

GENERAL INFORMATION FOR ALL GRADES

This week we will study the French and Indian War in America, and its counterpart, the Seven Years' War, in Europe. Together, these wars have been termed the Great War for Empire (and even the first world war). This name reflects the fact that the European countries which were involved (including France, England, Spain, and Holland) were striving to develop colonies and trading posts around the globe, from the Caribbean, South America, and Central America to Africa, India, and the Far East. During the warfare between 1753 and 1763, European conflicts were carried to virtually all the world.

As we saw in Unit 3, earlier disputes between European countries had been fought primarily on the continent of Europe but had also spilled over into the various colonial holdings. The American colonies were no exception. Thus, for different reasons each time, the French and English fought a series of four wars over the course of 74 years. In the colonies, the first three were called King William's War, Queen Anne's War, and King George's War. These titles reflect the detachment colonists felt from these European wars and their diplomatic objectives. They also indicate the reality that in America, the first three wars did little to change the balance of power or territory of either European mother countries or colonial holdings. The fourth conflict, however, ended with a British victory and the effectual end of French power in North America. While some historians call all four of these wars "The French and Indian Wars," it is more common to call only the fourth and decisive war by this title, which names the two enemies of the victorious British: the French and their Indian allies.

In our study of the founding of the thirteen colonies, we learned how very different each individual colony was. Even if two colonies in the same region had common interests, their concerns were different from the cares of colonies in other, more distant regions. In the 1750's, the colonists were far from united, as is evidenced in the failure of the Albany Congress, whose attempt to formally unite the colonies in the French and Indian War floundered. At the Congress, colonial leaders met together in the face of a very real and present enemy, yet they failed to overcome mutual suspicion and disagreements in order to join together effectively against their common foe. They were still like self-centered children awaiting the coming of a parent who would step in, settle their differences, and save them from the bully across the street. Still, the French and Indian War promoted unity across political and regional lines. Soldiers from the various regions traveled during the years of battle, and colonists began to unite, despite differences in backgrounds, customs, and religions.

Not only did the colonists learn to stop fighting one another, but also their view of their parent country changed. The British army was, at the time, one of the best and most respected armies in Europe, where the tactics they employed were virtually irresistible. When they fought in America, though, it was a different story. The French and Indian War taught the colonists the following lessons about the country from which they were soon to seek independence:

1. England's army was not an invincible machine. It could be defeated in North America, using new methods of warfare that were well-suited to colonial resources.
2. Officers of the British army were mortal men and were often both arrogant and ignorant of American conditions.
3. The American colonial soldiers serving with the British performed well against the French troops from Europe.
4. Colonists did not need to rely on the British for help; they were able to defend themselves against both French and Indian enemies.
5. Colonial soldiers like George Washington gained valuable experience in both warfare and army management.

Once the French were removed by agreement of the Treaty of Paris of 1763 and the Proclamation Line of 1763 established a tall mountain border between the British colonists and the Indians, the colonists felt less need for British protection than they ever had before.

The last effect of this war that we shall touch upon was religious. For better or worse, the banishment of the French from North America meant the end of a strong Roman Catholic presence in America. Protestantism would continue to be the dominant form of worship in the English colonies. With the challenging presence of the Roman Catholic French settlers removed, the settlers who eventually crossed the Proclamation Line of 1763 carried Protestantism with them.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue making your display board that examines the various aspects of cooking in colonial America. This week, concentrate on information about food preservation. (Week 2 of 9)
2. Make a poster that illustrates various methods of food preservation.
3. Make pemmican with dried meat, dried fruit, and other ingredients of your choice. See the Year 2 Arts/Activities page of the *Tapestry* website for recipes.
4. Compare and contrast different types of pickles from your grocery store. Make a chart and note variances in color, size, texture, smell, and taste.
5. Learn about dried fruit. Either make your own, or buy some at the grocery store and do some taste-testing this week. You may want to add dried fruit to homemade granola and serve it to your family for breakfast or a snack.

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

6. Make "leather britches," which is another name for dried stringbeans.

GEOGRAPHY

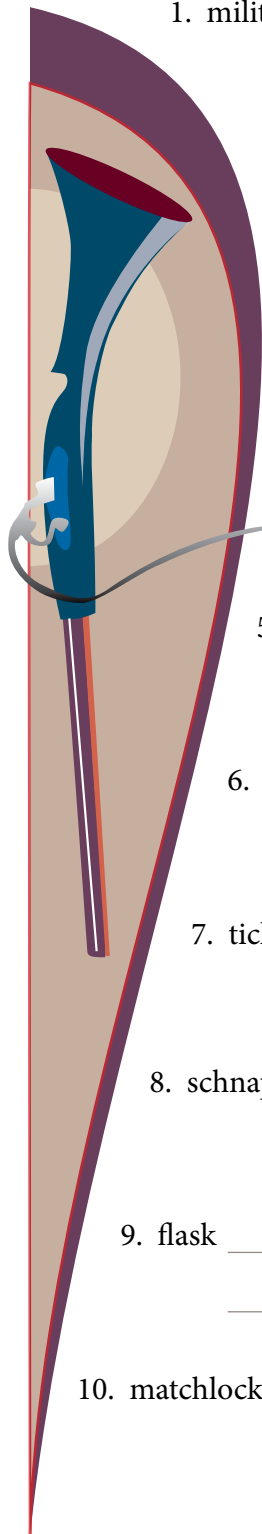
1. In a historical atlas, compare the territorial holdings of the French, English, and Spanish before and after the French and Indian War, as agreed on in the Treaty of Paris of 1763.
2. In travel books found at your public library, look at pictures of the regions in which the war was fought, particularly the terrain of Canada and the Appalachian Mountains. Can you see the difficulties that the English faced in attacking the French?



LITERATURE

Worksheet for *The Matchlock Gun*, by Walter D. Edmonds

Define the following words from your reading.



1. militia _____

2. culverin _____

3. flint _____

4. powder horn _____

5. musket _____

6. loft _____

7. tick _____

8. schnapps _____

9. flask _____

10. matchlock _____

UPPER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES

1. Continue keeping your notebook about the experiments that you do for your hands-on activities. (Week 2 of 9)
2. Work more on your display board about Benjamin Franklin. This week, add information about *Poor Richard's Almanack*. (Week 2 of 9)

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

3. Based upon your observation activities from last week, develop an experiment for learning about at least one of your observations. Keep good records and ask an adult for help if you need to.

GEOGRAPHY

1. Find the locations of the following key battles of the French and Indian War:

<input type="checkbox"/> Fort Duquesne (later, Fort Pitt)	<input type="checkbox"/> Fort William Henry
<input type="checkbox"/> Fort Necessity	<input type="checkbox"/> Fort Beausejour
<input type="checkbox"/> Fort Niagara	<input type="checkbox"/> Louisbourg
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LITERATURE

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

SETTING

CHARACTERS

PLOT

The three words above are called the “elements of narrative.” A “narrative” is a story, and these are three of the ways that an author helps the reader to experience the story itself. Match the following sentences to one of the elements above.



1. “Matt was unwilling to leave the rabbit behind in case some thieving animal should discover it.”
2. “He was about to say that he had never been so scared in his life, but he thought better of it.”
3. “All around him in a circle rose the dim shapes of cabins and cone-shaped wigwams.”
4. “Proudly he took the pipe, set it briefly to his own lips, and handed it back to his grandfather.”
5. “He marked fallen trees pointing along the path, small piles of stones, and, wherever the trail seemed to vanish, he discovered on a tree the sign of the beaver.”
6. “Twice he had heard a faraway trumpeting and had seen long straggles of wild geese like trailing smoke high in the air, moving south.”
7. “And for the first time since his father had left him, he did not feel alone in the forest.”
8. “Every Indian boy must have a manitou, he said, before he could take his place as one of the men of his family.”
9. “His scalp, like his grandfather’s, was bare, except for a single patch running back from his forehead and braided into a topknot fastened with red string.”
10. “‘Not come back,’ Attean repeated. ‘Not live in village again. Our people find new hunting ground.’”

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

1. In what way was George Washington responsible for starting the French and Indian War?
2. Who was William Pitt, and what was his role in the French and Indian War?
3. Why did the Seven Years' War begin in Europe?
4. What event during the coronation of George III was considered a bad omen?
5. What territorial changes did the Treaty of Paris of 1763, which ended the French and Indian War and Seven Years' War, bring about in Europe and North America?

Thinking Questions

1. Speculate: how would the history or character of America be different today if the French had beaten the English in the French and Indian War?
2. Why were Native Americans involved in this war?
3. What were the causes of Pontiac's Rebellion, and why didn't he win?
4. How did the French and Indian War change some colonists' minds about the British military and its role in protecting them?

FINE ARTS AND ACTIVITIES

1. Continue your display board about colonial fashion. This week, focus on men's clothing. (Week 2 of 4)
2. Make a book of quotations from the *New England Primer*. You can find links to this book at the *Tapestry* website under Year 2 Arts/Activities.

From *Revolutionary War Days*:

3. Play "Patriots and Redcoats," which is a variation of the strategy game, Fox and Geese.
4. Using an old juice can or aluminum foil oven liner, create a pierced-tin lantern.
5. Make a slate using scrap pieces of masonite that you can get at a local lumberyard.

GEOGRAPHY

1. Find (and label on a paper map if your teacher so instructs) the locations of the following key battles of the French and Indian War:

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2. In travel books found at your public library, look at pictures of the regions in which the war was fought, particularly the terrain of Canada and the Appalachian Mountains. Can you see the difficulties that the English faced in attacking the French?
3. In a historical atlas, compare the territorial holdings of the French, English, and Spanish in North America before and after the French and Indian War, as agreed on in the Treaty of Paris of 1763.

CHURCH HISTORY

There is no Church History assignment for this week.

LITERATURE

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

In Weeks 9 and 14, you learned about the three main types of settings. If necessary, review that information now. Below you will see quotations from this week's reading assignment. For each statement, determine which type of setting each relates to. Also be prepared to discuss the element of satire that is in the second half of this book.

PHYSICAL TEMPORAL CULTURAL

1. "We set out the fifth day of August, 1706, and sailed on to Tonquin, where the captain planned to stay for some time."
2. "At last we entered the palace and proceeded into the main chamber."
3. "The bottom of the island was made of polished steel and the roofs of the buildings declined so that all the rain and dew that fell on the island drained to the center, where it was emptied into four large basins."
4. "They created a great academy of projectors in Lagado, which had proven so popular that now every town has such an academy."
5. "We stayed on the island for ten days, spending most of every day with His Majesty."
6. "Upon my arrival, I was told to crawl toward the king on my belly, licking the floor as I advanced."
7. "We set sail on a trading mission on the ninth day of September, 1710."
8. "The gray horse made a sign for me to go into a large room with a smooth clay floor and a manger extending the whole length of one side."
9. "With the limited language that I had learned, I told my master that those of my kind always covered their bodies in order to avoid either hot or cold weather."
10. "Every fourth year there is a council called by the whole Houyhnhnm nation, which continues on for five or six days."

RHETORIC LEVEL

HISTORY

Accountability Questions

- Where did each of these men fight during the French and Indian War? List how each one was important to the war effort.
 - ☐ General Edward Braddock
 - ☐ George Washington
 - ☐ General John Forbes
 - ☐ General James Wolfe
- Do some outside research in order to outline the course of the French and Indian War.
- How did the Seven Years' War begin in Europe, and what was the outcome?

Thinking Questions

- Trials prove the mettle of the man. Prepare to discuss how the hardships of the French and Indian War revealed the characters of the following men:
 - ☐ General Edward Braddock
 - ☐ George Washington
 - ☐ General John Forbes
- In many accounts of the Battle of Quebec, James Wolfe is seen as a brilliant tactician and war hero, yet the selection in our reading this week paints quite a different picture. What could you find to admire in the life and conduct of Wolfe, even in this negative account?
- After the Treaty of Paris in 1763, King George III authorized the Proclamation Line. Some historians have argued that this fueled the colonists' discontent with George's rule. How did this week's reading selection affect your thinking on this issue?
- Analyze the foreign policy goals and successes of William Pitt. Prepare to discuss specific aspects of his strategies when he was war secretary during the Wars for Empire.
- Pitt's policies laid the foundation for a worldwide British empire. Explore the relationship between the growing importance of colonial empires to the emerging global economy.
- What is meant by the "diplomatic revolution" that occurred during the Seven Years' War in Europe?

GEOGRAPHY

- Find (and label on a paper map if your teacher so instructs) the locations of the following key battles of the French and Indian War:

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- In travel books found at your public library, look at pictures of the regions in which the war was fought: particularly the terrain of Canada and the Appalachian mountain range. Can you see the difficulties that the English faced in attacking the French?
- In a historical atlas, compare the territorial holdings of the French, English, and Spanish before and after the French and Indian War as agreed on in the Treaty of Paris of 1763.
- How were political boundaries changed in Europe by the Treaty of Paris of 1763?
- Besides territories in North America, what other colonies around the world changed hands under the Treaty of Paris? Using a historical atlas, note the new distribution of colonies after 1763.

CHURCH HISTORY

There is no Church History assignment for this week.

LITERATURE

Literary Introduction

Phaedra is a little different from our usual literary diet in that it is a direct retelling of a story from Greco-Roman mythology, one that had already been made into a tragedy by two famous ancient playwrights, Euripides and Seneca the Younger. The play is retold by Racine, a Frenchman who grew up in a culture that held a basically Christian worldview. In it, however, Racine presents the Greek worldview rather than “Christianizing” the play. You should not expect to find explicitly Christian themes in this story. Here is a bit of information about the mythological background on which Racine draws:

- ❑ **Phaedra’s Family**
 - ❑ **Minos:** Phaedra’s father was Minos, king of Crete. After his death he became a judge of the dead in Hades.
 - ❑ **Pasiphaë and the Sun:** Phaedra’s mother was Pasiphaë, a name which means “wide-shining.” She was a daughter of the Sun. Poseidon cursed her by making her fall in love with a bull, and she bore a half-human, half-bull monster called the Minotaur.
 - ❑ **The Minotaur:** It was the Minotaur that Theseus came to Crete to kill. He did so with the help of a magic thread given to him by Ariadne, Phaedra’s sister, who fell in love with him.
 - ❑ **Ariadne:** Ariadne betrayed her half-brother because of her passion for Theseus and, after the Minotaur was dead, fled with him and Phaedra from Crete. On the way back to his home of Athens, Theseus abandoned Ariadne on an island.
- ❑ **Theseus and His Family**
 - ❑ **Theseus:** Theseus, who was the half-son of Aegeus and the half-son of Neptune, was known for two things: 1) heroic deeds and 2) love affairs. He killed many monsters but also consorted with many women, most of whom he did not marry.
 - ❑ **Antiope:** Hippolytus is the son of Theseus through one such amorous episode. Theseus captured an Amazon princess named Antiope, married her, and she bore him Hippolytus. Amazons are women warriors known for their skill in battle and utter disdain for love and men. Either she died, or he left her to marry Phaedra.
 - ❑ **Hippolytus and Aricia:** Aricia herself apparently is not in the original story, but Racine tells us that she is mentioned by Virgil as Hippolytus’ wife after Aesculapius (Greek god of healing) raised Hippolytus from the dead (as he does in some versions).
- ❑ **The “Gods”**
 - ❑ **Venus:** She is the goddess of love (called “Aphrodite” by the Greeks). In some versions of the story she curses Phaedra with a lustful passion for Hippolytus in order to punish him, through Phaedra, for disdaining love. In Racine’s version we are never told why Venus curses Phaedra.
 - ❑ **Neptune:** Neptune is god of the sea and of horses. Half-father to Theseus, he gives him a gift of three curses. Theseus uses one of these to curse Hippolytus because he believes that his son lusts for Phaedra. Hippolytus is innocent, but Neptune sends a sea monster and kills him anyway, in accordance with Theseus’ prayer. Before this, Hippolytus had received the gift of skill with horses from Neptune, who is his half-grandfather.

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** (recommended for a girl): “Phaedra’s Despair” (I:3, p. 23-24)
- ❑ **For Two Students** (recommended for a boy and girl): “Phaedra’s Last Confession” (V:7, p. 103-105 and do not play Panope)
- ❑ **For Two Students** (recommended for boys): “Are you in love, Sir?” (I:1, p. 10-14, starting at Theramenes’ line, “Since when, my lord have you begun to fear”)
- ❑ **For Two Students** (recommended for girls): “Phaedra’s Revelation” (I:3, p. 20, top through Oenone’s line, “Hippolytus? Gods!” on p. 23), OR “Aricia Confides in Ismene” (II:1, p. 31-35)

Beginning and Continuing Levels

1. Thinking Questions:

- ☐ As expressed in *Phaedra*, what is the Greek view of reality in relation to the gods? What is reality like in relation to mankind? In other words, how does *Phaedra* portray human beings?
- ☐ What does morality consist of in this play? What is right or wrong from the Greek perspective?
- ☐ What is valuable in this play?

2. Thinking Questions:

- ☐ What themes in this portrayal of reality agree with a biblical perspective? What value do these themes have to us as Christians?
- ☐ What elements in this portrayal of reality do not agree with a biblical worldview? What in it is not truly real?

3. Thinking Questions:

- ☐ What main topic might we say that Racine addresses in this play?
- ☐ From his introduction, what might we say is Racine's goal in writing this play?
- ☐ Does the fact that most of the characters in *Phaedra* are doomed to die as a result of their experiments in living undermine Racine's themes in this play?

4. Fill out the blank spaces in the charts on this and the following page. The first chart examines Phaedra and Hippolytus as characters. For the second chart on key images, look for all mentions of fire (including words that imply fire, like "rekindled" and "flickering"), light (especially daylight or the "light of day"), and monsters (either physical monsters like the sea monster, or moral monsters, meaning people who have done great wrong), then see how these images are being used to describe the people and events in the play. Some boxes on each chart have been filled in as examples.

		PHAEDRA		HIPPOLYTUS	
TRAITS				Reserved, austere, proud, and honorable; skilled in hunting, in forest lore, and with horses (Neptune's gifts)	
RELATIONSHIPS	DIVIDING	Separated from Hippolytus by the fact that she is married to his father			
	BINDING			Forced to be in close proximity to Phaedra because he is her stepson and to Aricia because Theseus left her in his care	
		BELIEFS	ACTIONS	BELIEFS	ACTIONS
EXPERIMENTS IN LIVING: HONOR	LOYALTY (OBLIGATION)			Hippolytus is devoted to his father and feels his obligation to Theseus deeply.	

		PHAEDRA	HIPPOLYTUS
EXPERIMENTS IN LIVING: HONOR	PERSONAL HONOR (VIRTUE)	Phaedra cares deeply about her personal honor, the honor of her reputation and her virtue.	
EXPERIMENTS IN LIVING: PASSION			Hippolytus is devoted (against his will) to Aricia. He believes this to be a curse.

		LIGHT (INCLUDING DAYLIGHT)		FIRE		MONSTER	
		LIGHT AS KNOWLEDGE	LIGHT AS PURITY	FIRE AS PASSION	FIRE AS LIFE	PHYSICAL MONSTER	MORAL MONSTER
PHAEDRA					Phaedra is dying, and her life is described as a waning, flickering fire (p. 20, 24, 47, 53).		
HIPPOLYTUS			Hippolytus' innocence with regard to Oenone's false accusations is "pure as light" (p. 74).				
THESEUS	Theseus seeks the light of knowledge, to know what is true (p. 92, 96).					Theseus has killed many monsters, including the Minotaur (p. 94).	

GOVERNMENT

Adam Smith (1723-1790) was a leader of the Scottish Enlightenment, and is known as a moral philosopher as well as a founder of the discipline of economics. His *Inquiry into the Nature and Causes of the Wealth of Nations* argued for free trade and against government control of the economy. In this selection, Smith first describes the traditional notion that the "wealth of nations" consists in the amount of money in the treasury. Smith argues that "money" is not the same thing as "wealth," and that a nation does not become richer by accumulating more gold and silver in the treasury.

An Inquiry into the Nature and Causes of the Wealth of Nations, by Adam Smith, Book IV

1. What does Smith see as the principle of the mercantile system? What does this principle lead nations to do?
2. How do these government policies affect merchants? What have they done to improve their lot?

3. Does Adam Smith believe that gold makes a nation any richer than any other product?
4. What arguments does Adam Smith offer in favor of free trade?
5. If the government shouldn't try to keep money in the country, why do so many people complain that money is scarce?
6. Which is better for a merchant: to trade all his money for goods, or all his goods for money? Which is better for a nation?
7. Smith says the most recent war (which Americans call the French and Indian War) was the most expensive in history. How much did it cost?
8. Why does Smith think a manufacturing nation can carry on a foreign war longer than an agricultural nation can?
9. Because people mistakenly think a nation's wealth consists in the amount of money it has, governments try to increase the amount of money through two restraints upon importation and four encouragements to exportation. What are the two restraints?
10. How do foreign colonies fit into the overall system of trying to accumulate gold and silver at home?

PHILOSOPHY

Rehearse *Bishop Berkeley*, 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.