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|  | | | | | | | | | | [**curriculum.newvisions.org/social-studies**](https://curriculum.newvisions.org/social-studies)  Timothy Lent - [tlent@newvisions.org](mailto:tlent@newvisions.org)  Kameelah Rasheed - [krasheed@newvisions.org](mailto:krasheed@newvisions.org) |  |
| **Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:  1. Make sure you are signed into a Google account when you are on the resource.  2. Go to the "File" pull down menu in the upper left hand corner and select "Make a Copy." This will give you a version of the document that you own and can modify. | | | | | | | | | | | Untitled drawing (10).jpg |
| **Teacher Overview:** *What were the characteristics of the Renaissance in Italy?* | | | | | | | | | | | |
| [**Go directly to student-facing materials!**](#kix.es06jp4ccm0a) | | | | | | | | | | | |

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| **noun_713136_652c90.png** | SQ 4. What were the geographic and historical circumstances that led to the start of the Renaissance in Italy? | **SQ 5. What were the characteristics of the Renaissance in Italy?** | | SQ 6. What does “The Prince” reveal about how Machiavelli believed power is gained, maintained, and consolidated? | **noun_713139_652c90.png** |

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|  | **Unit Essential Question(s):** How did new ideas and innovation affect Western Europe and Russia starting in the 15th century? | [Link to Unit](http://globalhistory.newvisions.org/units-curriculum-home/2015-16-9th-curriculum/9-4) |
| **Supporting Question(s):**   * What were the characteristics of the Renaissance in Italy? |
| **Objective(s):**   * **Identify** examples of the characteristics of the Renaissance in Italy and **explain** why they exemplify those characteristics. |

**1.** [**NYS Social Studies Framework:**](https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework)

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| **Key Idea** | **Conceptual Understandings** | **Content Specifications** |
| 9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.  (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH) | 9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. | Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. |

**2. Social Studies Practices**

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| [**NYS Social Studies Practices**](https://docs.google.com/document/d/1BbSxR3Zm2iz30sd2QG63zzMpLHbirSHoSzJTe1YL9YA/edit) | [**New Visions Student Social Studies Practices**](https://docs.google.com/document/d/1wIIu9GwbUfjfvY-frgxKSQeHytikWeWAcByAM273RoQ/edit) | |
| **Gathering, Using and Interpreting Evidence** (A2, A5, A7)  **Chronological Reasoning and Causation** (B1, B5, B7)  **Comparison and Contextualization** (C1, C3, C5, C6)  **Geographic Reasoning** (D1, D2, D5) | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | **Contextualize** | **Think Like a Geographer** | **Identify Patterns** | **Predict** | | |
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**3. Common Core**

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| **Reading** | **Writing** | **Speaking and Listening** |
| **Craft and Structure:** [**CCSS.ELA-LITERACY.RH.9-10.4**](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)**:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **Integration of Knowledge and Ideas:** [**CCSS.ELA-LITERACY.RH.9-10.7**](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)**:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | **Text Types & Purposes:**  [**CCSS.ELA-LITERACY.WHST.9-10.1**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/)**:** Write arguments focused on *discipline-specific content*. | **Comprehension and Collaboration:** [**CCSS.ELA-LITERACY.SL.9-10.1**](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)**:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| **Associated Classroom Posters** |
| [Student Social Studies Practices Poster](https://docs.google.com/document/d/1AGAFxRwz0ZPMKcSJ08zErSzXMY51ReYNVk2CdejetgQ/edit) |

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| **Objective:** | **What were the characteristics of the Renaissance in Italy?**   * **Identify** examples of the characteristics of the Renaissance in Italy and **explain** why they exemplify those characteristics. |

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| **Predict** | **Introduction**  **➡ Directions:** The painting below exemplifies many of the characteristics of Italian Renaissance art. Examine it and complete the See-Think-Wonder activity. |

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| *The School of Athens*, Apostolic Palace, Vatican City. Painted by Raphael, 1509-1511.  [Image](https://commons.wikimedia.org/wiki/File:Sanzio_01.jpg) is courtesy of Wikimedia Commons and is public domain. | | **See**  List three things you ***see*** in the image. |
|  |
| **Think**  Based on your observations, what do you ***think*** this is an image of? Why was it painted? What do the figures represent? |
|  |
| **Wonder**  Write two questions you have about the picture. |
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| **Contextualize** | **Characteristics of the Renaissance**  **Directions: Review the Characteristics of the Renaissance described below, then answer the questions about them. You will refer to to the characteristics when completing the Renaissance Examples activity that follows.** |

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|  | **Greek and/or Roman Influence**  After the fall of the Roman Empire, much of the art and literature that was created by the ancient Greeks and Romans was “lost” because of the disorder caused by fighting between kingdoms, a lack of education for people outside of the clergy, and a lack of wealth to support artistic creation.  Starting in the 1300s, scholars, artists, and scientists in Italy **rediscovered Greek and Roman writings and art**. They modeled everything they did on what they learned from ancient texts and artifacts. Many of the texts and artifacts came to them from Constantinople in the **Ottoman Empire** where the texts had been preserved and often translated into Arabic.  Renaissance writers **learned Greek and Latin,** the languages of the Greek and Roman Empires, and studied the style and grammar used by writers like **Cicero**, a Roman philosopher and politician.  In art, Renaissance painters and sculptors tried to match the **realistic depiction of the human form** that the Greeks and Romans valued. Then, the Renaissance artists pushed themselves to create **idealized** versions of the human form in both sculpture and painting.  **Architects** too, were influenced by the Greeks and Romans. They **studied Greek and Roman ruins** to gain inspiration and to figure out how classical buildings were constructed. Renaissance architects then employed those techniques and improved upon them. | **1. Where did Renaissance scholars get Greek and Roman texts that were previously “lost” in Europe?** |
|  |
| **2. What languages did Renaissance scholars have to learn to study Greco-Roman texts?** |
|  |
| **3. How did Renaissance architects learn Greco-Roman building techniques?** |
|  |
|  | **Humanism**  Humanism was an intellectual movement that emphasized the study of the subjects known as the **liberal arts** or the **“humanities”** including: **grammar, logic, poetry, philosophy,** and **history.**  Students of humanist teachers took classes in which they **learned Greek and Latin**, and studied Greek and Roman **literature**, **philosophy**, and **history** to learn how to be knowledgeable **scholars**, **public speakers**, and **politicians**. | **4. What subjects that you study in school would be considered “humanities?”** |
|  |
|  | **Emphasis on the Individual**  People in the Renaissance **celebrated individuals** for their achievements. They were especially impressed by *homo universalis*, “universal” people, or what is now known as the **“Renaissance Man.”** Renaissance men were well-rounded and accomplished in all fields. The ideal person was a **well-educated humanist**, an **artist**, a **scientist**, an **inventor**, a **musician**, and had impressive **physical abilities.**  The emphasis on the individual is also apparent in **Renaissance art**. Artists studied Greek and Roman sculpture and studied anatomy so they could create realistic, and later idealized [perfect] versions of the human form in sculptures and paintings. | **5. Identify someone who might be considered a modern-day Renaissance person. Why did you pick that person?** |
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|  | **Celebration of Secular Achievements**  During the Middle Ages, Europeans were most concerned with living their lives so they would go to heaven and not hell. During the Renaissance, they studied Greek and Roman philosophers, most of whom wrote before the Catholic Church existed or before it had much power in Europe. Renaissance writers, artists, and scientists **shifted their focus from celebrating God to celebrating secular [non-religious] academic, artistic, and political achievements that were of *this* world and not the next**. The Catholic Church was still a very important part of European culture, but whereas in the Middle Ages most art was funded by the Church, during the Renaissance **artists and writers were funded by both the church and private individuals**. During the Middle Ages artists created work that was about religious subjects, but during the Renaissance **writers and artists explored both religious subjects and secular topics** of their world like philosophy, politics, literature, and science. During the Middle Ages most art was in cathedrals, during the Renaissance, **paintings and sculptures were created for churches and public spaces**. Architecture in the Middle Ages was mostly building Gothic cathedrals, but during the Renaissance **building projects were both religious and civic** [having to do with government]. | |
| **6. What does *secular* mean?** | | |
|  | | |

**7. Based on the description of the “Celebration of Secular Achievements” fill out the chart below.**

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|  | **Middle Ages** | **Renaissance** |
| **Topics focused on in art** |  |  |
| **Source of funding** |  |  |
| **Where art was displayed** |  |  |
| **Types of architecture designed** |  |  |

**Characteristics of the Renaissance Examples Activity**

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| **Categorize** | **Directions: After reading through the text and examining the images for each of the Renaissance examples on the following pages, refer back to the Characteristics of the Renaissance, and then check off which characteristics are found in the example in the table below and write down evidence from the examples that support your decision to check off that characteristic. See the example to the right.** | **Example** | **Greek and/or Roman Influence** | |
| *The School of Athens*, painted by Raphael | **✓** | The name of this painting is *School of Athens* which was one of the ancient Greek city-states and the figures in this painting are Greek Philosophers. |
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| **Example** | **Greek and/or Roman Influence** | | **Humanism** | | **Emphasis on the Individual** | | **Celebration of Secular Achievements** | |
| **1. Brunelleschi’s Dome** |  |  |  |  |  |  |  |  |
|  |  |  |  |
| **2. Brief Biography of Leon Battista Alberti (1404-1472)** |  |  |  |  |  |  |  |  |
|  |  |  |  |
| **3. *The School of Athens*, Raphael** |  |  |  |  |  |  |  |  |
|  |  |  |  |
| **4. *David*, Michelangelo** |  |  |  |  |  |  |  |  |
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| **5. Brief Biography of Leonardo da Vinci (1452- 1519)** |  |  |  |  |  |  |  |  |
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**Renaissance Example #1: Brunelleschi’s Dome**

In 1418, officials at the Florence Cathedral called on architects and engineers to submit models for a dome to finish the top of their church. The competition required that designers create the dome without the assistance of supports on the outside to hold the weight. **Filippo Brunelleschi** won the competition with a plan based on the years he spent examining Roman ruins, specifically the Pantheon, in Rome. To complete the project without scaffolding, Brunelleschi had to invent machines to hoist materials to the top of the building and position the wood, chains, and brick used to construct it.

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| The dome of [Florence Cathedral](http://en.wikipedia.org/wiki/Florence_Cathedral), designed by Filippo Brunelleschi. Built 1420-1436.  [Image](https://commons.wikimedia.org/wiki/File:Cupola_di_santa_maria_del_fiore_dal_campanile_di_giotto,_02.JPG) was created by sailko and is published on Wikimedia Commons under a CC BY license. | A painting of the inside of the Pantheon’s dome, the Roman building Brunelleschi studied for inspiration.  [Image](https://commons.wikimedia.org/wiki/File:Pantheon-panini.jpg) is courtesy of Wikimedia Commons and is public domain. |

**Renaissance Example #2: Brief Biography of Leon Battista Alberti (1404-1472)**

“A man can do all things if he will.”- Leon Battista Alberti

Leon Battista Alberti was born to a wealthy family in Genoa, Italy in 1404. At the age of 10 or 11 he was sent to a boarding school where he received an humanist education. He was such an accomplished student of Latin that a comedy he wrote when he was twenty was believed by many to be a re-discovered play by a Roman writer.

After graduating from the University of Bologna with a doctorate in canon [religious] law in 1428, he took a job with the Catholic church in Rome. As an employee of the Papacy, he rewrote the traditional lives of the saints in Latin in a “classical” style that was popular during the Renaissance.

Alberti researched and wrote about many topics. Alberti wrote “On the Family,” a text written in Italian in which he communicated information he learned from Greek and Roman sources to other Italians about farming, the relationships of friends and family, education, and society. He wrote a book called *On Paintin*g (1435) that explained how to draw with perspective. Perspective is the process of drawing a three-dimensional space on a two-dimensional surface like a wall or canvas. The book changed the way artists were taught to draw and paint and helped to define the style of art in the Renaissance.

In addition to art, Alberti also wrote about astronomy and geography. He wrote rules for surveying and mapping an area of land and contributed to creating the maps that Christopher Columbus used to guide his voyage to the Americas in 1492.

Alberti also studied Roman architecture and used this knowledge to design and oversee the construction of a number of buildings in Rome and Florence that revived classical forms of architecture including the facades of Saint Maria Novella and the Palazzo Rucellai in Florence.

Kelly-Gadol, Joan. "Leon Battista Alberti." *Encyclopædia Britannica*. Encyclopædia Britannica, inc., 1 Feb. 2017. [Web](https://www.britannica.com/biography/Leon-Battista-Alberti). 1 Aug. 2017.

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| Palazzo Rucellai, Florence, Italy. Designed by Alberti. Completed in 1451.  [Image](https://commons.wikimedia.org/wiki/File:Pal%C3%A1cio_Rucellai.jpg) is courtesy of Wikimedia Commons and is public domain. | Staircase drawn using the perspective drawing rules Alberti wrote about in *On Painting*.  [Image](https://commons.wikimedia.org/wiki/File:Staircase_perspective.jpg) is courtesy of Wikimedia Commons and is public domain.[g](http://commons.wikimedia.org/wiki/File:Staircase_perspective.jpg) |

**Renaissance Example #3: *The School of Athens*, Raphael**

The Catholic Church commissioned Raphael to paint a room in the Vatican, the city in which the Pope lives and where the church is centered. He painted both religious and secular scenes. *The School of Athens* is one of the secular scenes in which Raphael depicts Greek and Roman philosophers that Renaissance writers studied. He also painted himself into the scene. Raphael uses the perspective drawing that Alberti wrote about in *On Painting*, and depicts the philosophers realistically. He based them on real people including the artists he looked up to like Michelangelo and Leonardo da Vinci.

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*The School of Athens*, Apostolic Palace, Vatican City. Painted by Raphael, 1509-1511

.[Image](https://commons.wikimedia.org/wiki/File:Sanzio_01.jpg) is courtesy of Wikimedia Commons and is public domain.

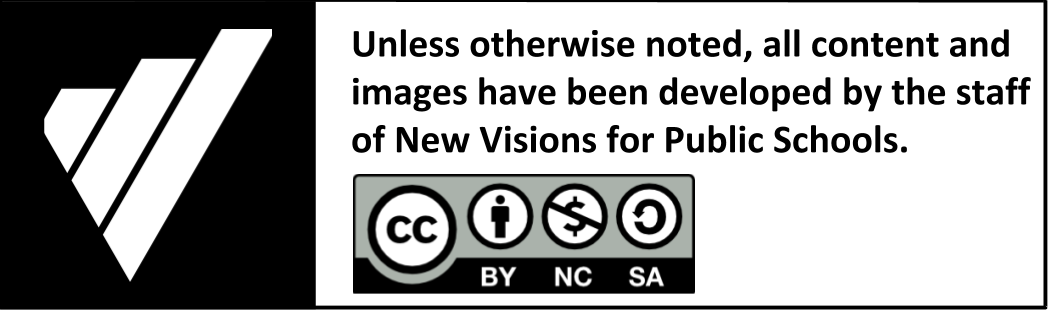
**Renaissance Example #4: *David*, Michelangelo**

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| --- | --- | --- |
| Michelangelo’s statue *David* (pictured to the left) is the most famous example of high Renaissance sculpture. It depicts David from the Old Testament of the Bible who goes to battle against Goliath, a giant that others were too afraid to fight, to defend the Israelites. According to the story, he defeated Goliath with only a slingshot, rocks, and the help of God.  Michelangelo, like most Renaissance sculptors, modeled *David* on Greek and Roman statues. You can see the similarities between *David* and *The Hermes from Atalante* (pictured on the right) which was a sculpture from classical Greece. Both are **realistic** and **idealized** depictions of the human form. Both are also in **contrapposto**, a relaxed standing position in which more weight is on one leg than the other.  Michelangelo was able to create such a realistic sculpture because he, like many other Renaissance artists and scientists, studied anatomy by dissecting human bodies and drawing their skeletal and muscular structures. |  |  |
| *David*, Michelangelo, 1501-1504  [Image](https://commons.wikimedia.org/wiki/File:Michelangelo-David_JB01.JPG) was created by Jörg Bittner Unna and is published on Wikimedia Commons under a CC BY license. | The Hermes from Atalante, a classical Greek statue from the 2nd century BCE.  [Image](https://commons.wikimedia.org/wiki/File:0002MAN-Hermes.jpg) was created by Ricardo André Frantz and is published on Wikimedia Commons under a CC BY license. |

**Renaissance Example #5: Brief Biography of Leonardo da Vinci (1452- 1519)**

|  |  |  |
| --- | --- | --- |
| Leonardo da Vinci was born on April 15, 1452, in Vinci, Italy. By the age of 20, he was qualified as a master artist skilled in metalworking, leather arts, carpentry, drawing, and sculpting, and established his own workshop.  In 1482, Lorenzo de' Medici, a man from a prominent Italian family, commissioned da Vinci to create a silver lyre [stringed musical instrument] and bring it to the Duke of Milan, as a gesture of peace. Da Vinci did so and then wrote the Duke a letter describing how his engineering and artistic talents would be of great service to the Duke's court. From 1482 until 1499 the Duke of Milan commissioned Leonardo to work on a great many projects. It was during this time that da Vinci painted "The Last Supper." “The Last Supper” depicts the scene from the New Testament in the Holy Bible when Jesus reveals to his disciples that one of them, Judas, will soon betray him and lead to his arrest and execution.  Da Vinci's most well-known painting is the "Mona Lisa." It was completed sometime between 1505 and 1507. For da Vinci, the "Mona Lisa" was forever a work in progress, as it was his attempt at perfection. The painting was never delivered to its commissioner because da Vinci kept it with him until the end of his life. Like many leaders of Renaissance humanism, da Vinci did not see a divide between science and art. His observations and inventions were recorded in 13,000 pages of notes and drawings, including designs for flying machines, plant studies, war machinery, anatomy and architecture. Adapted from Biography.com Editors. "Leonardo da Vinci Biography.com." *The Biography.com website*. A&E Television Networks, 27 Apr. 2017. [Web](https://www.biography.com/people/leonardo-da-vinci-40396). 1 Aug. 2017. | | Studies of Embryos, Leonardo da Vinci, 1510-1513.  [Image](https://commons.wikimedia.org/wiki/File:Da_Vinci_Studies_of_Embryos_Luc_Viatour.jpg) is courtesy of Wikimedia Commons and is public domain. |
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| The Last Supper, Leonardo da Vinci, 1495-1498  [Image](https://commons.wikimedia.org/wiki/File:%C3%9Altima_CenaII.jpg) is courtesy of Wikimedia Commons and is public domain. | | Mona Lisa, Leonardo Da Vinci, 1503-1506.  [Image](https://commons.wikimedia.org/wiki/File:Mona_Lisa,_by_Leonardo_da_Vinci,_from_C2RMF_retouched.jpg) is courtesy of Wikimedia Commons and is public domain |

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| **FA** | **SQ 5**: What were the characteristics of the Renaissance in Italy?  **➡ Directions:** Using the examples from the Characteristics of the Renaissance Examples Activity, complete the chart below. | |
| **Categorize**    **Identify Patterns** | |  |  | | --- | --- | | **Characteristic of the Renaissance** | **Example and Explanation**  Choose one example from the activity the demonstrates the characteristic of the Renaissance and explain how it demonstrates it. | | **Greek and/or Roman Influence** |  | | **Humanism** |  | | **Emphasis on the Individual** |  | | **Celebration of Secular Achievements** |  | | |

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