

Date:

Student Name:

Week 13 - The Southern Renaissance and the Age of Exploration

General Information for All Grades

This is our second week studying the fabulous adventures of brave explorers, and, for older students, the third week, on the Renaissance. 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. Students at all levels 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 3:23-34). Study aids may slow you down, but they will increase your long-term retention of the information you are seeking to learn.

Dialectic and Rhetoric students will survey the artistic apex of the Italian Renaissance this week, studying the works of Raphael, Michelangelo, and others. 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.

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

LG and UG - ENRICHMENT or READ ALOUD

- Story of the World Vol II Chapter 31 (second section)**
- Streams of Civilization Vol 1: p. 386-388 (stop at conquering and Settling the New World)**
- Streams of Civilization, Vol. 2 p 25 (Only Magellan)**

LG Reading Assignments

- Maps and Globes by Harriet Barton**
- Maps and Mapping by Barbara Taylor**
- Where am I? A.G. Smith p 46-63**
- Saint George and the Dragon**

- Ferdinand Magellan, by Katharine Bailey**

UG Reading Assignments

- All LG assignments
- I, Juan de Pareja by Elizabeth Trevino (Week 3 of 3)

DIALECTIC & RHET Readings

- Famous Men of the Renaissance p 49-72
- The World of Columbus and Sons, by Genevieve Foster, 243-277
- The History Atlas of Africa, by Samuel Kasule, 69-71
- Invitation to the Classics by Louise Cowan and Os Guinness 131-134

• Lower Grammar Words

naval

convert

fray

hardtack

plunder

rations

mutiny

destination

provisions

scurvy

riptides

spoils

Upper Grammar Words (All Lower Grammar Words +)

circumnavigate

expedition

commission

sanction.

indigenous

booty

galleon

Lower Grammar People

Ferdinand Magellan

Handwriting practice lines for the name Ferdinand Magellan, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Amerigo Vespucci

Handwriting practice lines for the name Amerigo Vespucci, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

John Cabot

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Upper Grammar People (All LG people +)

Sir Francis Drake

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Giovanni da Verrazano

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Jacques Cartier

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

John Hawkins

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle dashed, bottom) for cursive writing.

Dialectic and Rhetoric

Accountability Questions

1. Define the following terms associated with exploration (If your reading doesn't explain them, look them up!)
 - a. What are Portolans?
 - b. What is ethnocentrism? As you read, note examples of explorers and monarchs displaying ethnocentricity.
 - c. What is mutiny? Why do most captains fight mutineers brutally? Generally speaking, what kinds of things happen to crews when mutineers prevail?
2. Define the term grazia. Artistically speaking, what were the dominant features of the High Renaissance?
3. What were the main contributions of Raphael and Michelangelo to Renaissance art?

Instead of Thinking questions this week, you will print out the workbook page 21 of this weeks' activity pages. It will be listed on the website as Middle Ages Week 13 Rhet activity page just under your packet.