

TEACHER GUIDE

11th–12th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Biblical Worldview



Exams



Answer Key



FREEDOM

The History of Western Liberties

Kevin Swanson

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Freedom: The History of Western Liberties



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Publisher's Note:

Please be aware that *Freedom* examines the issue of liberty beyond the scope of personal freedoms, though that is often how liberty is popularly defined now. Instead, this book approaches the topic from a conservative biblical worldview and illustrates how liberty must be understood within a biblical context.

Part of this examination is discussing controversial cultural and social issues. The book directly addresses difficult subject matter in-depth, including abortion, euthanasia, and homosexuality, in looking at the political, social, legal, and religious aspects of these issues and how they relate to liberty. The history of freedom fighters throughout history are also a significant part of the course, so the book contains details about their suffering and struggles, as well as details about the oppression and violence they faced.

It is important for people today to understand the biblical and historical foundations of liberty and the modern-day challenges to freedom, and it is not possible to address these issues without delving into difficult material. Because of the content of *Freedom*, we recommend that this course be taken by emotionally mature 11th and 12th grade high school students who are ready to learn about and discuss such topics. We also strongly encourage teachers to evaluate the material carefully before use and to make adaptations per the needs of the student as they see fit.

Author Bio:

Kevin Swanson holds both a B.S. and a M.Div. degree. He serves as executive director of Generations, and editor for the Christian Curriculum Project. He is a homeschooling father, a pastor, a teacher, and the host of a daily radio program.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched, so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Usually, students will read and complete a worksheet on the same day, but occasionally the readings and worksheets may be scheduled for separate days, due to length. Assessments that may include worksheets, essays, and examinations are provided, with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 60 minutes per lesson, five days a week



Includes answer keys for worksheets and exams



Worksheets for each section



Quizzes and exams are included to reinforce learning and provide assessment opportunities



Designed for grades 11 –12 in a one-semester course to earn ½ of a history credit

Course Objectives: Students completing this course will

- ✓ Learn the biblical meaning of the concept of freedom
- ✓ Study the history of freedom and tyranny throughout history
- ✓ Encounter famous biblical and historical freedom fighters
- ✓ Explore how tyrannical modern American society and culture has become
- ✓ Understand how to recognize and resist contemporary examples of tyranny
- ✓ Appreciate the biblical and historical foundations of freedom

Course Description

This one-semester course provides students with the opportunity to study the concept of freedom in-depth. The course enables students to look at freedom from a biblical context, with special attention devoted to examining exactly what the Bible says about freedom and Scriptural examples of defenders of freedom. Students will also learn about historical Christian freedom fighters and the tyrants they battled.

In addition to learning about the history of freedom, students will also spend considerable time learning about contemporary threats and challenges to liberty. Students will learn of how tyranny has seeped into numerous institutions of everyday American life, including government regulations, debt, public schools, healthcare, and more. This course will also equip students with the ability to combat these incursions.

Vocabulary Study:

Building one's vocabulary is one of the most worthwhile pursuits a student can undertake. People with good vocabularies are better communicators, thinkers, and readers. Vocabulary study is also not something that should just be limited to English courses. Having a good vocabulary is important to reading material in any discipline. For these reasons, one of the activities in this social studies course is vocabulary study. Students will be learning new words, many of which may be difficult, in every chapter. Definitions are provided in the glossary in the back. Some of these words have meanings that have changed over time, and most of these words have more than one meaning, depending on the context. It is important for students to not just learn the words but also to be aware of the context in which these words are being used. Doing so will make the vocabulary component of the course easier and more beneficial. Students will also be engaging in critical thinking about how and why words are used in certain contexts.

Reading Strategies:

Freedom is written at a more advanced level than some students may be used to encountering. The reading assignments were devised with this in mind, which means that on some days students may only be reading a few pages. Nevertheless, some students may still struggle with the intensive reading.

For students who are having difficulties keeping up, remember that comprehending the content is more important than strictly following the schedule. Encourage students to break the reading assignments into manageable chunks, to take notes as they read, and to ask themselves questions about what they do and do not understand. One good way for students to gauge their comprehension is for them to restate the main points of a passage in their own words. If they can do so without consulting the text, they probably understand it well. If not, they might try rereading the passage. Looking up unfamiliar words, even if they are not vocabulary words, is also important. Strategies such as these can help improve comprehension.

As always, please feel free to adjust the schedule to fit your student's individual needs. The schedule is only a suggestion, and if they need more or less time to complete the reading and/or assignments, that is fine.

Essays:

There are Essay Grading Criteria Sheets provided in the back of the book to help the teacher grade these subjective student responses.

Grading Options for This Course

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

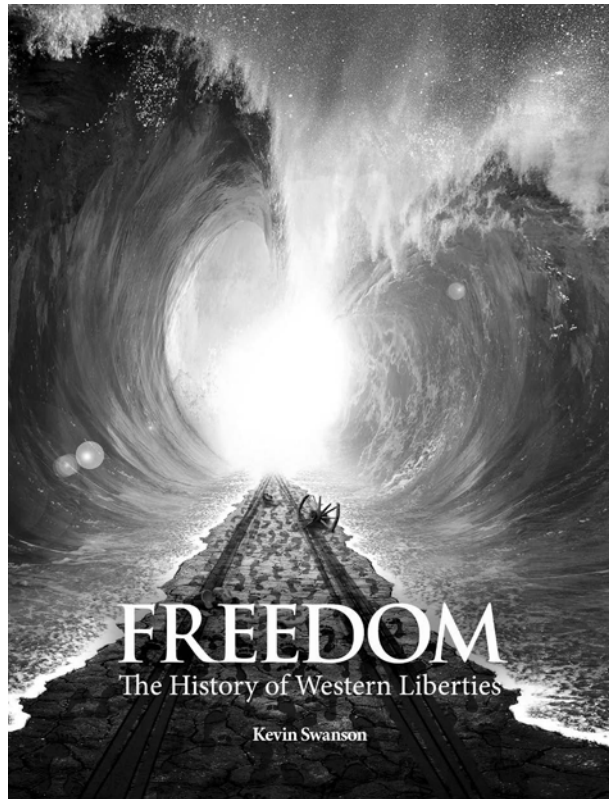
To calculate the percentage of the worksheets and quizzes the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Pages 1-3 • Freedom: The History of Western Liberties (FHWL) Complete Preface Vocabulary Worksheet • Page 13-14 • Teacher Guide (TG)			
	Day 2	Read Pages 6-8, to "The Testimony of Christ" • (FHWL) Complete Chapter 1 Worksheet 1 • Pages 15-16 • (TG)			
	Day 3	Read Pages 8-13, from "The Testimony of Christ" to "A Crucial Connection" • (FHWL) Complete Chapter 1 Worksheet 2 • Pages 17-18 • (TG)			
	Day 4	Read Pages 13-17, from "A Crucial Connection" to the end of the chapter • (FHWL) Complete Chapter 1 Worksheet 3 • Pages 19-20 • (TG)			
	Day 5	Complete Chapter 1 Worksheet 4 Memory Verse and Vocabulary Worksheet • Pages 21-22 • (TG)			
Week 2	Day 6	Read Pages 20-24, to "John Knox" • (FHWL) Complete Chapter 2 Worksheet 1 • Pages 23-24 • (TG)			
	Day 7	Read Pages 24-29, from "John Knox" to "Development of the Modern Power State" • (FHWL) Complete Chapter 2 Worksheet 2 • Pages 25-26 • (TG)			
	Day 8	Read Pages 29-36, from "The Development of the Modern Power State" to the end of the chapter • (FHWL) Complete Chapter 2 Worksheet 3 • Pages 27-28 • (TG)			
	Day 9	Complete Chapter 2 Worksheet 4 Memory Verse and Vocabulary Worksheet • Pages 29-30 • (TG)			
	Day 10	Research Essay 1 • Page 31 • (TG)			
Week 3	Day 11	Draft Essay 1			
	Day 12	Revise and polish Essay 1			
	Day 13	Review Day for Exam 1			
	Day 14	Exam 1 • Pages 155-156 • (TG)			
	Day 15	Read Pages 38-43, Part III introduction and Chapter 3, to "The Exodus" • (FHWL) Complete Chapter 3 Worksheet 1 • Pages 33-34 • (TG)			
Week 4	Day 16	Read Pages 43-50, from "The Exodus" to "The Mighty Men" (FHWL) • Complete Chapter 3 Worksheet 2 • Pages 35-36 • (TG)			
	Day 17	Read Pages 50-53, from "The Mighty Men" to the end of the chapter (FHWL) • Complete Chapter 3 Worksheet 3 • Pages 37-38 • (TG)			
	Day 18	Complete Chapter 3 Worksheet 4 Memory Verse and Vocabulary Worksheet • Pages 39-40 • (TG)			
	Day 19	Read Pages 54-60 • (FHWL)			
	Day 20	Complete Chapter 4 Worksheet 1 • Pages 41-42 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 21	Complete Chapter 4 Worksheet 2 Memory Verse and Vocabulary Worksheet • Pages 43-44 • (TG)			
	Day 22	Read Pages 61-67, to "King John" • (FHWL) Complete Chapter 5 Worksheet 1 • Pages 45-46 • (TG)			
	Day 23	Read Pages 67-73, from "King John" to "Addendum: The Great Charter" • (FHWL) Complete Chapter 5 Worksheet 2 • Pages 47-48 • (TG)			
	Day 24	Read Pages 73-76, from "Addendum: The Great Charter" to end of chapter • (FHWL) Complete Chapter 5 Worksheet 3 • Pages 49-50 • (TG)			
	Day 25	Complete Chapter 5 Worksheet 4 Memory Verse and Vocabulary Worksheet • Pages 51-52 • (TG)			
Week 6	Day 26	Read Pages 77-82, to "Scotland's Independence" • (FHWL) Complete Chapter 6 Worksheet 1 • Pages 53-54 • (TG)			
	Day 27	Read Pages 82-89, "Scotland's Independence" to "Robert the Bruce" (FHWL) • Complete Chapter 6 Worksheet 2 • Pages 55-56 • (TG)			
	Day 28	Read Pages 89-96, "Robert the Bruce" to end of chapter • (FHWL) Complete Chapter 6 Worksheet 3 • Pages 57-58 • (TG)			
	Day 29	Complete Chapter 6 Worksheet 4 Memory Verse and Vocabulary Pages 59-60 • (TG)			
	Day 30	Read Pages 97-103, to "Enter William of Orange" • (FHWL) Complete Chapter 7 Worksheet 1 • Pages 61-62 • (TG)			
Week 7	Day 31	Read Pages 103-108, starting at "Enter William of Orange" (FHWL) • Complete Chapter 7 Worksheet 2 • Pages 63-64 • (TG)			
	Day 32	Read Pages 109-114, to "Holland's Declaration of Independence" (FHWL) • Complete Chapter 7 Worksheet 3 • Pages 65-66 • (TG)			
	Day 33	Read Pages 114-121, from "Holland's Declaration of Independence" to end of chapter • (FHWL) Complete Chapter 7 Worksheet 4 • Pages 67-68 • (TG)			
	Day 34	Complete Chapter 7 Worksheet 5 Memory Verse and Vocabulary Pages 69-70 • (TG)			
	Day 35	Read Pages 122-128 • (FHWL)			
Week 8	Day 36	Complete Chapter 8 Worksheet 1 • Pages 71-72 • (TG)			
	Day 37	Complete Chapter 8 Worksheet 2 Memory Verse and Vocabulary Pages 73-74 • (TG)			
	Day 38	Read Pages 129-132, to "An Ardent Supporter of Liberty" • (FHWL) Complete Chapter 9 Worksheet 1 • Pages 75-76 • (TG)			
	Day 39	Read Pages 132-139, from "An Ardent Supporter of Liberty" to end of chapter • (FHWL) Complete Chapter 9 Worksheet 2 • Pages 77-78 • (TG)			
	Day 40	Complete Chapter 9 Worksheet 3 Memory Verse and Vocabulary Pages 75-76 • (TG)			
Week 9	Day 41	Read Pages 140-150 • (FHWL)			
	Day 42	Complete Chapter 10 Worksheet 1 • Pages 81-82 • (TG)			
	Day 43	Complete Chapter 10 Worksheet 2 • Pages 83-84 • (TG)			
	Day 44	Complete Chapter 10 Worksheet 3 Memory Verse and Vocabulary Pages 85-86 • (TG)			
	Day 45	Discussion/Extra Reading Day/Catch-Up Day			



History Worksheets
for Use with
Freedom:
The History of Western Liberties



Vocabulary. The following words appear in the reading. Look up the definition for each word and write it down in the space provided. If there is more than one definition for the word, read all of them but only write down the one that works in the context of your reading. Then write down your own sentence using the word correctly.

1. Disrepute –

Your Sentence:

2. Gubernatorial –

Your Sentence:

3. Parlance –

Your Sentence:

4. Purview –

Your Sentence:

5. Tyranny –

Your Sentence:

Do you ever hear the term “tyranny” being used in the media or by politicians? What context are they using it in? Why do you think they are choosing to use the word “tyranny” and not another word? Do you think opposing political parties can use the same word and mean something different? If you have not heard it used before by the media or politicians, why do you think that is? Write a short paragraph in response.

**Study Questions**

1. By what percentage has the usage of the word “liberty” dropped off over the last century?
2. Why is there such confusion concerning the definitions of words like “liberty” and “freedom?” What Bible verse might prove this?
3. What is the theme of the story of the Bible (from Genesis 3 forwards)?
4. What is the best translation for the Greek word for Freedom?
5. How does Google define freedom?

Critical Thinking! What is the problem with this definition?

6. Who is the worst tyrant that ever lived?

7. What does tyranny look like in pagan societies? Give examples of the things tyrants do.

8. What sorts of tyrannical activities are returning in our day?

**Study Questions**

1. How did the Pharisees respond to Jesus' discussion on freedom?
2. How were the Pharisees thinking of freedom?
3. What is the ultimate slavery, as defined by Jesus Christ?
4. From what does Jesus set us free? (Identify 2 or 3 things.)
5. What is the connection between personal morality and political freedom?

6. What famous quote from William Penn expresses this connection? What Bible verse from the Proverbs also brings this out?
7. What is the most important characteristic of “Gentile” leadership, according to Jesus?
8. How do we create a moral people? Who can help us with this?
9. When can Christians “avenge all disobedience,” according to 2 Corinthians 10:6?



1. Why should Christians look for political freedom (from evil tyrants and slave masters), according to 1 Corinthians 7:21-23?

2. What is sin? Reference 1 John 3:4.

3. Given the following scenarios, which of them would constitute a just application of God's laws? Are these laws just or unjust? Is the behavior right or wrong? Provide a biblical reference — chapter and verse.
 - a. A man is preaching in a public place, and he is arrested and given two years in prison.

 - b. The government requires the children in every home in the state to receive an immunization shot for a sexually transmitted disease.

- c. A robber steals \$40,000 from a bank, and a judge has him pay \$160,000 in restitution.

- d. The government forces rich people to give 55% of their income in taxes, while it allows poor people to provide only 0.5% of their income in taxes.

- e. A robber breaks into somebody's home at night, and the homeowner shoots him in the hallway, and the man dies of his wounds.

- f. A baby is killed in utero (in his mother's womb) when her car is hit by a drunk driver. The judge requires the driver to pay the victim's family a fine of \$100,000.

- g. The government forces a local restaurant to pay their dishwashers a minimum wage of \$19 per hour.

- h. A family chooses to skip a year in their regular homeschool or school regimen, and travel the country visiting every historical monument. The government confiscates the children and fines the parents \$50,000, and throws the parents in jail.



Memory Verse. Take the time to memorize the following verse.

If the Son therefore shall make you free, you shall be free indeed (John 8:36).

How is it connected to the chapter?

Vocabulary. The following words appear in the reading. Look up the definition for each word and write it down in the space provided. If there is more than one definition for the word, read all of them but only write down the one that works in the context of your reading. Then write down your own sentence using the word correctly.

1. Allegiance –

Your Sentence:

2. Antinomian –

Your Sentence:

3. Autonomy –

Your Sentence:

4. Fiefdom –


Your Sentence:

5. Redemption –

Your Sentence:

The chapter talks about the term “redemption” within the context of slavery, but the term also has a theological connotation of being saved from sin or error. Do you think these two meanings of the word are connected? How so? Write a short paragraph in response.

Exams Section

	<i>Freedom</i>	Exam 1	Scope: Chapters 1-2	Total score: ____ of 100	Name
	The History of Western Liberties				

Chronology

- Put the following empires in the correct sequence in chronological history (10 points):
Spain, Rome, Assyria, France, England, Holy Roman Empire, Greece
- Put the following characters in the correct chronological sequence (10 points):
Ahab, Herod, Hitler, Nero, Lamech, Pharaoh, Nimrod
- Put the following in correct chronological sequence as the power shifted over the last 800 years in the Western world (5 points).
People, Pope, Prince

Complete the Sentence (6 points each)

- Sin is the transgression of _____.
- If the Son (Jesus) makes you free _____.
- The Nephilim were a synthesis between the sons of God and the _____.
- Those who will not be governed by God will be _____.
- Because of the transgression of a land, many are _____.

Multiple Choice Circle all that apply. (5 points each)

- Which of the following does the Bible present as a bad ruler?
A. Ahab
B. Pharaoh
C. Solomon
D. Herod
- Which of the following Christian pastors and writers wrote against tyranny?
A. Martin Luther
B. John Knox
C. Samuel Rutherford
D. John Calvin
E. Jean-Jacques Rousseau
F. Pierre Viret

11. Which of the following statements are true?
- A. James II and the English authorities burned Samuel Rutherford's books after his death.
 - B. Lamech killed 77 men when somebody maimed him.
 - C. Martin Luther complained about ecclesiastical tyranny in the church when he spoke at the Diet at Worms
 - D. Andrew Jackson is known for breaking treaties with the Native American Indians.
 - E. Nero persecuted Christians and engaged in homosexual marriage.
 - F. John Calvin did not address tyranny in his Institutes of the Christian Religion.

Short Answer (10 points each)

12. What does Jesus save us from? What is the root of tyranny in His Words?
13. What does *Lex, Rex* mean? Or what was the theme of the book by that title?
14. Did the Protestant Reformation help the power of the Pope, the power of Prince (King), or the power of the People?

Worksheet Answer Keys

Preface

Worksheet 1

1. **Disrepute:** lack or decline of good reputation; a state of being held in low esteem.
2. **Gubernatorial:** of or relating to a governor.
3. **Parlance:** speech; manner or mode of speech.
4. **Purview:** the range or limit of authority, competence, responsibility, concern, or intention.
5. **Tyranny:** oppressive power.

Answers will vary but students should be able to recognize that the term can be used as an insult that shuts down political debate.

Chapter 1

Worksheet 1

6. By 80%.
7. This world is filled with demonic deception. 2 Corinthians 4:4.
8. Redemption, or obtaining freedom from slavery.
9. Forgiveness, release from liability or debt.
10. Google defines freedom as at the power to act, speak, and think without hindrance or restraint.
We can never act without restraint because we are not gods. We are finite creatures, always under the authority of God.
11. The devil.
12. Torture, unrestrained beatings, chattel enslavement, long-term confinement, pain, mass-murders, widow burnings, infanticide, human sacrifice, forced separation of parents and children, the murder of pregnant women and children, and sex slavery.
13. Sex slavery, infanticide, and torture.

Worksheet 2

1. They were stunned to hear that they were slaves of the devil. It took them by complete surprise.
2. They thought of freedom as freedom from political slavery (to the Roman empire).
3. Slavery to sin.
4. He sets us free from guilt. He sets us free from man-made rules, regulations, and fences that do not in themselves represent God's moral laws.
5. When individuals live personally moral lives, they lessen the possibility of political tyranny. When individuals start to live immoral lives, they increase the possibility of political tyranny.
6. "Those who will not be governed by God will be ruled by tyrants." Proverbs 28:2.
7. A power motive, in which they want to maximize their

power and increase the level of servitude among those whom they lead.

8. Only Jesus Christ can save us from our sins. The Gospel of Jesus Christ creates the seedbed for freedom.
9. When their obedience has been perfected.

Worksheet 3

1. Because we are bought with a price, the blood of Jesus Christ.
2. Sin is the transgression of the law of God.
3. a. This is unjust. Acts 5:29.
b. This is unjust. Ex. 21:16; 22:16; Num. 30:1-6
c. This is just. Ex. 22:1, Acts 4:28
d. This is unjust. Ex. 30:15
e. This is just. Ex. 22:2
f. This is just. Ex. 21:22-23
g. This is unjust. Ex. 30:15
h. This is unjust. Deut. 6:7, Ex. 21:16; 22:1

Worksheet 4

1. **Allegiance:** the fidelity owed by a subject or citizen to a sovereign or government; devotion or loyalty to a person, group, or cause.
2. **Antinomian:** one who holds that under the gospel dispensation of grace the moral law is of no use or obligation because faith alone is necessary to salvation; one who rejects a socially established morality.
3. **Autonomy:** the quality or state of being self-governing.
4. **Fiefdom:** a feudal estate; something over which one has rights or exercises control.
5. **Redemption** (from slavery): the action of purchasing a slave's freedom.

Answers will vary but students should be able to see the connection between being saved from the slavery of sin and being saved from the actual institution of slavery.

Chapter 2

Worksheet 1

1. Ministers of God
2. Wicked rulers are those who disobey God's laws in highly egregious ways.
3. A tyrant is a ruler who uses power to oppress his subjects, and imposes burdens and hardships on those under his control.
4. Anarchy is the disobedience of God's law at an individual level (in egregious ways). Tyranny is the disobedience of God's law at a corporate level (in egregious ways).
5. They turned the state or the government (or man) into a

Exam Answer Keys

Exam 1

Chronology

1. Assyria, Greece, Rome, Holy Roman Empire, Spain, France, England
2. Lamech, Nimrod, Pharaoh, Ahab, Herod, Nero, Hitler
3. Pope, Prince, People

Complete the Sentence

4. the law of God.
5. you will be free indeed.
6. daughters of men.
7. ruled by tyrants.
8. its princes.

Multiple Choice

9. A, B, D
10. A, B, C, D, F, G
11. A, C, D, E

Short Answer

12. Sin
13. The law is king. The king must be subject to the Law of God.
14. The prince.

Exam 2

Matching

1-c; 2-b; 3-h; 4-f; 5-e; 6-a; 7-I; 8-j; 9-d; 10-g

Fill in the Blank

11. Magna Carta
12. Scotland's Independence
13. Dutch Independence
14. America's Independence
15. William the Silent
16. Samuel Doak
17. William Wallace
18. Continental Congress
19. Pilgrims — Mayflower Compact
20. Patrick Henry

Short Answer

21. Phillip brought the inquisition to Holland
22. William the Conqueror invaded England, confiscated lands, and introduced more onerous taxation
23. King Ahab confiscated Naboth's vineyard and killed God's prophets
24. Killed hundreds of Christian pastors and believers in England
25. Exiled or imprisoned thousands of Christian pastors (and inspired the killings of Christians in Scotland)

Multiple Choice

26. C
27. B,C
28. C,D
29. B
30. A, B, D

Exam 3

Matching

1-f; 2-e; 3-a; 4-c; 5-b; 6-d; 7-I; 8-h; 9-g; 10-m; 11-l; 12-j; 13-n; 14-k

Short Answer

1. The Good Samaritan
2. The borrower is servant to the lender. Owe no one anything.
3. 3.33%
4. The children (specifically the sons or the grandsons)
5. 8th commandment — Thou shalt not steal.
6. 6th commandment — Thou shalt not murder.
7. Persecution of Christians
8. Seven years
9. many are its princes
10. Yet it shall not be so among you
11. the people groan
12. there is liberty

Multiple Choice

1. D
2. A, B
3. B