

**Date:**

**Student Name:**

---

## *Week 26 - Empires at Odds*

### **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.

### **READING**

#### **ALL Reading**

- Streams of Civilization Vol. 2 p 40-44 (stop at Feudalism) 50-54 (stop at Diderot), 55 (section on Spinoza only)
- Story of the World Volume 3 Chapters 19, 26

#### **LG**

- Paddle to the Sea by Clancy Holling'
- Colonial Kids by Laurie Carlson – Activities book Riveras have.

#### **UG**

- The Gift of Music by Jane Smith, Chapter 4

#### **DIALECTIC & RHET Reading**

- This Country of Pours, by H. E. Marshall, Chapters XLIV, XLVI – XLVII
- The Church in History by B. K. Kuiper, chapter 39 sections 3 and 5
  - (I think there are two copies in the library.)
- The Gift of Music by Jane Smith, Chapter 4 YULI

- Lower Grammar Words

*Indentured servant*

Handwriting practice lines for the word "Indentured servant".

*province*

Handwriting practice lines for the word "province".

Handwriting practice lines for the word "province".

*native*

Handwriting practice lines for the word "native".

Handwriting practice lines for the word "native".

*capital*

Handwriting practice lines for the word "capital".

Handwriting practice lines for the word "capital".

*mission(noun)*

Handwriting practice lines for the word "mission(noun)".

Handwriting practice lines for the word "mission(noun)".

*governess*

Handwriting practice lines for the word "governess".

Handwriting practice lines for the word "governess".

**Upper Grammar Words (All Lower Grammar Words +)**

*debtor*

Handwriting practice lines for the word "debtor".

Handwriting practice lines for the word "debtor".

*plantation*

Handwriting practice lines for the word "plantation".

Handwriting practice lines for the word "plantation".

*proprietary*

Handwriting practice lines for the word "proprietary".

Handwriting practice lines for the word "proprietary".

*pragmatic*

Handwriting practice lines for the word "pragmatic".

Handwriting practice lines for the word "pragmatic".

**LG and UG People**

*Maria Theresa*

Handwriting practice lines for the name 'Maria Theresa', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Four sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

*James Oglethorpe*

Handwriting practice lines for the name 'James Oglethorpe', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Four sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

**DIALECTIC AND RHETORIC PEOPLE**

*Louis de Baude de Frontenac* (Governor General of New France)

Handwriting practice lines for the name "Louis de Baude de Frontenac".

Blank handwriting practice lines for the name "Louis de Baude de Frontenac".

*Duke of Orleans*

Handwriting practice lines for the name "Duke of Orleans".

Blank handwriting practice lines for the name "Duke of Orleans".

*Louis XV*

Handwriting practice lines for the name "Louis XV".

*George II of Britain*

Handwriting practice lines for the name "George II of Britain".

*Robert Walpole*

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

*Charles Montesquieu*

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# DIALECTIC AND RHETORIC

## Accountability Questions

For whom was Georgia named? Who was primarily responsible for founding it, and what were his goals?

When was King William's War? Where was it fought? What was the outcome?

When was Queen Anne's War, and what were the results of it?

Who challenged George II for his throne? How did the confrontation turn out?

When was King George's War, and what were the results of it?

What is meant by the term "Mississippi Bubble"? What did this story teach you about human nature?

## Thinking Questions

By 1750, what two centers of power did the French control on the North American continent?

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?

What conditions were unique to the founding of Georgia?

Why did men demand rum and slaves, saying that Georgia would never prosper without them?

Why did the Scottish highlanders typically back the Stuart pretenders to the English throne?

