



Unit 4

The Renaissance

Digital Components

GRADE 5

Core Knowledge Language Arts®



Contents

The Renaissance

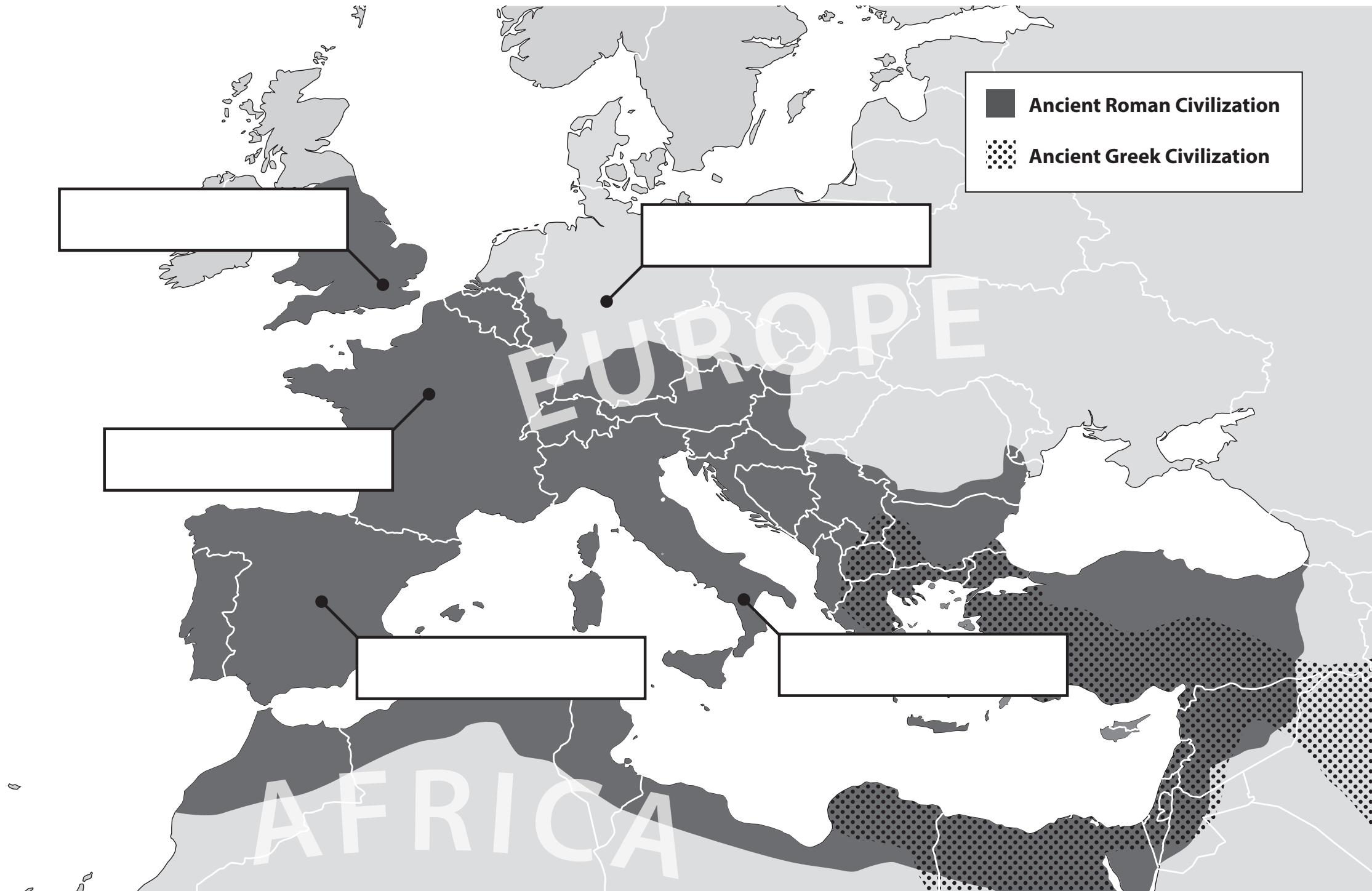
Digital Components

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WORLD MAP



MAP OF WESTERN EUROPE



PURPOSE FOR READING

Read to learn what factors inspired the Renaissance movement.

THE BIG QUESTION

What factors inspired the Renaissance movement?

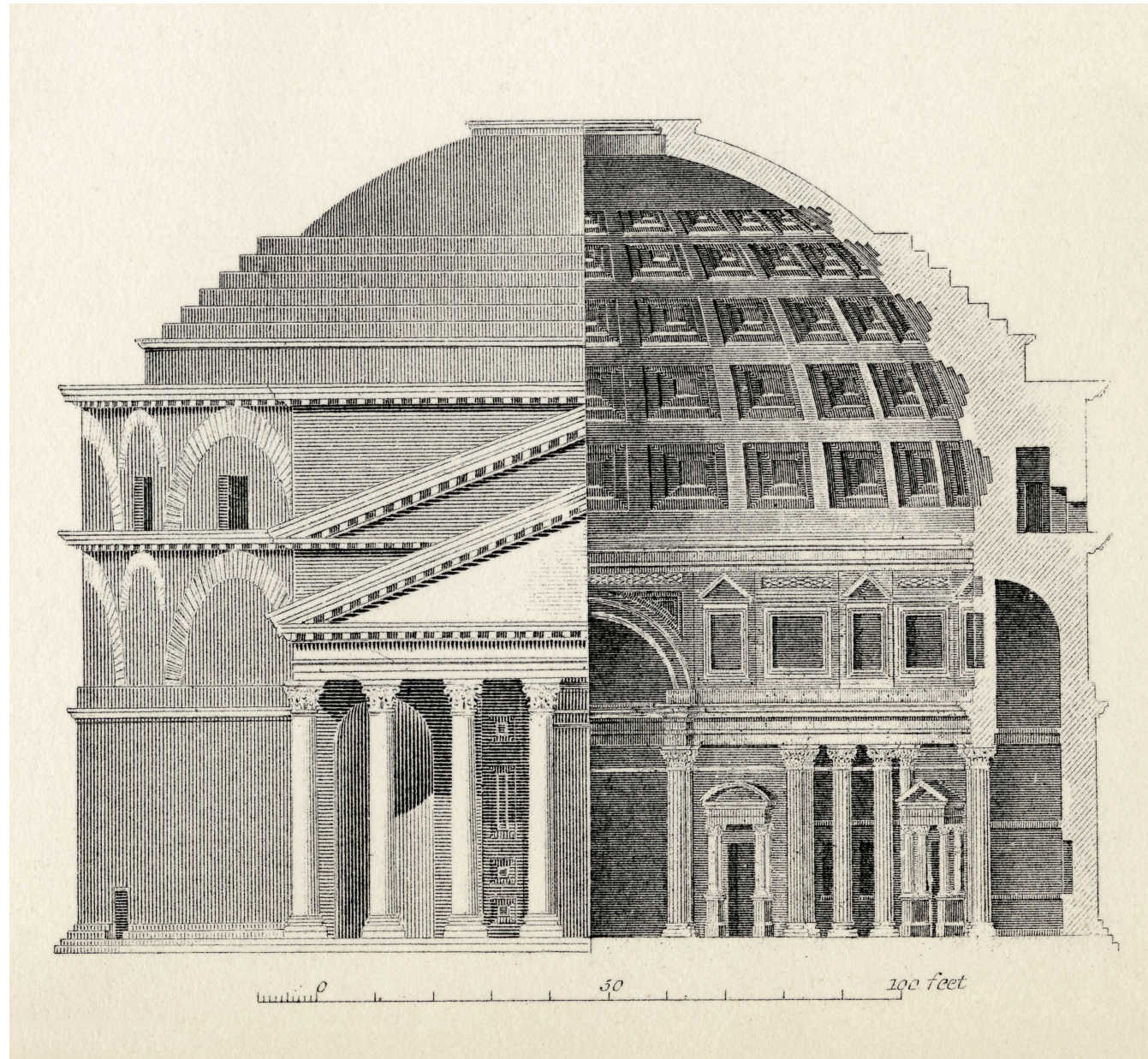
PURPOSE FOR READING

Read to learn about techniques and features of Renaissance art and architecture.

THE BIG QUESTION

What are techniques and features of Renaissance art and architecture?

THE PANTHEON



EXAMPLES OF MEDIEVAL PAINTINGS



Subject (Noun or Pronoun)		Agreement for Linking Verbs in the Past Tense	
		<i>to be</i>	<i>to feel, look, taste, smell, sound</i>
Singular	I	was	felt, looked, smelled, sounded
	you	were	felt, looked, smelled, sounded
	he, she, it, the Medici family	was	felt, looked, tasted, smelled, sounded
Plural	we	were	felt, looked, smelled, sounded
	you	were	felt, looked, smelled, sounded
	they, the paintings	were	felt, looked, tasted, smelled, sounded

SUBJECT-LINKING VERB AGREEMENT IN THE PAST TENSE CHART

Subject	Linking Verb	Agreement
I	to be	
you	to be	
she	to be	
the cathedral	to be	
we	to be	
they	to be	
Brunelleschi and Ghiberti	to be	
he	to feel	
the sculpture	to look	
the pasta	to taste	
the air after the rain	to smell	
the music from the flute	to sound	

The first line of *Patrons, Artists, and Scholars* says, “Art, literature, and architecture are forms of expression.” Think of an example of art, literature, or architecture you like. Describe it and write about why you like it.

In Chapter 1, “An Italian Rebirth,” we read that literature and other writings of the ancient Greeks and Romans were copied by hand to reproduce them! Think about the time and work it would take to copy writings by hand. Write about whether you would like to have that job and explain why or why not.

PURPOSE FOR READING

Read to learn how the spirit of the Renaissance is represented in Leonardo da Vinci's work.

THE BIG QUESTION

How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?

STORY OF CARLO AND LEONARDO

Narrator: *Carlo drags an enormous contraption up the steep, rocky hill.*

Carlo: *I don't know why I let you talk me into this, Master Leonardo!*

Leonardo: [laughs quietly] *Here, let me help.*

Narrator: *Leonardo steadied one huge wing of the flying machine as he walked alongside his servant. When they reached the summit, Leonardo gazed down at the streets and buildings of Florence.*

Leonardo: *Ah, Carlo, in a few moments, you will be sailing over our fair city.*

Carlo: [sighing] *Master, I wish it were you who could experience that pleasure.*

Narrator: *Leonardo fastened the straps around his servant's thin shoulders and waist.*

Leonardo: *Done!* [tighten the last leather tie]

Carlo: *Master, I look like a giant dragonfly!*

Leonardo: *Hush. If this works, your name will be known throughout history.*

Carlo: *If it doesn't work, I'll be history!*

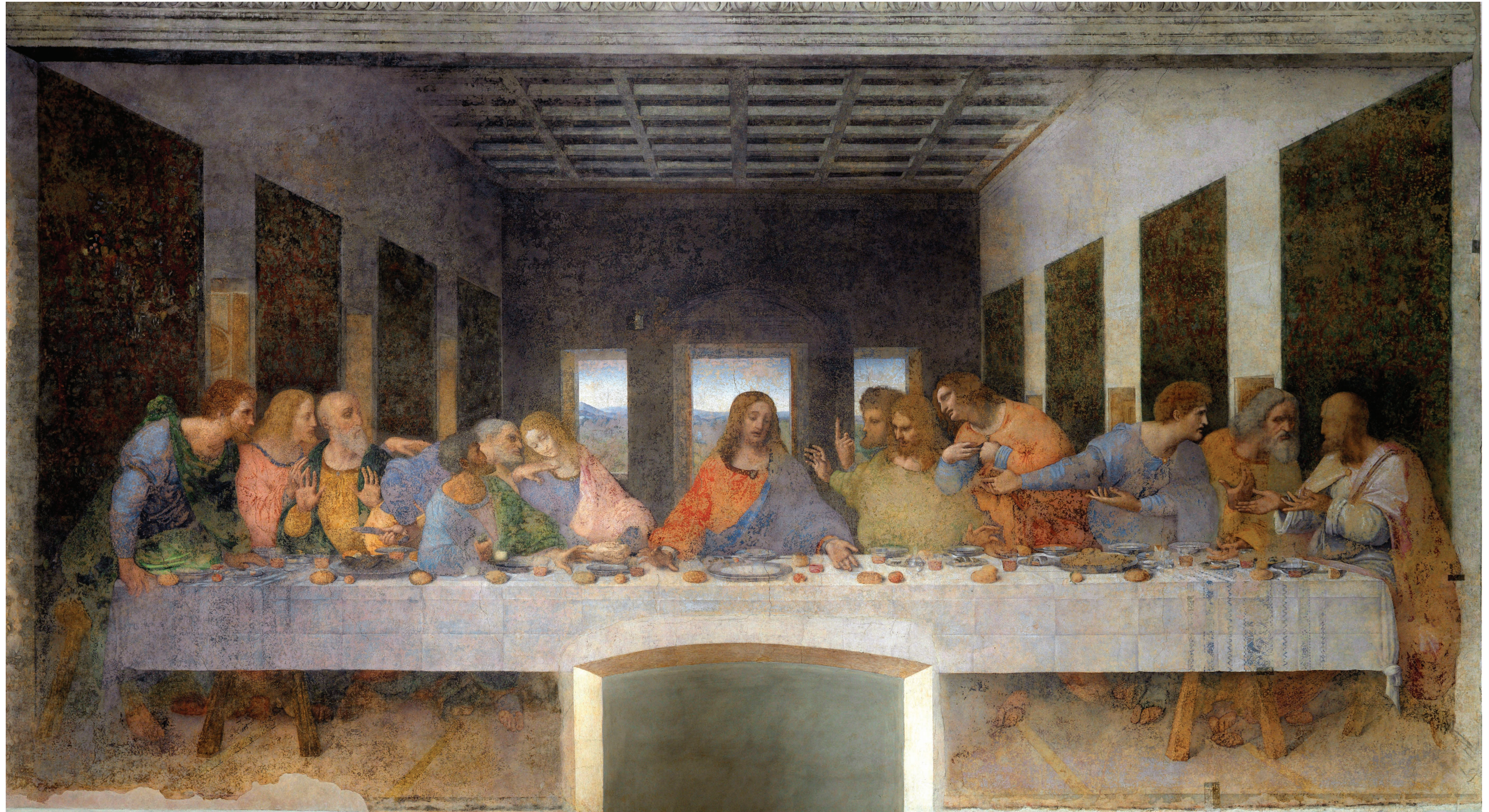
Narrator: *Leonardo led Carlo to the edge of a high cliff. Carlo peered over, then made the sign of the cross.*

Carlo: *If you please, Master, has it occurred to you that if God had intended man to fly, he would have given us wings?*

Narrator: *But Leonardo just smiled and gave Carlo a hearty push off the cliff. As Carlo plummeted downward, Leonardo shouted.*

Leonardo: *Man can do anything he sets his mind to do, my faithless friend!*

THE LAST SUPPER



Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of how Leonardo da Vinci's ideas and accomplishments represent the spirit of the Renaissance.

THE BIG QUESTION

How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?

What does Alberti’s statement, “Men can do anything with themselves, if they will,” make you think of? Explain why the statement makes you think of it.

Which area of study appeals to you the most: literature, art, government, philosophy, or science? Write about why that area of study is so interesting to you.

PURPOSE FOR READING

Read to learn about the artistic achievements of Michelangelo and Raphael.

THE BIG QUESTION

How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?

STORY OF MICHELANGELO AND LORENZO DE' MEDICI

Narrator: *One day, a group of boys were called to the home of the incredibly important Lorenzo de' Medici. What could a man so rich and powerful, a man people called "the Magnificent," want to tell these boys?*

Lorenzo: *[looking at the boys and pointing to an ancient Roman statue of a nature god called a faun] You see this stone figure? A brilliant sculptor created this piece centuries ago. I want each of you to carve a statue exactly like this one.*

Narrator: *Some of the boys groaned. Lorenzo paid no attention.*

Lorenzo: *Work quickly and accurately. The young man who produces the best sculpture wins a place in my art school.*

Narrator: *Sometime later, as Lorenzo strolled through his courtyard, he spotted one boy whose work looked far superior to the rest. He turned to his assistant.*

Lorenzo: *Who is that child? Look at how he has carved the head of the faun. It's difficult to tell his work from the real thing!*

The Assistant: *[checking his list] Let's see. Michelangelo Buonarotti, second son of a former small-town mayor. Family is from minor nobility. Mother died when the boy was six. Hmm . . . not a very good Latin or Greek scholar. Ran away from school a lot.*

Lorenzo: *Ran away?*

The Assistant: *Yes, it seems he sneaked away from school to go to the churches, where he spent hours copying the paintings.*

Lorenzo: *Ah, a true art lover.*

The Assistant: *Well, his father isn't. The father is upset that Michelangelo works as an apprentice in Ghirlandaio's studio. He thinks he should pursue a different profession.*

Narrator: *Lorenzo walked up to Michelangelo and gazed at the faun's head the boy had carved.*

Lorenzo: *That's a lovely sculpture. Young man, come live in our home and learn what you can from us.*

MAIN IDEA CHOICES

Raphael's *The School of Athens* uses techniques developed during the Renaissance movement.

Raphael's *The School of Athens* represents aspects of humanism valued during the Renaissance movement.

PURPOSE FOR READING

Read to better understand how the artistic achievements of Michelangelo and Raphael were characteristic of the Renaissance.

THE BIG QUESTION

How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?

PREPOSITIONAL PHRASES POSTER	
Function	Prepositional Phrases
Place	at the elementary school
	in his messy backpack
Time	around 3:30 in the afternoon
	after a big and tasty dinner
Partner	with her little sister, Min-jun
	without their dog

PURPOSE FOR READING

Read to learn what motivated Renaissance patrons to commission art.

THE BIG QUESTION

What motivated Renaissance patrons to commission so much art?

INFORMATIONAL PARAGRAPH PRESENTATIONS CHART		
Topic	Humanism	<i>The School of Athens</i>
What is the main idea?		
How is the main idea supported?		

Of the informational paragraphs you just heard, think of one you felt was particularly effective. What made it so effective?

PURPOSE FOR READING

Read to learn about the Renaissance ideals of behavior for leaders and members of the court.

THE BIG QUESTION

What were the Renaissance ideals of how a prince or a courtier should act?

BIOGRAPHY NOTES CHART	
Early Years (childhood, family)	
Projects/Accomplishments <ul style="list-style-type: none"> • Name and Location • Patronage • Interesting Facts 	
What made him great?	

References for _____ Biography

Title	Date	Source

BIOGRAPHY RUBRIC				
	Exemplary	Strong	Developing	Beginning
Hook	Diary entry is a creative expression of the relevant content from the artist's perspective	Diary entry expresses the relevant content from the artist's perspective	Diary entry is incomplete in relevant content	Diary entry includes little or no relevant content
Introduction	All information is relevant to the early years of the artist's life	Most information is relevant to the early years of the artist's life	Some information is relevant to the early years of the artist's life	Little to no information is relevant to the early years of the artist's life
Body	All information is relevant to the projects/ accomplishments of the artist	Most information is relevant to the projects/ accomplishments of the artist	Some information is relevant to the projects/ accomplishments of the artist	Little to no information is relevant to the projects/ accomplishments of the artist
Conclusion	All information addresses what makes the artist great	Most information addresses what makes the artist great	Some information addresses what makes the artist great	Little to no information addresses what makes the artist great
Structure of the Piece	All sentences in paragraphs are presented logically	Most sentences in paragraphs are presented logically	Some sentences in paragraphs are presented logically	Connections between sentences in paragraphs are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased
	Information from sources beyond the Reader is incorporated in a complementary way	Information from sources beyond the Reader is incorporated throughout the biography	Information from sources beyond the Reader is incorporated sparingly	Information from sources beyond the Reader is not incorporated
	Headings reflect purposeful and clever revision	Heading revisions loosely connect to the information within the section	Heading revisions do not connect to the information within the section	Headings are not revised from the notes categories

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

The Great Raphael

Raphael was another talented artist of the period. He was born Raffaello Sanzio in 1483 CE. He was younger than both Leonardo and Michelangelo. Raphael lost both of his parents at an early age. By 11, he was on his own, working as an apprentice in a busy art studio.

In 1504 CE, when Raphael was 21, he moved to Florence where Michelangelo and Leonardo were already living. There, he studied the techniques of the older artists and learned to use them in his own paintings.

Remember, in those days artists supported themselves by getting **commissions** from patrons. The wealthy people of Florence were eager to own beautiful paintings. By the time Raphael arrived, both Leonardo and Michelangelo were not painting as much. As he aged, Leonardo grew more interested in math and science and was reluctant to paint at all. Michelangelo's energies were consumed by big projects assigned to him by the head of the Church, the pope. So, young Raphael had many people ready to pay him to paint.

While in Florence, Raphael created at least 17 paintings of the **Madonna**, or mother of Jesus, and the Holy Family for various individuals. If you look at one of Raphael's Madonnas and compare it to a Madonna painted during the Middle Ages, you will see how people's view of the world changed in the Renaissance.

In the medieval image, the Madonna looks a little stiff. But the painting wasn't intended to be lifelike—its main purpose was to express religious devotion.

But Raphael's painting is different. He presents very natural, human figures that are so lifelike, it is as if they could step out from the painting.

Raphael in Rome

In 1508 CE Raphael was called to Rome by Pope Julius II. While Michelangelo was painting the ceiling of the Sistine Chapel, Raphael was put in charge of painting a series of rooms in the Vatican.

In one room he painted a fresco, or mural, that has become very famous. It is called *The School of Athens*. The composition of the painting shows how Raphael was a great master of perspective, while the subject matter shows how much the Renaissance admired the ancient Greeks. Raphael painted many scholars and philosophers—some are reading, some are discussing big ideas. In the center of the painting, Raphael placed the great philosophers, Plato and Aristotle.

After Raphael's patron, Pope Julius II, died, Raphael became a special favorite of Pope Leo X. Leo put Raphael in charge of the work on St. Peter's Basilica. In addition, Raphael directed the efforts to dig up and study ancient buildings and statues in Rome.

Raphael led a productive life, but a short one. The artist died on his thirty-seventh birthday. Part of the **epitaph** on his tomb in Rome reads, "While he lived he made Mother Nature fear to be vanquished by him."



Cimabue's *Madonna and Child*, 1280 CE



Raphael's *Madonna of the Grand Duke*, 1505 CE

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of the ideals of behavior as presented in some Renaissance literature.

THE BIG QUESTION

What were the Renaissance ideals of how a prince or a courtier should act?

PRACTICE PREFIX EX- CHART

Word Choices

Sentences

1. exhaled, expelled, extracted, excluded	The pope excommunicated or _____ Savonarola from the Church for holding beliefs that disagreed with the Church.
2. excavated, exterior, exit, exported	Venetians became very wealthy by trading with other countries; they _____ glassware and took in silk and spices from China and the East Indies.
3. exhale, excavate, expel, exterior	If I were Carlos trying out Leonardo’s flying machine, I bet I would be so scared I would forget to _____.
4. extracted, exit, excluded, exported	Renaissance scholars _____ ideas and inspiration from ancient Greek and Roman artists and philosophers.
5. expel, exterior, excavate, exit	Archaeologists _____ at the site of ancient Roman ruins in Italy to this day.
6. extracted, exit, expelled, excluded	The poor were largely _____ from the increasing wealth due to trade during the Renaissance.
7. exclude, export, exterior, export	The _____ of the cathedral of Florence is quite impressive, especially when you see the dome rising above smaller buildings.

PURPOSE FOR READING

Read to learn about the opportunities the Renaissance movement afforded to some wealthy women of the time.

THE BIG QUESTION

What opportunities did the Renaissance movement afford to some wealthy women of the time?

An Author and a Painter Meet

In the early 1500s, culture was thriving in Urbino, a hill town in central Italy. A few years after painting for the Church in Rome, Raphael went to work in the Duke of Urbino's court. There he met the famous author Castiglione, who also served the duke. The two men became friends and Raphael painted a portrait of Castiglione. The beautiful painting portrays Castiglione as a distinguished gentleman.

PURPOSE FOR READING

Read to learn what the cultural norms were for women during the Renaissance movement, and how some women challenged those norms.

THE BIG QUESTION

What opportunities did the Renaissance movement afford to some wealthy women of the time?

WOMEN IN THE RENAISSANCE CHART			
Cultural Norms	Isabella d’Este	Sofonisba Anguissola	Lavinia Fontana

CORRELATIVE CONJUNCTIONS POSTER

Correlative Conjunctions	Function	Example
either/or	alternative	After dinner, we can either play a board game or watch a movie.
neither/nor	alternative	The baby could neither crawl nor walk yet.
both/and	addition	Both Lou and Nader are absent today.
not only/but also	addition	Abeni is not only smart, but also kind.

PURPOSE FOR READING

Read to learn about the impact the Renaissance movement in Italy had on the artists of northern Europe.

THE BIG QUESTION

How did the Renaissance movement in Italy impact the artists of northern Europe?

BIOGRAPHY NOTES CHART	
Early Years (childhood, family)	<ul style="list-style-type: none"> • birth name was Raffaello Sanzio • born in 1483 CE • lost his parents when he was a child • by eleven years old he was working as an apprentice in an art studio • 1504 moved to Florence • studied the techniques of Michelangelo and Leonardo
Projects/Accomplishments <ul style="list-style-type: none"> • Name and Location • Patronage • Interesting Facts 	<ul style="list-style-type: none"> • the painting <i>The School of Athens</i> <ul style="list-style-type: none"> - located in the Vatican in Rome - commissioned by Pope Julius II - reflecting admiration for the ancient Greeks • worked in Duke of Urbino’s court • portrait of Castiglione • friends with Castiglione
What made him great?	<ul style="list-style-type: none"> • multiple paintings of the Madonna and the Holy Family for patrons in Florence • masterful representation of natural, human form • masterful application of perspective

References for Raphael Biography

Title	Date	Source (Book or Web Address)
<i>Patrons, Artists, and Scholars</i>	2014	Book
<i>Raphael Second Source</i>	2014	Document

SEQUENCE WORDS AND PHRASES

first, second, third, and so forth

next

then

following this

at this time

now

at this point

after

afterward

subsequently

finally

consequently

previously

before this

during

simultaneously

concurrently

thus

therefore

hence

soon

PURPOSE FOR READING

Read to learn about two great authors who wrote during the Renaissance movement.

THE BIG QUESTION

How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of particular Renaissance authors and their literature.

THE BIG QUESTION

How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?

DIARY ENTRY NOTES CHART	
Renaissance Artist	
Project and Location	
Patronage	
Interesting Facts	

What might your Renaissance artist have been thinking and feeling while he or she worked on this project?

Oh, I am weary! Pope Julius II has put me in charge of painting many rooms of the Vatican here in Rome. Painting on a canvas takes its toll on my arm, but painting on a wall takes its toll on my entire body. The current section I toil on gives me renewed motivation, though. I call it *The School of Athens*. I must say my use of perspective is strong in the painting, and it is an honor to center the piece with two Greek greats: Plato and Aristotle.

Growing Up Fast

Most 11-year-olds today are busy playing with friends and going to school. Not Raphael; he had to grow up fast. Raphael was born in 1483 and named Raffaello Sanzio. He lost his parents as a child and was working by the time he was 11 years old. Raphael worked in an art studio as an apprentice. About 10 years later, in 1504, Raphael moved to Florence. There he studied techniques of two great master artists: Michelangelo and Leonardo.

Detail 1: _____

Detail 2: _____

Detail 3: _____

Expansion: _____

BIOGRAPHY FORMAT	
Word Processed	Handwritten
<p style="text-align: center;">Title</p> <p>Heading for Diary Entry</p> <p>Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry.</p> <p>Heading For Early Years</p> <p>Text about the early years. Text about the early years. Text about the early years. Text about the early years. Text about the early years. Text about the early years.</p> <p>Heading For Projects/Accomplishments</p> <p>Text about projects/accomplishments. Text about projects/accomplishments. Text about projects/accomplishments. Text about projects/accomplishments. Text about projects/accomplishments.</p> <p>Heading For What Made Him Great?</p> <p>Text about what made him great. Text about what made him great. Text about what made him great. Text about what made him great. Text about what made him great. Text about what made him great.</p> <p style="text-align: center;">References</p> <p><i>Patrons, Artists, and Scholars</i> (2014)</p> <p><i>(Artist's Name) Second Source</i> (2014)</p>	<p style="text-align: center;"><u>Title</u></p> <p><u>Heading for Diary Entry</u></p> <p>Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry. Text for diary entry.</p> <p><u>Heading For Early Years</u></p> <p>Text about the early years. Text about the early years. Text about the early years. Text about the early years. Text about the early years.</p> <p><u>Heading For Projects/Accomplishments</u></p> <p>Text about projects/accomplishments. Text about projects/accomplishments. Text about projects/accomplishments. Text about projects/accomplishments.</p> <p><u>Heading For What Made Him Great?</u></p> <p>Text about what made him great. Text about what made him great. Text about what made him great. Text about what made him great. Text about what made him great.</p> <p style="text-align: center;"><u>References</u></p> <p><u>Patrons, Artists, and Scholars</u> (2014)</p> <p><u>(Artist's Name) Second Source</u> (2014)</p>

BIOGRAPHY EDITING CHECKLIST		
Editing Checklist	After checking for each type of edit, place a check here.	
	Partner	My Own
Meaning (It sounds right when I read it aloud.)		
• All my sentences have a subject and predicate.		
• I included all the words I wanted to write.		
• I took out repeated words or information.		
• I have checked how long my sentences are and split run-on sentences into two.		
• My sequence words and phrases appropriately convey time and order.		
Format		
• All my paragraphs are indented.		
• I have titles set on their own line and centered on the page.		
• My headings are set on their own line and left justified.		
• There is a reference list in the format I was taught.		
Capitals		
• I began each sentence with a capital letter.		
• I used capital letters for all proper nouns.		
Spelling		
• I have checked the spelling for any words I was unsure of or my teacher marked.		
Punctuation		
• I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.		
• I used commas, quotation marks, and apostrophes in places where they belong.		
• The titles in my reference list are underlined or in italics.		
• Sources in my reference list are underlined or in italics.		

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:

Editing Goal 1: _____

Editing Goal 2: _____

Which Renaissance artist do you admire most and why?

Recommended Resources for *The Renaissance*

For Students

Books

The Apprentice, by Pilar Molina Llorente (Square Fish, 1994) ISBN 978-0374404321

Art and Civilization: The Renaissance, by Rupert Matthews (Brighter Child, 2000) ISBN 978-0872266186

Cultures of the Past: The Italian Renaissance, by Virginia Schomp (Cavendish Square Publishing, 2002) ISBN 978-0761414926

DK Eyewitness Books: Ancient Greece, by Anne Pearson (DK Children, 2007) ISBN 978-0756630027

DK Eyewitness Books: Ancient Rome, by Simon James (DK Children, 2008) ISBN 978-0756637668

DK Eyewitness Books: Leonardo & His Times, by Andrew Langley (DK Children, 2000) ISBN 978-0789462909

Life in the Renaissance: The Church, by Kathryn Hinds (Cavendish Square Publishing, 2003) ISBN 978-0761416791

Life in the Renaissance: The City, by Kathryn Hinds (Cavendish Square Publishing, 2003) ISBN 978-0761416784

Life in the Renaissance: The Countryside, by Kathryn Hinds (Cavendish Square Publishing, 2003) ISBN 978-0761416777

Life in the Renaissance: The Court, by Kathryn Hinds (Cavendish Square Publishing, 2003) ISBN 978-0761416760

Pippo the Fool, by Tracy E. Fern (Charlesbridge, 2011) ISBN 978-1570917936

Renaissance People, by Sarah Howarth (Millbrook Press, 1992) ISBN 978-1562940881

Renaissance Places, by Sarah Howarth (Hodder Wayland, 1992) ISBN 978-0750010566

A Renaissance Town, by Jacqueline Morley (Peter Bedrick, 2001) ISBN 978-0872262768

Science of the Past: Science in the Renaissance, by Brendan January (Franklin Watts, 1999) ISBN 978-0531115268

See Through History: The Renaissance, by Tim Wood (Viking Juvenile, 1993) ISBN 978-0670851492

For Students

Websites

<http://www.learner.org/interactives/renaissance/> - General background knowledge on the Renaissance

<http://www.mega.it/eng/egui/monu/buq.htm> - The Cathedral of Florence

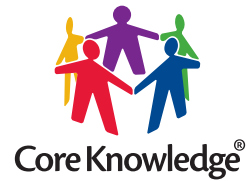
<http://legacy.mos.org/sln/Leonardo/LeoHomePage.html> - Interactive site about Leonardo da Vinci

For Teachers

Websites

<http://www.ibiblio.org/expo/vatican.exhibit/exhibit/c-humanism/Humanism.html> - Detailed information on humanism

<http://galileo.rice.edu/galileo.html> - Information on Galileo and life in Florence during the Renaissance



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Plan and elevation of the Pantheon in Rome, from ‘The National Enclopaedia’, published by William Mackenzie, London, late 19th century (litho), English School, (19th century) / Private Collection / Ken Welsh / Bridgeman Images: 5

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