

GENERAL INFORMATION FOR ALL GRADES

This week, we will turn our eyes back to Great Britain and learn what happened after the death of Mary I of England. Uncertainty and changes in religious thinking did indeed result from Henry's lack of a healthy male heir, just as he had feared. However, God provided a capable, solid leader in Queen Elizabeth I, the daughter of Henry VIII and his second wife, Anne Boleyn. Elizabeth exhibited both strengths and weaknesses as a person, but as a ruler, she presided over (and came to symbolize) a "golden age" of English stability, peace, growth, and culture. Elizabeth was so successful that the years in which she ruled came to be known as the Elizabethan Age, and she is the focus for this week's study.

Elizabeth was important to her own countrymen and also effected the destinies of other lands. Though Elizabeth was always prudent and conservative, she nonetheless helped the rebellious Dutch Republic to resist their Spanish overlords. Under her leadership, Sir Francis Drake harried Spanish ships mercilessly. She also presided over the first attempts at English colonization of the New World. And, of course, her leadership during the greatest crisis of her reign—the menace of Spanish invasion via her mighty Armada—is legendary. After its defeat, England was secure from foreign aggression, and her culture flourished. The famous Shakespeare may well represent the most beautiful flower of the northern Renaissance.

During this period, another British country also underwent significant changes. Scotland, which shares the isle of Great Britain with the kingdom of England, had its own leaders with their own struggles. We have mentioned Scotland off and on in previous weeks, but mostly as a satellite of England. Before Elizabeth came to the throne, her first cousin, Mary I of Scotland (commonly referred to as Mary, Queen of Scots), became queen as a six-day-old infant upon the death of her father, James V. As a Catholic monarch, Mary was sent at the age of fifteen to wed the crown prince of France, Francis II, who died just a year after he became king. Mary returned to Scotland and married her cousin, Henry Stuart, and they later had a son, James. Shortly after, Mary became involved in both political and personal scandals for which she was driven out of her country into exile in England. There she continued to be the center of much scandal as the nearest Catholic heir to the throne; in the end, she was executed for conspiring against the Protestant Elizabeth. Her Protestant son grew up to become king of Scotland *and* England, when Elizabeth died without an heir. You will meet him in the first week of our next unit as James I of England and James VI of Scotland.

John Knox, a fiery Scottish preacher who had been greatly influenced by John Calvin, boldly preached to Mary, Queen of Scots, before she was forced to leave Scotland. Knox then went on to become the most powerful political and religious leader of Scotland, helping to establish the country as a Reformed Protestant nation. The Reformed church there was called "Presbyterian."

During the Elizabethan Era, the Protestant faith made significant inroads into England also. In England, Elizabeth spent her first years establishing a political and religious compromise that proved durable, though theologically insufficient in the eyes of some English Reformers, whose desire to purify the church led them to be labeled "Puritans." Elizabeth's compromise, which allowed for the least possible open persecution on religious grounds, gave the moderate Church of England a chance to develop popular support, and allowed for the Puritan movement to grow. We will learn more in Unit 3 about this group of dissatisfied Calvinist believers living and working for reform within Elizabeth's Anglican Church.

In addition to learning about the Elizabethan Age, this week you will also spend time polishing up your work and getting ready for your Unit Celebration: Renaissance & Reformation Night. Your teacher will need your help with preparations, so be alert and ready to serve! You may also need to study for an exam on what you have learned so far this year, with special emphasis on this unit. Your teacher will help you prepare by sharing review strategies with you.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Complete preparations for your Unit Celebration. (Week 4 of 4)
 - ☐ Finish all projects you began during this unit, and prepare them for display.
 - ☐ Finish making your costume and any accessories.
 - ☐ Help your teacher prepare food.
2. Act out a scene from one of the Shakespeare plays with your siblings. You might consider performing it (or doing it as a bench reading, with scripts in hand) at your Unit Celebration.
3. Many Elizabethans enjoyed masked balls where they wore elaborate masks as they danced. Make an Elizabethan-style mask to wear to your Unit Celebration.¹

Try these ideas from *Learn and Do Color!*

4. Read about various other color schemes: complementary, triadic, achromatic, polychromatic, and patriotic. Find pictures that include examples of each color scheme.
5. Study colors that are used as symbols, and find some pictures that illustrate these symbols.
6. Learn about color illusion.
7. If you have time, take the Color Test in your resource.

GEOGRAPHY

1. The British Isles are divided today into five political entities: four that form the United Kingdom, and also Ireland. Look at a resource map with your teacher to see where these modern nations are located.
2. The United Kingdom contains eight main land regions. Seven of these regions occupy the island of Great Britain: the Scottish Highlands, the Central Lowlands, the Southern Uplands, the Pennines, Wales, the Southwest Peninsula, and the English Lowlands. Northern Ireland makes up the eighth region. As your teacher directs, and with her help, color a paper map of the British Isles indicating these regions.

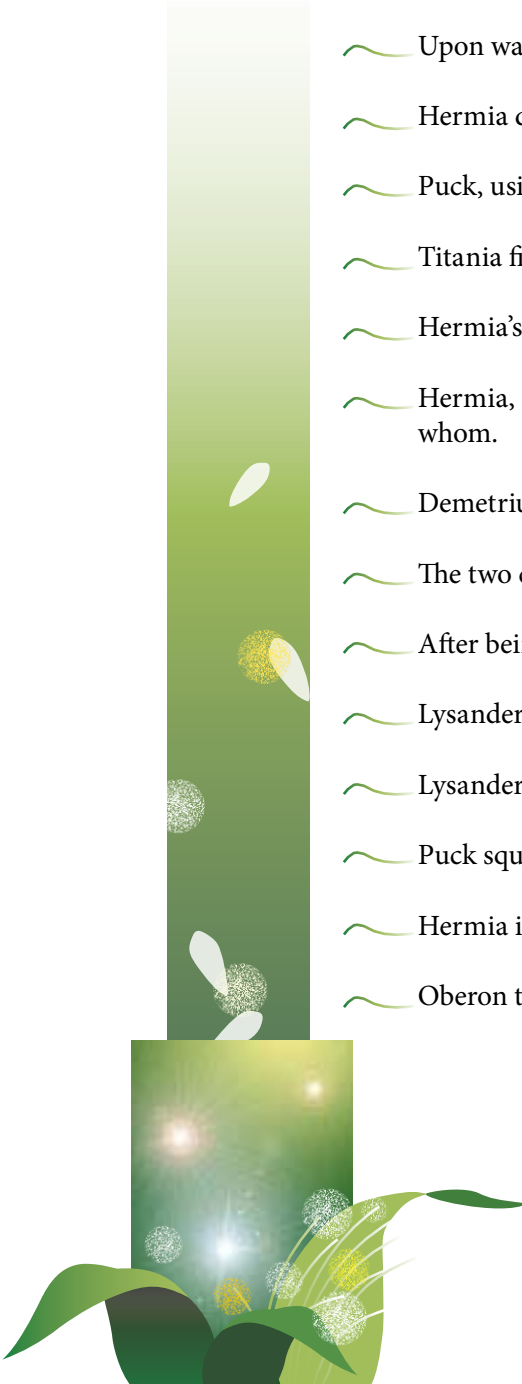


¹ See the Year 2 Arts/Activities page of the *Tapestry* website for ideas.

LITERATURE

Worksheet for *A Midsummer Night's Dream*, retold by Bruce Coville

Number the following events in the order that they occur in your book.

- 
- ~ Oberon and Titania argue over the fate of a mortal child.
 - ~ Upon waking, Titania falls madly in love with Bottom.
 - ~ Hermia declares that she would rather die than marry a man she does not love.
 - ~ Puck, using his magic, gives Bottom the head of a donkey.
 - ~ Titania finally agrees to give the mortal boy to Oberon.
 - ~ Hermia's father declares that he will choose her husband.
 - ~ Hermia, Lysander, Helena, and Demetrius argue in the forest clearing about who loves whom.
 - ~ Demetrius is angry with Helena because she follows him like a dog does his master.
 - ~ The two couples awake and try to distinguish dreams from reality.
 - ~ After being anointed with the magical flower, Demetrius declares his love for Helena.
 - ~ Lysander hatches a plan to flee to his aunt's home in order to marry Hermia anyway.
 - ~ Lysander awakes and declares his unending love for Helena.
 - ~ Puck squeezes the magical flower into Lysander's eyes.
 - ~ Hermia is disturbed because she cannot find Lysander.
 - ~ Oberon tells Puck to give the antidote to Lysander.

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Complete preparations for your Unit Celebration. (Week 4 of 4)
 - ☐ Finish all projects you began during this unit, and prepare them for display.
 - ☐ Finish making your costume and any accessories.
 - ☐ Help your teacher prepare food.
2. Act out a scene from one of the Shakespeare plays with your siblings. You might consider performing it (or doing it as a bench reading, with scripts in hand) at your Unit Celebration.
3. Many Elizabethans enjoyed masked balls where they wore elaborate masks as they danced. Make an Elizabethan-style mask to wear to your Unit Celebration.¹

From *Art for Kids: Drawing*:

4. Use all the drawing techniques that you've learned to make your own drawing.
5. Look through the drawings that you've made throughout this unit. Choose a couple of them to redo, and then observe how you have improved. If you'd like, display a set of before and after pictures at your Unit Celebration.

GEOGRAPHY

1. The British Isles are divided today into five political entities: four that form the United Kingdom, and also Ireland. Look at a resource map to find the modern boundaries of these nations, and then, if your teacher so directs, use different colors to outline them on a paper map. Be sure to include a map key.
2. The United Kingdom contains eight main land regions. Seven of these regions occupy the island of Great Britain: the Scottish Highlands, the Central Lowlands, the Southern Uplands, the Pennines, Wales, the Southwest Peninsula, and the English Lowlands. Northern Ireland makes up the eighth region. As your teacher directs, color a paper map of the British Isles indicating these regions.
3. If you have time this week, your teacher may have you label the following cities and landforms of the British Isles and the surrounding waters:²

<input type="checkbox"/> North Sea	<input type="checkbox"/> Liverpool	<input type="checkbox"/> Plymouth
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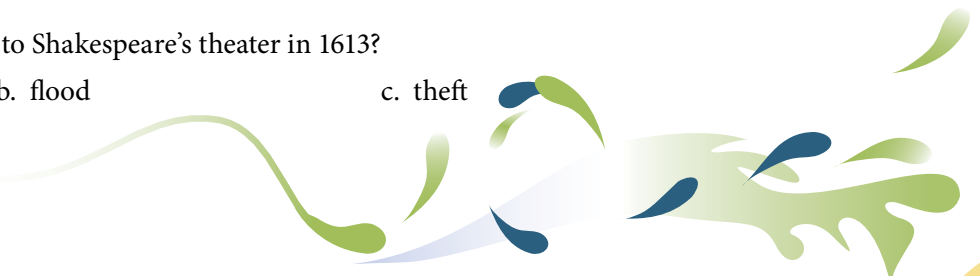
¹ See the Year 2 Arts/Activities page of the *Tapestry* website for ideas.

² You may need to use resource maps found on our *MapAids 2* disc, or see websites linked to the Year 2 Geography page of the *Tapestry* website in order to complete this assignment.

LITERATURE

Worksheet for *Bard of Avon*, by Diane Stanley and Peter Vennema

Circle the correct answer for each question below.

1. Who was William Shakespeare's wife?
a. Anne b. Mary c. Judith
 2. About how many men were in each acting company?
a. 22 b. 12 c. 8
 3. Who played the part of women in these plays?
a. women of all ages b. young boys c. older men
 4. Why were theaters closed for two years?
a. plague b. whooping cough c. smallpox
 5. What are Shakespeare's famous poems called?
a. similes b. limericks c. sonnets
 6. Besides tragedies and comedies, what other type of plays did Shakespeare write?
a. parodies b. melodramas c. histories
 7. Which of the following plays includes the role of a fool?
a. *Julius Caesar* b. *Henry IV* c. *King Lear*
 8. What was the name of Shakespeare's theater?
a. Rose b. Globe c. Swan
 9. What type of play is *As You Like It*?
a. tragedy b. comedy c. history
 10. In which play is a king forced to give up his throne?
a. *Richard II* b. *Julius Caesar* c. *Hamlet*
 11. Which play involves Scottish history?
a. *Othello* b. *Macbeth* c. *Antony and Cleopatra*
 12. What catastrophe happened to Shakespeare's theater in 1613?
a. fire b. flood c. theft
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DIALECTIC LEVEL

HISTORY

Accountability Questions

1. As part of your Unit 2 review and in anticipation of Unit 3, learn the order of the English kings and queens from the dynastic houses of Tudor and Stuart this week. Knowing the dates of these monarchs will help you relate European history to the facts you will learn later during your study of Colonial America.

House of Tudor

<input type="checkbox"/> Henry VII	1485-1509
<input type="checkbox"/> Henry VIII	1509-1547
<input type="checkbox"/> Edward VI	1547-1553
<input type="checkbox"/> Lady Jane Grey	1553
<input type="checkbox"/> Mary I	1553-1558
<input type="checkbox"/> Elizabeth I	1558-1603

House of Stuart (English Titles)

<input type="checkbox"/> James I	1603-1625
<input type="checkbox"/> Charles I	1625-1649
<input type="checkbox"/> Charles II	1660-1685
<input type="checkbox"/> James II	1685-1688
<input type="checkbox"/> Mary II and William III	1689-1694 (Mary), 1689-1702 (William)
<input type="checkbox"/> Anne	1702-1714

2. How did Elizabeth strike a workable compromise on matters of religion?
3. How did Elizabeth use her singleness as a tool for governing and diplomacy?
4. Why is Elizabeth's reign called the Golden Age of English history?
5. Why was John Knox called the "Trumpeter of God"?
6. Why did Elizabeth execute Mary I, Queen of Scots?
7. What were the ways that the English navy played a major role in key events of Elizabeth's reign?
8. Who followed Elizabeth to the throne of England?

Thinking Questions

1. What are the connections (blood, religion, and politics) between Elizabeth I and Mary I, Queen of Scots?
2. Review this past unit before your discussion time.
 - ☐ Pay close attention to the major threads we followed: the Renaissance, the Age of Exploration, and the Protestant Reformation.
 - ☐ Use the Student Activity Page questions and the Student Thread listings (found on page 6 of each week-plan) as memory joggers!
 - ☐ Ask your teacher early in the week what form your Unit Evaluation will take. Use your review time to make a list of questions about any points that are not clear to you so that you can ask about them during your discussion.

FINE ARTS AND ACTIVITIES

1. Complete preparations for your Unit Celebration. (Week 4 of 4)
 - ☐ Finish all projects you began during this unit, and prepare them for display.
 - ☐ Finish making your costume and any accessories.
 - ☐ Help your teacher prepare food.
2. Act out a scene from one of the Shakespeare plays with your siblings. You might consider performing it (or doing it as a bench reading, with scripts in hand) at your Unit Celebration.
3. Many Elizabethans enjoyed masked balls where they wore elaborate masks as they danced. Make an Elizabethan-style mask to wear to your Unit Celebration.¹
4. After reading from *Amazing Leonardo da Vinci Inventions You Can Build Yourself*, make a moving replica of Leonardo's tank. Note that this is a lengthy project, and one that requires adult supervision.

¹ See the Year 2 Arts/Activities page of the *Tapestry* website for ideas.

GEOGRAPHY

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2. The United Kingdom contains eight main land regions. Seven of these regions occupy the island of Great Britain: the Scottish Highlands, the Central Lowlands, the Southern Uplands, the Pennines, Wales, the Southwest Peninsula, and the English Lowlands. Northern Ireland makes up the eighth region. As your teacher directs, color a paper map of the British Isles indicating these regions.
3. Label your map with the following cities and landforms of the British Isles and the surrounding waters: ¹

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CHURCH HISTORY

The Church in History, by B.K. Kuiper

Your recommended resource, *The Church in History*, has questions for discussion listed in each chapter. After you finish reading chapter 27, look at the questions on page 219, and do the ones your teacher requires. When you have finished, check your answers in the book. Then ask your teacher to look over your work, and discuss with her anything you didn't understand.



¹ You may need to use resource maps found on our *MapAids 2* disc, or see websites linked to the Year 2 Geography page of the *Tapestry* website in order to complete this assignment.

LITERATURE

Worksheet for *The Tragedy of Hamlet*, edited by Christina Lacie

Summarize the plot of each of the five acts in *Hamlet*. After you summarize, match the events to their corresponding plot terms, listed below. Refer back to Week 3 or look the words up in a dictionary if you don't remember their meanings.

[ACT I]

exposition

[ACT II]

conflict

climax

[ACT III]

denouement

resolution

[ACT IV]

[ACT V]

If your teacher assigned you to memorize act III, scene i, lines 56-88 of *Hamlet*, finalize it this week and plan a time to recite it to your family and friends!

RHETORIC LEVEL**HISTORY****Accountability Questions**

1. Add information about the Thirty-Nine Articles and John Knox to the English Reformation chart you began in Week 17, and bring it to your discussion time. Your teacher will help you fill in any information you could not find. (If your printed resources don't have enough information about Knox, there's plenty of help on the Year 2 Church History page of the *Tapestry* website.)
2. What were the Thirty-Nine Articles passed early in Elizabeth's reign? How did they help bring peace and stability to England?
3. What is meant by the Latin term *via media*? (Use the Internet to find out if your resources don't define this term.) How was the Anglican Church (the Church of England) a *via media* in the Protestant Reformation?
4. Outline the connections between Mary I, Queen of Scots; John Knox; Elizabeth I; and John Calvin.

Thinking Questions

1. Analyze Elizabeth's reign according to what you have read this week. List the strengths and weaknesses of Elizabeth as a person and as a leader.
2. Prepare to discuss the reasons for the friction between England and Spain. Include the roles of Sir Francis Drake and Sir Walter Raleigh in your analysis.
3. What acts of quiet sovereignty can you see in the story of the defeat of the Spanish Armada? How was this event a turning point in history?
4. Review this unit before your discussion time, paying close attention to major threads that we followed: the Renaissance, the Age of Exploration, and the Protestant Reformation.
 - ☐ Use the Student Activity Page questions and the Student Thread listings (found on page 6 of each week-plan) as a memory jogger!
 - ☐ Ask your teacher what form your Unit Evaluation will take. Use your review time to make a list of questions concerning points that are not clear to you.

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LITERATURE

The subject for recitation or reading aloud this week is wide open to choice, since there are no outstandingly important monologues and there are many interesting scenes. Choose a passage in *The Tempest* that appeals to you (make sure to get your teacher's approval for your choice) and prepare to recite it for class.

Defining Terms

You should continue your index of literary terms this week, with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here.

- ☐ **Aside:** In drama, a line delivered either directly to the audience or to oneself in such a way that the audience "overhears" it. In either case, other characters usually do not hear the line.
- ☐ **Commedia dell' arte:** Literally "comedy of professional artists," a type of Italian comedy that combines stock characters and situations with improvised action and dialogue, performed by a troupe of ten to twelve actors and actresses.
- ☐ **Masque:** A court play of an allegorical or symbolic type, often including mythological elements, rich costumes, and complex staging, in which courtiers as well as actors can participate.
- ☐ **Romance Play:** A sub-genre of drama that combines characteristics of comedy and tragedy, joy and sorrow. The romance play usually ends joyfully, but includes dark or potentially tragic elements. It focuses on redemption and reconciliation, and often includes supernatural elements.
- ☐ **Tableau:** A motionless, usually temporary grouping of persons (or sometimes objects) in various attitudes. The persons in a tableau are normally in full costume and are meant to be symbolic.

Beginning and Continuing Levels

1. Thinking Questions: Does *The Tempest* exemplify the characteristics of any of the following genres, and if so, how?

- ☐ Romance play
- ☐ *Commedia dell' arte*
- ☐ Masque

2. Thinking Questions:

Prospero

- ☐ Is Prospero an angry person? Or might he be played either way—as angry or not angry?
- ☐ How does Prospero's experiment in obsession with magical studies turn out?
- ☐ Since you just recently read *Doctor Faustus*, you may have been startled by Shakespeare's portrayal a sympathetic protagonist who practices magic but is not evil. Do you think that Shakespeare approves of magic, or does he, like Marlowe, condemn it?
- ☐ *The Tempest* was Shakespeare's last play. It has been suggested that in Prospero Shakespeare has fashioned a self-portrait: like the playwright, Prospero is a director of illusions and master of staged events. Some even go so far as to say that the epilogue of this play is Shakespeare's "farewell to the stage." Do you agree?

Miranda and Ferdinand

- ☐ Critic Anna Jameson says of Miranda, "She is so perfectly unsophisticated, so delicately refined, that she is all but ethereal. [Even] one of Shakespeare's own loveliest and sweetest creations [could not] sustain the comparison for a moment" (*Heroines* 123). Do you agree?
- ☐ Do you see any troubling aspects of Miranda's character?
- ☐ Ferdinand is a Prince Charming: brave, loving, gentleman-like, and thoroughly noble. Or is he? Do you believe that he sincerely loves Miranda, or did you find his declaration just a little too quick to be convincing?

Caliban

- ☐ Caliban is often considered to be a representative of the natives of the New World. Do you know how Europeans viewed Native Americans?
- ☐ Are their views reflected in the attitude displayed here towards Caliban? If so, how?

3. Thinking Question: For each of the topics listed below, describe what Shakespeare's theme might be.

- ☐ Betrayal
- ☐ Revenge and Forgiveness (Redemption)

- ☐ Love and Marriage
- ☐ Condition of Servitude

4. Thinking Question: Ben Jonson's poem, "To the Memory of My Beloved, the Author, Mr. William Shakespeare," shows deep admiration for Shakespeare. Here at the end of our four-week Shakespeare study, what do *you* think of the Bard?
5. OPTIONAL Thinking Question: What are striking similarities or differences of form or content among the four Shakespeare plays that you have studied this unit?



Harlequin



Il Dottore



Pantalone



Il Capitano

CHURCH HISTORY

1. Research and prepare to discuss the distinctive aspects of Presbyterian church government with your teacher. What are its strengths and weaknesses? Can you find biblical support for this governmental form?
2. Interview your pastor. Ask what form of church government your church practices and why. Also discuss which Scriptures your church uses to derive authority for its governmental forms.
3. For your own edification as a Christian, you may want to review all you have learned this year by flipping through the chapters we have read in *Church History in Plain Language*.
 - ☐ If so, summarize in outline or cluster format what God has done in His church since our studies began this year.
 - ☐ What common threads have we seen throughout?
 - ☐ What new ideas have been introduced?

GOVERNMENT

There is no specific Government assignment for this week, though we recommend that Government students consider memorizing the names and dates of major English monarchs, if they have not previously done so. These dates function as helpful points of reference to which they can relate other dates on a mental time line.

Ask your teacher whether you will be required to take a unit or mid-term evaluation, and, if so, what form it will take. Prepare to take this test, or simply review what you have learned so far this year for your own edification.

PHILOSOPHY

Francis Bacon was a lawyer, judge, and philosopher who lived during and after the reign of Elizabeth I. He helped lay the foundations of modern science by spelling out a method of scientific problem-solving.

Rehearse *Sir Francis Bacon*, which is this week's *Pageant of Philosophy* material. Did you include your father? If he is available, make an effort to have him rehearse with you at least one time.