

HISTORY

Historical Introduction

This week begins a two-week thread about the Age of Exploration, which will be the primary focus for you 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 this Scripture in mind:

1 Corinthians 10:11-13

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.

Threads

- Learn about the development of Renaissance technologies, such as the astrolabe, compass, and other navigational instruments that were key to the Age of Exploration.
- View excerpts from Columbus's own diary. Share what you learn from reading Columbus's actual words!

PEOPLE	VOCABULARY	
<input type="checkbox"/> Bartolomeu Dias (Diaz) <input type="checkbox"/> Vasco da Gama <input type="checkbox"/> Christopher Columbus <input type="checkbox"/> Ferdinand II of Aragon <input type="checkbox"/> Isabella of Castile	<input type="checkbox"/> navigation <input type="checkbox"/> compass <input type="checkbox"/> strait <input type="checkbox"/> fleet <input type="checkbox"/> cloister <input type="checkbox"/> rancid <input type="checkbox"/> natives <input type="checkbox"/> viceroy <input type="checkbox"/> eclipse	<input type="checkbox"/> latitude <input type="checkbox"/> longitude <input type="checkbox"/> league (nautical term) <input type="checkbox"/> lateen sails <input type="checkbox"/> rigging <input type="checkbox"/> caravel <input type="checkbox"/> amplitude <input type="checkbox"/> reckoning

Reading

- The Renaissance in Europe*, by Lynne Elliott, p. 18-19
- First Voyage to America*, by Christopher Columbus (BIO)
- Exploration and Conquest*, by Betsy and Giulio Maestro (J 970) p. 3-5
- SUGGESTED READ-ALoud: *The Apprentice*, by Pilar Molina Llorente, chapters 5-7 (Week 2 of 3)

Thinking

1. Who were some people who made great voyages during the Age of Exploration. Which one is your favorite?
2. What inventions made it possible for Europeans to sail around the world in the Age of Exploration?
3. Could you find your way across town with a map and compass? How would you do it?

Writing

LEVEL	GENRES		INSTRUCTIONS AND TOPICS	
	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
4	<input type="checkbox"/> State Notebooks (Week 2 of 5)	<input type="checkbox"/> Journal Writing (Week 2 of 5)	<input type="checkbox"/> Schedule field trips to three large cities in your state. Use State Notebook Worksheet #2 from <i>Writing Aids</i> to record your plans. <input type="checkbox"/> Write a report on your state's early history. Use the Early History Worksheet found in the State Notebook section of <i>Writing Aids</i> to guide you. <input type="checkbox"/> Make three to five maps of your state according to your teacher's direction. <input type="checkbox"/> File your work under "Work in Progress" in your Grammar and Composition Notebook.	<input type="checkbox"/> Continue to enter information in your journal. <input type="checkbox"/> If you complete a page of entries this week, file it under "Completed Work" in your Grammar and Composition Notebook.
5	<input type="checkbox"/> State Notebooks (Week 2 of 5)	<input type="checkbox"/> Journal Writing (Week 2 of 5)	<input type="checkbox"/> Schedule field trips to three large cities in your state. Use State Notebook Worksheet #2 from <i>Writing Aids</i> to record your plans. <input type="checkbox"/> Write a report on your state's early history. Use the Early History Worksheet found in the State Notebook section of <i>Writing Aids</i> to guide you. <input type="checkbox"/> Make three to five maps of your state according to your teacher's direction. <input type="checkbox"/> File your work under "Work in Progress" in your Grammar and Composition Notebook.	<input type="checkbox"/> Continue to enter information in your journal. <input type="checkbox"/> If you complete a page of entries this week, file it under "Completed Work" in your Grammar and Composition Notebook.
6	<input type="checkbox"/> Compare/Contrast Writing		<input type="checkbox"/> Use the <i>Writing Aids</i> Venn diagram Graphic Organizer to plan another compare/contrast paper this week. <input type="checkbox"/> Here are some possible historical topics from your studies: <ul style="list-style-type: none"> <input type="checkbox"/> Assuming that you studied these men in Week 11, compare and contrast Michelangelo and Leonardo da Vinci: their lives, their art, and their outlooks. <input type="checkbox"/> Compare and contrast Christopher Columbus with Marco Polo. <input type="checkbox"/> File your finished assignment under "Completed Work" in your Grammar and Composition Notebook.	

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

Readings

There are no readings this week.

Exercises

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

FINE ARTS & ACTIVITIES

Reading

- ❑ *Art for Kids: Drawing*, by Kathryn Temple (J 741) chapter 1
- ❑ *A Child's Introduction to Art*, by Heather Alexander (J 750) p. 20-21

Exercises

1. Complete activities listed on the next page to learn more about using a compass.
2. Complete activities listed on the next page to learn more about navigation using the stars.
3. From your art history book, read about and observe the art of Sandro Botticelli.

After reading through chapter 1 of *Art for Kids: Drawing*, try a couple of the following:

4. Scribble art
5. Blind contour drawing
6. Upside down drawing
7. Abstract design

FINE ARTS SUPPLEMENT: AGE OF EXPLORATION ACTIVITIES

This week, as we study the adventures of the Age of Exploration, you have the opportunity to learn more about how people find their way across vast oceans and continents, such as how to use a map and other navigational tools. In the days of Columbus, there were two main ways to navigate: by the compass and by the stars. Next week, we will study another important tool used in navigation by explorers who followed Columbus: the imaginary grid of longitude and latitude lines.

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

Compass Activities

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

1. Study the 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 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 page¹ 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)	

¹ <http://www.tapestryofgrace.com/year2/artsactivities.php>

3. Create an animal face that can float on water. You'll need cardboard, wax paper, and glue.
4. Have fun writing messages with invisible ink made out of juice or milk.
5. Make a "monster shield"—a combination of four or five animals. You'll need a pizza box, papier-mâché, and other items, depending what you'd like to create.

LITERATURE

Reading

I, Juan de Pareja, by Elizabeth Trevino (JUV FICTION) chapters 5-9 (Week 2 of 3)

Worksheet 2

The “point of view” is the perspective from which a story is told. There are three main points of view:

- ❑ First person: The narrator of a story, who is also usually a character in the story, tells it from his own perspective in first-person voice. The big clue that a story is told from this point of view is the use of the word “I.”
- ❑ Second person: A technique whereby the narrator of a story, who may be a character or the author himself, directly addresses the reader as “you.” You won’t find second person used as often in a work of fiction.
- ❑ Third person: This is the most common of the three points of view, where the person telling the story is outside of the narrative and therefore writes about the thoughts and actions of all his characters. Clue words for third person point of view are “he” and “she.”

I, Juan de Pareja is written in first person point of view because Juan is telling the story. Below are sentences from your reading for this week. Rewrite each sentence so that it is in the third person point of view.

1. “I, Juan de Pareja, heard those words with my own ears, and my heart sank.”

2. “I had not really been sad to be a slave, except for not being able to paint.”

3. “It would be necessary for us to take the first small coastal vessel we could find.”

4. “He must have overheard us.”

5. “He asked me now why I was so glum and I decided to tell him part of the truth.”

6. “I then gently opened the jaws and put my head down to sniff the dog’s breath.”

7. “Well, I will never know about this, as I will go to my grave not knowing many other things that have preoccupied my mind.”

HISTORY

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.

Threads

- Continue to read about the courageous men who sailed the seas and traveled through new lands in search of fame and fortune.
- Talk with your teacher about how the explorers treated the new peoples they met. Do you think their attitudes and actions were pleasing to God?

PEOPLE	VOCABULARY	
<input type="checkbox"/> Sir Francis Drake <input type="checkbox"/> John Cabot <input type="checkbox"/> Giovanni da Verrazano <input type="checkbox"/> Jacques Cartier <input type="checkbox"/> John Hawkins	<input type="checkbox"/> naval <input type="checkbox"/> convert <input type="checkbox"/> fray <input type="checkbox"/> hardtack <input type="checkbox"/> plunder <input type="checkbox"/> rations <input type="checkbox"/> mutiny <input type="checkbox"/> destination <input type="checkbox"/> provisions <input type="checkbox"/> scurvy <input type="checkbox"/> riptide <input type="checkbox"/> spoils <input type="checkbox"/>	<input type="checkbox"/> circumnavigation <input type="checkbox"/> expedition <input type="checkbox"/> sanction <input type="checkbox"/> indigenous <input type="checkbox"/> galleon

Reading

- The Awakening of Europe*, by M.B. Synge, chapters 1-3
- The Renaissance in Europe*, by Lynne Elliott, p. 20-21, 28
- Exploration and Conquest*, by Betsy and Giulio Maestro (J 970) p. 19-31
- SUGGESTED READ-ALOUD: *The Apprentice*, by Pilar Molina Llorente, chapters 8-10 (Week 3 of 3)

Thinking

1. Who was the captain of the first ship to go all the way around the world? What happened to him?
2. In general, how did European explorers treat the people they met in other lands?
3. What are longitude and latitude? How would explorers use them to get around the world?

Writing

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6	<input type="checkbox"/> Friendly Notes and Letters		<input type="checkbox"/> Print and read the Talking Points in <i>Writing Aids</i> to learn or review the form of friendly letters. <input type="checkbox"/> Write and mail a letter to a relative this week. Be sure to address the envelope and mail it!	

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

Readings

There are no readings this week.

Exercises

1. As you look at maps of the world to see where various expeditions traveled, note names of places that are new to you.
2. On a world map or globe, trace the paths of the exploratory voyages made by the following men:
 - Sir Francis Drake
 - John Cabot
 - Giovanni da Verrazano
 - Jacques Cartier
 - John Hawkins
3. With your teacher, continue to learn about globes and maps this week. Look at the information on longitude and latitude in the following supplement 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?
4. Apply what you have learned about longitude and latitude to the story of various expeditions you study.
 - What latitudes did each explorer sail in, and what did that mean in regards to climate and temperature?
 - What lines of longitude did each explorer cross, and what did that mean in regards to time and distance?

GEOGRAPHY SUPPLEMENT

World Book on Longitude and Latitude¹

Geographic grids are networks of imaginary lines that help us find and describe places on earth. These grids are commonly shown on maps. The most common grid is called a *graticule*. This grid divides the globe using lines called **parallels** that show north-south position and lines called **meridians** that show east-west position.

Parallels are circles around the globe that measure **latitude**. Latitude describes position north or south in degrees, a mathematical measurement applied to circles and angles. The **equator** is the parallel that lies at zero degrees (written 0°), exactly halfway between the North Pole and the South Pole. The North Pole has a latitude of 90° north, and the South Pole has a latitude of 90° south. Every point on earth that lies north of the equator has a latitude between 0° and 90° north. Every point south of the equator lies between 0° and 90° south.

Meridians extend from the North Pole to the South Pole, forming half-circles around the globe. Meridians, also measured in degrees, indicate longitude (east-west position). By international agreement, mapmakers place the 0° meridian, also called the **prime meridian**, on a line that passes through **Greenwich**, England, near London. The meridian in the Pacific Ocean that forms the other half of the prime meridian's circle lies at 180°. Longitude measurements range from 0° to 180° east and from 0° to 180° west.

If we know the latitude and longitude of a place, the *graticule* enables us to find that place on a map. Longitude and latitude measurements can be used to pinpoint any place on earth. For example, only one place—New Orleans, Louisiana, in the United States—lies exactly at 30° north and 90° west.

World Book on Longitude and Time²

Any point on the earth's surface traces a whole circle—360 degrees—once every 24 hours. It does this because the earth turns once on its axis every 24 hours. All 360 degrees of the earth's circumference also pass beneath the sun once in 24 hours. In one hour, $\frac{1}{24}$ of 360 degrees, or 15 degrees, passes beneath the sun. Because it seems that the sun is moving instead of the earth, people say that one hour of time equals 15 degrees of longitude.

Each degree of longitude is divided into 60 parts called **minutes**. Each minute is divided into 60 **seconds** of longitude. These minutes and seconds of longitude measure *distance*, not time. But since an hour of time equals 15° of longitude, a minute or second of time equals a certain distance that can be expressed in minutes and seconds of longitude. Below are equivalent distances for five units of time. These units range from a day to a second:

- 24 hours of time = 360° of longitude
- 1 hour of time = 15° of longitude
- 4 minutes of time = 1° of longitude
- 1 minute of time = 15 minutes of longitude
- 1 second of time = 15 seconds of longitude

World Book on Latitude and Climate³

The latitude of a point is measured in terms of its distance from the equator toward one of the earth's poles. Latitude is measured in degrees. Any point on the equator has a latitude of zero degrees (written 0°). The North Pole has a latitude of 90° north and the South Pole has a latitude of 90° south. These two points are sometimes written +90° and -90°. Degrees of latitude are divided into 60 minutes ('), and the minutes each consist of 60 seconds (").

All points on the earth's surface that have the same latitude lie on an imaginary circle called a parallel of latitude. The distance between two parallels that are 1° apart is about 60 nautical (sea or air) miles, or 69 statute (land) miles or 111 kilometers. This length of 1° of latitude varies from 59.7 nautical miles near the equator to 60.3 nautical miles near the poles. The variation results because the earth is not a perfect sphere. A difference in latitude of 1 minute equals about 1 nautical mile.

The sun continually sends electromagnetic radiation into space. Most of the radiation is visible light, and it also includes infrared (heat) rays and ultraviolet rays. About 30 percent of the radiation that reaches the earth's atmosphere is reflected back into space, mostly by clouds. The remaining 70 percent is absorbed by the atmosphere and the earth's

1 Excerpted from a *World Book* article entitled *Map*. Contributor: Judy M. Olson, Ph.D., Professor of Geography, Michigan State University.

2 Excerpted from a *World Book* article entitled *Longitude*. Contributor: Stephen S. Birdsall, Ph.D., Professor of Geography, University of North Carolina, Chapel Hill.

3 Excerpted from *World Book* articles entitled *Latitude* and *Climate*. Contributors: Stephen S. Birdsall, Ph.D., Professor of Geography, University of North Carolina, Chapel Hill and Joseph M. Moran, Ph.D., Professor of Earth Science, University of Wisconsin, Green Bay.

surface, heating them.

The intensity of the solar radiation reaching the atmosphere decreases with increasing latitude. The intensity depends on how high in the sky the sun climbs. The closer a place is to the equator, the higher the climb.

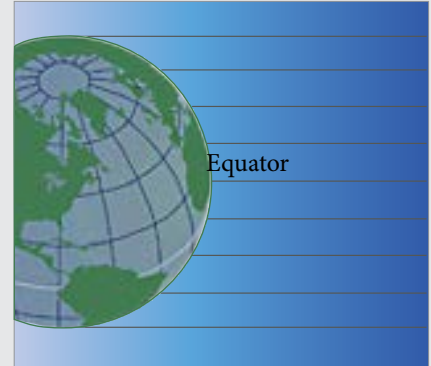
At latitudes between $23\frac{1}{2}^{\circ}$ north and $23\frac{1}{2}^{\circ}$ south, the sun is directly overhead at noon twice a year. In these cases, the sun's rays shine directly down toward the surface. The radiation that reaches the atmosphere is therefore at its most intense.

In all other cases, the rays arrive at an angle to the surface and are therefore less intense. The closer a place is to the poles, the smaller the angle and therefore the less intense the radiation. Due to decreases in the intensity of radiation, average temperatures decline from the equator to the poles. Seasonal changes in solar radiation and the number of hours of sunlight also vary with latitude.

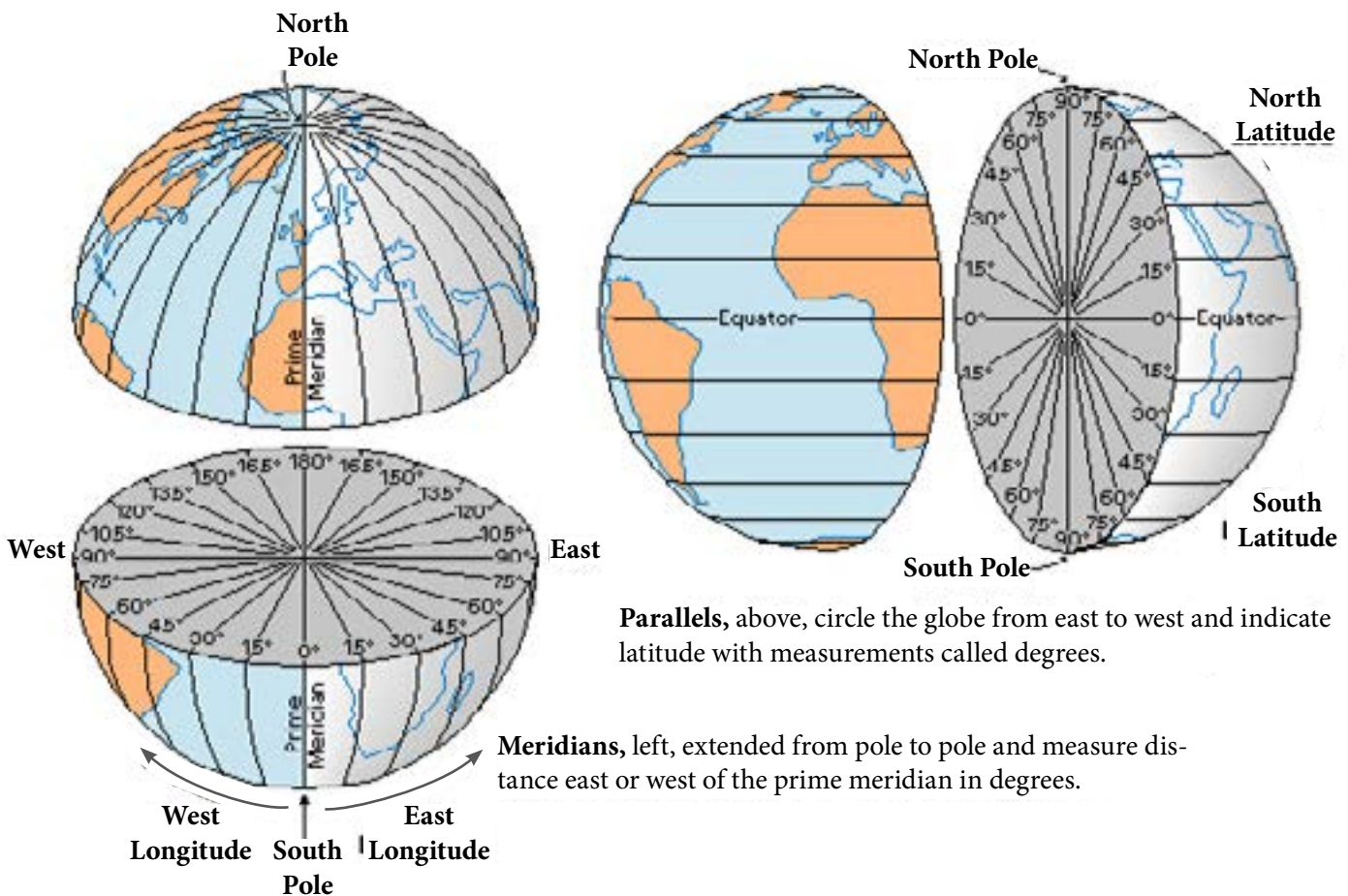
In tropical latitudes (those near the equator), there is little difference in the amount of solar heating between summer and winter. Average monthly temperatures therefore do not change much during the year.

In middle latitudes, from the Tropic of Cancer to the Arctic Circle and from the Tropic of Capricorn to the Antarctic Circle, solar heating is considerably greater in summer than in winter. In these latitudes, summers are therefore warmer than winters.

In high latitudes, north of the Arctic Circle and south of the Antarctic Circle, the sun never rises during large portions of the year. Therefore, the contrast in solar heating between summer and winter is extreme. Summers are cool to mild, and winters are bitterly cold.



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FINE ARTS & ACTIVITIES

Reading

Art for Kids: Drawing, by Kathryn Temple (J 741) chapter 2

Exercises

1. Play a game of “Find the Hidden Land” with your teacher or a sibling! (This game is for two players.)
 - First, you and your opponent should each draw identical, simplified longitude and latitude grids on same-sized pieces of paper. (Graph paper is especially useful for this.)
 - Next, each of you should secretly draw the outline of five islands (agree on the sizes of your islands so both sets of five are identically sized but differently located) over varying coordinates.
 - After the islands are drawn, take turns guessing coordinates in an attempt to locate each others’ islands. If one of your islands is discovered, say “Land ho!” If your opponent’s call lands in the ocean, say “Miss!” When your opponent finds all the coordinates of one of your islands, say “Flag.”
 - Game ends when one player has “planted his flag” on all of his opponent’s islands.

Try these ideas from *Art for Kids: Drawing*:

2. Draw simple shapes using information you’ve learned about lines.
3. Study the objects in your home and look for simple shapes. Draw one or two of them for practice.
4. Read about positive and negative space, and draw a door opening toward you and a door opening away from you.
5. Learn about drawing apples, cats, and dogs. Draw at least one this week.

LITERATURE

Reading

I, Juan de Pareja, by Elizabeth Trevino (JUV FICTION) chapters 10-15 (Week 3 of 3)

Worksheet

Look at the bold words in the sentences below, and decide what each word means based on its context. Then, write it in the first space below the sentence. In the second space, write the actual dictionary definition.

One

“Murillo’s jokes all day and his songs to the guitar after supper brought Mistress much joy, and when he was in the studio he was an **indefatigable** painter” (120).

Two

“The priest gave me a stern **penance** and I rose from my knees and went to kneel once more beside Bartolomé” (127).

Three

“A rather **insolent** house-servant in livery came to ask me my business at the door, and I told him that I must speak to the Duke” (142).

Four

“As the work grew I became a little anxious for Master, as I saw the face of the **pontiff** emerging a sharp, ambitious, a difficult man” (146).

Five

“I will write the letter of **manumission** now” (160).

Six

“The bridegroom would not appear, but was to be married by **proxy**” (165).

HISTORY

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.

This week we will learn details about the peoples and geography of Central and South America as we study the Spanish *conquistadores* in the New World. You will discover strange and wonderful plants and animals as you learn more about these regions. As we follow the course of Spanish explorers and *conquistadores*, you will also learn about the geographical shape and features of Central and South America, along with the surrounding seas and oceans.

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. Your teacher will direct the amount of detail you learn 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.

Threads

- Learn about the Aztec and Inca cultures prior to the coming of the Spaniards.
- Read about the Spanish conquest of the Inca and Aztec civilizations.
- OPTIONAL: Students who have not studied Year 1 topics may also want to cover the Maya civilization briefly.

PEOPLE	VOCABULARY	
<input type="checkbox"/> Hernando Cortez (Cortés) <input type="checkbox"/> Montezuma II <input type="checkbox"/> Francisco Pizarro <input type="checkbox"/> Hernando de Soto <input type="checkbox"/> Francisco Vasquez de Coronado	<input type="checkbox"/> causeway <input type="checkbox"/> territory <input type="checkbox"/> sentry <input type="checkbox"/> conquer <input type="checkbox"/> pueblo	<input type="checkbox"/> excursion <input type="checkbox"/> lavatory <input type="checkbox"/> culinary <input type="checkbox"/> maize <input type="checkbox"/> venison <input type="checkbox"/> tortilla <input type="checkbox"/> codex <input type="checkbox"/> shrine <input type="checkbox"/> fiesta <input type="checkbox"/> quinoa

Reading

- The Renaissance in Europe*, by Lynne Elliott, p. 24
- Mayas, Incas, and Aztecs*, by Wendy Conklin
- Exploration and Conquest*, by Betsy and Giulio Maestro (J 970) p. 6-18
- SUGGESTED READ-ALoud: *Tales from Shakespeare*, by Charles and Mary Lamb, “The Merchant of Venice,” “All’s Well That Ends Well”

Thinking

1. Describe the land, plants, and animals of Central America. Would you like to live there?
2. What were the Aztec and Inca cultures like before the Spaniards came to America?
3. How did such small Spanish armies manage to conquer the Inca and Aztec peoples?

Writing

LEVEL	GENRES		INSTRUCTIONS AND TOPICS	
	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
4	<input type="checkbox"/> State Notebooks (Week 4 of 5)	<input type="checkbox"/> Journal Writing (Week 4 of 5)	<input type="checkbox"/> Draft and polish your city reports from the information you gathered last week. <input type="checkbox"/> Draft and polish a report on your state legislature and government. <input type="checkbox"/> File your reports under “Work in Progress” in your Grammar and Composition Notebook.	<input type="checkbox"/> Continue to enter information in your journal. <input type="checkbox"/> If you complete a page of entries this week, file it under “Completed Work” in your Grammar and Composition Notebook.
5	<input type="checkbox"/> State Notebooks (Week 4 of 5)	<input type="checkbox"/> Journal Writing (Week 4 of 5)	<input type="checkbox"/> Draft and polish your city reports from the information you gathered last week. <input type="checkbox"/> Draft and polish a report on your state legislature and government. <input type="checkbox"/> File your reports under “Work in Progress” in your Grammar and Composition Notebook.	<input type="checkbox"/> Continue to enter information in your journal. <input type="checkbox"/> If you complete a page of entries this week, file it under “Completed Work” in your Grammar and Composition Notebook.
6	<input type="checkbox"/> Reports (Week 1 of 6)		<input type="checkbox"/> Take plenty of time to read the Talking Points in <i>Writing Aids</i> thoroughly on the subject of research reports and taking notes. Your final goal will be a four to five page paper. Don’t get overwhelmed at the size of the task. Take it bit by bit, and you’ll be amazed to see how much you can accomplish! <input type="checkbox"/> With your teacher, plan your paper: <ul style="list-style-type: none"> <input type="checkbox"/> Choose your subject. <input type="checkbox"/> Gather resources: at least four books on your topic, plus websites. <input type="checkbox"/> Prewrite by clustering your three main ideas, using either the 3-Point Diagram or Cluster Diagram from the <i>Writing Aids</i> Graphic Organizers. (Remember that these three points may change as you write.) <input type="checkbox"/> Begin researching and taking notes this week. <input type="checkbox"/> File any prewriting or notes under “Work in Progress” in your Grammar and Composition Notebook.	

WORLDVIEW

There is no assignment this week.

GEOGRAPHY

Readings

There are no readings this week.

Exercises

1. Make a salt or paper map of Central and South America, labeling the following major landforms:
 - Andes Mountains
 - Yucatan Peninsula
 - Gulf of Mexico
 - Caribbean Sea
 - Pacific Ocean
 - Tenochtitlan
 - Chichen Itza
 - Chan Chan
 - Cuzco
2. When your map is dry, paint it to show the territories controlled by the Aztecs and Incas at the time of the Spaniards' arrival.
3. Each day, do some research (with your teacher's help) and write a paragraph or two about different flora or fauna of Central and South America. (You might want to make a display board about these as well.) Remember as you work that Europeans had probably never seen any of these plants or animals before this time.
 - chocolate
 - potato
 - orchid
 - llama
 - chinchilla
 - marmoset
 - jaguar

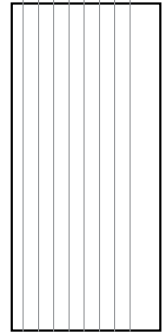
FINE ARTS & ACTIVITIES

Reading

- ❑ *Art for Kids: Drawing*, by Kathryn Temple (J 741) chapter 3
- ❑ *A Child's Introduction to Art*, by Heather Alexander (J 750) p. 30-31

Exercises

1. The peoples 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 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.
 - ❑ If you want even more of a challenge, try making complex patterns. It's harder and more time consuming than you might think!
 - ❑ Can you think of any labor-saving improvements to your loom? The Europeans came up with shuttles, harnesses, and treadles. After looking these terms up and understanding how they improved weaving, can you think of ways to enhance your simple loom in similar ways? The Incas and Aztecs probably had some of these ideas, but so skilled were the Incas that even the power looms of today cannot improve the quality of Peruvian weaving.
2. If you would like to try a group project, consider creating a book (or display board) of exotic animals and plants from Central and South America. Divide up assignments between co-op members or family members, and have each person research his plant or animal and write a paragraph or two about it. Find pictures of each topic on the Internet to put near each paragraph. Then display your book (or board) at your Unit Celebration!
3. From your art history book, read about, and observe, the art of Diego Velazquez.



Try these ideas from *Art for Kids: Drawing*:

4. Study items around your house and look at their shadows created by the light.
5. Practice shading techniques with a value scale.
6. Following instructions in your resource book, draw a pencil and sphere and the shadows they cast.
7. Explore the beauty and elegance in common household objects by using multiple light sources. Draw an empty toilet paper tube, and then a full roll of toilet paper that is unrolled just a bit. Is it easy or difficult to draw the paper cascading from the roll?

8. Add shading to your drawings from Week 13.
9. On colored paper, sketch a pear, using the shadow techniques that you have learned this week.
10. If you are ready for more advanced work, use what you learned about drawing toilet paper tubes and apply that to drawing a tree.

LITERATURE

Reading

Morning Girl, by Michael Dorris

Worksheet

Draw a line to the character that is described in each sentence.

I always wake up early.

I like the darkness best.

My name used to be "Hungry."

I don't pay attention to my mother humming while she pounds roots for dinner.

I make jokes when I should be serious.

I am afraid when Mother does not come home with a new baby.

I am very disappointed because I do not get a new sister.

I pretend I am a rock because I made a mistake with Father's canoe.

I am curious about what other people see when they look at me.

I have a chin like a starfish.

I am caught outside during a storm and am scratched.

I find three more pieces of fruit than my sibling does.

I break through the crowd, grabbing and sampling the food like the youngest child.

My new name is "The One Who Stands Beside."

