



GENERAL INFORMATION FOR ALL GRADES

Over the next eight weeks, we will be studying Colonial America, the period of American history that occurred between the founding of the first European colonies on American soil and the end of the Revolutionary War. Maybe you've never studied Colonial America before. If not, you will enjoy learning about the famous people who contributed to building this country. If you have studied this period in the past, then you already know some of the stories from early American history, but we guarantee you'll learn even more this time through.

This period is called the "colonial" period because during this time, the settlements in America were colonies of diverse European countries. Though the colonists enjoyed an unprecedented amount of political and religious freedom, they were not *American* men and women in their hearts and minds during this period. They were Englishmen, Scotsmen, Dutchmen, Frenchmen, Swedes, or Germans. As such, they brought their traditions, their cultural and religious beliefs, and their expectations with them to the colonies.

Throughout this unit, older students will dig deeper into the fascinating time of the European colonists through a dual focus on Colonial America and Europe. Although much of what happened in Colonial America was a direct result of what was going on in Europe, many people never get the chance to make connections between these two regional histories. These next eight weeks will allow you to continue to study God's unfolding plan by looking at European history that is concurrent with events in Colonial America.

This week, we will begin by noting the first permanent European settlement in America, St. Augustine. We will then start an in-depth study on the earliest English settlement in North America, Jamestown, named for Elizabeth I's nephew, King James I.



Pocahontas



ALL LEVELS

This week, with your teacher, decide on any long-term projects you would like to work on over this unit. Some of these projects overlap with specific writing and geography assignments listed elsewhere. You may choose to complete one or more of the following:¹

- Make a “Book of Colonies” in which you research the geography, customs, and cultures of the original thirteen colonies, including detailed maps and reports on the wildlife and early history of each.
- Make a book on early colonial handcrafts or occupations. (We recommend using Dover coloring books to help with this project.)
- Make a book or display board on Native American tribes of the American eastern seaboard. 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 or display board about Colonial American agriculture. Include information on products (sold and used), processes, and diet (recipes). Plan to offer some sample food at your Unit Celebration.
- Make a display board based on a large map of the thirteen colonies. Use small paragraphs to tell about each colony’s European background and some of its unique cultural flavor. Include Canada, if you like.
- Research and make a display board on colonial fashions in terms of dress, décor, customs, or child rearing.
- Make display boards for each of the colonies. Include detailed maps and reports on the wildlife and early history of each.
- Make one or more display boards that describe particular handcrafts of Colonial America. Try your hand at one or more of them (take pictures to put on your board) and then report on how, where, and with what the handcrafts were made.
- Make a detailed salt map of the eastern seaboard of the United States. Label and paint a new part of your map each week as you learn about specific colonies.
- Make a large colonial time line, illustrating key events in Colonial American history. (Consider tying them back to events in Europe, if your teacher so directs.)
- Make a colonial card game (play it like Old Maid or Go Fish) and add new cards each week. Match events to people, or colonies to events, or geographical places to colonies... the possibilities are endless!
- Plan to wear costumes to the your Unit Celebration, and do a little sewing on your costume (or just part of your costume, if you’re a beginning sewer) each week.

There will be other, more short-term ideas presented in the Weekly Overview Charts as we progress through the unit. Your teacher will provide you with books to help with details for many of these projects.

LOWER GRAMMAR LEVEL

FINE ARTS AND ACTIVITIES 

1. Begin one of the projects suggested for all levels on page 12 (perhaps as a group project with other siblings).
2. Draw a picture of Pocahontas saving John Smith’s life.
3. Plan a field trip to Jamestown, Virginia.

Try these activities from *Colonial Kids*:

4. Learn to play indoor games like the ones colonists might have played during their travels. (You will have the opportunity to learn outdoor games in Week 23. During the last week of the unit, we recommend choosing some games to share during your Unit Celebration.) Play a few of the following games this week. (Week 1 of 3)
 - “Hide the Thimble”
 - “Bilbo Catcher”
 - “Shooting Marbles”
 - “Twirl a Top”
5. Make a cornhusk doll, a spoon doll, or a poppet.

GEOGRAPHY

In this unit, we will learn about (or review) the geography of North America, focusing on general geography, climate, flora, and fauna of each region as we study individual colonies. This week, we will get an overview and learn to recognize North America’s major landforms.

1. Begin learning about the continent of North America. With your teacher’s help, choose one of the following projects:
 - Make a salt map of North America. Plan to paint and label it next week. (Week 1 of 2)
 - Begin making a display board of a large outline map of the thirteen colonies and add information about regional crops, products, or climate for each of the colonies you study over the next eight weeks. You can use Internet pictures, illustrations from coloring books, or your own drawings to decorate your board.
2. With your teacher’s help, look at an atlas of North America and find the following:

Oceans

- Pacific Ocean
- Atlantic Ocean
- Gulf of Mexico
- Caribbean Sea

Major Geographic Regions

- Greenland
- Canadian Shield
- Coastal Lowlands
- Interior Plains (Prairies)
- Appalachian Highlands
- Blue Ridge Mountains
- Piedmont Region
- Rocky Mountains

Waterways

- Lake Superior
- Lake Michigan
- Lake Huron
- Lake Erie
- Lake Ontario
- Hudson Bay
- Labrador Sea
- Baffin Bay
- Beaufort Sea
- Bering Sea
- Cape Cod Bay
- Delaware Bay
- Long Island Sound
- Chesapeake Bay

Major Landforms 

- Mt. McKinley
- Death Valley
- Grand Canyon

Major Rivers (East Coast)

- Saint Lawrence River
- Hudson River
- Delaware River
- Susquehanna River
- Potomac River
- Roanoke River
- Savannah River
- Mississippi River System (include all tributaries)

3. Throughout our study of Colonial America, we will be memorizing the names and locations of the original thirteen colonies. This week, we are studying the founding of Jamestown, and of Virginia. Though Jamestown was only a small foothold in Virginia, color in the entire colony this week on your map of the thirteen colonies as they appeared in 1776. (A reference copy of the territories as they appeared in “final” form is provided on page 3.)

¹ Obviously, some of these ideas are more applicable to groups larger than single-family settings.

LITERATURE

Worksheet for *Pocahontas*, by Ingri and Edgar D’Aulaire




Circle the correct answer in each pair:


1. Is this book **fiction** or **nonfiction**?
2. Is this book a **biography** or an **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:

UPPER GRAMMAR LEVEL



FINE ARTS AND ACTIVITIES

1. If you live on the East Coast, plan a field trip to visit the Jamestown settlement in Virginia, either this week or over an upcoming vacation. If you are remote, take a virtual field trip using their interactive website, linked to the Year 2 Arts/Activities page of the *Tapestry* website.
2. Make a travel brochure to enlist people to sail across the Atlantic Ocean and settle in the New World.
3. Begin one of the projects suggested for all levels on page 12 (perhaps as a group project with other siblings).

From *America: Ready-to-Use Interdisciplinary Lessons & Activities*:

4. Ask your teacher which of the following activities or worksheets you should complete this week. Some of the worksheets rely on information you’ve read about in your history assignments so it may take you more than one week to find all of the answers.
 - The Early Southern Colonies
 - What Will it Cost?
 - Southern Terms
 - Pomander Balls
 - Basics of Southern Cooking
 - Sweet Potato Muffins



GEOGRAPHY

In this unit, we will learn about (or review) the geography of North America, focusing on general geography, climate, flora, and fauna of each region as we study individual colonies. This week, we will get an overview and learn to recognize North America’s major landforms.

1. Ask your teacher whether she would like you to point these out to her on a resource map or find them for yourself and label them on a paper map. You could also make and label a salt map or display board.

Oceans

- Pacific Ocean
- Atlantic Ocean
- Gulf of Mexico
- Caribbean Sea

Waterways

- Lake Superior
- Lake Michigan
- Lake Huron
- Lake Erie
- Lake Ontario
- Hudson Bay
- Labrador Sea
- Baffin Bay
- Beaufort Sea
- Bering Sea
- Cape Cod Bay
- Delaware Bay
- Long Island Sound
- Chesapeake Bay

Major Landforms

- Mt. McKinley
- Death Valley
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Major Geographic Regions

- Greenland
- Canadian Shield
- Coastal Lowlands
- Interior Plains (Prairies)
- Appalachian Highlands
- Blue Ridge Mountains
- Piedmont Region
- Rocky Mountains

Major Rivers (East Coast)

- Saint Lawrence River
- Hudson River
- Delaware River
- Susquehanna River
- Potomac River
- Roanoke River
- Savannah River
- Mississippi River System (include all tributaries)

2. Throughout our study of Colonial America, we will be memorizing the names and locations of the original thirteen colonies. This week, we are studying the founding of Jamestown, and of Virginia. Though Jamestown was only a small foothold in Virginia, color in the entire colony this week on your map of the thirteen colonies as they appeared in 1776. (A reference copy of the territories as they appeared in “final” form is provided on page 3.)

LITERATURE

Worksheet for *William Bradford, Pilgrim Boy*, by Bradford Smith

Answer the questions below for the first five chapters. You are assigned to read seven chapters, but for the other two, just think about answers to the same questions and answer them orally with your teacher.

Chapter “William Gets a Gift”

Who are the main characters in this chapter?

Where and when does this chapter take place?

Give a short summary of what happens in this chapter.

Chapter “Grandfather Bradford”

Who are the main characters in this chapter?

Where and when does this chapter take place?

Give a short summary of what happens in this chapter.

Chapter “Mercy Loses Her Coat”

Who are the main characters in this chapter?

Where and when does this chapter take place?

Give a short summary of what happens in this chapter.

Chapter “The Fair at Doncaster”

Who are the main characters in this chapter?

Where and when does this chapter take place?

Give a short summary of what happens in this chapter.

Chapter “Lost Sheep”

Who are the main characters in this chapter?

Where and when does this chapter take place?

Give a short summary of what happens in this chapter.

DIALECTIC LEVEL

HISTORY

**Accountability Questions**

1. Who was the first champion of the English colonies in Virginia?
2. Which two companies were founded by the authority of King James? Who founded them, and for what purposes? What were some of the results of these two charters in the history of English colonies in America?
3. List some of the problems and difficulties that Jamestown colonists faced in their early years.
4. List key people and events that saved the Jamestown colony from utter failure.
5. What three significant events occurred in Virginia in 1619?
6. List the scientific advances that Galileo made.
7. Before Galileo's discoveries, how did people view the universe?
8. Which three famous astronomers influenced Galileo's thinking? What did each of them believe about the universe?

**Thinking Questions**

1. What kind of men colonized Jamestown during its first years, 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 think he was qualified to lead Jamestown? If not, why do you think God allowed him to do so?
3. Prepare to discuss the character of King James I, based on what you read.
4. The Native Americans and the English colonists came to be bitter enemies.
 - What were the factors that contributed to their enmity?
 - In what ways do you feel each side was right?
 - In what ways do you feel each side was wrong?
 - If you had been the ruler of the land, how would you have mediated between these two peoples?
5. Learn why Galileo's telescope seemed threatening to the Roman Catholic Church by answering these questions:
 - Use your Bible concordance to find out what God says about the heavens. Whose glory do they declare, according to Psalms?
 - What does the Bible say God's purposes are for the stars and moon?
 - Given these things, why would a telescope have been threatening in Galileo's day? Is it threatening to your faith? Why or why not?

FINE ARTS AND ACTIVITIES

1. If you live on the East Coast, plan a field trip to visit the Jamestown settlement in Virginia, either this week or over an upcoming vacation. If you are remote, take a virtual field trip using their interactive website, linked to the Year 2 Arts/Activities page of the *Tapestry* website.
2. Begin one of the projects suggested for all levels on page 12 (perhaps as a group project with other siblings).

From *More Than Moccasins*:

3. Make a model of a canoe using Styrofoam trays and yarn.
4. Create a simple fishing lure using feathers, fishing line, a fishhook, a flat shell, and a small stone. You will need adult supervision for this activity.
5. Make a duck decoy that can actually float.
6. Indians traded wampum with settlers in the New World. Make your own form of wampum using uncooked macaroni and yarn. Pretend to trade with your siblings or co-op members.
7. Make a model of a peace pipe from a paper towel tube, a bathroom tissue tube, feathers, and yarn.

Choose from the following activities to enhance your study of Galileo Galilei and his work:

Falling Bodies

1. Find a second-story window (or something higher, if you have it) and replicate Galileo's experiment. Make sure the objects that you drop are smooth and dense (like a brick or croquet ball), or else air resistance will slow them down.
2. Try dropping some objects from your window that have a lot of air resistance (a piece of cardboard or umbrella, for instance) next to your brick or ball to see how much of a difference this makes. What would happen if you could do this on the moon, where there is no air?
3. A great way to demonstrate Galileo's conclusion indoors is with a book (preferably a big, heavy one!) and a piece of paper slightly smaller than the book. First, drop the two separately to see how much of a difference the paper's high air resistance (compared to its weight) makes. Then lay the paper on top of the book (to eliminate air resistance) and drop them together! Are you surprised by what happens?

The Pendulum

1. Measure out two equal lengths of string and then tie the string to two identical objects (such as spoons). Have two people each take one string and weight, and ask them to start the weights swinging back and forth in perfect time. (If one is swinging a little faster than the other, the string is most likely too short. Let out a little more string until the two swing times match exactly, and then measure the string length. They should be exactly equal.)
2. If you have time, try making one pendulum four times as long as the other. By adjusting the lengths a little, you should be able to get the shorter pendulum to swing back and forth exactly twice as fast as the long pendulum.
3. Discuss how the discovery of the pendulum made it possible to develop a precise clock.

The Telescope

Borrow a telescope and take it out at night. First, look up at the sky and think about what Ptolemy and Aristotle thought about the heavens being perfect, fixed, and unchanging. What can you see of the moon, Jupiter's moons, or Venus with your naked eye? Now, try looking at these bodies with your telescope. How does your opinion of them change?

The Birth of a New Physics by I. Bernard Cohen (one of our alternate resources) states that Medieval science relied heavily on the teachings of Aristotle, who had made his conclusions through logic and thought, not through observation and experimentation. Below is a good example of what most educated people would have believed about the properties of matter in Galileo's day:

"The first stage of form, Aristotle believed, was found in the four elements of Earth, Air, Fire, and Water. The elements, while distinguished from each other, are also related by four qualities. These qualities are dry, moist, hot, and cold. Each element possesses two qualities, of which one predominates, and each element is linked to two other elements by the quality they possess in common. Here is how this system applies:

Fire is hot and dry with heat predominating.

Air is hot and moist with moisture predominating.

Water is moist and cold with cold predominating.

Earth is cold and dry with dryness predominating."¹

Choose one of the following activities on Aristotelian science to complete, and be prepared to share your results during class discussion time.

1. Explain the appearance of your backyard or a nearby deciduous tree using Aristotle's fire, air, water, and earth system.
2. Explain, in Aristotelian terms, what happens when logs burn to form ashes.
3. Explain, in Aristotelian terms, why gravity operates (use water and a thrown rock as examples).

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- Death Valley
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CHURCH HISTORY

Your recommended resource, *The Church in History*, usually has questions for discussion listed in each chapter. There are no specific follow-up questions assigned this week. Ask your teacher whether you need to prepare to discuss anything with her.

¹ Amanda Diane Doerr. "The Wisdom of Aristotle." *Alchemiae Basica: An Alchemy Primer for the Ignorant and Historically Impaired*. <<http://fuzzy.snakeden.org/alchemy/aristot.html>>. Article footnote: Neil Powell. *Alchemy, the Ancient Science*, 26-30.

LITERATURE

Worksheet for *Almost Home*, by Wendy Lawton

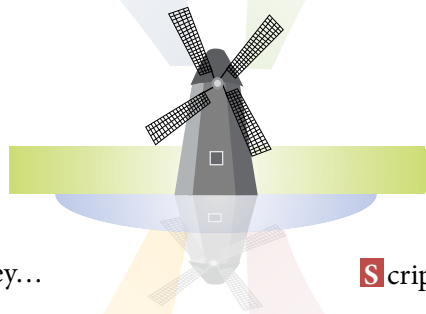
After reading the first half of the book, pretend that you are on the journey with Mary and journal your reactions to the circumstances listed below.

Leaving family and friends behind as you move...

Preparing for a big change in your life...

Experiencing difficulties on the journey...

Scripture references that give you comfort...



RHETORIC LEVEL

HISTORY



Accountability Questions

NOTE: The questions below reflect our dual focus on concurrent European and American events. This week's reading on the European scene focuses on eastern Europe and encompasses dates up to 1715 in some cases, but the time period we will be concentrating on is 1600-1650. Thus, your reading for this week provides background for both European and American events discussed in Weeks 20-22. Events relating to the settlement of Jamestown occurred from 1607-1620, and Galileo's most influential work was done in the early 1600's.

1. Your reading in *Age of Religious Wars, 1559-1715*, by Richard Dunn, summarizes conditions in eastern Europe during 1559-1715. As you read, keep details straight by filling in the chart on page 22 (or expand a copy of the chart in your notebook and then fill it in) with key aspects of life in eastern Europe in the second half of the sixteenth and early seventeenth centuries.
2. Summarize the Thirty Years' War by answering these questions:
 - When did it occur?
 - Who were the main combatants, and why were they fighting?
 - In what regions was this war waged?
 - How severe were casualties during this war?
 - What treaty resolved it, and what were the conditions of settlement?
3. Summarize the settlement of Jamestown by answering these questions:
 - When was Jamestown founded, and by whom?
 - What were the main obstacles the Englishmen had to overcome in colonizing Jamestown?
 - Who were the key leaders of the colony, and what did they each contribute?
 - When were slaves introduced into Jamestown? How were they treated?
 - What key crop brought prosperity and longevity to Jamestown?
4. Outline or list the accomplishments and advances of Galileo. What were his major breakthroughs, and why is he often called the "Father of Modern Science"?

Thinking Questions

1. Based on your reading, what were the goals of those who sent the Jamestown colonists? What were the goals of the colonists themselves in moving to the New World? (List specific evidence to support your answer.)
2. How did the colonists' character affect the success or failure of Jamestown as a whole during its first ten years?
3. Given John Smith's character, do you feel he was qualified to lead Jamestown? If not, why do you think God allowed him to do so?
4. What is meant by "the quiet hand of Providence," and how do you see that hand working in the histories of Roanoke and Jamestown?
5. Prepare to compare and contrast the "before and after" ideas about the cosmos, the nature of substances, and the physics between the medieval mindset and the post-Galileo mindset.
6. How did Galileo's discoveries powerfully change men's minds about the world and challenge the authority of the Roman Catholic Church?

	ETHNIC/SOCIAL MAKEUP	POLITICAL STRUCTURES	RELIGIOUS CONDITIONS	MAJOR EVENTS/FACTORS
HOLY ROMAN EMPIRE				
OTTOMAN EMPIRE (TURKS)				
POLAND				
RUSSIA				
SWEDEN				
AUSTRIA (HAPSBURGS)				
BRANDENBURG-PRUSSIA (HOHENZOLLERNS)				

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- Long Island Sound
- Chesapeake Bay

Major Landforms

- Mt. McKinley
- Death Valley
- Grand Canyon

Major Geographic Regions

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- Blue Ridge Mountains
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Major Rivers (East Coast)

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- Hudson River
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- Mississippi River System (include all tributaries)

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3. Look in an historical atlas or use online links to find the boundaries of the eastern European countries that you surveyed in your readings this week (listed below for your benefit). Ideally, look at a map of Europe in 1648, following the Peace of Westphalia (the treaty that ended the Thirty Years’ War).

- Holy Roman Empire
- Ottoman Empire
- Russia
- Sweden
- Poland
- Austria
- Brandenburg-Prussia

LITERATURE



The subject for recitation or reading aloud this week is “The Golden Age Monologue” (*Western Literature Anthology*, p. 2261-2262), OR, for two people, “The Conversation between Don Quixote and Sancho Panza concerning Fierabrás’s Balm” (*Western Literature Anthology*, p. 2258, beginning with Sancho’s statement that he has never read any history, and ending with Don Quixote’s admission that his ear is hurting “more than I like”).

Beginning Level

1. *Don Quixote* is, in terms of mode and genre, a little difficult to place. Is it romantic in mode? Is it realistic? Is it, like the Bible, a little of both? Does it fit into any of the genre categories that we have studied so far this year (epic, folk literature or fairy tale, satire, allegory, etc.)? Be prepared to tell your teacher which modes and genres (or characteristics of modes and genres) might, in your opinion, fit this work. If you need a refresher on romance and realism, look at the “Medieval Frameworks” supplement on the *Loom*. If you need to remember which genres we studied in Unit 1, try the Genre Descriptions listed in the appendices of “Story Analysis” and “Poetry Analysis” on the *Loom*.

- How exactly *does* Don Quixote's experiment in living turn out? What do you think Cervantes is saying about values, morality, and reality through the character of his hero?

Continuing Level

Answer all Beginning Level questions, plus the following:

- What connections do you see between Cervantes' life and his literary work that might explain why he wrote *Don Quixote*? What would have prepared him to produce such a story? Be sure to read the Norton introduction to Cervantes before you answer this question.
- Is Cervantes really making fun of chivalric values, morality, and views of reality, or does he seem to be subtly supporting them? If he is supporting a chivalric worldview, can we say that *Don Quixote* isn't really a satire?

Defining Terms

Continue your index of literary terms with cards for whichever of these terms you do not already have. Be sure to write down exactly what you see here. Your teacher may give you a quiz on these terms (or any of your old ones) at any time during the rest of the year, so be sure to review them before classes.

- Prose: Non-poetry—that is, language which is relatively uncompressed, does not follow any metrical rules, and is measured in the basic units of sentences and paragraphs (expositional prose) or in episodes or scenes (narrative prose).
- Poetry: Non-prose—that is, language which is relatively compressed and uses the image as its basic unit of expression. Poetry may be metrical or non-metrical.

CHURCH HISTORY

There is no Church History assignment for this week.

GOVERNMENT

The First Charter of Virginia was established by King James I. It set up three councils of thirteen men each to manage the new colonies in America. These councilmen were not representatives of the inhabitants; they were more like the stockholders of a corporation.

The council established by the Charter of Virginia then wrote up the Ordinances for Virginia. These ordinances created a much more representative form of government, which included a general assembly made up of burgesses chosen from each town. The laws enacted by this general assembly still had to be ratified by the council of thirteen established under the Charter, however.

The legislative body created by the Ordinances for Virginia in 1621 still exists today. Even though it revolted against King George III in 1776 and seceded from the United States in 1861, Virginia's General Assembly is still in operation.

First Charter of Virginia

- The first paragraph of the charter describes the boundaries of Virginia. Find these lines of latitude on a map or globe. Which states lie at least partly within the boundaries described in the first paragraph of the charter?
- The charter authorizes two separate colonies. What are they called, and where were they to be located? (Use your map to find the states each colony could have chosen for its first settlement.)
- What three councils of thirteen men were established by the charter?
- What was the king's share of any gold or other precious metals mined in the new colonies?
- What right did the colonies have to protect their borders?
- Did the colonists give up any of their rights as English citizens?

Ordinances for Virginia

- Read the greeting in the first sentence of this document carefully, remembering what you just read in the First Charter of Virginia. Who wrote the Ordinances for Virginia?

- What specific purposes for these ordinances are listed in the rest of the first paragraph?
- Describe the nature and function of the two councils established by the ordinances.
- What law governed the new colony?

PHILOSOPHY

The life of Galileo Galilei was much influenced by Saint Thomas Aquinas, who lived 340 years earlier, around the time of the first Crusades. Although Aquinas and Galileo had much in common, Galileo experienced great sorrow and frustration because his scientific ideas conflicted with what Aquinas had said. Galileo lived out a good part of his life under house arrest because the Roman Catholic Church declared his scientific theories to be heresy.

Galileo and Aquinas had much in common because each was a brilliant and sincere Catholic who tried to reconcile his religious beliefs with the latest thinking. For Aquinas, the "latest thinking" consisted of the ancient ideas of Aristotle and other pagan authors, whose writings came to Europe with the returning Crusaders. For Galileo, the latest thinking consisted of the Copernican theory that the earth revolves around the sun, instead of the accepted belief that the sun revolves around the earth. Both men, as far as we can tell, sincerely believed that what they had to offer was a gift to the church.

Unfortunately, the Roman Catholic Church was not interested in what Galileo had to offer. The problem was that one could not accept what Copernicus said about the motion of the earth without rejecting what Aristotle said about the earth's immovability. Aquinas' synthesis of the Scriptures with Aristotelian philosophy, left no room for future scientific discoveries. When the church made Aquinas' teaching part of its official doctrine, it incorporated pagan philosophy but excluded secular science.

Galileo tried to find a way to share the latest scientific thinking without offending the church. In his *Dialogues Concerning the Two Chief World Systems*, he presented the arguments for and against a sun-centered system purely hypothetically, without ever claiming they were true. He just wanted people to consider the possibility that the earth moves and the sun stands still.

Rehearse *Galileo Galilei*, 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.