

**Threads: Government** **Teacher's Notes, p. 50-53**

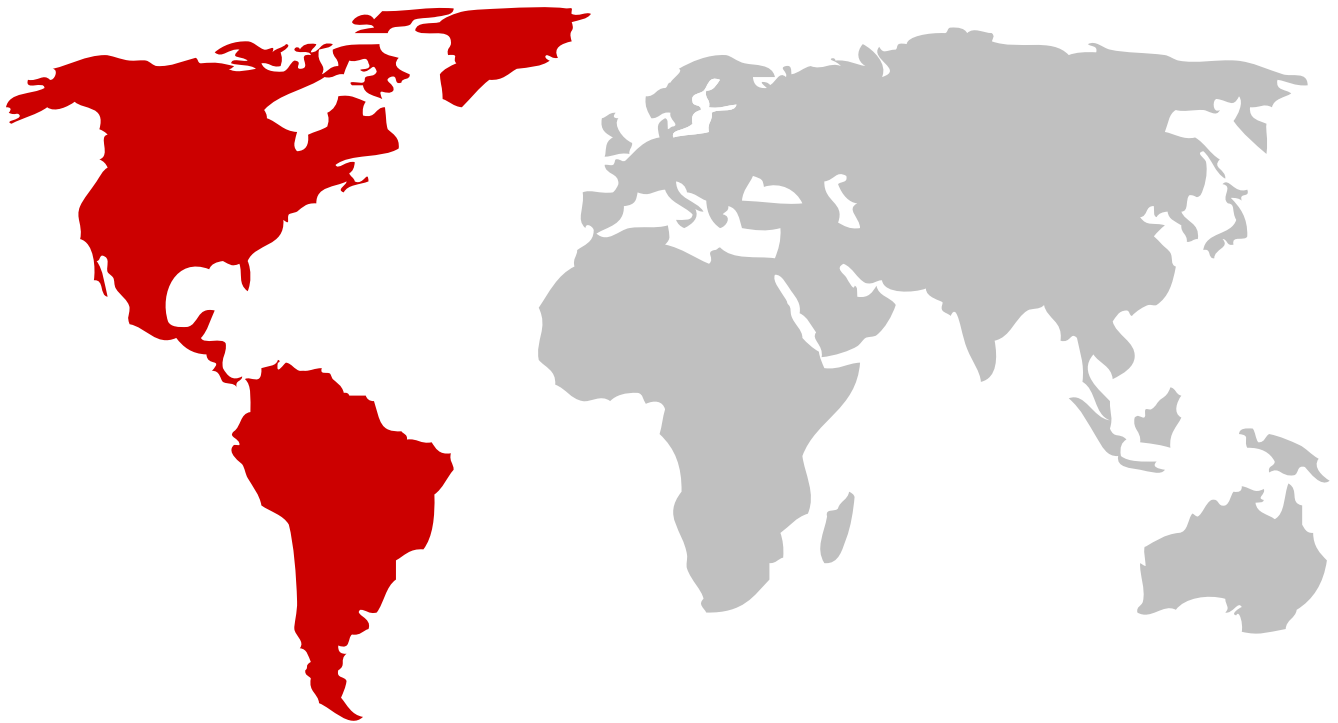
Rhetoric

Review the structure and purpose of the American Constitution as Alexis de Tocqueville understood it.

**Threads: Philosophy** **Teacher's Notes, p. 53-54**

Rhetoric

See the strange conclusions that came from Hegel's new kind of logic.



PRIMARY RESOURCES				
HISTORY: CORE	<input type="checkbox"/> <i>South America: The Continent and Its Countries</i> , by Lauren Rohwer p. 36-51 (Week 3 of 3)	<input type="checkbox"/> <i>Simón Bolívar: Statesman and Liberator</i> , by Rebecca Duberstein, chapters 9-12 (Week 3 of 3)	<input type="checkbox"/> <i>In the Land of the Jaguar</i> , by Gena K. Gorrell (J 980) chapters 10-11 (Week 3 of 3)	<input type="checkbox"/> <i>Simón Bolívar, the Liberator</i> , by Guillermo Sherwell, chapters XV-XXI
	<b>PRESIDENTS BOOK AND/OR INTERNET LINKS (SEE YEAR 3 HISTORY OF THE TAPESTRY WEBSITE)</b> <input type="checkbox"/> Read about James Monroe. If your book has his first inaugural address or more information about the Monroe Doctrine, read that too.			
HISTORY: IN-DEPTH		<input type="checkbox"/> <i>The New Nation</i> , by Joy Hakim (J 973) chapter 17	<input type="checkbox"/> <i>Abraham Lincoln's World</i> , by Genevieve Foster (J 973) p. 81-87, 94-97 <input type="checkbox"/> <i>This Country of Ours</i> , by H.E. Marshall, chapter LXXI	<input type="checkbox"/> <i>Antebellum America: 1784-1850</i> , edited by William Dudley (973) p. 127-147 <input type="checkbox"/> <i>The Early American Republic</i> , by Paul Johnson (973) p. 143-147 (stop at "Republican Revival")
	<b>SUGGESTED READ-ALOUD</b> <input type="checkbox"/> <i>Once on This Island</i> , by Gloria Whelan, chapters 16-19 (JUV FICTION) (Week 4 of 4)			<b>GOVERNMENT ELECTIVE</b> <input type="checkbox"/> <i>Democracy in America</i> , by Alexis de Tocqueville (342) Vol. One, Part One, chapter 8
LITERATURE	<input type="checkbox"/> <i>Silent Night: The Song from Heaven</i> , by Linda Granfield	<input type="checkbox"/> <i>The Swiss Family Robinson</i> , retold by Chris Tait (JUV FICTION) chapters 15-21 (Week 3 of 3)	<input type="checkbox"/> <i>Frankenstein</i> , retold by Deanna McFadden (JUV FICTION) chapters 13-19 (Week 3 of 3)	<b>BEGINNING LEVEL</b> <input type="checkbox"/> <i>Shorter Works Anthology: Irving, Chateaubriand, and Pushkin</i> <input type="checkbox"/> Readings in <i>Poetics and Frameworks</i>
				<b>CONTINUING LEVEL</b> <input type="checkbox"/> Additional readings in <i>Frameworks</i>
ARTS/ACTIVITIES		<input type="checkbox"/> <i>America: Ready-to-Use Interdisciplinary Lessons &amp; Activities</i> , by Dwila Bloom, sections 5-2B, 5-12 through 5-15		<input type="checkbox"/> <i>The Story of Painting</i> , by Sister Wendy Beckett (759) p. 487-509
WORLDVIEW	<b>CHURCH HISTORY</b>	<b>CHURCH HISTORY</b> <input type="checkbox"/> <i>Imprisoned in the Golden City</i> , by Dave and Neta Jackson, chapters 10-13 (Week 3 of 3)	<b>CHURCH HISTORY</b> <input type="checkbox"/> <i>Adoniram Judson: Bound for Burma</i> , by Janet and Geoff Bengé, chapters 13-19 (Week 3 of 3)	<b>CHURCH HISTORY ELECTIVE</b> <input type="checkbox"/> <i>Danger on the Streets of Gold</i> , by Irene Howat, p. 101-146 (Week 3 of 3) <input type="checkbox"/> <i>The Early American Republic</i> , by Paul Johnson (973) p. 111-134
				<b>PHILOSOPHY ELECTIVE</b> <input type="checkbox"/> <i>Pageant of Philosophy</i> supplement: <i>Hegel's Conclusion</i>
Lower Grammar		Upper Grammar	Dialectic	Rhetoric

**Answers to Upper Grammar Worksheet for *The Swiss Family Robinson***

Students were instructed to circle the word that does not belong in each of the three boxes below and to give the title for each box. Titles may vary slightly.

*animals that posed a danger*

BEAR (99)  
WALRUS (113)  
KAYAK  
WILD BOAR (124)

*animals used for transportation*

OSTRICH  
(Master Hurricane) (107)  
DONKEY (Knips)  
COW (133)  
MONKEY

*animals that are pets*

ELEPHANT  
EAGLE  
BUFFALO CALF  
(Storm)  
BULL CALF  
(Grumble)

More answers are given than are necessary for the student to write; they need only list three items below. Some answers may be found in the first two-thirds of the book as well.

**Family members stranded on the island**

Father  
Mother  
Fritz  
Ernest  
Jack  
Franz

**Food that the family eats**

cinnamon apples (97)  
wild boar ham (98)  
bear meat (99)  
seaweed jelly (109)  
bird (130)

**Dangers that the family faces**

bear attack (99)  
storm (113)  
monkey attack (117)  
boar attack (124)  
lion/lioness attack (124-125)

**Answers to Dialectic Worksheet for *Frankenstein***

If you are also teaching a rhetoric student, you may find it interesting that Mary Shelley was the wife of Percy Bysshe Shelley, whom rhetoric students studied in Week 7.

How did Victor Frankenstein change over the course of the novel? Students have been asked to give information about Victor Frankenstein before and after the creation of the monster. Answers may vary slightly.



**Before**

- ▶ *amazed by science*
- ▶ *wants to learn about everything*
- ▶ *buries nose in books*
- ▶ *determines to find the answer to life's questions*
- ▶ *seeks to know more about the human body*
- ▶ *learns more about death*
- ▶ *does not take the time to cultivate relationships*
- ▶ *looks forward to seeing his created being*



**After**

- ▶ *fearful*
- ▶ *exhibits strange behavior*
- ▶ *has terrible dreams*
- ▶ *feels like a crazy person*
- ▶ *desires to cultivate relationships*
- ▶ *feels guilty about brother's death*
- ▶ *realizes he faces a moral dilemma*
- ▶ *hates the monster*
- ▶ *understands that he has to protect his family*
- ▶ *decides not to bring another monster to life*
- ▶ *ends up doomed to spend the rest of his life alone*

The goal of this discussion is to help your student recognize the outcome of Frankenstein's experiment in living.

1. With your student, discuss this quote from Frankenstein: "We are enemies, Monster. It doesn't matter that I created you" (82) and the monster's reply: "I am all alone in this world. If my creator despises me, how can I expect anyone else to feel differently?" (83) Contrast Frankenstein's view of the relationship between the creator and the being that he has created with the Bible's view. Read Genesis 1:31 and Psalm 145: 9-17. *In Genesis 1:31, we see that God views His creation as good, and He blesses it. Psalm 145:9-17 points to God's loving care for His creation. Both of these passages sharply contrast with Frankenstein's rejection of the monster as evil.*

2. From your student's History assignments in Week 3, he knows that the Industrial Revolution was taking place across the globe throughout the late 1700's and particularly in the 1800's. Ask the following questions in order to help your student make some interesting connections.
  - Do you think that everyone thought that scientific advancements were totally beneficial to society?  
*No, people quickly began to see that there were problems as well as benefits to the advances in science. The Industrial Revolution brought about much social upheaval, as people moved into the cities to work in factories. Working conditions were difficult and dangerous, and many suffered cruelly. In addition, many people questioned whether the scientific advances might some day bring about events that could not be predicted or controlled.*
  - What advantages were there to the invention of new devices and the influx of new industries?  
*It was possible for goods to be produced more quickly, thus resulting in more people having access to particular textiles, farm equipment, etc. There was also the benefit of better transportation.*
  - What disadvantages might someone have voiced?  
*The machinery needed to mass produce goods was often dangerous; children worked long hours in factories; unsanitary working conditions were common, etc.*
  - Do you think that *Frankenstein* could have been written in order to voice an opinion about the Industrial Revolution? Why?  
*Yes, it was written in order to remind people that scientific advancement could be taken too far and that there are boundaries on human behavior and science. Frankenstein's experiment in living fails because he places too much dependence on scientific advancement.*
3. Ask him to try to write a paragraph about Frankenstein's experiment in living.  
*Victor Frankenstein believes that through his knowledge of science, he can play the role of God by creating another human being. He isolates himself as he obsessively studies life and death and looks forward to seeing his creation. Unfortunately, Frankenstein cannot control the monster and many loved ones around him are destroyed. When the monster tries to cultivate a relationship with him, he rejects his creation. Over time, he considers the moral implications of his prideful pursuit of knowledge and realizes that there are limits for how people should act, what they should pursue, and how they should view themselves.*
4. Remind students that they will need to study the following words in preparation for the quiz on literary terms at the end of this week:
  - From Week 5: scansion, rhyme scheme, setting, metaphor, simile, personification, hyperbole, meter
  - From Week 6: slant rhyme
  - From Week 7: foreshadowing

### LITERATURE: RHETORIC DISCUSSION OUTLINE

- Beginning teachers, please be sure to read the Literary Introduction in the Student Activity Pages, plus the readings that your student has this week in *Poetics*.
- For this week in particular, as we review and wrap up our study of Romanticism, we urge both Beginning and Continuing teachers to look at your student's readings from *Frameworks*. There is a chart in those readings on the characteristics of Romantic literature (called "Literature and the Spirit of the Romantic Era"), that you may wish to print out for this week's discussion of topic 2.
- Continuing teachers only, please also print off the charts entitled "Literature and the Spirit of the Neoclassical Era" and "Comparative Beliefs about Reality, Morality, and Values: 800-1860" from *Frameworks*.
- If you intend to give our Romanticism exam, we suggest that you give it at the end of this week.

### Summaries of *René*, "The Queen of Spades," "Rip Van Winkle," and "The Legend of Sleepy Hollow"

*René* (by Chateaubriand): A young French nobleman named René is living in isolation in the forests of Louisiana, in nineteenth-century America. His life is solitary except for two friends, a missionary named Father Souel and an Indian chief named Chactas, who often beg him to tell them why he is so sad. After receiving a letter from Europe, René at last tells his story. He grew up virtually alone with his only sister, Amelia, whom he loved dearly. She loved him too, but as both a sister and as a lover. When grown, René left to travel throughout Europe. Upon his return, Amelia asked him not to see her. Feeling betrayed by this, René sought the society of men and, when that failed, of solitude in nature. He