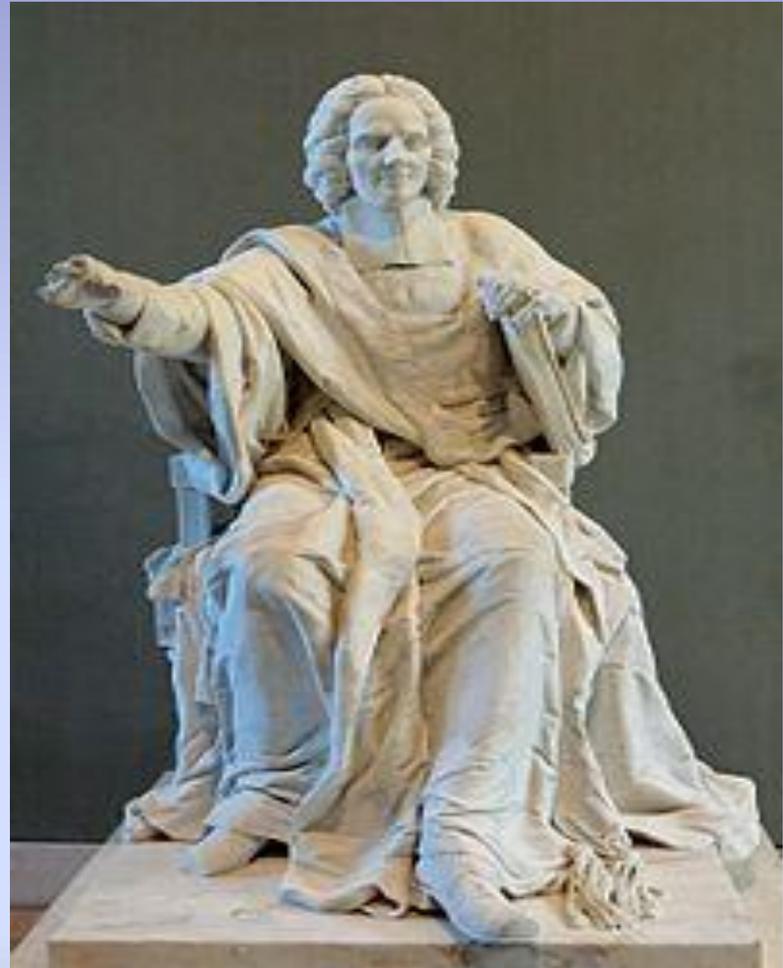
Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence is a source of great consolation to good men. By divine providence is often understood God himself.”

Noah Webster, 1828 Dictionary

- The Providential view of history has been the predominant view for the period 1400's to 1900, approximately 500 years.
- God's Providence in the Scriptures: Exodus 3:14, Malachi 3:6, I Timothy 6:15, Acts 17:24-27, Psalm 22:28, Daniel 2:21, Romans 8:28, Job 12:23
- Can you think of specific instances of God's Providence in your life?

Charles Rollin, 1661-1741

Statue of Charles Rollin
on display at
the Louvre.



“But another object of infinitely greater importance, claims our attention. For although profane history treats only of nations who had imbibed all the chimeras of a superstitious worship, and abandoned themselves to all the irregularities of which human nature, after the fall of the first man, became capable;

it nevertheless proclaims universally the greatness of the Almighty, His power, His justice, and, above all, the admirable wisdom with which His providence governs the universe. If the inherent conviction of this last truth raised, according to Cicero’s observation, the Romans above all other nations;

*we may, in like manner, affirm, that nothing gives history a greater superiority to many other branches of literature, than to see in a manner imprinted in almost every page of it, **the precious footsteps and shining proofs of this great truth, viz. that God disposes all events as supreme Lord and sovereign; that he, for reasons inscrutable to all but himself, transfers the government of kingdoms from one nation to another.** We discover this important truth in going back to the most remote antiquity, and the origin of profane history;*

I mean to the dispersion of the posterity of Noah into the several countries of the earth where they settled. Liberty, chance, views of interest, a love for certain countries, and similar motives, were, in outward appearance, the only causes of the different choice which men made in these various migrations. But the Scriptures inform us, that amidst the trouble and confusion that followed the sudden change on the language of Noah's descendants, God presided invisibly over all their councils and deliberations;

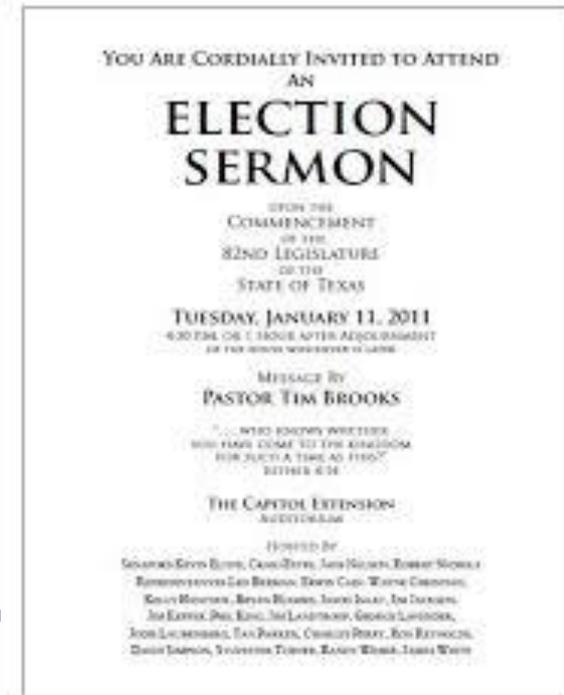
that nothing was transacted but by the Almighty's appointment; and that he alone guided and settled all mankind agreeably to the dictates of his mercy and justice. The Lord scattered them abroad from thence upon the face of the earth."

Charles Rollin, *The Ancient History of Egyptians, Carthaginians, Assyrians, Medes and Persians*, preface

Rev. S.W. Foljambe

The more thoroughly a nation deals with its history, the more decidedly will it recognize and own an over-ruling Providence therein, and the more religious a nation will it become; while the more superficially it deals with its history, seeing only secondary causes and human agencies, the more irreligious will it be...

1876 Election Sermon



The events of history are not accidents. There are no accidents in the lives of men or of nations. We may go back to the underlying cause of every event, and discover in each God's overruling and intervening wisdom.

It has been said that history is the biography of communities; in another, and profounder sense it is the autobiography of Him "who worketh all things after the counsel of His own will"(Eph. 1:11)

*Verna Hall, "The Hand of God in American History" in *The Christian History of The American Revolution*, page 46*



"I have lived, sir, a long time; and the longer I live, the more convincing proofs I see of this truth, that **God governs in the affairs of men**. And if a sparrow cannot fall to the ground without his notice, is it probable that an empire can rise without his aid?"

Benjamin Franklin, Motion for Prayers in the Constitutional Convention, 1787 (age 81)

What is Providential History?

In your own words?

Thinking Governmentally

“Thinking governmentally is a powerful tool of reasoning that teaches the student to identify the flow of force or power in any given situation-internally to externally. It inculcates the habit of beginning the process of reasoning or problem solving by seeking the source or cause of what is known or seen.

It also aids the student in dealing with his own character. It teaches the student to search the Scriptures first and to reason with the revelation of truth.”

Elizabeth Youmans, *Noah Plan History and Geography Curriculum Guide*,
page 50

Thinking Governmentally

Two aspects:

1. We must plan, do and judge (Isaiah 33:22).
2. We must reason from cause to effect.

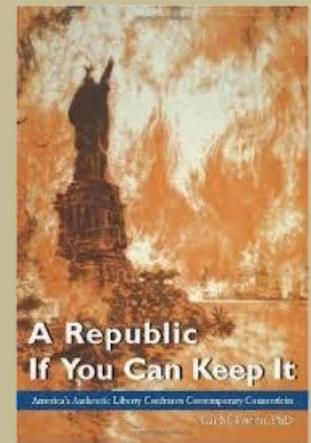
Applications

- What are God's purposes in this situation?
- How have the laws and/or the principles of the Word of God either been honored or dishonored?
- What has proceeded out of the heart of man? In other words, how has man obeyed God, obeyed partially, or completely disobeyed Him? What were the results, for good or evil?
- What does the learning of this event have to do with me? What lessons can I learn from it? How should I direct my life so that I will reap the blessings of God for my family, my church, my nation or myself?

History or Social Studies?

See The Noah Plan History and Geography
Curriculum Guide pages 60-62

The Principles of Liberty, Dr. Gai Ferdon



Genuine

- The Principle of Individuality
- The Principle of Self-Government and Christian Character
- The Principle of Individual Stewardship and Property
- The Principle of Local Self-Government
- The Principle of American Political Union and Sovereignty of the Nation State

Contemporary Counterfeits

- Collectivism and Multiculturalism
- Government Control and Regulation
- Welfare State's Redistribution of Property
- Expanding Centralization of Power
- Subjection to International Bodies

The Seven Principles

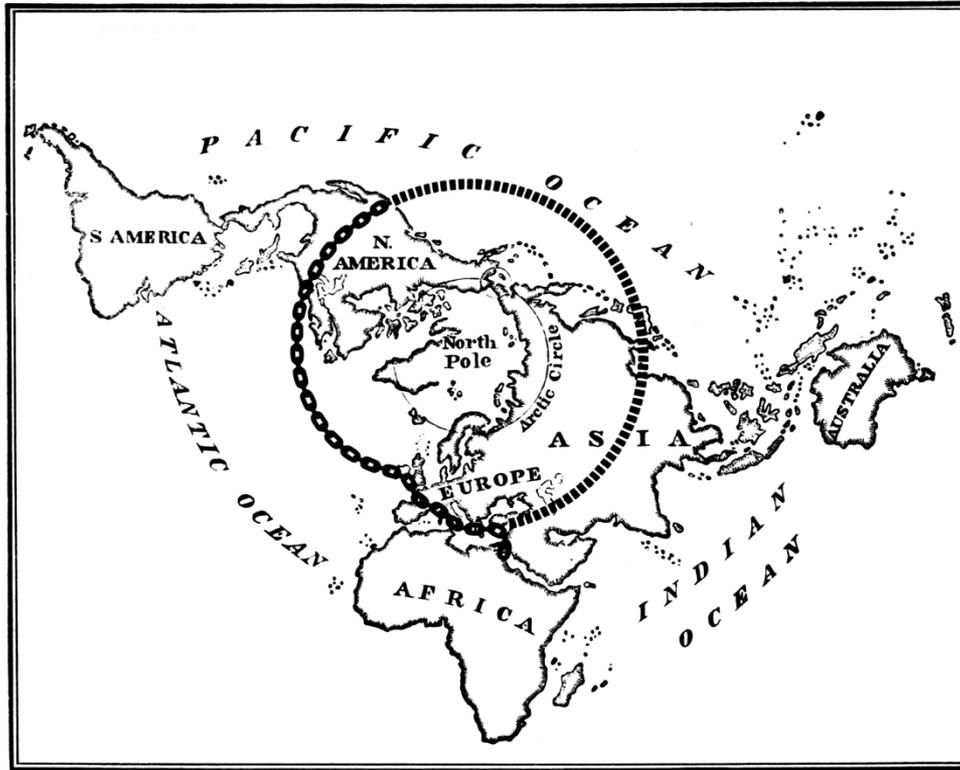
- **Individuality and Union-** The government must embody the balanced principles of unity with diversity.
- **Christian self-government-** We must govern ourselves, under God's government. Strong **local self-government** is one keystone to preserving human freedom.
- **Christian character-** A free people cannot survive under a republican form of government unless they remain virtuous and morally upright.
- **Private Property-** Life and liberty are secure only as the right of private ownership of property is strictly protected. Our free market greatly depends upon strong property rights.

The Seven Principles

Biblical form of government- Governmental forms **are not equal**; the form of government must be Biblical and embody these aspects:

- systems of checks and balances
- written constitution
- separation of powers
- government of fixed laws vs. changing opinions of men
- protection of equal rights
- Jurisdiction- Only limited and carefully defined powers should be delegated to civil governments; all other powers are retained by the people or other authorities.

The Chain of Christianity[®]



“God’s use of individual men and nations to move the Gospel westward and to effect internal liberty in the civil sphere.”

The Christian Idea of Man and Government

“Christianity then appeared with its central doctrine, that man was created in the Divine image, and destined for immortality; pronouncing, that, in the eye of God, all men are equal. This asserted for the individual an independent value. It occasioned the great inference, that man is superior to the state, which ought to be fashioned for his use. This was the advent of a new spirit and a new power in the world.”

Verna Hall, *The Christian History of The American Constitution*, page 3

Part 2: Curriculum and Methods in Teaching the Humanities

- Primary Sources
- Proper definition of words (covered Monday)
- Biblical Reasoning (covered Monday)
- Key Charts (Individuals, Institutions, Documents, Events)
- T Charts (Internal/External)
- Timeline
- Drama, art, music in the history classroom
- Field Studies
- Current Event Analysis

Primary Sources

- Webster defines primary as, “original; first in dignity to importance; chief; principal; elemental; intended to teach youth the first rudiments.”
- In history, for instance, primary sources are the actual original writings of people that you are studying.
- From secondary sources we get...????

Primary Sources

- Allows “real time” PARTICIPATION in events through “eye-witness accounts,” thus bringing history to life.
- Develops the CHARACTER of accuracy, integrity, thoughtfulness, care, as we read and write primary documents.

- Primary source study is from the “pure source” allowing you to hear the actual words without an “interpreter.”
- Preparation for higher education demands that we teach our students to be able to read, understand, and interpret primary sources. The U.S. Department of Education estimates that only 5% of graduating seniors can do so.

- Knowledge is easier and more enjoyable when acquired from primary sources.

“There is a strange idea abroad that in every subject the ancient books should be read by the professionals, and that the amateur should content himself with the modern books. It has always therefore been one of my main endeavors as a teacher to persuade the young that first-hand knowledge is not only more worth acquiring than second-hand knowledge, but is usually much easier and more delightful to acquire.”

CS Lewis

Proper definition of words

Purity of language is one of the first steps in constructing God honoring curriculum. Webster put it this way:

Purity of mind is a Christian virtue that ought to be carefully cherished; and purity of language is one of the guards which protect this virtue.

Impure Language

In our California public schools, as in those of most of the other States, Webster's Dictionary is the legally established authority for the definition of words. This would all be well enough if the Webster of today were the Webster of twenty-five years ago. But the illustrious and patriotic Noah Webster would blush in his grave at the thought of being made to father the bastard brood of political heresies which are now being taught in our public schools, through the medium of a false, forged, and mutilated dictionary bearing his honored name.

To show how the overthrow of constitutional liberty and the inestimable right of democratic self-government are being brought about by changing the meaning of words, a few examples will suffice.

Zach Montgomery, *The School Question From a Parental and Non-Sectarian Standpoint* (Washington, DC: Gibson Bros., 1886)

Example - Sin

Sin **noun** \ 'sin\1

a : an offense against religious or moral law

b : an action that is or is felt to be highly reprehensible
<it's a *sin* to waste food>

c : an often serious shortcoming : [FAULT](#)

The voluntary departure of a moral agent from a known rule of rectitude or duty, prescribed by God; any voluntary transgression of the divine law, or violation of a divine command; a wicked act; iniquity. *sin* is either a positive act in which a known divine law is violated, or it is the voluntary neglect to obey a positive divine command, or a rule of duty clearly implied in such command. *sin* comprehends not action only, but neglect of known duty, all evil thoughts purposes, words and desires, whatever is contrary to God's commands or law. [1 John 3:1](#). [Matthew 15:1](#). [James 4:17](#). Sinners neither enjoy the pleasures of nor the peace of piety.

Example - Marriage

The act of uniting a man and woman for life; wedlock; the legal union of a man and woman for life. Marriage is a contract both civil and religious, by which the parties engage to live together in mutual affection and fidelity, till death shall separate them. Marriage was instituted by God himself for the purpose of preventing the promiscuous intercourse of the sexes, for promoting domestic felicity, and for securing the maintenance and education of children.

Marriage is honorable in all and the bed undefiled. **Heb 13:4**

The state of being united to a person of the opposite sex as husband or wife in a consensual and contractual relationship recognized by law (2) : the state of being united to a person of the same sex in a relationship like that of a traditional marriage <same-sex *marriage*>

“Come let us reason together”

Reason is the glory of human nature...Now the design of Logic is to teach us the right use of our reason, or intellectual powers, and the improvement of them in ourselves and others. This is not only necessary in order to attain any competent knowledge in the sciences, or the affairs of learning, but to govern both the greater and the meaner actions of life. It is the **cultivation of our reason by which we are better enabled to distinguish good from evil, as well as truth from falsehood;**

Isaac Watts, Logic, the Right Use of Reason in the Inquiry After Truth

and both these are matters of the highest importance, whether we regard this life, of the life to **come...The pursuit and acquisition of truth is of infinite concernment to mankind.**

Isaac Watts, Logic, the Right Use of Reason in the Inquiry After Truth

- **Perception, conception, or apprehension** is the mere simple contemplation of things offered to our mind, without affirming or denying anything concerning them.
- **Judgment** is that operation of the mind whereby we join two or more ideas together by one affirmation or negation; that is we either affirm or deny this to be that.

Isaac Watts, Logic, the Right Use of Reason in the Inquiry After Truth

- **Argumentation or reasoning** is that operation of the mind, whereby we infer one thing, that is, one proposition, from two or more propositions premised: or the drawing a conclusion, which before was either unknown, or dark, or doubtful...
- **Disposition** is that operation of the mind, whereby we put the ideas, propositions, and arguments, which we have formed concerning one subject, into such an order as is fittest to gain the clearest knowledge of it, to retain it the longest, and to explain it to others in the best manner.

Isaac Watts, Logic, the Right Use of Reason in the Inquiry After Truth

Reason Questions

Facts, Memorization

1. Who were the Pilgrims?
2. What countries did they live in prior to coming to America?
3. When did they arrive at Plymouth Rock?
4. Where did they originally land and then settle?

Reason and Ponder

- Why did the Pilgrims leave their homes and come to this wilderness?
- How did God direct them? What specific circumstances did He use?
- In what way do you emulate the character of the Pilgrims?
- How are the challenges that the Pilgrims faced like those of ours today?

Sample Reason Questions

1. How did the Hebrew Republic reflect God's form of government? In what ways was it the same as America's original Constitution and Bill of Rights?
2. Why did the chain of Christianity move westward from Asia to Europe? What were the implications of this?
3. How was the Christian character trait of perseverance shown in the life of George Washington?
4. How did internal and external weaknesses cause the downfall of ancient Egypt?
5. How did John Quincy Adams exhibit the principle of Christian self-government from an early age?

Bible
rights composition

Why I ♥ America

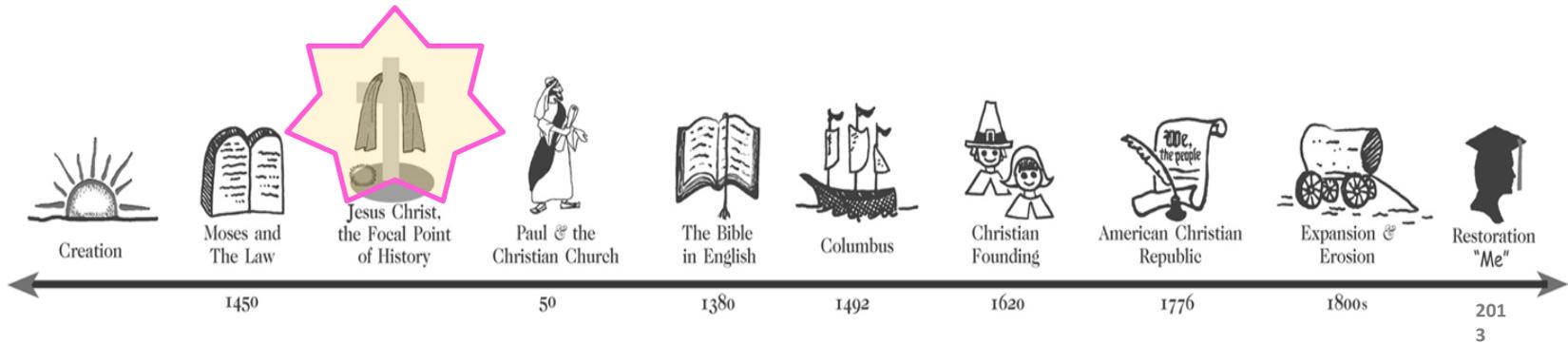
3-21-90.

I love America because
it is free and it is not ruled
by the Communist

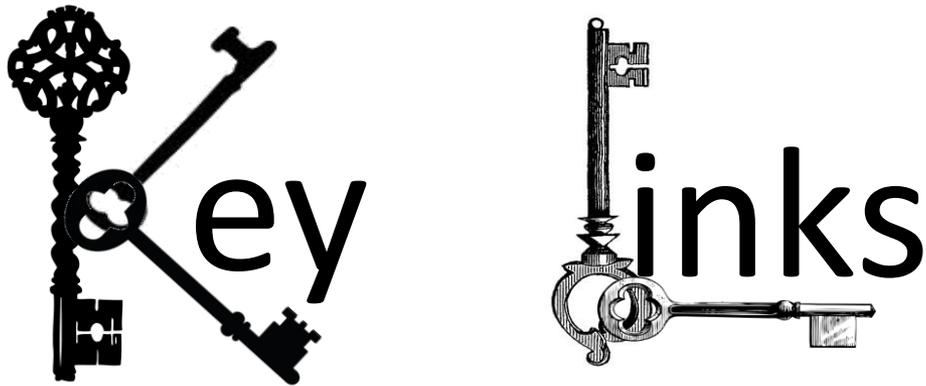
I can worship God when

I want to, and Ma m
gets to stay at home
with Judah and Chris and
Rachel. Daddy can have the
job that he wants, and we

can travel anywhere.
by Chris Lyons.



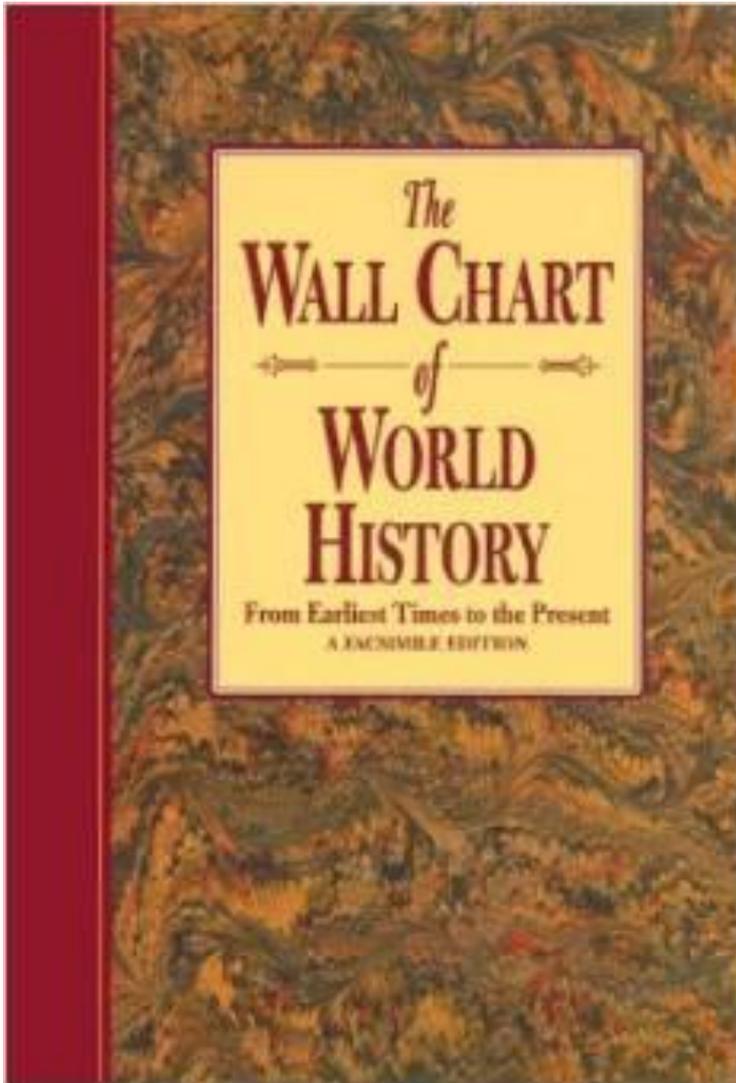
America's Christian History Timeline



Individuals, leading ideas, nations, or events that God, in His Sovereign Providence and **in regard to the dispensation of the fullness of the times**, has prepared for CHRIST, HIS-STORY.

Timelines

- Display the HAND of GOD to reveal PROVIDENCE
- Reveal the natural order of the unfolding story (i.e., the plot or PROVIDENTIAL PLAN) and reinforces the principle of UNITY
- Provide a means for making connections and forming associations (e.g., RELATING)
- Outline a CHRONOLOGICAL subject study



**The Wall Chart of World
History: From Earliest Times
to the Present, Facsimile
Edition**



Faint text at the top center, possibly a title or reference.

2348

JAPHETH

SHEM 500

NOAH 950

HAM

AH 969

15

18

DELUGE 1656 A.D. 2348

Year and Family were in the world year and 18 days Entered 2348 B.C. Left 2443 B.C.

50 40 30 20 10

20 10 0 10 20 30 40 50

10 20 30 40 50

25

24

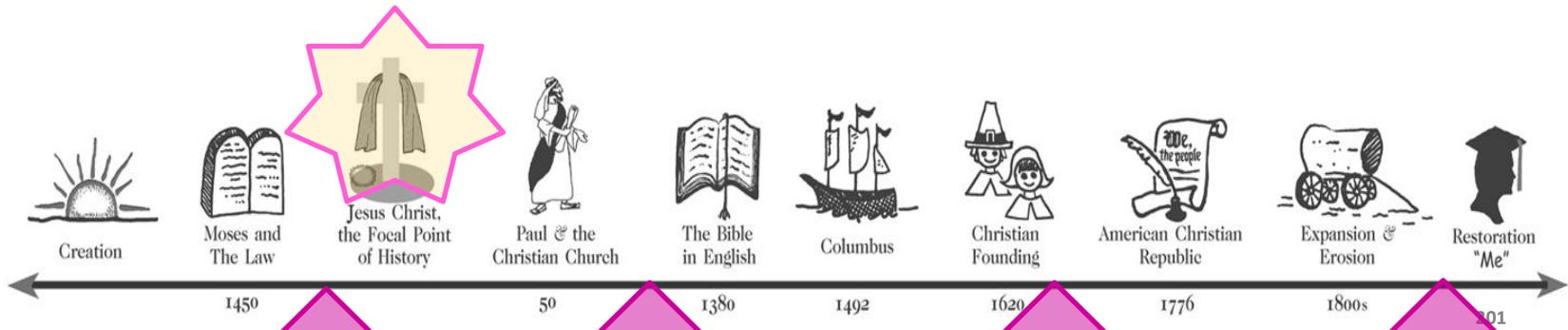
SHEM

100

would last that

It was the second year before the Bridge

17 yrs since I came out of the Ark Bridge



Euclid
(325-265 BC)

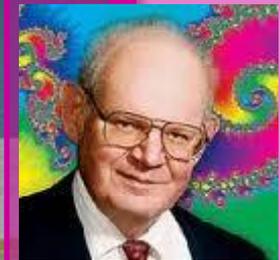


Fibonacci
1180-1250



"Where there is matter, there is geometry."
~ Johannes Kepler

1571-1630



Mandelbrot
1924-2010

Teaching Providentially

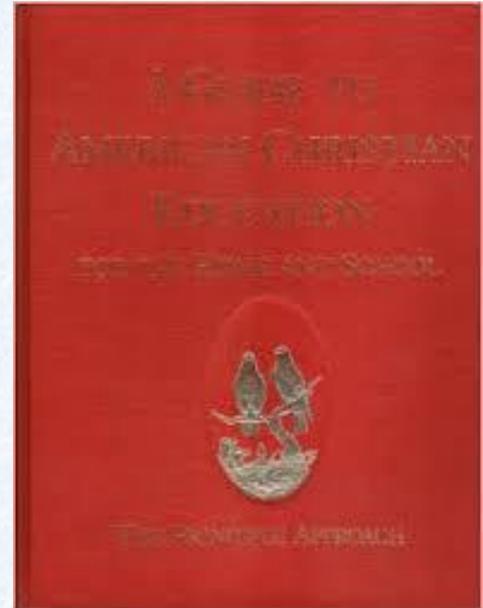
“Key” Charts

Key Individuals

Key Events

Key Documents

Key Institutions



See “American Christian History Curriculum for Senior High School” by Katherine Dang In *A Guide to American Christian Education*

Key Individuals

PRESUPPOSITION:

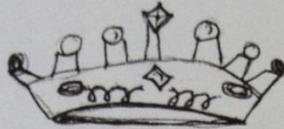
Every Individual has a Christian history and a Providential purpose in the advancement of the gospel of the kingdom of God.

The study of the lives of **INDIVIDUALS** reveals

- Man's need for a SAVIOR and God's LOVE for man
- Personal character, conscience, and government with which we can RELATE as individuals
- The causative forces of Character and Conscience of individuals through the testimony of their lives as documented especially in primary documents and secondary sources of their contemporaries
- The DISTINCTIVENESS of a period of history, not defined by its dates but by its PEOPLE
- ROLE MODELS and HEROES whose lives are worthy of emulation
- The SACREDNESS of lives yesterday, today, & tomorrow

Key Individual: _____ **Biblical Reference:** _____

Providential Preparation (Time, place, God's hand in his life)	Character Formation (Reputation, identity, capabilities, attitude, spirit, personality traits)	Christian Contribution (Accomplishments, quality of character, impact on individuals and nations)



KEY INDIVIDUALS

Emperor
Constantine

REFERENCE

God's preparation of Individual, Background	Godly Influence on Individual	Godly Character Developed	Contribution in God's Purpose
<p>Time 272~337</p> <p>Place Roman Empire</p> <p>Setting</p> <p>God's Hand in his life</p> <p>He saw a lighted cross in the sky and written around it was "By this sign thou shalt conquer."</p> <p>Helena, his mother was a true Christian. She visited Jerusalem where Jesus lived and honored it to clear it from being profane. Then she built a Church over the holy-sepulchre and over the cave of the nativity at Bethlehem</p>	<p>Education, home</p> <p>Friends, associates</p> <p>Literature read</p> <p>Relationships</p> <p>Spiritual Influence</p> <p>Was educated in Rome</p> <p>The great ^{re-}great of his life was that he unjustly condemned son to death. When he learned the truth he had a silver statue raised saying "My son whom I unjustly condemned"</p>	<p>Personality traits evident</p> <p>Reputation</p> <p>Identity</p> <p>Capabilities</p> <p>Attitude, spirit</p> <p>Once he was born again he was very eager and longed to have godliness spread to the whole empire. He hated the pagan influences all around him.</p> <p>Had a good Christian heart.</p> <p>Humility + honesty</p>	<p>Work Done</p> <p>Quality of Character</p> <p>Impact on Individuals</p> <p>Impact on Nations</p> <p>Did not wipe out idolatry but favored Christianity</p> <p>Established a sabbath rest, when no work could be done.</p> <p>Worked on + built new Churches.</p> <p>Built a Christian Capital: Constantinople</p> <p>Established the Nicene Creed.</p>

Doctrinal Base	Character of the People	Government
<p>(Foundations; Truths taught as foundational; Controlling ideas)</p>	<p>(Physical – energy, activity; Moral Disposition; Mental Disposition)</p>	<p>(Manner of controlling men, internal or external; Form of civil government, Constitution or laws; Conduct)</p>

Quoted Statements of the document	Principles of Christian Civil Government Identified
	View of Sovereignty (individual, state, God) Christian (bottom up, Christian self-government) Pagan (top down, external government control)

Causes and Purposes	Key Individuals	Principles of Civil Government	Historical Significance
What initiates event Primary Causes Secondary Causes Inspiration/Motives	Adversaries Proponents Names, groups, associations, nations	Pagan, top-down Christian, bottom up What principle can be deduced	Effect Results As link in God's Purpose and Chain of Christianity

Key Event: _____ **Biblical Reference:** _____

Record Event in Our Story	Principle(s) (General Truths)	Application / God's purpose in His Story

Analyzing Current Events Biblically

Complete in ink using only complete sentences. The oral presentation counts 20 points.

Student:

Name of source used, author, and title of article:

Topic of article:

- Using a complete sentence, state what Biblical principle this article addresses. (5 pts.)
- Define at least one key term using *Webster's 1828 Dictionary* (available on-line or in the classroom). (10 pts.)
- Explain the Biblical principle, using at least two verses of Scripture. (30 pts.)
Contrast the Biblical view and the opposing non-Biblical view. (15 pts.)
- Your Biblically based solution to the issue and/or conclusions (20 pts.)

Name of magazine or newsletter and date:

"World"

Oct. 21

Article's title and author and/or his group:

"Against the odds" By Roy Maynard

Geographic data: city, state, country, continent, latitude\longitude

U.S.A.

Define these terms:

Gambling: "gaming for money"

casino: "a building or room used for gambling"

What is the author's world view? Cite Scripture.

Prov 10:16

"The hand of the slack tends to poverty, but the hand of the diligent maketh rich."

Gal. 6:6

"Whoever sows, that is what he reaps"

What is the opposing world view? Cite Scripture.

and who is leaving to make money and respect. Some, they thought, stores (shutting down) building casinos. But they

They are hoping to give the gov. more money by are not! Casinos attract crime, make people lose money and then businesses close down. But people still gamble, they believe in winning! Even though they always lose money, there is still that occasional win.

Cartoon or illustration of one of article's points:



98 / Excellent review

Rachel Lyons Sep. 8 '94

Christian World View Article

Name of magazine or Newsletter and date: "We the People"

Volume/Number 1 July-August 1994

Article's title and author and/or his group:

A publication of the Madison Project, Author ~ Mike

Title ~ "America's Greatest Days are Still Ahead" Farris

Geographic data: city, state, country, continent, latitude/longitude

United States of America / North America

Define these terms:

Freedom: (Web. 1828 Dict.)

- "The state of being free; liberty; free or complete use..."
- A state of exemption from the power or control of another; ...
- exemption from slavery... freedom is personal, civil, political and religious

What is the article's Christian world view?

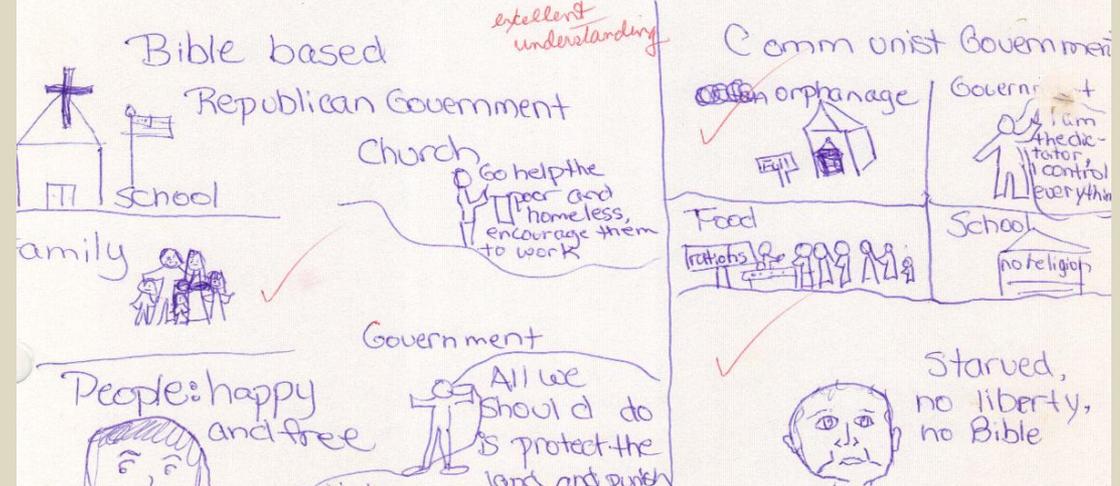
this should be a complete sent.

2. That we should have a Christian Government, like in the Founding Father's days: less government control and more true liberty

What is its secular world view?

The Communists believe in National health care (all the sick do not get cared for), Centralized planning which fails to produce enough food, and that the world is over-populated (mothers forced to abort)

Cartoon or illustration of one of article's points:



Principle of Cause and Effect or Internal and External

I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God. (Romans 12:1-2)

- Conform- to conform one's self (i.e. one's mind and character) to another's pattern, (fashion one's self according to) i.e.. **to be changed from the outside in**
- Transform- change into another form, to transform, to transfigure: **to be changed from the inside out**

Internal vs. External Cause and Effect

What was the first instance of cause and effect in the Bible?

Humans will naturally see the external and not reason to the internal. And we will naturally see effects and not properly discern causes. “Man looks at the outward appearance but God looks at the heart.”

Also, we tend to discern secondary causes and not primary ones.

Key leading idea: Character is causative; the internal causes the external

Internal vs. External

Internal (Cause)

- **Invisible**
- Primary
- Character
- Spirit of the Law

External (Effect)

- **Visible**
- Secondary
- Behavior
- Letter of the Law

Examples from Scripture

Internal

- **(Proverbs 4:23)** heart
- (Proverbs 23:7) thinketh in his heart
- (I Samuel 16:7) heart
- (Matthew 15:17) heart
- (Ephesians 3:16) inner man
- (Hebrews 8:10) laws in heart & mind
- (Mark 12:41-44) generous heart
- (John 7:24) righteous judgment
- (I Peter 3:3-4) hidden man of the heart
- (Luke 11:38-40) inward part

External

- issues of life
- so is he
- outward appearance
- things which defile man
- strength
- in covenant with God
- two small copper coins
- appearance
- outward adornment
- outside of the cup

Patrick

Internal (Cause)

- Obedient
- Listened to God
- Walked in the power of the Holy Spirit
- Had discernment of spirits
- Humble-Would not accept the honor of men
- Courageous

External (Effect)

- Named Patrick (Noble)
- Theologically trained
- Preached the gospel
- Opposed druid priests
- Led over 100,000 to Christ
- Started 200-300 churches, schools and a college
- Applied the Bible to civil government
- Helped Irish become missionaries

A Key Individual:

Isaac Newton

Oct. 21-22

Internal

External

Born Christmas Day 1642, England

faith in God

At an early age God became important in Isaac's life.

self-government, meet

"At first the bullies tried to make a sport of me but they gave it up when they saw they could not draw me into a fight."

pondered things

"he lost himself in daydreams and he barely passed"

Love of God

"To practice writing I can copy favorite verses from the Bible."

The American Dream

Cause

- Value of the individual
- Freedom of worship
- Property rights
- Freedom to labor and enjoy the fruits of one's labor
- Elected representatives
- Freedom of expression
- Entrepreneurial freedom
- Individual self government and limited civil government
- Primacy of the Biblical family

Effect

- Liberty
- Justice
- Prosperity
- Charity
- Knowledge

The Pagan Idea of Man: Examples of Lack of Understanding for Respect of Human Life

Circumstances or Situation	Internal Motivation	External Action
<p>1) Tarquin the Proud (Lucius) and Tulla murdered each other's spouses to gain control of Rome. Also, ^{Lucius} killed Senator Cervicus, and Tulla (his daughter) ran over his body.</p>	<p>To gain more power to rule Rome themselves. ~Greed</p>	<p>Murder and Treachery</p>
<p>2) Tribune on Guard at Capitol during Sack of Rome failed to hear Gauls climbing up hill.</p>	<p>love of money</p>	<p>Romans threw Tribune down precipice robbed temples. stole gold from temples, set criminals free, killed roman citizens.</p>
<p>3) Caius Verres tried by Cicero for crimes as gov. of Sicily, and army commander. More captured provinces brought ^{cheap} slaves, Drocchi brothers, Marius Sulla, consuls of Rome. Displeased senate / mob.</p>	<p>pride of life lust of the eye pleasure for power jealousy of other leader. ^{glad for money} conspired Marius</p>	<p>citizens who formerly had 1, 2 slaves now had 20, 30. Marius Sulla each were jealous of other power and had followers kill wealth stolen from rich Sulla wrote new constitution making of old Noble Rome but expelling the rich for their</p>
<p>4) Criminals / slaves were put on the stage to be killed as a character in the plays</p>	<p>of Caesar's power as dictator except Brutus</p>	<p>21 Senators stabbed Caesar in the Senate</p>

Implications for education

- In Christian education, we are “renewing the mind” that students might conform their will to God’s will.
- We are not just interested in outward conformity to rules, but a changed heart.
- As individuals change so will the other spheres of authority: family, church, voluntary associations, civil governments.

Comparing and Contrasting

- Light and Darkness
- Spirit vs. the Flesh
- God vs. Satan
- Heaven vs. Hell
- Good vs. Evil
- Wisdom vs. Foolishness
- Obedience vs. Rebellion
- Pride vs. Humility
- Old Covenant vs. New Covenant
- Saved by Grace vs. Keeping of the Law
- Friends vs. Enemies
- Death vs. Life
- By one man sin entered into the world, by one man grace
- Freedom vs. Slavery
- Riches vs. Poverty

- Condemnation vs. Justification
- Death through Adam, Life through Second Adam (Christ)
- Truth vs. Grace
- Sins reigns unto death, grace reigns until eternal life
- Weakness vs. Strength
- Wages of sin death, gift of God eternal life
- Suffer as a murderer, suffer as a Christian
- Thankfulness vs. grumbling
- Faith vs. works
- A wise son brings joy to his father, but a foolish son grief to his mother. (Proverbs 10:1)
- Lazy hands make a man poor, but diligent hands bring wealth. (10:4)
- The memory of the righteous will be a blessing, but the name of the wicked will rot. (10:7)

Transcendentalism & Christianity

Definition: Transcend "To rise above, to surmount, pass over, exceed, to go beyond."
Definition: Transcendentalism: "A philosophy that asserts the primacy of the spiritual and transcendental over the material and empirical."

Definition: Christianity "The system of doctrines and precepts taught by Christ and recorded by the Evangelists and Apostles."

1. Opposed to reason, matter, and knowledge based solely on the five senses.

"Come let us reason together, saith the Lord." Is. 1:18
"If any lack wisdom, let him ask of God, who giveth to all men liberally."
James 1:15

2. The human mind has a knowledge of its own that is independent of the material world, or the senses.
"Trust thyself; every heart vibrates to that iron string." R.W. Emerson

"Cease from thine own wisdom." Prov. 23:4
"All the righteousness is like filthy rags." Is. 64:6
"...the heart of the sons of men is fully set to do evil." Eccl. 9:11

3. Absolutes are innate within a man: good/evil, truth/lies, our duty to God, and right/wrong.
"Man is good by nature." J.R. Rousseau

"There is no righteous, no not one, for all have sinned and come short of the glory of God." Rom. 3:10
"The heart is deceitful above all things, and desperately wicked." Jer. 17:9

4. These ideas transcend past experiences of history and its wisdom and lessons. The wisdom of Saints and Sages was disregarded.
"I shun father and mother and wife and brother when my genius calls me." R.W. Emerson

"For He appointed a law in Israel that they might set their hope in God, and not forget the works of God, but keep his commandments."

5. Man is in touch with the divine knowledge. (w/o Jesus Christ)

In Him was life, and the life was the light of men. John 1:9

In Him are hid all the treasures of wisdom." Col. 2:3

6. Each man is his own and only source of wisdom.

"For the wisdom of this world is foolishness with God, for it is written, He taketh the wise in their own craftiness." 1 Cor. 3:19
"Let no man despise himself. If any man among you seem wise in this world, let him become a fool, that he may be wise."

1 Cor. 3:18

7. Rugged individualism, non-conformity to society, traditions or the routines of life. "What I must do is all that concerns, not what the people think." R.W. Emerson

"If any man will come after me, let him deny himself, and take up his cross, and follow me." Matt. 16:24

Purpose for Drama in the classroom

1. Enlivens and gives spirit to the lesson!
2. When a child “lives” a story, assumes the role of a character, and represents the action in his own person, the story becomes his permanent possession.
3. Refines the students’ speech and oratorical skills.

4th Grade Girls' Thanksgiving Pilgrim Play



English Pilgrims - lovers of God



Sailing to America on the Mayflower



Squanto teaches Pilgrims to put fish in the hole with corn kernels for a rich crop.



A bountiful harvest! Praise God! Let's Give him Thanks!



The Pilgrims had many trials and many died.

English King said "You must worship at my church!"

William Brewster said, "I have heard of a Land where there are wild Indians, but it is free! America!"

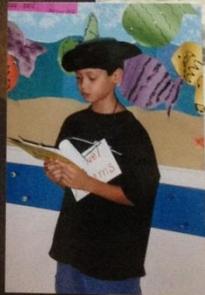
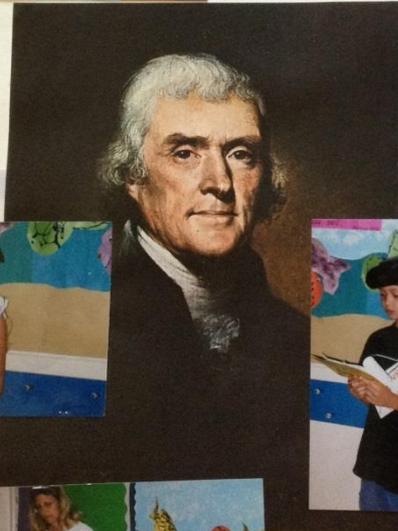
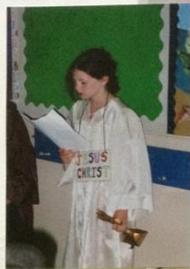
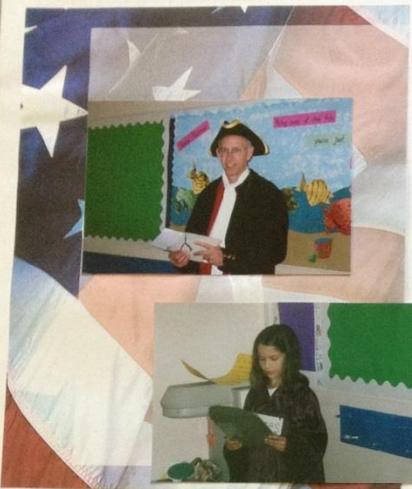


Let's have a thanksgiving celebration and invite our Indian friends!



Our thankful cast

The March of Liberty 2006



Presidents Day



Resources

- Plymouth Plantation Day packet (FACE product)
- *Celebrate our Christian Holidays Like You Were There (FACE product)*
- *A Night of Reformation*, by Pam Forster

Music for History/Bible Class

- YouTube has period music for Reformation Period, Colonial Period, the Revolutionary War Era and the Civil War Era
- What are some ways you can use music in your history classroom?

Your Thoughts

Why should you prioritize field studies in your history curriculum?



Field Study Guidelines

- See procedure in The Noah Plan History Guide, p. 94-95 and 281-283
- Preparation is the key! Decide appropriate ways to prepare for the big event.
- Prepare to be grateful to your tour guides. Have thank you letter(s) ready to present to those who serve you.
- Divide the teaching and have students prepare to be a “tour guide.”
- Develop a series of questions that students must answer while on the study.
- Take your sketch book. Have students sketch at appropriate time. Alternately, students may bring their Commonplace book for both sketches and notes.
- Have students write about the field study when they return. Decide on an appropriate writing assignment.

Art in the History/Bible Classroom

Why use art in the teaching of history and Bible?



Columbus







Richard Hakluyt 1552-1616





Embarkation of the Pilgrims





First Thanksgiving



THE BATTLE OF MONONGAHELA

THE BATTLE

Painted by Sir John Bullard, 1781. The scene is set in a wooded area with large trees and a hazy, smoke-filled background. In the foreground, British soldiers in dark uniforms are engaged in combat. One soldier on a white horse is being pushed back by a Native American warrior in a yellow tunic. Other soldiers are on foot, some holding rifles and bayonets. A fallen soldier lies on the ground in the lower left. The overall atmosphere is one of intense battle.

Battle of Monongahela

For further study

Principle Approach® Training Series- online courses

- The Philosophy & Methods of the Principle Approach: Foundations, \$149.99
- Renewing the Mind: The Self-Directed Study in the Principle Approach, \$49.99
- The Authentic Principle Approach: 4-R'ing the Seven Principles, \$74.99
- Mastering Providential History: The Pilgrim Study, \$74.99

Thank you!

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