

# How to be a Sculptor, Painter, Scientist and Inventor: A Look at the Renaissance

**Grade Level or Special Area:** Fifth Grade, Social Studies

**Written by:** Ashley Chamberlin, Platte River Academy, Highlands Ranch, Colorado

**Length of Unit:** Six lessons (50 minutes each)

## I. ABSTRACT

This unit contains an overview of the history, political influences, artistic works and main figures of the Renaissance. The lessons include a history of how the Renaissance came to be and one of the inventions of the period, the printing press. There is also information on political figures such as the Medici family and the Pope. The lessons also include a history and brief study of two artists from the Renaissance, Leonardo da Vinci and Michelangelo.

## II. OVERVIEW

### A. Concept Objectives

1. Understand how the movement of ideas, products, and people can influence other world areas (Douglas County History Standard 1.1).
2. Understand that artistic expression varies in different regions and contributes to a nation's cultural development (Douglas County History Standard 2.6).
3. Understand the roles that individuals and groups play in the process of public policy and government (Douglas County History Standard 4.5).

### B. Content from the *Core Knowledge Sequence* page 114

1. World History and Geography: The Renaissance and the Reformation
  - a. The Renaissance
    - i. Islamic scholars translate Greek works to 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

### C. Skill Objectives

1. Identify and label regions and cities of the Byzantine and Islamic Civilizations on a map.
2. List technological advances in math and science.
3. Identify the printing press as an invention of the Renaissance.
4. Identify and label the city-states of Rome, Florence and Venice on a map of Italy.
5. Identify a new social class of the Renaissance in Italy, the middle class.
6. Identify the Medici family as patrons.
7. Identify the Pope as a patron.
8. Identify Leonardo da Vinci as a Renaissance man.
9. Define Renaissance man.
10. Recognize the works of Leonardo da Vinci.
11. Identify Michelangelo as a great painter and sculptor.
12. Identify several of Michelangelo's works.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. E. D. Hirsch, Jr., *What Your 5<sup>th</sup> Grader Needs to Know* (pages 135-140)
  - 2. James A. Corrick, *The Renaissance*
  - 3. Nathaniel Harris, *The Art of the Renaissance*
- B. For Students
  - 1. The Middle Ages, *Core Knowledge Sequence* (Grade 4, page 91)
  - 2. The Spread of Islam, *Core Knowledge Sequence* (Grade 4, page 92)
  - 3. Ancient Rome *Core Knowledge Sequence* (Grade 3, page 70)

### IV. RESOURCES

- A. Deborah Mazzotta Prum, *Rats, Bulls, and Flying Machines*
- B. E.D. Hirsch, *Pearson Learning Core Knowledge History and Geography*, pages 42-71
- C. E.D. Hirsch, Jr., *What Your 5<sup>th</sup> Grader Needs to Know*, pages 135-140

### V. LESSONS

#### **Lesson One: Islamic Scholars Translate Greek Works to Help Preserve Classical Civilization**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand how the movement of ideas, products, and people can influence other world areas (Douglas County History Standard 1.1).
  - 2. Lesson Content
    - a. Islamic scholars translate Greek works to help preserve classical civilization
  - 3. Skill Objective(s)
    - a. Identify and label regions and cities of the Byzantine and Islamic Civilizations on a map.
    - b. List technological advances in math and science.
- B. *Materials*
  - 1. Deborah Mazzotta Prum, *Rats, Bulls, and Flying Machines* (pages 4-8, one copy for each student)
  - 2. Appendix A (one copy for each student)
  - 3. Pencil/Pen (one for each student)
  - 4. Crayons (at least three different colors for each student)
- C. *Key Vocabulary*
  - 1. Renaissance – rebirth of Ancient Greek and Roman learning in the mid 1300’s to early 1600’s
  - 2. Byzantine Civilization – the Eastern Roman Empire which had Constantinople as its capital
  - 3. Islamic Civilization – the area of modern day Spain, northern Africa and the Middle East, which was heavily, populated with Muslim people
  - 4. Muslim – a follower of Islam, a religion founded by a man named Mohammed; Muslims worship God (Allah in Arabic) and follow the teachings of the Koran
  - 5. Dark Ages – a term used to describe the Middle Ages in Western Europe; this period was called the Dark Ages because there was a lack of learning and progress in Western Europe at that time
- D. *Procedures/Activities*
  - 1. Have students read (either as a group or silently to themselves) pages 4-8 of *Rats, Bulls, and Flying Machines*.

2. Using the map on page 8 of *Rats, Bulls, and Flying Machines*, point out to the students the Islamic Civilization and the Byzantine Civilization.
  3. Discuss with students the fact that in these regions of the world there were great centers of learning in math, science and the arts.
  4. Review with the students the term Dark Ages. Point out that in Western Europe during the Middle Ages (500 A.D to the early 1300's) the people of Western Europe were not being taught things like math, science or art.
  5. Hand out one copy of map found in Appendix A to each student.
  6. Have students look at the map on page 8 of *Rats, Bulls and Flying Machines* and complete the map in Appendix A by filling in the cities of Toledo, Cordoba, Granada, Constantinople as well as coloring in and labeling the Byzantine Civilization, the Islamic Civilization, the Mediterranean Sea and Western Europe. Also have students use the text to they just read to define the words Renaissance, Dark Ages and Muslim on Appendix A.
  7. Once students have completed the map, talk briefly about what it would be like if they had no education. They wouldn't be able to write a letter to their friend that lived far away or be able to read a road sign to know where to go. Give several other examples of how education helps the students and our society (i.e. medicine, technology, warning labels, etc.).
  8. Have the students turn their maps over and write five things we have because of learning and advancements in math, science or technology. Examples of good answers would be: medicine, computers, cars, skyscrapers, etc.
  9. Finish the lesson by having the children give the examples that they wrote down, and talk about why education and learning are important.
- E. *Assessment/Evaluation*
1. Accuracy of labeling map in Appendix A.
  2. Accuracy of definitions of Renaissance, Dark Ages, and Muslim.
  3. Participation in discussion.

## **Lesson Two: A “Rebirth” of Ideas from Ancient Greece and Rome**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand how the movement of ideas, products, and people can influence other world areas (Douglas County History Standard 1.1).
  2. Lesson Content
    - a. A “rebirth” of ideas from ancient Greece and Rome
  3. Skill Objective(s)
    - a. Identify the printing press as an invention of the Renaissance.
- B. *Materials*
1. Appendix B (one copy for each student)
  2. One rubber stamp with a phrase on it (for example a “Thank You” stamp)
  3. One ink pad for the stamp
  4. One large sheet of white paper (taped to the wall in the front of the class)
  5. ½ potato for each student
  6. Paint (at least three different colors for each group of 4-6 students)
  7. Construction paper (at least one sheet per student)
  8. Butter knives (at least one per every two students)
- C. *Key Vocabulary*
1. Printing press – a machine designed by Johannes Gutenberg around 1440 that allowed the reproduction of print by using movable type, or movable metal molds in the shapes of letters

D. *Procedures/Activities*

1. Begin the lesson with a review of Lesson One by telling the students that during the Dark Ages the people of Western Europe were not well educated. However beginning in the mid 1300's the people began to become interested in old learning of ancient Greece and Rome.
2. Have one student read aloud the paragraph at the top of Appendix B, while the other students read along silently to themselves.
3. Choose one student volunteer. Give him/her the rubber stamp (for example a stamp that says "Thank You"). Then instruct the volunteer student that he/she will need to stamp the sheet of white paper, that is taped to the wall, as many times as he/she can in one minute.
4. Instruct the rest of the class to write the phrase that is written on the stamp ("Thank You") as many times as they can in one minute. Remind the students that each time they write the phrase it must be legible and neat.
5. Time the students as they write/stamp the phrase as many times as they can in one minute. Then have the students count how many times they were able to complete the phrase and have the students compare answers.
6. Point out to the students that it was easier for the student with the stamp to reproduce the phrase quickly and accurately than it was for the students writing the phrase. Tell the students that the printing press was a very important invention because it allowed the written material to be easily and cheaply reproduced.
7. Have the students answer the question on Appendix B and then discuss them. Here are examples of good responses.
  - a. Who invented the Printing Press? - Johannes Gutenberg
  - b. When was the Printing Press invented? – About 1440
  - c. What was the advantage of using the Printing Press over copying books by hand? It was fast and accurate.
  - d. What impact do you think the availability of books had on the people of the Renaissance period? - Examples of good responses: (1) People could read books for themselves and form their own opinions, (2) People could learn to read, (3) people could learn about other places, etc
8. Tell the students that they are going to make their own printing press today.
9. Have the children break up into groups of four to six students and distribute the potato halves. Have the children draw letters or shapes on the potatoes and carve them out with the butter knives.
10. Then distribute paint to each group of students and have the students decorate construction paper by dipping the carved potatoes into paint and stamping them onto the construction paper. Encourage the students to share their stamps with the other members of their group to create different and fun designs.

E. *Assessment/Evaluation*

1. Accuracy of questions answered in Appendix B.
2. Participation in stamp/writing contest.

**Lesson Three: New trade and New Wealth/ Italian City-States: Venice, Florence and Rome**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand how the movement of ideas, products, and people can influence other world areas (Douglas County History Standard 1.1).
  - b. Understand the roles that individuals and groups play in the process of public policy and government (Douglas County History Standard 4.5).

2. Lesson Content
    - a. New trade and new wealth
    - b. Italian city-states: Venice, Florence and Rome
  3. Skill Objective(s)
    - a. Identify and label the city-states of Rome, Florence and Venice on a map of Italy.
    - b. Identify a new social class in Italy, the Middle Class.
- B. *Materials*
1. E.D. Hirsch, *Pearson Learning Core Knowledge History and Geography* (pages 44-46, one copy for each student)
  2. Pen/Pencil (one for each student)
  3. Appendix C (one copy for each student)
- C. *Key Vocabulary*
1. Patron – a wealthy person who supports an artist
  2. Merchant – the operator of a retail business
  3. Trader – a buyer and seller of commodities for profit
- D. *Procedures/Activities*
1. Have students read E.D. Hirsch, *Pearson Learning Core Knowledge History and Geography* (either aloud or silently to themselves) beginning on page 44 with “Italy the Innovator” to page 46 until just before “An Important Invention.”
  2. Distribute map of Italy found in Appendix C
  3. Have students use map on page 45 of E.D. Hirsch, *Pearson Learning Core Knowledge History and Geography* to label Appendix C with Rome, Florence, Venice.
  4. Talk about the location of Italy in the Mediterranean Sea. Ask the students the following question and discuss their responses: “How did Italy’s location help it prosper?” (Response: “Trading ships sailed back and forth across the Mediterranean, from Western Europe to the Middle East and From northern Africa to southern Europe. Because of its central location, Italy was in a good position to profit from this trade.” Page 44 from E.D. Hirsch, *Pearson Learning Core Knowledge History and Geography*.)
  5. Point out that many merchants and traders in Italy were becoming very wealthy in Italy at this time and a new social class arose, the Middle Class.
  6. Refer students to pyramid on Appendix C.
  7. Have students place the list of groups of people into the pyramid. Correct answers: Upper Class – Rulers; Middle Class – Merchants, Traders; Lower Class – Surfs, Free Peasants, Farmers.
- E. *Assessment/Evaluation*
1. Accuracy of labeling Rome, Florence and Venice in Appendix C.
  2. Accuracy categorizing social groups into classes in pyramid of Appendix C.

#### **Lesson Four: Patrons of the Arts and Learning: The Medici Family and The Pope in Rome**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand the roles that individuals and groups play in the process of public policy and government (Douglas County History Standard 4.5).
    - b. Understand that artistic expression varies in different regions and contributes to a nation’s cultural development (Douglas County History Standard 2.6).
  2. Lesson Content
    - a. Patrons of the arts and learning:

- i. The Medici family
    - ii. The Pope and Rome
  - 3. Skill Objective(s)
    - a. Identify the Medici family as patrons.
    - b. Identify the Pope as a patron.
- B. *Materials*
  - 1. Pen/Pencil (one for each student)
  - 2. Appendix D (one copy for each student)
- C. *Key Vocabulary*
  - 1. Guild – people of a common trade that joined together for political reasons
- D. *Procedures/Activities*
  - 1. Distribute copies of Appendix D and have the students read the paragraph at the top of the page (either aloud or silently to themselves).
  - 2. Have the students answer the questions on Appendix D. Here are the correct responses:
    - a. What did Cosimo de’Medici do for a living? – Cosimo de’Medici was a wealthy international banker.
    - b. Why was Cosimo de’Medici considered a Patron? – Because he funded the Arts.
    - c. What is a Guild? – People of a common trade that joined together for political reasons
  - 3. Discuss with the students the following question: How do wealthy members of society influence art and government? (Examples of possible responses: (1) The wealthy often decide which projects are/are not funded, (2) The wealthy in society use their money to persuade government officials or the public to vote for certain things/people.)
  - 4. Discuss with the students that it wasn’t just wealthy families and individuals that funded education and art during the Renaissance. The Pope in Rome also played a part in influencing what was taught and the kind of art that was funded.
  - 5. Have students read (either aloud or silently to themselves) E.D. Hirsch, Jr., *What Your 5<sup>th</sup> Grader Needs to Know*, pages 139-140; the section entitled “The Renaissance Moves to Rome,” which discusses the Pope’s influence on art.
  - 6. Ask the students the following question: “What do you think the effect of the Catholic Church had on the art that was being produced during the Renaissance in Rome?” (Example of a good response: There were more works of art with a subject matter of God or characters in the Bible.)
- E. *Assessment/Evaluation*
  - 1. Accuracy of questions answered in Appendix D.

### **Lesson Five: Leonardo da Vinci**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understand that artistic expression varies in different regions and contributes to a nation’s cultural development (Douglas County History Standard 2.6).
  - 2. Lesson Content
    - a. Leonardo da Vinci
  - 3. Skill Objective(s)
    - a. Identify Leonardo da Vinci as a Renaissance man.
    - b. Define Renaissance man.
    - c. Recognize the works of Leonardo da Vinci.

- B. *Materials*
1. Deborah Mazzotta Prum, *Rats, Bulls, and Flying Machines* (pages 31-38, one copy for each student)
  2. Paper (at least one sheet per student)
  3. Pen/Pencil (at least one per student)
- C. *Key Vocabulary*
1. Renaissance Man – a person who is skilled in many of the arts and sciences
  2. Perspective – a painting/drawing technique that gives paintings/drawings a feeling of distance, making them appear more realistic
- D. *Procedures/Activities*
1. Explain to the students that Leonardo da Vinci was known as a Renaissance man because he was skilled at many things. He was a sculptor, painter, designer, scientist and inventor.
  2. Have students look at the picture of the angel found on page 31 of *Rats, Bulls, and Flying Machines*. Explain that Leonardo was an apprentice, or student, of Verrocchio, a painter and sculptor. Retell the legend found on page 31: “Legend has it that Leonardo’s angel looked so much better than Verrocchio’s that the old master never picked up a brush again.”
  3. Now have the students turn to The picture of the “Last Super” found on page 34 of *Rats, Bulls, and Flying Machines*. Explain that Leonardo was asked by the Duke of Milan to paint on the dining room wall of a monastery a picture of the Last Supper. It took Leonardo two years to complete the painting and is one of Leonardo’s most famous works. Have the students note the way the windows in the background are smaller than the windows in the foreground. This is to give the painting a feeling of depth and distance. Leonardo used a technique known as perspective to achieve the appearance of depth and distance,
  4. Direct the students’ attention to the sketch on page 38 of *Rats, Bulls, and Flying Machine*. Tell the students that this is one of Leonardo’s ideas for an invention. He wanted to invent a machine that would help men fly.
  5. Now have the students turn to page 36 of Deborah Mazzotta Prum, *Rats, Bulls, and Flying Machines*. Remind the students that Leonardo was also a scientist and studied the human body. The pictures on this page show some of his drawings of the human body.
  6. Have the students look to page 37. On this page is one of Leonardo’s most famous works, the Mona Lisa. Have the students note her facial expression. Ask the students the following question and discuss their answers: “What do you think the woman in the painting is thinking?” Explain that many people have asked that question throughout history and nobody knows the correct answer to the question.
  7. Give students two-three minutes to look through pages 31-38 of *Rats, Bulls, and Flying Machines* and study the Leonardo da Vinci’s works of art.
  8. Have students write down four characteristics that they find consistent through Leonardo’s work. (Examples of good responses: perspective, attention to detail, very life like, etc.)
  9. Have students turn to page 38 of *Rats, Bulls, and Flying Machines*. Explain that this is a portrait that Leonardo da Vince drew of himself, or a self-portrait. Ask the students to try and draw a portrait of themselves.
- E. *Assessment/Evaluation*
1. Participation in discussion
  2. Accuracy of the list of characteristics of Leonardo’s work

## Lesson Six: Michelangelo

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that artistic expression varies in different regions and contributes to a nation's cultural development (Douglas County History Standard 2.6).
2. Lesson Content
  - a. Michelangelo
3. Skill Objective(s)
  - a. Identify Michelangelo as a great painter and sculptor.
  - b. Identify several of Michelangelo's works.

### B. *Materials*

1. Deborah Mazzotta Prum, *Rats, Bulls, and Flying Machines* (pages 44-52, one copy for each student)
2. Paper (at least on sheet for each student)
3. One roll of tape
4. Crayons (or pastel crayons if available; each student will need a variety of colors to complete the project)

### C. *Key Vocabulary*

1. Fresco – the technique of painting in fresh plaster
2. Pieta – Italian for pity; in art it refers to a depiction of the Virgin Mary mourning over the dead body of Jesus

### D. *Procedures/Activities*

1. Remind the students that in the previous lesson they learned about Leonardo da Vinci, a Renaissance man. Let the students know that today they will be learning about another Renaissance man named Michelangelo Buonarroti. Michelangelo, like Leonardo da Vinci, was also born near Florence. Michelangelo was a talented painter and sculptor.
2. Have the students turn to page 45 of *Rats, Bulls, and Flying Machines*, and look at the sculpture known as Pieta. Explain that pieta is the Italian word for pity. In art it refers to a depiction of the Virgin Mary mourning over the dead body of Jesus. Point out the lifelike detail of the sculpture and the facial expression of Mary. Ask the students to share with the class their observations of the sculpture and what they like about it.
3. Have the students now turn to page 49 of *Rats, Bulls, and Flying Machines*. Explain that Michelangelo was also a painter and painted the ceiling and walls of a cathedral in Florence, the Sistine Chapel. The work was very difficult, it took him four years to complete the ceiling alone. The chapel was painted with a technique called Fresco. A fresh coat of plaster was applied to the ceiling and then painted over while it was still wet so that the paint would be set into the plaster and be permanent. Have the students look carefully at the photographs of the Sistine Chapel on pages 49-51. Have the students share with the class what they find interesting about the paintings.
4. Tell the students that they are going to try to work like Michelangelo today.
5. Have each student tape a sheet of paper to the bottom of his/her desk. Then have the students draw a picture while lying on their backs for approximately 15 minutes.
6. Once the students have completed their projects have a discussion on what was hard about drawing on their backs as opposed to at their desks. (Examples of good responses – hard to hold their hands up, hard to reach the paper, the lighting)

wasn't as good, etc.) Explain that it was very difficult for Michelangelo to lie on his back for four years and complete the ceiling of the Sistine Chapel.

7. If time permits have students read pages 44-52 of *Rats, Bulls, and Flying Machines* which discusses Michelangelo's life in detail.

E. *Assessment/Evaluation*

1. Participation in discussion
2. Participation in drawing project

**VI. CULMINATING ACTIVITY**

- A. Refer to Appendix E for guidelines for student projects. The Rubric found in Appendix F will be used to evaluate the projects.

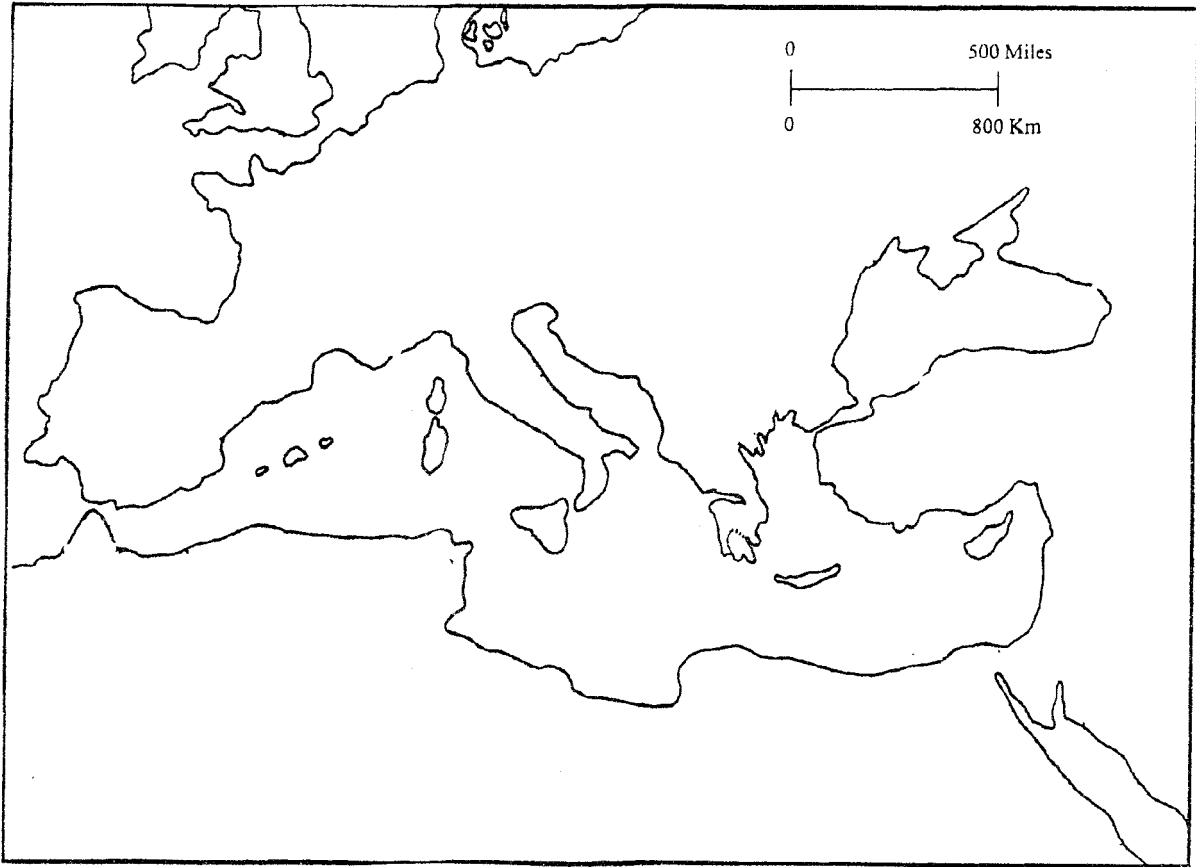
**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Map of Mediterranean Sea worksheet
- B. Appendix B: Printing press worksheet
- C. Appendix C: Map of Italy and class differentiation worksheet
- D. Appendix D: De' Medici family worksheet
- E. Appendix E: Project guidelines
- F. Appendix F: Rubric for evaluating culminating activity

**VIII. BIBLIOGRAPHY**

- A. Corrick, J.A. *The Renaissance*. San Diego, CA: Lucent Books, 1998. 1-56006-311-4.
- B. Day, N. *Your Travel Guide to Renaissance Europe*. Minneapolis, MN: Runestone Press, 2001. 0-8225-3080-5.
- C. Harris, N. *The Art of the Renaissance*. Avonmouth, Bristol: Parragon Book Service Ltd., 1995. 0-7250-736-2.
- D. Hirsch, E.D., Jr. *Pearson Learning Core Knowledge History and Geography*. USA: Pearson Learning, 2002, 0-7690-5026-3.
- E. Hirsch, E.D. Jr., *What Your 5<sup>th</sup> Grader Needs to Know*. Core Knowledge Publications, Inc, 1993, 0-385-31464-7.
- F. Langley, A. *Eyewitness Books: Renaissance*. New York, NY: Alfred A Knopf, Inc., 1999. 0-375-80136-7.
- G. Prum, D.M. *Rats, Bulls and Flying Machines*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-18-6.
- H. Wood, T. *The Renaissance*. New York: Penguin Books USA Inc., 1993. 0-670-85149-3.

## Appendix A



Locate and label the following cities on the map above:

Toledo  
Cordoba  
Granada  
Constantinople

Color in and labeling the following regions:

The Byzantine Civilization  
The Islamic Civilization  
The Mediterranean Sea

Define the following terms in your own words.

1. Renaissance
2. Dark Ages
3. Muslim

## Appendix B

During the period known as the Renaissance (mid 1300's to early 1600's) there was a revival or "rebirth" of ideas and learning of Ancient Greece and Rome. With the "rebirth" of old ideas and learning many great inventions and technological advances came about. One of the great inventions was the printing press. A German man named Johannes Gutenberg invented the printing press around 1440. With the invention of the printing press books could be reproduced quickly and accurately. Before the invention of the printing press books had to be copied by hand which was a long and difficult process. With the invention of the printing press, books became more available to the general public.

Who invented the Printing Press?

When was the Printing Press invented?

What was the advantage of using the Printing Press over copying books by hand?

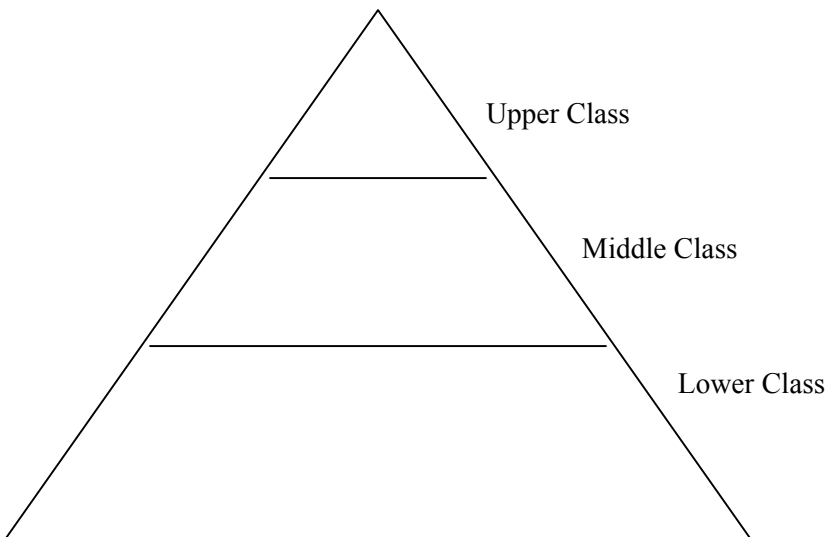
What do you think the availability of books had on the people of the Renaissance period?

## Appendix C



Locate and label the following City-States on the map above:

Rome  
Florence  
Venice



Match the following groups of people to their class in society write the in the pyramid:  
Rulers, Merchants, Surfs, Free Peasants, Farmers, and Traders.

## Appendix D

Cosimo de' Medici was from a wealthy banking family in Italy. By the mid 1400's Cosimo had built a very successful international banking business. Cosimo had a great love for learning and arts. He was considered a Patron because he used his wealth to fund artists and philosophers to do their work. Along with funding education and art, Cosimo also had great political influence because of his wealth. He wanted to have a democratic society like that of the ancient Greeks. He had merchants and craftsmen of like trades form groups called guilds, for example the silk weavers' guild. The guilds elected councilmen and the councilmen were supposed to govern the city. The government wasn't exactly democratic though. Cosimo still had heavy influence and control over who was elected as councilmen and how those councilmen governed.

Answer the following questions.

1. What did Cosimo de' Medici do for a living?
  
  
  
  
  
  
  
  
  
  
2. Why was Cosimo de' Medici considered a Patron?
  
  
  
  
  
  
  
  
  
  
3. What is a Guild?

## Appendix E

# Renaissance Projects

You will have two weeks to complete one of the following:

1. Write a one-page report about Leonardo da Vinci. The report must include details from Leonardo's life and must also mention at least two of his works of art or scientific accomplishments. Then draw a picture using one of Leonardo's techniques, "perspective," or in other words, the drawing must have a perception of depth and distance.
2. Leonardo da Vinci was also an inventor. Write a one-page report on what you would like to invent. The report must include the name of your invention and at least two of its features. Then draw a picture of what your invention would look like.

## Appendix F

### Evaluation for Renaissance Project

Criteria	1 Disagree	2 Somewhat Agree	3 Agree	4 Strongly Agree
Creative				
Neat				
Used correct grammar and spelling				
Followed instructions				

A = 16-13 Points

B = 12-9 Points

C = 8-6 Points

D = 5-4 Points

F = Incomplete Assignment