

GENERAL INFORMATION FOR ALL GRADES

In this last week of Unit 3, we will finish our studies by pulling back to view the bigger picture. We will see how far the colonies have come in the period we have been studying, roughly from 1600 to 1750. In these 150 years, God caused the eastern seaboard of North America to be populated with immigrants from Europe and Africa. Have you ever heard America called the great melting pot of the world? This is a metaphor; it means that people from many different cultures have come to America (the pot) but they have not retained their separate identities. Much like a stew, each “ingredient” adds flavor, texture, and an important element to the pot, but as the pot simmers, all are melted together into the one dish that we call “stew.” So it was with American immigrants. Though they had diverse backgrounds, to which they often expressed strong loyalties, most American colonists came to share more things in common with neighbors in the new land than they did with friends and relations back home. Already, in colonial times, the American melting pot was simmering!

Let’s remember who came to America as we review what we have learned during this unit. We have seen European adventurers seeking easy wealth, religious dissenters looking to worship as they chose, leaders who became political exiles, honest laborers wanting a better life for their families, and paupers trying to get a new start. Some came willingly, relieved to get away from Europe and carrying with them great hopes for their futures. Other Europeans were forced to emigrate by poverty, unpopular beliefs, or press gangs.

Of course, the majority of forced immigrants were African Americans. Europeans first tried unsuccessfully to enslave Native Americans, but they were familiar with American territories and could easily slip away into forests. Almost by accident, Europeans traded with African victors in local skirmishes on the African coasts. The slave market was fairly modest until the 1680’s, and slave laws were not as harsh as they later became. Before 1680, English immigrants made up the majority of new arrivals to America (up to 90%), but from 1680 to the time of the American Revolution, the balance of immigration shifted, so that more black African slaves were imported than all other European immigrant groups combined. An abominable “trade triangle” developed, whereby the colonists shipped sugar, cotton, and tobacco to Europe, where they traded these for manufactured goods that would delight African warlords. They then sailed to western Africa and traded their goods for living cargo: slaves crammed in cruel numbers into their fastest ships. These slave traders then made the infamous “middle passage” to the colonies. So inhumane were the conditions on slave ships that during the voyage (which could take anywhere from one to four months, depending on weather conditions) fully 10% of slaves would die. When Africans arrived, they were in unfamiliar territory, with no hope of return to their homelands. Over the years, slaves formed a subculture of their own, even as European colonists developed an ever-tighter, and harsher slave code to control a population that often outnumbered them significantly.

Because of significant and ongoing European immigration, the populations of cities like Philadelphia, New York, and Boston swelled. Many European colonists prospered and were able to produce more than their basic, subsistence needs. They therefore had time and inclination to recreate, as best they could, the cultural refinements of the homelands they had left. Often, people from specific geographic regions of Europe congregated and attempted to continue their unique, ethnic cultures in the New World. Three things supported the special characteristics of such transplants: family, church, and schools. Some immigrant communities—like the Puritans and the German Pietists (misnamed the Pennsylvania Dutch)—retained control of all three of these crucial facets of their culture and were able to perpetuate their ethnic traditions in largely the same fashion as in the European communities they left behind. Other groups blended more quickly into the melting pot. Since all English colonies were administered according to English laws, colonial society as a whole looked most like that of England, with a few exceptions.

This week you will be reading about daily life and work in the colonies, and about how their cultural life developed beyond a mere struggle for survival. Depending on your learning level, you might be reading about their craftsmanship, the childhoods of important patriots in various regions of the colonies, or daily life on a Southern plantation. The general thing to notice as you finish your studies from this unit is how far the colonies have come in the 150-year period that we covered in Unit 3.

LOWER GRAMMAR LEVEL**FINE ARTS AND ACTIVITIES**

1. Complete your Colonial America project. (Week 8 of 8)
2. Finish preparation for your Unit Celebration by making sure that your costume and its accessories are in place and that all food has been prepared on time. (Week 3 of 3)
3. Do you live near any farms? One thing that all colonists did, and that most colonial children did as a regular chore was to milk the goats or cows. You might plan a field trip to a local farm and ask the farmer to teach you to milk his animals by hand!
4. Another common activity on colonial farms was butter churning. You can make your own churn and butter for supper or your Unit Celebration. See links on the Year 2 Arts/Activities page of the *Tapestry* website for instructions.
5. Create a pomander ball for each of your guests at your Unit Celebration. For this easy-to-make craft you only need an orange and some cloves. Stick the cloves in the orange, making sure that all of the peeling is covered. Tie a ribbon around it and place it above each fork in each place setting.

From *Colonial Kids*:

6. Play some indoor or outdoor games that colonial children may have played. (Week 3 of 3)

GEOGRAPHY

There is no new Geography assignment this week. But, we need to wrap up this unit.

1. Do you have any unfinished projects that need to be polished up for display? Make sure you get them done in time for your Unit Celebration!
2. If you don't plan to display your Geography work, file finished maps (and pictures of other projects) into your portfolio or storage system.
3. Be sure you know your thirteen colonies. You'll need to recite them at your Unit Celebration!

LITERATURE

Worksheet for *The Farewell Symphony*, by Anna Harwell Celenza
 Answer the questions below.



1. In which country is the prince's winter estate?



2. What is the last name of the royal music director?



3. What is the prince's name?



4. What instrument does Haydn play as he begins writing a new composition?



5. Upon which dance is the third movement of Haydn's symphony based?



6. In which month does the first violinist plead for his family to join him?



7. What is the name of the first violinist?



8. In which key is Haydn's new work performed?



Unscramble the letters on the colored spaces above to find the answer to the following question.
 What is a long piece of music played by an orchestra called?

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

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6. Two games that were popular in the southern colonies were lawn bowls and badminton. The modern version of lawn bowls is croquet. Croquet sets are not expensive, and they provide hours of family fun! If the weather is good where you are, how about buying a croquet set and playing it as an activity for your Unit Celebration?

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

7. Choose one or more worksheets or activities from your resource, or complete others that you've not had time to complete in previous weeks.
 - Life on a Plantation
 - Folktales and Literature
 - Pastimes and Sports
 - Silhouettes
 - Dining in the Colonial South
 - Southern Peanut Pie

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LITERATURE

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

Learn more about the setting in each chapter by answering the following questions. There is one question that has nothing to do with the setting. Put a star beside that question.



Why does Mac stop running at the mouth of the cave?



Describe the cliffs.



Describe the setting after the night at Mother Swankie's.



Describe the time and place in which Grandfather lay ill.



Describe the place where Mac is working at the beginning of this chapter.



Describe Grandfather's surroundings as his lips are turning blue.



When and where do father and Mac go after returning Lugar to Jock?



Describe Grandfather's reaction to the physician wanting to bleed him.



What is the setting as Grandfather begins to feel like walking again?



Describe the setting in which Mac returns the puffin.



DIALECTIC LEVEL**HISTORY****Accountability Questions**

Our general goal for this week-plan is to pull back from our detailed studies of the histories of Colonial America and Europe and look at the big picture. In this unit, you have covered about 150 years of history. Our theme for this week is “colonial culture.” The main, overarching question we are asking you this week is, “How much have the colonies developed in 150 years?” A secondary focus is, “What went on in Europe during the Colonial American period, and how did European events shape colonial history?”

1. By way of review as we close out this unit, fill in a chart like the one on page 17 that you expand in your notebook. Using it, compare and contrast regional differences in the British colonies. This exercise will draw on your studies of this entire unit, so feel free to use your class notes or reading assignments from the past seven weeks.
2. As another review exercise, make a list of the kings and queens of England from James I to George II. Beside each one, list key events of their reigns from memory and see if you can assign any dates to their reigns. After you are finished, check your work using your reading notes, class notes, or the date lists given in each week-plan on page 6. If your teacher so directs, commit these monarchs’ reigns (and dates) to memory as hooks on which to hang key events in colonial and world history.
3. **OPTIONAL:** What was the First Great Awakening? What part did Jonathan Edwards play in it?

Thinking Questions

1. This week, you have read about the childhoods of numerous people who would grow up to be famous American patriots. They lived in different regions of the American colonies. Prepare to discuss three things that interested you about their unique histories in the context of Colonial America. What did these accounts show you about daily life in the American colonies during the early 1700’s?
2. From memory, can you link the settlement histories of each of the thirteen colonies with the English monarch who was on the throne when they were settled? Try to connect unique aspects of life in each colony with the monarch who presided over its settlement or with political conditions in England during the time it was settled. How many connections can you find? (After trying this exercise from memory, correct yourself from your notes, and come to class prepared to share the connections you made.)
3. Last week, we studied the tussle for empire between the British and French in America. This clash was related to struggles between these two countries in Europe. As a review exercise, sum up the differences in government and national religions in Britain and France.

FINE ARTS AND ACTIVITIES

1. Complete your Colonial America project. (Week 8 of 8)
2. Finish preparation for your Unit Celebration by making sure that your costume and its accessories are in place and that all food has been prepared on time. (Week 3 of 3)
3. Gather and prepare any projects or papers for presentation at your Unit Celebration.

GEOGRAPHY

1. The chart that you completed for History Accountability Question #1 gives you a chance to look at the British colonies by region. As you do, review the differences in climate, topography, and natural resources for each major region.
2. Do you have any unfinished projects that need to be polished up for display? Make sure you get them done in time for your Unit Celebration!
3. If you don’t plan to display your Geography work, file finished maps (and pictures of other projects) into your portfolio or storage system.
4. Be sure you know your thirteen colonies. You’ll need to recite them at your Unit Celebration!

	NORTHERN COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
GEOGRAPHICAL FEATURES			
DOMINANT EUROPEAN PEOPLE GROUPS & TRAITS			
UNIQUE ASPECTS OF SETTLEMENT AND/OR GOVERNMENT			
TYPICAL OCCUPATIONS			
PROMINENT RELIGIOUS GROUPS			

CHURCH HISTORY

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

Your reading in our recommended resource, *The Church in History*, includes sections 1-2 of chapter 42. There are follow-up questions on page 346 (questions 1-2). 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 *Robinson Crusoe*, adapted by Bob Blaisdell

Answer the following questions about this book.

1. In what point of view is this book written? _____
2. What genre is this book? _____
3. Who is the protagonist? _____
4. Complete information about each aspect of plot below.

— *In Robinson Crusoe* —

exposition

conflict

climax

denouement

resolution



5. Using the character outline that you have used in previous weeks, write one paragraph describing Robinson Crusoe.

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

1. From your assigned reading, list ways that the American colonies “come of age” during the 1740’s and 1750’s.
2. Numerically speaking, which one group of immigrants dominated the American population by 1750?
3. How did the terms “trade triangle” and “middle passage” relate to the slave trade in Colonial America?

Thinking Questions

1. Review what we have learned about the teachings of the Roman Catholic Church and the course of the Reformation. Speculate: why might deism have found ready acceptance in France?
2. Deistic views were not confined to France. Why do you think that many people in Protestant nations, like England and her colonies, also accepted this heresy?
3. Why did American slave laws develop into such harsh and stringent codes?
4. Why did colonists enslave Africans, as opposed to other peoples, such as Native Americans?
5. What ways did African Americans find to resist their European masters?
6. Ask your teacher if there are ways that she would like for you to review Unit 3 before your discussion time is held.

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LITERATURE**Recitation or Reading Aloud**

The subject for recitation or reading aloud this week is “Paradise Lost, Promises Gained” (XII:552-649 [*Norton Anthology of English Literature*, p. 2053-2055]).

Defining Terms

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

- Prophetic Mode:** A mode in which the purpose is to prophesy about the future. The mood is generally solemn and austere, but often passionate as well.

Beginning and Continuing Levels

Finish your literary analysis and be prepared to show it to your teacher this week. Be prepared to discuss the plot and content of *Paradise Lost*, as well as the following characters: God the Father, God the Son, Adam, and Eve.

CHURCH HISTORY

There is no Church History assignment for this week.



Heaven’s Council

GOVERNMENT

Sir William Blackstone was a merchant's son who became a lawyer in 1746 and then a professor of law at Oxford University. His *Commentaries on the Laws of England* are the world's most frequently cited source for the content of the English common law at the time of the American Revolution. Blackstone's enduring popularity is not just due to historical curiosity. The Bill of Rights specifically refers to "suits at common law," and a number of other phrases in the Constitution have been construed to refer to the state of the law at the time the colonies declared their independence.

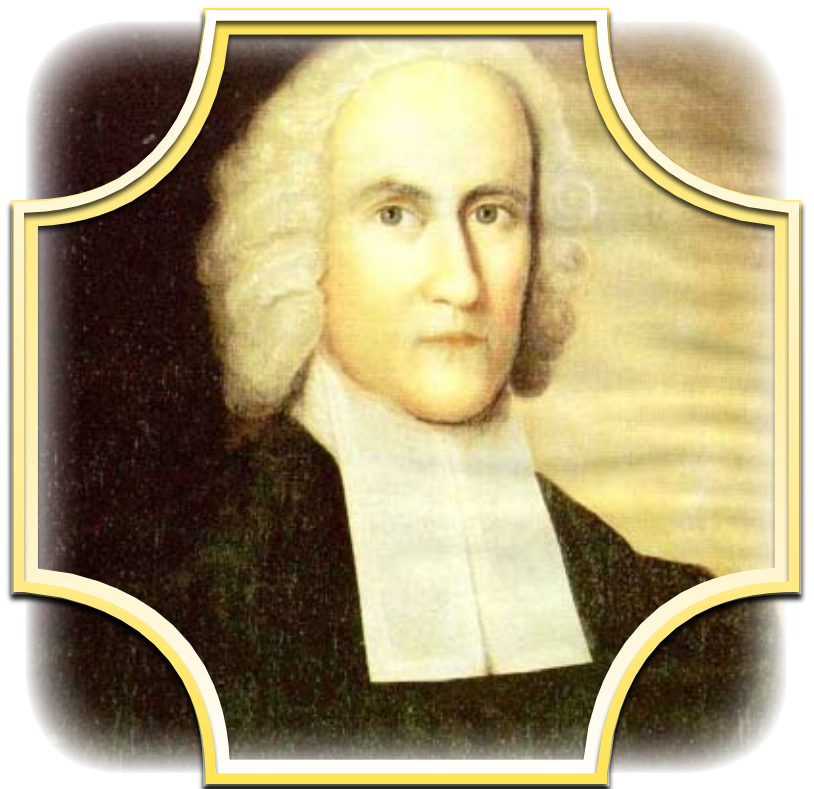
Blackstone's approach to the law is both biblical and traditional. His commentaries on the common law have stood the test of time in a way that the writings of many of his enlightened peers have not. In an era when the *philosophes* wanted to deduce everything from first principles or throw everything out to start anew, Blackstone sought to help a new generation of law students understand why England's ancient common law was just and wise.

Commentaries on the Laws of England, by William Blackstone

1. Blackstone's legal theory begins with theology. What are some of the biblical foundations of his concept of law?
2. What place does reason play in Blackstone's conception of justice?
3. What place does revelation play in Blackstone's conception of justice?
4. Which words in his definition does Blackstone use to explain exactly what he means by "municipal law"?
5. What does Blackstone say about the "state of nature" before humans formed their first government?
6. Blackstone says the sovereign should have three qualities: wisdom, goodness, and power. How do these three qualities relate to the three traditional forms of government?
7. Blackstone says there are several parts to every law. What are they?
8. Blackstone makes a distinction between two kinds of laws. Some are *mala in se* (bad in and of themselves) while others are not. What are some examples he gives of each kind of law?
9. What is the main strength and force of the law, according to Blackstone?
10. What guidance does Blackstone offer as to how laws should be interpreted?

PHILOSOPHY

Rehearse *Edwards's Awakening*, 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.



Jonathan Edwards