

HISTORY

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!

Reading & Materials

- 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)

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 3, 4, or 5) 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 (L3, L4, or L5).
- 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.
- NOTE: Upper grammar resources for this week neglect to mention the important early Portuguese explorers, whose journeys east to India defined the contours of the race between Spain and Portugal for trading routes to the Far East. You may want to lecture on Bartolomeu Dias and Vasco da Gama to students at this level so that they understand why Spain was willing to send Columbus west in search of an alternate route to the Indies.

PEOPLE	VOCABULARY	
<input type="checkbox"/> Bartolomeu Dias (Diaz)	<input type="checkbox"/> bow (of a ship)	<input type="checkbox"/> astrolabe
<input type="checkbox"/> Vasco da Gama	<input type="checkbox"/> compass	<input type="checkbox"/> caravel
<input type="checkbox"/> Christopher Columbus	<input type="checkbox"/> eclipse	<input type="checkbox"/> cloister
<input type="checkbox"/> Ferdinand II of Aragon	<input type="checkbox"/> fleet	<input type="checkbox"/> cross-staff
<input type="checkbox"/> Isabella of Castile	<input type="checkbox"/> latitude	<input type="checkbox"/> equator
	<input type="checkbox"/> longitude	<input type="checkbox"/> hemisphere
	<input type="checkbox"/> native	<input type="checkbox"/> lateen sails
	<input type="checkbox"/> navigate	<input type="checkbox"/> league
	<input type="checkbox"/> rancid	<input type="checkbox"/> reckoning
	<input type="checkbox"/> rigging	<input type="checkbox"/> viceroy

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	
4	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
	<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	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
	<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.	

GLANCE INTO NEXT WEEK...

WEEK 13: THE SOUTHERN RENAISSANCE AND THE AGE OF EXPLORATION	
UPPER GRAMMAR	<i>The Awakening of Europe</i> contains a description of a man's head being cut off on p. 68.
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.
- 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. 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.

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:
 - 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
 - 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 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:
 - Orion (winter sky)
 - Big Dipper (Ursa Major) (year round)
 - Little Dipper (Ursa Minor) (year round)
 - Cassiopeia (year round)
 - Leo (winter)
 - Cygnus (Northern Cross) (summer)
 - North Star (year round)
 - Aquila (summer)
 - Pleiades (in Taurus)

From *A Child's Introduction to Art*:

3. 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

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

Learn about point of view by rewriting sentences in third person.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for *I, Juan de Pareja*

Answers could vary if your student uses a pronoun instead of a name or vice versa.

1. *He*, Juan de Pareja, heard those words with *his* own ears, and *his* heart sank.
2. *He (or Juan)* had not really been sad to be a slave, except for not being able to paint.
3. *It would be necessary* for the *Master's family and Juan* to take the first small coastal vessel *they* could find.
4. *He must* have overheard *Juan and Paquita (or them)*.
5. *He asked Juan* now why *he* was so glum and *Juan* decided to tell him part of the truth.
6. *Juan* then gently opened the jaws and put *his* head down to sniff the dog's breath.
7. Well, *Juan* will never know about this, as *he* will go to *his* grave not knowing many other things that have pre-occupied *his* mind.

GLANCE INTO NEXT WEEK...

WEEK 13: THE SOUTHERN RENAISSANCE AND THE AGE OF EXPLORATION

UPPER GRAMMAR	In <i>I, Juan de Pareja</i> , there is mention of holiness within each of us on p. 119, which is contrary to many Christian beliefs. Also, prayer to the Virgin Mary (which is against traditional Protestant beliefs) is mentioned on p. 134. On p. 150, a main character, Lolis, practices palm-reading.
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.
- 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?

Reading & Materials

- 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)

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"/> 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"/> 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	<input type="checkbox"/> circumnavigation <input type="checkbox"/> commission <input type="checkbox"/> destination <input type="checkbox"/> expedition <input type="checkbox"/> galleon <input type="checkbox"/> hourglass <input type="checkbox"/> indigenous <input type="checkbox"/> navigation <input type="checkbox"/> provisions <input type="checkbox"/> sanction

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	
	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
4	<input type="checkbox"/> State Notebooks (Week 3 of 5)	<input type="checkbox"/> Journal Writing (Week 3 of 5)	<input type="checkbox"/> Research and/or visit one or two cities in your state this week. (One of them should be your state capital.) <input type="checkbox"/> Fill out copies of the <i>Writing Aids</i> Graphic Organizer: “City History Worksheet” that is a part of the State Notebook section. (You’ll draft reports on them next week.) <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 3 of 5)	<input type="checkbox"/> Journal Writing (Week 3 of 5)	<input type="checkbox"/> Research and/or visit one or two cities in your state this week. (One of them should be your state capital.) <input type="checkbox"/> Fill out copies of the <i>Writing Aids</i> Graphic Organizer: “City History Worksheet” that is a part of the State Notebook section. (You’ll draft reports on them next week.) <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"/> 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!	

GLANCE INTO NEXT WEEK...

WEEK 14: SPANISH DOMINION AND THE NEW WORLD: AZTECS AND INCAS	
UPPER GRAMMAR	<p><i>Mayas, Incas, and Aztecs</i>, by Wendy Conklin, has text about foreign gods. Please look over p. 8-9, 18, 20, 22-23 to determine their acceptability for your children.</p>
TEACHER	<p><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.</p> <p><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.</p>

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.
- 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. 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 information on 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?
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?

GLANCE INTO NEXT WEEK...

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

FINE ARTS & ACTIVITIES

Threads

- Continue to learn about various art techniques.
- Play games that help solidify your studies of longitude and latitude.

Reading & Materials

- Reading:
 - Art for Kids: Drawing*, by Kathryn Temple (J 741) chapter 2
 - 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 the Arts & Activities Supporting Links page on *Tapestry Online*, or to not do any craft this time.

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.

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

LITERATURE

Threads

Try to discover the meanings of words based upon their use in context. Then write the actual dictionary definition.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for *I, Juan de Pareja*

Learning the meaning of words in context is a valuable skill that should be practiced often. Definitions of the bolded words below may vary. Our definitions are taken from www.dictionary.com.

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).

Incapable of being tired out; not yielding to fatigue; untiring

Two

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

A penitential discipline imposed by church authority

NOTE: This would be an appropriate time to discuss authority within your own church and what you believe about forgiveness of sins.

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).

Boldly rude or disrespectful

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).

Any high or chief priest; the Roman Catholic pope

Five

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

The formal act of freeing from slavery

Six

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

A person authorized to act for another

GLANCE INTO NEXT WEEK...

WEEK 14: SPANISH DOMINION AND THE NEW WORLD: AZTECS AND INCAS	
UPPER GRAMMAR	There are no special concerns this week.
TEACHER	In chapter 3 of <i>Morning Girl</i> , the mother experiences a miscarriage, although this terminology isn't used. Read this chapter to decide how (or whether) you'll need to address this aspect of the story. Also, on p. 43, Star Boy talks to the spirit of his dead grandfather.

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.

Reading & Materials

- 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”

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 4, 5, or 6) 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 (L4, L5, or L6).
- 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"/> Hernando de Soto <input type="checkbox"/> Francisco Vasquez de Coronado	<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	<input type="checkbox"/> codex <input type="checkbox"/> colony <input type="checkbox"/> culinary <input type="checkbox"/> excursion <input type="checkbox"/> fiesta <input type="checkbox"/> Hispaniola <input type="checkbox"/> lavatory <input type="checkbox"/> quinoa <input type="checkbox"/> shrine <input type="checkbox"/> venison

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	
4	CHOOSE ONE OF THESE TRACKS:		STATE NOTEBOOK ASSIGNMENTS	JOURNALING ASSIGNMENTS
	<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.	

GLANCE INTO NEXT WEEK...

WEEK 15: THE NORTHERN RENAISSANCE AND ITS SCHOLARS	
UPPER GRAMMAR	<input type="checkbox"/> Overall, the reading assignments for next week are heavy. Consider assigning some as weekend homework. <input type="checkbox"/> Please be aware of a vivid description of medical practices on p. 25 of <i>The Renaissance in Europe</i> .

WEEK 15: THE NORTHERN RENAISSANCE AND ITS SCHOLARS

TEACHER

- Catholic families may want to seek alternate resources for the study of the Reformation, which begins next week.
- In the read-aloud, *Renaissance Artists Who Inspired the World*, complete the skit and activities if you'd like.
- Jews and Christians are represented in a mocking manner in *The Merchant of Venice* from *Tales from Shakespeare*. See p. 132 and 134. In the same story, there are disturbing elements on p. 133 and 141. In *All's Well that Ends Well*, you'll find inappropriate behavior on p. 233 and an illustration showing kissing on p. 235.
- 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	
UPPER 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.

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:

<input type="checkbox"/> Andes Mountains	<input type="checkbox"/> Tenochtitlan
<input type="checkbox"/> Yucatan Peninsula	<input type="checkbox"/> Chichen Itza
<input type="checkbox"/> Gulf of Mexico	<input type="checkbox"/> Chan Chan
<input type="checkbox"/> Caribbean Sea	<input type="checkbox"/> Cuzco
<input type="checkbox"/> Pacific Ocean	
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.
- | | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> chocolate | <input type="checkbox"/> llama | <input type="checkbox"/> marmoset |
| <input type="checkbox"/> potato | <input type="checkbox"/> chinchilla | <input type="checkbox"/> jaguar |
| <input type="checkbox"/> orchid | | |

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.
- Continue to learn about various art techniques.

Reading & Materials

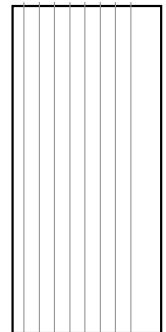
- Reading:
 - Art for Kids: Drawing*, by Kathryn Temple (J 741) chapter 3
 - A Child's Introduction to Art*, by Heather Alexander (J 750) p. 30-31
 - We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry Online*. This page will provide many ideas that you can use throughout 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 the Arts & Activities Supporting Links page on *Tapestry Online*, or to not do any craft this time.

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.

GLANCE INTO NEXT WEEK...

There are no special concerns this week.

LITERATURE

Threads

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

Reading & Materials

Reading: *Morning Girl*, by Michael Dorris

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for *Morning Girl*

Possible items for discussion:

- The view that Star Boy and Morning Girl have of each other (often negative)
- Your own family's sibling relationships, and the value and contribution that each person makes
- If needed, you can also talk about what it means to have a miscarriage (note that this terminology is not used in the book) and how this affects the family dynamic.



STAR BOY _____

- I like the darkness best (2).
- My name used to be "Hungry" (11).
- I make jokes when I should be serious (14).
- I am afraid when Mother does not come home with a new baby (20).
- I pretend I am a rock because I made a mistake with Father's canoe (26).
- I am caught outside during a storm and am scratched (40).



MORNING GIRL _____

- I always wake up early (1).
- I don't pay attention to my mother humming while she pounds roots for dinner (14).
- I am very disappointed because I do not get a new sister (21).
- I am curious about what other people see when they look at me (30).
- I have a chin like a starfish (33).
- I find three more pieces of fruit than my sibling does (47).
- I break through the crowd, grabbing and sampling the food like the youngest child (51).
- My new name is "The One Who Stands Beside" (53).

GLANCE INTO NEXT WEEK...

There are no special concerns this week.