

## GENERAL INFORMATION FOR ALL GRADES

This week, we are continuing to study developments in both Europe and America, but our approach is going to begin to change a little. Up until now, we have been following the dual stories of Europe and America chronologically. Older students, especially, have been looking each week to see what was happening on both sides of the Atlantic Ocean. This week, too, we will look at developments on both continents between 1685 and 1715 or so, but in our study of Colonial America and Europe, we'll add a thematic study as well that will span events from the 1630's through the early 1700's.

Our chronological approach to American history leads us to the establishment of the Pennsylvania and Delaware colonies this week. We will also look at the theme of significant religious views that shaped American culture through the colonial era. Specifically, we will read in detail about the experiences of Anne Hutchinson in Boston, the course of the Salem Witch Trials, and the beliefs and practices of the Quaker settlers who first settled and governed Pennsylvania.

In Europe, we will continue in a purely chronological fashion, and will start by summarizing events in England. From 1679-1681, Whig leaders in Parliament worked day and night to try to keep Charles's Roman Catholic brother James, the Duke of York, from coming to the throne. In the end, these Whig leaders were defeated. Charles II dissolved Parliament and ruled without it for the last four years of his reign. After Charles passed away, he was succeeded by his brother James II, who was a foolish and headstrong ruler. He boldly stated his Roman Catholic preferences and asserted his belief that he had a divine right to rule unrestrained by Parliament. Because Englishmen did not want civil war again, James remained on the throne, but the people were restless. In 1688, James made it clear that his newborn son would be raised Roman Catholic. Members of Parliament then took matters into their own hands. They invited James's daughter Mary and son-in-law, William (the Prince of Orange and head of state of the Protestant Dutch) to invade. James fled to France. William arrived and ascended to the throne in what is known as the Glorious Revolution of 1688, because the English Parliament replaced England's king without bloodshed. (Scotland rebelled against William's rule; he had to subdue them militarily.) William and Mary left no heirs. Parliament then decreed that Mary's sister Anne would take the throne. She became queen in 1702 and reigned until 1714.

All Europeans became alarmed at Louis's ambitious plans to join the Spanish empire to his French territory. Though he fought several wars to aggrandize himself and France, the Grand Alliance of European countries (led by William of England and then Anne of Great Britain) feared the increase of Louis's power and managed to stop his advances. In 1715, Louis, the Grand Old Man of Europe, died and his five-year-old great-grandson reigned in his place!

Louis's death became symbolic of a major change in the balance of power all over Europe, as we shall learn this week. In eastern Europe, the Great Northern War ruined Sweden, as its inceptor, Charles XII, refused to admit defeat after more than twenty years of campaigning. Poland was also weakened, and under the leadership of young Peter the Great, Russia began to become a player in the high-stakes game of European power.

Thematically, in our study of European history, older students will return to the topic of the Scientific Revolution that we began in Week 20, when we focused on the life and work of Galileo. His ideas and, more importantly, his scientific method were so powerful that many educated Europeans began to rethink almost every aspect of life. If you are working through the *Pageant of Philosophy*, you may have noticed that during the 1600's men were beginning to think that careful, mathematical thought could not only unlock the secrets of science, the natural world, and the cosmos, but the very hearts of men as well. In the early 1600's, a strong, secular, intellectual movement called the Age of Reason (or the Enlightenment) began, which grew in influence and challenged the Christian faith. This week's history readings include information on the Age of Reason up to about 1730 or so. Students following the *Pageant of Philosophy* will be reading about the first of two great English thinkers: John Locke. Locke was a philosopher and political thinker. Together with his contemporary, Isaac Newton, he helped to lay the foundations of the Age of Reason.

## LOWER GRAMMAR LEVEL

## FINE ARTS AND ACTIVITIES

With your teacher, choose a few of the following activities to complete this week.

1. Continue the Colonial America project that you have been working on. (Week 5 of 8)
2. If you didn't get the opportunity to visit an Amish, Moravian, or Mennonite community during your week 17 studies, try to plan a field trip this week. While you are there, try to interview the people about their customs, if possible. Observe how their ways of life are different than yours. When you return from your field trip, make a small booklet or display including information and drawings of your day in order to share with others what you've learned!

From *Colonial Kids*:

3. Plant corn or bean seeds and care for them as you watch them grow.
4. Make a book cover for a notebook that you can use as a diary.
5. Make your own version of an almanac by creating a calendar page for each month of the year. On the different dates of your calendar pages, write down goals, people's birthdays, some of your plans, and other things you want to remember.
6. Make a list of interesting proverbs that you read in your book. You can also look in the Bible and find some of your favorite proverbs to share with your teacher or co-op class.
7. Using a long feather, make a quill pen. Try your hand at making homemade ink and then write a paragraph using your quill.
8. Make an imitation of a hornbook or wooden slate from cardboard or Masonite, and see how different it is from using a computer, a white board, or regular paper.
9. Design your own bookplates to label your family's books. Be sure to ask your parent before affixing them to books.

## GEOGRAPHY

1. Continue to learn the original thirteen colonies by heart.
2. This week, we are studying Pennsylvania and Delaware. Find the following landforms and, if your teacher so directs, label them on an outline map. Some of these landforms will be review because they are borders of other states.

Landforms

- ☐ Susquehanna River
- ☐ Delaware River
- ☐ Delaware Bay
- ☐ Rehoboth Beach
- ☐ Allegheny Mountains
- ☐ Allegheny River
- ☐ Monongahela River

Settlements

- ☐ Dover (review)
- ☐ Philadelphia
- ☐ Wilmington

LITERATURE

Worksheet for *The Courage of Sarah Noble*, by Alice Dalgliesh

Practice finding page numbers and chapter titles in your book. Using only the Table of Contents, answer the following questions.

1. WHICH CHAPTER IS ENTITLED "NIGHT IN THE CAVE"?

\_\_\_\_\_

2. WHICH CHAPTER IS ENTITLED "NIGHT OF FEAR"?

\_\_\_\_\_

3. WHAT IS THE TITLE OF CHAPTER 1?

\_\_\_\_\_

4. WHICH CHAPTER BEGINS ON PAGE 23?

\_\_\_\_\_

5. WHICH CHAPTER BEGINS ON PAGE 47?

\_\_\_\_\_

6. ON WHICH PAGE DOES THE CHAPTER ENTITLED "KEEP UP YOUR COURAGE" BEGIN?

\_\_\_\_\_

7. WHICH CHAPTER INCLUDES PAGE 21?

\_\_\_\_\_

8. WHICH CHAPTER INCLUDES PAGE 41?

\_\_\_\_\_

9. WHICH CHAPTER INCLUDES PAGE 10?

\_\_\_\_\_

10. ON WHICH PAGE DOES THE LAST CHAPTER OF THE BOOK BEGIN?

\_\_\_\_\_



## UPPER GRAMMAR LEVEL

## FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 5 of 8)

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

2. This week there are lots of activity options in your resource book. Ask your teacher which of the following activities or worksheets she would like you to complete.
  - ☐ Getting to Know the Middle Atlantic
  - ☐ People of the Middle Colonies
  - ☐ Life in Pennsylvania Dutch Country
  - ☐ Middle Atlantic Terms
  - ☐ Folktales and Literature
  - ☐ Sounds of the Middle Atlantic
  - ☐ Hex Signs
  - ☐ A Pennsylvania Dutch Christmas
  - ☐ Basics of Pennsylvania Dutch Cooking
  - ☐ A Pennsylvania Dutch Menu
  - ☐ Shoo-fly Pie
  - ☐ Gingerbread Boys

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LITERATURE

Worksheet for *Blackthorn Winter*, by Douglas Wilson

An author helps a reader know the characters in his story through the characters' actions, thoughts and feelings, personal traits and abilities, their relationships to people, and their responses to events. Answer the questions below to discover more about the main character, Thomas.

**ACTIONS**

Why does Thomas veer off the path as he and Captain Monroe walk to the nearest town?

What does Thomas do that demonstrates his respect and affection toward Captain Monroe?

**THOUGHTS AND FEELINGS**

Why is Thomas afraid in the chapter entitled "A Rappahannock Battle"?

Why does Thomas feel well contented with his thoughts?

**PERSONAL TRAITS AND ABILITIES**

What is one way that Thomas is honest?

What does Thomas ask about the pirates that shows he is a person of honor?

**RELATIONSHIPS**

How does Thomas respond to his mother upon seeing her after his absence?

What is one proof of Thomas's good relationship with the captain?

**RESPONSES TO EVENTS**

How does Thomas respond to the judge's pronouncement of Isaac's death by hanging?

How does Thomas respond to the news of Isaac's escape?

## DIALECTIC LEVEL

## HISTORY

## Accountability Questions

1. What changes occurred in New England colonial governments under King James II and King William?
2. What events led to the hysteria of the Salem Witch Trials?
3. In what year was Pennsylvania founded, and by whom?
4. What was the Glorious Revolution of 1688? What made it glorious?
5. Queen Anne was the last of the House of Stuart. Draw a simple family tree that shows all of the Stuart monarchs.
6. Why was a new flag adopted during the reign of Queen Anne of Great Britain? What does it symbolize?

## Thinking Questions

1. Prepare to discuss the life and beliefs of Anne Hutchinson.
  - ☐ What were the core beliefs for which she stood?
  - ☐ Why were her beliefs troublesome to Puritan leaders in Massachusetts?
2. Use your concordance to find a biblical basis for the leaders of Salem Settlement to have been justified in putting people to death for witchcraft. Where, then, was their error?
3. What things does H.E. Marshall find to commend in the events that took place in Salem Settlement at the time of the Witch Trials (238, *This Country of Ours*)? Do you agree with her? Why, or why not?
4. William Penn founded Pennsylvania as a Quaker haven. Think about the ways that his Quaker beliefs affected life in Pennsylvania. Prepare to discuss both strengths and weaknesses of Quaker practices.
5. Note in this week's readings the emphasis on names and what they mean. What did William Penn name his new colony's capital city, and what did the name mean? If you were to found a city, what would you name it, and why?

## FINE ARTS AND ACTIVITIES

Choose a few of the following activities to complete this week.

1. Continue the Colonial America project that you have been working on. (Week 5 of 8)

From *More Than Moccasins*:

2. Design a petroglyph or a pictograph.
3. Learn some sign language and try to communicate with someone else.
4. Make a totem pole. You might even want to learn how to carve a wooden one by hand. Because you will need special instruction for this, ask your teacher to help you find an appropriate resource person.
5. Try sand painting using sand or cornmeal.
6. Draw symbols that represent each year of your life since birth.
7. Use a flashlight to see if you can communicate with someone else, similar to Indian smoke signals.
8. Using a tongue depressor, make a story stick.
9. Decorate a dowel rod with your own unique design to create an "owner stick."
10. Make some birch bark transparencies like the ones Chippewa girls made. You will need construction paper and a hole punch. See how many different designs you can make.
11. Have a family or co-op discussion and use a "talking feather" to learn to avoid interrupting people while they are speaking.
12. Decorate a bag and put special props in it. Use these props to help you tell a story to your family or co-op.

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## CHURCH HISTORY

### *The Church in History*, by B.K. Kuiper

Your reading in our recommended resource, *The Church in History*, includes chapter 31 (sections 9-10), chapter 32 (section 8) and chapter 33. There are follow-up questions on pages 257 (questions 6-7), page 264 (question 4) and page 270 (all questions). 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 *The Witch of Blackbird Pond*, by Elizabeth George Speare

Think about the three main characters in the first section of your book and complete the chart below by writing at least one point in each of the spaces.

	Kit	Judith	Mercy
actions			
personal traits and abilities			
thoughts and feelings			
relationships and roles			
responses to events or people			



## RHETORIC LEVEL

### HISTORY

#### Accountability Questions

1. When and how did the English colonies of Pennsylvania and Delaware develop?
2. In what year did King Louis XIV of France die, how long was his reign, and who succeeded him?
3. Who was Louis XIV's arch-rival? How did William oppose Louis's attempts to enlarge his domains at the expense of his neighbors?
4. Why was the War of the Spanish Succession fought? Who were the opponents on both sides?
5. Who were the major participants in the Great Northern War, and how was the balance of power in eastern Europe altered when it concluded?

#### Thinking Questions

1. In what ways, both symbolic and actual, did the death of Louis XIV mark the end of an era?
2. As you have read, Charles II and James II made a show of ruling as absolutist monarchs by divine right.
  - ☐ How did the succession of William and Mary, and then later, of Anne, to the English throne show the supremacy of Parliament's power?
  - ☐ In what important ways were the governments of England, Ireland, Scotland, and Wales even better defined by acts or laws passed by William and Mary and by Anne?
3. Why was the Glorious Revolution glorious? What important bills did Parliament pass in 1689, and why?
4. What were some of the unique beliefs of the Quakers? In what ways did these beliefs affect life in Pennsylvania?
5. Note that many non-English speaking people settled in Pennsylvania. Summarize the religious and ethnic background of these people in general terms, and explain why so many of them chose to settle there.
6. Prepare to discuss the life and beliefs of Anne Hutchinson. From your reading, what were your impressions of her character and of the events surrounding her life in the colonies?
7. Prepare to discuss the course of the Salem Witch Trials. Why did the witch-hunt hysteria occur, and how should we analyze it from a biblical standpoint?
8. Summarize the contributions of Galileo, Descartes, Pascal, Hobbes, Locke, and Newton to the Scientific Revolution and the Age of Reason. Prepare to discuss how these men individually contributed to the European body of knowledge (and in what fields). Then try to see how they are all connected through the larger intellectual movement that is often called the Enlightenment.

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## LITERATURE

This is a week in which we will try to make some broad generalizations about the literature we have studied so far in Year 2. As you read, look for trends and major movements in European worldviews, in literary content and forms, and in audiences. Bear in mind the fact that because we are looking for the “big picture,” our descriptions and thoughts about literature this week will necessarily be somewhat broad and black-and-white. Try to remember that there are many gray areas and layers of complexity and subtlety which lie in, around, and between the things we will learn this week.

There is no subject for recitation or reading aloud this week.

## 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.

- ☐ *Literati*: 1) Those who can read and write 2) Those who read widely and write skillfully 3) Those who consider themselves literary experts, but are viewed as conceited (if also expert) by others.

## Beginning and Continuing Levels

The following thinking questions are for you to consider as you do your readings in *Frameworks* this week. You are not required to write answers to any of them, but you may jot down a few responses as they occur to you, if you wish. Doing this will help you benefit from the reading and be better prepared for class discussion.

1. Why is it important to understand worldviews as part of literary studies?
2. The Middle Ages
  - ☐ Did medieval authors use many supernatural personalities in their stories, poems, and plays, or did they use only human characters? How do you think their use of personalities reflects their worldview and is expressed in their favorite forms (genres, modes, etc.)?
  - ☐ What were the values of medieval authors? From what parts of their worldview did they derive these values?
  - ☐ What attitude did medieval authors take towards forms and artistic patterns? How might their attitude towards formal patterns flow from their worldview (the medieval model)?
  - ☐ How might we broadly describe and sum up the content and form of medieval European literature?
3. The Renaissance
  - ☐ Did the content of Renaissance literature in Europe differ extensively from that of the medieval literature that came before it? If so, how?
  - ☐ Were there any new forms or repopularized forms in Renaissance imaginative literature?
  - ☐ How might we broadly describe and sum up the content and form of Renaissance European literature?
4. The Neoclassical Era
  - ☐ Did the content of northern European literature in the Neoclassical era differ extensively from that of the medieval and Renaissance literature that came before it? If so, how?
  - ☐ How do the forms that were invented, reinvented, or made popular in northern Europe during the Neoclassical era fit the interests and flow from the worldview of that era?
  - ☐ What were authors' values in the Neoclassical era?
  - ☐ How might we broadly describe and sum up the content and form of Neoclassical literature, especially in northern Europe?
5. What groups of people could be described as *literati* in Europe between A.D. 800 and A.D. 1785? How did the *literati* change between these two dates?

## CHURCH HISTORY

*Church History in Plain Language*, by Bruce Shelley

The recommended “spine book” for this week is *Church History in Plain Language*. If you are using this book, you’ll be reading Chapter 32. Here are some questions to answer in preparation for a discussion with your teacher or co-op later this week.

1. How does Shelley define the spirit of the Age of Reason?
2. What roots of the Enlightenment does Shelley detail?
3. Shelley claims that as the Age of Reason flowered, many Christians found themselves in one of two climates. Outline what these climates entailed and who the major representatives were, according to Shelley.
4. What does Shelley say was the primary weapon that the radical *philosophes* aimed at the church?
5. How did the church in Europe meet the challenge of the *philosophes*?
6. Ultimately, Shelley claims, deism collapsed from its own weakness. What was that weakness?
7. Why didn't the demise of deism result in a widespread return to Christianity?

## GOVERNMENT

John Locke wrote *Two Treatises of Government* in 1689, which had an enormous influence on the American Revolution of 1776. Locke sought to justify the Glorious Revolution of 1688, when Parliament expelled a Catholic king, James II, and invited William and Mary to rule.

King James II and his brother, Charles II, tried to rule Britain as absolute monarchs, like Louis XIV of France. They relied on political theories that were becoming popular in the early modern era. These theories were founded on a number of different bases, including arguments from Scripture, tradition, nature, and reason.

Locke begins his *Second Treatise* by rejecting the argument that kings derive an absolute power over their subjects from a father's right over his children or a master's right over his slaves. His theory of government relies instead on a hypothetical "state of nature," just like that of Thomas Hobbes, but the two Englishmen could not have reached more different conclusions. Hobbes viewed the "state of nature" as such an awful condition that men would voluntarily give up their freedom to some absolute authority, a "mortal god" in the form of human government. Hobbes thought people would give up everything else to save their lives. Thus, according to Hobbes, a sovereign could justly order his subjects to do anything short of killing themselves.

Locke viewed the "state of nature" differently. He argued that people freely chose to enter into society in order to protect the property they acquired through their own labor. Because he began with property instead of survival, Locke had a more limited view of government. He argued that citizens had a right to rebel against any king who turned tyrant.

### Locke, *Second Treatise on Government*

1. In chapter 1, Locke rejects the argument that kings derive absolute powers from a father's rights over his children. What four reasons does he give for this?
2. How does Locke define "political power"?
3. In chapter 2, Locke discusses the "state of nature." How does he describe it?
4. Do people have the right to do whatever they want in Locke's "state of nature"? Why or why not?
5. Thomas Hobbes described the "state of nature" as a "war of all against all." Would Locke agree? Why or why not?
6. What does Locke mean by the "state of war" in chapter 3? How does it differ from the "state of nature"?
7. Locke says a person has the right to kill a thief. Does this mean he thinks property is more important than human life? Explain his reasoning.

## PHILOSOPHY

John Locke, like Thomas Hobbes, was an important philosopher as well as a major political thinker. Like Hobbes, Locke's philosophy was founded on epistemology—the question of what we can know and how we can know it. The philosophers on the European continent were fascinated by Descartes's method of seeking first principles and reasoning from them. Locke, like other British thinkers of his day, disagreed with this approach. He insisted that all reasoning begins with experience.

In ancient times, the "empiricists" were doctors who insisted on practicing medicine on the basis of their experience rather than any particular theory of medicine. Hobbes, Locke, and the British thinkers who followed them were

known as “empiricists” because they chose the same method in philosophy. Descartes and the philosophers who followed him on the continent of Europe were known as “rationalists” because they preferred to rely on reason alone.

Rehearse *Locke’s Experience* 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.



William Penn