

GENERAL INFORMATION FOR ALL GRADES

In our studies of Colonial America this week, we are going to focus thematically on the relations between European settlers and Native Americans. Specifically, we'll look at how Native Americans lived before the Europeans arrived, and then look at the worst of the violent interactions between them. Our goals this week are to understand the common grace that was evident in the Native American cultures and also to see how Europeans approached and interacted with the Native Americans.

There was a titanic clash of cultures when European settlers arrived on Native American shores. They were markedly different in beliefs, cultural values, and modes of living. Whenever sinners are put together in trying circumstances, one can predict conflict, apart from the grace of God. In the interactions between these two cultures, Europeans in particular are not portrayed well. Many individuals acted sinfully and selfishly. This is especially grievous because most Europeans were professing Christians. It would seem to be an inescapable conclusion that, if some individuals were Christians, they neglected to extend Christlike charity, hospitality, and fairness to their fellow humans. Many settlers were probably not Christians in heart, so it is not surprising that they acted without restraint and even wickedly. Many of the authors you will read this week are quick to point this out. What is less clearly indicated in accounts of the period, especially in current resources, are the years of peaceful coexistence and mutual aid between Indians and settlers, the attempts that sincere Christian missionaries made to bring the gospel to the Native Americans, and the ways that Indians sinned against their white neighbors.

In some places, notably Rhode Island and Pennsylvania, the first settlers treated the Indians with dignity and courtesy that befitted Christians. Under the leadership of Roger Williams in Rhode Island and, later, William Penn of Pennsylvania, settlers bought their land from Natives at fair prices (though English law did not require them to do so), treated them well when they visited, attempted to preach the gospel to them, and then let them live as they saw fit, in friendship, with fair trading practices. In some places, Europeans wouldn't have survived without the aid and good will of their Indian neighbors, such as Pocahontas in Jamestown and Squanto and Massasoit in Plymouth. At other times in the self-same places, there was tension between Native Americans and settlers, including conflict in Jamestown with Powhatan and in New England with Philip, Massasoit's son. While the Native Americans sacrificed much in the wake of European immigration, so did many European individuals. John Eliot and Experience Mayhew dedicated their lives to bring the gospel to Indians in their own language.

In all places that they met, Indian culture was affected by European influences. Some modern historians paint this as a bad thing, but you should judge for yourself. The Europeans did carry unfamiliar diseases—like smallpox—causing entire villages to be wiped out, but this was hardly intentional. Many Indian families were enriched by trading opportunities offered by Europeans. Though Europeans had a military technological advantage when they arrived that allowed them to dominate the continent from the start, they also shared beneficial advances freely with the Natives. Thus, the Indians' lands, tools, farming techniques, and ability to hunt improved from contact with their white neighbors. Nor was warfare something that Europeans introduced, or even inspired, in their new neighbors. Before the Europeans arrived, Indians warred with each other. Tribes formed alliances and made enemies, struggling for dominion of territories and murdering one another in sudden raids. Unfortunately, Europeans accelerated the Native Americans' ability to kill by introducing guns, horses, and alcohol. European encroachments on Indian hunting territories and competition for access to trading outposts only heightened existing temptations to violence.

As you study this week, try to keep a balanced perspective on the story being told. You have learned so far in your study of world history that no human society is without sin or perfect in all its ways. All have strengths and weaknesses because all have been ordained by God for a time and a purpose. As far as you can this week, try to keep an eternal perspective on the accounts you read. Mourn where men act grievously, but also rejoice that a good God was working all things together for His purposes, which are always perfect.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 6 of 8)
2. Begin preparation for your Unit Celebration. This week, plan out your menu and decide what type of costume you will wear. (Week 1 of 3) You can glean a good deal of helpful information from your resource.

From *Colonial Kids*:

3. Consider the ingredients that some colonists thought would cure a cough. Then, with parental supervision, make homemade cough syrup. Store it in a jar with a lid, out of reach of younger siblings, until a time when someone in your family can try it out.
4. Take target practice by throwing a rolled up sock or bean bag at some empty plastic soda bottles. Keep points and see how your score improves with practice.
5. Learn about “muster day” and practice marching, trying to stay in step with your siblings or co-op members. It’s harder than it looks, but would be a fun way for your group to enter your Unit Celebration!
6. Try to make hardtack, which was a type of baked biscuit.

GEOGRAPHY

1. Continue to learn the names and locations of the original thirteen colonies this week.
2. With your teacher’s help, locate the region of North America where the Iroquois Indians lived. See if you can find the general locations of each of the five original tribes and of the Tuscarora, who joined the Iroquois League in 1720. Here are their names:
 - Seneca
 - Cayuga
 - Onondaga
 - Oneida
 - Mohawk
 - Tuscarora



LITERATURE

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

How many stars would you give this book? Color in the correct number and complete the rest of the information below.



Title of book: _____

Author of book: _____

I give this book _____ stars because _____

I like this book because _____

If I could be a character in this book, I would be _____ because

My favorite character in this book is _____ because _____

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 6 of 8)
2. Begin preparation for your Unit Celebration. This week, plan out your menu and decide what type of costume you will wear. (Week 1 of 3) You can glean a good deal of helpful information from your resource.
3. When the colonists wrote letters and other documents, they would have used a quill pen and various kinds of ink. This week, experiment with making your own quill pen and ink. (Check our online links for suggestions to help you with this project.) Consider these questions as you work on this project:
 - What kinds of quills (feathers) work best for pens?
 - What might determine what kinds of quills you could choose?
 - From what are the best inks made?
 - What might determine the kinds of inks to which you had access?
4. Bird watching was one pastime of many colonists. This week, make a pinecone bird feeder by stuffing the spaces in the pinecone with a mixture of peanut butter (even though colonists didn't have peanut butter!) and birdseed. Keep a "species log" of the birds that come to your feeder.

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

5. This week, look back at activities or worksheets that you previously have not had time to complete. Ask your teacher if there are any she wants you to work on this week.

GEOGRAPHY

1. Continue to learn the names and locations of the original thirteen colonies this week.
2. Locate the region of North America where the Iroquois Indians lived. See if you can find the general locations of each of the five original tribes and of the Tuscarora, who joined the Iroquois League in 1720. If your teacher so directs, shade and label a map to show their locations. Here are their names:
 - Seneca
 - Cayuga
 - Onondaga
 - Oneida
 - Mohawk
 - Tuscarora



LITERATURE

Worksheet for *Scottish Seas*, by Douglas M. Jones III

Below are descriptions of characters and places in *Scottish Seas*. Match these descriptions with the correct name by writing the letter beside the name to the left of the description.



<ul style="list-style-type: none"> 1 four year-old boy who is afraid to go to the cliffs 2 the country in which this novel takes place 3 lost his left eye in battle 4 mother of Agnes, Willie, Sy, and Mac 5 father's occupation 6 name of one of the oxen 7 Mac is afraid to go here 8 the old woman known as a witch 9 the name of the horse that is stolen 10 the local pastor 11 bride 12 village in which the wedding takes place 13 looks for Agnes in order to ask for her hand in marriage 14 cousin known as "the Shouter" 15 last name of main family in the novel 	<ul style="list-style-type: none"> A Scotland B Mac C Mother Swankie D Ayton E Margaret F Allen Craufurd G caves H Grandfather I Auchmithie J tenant farmer K Geordie L Miss Beattie M Davit N Thunder O Gawp
--	--

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. When did King Philip's War rage?
2. Which tribe attacked settlers in North Carolina?
3. Who incited the Indian attacks in South Carolina?
4. What was John Eliot's ministry to the Algonquians?
5. Which tribes inhabited the Northeast region?
6. List the tribes that lived in the Southeast region.
7. How did North and South Carolina become crown colonies?
8. Who became King of Great Britain after Queen Anne died?

Thinking Questions

1. What were the common contributing factors that led to the various Indian wars during colonial days?
2. Who were the Praying Indians and what part did they play in King Philip's War?
3. Just like other peoples we have studied, different Indian tribes had different ways of life. Expand this chart in your notebook and then fill it in with information from your readings and/or Internet research.¹ Bring it to your discussion time as a tool to compare and contrast different tribes.

	NORTHEAST NATIVE AMERICANS	SOUTHEAST NATIVE AMERICANS
TRIBES OF THE REGION		
SUBSISTENCE: FOOD AND HOUSING		
IMPORTANT SOCIAL CUSTOMS		
GOVERNING SYSTEMS		
RELIGION, HEALING, AND BELIEFS		
DISTINCTIVE INVENTIONS		

¹ Note: Some resources differ in some of the information. For instance, lists of tribes for a region may not be exactly the same.

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 6 of 8)
2. Begin preparation for your Unit Celebration. This week, plan out your menu and decide what type of costume you will wear. You can glean a good deal of helpful information from your resource. (Week 1 of 3)

From *More Than Moccasins*:

3. Pretend you are a warrior, and make a shield that represents something that you've learned about the spiritual beliefs of some Native Americans. You may need to do some extra research, but this will be a good way to contrast their beliefs and yours.
4. Make a coup stick and learn how to use it properly.
5. In your resource, there are several choices for making masks. Choose one of them this week and be prepared to explain its history.

GEOGRAPHY

1. Continue to learn the names and locations of the original thirteen colonies this week.
2. Locate the region of North America where the Iroquois Indians lived. See if you can find the general locations of each of the five original tribes and of the Tuscarora, who joined the Iroquois League in 1720. If your teacher so directs, shade and label a map to show their locations. Here are their names:
 - Seneca
 - Cayuga
 - Onondaga
 - Oneida
 - Mohawk
 - Tuscarora

CHURCH HISTORY

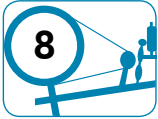
There is no Church History assignment for this week.

LITERATURE

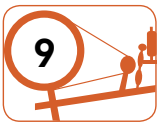
Worksheet for *The Witch of Blackbird Pond*, by Elizabeth George Speare

As you read for various academic subjects, it is important to learn to read in a way in which you can find the main idea of a passage or work. With this in mind, try to come up with a title for each of the seven chapters that you read this week. Make sure that your title accurately summarizes the main idea of the chapter.

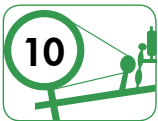
CHAPTER



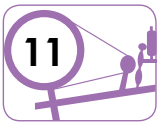
CHAPTER



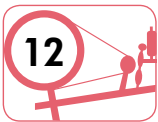
CHAPTER



CHAPTER



CHAPTER



CHAPTER



CHAPTER



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

1. Who succeeded Queen Anne of Britain? Which new British royal house did he establish?
2. Summarize or outline the events of King Philip's War. What were the reasons the author gives for this war.
3. Summarize the events of the Pueblo Revolt. List the reasons the author gives for this war.

Thinking Questions

1. Prepare to discuss Peter I.
 - What were Peter I's goals in modernizing Russia?
 - What measures did Peter undertake to modernize Russia? List both strengths and weaknesses of his policies.
 - Was Peter I an absolute ruler? Be sure to list specific reasons for your answer.
2. Richard Dunn, author of *Age of Religious Wars*, sums up the period covered by his book, which ends in about 1725, after the passing of Louis XIV and Peter the Great. He asks how the people of Europe resolved the problems that had caused so much turmoil in the sixteenth and seventeenth centuries by 1715 or so.¹ Prepare to discuss the ways Europeans had done this in various regions.
3. The Bible tells us that in all conflicts there is sin (see James 4:1-3). Concerning the conflicts between European colonists and Native Americans, many modern writers attribute the bulk of the sin to the Europeans, which may be just. On the other hand, all authors of history bring a bias to their accounts and analyses. Though they must be selective, the facts they choose indicate author bias. Taking author bias into account, prepare to discuss King Philip's War and the Pueblo Revolt from both sides of the story.
4. This week's emotionally-charged readings on Indian revolts provide ample opportunity for author bias. Where in your reading did you find authors expressing value judgments, rather than statements of fact? Were there any places where you felt that the author's selection of facts may have been one-sided? Prepare to discuss author bias in class by noting specific passages in your reading where it is obvious, and be sure to bring your resources to class.

GEOGRAPHY

1. This week, label the following landforms on a map of Russia:

<input type="checkbox"/> Amur River	<input type="checkbox"/> East Siberian Sea	<input type="checkbox"/> Ural Mountains
<input type="checkbox"/> Volga River	<input type="checkbox"/> Bering Sea	<input type="checkbox"/> Siberia
<input type="checkbox"/> Ob River	<input type="checkbox"/> Sea of Okhotsk	<input type="checkbox"/> Arctic Ocean
<input type="checkbox"/> Yenisei River	<input type="checkbox"/> Pacific Ocean	<input type="checkbox"/> Barents Sea
<input type="checkbox"/> Lena River	<input type="checkbox"/> Black Sea	<input type="checkbox"/> Kara Sea
<input type="checkbox"/> Kolyma River	<input type="checkbox"/> Caspian Sea	<input type="checkbox"/> Laptev Sea
2. Cities to locate
 - Moscow
 - St. Petersburg
3. Note the relative locations of the following nations. If the size of your outline map allows it, shade and label the locations of these nearby lands.

<input type="checkbox"/> Finland	<input type="checkbox"/> Lithuania
<input type="checkbox"/> Ottoman Empire	<input type="checkbox"/> Prussia
<input type="checkbox"/> Poland	<input type="checkbox"/> Austria-Hungary

¹ Richard S. Dunn, *The Age of Religious Wars, 1559-1715*, p. 295.

LITERATURE

Reading

This week we will begin a three-week study (Weeks 25-27) of Milton's epic poem, *Paradise Lost*. As you begin to read this poem, here are a few things to bear in mind:

- During each of these three weeks you will read four books of *Paradise Lost*, which is approximately seventy pages of reading. The reading assignments for these three weeks are among the longest you will have this year, so make sure you give yourself enough time, even if that means reading ahead on a weekend.
- For the last few weeks you have been reading mostly stories (Weeks 20-22) and short poems (Week 23). It's been awhile since our study of an epic poem (the *Faerie Queene* in Weeks 12-13), so take a minute to remember what this genre is like. Epics are really long poems that usually include elaborate descriptions of beautiful places or terrible battles, epic similes, formal debates between princely characters, and so forth. The telling of an epic is grand and huge and deep and sweeping, but it is also slow-building. It is like the difference between watching *Lord of the Rings* and watching an action-adventure movie or a cartoon. In order to enjoy an epic, you have to be willing to let the momentum build gradually. It will not burst on you all at once; it will instead grow to an intense climax that you may find all the more powerful because it comes slowly, if you are willing to wait for it.

Recitation or Reading Aloud

Since the reading assignment is heavy this week, ask your teacher whether you should read aloud rather than reciting in class. If you want to choose your own passage to read aloud, you may ask your teacher for permission to do so. Otherwise, here is this week's topic for reading aloud: "The Ode to Light" (III:1-55 [*Norton Anthology of English Literature* 1872-1873]).

Defining Terms

Continue your index of literary terms with a card for this term if you do not already have it. Be sure to write down exactly what you see here.

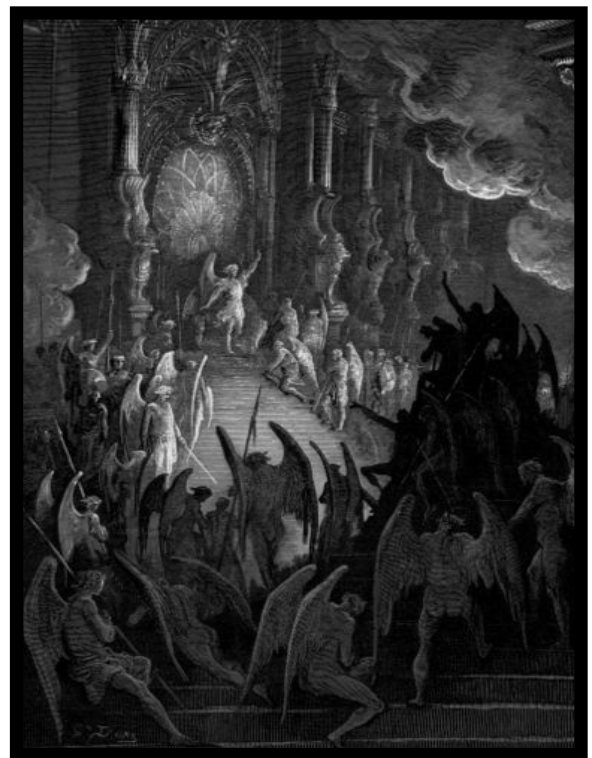
- Heroic Mode: A purpose of describing and exalting heroic traits that a community values, usually in the contexts of war, kingship, kingdoms, and public affairs.

Beginning Level

1. This week and during the next two weeks, you will be compiling your own literary analysis of *Paradise Lost* according to the commentary method, that you read about in *Poetics*. This means that you must make reasonably complete and detailed comments for whatever literary elements you find in *Paradise Lost* in each of the following analysis categories:

- Frameworks
- Content
- Settings
- Characters—print off character description charts from Appendix C of *Poetics* and fill them out for the following characters:
 - God the Father
 - God the Son
 - Satan
 - Adam
 - Eve
- Plot
- Texture
- Artistry

If you are wondering what "reasonably complete and detailed" means, ask your teacher. Using the commentary method for this study (instead of the list-and-describe method which we have



Council in Pandemonium

used in other weeks) doesn't mean that you do less work. Instead it means that you are being trusted with more freedom in the way you arrange and compile your literary analysis. You may also use what you learn in class to expand and revise your outline during these weeks.

The goal for your finished analysis notes remains the same as it is when you use analysis outlines and character charts: to describe the work you are studying to the best of your ability, using a combination of your own words and literary analysis terms. You do not by any means need to have your entire analysis compiled by the end of this week. However, you should be ready to present a finished outline to your teacher in Week 27.

2. Here are a list of suggestions about how to study themes, symbols, imagery, settings, and other elements, which can help you to compile a good literary analysis. These are *suggestions*; you are not required to follow any of them. However, if you do choose to use them, this list of clues will be helpful to you throughout our entire three-week study of *Paradise Lost*. Remember, if you need to review any of the terms or concepts below, you can look them up in *Poetics*.
 - Compare Satan with Christ, and compare both Satan and Christ with Adam. The results are fascinating! You may want to use a three-character chart from Appendix C of *Poetics* in order to do this.
 - If you like, you may also enjoy comparing Eve to other heroines about whom you have read so far in Year 2; for example, compare her to Miranda (*The Tempest*) or Cordelia (*King Lear*).
 - Imagery: Notice uses of thunder imagery. Notice uses of light and darkness, bearing in mind especially that when Milton wrote this poem, he had already gone blind. Also, notice Milton's imagery of obscured light (i.e. the sun covered over by clouds). Why do you think he sometimes ties this imagery to Satan?
 - Allusions: Notice allusions, similarities to, and differences from other poets and poems that you have read, such as Dante and Spenser. (for instance, Milton does not give us a vision of Hell with nine levels, as Dante does, but he makes the walls of Hell nine layers thick and describes Satan falling from Heaven for nine days).
 - Epic Poem: We suggest that you look up the genre of epic poem in the Terms Index (Appendix B) of *Poetics* as a starting point on the genre of this poem.
 - Style and Artistry: Notice the way Milton uses inverted repetition (saying something and then saying it again in the opposite order).
 - Similes: Review epic similes in the Terms Index (Appendix B) of *Poetics* and notice Milton's epic similes.
 - Style: Notice how Milton pauses every so often in the flow of his story to spend extended time either in explaining something to the reader or in praising something about which he is writing (for example his beautiful ode to light at the beginning of Book III and the ode to wedded love near the end of Book IV).
 - Here are several topics that tie directly into the themes of *Paradise Lost*. You would be wise to keep track of places where these are mentioned in your reading.
 - The topic of the fall itself: look for evidence of obedience and disobedience, misery and bliss. You may wish to mark the words "reason" or "right reason," as well as "obedience" and "disobedience" as you come across them in your reading. What is his theme on this topic?
 - The topic of responsibility for man's fall: Look for mention of free will (see God the Father's first speech in Book II and Raphael's explanation to Adam in Book V). To help with this, you may wish to mark uses of "reason" or "right reason," as well as "obedience," "just" or "justice," and "free will." What is Milton's theme here? Who is responsible or not responsible for the fall of man? God? Satan? Man himself?
 - The topic of divine providence and future salvation for mankind: look for places where Milton foreshadows 1) salvation for mankind and 2) God producing good even out of Satan's evil designs. Important words to mark related to this topic are "providence," "good," and "mercy." What is his theme on this topic?
 - Trace the idea of hierarchy in *Paradise Lost*. Are there ranks and orders in the reality that Milton portrays? Are there clear superiors and inferiors? Mark evidence of this as you find it. To help you do this, you may choose to mark uses of "merit," "glory," "equal," and "unequal" as you read.
 - Notice Milton's portrayal of marriage and romantic love. Is his portrayal significantly different from that of the medieval and Renaissance authors that we have read before?
 - What does Milton seem to believe about the roles of men and women?
 - Trace these heart attitudes, actions, or emotions in various characters throughout the poem: despair, envy, misery, pride, disobedience, rebellion, deception (including self-deception), obedience, adoration, happiness, reverence, humility, romantic love, worship, the happy, graceful reverence of inferiors to superiors, and the majestic, loving condescension of superiors to inferiors.

- ❑ As you read, keep a running list of the lies that Satan believes about himself, God, and others. In what ways does Satan misrepresent reality to himself throughout *Paradise Lost*? Is Satan himself deceived about what is true and real?

Continuing Level

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

3. Compare Milton to Homer and Virgil (in addition to Dante and Spenser) in your literary analysis whenever it is appropriate to do so. Be prepared to talk a little in class this week about how *Paradise Lost* is like or unlike Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid*.
4. OPTIONAL: If your teacher directs you to do so, look up the following Scripture references concerning the biblical view of the created order: Genesis 1:16-18, 26, and 28; Ephesians 5:24; Matthew 6:26, 10:29-31, and 12:12; Leviticus 24:20, Galatians 5:14; and Luke 20:36. In light of these verses, think about the following questions:
 - ❑ Milton describes a hierarchical universe in which everything has a created and objective order of being, together with natural (created) superiors, inferiors, and equals. Do you agree that a good case can be made from Scripture for these hierarchical principles, or do you disagree? Back up your position from Scripture.
 - ❑ Do you think that we today have a "hierarchical concept" of reality? Do we focus on glad obedience to natural superiors (whether of kind or role) and wise, gracious rulership of natural inferiors (of kind, like animals and land, or of role)? Or do we emphasize "absolute" equality and freedom "to do whatever we want"? Or do we emphasize something else entirely?

CHURCH HISTORY

There is no Church History assignment for this week.

GOVERNMENT

NOTE: Refer to the introduction on Locke in the Student Activity Pages of Week 24 if you need a reminder about Locke's major ideas.

Second Treatise on Government, by John Locke

1. Locke discusses property in chapter 5. Where does he think it comes from? Is there any limit to how much one can have?
2. Where does Locke think money comes from? How does it change the way people relate to property?
3. If the "state of nature" is as good as Locke says it is, why would anyone want to leave it?
4. What two powers do people give up when they enter into society?
5. How does Locke define "usurpation" and "tyranny" in chapter 18?
6. Which paragraph of chapter 19 caused Thomas Jefferson to mention "a long train of abuses and usurpations, pursuing invariably the same Object" in the Declaration of Independence?
7. Locke says that people have a right to rebel against a king who becomes a tyrant. Who decides when it is right to rebel?

PHILOSOPHY

Rehearse *Sir Isaac Newton*, 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.

