

A Living History
of Our World

THE WORLD'S STORY 3

THE MODERN AGE

THE EXPLORERS THROUGH THE PRESENT DAY

ANGELA O'DELL

First printing: April 2019

Copyright © 2018 by Angela O'Dell. All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission of the publisher, except in the case of brief quotations in articles and reviews. For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-1-68344-096-3

ISBN: 978-1-61458-709-5 (digital)

Library of Congress Number: 2019934564

Cover & Interior design by Diana Bogardus

Unless otherwise noted, all Scripture is from the New King James Version of the Bible, copyright © 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Scriptures marked (KJV) are taken from the King James Version of the Bible.

Scriptures marked (NIV) are taken from the New International Version®, NIV®, copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission of Zondervan. All rights reserved worldwide.

Scripture quotations marked (NLT) are taken from the Holy Bible, New Living Translation, copyright © 1996, 2004, 2007 by Tyndale House Foundation. Used by permission of Tyndale House Publishers, Inc., Carol Stream, Illinois 60188. All rights reserved.

Printed in the United States of America

Please visit our website for other great titles:
www.masterbooks.com

For information regarding author interviews, please contact the publicity department at (870) 438-5288.



World War I soldier

	INTRODUCTION	4
CHAPTER 1	THE AGE OF EXPLORATION	7
CHAPTER 2	COLONIZATION AND EMPIRES	21
CHAPTER 3	ENGLAND DURING THE ERA OF EXPLORATION	33
CHAPTER 4	EAST MEETS WEST	45
CHAPTER 5	THE ENLIGHTENMENT – AN OVERVIEW	57
CHAPTER 6	THE ENLIGHTENMENT – A CLOSER LOOK	69
CHAPTER 7	18TH- AND 19TH-CENTURY RUSSIA	81
CHAPTER 8	ENGLAND VS FRANCE	93
CHAPTER 9	FRENCH REVOLUTION	105
CHAPTER 10	NAPOLEON	117
CHAPTER 11	SPANISH EMPIRE COLLAPSING	129
CHAPTER 12	19TH CENTURY EMPIRE BUILDING	141
CHAPTER 13	JAPAN/PERRY	155
CHAPTER 14	VICTORIAN ERA AND DARWIN	167
CHAPTER 15	EUROPE IN THE LATE 1800S	181
CHAPTER 16	ENTERING THE 20TH CENTURY	195
CHAPTER 17	THE ASSASSINATION THAT STARTED A WAR	207
CHAPTER 18	THE WAR TO END ALL WARS	219
CHAPTER 19	TREATIES OF WW1 AND THE AFTERMATH	231
CHAPTER 20	SHAKY TIMES IN THE WORLD	243
CHAPTER 21	THE WORLD AT WAR AGAIN, PART 1	255
CHAPTER 22	WORLD WAR II, PART 2	267
CHAPTER 23	THE COLD WAR – EFFECT ON EUROPE & ASIA	281
CHAPTER 24	CHINA	295
CHAPTER 25	INDEPENDENCE FROM COLONIALISM	307
CHAPTER 26	THE MIDDLE EAST & THE BATTLE FOR ISRAEL	319
CHAPTER 27	ONE CENTURY ENDS & A NEW ONE BEGINS	329
CHAPTER 28	HUGE WORLD CULTURE CHANGES	341
	BIBLIOGRAPHY	353
	INDEX	359

INTRODUCTION

Welcome to the story of the Modern Age. Before we begin our journey together through this time period, I want to have a little chat with you, the student. The book you are holding in your hands is not just another history book. It's not going to be a long litany of drill, memorization of dates, and exams all lined up in a row to make you hate learning history. (I have a firm belief that very few people actually learn to love history following that style of education.) Instead, this is going to be an invitation to join me as I lead the way down the winding path of human history during the centuries categorized as "The Modern Age." In this volume, we will be exploring many of the exciting but complex major events and people of this modern age.

This new era of study, which begins in the age of exploration, spans the centuries between the Renaissance and our current times. This time period is the most easily relatable for us because it is the closest to our lives. It is also, perhaps, the time period most densely packed with world-changing inventions and advancements and unfortunately, wars, revolutions, and conflicts. We currently live in a world full of technology and easily accessed information platforms, all of which have been brought onto the stage of world culture in these last few centuries. Modern technology alone has exploded the world of communication and interaction unlike any other time period in history, and they have their roots in the time period we will study in this book. We will investigate all of the most important events and peoples who have effected change in the modern age. In this study of history, I have two primary goals for you as the student.

First, I want you to be captivated by the events which we will study and then take that interest into your personal learning journey; however, I do feel it is necessary to give you a bit of a warning concerning this particular study of history. Because, in this time period, there have been so many hard-to-understand events instigated by incredibly evil and greedy people, it is easy for us to become almost desensitized by it all. It takes intentionality and a plan not to allow the villains, conflicts, and wars to run together in our minds and understanding.

I encourage you, the student, to determine the very best way for you to keep track of the events and how they are linked to each other. Perhaps you will find yourself taking notes as you are reading (or listening to) the story. Or if you prefer to draw or sketch, making a sketchbook of the people and their associated events would help you to connect the dots. Whatever it takes, please promise me that you will invest your time and attention to understanding these connections as best as you can.

Second, I want you to understand that this is not just my book — it is our book. It belongs to me because it came from prayers and my research, and my fingers tapping away on my keyboard, as I share with you my love of history. It also belongs to the whole Master Books team who worked with it, but mostly, it belongs to you, the student of history. You, my friend, are the future generation of Christian leaders of our world. Squarely on your shoulders lays the responsibility of guarding the histories of the human race. It is my responsibility to serve you well in that quest. It is to that end that I bring you this last volume in *The World's Story Series*.

It has been a great privilege and blessing to tell you the story of the world's history. Before we embark on our journey together, I would like to pray the blessings in Numbers 6:24–26 and in Philippians 1:3–11 over you.

May the LORD bless you and protect you. May the LORD smile on you and be gracious to you. May the LORD show you his favor and give you his peace (Numbers 6:24–26; NLT).

Every time I think of you, I give thanks to my God. Whenever I pray, I make my requests for all of you with joy, for you have been my partners in spreading the Good News about Christ from the time you first heard it until now. And I am certain that God, who began the good work within you, will continue his work until it is finally finished on the day when Christ Jesus returns.

So it is right that I should feel as I do about all of you, for you have a special place in my heart. You share with me the special favor of God, both in my imprisonment and in defending and confirming the truth of the Good News. God knows how much I love you and long for you with the tender compassion of Christ Jesus.

I pray that your love will overflow more and more, and that you will keep on growing in knowledge and understanding. For I want you to understand what really matters, so that you may live pure and blameless lives until the day of Christ's return. May you always be filled with the fruit of your salvation — the righteous character produced in your life by Jesus Christ — for this will bring much glory and praise to God (Philippians 1:3–11; NLT).

God bless you, my friend.
—Angela O'Dell

01

START HERE

History books, including the one you are currently reading, need to be designed and laid out in such a way as to encourage learning for the student. Each chapter covers a specific topic, theme, or time period and is followed by learning activities to ensure retention. Because of

this, it is sometimes easy to think that history actually happened in this same orderly and seemingly methodical fashion. However, true history does not unfold in nice, neat, little sections, complete with clearly delineated starting and stopping points for each event, all of which are wrapped up with clear learning objectives, understandable motives, and positive outcomes.

On the contrary, historical events happen in spits and spurts, and are, in some ways, more like a mass of chain links, all connected, but also all piled in an enormous, rather confusing jumble. It is *our* duty to untangle those knots and kinks in order to observe how the chain is constructed, and also to acquaint ourselves with the people whose lives make up the events we are learning about. The most important thing we need to remember while we are studying history is this: no matter how complicated an event or cultural issue is, God is not confused by it. He is, was, and has always been the all-knowing and all-powerful King of the universe.

THE AGE OF EXPLORATION

At the close of our last volume in this series, we said farewell to what is commonly called the Middle Ages. We learned that this time period is often called the Dark Ages, although I personally agree with many historians who argue that this time period was no culturally darker than any other era of history. Perhaps it seems darker because the culture of the Middle Ages was not as intellectually driven as the ancient centuries that contained the great Greek and Roman Empires. Those cultures were known for philosophy, human advancement, and monumental growth in art, technology, and science, while those “middle” centuries did not see as many advances in these areas. Perhaps they are called the Dark Ages because it was during this time period that Europe and Asia were dealing with a silent, deadly killer: the bubonic plague. This horrible sickness spread like a black fog, engulfing both rich and poor with its insidious cloud of death.

As the Black Plague subsided across Europe, there was growth in prosperity and education, and a new interest in discovery and exploring more of the world. Around the middle of the 14th century, Europe experienced a cultural rebirth of sorts. The Renaissance (old French for “rebirth”) completely changed not only the world of art, but it also served as a catalyst for new growth and discovery in the fields of science and invention. As the world culture grew and advanced, so did the interest in expansion and colonization.

You may be familiar with the stories of the Viking explorer Leif Erickson, who accidentally and unknowingly stumbled across North America at the place now called Nova Scotia, Canada. Although he didn’t know he was on a “new” continent, he is considered to be the first European to come to the Americas. Unfortunately, his visit here was not formally recorded, and the stories of his discovery were mostly thought of as fairy tales.

Likewise, most of us are extremely familiar with the stories of brave Christopher Columbus who sailed “past the edge of the earth” and landed on San Salvador instead of the Indies, but Columbus was not the only explorer of this time period to set sail from European ports. In fact, there were many other explorers from other continents who



16th century portrait of Christopher Columbus



Illustration of Diogo Cão and his men erecting a cross in Africa

Portuguese padrão (stone monument) placed in Namibia in the 1400s, commemorating Diogo Cão's explorations.

had ventured out of their familiar waters to investigate and explore the unknown parts of the world.

The Portuguese were the leaders in true exploration during the 1400s. If you were with me in the previous volume in this series, you may remember the story about Prince Henry of Portugal, who was called “the Navigator.” Prince Henry had such an interest in navigation that he started a school to teach the Portuguese sailors of the day how to use the newest navigational inventions. Although Henry himself never went on a great exploratory sea voyage, his contribution to the science of navigation put Portugal in the lead for exploration.

At this point in history, most European sailing was taking place in familiar waters. Portuguese explorers Diogo Cão, Bartolomeu Dias, and Vasco da Gama sailed up and down the west coast of Africa, each one venturing a little farther. Cão is credited for being the first European to discover the mouth of the Congo River in

Africa, which he claimed for Portugal in 1482, as well as establish trading posts in Indonesia. Dias was the first European to lead an expedition around the Cape of Good Hope at the southern tip of Africa. Vasco da Gama's voyages to India in the years



1497 through 1499 gave Portugal trade routes in Africa and the Indies by way of the Cape. Unfortunately, these claims and trading posts also helped lead to the nasty business of slave trading, especially in Africa. We will discuss this in depth in our next chapter.

These routes were extremely important to the European countries because they did not have the same resources as their neighboring continents. These European explorers sought ivory from African elephant tusks, silk from China, and spices, such as pepper, cloves, and nutmeg, from the Indies and the nearby Molucca Islands, as the most precious and expensive resources in trading. Spices were especially precious at this time in history. Because there were no refrigerators or freezers, there was no good way to preserve meat besides smoking it. Spices were used to disguise the horribly nasty taste of rancid meat. Black pepper was also rare and precious. It was this spice trade that would instigate the race to find a sea route to the East. Surely there had to be a faster way to get to India and the islands where the spices grew! Whoever could get there the fastest would make the most money in the spice trade (Fry 2010, 157).

While we are learning about the explorations of this age, it's important to remember that maps of this time period looked much different than today's maps. As explorers sailed increasingly farther outside of their familiar waters, they discovered lands and people they didn't even know were there. As they discovered more geographically, maps changed to reflect that. You will find more information about the view of the earth and its place in the universe in the Connect! section of this chapter.

NARRATION BREAK:

Why did the Portuguese have the lead in exploration? Explain why spices were so precious.



19th or early 20th century ivory warehouse. Ivory remained a popular African import for centuries.

CONNECT

I have in my possession, a book with illustrations of very old maps... maps so old, in fact, they do not show the gigantic continents that cover much of the western half of the globe. It may seem funny to us because we have seen so many globes and world maps which show tiny details gathered from images taken from space-traveling satellites. However, during the time period we are studying, there was only guessing at what exactly covered the earth. In the 15th century, geographers believed that there were a few islands perhaps in the western waters between Europe and Africa, and China, Japan, and the much sought-after Spice Islands. They still used and respected world maps drawn by Ptolemy (the Greek geographer I mentioned in the chapter) more than a thousand years before. These geographers never dreamed that there were huge land masses, rich in more natural resources than they could ever imagine!



Jan Matejko's Astronomer Copernicus, *Conversation with God*, 1872



Johannes Vermeer's *The Geographer*, 1669

It was also around this period of history that astronomers were studying the sky in ways they had never been able to before. Their conclusion that our planet was not the center of the universe was earth-shattering. Although it took some convincing that the universe really doesn't revolve around us, this new knowledge changed more than just how people looked at the stars — it changed how they perceived everything. In an upcoming chapter, we will learn more about these changes and how they affected the world culture.

Even in the early to mid-15th century, superstition and fear of the unknown still ruled much of the population. Perhaps you could sail off the edge of the world. Whoever was going to discover the eastern route to the Indies would have to be brave enough to face uncharted water, monsters of the deep, and quite possibly a watery grave. They would have to be brave enough to sail away from the comfort of familiar waters into whatever was ahead. Would they have enough food and water? Would their navigational instruments be able to bring them back home? Would they ever see their loved ones again?

It was this stack of odds and unknowns that Christopher Columbus, an Italian explorer sailing under the Spanish flag, and his crew faced when they sailed out of the Spanish port of Palos de la Frontera on August 3, 1492. Their three ships, the Niña, the Pinta, and the Santa Maria, were not very large and were loaded down with all of the provisions that they could carry. The Santa Maria was the flagship and was slower and heavier than the other two ships.

On October 12, after more than two months at sea, Columbus and his crew landed on the island of San Salvador in the Bahamas. When he saw the dark complexion of the island inhabitants, Columbus was convinced that he had succeeded in finding the ocean route to the Indies. He called these people Indians and claimed their island for Spain. Columbus would go on to complete four exploratory voyages to this “New World,” though as we’ll learn in the next chapter, it wasn’t new to everyone. Each one of his voyages was spent searching for the riches and spices of the Indies.

Columbus never knew that he had actually landed on the continent mentioned in the Viking fables of five centuries before, and he never found the riches he sought so fervently. Sadly, he died at the age of 54, never knowing it was his explorations that had established European influence on the New World. After Columbus, explorers from all over Europe came to explore and claim large tracts of land throughout the New World.

It was the Portuguese explorer Ferdinand Magellan who first sailed to the East by traveling west around the world. Like Columbus, Magellan believed that he could find a passage to the Spice Islands by traveling west. Sponsored by Charles I of Spain, Magellan set out to cross the Atlantic. It was 1519. Like Columbus, Magellan came to the islands off of the northern coast of South America. Here, he turned his fleet of five ships south and sailed for what seemed an eternity, working his way down the coast of the giant continent of South America, until finally he came to a passageway that seemed to cut east through the continent. He had discovered the stormy passage that



19th century illustration of Columbus arriving in the Americas



Philip Galle's 16th century depiction of Magellan sailing around the world



Portrait of Ferdinand Magellan

is now called the “Strait of Magellan.” You can see by looking at a map that the Strait of Magellan really doesn’t cut off all that much from the distance of a voyage around the tip of South America, but Magellan didn’t know this! On he sailed, and in 1521, he arrived in the Philippine Islands. He had proved that you could sail west and reach the East. Sadly, Magellan himself was killed in the Philippines, but his crew sailed on home to Spain.

In the area that is now central and southern Mexico, there ruled a rather fierce, warring tribe of people. These were the Aztecs. If you studied Volume 2 of this series, you may remember these early Americans. We learned that although they were advanced in mathematics and architecture, building splendid pyramids, temples, and palaces, the Aztecs were also highly feared by their neighbors. You see, the Aztecs believed that they had to keep Huitzilopochtli, their false sun god, happy — by “feeding” him human sacrifices. Many of their conquests were centered around finding offerings for this false god.

The Aztec empire was growing stronger and stronger throughout the 1400s and early 1500s. Then, in 1519, Spanish explorer and soldier Hernan Cortes arrived in the Aztec capital city of Tenochtitlan and captured the Aztec emperor, Montezuma.



19th century Spanish painting illustrates Cortes' arrival in the Americas

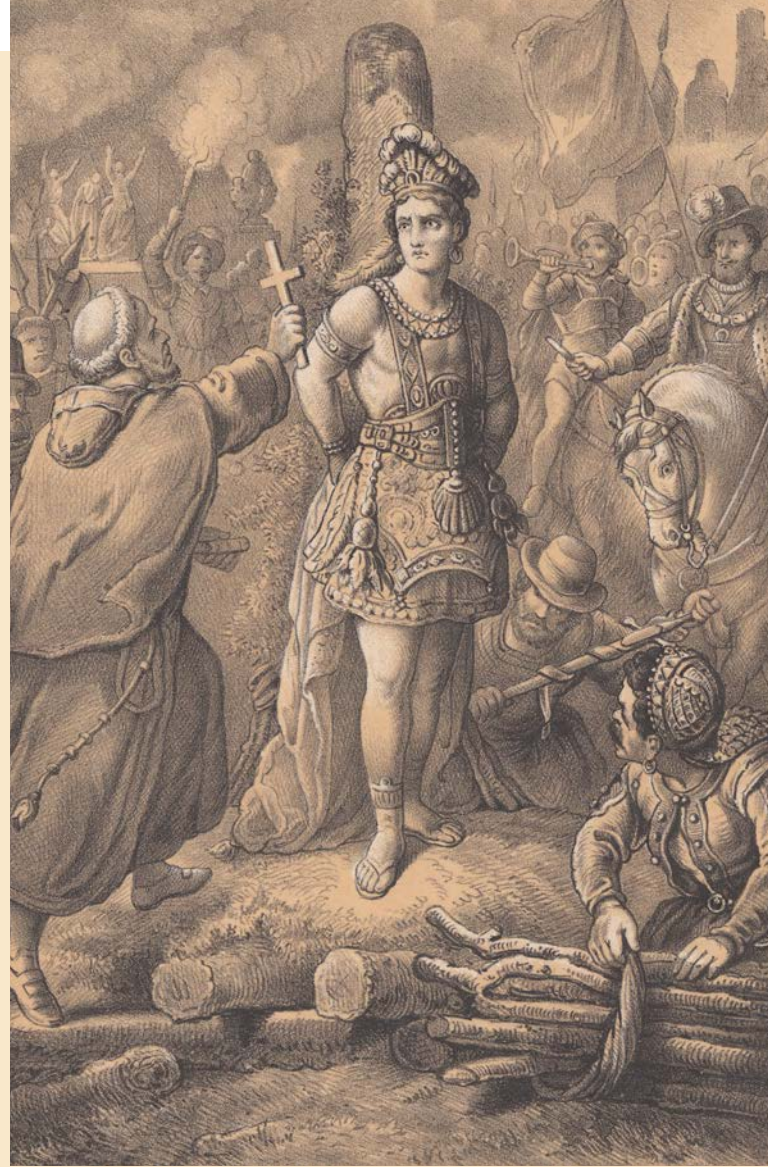


Illustration of Atahualpa, the last Inca emperor, 1800s

In 1521, the Aztecs revolted against Cortes' men, but the Spaniards had horses and guns, both of which the Aztecs had never seen before. Montezuma was killed, Tenochtitlan was destroyed, and the Aztecs fell to the Spaniards. Cortes became the governor of Mexico and claimed the area for Spain.

To the south of the Aztec Empire, down on the western coast of South America, was the mighty Inca Empire. In our previous volumes in this series, we learned about this civilization and their lofty citadel fortress, Machu Picchu, high in the Andes Mountains. In 1531, two adventurers from Spain who had previously settled in Panama in Central America, Francisco Pizarro and Diego de Almagro, led an expedition to Peru, where the Incas lived. They had 180 men and 37 horses with which they attacked the Incas. They captured the Incan ruler, conquered the capital city of Cusco, and in 1535, established a new capital city, Lima.



This artwork shows Diego de Almagro. He and Pizarro conquered the Inca.



Depiction of Coronado and his conquistadors

These ambitious, and often cruel, fame and fortune-seeking Spanish explorers were called conquistadors (con-KEY-sta-dors), and they made their marks on various parts of North, Central, and South America. Unfortunately, the Conquistadors were oftentimes exceptionally unfair and dishonorable in their dealings with the natives of the beautiful land of the New World. Their military prowess and superior weapons gave them great advantage over the native warriors they encountered. Sadly, the cultures of these indigenous people groups were often completely devastated by the conquistadors' treatment.

The Spanish explorers and conquistadors did not limit their claims and conquests to Central and South America; they also explored what is now the continental United States. Juan Ponce de Leon was a conquistador who may have traveled with Columbus on his second voyage in 1493. He went on to conquer and claim Puerto Rico for Spain, as well as becoming the governor there. A native woman told him about the magical lands they called Bimini, where there was a Fountain of Youth. De Leon went in search of the mythical fountain but instead stumbled across Florida in 1513 and claimed it for Spain.

Another conquistador, Francisco Vasquez de Coronado, became the first European to see the Grand Canyon in 1540, when he led expeditions through what is now



Frederic Remington's *Coronado Sets Out to the North*, 1800s

Arizona, New Mexico, Texas, Kansas, and Oklahoma, which he claimed for Spain. Although he was actually looking for El Dorado — a fabled city built entirely of gold — Hernando de Soto is believed to be the first European to cross the Mississippi River. His expedition, in 1539–42, took him into the heart of what is now the United States.

NARRATION BREAK:

Who was the first European explorer to circumnavigate the globe? What strait is named after him?

NEW TO KNOW

- › The natives of the American continents were descendants of the people who came after the dispersion of people at the Tower of Babel.
- › In the year Coronado led his expedition through what is now the southwestern part of the United States, King Henry VIII was still on the throne in England. His rule ended about seven years later in January of 1547.



This picture depicts Hernando de Soto discovering the Mississippi River.



SPANISH AND PORTUGUESE EXPLORATIONS

- Columbus, 1st voyage
- Dias
- da Gama
- Magellan
- Pizarro
- Cortes

As these maps show, the Spanish and Portuguese explorers traveled far and wide during this time period. There were numerous reasons why the explorers ventured into these lands that they had previously not known about, but expanding their country's wealth and land-holdings were key motivators. These lands that were new to them were often incredibly rich in resources. Sometimes, the explorers conquered these lands that they explored, and at other times, they tried to establish trade or just passed through.

ANALYZE Can you find the Strait of Magellan you read about in the chapter on the map? Where is it?

CONNECT Why do you think the explorers didn't always conquer a country that they discovered?

Beginning in the early 17th century, Spanish missions were established in Latin America and throughout what is now the southwest section of the United States. The missions along the west coast of North America were built in strategic places to help control the native population and keep the nearby Russians from trying to move in. The Spanish knew that if they did not convert the Indians and bring them under their control, there would be no chance of holding onto the land.

The Jesuits, an order of priests, who had come from Spain over the last century to establish missions in the New World, had been removed by the king of Spain. Their missions stood empty and abandoned, a weak spot in the line of defense against the Russians to the north. The Franciscan monks had been told to take over the missions. Junipero Serra was one of these monks.

Father Serra came to the mission at the port of San Diego in 1769. Although he was a short, rather sickly man, his large personality made up for it. Serra was a professor before becoming a monk and volunteering for this mission in the New World. He had spent years working with the natives of Mexico and lived by the motto, "Always go forward and never turn back." It was Serra who officiated at the founding of San Diego. His treatment of the natives was cruel; he forced them to convert, and once they were baptized, they were under the authority of the Church (Graves "Junipero Serra" 2010).

These missions were strategic in the Spanish maintaining control in the New World, and although there may have been sincere Christians who came to reach the natives for Christ, I have a hard time associating them with anything but political power and gain. This is not how the Bible teaches Christians to act or how it teaches us to win souls for Christ. Sadly, because of the mishandling of the gospel, many souls were lost. It saddens me that this was the first experience that these Native Americans had with the name of Jesus or His church. I am so very thankful that God saw every single misdeed done in His name. He is the just and righteous Judge.



Léon Troussset's *Father Serra Celebrates Mass at Monterey, 1877*. This painting depicts a service that Serra conducted approximately a century earlier.





CUZCO, PERU

Cuzco, Peru (sometimes also spelled Cusco) was the capital of the Inca Empire. It remains an important regional center in modern Peru and is full of relics of its Incan and colonial Spanish past.



One of the most famous sites in the city is the Plaza de Armas, a town square. In the Inca days, it was called the "Square of the Warrior." It also was the site where Spanish conquistador Francisco Pizarro declared the city defeated. Most of the remaining architecture that still stands in the square today is from the Spanish.



Sacsayhuamán was not renovated by the Spanish. This fortress sits high atop a hill in the city of Cuzco and was built by the Killke culture, which controlled the area before the Inca. It was then later developed even further by the Inca.



There are numerous Inca ruins outside Cuzco. One of the most famous is Pisac. This area was a major agricultural site for the Inca. It is also famous for the colorful traditional textiles the residents created.



One of the hallmarks of Spanish colonial architecture, which can be seen in Cuzco and across Peru, is the presence of balconies. One of the most distinctive attractions when visiting Cuzco is the many balconies that jut over the street.

The Coricancha during Inca times was a center for worship. Under the Spanish, it was converted into a Catholic church. This was a common practice among the Spanish. The older Incan structure was used as a base while the newer building itself reflected Spanish architectural styles.

07



START HERE

In this chapter, we are going to take a look at two more Enlightenment despots and how they affected their country, Russia.

Both of these rulers wanted to bring reform and change to the culture of their people, and both of them accomplished this in many ways. However, true change cannot

be forced upon people. No one can control the beliefs of another person, as you will learn in this chapter's Church History section. Proud, tyrannical rulers do not endear the hearts of the people to them.

While we work through this chapter, I would like you to build a compare and contrast. As you learn about each of these despots who so effectively made names for themselves in history by arrogantly forcing their ideas upon their people, compare them to how God interacts with us. I encourage you to read these verses and write down a list of how Jesus interacted with people while He was here on earth and how He instructs us to interact with each other. As you work through this chapter, write down contrasting behaviors of these earthly rulers. Matthew 20:28, Mark 10:45, and John 13:1–17 all tell how Christ came and truly changed the world without the use of force, torture, or injury to anyone.

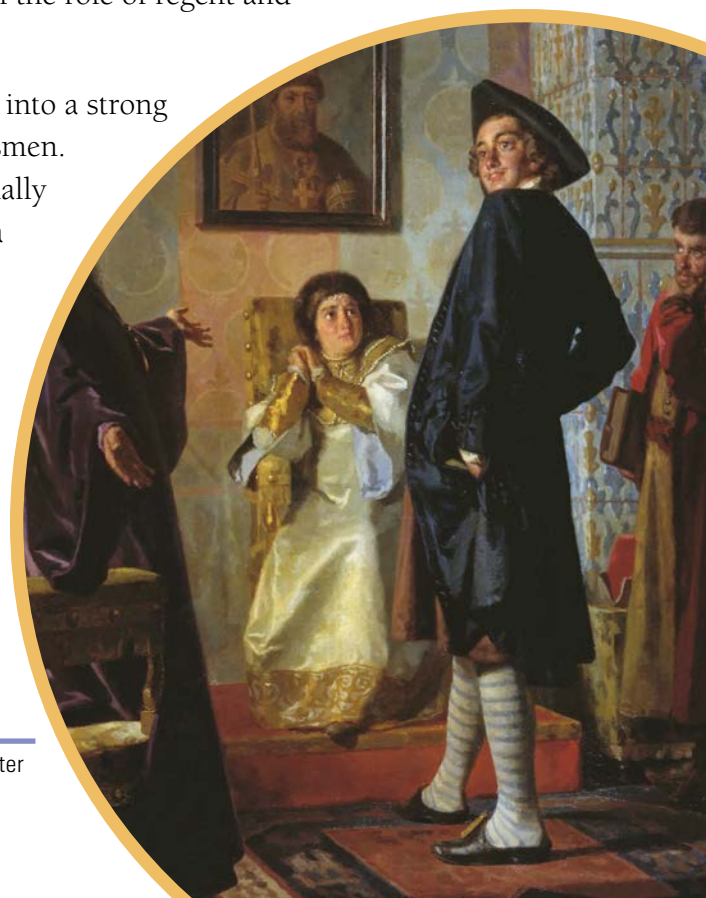
18TH- AND 19TH-CENTURY RUSSIA

The 15th and 16th centuries had been a bumpy ride in Russian history. There had been glorious years of prosperity and peace when Ivan the Great had ruled, but when his grandson, Ivan the Terrible, took over . . . well, that was a different story. If you were with me through the story of the Middle Ages, covered in the prior volume in this series, you may remember the almost unbelievable story of the false Dimitrys. These three imposters tried, at various times, to take the throne of Russia by saying that they were the long lost (but actually dead) brother of the deceased ruler. This time period is called the Time of Trouble. Finally, in 1613, a new tsar (emperor), gentle-spirited, 16-year-old Michael (Mikhail) Romanov, was elected and ruled for the next three decades. This was the beginning of the Romanov dynasty, which would rule Russia for the next 300 years.

It was Michael Romanov's grandson Peter who is considered to be the true founder of the Russian Empire and perhaps the leading enlightened despot. Peter was born in 1672, in Moscow. He was the son of his father's second wife. His father, Tsar Alexis, died when Peter was a toddler, and his older half-brother, Fyodor, became the tsar. After the death of Fyodor, about ten years later, there was a fight over who should be the next ruler, Peter or his other half-brother, Ivan. Peter was strong and intelligent, while Ivan was sickly and weak-minded. In the end, it was decided that they would co-rule, but because Peter was very young and Ivan was very sickly and weak, their older sister, Sophia, took control of the government in the role of regent and banished Peter to the country.

Young Peter lived in the country with his mother and grew into a strong young man being tutored and taught by professional tradesmen. He excelled in mathematics and the sciences, and he especially enjoyed shipbuilding and sailing. Peter's mother arranged a marriage for him when he was 17 years old, but within a decade he got tired of his wife and put her in a convent. The couple had a son who, because of Peter's treatment of his mother, grew up to hate him.

When he heard about how a special division of the Russian military called the *steltsy*, which included the king's guards, had revolted, causing a gap in security, Peter took advantage of it. He came back as the ruler and displaced his sister, Sophia, forcing her to become a nun and banishing her to a convent. (This seems to have been



1903 painting by Nikolai Nevrev of Peter the Great in Western clothing



Ilya Repin's
painting of
Peter's sister
Sophia, 1879



Portrait of Peter the Great's
first wife Eudoxia



his way of dealing with “troublesome” women in his life.) Peter and his half-brother Ivan co-ruled from 1682 to Ivan’s death in 1696, then Peter took the throne from 1696 through 1725.

When he became the sole ruler of Russia, he decided to grow and better his country in as many ways as he could. One of his loftiest goals was to find a way to give land-locked Russia an outlet to a sea. Peter knew he needed to devise a plan to capture the main cities that stood in the way. In 1696, he captured Azov, the Turkish fortress guarding the Sea of Azov, which lies directly north of the Black Sea, but he could push no farther. He needed help against the Turks and Tatars who held the shores of the Caspian Sea.

Peter wanted Russia to become a greater country — more modern and more competitive with the rest of the world, and he needed help to defeat the Ottoman Turks, who were in the way of his quest to gain access to the seas. He devised a daring plan. He would send out a “Grand Embassy” to visit the countries which were considered to be the great powers of the day. The purpose of this embassy was to solicit help against the Ottomans, but also to gain inside information about what made these nations great.

Peter himself traveled with the group of 250 people who made up the embassy. He went in disguise and worked for four months as a ship’s carpenter in the yards of the Dutch East India Company. Next, he went to Great Britain and continued his study of shipbuilding in the Royal Navy dockyard. Still undercover, Peter visited museums, schools, and factories. He studied everything around him, from how Parliament worked to techniques of industry. Though he had no interest in giving up his power, Peter became very interested in the non-political teachings of the Enlightenment. He liked the emphasis on science, technology, and modernization.

When Peter returned home, he set about reorganizing his army. He had gained Poland and Denmark as his allies, and with their help, he attacked Sweden who controlled the Baltic Sea coast. His goal was to gain access and control of the



The Russian convent where Peter the Great's wife was held. This convent (located about 140 miles northeast of Moscow) was where several tsars banished their wives or sisters.



Nikolai Ge's
*Peter The Great
Interrogating the
Tsarevich Alexei
Petrovich at
Peterhof, 1871.*

Tsarevich is the title the Russians used for the heir to the throne.

land around Baltic Sea, and that is just what he did. This war is called the Second Northern War. In 1703, three years into the nearly twenty-year long war, Peter built a new capital, which he called St. Petersburg, on the territory he had conquered. The war ended with Russia gaining the provinces on the eastern shores of the Baltic Sea. In 1721, the Russian Empire was formed, and Peter became Peter the Great, the emperor of all Russians.

Peter often considered Russia behind the West. That is one reason why he was attracted to Enlightenment teachings. He thought it would help modernize Russia. It was very important to him that Russia no longer appeared old-fashioned, so he preferred to embrace anything from Western Europe. That went beyond Enlightenment teaching to also include fashion. While on his incognito adventure in Europe, Peter had heard the traditional beards and clothing of his countrymen ridiculed by the Europeans. He made up his mind that the beard had to go; they were embarrassing and not modern. The men of Russia did not want to shave their beards, but Peter said if they insisted upon keeping them, they would have to pay a special beard tax. Only priests and peasants were allowed to keep their beards without paying taxes. The clothing style was also modernized; unhappy Russian citizens wearing the much shorter modern clothing in European styles made Peter feel successful in his attempts to modernize his country. This is an excellent example of how Peter the Great was an Enlightened despot; he was forcing his people into becoming more modern by taking away their beards and traditional clothing, whether they liked it or not!

Peter also tried to bring other enlightenment ideals to his country. He advocated for honorable and useful improvements in education and human advancement. He freed the women of his country from the traditional forced seclusion. He unified the currency and universalized the tax system throughout his empire and built hospitals and medical schools. These reforms all showed his devotion to Enlightenment teachings about improvement, reform, and modernization.

Even though Peter devoted much of his efforts to improving Russia, and in many ways he was a successful ruler, he himself was a very cruel man. Many of his personal actions were not only morally wrong, but they also directly contradicted the laws and reforms he passed in his country. The wife of his youth and the mother of his son spent her life in a convent against her will, even though he wrote laws that freed other women of his country. His son, who grew up to hate him enough to try to start a rebellion, ended up being tortured and killed, even though Peter built nice schools and created ways to help the other children of his country. Peter met and fell in love with a woman of the lower class, and after more than a decade and several children, finally married her, making her his empress in the mid-1720s. This woman became Catherine I, empress of Russia, after Peter's death in 1725.

NARRATION BREAK:

Discuss what kind of person Peter was. What were some unusual things he did to better his country?

CONNECT

The Cossacks are a people group with an interesting history. In the 15th century, various groups of people fled from the system of serfdom to settle in the wilderness lands near the Don and Dnieper Rivers. These people called themselves the Cossacks, which is taken from the Turkish word *kazak* (which means adventurer or free man). Throughout the centuries, the main desire of this group was independence and autonomy. They wanted to be able to farm the land, keep the profit, and live in peace — everything that they had not been able to accomplish as serfs.

From the 1500s through the mid-1600s, the Cossacks were able to maintain some independence, but when Poland threatened to dominate them, they revolted. They decided to align with Russia, feeling that they would have more freedom under the Russians than under the Poles. From the Russians, they received land and other benefits in return for their military services. At first the Cossacks were used as Russian border guards, and later to help extend into new territory. It was in this way that the Cossacks became some of the earliest colonizers of Siberia.

As time passed, the Cossacks were used often to suppress rebellions. Throughout the 17th and 18th centuries they rebelled against Russia several times when they felt their own freedoms were being threatened. Nevertheless, the Cossacks did not maintain their cherished freedom and autonomy. Instead, they were increasingly dominated by the Russians and used as military power in the Russian Civil War of 1918–20, and several other major war efforts, which we will learn more about in a later chapter. By modern times, the Cossacks were highly integrated into the Russian culture, although they still maintain their own cultural identity.



In this section of our chapter, we are going to take a look at our last enlightened despot. Her story starts in Poland, in the Prussian Province of Pomerania, in the year 1729. Christened Princess Sophie Fiederike Auguste of Anhalt-Zerbst, the little German princess was born into a rather obscure branch of the royal family. Although her beginnings might have been small, little Sophia was destined to become one of the most powerful women in history.

In 1744, when Sophia was almost 15 years old, Grand Duke Peter, the 16-year-old heir to the Russian throne, was looking for a wife. Sophia was presented to Peter's great aunt, Peter the Great's daughter, the Empress Elizabeth of Russia, who would do the choosing of the bride. Great Auntie must have liked what she saw, because Sophia was chosen to marry Peter. The couple married in 1745, and Sophia was received into the Russian Orthodox Church and rechristened Catherine.

The marriage of Catherine and Peter was not a good match. Peter was a sickly alcoholic. He was immature and spent hours playing with toy soldiers. He had no interest in actually ruling. Catherine was strong-willed, adventurous, extremely ambitious, and modern. The union made Catherine exceedingly unhappy, and rather embarrassed. Between 1754 and 1762, Catherine had three children, two sons and one daughter. Sadly, her daughter died at one year old. When Peter's great aunt, the empress, died in January of 1762, Peter became Tsar Peter III.

Unfortunately, Peter's behavior was still childish, and he angered and alienated his people with his preference for the German way of life. He was also a Lutheran at heart, although he had been required to convert to the Russian Orthodox religion, which did not sit well with the Russian Orthodox court. The last straw for Catherine was when Peter withdrew Russian support for the Seven Years War. Under Empress Elizabeth, the Russians had been allied with Austria and France against Prussia, who was led by Frederick II from our last chapter. When Peter came to the throne, his love for his German cultural roots



Georg Cristoph Groot's portrait of Peter III and Catherine the Great, 1745



Vladimir Borovikovsky's portrait of Catherine the Great, 1794



Vladimir Borovikovsky's
portrait of Catherine's
son Paul I, 1796

won over his loyalty to the country he now ruled. With the help of the Russian Imperial Guard, Catherine, who really had no right to the throne except through her marriage, staged a coup, removing Peter from his throne. He was arrested by the army and placed in custody. Catherine, who was favored by the majority for her strength and dedication to Russia, was put on the throne in his place. Peter was assassinated while in custody. Although Catherine may have not ordered it, the murder was carried out by her supporters.

As empress, Catherine wanted to employ all of the ideas that she had been gathering over the years as she read the works of the great Enlightenment thinkers. Just like Peter, she was very interested in modernizing and Westernizing Russia. She worked hard to bring growth and change to her country's educational system and to the arts. This was in keeping with Enlightenment teachings about expanding access to education. For Catherine, developing Russian art and culture was very much tied to Westernizing the country, so she brought artists from Western Europe and encouraged Russian artists to draw their inspiration from the West. Unfortunately, one of the lasting legacies she left for Russia was an increasingly enslaved peasant class. Before she had come to the throne, Catherine had wished to completely emancipate the serfs; however, the economy of Russia rested almost completely upon this lower class who did most of the agricultural work that was so important to everyone. Instead of liberating them, Catherine further worsened the very system that kept them in bondage to the wealthy landowners. By the end of her reign, there were very few free peasants left in the country, and their work paid for all of the expansions she accomplished.

Although Catherine fantasized about bringing great Enlightenment reform to Russia's culture, she quickly realized that most of the philosophy she had read about from men like Jean-Jacques Rousseau was purely idealistic and basically impossible to implement in a country like Russia that was entrenched in old tradition. She could build schools and sponsor art, but she could not change the way people thought. And, as with the other Enlightened despots we have studied, though she liked Enlightenment teachings about society and reform, she didn't follow the Enlightenment political teachings that condemned the strong rules of kings and empresses. She maintained her own power and never relinquished control.

Like some of the other Enlightened despots we have learned about, Catherine's private life was rather scandalous. Her memoirs and journals tell the story of an ambitious but lonely woman, who surrounded herself with empty relationships.

Toward the end of her life, her thoughts turned to finding a successor who would take her place. She did not like her son, Paul, who was the heir to the throne, but her eldest grandson, who was her favorite, was too young to rule. Catherine the Great died unexpectedly of a stroke in November of 1796.

After Catherine died, her son Paul became the tsar. He was a tyrannical ruler and an unstable man. He did not do well interacting with his people and did not treat them well. He was assassinated in 1801, after only five years of ruling. His son, Alexander I, the favorite eldest grandson of Catherine the Great, came to the throne next. Although Alexander I wanted to focus on reform and westernizing Russia, he was forced into conflict by the Napoleonic wars. Alexander I was followed by Nicholas I in 1825. Nicholas I, who did not want any type of westernizing of Russia, halted all types of reform. In 1855, Alexander II came to the throne. He was mortified at the recent disastrous outcome of the Crimean War, which displayed to him just how primitive his country was. He deduced that reform needed to begin posthaste. In 1861, he started with the freeing of all of the serfs who had been in abject servitude since Catherine the Great's not-so-great laws. Although his reform was a bit shaky, at least Alexander II started to move his country in the right direction.

NEW TO KNOW

› About two months before Catherine the Great died, President George Washington delivered his presidential farewell speech. About a month after she died, John Adams became the second president of the United States.

NARRATION BREAK:

How did Catherine become empress of Russia?
Which tsar finally freed the serfs?

Franz Krüger's
painting of
Alexander I, 1837



Russia is divided into three major areas: European Russia, the Ural Mountains, and Siberia. European Russia is where most of the people live and includes the two major cities of St. Petersburg and Moscow. This is the major agricultural part of Russia. The rugged Ural Mountains function as an informal boundary that divides Europe from Asia and is rich in mineral resources. Remote Siberia is located in Asia. It is renowned for its freezing temperatures. In some parts of Siberia, temperatures regularly plunge to -50° during the winter. For centuries, Russian prisoners were banished here.

Find Moscow and St. Petersburg on the map. Do you think it would be difficult to effectively rule a country as large as Russia? Why or why not?

In this chapter, we learned about the Cossacks and how they were some of the earliest Russian settlers of Siberia. (The native peoples of Siberia had lived there long before.) Do you think it would have been hard to recruit settlers for Siberia? Why or why not?

“Old Believers” is the name given to those faithful Russian believers who stood together against the changes that Patriarch Nikon wanted to bring to the Russian Orthodox Church in the mid-1660s. We studied the origins of the Russian Orthodox Church in Volume 2 and learned that it has its roots in the 9th century when Greek missionaries came from Byzantine. They belonged to the Eastern Orthodox Church, the denomination that was followed in the Byzantine Empire. Their leaders were called patriarchs. Archpriest Avvakum, who in the end would lose his life to martyrdom, stood and led the fight against these changes. Nikon wanted to bring the original Greek liturgy and tradition back to the Church in Russia, because he felt that there were too many mistakes in the Russian translations. He was supported by the regent, Sophia, the sister of Peter (who would become Peter the Great). In fact, Sophia declared that any Old Believer who remained “obstinate” would be burned to death.



Avvakum endured terrible torture before his death. Beaten, starved, and left exposed to the elements, the priest would not give in. His family was also tortured. He and his wife lost two of their sons to the starvation and wretched conditions they were forced to endure. Still they stood firm; both of them committed to standing firm in their testimony for the other Old Believers. His wife is recorded to have said, “So be it, Petrovich; let us trudge on” (Graves 2010 “The Flame”).



Pyotr Yevgenyevich Myasoyedov's 1897 depiction of Avvakum and his martyrdom

Archpriest Avvakum and his fellow prisoners were executed by order of Tsar Fyodor (older half-brother of Peter the Great). On April 14, 1682, Avvakum and the other prisoners were locked inside of a log building and burned alive. As is true for all heroes of the faith who have lost their lives at the hands of a tyrannical ruler, Avvakum is remembered throughout

history as a hero of the faith. The Old Believers were most numerous in the outlying areas of Russia and were instrumental in the colonizing of those areas. Eventually, the group split into two sects. The Old Believers continued to be persecuted from time to time throughout the next two centuries. Many of them fled from Russia and settled in other countries around the world. Interestingly, there are groups of them even now, living in the United States.



ST. PETERSBURG

Peter the Great's city of St. Petersburg remained the Russian capital from the 1700s to the early 1900s. It is still an important Russian city, though the capital is now in Moscow. St. Petersburg has been through many name changes. During World War I, the Russians were at war with the Germans and thought the city's name sounded too German, so it became Petrograd. Then, after the country became communist, the city was renamed Leningrad after the communist leader Vladimir Lenin. Once communism fell, the city returned to its original name.



The Russian palaces in and around St. Petersburg are well known for their ornate interiors. One of the rooms in the Hermitage is called Peter the Great's throne room. The room was actually built long after Peter's death. It was created for his great-great grandson Emperor Nicholas I.



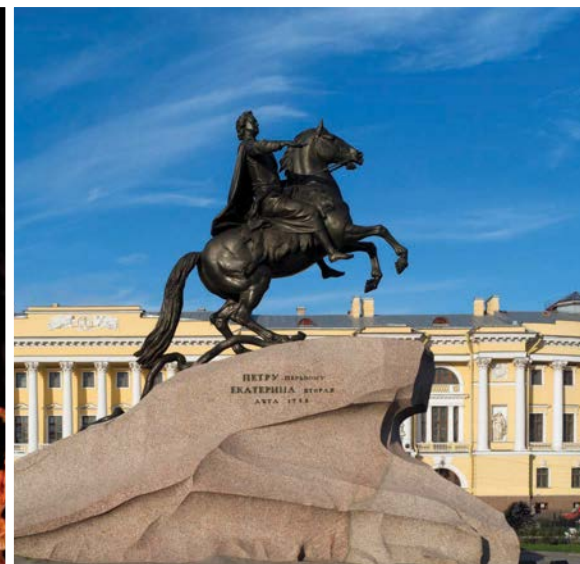
The Neva River flows through the city, and for that reason, St. Petersburg has many famous canals.



Because the city was the home of the imperial family, it features many stunning palaces. One of the most famous is the Hermitage. At one time, this was the Russian imperial family's Winter Palace. It is now an art museum.



Ballet developed into a high art in Russia and was heavily patronized by the Russian imperial family. Russia remains one of the premiere ballet centers of the world, and the Mariinsky Ballet of St. Petersburg is one of the leading ballet companies in Russia.



One of the most famous sites in the city is the statue of Peter the Great that Catherine the Great commissioned.



14

START HERE

How would you like an entire historical era named after you? This is exactly what was done for Queen Victoria of Great Britain. Known for several generations as the longest-ruling monarch of England, Victoria ruled at the zenith of her empire's power; about a third of the entire continent's population was under British control. Although England was suffering from famine and economic woes when Victoria became queen, and in some ways continued to have issues with large discrepancies between social and economic classes, the Victorian period was marked by great overall gain in wealth and prestige. There were huge advances in literature, science, and invention.

Also during this time period were continued changes in political and scientific theories. This is the era in which the ideas of communism and evolution were articulated and published for the world to see. Both of these belief systems still have a deeply felt effect on the world today. Evolution, the culmination of a godless family's legacy, seemed to be the answer to the question posed in the Enlightenment period . . . can we exist without a Creator? Genesis 1:1 says, "In the beginning God. . . ." (NKJV). Long after a person stops questioning God and returns to the dust he or she was made from, God still is.

VICTORIAN ERA AND DARWIN

In this part of our chapter, we are going to take a look at one of the most famous monarchs of Great Britain. Queen Victoria's reign, which was 63 years and 216 days long, was Great Britain's second longest rule, topped only by her great-great-granddaughter, the current reigning queen, Elizabeth II. As of the writing of this book, in 2018, Queen Elizabeth II, who we will learn more about a little later in our story, has been on the throne for over 66 years.

Queen Victoria came to the throne at the age of 18, after her uncle, King William IV, died in 1837, leaving no heir to the throne. From the time she was eight months old, Victoria had been raised by her widowed mother. Her childhood was relatively simple, protected, and quiet. When she was an adolescent, her mother, the Duchess of Kent, had an advisor, Sir John Conroy, who dreamed of influencing the future queen, Victoria, by furthering his own quest for power. Conroy sought to isolate Victoria from other young people her age and from her father's family, in hopes of making her dependent upon his leadership. Victoria was far too strong willed for this, however, and with the support of her governess, Louise Lehzen, managed to survive those years of Conroy's intentional intimidation.

When she became queen, Victoria distanced herself from her mother and removed the troublesome Conroy from her life. At 18 years of age, the young queen leaned heavily upon her prime minister, Lord Melbourne. Under his influence, Victoria aligned her political outlook with the liberal Whigs, who favored a constitutional monarchy that balanced out the power of the king or queen with a strong Parliament. Melbourne increased her confidence as a ruler, but she also learned to be dismissive of the concerns of the lower classes from him. Of course, this did not endear her to the citizens in the lower classes of her society. Her outspoken favoritism toward the Whigs and willfulness, paired with her youth and inexperience, made the first several years of her reign a bit bumpy. She wrote much later in her journals, about her impetuous youth, "I was very young then, and perhaps I should act differently if it was all to be done again" (Veldman and Williams 2018). As is true for all of us, Victoria gained wisdom with experience and the passage of time.

At this point in history, it wasn't uncommon for cousins to marry, especially in royal families. Victoria had a



Franz Xaver Winterhalter's
portrait of Queen Victoria, 1859



Victoria, Albert, and their family. Their oldest son became king of England and is the ancestor of the current royal family. Her other children married European royalty. Victoria's descendants were the emperors, empresses, kings, and queens of numerous other countries, including Germany, Norway, Russia, Romania, Sweden, and Spain.

handsome cousin, named Francis Albert Augustus Charles Emmanuel, Prince of Saxe-Coburg-Gotha. Albert, for that is what he was generally called, was not only handsome and eligible, but he was also politically savvy. On October 15, 1839, 20-year-old Queen Victoria proposed to her cousin Albert, and four months later, they were married. Albert helped bring balance to Victoria's rule, and she depended upon him heavily in all matters of state. Theirs truly was a partnership, with Victoria asking for and taking Albert's advice above all others. About her prior enthusiasm and zeal for the Whigs and Lord Melbourne, Victoria later said, "Albert thinks I worked myself up to what really became rather foolish" (Veldman and Williams 2018). Her husband's steadying hand benefited the entire country.

At the time of her reign, Victoria ruled a huge global empire. As we have learned in previous chapters, the British Empire had colonial territories in locations far and wide; about a third of the world's population was under the rule of her empire. Although an entire era was named after her, and she is considered one of the most powerful women in history, Victoria is not considered by historians to be an exceptionally brilliant or great leader. She did, however, have politically able advisors and ministers to help her throughout most of her reign, and her motherly view of her people, for the most part, endeared her to them.

Victoria and Albert had nine children. In an age where most families lost at least one child in infancy, they were blessed that all nine of their children grew to adulthood. By her own admittance, Victoria did not enjoy pregnancy, childbirth, or babies. She had wet nurses to feed her children after they were born, and nannies and governesses to rear and train them. Most of Albert and Victoria's children grew up to marry into various European royal families through arranged marriages. The family spent much of their time at their two royal homes, Osborne, on the Isle of Wight, and Balmoral Castle in Scotland. They loved the simple life of the Highlanders, and so spent much of their time in Balmoral. While in London, Victoria's family was the first



Prince Albert



1837 engraving of
Buckingham Palace

Engraving showing
Victoria with her children
and their spouses, 1877

royal family to live in Buckingham Palace. This 775-room palace has been the main home of the royal family ever since.

Sadly, Victoria and Albert did not have many years together. In 1861, Albert died, leaving Victoria to raise their younger children. The youngest was four-year-old Princess Beatrice, who was born in 1857. Victoria went into deep mourning. Her words, “Without him, everything loses its interest,” show the deep depression she sank into. Her mourning lasted so long that the people of Britain became annoyed with their absentee queen. Throughout these years, she became an almost “legendary figure” — the “widow of Windsor” (“Victoria”). She refused to perform ceremonial functions, but instead focused on being effective in her political role in honor of her husband. Every decision was made with Albert’s viewpoint in mind.

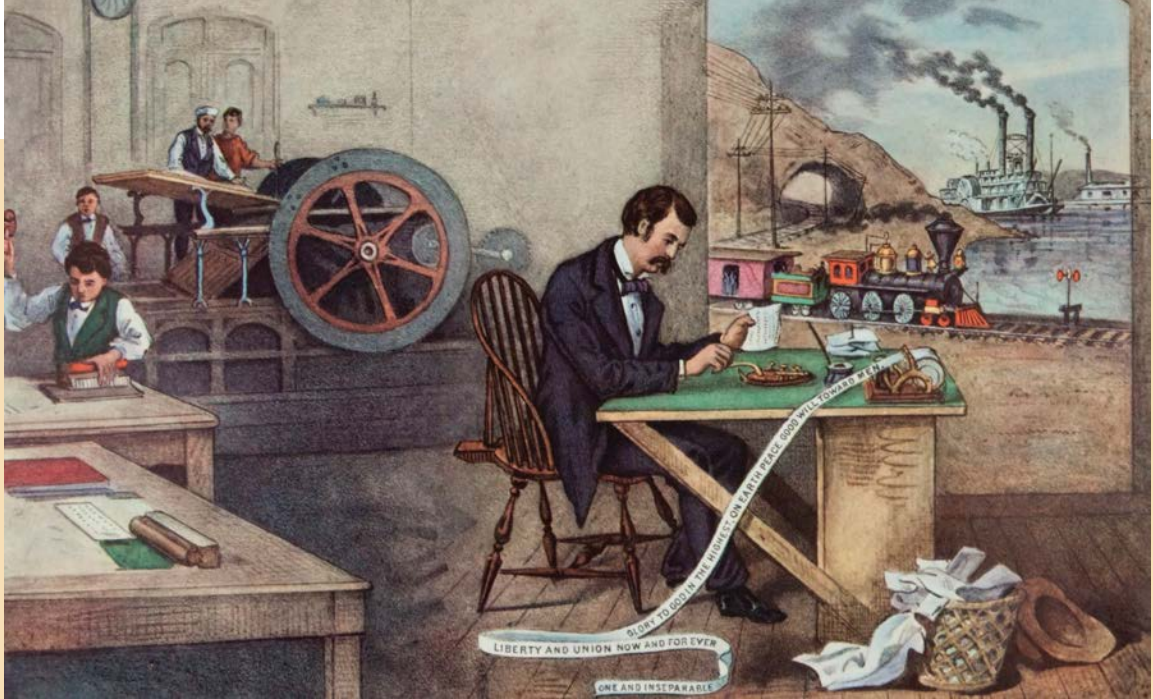
From her nine children, Victoria had 40 grandchildren and 88 great grandchildren. She had so many royal relatives and offspring, in fact, that she was called the “grandmother of Europe.” Victoria was a widow for 40 years. All of those years were filled with her unique style of doing politics. Her strong-willed, work-focused rule was one that did not change much over the decades. Victoria did not like or embrace innovation such as the railroad or the telegraph, even though these inventions made her life and the life of her people easier. To the end of her days, she remained loyal to the love of her life, Albert, choosing to surround herself with mementos of their years together. In 1901, the 82-year-old queen died after a short illness. She was buried next to her beloved Albert at Frogmore near Windsor.

It was during the Victorian Age that prolific and famous authors such as Charles Dickens wrote about the dark side of the social injustices prevalent in their society, especially those connected to the Industrial Age. The Industrial Revolution of the 19th century shook the world in many ways. It may have started in Britain a century earlier, but this revolution really was a global sharing of technology, learning, and



Charles Dickens

This 19th century illustration touts the progress made during the century with technological innovation, highlighting steam presses, telegraphs, trains, and steamboats.



science. The discovery of the stored energy inside the natural resources of coal and oil also opened up ways of working which changed everything! All of this discovery and scientific and technological advancement brought machine-run operations and factories. Up to this time, there had not been a need for strict labor laws to protect workers, including children, because most people were farmers or specialized craftsmen. The Industrial Revolution, however, changed the workforce forever. More and more people were moving to cities and working in factories for employers, often in terrible conditions. Now the millions of workers — many of whom were very young — needed a spotlight to shine on their working conditions and fair-minded lawmakers to do something about it. This spotlight often came from the direction of popular literary works of the day.

One of my favorites of Dickens' novels is *A Christmas Carol*. You may also be familiar with this story of an old miserly, wealthy man, Scrooge, who is visited in a dream by the ghosts (of Christmas past, present and future). Throughout the story, the reader has an up-close and personal view of what life was like for the lower class of Britain. Children working, begging, and starving were common at this time. Unfortunately, this was true not only in England, but in many other places around the world as well. Greedy factory owners, lack of protection for child laborers, poverty, and the discrimination against the poor made life very difficult. There were just the first glimmers of social change and reform beginning to take root by the early 1900s.

NARRATION BREAK:

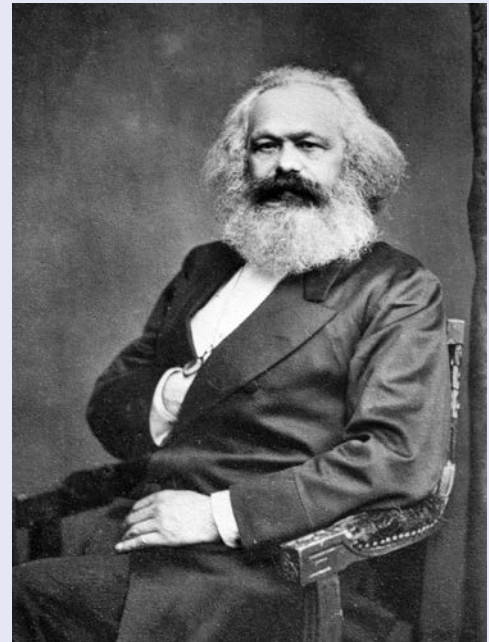
Discuss Queen Victoria and the Victorian Age.

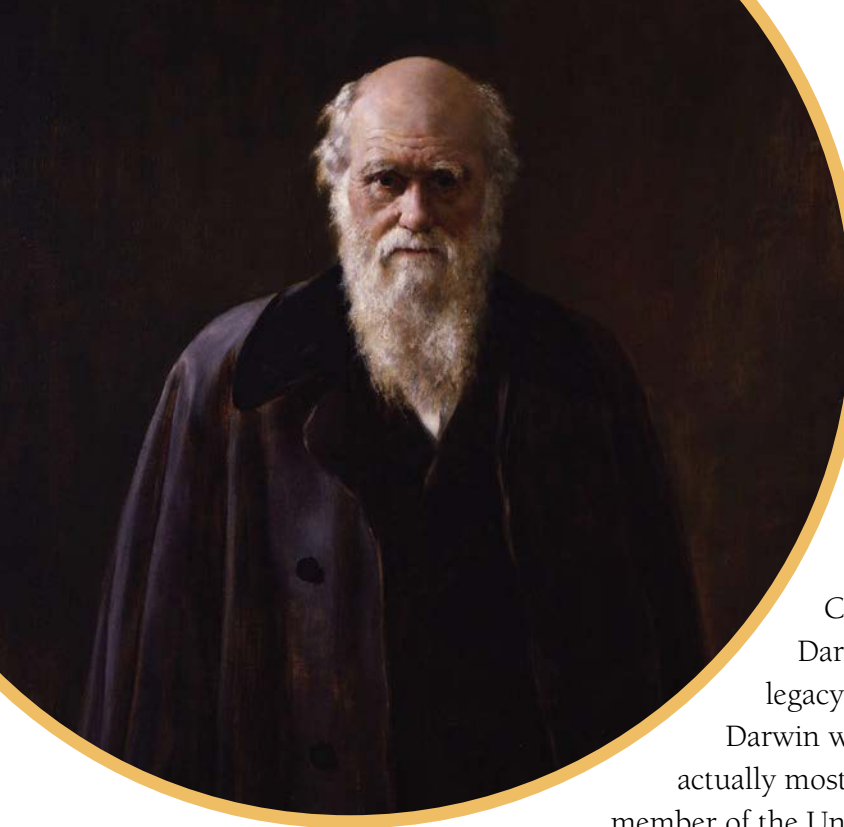
CONNECT

Karl Marx, although little known during his life, has become the all-knowledgeable-one in the minds of communists who embrace his philosophies on government and politics. Born on May 5, 1818, in the German Rhineland, Marx was from Jewish descent, although his family was Lutheran. His grandfather was a rabbi, and his father was a successful lawyer. Marx's ideals and beliefs formed early on in his life and began getting him into trouble everywhere he settled. First, he was a newspaper editor in Cologne, Germany, and his outspoken, radical ideas got him into trouble. He escaped arrest by moving to Paris with his wife. In 1845, he was expelled from Paris and moved to Brussels, Belgium. Four years later, he tried to move back to Paris but was expelled again, so he moved his family to London, where he would spend the rest of his life. He did not work, but spent his time studying and writing, allowing his only friend to support him and his family.

Marx was an atheist and thought of religion, especially Christianity, as being worse than useless. In his book *Contributions to the Critique of Hegel's Philosophy of Right*, he compared religion to the drug opium, which made people care less about their life's situation. He said that religion was not only used by those in power to control the people, it made those same people feel better and less depressed about their lives. Marx wrote that if this crutch of religion was taken away, the people would be forced to actually do something about their terrible conditions. In his imagination, if religion was completely abolished, the people would be happily equal and not feel the need for it anymore. Of course, we know the fallacy of thinking that true happiness comes from anywhere but knowing God. Contrary to what Marx claimed, we also know that religion is vitally important for people—the need for true salvation and the Gospel of Jesus Christ produces the fruit we crave.

Karl Marx was an idealist with dangerous ideas about political science. His writings show his distaste for the culture of the Industrial Revolution of the late 1800s. He saw the trouble of the lower class who worked without labor laws to build the wealth of the upper-class business owners. In his utopian thinking, he believed that if the upper class was done away with and was replaced with working class dictatorship, eventually there would be no need for a government at all; everyone would be equal. Of course, as we will learn later in this book, when Marx's ideas were implemented, they never worked. Rather than making everyone equal, his ideas just exchanged one oppressive set of rulers for another.





John Collier's 1880s
portrait of Charles
Darwin

I've often heard the assumption that Charles Darwin had started out in life as a Christian but had turned away from the truth later in life because of his scientific discoveries. In this section of our chapter we are going to discover the truth about Darwin's family history and the legacy of lies that became his life's work. Our story begins more than 200 years ago on February 12, 1809, the day that Charles Darwin was born.

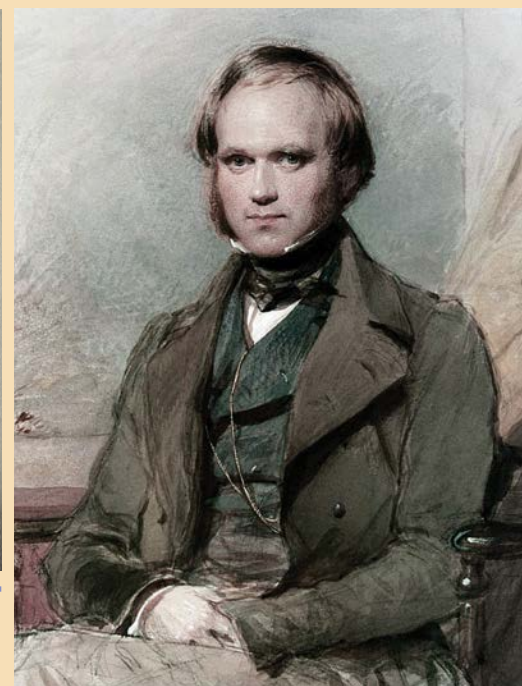
Charles was the son of Robert and Susannah Darwin. Each of his parents had a generational legacy before they had their son. Although Robert Darwin was a member of an Anglican Church, he was actually most likely an atheist (Taylor). Susannah was a member of the Unitarian Church, which denies the validity of the Scriptures and the deity of Jesus (Taylor). Robert was the son of Erasmus Darwin, who had published his own evolutionary theory in a book called *Zoonomia* (Taylor). Erasmus Darwin was good friends with a man named Josiah Wedgwood, and together, they and a few others formed the Lunar Society in 1765 (Taylor). This society sympathized with the atheist Jacobins of the French Revolution. You may remember learning about this faction of French revolutionaries who ran the country during the reign of terror. Susannah was Josiah Wedgwood's daughter (Taylor). As you can see, Charles was born into a family with a well-established ungodly worldview.



Joseph Wright of Derby's portrait of
Darwin's grandfather Erasmus, 1792



Ellen Sharple's
painting of Darwin
as a child, 1816



George Richmond's
portrait of Darwin as a
young man, 1830s

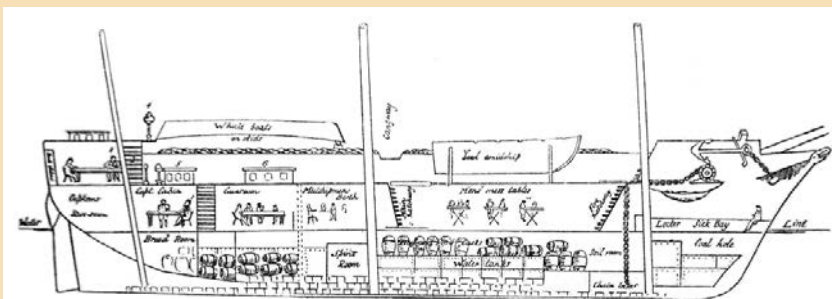
As we learned in our chapters about the Enlightenment period, new ways of thinking in the culture had caused some people to look for a way to remove the need for God. Darwin and his theories were simply the next step in the direction that a number of the prominent thinkers of the time were already going. We are going to take a look at the life of this man whose teachings have shaped an entire culture. The Church History section of this chapter is devoted to several examples of how the Darwinian theory of evolution has led to serious issues in our world's history — issues that would have been completely avoided if there had been obedience to the truth of God's Word.

As a youth, Charles Darwin was an unenthusiastic student. He did not like studying ancient history or classical language, but instead liked to collect specimens of nature. When he was 16 years old, Charles began to look for a suitable occupation. He chose the study of medicine at the University of Edinburgh. He did not like this field of study any more than his previous studies. He found the course work boring and the operations he was required to observe made him sick. Charles had to find something to do that wouldn't bore him to tears, make him sick, or take up so much of his time that he couldn't do what truly interested him. He had decided being a clergyman would be a good occupation but eventually changed his studies to botany and geology.

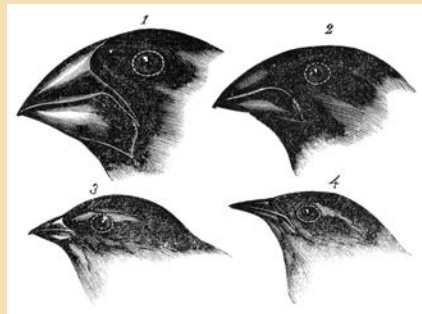
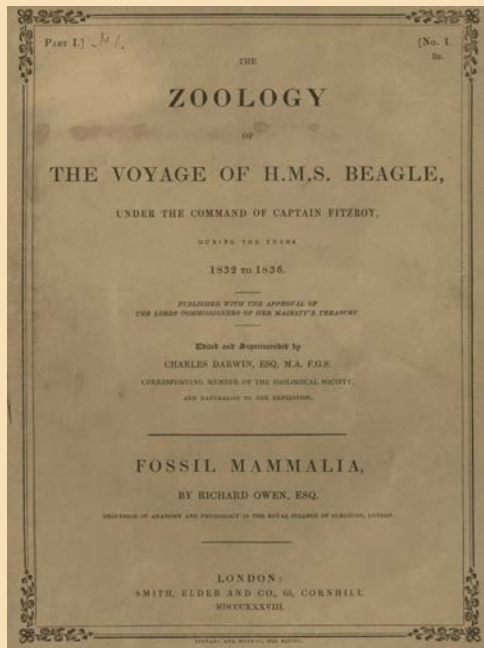
In December of 1831, Charles was offered a position that would forever change his life. This position as an unpaid naturalist would take him on a five-year voyage aboard the exploring ship Beagle. The purpose of the voyage was to chart the southern coasts of South America and to circumnavigate the world. Charles was in his element. Throughout the five years, he collected and studied many species of plants,



19th century sketch of the *HMS Beagle*, the ship used for Darwin's work in the Galapagos.



Sketch showing the interior of the *Beagle*. The ship was actually a British Navy vessel.



Darwin gathered notes and sketches from his studies in the Galapagos Islands. Darwin didn't use a rigorous scientific method to determine the findings he drew from the information he had gathered, but unfortunately, his conclusions have been extremely influential to science and culture.

Copy of early work published about the Galapagos expedition. Darwin was the editor of the collection.

examined geological formations, and collected fossils. The whole time he traveled and studied, his mind filled with questions. Because he had been trained not to consider God as the Creator, his mind searched for answers that excluded Him.

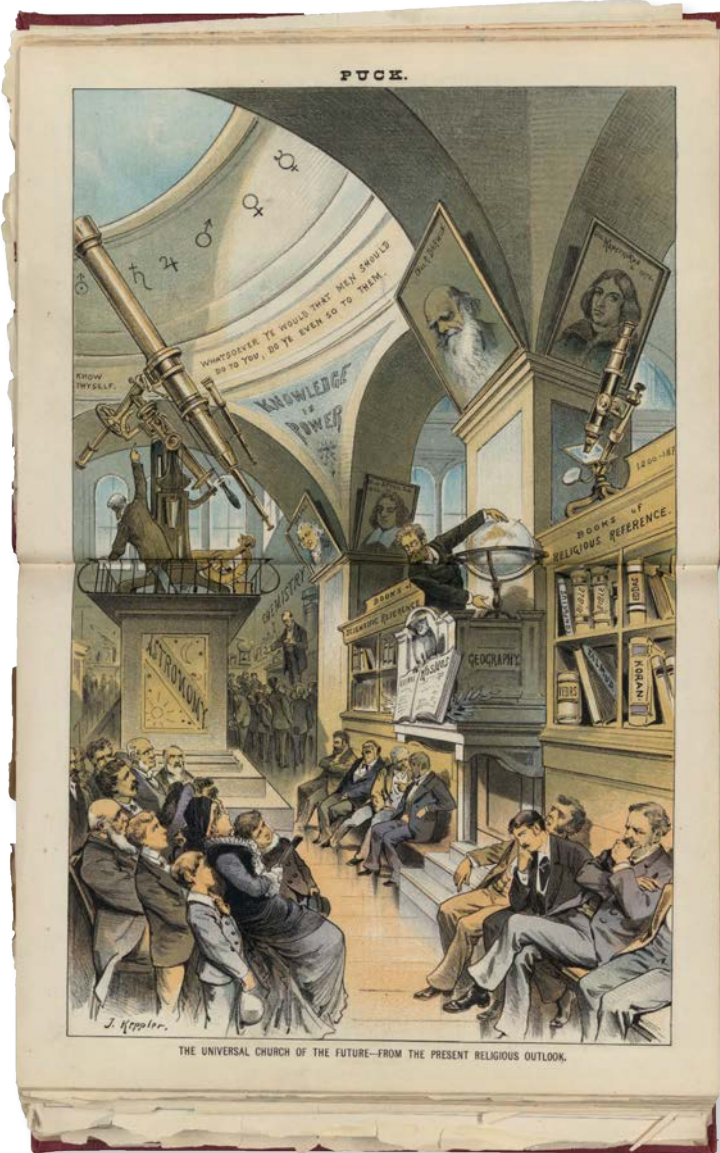
Upon his return to London, Charles settled in to write about his discoveries and his formulating theory of evolution. On his journey, he had observed what he considered to be proof that it had taken at least millions of years to form what we see around us. Mostly between 1837 and 39, Darwin developed his theory and wrote the journal about his work. He took his fossil collection to experts who helped him identify them, and then he wrote and published the results.

In 1839, Darwin was admitted into the Royal Society and, in that same year, married his cousin, Emma Wedgwood. In 1842, the family moved to the secluded village of Downe, partly because of Charles' desire to avoid society and partly because of health reasons. He had been experiencing heart problems for several years, and he wanted to avoid the stress that came from the offense his theories caused in the Victorian society. He continued his work in seclusion. It was during this period of his life that he developed his theory of adaptation and natural selection. Darwin theorized that this natural selection produced a succession of organisms, over millions of years.

In 1859, Darwin's most famous book, *On the Origins of Species by Means of Natural Selection*, was published. Next, Darwin wrote *The Variation of Animals and Plants Under Domestication*, and then finally, *The Descent of Man, and Selection in Relation to Sex*. Interestingly, Darwin did not claim to provide proof of evolution. In fact, he said that if evolution had indeed occurred, there would be proof found. Scientists are supposed to provide evidence for their theories, but Darwin couldn't do that because his claims do not match the evidence. To this day, many try to twist the facts to fit Darwin's theory, though the evidence instead supports the creation account in the Bible. If anything, Darwin's theory of evolution proves to us that our worldview matters. Because of his personal godlessness, he had a twisted view of everything around him.

NEW TO KNOW

› During the years that Darwin was putting pen to paper to outline his new theory, Native Americans were being removed en masse from their homes in the Southeast and forced to walk on the Trail of Tears. American President Andrew Jackson authorized this removal, and what was to follow would go down in history as one of the cruelest acts, inflicted by the United States government against the Native Americans. Thousands of members of Native American tribes died in their march to the reservations in what is now Oklahoma.



19th century illustration that champions “men of science” as the new modern church. This false attitude of dividing science from faith is still common in our culture today.

Secular scientists today claim that they have indeed, found enough evidence to make Darwin’s theory a scientific fact. However, there are still many unanswered questions, and any one of them is enough to throw out the entire theory of evolution. One of them is the simple fact that Charles Darwin did not know about deoxyribonucleic acid, more commonly called DNA, the self-replicating blueprints that God gave nearly every living organism. The discovery of DNA alone should have debunked Darwin’s theory. So, why didn’t it? Put simply, Darwinian evolution has been made into a religion; it cannot be removed without ripping out the root system of nearly everything secularists claim to be truth. It cannot stand scientifically, but they cannot admit this, because doing so would mean that their presuppositions are not correct and that there is indeed a Creator.

NARRATION BREAK:

Discuss Darwin’s theory and how it sprang from his own denial of God.



This map shows all territories that, at some time or another, have been under British control. At its height during the Victorian period, it was said that the sun never rose nor set on the British Empire. That saying means that the Empire was so large that at any given time on any given day, the sun was always shining on some spot in the British Empire, no matter the time zone or the location. Britain ruled a vast swath of land, spanning from the Americas to Europe to Africa to Asia to Oceania.

As we will learn in later chapters, many of these countries became independent in the 20th century. However, many also still retain vestiges of British control, with English-style legal and political systems and cultural traditions. For example, English sports like cricket, English activities like teatime, and English practices like driving on the left side of the road are all fairly common in former British colonies. English also often remains an important language alongside the native languages.

ANALYZE

Which parts of the map feature the most former British colonies? Why do you think those areas received the most attention from the British?

CONNECT

Based on what you have studied in the book, why do you think that English customs and traditions remain in so many former British colonies?

We have already learned that Charles Darwin's theory of evolution is completely opposite of what God's Word says. Where the Scripture clearly says that God created the stars, sun, moon, and the world and everything in it during the six days of creation outlined in Genesis, Darwin said that everything came about by chance. The debate between evolutionists and creation scientists is not just about science. Origins matter. The Scriptures carefully outline the "seven C's of God's eternal plan," which are Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation (Ham and McKeever 2004). This plan brings hope and purpose to God's people. Without God or the Scriptures, there is no real hope. This is an extremely important topic and is perhaps the most crucial lesson that we all need to understand. In this section, I will walk with you through a cultural issue we are facing in our modern world that has its roots in Darwinian evolution: racism.

With Darwin's teachings that we humans evolved from lower lifeforms comes the implications that some people evolve more slowly than others. This belief has led many to believe that various colors of skin mean various races. Although scientists have studied human DNA from all over the world and discovered that there is only one race, many of them who do not believe in God do not want to talk about their discoveries (Ham 2018, 5). How is this possible? When we look around, we see that people have different colors of skin; some of us who have European ancestry pale in comparison to those of us who have African or Middle Eastern ancestry. When God made Adam and Eve, He knew that they were going to be the father and mother of the entire human race; He built into their genetic code (their DNA) all of the variations that we see today.

When this biblical truth is ignored and replaced with evolution, different skin colors are viewed as more or less evolved races, reflecting false Darwinian teachings. This hateful reasoning is often used to falsely justify racist beliefs and actions. The truth, however, is the biblical teaching that there is only one race — the human race. Hating people because they have a different skin color is wrong.



Ken Ham



LONDON

Queen Victoria was the first British ruler to live in Buckingham Palace as the main official residence. It is located in west London in an area known as Westminster. Many other government buildings and royal palaces are nearby.



Victoria was devoted to her husband, Albert, and was heartbroken after his sudden death. One way she honored her beloved husband was by naming the Royal Albert Hall after him. This concert hall remains one of the most prestigious in England and around the world. It's located approximately 2 miles away from Buckingham Palace.



Another important London landmark from the Victorian period is Big Ben. It is a giant clock attached to the Palace of Westminster and is not too far from Buckingham Palace. It was completed in 1859, and its chiming sounds are world-famous.

Built near the medieval Tower of London, the Tower Bridge was constructed in East London in the late 1800s toward the end of Victoria's reign. When it was first built, many people did not like the design, but it is now one of the most popular and famous sites in this historic city.



As the center of the British Empire and the leading city in England for centuries, London has had its fair share of famous residents. The childhood home of author Charles Dickens — the most popular author of the day during the Victorian Era — is marked with a commemorative plaque.

One of the most famous Victorian residents of London wasn't even real! The famous fictional detective Sherlock Holmes was introduced to the reading public during Victoria's reign, and his popularity endures to this day. His famous address — 221 B Baker Street — now features a museum dedicated to him, as well as a commemorative plaque noting his address.

A close-up portrait of a young man with short, light brown hair and striking blue eyes. He is looking directly at the camera with a neutral expression. The background of the portrait is a soft, out-of-focus grey. The portrait is framed by a yellow circular border that curves around the top and right sides of the page.

21

START HERE

We are at the point in our story that has brought us to the beginning of the most devastating war of all times. Hitler, the evil yet powerful ruler of Germany, had finally stepped over the line with his cruelty, inhumane treatment, and violation of treaties, invading his neighbors for no other reason than to expand his control throughout Europe. In this chapter, we will discover the situation leading up to the war, who the main players were, and a few of the major campaigns. Of course, as is the case with any major historical event, we will not be able to dive too deeply into World War II, but we will get a panoramic view of the main players, causes, and outcomes. I have tried to include not only a basic timeline of events but also some of the more intriguing stories surrounding the war.

Here is something important to note before we start our study: the years between the first and second World Wars were crucial in the development of war techniques and weapons. During the 1920s–1930s, the jump in the technological ability to inflict mass destruction had skyrocketed further than in any previous period. There were now tanks that could go through almost any terrain. Airplanes, especially, were bigger, able to fly much farther, and could now land on naval vessels called aircraft carriers.

THE WORLD AT WAR AGAIN, PART 1

In our last chapter, we met five of the key players in the devastating war that history calls World War II. Each of the rulers we met played a crucial role in the conflict, but none more than Adolf Hitler of Germany. When the Nazis came to power in Germany, they began the immediate transformation of their country into the most highly industrialized and armed country in the world. As the world watched, Hitler did whatever he felt like doing to gain power. The League of Nations, which had been established at the end of the Great War, now called World War I, was weak and unable to stop the horrific behavior of the German dictator. Although according to the Treaty of Versailles, Germany had been commanded to not build up her armed forces, Hitler did just that. No one knew just how sinister the evil was going to be.

Germany had been weak, economically broke, and demoralized before Hitler's rise to power; now they were strong, arrogant, and bent on control of Europe. Hitler's Germany shocked the world with their militant and unyielding march toward their three main political and cultural goals. Here is a paraphrase of these goals, which came from the lies outlined in Hitler's political testament, *Mein Kampf*: the Jews are the enemy and must be destroyed, communism must be overthrown, and the Aryan race (pure German people) must conquer all inferior races, including, but not limited to, the Slavs in Eastern Europe. Hitler's control over many of the Germans was diabolical and fueled by lies and propaganda, as well as the fact that he had brought them out of their depressed slump and made them a highly prosperous and formidably armed country. Hitler was the hub of the wheel that spun the other Axis powers of World War II.

In the years between 1933 and 1939, Hitler worked feverishly to establish his plan for Germany and the world. His propaganda filled the radio waves, newspaper pages, and movie houses. Hitler's raspy voice screamed his insane demands, while huge crowds cheered and saluted. The endless stream of lies did their work especially well on the children of Germany. The racist lies about the Jews and the other "inferior" races were worked into school lessons. Children were taught to view all other races as inferior and certain races as sub-human. Young boys joined an organization called the Hitler Youth that brainwashed and trained them to be soldiers in Hitler's army, while the girls became part of the League of German Maidens where they were taught



Photograph of a Nazi youth rally in Germany



that their highest calling in life was to produce more boys for the army. This type of sickening indoctrination was worked into every area of life, evidence that brainwashing is powerful and can be wielded as a lethal weapon.

Besides the Axis forces' leading countries, Germany, Italy, and Japan, the nations of Hungary, Bulgaria, Romania, and Finland joined under an anti-communism pact, also fought on the Axis side. On the other side of the conflict were the Allied forces, whose main leaders were Great Britain's prime minister, Winston Churchill, France's Charles de Gaulle, and eventually, the United States' President Franklin D. Roosevelt and later, the Soviet Union's Joseph Stalin. Other countries that joined the Allied forces are Poland, China, Australia, New Zealand, Canada, the Netherlands, Yugoslavia, Belgium, and Greece. We will discover each leader's role in the war, but first, let's take a look at the steps taken as the world went to war. This conflict that would continue for six years was certainly a world event, with every continent represented, and it is important for us to understand what led up to it.

Photograph of a 1933
Hitler Youth Rally in
Berlin



Winston Churchill
1874-1965



Charles de Gaulle
1890-1970

We have learned that Hitler rose to power in Germany and turned it into a powerhouse to the shock of the world. In our previous chapter, I mentioned that Hitler and Italy's Mussolini made a pact called the Rome-Berlin Axis treaty in October 1936. About a month later, Nazi Germany and Imperial Japan signed the Anti-Comintern Pact, which declared their stand against communism and the Soviet Union. In March of 1938, Hitler took over his home country of Austria and made it a part of Germany. This takeover was called the Anschluss. Step by step, the Axis powers were marching toward war, dragging the rest of the world along with them. Although Hitler signed an agreement with Neville Chamberlain, the prime minister of Britain at that time, and several other European leaders to stop his land grabs if he was allowed to keep the lands he had at that time, he had smashed that agreement within six months. It was beginning to become clear to the shocked European leaders that Hitler could not be trusted and would need to be stopped. In August of 1939, the world was astonished again as the Soviet Union and Germany signed a nonaggression pact. This did not make them allies, but it did mean they had agreed not to attack each other. Unbeknown to everyone, the two had included a secret clause that divided Poland between them. In the signing of this pact, Hitler had successfully removed the threat of a two-front war.

On September 1, 1939, Nazi forces invaded Poland, and the war began. Because of their superior army, airplanes, and tanks, the Germans gained an easy victory in Poland. Hitler knew that he was risking war with Britain and France when he attacked Poland, but he did not care. He looked at both of them with contempt and

declared them to be far inferior to Germany. On September 3, France and Great Britain declared war on Germany, giving Hitler two powerful enemies to think about on the western border. During the winter months, fighting basically came to a standstill (these months are often called “the Phony War”), but in the spring months of 1940 fighting started up again as German forces invaded and took control of Denmark and Norway first, followed by the Netherlands, Belgium, and northern France.

British Prime Minister Chamberlain, who still did not want to be involved in the war, had tried to gain control of the situation by sending British naval vessels to force German U-boats that were in Norwegian waters out into the open sea and away from Norway’s ports. The nation of Norway and its trade ports were especially important to the Nazis because Swedish iron ore, which accounted for most of the Nazi’s supply, was shipped through Norwegian ports. Iron ore was especially important to the Nazis during war time for the manufacturing of tanks and ships. Unfortunately, it was too little, too late. The British prime minister’s hesitation had given Hitler the room he needed to launch his deadly and successful attack on Norway. Prime minister Chamberlain was forced to resign, and Winston Churchill, the First Lord of the Admiralty, was chosen to take his place. Churchill had gained respect with the British citizens because he had predicted the outcome of Chamberlain’s hesitancy.



German victory parade through Warsaw following the 1939 invasion of Poland

NARRATION BREAK:

Discuss what happened that led up to the war. Make sure you locate where these events took place on a globe or world map.



Neville Chamberlain
1869-1940

CONNECT

In our chapter, we learned about how the British entered World War II after a failed attempt to keep Nazi Germany from sweeping into the Scandinavian Peninsula. After escaping from a potentially fatal situation in which Allied forces, including a large group of British soldiers stationed in France, had to be evacuated from the beaches of Dunkirk, Germany swept through France, conquering the city of Paris. Britain's Prime Minister knew that Britain was next. Extensive measures had been taken to supply the people of London with a shelter for when the seemingly inevitable attack began. They wouldn't have to wait long.

When Germany attacked Great Britain, their plan was to knock out the Royal [British] Air Force (RAF). Hitler expected to quickly defeat the British pilots, but he had no idea what he was actually getting into. The RAF fought doggedly. The battle in the air was long and hard, and then one day, quite by accident, a Nazi bomber dropped his bombs on London instead of on the airfields that were supposed to be his



British WWII-era military aircraft

target. Churchill brought swift retribution by ordering British bombers to fly and attack German cities. The attack shook the German citizens, who had, up to this point, been mostly left out of the conflict. Hitler was angry, and this clouded his thinking; he commanded an attack on the British people instead of keeping his focus on the RAF and the airfields.

German response to the British attack on German towns was almost immediate. On September 7, 1940, a blanket of airplanes almost two miles wide flew up the Thames

River toward London. Nearly 350 bombers and over 600 fighters bombed London. When the smoke cleared and the people of London came up to the daylight, 400 citizens had been killed and more than three times that number had been wounded. The Blitz (German bombings of London) became an every-night occurrence for 57 consecutive days. London's citizens rallied, and the community spirit and patriotic pride seemed to rise with every bombing. During the day, factories still produced what the country needed, and the king and queen stayed in Buckingham Palace (which suffered in the bombings, as well). Still, the Blitz continued. The British became experts at a technique called "blackout," which confused the Nazi bombers. Each dwelling had blackout curtains over their windows, blocking any light from shining through. The Nazi pilots couldn't see anything from above and therefore did not know where to drop their bombs. In total, about 60,000 British citizens were killed and many more were wounded during the Blitz. Still, they stayed in London and continued their everyday routines, refusing to give into the terroristic techniques being used against them. Try as he might, Hitler was not able to break the back or the spirit of the British citizens. Finally, he called off the nightly Blitz, although bombing raids still continued to be a threat throughout the war.



Photograph of German bombers over London, 1940

When Churchill came to the office of prime minister on May 10, 1940, he was facing what had become an extremely dark time in Europe. Hitler had taken over a massive area in the north and was turning his attention on France. He had a special hatred for France because of their involvement in the “war guilt” clause in the Treaty of Versailles. He dreamed of taking over France and destroying everything that the French held dear, making them bow to his Nazi regime’s power. Hitler employed his best military powers to devise the plan of attack, which in essence was to divide his own troops into three groups coming from different directions. They hoped to keep the Allied troops occupied in one area, while the others came in from another direction to cut the Allied forces, who were stationed across the width of France, in half, trapping a large group of the Allied forces on the beaches of France.

On their way to France, the Nazi forces smashed through the neutral countries of Holland and Belgium under extreme fire, leaving devastation and heartbreak in their wake. The Allies, thinking this was the main force and attack, threw everything they had into stopping their advance. Little did they know that the main force was sweeping into France to the south, successfully fracturing the line of Allied forces. The Nazis’ strategic war plan paid off. The Allies were badly beaten and driven back, many of them becoming trapped on the beaches of Dunkirk, across the English Channel from Britain. France seemed doomed. The French troops had fought long and hard, sustaining over 350,000 casualties. Morale was low and the French military leaders hesitated at almost every chance to fight back, giving the Nazis even more chance to conquer France.



Photograph of British soldiers during the Dunkirk evacuation, 1940



Photograph of British soldiers evacuated from Dunkirk arriving home in England, 1940

From May 26 to June 4, 1940, more than 330,000 British troops and other Allied soldiers were evacuated from Dunkirk, France, to England, as Nazi forces closed in on them. This successful evacuation that was carried out with the help of hundreds of private British citizens' vessels, gave the Allies a boost in morale and saved the lives of some of Britain's best soldiers. It was the first time that Hitler's plans had been thwarted. Although the rescued Allied soldiers were rightly greeted as heroes, Churchill solemnly reminded the British citizens that this was not an Allied victory, and that wars are not won by evacuations.

The British watched with horror as Hitler and his cronies walked the streets of Paris; they knew they were next on Hitler's hit list. They had fought hard to keep the Nazis from taking over Europe, but to no avail. The people of Great Britain sat on their island nation, virtually surrounded by countries under Nazi control, and they braced for the worst. They knew that peace was not a word in Hitler's vocabulary. According to Winston Churchill, their prime minister, "The Battle of France is over. I expect that the Battle of Britain is about to begin" ("Battle of Britain" 2009). And begin it did. In preparation for the pending battle with the Nazis, British children were evacuated out

British ship returning to England with soldiers evacuated from Dunkirk, 1940



of the cities and sent to live with families in the countryside. Some of these children had nannies, aunts, or grandmothers who could travel with them, but many of them went by themselves or with siblings.

Britain had been preparing for war for over a year. Factories had begun producing wartime products, thousands of men had joined the armed forces and had gone through training, and women had taken their places as factory workers. As Britain prepared, they had to take into consideration the fact that the Nazi's control over France might mean that they would use the French naval fleets, which were the fourth largest in the world at that time, against the British navy. To keep this from happening, Churchill sent some of the British fleets to where a large portion of the French naval vessels were stationed with hopes of taking control of them.

The French naval officers refused to hand over control and promised that they would not fire on the British. Churchill, however, knew that if Hitler decided to use Nazi-occupied French naval power against Britain, there would be nothing the French could do to stop it. The British Prime Minister knew that there was nothing to do but to fire upon it. Over 1,000 French sailors were killed and more than 350 were wounded. Although this action on Churchill's part hurt the relationship between Britain and France for a while, it did send a clear message to Hitler that Britain would not give up without a fight.

In June 1940, Italy, under Mussolini's leadership, entered the war as part of the Axis forces. On the same day, Germany launched air attacks on Great Britain in the Battle of Britain, which lasted until October. You can read more about this event in the Connect! section of this chapter. In September of 1940, the three countries of Germany, Italy, and Japan signed the Tripartite Pact, thus creating the Axis Alliance. Japan was another hotbed of conflict, which we will learn more about in our next chapter as we take a look at the other major campaigns of the war.

NEW TO KNOW

- › One of my favorite movies is Rogers and Hammerstein's famous musical depiction of the Von Trapp family, *The Sound of Music*. The story is based on the real family who lived in Austria during the last days before World War 2 started.
- › If you have ever read C.S. Lewis' *The Lion, the Witch, and the Wardrobe*, the Pevensie children were some of those children sent to stay in the countryside.

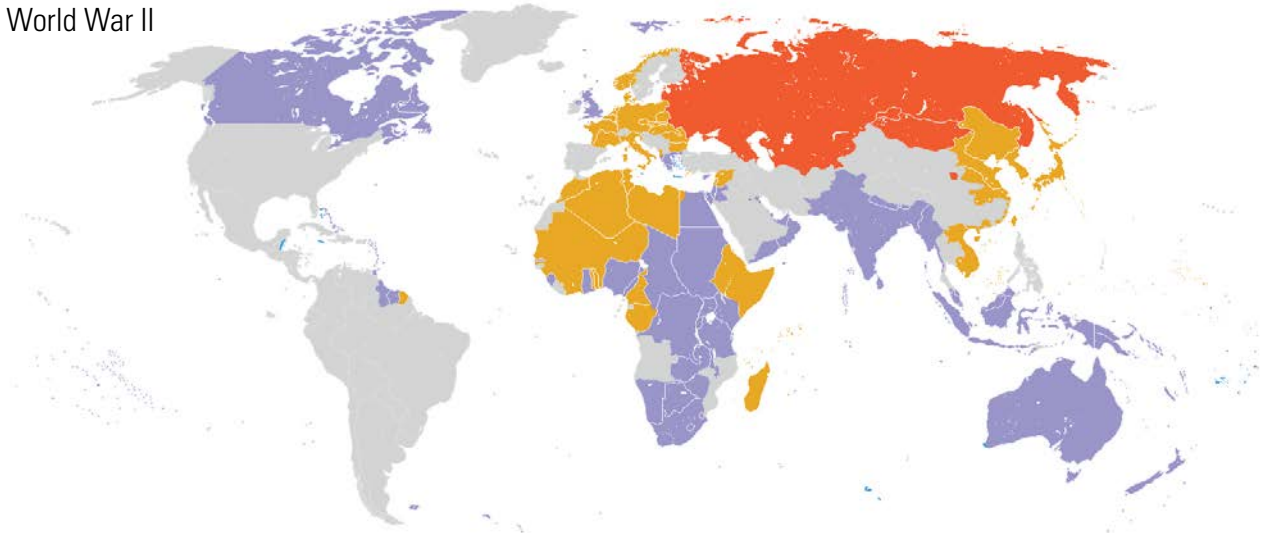


Italian forces invading the French Alps, 1940

NARRATION BREAK:

Take the time to discuss each of the steps of the war, finding the locations on a map.

World War II



These maps give a good summary of the first couple of years of the war. At this time Germany and its Axis allies seemed unstoppable. Germany was rolling through much of Europe while they and the Italians were also conquering parts of Africa. Their Japanese allies were making heavy advances in Asia.

The Soviet Union held an unusual position. It had signed a nonaggression pact with the Germans. This agreement simply said that neither side would attack the other, so though the Soviet Union was not an ally of the Axis, it was also not an opponent. As we will learn in the next chapter, that would soon change.

ANALYZE

Based on the map, what advantage did Great Britain have that other European countries who were conquered by the Germans and their allies did not have?

CONNECT

Based on what you have read about WWI and WWII, which conflict do you think was more of a "world war" in terms of countries involved and locations affected?

Although he was raised as a Catholic, Hitler viewed and used religion as a political tool. This means that rather than seeing religion as a way to have a personal relationship with God, Hitler was more interested in using it to manipulate people to do what he wanted. There were those in the German Christian church who believed that they should try to appease the dictator, as well as those who outright supported his views, by separating the pastors of Jewish descent from their midst. (Metaxas 2011). However, there were also those who would not bend to his views or his demands. Just like he did not like anyone else who could possibly tell him that what he was doing was wrong, he tried to silence these Christians with threats and ultimatums. Among the German pastors who did not believe they should bow to Hitler's demands was Dietrich Bonhoeffer, a young pastor with an affluent background. Dietrich was born and raised among the academic circles of the University of Berlin. His father, Karl, was a professor at the University, teaching psychiatry and neurology.



Young Bonhoeffer studied theology and served as an assistant pastor from 1928–29 in Barcelona, Spain, and spent a year in New York City at the Union Theological Seminary as an exchange student. When he returned to Germany in 1931, he became a systematic theology lecturer at the University of Berlin. Dietrich taught that Christian kindness should extend to everyone in the



world, whether they are Christian or not. This “everyone” included the Jews, whom Hitler was trying to remove from Germany and all of the Nazi-conquered nations. Dietrich's writings angered some of those in the church who felt that they should try to keep the peace with the government.

Dietrich Bonhoeffer became increasingly outspoken about the treatment of those whom Hitler thought of as inferior or subhuman. He was appalled at the way the Christian Church was doing little to stop Hitler's actions. He said, “The Church was silent when it should have cried out because the blood of the innocent was crying aloud to heaven. She is guilty of the deaths of the weakest and most defenseless brothers of Jesus Christ” (qtd. in Sherman 2018). Bonhoeffer continued to speak out against the injustices of the Nazi regime. He worked with the resistance from within Germany, and in April 1943, he was arrested and imprisoned in Berlin. A year later, when he was linked to an attempt on Hitler's life, he was interrogated and eventually executed. Dietrich Bonhoeffer's writings have done much to show the world that unless the good speaks and acts against evil, it is giving its silent approval.

Sculpture of Bonhoeffer in a German church



BERLIN

Berlin is the modern capital of Germany. Before Germany was united, the city served as the capital of Prussia. Though the Nazis were formed in the southern German city of Munich, Hitler ruled from Berlin after he came to power in 1933.



The Wannsee House is a building in Berlin where the Nazi leadership planned the Holocaust. Though Hitler himself was not present at this evil meeting, the decisions made there were intended as a fulfilment of his cruel, hateful plans for the world.



Berlin features many modern buildings alongside older, more historic ones. That is because the city sustained heavy bombing during the war, so many historical sites from the city's long history were destroyed. One of the most famous sites in the city is the Kaiser Wilhelm Memorial Church. It was not rebuilt after the war — to serve as a memorial and reminder — but a new church was built alongside it.



World War II and the Holocaust are difficult topics in German history, but the country has worked hard to acknowledge what happened and try to educate people to prevent something like it from happening again. One of the memorials in Berlin is a Holocaust memorial that consists of over 2,000 concrete slabs. Visitors walk through it, and it is intended to be a disorienting experience.

The Reichstag is the seat of German Parliament. The Nazis used a fire here in 1933 as an excuse to crack down on German citizens and restrict peoples' rights.

28

START HERE

Here we are at our very last chapter in our world history series. It has been such a privilege to walk alongside you on this journey. As we complete this chapter, I can't think of a more appropriate Scripture to meditate upon than John

1:1–5: “In the beginning the Word already existed. The Word was with God, and the Word was God. He existed in the beginning with God. God created everything through him, and nothing was created except through him. The Word gave life to everything that was created, and his life brought light to everyone. The light shines in the darkness, and the darkness can never extinguish it” (NLT).

Jesus was at the beginning, He is here now, and He will remain forever. He has always been and always will be the Light of the world. No matter what darkness becomes popular in the human culture throughout the earth, it will never be able to extinguish the Light. We, as God's children are given this light within us. In Matthew 5:14–16 it says, “ ‘You are the light of the world — like a city on a hilltop that cannot be hidden. No one lights a lamp and then puts it under a basket. Instead, a lamp is placed on a stand, where it gives light to everyone in the house. In the same way, let your good deeds shine out for all to see, so that everyone will praise your heavenly Father.’ ” We are here for a reason, my friend. We were created for such a time as this.

HUGE WORLD CULTURE CHANGES

The 19th and 20th centuries were marked by the world's journey to modernity (ma-DER-ni-ty). This word means having the quality of being modern ("Modernity"). The road to becoming modern varied from place to place around the globe. Some of the small countries, who had recently gained their independence, were often dragged along in that direction by their former colonial ruling powers and then were left to figure out how to catch up once they had gained independence. Overall, this topic is rather complex and therefore complicated. The most important concept for us to remember is that modernization has brought about huge changes in the civilizations of the world in the realms of politics, economies, cultures, societies, and worldviews. Efforts to modernize mingled with the desire to create a more global culture. In this chapter, we are going to take a closer look at the progression of the philosophy of postmodernism, which has become the world culture's worldview.

Although postmodernism is difficult to define because it is used differently in various disciplines, according to Dr. Carl Broggi in *World Religions and Cults, Volume 3*, "[The] perspective that all religions are equally valid, and that no one can dogmatically say that one religion is more valid than another is known as postmodernism" (Broggi 2018). Postmodernism refers to the era that has naturally followed modernism. Modernism historically refers to the time period that many people around the world felt disillusioned with society and feared the world-level chaos after World War I. Post-modernism is usually considered as appearing after World War II. Unlike the modernists who feared and worried about the confusion and chaos in modern society, the post-modernists celebrated it.

We have learned that beginning around the Enlightenment period, the long-established institutions (the church and the government) began to be questioned. Some of this questioning was a good thing. Generally speaking, if a man-made institution or position can't be questioned, it becomes tyrannical. It is the questioning of the authority of God that we need to diligently guard against. We need to know that our understanding is never above the Word of God. In the instance that the Word of God says one thing, but the theories of man say another thing, the Word is always the final authority because God is the author of it.

First Corinthians 3:19 says that wisdom of man is foolishness to God. Likewise, according to 1 Corinthians 1:18, the message of the Cross is foolishness to those who





Recent technological innovations include face recognition capabilities for electronics.

are lost and perishing. It makes sense that when fallen men use their fallen thinking to interpret the world around them, they are going to come to faulty conclusions. This is evidenced in the mass following of the theory of evolution. Only when Christ becomes our personal Savior and begins the process of renewing our mind through the truth of His Word does our mind begin to be able to understand His truth. Our human thinking and understanding must be brought under the authority of God's Word and guided by the Holy Spirit within us. Although the roots of the postmodern worldview began in the 1930s, most social scientists agree that it was in the 1960s and 1970s that it began to take root in the culture of the West and the United States. At first, the term "postmodern" was used to

describe the architecture and art of that period, which completely departed from the traditional standards. The new standard had very little rhyme or reason and lacked a sense of order. Postmodernism took modernism one more step; where modernism, which grew from a radical break from the past ways of expressing oneself, emphasized the individual's thinking and autonomy, postmodernism took it further into relativism.

Postmodernism philosophy removes all the last shreds of absolutes. Everyone is their own god. Everyone decides what is right and reality for them. According to this thinking, the Bible does not hold the authority to set the standard any more than any other anthology of ancient writings do, and even laws of nature are questioned. People who embrace the postmodern philosophy of relativity despise the absolute thinking of true Christians. In recent years, this intolerance toward Christian values has become more and more front and center in our news. Those of us who stand firmly on the truth of God's Word are often ridiculed for believing in the Bible and holding to the absolute truth that it teaches. This removal of absolutes has naturally led to a mass secularization of our world culture, where there is increasingly less religious consideration in civil affairs. Many people believe the lie that they can separate what they believe about God from their everyday life. Of course, this is absolutely not true; how people see God determines their view of everything, including themselves.

NARRATION BREAK:

Discuss postmodernism. Take time to work through the issues of our culture where you, as the student, have personally seen taking place around you.

CONNECT

I think we can all agree that technological changes over the last decade have affected us as individuals and as a cultural whole. Technological advances have always been a part of history, and they have been occurring very rapidly in our modern age. Recently, I had the opportunity to learn a bit more about just how deeply these effects truly are changing the way we do life. The amount of stimulation that we have going into our brain through the technology surrounding us is unprecedented, and it is having an extremely adverse effect on our physical bodies.

There are far too many areas of concern to address in this one Connect section, so I am going to focus on what I feel has the biggest impact on us. Then we will discuss how we can counteract it. In the past ten years, cell phones have become increasingly high tech and substantially more common. Everyone I know over the age of 14 has one. The exploding world of social media that constantly tempts us to be discontent with our lives, as well as disconnected with the important people in our lives; our hyperactive lifestyles that have hardly any downtime built into it; and an addiction to cell phones are contributing to a sharp rise in childhood depression. Let me explain.



Many studies have shown that all the above-mentioned elements of our lives — especially too much time on cell phones (and the definition of “too much” varies from person to person) — leads to an overstimulated brain. Stress naturally builds up in our bodies, and when it is not taken care of, it turns into anxiety. Stress and anxiety are physical, chemical, and hormonal reactions in our bodies. If not released, anxiety turns into depression. The increase in child and teen depression has increased right along with the technological advances of the last decade.

According to Dr. Catherine Hart Weber, “We don’t realize a lot of these extra things that we’re adding that are conveniences, overstimulate us to the point where our brains are functioning on hyper zone, and we are functioning at a speed that we weren’t really created for” (Hart and Hart 2010).

So here it is in a nutshell. On one hand, we are exposing our bodies and brains to more stress than ever before, while on the other hand, we have decreased the practice of getting rid of the stress. What can we do about this? Technology is here to stay, so we need to learn how to handle it in a balanced way. First, set limits on it. Talk to someone close to you about what you struggle with concerning social media and tech use. Be ruthless in removing apps from your tech that are leading to compulsive behaviors and being distracted (there is a physical reaction going on in your brain!). Be honest; your health depends on it. Stay connected to the important people in your life. Do activities that are passive de-stressing — reading, drawing, puzzles, etc. (nothing involving screens). Do activities that are active de-stressing — taking a walk, exercising, skating, etc. (again, nothing involving screens). Ultimately, pray and bring your use of technology under the authority of God.



Before I close this section about the spreading secularism and postmodernism, I want to take a look at what God's Word says about Satan's power on earth. Revelation 20 tells us what will happen to Satan and all his followers when Jesus returns to establish His Kingdom here on earth. I also want to remind all of us that although humankind has tried to remove God from their lives and the culture, they will never be able to remove Him from the earth. The earth and all its inhabitants, even the ones who deny Him, belong to Him. Satan belongs to God. All of Satan's evil demons belong to God. There is nothing on this earth that does not belong to God, and there is nothing that is not under His control. People's refusal to worship Him as God does not diminish His power. He does not need people; He wants them. It is extremely important for us to keep our eyes on Him, not on all the evil of the earth. One day every knee will bow and every tongue will confess that He is LORD.

My young friend, in this last section of our last chapter on our journey together, I long to leave you with some encouragement for your own life. Our world is oftentimes a hostile environment for true Christ-followers, but please remember this: God is here with us. He fills each second of every minute and hour of your life. He is not surprised by anything that happens here on earth, and He promises to use everything together for good for those us who trust and love Him with our whole hearts. Don't be afraid, my friend; He has a plan for you — a good plan.

It may be easier for us to think, "I wish I had been born at a different time in history. The events and the culture that I'm becoming an adult in are really scary. How am I ever going to make a difference? What can just one person do?" I understand; I truly do. I have four young adult children, and I have, on numerous occasions, had

to decide to trust God with their futures. If you are a young person reading this, I want you to pay extremely close attention to what I am going to say to you in this last section together.

It is not an accident that you were born when you were. It was not by chance or the luck of the draw that God placed you here. Just like He positioned Esther of the Bible in the exact position He needed in order to save His people, He chose you for this culture. It's going to take courage. His plan for you includes using you to shine the light of His love into the darkness. But here's the most important thing I will ever tell you: my friend, we need Jesus to serve Jesus. We cannot be that light on our own. Our lives will not stand out in the crowd without Him. John 15 says that we have to be connected to Him to bear fruit. Ephesians 3:17 says that when we have Christ at home in our hearts, our roots will grow down into the Love of God and we will stand strong. There is nothing more important for us to know than this. We must be firmly rooted and grounded in the truth of who God truly is. Only then can we be what we are created to be for such a time as this. This is why establishing a biblical worldview is of paramount importance.

My friend, knowing who God is and knowing the truth of His Word is the most important part of your education. It is the only unchanging aspect of the history of the world. As we close out our time together, I would like to pray a blessing, from Ephesians 3:14–21, over your life.

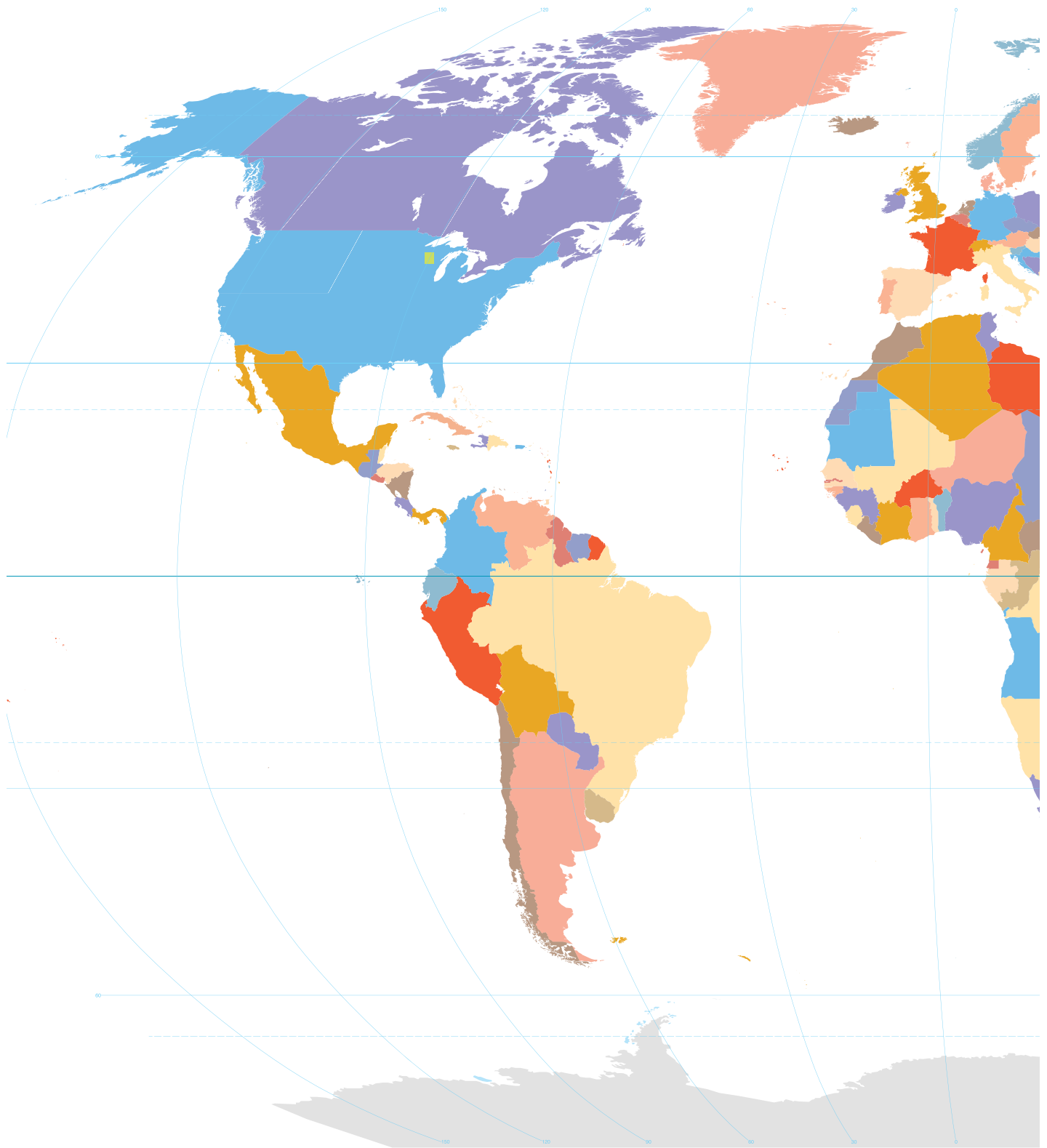
When I think of all this, I fall to my knees and pray to the Father, the Creator of everything in heaven and on earth. I pray that from his glorious, unlimited resources he will empower you with inner strength through his Spirit. Then Christ will make his home in your hearts as you trust in him. Your roots will grow down into God's love and keep you strong. And may you have the power to understand, as all God's people should, how wide, how long, how high, and how deep his love is. May you experience the love of Christ, though it is too great to understand fully. Then you will be made complete with all the fullness of life and power that comes from God. Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think. Glory to him in the church and in Christ Jesus through all generations forever and ever! Amen (NLT).

NEW TO KNOWN

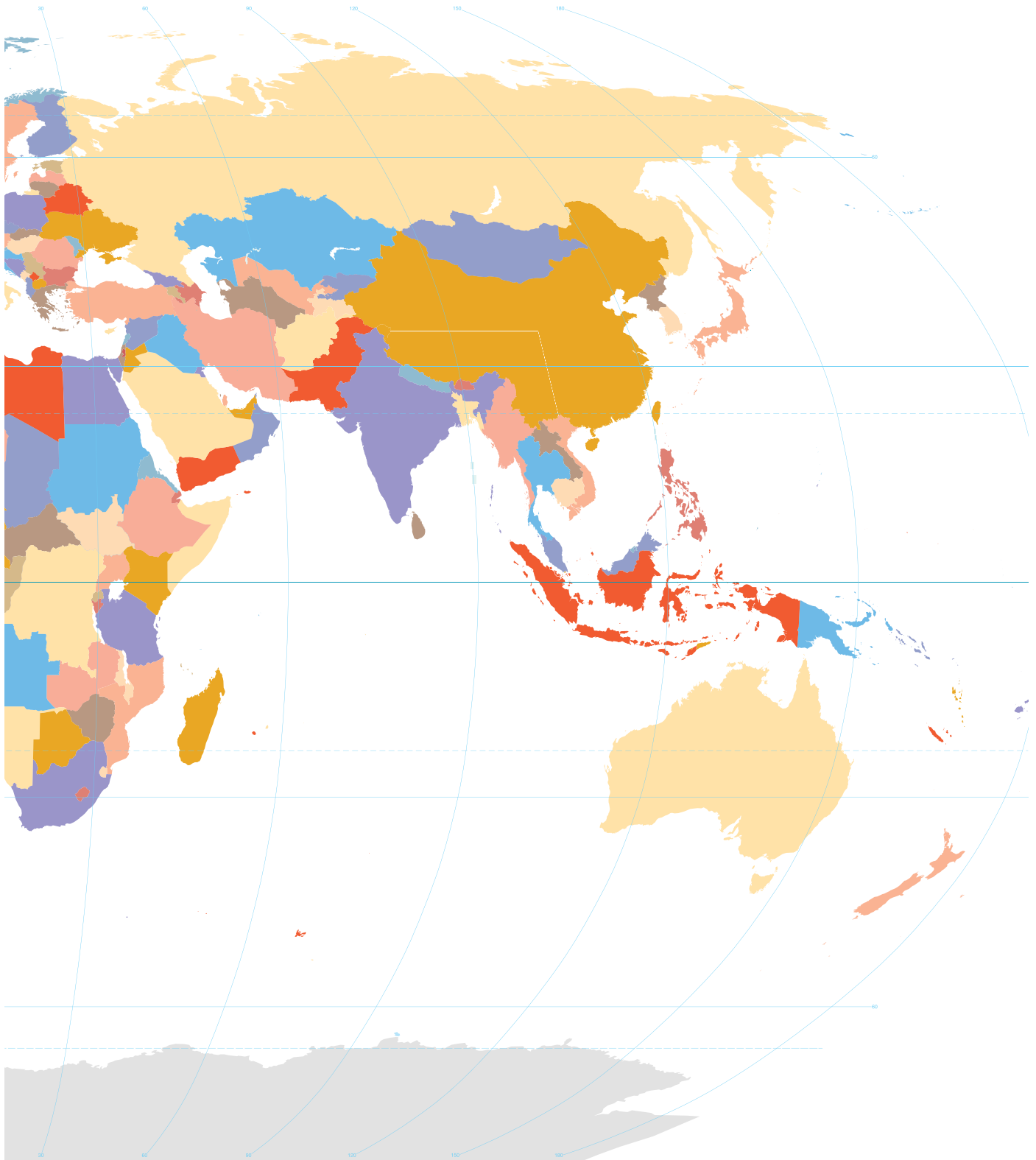
› Throughout the decades between the 1960s and the early 2000s, the world-renowned evangelist Reverend Billy Graham preached to millions of people all over the world. His voice was one of the most persistent in calling souls to answer the knocking of Christ at their hearts' doors. Reverend Graham is one of my personal heroes of the faith.

NARRATION BREAK:

Discuss the postmodern mindset and culture. How can knowing who God truly is at a personal level give you the strength to be a light in this present cultural darkness?



This map shows what the world looks like now. The map has changed a lot just since the start of our book. Along the way, we've seen empires rise and fall and independent countries rise and change hands. As of right now when this chapter is written (late 2018), there are 195 countries in the world, each with its own unique history. Many of the countries have numerous cultures and languages within their borders.



ANALYZE

What differences do you see between this map and earlier maps in this book?

CONNECT

Which country that we learned about in the book have you found the most interesting? Why? Locate it on the map.



Today's Christian Church is being faced with the challenge of being salt and light in a world that doesn't appreciate being told that there really is a right and wrong. Perhaps more than any other time in history, we as Christians are being called upon to speak the truth in love. In the last decades, there has been an increase in organizations and individuals who are rising to meet that calling. Truth is being sent out in podcasts, websites, and published material at an unprecedented level. In many places, all over the world, technology carries the Word of God into the homes of people who would otherwise not have access to the gospel.

Organizations such as Answers in Genesis, Institute for Creation Research, and Summit Ministries, to name just a few, are working hard to educate families in a biblical worldview. Publishers such as Master Books are creating and publishing materials for Christian families all over the world. There is a revival happening across the globe, and it is centered around family units being educated, rooted, and grounded in God's Word. These families, who decide to educate themselves in the truth, are becoming an extremely bright light in the darkness of the culture.

As Christ-followers, it is important for us all to know the answers to some of the most controversial topics in our world. Instead of going into them here in the Student Book of this volume, I have listed them in the Digging Deeper section for this chapter in the Teacher's Guide. I encourage you, the student, to discuss them openly with your parents. Look up the Scripture references and study what the Word of God says

about each one. We are not called to hide in fear of the world around us. (You can't be the Ruths, Esthers, Daniels, and Davids of this period if you are hiding under the couch!) Instead, we are called to stand firm, with the armor of God firmly applied to our lives. We are not fighting against flesh and blood. Our enemy is not anything that we can sense with our natural senses. Read Ephesians 6:10–18:

A final word: Be strong in the Lord and in his mighty power. Put on all of God's armor so that you will be able to stand firm against all strategies of the devil. For we are not fighting against flesh-and-blood enemies, but against evil rulers and authorities of the unseen world, against mighty powers in this dark world, and against evil spirits in the heavenly places. Therefore, put on every piece of God's armor so you will be able to resist the enemy in the time of evil. Then after the battle you will still be standing firm. Stand your ground, putting on the belt of truth and the body armor of God's righteousness. For shoes, put on the peace that comes from the Good News so that you will be fully prepared. In addition to all of these, hold up the shield of faith to stop the fiery arrows of the devil. Put on salvation as your helmet, and take the sword of the Spirit, which is the word of God. Pray in the Spirit at all times and on every occasion. Stay alert and be persistent in your prayers for all believers everywhere (NLT).





HONG KONG

Hong Kong is a unique part of the world. It is technically under the control of China; however, the country has a long history of Western influence and was part of the British Empire until 1997. It is therefore allowed to function in many ways like its own country separate from communist China. It has its own laws and currency and is even allowed to belong to international organizations.



Hong Kong has long been a center of international business, trade, and finance. It is often called one of the Four Asian Tigers, a term used to describe Asian economies that grew substantially in the latter half of the 20th century. The other Asian Tigers are Singapore, Taiwan, and South Korea.



One of the most popular events in Hong Kong is the annual Dragon Boat Festival. This festival commemorates a hero from Chinese history and features elaborately decorated boats racing each other.



Though Hong Kong's general cultural heritage is Chinese, it is more specifically southern Chinese/Cantonese. People in Hong Kong speak Cantonese Chinese rather than Mandarin. One of the Cantonese traditions preserved in Hong Kong is dim sum, a meal of bite-sized foods served in baskets with tea.



Hong Kong is proud of its unique cultural identity. Even though many residents of Hong Kong are skeptical toward China itself, they are appreciative of their Chinese background and culture. One example of this is the Nan Lian Garden. It was built in 2006, but designed to be a classical-style Chinese garden.



Many relics from the British period also remain in Hong Kong. One is the Old Supreme Court building. The British built it in 1912, and it still serves as a government building for Hong Kong.