

The Renaissance: The Rebirth of Ideas

Grade Level or Special Area: Fifth Grade Social Studies

Written by: Angelica Rodriguez, Roscoe Wilson Elementary; Abby Cranford, Wheelock Elementary, Hattye Ramsey, Roscoe Wilson Elementary

Length of Unit: 10 Lessons; 3 Week Unit

I. ABSTRACT

- A.** The focus of this unit is for students to develop a historical understanding of the Renaissance, and realize that contributions from important individuals during this time had an impact on the present as well as in the past. Through the study of these individuals, the students will learn to appreciate ideals and values expressed during the Renaissance through various mediums. By accessing prior knowledge and incorporating various skills and strategies, the students will cultivate an understanding of the advances in culture and life during the Renaissance.

II. OVERVIEW

A. Concept Objectives

1. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
2. The student understands and appreciates the relationship between the arts and the times during which they were created. (Adapted TEKS SS-5.22)

B. Content from the *Core Knowledge Sequence*

1. The Renaissance pg. 114
 - a. Islamic scholars translate Greek works and so help preserve classical civilization
 - b. A “rebirth” of ideas from ancient Greece and Rome
 - c. New trade and new wealth
 - d. Italian city states: Venice, Florence, Rome
 - e. Patron of the arts and learning
 1. The Medici family and Florence
 2. The Popes and Rome
 - f. Leonardo da Vinci, Michelangelo
 - g. Renaissance ideals and values as embodied in:
 1. *The Courtier* by Castiglione: the “Renaissance man”
 2. *The Prince* by Machiavelli: real world politics
2. Art of the Renaissance pg. 119
 - a. The shift in world view from Medieval to Renaissance art, a new emphasis on humanity and the natural world
 - b. Observe and discuss works in different genres- such as portrait, fresco, Madonna- by Italian Renaissance artists including:
 1. Leonardo da Vinci: *The Proportions of Man, Mona Lisa, The Last Supper*
 2. Michelangelo: Ceiling of the Sistine Chapel

C. Skill Objectives

1. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
2. The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture. (Adapted TEKS-SS 5.13B)
3. The student is expected to organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS SS-5.25C)
4. The student is expected to identify significant examples of art, music, and literature from various periods of the Renaissance. (Adapted TEKS-SS 5.22A)

5. The student is expected to explain how examples of art, music and literature reflect the times during which they were created. (TEKS-SS 5.22B)
6. The student is expected to identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers. (TEKS-Visual Arts 5.1B)
7. The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions. (TEKS-ELA 5.13C)
8. The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve. (TEKS- ELA 5.15A)
9. The student is expected offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS- ELA 5.11A)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Rats, Bulls, and Flying Machines: A History of the Renaissance and Reformation* by Deborah Mazzotta Prum
 2. *Pearson Learning Core Knowledge: History and Geography*
 3. *What Your 5th Grader Needs to Know* by E.D. Hirsch
- B. For Students
 1. 2nd Grade- Ancient Greece (pg. 48)- Great Thinkers: Socrates, Plato, Aristotle
 2. 3rd Grade- Ancient Rome (pg. 70)- Background
 3. 4th Grade- Europe in the Middle Ages (pg. 91)

IV. RESOURCES

- A. Overhead Projector
- B. Internet Access
- C. Art supplies including construction paper, paints, colored pencils and markers

V. LESSONS

Lesson One: Islamic Scholars (1 Day)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
 2. Lesson Content
 - A. The Renaissance (pg. 114)
 1. Islamic scholars translate Greek works and so help preserve classical civilization
 3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - b. The student is expected to organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS SS-5.25C)
- B. *Materials*
 1. Overhead Projector
 2. Appendix A-1 Pre-Renaissance Flow Chart
 3. Appendix A-2 Pre-Renaissance Flow Chart Answer Key
- C. *Key Vocabulary*
 1. Scholar: a learned person; a student or pupil
 2. Islam: a religion founded by Mohammad

3. Muslim: followers of the Islamic religion
- D. *Procedures/Activities*
1. Access prior knowledge on the Middle Ages in Europe- list items of discussion on the board.
 2. Hand out worksheet on Pre-Renaissance. (Appendix A-1)
 3. Using an overhead projector, fill in the blanks together, discussing the implications of each contribution.
- E. *Assessment/Evaluation*
1. On the back of the Pre-Renaissance worksheet (Appendix A-1), have the students write down which contribution they feel is the most important, and tell, in their own words, why they feel this way

Lesson Two: A “Rebirth” of Ideas (2 Days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
 2. Lesson Content
 - a. The Renaissance (pg. 114)
 1. A “rebirth” of ideas from ancient Greece and Rome (pg. 114)
 3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - b. The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture. (Adapted TEKS-SS 5.13B)
 - c. The student is expected to organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS SS-5.25C)
- B. *Materials*
1. Overhead Projector
 2. Colored Pencils or Markers
 3. Appendix B-1 Beginning of Renaissance Sheet
 4. Appendix B-2 Beginning of the Renaissance Answer Key
 5. Appendix B-3 Adages
 6. Appendix B-4 Adages Worksheet for Students
 7. Appendix B-5 Adages Rubric
 8. Appendix B-6 (for optional extension) Sayings and Phrases Applicable to the Renaissance
- C. *Key Vocabulary*
1. Renaissance: a rebirth; revival of learning in Europe throughout the 14th, 15th, and 16th centuries
 2. Humanist: a scholar studying the humanities
 3. Adages: an old saying; proverb
- D. *Procedures/Activities*
1. Give each student a worksheet (Appendix B-1).
 2. Use the Answer Key (Appendix B-2) to guide the student through the worksheet.
 3. Introduce Adages by using a transparency of Appendix B-3.
 4. Using Appendix B-4, have students fill in each column, figurative and literal, for two adages from the list.

5. **Optional Extension:** Appendix B-6 can be used as an extension of this lesson throughout the unit within social studies or language arts curriculum.
- E. *Assessment/Evaluation*
1. Review and grade the Adage worksheet using the checklist provided (Appendix B-5).

Lesson Three: Italian City-States (1Day)

1. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
 2. Lesson Content
 - A. The Renaissance (pg. 114)
 1. New trade and new wealth
 2. Italian city states: Venice, Florence, Rome
 3. Skill Objective(s)
 - c. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - d. The student is expected to organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS SS-5.25C)
2. *Materials*
 1. Overhead Projector
 2. Appendix C-1 Map of Italy during the Renaissance
 4. Colored pencils
3. *Key Vocabulary*
 1. City-state: a sovereign state consisting of an independent city and its surrounding territory.
 2. Peninsula: a piece of land that projects into a body of water and is connected with the mainland by an isthmus
 3. Merchant: a person whose occupation is the wholesale purchase and retail sale of goods for profit
4. *Procedures/Activities*
 1. Have an overhead of the map of Italy during the Renaissance (Appendix C-1) on the overhead. Explain the term peninsula, and discuss how Italy is a peninsula. Also, have the students infer why trade would be easy for Italy. *The point you should steer them to, is that trade by water is typically easier by land. Since Italy is surrounded on three sides by water, boats were able to go to almost any part of the country. People in Italy were able to sell their own products easier to others. Also, cultures spread when people trade.*
 2. Give each student a copy of the map. (Appendix C-1) Explain what a city-state is, and how the government of Italy was set up. Compare the city-states to the states in the United States. Have them label along with you each city-state, as well as the Adriatic Sea.
 3. Color only the city-states and water to show the birthplace or cradle of the Renaissance. The students can do this independently, or the teacher can do this with the students. Emphasize that Florence is where the Renaissance flourished.
5. *Assessment/Evaluation*
 1. Have the students define the term “city-state” at the bottom of their map in their own words. Then, have them retell why Venice was considered the “Jewel of the Adriatic” in a few (2-3) sentences at the bottom or on the back of their map to see that they grasp the material.

Lesson Four: The Medici Family and Florence (1 Day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
2. Lesson Content
 - A. The Renaissance (pg. 114)
 1. Patron of the arts and learning
 - a. The Medici family and Florence
3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)

B. *Materials*

1. Appendix D-1a and D-1b Which Medici Are You? Quiz
2. Appendix D-2 Medici Family Information Sheet
3. Appendix D-3 The Medici Family: Which One Are You?
4. Appendix D-4 Medici Quiz
5. Appendix D-5 Medici Quiz Answer Key
6. Overhead Projector
7. Internet Connection that can either be displayed on a larger screen for the class, or multiple computers that the students can use. (For Extended Lesson)

C. *Key Vocabulary*

1. Patron: wealthy person who supports an artist

D. *Procedures/Activities*

1. Introduce the word “patron” to the class. Define it, and explain that patrons were a very important part of the Renaissance.
2. Refer back to the map from the previous lesson, concentrating on Florence. Florence was the place where the Renaissance thrived thanks to patrons, and a wealthy family called the Medici family.
3. Disburse the Which Medici am I? quiz to the students (Appendix D-1a and Appendix D-1b), not revealing the title. Tell them to answer, honestly, each question. After they are finished have them count how many A’s, B’s, and C’s they answered, filling in the blanks at the end of the quiz.
4. Give each student a copy of the results, so they can find out which member of the Medici family they are most like. (Appendix D-2)
5. Give them the graphic organizer (Appendix D-3). Have them list three facts about the Medici family member they were most like in the correct box. For anyone who finishes quickly, they may go ahead and fill out the boxes for the other two members of the Medici family.
6. As a class, fill out each box, taking volunteers to give you facts. Take the facts from the students who were most like each certain member. As you go over each one, the others who were not most like that person will fill in their box. Everyone should have at least three facts in each box when the lesson is over.
7. **Optional Extension:** you can lead the class on an interactive tour of Florence, on the following PBS website:
<http://www.pbs.org/empires/medici/florence/index.html>
This site has pictures of buildings and aspects of Florence and explains how each one relates to the Medici family.

E. *Assessment/Evaluation*

1. Through discussion the teacher should informally assess the students’ understanding.
2. Appendix D-4 is a short multiple choice test that is given based on the facts about the Medici family. (For answer key to quiz, see Appendix D-5)

Lesson Five: The Popes and the Renaissance (2 Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
2. Lesson Content
 - A. The Renaissance
 1. Patrons of the arts and learning
 - a. The Popes and Rome
3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - b. The student is expected to organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps. (TEKS SS-5.25C)
 - c. The student is expected to identify significant examples of art, music, and literature from various periods of the Renaissance. (Adapted TEKS-SS 5.22A)
 - d. The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions. (TEKS-ELA 5.13C)

B. *Materials*

1. Encyclopedias
2. Internet Access
3. Appendix E-1a, E-1b, and E-1c The Catholic Church
4. Appendix E-2 The Catholic Church Answer Key

C. *Key Vocabulary*

1. Infallible: incapable of error
2. Pope: leader of the Catholic Church
3. Nepotism: favoritism shown in hiring a relative

D. *Procedures/Activities*

1. Discuss the Catholic Church during the Renaissance as:
 - a. First and only Christian church in the world
 - b. Church served as a form of government in Italy
2. Jigsaw strategy will be used to research small sections of the Catholic Church and the Popes. Use Appendix E-1a, E-1b, and E-1c.
3. Divide the class into **six** small groups and assign each group a subtitle from the handouts. Each subtitle lists a resource to locate the information.
4. When each group has completed their section, they will share their information with the rest of the class out loud so the teacher can monitor their responses.
5. Discuss each section with the class as each is completed, allowing them to write additional notes in the margins, if necessary.

E. *Assessment/Evaluation*

1. Each student will receive a participation grade through observation during the research process.
2. Correctness of information will be monitored as the students share their responses aloud.

Lesson Six: Michelangelo (2 Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
 - b. The student understands the relationship between the arts and the times during which they were created. (TEKS SS-5.22)
2. Lesson Content
 - a. Michelangelo
 - b. Michelangelo: Ceiling of the Sistine Chapel
3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - b. The student is expected to identify significant examples of art, music, and literature from various periods of the Renaissance. (Adapted TEKS-SS 5.22A)
 - c. The student is expected to explain how examples of art, music and literature reflect the times during which they were created. (TEKS-SS 5.22B)
 - d. The student is expected to identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers. (TEKS-Visual Arts 5.1B)
 - e. The student is expected to compare cultural themes honoring history and traditions in artwork. (Adapted TEKS-Visual Arts 5.3B)

B. *Materials*

1. Appendix F-1 Michelangelo Sheet
2. Appendix F-2 Michelangelo Answer Key
3. Appendix F-3 Making a Classroom Fresco (to be prepared prior to this lesson)
3. Internet Access
4. Plain white paper or white construction paper
5. Tape

C. *Key Vocabulary*

1. Scaffold: raised platform for work
2. Tomb: vault or grave for burial
3. Occupation: regular employment

D. *Procedures/Activities*

1. **Before the Lesson:** Prepare Appendix F-3, make the “fresco” squares prior to this lesson, so they can be shown to the students. They will be used later in the unit.
2. List a few great Renaissance artists on the board, and ask which ones they are familiar with. (Donatello, Michelangelo, Leonardo, Raphael)
3. Pass out a copy of Appendix F-1 to each student, and have an overhead transparency made so the teacher can fill in the blanks with the students.
4. Discuss each section as it is completed. Pay particular attention to the last section on painting the Sistine Chapel.
5. Ask the students to write down what kinds of problems they might run into if they had to paint a portrait while lying on their back.
6. Have students tape a blank sheet of paper to the bottom of their desk.
7. Students will lie on their backs under their desk and attempt to draw a picture of a church or castle. This will take approximately 15 minutes.
8. Allow students to show their work to the class, explaining one of the complications they had.

E. *Assessment/Evaluation*

1. The students will be monitored by the teacher as they complete their artwork under their desk.

Lesson Seven: Leonardo da Vinci- Renaissance Man (1 Day)

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
 - b. The student understands the relationship between the arts and the times during which they were created. (TEKS SS-5.22)
2. Lesson Content
 - A. The Renaissance
 1. Leonardo da Vinci
 - B. Art of the Renaissance
 1. Leonardo da Vinci: *The Proportions of Man, Mona Lisa, The Last Supper*
3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)

B. Materials

1. Appendix G-1 Leonardo da Vinci's Resume (blank)
2. Appendix G-2 Leonardo da Vinci's Resume (filled in)
3. Appendix G-3 Michelangelo/Leonardo Quiz
4. *Pearson Learning Core Knowledge: History and Geography* pages 58-60

C. Key Vocabulary

1. Apprentice: someone who agreed to live and work for another for a specific period in return for instruction in a trade or craft
2. Renaissance Man: one who is highly skilled and has broad interests in many or all of the arts and sciences
3. Résumé: a summary of your academic work and achievements

D. Procedures/Activities

1. Ask the students if they have ever heard of Leonardo da Vinci. Have a short discussion about what their prior knowledge about him.
2. Have students get into pairs. Give each student a blank copy of Leonardo da Vinci's résumé (Appendix G-1) and an using the Pearson book they should fill out the résumé. Any resource on Leonardo da Vinci may be used in place of the information sheet. Explain to them what a résumé is and what it is used for. Go over each individual aspect of the résumé, and tell the students exactly what you are looking for on each part.
3. Let each pair work together to fill out Leonardo's résumé. Remind them that they must use the 1st person, as if they were Leonardo themselves to fill out the résumé
4. You may go over the résumé as a class when the majority is finished.
5. After the assignment is completed, give each student a Michelangelo and Leonardo quiz. (Appendix G-4)

E. Assessment/Evaluation

1. Monitor each pair as they are working. They should be discussing and working as a team to finish the assignment.
2. For the last ten minutes of class, give each student the Michelangelo and Leonardo quiz. (Appendix G-4 and Appendix G-5)

Lesson Eight: Mona Lisa and Other Works of Art from the Renaissance. (1 Day)

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands and appreciates the relationship between the arts and the times during which they were created. (Adapted TEKS SS-5.22)
2. Lesson Content
 - A. Art of the Renaissance
 1. Leonardo da Vinci: *The Proportions of Man, Mona Lisa, The Last Supper*
3. Skill Objective(s)
 - a. The student is expected offer observations, make connections, react, speculate, interpret, and raise questions in response to texts. (TEKS- ELA 5.11A)
 - b. The student is expected to identify significant examples of art, music, and literature from various periods of the Renaissance. (Adapted TEKS-SS 5.22A)

B. Materials

1. *Katie and the Mona Lisa* by James Mayhew
2. Copies of the following paintings, in any size:
 - a. *Mona Lisa* by Leonardo da Vinci
 - b. *An Angel with a Lute* by an Associate of Leonardo da Vinci's
 - c. *St. George and the Dragon* by Raphael
 - d. *Primavera* by Sandro Botticelli
 - e. *The Lion of St. Mark* by Vittore Carpaccio
3. Appendix H-1 Information Sheet: Renaissance Paintings

C. Key Vocabulary

1. Masterpiece: an outstanding work of art or craft
2. Lyrics: the words to a song

D. Procedures/Activities

1. First, start a discussion about art during the Renaissance, making sure to touch on such points as artists reverting back to the Ancient Greeks and Romans, artists painting to please their patrons, and also bring up such parts as perspective that have been discussed in previous lessons.
4. Use *Mona Lisa* as an example. Show the class the painting. Discuss with them the perspective, the subject, and the circumstances surrounding the painting. Ask the students what they notice. Ask the students such questions as: what do you think makes *Mona Lisa* smile?
5. Read the class *Katie and the Mona Lisa* by James Mayhew. As you come to each different painting, discuss different aspects of it.
6. Now, you will need the class to be in four groups, one for each different painting. You can choose to do this however you wish, whether they choose or you assign them into groups. Give each group a different painting. They are going to write the lyrics to a simple song using aspects of the painting they are given.
7. Use the example of *Mona Lisa* to model for the students what is expected of them. First, along with the students, fill in the information sheet on *Mona Lisa*. Then, show the students the example of the song about *Mona Lisa* to the tune of "O Susanna."
8. Have each group work together to fill in the information sheet on their painting. The back of the book *Katie and the Mona Lisa* has useful information for each painting that the students can use to fill in their sheets.
9. The students should work in their group to make up the songs. Give them the list of common songs (Appendix H-2) to use. They will change the lyrics to be about the painting they were given.
10. Each group will sing their song to the class, and teach the class their lyrics. They must also explain why they chose the lyrics they did and how they correspond to the painting.

- E. *Assessment/Evaluation*
1. Constant monitoring of group work is needed. The teacher must keep a close supervision on the students in groups to make sure every member is participating and understanding the task.
 2. Use Appendix H-3 to evaluate each song. Give each group a copy of the checklist before they begin in order for them to know what you expect of them.

Lesson Nine: Making a Fresco (1 Day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - e. The student understands and appreciates the relationship between the arts and the times during which they were created. (Adapted TEKS SS-5.22)
 2. Lesson Content
 - A. Art of the Renaissance
 1. Observe and discuss works in different genres- such as portrait, fresco, Madonna- by Italian Renaissance artists
 3. Skill Objective(s)
 - a. The student is expected to identify significant examples of art, music, and literature from various periods of the Renaissance. (Adapted TEKS-SS 5.22A)
 - b. The student is expected to identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers. (TEKS-Visual Arts 5.1B)
- B. *Materials*
1. Joint compound squares prepared in advance from lesson 6
 2. Tempera paint
 3. Small paintbrushes
 4. Disposable cups for water
 5. Newspaper
 6. A large copy of *The Last Supper*
- C. *Key Vocabulary*
1. Spatial: of, relating to, involving, or having the nature of space.
- D. *Procedures/Activities*
1. **Before the lesson:** Have newspaper and paint supplies readily available at each table group.
 2. **Before the lesson:** Take a large copy of *The Last Supper* and cut it into equal size squares. Make sure that there are enough for each student. It is okay to have extra squares, but you must have the same amount of fresco squares as you do squares from the painting.
 3. Explain to the students they will be replicating the fresco onto their fresco squares. They will later be put together like pieces of a puzzle.
 4. Give them each a square from the painting and a fresco square. Have them study this closely. They are to paint exactly and only what is on their painting square onto their fresco square. Remind them to pay careful attention to spatial restraints.
 5. There will be extra squares that need to be painted, so have the students who finish quickly do another square.
 6. Let the frescos dry. You can put them together using stick pins onto a bulletin board, or glue them onto a different board of your choosing.
- E. *Assessment/Evaluation*
1. Students may be needing help getting their square just right. The teacher must monitor their progress at all times, making sure students are staying on task, participating, and succeeding at the project.

Lesson Ten: Machiavelli and Castiglione: Two “How To” Men (2 Days)

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands important issues, events, and individuals of the Renaissance in Europe. (Adapted TEKS-SS 5.5)
2. Lesson Content
 - A. The Renaissance
 1. Renaissance ideals and values as embodied in:
 - a. *The Courtier* by Castiglione: the “Renaissance man”
 - b. *The Prince* by Machiavelli: real world politics
3. Skill Objective(s)
 - a. The student is expected to identify the contributions of significant individuals during the Renaissance. (Adapted TEKS-SS 5.10A)
 - b. The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions. (TEKS-ELA 5.13C)
 - c. The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve. (TEKS- ELA 5.15A)

B. Materials

1. Appendix I-1 2 “How-To” Men
2. Appendix I-2 How-To Booklet
3. Appendix I-3 How-To Journal Rubric
4. Overhead Projector
5. White paper
6. Colored paper

C. Key Vocabulary

1. Diplomat: one who represents a government in its relationship with other governments.
2. Courtier: an attendant in the court of a ruler
3. Machiavellian: a person who is dishonest and crafty

D. Procedures/Activities

1. Explain that just as we have advice columns/ TV shows that give people advice on various things, there were also books written during the Renaissance that were used for the same reason: to give advice. Reiterate that the middle class was suddenly coming into money/wealth, so there was a need for this information.
2. Put a transparency of Appendix I-1 on the overhead and go through each section, explaining and discussing the information aloud.
3. When all the information has been reviewed, pose the following question to your students:

“With all that you have learned thus far about the Renaissance, let us suppose that tomorrow you were taking a trip back in time. You will only be allowed to take a journal, which you have written for yourself before your trip, and will remember nothing else about the Renaissance. What 2 pieces of advice will you choose to take with you?”
4. You may choose to brainstorm aloud, writing various answers on the board, or you may choose to have students work in small groups.
5. Have students write their 2 pieces of advice on a piece of paper, elaborating between 3-5 sentences for each. They must explain the importance of the information in their journal for the trip.

6. Have students put their ideas in a “How To Survive the Renaissance” journal for their trip, as instructed on Appendix I-2. The final product will contain a colored boarder inside the booklet and a colorful title on the front page.

E. *Assessment/Evaluation*

1. Follow rubric for journal. (Appendix I-3)

VI. CULMINATING ACTIVITY

None

VII. HANDOUTS/WORKSHEETS

- | | |
|-------------------|---|
| 1. Appendix A-1 | Pre-Renaissance Flow Chart |
| 2. Appendix A-2 | Pre-Renaissance Flow Chart Answer Key |
| 3. Appendix B-1 | Beginning of the Renaissance Sheet |
| 4. Appendix B-2 | Beginning of the Renaissance Answer Key |
| 5. Appendix B-3 | Adages |
| 6. Appendix B-4 | Adages Worksheet for Students |
| 7. Appendix B-5 | Adages Rubric |
| 8. Appendix B-6 | Sayings and Phrases Applicable to the Renaissance |
| 9. Appendix C-1 | Map of Italy during the Renaissance |
| 10. Appendix D-1a | Which Medici Are You? Quiz (page one) |
| 11. Appendix D-1b | Which Medici Are You? Quiz (page two) |
| 12. Appendix D-2 | Medici Family Information Sheet |
| 13. Appendix D-3 | The Medici Family: Which One Are You? |
| 14. Appendix D-4 | Medici Quiz |
| 15. Appendix D-5 | Medici Quiz Answer Key |
| 16. Appendix E-1a | The Catholic Church (page one) |
| 17. Appendix E-1b | The Catholic Church (page two) |
| 18. Appendix E-1c | The Catholic Church (page three) |
| 19. Appendix E-2 | The Catholic Church Answer Key |
| 20. Appendix F-1 | Michelangelo Sheet |
| 21. Appendix F-2 | Michelangelo Answer Key |
| 22. Appendix F-3 | Making a Classroom Fresco |
| 23. Appendix G-1 | Leonardo da Vinci’s Resume (blank) |
| 24. Appendix G-2 | Leonardo da Vinci’s Resume (filled in) |
| 25. Appendix G-3 | Michelangelo/Leonardo Quiz |
| 26. Appendix G-4 | Answer Key for Michelangelo/Leonardo Quiz |
| 27. Appendix H-1 | Information Sheet: Renaissance Paintings |
| 28. Appendix H-2 | Common Tunes and Example of Renaissance Song |
| 29. Appendix H-3 | Checklist for Renaissance Painting Song |
| 30. Appendix I-1 | 2 “How-To” Men |
| 31. Appendix I-2 | How-To Booklet |
| 32. Appendix I-3 | How-To Journal Rubric. |

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PRE-RENAISSANCE

WHEN:

WHO:

DID WHAT:

Diagram illustrating the relationship between the three categories: DID WHAT, WHO, and WHEN. The categories are arranged vertically. The 'DID WHAT' category is on the left, followed by 'WHO', and 'WHEN' on the right. Arrows indicate a flow of information from 'DID WHAT' to 'WHO', and from 'WHO' to 'WHEN'. Below the 'DID WHAT' label, there are seven empty rectangular boxes, each with an arrow pointing towards the 'DID WHAT' bar, suggesting a list of events or actions.

Appendix A-1

Appendix A-2

Answer Sheet: PRE-RENAISSANCE Flow-chart

WHEN: During the Dark Ages in Europe/AD 1000
Before voyages of Exploration

WHO: Islamic Scholars (Religion)/Muslims (Followers of Islamic Religion)

WHAT: Made achievements which helped advance Renaissance movement.

CONTRIBUTIONS:

1. 9th Century scholar wrote books on Math. Math book: “al jabr” = algebra
2. Translated many works by ancient Greek Philosophers and scientists in to Arabic.
3. Muslim astronomers built on work of Greeks
Concluded Earth is round before Columbus sailed.
4. Muslim Thinker Ibn Sina built on work of Aristotle.
Contributions to medicine and disease treatment
5. Muslims in Spain had centers of Islamic Art and Learning.
City of Cordoba had 70 libraries w/100's of books
6. Scholars from Baghdad met and exchanged ideas w/scholars from Western Europe.
7. Muslim city of Toledo: Muslims worked w/Jews & Christians to collect and translate Greek works into Arabic & Latin. (Latin: dominant language of learning in Europe)

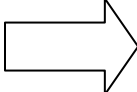
Appendix B-1

The Beginning of the Renaissance
1400's

Portugal & Spain  exploration of _____

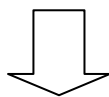
CAUSE: _____

EFFECT: _____

ITALY  exploration of _____
Renaissance is Latin for " _____ "

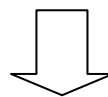
Movement from:

Middle Ages



Age of _____

Renaissance



Age of _____

ERASMUS

The greatest scholar of the Northern Renaissance

Joined the Humanist Movement

Humanist: _____

2 Greatest Accomplishments:

- 1.
- 2.

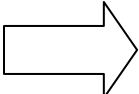
Appendix B-2

Answer Key: The Beginning of the Renaissance

Portugal & Spain  exploration of new land/discovery

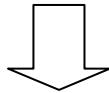
CAUSE: When towns began to develop, people bought & sold many goods and services.

EFFECT: People became wealthier, middle class relied less on the rich, and sought to educate themselves.

ITALY  exploration of new ideas & attitudes
Renaissance is Latin for "rebirth"

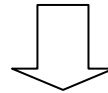
Movement from:

Middle Ages



Age of faith in God & heaven

Renaissance



Age of humanity
(Science/language/literature)

ERASMUS

The greatest scholar/humanist of the Northern Renaissance

Humanist: scholars that studied the humanities including history, languages and literature

2 Greatest Accomplishments:

1. Made new translation of the Greek Testament into Latin
(Latin was the dominant language of learning in Europe)
2. Translated a collection of Proverbs/Sayings from the ancient world.
Book: Adages

Appendix B-3

ADAGES

Translated by Erasmus
from Ancient Text

Crocodile Tears

God helps those who help themselves
field

The cart before the horse

One swallow doesn't make a summer

To have one foot in the grave

I'll sleep on it

To die laughing
mouth

Like father, like son

He blows his own trumpet

No sooner said than done

Eyes in the back of his head

You made this dish and you must eat it

To leave no stone unturned

The grass is greener in the next

A rare bird

To dirty one's own nest

To be in the same boat

To break the ice

Don't look a gift horse in the

Clothes make the man

To start from scratch

Spoon-feeding

One hand washes the other

From head to heel

Between a stone and a shrine. [rather like our 'between a rock and a hard place']

Like teaching an old man a new language [like our "Can't teach an old dog new tricks"]

Appendix B-4

Name: _____

ADAGES

Adage #1:

| <u>FIGURATIVE</u> | <u>LITERAL</u> (picture) |
|-------------------|--------------------------|
| | |

Adage #2:

| <u>FIGURATIVE</u> | <u>LITERAL</u> (picture) |
|-------------------|--------------------------|
| | |

Appendix B-5

NAME: _____

RUBRIC: Adages

Adage #1: The grass is always greener...

- 1. Complete Sentence/Meaning (10) _____
- 2. Spelling/Grammar (5) _____
- 3. Relevant Illustration (10) _____
- 4. Illustration in Color (5) _____
- 5. Figurative/Literal Correctness (10) _____

Advice #2: _____

- 1. Complete Sentence/Meaning (10) _____
- 2. Spelling/Grammar (5) _____
- 3. Relevant Illustration (10) _____
- 4. Illustration in Color (5) _____
- 5. Figurative/Literal Correctness (10) _____

Participation

- 1. Project turned in on time (10) _____
- 2. Used class time wisely (10) _____

Additional Comments:

GRADE: _____

NAME: _____

RUBRIC: Adages

Adage #1: The grass is always greener...

- 1. Complete Sentence/Meaning (10) _____
- 2. Spelling/Grammar (5) _____
- 3. Relevant Illustration (10) _____
- 4. Illustration in Color (5) _____
- 5. Figurative/Literal Correctness (10) _____

Advice #2: _____

- 1. Complete Sentence/Meaning (10) _____
- 2. Spelling/Grammar (5) _____
- 3. Relevant Illustration (10) _____
- 4. Illustration in Color (5) _____
- 5. Figurative/Literal Correctness (10) _____

Participation

- 1. Project turned in on time (10) _____
- 2. Used class time wisely (10) _____

Additional Comments:

GRADE: _____

Appendix B-6

Sayings and Phrases Applicable to the Renaissance

Note: While these are only suggestions, there can be ways to incorporate other Sayings and Phrases. Each should not be presented before its relevant explanation.

A. RENAISSANCE

The Grass is always Greener on the Other Side of the Hill

After the Middle Ages, people sought to better themselves through educational means, studying the great works of Ancient Greece and Rome.

Great Oaks from Little Acorns Grow

Islamic Scholars were a small group that kept the educational movement growing. From their translations and other works, knowledge spread throughout Italy and Europe.

Well Begun is Half Done

The Islamic Scholars began many of the translations that Erasmus continued to expand upon.

Few and Far Between

Educational materials, especially books, were a rarity due to the manner in which books were copied.

B. REFORMATION

Out of the Frying Pan and into the Fire

While the Catholic Church was experiencing dissatisfaction from its members, they further hurt their organization by selling indulges to make money for the church.

When in Rome, Do As the Romans Do

As the Renaissance spread throughout Europe, others followed by example. Merchants visiting Italy took much of what they saw back to their homelands.

It's Never Too Late to Mend

While the Catholic Church was experiencing dissatisfaction from its members, Ignatius of Loyola helped to reform the church, thus keeping its membership from declining.

Appendix C-1



Appendix D-1a

Please circle the best answer that fits you.

1. Do you like history or social studies?

A. Yes

B. Sort of, I do not love it or hate it

C. Not really, I am more interested in what is going on now

2. How do you want to make money someday?

A. Have a good business that makes a lot of money

B. Inherit money and spend it wastefully

C. I'll borrow money or sell something that is not mine to sell

3. Do you want to be the most popular person around?

A. I would rather help other people become popular and be their friends

B. I want to be the only popular person, but I will probably not have a problem because people like me

C. If I have money I will just buy popularity

Appendix D-1b

4. Which one of these is most important to you?
- A. School and money
 - B. School and art class
 - C. Being popular and having nice stuff
5. How do you think government should be?
- A. A democracy, the people should run the government
 - B. Ruled by one person, like a king
 - C. The church should rule the people, as long as I am a part of it
6. What would you rather do?
- A. Go to a museum
 - B. Play sports
 - C. Go to the mall and use credit cards to buy everything I want
-

Now fill in the blanks below:

Count how many A's you have and put that number in this blank _____

Count how many B's you have and put that number in this blank _____

Count how many C's you have and put that number in this blank _____

Appendix D-2

Quiz: Which Medici are you?

Medici Information Sheet

Mostly A's: Cosimo de Medici

Congratulations! You are most like Cosimo de Medici! Cosimo was a great businessman. He helped keep his family in power and even made them wealthier by keeping their bank running. He valued education, and appreciated the ancient Roman and Greek civilizations. Because of this, Cosimo was a patron of the arts. Some of the greatest achievements in art were made because he used his wealth and money to support artists. He never ruled Florence, but he used his money to get his friends into power. Since you are like Cosimo, people want to be friends with you, and many people admire you.

Mostly B's: Lorenzo the Magnificent

Congratulations! You are Lorenzo Medici or Lorenzo the Magnificent as he was called. Lorenzo was not smart at business like his grandfather, Cosimo. Lorenzo loved to play sports and have fun. Lorenzo did not want much responsibility when he was young because he would rather be enjoying himself with friends. However, as he grew up, he found out that you had to have responsibility in order to stay wealthy. After someone tried to kill him, Lorenzo took charge. He was a good leader who kept Florence peaceful and prevented war. He loved art, and art thrived under his rule. He was also a patron who funded some of the best artists, including Michelangelo. Lorenzo was popular and well liked.




Mostly C's: Giovanni Medici or Pope Leo X

Congratulations! You are Giovanni Medici, who later became Pope Leo X. He was born Giovanni Medici, the son of Lorenzo the Magnificent. With much of his family's influence in Florence (and money) Giovanni was elected pope in 1513. He also enjoyed art, but enjoyed luxury even more. He liked to have very elaborate festivals and celebrations. One of the projects Leo X took on was finishing St. Peter's Basilica. It was a very expensive project, and to pay the costs Leo X raised taxes and borrowed huge sums of money. He also sold offices in the church and indulgences. People would pay the church and be forgiven for their sins. This angered many people. Leo X was a big spender who appreciated art and literature.

Appendix D-3

The Medici Family: Which One Are You?

Directions: Use the Medici family information sheet to list at least three facts about the Medici you were most like.

| | |
|---|--|
|  | <p><u>Cosimo de Medici</u></p> |
|  | <p><u>Lorenzo the Magnificent</u></p> |
|  | <p><u>Giovanni, or Pope Leo X</u></p> |

Appendix E-1a
THE CATHOLIC CHURCH

The Role of the Pope

****Note: Information can be found in the encyclopedia by searching "Pope"**

The Pope is the _____ of _____ Church.

The 1st Pope was _____. The word Pope is Latin for _____.

Papacy refers to _____.

The Pope holds office for how long? _____.

The Pope is chosen from a group of _____.

Cardinals serve as the Pope's _____.

The Pope holds 2 powers:

1. Spiritual: _____ 2. Temporal: _____

The Pope is considered Infallible on matters of faith and morals.

Infallible means: _____

St. Peter's Basilica

****Note: Information can be found in the encyclopedia by searching "Saint Peter's Basilica"**

St. Peter's Basilica is located in _____.

It is the world's largest _____.

Early Christians chose the location because it is believed to have been built over

_____.

St. Peter is considered the 1st _____ of the Catholic Church.

The Basilica is built in the shape of a _____.

Its dome was designed by _____ is _____ ft. high & _____ ft. in diameter. It was begun by _____ the Great.

In 1452, Pope _____ began the restoration & expansion of St. Peter's Basilica.

Appendix E-1b

In 1506, Pope _____ decided to rebuild the church completely.
The building was dedicated in _____ by Pope _____.

Sistine Chapel

****Note: Information can be found in the encyclopedia by searching "Sistine Chapel"**

The Sistine Chapel is located in _____.

In 1473, the Sistine Chapel was started by Pope _____.

It is _____ feet long, _____ feet wide, and _____ feet high.

The Sistine Chapel is known for the greatest _____ in the Western World.

The paintings tell _____ stories as illustrated by the great Italian artist _____.

These paintings include 3 well known stories:

1. _____ 2. _____ 3. _____

The Sistine Chapel holds many ceremonies. List 2:

1. _____ 2. _____

The wall behind the altar displays the painting of _____.

The Sistine Chapel took _____ years to finish.

RENAISSANCE POPES

Pope Nicholas V

****Note: Info can be found on the website: www.newadvent.org/cathen/12272b.htm (#209/pg.1-3)**

Pope Nicholas V took his degree as _____.

He wanted to make Rome the site of:

1. _____ 2. _____
3. _____ 4. _____

His heart was set on rebuilding:

1. _____ 2. _____ 3. _____

Even though he was a patron of all art, he favoured _____, which made his greatest personal accomplishment the foundation of the _____.

He rescued _____ thousand volumes of manuscripts for his library.

His devotion of art and literature _____
_____.

Appendix E-1c

Pope Sixtus IV

****Note: Info can be found on the website: www.newadvent.org/cathen/12272b.htm (#213)**

Pope Sixtus IV successfully studied _____ and _____ at the University of Pavia.

He made an effort to reunite the _____ Church with Rome.

He had a passion for _____ taking advantage of unworthy _____.

Pope Sixtus IV was aware of the Pazzi, a plot to overthrow _____

Because of the Pazzi, he entered a two years' war with _____.

He was a patron of:

1. _____
2. _____
3. _____
4. _____

He also helped improve the _____ conditions of the city.

Pope Julius II

****Note: Info can be found on the website: www.newadvent.org/cathen/12272b.htm (#217/pg. 1,4-5)**

Pope Julius II followed his uncle into the _____, educated at _____.

He was a patron of the _____ and spent most of his money in building _____ and _____.

His ambition was to free _____ for the foreign powers of _____.

Pope Julius II formed the _____ League to save Italy from France. The League included: _____, _____, and _____ in the beginning.

Later _____ and _____ joined as well.

Chiefly a _____, Pope Julius II re-established the _____ States.

As a patron of arts, masterpieces by _____, _____, and _____ were painted while in his service.

On April 18, 1805, he laid the _____ of St. Peter's Basilica.

The mausoleum of Julius II is graced by a statue of _____.

Appendix E-2

ANSWER KEY for The Catholic Church/Renaissance Popes

The Role of the Pope

Leader; Catholic

St. Peter; father

the government of the Roman Catholic church with the Pope as the supreme head

He is elected for life

Cardinals

Chief Advisors

Religion & Government; head of state for Vatican City

Incapable of error

St. Peter's Basilica

Vatican City; Christian; St. Peter's grave/tomb

Pope; Cross; Michelangelo; 400; 138; Constantine

Nicholas V; Julius II

1626; Urban VIII

Sistine Chapel

Vatican City, Rome

Sixtus IV; 134; 44; 85

Art; Bible; Michelangelo

Creation; Fall of Humanity; The Flood

Chief Papal ceremonies; Cardinal's vote for new Pope; Canonization

The Last Supper; Six (6) (1536-1541)

Pope Nicholas V

Master of Theology

Splendid monuments; home of lit. & art; bulwark of the papacy; worthy capital of Christian world

Leonine City; the Vatican; the Basilica of St. Peter

Literature; Vatican Library; 40;

Did not prevent him from his duties as Head of the Church

Pope Sixtus IV

Philosophy; Theology

Russian; Nepotism; relations

The Medici and bring Florence under the Riarii; Florence

Arts and letters; building the famous Sistine Chapel; The Sistine Bridge; becoming 2nd founder of Vatican Library

Pope Julius II

Franciscan Order; Perugia

Fine arts; magnificent palaces; fortresses

Italy; France

Holy; Pope; Venetians; Spain; England; Switzerland

Soldier; Pontifical

Bramante; Raphael; Michelangelo

Cornerstone; Moses

Appendix F-1 MICHELANGELO

Born in _____ Died at age _____
Date _____ Date _____
Father saw _____ when he was born and named him
Michelangelo. Angelo in Italian means _____.

SCHOOL

He was sent to school, but was interested only in _____ & _____.
His father and uncles tried to change his mind. They thought art was an occupation only
for _____.

At 13: father agreed to let him study with _____,
a popular painter from _____.

At 16: sent to study with _____.
He became obsessed with trying to create _____.
Studied: Anatomy-

- Secretly _____ to see how
they were put together.

In ROME

Created his 1st famous piece of art: PIETRA- _____

At 26, created statue of DAVID- _____

At 30, asked by Pope Julius II to design his _____.

- took him _____ years to finish
- so large, _____ had to be built around it

Asked to paint the ceiling of the _____ in St. Peter's Basilica

- painted it _____
- took _____ years to finish the _____ square foot ceiling
- He lay for hours at a time with _____
- Viewed today by _____ people per day

Appendix F-2

MICHELANGELO: Answer Key

Born in Caprese, Italy

Died at age 89

Date March 6, 1475

Date February 18, 1564

Father saw "lucky stars in the sky" when he was born and named him Michelangelo.

Angelo in Italian means angel.

SCHOOL

He was sent to school, but was interested only in sketching & painting.

His father and uncles tried to change his mind. They thought art was an occupation only for peasants.

At 13: father agreed to let him study, with Domenico Ghirlandaio,
a popular painter from Florence.

At 16: sent to study with Bertoldo de Giovanni.

He became obsessed with trying to create perfect human forms in marble.

Studied: Anatomy-

- Secretly cut up dead bodies to see how they were put together.

In ROME

Created his 1st famous piece of art: PIETRA- statue of Jesus and Mary

At 26, created statue of DAVID- the warrior

At 30, asked by Pope Julius II to design his tomb.

- took him 40 years to finish
- so large, St. Peter's Basilica had to be built around it

Asked to paint the ceiling of the Sistine Chapel in St. Peter's Basilica

- painted it using a scaffold and lying on his back.
- took 4 years to finish the 10,000 square foot ceiling
- He lay for hours at a time with paint dripping into his eyes
- Viewed today by 7,000 people per day

Appendix F-3

MAKING A CLASSROOM FRESCO

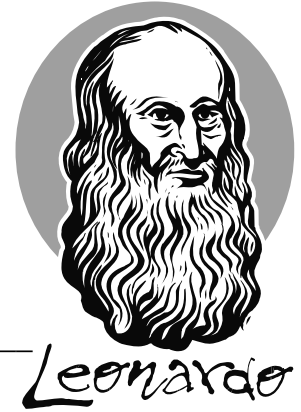
1. Cut a 5x5 inch square from a cardboard/poster board.
(you may adjust size to fit your needs)
2. Using Joint Compound, cover the top of the square as if icing a cake, mostly smooth with a few ridges. Be sure to keep the layer thin so that it dries overnight.
3. Set aside to dry.

** Joint Compound can be purchase in a large bucket for around \$10 at any hardware store.

NOTE: Each student will need to create one of these squares at least one full day before Lesson Nine.

Make sure to have a few extra on hand (per class) for the project.

Appendix G-1



Name: _____

Date of Birth: _____

Place of Birth: _____

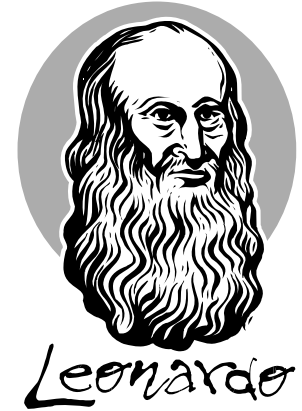
Skills: What can you do well? (List at least 3)

Experience: Tell about your experience, who you have worked for and what have you done for them? (List at least 3)

Famous Works of Art: List some of your most famous paintings, sculptures, or inventions. (List at least 5)

Other Interesting Facts About me: (List at least 3)

Appendix G-2



Name: Leonardo da Vinci

Date of Birth: April 15, 1452

Place of Birth: Vinci, 60 miles from Florence

Skills: What can you do well? (List at least 3)

Painter, designer, scientist, sculptor, architect, inventor, engineer, mathematician, geologist

Experience: Tell about your experience, who you have worked for and what have you done for them? (List at least 3)

- Apprentice for a famous artist, Verrocchio; duties included sweeping floors, getting the artist's supplies, making paintbrushes. I was able to practice and perfect my artistic abilities
- Worked for a Duke in Milan where I was able to focus on art as well as engineering
- Worked as a map maker and military engineer
- Worked for Pope Leo X
- Advisor for French king Francis I on architectural projects.

Famous Works of Art: List some of your most famous paintings, sculptures, or inventions. (List at least 5)

| | |
|------------------------------------|---|
| • <i>The Last Supper</i> | • <i>The Proportions of Man</i> |
| • <i>Mona Lisa</i> | • <i>Lady with an Ermine</i> |
| • Clay horse | • Designed weapons, including an early tank |
| • <i>The Adoration of the Magi</i> | • <i>Self Portrait</i> |

Other Interesting Facts About me: (List at least 3)

- Wrote in mirror image
- Tried to design a flying machine
- Helped develop perspective in art
- Da Vinci is not his last name, it literally means “from Vinci”
- Tried to dissect cadavers to study the human body, but was banned from the morgue
- Used Greek and Roman learning to further his own
- Put boss Verrocchio out of business when he painted an angel better

Appendix G-3

Name: _____

Student #: _____

Michelangelo/Leonardo Quiz

Match each fact below to its artist by writing an M or an L in each blank.

1. ____ He painted the Sistine Chapel.
2. ____ He was obsessed with creating the perfect human form.
3. ____ He was born in Vinci, Italy.
4. ____ He created the Mona Lisa.
5. ____ At 26, he created the statue of David, the warrior.
6. ____ He was named because of the “lucky stars” in the sky.
7. ____ He was known as the “Renaissance Man” because of his many skills.
8. ____ He taught himself because he was unable to attend school.
9. ____ He was born in Caprese, Italy.
10. ____ He was the 1st to cut up dead bodies to study anatomy.
11. ____ Mirror writing kept his ideas a secret to others.
12. ____ It took him 4 years to finish a painting while lying on his back.
13. ____ He kept notebooks to record scientific observations.
14. ____ He created The Last Judgment in St. Peter’s Basilica.
15. ____ His 1st famous piece of art was Pieta (Jesus & Mary).
16. ____ He created The Last Supper.

BONUS: Name the 4 Renaissance Artists covered at the beginning of this unit. (Hint: 4 Ninja Turtles)

**Appendix G-4
Answer Key for Quiz**

Name: _____

Student #: _____

Michelangelo/Leonardo Quiz

Match each fact below to its artist by writing an M or an L in each blank.

1. M He painted the Sistine Chapel.
2. M He was obsessed with creating the perfect human form.
3. L He was born in Vinci, Italy.
4. L He created the Mona Lisa.
5. M At 26, he created the statue of David, the warrior.
6. M He was named because of the "lucky stars" in the sky.
7. L He was known as the "Renaissance Man" because of his many skills.
8. M He taught himself because he was unable to attend school.
9. M He was born in Caprese, Italy.
10. L He was the 1st to cut up dead bodies to study anatomy.
11. L Mirror writing kept his ideas a secret to others.
12. M It took him 4 years to finish a painting while lying on his back.
13. L He kept notebooks to record scientific observations.
14. M He created The Last Judgment in St. Peter's Basilica.
15. M His 1st famous piece of art was Pieta (Jesus & Mary).
16. L He created The Last Supper.

BONUS: Name the 4 Renaissance Artists covered at the beginning of this unit. (Hint: 4 Ninja Turtles)

Donatello, Leonardo, Michelangelo, Raphael

Appendix H-1

Information on Your Renaissance Painting

What is the title of the painting?

Who is the artist of the painting, and what do you know about him?

What is the person or thing in the painting doing?

Where is the setting of the painting (where are they)?

Give at least one reason why you think the artist painted this picture.

Give one interesting fact about the painting or the artist. Hint: Use the book *Katie and the Mona Lisa*.



Appendix H-2

Common Tunes and an Example of a Renaissance Painting Song

Common songs to use:

Camptown Races

Twinkle, Twinkle Little Star

You Are My Sunshine

She'll Be Comin' Round the Mountain When She Comes

Old MacDonald

Are You Sleeping?

London Bridge

Row, Row, Row Your Boat

Ring Around the Rosie

Puff the Magic Dragon

I've Been Working on the Railroad

Yankee Doodle

Itsy Bitsy Spider

Example:

“O Mona Lisa” in the tune of “O Susanna”

O Mona Lisa, why do you smile for me?

Is it because they had clowns entertain you
While you were painted by da Vinci

O Mona Lisa, why do you smile for me?

Are you happy to be in such a wonderful place

Like the Louvre Gallery?
Appendix H-3

Checklist for Renaissance Painting Songs (100 Points Total)

_____ All of your group members turn in their information sheet. (10 Points)

_____ Your song has a title. (10 Points)

_____ You include at least two facts about the painting in your song, whether it is about the artist or the painting itself. (30 Points)

_____ The song is set to a familiar tune. (10 Points)

_____ Every group member participates in the presentation of the song to the class. (10 Points)

_____ Your group explains why you chose the lyrics to the song. (20 Points)

_____ You turn in the lyrics to your song. (10 Points)

Your Group's Grade: _____



Appendix I-1

2 “HOW-TO” MEN

- Advice books were written for the newly rich to enter a new social class

I. *The Book of Manners*

Published in 1558

- Refrain from making noises, such as grinding or sucking your teeth
- Do not scratch yourself at the table
- Do not gobble your food, it causes hiccups
- Do not comb your hair or wash your hands in public

II. *The Courtier*

Courtier: an attendant in the court of a ruler

Written by B. Castiglione, a diplomat, in 1528

Diplomat:

One who represents a government in its relationships with other governments

Purpose of the book: tells what makes a proper gentleman or lady
(becoming the “Renaissance” person)

- Noble birth * Strong * Courageous * Skilled in Sports
- Handsome * Graceful * Skilled in War * Show little effort
- Educated * Appreciate the Arts * Can sing & dance
- Boast without appearing boastful * Always be noticed by others

III. *The Prince*

Written by N. Machiavelli, also a diplomat

Purpose of the book: advice on how to govern (real world politics)

- A prince should keep his faith and be honest
- In times of danger, a ruler might need to go back on his word
- Boldness wins fame and glory
- To gain and maintain power, learn how “not” to be good
- A prince should be seen as merciful, humane, and religious
- It is okay to use trickery or cruelty to get and keep power

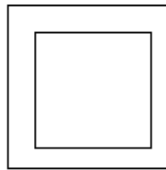
****Machiavellian**~ a person who is dishonest and crafty
Appendix I-2

HOW-TO BOOKLET

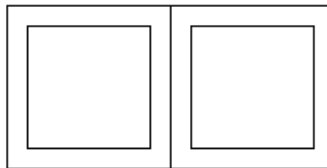
Materials needed for each student:

1. 3 sheets of 4 X 4.5 inch white paper
2. 1 sheet of 9 X 6 inch colored construction paper
(Sizes may vary to suit your needs)
3. Fold construction paper in $\frac{1}{2}$ so that it looks like a book
4. White sheets get glued onto the booklet after they are completed
(Use a glue stick to instead of liquid glue for a smoother look)

FRONT COVER: Title Page
"How-To..."
By (name)



INSIDE PAGES: 2 Pieces of Advice



Appendix I-3

NAME: _____

GRADE: _____

RUBRIC: HOW-TO JOURNAL

(Up to 5 points each)

- 1. Cover is neat and legible _____
- 2. Title/Inside Borders Colored _____
- 3. Title/Name on Cover _____
- 4. Inside writing neat/legible _____

(Up to 10 points each)

Advice #1

- 1. Complete Sentences (3-5) _____
- 2. Spelling/Grammar _____
- 3. Relevance of Information _____

(Up to 10 points each)

Advice #2

- 1. Complete Sentences (3-5) _____
- 2. Spelling/Grammar _____
- 3. Relevance of Information _____

(Up to 10 points each)

Participation

- 1. Project turned in on time _____
- 2. Used class time wisely _____

Comments:

NAME: _____

RUBRIC: HOW-TO JOURNAL

(Up to 5 points each)

- 1. Cover is neat and legible _____
- 2. Title/Inside Borders Colored _____
- 3. Title/Name on Cover _____
- 4. Inside writing neat/legible _____

(Up to 10 points each)

Advice #1

- 1. Complete Sentences (3-5) _____
- 2. Spelling/Grammar _____
- 3. Relevance of Information _____

(Up to 10 points each)

Advice #2

- 1. Complete Sentences (3-5) _____
- 2. Spelling/Grammar _____
- 3. Relevance of Information _____

(Up to 10 points each)

Participation

- 1. Project turned in on time _____
- 2. Used class time wisely _____

Comments:

GRADE: _____