

Date:

Student Name:

Week 14 - Spanish Dominion and the New World: Aztecs and Incas

General Information for All Grades

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 goal was to find gold, and to carve out a new empire for Spain. They hardly cared that other people had already called Central and South America home.

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

The people who once lived in Central and South America practiced many things that God calls "abominations." Ephesians 6:8-12 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 fruitless deeds of darkness, but rather expose them. For it is shameful even to mention what the disobedient do in secret."

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.

Throughout our study this week, older students will seek to understand God's perspective on the lives and actions of the Inca and Aztec cultures and the Spanish conquistadores in the early 1500's. Though the sin involved was terrible, there are still important lessons to be learned by studying this sad thread of human history.

READING

ALL KIDS - - ENRICHMENT or READ ALOUD

- ☐ **Story of the World Vol II Chapter 32-33, 37 (section 1 only)**
- ☐ **Streams of Civilization, Volume I: 318-338 Stop at The North American Indians, 388-391**
- ☐ **Streams of Civilization, Vol 2, by Garry J. Moes p. 9, 25-28 (stop at Catholicism)**

LOWER GRAMMAR READING

- ☐ **Broken Shields, by Claudia Burr et. Al.**
- ☐ **Musicians of the Sun by Gerald McDermott**

UPPER GRAMMAR READING

- ☐ **Invitation to the Classics, p 113-116**
- ☐ **The Usborne Internet-Linked Medieval World, p 78-85**
- ☐ **The Story of Europe, by H.E. Marshall, p 282-288 Stop at Galileo.**

DIALECTIC READING

- ☐ The Captive by Scott O'Dell
- ☐ Famous Men of the Renaissance and Reformation Chapters 6-9
- ☐ The World of Columbus and Sons, by Genevieve Foster, 243-277

RHETORIC READING

- ☐ The History Atlas of Africa, by Samuel Kasule, 69-71
- ☐ Westward Ho! By Charles Kingsley (Week 2 of 2)
- ☐ Church History in Plain Language 280 - 290
- ☐ Invitation to the Classics by Louise Cowan and Os Guinness 131-134

Lower Grammar Words

causeway

territory

sentry

conquer

pueblo

Upper Grammar Words (All Lower Grammar Words +)

excursion

lavatories

culinary

maize

venison

tortilla

codices

shrine

fiesta

quinoa

Lower Grammar People

Hernando Cortez

Montezuma

Francisco Pizarro

Upper Grammar People (All LG people +)

Hernando de Soto

Francisco Vasquez de Coronado

Rhetoric and Dialectic Biography

Pedro de Alvarado

Nicolaus Copernicus

Titian

Tintoretto

Dialectic & Rhetoric Questions

ACCOUNTABILITY QUESTIONS

1. This week, you will learn about the advanced cultures of the Incas and Aztecs, the two largest civilizations that the Spaniards confronted and conquered in the New World. Your reading focuses on the Aztecs, so be sure to take some time to find out about the Incas as well, searching through websites linked to the History page of the Tapestry website, library books, or even our Teacher's Notes. From your research, fill out the chart on page 20 (or an expanded copy of it) and bring it to your discussion time.

THINKING QUESTIONS

2. All societies must discover how to survive physically, relate to each other, and worship. As you filled out the chart on page 20, and as you read about the Aztecs and Incas, what struck you about the way these people organized their society? Compare and contrast their practices with your own society. Prepare to share three similarities and three differences during your discussion time.
3. Compare and contrast Spanish culture with that of the Incans or the Aztecs (using a Venn diagram if you like). What Aztec or Incan customs would have astonished, horrified, or amazed the Spaniards of the early 1500's as they encountered them? What customs or aspects of Spanish culture would have amazed or horrified the Aztecs?
4. Tenochtitlan, the Aztec governmental administration, and the Incan empire were all as advanced in social and governmental form as any culture in Europe. Yet they had almost no knowledge of metallurgy: no metal tools or weapons. What tangible differences does metal make in your life? In light of these differences, what is your impression of the intelligence of the Aztec and Incan peoples? Did their natural abilities make them good? Why or why not?