

under Catholic control and her service to the church, led Pope Alexander VI to name them the “Catholic Monarchs.” This religious fervor, however, led to one of the darkest aspects of Isabella’s reign: the Spanish Inquisition.

While it was only one of many inquisitions (specialized tribunals set up to find and either convert or punish “heretics”) in church history, the Spanish Inquisition is infamous for its scope (over 100,000 may have been interrogated) and for the inquisitors’ liberal use of torture devices, particularly the rack, on suspected heretics. Isabella convinced the pope to allow her to set up and administer an inquisition in Castile in 1478, and a few years later Ferdinand allowed it to be expanded to Aragon (this time over the objections of the pope, who was concerned about what direction the Inquisition was taking). Isabella herself took major steps in 1492, when she cast all the Jews who would not convert out of Spain, and ten years later when she did the same thing for the Muslims living in her kingdoms, reneging on her earlier promise.

Queen Isabella’s status remains controversial. On the one hand, she was a ruler who made her own nation infinitely stronger and was beloved by her Catholic subjects for her benevolent treatment of them. On the other, she allowed people both in her nation and in the New World to suffer greatly in the name of Christ and her kingdom. That said, regardless of what one feels about Isabella, her decisions have fundamentally impacted the world we live in.

PAGE 311

Standards 1.1, 1.2, 3.1, 3.2, 4.1

Workbook Exercise 6

► EXERCISE 3 ANSWERS

1. When the words of Columbus had been heard, the sailors decided to wait for three more days.
2. When/since no land had been seen for many days, the sailors no longer wanted to hope.
3. While Martín was reading the letter of Columbus, the inhabitants were waiting.
4. Although all the sailors wanted to go back to Spain, Columbus however thought that a few Spaniards should stay on that island.
5. “While many soldiers and sailors are away,” said Martín, “the few Spaniards left among such a crowd of the inhabitants will be situated in very great danger.”



TEACHING TIP

If students need additional practice with ablative absolutes, this exercise may help. If the teacher chooses to do this exercise in an oral format, then read each phrase aloud. Alternatively, the teacher may dictate these phrases so that students can complete the exercise in a written format. After the students have heard or written these phrases, instruct them to combine the words into an ablative absolute that conveys a sensible thought. Students will need to decide whether a present participle which has an active sense in an ablative absolute or a perfect passive participle which has a passive sense will present a meaningful thought. In some cases there is no participle to use in the ablative absolute (see the bottom of p. 307 [SE]). The teacher may choose to ask for a translation of the newly formed ablative absolutes. Students should be instructed to use a literal translation for these ablative absolutes since there is no sentence to accompany the phrases. The words used in this exercise have been taken from the chapter 13 Vocabulary to Learn and the Review 4 Vocabulary to Know.