

GENERAL INFORMATION FOR ALL GRADES

After the upheavals of the Puritan Revolution in England, Charles II was welcomed back with much joy by the majority of the English people. Many were tired of the tyrannical rule of the army under Cromwell and his son, and others had chafed under the Puritan restrictions on worldliness and frivolity, due to the fact that many Englishmen preferred the traditional Anglican church to the more intense Puritan one. Charles's approach to the political and social conditions in England was to turn back the clock in order to erase all traces of the twenty-year rebellion. He reestablished the primacy of the Church of England (with himself as its head), and revoked several important pieces of Puritan legislation.

Charles's reign was actually dated to his father's execution, not that of his own coronation. Charles ruled England, Scotland, and Ireland from the time he ascended the throne (in 1660) until 1685—about twenty-five years. When he died, his brother ruled as James II of England and Ireland (and James VII of Scotland). For reasons that we will explore in more detail next week, James II only ruled three years. The period from 1660 to 1688 therefore is known as the Restoration Period in English history.

As with past events, English history had profound effects on Colonial American history. We have seen before that New England was mostly peopled by Puritans who sought to escape the oppressive reigns of James I and Charles I. When the Puritans gained the upper hand, it was the Royalists who fled to America, mostly populating Virginia. Now, as the monarchy was restored in England, dissenters again joined the ranks of Puritans in New England. This, however, was not the only dynamic at work. Charles II was eager to reward those who had been loyal monarchists during his years of exile in France. To this end, he gave liberal, personal land grants in America to men who had been loyal to him through the Puritan Revolution. For instance, in 1663, Charles re-granted Carolina territory (which had been apportioned by his father to Sir Robert Heath, his attorney general) to eight of his favorite nobles. He made them lords proprietors (ruling landlords) of the colony, and these favored noblemen ruled their territory as they saw fit.

At times, Charles granted ownership of American lands that he did not yet rule! For instance, in 1663, his brother James, then the Duke of York, purchased a lapsed land title to what had become New Netherland and New Sweden. This land had been conferred on the Earl of Stirling by Charles I. Upon coming to the throne, Charles II gave his brother the right to colonize and rule the region between New England and Maryland. In 1664, James sent an expedition to New Amsterdam which, by taking advantage of the Dutch West India Company's decision not to place any garrison there, took control of New Netherland without firing a shot. New Amsterdam became the personal property of James, and thus a proprietary colony, as opposed to a royal one. He promptly named New York after himself. James then granted the land between the Hudson River and the Delaware River (which eventually became New Jersey) to two loyal royalists: Sir George Carteret and Lord Berkeley of Stratton. With New Netherland, the English also came to control the former New Sweden in what is now Delaware. Since Delaware became part of Pennsylvania, we will study its formation and early history more in Week 24.

This week, we will also continue to learn about the full flowering of absolutism in France. Last week, students read about Cardinal Mazarin, who ruled France after the death of Louis XIII since his son was too young to rule. When Cardinal Mazarin died in 1661 (a year after Charles II was restored to his throne in England), Louis XIV took the reins of his government into his own hands, declaring that he would rule directly, without a chief minister. He became known as the Sun King, an image that conveys his absolute centrality to the French solar system, with all the nobility of France revolving around his rising and setting each day, and he is famous for proclaiming, "I am the state." He died in 1715; we will study the events of his reign as background for detailed studies of other states this week and next.

Louis XIV affected events in Colonial America as well. He sponsored the development of New France as a Roman Catholic colony while suppressing the civil rights of Huguenots at home. Most students will read about the early events in New France this week, including the explorations of Jacques Cartier and the founding of Quebec by Samuel de Champlain. Other students will learn about the exploration of the Mississippi by La Salle during the reign of Louis XIV, and all students will study more about life in New France in weeks to come.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 4 of 8)
2. Can anyone in your group play a colonial instrument? Try playing spoons, the harmonica, a jug (blow across the opening), or an old washboard. You can even make an entire percussion section with a wooden spoon and several sizes of tin cans and pots. Be creative and decide on a song to sing with your band!

From *Colonial Kids*:

3. Young girls in colonial times spent lots of time learning to sew and stitch. Learn some basic embroidery stitches.
4. Learn how to make a darning stitch or a needle hitch.
5. Make a weaving using yarn and your own cardboard loom.
6. Knit a pouch to carry treasures in.
7. Make a simple patchwork quilt using fabric scraps.
8. Play a few of the following outdoor games described in your resource. (Week 2 of 3)
 - ☐ Hoop Roll
 - ☐ Honey Pot
 - ☐ Hopscotch
 - ☐ Leapfrog
 - ☐ Horseshoe Pitching
 - ☐ Tag
 - ☐ Ninepins

LITERATURE

There is no Literature assignment for this week.



LOWER AND UPPER GRAMMAR LEVELS

GEOGRAPHY

Because this week's geography assignment is long, make sure to talk with your teacher before you begin work.

- Continue memorizing the original thirteen colonies.
- Color New York, New Jersey, North Carolina, and South Carolina on your map of the original thirteen colonies.
- Study the following landforms of New York (which included modern Vermont) and New Jersey. According to your teacher's instructions, either find the places listed below or label them on an outline map.

<input type="checkbox"/> Green Mountains	<input type="checkbox"/> New York City
<input type="checkbox"/> Delaware Bay	<input type="checkbox"/> Cooper's Ferry (later Camden, NJ)
<input type="checkbox"/> Hudson River	<input type="checkbox"/> Trenton
<input type="checkbox"/> Lake Champlain	<input type="checkbox"/> Elizabeth, NJ
<input type="checkbox"/> Albany	<input type="checkbox"/> Newark
- Study the land that became North and South Carolina. According to your teacher's instructions, either find the places listed below or label them on an outline map.

<input type="checkbox"/> Cape Hatteras	<input type="checkbox"/> Broad River
<input type="checkbox"/> Pamlico Sound	<input type="checkbox"/> Savannah River
<input type="checkbox"/> Nags Head	<input type="checkbox"/> Santee River
<input type="checkbox"/> Albermarle Sound	<input type="checkbox"/> Great Smoky Mountains
<input type="checkbox"/> Albemarle Point (now Charleston)	<input type="checkbox"/> Cape Fear River
<input type="checkbox"/> Roanoke River	<input type="checkbox"/> Pee Dee River
- Note that the lands of New York (and modern Vermont) touch the borders of what became New France. Study the following landforms and cities of New France with your teacher's help. According to your teacher's instructions, either find the places listed below or label them on an outline map.

<input type="checkbox"/> Beaufort Sea	<input type="checkbox"/> Arctic Ocean	<input type="checkbox"/> James Bay
<input type="checkbox"/> Queen Elizabeth Islands	<input type="checkbox"/> Mackenzie River	<input type="checkbox"/> Lake Superior
<input type="checkbox"/> Ellesmere Island	<input type="checkbox"/> Peace River	<input type="checkbox"/> Lake Michigan
<input type="checkbox"/> Baffin Island	<input type="checkbox"/> Athabasca River	<input type="checkbox"/> Lake Huron
<input type="checkbox"/> Victoria Island	<input type="checkbox"/> Lake Winnipeg	<input type="checkbox"/> Lake Ontario
<input type="checkbox"/> Great Bear Lake	<input type="checkbox"/> Labrador Sea	<input type="checkbox"/> Lake Erie
<input type="checkbox"/> Great Slave Lake	<input type="checkbox"/> Hudson Bay	<input type="checkbox"/> St. Lawrence River
- The territory of New France included the Mississippi River Valley by the end of Louis XIV's reign. Find the following tributaries of the Mississippi River system. According to your teacher's instructions, either find the places listed below or label them on an outline map.

<input type="checkbox"/> Mississippi River	<input type="checkbox"/> Arkansas River
<input type="checkbox"/> Ohio River	<input type="checkbox"/> Canadian River
<input type="checkbox"/> Missouri River	<input type="checkbox"/> Red River
<input type="checkbox"/> Yellowstone River	<input type="checkbox"/> Gulf of Mexico
<input type="checkbox"/> Platte River	
- As you learn the geography of this large area this week, think about the range of climates, terrains, flora (plants), and fauna (animal life) of the eastern North American continent.

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 4 of 8)
2. Can anyone in your group play a colonial instrument? Try playing spoons, the harmonica, a jug (blow across the opening), or an old washboard. You can even make an entire percussion section with a wooden spoon and several sizes of tin cans and pots. Be creative and decide on a song to sing with your band!

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

3. Complete one or both of the following worksheets from your resource:
 - ☐ Take a Trip to the Middle Atlantic
 - ☐ What Will it Cost?
 - ☐ Pastimes and Sports



LITERATURE

Worksheet for *Blackthorn Winter*, by Douglas Wilson

Write down at least two quotations that show how the following categories are used in your reading this week.

plants or animals

sounds

motion

human relationships

clothing

food or drink

the human body

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. What happened to the English government after Oliver Cromwell died?
2. Who was John Bunyan and what was his contribution to English culture?
3. OPTIONAL: If you did outside research on Louis XIV, answer the following:
 - ☐ When did Louis reign?
 - ☐ Why is he called the Sun King?
4. What was Bacon's Rebellion?
5. What does the term "regicide" mean?
6. How did the Dutch lose control over the territories that became New York and New Jersey?
7. How were North and South Carolina founded?
8. Which French explorer first navigated the entire length of the Mississippi River, claiming all the surrounding land for France? What was the name given to the territory he claimed?

Thinking Questions

1. For what reasons did Charles II want to unite the New England colonies together?
2. Assess the reign of Charles II. What were his strengths and weaknesses?
3. What were the relative sizes of the English colonies (collectively) and the territory of New France? Compare and contrast their settlement histories.

FINE ARTS AND ACTIVITIES

From *More Than Moccasins*:

1. Continue the Colonial America project that you have been working on. (Week 4 of 8)
2. Learn to weave using paper. If you are particularly interested in weaving, you might look for a basket weaving kit at your local craft store.
3. Make a "burden basket" out of a brown paper bag. Decorate it with dry pasta, beads, or other interesting items.
4. Music is a large part of the Native Americans' spiritual heritage. This week, create some musical instruments and try to make up your own rhythms.
5. Play a few of the indoor and outdoor games described in your resource.

CHURCH HISTORY

The Church in History, by B.K. Kuiper

There are no follow-up questions this week. As always, however, be sure to ask your teacher about anything you didn't understand from your reading assignment in *The Church in History*.

LITERATURE

Worksheet for *Dangerous Journey*, by Oliver Hunkin

What happened in each place below? How are these places metaphors for the Christian life? If you could give Christian advice in each place, what would it be?

The
Valley of
the Shadow
of Death

Happenings

Metaphor

Advice

Vanity Fair

Happenings

Metaphor

Advice

Doubting
Castle

Happenings

Metaphor

Advice

The Dark
River

Happenings

Metaphor

Advice

DIALECTIC AND RHETORIC LEVELS

GEOGRAPHY

1. Continue memorizing the original thirteen colonies.
2. Color New York, New Jersey, North Carolina, and South Carolina on your map of the original thirteen colonies.
3. Study the following landforms of New York (which included modern Vermont) and New Jersey.

<input type="checkbox"/> Green Mountains	<input type="checkbox"/> Albany
<input type="checkbox"/> Delaware Bay	<input type="checkbox"/> New York City
<input type="checkbox"/> Hudson River	<input type="checkbox"/> Cooper's Ferry (later Camden, NJ)
<input type="checkbox"/> Lake Erie	<input type="checkbox"/> Trenton
<input type="checkbox"/> Lake Ontario	<input type="checkbox"/> Elizabeth, NJ
<input type="checkbox"/> St. Lawrence River	<input type="checkbox"/> Newark
<input type="checkbox"/> Lake Champlain	
4. Study the land that became North and South Carolina.

<input type="checkbox"/> Cape Hatteras	<input type="checkbox"/> Broad River
<input type="checkbox"/> Pamlico Sound	<input type="checkbox"/> Savannah River
<input type="checkbox"/> Nags Head	<input type="checkbox"/> Santee River
<input type="checkbox"/> Albermarle Sound	<input type="checkbox"/> Great Smoky Mountains
<input type="checkbox"/> Albemarle Point (now Charleston)	<input type="checkbox"/> Cape Fear River
<input type="checkbox"/> Roanoke River	<input type="checkbox"/> Pee Dee River
5. Note that the lands of New York (and modern Vermont) touch the borders of what became New France. Study the following landforms and cities of New France with your teacher's help:

<input type="checkbox"/> Beaufort Sea	<input type="checkbox"/> Arctic Ocean	<input type="checkbox"/> James Bay
<input type="checkbox"/> Queen Elizabeth Islands	<input type="checkbox"/> Mackenzie River	<input type="checkbox"/> Lake Superior
<input type="checkbox"/> Ellesmere Island	<input type="checkbox"/> Peace River	<input type="checkbox"/> Lake Michigan
<input type="checkbox"/> Baffin Island	<input type="checkbox"/> Athabasca River	<input type="checkbox"/> Lake Huron
<input type="checkbox"/> Victoria Island	<input type="checkbox"/> Lake Winnipeg	<input type="checkbox"/> Lake Ontario
<input type="checkbox"/> Great Bear Lake	<input type="checkbox"/> Labrador Sea	<input type="checkbox"/> Lake Erie
<input type="checkbox"/> Great Slave Lake	<input type="checkbox"/> Hudson Bay	<input type="checkbox"/> St. Lawrence River
6. The territory of New France included the Mississippi River Valley by the end of Louis XIV's reign. Find the following tributaries of the Mississippi River system:

<input type="checkbox"/> Mississippi River	<input type="checkbox"/> Arkansas River
<input type="checkbox"/> Ohio River	<input type="checkbox"/> Canadian River
<input type="checkbox"/> Missouri River	<input type="checkbox"/> Red River
<input type="checkbox"/> Yellowstone River	<input type="checkbox"/> Gulf of Mexico
<input type="checkbox"/> Platte River	
7. As you learn the geography of this large area this week, think about the range of climates, terrains, flora, and fauna of the eastern North American continent. With your teacher, marvel at the variety of regions that have been joined together politically into one coherent whole. For example, compare the equal size and variety of terrain of Europe (with its many nationalities) and the eastern half of North America.
8. Answer these questions (either out loud or in writing, according to your teacher's direction):
 - ☐ Most of the settlers of New France lived in what is now Canada. Compare and contrast the climate of New France with the one in your current home. How would your life today be different if you lived in New France during colonial times?
 - ☐ After studying the St. Lawrence and Mississippi River systems, consider the asset they were to the development of settlements and commerce in America. If your teacher so directs, list ways these rivers made (and continue to make) a difference in American commerce.

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

1. What is meant by the term “reactionary”? In what ways were the changes in English laws and culture during the reign of Charles II reactionary?
2. Generally speaking, what changes did Charles II make to the laws of the land after his restoration? Can you list some specific examples?
3. What unique aspect of colonial architecture did the Swedish colonists introduce to the New World?
4. How did the Dutch lose their New World colonies to the English? How did their early tenure in the New World benefit the British and America?
5. For whom was the Carolina territory named? List ways that the geography of the area contributed to the course of events that eventually led to a natural separation between North and South Carolina. Which was the larger, more active of the two, and why?
6. How did Louis XIV further the development of New France, and for what purposes?

Thinking Questions

1. What two political parties appeared in Parliament during Charles II’s reign?
 - ☐ What beliefs did members of these two parties hold regarding the monarchy and on religion?
 - ☐ What values did most members of Parliament have in common, regardless of their party affiliation?
 - ☐ What kept these members from drawing the English into another civil war?
2. Briefly compare and contrast Charles II and Louis XIV, noting the similarities and the differences between the two monarchs. (You may want to use a Venn diagram to jot down specific notes from your readings.)
3. How does the term “Sun King” aptly describe Louis XIV and his reign?

LITERATURE**Reading**

Your reading assignment is listed below. All poems can be found in the *Norton Anthology of English Literature*.

- ☐ Readings in *Frameworks* and *Poetics*
- ☐ “The Canonization,” pages 1267-68
- ☐ “The Bait,” page 1274
- ☐ “A Valediction: Forbidding Mourning,” pages 1275-76
- ☐ Holy Sonnets 1, 5, 7, 10, and 19, pages 1295-99
- ☐ “Hymn to God My God, in My Sickness” and “A Hymn to God the Father,” pages 1301-02
- ☐ “To My Book,” “On Something, That Walks Somewhere,” “To William Camden,” “On My First Daughter,” “To John Donne,” “On Giles and Joan,” “On My First Son,” “On Lucy, Countess of Bedford,” “To Lucy, Countess of Bedford, with Mr. Donne’s Satires,” “To Sir Thomas Roe,” and “Inviting a Friend to Supper,” pages 1427-32
- ☐ “To Penshurst,” “Song: To Celia,” and “To Heaven,” pages 1434-37
- ☐ “Ode to Himself,” pages 1446-47
- ☐ “The Altar” and “Redemption,” page 1607
- ☐ “Easter Wings,” “Affliction,” “Prayer,” pages 1609-11
- ☐ “The Pilgrimage” and “Love,” pages 1618, 24-25
- ☐ “A Song to Amoret” and “Regeneration,” pages 1626-29
- ☐ “Unprofitableness” and “The World,” pages 1632-33
- ☐ “Music’s Duel,” pages 1640-43
- ☐ “To the Virgins, to Make Much of Time” and “The Hock Cart,” pages 1659-1661
- ☐ “Upon His Verses” and “His Return to London,” page 1664
- ☐ “An Elegy,” “To Ben Jonson,” and “A Song,” pages 1666-70
- ☐ “Out Upon It!” page 1681
- ☐ “To Lucasta, Going to the Wars” and “The Grasshopper,” pages 1682-83

- ☐ “The Coronet,” “Bermudas,” “A Dialogue Between the Soul and Body,” and “The Nymph Complaining,” pages 1697-1702
- ☐ “Damon the Mower” and “The Mower to the Glowworms,” pages 1707-09
- ☐ “An Horatian Ode,” pages 1712-16

Recitation or Reading Aloud

The subject for recitation or reading aloud this week is to choose two short poems (15 lines or less) or one long poem (30 or more lines). As an alternative, ask your teacher whether you should do a second poem analysis, which will serve as the basis of your literary analysis paper on poetry. If your teacher does assign the analysis and paper, then you may ask to be allowed to present your second poem analysis in class (on any poem that you read this week, other than Donne’s Holy Sonnet No. 1) instead of a recitation.

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.

- ☐ Carpe Diem Poem: From Latin “seize the day,” a poem that emphasizes the shortness of life and the need to seize pleasures while living.
- ☐ Confessional Mode: A mode in which the purpose is to confess feelings, thoughts, and actions, often personal but sometimes those of a community. The confessional mood varies but is often one of longing and desperation.
- ☐ Elegy: A lyric poem about, often addressed to, and usually exalting a particular person with whom the speaker in the poem shares a close relationship.
- ☐ Expressive (Self-expressive) Mode: A mode in which the main purpose is simply to express personal thoughts and feelings.
- ☐ Laudatory Mode: A mood or attitude of celebration, usually with the purpose of praising something or someone.
- ☐ Metaphysical Conceit: An extended comparison (metaphor or simile) that may govern part or all of a poem and is more notable for the intellectual ingeniousness or audacity of the connection drawn between two things than for the natural strength of the connection itself.
- ☐ Meditative Mode: A mode in which the purpose is to turn over a number of thoughts in sequence, often in a mood of quiet personal contemplation.
- ☐ Meter: A measurable pattern of sounds in one or more lines of verse.
- ☐ Ode: An exalted lyric poem that celebrates a dignified subject in a lofty style (Ryken, *Words of Delight* 516).
- ☐ Self-examination Mode: A mode in which the poet or speaker’s purpose is to examine and often to evaluate his own thoughts, beliefs, feelings, and (or) the condition of his soul.
- ☐ Stanza: A group of lines which can be recognized as a separate unit in the overall pattern of a poem. A group of lines is a stanza if one or more of the following is true: 1) it is set off from other groups of lines by spaces (the most common type), 2) it has a self-contained metrical pattern, or 3) it has a self-contained rhyme scheme.

Andrew
Marvell



Ben
Jonson



John
Donne



Sir John
Suckling



Beginning Level

1. Fill in the five blank squares in the far right column of the chart on the following page. Some have been done for you as examples. You may also want to refer to Sound Patterns (Appendix D) of *Poetics*.

GENRE	DEFINITION OF THE GENRE	EARLY SEVENTEENTH-CENTURY POEM(S) IN THE GENRE	STANZA FORM, METER, AND RHYME SCHEME
Verse Epistle	A letter written in verse, as opposed to a letter written in prose	“Inviting a Friend to Supper,” by Jonson (also an epigram)	Continuous form of 42 lines in iambic pentameter rhyming in couplets <i>aabbcc</i> and so forth
Verse Satire	A satire written in verse, as opposed to a satire written in prose	“On Something, That Walks Somewhere,” by Jonson (also an epigram)	
Epigram	A brief and frequently biting or satirical poem, often including a twist at the end; it can also be used for sincere praise, compliments, or even mourning	“To My Book,” by Jonson	Continuous form of 14 lines in iambic pentameter rhyming in couplets: <i>aabbccddeeffgg</i>
		“To John Donne,” by Jonson	
Ode	An exalted lyric poem that celebrates a dignified subject in a lofty style (Ryken, <i>Words of Delight</i> 516)	“Ode to Himself,” by Jonson	Six stanzas of 10 lines each in iambic meter of varying lengths, according to a set pattern in each stanza: 3 feet to the first line, then 3, 5, 3, 5, 3, 3, 3, 5, 5, rhyming in couplets: <i>aabbccdde</i>
Elegy (Funeral)	A lyric poem that honors and mourns a deceased person	“An Elegy upon the Death of the Dean of Paul’s, Dr. John Donne,” by Carew	
Emblem	A (usually brief) poem in which the arrangement of the lines themselves forms a pictorial image (or “emblem”) of the topic on which it is written	“The Altar,” by Herbert (also a meditative religious lyric)	Continuous form of 16 lines in iambic meter of varying lengths: the first line is 5 feet long, then 5, 4, 4, 3, 3, 3, 3, 3, 3, 3, 4, 4, 5, 5, rhyming in couplets: <i>aabbccddeeffgghh</i>
		“Easter Wings,” by Herbert	Two stanzas of 10 lines each in iambic meter of varying lengths: 5, 4, 3, 2, 2, 2, 2, 3, 4, 5, rhyming <i>ababacdc</i>
Sonnet	A fourteen-line poem in iambic pentameter with several possible stanza and rhyme scheme arrangements	Holy Sonnets, by Donne	Mixed form of an octave, a quatrain, and a couplet, not set off by spaces, in iambic pentameter (five feet to a line) rhyming <i>abbaabbacdcdee</i>
		“Redemption,” by Herbert	
Country-House	A lyric poem written in praise of a country-house	“To Penshurst,” by Jonson	Continuous form of 102 lines in iambic pentameter rhyming <i>aabbcc</i> and so forth
Meditative Religious Lyric	A brief non-narrative poem in a variety of forms, whose chief characteristic is that it presents religious thoughts and (or) feelings of the speaker and is often addressed to God	“Affliction,” by Herbert	
		“To Heaven,” by Jonson	Continuous form of 26 lines in iambic pentameter rhyming in couplets <i>aabbcc</i> and so on
Carpe Diem	Latin, meaning “seize the day”: A poem that emphasizes the shortness of life and the need to seize pleasures while living	“To the Virgins, to Make Much of Time,” by Herrick	Four quatrains in iambic meter of varying lengths: 4, 3, 4, 3, rhyming <i>abab</i>
		“The Bait,” by Donne	
Song	A brief lyric poem which is (in theory at least) written to be sung	“Song: To Celia,” by Jonson	Two octaves not set off by spaces in iambic meter of alternating lengths: tetrameter first, then trimeter, etc. The poem rhymes in an intricate, perfectly-maintained pattern: <i>abcbabcbdefedefe</i> .
Hymn	A brief lyric poem that is (in theory at least) written to be sung and is religious in content	“Hymn to God My God, in My Sickness,” by Donne	

2. Thinking Questions:

- ☐ The chart above shows the genres, stanza forms, meters, and rhyme schemes of selected poems from this week's reading, as well as descriptions of the genre to which each poem belongs. What characteristics of subject and mode do you observe in this group of seventeenth-century poems? In other words, what sorts of things did poets in that era write about, and what moods or purposes or attitudes did they express concerning them?
- ☐ What do you notice about the stanza form, meter, and rhyme schemes of these poems? Are they all significantly different, or do there seem to be dominant meters, rhyme schemes, and stanza forms?

Continuing Level

Do this in addition to the exercises and questions from the Beginning level above:

3. Fill out the following non-narrative poetry analysis outline for John Donne's Holy Sonnet No. 1.

Frameworks

- ☐ Mode
- ☐ Genre
- ☐ Implied Situation

Content

- ☐ Topic
- ☐ Theme
- ☐ Values
- ☐ Morality
- ☐ Reality

Structure

- ☐ Dramatic
- ☐ Self-Examination
- ☐ Principle of Contrast

Texture

- ☐ Meter, rhyme scheme, and stanza form
- ☐ Imagery
 - ☐ Metaphor
 - ☐ Simile
- ☐ Personification
- ☐ Apostrophe

Artistry

- ☐ Artistic Elements
 - ☐ Pattern
 - ☐ Unity
 - ☐ Unified Progression
 - ☐ Contrast
 - ☐ Variety in Unity
 - ☐ Symmetry
 - ☐ Recurrence
- ☐ Meaning Through Form
- ☐ Your Favorite Things

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

1. What reasons does Shelley give for the existence of denominations in modern Christianity?
2. Before Christians came to the current agreement to disagree, what does Shelley say was the compromise between Christendom (where all Christians were forced to practice the same faith) and modern denominations?

3. What was the most devastating war of religion? What were the results, in terms of religion?
4. Define denominationalism.

Worldly Saints, by Leland Ryken

1. Complete your study of the Puritans through your assigned reading in *Worldly Saints*, by Leland Ryken. Expand a copy of the chart on the next page in your notebook and use it to summarize information in the chapters you read this week.

	THEOLOGICAL AND BIBLICAL UNDERPINNINGS OF THE PURITAN VIEW: WHY	HOW THIS VIEW WORKED OUT IN EVERYDAY LIFE: WHAT
EDUCATION		
SOCIAL ACTION		

2. Summarize the lessons that Ryken draws in chapter 11 from the weaknesses in the Puritan experience.
3. Summarize the lessons that Ryken draws in chapter 12 from the genius of Puritan culture and theology.

GOVERNMENT

Thomas Hobbes was an English philosopher who lived through the chaos of the English Civil War. The Puritans cheered when Parliament cut off the head of King Charles I in 1649, and established a Commonwealth headed by Oliver Cromwell, but more moderate Englishmen shuddered. Hobbes fled to Paris as soon as the Puritans gained control of Parliament, and he was later joined there by many exiled Royalists.

The political crisis led Hobbes to spell out his theory of government in his book, *Leviathan*. He viewed the State as a great artificial man or monster (which he called “Leviathan”) made up of individual men. He thought each state had a life of its own that could be traced from its origin to its demise due to civil war.

Hobbes’s book did not appeal to the Royalists, even though it supported the absolute power of a king. His book was not based on typical arguments from Scripture or tradition, but more on logical deductions based on his philosophical premises. Anglicans and Catholics alike were shocked by his overtly secular reasoning. Hobbes had to flee back to London and seek protection from the Puritan government there to avoid being killed by irate Royalists.

The argument of *Leviathan* can be summed up fairly quickly. In a “state of nature,” every man is out for himself. There is no “right” or “wrong”—the only law is self-defense, which results in a “war of all against all” in which life is “solitary, poor, nasty, brutish, and short.”¹ To avoid this war, humans form peaceful societies by agreement, a “social contract.” People voluntarily give up some of their natural freedom to an authority, who, in return, protects them from violence.

Unlike most previous English thinking on the subject of authority, which emphasized limited government and the rights of Englishmen, Hobbes believed that kings should have absolute power. He argued against checks and balances, against divisions in government, and against freedom of religion. Hobbes thought the king should control the church just as thoroughly as he controlled the army, and he felt that if the king fails to govern religion, he is begging for trouble.

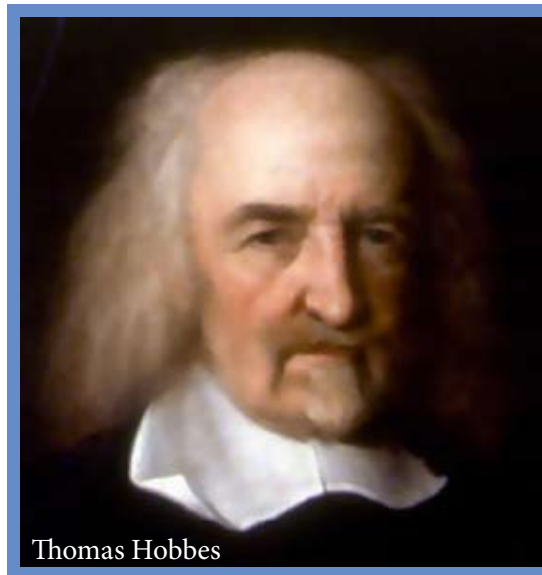
¹ Hobbes, *Leviathan*, Part I, Ch. 13.

Leviathan, by Thomas Hobbes, Introduction

1. In the first paragraph, Hobbes says nature is imitated by human art in two ways. What are they?
2. Can you see anything in Hobbes's opening lines that makes his worldview seem more "modern" than many of the previous thinkers you have studied?
3. In chapter XIII, Hobbes describes what he calls the "state of nature." According to Hobbes, what is the "state of nature," what causes it, and what is it like?
4. In chapter XIV, Hobbes describes two "general laws." What are they?
5. What rights does Hobbes think men have in a "state of nature"? How and why would they give those rights up?
6. What problem appears when people in a "state of nature" make promises to each other about what they will do in the future? What is the solution to this problem?
7. In chapter XV, Hobbes identifies a third law which depends on a factor not present in the "state of nature." What is the law and what does it depend on?
8. Hobbes touches on some religious issues of his day in chapter XV. Can you spot them?
9. Hobbes lists many more laws of nature in chapter XV. How many can you name? How does he sum them all up?
10. What does Hobbes call a "mortal god" in chapter XVII, and why?
11. Does Hobbes think that children or prisoners of war have any natural duty to obey their parents or captors?
12. What are some liberties of subjects that Hobbes identifies in chapter XXI?

PHILOSOPHY

Rehearse *Hobbes's Choice*, 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.



Thomas Hobbes