

Student Activities for Week 20: Early English Colonies in America: Jamestown

General Information For All Grades:

For Grammar level students:

We are going to study Colonial America for the rest of this year. Do you know what time period the term “Colonial America” refers to? It’s that part of American history between the founding of the first European colonies on American soil to the end of the Revolutionary War. Maybe you’ve never studied this time period before. If so, you’re going to enjoy learning about famous people who contributed to building the way of life you now enjoy. Maybe you have studied Colonial America before. Great! You know some of the stories from our early history, but you don’t know all of them! This unit will allow you time to dig deeper into the fascinating time of Colonists and Indians! This week, we’re going to begin by studying the first permanent European colonies to be founded in America. Where were they? Did they have troubles getting started? Why did Europeans come to America? Were there different reasons for different people? Did their reasons change once they got here? How did conditions in Europe influence their decision to immigrate? These, and many other, questions will be part of our discussions this week, and in the weeks to come. Let’s get started!

For Dialectic and Rhetoric level students:

This week begins Unit 3, which is an 8-week unit on Colonial America. You may have studied Colonial America before, and not be too excited about beginning again, but this study may surprise you. Have you ever studied Colonial America while continuing to study events during the same period in Europe? Much of what happened in Colonial America was a direct result of what was going on in Europe. So, just as we have in Units 1 and 2, we will continue to explore God’s unfolding plan of history by looking at history “horizontally.” Our primary focus will be on events in America, but not in isolation.

When looking at a tapestry, the bright, dominant pattern is the first thing you notice, but the reason you notice it, and the reason it looks the way it does, is because there are contrasting, usually darker and “plainer” background threads which make the colorful pattern “pop out.” It is just so with Colonial America. The reason America developed as it did was more the result of European events than American. But, from our vantage point the “plainer” colors are the European colors, because *today* the European events that occurred during this time don’t seem so important, and many programs choose to focus primarily on events that occurred on American soil. Our *Tapestry of Grace* study will be different, especially for you older students. In this unit, we will “tie back” our studies to events we learned about in our last two units. You will alternate between weeks where we study events that took place on American soil and weeks where we’ll study events in Europe and the rest of the world.

Let’s begin by defining the Colonial period of American (and Canadian) history: it was that time from the founding of the first permanent settlements in America to the time of the Revolutionary War. The reason it’s called the “Colonial” period is because all during this time, the settlements in America were colonies of diverse European countries. Though they enjoyed an unprecedented amount of political and religious freedom for their day (we’ll find out why!), colonists were, in their hearts and minds, not *Americans* during this period. They were Englishmen (and women), or Scots, or Dutchmen, or Frenchmen, Swedes, or Germanic citizens.

This week, we will begin our unit by studying the first permanent European settlement in America. Do you know where it was and which European country founded it? After briefly learning about St. Augustine, we will begin to study early English settlements in North America.

LOWER GRAMMAR & UPPER GRAMMAR: STUDENT ACTIVITIES: WEEK 20 OF YEAR 2:

Hands-on project information:

This week, decide on any long-range projects with your teacher. Unit 3 will take at least 8 weeks to complete, and you can choose any (or all) of the following projects to spread out over the course of this entire unit:¹

- Make a “Book of Colonies,” where you research the geography, customs and cultures of the original 13 colonies, making detailed maps and reports on the wildlife and early history of each.
- Make display boards for each of the colonies with similar information (listed above) on each.
- Make a detailed salt map of the Eastern Seaboard of the United States, add labels, and paint a new part of it each week as you learn about specific colonies.
- Make a display board based on a large map of the 13 colonies. Tell, with small, computer-generated paragraphs, about the European backgrounds of each colony, and some of its special cultural flavor. Include Canada if you like.
- Make a book or display board on Native American tribes of the Eastern Seaboard of America. Tell about their customs, tools, clothes, housing, and interactions with Europeans in various places. Depending on the scope of your project, include a color-coded map of the locations of Native American tribes (perhaps on an acetate overlay).
- Make a book on early Colonial handcrafts, or occupations. (There are wonderful Dover coloring books your teacher can order to help you with this project.)
- Make one or more display board(s) on particular handcrafts of Colonial America. Try your hand at one or more of them (take pictures!) and then report on how, where, and by what means they were done.
- Make a large Colonial time line, illustrating key events in Colonial American history (and tying them in to events in Europe).
- Make a Colonial card game: (play it like Old Maid or Go Fish!) and add cards each week. Match events to people, or colonies to events, or geographical spots to colonies... the possibilities are endless!
- Research and make a display board on Colonial fashions: dress, décor, customs, or child rearing.
- Plan to wear costumes to the Colonial America Feast Night, and do a little sewing on your costume each week (or a part of your costume, if you’re a beginning sewer).
- Plan a book or display board about Colonial American agriculture: products (sold and used), processes and diet (recipes!). Plan to offer some samples at your Unit Celebration.

There will be other, shorter-term ideas presented in the Weekly Overview Charts as we progress through the unit. Your teacher has probably purchased or borrowed a couple of books that can help you with details for many of these projects, and each week, we’ll highlight one or two with some specific directions, or online links, to help you out.

Want to see how your project can turn out? Ask your teacher to help you go on-line and see if anyone shared a picture of theirs: go to http://www.tapestryofgrace.com/y2_gallery.htm. Maybe if no one has, you could send in a picture of your project!

Focus for this week: “bookmaking” ideas.

We’ll use the example of starting a book on Native America tribes to be completed by the end of the unit, but the tips outlined here can be used for *any* book you desire to make.

1. Decide on a format that will carry through your entire book. For instance:
 - a. Will you use illustrations? If so, what kind? Will you use coloring books or will you draw your own? Colored pencils, or crayons, or watercolors? What resources will you use to make sure your illustrations are accurate? Do you need to take a trip to the library to borrow these resources, or will you get them online?

¹ Obviously, some of these are designed for groups larger than most single families can provide.

LOWER GRAMMAR & UPPER GRAMMAR: WEEK 20 OF YEAR 2: Continued

- b. How much text will you use, and what topics will you cover? For instance, you may decide that you will write one paragraph a week on a specific tribe. In that paragraph, you'll cover the tribe's typical dress, food, housing, and religious customs. You'll also indicate their relations with settlers, and famous people (or events) that occurred in the context of that tribe. Will you hand write this text, or use a computer? If the latter, what font will you use throughout, and what size will that font be?
2. Decide how much time you'll spend on your project, and when (in your schedule) you'll work on it. At what rate will you finish it? One page a week? One annotated illustration a week? One tribe a week?
 3. Think about a working title. Having one will help you choose what information to include.
 4. Decide if your book will include maps, and perhaps start with an overview map this week, so you can give your reader an introduction, or the "big picture" of your entire book.

Geography:

In Unit 3, we'll be learning about (or reviewing) the landforms, flora, and fauna of North America. We'll focus our attention on the area that the 13 colonies occupied (along the eastern coast of North America). We'll learn about "general geography" and climate, flora, and fauna of this region as we study individual colonies. This week, we will get the "big picture" by learning to recognize major landforms of the North American continent, because our history for this unit will range over much of this continent.

Ask your teacher whether she wants you to point these out to her on a source map, or find them for yourself and label them on a paper (or salt) map:

- | | | |
|--|---|--|
| <input type="checkbox"/> Greenland | <input type="checkbox"/> Lake Superior | <input type="checkbox"/> Mississippi River System
(include all tributaries) |
| <input type="checkbox"/> Queen Elizabeth Islands | <input type="checkbox"/> Lake Michigan | <input type="checkbox"/> Pacific Ocean |
| <input type="checkbox"/> Baffin Islands | <input type="checkbox"/> Lake Huron | <input type="checkbox"/> Atlantic Ocean |
| <input type="checkbox"/> Appalachian Highlands | <input type="checkbox"/> Lake Erie | <input type="checkbox"/> Gulf of Mexico |
| <input type="checkbox"/> Blue Ridge Mountains | <input type="checkbox"/> The Saint Lawrence River | <input type="checkbox"/> Caribbean Sea |
| <input type="checkbox"/> Piedmont Region | <input type="checkbox"/> Hudson Bay | <input type="checkbox"/> Newfoundland |
| <input type="checkbox"/> Rocky Mountains | <input type="checkbox"/> Labrador Sea | <input type="checkbox"/> Chesapeake Bay |
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| <input type="checkbox"/> Interior Plains | <input type="checkbox"/> Beaufort Sea | <input type="checkbox"/> St. Augustine |
| <input type="checkbox"/> Canadian Shield | <input type="checkbox"/> Bering Sea | <input type="checkbox"/> Roanoke |
| <input type="checkbox"/> Mt. McKinley | <input type="checkbox"/> Cape Cod Bay | <input type="checkbox"/> Jamestown |
| <input type="checkbox"/> Death Valley | <input type="checkbox"/> Delaware Bay | |
| <input type="checkbox"/> Grand Canyon | <input type="checkbox"/> Long Island Sound | |

Major coastal rivers of the Eastern Seaboard of the current United States:

- Delaware River
- Potomac River
- Hudson River
- Roanoke River
- Savannah River
- Susquehanna River

LOWER GRAMMAR: WEEK 20 OF YEAR 2: Continued**Literature: Worksheet¹ for *Pocahontas* by d'Aulaire**

Circle the correct answer:

Is this book...

1. fact or fantasy?
2. fiction or nonfiction?
3. biography or autobiography?

Draw a picture of Pocahontas at the beginning of the book, the middle of the book, and the end of the book:

Beginning	Middle	End

Now, write one sentence describing each of the pictures you drew:

Beginning: _____

Middle: _____

End: _____

¹ Created for *Tapestry of Grace* by Dana Caywood. Many thanks.

UPPER GRAMMAR & DIALECTIC: WEEK 20 OF YEAR 2: Continued

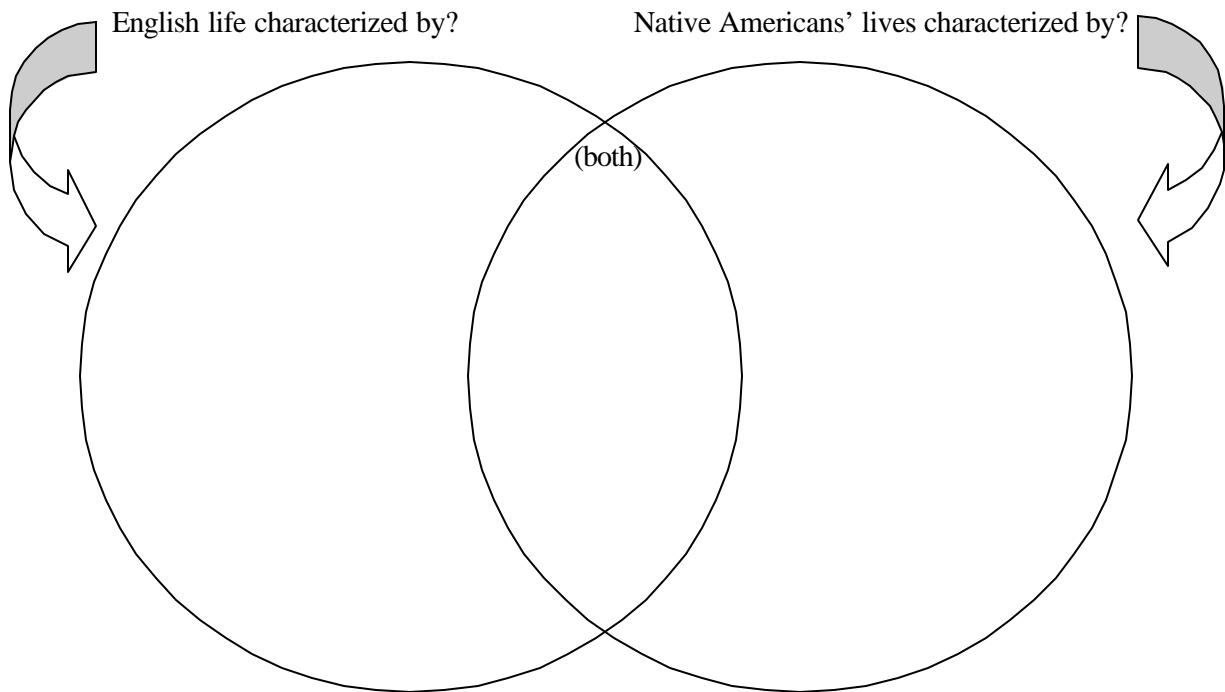
Literature: Worksheet¹ for *The Double Life of Pocahontas* by Jean Fritz

Circle the correct answer:

Is this book...

1. fiction or nonfiction?
2. autobiography, biography, fable, or folktale?
3. written in first person or third person?
4. written to entertain, to persuade, or to inform?

Complete the following Venn diagram by comparing and contrasting the lives of the Indians at the beginning of the book, with the lives of the English.



Find a verse in your Bible that tells that Christ came to die for all people—no matter their skin color or where they live. Write the verse and reference below.

¹ Created for *Tapestry of Grace* by Dana Caywood. Many thanks.

DIALECTIC LEVEL: STUDENT ACTIVITY PAGES: WEEK 20 OF YEAR 2:**Preparing for History discussion time:****Accountability Questions:**

1. Where in North America was the first European colony planted, and how long did it last?
2. List some reasons that Europeans were drawn to plant colonies, in general, and why England chose to plant a colony in Roanoke (and then Jamestown) in particular.
3. Summarize the brief, sad history of Roanoke.
4. What two things saved the colony from utter failure?

Thinking Questions:

1. What kind of men settled Jamestown, and what connection did their social status and vocational skills have to the success or failure of the colony?
2. Given John Smith's character, do you feel he was qualified to lead Jamestown? If not, why do you feel that God allowed him to do so?

Geography: After learning/reviewing the labels below do a close-up map of Virginia.Major landforms of North America:

- | | | |
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Major coastal rivers of the Eastern Seaboard of the current United States:

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- Hudson River
- Roanoke River
- Savannah River
- Susquehanna River

On your close-up map of Virginia:Shade:

- Atlantic Coastal Plain
- Piedmont Plateau
- Shenandoah Valley
- Appalachian Mountains

Label:

- Rappahannock River
- Mattaponi River
- Pamunkey River
- James River

DIALECTIC LEVEL: WEEK 20 OF YEAR 2: Continued**Something to think about this week:**

1. God sovereignly decreed that the continents would be placed and shaped as they are. In Year 1, we read about the ideas of Arnold Guyot, Christian Geographer, who taught at Princeton in the 1850s and identified the northern continents as “the Continents of History.” He wrote, “These continents trace the Westward course of the Gospel with the Christian Idea of Man, as it found soil favorable to its development.” He postulated that the Northern Hemisphere contained the continents that glorify God as the Continents of History, and that those of the Southern Hemisphere glorified God as the Continents of Nature. What would that mean for North America, and do you agree with his observation?
2. Guyot also noticed that the Bible most often spoke of things moving “from the East to the West.” Here are a few examples: Joshua 1:4, Joshua 11:3, 1 Chronicles 7:28, Psalm 103:12, Psalm 107:3, Isaiah 43:5, Ezekiel 48:2-8, Matthew 8:11, 24:27, Mark 16:20, and Luke 13:29. Guyot saw Christian History as moving through the Northern Hemisphere and defined the continents as follows: ASIA: the continent of origins (Genesis 2:8), EUROPE: the continent of development (Acts 16:9–15), AMERICA: to become the continent of “the most complete expression of Christian civilization.” (Psalm 72:8) Guyot went into some detail, saying that the eastern coast of North America (that was closest to Europe) was rich in easily accessed, natural harbors, gently sloping land that was easily farmed, and a temperate climate. Discuss these ideas as you study the general geography of the Eastern Seaboard this week.

RHETORIC LEVEL: STUDENT ACTIVITY PAGES: WEEK 20 OF YEAR 2:**Preparing for History discussion time:****Accountability Questions:**

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3. What is meant by "the quiet hand of Providence" and how do you see that Hand working in the histories of Roanoke and Jamestown?

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Literature Information: this week, read poetry by John Donne & George Herbert:

From World Book, background on George Herbert:¹

George Herbert (1593-1633), was a leading English poet of the 1600's. His major volume of poems, *The Temple* (1633), was published shortly after his death and achieved wide popularity and influence. In this collection of 164 short lyric poems, Herbert artfully and lovingly described what he called "the many spiritual conflicts that have passed betwixt God and my soul."

Herbert wrote mainly on religious subjects. In the poem "Jordan (II)," he declared, "There is in [God's] love a sweetness ready penn'd" that the poet needs only to "copy out." Herbert used great metrical variety, employing more than 140 different stanza patterns. He used intimate, sometimes homely imagery to express himself in poetry of great depth and emotional precision. Herbert's poems include "The Altar," "The Collar," "The Pulley," and three separate poems called "Love." In addition, he wrote the well-known Anglican hymn "Let All the World In Every Corner Sing."

Herbert was born into a noble Welsh family. He served in Parliament in 1624 and 1625. In 1626, he was ordained a deacon in the Church of England. He then worked his way through the spiritual conflicts described in *The Temple* and became rector at Bemerton, near Salisbury, in 1630. That same year, he was ordained to the priesthood.

The poetry of George Herbert is beautiful. I suggest you read all that your anthology has to offer! Unfortunately, it is presented in your anthology as a scattered collection. In *Invitation to the Classics*, Christopher Hodgkins explains:

In *The Temple*, these poems are arranged to form an intricately built structure, made for the worship of God. It has 3 major sections: (1) *The Church Porch* is a place of preparation, a collection of proverbial wisdom for outward behavior; leading into (2) *The Church*, a large "congregation" of shorter poems probing the believer's bittersweet inner life; leading on to (3) *The Church Militant*, a prophetic vision of sin and redemption competing throughout history on a global scale. The largest section, *The Church*, is organized in part around architecture with such poems as "The Altar," "The Church Floor," and "The Windows," and in part around the church year, including "Good Friday," "Easter," "Whitsunday," and "Christmas." But like the Psalms, it is mainly a chorus of varied voices--struggling, thanking, complaining, praising.²

¹ World Book article entitled George Herbert.

² *Invitation to the Classics* Edited by Louise Cowan and Os Guinness, p. 160

RHETORIC LEVEL: WEEK 20 OF YEAR 2: Continued

Information on John Donne from the *World Book*:¹

John Donne, pronounced duhn, (1572-1631), was one of the greatest English poets and preachers of the 1600's. Donne was scholarly and had a keen, logical mind, but he was also deeply emotional. These qualities are evident in his poems and sermons. During his own time, Donne influenced several other poets. Donne and these poets were called the metaphysical poets.

His life. Donne was born in London. A descendant of Saint Thomas More, he was raised as a Roman Catholic. However, sometime during the 1590's, Donne became an Anglican. About 1597, he became secretary to Sir Thomas Egerton, a distinguished government official. In 1601, Donne secretly married Egerton's 16-year-old niece, Ann More. More's father was outraged at the marriage and had Donne dismissed from his position and finally imprisoned.

For the next 14 years, Donne struggled to support himself and his growing family, often living on the generosity of patrons. In 1615, at the urging of King James I, Donne became an Anglican priest. Donne also received a Doctor of Divinity degree from Cambridge. He quickly became famous for his sermons and often preached at the royal court. In 1621, Donne became dean of St. Paul's Cathedral, holding this position until his death.

His poetry. Donne wrote poetry on a variety of subjects and used many different genres (poetic types). His early Satires and Elegies follow classical models but they also have a distinctly modern flavor. In Songs and Sonnets, his best-known group of poems, Donne wrote both tenderly and cynically of love. His major love poems include "The Canonization" and "The Extasie."

Later, Donne turned to writing religious poetry. He produced a superb series of Holy Sonnets, including "Death be not proud" and "Batter my heart, three person'd God." Donne also wrote a moving meditative poem called "Good Friday, 1613. Riding Westward" and three magnificent hymns. He wrote nearly 200 poems, but only a few were published during his lifetime. The others circulated in manuscript copies and were not published until 1633. Donne's poetry was somewhat ignored during the 1700's and 1800's, but in the early 1900's, interest in his poetry revived. Modern poets, including T. S. Eliot, have praised and imitated Donne's works.

Donne's language is dramatic, witty, and sometimes shocking. He used a variety of imagery and based his rhythms on everyday speech. At times, the complexity of his thought makes his meaning difficult to understand, but his poems always unfold in a logical way. He had a genius for creating extended poetic metaphors called conceits. In the metaphysical conceit, the poet developed a lengthy, complex image to express precisely his view of a person, object, or feeling. Donne's lyric, "A Valediction: Forbidding Mourning," contains his most famous conceit. Donne compares the souls of separated lovers to the legs of a compass:

If they be two, they are two so
As stiffe twin compasses are two,
Thy soule the fixt foot, makes no show
To move, but doth, if th' other do.

¹ *World Book* article entitled John Donne.

RHETORIC LEVEL: WEEK 20 OF YEAR 2: Continued

Some of Donne's love poetry is explicit; some is also written to mistresses. Here are the selections I recommend that you read from the section on John Donne in *Norton's Anthology of English Literature, Vol. 1*. Read:

- | | |
|---|--|
| <input type="checkbox"/> Introduction to John Donne | <input type="checkbox"/> "The Apparition" |
| <input type="checkbox"/> "The Good Morrow" | <input type="checkbox"/> "The Funeral" |
| <input type="checkbox"/> "Song" | <input type="checkbox"/> Holy Sonnets 1, 5, 7, 9, 10, 13, 14, 17, 18. |
| <input type="checkbox"/> "The Undertaking" | <input type="checkbox"/> Hymn to Christ, at the Author's Last Going into Germany |
| <input type="checkbox"/> "The Sun Rising" | <input type="checkbox"/> Hymn to God My God, in My Sickness |
| <input type="checkbox"/> "The Indifferent" | |
| <input type="checkbox"/> "The Canonization" | |

Worksheet¹ for the Poetry of George Herbert and John Donne's Poetry:

1. Why does "Redemption" seem to be autobiographical? Is it?
2. Herbert loved and wrote much on the theme of grace: unmerited and unsought by the self-righteous and self-sufficient; offered by Christ with blood and tears and rejected by sinners as an insult. Read "The Flower" and explain how this poem shows this theme (grace).
3. Herbert usually includes a "cycle of grace." He pictures grace as irresistible, as a life ring in a storm, or a feast in famine. Look for examples of the cycle of grace: offer, rejection, humbling, embrace. Read "Love" and explain this cycle (of grace).
4. How do the shapes of "Easter Wings" and "The Altar" affect their meanings?

Read *Norton's* introduction to John Donne before reading his works (works are listed on page 8). Read each poem out loud to yourself twice or to someone else to really appreciate the poetry.

Make note of the following:

1. List some background and circumstances in Donne's life that would have influenced his writings.
2. What are two aspects of John Donne's poetry for which he is most famous?
3. Donne makes use of poetic conceit in many of his poems. Poetic conceit is a striking comparison between two things that are quite different from each other, "combining dissimilar images" or discovering likeness in things apparently unlike. After reading "The Good Morrow", find examples of these types of metaphors.
4. Donne wrote with passion, boldness, intensity, and authority. This was in contrast to the grace, delicacy and charm of his contemporary Elizabethans. After reading "The Apparition", find examples of this boldness.

¹ Many thanks to Yvonne Wyzga for providing these literature questions, and to Dana Caywood for editing them. Answers, courtesy of Dana Caywood in Teacher's Notes. Many thanks!

RHETORIC LEVEL: WEEK 20 OF YEAR 2: Continued

Church History Questions for discussion:

1. What were the “Puritan emphases” in England that Noll notes as being influential in New World English settlements?
2. Noll asserts (p. 36) that “Historians have customarily contrasted the secular character of the founding of Virginia with the more overtly religious settlements of Puritans to the north in Plymouth and Massachusetts Bay... Still, if the Virginians were never entirely Puritan, some of the same religious impulses that inspired the settlers to the north were also at work in Virginia.” What facts does he bring to support this assertion?
3. If Puritan emphases are obvious, why did Virginia seem more “worldly”?