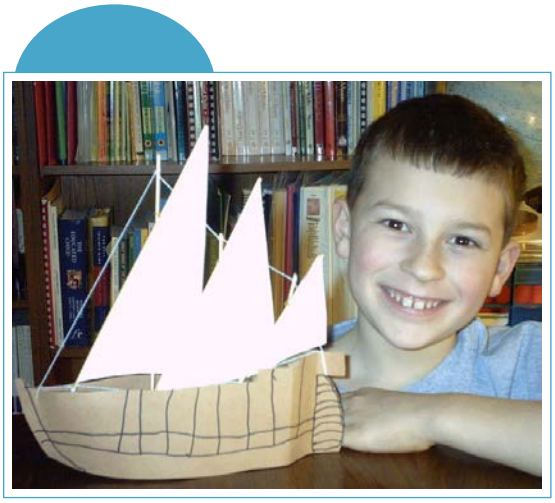
BACKGROUND INFORMATION

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 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.



12 The Southern Renaissance and the Early Explorers

History

Threads

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

Readings

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

People	Vocabulary
☐ Prince Henry the Navigator	☐ navigation
☐ Bartolomeu Dias (Diaz)	☐ compass
☐ Vasco da Gama	☐ strait
☐ Christopher Columbus	☐ fleet
☐ Ferdinand II of Aragon	☐ cloister
☐ Isabella of Castile	☐ rancid
	☐ natives
	☐ viceroy
	☐ eclipse

WORLDVIEW

There is no assignment this week.

Geography

1. With your teacher, learn more about globes and maps this week by completing the following:
   - ❑ Review the geography terms you learned earlier this year.
   - ❑ Learn about map keys, direction finders, scale of miles, and legends.
2. Trace the paths followed by the explorers you read about this week. A legend has been provided for you in the bottom left-hand corner of the map, and you should trace each line in the appropriate color for that expedition according to the legend.

FINE ARTS & 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. 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.

Reading

- ❑ *Stories of Artists and Their Art (Artistic Pursuits, Book Two)* (3rd edition) by Brenda Ellis, p. 49-53
- ❑ *A Child's Introduction to Art*, by Heather Alexander (J 750) p. 20-21

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[1] of the *Tapestry* website for links to star maps

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

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.

From *Stories of Artists and Their Art*:

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

LITERATURE

Readings
Columbus, by Ingri and Edgar D'Aulaire (JUV BIO)

Worksheet
Find words from this week's reading assignment in the word search below. Some will be across; some will be down. After you find the words, tell your teacher how each one pertains to the story.

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

SEAMAN	ATLANTIC	NINA
ITALY	PORTUGAL	SANTA MARIA
WEAVER	HEATHENS	LOGBOOK
FLAT	ISABELLA	SAN SALVADOR
NAVIGATION	CLOISTER	HAITI
PIRATES	PINTA	SPAIN

Background Information

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.

Vasco da Gama

13 The Southern Renaissance and the Age of Exploration

History

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

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

People	Vocabulary
☐ Ferdinand Magellan	☐ naval
☐ Amerigo Vespucci	☐ convert
☐ John Cabot	☐ fray
	☐ hardtack
	☐ plunder
	☐ rations
	☐ mutiny
	☐ destination
	☐ provisions
	☐ scurvy
	☐ riptide
	☐ spoils

WORLDVIEW

There is no assignment this week.

Geography

1. 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?
2. On a blank world map, trace the paths followed by explorers you read about this week. Then, label these on your map:
   - ❑ Pacific Ocean
   - ❑ Atlantic Ocean
   - ❑ Indian Ocean
3. Learn about the relationships between globes and major map projections.
4. Learn about the distortions in all flat maps.

GEOGRAPHY SUPPLEMENT

World Book on Longitude and Latitude[1]

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 Time[2]

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, $^{1}/_{24}$ 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 Climate[3]

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 surface, heating them.

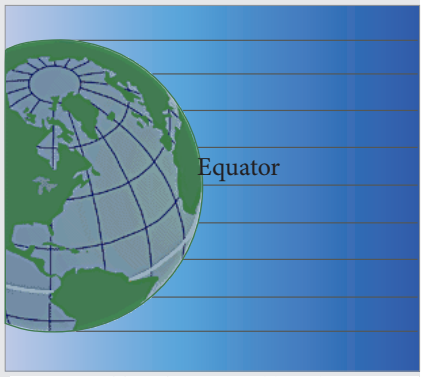
1 Excerpted from a *World Book* article entitled *Map*. Contributor: Judy M. Olson, Ph.D., Professor of Geography, Michigan State University.

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.

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 23½° north and 23½° 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.



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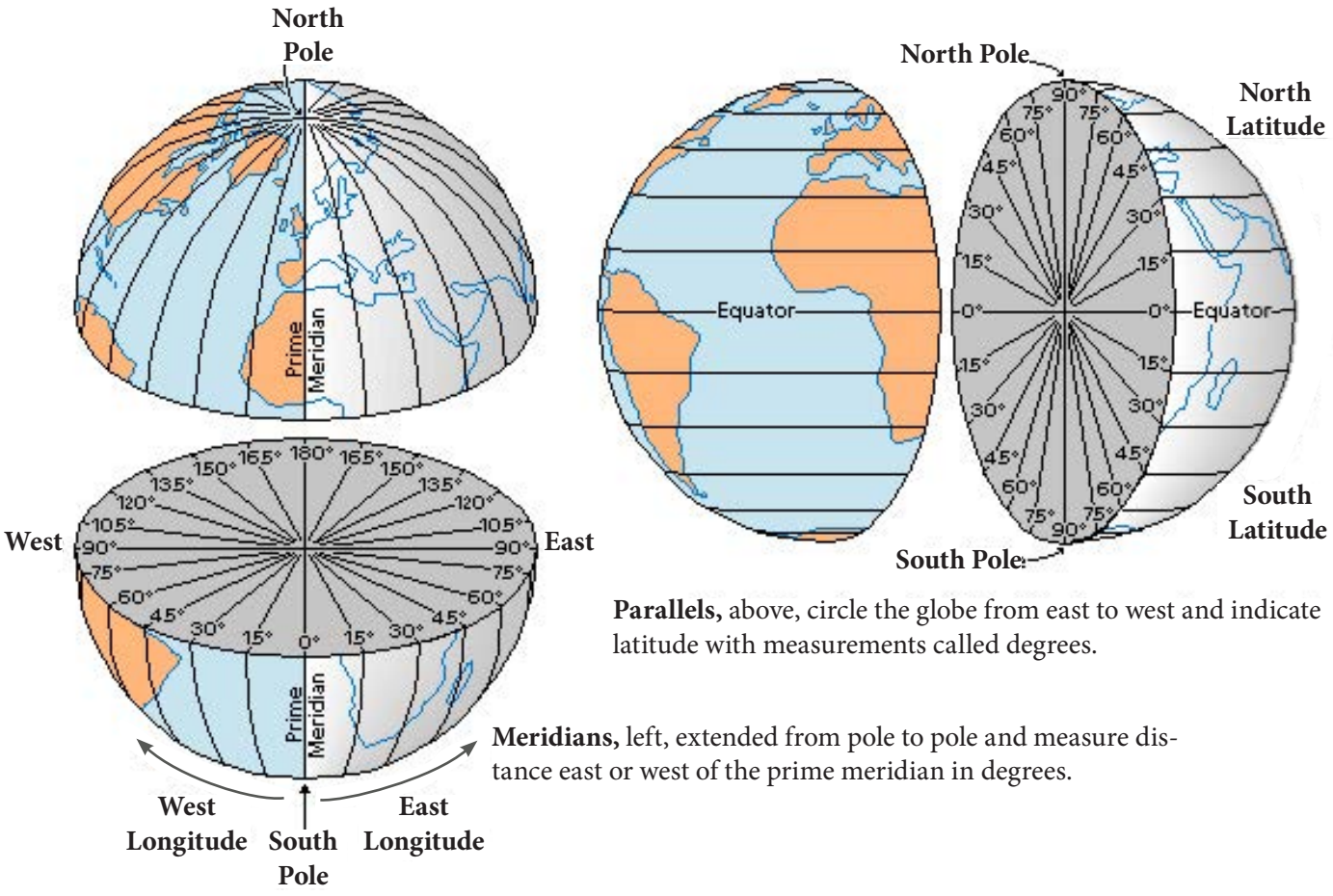
In all other cases, the rays arrive at an angle to the surface and are therefore less intense. The closer a place is to the poles, the smaller the angle and therefore the less intense the radiation. Due to decreases in the intensity of radiation, average temperatures decline from the equator to the poles. 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.



Parallels, above, circle the globe from east to west and indicate latitude with measurements called degrees.

Meridians, left, extended from pole to pole and measure distance east or west of the prime meridian in degrees.

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Fine Arts & Activities

Reading

Stories of Artists and Their Art (Artistic Pursuits, Book Two) (3rd edition) by Brenda Ellis, p. 36-40

Exercises

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

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

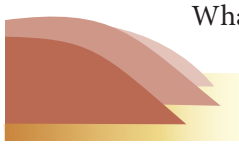
3. Read about Raphael and do some artwork with tempera paints.

Literature

Readings
Saint George and the Dragon, by Margaret Hodges (J 398)

Worksheet
Follow the trail of George and Una as they travel toward the castle. Answer the questions in the blanks provided below.

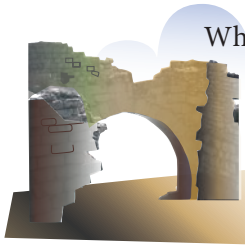
What do the travelers experience in the woods and wilderness?



What happens on the steep hill?

What do they see as they travel through farmland?

Write a short description of the dragon.



What happens at the castle after the dragon is destroyed?

Background Information

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 may 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.

Machu Picchu, "The Lost City of the Incas"

14 Spanish Dominion and the New World: Aztecs and Incas

History

Threads

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

Readings

- ❑ *The Usborne Internet-Linked Medieval World*, by Jane Bingham, p. 78-85
- ❑ *The Renaissance in Europe*, by Lynne Elliott, p. 24
- ❑ *The Sad Night*, by Sally Schofer Mathews (J 972)
- ❑ Suggested Read-Aloud: *Tales from Shakespeare*, by Charles and Mary Lamb, "The Winter's Tale," "Two Gentlemen of Verona," "Romeo and Juliet"

People	Vocabulary
☐ Hernando Cortez (Cortés)	☐ causeway
☐ Montezuma II	☐ territory
☐ Francisco Pizarro	☐ sentry
	☐ conquer
	☐ pueblo

Worldview

There is no assignment this week.

14 Spanish Dominion and the New World: Aztecs and Incas

Geography

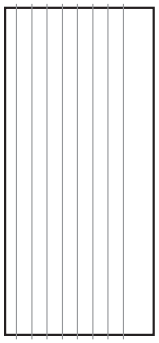
1. Make a salt or paper map of Central and South America, labeling the following major landforms. (You may also want to paint your map to show the territories controlled by the Aztecs and Incas at the time of the Spaniards' arrival.)
   - ❑ Andes Mountains
   - ❑ Yucatan Peninsula
   - ❑ Gulf of Mexico
   - ❑ Tenochtitlan
   - ❑ Chichen Itza
   - ❑ Chan Chan
   - ❑ Cuzco
2. Each day, do some research (with your teacher's help) and write a sentence or two about different flora or fauna of Central and South America. (You might want to make a display board or book about these as well.) Remember as you work that Europeans had probably never seen any of these plants or animals before this time:
   - ❑ Brazil-nut tree
   - ❑ pineapple plant
   - ❑ sisal plant
   - ❑ tapir
   - ❑ armadillo
   - ❑ tortoise
   - ❑ parrot
   - ❑ flamingo

Fine Arts & Activities

Reading
A Child's Introduction to Art, by Heather Alexander (J 750) p. 30-31

Exercises

1. The people who lived in South and Central America when the Spanish explorers and soldiers arrived were what historians call Stone Age people. This means that they had not yet learned to work with metals. However, they developed a very advanced civilization and built some very impressive buildings without using metal tools. They also knew how to weave cloth, an important art back then. Incan natives wove beautifully patterned cloth out of cotton or out of alpaca, llama, and vicuna wool. This week, try weaving in order to appreciate just how hard it is and how long it takes.



   - ❑ Your teacher may want you to practice weaving with paper strips this week. If so, choose two colors of construction paper and cut strips of various lengths from them. Your teacher will then teach you how to weave these strips into a basic mat.
   - ❑ If you want to weave with thread or yarn, you will need to start by making a loom.
     - ❑ The Incas would have used wood for their looms. Find two pieces of wood about three feet long and two more about one-and-a-half feet long. (Sticks from outside will work if they are reasonably straight. Dowels are also good.) Use twine to lash your loom together at the corners, creating a rectangle (like the diagram to the right).
     - ❑ If wood is not readily available, construct your loom out of a large sheet of poster board or corrugated cardboard.
     - ❑ Use scissors to make notches in the top and bottom of your sticks, paper, or cardboard so that your warp will stay in place.
   - ❑ Thread your loom. For this simple, relatively short project (you will end up with a long, narrow piece of cloth that you can use as a placemat), you can simply wrap the strings tightly around the stick frame (or cardboard) so that they rest in the notches that you cut. These threaded strings are called the *warp.* (See diagram, right.)
   - ❑ Your teacher will help you begin weaving. Thread your yarn over and under and over and under the warp threads. When you've threaded your weaving yarn all the way across the warp, go back across the other way, threading in reverse: under and over and under and over, back to the other side of the loom. Be sure to "block" your weaving by scooting it together tightly on the warp threads so that it all clumps in one solid piece of cloth.

2. From your art history book, read about and observe, the art of Diego Velazquez.

Literature

Readings
Whale of a Story, by Buddy Davis

Worksheet
Decode the following Bible verses using the key below.

♋	♌	♈	♎	♏	♐	♑	♒	♓	♁	♃	●	☽
A	B	C	D	E	F	G	H	I	J	K	L	M

■	⚐	⚑	✈	☼	♦	❄	◆	❖	⬥	✠	✡	⌘
N	O	P	Q	R	S	T	U	V	W	X	Y	Z