

Date: _____

Student Name: _____

Week 28 - Shaping Influences on Colonial Culture

General Information for All Grades

Welcome to Unit 4! We are going to study an especially interesting period of history: 1750 to 1800. We call this unit "Age of Revolutions" because we will be studying two major revolutionary movements that gave birth to new republics in America and in France. Because most of you have been studying the histories of both the colonies and the European nations who sponsored them, you will be able to compare the American and French revolutions, which had many things in common and are also interesting for their significant differences.

In Unit 3, Tapestry studies took you through the formative years of the European colonies in North America. By the time we finished Unit 3, three European empires (France, Spain, and Britain) had established colonies there. Interspersed among the European settlements were Native American nations as well. North America was far from unified in any sense - ethnically, politically, or spiritually - in 1750. Even in the relatively homogeneous British colonies where the Great Awakening had done much to reawaken religious affections, there was little ethnic or political unity from region to region. However, the thirteen colonies were not the crude settlements that they once had been, either, for colonial culture was coming of age. In the highly-populated British colonies, prosperity and freedom were fostering real advances and changes in many areas of society.

In Unit 3, we also studied European history. We followed the state building activities of the major nations there. In western Europe, center stage was held by France and, to a lesser extent, England, from 1600-1750, while Spanish influence declined almost completely during this period. In eastern Europe, these years saw a shift in the balance of power away from centers in the Holy Roman Empire and Sweden to the courts of Prussia, Russia, and Austria-Hungary. We studied the ways that the domestic and international histories of European countries affected their colonial ventures in the New World. For instance, when England had a civil war, English colonies were populated by different kinds of colonists, politically and religiously speaking. Then, when European nations declared war in Europe, we saw their colonists fight with each other as well. Colonists during this period did not think of themselves as "Americans". They were much more closely tied - by politics, economics, and relationships - to their homelands and the near neighbors in their particular colony on whom they depended.

As we open this week-plan, we're starting with the big picture. Rhetoric students are assigned readings that explain details about interesting social and cultural conditions in the colonies, and also give a detailed profile of the various strata of society in Europe in the middle of the eighteenth century. It is important that students understand conditions in Europe because they affected the thoughts, words and actions of those who took part in the American and French revolutions.

READING

ALL READING

- Story of the World Chapter 20**
- Streams of Civilization Vol. 2 by Gary Moes p 84-93**

OPTIONAL LG and UG ENRICHMENT

- With Pipe, Paddle and Song, by Elizabeth Yates, Chpts 1-3 (Week 1 of 4)**
- Benjamin Franklin, by Ingri and Edgar Pagrin D'Áulaire**
- George Washington's World by Genevieve Foster 63-72**
- If You Lived in Colonial Times by Ann McGovern**

OPTIONAL DIALECTIC & RHET READING (Check with your Mom)

- Susanna Wesley: Mother of John and Charles by Charles Ludwig**
- Wit and Wisdom from Poor Richard's Almanack, by Benjamin Franklin**
- Jonathan Edwards : On Revival by Jonathan Edwards**
- Trial and Triumph by Richard Hannula, Chapter 32, 33**

Lower Grammar Words

pamphlet

apprentice

master

almanac

proverb

pen name

citizen

invention

longitude

latitude

navigation

Upper Grammar Words (All Lower Grammar Words +)

indentured servant

press(noun)

forecast

gazette

typesetter

assembly

armonica

bifocals

odometer

Lower Grammar People

Benjamin Franklin

Handwriting practice lines for the name Benjamin Franklin. The page features two sets of three-line guides (top solid, middle dashed, bottom solid). The first set is positioned directly below the name, and the second set is positioned further down the page, providing space for repeated practice of the cursive writing.

Silence Dogood

Handwriting practice lines for the name Silence Dogood. The page features two sets of three-line guides (top solid, middle dashed, bottom solid). The first set is positioned directly below the name, and the second set is positioned further down the page, providing space for repeated practice of the cursive writing.

John Harrison

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

Upper Grammar People (All LG people +)

Deborah Read

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

Dialectic and Rhetoric People (All LG people +)

Robert Clive

John Wesley

George Whitefield

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

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

History

Accountability Questions

What shift in political power occurred in India during the 1750's?

What change in Chinese trading policies occurred during the reign of the Qianlong Emperor?

Thinking Questions

In the place of thinking questions for this week, your assignment is to prepare a mini-report on one or more aspects of colonial culture that interest you, according to your teacher's direction. Possible resources for this assignment include Internet websites, public library books, or the read-aloud selection from Unit 3