

Domain-Based Unit Overview

Title of Domain: The Renaissance

Big Idea

The Renaissance was a time of great artistic and literary achievement.

What Students Need to Learn

The Renaissance

- Translation by Islamic scholars of ancient Greek works that help preserve classical civilization.
- A “rebirth” of ideas from ancient Greece and ancient Rome
- New trade and new wealth
- Italian city-states: Venice, Florence, Rome
- Patrons of the arts and learning
 - The Medici family and Florence
 - The popes and Rome
- Art of the Italian Renaissance
 - The shift in worldview from medieval to Renaissance art, a new emphasis on humanity and the natural world
 - The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
 - The development of linear perspective during the Italian Renaissance
 - * The vantage point, or point-of-view of the viewer
 - * Convergence of lines toward a vanishing point, the horizon line
 - Different genres and themes—portraits, frescoes, Madonna—by Italian Renaissance artists, including:
 - * Sandro Botticelli, The Birth of Venus
 - * Leonardo da Vinci: The Vitruvian Man, Mona Lisa, The Last Supper
 - * Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as The Creation of Adam
 - * Raphael: Marriage of the Virgin, his Madonnas (such as The Virgin and Child with Saint John the Baptist)
 - Become familiar with Renaissance sculpture, including
 - * Donatello, Saint George
 - * Michelangelo, David
 - Become familiar with Renaissance architecture, including

- * The Florence Cathedral, dome designed by Filippo Brunelleschi
- * St. Peter's in Rome, designed by Michelangelo
- Renaissance ideals and values as embodied in
 - The Courtier by Castiglione: the "Renaissance man" The Prince by Machiavelli: real-world politics. Art of the Northern Renaissance
 - Observe and discuss paintings of the Northern Renaissance, including
 - * Pieter Bruegel, Peasant Wedding
 - * Albrecht Dürer, Self-Portrait at 28
 - * Jan van Eyck, The Arnolfini Portrait (also known as Portrait of Giovanni Arnolfini and His Wife, or Arnolfini Wedding)
- Music of the Renaissance
 - choral works of Josquin Desprez
 - lute songs by John Dowland
 - Mendelssohn's A Midsummer Night's Dream (Overture, Scherzo, and Wedding March), Note: This was not written during the Renaissance but could be listened to during or after students read Shakespeare's A Midsummer Night's Dream

The most important ideas in Unit 4 are:

- The Renaissance was characterized by a renewed interest in writers, works, and ideas from the Greek and Roman past, and a desire for wealth and the opportunity to gain that wealth through trade.

The Renaissance largely overlapped with the Age of Exploration; they both partook of the same curiosity about the world.

- The Renaissance was marked by an interest in the physical world, which was manifested in art, in scientific observation and investigation, and in exploration.
- Michelangelo's and Leonardo da Vinci's art exemplifies the Renaissance interest in the physical world.
- Renaissance ideals of a courtier and a prince are exemplified in the writings of Castiglione and Machiavelli.
- The development of movable type by Johannes Gutenberg (in the West) made possible the widespread literacy in vernacular languages.

MN Academic Standards

5.4.1.2.1
5.4.2.3.1

Pre-Assessment

- 1) What does the word *Renaissance* mean?

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| Domain Chapter 1 | A New Dawn |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Identify the Renaissance and when and where it occurred.</i> ✓ <i>Recognize the connection between the Renaissance and ancient times.</i> ✓ <i>Recognize Italy's importance to the Renaissance.</i> |
| Vocabulary | scholar, "classical literature," oration, humanist, manuscript, rhetoric, commerce, diplomacy, devise |
| Procedure | <ol style="list-style-type: none"> 1) Teacher displays the "World Map" (AP 1.1) and Map of Renaissance Italy (AP 1.2) Complete. 2) Students work at identifying the important locations of the Renaissance. 3) Teacher goes through slides of ancient Greece and Rome. 4) Have students keep in mind the big question: What factors helped bring about the age known as the Renaissance. 5) Go through vocabulary 6) Teacher reads chapter 1. Ends at page 8 7) Exit ticket: Write a sentence using one of the vocabulary words. <p>END OF LESSON 1</p> <p><u>Start of lesson 2</u></p> <ol style="list-style-type: none"> 1) Review locations of Italy and timeline cards: ancient Greece, Rome, Middle Ages, and beginning of Renaissance. 2) Teacher reads rest of Chapter 1 pages 8-13 3) Have students write short answer to "What factors helped bring about the age known as the Renaissance?" 4) Teacher introduces Renaissance quilt. Passes out first square and students complete first square. |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |

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| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 2 | From Artisan to Artist |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Understand the transition from “artisan” to “artist.”</i> ✓ <i>Compare and contrast medieval and Renaissance artistic styles.</i> |
| Vocabulary | mason, apothecary, form, baptistery, commission, realism, three-dimensional, perspective |
| Procedure | <ol style="list-style-type: none"> 1) Teacher ask, “What is an artisan?” 2) Go through vocabulary. 3) Explain their previous art project in art class was an example of linear perspective and they’ll read about it today. 4) Popcorn read chapter 2 5) Answer the big question: What were some of the changes that occurred during the Renaissance for artists and the work they produced? 6) Pass out the quilt square and have students create their day’s work. |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 3 | The Cradle of the Renaissance |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Understand Florentine society of the 1400s.</i> ✓ <i>Identify the contributions to the Renaissance of Florentine artists.</i> |

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| | <i>✓ Understand the roles of members of the Medici family in Florence's history.</i> |
| Vocabulary | stable, "merchant class," patron, heritage, revenue, exile, cardinal |
| Procedure | <p>8) Teacher asks the big questions: How did the success of merchants and bankers during the Renaissance benefit artists?</p> <p>9) Show students the Medici family and explain how this family was instrumental to the arts and culture of the Renaissance.</p> <p>10) Go through Vocabulary.</p> <p>11) Students will partner read Chapter 3.</p> <p>12) They will complete the Medici family tree when done reading</p> <p>13) They will then complete the quilt square for today's lesson.</p> <p>14) Complete Activity Page 3.2 and 5.1 for homework.</p> |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 4 | Rome and the Renaissance Popes |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <p><i>✓Recognize the role various popes played as patrons of the arts during the Renaissance.</i></p> <p><i>✓Describe the building of St. Peter's Basilica.</i></p> |
| Vocabulary | papal, fresco, basilica, indulgence |
| Procedure | <p>1) Teacher asks what this represents: MMXIX</p> <p>2) Display Roman Numerals and explain they are still used today.</p> <p>3) Ask big question: How did the Roman Catholic Church use the many talents of Renaissance artists?</p> <p>4) Go through Vocabulary.</p> <p>5) Whole group read chapter 4</p> |

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| | 6) Watch videos on Florence Cathedral and St. Peter's Basilica 7) Ask reflections questions in teacher's manual. 8) Hand out quilt squares and students will work on them and complete for homework. |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 5 | Venice: Jewel of the Adriatic |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <i>✓ Understand the early history of Venice.</i> <i>✓ Describe Venetian society in 1500.</i> <i>✓ Recognize Venice's contributions to the art and ideas of the Renaissance.</i> |
| Vocabulary | lagoon, furnishings, textile, galley, senate, chief of state, council, hereditary |
| Procedure | 1) Short review of Florence. (Why was it unique?) 2) Show map of Italy and point out Venice. 3) Video of flooded Venice 4) Ask big Question: Why was Venice known as the "Jewel of the Adriatic" during the Renaissance period? 5) Teacher reads chapter 6) Virtual tour of Venice 7) Introduce assignment for writing part of our day: Complete Sheet 5.1 in pairs. Students must write 4 paragraph essay on Florence and Venice. 8) Quilt square. |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |

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| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 6 | Leonardo da Vinci |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Identify Leonardo da Vinci.</i> ✓ <i>Recognize the major achievements of Leonardo da Vinci's career.</i> ✓ <i>Understand Leonardo da Vinci's importance to the European Renaissance.</i> |
| Vocabulary | résumé, "jack-of-all-trades," visionary, apprentice, prior, masterpiece, embodiment, Renaissance man |
| Procedure | <ol style="list-style-type: none"> 1) Introduce the term Renaissance Man (page 89) 2) Picture of Leonardo da Vinci 3) Big Question: Why might Leonardo da Vinci be described as a symbol of the Renaissance? 4) Go through vocabulary 5) Whole group read chapter 6 6) Go through Images of da Vinci's work. Questions in Teacher guide 76 and 77. 7) Quilt square 8) Activity page 6.1 for homework |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 7 | Michelangelo |
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| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Identify Michelangelo Buonarroti.</i> ✓ <i>Describe the great achievements of Michelangelo's career.</i> ✓ <i>Understand Michelangelo's importance to the European Renaissance.</i> |
| Vocabulary | precision, quarry |
| Procedure | <ul style="list-style-type: none"> 1) List of Artists on first slide. 2) Add Michelangelo to the list. 3) Big Question: "What does the art that Michelangelo created tell us about the Roman Catholic Church at this time in history? Have students. 1) Go through vocabulary 2) Pair read chapter 7 3) have students share the answers to discussion questions as they read. 4) Quilt Square. |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 8 | Two "How-to" Men |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ <i>Identify Baldassare Castiglione and recognize the importance of The Courtier.</i> ✓ <i>Identify Niccolo Machiavelli and understand the importance of The Prince.</i> |
| Vocabulary | courtier, diplomat, political science, cunning |

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| Procedure | <ol style="list-style-type: none"> 1) Brainstorm rules of GOOD BEHAVIOR that students have learned from parents, teachers, friends. Add how they can be successful leaders. Explain that they will read about two men that have ideas about behavior that was or was not acceptable in the Renaissance. 2) Ask the Big Question: Why might people have been shocked by Machiavelli's book The Prince? 3) Go through vocabulary words. 4) Teacher will read, while students follow along. 5) Teacher will ask literal and evaluative questions as posed in teacher manual. 6) Quilt Square |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 9 | The Renaissance in Northern Europe |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <ul style="list-style-type: none"> ✓ Understand the impact of the Italian Renaissance on the rest of Western Europe. ✓ Understand how the ideas of the Italian Renaissance reached other European countries. |
| Vocabulary | goldsmith, engraving, woodcut, chateau |
| Procedure | <ol style="list-style-type: none"> 1) Display world map and pose Big Question: How did the ideas of the Renaissance spread to other parts of Europe? 2) Go through vocabulary 3) Clock partner read chapter 9 5) Stop to ask discussion questions 6) Complete activity 9.1 together 7) Quilt Square. |

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| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

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| Domain Chapter 10 | Slavery |
| MN Academic Standards | <i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i> |
| Objectives | <i>✓Explain how the development of sugar plantations in the Americas led to the development of the slave trade.</i> <i>✓Identify the “Slave Coast” in West Africa.</i> <i>✓Explain how the transatlantic slave trade worked.</i> |
| Vocabulary | cost-effective, inhumane, cargo, export, indentured servant, cultivation, overseer |
| Procedure | <ol style="list-style-type: none"> 1) Teacher asks, “What is slavery?” 2) Have students keep in mind the big question: How did the Age of Exploration lead to the development of the slave trade? 3) Go through vocabulary 4) Whole group read chapter 10 5) Students complete Activity Page 10.1 (The West Indies) 6) Exit Ticket: How did the Age of Exploration lead to the development of the slave trade? |
| Poetry | <i>If Applicable</i> |
| Fiction | <i>If Applicable</i> |
| Saying and Phrases | <i>If Applicable</i> |
| Writing | <i>If Applicable</i> |

Cross-Curricular Connections

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| Art | <ul style="list-style-type: none"> ● Study the shift in world view from medieval to Renaissance art (focus on humanity and natural world) ● Look at visual references of Roman and Greek art on Renaissance art ● Observe and discuss Sandro Botticelli: The Birth of Venus, Leonardo da Vinci: The Proportions of Man, Mona Lisa, The Last Supper, Michelangelo: Ceiling of the Sistine Chapel (Creation of Adam), Raphael: The Marriage of the Virgin. ● Become familiar with Renaissance sculpture such as Donatello: Saint George and Michelangelo: David. ● Become familiar with Renaissance architecture. ● Create a one- point perspective drawing. By using a ruler and pencil, the student will draw an accurate depiction of space. |
| Media | <ul style="list-style-type: none"> ● Read and discuss “The Renaissance (Shuter),” “Kids During the Renaissance,” “Leonardo da Vinci: Artist and Scientist,” “Da Vinci (Venezia),” “Michelangelo (Venezia),” “Leonardo da Vinci (Krull),” “Da Wild, Da Crazy, Da Vinci,” “Leonardo’s Shadow,” “Leonardo da Vinci: Renaissance Genius” |
| Music | <ul style="list-style-type: none"> ● Choral works of Josquin Desprez ● Lute songs by John Dowland ● Greensleeves ● Instruments of the Renaissance ● Supplemental Renaissance ayre: Scarborough Fair |
| P.E. | <ul style="list-style-type: none"> ● Football, Volleyball, Bocce Ball |