

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’ll 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 homogenous 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 needed to depend.

As we open with 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.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

During this unit, most of the suggestions for your hands-on activities will be related to cooking in colonial America. If you prefer other types of activities, look at the upper-grammar or dialectic suggestions.

1. Make a display board that examines the various aspects of cooking in colonial America. This week, concentrate on information about cooking in a fireplace. (Week 1 of 9)
2. Have you ever cooked over an open fire while you are camping, or even in your backyard? This week, with parental supervision, try to cook something outside that you normally would cook in your oven or on your stove.
3. Compare and contrast cooking in various types of cookware. Try cooking French fries or scrambled eggs in a stainless steel skillet, a Teflon-covered skillet, and a cast-iron skillet. Talk with your teacher about which type of cookware is healthiest, how easy it is to cook in each, and what is easiest to clean.
4. Learn first aid for burns, which were common in colonial times when most of the cooking was done over an open fire.

From *Hasty Pudding, Johnnycakes, and Other Good Stuff*:

5. Make homemade wheat bread that is sweetened with maple syrup.

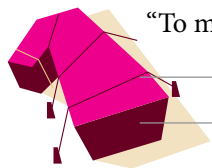
GEOGRAPHY

1. Review as needed the locations and names of the original thirteen British colonies.
 - ☐ Show your student the frequency with which these colonies carried on commerce with England.
 - ☐ Note the major seaports and cities listed below, in order of increasing distance from England:
 - ☐ Boston
 - ☐ Newport, RI
 - ☐ New York
 - ☐ Philadelphia
 - ☐ Charles Town (now Charleston, SC)
2. Review as needed the location of the New France territory (including Canada and Louisiana). Note the waterways that allowed the French to transport the furs they gleaned from the American interior to European markets. Be sure you can point out these features on a map:
 - ☐ Appalachian Mountains
 - ☐ Mississippi River
 - ☐ Great Lakes
 - ☐ St. Lawrence River
3. Review the location of Spanish holdings in North America in the early 1750's.

LITERATURE

Worksheet for *Gulliver's Travels*, adapted by Gill Harvey

This book is written in the past tense. Rewrite the following sentences from your book in the present tense. Ask your teacher if you need help understanding tenses.



"To make things worse, he was chained to the temple."



"Gulliver picked up one of the troublemakers and opened his mouth."



"Free at last, Gulliver set off to explore the city."



"Gulliver hooked a rope to each of the ships and tied the ropes together."



"People were frantically fighting the fire, but flames were licking the roof."



"While he carved a tree trunk to make a mast, some of the king's men made a new sail."

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Throughout this unit, consider keeping a special notebook in which you record observations of the various experiments that you do for your hands-on activities. Record the materials you use, the problem you are trying to solve, your guess as to how to solve it, how the experiment takes place, and what you learn from the experiment. (Week 1 of 9)
2. Make a mini-poster that demonstrates your knowledge of the scientific method.
3. Make a display board that examines the pursuits of Benjamin Franklin. This week, do some research about his life as a printer. (Week 1 of 9)
4. Plan a field trip to the local newspaper and see how newspapers are printed today.

From *The Ben Franklin Book of Easy and Incredible Experiments*:

5. Do an experiment that demonstrates the absorption of heat by dark and light colors.
6. Play some observation games with your siblings or co-op members. Try to list changes when people leave the room and come back, or leave the room yourself, then try to guess which object the group has changed when you return to the room.
7. Using all of your senses, make a list of your observations over the course of several minutes. Compare your list to a friend's or sibling's. How many different observations did you make? How many did your friend make?
8. Take common household objects, such as rubber bands, and brainstorm various uses for them. See if you can come up with any practical ideas.

GEOGRAPHY

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 - ☐ Remember the frequency with which these colonies carried on commerce with England.
 - ☐ Note the major seaports and cities listed below, in order of increasing distance from England:
 - ☐ Boston
 - ☐ Newport, RI
 - ☐ New York
 - ☐ Philadelphia
 - ☐ Charles Town (now Charleston, SC)
2. Review as needed the location of the New France territory (including Canada and Louisiana).
 - ☐ Their settlements were far fewer and less populous than those in the British colonies. Note the following:
 - ☐ Louisbourg
 - ☐ Montreal
 - ☐ Quebec
 - ☐ New Orleans
 - ☐ Be sure you can point out the major features of New France on a map. Note the waterways that allowed the French to transport the furs they gleaned from the American interior to European markets:
 - ☐ Appalachian Mountains
 - ☐ Mississippi River (and its major tributaries: the Missouri River and the Ohio River)
 - ☐ Great Lakes
 - ☐ St. Lawrence River
 - ☐ Gulf of St. Lawrence
 - ☐ Acadia
 - ☐ Hudson Bay
3. Review the location of Spanish holdings in North America in the early 1750's.

LITERATURE

Worksheet for *The Sign of the Beaver*, by Elizabeth George Speare

Answer the following questions as you think about *The Sign of the Beaver* as if you were a modern-day character in the book.

How would you feel if you are left all alone in a new town without your parents or other close relatives nearby?

What advice do you think your parents will give you before they leave?

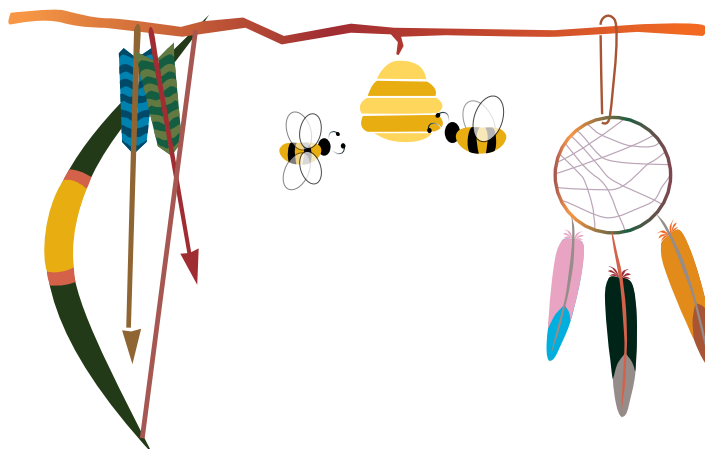
What types of things should you do in order to secure your house and its belongings?



How will you obtain your food and clothing?

How will you respond if a stranger helps you when you are needy?

Describe a skill that you possess that could help someone else.



DIALECTIC LEVEL

HISTORY

Accountability Questions

1. What shift in political power occurred in India during the 1750's?
2. 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: *Colonial Living*, by Edwin Tunis.

FINE ARTS AND ACTIVITIES

1. Plan a field trip to a farm and learn about the special care of horses. If you are able, try to take the opportunity to ride a horse!
2. Make a display board that shows and explains about colonial fashion. This week, focus on women's clothing. (Week 1 of 4)

From *Revolutionary War Days*:

3. Using a brown paper bag to make a pattern, make a hunter's bag out of chamois, felt, or denim.
4. Make a three-cornered hat, using dark felt and some type of bonding material.
5. Enjoy cooking cream scones or Indian pudding.

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 - ☐ Be sure you can point out the major features of New France on a map. Note the waterways that allowed the French to transport the furs they gleaned from the American interior to European markets:

<input type="checkbox"/> Mississippi River	<input type="checkbox"/> Appalachian Mountains
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CHURCH HISTORY

The Church in History, by B.K. Kuiper

Your reading in our recommended resource, *The Church in History*, includes chapter 36 and chapter 38 (section 3). There are follow-up questions on page 295 (questions 1-10) and page 306 (question 3). 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. Discuss with her anything you didn't understand.

LITERATURE

Worksheet for *Gulliver's Travels*, retold by Martin Woodside

Summarize Gulliver's voyages to Lilliput and Broddingdang below. After each summary section, there is a place to take notes during your discussion with your teacher.

LILLIPUT



NOTES ON SATIRE



BRODDINGDANG



NOTES ON SATIRE



RHETORIC LEVEL

HISTORY

Accountability Questions

1. What was Benjamin Franklin's discovery about the nature of electricity?
2. In what ways did homes change as the colonies became prosperous and more densely populated?
3. List three similarities between practices in English borderlands and colonial backwoods immigrants.
4. What crimes were common in the colonies, and how were they typically punished?

Thinking Questions

1. In your reading this week, Daniel Boorstin argues that it was Franklin's distance from European scientists that allowed him to come up with his "fresh" connection between lightning and the nature of electricity itself. What were the pros and cons that distance presented to colonial scientists?
2. What did changes in colonial house arrangements indicate about changes in social values and behaviors?
3. How was the Iroquois Confederacy like a longhouse? Prepare to discuss your impressions of this organization.
4. Analyze the colonial justice system. How did the crimes and punishments that you read about this week compare with those of our modern society today? What do the differences reveal about the values in colonial and modern societies?
5. What were the significant differences in the legal and functional status of peasants in eastern and western Europe? Prepare to discuss the living conditions that peasants endured in both places.
6. Weigh the pros and cons of immigration. What would the costs of immigration have been for Europeans of various classes? What would have been the benefits?

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LITERATURE

Recitation or Reading Aloud

The subject for recitation or reading aloud this week is variable; your teacher may let you choose your own recitation or even perform a scene with a friend or classmate. Here are a few suggestions:

- ☐ For One Student: “Cléante’s Advice” (I:5, p. 29-30). You can trim this speech if it is too long.
- ☐ For Two Students: “Orgon and Cléante” (V:1, p. 137-139) or “Orgon and Dorine” (I:4, p. 20-23)
- ☐ For Four or More Students (double each role and do not play Valère or Madame Pernelle): “The End” (V:7, p. 158-164)

Defining Terms

You should continue your index card bank of literary terms this week, and make cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here:

- ☐ Accentual-syllabic verse: Poetry in which the meter is measured by the number of syllables and the number and pattern of accents or stresses per line.
- ☐ Accentual verse: Poetry in which the meter is measured by the number of accents or stresses per line.
- ☐ Alexandrine (English): A line of poetry consisting of twelve syllables arranged in six iambs.
- ☐ Alexandrine (French): A line of poetry consisting of twelve syllables.
- ☐ Comic Mode: A mode that emphasizes humor, explores human nature and human personalities from a sympathetic perspective, exposes and ridicules human follies and vices, and generally projects a mood of enjoyment in human beings, often coupled with an indulgent, or at least sympathetically rebuking, attitude towards human flaws.
- ☐ Foreshadowing: Anything in the text which gives a hint of what is to come later on, particularly with regard to how the plot will turn out.
- ☐ Normative Character: A character in a story, play, or narrative poem who represents the author’s point of view and often his themes as well, either 1) by interpreting all that is and goes on in the story as the author wishes the reader to do, or 2) by embodying and exemplifying the author’s perspective and (or) themes, or 3) both.
- ☐ Syllabic verse: Poetry in which the meter is measured by the number of syllables per line.
- ☐ Satiric Comedy: A sub-genre of comedy in which the author’s main purpose is to satirize.

Beginning Level

1. Thinking Question: How do you think Shakespeare’s *Much Ado About Nothing* compares with Molière’s *Tartuffe*?
2. In the chart on the next page, divide the plot into the seven phases of a progression plot and label each (in the far right column). You may use each of the following terms once: inciting moment, rising action, turning point, further complication, climax, and denouement. “Exposition” has been filled in for you already, as an example. If you aren’t sure about the meaning of any of these terms, check the Terms Index (Appendix B) of *Poetics*.
3. Name the normative character or characters in *Tartuffe*. Write down an answer and be prepared to give it in class.
4. Find one example of each of the following in the plot of *Tartuffe*: artistic symmetry, contrast, irony, and foreshadowing.
5. Thinking Questions: What characteristics of Neoclassical literature, if any, do you notice in this play?
6. Thinking Questions: See how much you notice about a literary work when you don’t have to fill out an analysis outline. Consider these questions especially:
 - ☐ What are the main characters’ experiments in living, and the themes in this play?
 - ☐ What are Molière’s views of reality, morality, and values, as expressed in this play?
 - ☐ What are some examples of artistry, especially the artistry of meaning through form, in *Tartuffe*?

ACT/ SCENE	SUMMARY OF THE ACTION	PHASES OF THE PLOT
I	1 Madam Pernelle, Orgon's mother, complains to her daughter-in-law (Elmire) and grandchildren (Damis and Mariane) about their behavior, especially towards Orgon's favorite, Tartuffe. She also criticizes Cléante, Elmire's brother. Madam Pernelle leaves town.	Exposition
	2 Dorine, the maid, complains to Cléante about Tartuffe's harmful influence over Orgon.	
	3 Elmire reports that Orgon is coming; Damis asks Cléante to find out whether Tartuffe is influencing Orgon to take back his promise that Mariane will marry Valère. Damis wants them to marry, since he himself wishes to marry Valère's sister.	
	4 Orgon enters and asks anxiously after Tartuffe's health during his two-day absence, ignoring Dorine's attempts to tell him that Elmire has been ill with a fever.	
	5 Cléante confronts Orgon, warning him that Tartuffe is a fake. Orgon ignores Cléante's words, announcing his plan to marry Mariane to Tartuffe. Cléante goes to warn Valère.	
II	1 Orgon informs Mariane that she is to marry Tartuffe; Mariane is bewildered.	
	2 Dorine, who has been eavesdropping on their conversation, tries to talk Orgon out of his plan for Mariane, pointing out that it may drive her to adultery. He refuses to listen.	
	3 Dorine encourages Mariane to defy Orgon, but Mariane says that she will die instead.	
	4 Valère enters and asks Mariane what she plans to do about Orgon's command. Mariane replies doubtfully. Valère grows angry, and the two quarrel. Dorine reconciles them, and Mariane declares that she will marry no one but Valère.	
III	1 Damis learns of Orgon's plan and threatens violence against Tartuffe. Dorine advises him to let his stepmother handle the matter, since she believes Tartuffe has a weakness for Elmire. Damis wants to hear their conversation. Dorine objects but shuts Damis in a closet at Tartuffe's sudden entrance.	
	2 Tartuffe appears for the first time and immediately chastises Dorine for immodesty.	
	3 Tartuffe attempts to seduce Elmire, who does not accept him but promises not to tell Orgon of Tartuffe's proposition if he will promote the marriage of Mariane and Valère.	
	4 Damis bursts out of the closet, determined to tell Orgon everything. Elmire objects.	
	5 Orgon enters. Damis tells him of Tartuffe's proposition with Elmire still objecting.	
	6 Orgon is persuaded by Tartuffe's groveling that Damis is lying; he disinherits Damis.	
	7 Tartuffe offers to leave; Orgon forbids it and makes Tartuffe his heir in place of Damis.	
IV	1 Cléante asks Tartuffe to help Damis and give up the inheritance, but Tartuffe refuses.	
	2 Dorine begs Cléante to stay and help Mariane, who is to be married that very night.	
	3 Mariane begs Orgon to release her from a marriage with Tartuffe, but he will not. Elmire persuades Orgon to agree to a test of Tartuffe.	
	4 Elmire hides Orgon under a table, warning him that she must pretend to agree to adultery if the test is to work, and asking that he will interrupt as soon as he is convinced.	
	5 Elmire pretends to accept Tartuffe as her lover, and he urges her to commit adultery.	
	6 While Tartuffe is out of the room, Orgon admits that he is convinced of Tartuffe's guilt.	
	7 Tartuffe returns and Orgon confronts him; Tartuffe pretends, then threatens and leaves.	
	8 Tartuffe is gone; Orgon tells Elmire that Tartuffe may be able to destroy him after all.	
V	1 Orgon explains that Tartuffe has some papers which could get Orgon into trouble with the government; Orgon wants to scorn all "pious men," but Cléante urges moderation.	
	2 Damis arrives and offers to kill Tartuffe, but Cléante admonishes him to be moderate.	
	3 Madam Pernelle arrives and refuses to believe Orgon's account of Tartuffe's behavior.	
	4 Monsieur Loyal arrives to serve Orgon with an eviction notice from Tartuffe.	
	5 Madam Pernelle is convinced of Tartuffe's treachery and is aghast at his behavior.	
	6 Tartuffe has denounced Orgon to the King; Valère arrives to help Orgon get away.	
	7 Tartuffe comes to gloat, until an Officer arrives to arrest him and restore all to right in the name of the King, who saw straight through all Tartuffe's lies.	

Continuing Level

In addition to the Beginning Level questions and exercises above, consider the following thinking questions:

6. Thinking Questions:

- ☐ Why does Elmire consider it right and proper to conceal Tartuffe's behavior from Orgon? Shouldn't her first act be to ask her husband to protect her by dealing with Tartuffe and his shameful, marriage-destroying lust?
- ☐ Why does Dorine ridicule Mariane's submissive attitude towards her father in II:3? Does Molière believe that children should rebel against their parents?
- ☐ Is Orgon being made to look like an unnecessarily ridiculous and harsh father?

CHURCH HISTORY*The Wesleys: Amazing Love*, by Carolyn Nystrom

It is recommended that you read the introduction and the first lesson on Monday, lessons 2-3 on Tuesday, and then one lesson a day until Friday. (There are six lessons in all.)

1. How had the Age of Reason and the Enlightenment affected Christians in England and America?
2. What was John Wesley's background before coming to a saving faith in Christ?
3. By what means did God lead Wesley to feel assurance from a "strangely warmed" heart?
4. Why did Whitefield and Wesley preach in the open air and not in church buildings?
5. What theological differences did Whitefield and Wesley have? Which doctrine did Methodists adopt as a result?

GOVERNMENT

M. Stanton Evans rejects the accepted teaching that the leaders of the American Revolution were by and large "radicals," while their British foes were "conservatives." In chapter 12 of *The Theme Is Freedom*, he reviews the history of the colonies from 1607-1776 to document his assertion that the patriots were defending existing rights from an unprecedented power-grab by the British Parliament.

The Theme Is Freedom, by M. Stanton Evans

1. M. Stanton Evans starts chapter 12 with the Boston Massacre of 1770. What happened to the British soldiers who fired on a Boston mob? What does Evans think these events reveal about the American Revolution?
2. Evans says people misuse the terms "radical" and "conservative" in discussing the American Revolution. Who does he view as the "conservatives" in this conflict, and why?
3. What are some events in American history from 1607-1776 that indicate that the colonists were asserting well-established rights?
4. Why does Evans say it was the British Parliament that was "radical," not the American colonists?

PHILOSOPHY

Rehearse *Voltaire's Revolt*, 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.