

**The Arts in Renaissance Europe**  
**CARC Social Studies**

<b>Grade Level</b>	8	<b>General Outcome</b>	8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world
<b>Time Frame</b>	4 – 5 classes	<b>Enduring Understanding (purpose of the lesson)</b>	In this challenge students consider whether individual artists and writers during the Renaissance had the power to change the perspective of others and perhaps a larger collective worldview. They are encouraged to their thoughts to consider whether the values and ideals developed in the Renaissance continue to be expressed in our art, and literature today
<b>Developed By</b>	Jeff Lee		
<b>Critical Challenge/Big Idea</b>	<b>To what extent do the ideas of the artists and writers of the Renaissance shape the Renaissance worldview as well as our lives today?</b>		
<b>Value and Attitude Outcomes</b>	<b>Knowledge and Understanding Outcomes</b>	<b>Skills and Process Outcomes</b>	
<p><b>8.2.1 Students will appreciate how Renaissance Europe formed the basis for the worldview of the western world.</b></p> <p><b>8.2.3 Students will recognize how beliefs and values are shaped by time, and societal context.</b></p>	<p><b>8.2.4.2</b> How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM,GC)</p> <p><b>8.2.4.5</b> In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance? (GC, I)</p>	<p><b>Critical Thinking and Creative Thinking</b></p> <p>8.S.1.4 Students will re-evaluate personal opinions to broaden understanding of a topic or an issue.</p> <p><b>Historical Thinking</b></p> <p><b>8.S.2.1</b> Students will distinguish cause, effect, sequence and correlation in historical events, including the long term and short term causal relations.</p> <p><b>8.S.2.3</b> Students will analyze the historical contexts of key events in a given time period.</p> <p><b>Apply the Research Process</b></p>	

		<p><b>8.S.7.2</b> Students will develop a position supported by information gathered through research.</p> <p><b>8.S.7.3</b> Students will draw conclusions based upon research and evidence.</p> <p><b>Oral, Written and Visual Literacy</b></p> <p><b>8.S.8.1</b> Students will communicate in a persuasive and engaging manner through a written report.</p>
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**Note: Not all outcomes are summatively assessed and therefore their numbers do not appear in bold above.**

Summative Assessment Strategies	Worldview Rubric	
<p><b>Introductory Activity/ The Hook</b></p>	<p><b>Activity 1: Introduce Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. Introduce the concept of changing values in an historical context by suggesting to students that, "Often the clearest expression of an era's ideals and values can be seen in its art, and literature." Explain how artists and writers from the Renaissance era demonstrated a change in values from the Middle Ages to the Renaissance.</li> <li>2. In a large group discussion ask students to consider whether individual artists and writers during the Renaissance had the power to change the perspective of others and perhaps a larger collective worldview?</li> <li>3. Ask students to expand their thoughts to consider whether the values and ideals that we as a Western culture continue to be expressed in our art, and literature today? Have these ideals and values changed since the time of the Renaissance? If so how?</li> </ol>	
<p><b>Teaching/ Learning Strategies and Activities</b></p>	<p><b>Activity 2: Exploring Renaissance Art and Poetry</b></p> <ol style="list-style-type: none"> <li>4. Inform students that they will be conducting research on one of the following topics. Assign students to work in small groups to explore the focus questions attached to the "Part" in their topic. Inform them that this research will help them compare the similarities and differences in either art or poetry depending upon the topic. You may want to use or adapt the charts "How Much Alike" and "Comparing Similarities and Differences" found in the Support Materials below.</li> <li>5. The Web Quest is in a Word document so it can be altered by the teacher to include more or fewer Renaissance works. Current works include:</li> </ol> <p><b>Topic : Renaissance Art</b></p> <p>Part 1: Miracle of the Thirsty Man: Giotto</p> <p>Part 2: The Mona Lisa by Leonardo da Vinci</p>	

Part 3: The Last Supper by Leonardo da Vinci  
Part 4: Michelangelo's Sistine Chapel: Ceiling Frescoes  
Part 5: Michelangelo's Sistine Chapel: Creation of Adam

**Topic Renaissance Poetry**

Part 6: Old English Poetry example  
Part 7: Christopher Marlowe: The Passionate Shepherd to His Love  
Part 8: Sir Walter Raleigh: The Nymph's Reply to the Shepherd  
Part 9: Edmund Spenser: from Amoretti Sonnet 30  
Part 10: William Shakespeare: Sonnet 18  
Part 11: Petrarch: Sonnet 140

**Activity 3: Report Your Findings**

6. Inform students that they are to report their findings either in a visual or written format. Suggest that they may want to respond to one or more of the following questions in a persuasive essay. (Suggested length of response is approximately 500 - 800 words.)  
(Format Microsoft Word Document)
  
7. "Often the clearest expression of an era's ideals and values can be seen in its art, and literature." Use the visual and text examples provided in the web links posted to explain how artists and writers from the Renaissance era demonstrated a change in values from the Middle Ages to the Renaissance. Consider whether individual artists and writers during the Renaissance had the power to change the perspective of others and perhaps a larger collective worldview? Expand your thoughts to consider whether the values and ideals that we, as a Western culture share, continue to be expressed in our art, and literature today? How have these ideals and values changed since the time of the Renaissance?
  
8. Alternatively suggest to students that they may want to present a visual image, such as a PowerPoint presentation, that responds to issue "To what extent do the ideas of the artists and writers of the Renaissance shape our lives today?" Ask students to develop criteria for a powerful visual presentation that might include
  - Visually appealing
  - Informative
  - Relevant to the topic
  - Evidence provided to support a positionInform students that their visual must state a position on the issue and provide reasons/evidence for that position.

**Resources**

Christus Rex Inc. (2008). *Giotto (Ambrogio Bondone, detto) 1267 – 1337*. Retrieved May 14, 2011 from <http://www.christusrex.org/www1/francis/>

Harden, M. *The Artchive*. Retrieved May 14, 2011 from <http://www.artchive.com/artchive/L/leonardo/lastsupp.jpg.html>

<p>John Mitchell: New Classical Music. (2011). <i>Mona Lisa</i>. Retrieved May 14, 2011 from <a href="http://www.abm-enterprises.net/mona_lisa.htm">http://www.abm-enterprises.net/mona_lisa.htm</a></p> <p>Kren, E and Marx, D. <i>Web Gallery of Art</i>. Retrieved May 14, 2011 from <a href="http://www.wga.hu/tours/sistina/index2.html">http://www.wga.hu/tours/sistina/index2.html</a></p> <p>Marlowe, C. <i>The Passionate Shepherd to his Love</i>. Rich Geib's Universe (2006). Retrieved May 14, 2011 from <a href="http://www.rjgeib.com/thoughts/shepherd/shepherd.html">http://www.rjgeib.com/thoughts/shepherd/shepherd.html</a></p> <p>Petrarch, f. <i>Sonnet 140: Soleasi Nel Mio Cor</i>. Sonnet Central. Retrieved May 14, 2011 from <a href="http://www.sonnets.org/petrarch.htm">http://www.sonnets.org/petrarch.htm</a></p> <p>Raleigh, W. The Nymph's Reply to the Shepherd. Vancouver Island University. Retrieved May 14, 2010 from <a href="http://records.viu.ca/~johnstoi/poems/ralegh1.htm">http://records.viu.ca/~johnstoi/poems/ralegh1.htm</a></p> <p>Shakespeare, W. <i>Sonnet 18</i>. Albion, Michigan. Retrieved May 14, 2011 from <a href="http://www.albionmich.com/inspiration/shallicompare.html">http://www.albionmich.com/inspiration/shallicompare.html</a></p> <p>Spencer, E. <i>Amoretti</i>. Poet's Corner (2009) Retrieved May 14, 2011 from <a href="http://records.viu.ca/~johnstoi/poems/ralegh1.htm">http://records.viu.ca/~johnstoi/poems/ralegh1.htm</a></p>
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Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)

## Worldview Rubric

Level Criteria	Excellent	Proficient	Adequate	Limited
<b>Explains influence on Worldview</b> (8.2.4.2, 8.2.4.5)	Provides a <b>comprehensive</b> explanation of how arts and literature shape worldview.	Provides a <b>substantial</b> explanation of how arts and literature shape worldview.	Provides a <b>rudimentary</b> explanation of how arts and literature shape worldview.	Provides an <b>undeveloped</b> explanation of how arts and literature shape worldview.
<b>Analyzes historical context</b> (8.S.2.1)	Analysis of the historical context is <b>insightful</b> and <b>accurate</b> .	Analysis of the historical context is <b>logical</b> and <b>reasonable</b> .	Analysis of the historical context is <b>simplistic</b> and <b>partially accurate</b> .	Analysis of the historical context is <b>unsupported</b> and/or <b>inaccurate</b> .
<b>Develops and supports a conclusion</b> (8.S.7.2, 8.S.7.3)	Synthesizes information to develop a <b>perceptive</b> position supported by <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> position supported by <b>relevant</b> evidence.	Synthesizes information to develop a <b>plausible</b> position supported by <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> position supported by <b>weak</b> evidence.
<b>Communicates information</b> (8.S.8.1)	Communicates information in a <b>compelling</b> manner to <b>engage</b> the audience.	Communicates information in a <b>purposeful</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds the attention</b> of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain attention</b> of the audience.