

HISTORY

Threads

- Learn about the first important events of the Age of Exploration, focusing on Christopher Columbus.
- Note that the Portuguese (under Prince Henry the Navigator) were the foremost European explorers up to the voyages of Columbus.

Reading & Materials

- Reading
 - The Usborne Internet-Linked Medieval World*, by Jane Bingham, p. 90-91 (first column only)
 - The Renaissance in Europe*, by Lynne Elliott, p. 18-19
 - SUGGESTED READ-ALoud: *The Apprentice*, by Pilar Molina Llorente, chapters 5-7 (Week 2 of 3)

Teacher’s Check List

- Read the historical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- We have included optional language arts assignments that complement your student’s history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools Student Manual History* pages.
- Check to see if any *Writing Aids Talking Points* or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

PEOPLE	VOCABULARY
<input type="checkbox"/> Prince Henry the Navigator	<input type="checkbox"/> bow (of a ship)
<input type="checkbox"/> Bartolomeu Dias (Diaz)	<input type="checkbox"/> compass
<input type="checkbox"/> Vasco da Gama	<input type="checkbox"/> eclipse
<input type="checkbox"/> Christopher Columbus	<input type="checkbox"/> fleet
<input type="checkbox"/> Ferdinand II of Aragon	<input type="checkbox"/> latitude
<input type="checkbox"/> Isabella of Castile	<input type="checkbox"/> longitude
	<input type="checkbox"/> native
	<input type="checkbox"/> navigate
	<input type="checkbox"/> rancid
	<input type="checkbox"/> rigging

Historical Introduction

This week begins a two-week thread about the Age of Exploration, which will be your primary focus over Weeks 12-14. We will start by reviewing accounts of early explorations that occurred before the late 1400's. Remember that, as Europeans returned from the Crusades, they not only brought back books that sparked an interest in reading and in works of antiquity, but they also brought back products of the Far East. As we learned when we studied Marco Polo, most of these products came to Europe via a long overland route called the Silk Road from China and India, via Constantinople, and then by ship to Europe. When Constantinople fell to the Muslims in 1453, the Italian traders of Florence, Venice, and Genoa firmly established trade relationships with these ruling Muslims. Merchants in lands farther away, such as Spain and Portugal, who desired to import the riches and products of the Orient as well found themselves shut out. Their desire to bypass the overland route in favor of a swifter, easier, and more open ocean route gave them the energy and enthusiasm characteristic of the Renaissance. Building on the inspiration of earlier attempts, and full of new zeal for daring exploits, many European monarchs sponsored voyages of discovery.

God used ordinary human beings who had mixed motives—some godly and others very questionable—to introduce Europeans to new lands and peoples. Many wonderful records of these times survive, enabling us to read about the individuals who lived and explored. As usual, there is much to learn from their lives. As you read about Columbus, Queen Isabella, King Ferdinand, and others, keep 1 Corinthians 10:11-13 in mind:

These things happened to them as examples and were written down as warnings for us, on whom the fulfillment of the ages has come. So, if you think you are standing firm, be careful that you don't fall! No temptation has seized you except what is common to man. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can stand up under it.

Thinking

1. Who were some people who made great voyages during the Age of Exploration. Which one is your favorite?
 Bartolomeu Dias, Christopher Columbus, and Vasco de Gama made the first important voyages.
2. What inventions made it possible for Europeans to sail around the world in the Age of Exploration?
 Caravels, compass, quadrant, and astrolabe.
3. Could you find your way across town with a map and compass? How would you do it?
 Use or make a map, note landmarks and distances, use a compass to make sure you're traveling in the right direction.

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Bank <input type="checkbox"/> Writing Sentences <input type="checkbox"/> Dictation	<input type="checkbox"/> Practice sentence capitalization and punctuation. Use your Word Bank cards to try to stump your teacher. <input type="checkbox"/> Start dictation exercises. Your teacher will dictate simple sentences (watch out for fragments) for you to make with your Word Bank cards. Don't forget to capitalize and punctuate properly! <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
2	<input type="checkbox"/> Giving Directions	<input type="checkbox"/> Print and read the Talking Points in <i>Writing Aids</i> about giving clear directions. <input type="checkbox"/> A sequencing chart is a useful tool for organizing any writing that puts events in sequence. Use the <i>Writing Aids</i> Sequencing Chart or Ladder Diagram Graphic Organizers this week to do prewriting for a set of directions on one of these topics: <ul style="list-style-type: none"> <input type="checkbox"/> Tell the reader how to make a peanut butter and jelly sandwich. <input type="checkbox"/> How would Columbus give directions to the New World to sailors who came after him? <input type="checkbox"/> File your paragraph under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
3	<input type="checkbox"/> Photo Essay (Week 2 of 4)	<input type="checkbox"/> Your text will be designed around your illustrations, so choose pictures first using the Internet, clip art, coloring books, illustrations scanned and printed from resource books (be sure to credit them properly), or your own creative masterpieces (drawings, photos of you in costume, photos of projects, etc.). <input type="checkbox"/> Use the <i>Writing Aids</i> Graphic Organizer: Cluster Diagram to plan your photo essay. <input type="checkbox"/> File your resources under "Work in Progress" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

GLANCE INTO NEXT WEEK...

WEEK 13: THE SOUTHERN RENAISSANCE AND THE AGE OF EXPLORATION	
LOWER GRAMMAR	<input type="checkbox"/> This week, your student may enjoy supplemental books on various explorers, such as Balboa, Ponce de Leon, de Soto, Coronado, and Cartier. At your public library, look in the Biography section or in the non-fiction section for books with call numbers beginning with 910. <input type="checkbox"/> <i>Ferdinand Magellan</i> , by Katharine Bailey, contains illustrations depicting torture and death on p. 7 and 19.
TEACHER	Many books about the Renaissance and its artwork include illustrations of nudes. Please decide how you will approach this with your students.

WORLDVIEW

There is no assignment this week.

GLANCE INTO NEXT WEEK...

There are no special concerns for this week.

GEOGRAPHY

Threads

- Trace the paths of the explorers that you read about this week.
- This is a great week to begin a two-week review of global geography and landform terms that we covered in Unit 1, Week 1. (Or introduce them for the first time, if this is your first unit of *Tapestry of Grace*.)
- Learn about or review map keys, direction finders, scales, and legends.

Reading & Materials

- Reading
 - You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
 - See the Year 2 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- Map(s) for the student: Early Explorers
- Map(s) for the teacher: Early Explorers
- Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- Read the geographical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.
- Bring history alive with Geography this week! There is so much geography work that can be done in conjunction with our emphasis on exploration. These explorers went to real places, along real travel routes. Below are some age-appropriate suggestions to help your students go more in-depth on the topics of maps, navigation, and exploration.
- Is your grammar student weak on map skills? The explorers provide great inspiration for him to work on those:
 - Can your student read a map key? Does he know about the basic symbols commonly used on maps?
 - Can he tell you what direction is north on a map? Does he understand how to use a compass?
 - Does your student know all the geographical terms he learned in Weeks 1-2? Maybe he can review them?
 - Does he know the major constellations by which explorers steered over the vast ocean?
 - Columbus's brother was a cartographer. You might have your student research the history of cartography and make a poster about it.

Geographical Introduction: The Circumference of the Earth

There is an interesting difference between the true circumference of the earth and Columbus's conception of its size. Scientists tell us that Earth's equatorial circumference (distance around the earth along the equator) is 24,901.55 miles. Columbus had to rely on the knowledge of his day to make his calculations:¹

- Many people in the 1400's used a map of the world designed by Ptolemy, an astronomer and geographer in Alexandria, Egypt, during the A.D. 100's. Ptolemy's map showed most of the world as covered by land.
- Columbus found further confirmation for his idea of sailing west to Asia in the letters of Paolo Toscanelli, an influential scholar from the Italian city of Florence. Toscanelli believed that China lay only 5,000 nautical miles west of the Canary Islands.
- Columbus planned to sail 2,400 nautical miles west along the latitude of the Canaries until he reached islands near Japan. There, he hoped to establish a trading town.
- Columbus's plan was based in part on two major miscalculations.
 - First, he underestimated the circumference of the world by about 25 percent.
 - Columbus also mistakenly believed that most of the world consisted of land rather than water. This mistake led him to conclude that Asia extended much farther east than it actually did.

¹ The bulleted information is reformatted from a *World Book* article entitled *Columbus, Christopher*. Contributor: Marvin Lunenfeld, Ph.D., Distinguished Teaching Professor Emeritus of History, Fredonia College, State University of New York.

Exercises

1. With your teacher, learn more about globes and maps this week by completing the following:
 - Review the geography terms you learned earlier this year.
 - Learn about map keys, direction finders, scale of miles, and legends.
2. Trace the paths followed by the explorers you read about this week.

GLANCE INTO NEXT WEEK...

There are no special concerns for this week.

FINE ARTS & ACTIVITIES

Threads

- Talk about the compass: how it works in relation to the Earth's magnetic fields, how it was used by sailors during Columbus's lifetime, and how difficult it would have been to navigate at sea without one.
- Discuss how the stars were navigational tools for sailors in Columbus's day. Learn about the locations of major constellations.
- Continue to learn about various art techniques.
- Read about, and observe, the art of Sandro Botticelli.

Reading & Materials

- Reading:
 - Stories of Artists and Their Art (Artistic Pursuits, Book Two)* (3rd edition) by Brenda Ellis, p. 49-53
 - A Child's Introduction to Art*, by Heather Alexander (J 750) p. 20-21
 - We encourage you to explore the Year 2 Arts & Activities Supporting Links page on *Tapestry Online*. This page will provide many ideas that you can use throughout the year.
- "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- Read the artistic introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- If you do not like the craft activity options that we have chosen, always feel free to select others from Year 2 Arts & Activities Supporting Links page on *Tapestry Online*, or to not do any craft this time.

Artistic Introduction

The cultural beacon of the Renaissance was the great city of Florence. Closely tied to the cultural power of Florence was the Medici family, who were the city's most powerful bankers, politicians, and major patrons of the arts. Keep your eye open for the art that they bought and commissioned. Picture-rich travel books may help your family get a feel for this city. The red rooftops, the arches, and the magnificent Renaissance architecture all combine to create a beautiful context for the historical happenings.

Those who love "pretty" art or who are fascinated by stories of mythology will greatly enjoy the paintings by Botticelli! *La Primavera* (pictured here), his *Pieta*, and both *Annunciations* are all worth close study. Find the few mythological paintings by Botticelli that survived a turbulent history, and enjoy his lyrical, flowing use of lines that create movement. Please note that some of his paintings include classical nudity.

This week, in addition to our Renaissance studies, we will also learn about the adventures of the Age of Exploration. You will have the opportunity to discover how people once found their way across vast oceans and continents using maps and other navigational tools. In the days of Columbus, there were two main ways to navigate: by the compass and by the stars. There are so much activities related to geography work that can be done in conjunction with our emphasis on exploration. These explorers went to real places, along real travel routes. They provide great inspiration for grammar students to solidify their map skills.

- Can your student read a map key? Does he know about the basic symbols commonly used on maps?
- Can he tell you what direction is north on a map? Does he understand how to use a compass?
- Does your student know all the geographical terms he learned in Weeks 1-2? This would be a great week to review them!
- Does he know the major constellations by which explorers steered over the vast ocean?
- Columbus's brother was a cartographer. You might have your student research the history of cartography and make a poster about it.

Exercises

Compass Activities: You will need a compass and a teacher's help to complete all these activities.

1. Study the compass carefully. Do you understand the meanings of all the symbols on it? (Ask your teacher if you should learn anything more about them this week.)
2. Answer the following questions.
 - What direction does your front door face?
 - What direction does the street in front of your house point?
3. Take a trip with a compass!
 - Go for a drive in your car to a nearby park. (If you live in a rural area, open farmland is fine for this activity. If you live in an urban area, you can do this activity in the middle of the city, too, but go to a section of town with which you are unfamiliar.) Keep track of where you go (write directions down if you so desire), and give compass readings aloud to your teacher every time you turn onto another street.
 - At the park, hold your teacher's hand as you walk away from the car with your eyes closed. Ask your teacher to note the compass direction in which your car is parked, then continue walking until she tells you that you've gone far enough. Open your eyes and ask your teacher the general direction of the car, and then, without her help, guide her back to the car. If you encounter trees or buildings in your path, you will have to go around them and then reorient yourself using your compass.
 - If you wrote down directions as you came, try to use them to direct your teacher on the drive home.
4. If you want to, do some extra reading on the development and use of the compass.

Navigation using the Stars Activities:

1. Here are some questions that might lead you to further research:
 - What major constellations or stars are used by navigators to find their way?
 - Did Columbus have a sextant?
 - What methods of celestial navigation would Columbus have used?
2. One recommended activity is to go out on a clear night and actually view the constellations. You can find star maps in your encyclopedia, or check the Year 2 Arts & Activities page of the *Tapestry* website for links to star maps that you can download and print. Depending on the season in the Northern Hemisphere, look for some of these:

<input type="checkbox"/> Orion (winter sky)	<input type="checkbox"/> Cygnus (Northern Cross) (summer)
<input type="checkbox"/> Big Dipper (Ursa Major) (year round)	<input type="checkbox"/> North Star (year round)
<input type="checkbox"/> Little Dipper (Ursa Minor) (year round)	<input type="checkbox"/> Aquila (summer)
<input type="checkbox"/> Cassiopeia (year round)	<input type="checkbox"/> Pleiades (in Taurus)
<input type="checkbox"/> Leo (winter)	

From *A Child's Introduction to Art*:

3. Read about and observe the art of Sandro Botticelli.

From *Stories of Artists and Their Art*:

4. Read about Antonio Allegri and do a painting with a sky background or one that blocks out particular colors.

GLANCE INTO NEXT WEEK...

There are no special concerns for this week, but please remember that many books about the Renaissance and its art-work include illustrations of nudes. Please decide how you will approach this with your students.

LITERATURE

Threads

Find words from this week’s reading assignment in a word search.

Reading & Materials

☐ Reading: *Columbus*, by Ingri and Edgar D’Aulaire (JUV BIO)

Teacher’s Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for Columbus

A	I	M	Q	B	O	J	E	S	A	N	T	A	M	A	R	I	A	H	C	S	P
D	B	S	E	A	M	A	N	E	M	F	D	G	E	H	I	R	J	A	K	P	R
A	L	C	M	T	N	A	O	B	P	K	C	T	Q	D	V	R	W	I	S	I	T
T	E	U	D	L	B	W	V	F	W	G	S	P	A	I	N	X	K	T	Y	R	V
Z	K	A	L	A	B	M	C	C	P	D	T	E	N	E	F	U	G	I	H	A	X
I	O	A	J	N	E	K	P	L	O	M	O	N	R	O	A	P	R	Q	Q	T	Z
R	H	S	S	T	T	F	T	U	R	V	C	W	L	X	U	Y	L	Z	A	E	B
P	C	M	D	I	E	N	G	F	T	G	I	H	N	I	N	A	I	O	J	S	J
K	P	L	Q	C	N	M	R	H	U	N	T	O	A	P	C	Q	P	R	D	S	W
T	U	B	U	X	V	Y	W	Z	G	N	A	V	I	G	A	T	I	O	N	X	L
G	Y	J	Z	Z	A	M	K	B	A	I	L	C	B	D	C	D	N	E	C	F	O
G	C	H	V	N	I	D	J	L	L	K	Y	L	T	Y	M	S	T	N	K	O	G
C	L	O	I	S	T	E	R	P	X	Q	B	J	R	M	S	E	A	T	I	U	B
V	X	W	J	X	T	H	Y	N	I	Z	U	A	K	B	E	L	C	L	D	J	O
E	P	W	E	A	V	E	R	F	B	G	P	H	A	K	I	F	J	D	K	I	O
L	R	M	R	N	F	A	O	O	P	P	Q	Q	Z	R	L	S	G	T	H	U	K
Y	V	Q	N	W	Z	T	S	A	N	S	A	L	V	A	D	O	R	X	W	Y	K
W	Z	F	A	I	B	H	C	M	D	Z	E	A	F	L	G	G	M	H	H	I	E
U	J	J	K	E	L	E	H	M	G	N	I	S	A	B	E	L	L	A	O	F	V
S	P	A	Q	S	I	N	R	Y	S	O	T	G	U	A	V	B	W	C	N	X	D
Q	Y	Y	V	Z	E	S	B	A	A	B	V	F	H	G	X	H	F	L	A	T	O

SEAMAN

This is what Christopher Columbus wanted to be when he grew up.

ITALY

Columbus was born in Italy.

WEAVER

Columbus’s father was a weaver.

FLAT

Some people at that time thought that the world was flat.

NAVIGATION

This is one skill that Columbus learned as a child.

PIRATES

After he became a seaman, he fought some Moorish pirates.

ATLANTIC

This is the ocean through which Columbus sailed for some of his adventures.

PORTUGAL

Portugal was the biggest sea power at the time; Columbus worked on a Portuguese ship.

HEATHENS

Columbus believed that the Lord wanted him to carry the Christian faith to the heathen.

ISABELLA

She is the queen that wanted to share her faith and at last agreed to be Columbus's patron.

CLOISTER

Columbus and his son found refuge with seven monks who lived in a cloister.

PINTA

This was the fastest of Columbus's ships.

NINA

This was the smallest of his ships.

SANTA MARIA

This was the largest of his ships.

LOGBOOK

Columbus kept two logbooks that he wrote in day to day.

SAN SALVADOR

Columbus named the island that he and his men landed on "San Salvador."

HAITI

Columbus found gold in Haiti.

SPAIN

King Ferdinand and Queen Isabella were from Spain.

GLANCE INTO NEXT WEEK...

WEEK 13: THE SOUTHERN RENAISSANCE AND THE AGE OF EXPLORATION

LOWER GRAMMAR

The literature selection for the week, *Saint George and the Dragon*, contains pictures and text that may be alarming for young students.

TEACHER

There are no special concerns for this week.

HISTORY

Threads

Continue to read about the courageous men who sailed the seas and traveled through new lands in search of fame and fortune, focusing on Ferdinand Magellan.

Reading & Materials

- Reading
 - The Usborne Internet-Linked Medieval World*, by Jane Bingham, p. 91 (last two columns)
 - The Renaissance in Europe*, by Lynne Elliott, p. 20-21, 28
 - Ferdinand Magellan*, by Katharine Bailey
 - SUGGESTED READ-ALOUD: *The Apprentice*, by Pilar Molina Llorente, chapters 8-10 (Week 3 of 3)

Teacher’s Check List

- Read the historical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- We have included optional language arts assignments that complement your student’s history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools* Student Manual History pages.
- Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

PEOPLE	VOCABULARY
<input type="checkbox"/> Ferdinand Magellan <input type="checkbox"/> Amerigo Vespucci <input type="checkbox"/> John Cabot	<input type="checkbox"/> booty <input type="checkbox"/> convert <input type="checkbox"/> fray <input type="checkbox"/> hardtack <input type="checkbox"/> mutiny <input type="checkbox"/> naval <input type="checkbox"/> rations <input type="checkbox"/> sail <input type="checkbox"/> scurvy <input type="checkbox"/> spoils

Historical Introduction

This is our second week studying the fabulous adventures of brave explorers. The Age of Exploration represented an explosion of information that fundamentally changed the horizons of Europeans, but did not immediately broaden their spiritual and cultural assumptions and prejudices. You will read about explorers who sailed for a variety of monarchs, but because this era of discovery was so fast-paced, we can study only a small fraction of the incremental discoveries made during this age. Literally hundreds of expeditions set forth. We will therefore focus on the highlights, and discuss explorers who led the most important expeditions—those that made discoveries that forever altered history.

Since this age was packed with so many exciting voyages, it is easy to lose sight of how important each discovery was in God's ongoing plan. It's not hard to become confused as to who did what when and for which country. With so much information to be digested, consider using study aids such as charts and maps that organize similar facts. Though it may seem to take longer to stop and fill in a chart or look at a map as you work through your reading assignment, you will actually be making the best possible use of your time! As a student, you are in a season of study and preparation, and your work is to be done wholeheartedly (see Colossians 3:23-24). Study aids may slow you down, but they will increase your long-term retention of the information you are seeking to learn.

Many paintings, drawings, sculptures, and buildings of this period are amazingly beautiful and represent both genius and dedication on the part of the artists. Nevertheless, we must remember to look at the heart of the southern Renaissance and ask for whom these works were really done, thus exploring the height of humanism throughout this age.

Thinking

1. Who was the captain of the first ship to go all the way around the world? What happened to him?
Ferdinand Magellan, he died in a battle with Mactans, a native tribe.
2. In general, how did European explorers treat the people they met in other lands?
Badly, they often fought with them and sometimes kidnapped and enslaved them.
3. What are longitude and latitude? How would explorers use them to get around the world?
Longitude measure east-west distance, latitude measures north-south. Sail to the right latitude and then go east or west until making landfall, follow landmarks to the destination.

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Bank <input type="checkbox"/> Writing Sentences <input type="checkbox"/> Dictation	<input type="checkbox"/> Continue studying sentence capitalization and punctuation using your Sentence Pocket and Word Bank cards. <input type="checkbox"/> Continue dictation exercises. Your teacher will dictate simple sentences for you to make with your Word Bank cards. Don't forget to capitalize and punctuate properly! <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
2	<input type="checkbox"/> Display Boards (Week 1 of 7)	<input type="checkbox"/> Print and read the Talking Points in <i>Writing Aids</i> about display boards. <input type="checkbox"/> Begin work on your display board by choosing your topic. Suggestions include the journeys of a specific explorer, the southern Renaissance, the northern Renaissance, or the Reformation. Your teacher will help you pick. <input type="checkbox"/> Plan your project by making a story map, and perhaps several "mock-up" drawings this week. <input type="checkbox"/> Think about the table space in front of your board. Will you need to make a model, cook food, or collect objects to place there? <input type="checkbox"/> File any story maps or drawings under "Work in Progress" in your Grammar and Composition Notebook. <input type="checkbox"/> Play Word Games if you have extra time. (See <i>Writing Aids</i> .) <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
3	<input type="checkbox"/> Photo Essay (Week 3 of 4)	<input type="checkbox"/> Once you've chosen your illustrations, do prewriting, and then try to write rough drafts of your text for the entire project. <input type="checkbox"/> By week's end, have your teacher look over your drafts and correct them with you. <input type="checkbox"/> File any paperwork you've created under "Work in Progress" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

GLANCE INTO NEXT WEEK...

WEEK 14: SPANISH DOMINION AND THE NEW WORLD: AZTECS AND INCAS	
LOWER GRAMMAR	<input type="checkbox"/> Your student may also enjoy supplemental books about various explorers. At your library, look in the biography section or for books with call numbers beginning with 910. <input type="checkbox"/> Cutting out a human heart is mentioned on p. 80 of <i>The Usborne Internet-Linked Medieval World</i> . <input type="checkbox"/> The History: In-Depth resource, <i>The Sad Night</i> , contains visual images and text about gods and violence. Flip through the book to determine its acceptability for your children.
TEACHER	<input type="checkbox"/> Before you begin reading aloud from <i>Tales from Shakespeare</i> , you may want to be familiar with the plots in each tale, and the fact that many of Shakespeare's works involve magic, sorcery, witches, and death. You will likely want to edit as you speak. Each week we will warn you about specific elements, but should you desire to read more plot summaries, see the <i>Tapestry of Grace</i> website, under Year 2 Literature, for helpful information. This week in <i>Romeo and Juliet</i> , be aware of the description of a corpse on p. 368, kissing a dead person on p. 371, and suicide on p. 373. <input type="checkbox"/> The cultures we will be studying this week were dark and sin-laden, and the conduct of the Spanish in their conquests and in the Inquisition was brutal. The study of this topic has the potential to put dark images into a child's mind and raise questions about how so-called Christians could treat other people in these ways. Be sure to draw your child out on these subjects, and address any doubts, fears, or questions he may have.

WORLDVIEW

There is no assignment this week.

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

GEOGRAPHY

Threads

- Learn about latitude and longitude.
- Continue to use the paths of the various explorers as a means to review world geography at your student's learning level.
- Learn about distortions on flat maps.

Reading & Materials

- Reading
 - You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
 - See the Year 2 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week. There are resources for latitude and longitude, as well as for the voyages of several explorers.
- Map(s) for the student: Later Explorers
- Map(s) for the teacher: Later Explorers
- Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- Read the geographical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

Geographical Introduction

In our ongoing study of the Age of Exploration this week, we're going to focus on details regarding the imaginary set of lines that encircle the earth, enabling people to pinpoint locations exactly without reference to any natural landforms. These are the lines of latitude and longitude.

Students of all ages should read their History assignments with an atlas close at hand. Encourage them to trace the paths of various exploratory expeditions. If your students began a poster, display board, or smaller paper map on which they traced the explorers' courses last week, encourage them to add to that map this week. The most impressive expedition was that of a Portuguese sailor named Ferdinand Magellan who sailed for Spain. Though Magellan died en route, his vision, courage, and planning won him the credit of leading the first expedition to circumnavigate the globe.

Again, as needed, spend any extra discussion time reviewing geographic terms and landforms at your students' learning levels.

Exercises

1. With your teacher, continue to learn about globes and maps this week. Look at information about longitude and latitude online or in your resource books, and answer the questions listed below.
 - Which lines have a relationship to time as well as distance? Why does this make sense?
 - Which lines have a relationship to climate as well as distance? Why does this make sense?
 - Twenty-four hours of time is equivalent to how many degrees of longitude?
 - What is a meridian?
 - What is a parallel?
 - One minute of time equals how many minutes of longitude?
 - What degree of longitude is exactly opposite the Prime Meridian?
 - What is the name for the parallel at 0°?
 - How many nautical miles are between two parallels that are one degree apart?

2. On a blank world map, trace the paths followed by explorers you read about this week. Then, label these on your map:
 - Pacific Ocean
 - Atlantic Ocean
 - Indian Ocean
3. Learn about the relationships between globes and major map projections.
4. Learn about the distortions in all flat maps.

GLANCE INTO NEXT WEEK...

WEEK 14: SPANISH DOMINION AND THE NEW WORLD: AZTECS AND INCAS	
LOWER GRAMMAR	You may want to check out some extra library books on the geography and flora and fauna of Central and South America.
TEACHER	There are no special concerns this week.

FINE ARTS & ACTIVITIES

Threads

- Continue to learn about various art techniques.
- Learn about spices.

Reading & Materials

- Reading:
 - Stories of Artists and Their Art (Artistic Pursuits, Book Two)* (3rd edition) by Brenda Ellis, p. 36-40
 - We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry Online*. This page will provide many ideas that you can use throughout the year.
- “Regular supplies” for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher’s Check List

- Read the artistic introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry Online*, or to not do any craft this time.

Artistic Introduction

Students are reading about the High Renaissance this week, focusing on two great artists in particular: Raphael and Michelangelo. Your student will read about Raphael in his resources, but we have included some notes here about Michelangelo as well.

Michelangelo’s father brought the child prodigy to the pope, and by age fifteen he was working for the Medicis. In addition to being a painter, sculptor, and architect, he was also a poet, and his sonnets tell about what appears to be a true, heartfelt conversion to Christ late in life. Works worthy of close study include his sculptures *Moses* and his earliest *Pietà*. His drawing, *Studies for the Libyan Sibyl*, and a painting from the Sistine Chapel, *The Erythraean Sibyl* are also well worth studying.

This master sculptor hated painting—yet he is probably most famous for his four-year work on the Sistine Chapel. This was no small feat. Enjoy the many stories that surround these amazing frescoes, and be sure to also take a close look at the *Last Judgement* (altar piece) from the same room. Michelangelo’s powerfully used gesture (body movement that expresses an idea) to tell stories. Even the toes of his figures speak! It may surprise you that the author of these wonderful works also said, “Painting is for women and donkeys.”

Many of Michelangelo’s works are classically nude. If you choose to view these works, be sure to note the strong sense of balance and gesture in these figures. Michelangelo’s most famous statue, the *David*, provides a great example of this. Notice the gesture of David’s hands shows that he is ready and armed. His *contra-pasto* posture is a classic example for illustrating how a figure’s weight rests on its shoulders and hips at opposite angles.

Exercises

1. Spices were eagerly sought by traders and explorers during the Age of Exploration. Learn to identify the scents and flavors of spices in your kitchen cupboard. Can you figure out which foods use certain spices?
2. Using these spices, practice a recipe or two in preparation for your Unit Celebration.

Try these ideas from *Stories of Artists and Their Art*:

3. Read about Raphael and do some artwork with tempera paints.

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

LITERATURE

Threads

By answering questions on a worksheet, follow the trail of two characters as they travel toward the castle.

Reading & Materials

Reading: *Saint George and the Dragon*, by Margaret Hodges (J 398)

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for *Saint George and the Dragon*

These answers are worded with elevated vocabulary and syntax compared to what your student might answer.

What do the travelers experience in the woods and wilderness?



Through the woods and wilderness, the path is straight and narrow. Unfortunately, it is difficult to see, and the knight sometimes loses his way. Una then guides him back to the path.

NOTE: Read Matthew 7:13-14 and Psalm 25:4-5 for a biblical view on following the path of God.

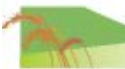
What happens on the steep hill?



As they travel through thorns, they climb with a hermit to the top of the hill and look at the view. In the distance they see a mountaintop that touches the heavens. It is at this time that the hermit tells George that he was born English and not of fairy folk.

NOTE: Isaiah 65:17, Philippians 3:13-14, and Hebrews 12:2 remind us of heaven and exhort us to keep our eyes on Jesus.

What do they see as they travel through farmland?



As the travelers ride through the farmland, men and women working in the fields cheer because they know that a champion has come to fight the dragon.

NOTE: Read John 3:16-21 to explain how Christ's entrance into the world is cause for our celebration.

Write a short description of the dragon.



The dragon gives a hideous roar; he is eager to do battle. He has a huge body with large wings, a speckled tail and cruel claws. His head is the most hideous, with its deep jaws, three rows of teeth, and a mouth that expels smoke and sulfur.

NOTE: The dragon is symbolic of Satan and his schemes. Read 1 Peter 5:8-9 and James 4:7-8. Also point out that the dragon tries to pierce the knight's shield. Ephesians 6:10-18 emphasizes the importance of being prepared to stand against the devil's schemes.

What happens at the castle after the dragon is destroyed?



The gates are opened and the news is spread through all the land. Gifts are given to the dragon-slayer, and Una is given to him as his wife.

NOTE: Psalm 60:12 and Revelation 3:21 will be helpful in discussing this part of the story with your student. You may also want to read Psalm 45 for a biblical comparison to the wedding.

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

HISTORY

Threads

- Learn about the Aztec cultures prior to the coming of the Spaniards.
- Read about the Spanish conquest of the Aztec capital, Tenochtitlan.
- Briefly cover the Maya civilization.

Reading & Materials

- Reading
 - The Usborne Internet-Linked Medieval World*, by Jane Bingham, p. 78-85
 - The Renaissance in Europe*, by Lynne Elliott, p. 24
 - The Sad Night*, by Sally Schofer Mathews (J 972)
 - SUGGESTED READ-ALoud: *Tales from Shakespeare*, by Charles and Mary Lamb, “The Winter’s Tale,” “Two Gentlemen of Verona,” “Romeo and Juliet”

Teacher’s Check List

- Read the historical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- We have included optional language arts assignments that complement your student’s history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools* Student Manual History pages.
- Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

PEOPLE	VOCABULARY
<input type="checkbox"/> Hernando Cortez (Cortés) <input type="checkbox"/> Montezuma II <input type="checkbox"/> Francisco Pizarro	<input type="checkbox"/> causeway <input type="checkbox"/> cocoa <input type="checkbox"/> conquer <input type="checkbox"/> explore <input type="checkbox"/> maize <input type="checkbox"/> New World <input type="checkbox"/> pueblo <input type="checkbox"/> sentry <input type="checkbox"/> territory <input type="checkbox"/> tortilla

Historical Introduction

This is our last week studying the Age of Exploration. Our focus will take us back a few years to the time right after Columbus' expeditions, when Spaniards crossed the Atlantic Ocean following the path Columbus had shown them. These men were explorers, but they were also soldiers. Their goals were to find gold and to carve out a new empire for Spain. They hardly cared that other people already called Central and South America home.

The people who once lived in Central and South America practiced many things that God calls "abominations." Ephesians 5:8-12 tells us,

For you were once darkness, but now you are light in the Lord. Live as children of light (for the fruit of the light consists in all goodness, righteousness and truth) and find out what pleases the Lord. Have nothing to do with the fruitless deeds of darkness, but rather expose them. For it is shameful even to mention what the disobedient do in secret.

Both the people of the Americas and the Spanish *conquistadores* who overthrew them did many wicked and cruel things. You will direct the amount of detail your student learns about these evil practices this week. We also read in Scriptures like those above that we are to expose these dark deeds and hold them up to the scrutiny of God's Word. John 3:20-21 expresses this further: "Everyone who does evil hates the light, and will not come into the light for fear that his deeds will be exposed. But whoever lives by the truth comes into the light, so that it may be seen plainly that what he has done has been done through God."

Though the sin involved was terrible, there are still important lessons to be learned from studying this sad thread of human history. This is a sad and difficult segment of history to comprehend, so spend time reading and discussing together, and don't expect that you will come up with all the "right" answers. You don't want to present the Aztecs as being completely depraved in all areas of their society, but we also urge you to temper the consistently anti-European bias that students will encounter in their resources. We recommend this not because the Europeans were consistently right in their treatment of these peoples—far from it—but because such resources can tend to dismiss Christianity along with the culture that represented it badly while heightening the significant suffering of native cultures.

For those who have used Year 1, it is interesting to compare the Aztec culture with ancient Roman or Greek ones—their level of civilization was comparable in many ways.

Thinking

1. Describe the land, plants, and animals of Central America. Would you like to live there?
 - Swampy lowland jungles and high, cool mountains*
 - Jungle plants, coffee and cocoa bushes, banana trees*
 - Bats, monkeys, jaguars, spiders, scorpions, mosquitos, parrots, snakes, Quetzal bird*
2. What were the Aztec and Inca cultures like before the Spaniards came to America?
 - They were complex empires, without money or wheels or beasts of burden, they practiced human sacrifice on a grand scale to appease their hundreds of gods.*
 - The Aztecs were centered on a single city, which used artificial islands built in a lake for their homes. They believed taking prisoners to sacrifice to their gods was a holy mission, which meant that their soldiers were holy warriors.*
 - The Incas had an empire that stretched 2,500 miles along the western coast of South America. It was narrow, running from the coast up into the heights of the Andes mountains. They built roads and bridges and large buildings – all without being able to read or write.*
3. How did such small Spanish armies manage to conquer the Inca and Aztec peoples?
 - Their armor and weapons were made from iron and steel, which meant that they could kill and usually weren't able to be hurt.*
 - The conquered tribes rose up in rebellion against their Aztec and Inca overlords, helping the Spaniards to defeat them.*

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Bank <input type="checkbox"/> Writing Sentences <input type="checkbox"/> Dictation	<input type="checkbox"/> Continue studying sentence capitalization and punctuation using your Sentence Pocket and Word Bank cards. <input type="checkbox"/> Continue dictation exercises. Your teacher will dictate simple sentences for you to make with your Word Bank cards. Don't forget to capitalize and punctuate properly! <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
2	<input type="checkbox"/> Display Board (Week 2 of 7)	<input type="checkbox"/> Continue work on your display board. Find any necessary resources to help with extra research. <input type="checkbox"/> Use a Cluster Diagram to plan your first paragraph. <input type="checkbox"/> Draft and polish your paragraph, but don't print it yet, unless you'd like to see how much room it will take up on your board. <input type="checkbox"/> File any printed pages under "Work in Progress" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
3	<input type="checkbox"/> Photo Essay (Week 4 of 4)	<input type="checkbox"/> Polish and complete your text this week and print it out. <input type="checkbox"/> Mount your photos near your text. Don't secure your photos until you have everything looking just right. <input type="checkbox"/> Make a cover, title page, and table of contents (if necessary) for your project. <input type="checkbox"/> File your essay under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Play Word Games if you have extra time. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

GLANCE INTO NEXT WEEK...

WEEK 15: THE NORTHERN RENAISSANCE AND ITS SCHOLARS	
LOWER GRAMMAR	Because <i>Martin Luther: A Man Who Changed the World</i> has unnumbered pages, it is difficult to assign pages. In Week 15, students should read through the pages in which Luther writes the Ninety-Five Theses.
TEACHER	<input type="checkbox"/> Catholic families may want to seek alternate resources for the study of the Reformation, which begins next week. <input type="checkbox"/> In the read-aloud, <i>Renaissance Artists Who Inspired the World</i> , complete the skit and activities if you'd like. <input type="checkbox"/> Jews and Christians are represented in a mocking manner in <i>The Merchant of Venice</i> from <i>Tales from Shakespeare</i> . See p. 132 and 134. In the same story, there are disturbing elements on p. 133 and 141. In <i>All's Well that Ends Well</i> , you'll find inappropriate behavior on p. 233 and an illustration showing kissing on p. 235. <input type="checkbox"/> As you continue to view Renaissance art, don't forget to check alternate resources for appropriateness.

WORLDVIEW

There is no assignment this week.

GLANCE INTO NEXT WEEK...

WEEK 15: THE NORTHERN RENAISSANCE AND ITS SCHOLARS

LOWER GRAMMAR

There are no special concerns this week.

TEACHER

- Catholic families may want to seek alternate resources for the study of the Reformation, which begins next week.
- Many resources describe how William Tyndale and other martyrs were burned at the stake. If you are concerned about the descriptions, please glance through your chosen resources to see if they are appropriate.

GEOGRAPHY

Threads

- Review (or learn about) the physical features of Central and South America by making a salt map of this region. (You may also want to paint your map to show the territories controlled by the Aztecs and Incas at the time of the Spaniards' arrival.)
- Spend extra time learning about the indigenous plant and animal life of both Central and South America. Supplement with any library books you would like on the geography, flora and fauna of Central and South America.

Reading & Materials

- Reading
 - You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
 - See the Year 2 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- Map(s) for the student: Central and South America
- Map(s) for the teacher: Central and South America
- Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- Read the geographical introduction below.
- Collect, and if necessary print, supplies needed for assignments according to the list above.
- Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

Geographical Introduction

For younger students who may not have been introduced to South and Central American geography, spend a lot of time this week exploring the landforms, flora, and fauna of these regions. In the Student Activity Pages, we have listed some ideas of topics for them to study. (Each learning level has a different list of plants and animals, so feel free to allow your children to draw from all four of the lists if they get excited about this project.) Check your library or online links for the following:

- Picture books or articles that display the land forms of this region
- Lists of exotic animals indigenous to the region
- Mention of plants and other products from this area

If you are part of a group, or if the bulk of your students are younger, why not spend the week splitting up the information and compiling a group book or display board on this part of the world? Younger students could color pictures of plants and animals while older students draw maps and write short articles on them.

Exercises

1. Make a salt or paper map of Central and South America, labeling the following major landforms. (You may also want to paint your map to show the territories controlled by the Aztecs and Incas at the time of the Spaniards' arrival.)
 - Andes Mountains
 - Yucatan Peninsula
 - Gulf of Mexico
 - Tenochtitlan
 - Chichen Itza
 - Chan Chan
 - Cuzco

2. Each day, do some research (with your teacher's help) and write a sentence or two about different flora or fauna of Central and South America. (You might want to make a display board or book about these as well.) Remember as you work that Europeans had probably never seen any of these plants or animals before this time:
- | | | |
|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Brazil-nut tree | <input type="checkbox"/> tapir | <input type="checkbox"/> parrot |
| <input type="checkbox"/> pineapple plant | <input type="checkbox"/> armadillo | <input type="checkbox"/> flamingo |
| <input type="checkbox"/> sisal plant | <input type="checkbox"/> tortoise | |

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

FINE ARTS & ACTIVITIES

Threads

- Learn about weaving, an art practiced by the Aztecs and Incas.
- Read about, and observe, the art of Diego Velazquez.

Reading & Materials

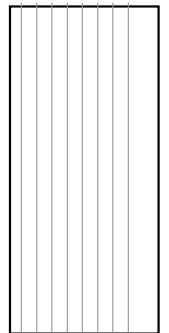
- Reading:
 - A Child's Introduction to Art*, by Heather Alexander (J 750) p. 30-31
 - We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry Online*. This page will provide many ideas that you can use throughout the year.
- "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- Collect, and if necessary print, supplies needed for assignments according to the list above.
- If you do not like the craft activity options that we have chosen, always feel free to select others from Arts & Activities Supporting Links page on *Tapestry Online*, or to not do any craft this time.

Exercises

1. The people who lived in South and Central America when the Spanish explorers and soldiers arrived were what historians call Stone Age people. This means that they had not yet learned to work with metals. However, they developed a very advanced civilization and built some very impressive buildings without using metal tools. They also knew how to weave cloth, an important art back then. Incan natives wove beautifully patterned cloth out of cotton or out of alpaca, llama, and vicuna wool. This week, try weaving in order to appreciate just how hard it is and how long it takes.
 - Your teacher may want you to practice weaving with paper strips this week. If so, choose two colors of construction paper and cut strips of various lengths from them. Your teacher will then teach you how to weave these strips into a basic mat.
 - If you want to weave with thread or yarn, you will need to start by making a loom.
 - The Incas would have used wood for their looms. Find two pieces of wood about three feet long and two more about one-and-a-half feet long. (Sticks from outside will work if they are reasonably straight. Dowels are also good.) Use twine to lash your loom together at the corners, creating a rectangle (like the diagram to the right).
 - If wood is not readily available, construct your loom out of a large sheet of poster board or corrugated cardboard.
 - Use scissors to make notches in the top and bottom of your sticks, paper, or cardboard so that your warp will stay in place.
 - Thread your loom. For this simple, relatively short project (you will end up with a long, narrow piece of cloth that you can use as a placemat), you can simply wrap the strings tightly around the stick frame (or cardboard) so that they rest in the notches that you cut. These threaded strings are called the *warp*. (See diagram, right.)
 - Your teacher will help you begin weaving. Thread your yarn over and under and over and under the warp threads. When you've threaded your weaving yarn all the way across the warp, go back across the other way, threading in reverse: under and over and under and over, back to the other side of the loom. Be sure to "block" your weaving by scooting it together tightly on the warp threads so that it all clumps in one solid piece of cloth.
2. From your art history book, read about and observe, the art of Diego Velazquez.



GLANCE INTO NEXT WEEK...

WEEK 15: THE NORTHERN RENAISSANCE AND ITS SCHOLARS

LOWER GRAMMAR

The art activities in *Stories of Artists and Their Art (Artistic Pursuits, Book Two)* require some special supplies. You may need to make a run to the craft store in order to complete these activities.

TEACHER

As you continue to view Renaissance art, don't forget to check alternate resources for appropriateness.

LITERATURE

Threads

Identify characters based upon descriptions provided on this week's worksheet.

Reading & Materials

Reading: *Whale of a Story*, by Buddy Davis

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for Whale of a Story

The secret code spells out this verse:

"In my distress, I called out to the Lord and He answered." (Jonah 2:2 NIV)

GLANCE INTO NEXT WEEK...

There are no special concerns this week.