

**Date:**

**Student Name:**

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## *Week 12 - The Southern Renaissance and the Early Explorers*

### **General Information for All Grades**

This week begins a two-week thread about the Age of Exploration, which will be the primary focus for grammar-level students over Weeks 12-13, and a secondary one for dialectic students. 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 monarch 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:

#### **Memorize 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.*

### **READING**

#### **ALL**

- Story of the World Vol II Chapter 28-31**
- Streams of Civilization Vol 1: p. 351 - 352 (top line only), 383-386**
- World of Columbus and Sons by Genevieve Foster 24-43**
- Famous Men of the Renaissance and Reformation Chapters p 27-48**

#### **LG and UG - ENRICHMENT or READ ALOUD**

- Columbus by Ingri and Edgar D'Áulaire**
- Columbus books in home library**
- Where Am I? A.G. Smith 34-35**

#### **UG Reading Assignments**

- I, Juan de Pareja by Elizabeth Trevino**
- Maps: Getting from Here to There, by Harvey Weiss**

#### **DIALECTIC & RHET Reading**

- The World of Columbus and Sons, by Genevieve Foster 24-55, 60-100**
- The Story of Liberty, by Charles Coffin, Chapters V-VI**
- Westward Ho! By Chalres Kingsley (Week 1 of 2)**
- The Church in History Chapter 220, section 8**

• Lower Grammar Words

*navigation*

*compass*

*strait*

*port*

*fleet*

*cloister*

*rancid*

*natives*

*viceroy*

*eclipse*

Upper Grammar Words (All Lower Grammar Words +)

*astrolabe*

*latitude*

*longitude*

*leagues*

*lateen sails*

*rigging*

*caravel*

*amplitude*

*reckoning*

Lower & Upper Grammar People

*Prince Henry the Navigator*

Handwriting practice lines for the name "Prince Henry the Navigator".

Blank handwriting practice lines for the name "Prince Henry the Navigator".

*Bartolomeu Dias*

Handwriting practice lines for the name "Bartolomeu Dias".

Blank handwriting practice lines for the name "Bartolomeu Dias".

Vasco da Gama

Handwriting practice lines for the name 'Vasco da Gama', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Christopher Columbus

Handwriting practice lines for the name 'Christopher Columbus', consisting of a solid top line, a dashed middle line, and a solid bottom line.

*King Ferdinand*

Handwriting practice lines for the name "King Ferdinand".

*Queen Isabella*

Handwriting practice lines for the name "Queen Isabella".

# Dialectic and Rhetoric Questions

## Accountability Questions

1. Where did Columbus first go for financial support for his venture? Why did he go there?
2. How long did Columbus have to wait for an answer from the Spanish monarchs? What was the cause of the delay?
3. What was the Spanish Inquisition? What were the long-term consequences of this persecution?

## Thinking Questions:

1. What connections can you draw between the Crusades, the Renaissance movement, and the Age of Exploration as inaugurated by Columbus?
2. What do you think were Columbus' greatest strengths? What were his weaknesses?
3. What evidence of God's 'quiet sovereignty' did you note in your reading about Columbus this week?
4. From what you read this week, do you believe Columbus was a Christian? Why or why not?
5. Why is Leonardo da Vinci called the archetypical Renaissance man? What Renaissance values did he embody?