

GENERAL INFORMATION FOR ALL GRADES

We are approaching the end of Unit 3! This week-plan is yet again mixed. There is ongoing history in Europe to study and we will also take a thematic look at the related struggles between English and French settlers in America. As older students will read this week, and as all students have seen in earlier studies of the Middle Ages, Europe grew through a process of state building. From our modern vantage point looking back, we may think that nation-states and centralized bureaucracies were the obvious ways for people to govern themselves, but modern nation-states were not a foregone conclusion, and they were not formed quickly. We saw in Unit 1 that modern states emerged as the result of people living for centuries in a single location, of forming governmental agencies—like tax bureaus, courts of law, or regional thrones that remained as individuals came and went, regardless of the personality or gifts of an individual—and of coming to see themselves more as Englishmen or Frenchmen than as family members, vassals of an overlord, or even as members of a parish church. As states grew, people increasingly identified with their states first and with all other individualistic identities second.

Part of the process of state building in Europe was strife. As nations were built, their leaders generally sought expansion. Since all states had either neighbors or natural geographic barriers, expansion usually meant taking territories from someone else. The aggression of one state towards another in a bid for growth was seen by Europeans as a natural part of international life, just as you would see larger plants overgrowing and choking out smaller ones in your garden. Because our society today values individuals, we tend to identify with individual soldiers and to see wars as barbaric and horrible interlopers in the course of hopes, dreams and love—and so they are in many ways. But the Europeans of the eighteenth century were not concerned so much with the destinies of individuals as we are today. European monarchs and statesmen did not think in terms of the plight of the common man. Rather, most European leaders of this period (including absolutist monarchs) came more and more to see themselves and their subjects as agents, servants, and builders of a thing greater than any individual—their state.

Small wonder, then, that English and French and Spanish monarchs also viewed their colonies (and the colonists that inhabited them) as servants of their European states' interests, first and foremost. Monarchs went to war in Europe, and they expected that their colonists would carry the conflict to the furthest shores. In the early days, the colonists did not think this was strange. They did not think of themselves as Americans, but as English or French or Spanish. If their king was at war with another king, then they were at war with their king's enemies, wherever they were to be found.

As we have seen, three European monarchs controlled the majority of the eastern half of North America by the 1750's. The English colonies hugged the coast, eventually ranging from what is now Maine to Georgia. The French explored and settled the north and interior of North America; they controlled the St. Lawrence Seaway, the Great Lakes, and the Mississippi River system all the way to the Gulf of Mexico. Between these two regions, the Appalachian Mountains formed a natural barrier, in which European settlements were scarce. There the Indians had real power. Though European map makers might place the name of England or France over this territory, it remained a buffer between the two hostile colonial powers. South of the English colonies and east and west of the French lands were relatively small domains (in what is now Florida and western Texas, New Mexico and Arizona) of Spanish colonists.

This week, we will take a close look at the years of strife in Colonial America and connect it with events in Europe that older students have been studying all throughout this unit. Specifically, students will learn about the significant and bloody, but inconclusive wars in the colonies that were tied to larger European conflicts: King William's War (1689–1697; called the War of the Grand Alliance in Europe), Queen Anne's War (1702–1713; called the War of the Spanish Succession in Europe), and King George's War (1740–1748; called the War of the Austrian Succession in Europe). These three wars amongst colonists of different nations were not decisive; hardly any American territory permanently changed hands, though colonists fought bravely and died in large numbers. The conflict was not fully settled until the major and definitive French and Indian War that raged from 1754–1763, which we will study in Unit 4.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue the Colonial America project that you have been working on. (Week 7 of 8)
2. Continue preparation for your Unit Celebration by making sure that your costume is in place and all of the ingredients are gathered for your food preparation. The Year 2 Arts/Activities page of the *Tapestry* website and your resource have lots of choices for making food and clothing. (Week 2 of 3)
3. Think about the table placement and decorations for your Unit Celebration. Consider gathering some tools that might have been used in colonial days as decorations. You may also want to make special place cards for your guests.

From *Colonial Kids*:

4. Make a simple apron using fabric glue. If you are interested in learning to sew, ask your teacher to help you learn to sew by hand or using a machine.
5. Fashion a wig to wear with your costume to your Unit Celebration.
6. Your resource book has lots of recipes that you can use this week and next! Look through the assigned page numbers and choose two or three to make this week. (Week 1 of 2)
7. Use onion skins to dye a T-shirt or socks yellow.
8. With adult supervision, make buttons out of clay that can be baked in the oven.
9. Read about the interesting names that colonial children often had. Learn why your parents named you as they did.

GEOGRAPHY

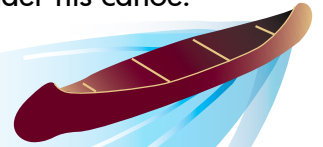
1. Review labels of New France from Week 23.
2. Finish memorizing the locations and names of the original thirteen colonies this week as you add Georgia to the list.
3. Find these labels on a map of Georgia:
 - ☐ Appalachian Mountains
 - ☐ Blue Ridge Mountains
 - ☐ Altamaha River
 - ☐ Chattahoochee River
 - ☐ Flint River
 - ☐ Savannah River
 - ☐ Savannah (city)
 - ☐ Brunswick (city)

LITERATURE

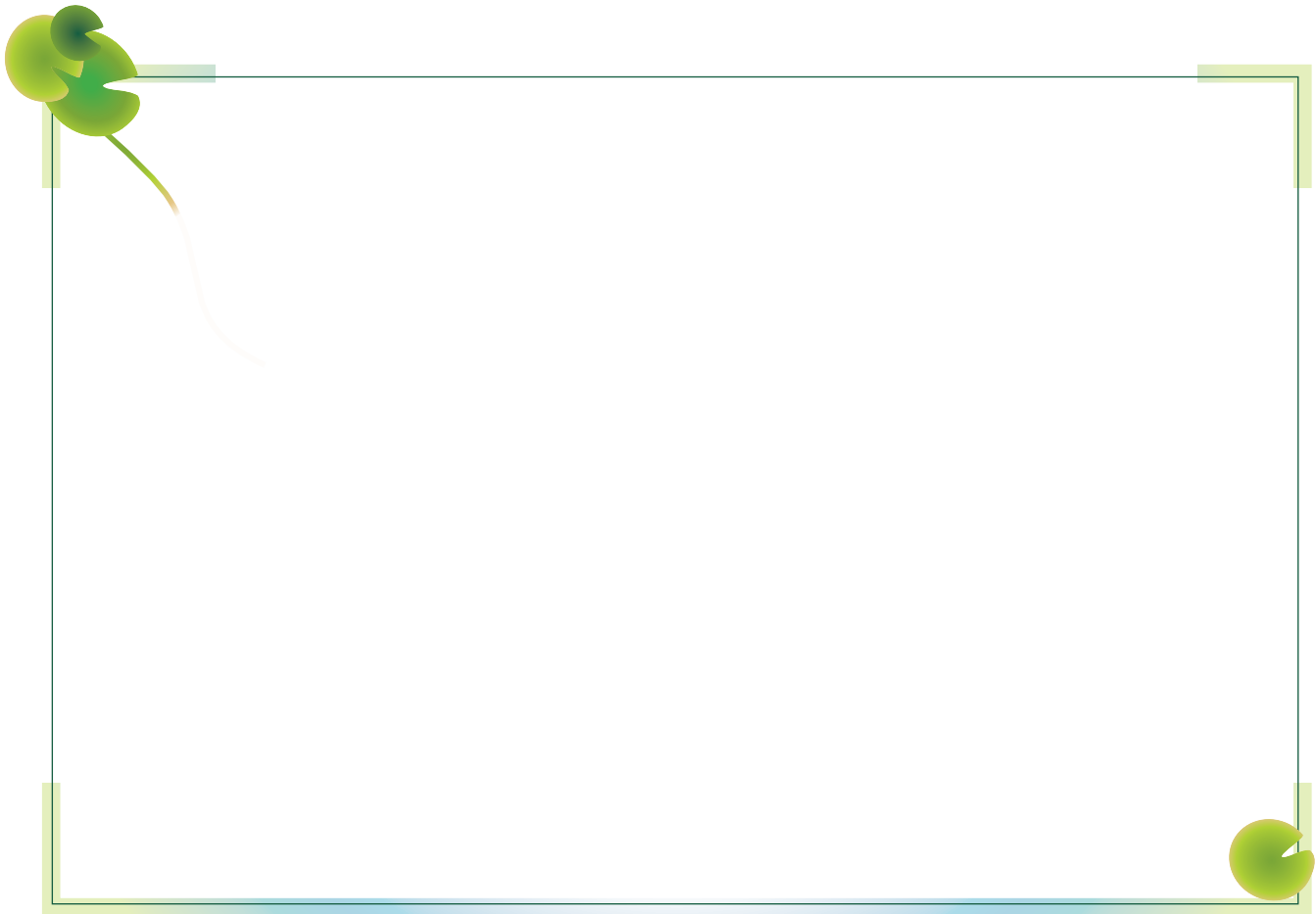
Worksheet for *Paddle-to-the-Sea*, by Holling Clancy Holling

Place a C over the part of the following sentences that causes something to happen. Place an E over the part of the following sentences that shows what happens as a result. Ask your teacher if you have any trouble with this section.

1. Paddle is free in the pond because a bull moose jerks the lily pad out from under his canoe.
2. Heavy rain encourages a wet owl to flap madly for shelter in the forest.
3. Many times breezes pull Paddle off his course.



The **setting** of this book is the Great Lakes and Canada. The setting is the time and place in which a book or story takes place. In the rectangle below, try drawing the northern United States, the Great Lakes, and Canada *without* looking at a map.



Do you think it would have been easier if you had a map to copy? That map would act as your guide, showing where to place each lake and state. Now, think back to this story. Paddle has aimlessly followed river currents, been pushed along by the wind, and remained a curiosity to people. Unlike Paddle, we do have a guide to help us fulfill our Maker's purpose. How are you fulfilling God's purposes in your life right now? You don't have to be an adult to be following God's will. Ask Him to guide you each day!

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

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

4. Choose one or more worksheets or activities from your resource, or complete others that you've not had time to complete in previous weeks.
 - ☐ Getting to Know the South
 - ☐ The Early Southern Colonies (word puzzle)
 - ☐ Take a Trip to the South













GEOGRAPHY

1. Review labels of New France from Week 23.
2. Finish memorizing the locations and names of the original thirteen colonies this week as you add Georgia to the list.
3. According to your teacher's directions, either find or write these labels on a map of Georgia:
 - ☐ Appalachian Mountains
 - ☐ Blue Ridge Mountains
 - ☐ Altamaha River
 - ☐ Chattahoochee River
 - ☐ Flint River
 - ☐ Savannah River
 - ☐ Savannah (city)
 - ☐ Brunswick (city)

LITERATURE

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

Write **T** for true and **F** for false for the following statements. Be prepared to tell your teacher how to make the false statements true. There are three statements from each chapter that you read this week.

-  1. Father tells the children a ghost story about Sir Ralph the Rover.
-  2. Mr. Craufurd checks on the children's progress in learning the Shorter Catechism.
-  3. Father wants Willie to tell him the correct definition of sanctification.
-  4. Mother Swankie asks a young man about the scars across his forehead.
-  5. Davit readily tells Mr. Ayton the definition of justification.
-  6. The reiver binds Mother and Father tightly with ropes.
-  7. Mac rescues his parents by throwing a bucket of coals on the reiver's back.
-  8. Mac hides in the back of the cave with his grandfather's boot.
-  9. Willie and Sy search at the cave where Mac surprised them, but they do not find him.
-  10. Jock helps Mac tear his shirt to make bandages for Mr. Craufurd.
-  11. Some of the reivers are afraid that they will die in the cave during the storm.
-  12. Mac and Alec sing psalms as Mr. Craufurd quietly dies.



DIALECTIC LEVEL

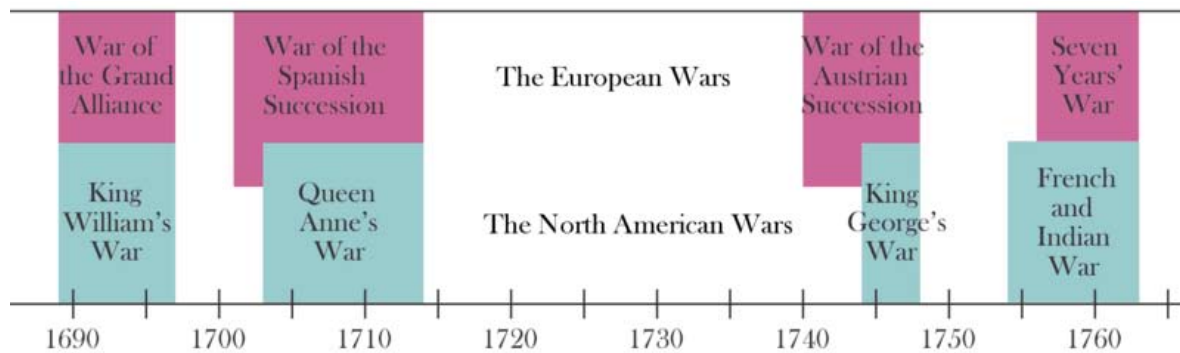
HISTORY

Accountability Questions

1. For whom was Georgia named? Who was primarily responsible for founding it, and what were his goals?
2. When was King William's War? Where was it fought? What was the outcome?
3. When was Queen Anne's War, and what were the results of it?
4. Who challenged George II for his throne? How did the confrontation turn out?
5. When was King George's War, and what were the results of it?
6. What is meant by the term "Mississippi Bubble"? What did this story teach you about human nature?

Thinking Questions

1. By 1750, what two centers of power did the French control on the North American continent?
2. Why did American colonists (English and French) and their Indian allies join in European conflicts that had nothing to do with their everyday lives or quarrels?
3. What conditions were unique to the founding of Georgia?
4. Why did men demand rum and slaves, saying that Georgia would never prosper without them?
5. Why did the Scottish highlanders typically back the Stuart pretenders to the English throne?



FINE ARTS AND ACTIVITIES

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GEOGRAPHY

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2. Review labels of New France from Week 23.
3. Find these labels on a map of Georgia:
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 - ☐ Blue Ridge Mountains
 - ☐ Altamaha River
 - ☐ Chattahoochee River
 - ☐ Flint River
 - ☐ Savannah River
 - ☐ Savannah (city)
 - ☐ Brunswick (city)
4. Study the geography of Acadia, where much of the British and French strife took place.
 - ☐ Acadia (New Brunswick)
 - ☐ Port Royal
 - ☐ St. John
 - ☐ Louisbourg
 - ☐ Canso
 - ☐ La Have
 - ☐ Gulf of St. Lawrence
 - ☐ St. John Island (now Prince Edward Island)
 - ☐ Nova Scotia
 - ☐ Cape Breton Island
 - ☐ Newfoundland
 - ☐ Anticosti Island

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 no recommended follow-up questions this week. As always, ask your teacher to direct your work. When you finish your reading, be sure to discuss with her anything you didn't understand.

LITERATURE

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

Answer the following questions.

1. Define "prejudice."



2. Write a paragraph explaining how this story shows prejudice.



3. Complete the chart below by describing the events in each part of the plot. Answers in this section can be found in any part of the book, and not just in this week's assignment.



In The Witch of Blackbird Pond



exposition



conflict



climax



denouement



resolution

RHETORIC LEVEL

HISTORY

Accountability Questions

1. There were three major conflicts between the British and French in the colonies before 1750. To help yourself understand and remember the details of these three, very similar conflicts, expand and fill in a chart like the one below regarding the first three Anglo-French conflicts in North America.

| | PARALLEL EUROPEAN CONFLICT | MAJOR BATTLES/REGIONS OF WAR | TREATY NAME/TERRITORIAL PROVISIONS THEREOF |
|--------------------|----------------------------|------------------------------|--|
| KING WILLIAM'S WAR | | | |
| QUEEN ANNE'S WAR | | | |
| KING GEORGE'S WAR | | | |

2. Which six monarchs followed Peter the Great to the throne of Russia?
3. Where were there significant power vacuums in Europe during the period of about 1725 to 1780?
4. What was the War of Austrian Succession about? Which American conflict did this war include?
5. Summarize the role of Voltaire in the Enlightenment. Why was he so significant?

Thinking Questions

1. Your reading in *Eighteenth-Century Europe* this week summarized the state building activities of three great monarchs: Frederick the Great, Maria Theresa, and Catherine the Great. For each one, note answers to the questions below (or fill the information into a chart like the one on page 20) as you prepare to discuss them.
 - ☐ What did this monarch do to build his or her army?
 - ☐ Was this monarch successful at expanding his or her state's borders? Be specific. If yes, what neighboring countries lost land in the process?
 - ☐ How did the church fare under each of these monarchs?
 - ☐ How did this monarch treat the nobility?
 - ☐ How did this monarch reorganize his or her bureaucracy?
 - ☐ What was the attitude of this monarch towards Enlightenment ideas and the arts?
2. James Oglethorpe is one of those men that different historians paint in very different ways. Analyze the account you read this week while thinking about author bias. Prepare to discuss Oglethorpe's life, and if you have time, do outside reading on him (from resources recommended for your siblings this week, or on the Internet links we provide on the History page of our *Tapestry* website). What facts about Oglethorpe did each author select in order to reinforce his interpretation? Did a second account give you a different idea of him? If so, how?
3. In *The Colonial Period*, John Miller points out the similarities between the planned communities of the Puritans and Georgia. Both experiments, in his estimation, failed. What does Miller say is the reason for the failure? Prepare to discuss Miller's comparison of the Puritan experiment with the Georgian one, using Miller's analysis and in light of biblical truth. What would you say these planned communities reveal about human nature?
4. Why were Anglo-French and Indian conflicts in American colonies between 1689 and 1750 not conclusive? Prepare to discuss this question and also to look at them from the point of view of the colonists who fought in them. Specifically, what seeds of discontent were sown by the outcomes of these wars?

| | FREDERICK II | MARIA THERESA | CATHERINE THE GREAT |
|------------------------|--------------|---------------|---------------------|
| MILITARY MATTERS | | | |
| TERRITORIAL EXPANSION | | | |
| CHURCH MATTERS | | | |
| NOBILITY | | | |
| ADMINISTRATIVE MATTERS | | | |
| ARTS AND SCIENCES | | | |

GEOGRAPHY

1. If possible, look at the growth of New France settlements from 1650 to 1750 using a historical atlas.
2. Review labels of New France from Week 23.
3. Find these labels on a map of Georgia:

| | |
|--|---|
| <input type="checkbox"/> Appalachian Mountains | <input type="checkbox"/> Flint River |
| <input type="checkbox"/> Blue Ridge Mountains | <input type="checkbox"/> Savannah River |
| <input type="checkbox"/> Altamaha River | <input type="checkbox"/> Savannah |
| <input type="checkbox"/> Chattahoochee River | <input type="checkbox"/> Brunswick |
4. In a historical atlas, note the developments of the German nation-state of Prussia from 1600 to 1795.

LITERATURE

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: "Satan's Argument with Abdiel" (V:772-895, *English Literature Anthology* 1925-1927). Your teacher may also have you read "Satan's Despair" (IV:9-113, *English Literature Anthology* 1888-1890).

Defining Terms

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

- ☐ **Antagonist:** A character whose function in the story is to provide a negative example of living, active opposition to the protagonist/hero(ine), or both.
- ☐ **Character Conflict:** A type of conflict that occurs between two or more characters in a story, as when they have opposing personalities, motivations, goals, beliefs, or values.
- ☐ **Conflict:** A clash between opposing forces in a literary work.
- ☐ **Inner Mental Conflict:** This is a type of conflict that occurs within a single character and often involves some kind of decision or question over which the character is agonizing.
- ☐ **Moral/Spiritual Conflict:** A kind of conflict that most frequently arises from the clash of right and wrong, or from what characters perceive as right and wrong.
- ☐ **Physical Conflict:** A type of conflict that occurs between physical bodies, as in a battle or duel.

Beginning and Continuing Levels

1. Continue to work on your literary analysis of *Paradise Lost*. Here are a few points to bear in mind as you go:
 - ☐ You do not have to include in your literary analysis everything that you learn about *Paradise Lost* in class, but you should be using some of what you learn in classes as you build your analysis.
 - ☐ If you agree with the points made in class, you might give one or two of the examples given in class that you found most striking (in addition to the examples that you found yourself)—or, if you disagree, you might give several examples and explain why you would describe a given aspect of *Paradise Lost* differently.
 - ☐ The passages listed in #5 (below; page 22) are all excellent places to go if you are working on your character analysis of Satan. You might want to focus on getting that done this week.
 - ☐ Similarly, the passages in #4 (below) will be useful to you as you compile your character analyses of Adam and



Satan Descending on Earth

Eve. There will be more to come, since we still haven't gotten to the Fall; however, these passages are a good place to start your analysis of Adam and Eve.

- ☐ Your analysis should include, as they occur to you, not only identification and description of various literary elements in *Paradise Lost*, but also comments on the artistry of these elements and comparison to relevant authors whom you have read this year (either Dante and Spenser, if you are Beginning Level, or Dante, Spenser, Homer, and Virgil, if you are Continuing Level).
 - ☐ Don't forget to indicate what you like about this poem in your analysis outline—remember, the goal is to *enjoy* as well as *understand* the author's work.
2. Be prepared to discuss Milton's settings (temporal, geographical, or cultural) in *Paradise Lost*. In fact, this would be a good week in which to concentrate on that part of your literary analysis and get it done!
 3. Hopefully you have been marking Milton's imagery, metaphors, and similes as you read. If not, you should definitely mark them this week, since you will be discussing Milton's similes in class. Try to distinguish differences between *kinds* of similes that you come across in *Paradise Lost*. For example, are some of them based on similarities between emotions? Are some based on similarities between the way things are made or the way they act?
 4. Thinking Question: How would you describe Satan's character and predicament? Look at the following passages as you think about this question.
 - ☐ Book I: 36-37 (p. 1833), 43-44 (p. 1833), 94-98, especially line 98 (p. 1834), 126 (p. 1835), 159-168 (p. 1836), 209-220 (p. 1837)
 - ☐ Book II: 112-114 (p. 1835)
 - ☐ Book IV: 9-113 (p. 1888-1890)
 - ☐ Book V: 665 (p. 1923), 772-895 (p. 1925-1927)
 - ☐ Book VI: 418-424 (p. 1936)
 5. Thinking Question: What do you think of Satan's claim in Book V that he is rebelling against God in the name of liberty (see lines 772-802 [p. 1925])? Remembering that Milton himself was an ardent Republican, do you think that he is casting God in the role of tyrannical monarch and Satan in the role of champion of liberty?
 6. OPTIONAL: If your teacher directs you to do so, look at the following passages on the roles of Adam and Eve (representing men and women) in *Paradise Lost*: IV:290-299 (p. 1894), V:95 (p. 1910), VIII:380-397 (p. 1968), VIII:490-499 (p. 1970), and VIII:602-606 (p. 1972). In light of these passages, think about the following questions:
 - ☐ Does it seem to you that Adam and Eve are equal in their roles (i.e. do they occupy the same place in the created hierarchy?)
 - ☐ Are they equal in worth (i.e. even if their roles are different, are they equal before God in "merit" or worth?)

CHURCH HISTORY

There is no Church History assignment for this week.

GOVERNMENT

Charles Louis de Secondat was born a French aristocrat in 1689 but was raised by a poor family. He became a government lawyer and inherited his uncle's fortune and title. As Baron de Montesquieu, he became president of the Bordeaux Parliament. In 1721, he made his fame with the *Persian Letters*, a penetrating critique of French society in the guise of letters to and from two Persians visiting Paris.

His most famous work, *On the Spirit of Laws*, was published in 1748. Montesquieu believed that there were laws that never changed. He set out to study what made governments work in the hope of improving human life.

Montesquieu identified three types of government: monarchal, republican, and despotic. He believed republics were best, but he argued that any government by the people would fail without a proper balance of power. His idea of the "separation of powers" became a cornerstone of the United States Constitution, which carefully implemented three independent branches of government: the executive, legislative, and judiciary.

At the end of our selection, Montesquieu says he is describing the liberty that flows from the government that is supposed to be established by English law. However, he does not claim that the English actually enjoy the liberty established by their constitution.

Montesquieu, *The Spirit of the Laws*, Book XI

1. This selection of *The Spirit of the Laws* is an analysis of English government. In Section 6, Montesquieu divides government into three sorts of power. What are they? Give examples of each power.
2. Montesquieu defines political liberty as a “tranquility of mind” which results from the perception of personal safety. What does he think is necessary to have such liberty?
3. Montesquieu provides two examples of nations which do not separate the three branches of power. What are they?
4. Who is best suited to exercise the executive power, in Montesquieu’s opinion? Why?
5. In what ways could the legislature put an end to liberty?
6. Does Montesquieu think it would be wise for the legislature to always remain in session? Why or why not?
7. How does Montesquieu think the legislature should be called together? Who should dismiss it?
8. What powers does Montesquieu think the legislature should have over the executive? What powers should it not have?
9. Montesquieu makes a prediction about the future of English government. What does he predict, and why?

PHILOSOPHY

Baruch Spinoza was a Jewish lens grinder who was excommunicated from his synagogue for his heretical beliefs. He has been called both an “atheist” and a “saint.”

Rehearse *Spinoza’s Fate*, 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.

