

Italian Renaissance

Grade Level or Special Area: 5th Grade

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Length of Unit: Six lessons (seven days of forty-five minutes each)

I. ABSTRACT

Jump back in time – a time when philosophical discussions were heard all around and art took on a new “perspective.” Students will learn about the prominent citizens of the time, the ideas and values driving art, philosophy, literature, and how and why the Renaissance started in Italy. So, come along on a journey to the rediscovery of Ancient Greek and Roman times – The Renaissance.

II. OVERVIEW

A. Concept Objectives

1. Students understand economic activities within a region and examine the reasons for their locations. (Colorado Model Content Standards Geo 5-8.4.3.A)
2. Students understand how economics, political and cultural, and social process interact to shape patterns of human population, interdependence cooperation and conflict. (Colorado Model Content Standard Geo 4)
3. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Model Content Standard His 1)

B. Content from the *Core Knowledge Sequence*

1. Fifth Grade History and Geography: World History and Geography (p. 114)
 - a. The Renaissance
 - i. Islamic scholars translate Greek works and so help preserve classical civilization.
 - ii. A “rebirth” of ideas from ancient Greece and Rome.
 - iii. New trade and new wealth.
 - iv. Italian city states: Venice, Florence, Rome
 - v. Patrons of the arts and learning
 - a) The Medici Family and Florence
 - b) The Popes and Rome
 - vi. Leonardo da Vinci, Michelangelo
 - vii. Renaissance ideals and values as embodied in
 - a) *The Courtier* by Castiglione: the “Renaissance man”
 - b) *The Prince* by Machiavelli: real-world politics

C. Skill Objectives

1. Identify and label key Italian city-states during the Renaissance.
2. Identify the cause and effect of the plague in relation to the Italian Renaissance.
3. Identify the time difference in copying by hand versus copying using an example of a printing press.
4. Compare and contrast current values and ideas with those of the Renaissance time.
5. Create a graphic organizer using processes and resources of historical inquiry.
6. Read to locate, select, and make use of relevant information from a variety of media, reference, and technical sources. (Colorado Model Content Standard Reading and Writing 5)
7. Identify important ideas from the Renaissance.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *What Your Fifth Grader Needs to Know*, pp. 135 – 140, by E.D. Hirsch
 - 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, pp. 42-70, by Pearson Education, Inc.
 - 3. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
- B. For Students
 - 1. *Core Knowledge Sequence* Grade 4: Europe in the Middle Ages, pp. 91-92
 - a. Background
 - b. Developments in History of the Christian Church
 - 2. *Core Knowledge Sequence* Grade 5: Writing, Grammar and Usage, pg. 109
 - a. Writing and Research
 - i. Know how to gather information from a variety of resources (such as encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:
 - a) Defining a main idea and sticking to it
 - b) Providing an introduction and conclusion
 - c) Organizing material into coherent paragraphs
 - b. Grammar and Usage
 - i. Understand what a complete sentence is, and identify subject and predict.

IV. RESOURCES

- A. *Pearson Learning Core Knowledge History and Geography*, by Pearson Education, Inc. (Lessons Two, Three, Five and Six)
- B. *Introduction to the Renaissance*, by Calliope (Lesson Two)
- C. *Rats, Bulls, and Flying Machines* by Deborah Mazzotta Prum (Lesson Four)
- D. Visuals of *The Proportions of Man, Mona Lisa, and The Last Supper* by Leonardo da Vinci and *The Creation of Adam, The Statue of David, and the Pieta* by Michelangelo, plus a Middle Ages and Renaissance time representation of *The Adoration of the Magi* (Lesson Six)

V. LESSONS

Lesson One: Location of the Italian Renaissance (45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how economics, political and cultural, and social process interact to shape patterns of human population, interdependence cooperation and conflict. (Colorado Model Content Standard Geo 4)
 - 2. Lesson Content
 - a. Italian city states: Venice, Florence, Rome
 - 3. Skill Objective(s)
 - a. Identify and label key Italian city-states during the Renaissance.
- B. *Materials*
 - 1. Large piece of light colored butcher paper
 - 2. Maps (one per student – Appendix A)
 - 3. Overhead of map (Appendix B)
 - 4. Colored pencils: blue, orange, yellow, red, green, purple (one of each color for each student)

C. *Key Vocabulary*

1. *City-states* were ruling cities that operated like a state during the Renaissance.

D. *Procedures/Activities*

1. Inform the students that today we are going to start a new unit on the Renaissance.
2. Divide a piece of butcher paper into three equal sections, label the left section “Know”, the middle section “What I want to know”, and the last section “Learned.”
3. Using the above “K-W-L” chart, have a student or students record the information as the class presents it. The students will inform the instructor about what they know as fact about the Renaissance to be recorded in the “Know” section. Students will then tell the instructor the questions they have about the Renaissance to be recorded in the “What I want to know” section. The last section will be filled in as students research or learn this information in class throughout this unit.
4. Students will hang the K-W-L charts up in the room to use later to add information to (as an extension activity).
5. Using world map, point out Italy’s location in relationship to Europe, Asia, and Africa.
6. Distribute a copy of Appendix A to every student.
7. Using Appendix B, display the map of Italy on the overhead for the students to label their own maps. They are to label the six major city-states: Florence, Venice, Sicily, Naples, Papal States, and Rome. As students locate these city-states, emphasize the location of Italy as a whole in relationship with Europe and Asia. Also, emphasize these six city-states being operated similar to an independent country and each played a role in the Italian Renaissance. As the lessons progress, the roles will become more apparent.
8. Students will use colored pencils to color each city-state a different color pre-assigned by teacher. Have students make a legend for their maps.
9. HOMEWORK: Explain to students that later in the unit we will be studying a very powerful family in Florence during the Renaissance time period. This was the Medici family. To prepare for a future activity, students need to research the Medici Family tree. The people that must be included are Cosimo de Medici, Piero de Medici, Lorenzo de Medici, Piero de Medici (Lorenzo’s son), and Giovanni de Medici. Also, have students research the dates of their reign with the exception of Giovanni. If students are having trouble with this research, all of the information is in the Pearson History and Geography Grade 5 textbook. This information needs to be turned in at the beginning of lesson four. This information will be used in Lesson Five, but gives the teacher ample time to correct research errors. Appendix G has examples of the lay out and information that will be used in Lesson Five.

E. *Assessment/Evaluation*

1. Teacher observation: Ensure students are labeling Italian map correctly. (See Appendix B.)

Lesson Two: Introduction to the Italian Renaissance (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economics, political and cultural, and social process interact to shape patterns of human population, interdependence cooperation and conflict. (Colorado Model Content Standard His 4)

2. Lesson Content
 - 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.
 3. Skill Objective(s)
 - a. Identify the cause and effect of the plague in relation to the Italian Renaissance.
- B. *Materials*
1. Core Knowledge History and Geography Grade 5 (one per student)
 2. *Introduction to the Renaissance*, by Calliope
 3. Appendix C (one copy per student and one copy as an overhead)
 4. One roll of clear tape
 5. Scissors for each student
 6. Appendix D (one copy for each student requiring extra support)
 7. Classroom world map
- C. *Key Vocabulary*
1. Ships carrying goods for trading are called *merchant ships*.
 2. A deadly disease spread by fleas is called the *plague*.
 3. *Renaissance* is the rebirth of culture, philosophy, art, music, and humanism.
 4. *Middle Ages* are the time proceeding the Renaissance period where the focus was on the afterlife.
 5. *Islamic scholars* are educated Middle Eastern people that translated books from classical Greek and Roman times into Arabic.
- D. *Procedures/Activities*
1. Inform the students that today they will learn about the Renaissance, what that meant, and events that precipitated it.
 2. Inform students that at the end of the today’s lesson they should be able to discuss the causes and effects of certain events at the beginning of the Renaissance. They should also be able to define Renaissance, and explain the significance of the plague in Europe.
 3. Distribute Core Knowledge History and Geography Grade 5 books to students.
 4. Read pages 42 – 43 with students.
 5. Discuss the definition of Renaissance (meaning rebirth).
 6. Explain to students that during the Middle Ages Islamic scholars were translating Ancient Greek works which helped preserve ideas from classical Greek and Roman times.
 7. Read aloud pages 1-9 from *Introduction to the Renaissance* to the class. As you are reading, emphasize the causes and effects that arrival of merchant ships had in Italy. Also emphasize that the final effect was “New trade, new wealth.”
 8. Ahead of time, make an overhead of Appendix C. Use this overhead to model cause and effect. (Example: Eating candy before lunch results in not being hungry for lunch, which leads to not eating lunch, which leads to being hungry later in the afternoon.)
 9. After modeling the cause and effects of eating candy before lunch, use another example asking students to participate by finding the effects of the cause. (Example: Failing to study for a test.)
 10. Distribute a copy of Appendix C to each student. Students will need their scissors and access to clear tape. Students will cut out the puzzle pieces and assemble them. When assembled the puzzle will be in a line. Students will fill in each puzzle piece with the cause and effects of Merchant ships arriving in Italy

carrying the plague and the beginning of the Renaissance. This information was read to the students by the teacher in step 7 and is also available in Appendix D, page 2. (Distribute Appendix D, page 1 to those students needing extra support. These students can cut the bulleted effects and tape to their puzzle pieces.)

11. If students finish early, they can pull a question from the K-W-L chart and begin to research the answer.

E. *Assessment/Evaluation*

1. Review the students' puzzle pieces to assure that they are in order displaying effects caused by the plague. (These can be displayed around the classroom and referred to in later lessons).

Lesson Three: Printing Press (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Model Content Standard His 1)
2. Lesson Content
 - a. Gutenberg's printing press
3. Skill Objective(s)
 - a. Identify the time difference in copying by hand versus copying using an example of a printing press.

B. *Materials*

1. Core Knowledge History and Geography Grade 5 (one per student)
2. Lined notebook paper (one piece for each student)
3. Pencils (one for each student)
4. Three rubber stamps that display "The Renaissance was a time of rebirth."
5. Stamp ink pad (three)
6. Copy paper (minimum of 100 sheets for a class of 22)
7. Appendix E (one per student)

C. *Key Vocabulary*

1. A *printing press* is a machine that uses rubber letters dipped in ink to form words that allows multiple copies to be printed.
2. *Movable type* is a process of printing using letters and numbers that can be arranged in various orders to make words.

D. *Procedures/Activities*

1. Before this lesson, the teacher needs to set up six stations. Three stations will be stamping stations, and three will be writing stations. Each stamp station will need a stamp, an inkpad, and copy paper. Each writing station will need copy paper and pencils.
2. Inform students today they will be learning about an invention that allowed more people to be able to read books.
3. Distribute Core Knowledge History and Geography Grade 5 to each student. Have the students open their books to page 46.
4. While students are reading the subtitle "An Important Invention," distribute lined notebook paper and pencils to all students.
5. Tell students that for the next five minutes they will need to copy as much under the caption "An Important Invention" as they can in their best cursive handwriting.
6. Time the students with a stopwatch or the clock hanging on the wall in the classroom.

7. After the five minutes is up, inform the students to stop writing.
8. Have students share how much they were able to copy and how they felt about trying to copy the text by hand.
9. Explain to the students that this was the method used to make copies of books before the printing press was invented.
10. Now explain that in 1450 Johannes Gutenberg invented the printing press. Explain what a printing press is referring to the definition in the Key Vocabulary above.
11. Divide the class up into six teams.
12. Send each of the six teams to one of the stations. Three groups will be at the writing stations designated as “A” and three will be at the stamping stations designated as “B.” The goal at each station will be to make 20 copies of “The Renaissance was a time of rebirth” which will be written on the board by the teacher. Each group will time themselves to see how long it takes to make the 20 copies. After each group has made their 20 copies and recorded their findings, they will switch. Groups A’s will go to B’s and Group B’s will go to A’s. Each group will then repeat the above process.
13. As a class, discuss the time difference between the two activities. (Example: Making 20 copies with the stamp may take 20 seconds; where as writing out 20 copies may take 10 minutes.) Emphasize the fact that today they used rubber stamps; the printing press had movable type.

E. *Assessment/Evaluation*

1. Have students answer in a paragraph form why the printing press was such an important invention and how it affected mankind. (See Appendix E for a writing rubric for grading these paragraphs.) For students that need extra assistance, allow them to address only why the printing press was such an important invention. This can be done in sentence format as opposed to paragraph format.

Lesson Four: Ideas and Values (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economics, political and cultural, and social process interact to shape patterns of human population, interdependence cooperation and conflict. (Colorado Model Content Standard Geo 4)
2. Lesson Content
 - a. Renaissance ideas and values as embodies in
 - i. *The Courtier* by Castiglione: the “Renaissance man”
 - ii. *The Prince* by Machiavelli: real-world politics
3. Skill Objective(s)
 - a. Compare and contrast current values and ideas with those of the Renaissance time.

B. *Materials*

1. *Rats, Bulls and Flying Machines* (one copy for the teacher)
2. Six large sheets of light colored butcher paper
3. Pencils (at least one per student)
4. Notebook paper (enough for each student to have one piece)
5. Appendix F (one copy per student)

C. *Key Vocabulary*

1. *Etiquette* tells how people should act in public.
2. *Characteristics* are the behavioral traits that people have.

D. *Procedures/Activities*

1. Distribute notebook paper and pencils to each student.
2. Have the students write down all the rules that apply to them at home and at school (for example: asking permission to leave the dinner table, being respectful of others). Allow three minutes for this activity.
3. Tell students that today there are several books that tell how we should act and what we should do in public (similar to the rules we just wrote down.) We also have books that explain what characteristics good leaders/rulers have. They had these books during the Renaissance time.
4. Read pages 21-22 and 24-26 in *Rats, Bulls, and Flying Machine*.
5. Ask students to describe what Machiavelli's, *The Prince* was about. (What rulers need to do to remain in power and be successful.)
6. Ask students to think about what Castiglione's *The Courtier* was about. (How proper gentlemen should act and behave in public.) Also, ask students how Castiglione defined a "Renaissance man." (A "Renaissance man" is "witty, elegant, and cultured." He should be a well-rounded individual that is capable of many things. For example, he should have an appreciation for sculptures, paintings, music, and architecture. He should also be able to sing and dance gracefully.) During this discussion, mention that there are things a "Renaissance man" should not do, such as: walk on tightrope nor do somersaults.
7. Talk about how *The Courtier* describes manners. Example: It was considered rude to burp at the table, a person should not be boastful, and one should not mix with lower social classes.
8. Break the class into six groups and give each group a piece of butcher paper.
9. Three groups should discuss and list characteristics of good leaders today and the other three groups should discuss and list manners or etiquette that is important today.
10. Hand out Appendix F (one copy per student).
11. Have the students complete Appendix F (Venn diagram). Students should complete the diagram with the information his/her group worked on.
12. Directions for Venn diagram:
 - a. Groups that worked on important characteristics of a leader:
 - i. Left side should be labeled Renaissance and contain important characteristics of rulers for that period (according to Machiavelli). The right side should have important characteristics of today's leaders and the overlapping component should have characteristics that are important to both time periods.
 - b. Groups that worked on manners and etiquette:
 - i. Left side should be labeled Renaissance and should contain information about manners and etiquette during that time, the right side should be labeled today and contain manners and etiquette that are important today and the overlapping part should contain information about manners that are important today and were important to the people during the Renaissance time.

E. *Assessment/Evaluation*

1. Informal assessment - look through the groups' work and Venn diagrams to ensure students understand how values and ideas can be differ from time period to time period but also have similarities.

Lesson Five: The Medici Family and the Popes (two days, 45 minutes each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand economic activities within a region and examine the reasons for their locations. (Colorado Model Content Standards Geo 5-8.4.3.A)
2. Lesson Content
 - a. Patrons of the arts and learning
 - i. The Medici Family and Florence
 - ii. The Popes and Rome
3. Skill Objective(s)
 - a. Create a graphic organizer using processes and resources of historical inquiry.

B. *Materials*

1. Core Knowledge History and Geography Grade 5
2. Library books on the Medicis
3. Materials for making a “Family Tree”
 - a. Three washed white sheets (100% cotton twin size) cut in half width wise
 - b. Pencil (one per group)
 - c. Six bottles of craft glue
 - d. Fabric dye (enough to dye three sheets)
 - e. Salt (amount per instructions on the package of dye)
 - f. Six spray bottles
 - g. Newspaper (enough to cover the tables where dying will be taking place)
 - h. Six large wash bins or tubs (For rinsing the dye from the sheets)
 - i. One bottle of dish soap
 - j. Rubber gloves (two pairs per student)
 - k. Paint shirts or aprons (one per student and for the teacher)
 - l. Six permanent or fabric markers
 - m. Copy paper (minimum of twelve sheets)
 - n. Research that was completed (homework that was assigned in Lesson One)

C. *Key Vocabulary*

1. A *patron* is a person or a group of people that supports the arts financially.
2. A *guild* is a group of people of a certain trade that governed a town or city-state and elected councilmen.
3. A *pope* is the ruler of the Catholic Church. During the Renaissance, the Pope also ruled the Papal States.
4. *Fresco* is a painting done on moist plaster.
5. A *humanist* is someone who was concerned with the rediscovery of Ancient Greek and Roman cultures.

D. *Procedures/Activities*

1. Explain to students that today they are going to use their research from homework in Lesson One to complete a graphic organizer about the Medici Family. In the next part of this lesson, we will study the family more in depth and the popes of the Renaissance.
2. Distribute a protective paint shirt to each student.
3. Have students put on their paint shirts to prepare for the upcoming activity.
4. Group the students into six groups.

5. Return students' research back to them. Also, distribute two pieces of copy paper to each group along with a pencil.
6. Have students lay out a design for their family tree on the copy paper.
7. Check each group's layout for accuracy and ensure that they have the relationship between the branches and dates of reign (refer to Appendix H.) Once the design is acceptable, have students sketch it on their sheets.
8. Students will now cover their working table with newspaper.
9. Students need to paint glue onto the areas that need to remain white (the tree area.) This will prevent the dye from coloring these areas.
10. Give each student a pair of rubber gloves.
11. Give each group a spray bottle and all the materials to mix the dye.
12. Teacher may mix the dye or have the students mix the dye per the dye instructions into the spray bottles.
13. Have students carefully spray dye so that it covers their entire sheet. (Area with the glue will remain white.)
14. Allow time for the sheets to dry overnight.
15. Have students clean up their work areas.
16. This is the end of day one of this lesson. The following are procedures for day two.
17. Have student return to their workstations from the previous day wearing their paint shirts.
18. Students need to put water into their provided wash bins. (To save time, the teacher may want to fill the wash bins with water ahead of time.)
19. Students need to rinse their sheets in the wash bins until the water runs out of the sheets clear.
20. Students need to use the liquid dish soap to scrub off the glue from the sheets.
21. Students need to hang their sheets to dry somewhere designated by the teacher. Tomorrow, once the shirts are dry, have the students write in the names and years of reign in the correct places in the tree. This should take five minutes that can be done at the beginning of lesson six, or at another time in your day.
22. Students need to clean up their work areas and return to their seats.
23. The teacher will distribute of copy of Appendix H, page 2 to each student.
24. Using Appendix H, page 1, the teacher will provide the students the information needed to fill out Appendix H, pages 2 and 3 and initiate a discussion on the Medici Family and the Popes of the renaissance family.

E. *Assessment/Evaluation*

1. Evaluate the notes for accuracy using Appendix G, pages 2 and 3. Give students a three if notes are complete and accurate, a two if notes contain most of the information, and a one if notes are missing several components.

Lesson Six: Artists (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how economics, political and cultural, and social process interact to shape patterns of human population, interdependence cooperation and conflict. (Colorado Model Content Standard Geo 4)
2. Lesson Content
 - a. Leonardo da Vinci, Michelangelo

3. Skill Objective(s)
 - a. Read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Colorado Model Content Standard Reading and Writing 5)
 - b. Identify important ideas from the Renaissance.
- B. *Materials*
1. A visual of *The Proportions of Man*, *Mona Lisa*, and *The Last Supper* by Leonardo da Vinci
 2. Notebook paper (one sheet per student)
 3. Pencils (one per student)
 4. Visuals of *The Creation of Adam*, *The Statue of David*, and *The Pieta* by Michelangelo
 5. A visual of *Adoration of the Magi* by Botticelli and a Middle Ages example to show the contrast (available in Pearson History and Geography Grade 5, pages 48 and 49)
 6. Appendix I (Quiz – one for each student)
 7. Appendix J (key for the teacher)
 8. Ceiling tiles (six) (any type of painting paper or butcher paper can be used for this activity if ceiling tiles are not available)
 9. Paint (various colors of temper paint)
 10. Paint brushes (enough for the class)
 11. Paint shirts (one for each student)
- C. *Key Vocabulary*
1. *Prospective* is painting or drawing to make something look three-dimensional.
- D. *Procedures/Activities*
1. Inform students that today we will be having a short quiz over Renaissance concepts learned up to this point.
 2. Pass out a copy of Appendix I to each student. The students should complete this quiz independently. When students are finished, have them turn in the quiz for future grading.
 3. Pass out one pencil and one sheet of notebook paper to each student. Have the students fold their paper vertically down the middle to prepare for taking notes. (Use Appendix J as a reference.)
 4. Show students the pictures of the artwork as listed in Appendix J in order. After showing the students the pictures, have the students take notes (once again referring to the key in Appendix J).
 5. Have students get into six groups.
 6. Each group needs to select an idea from the Renaissance to paint onto the ceiling tile. Possible ideas might include any artwork of the Renaissance period, portraits of prominent people of the Renaissance period, printing press, books, or scenes from a Renaissance city (Florence.)
 7. Once the idea has been agreed on, have the students paint the tiles. Once these tiles have dried, they may be displayed either in the classroom for your students enjoyment, or in the hallway for the entire school to view. These can be hung either in the ceiling grid if your room has these or on the wall.
- E. *Assessment/Evaluation*
1. Quiz at the beginning of class will an assessment of each student’s understanding of the concepts (Appendix I).
 2. Look over the students’ notes for accuracy and ensure that the ceiling tiles depict ideas from the Renaissance.

VI. CULMINATING ACTIVITY

- A. Option 1: Culminating assessment
 - 1. Review the rubric in Appendix K, page 3 so students know what the expectations are for the writing component of the culminating activity.
 - 2. Pass out Appendix K, page 1 to each student. Review each question with the students to ensure understanding.
 - 3. Have students complete the assessment.
- B. Option 2: PowerPoint Presentation
 - 1. Have students prepare a PowerPoint presentation using the rubric (Appendix L) as a guideline.
 - 2. The presentation should include a minimum of five slides with information about concepts, ideas, values, and/or artists of the Renaissance time period.
 - 3. Encourage students to use prior computer skills to make creative presentations.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Blank Map of Italy
- B. Appendix B: Labeled Map of Italy
- C. Appendix C: Cause and Effect Puzzle Pieces
- D. Appendix D: Scrambled List for Cause and Effect Activity (two pages)
- E. Appendix E: Printing Press Affecting Man-kind Writing Rubric
- F. Appendix F: Venn Diagram (two pages)
- G. Appendix G: Outline Notes for the Medici Family and Popes (three pages)
- H. Appendix H: Family Tree Key
- I. Appendix I: Quiz (two pages)
- J. Appendix J: Two Column Notes Key
- K. Appendix K: Culminating Activity Option 1 (three pages)
- L. Appendix L: Culminating Activity Option 2

VIII. BIBLIOGRAPHY

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- E. Prum, Deborah Mazzotta *Rats, Bulls, and Flying Machines* Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-18-6
- F. Rhatigan, Joe and Smith, Heather *Geography Crafts for Kids* New York: Scholastic Inc. 2002. 0-439-468959-0
- G. State of Colorado. *Colorado Model Content Standards*. Colorado: State of Colorado, 2005. <http://www.cde.org>

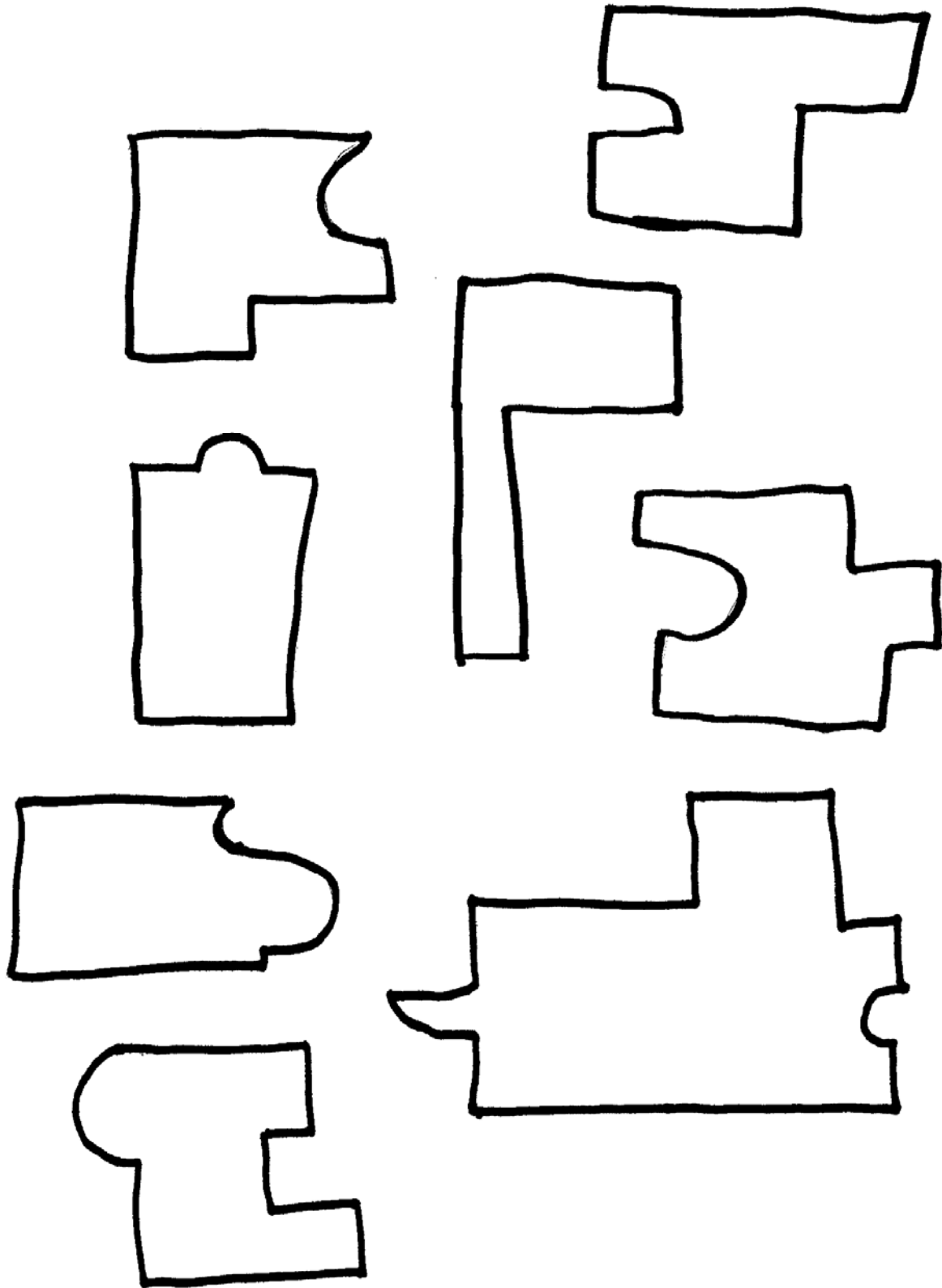
Appendix A
Blank Map of Italy



Appendix B
Labeled Map of Italy



Appendix C
Cause and Effect Puzzle Pieces



Scrambled List for Cause and Effect Activity

- The fleas carried the plague.
- Italy began to look for new ways to make money.
- Eventually, Italy began to trade luxury items such as artistic metalwork, fine leather, and furniture.
- 1347 – Merchant ships arrive in Sicily carrying rats with fleas.
- They began selling and trading wine, oil, and cheese.
- The plague killed $\frac{1}{2}$ to $\frac{1}{3}$ of the population of Europe.
- The price of grain dropped.
- There were less people to feed.

Scrambled List for Cause and Effect Activity Answer Key

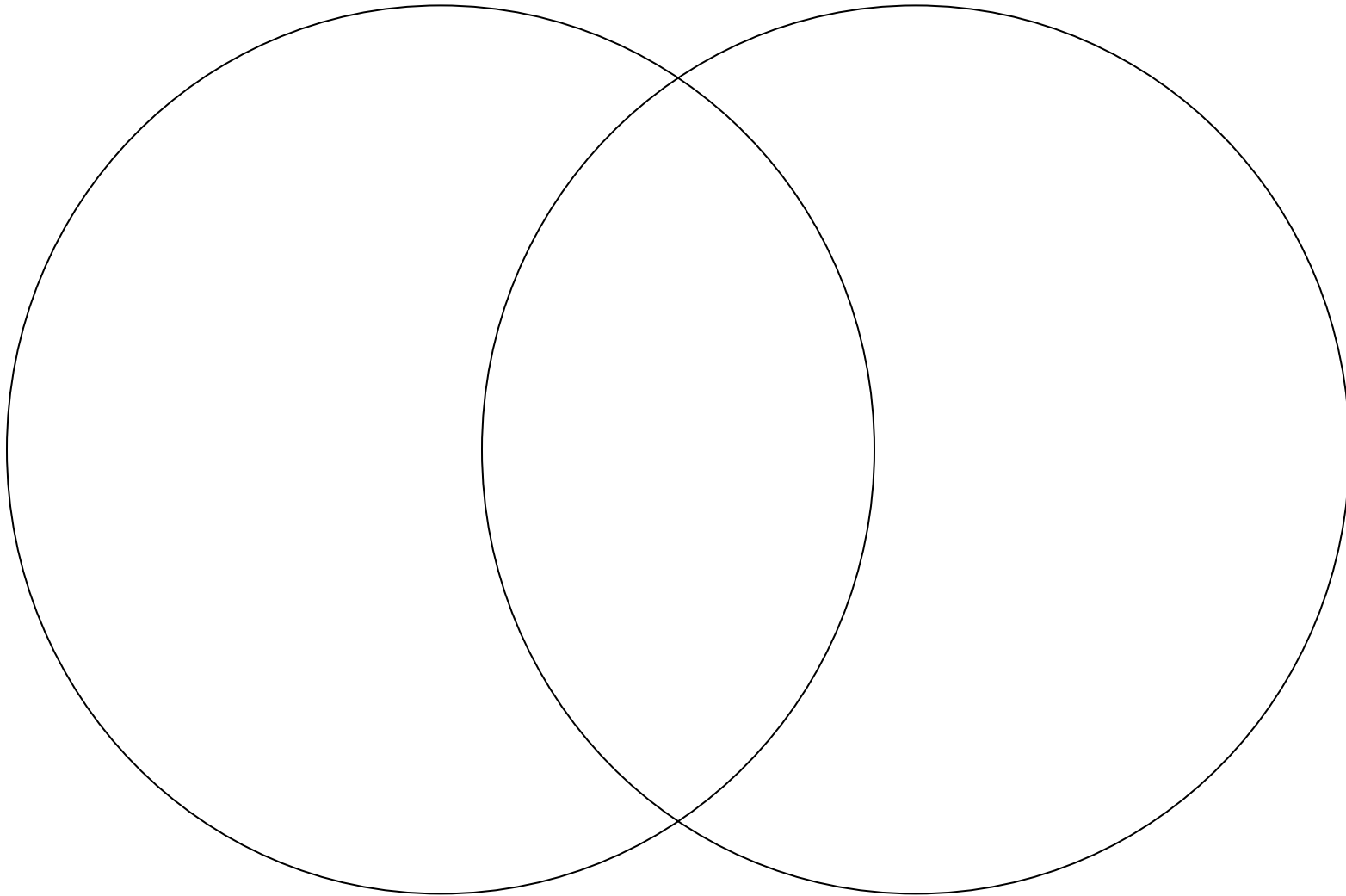
- 1347 – Merchant ships arrive in Sicily carrying rats with fleas.
- The fleas carried the plague.
- The plague killed $\frac{1}{2}$ to $\frac{1}{3}$ of the population of Europe.
- There were less people to feed.
- The price of grain dropped.
- Italy began to look for new ways to make money.
- They began selling and trading wine, oil, and cheese.
- Eventually, Italy began to trade luxury items such as artistic metalwork, fine leather, and furniture.

Appendix E
Printing Press Affecting Mankind Writing Rubric

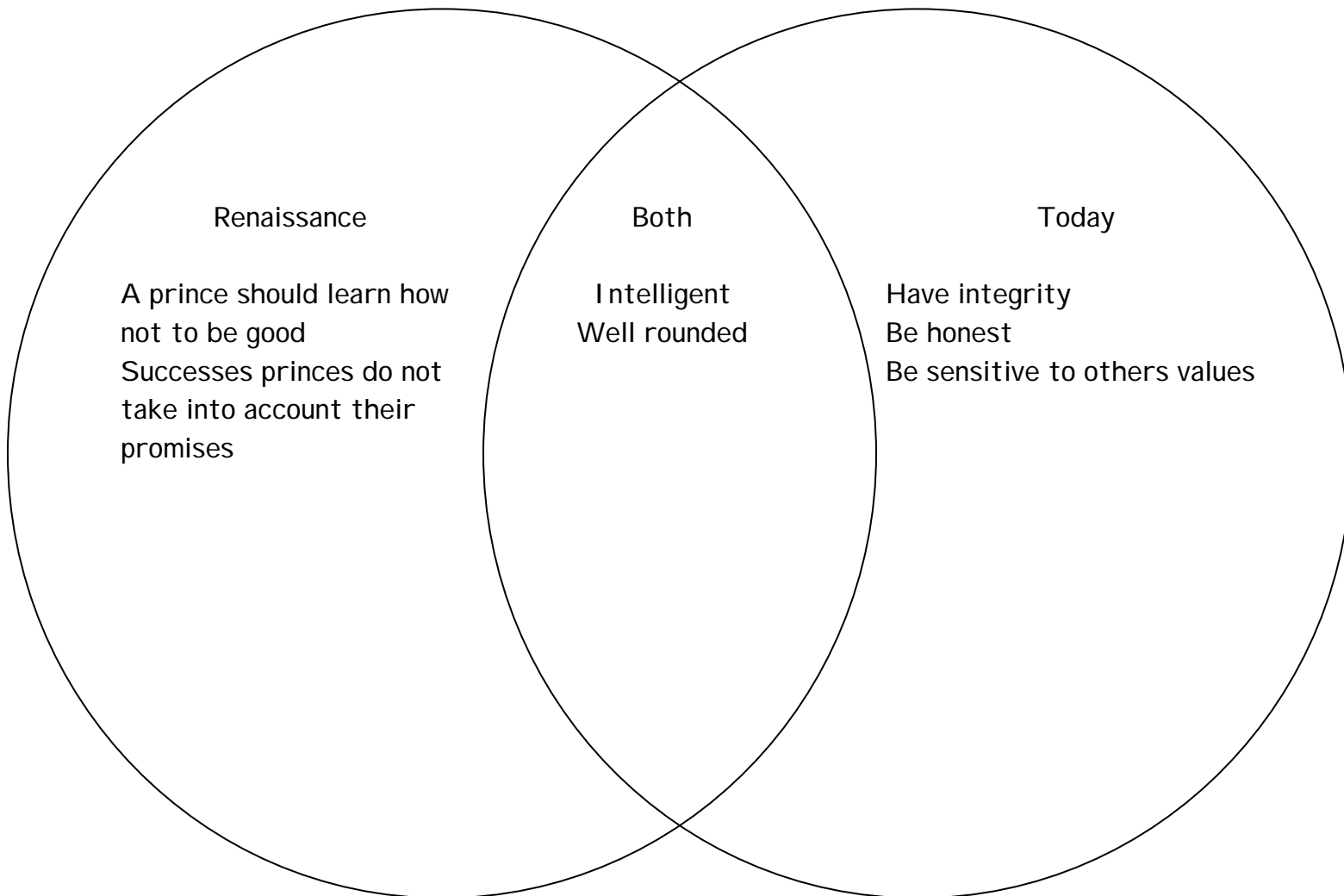
	4	3	2	1
Paragraph Format	Paragraph includes a topic sentence, at least three supporting detail sentences, and has an elaborating detail sentence for every supporting detail sentence, along with a closing sentence.	Paragraph includes a topic sentence, at least two supporting detail sentence, and has an elaborating detail sentence for every supporting detail sentence, along with a closing sentence.	Paragraph includes a topic sentence, at least one supporting detail sentence, with an elaborating detail sentence, along with a closing sentence.	Not in paragraph form.
Answers	Student responded to the prompt and supported his/her answer with facts from the lesson.	Student responded to the prompt without details.	Student answered a portion of the prompt.	Student failed to answer the prompt.
Style	Student has at least three good word choices and three varied starts to their sentences.	Student has two good word choices and two varied starts to their sentences.	Student has one - two good word choices and varied the start of his/her sentences only once.	Student doesn't have a good word choice and his/her sentences consistently started the same.
Word choice = Students take commonly used verbs and replace them with a stronger verb. This can also include adding adjectives, alliteration, similes, or onomatopoeia.				

Student name: _____ Date: _____

Appendix F, page 1
Venn Diagram



Appendix F, page 2
Venn Diagram Example



Outline Notes for the Medici Family and Popes

Contributions the Medici Family and the Popes had on the Renaissance:

- ❖ Leading family of Florence
 - Cosimo de Medic
 - Talented at banking
 - Government of Florence became dependent on Medici banking for loans
 - Deep respect for the Ancient Greek and Roman civilizations
 - Spent large amounts of money on art and architectural
 - Funded Brunelleschi
 - Dome of Santa Maria del Fiore
 - Lorenzo de Medici
 - Comimo's son
 - From 1480-1492 worked hard to make Florence, Italy's most prominent city with regards to education and art.
 - Arranged for son to become Pope (Pope Leo X)
- ❖ Popes
 - Pope Nicholas V
 - Credited with bringing Renaissance thinking to Rome
 - Rebuilt and repaired city, attracting tourists.
 - Humanist
 - Pope Sixtus IV
 - Improved Roman Roads
 - Added thousands of book to the Vatican library
 - Built the Sistine Chapel
 - Pope
 - Pope Julius II (Nephew of Sixtus IV)
 - Secured the Pope's authority over the Papal State
 - Further expanded the Vatican library
 - Hired Raphael to paint frescoes in apartments of the clergy.
 - Hired Michelangelo
 - Started to build St. Peter's basilica (it took 120 years to complete)
 - Giovanni (Lorenzo de Medici's son)
 - Known as Leo X
 - Encouraged pageants parades
 - Hired artists like Raphael and Michelangelo
 - Encouraged poets and scholars to come to the Vatican.
 - Continued building St. Peter's Basilica.
 - Clement VII (nephew of Lorenzo de Medici and cousin of Leo X)
 - Under his rule, Rome was overtaken in 1527.
 - Significant damage was done to art, monasteries, and the Vatican library.

Student Outline Notes for the Medici Family and Popes

○ Pope Sixtus IV

- _____
- _____
- _____
- _____

○ Pope Julius II (Nephew of Sixtus IV)

- _____
- _____
- _____
- _____
- _____

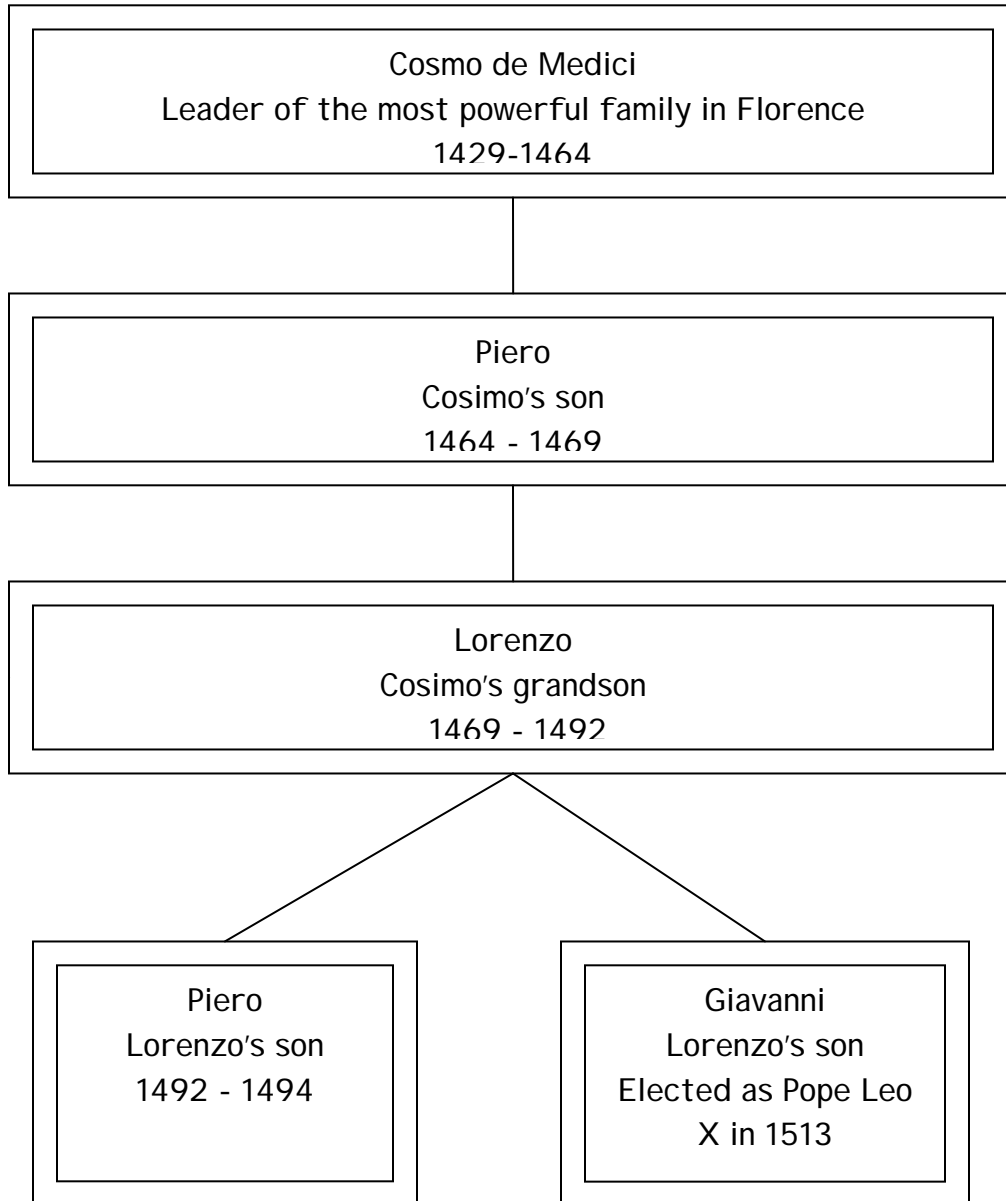
○ Giovanni (Lorenzo de Medici's son)

- _____
- _____
- _____
- _____
- _____

○ Clement VII (nephew of Lorenzo de Medici and cousin of Leo X)

- _____
- _____

Appendix H Family Tree Key



All years listed above are years of reign.

Appendix I, page 1
Quiz

Name: _____ Date: _____

Answer each question in complete sentences.

1. Why did Italy begin to seek out different items to trade?

2. Why was Gutenberg's discovery vital to the Renaissance?

3. Name three ways the Medici of Florence and/or the Popes contributed to the Italian Renaissance.

4. Machiavelli wrote The Prince. What was this book about?

5. According to Castiglione's The Courtier, the ideal "Renaissance man" should:
 - a. be able to turn somersaults
 - b. walk a tightrope
 - c. appreciate and understand art, science, and be well educated
 - d. be able to paint and sculpt masterpieces

Appendix I, page 2
Quiz – Key

Name: _____ Date: _____

Answer each question in complete sentences.

1. Why did Italy begin to seek out different items to trade?
Italy began to seek out different items to trade because the price of grain dropped.

2. Why was Gutenberg’s discovery vital to the Renaissance?
Gutenberg’s printing press allowed books to be copied faster. This allowed more people access to books and therefore, knowledge.

3. Name three ways the Medici’s of Florence and/or the Popes contributed to the Italian Renaissance.
The Medici’s funded several different artists. They also loaned money to the government of Florence. The Popes also contributed to the Renaissance by commissioning painters to paint buildings such as the Sistine Chapel and erect buildings such as St. Peter’s Basilica. (answers may vary)

4. Machiavelli wrote The Prince. What was this book about?
This was a book explaining how leaders should rule.

5. According to Castiglione’s The Courtier, the ideal “Renaissance man” should:
 - a. be able to turn somersaults
 - b. walk a tightrope
 - c. **appreciate and understand art, science, and be well educated**
 - d. be able to paint and sculpt masterpieces

Appendix J

Two Column Notes Key

<p>Changes in Art</p>	<p>During the Middle Ages, art consistently went unsigned. They were viewed as craftsmen as apposed to artists. The focus was on the after life as apposed to self. Once humanist discovered Ancient Greek and Roman artist were credited for their work. Renaissance artist also took credit for their work.</p>
<p>Brunelleschi</p>	<p>He was inspired by an essay written by an ancient roman named Vitruvius. He rediscovered prospective. (Show the students the comparisons between a Middle Ages picture and a Renaissance depiction of <i>Adoration of Magi</i>.)</p>
<p>Leonardo da Vinci</p>	<p>He personified the “Renaissance man.” He was a musician, an architect, a scientist, a sculpture, and a painter. Mona Lisa – a painting of a Florentine citizen’s wife. Proportions of a Man – An accurate sketch of the anatomy of the human body. The Last Supper – A painting of the disciples when Jesus states that one of them will betray him.</p>
<p>Michelangelo Buonarroti</p>	<p>The Pieta is a sculpture of the Virgin Mary holding and mourning the dead body of Jesus. This is made from marble. 1501 – The statue of David (The depiction of the biblical hero, David) 1505 – Pope Julius II commissioned Michelangelo to design the Popes tomb and to paint the Sistine Chapel. Michelangelo painted the ceiling of the Sistine Chapel with scenes from the book of Genesis from the bible. One of the most famous paintings in the Sistine Chapel is the Creation of Adam.</p>

Appendix K, page 1
Culminating Activity Option 1

Name: _____ Date: _____

Answer questions 1 – 4 in a complete sentence and questions 5 – 6 in a paragraph form.

1. Who painted *The Creation of Adam*?
2. Which artist is credited with the rediscovery of perspective?
3. Which family had an international banking business centered in Florence?
4. Leonardo da Vinci personified the “Renaissance man” because:
5. What ideas and values from the Renaissance do we still see today? (answer in paragraph format)

6. From the artwork we studied, tell me which work you liked the best and why. (answer in paragraph format)

Culminating Activity Option 1–, Key for #'s 1 - 6

1. Who painted *The Creation of Adam*?
Michelangelo painted *The Creation of Adam*.
2. Which artist is credited with the rediscovery of perspective?
Brunelleschi is credited with the rediscovery of perspective.
3. Which family had an international banking business centered in Florence?
The Medici family had an international banking business in centered in Florence.
4. Leonardo da Vinci personified the “Renaissance man” because:
Leonardo da Vinci personified the “Renaissance man” because he was well educated, could paint, sculpt, and was a scientist. He did the things that according to *The Courtier*, were deemed important for men of the Renaissance period.
5. **The ideas and values can include: Focus on self vs. afterlife, perspective in paintings, banking practices, being good at several things, and etiquette. (See rubric for writing component of the assessment on page 3.)**
6. **Students can choose any of the art works studied including Michelangelo’s *The Creation of Adam*, *The Statue of David*, *The Sistine Chapel*, Leonardo da Vinci’s *Mona Lisa*, and *The Last Supper*. (See the rubric for the writing component of the assessment on page 3.)**

Appendix K, page 3
**Rubric for writing component of 5 from the Culminating
 Activity Option 1**

Name: _____ Date: _____

Question 5

	4	3	2	1
Paragraph format	Paragraph contains a topic sentence, three – four details, and a closing sentence.	Paragraph contains a topic sentence, two – three details, and a closing sentence.	Paragraph is missing either a topic sentence, concluding sentence, or contains only one detail.	Answers are not in paragraph form.
Response to prompt	Student included at least three ideas, and supported these with at least one elaborating detail sentence per idea in the paragraph.	Student included at least two ideas, and supported these with at least one elaborating detail sentence per idea in the paragraph.	Student included one idea, and supported these with at least one elaborating detail sentence per idea in the paragraph	Student included one idea, but did not support this idea in the paragraph.
Conventions	One to two spelling or grammatical errors that don't interfere with the meaning.	Under three spelling or, grammatical errors that don't interfere with the meaning.	Three or more spelling or grammatical errors that don't interfere with the meaning.	Three or more spelling or grammatical errors, and a change in meaning.

Appendix K, page 4
**Rubric for writing component of 6 from the Culminating
 Activity Option 1**

Name: _____ Date: _____

Question 6

	4	3	2	1
Paragraph format	Paragraph contains a topic sentence, three – four detail, and a closing sentence.	Paragraph contains a topic sentence, two – three details, and a closing sentence.	Paragraph is missing either a topic sentence, concluding sentence, or contains only one detail.	Answers are not in paragraph form.
Response to prompt	Students stated the artwork with description along with explaining why they chose it.	Students stated the artwork that they chose and explained why they chose it.	Students did not explain why they chose the artwork.	Students provided a paragraph answer, but failed to address the prompt.
Conventions	One to two spelling or grammatical errors that don't interfere with the meaning.	Under three spelling or grammatical errors that don't interfere with the meaning.	Three or more spelling or grammatical errors that don't interfere with the meaning.	Three or more spelling or grammatical errors, and a change in meaning.

Appendix L
Rubric for Culminating Activity Option 2

Name: _____ Date: _____

	4	3	2	1
Creativeness	Ideas are presented in interesting and unique ways.	The ideas are presented in interesting ways.	An attempt at creativity is demonstrated in one or two slides.	Creativity is not attempted.
Number of slides	Five or more slides with a minimum of three details per slide	Five slides with a minimum of two details per slide.	Four slides with one detail per slide.	Four slides or less or missing one detail for every slide.
Ideas	Student presented a concept from the Renaissance in every slide including one not discussed in class.	Student presented a concept from the Renaissance in every slide.	One slide does not include a Renaissance concept.	Two slides or more do not contain a Renaissance concept.
Spelling and Grammar	Presentation has no spelling or grammar mistakes.	Presentation contains one to three spelling or grammar mistakes, but does not interfere with the meaning.	Presentation contains four to five spelling or grammar mistakes, but does not interfere with the meaning.	Presentation contains spelling and grammar mistakes that interfere with the meaning.
Oral Presentation	Student presented information in a clear and concise manner and varied tone of voice.	Student presented information in a clear and concise manner.	Student mostly presented information in a clear and concise manner.	Student did not present information either in a clear or concise manner.