

GENERAL INFORMATION FOR ALL GRADES

This week, in addition to studying the founding of the Dutch colony of New Amsterdam, we will be focusing on the settlement of Plymouth, another early English colony well north of Jamestown. There are some similarities to note between the two English colonies, but the differences between them are more striking. As we saw last week, Englishmen who formed a joint-stock company to get rich quick sent those who were primarily looking for quick monetary gain in the New World to found Jamestown. They met with problem after problem, and the colony was a sickly, fretful entity for many years.

As with Jamestown, Englishmen who wanted to make money in America financed the Plymouth expedition, but a sizeable number of those who actually emigrated did not go to increase their worldly wealth. To understand these men and women well, we must continue to follow the history of the Reformation under James I. James was a Protestant, as we have learned. As the English king, he presided over both the English government and the Church of England (or Anglican Church). In this capacity, the king appointed or dismissed church leaders, and church and state were so intertwined that, in many cases, to criticize the church was to engage in treason. During the reign of Elizabeth I, England had remained peaceful throughout times of religious turmoil as a result of a compromise between Protestant doctrines and Catholic practices called the *Via Media* (middle way).

When James came to the throne, those who wished for less Catholic ritual and a greater “purification” of Christian teaching and practices in the Church of England were very hopeful, especially when James appointed several prominent Puritans to elevated positions within the Church of England. Though he had been raised in Scotland, where Calvinist theology had resulted in a Presbyterian government, James was not a Puritan. He had adopted the view that he had a divinely appointed right to rule, absolutely and unquestioned, over both government and church in England. He therefore saw the Puritan movement, which upheld each individual’s responsibility to interpret scripture, as potentially dangerous to his power in both arenas. His authorization of the King James Bible was given partially to reinforce Anglican orthodoxy and counter the influence of the Geneva Bible, which included anti-royalist interpretations of key Scriptures, as well as Calvin’s notes on the submission of both church and secular leaders to the authority of Scripture. To separate from the established (meaning, state-sponsored and lawful) Anglican Church was both illegal and dangerous. Some chose to remain in the Church of England and work for purification from within. These people were dubbed “Puritans.” Some decided that they must shake the dust off their feet and separate themselves and their families from the church which, from their standpoint, compromised Scriptural directions for faith and practice. These people were called “Separatists.”

Often, Separatists found it necessary to emigrate as part of their separation because the close connection between church and state made their decision of faith and conscience a state matter as well. They were harried and even persecuted if they did not attend Anglican services. In 1607, the year Jamestown was founded, a group of Separatists from the English East Midlands left England for Protestant Holland, where they lived for about twelve years.

Forty-one Puritan Separatists and sixty-one other Englishmen who hoped to better their lives by moving to America founded Plymouth, with the support of the Plymouth Company based in London. The Separatist settlers felt that their children were in danger of becoming worldly Dutchmen and they feared that war would soon break out between Holland and Spain. So they dared to cross the ocean and begin a new life, despite the dreadful reports about living in America that they must have heard from Jamestown. As you study these colonists this week, look for the many examples of God’s direct intervention to help His people create a new home in the wilderness. Note, too, that sometimes God does call His people to suffer and die in His service. These Pilgrims, as they came to be called, suffered much for their principles and profoundly affected the development of America in the process.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you chose last week. (Week 2 of 8)
2. Design a realistic Pilgrim or Native American costume to wear to your Unit Celebration.

From *Colonial Kids*:

3. Make a model of a ship using a brown paper bag, white paper, and a straw.
4. Learn how to tie various types of knots.
5. Create your own compass using a cork and a magnet.
6. Cut out your silhouette after a family member or friend traces your shadow.
7. Make bread dough clay and form a figure of your choice.
8. Learn the art of *decoupage* and cover a small box or vase using this technique.
9. Poster board and gift wrap are the main supplies you'll need to create your own band box. Make one to store some of your treasures.
10. Quilling is a beautiful art that you may enjoy. Choose a few patterns and then, with your teacher's help, try your hand at this skill.

GEOGRAPHY

Your teacher will tell you whether to do this work orally or on paper.

1. Find all these places on a map of New England:

<input type="checkbox"/> Cape Cod	<input type="checkbox"/> Boston
<input type="checkbox"/> Martha's Vineyard Island	<input type="checkbox"/> Provincetown
<input type="checkbox"/> Nantucket Island	<input type="checkbox"/> Connecticut River
<input type="checkbox"/> Cape Cod Bay	<input type="checkbox"/> Merrimack River
<input type="checkbox"/> Massachusetts Bay	<input type="checkbox"/> Narragansett Bay
<input type="checkbox"/> Plymouth	
2. With your teacher's help, learn about the seasonal climate (temperature, average rainfall, etc.) of New England and in particular, Plymouth, using climate maps or your atlas.
3. Find out what native crops grew in Massachusetts at the time the Pilgrims lived there and also what foods English settlers might have been used to. What might the menu have been, both daily and at Thanksgiving?
4. Finish your salt map of North America. (Week 2 of 2)
5. Throughout our study of Colonial America, we will be memorizing the names and locations of the original thirteen colonies. This week, we are studying the founding of Plymouth and the Massachusetts Bay Colony. Though these were only a small foothold in Massachusetts, color in the entire colony of Massachusetts this week on your map of the thirteen colonies as they appeared before the American Revolution.

LITERATURE

Worksheet for *Three Young Pilgrims*, by Cheryl Harness

Answer each question below.

1. What kinds of things were stored in the hold of the ship?

2. What was the name of the ship on which the people sailed?

3. Why did the Pilgrims want to make a new colony?

4. What was the name of the new colony?

5. Who was the Indian that welcomed the settlers?



6. What did Samoset and Squanto teach the settlers?



7. Who was invited to the celebration feast?



8. What were the names of some of the Indians who went to the feast?



9. What was the name of the ship that was sighted three days after the feast?

10. What was one main reason that people went to the New World?

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you chose last week. (Week 2 of 8)
2. Design a realistic Pilgrim or Native American costume to wear to your Unit Celebration.

From *America: Ready-to-Use Interdisciplinary Lessons & Activities*:

3. Complete one or more of the following worksheets:

- ☐ The Early New England Colonists
- ☐ What Will it Cost?
- ☐ New England Terms
- ☐ Folktales and Literature
- ☐ 17th-Century Pastimes and Sports
- ☐ Sounds of New England
- ☐ Dried Pepper Hangings
- ☐ Basics of New England Cooking
- ☐ 17th-Century New England Feasts
- ☐ Indian Pudding
- ☐ Cranberry-Nut Bread

GEOGRAPHY

Your teacher will tell you whether to do this work orally or on paper.

1. Find all these places on a map of New England:

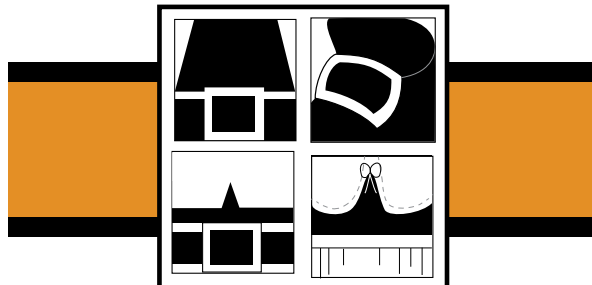
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<input type="checkbox"/> Martha's Vineyard Island	<input type="checkbox"/> Provincetown
<input type="checkbox"/> Nantucket Island	<input type="checkbox"/> Connecticut River
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<input type="checkbox"/> Massachusetts Bay	<input type="checkbox"/> Narragansett Bay
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LITERATURE

Worksheet for *William Bradford, Pilgrim Boy*, by Bradford Smith

Write "F" if the statement is a fact from your book. Write "O" if it is an opinion.

- ☐ 1. William is punished for going to Babworth several times.
- ☐ 2. King James of Scotland becomes the King of England upon the death of the queen.
- ☐ 3. William Bradford is three years older than Jonathan Brewster.
- ☐ 4. A good breakfast consists of pease porridge, milk, bread, and slices of cold meat.
- ☐ 5. The men from Cambridge are a dangerous group.
- ☐ 6. William is not allowed to continue attending school.
- ☐ 7. William forgets that he has let the bull out in the pasture.
- ☐ 8. It is more important to take care of the lambs than to learn.
- ☐ 9. Learning enables Uncle Robert and William to take better care of the sheep.
- ☐ 10. William Brewster is arrested for being disobedient in matters of religion.
- ☐ 11. Sam White is afraid to meet with William unless it is after dark.
- ☐ 12. Freedom in the New World is worth the dangers the people have to overcome.
- ☐ 13. Life on board the *Mayflower* is very exciting!
- ☐ 14. William Bradford becomes the governor of the new colony.
- ☐ 15. The Narragansett Indians never trouble the Pilgrims while William is alive.

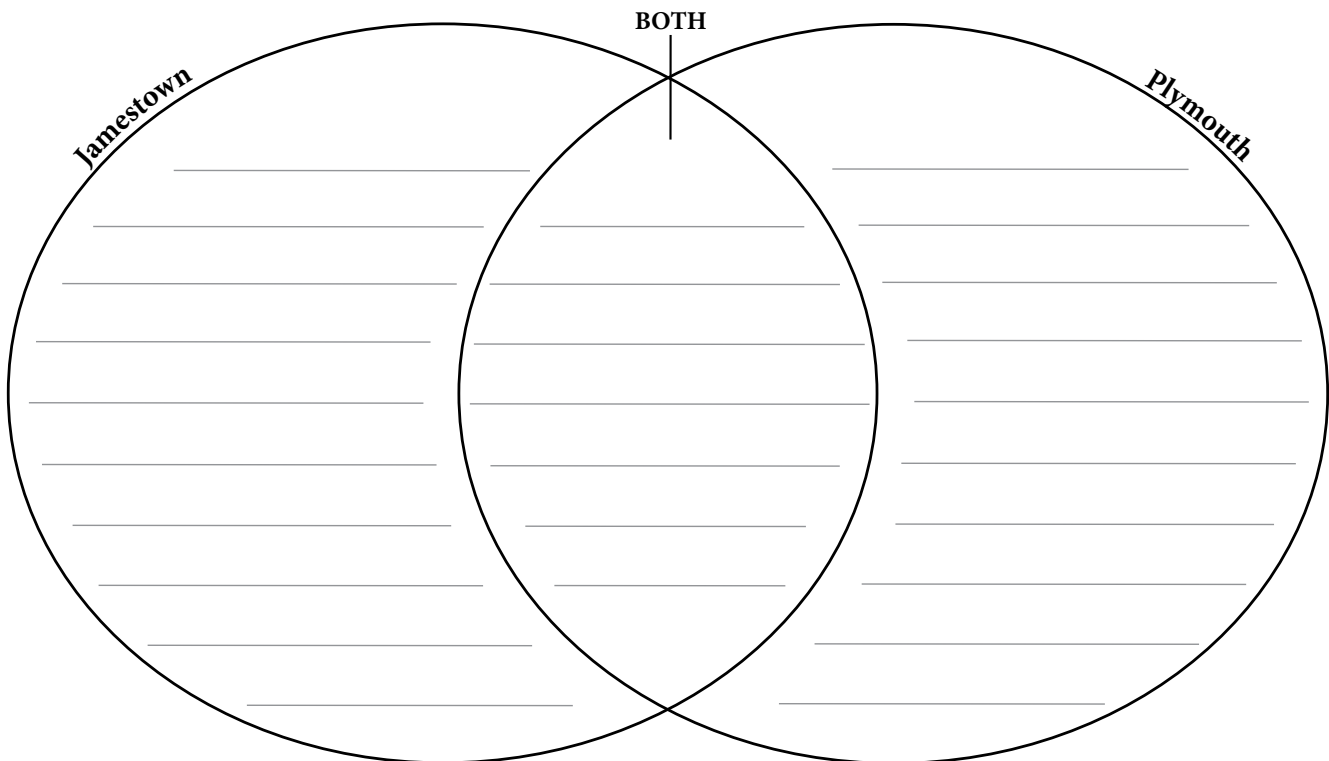


DIALECTIC LEVEL

HISTORY

Accountability Questions

- Outline the story of the Pilgrim settlers of Plymouth.
 - ☐ Where did they journey from, and when?
 - ☐ Where did they land and what were the first few years like for them?
- Using the Venn Diagram below, or a copy of it that you've expanded in your notebook, compare and contrast the settlers of Jamestown and Plymouth in terms of:
 - ☐ Who sent them to America
 - ☐ The main motives among settlers for colonizing
 - ☐ The number of men, women, and children in the group
 - ☐ Their behavior once they landed in their new colonial home
 - ☐ Their means of making a living
 - ☐ Their relations with nearby Native Americans



- Which Native American tribes lived near Plymouth, and what were their social and political customs?
 - ☐ How do you see the hand of God working in the Pilgrims' relations with the Indians?
 - ☐ How did their relations differ from those of the Jamestown colonists?
- What was the name of the Puritan colony that settled just north of Plymouth? When did these settlers first arrive in New England?
- Who was the English explorer who sailed for the Dutch? What were his great discoveries?
- How was New Netherland formed, and where?

Thinking Questions

- What kinds of issues caused the Pilgrims to leave England? Would you have left a comfortable home to cross the ocean and live in a hostile land because of issues like these? Prepare to explain your answer.

2. Prepare to discuss ways in which the Pilgrims showed their Christian faith during their trials in Holland, on the *Mayflower*, and in the New World.

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you chose last week. (Week 2 of 8)
2. Memorize the Mayflower Compact and plan on reciting it at the end of the week or at your Unit Celebration.
3. Make a display board about famous individuals involved in the Plymouth Colony.
4. Design a realistic Pilgrim or Native American costume to wear to your Unit Celebration.

From *More Than Moccasins*:

5. Make and play with toys that young Native Americans may have enjoyed. You may want to make and share these with younger siblings or co-op members.
 - ☐ Fashion a cradleboard and a charm for a doll that you own. You'll need a paper milk carton and other miscellaneous supplies.
 - ☐ Corncob dolls were popular with both Indians and colonists. Make your own doll and some clothing for it this week.
 - ☐ Make a deer hat for your younger siblings or co-op members. Be careful to cover any staples you use.
 - ☐ Make a spear out of cardboard. If you have access to carving materials such as a bone or stone, try to chip your own arrowhead. Be sure to get parental permission if you do this and be careful using any sharp tools.
 - ☐ Although Indians learned about the spirits with Kachina dolls, make one for yourself as a reminder of what you are learning in this unit. If you want to make the project more advanced, use wood instead of cardboard and do some detailed painting.
 - ☐ Make a *travois* for one of your stuffed animals or dolls.
 - ☐ Create a spinning top out of wood or cardboard.

GEOGRAPHY

1. Label a paper map with these landforms and places:

<input type="checkbox"/> Cape Cod	<input type="checkbox"/> Boston
<input type="checkbox"/> Martha's Vineyard Island	<input type="checkbox"/> Provincetown
<input type="checkbox"/> Nantucket Island	<input type="checkbox"/> Merrimack River
<input type="checkbox"/> Cape Cod Bay	<input type="checkbox"/> Long Island Sound
<input type="checkbox"/> Massachusetts Bay	<input type="checkbox"/> Manhattan Island
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2. Learn about the seasonal climate (temperature, average rainfall, etc.) of New England and in particular, Plymouth, using climate maps or your atlas.
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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. There are follow-up questions on pages 257 (questions 1-2), 265 (questions 1-2), and 342 (questions 2-5). As always, ask your teacher to help you choose the proper questions out of this list, and to look over your work when you finish and discuss with her anything you didn't understand.

LITERATURE

Worksheet for *Almost Home*, by Wendy Lawton

Write quotations that provide instances of the following emotions from this week's reading assignment. Give page numbers so that your teacher can easily grade your work.


anger
fear
worry
sadness
impatience
curiosity
joy
happiness
excitement
surprise

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

1. You will be comparing and contrasting Jamestown and Plymouth this week. Use the chart provided on page 20 to record your analysis.
2. What role did the Native Americans play in the founding of Plymouth?
3. List the similarities and differences between Plymouth Plantation and the Massachusetts Bay Colony.
4. How did the government and social makeup of New Netherland differ from both Plymouth Plantation and the Massachusetts Bay Colony?
5. What is the economic theory called “mercantilism”? How did it affect the actions of colonial Europeans?

Thinking Questions

1. Prepare to discuss Dunn’s assertion in *Age of Religious Wars* that “as Dutch prosperity proved, the merchant middleman was the prime catalyst in the seventeenth-century economy” (117).
2. How did “liberty” and “freedom” mean different things to people of the seventeenth century than they do to us today? Why do these differences exist, and how did these concepts affect European and Colonial American society in the 1600’s?
3. Prepare to discuss ways that the Pilgrims showed their Christian faith during their trials in Holland, on the *Mayflower*, and in the New World.
4. Today, many Americans mourn the lack of heroes in our society. Prepare to discuss whether or not the Pilgrims are heroes worth emulating.
 - ☐ Using the Bible, list the qualities of a hero.
 - ☐ Do you think the Pilgrims were real heroes or not? (Prepare concrete reasons for your position.)
 - ☐ What would you have found hardest about colonial life, and why? How does the Pilgrims’ example convict, inspire, or instruct you in this area?
 - ☐ What do you find most inspirational in the Pilgrim story? (Pick at least two aspects to share.)

GEOGRAPHY

1. Label a paper map with these landforms and places:

<ul style="list-style-type: none"> <input type="checkbox"/> Cape Cod <input type="checkbox"/> Martha’s Vineyard Island <input type="checkbox"/> Nantucket Island <input type="checkbox"/> Cape Cod Bay <input type="checkbox"/> Massachusetts Bay <input type="checkbox"/> Plymouth <input type="checkbox"/> Connecticut River 	<ul style="list-style-type: none"> <input type="checkbox"/> Boston <input type="checkbox"/> Provincetown <input type="checkbox"/> Merrimack River <input type="checkbox"/> Long Island Sound <input type="checkbox"/> Manhattan Island <input type="checkbox"/> Narragansett Bay
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JAMESTOWN	PLYMOUTH
What type of people were the original colonists?	What type of people were the original colonists?
Original purpose, reasons for coming, and organization:	Original purpose, reasons for coming, and organization:
Physical conditions:	Physical conditions:
Relations with natives:	Relations with natives:
Developments over the years:	Developments over the years:

LITERATURE

Literary Introduction

Pilgrim's Progress was written by John Bunyan, a pastor who lived in England during a time of great national upheaval. Bunyan's life (1628-1688) spans some of Britain's most tumultuous spiritual and political controversies, which we will talk about more next week. What you need to know right now is that Bunyan was born twenty-three years after the first part of *Don Quixote* was published and twelve years after Shakespeare died, and that he wrote *Pilgrim's Progress* while serving twelve years in prison for his religious convictions.

The language and style of the story is seventeenth-century English, which you will find somewhat different from modern English but quite easy to read once you get used to it. As you read, try to make full use of the explanatory notes at the back of the book (beginning on page 291). Whenever you see a word with a little cross by it, you can be sure that there is a helpful note on that word or phrase in the back.



Recitation or Reading Aloud

Your teacher may allow you to choose your own selection for recitation or reading aloud, or have you do this selection: "The Man of the City of Destruction" (from "As I walked through the wilderness of this world" through "What shall I do?" *Pilgrim's Progress*, p. 10).

Defining Terms

Continue your index of literary terms with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here.

- ☐ Allegory: A story, poem, or play in the allegorical mode.
- ☐ Apology: An author's explanation and justification for the ideas expressed in a literary work, or for the form through which he expresses them, usually written in a preface to that work.
- ☐ Conceit: 1) Defined in the Middle Ages as any literary device or means of expressing an idea (the word originally meant "concept"). 2) Later used to denote a complex or extended metaphor figure.
- ☐ Dark Conceit (Dark Figure): A term invented by Edmund Spenser to describe the literary device of allegory, whereby an invisible reality is figuratively expressed through a concrete story.
- ☐ Descriptive Style: The characteristic manner in which a storyteller describes everything in a given story, including characters, objects, ideas, and places.
- ☐ Sentence Structure: The characteristic length (or shortness) of sentences, the way they are usually constructed, and the characteristic elements included in them, in the style of a given author.
- ☐ Style: The unique rhythm, techniques, and qualities that characterize a particular author's craftsmanship.
- ☐ Symbolic Character: A character who, in addition to his role in the story, stands for another idea or meaning outside the story.
- ☐ Symbolic Event (or Action): In a story, a symbolic event or act may either point to another event in the story or to a greater reality outside the story.
- ☐ Symbolic Place: A symbolic place is at once a setting in the story and a representation of something else, often an ideal or greater reality.
- ☐ Tone: The emotional color or disposition of a story. Tone includes the author's attitudes and emotions as expressed in the story, and the consistent emotional mood(s) of characters (particularly dominant characters) in the story.

Beginning Level

1. Fill in the far right column of the second chart.¹ In the first, small chart on the following page, you will find the six options for filling in the boxes of the large chart's right column. Some of them have already been done for you as examples.

¹ Many of the explanations of secondary meaning in the chart are drawn from the notes at the back of Oxford World's Classics edition of *Pilgrim's Progress*, edited by W.R. Owens (New York: Oxford University Press, 2003) 291-309.

PERSONIFICATION		SYMBOLISM			
Gives personality to something that is not a person or character		Adds a secondary meaning to the usual or literal meaning of a concrete person, place, thing, event, or action			
Personification of an Abstract Idea or Quality, including Human Traits, Sins, and Virtues	Personification of a Place, Thing, Event, or Action (this type is relatively rare)	Symbolic Event or Action	Symbolic Place	Symbolic Thing	Symbolic Character

PERSONIFICATION AND SYMBOLISM IN <i>PILGRIM'S PROGRESS</i> : FROM THE BEGINNING OF THE STORY TO VANITY FAIR		
PERSON, PLACE, THING, OR EVENT IN THE STORY	SECONDARY OR SPECIAL MEANING	TYPE OF FIGURATIVE SPEECH
Man (named Graceless, renamed Christian)	The Man (whose name, we learn later, is Graceless) is both a literal character in the story and also represents every unbelieving human in the natural state of sin. Later he becomes Christian and represents all Christians.	<i>Symbolic Character</i>
Book	The Book is the Bible.	
Great Burden	The burden represents the collective sins Graceless has committed, which can only be removed by Christ.	
City (of Destruction)	The City represents those who have original sin but not salvation, and are consequently marked for destruction.	<i>Symbolic Place</i>
Evangelist	Evangelist represents Christian evangelists and godly Christian pastors. It is after meeting Evangelist that Graceless is first called Christian.	
Obstinate and Pliable	Obstinate represents the human trait or characteristic of obstinacy (arrogant stubbornness) which may keep a person from believing the gospel. Pliable represents the human trait of pliability with regard to spiritual things. He accepts easily, but also gives up easily.	<i>Personifications (Sinful Human Traits)</i>
Slow of Dispond (or Slough of Despond)	The Slow (Slough) represents all the various doubts, misunderstandings, and lack of comprehension that may cause a man to despair of ever being saved from his sins.	
Help	Help represents the help (which may come from a person, a sudden insight from God, etc.) that comes to a man and draws him out of despondency to believe in the reality of salvation.	<i>Personification (Abstract Quality)</i>
Steps in the Slow	The steps are the promises in the Bible that declare that a person may indeed be saved.	
Falling into the Slow and being pulled out by Help	A person seeking to be saved may be caught and almost drowned in his own misgivings, but God is able to send help to pull him out and set him on the way to salvation.	<i>Symbolic Event and Symbolic Action</i>
Mr. Worldly-Wiseman	He represents those who have wisdom to get on in this world but cannot offer wisdom for the man who is seeking heaven.	
Beelzebub	Beelzebub is a real being in the real world. Bunyan occasionally refers to real persons (including God) directly, without any "dark figure."	<i>Actual Person</i>
The narrow way, the King's High Way	This way is the way of Holiness, and Good-Will tells Christian that it is a road laid down by men of God, including the Patriarchs, the Prophets, Christ, and the Apostles.	
The Dust is removed with the help of Water	These represent the fact that original sin cannot be cleaned out of a Christian's life by law, but he will be cleaned easily if sprinkled with the grace of the gospel, as the dust is with water.	
Simple, Sloth, and Pre-sumption	These are three sinful human traits, all of which can dull and hinder a person from making progress along the way of Holiness.	<i>Personification (Human Trait or Action)</i>

The Hill of Difficulty	This hill represents a season in a Christian's life when trials or difficulties arise to test his faith.	
Apollyon	Apollyon is an actual demon named in the Bible. Bunyan may refer here to spiritual or demonic attack.	<i>Actual Person</i>
The Valley of the Shadow of Death	This valley stands for a season of particularly fierce trials in a Christian's life, such as a dangerous illness.	
Faithful	Like Christian, Faithful is a symbolic character who stands for Christians in general.	
Faithful Helps Christian to Rise	This action is symbolic of Christians' need for each other's help in the process of sanctification and the journey towards Heaven.	

Continuing Level

Do the following exercise and questions in addition to the exercise from the Beginning level above:

- Start filling in this outline for as much as you read this week. You will probably need to expand this onto several sheets of paper or a computer document. You will go over your finished outline next week with your teacher.

Content

- ☐ Topic(s)
- ☐ Theme(s)
- ☐ Reality
- ☐ Morality
- ☐ Values

Settings

- ☐ Physical
- ☐ Cultural
- ☐ Temporal

Characters

- ☐ Christian
 - ☐ Responses to Events or People
 - ☐ Personal Traits and Abilities
 - ☐ Conflicts
 - ☐ Experiment in Living
- ☐ Faithful
 - ☐ Responses to Events or People
 - ☐ Personal Traits and Abilities
 - ☐ Experiment in Living
- ☐ Hopeful
 - ☐ Responses to Events or People
 - ☐ Personal Traits and Abilities
 - ☐ Experiment in Living

Plot

- ☐ Plot Structure:
- ☐ Symbolic Event or Action
- ☐ Suspense
- ☐ Poetic Justice
- ☐ Plot Frames

Texture

- ☐ Allusion
- ☐ Personification
- ☐ Symbolism
- ☐ Style
 - ☐ Descriptive Style

- ☐ Tone
- ☐ Sentence Structure

Artistry

- ☐ Artistic Elements
- ☐ Meaning Through Form
- ☐ What You Enjoyed Most

3. Thinking Questions:

- ☐ How would you characterize the use of symbols (places, things, actions, events, characters) and personifications in *Piers Plowman*, *Faerie Queene*, and *Pilgrim's Progress*? In other words, what similarities or differences do you see between the way Langland, Spenser, and Bunyan used the allegorical system of storytelling?
- ☐ Now think about Dante and the *Divine Comedy*. Does Dante share any of these literary techniques with the other three authors?

CHURCH HISTORY***Church History in Plain Language*, by Bruce Shelley**

1. In what two places did Puritans have the opportunity to apply the law of God to the life of a nation (or political body)? Has any later Christian movement had such an opportunity?
2. What does Shelley say are the three main periods of the Puritans' crusade to remake England?
3. What are the two sides of Puritanism? Why is this significant?
4. What does Shelley say Elizabeth I's policy was towards Puritans?
5. Which books were on the Puritans' short list of best sellers? What influence did these have on them?
6. Where and how was the first English Baptist church founded?

***Worldly Saints*, by Leland Ryken**

Read the Introduction and the first four chapters (unless your teacher excuses you from reading chapter 3) in *Worldly Saints*. Then answer the following questions.

1. In the introduction to *Worldly Saints*, what does J.I. Packer say is the main reason we need to learn from the Puritans? In other words, what does he say they had that we don't?
2. What are five of the specific examples of their maturity that he goes on to list?
3. Which of these five examples impressed you the most as you read about the Puritans, and why?
4. Be prepared to share one interesting thing about the Puritans that you didn't know before you read about them this week.
5. Why have the Puritans been misrepresented in England and America for many years? List several false things that are commonly believed about the Puritans.
6. List ways that people misapply the term "puritan" today. Why do you think these misconceptions about the Puritan culture and beliefs persist to this day?
7. Please fill in an expanded copy of the following chart in your notebook as you read your assigned chapters this week. Bring the filled-in chart to your discussion time.

	THEOLOGICAL AND BIBLICAL UNDERPINNINGS OF THE PURITAN VIEW: WHY	HOW THIS VIEW WORKED OUT IN EVERYDAY LIFE: WHAT
WORK		
MARRIAGE AND SEX		
MONEY		

GOVERNMENT

This week our study of government takes us to the Pilgrims and early Puritan colonies in Massachusetts. These colonies had an enormous impact on world history. Their early experiments in self-government are like the headwaters of a great river—the Mayflower Compact is a long way from the United States Constitution, but it flows directly to it. The three documents we will study this week are the Mayflower Compact, John Winthrop’s *A Model of Christian Charity*, and the first code of laws we have from the Massachusetts Bay Colony, The Massachusetts Body of Liberties. They were each written about one decade apart in 1620, 1630, and 1641.

The Mayflower Compact is a *covenant*, which had special significance for the Pilgrims, who were Calvinists. John Calvin was a lawyer before he was a Reformer, and his concept of God’s covenant with man is a central feature of his theology. Even though the Mayflower Compact is just one paragraph long, it creates a new government of the people, by the people, and for the glory of God. It reads like a set of marriage vows, and for good reason—the words of this compact create a new society, just the way that marriage vows create a new family.

John Winthrop wrote his *Model of Christian Charity* on board the *Arabella* as he sailed for Massachusetts in 1630, ten years after the Pilgrims landed at Plymouth. Winthrop, a Puritan, was governor of the Massachusetts Bay Colony. His discourse on the role of Christian love deals forthrightly with matters like poverty and debt as he challenges the community to live as a “city on a hill” in the new world.

The Massachusetts Body of Liberties was the first legal code in New England. As the colonists established a government for their new society, they took pains to protect individuals from tyranny. This bill of rights protects individual freedom by setting explicit limits on the power of the new government.

Mayflower Compact

1. The Mayflower Compact is a covenant. Who are the parties to this covenant?
2. What does the Mayflower Compact establish?

A Model of Christian Charity

3. Why does Winthrop think God allows some people to be rich and others poor?
4. According to Winthrop, how should Christians give money, lend money, and forgive debts?
5. How should a Christian community act in the face of shared perils?
6. Winthrop discusses Christian love and comes to four conclusions. What are they?
7. How does Winthrop apply his teaching on Christian charity to the persons, the work, the end, and the means of love?
8. Winthrop quotes Matthew 5:14 at the end of this piece. What image does he use to describe the new Puritan community? What does that image mean to Winthrop?

Massachusetts Body of Liberties

9. Explain what the opening paragraph says about the relationship between liberty, tranquility, and stability.
10. Specific liberties, immunities, and privileges are spelled out in numbered paragraphs. How does paragraph 1 protect individual freedom?
11. Paragraphs 58-60 deal with the relationship between civil authority and church government, and vice versa. Explain how these two different governments interact.
12. What limits does paragraph 91 place on slavery? How would it apply to the African slave trade? Could a European bring a black slave to Boston?
13. Paragraph 94 identifies three death-penalty offenses. What specific wording in these three laws helps protect individual freedom?
14. Explain how paragraph 95 provides more freedom of religion than existed in England, but less than Americans enjoy today.

PHILOSOPHY

Rehearse *Descartes’s Deductions*, 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.