

Lesson Plan: The Flourishing of a Renaissance: It all starts in Italy

Day: 1

Subject: European Renaissance

Unit: Europe: Renaissance and Reformation

Teacher: Jill Ferris (Mrs. Sabino)

Course: 9 Global History

1. Content:
 1. Unit goal: I want my students to discuss the new ideas about the world that characterized Renaissance art, architecture and society.
 2. Lesson goal: I want my students to understand these terms: humanism, secular, vernacular, patrons, Medicis, Machiavelli.
2. Framing:
 1. Content context: This is the first half of the Renaissance and Reformation unit. I will begin with the Italian Renaissance, asking the question “Why Italy?” before progressing to the Northern Renaissance.
 2. Classroom context: This is my first lesson in Ms. Sabino’s room. Yay!
 3. Big Picture: The Italian Renaissance marks the beginning of a period of “rebirth” with a focus on humanism, Greco-Roman revival, and the questioning of old ideas.
3. Objective(s): The student will be able to identify the Italian Renaissance’s significance in the development and spread of new ideas.
4. Instructional Procedures: (50 min.)
 1. Framing: What is a renaissance? Where have you heard it before? What does it mean? (5 min.)
 2. Interactive, discussion-based lecture on the Italian Renaissance, using PowerPoint/Sabino's notes. (30 min.)
 3. Intro Machiavelli. Read "Primary Source from *The Prince* by Niccolo Machiavelli." As reading task, make a list of "tips" for princes. How can these be adapted to public officials today? What is most important? (10 min.)
 4. End framing: How do Machiavelli's ideas fit into the (5 min.)
5. Materials/Equipment: Machiavelli primary source sheets, section 1 guided reading insurance sheets, PowerPoint, notes?
6. Assessment/Evaluation: Students will take a reading quiz tomorrow based on today’s lecture and tonight’s homework assignment.
7. End Framing:
 1. Homework: Read Ch. 17, Section 1. Guided Reading as insurance. Finish Machiavelli “tips.”

Lesson Plan: The Northern Renaissance

Day: 2

Subject: European Renaissance

Unit: Europe: Renaissance and Reformation

Teacher: Jill Ferris (Mrs. Sabino)

Course: 9 Global History

1. Content:
 1. Unit goal: I want my students to discuss the new ideas about the world that characterized Renaissance art, architecture and society.
 2. Lesson goal: I want my students to understand how the Renaissance ideas spread north, but manifested differently in each country.
2. Framing:
 1. Content context: After Renaissance ideas developed in Italy, they spread north into the rest of Europe. Great developments like the printing press helped to further spread Renaissance ideas.
 2. Classroom context: This is our second lesson in this unit; yesterday we learned about the Italian Renaissance.
 3. Big Picture: Renaissance ideas began to spread north because of trade and cultural exchange, and as these new ideas reached other European countries, each had its own Renaissance.
3. Objective(s): The student will be able to describe how the printing press helped promote Renaissance ideas.
4. Instructional Procedures: (50 min.)
 1. Reading quiz on Ch. 17, Section 1. (10 min.)
 2. Machiavelli follow-up. (5 min.) What ruler today might have followed Machiavelli's advice?
 3. Mini lecture on Northern Renaissance. (15 min.)
 4. Printing press simulation (5 min.)
 5. Printing Press videos (5 min.)
 6. Shakespeare (10 min.)
5. Materials/Equipment: Reading quiz, PowerPoint, printing press videos
6. Assessment/Evaluation: Students will have a quiz tomorrow on this lecture and tonight's reading assignment.
7. End Framing:
 1. Homework: Read Ch. 17, Section 2. Guided Reading for Insurance.

Lesson Plan: Renaissance Arts and Artists

Day: 3

Subject: European Renaissance

Unit: Europe: Renaissance and Reformation

Teacher: Jill Ferris (Mrs. Sabino)

Course: 9 Global History

1. Content:
 1. Unit goal: I want my students to discuss the new ideas about the world that characterized Renaissance art, architecture and society.
 2. Lesson goal: I want my students to recognize Renaissance art they already know and general characteristics so that they may identify other, unfamiliar art.
2. Framing:
 1. Content context: Some of the most famous pieces of art are from the Renaissance period. I want students to draw on this existing knowledge and understand the lasting influence of art from this period.
 2. Classroom context: This is our third lesson on the Renaissance, as we have previously studied the Italian and Northern Renaissances. Students have seen some of the art in their textbooks and have prior knowledge; however we will further develop their recognition skills today.
 3. Big Picture: Renaissance artists are more than just Teenage Mutant Ninja Turtles. They have created some of the most lasting art of this millennium.
3. Objective(s): The student will be able to identify characteristics of Renaissance art and apply them in “Is This Renaissance Art?” This will be important for tomorrow’s art making lesson.
4. Instructional Procedures: (50 min.)
 1. Reading quiz on Ch. 17, Section 1. (7 min.)
 2. Mini-lecture: Who are the Renaissance artists? What do you know about them? How do you identify Renaissance art? (5 min.)
 3. Loose VTS on some of the art. (10 min.)
 4. Play “Is this Renaissance art?” Students must identify Renaissance/not Renaissance and explain why. (20 min.)
 5. Impact of the art today: read article on the David. How does technology aid the preservation of these works? (5 min.)
5. Materials/Equipment: PowerPoint, reading quiz, David article
6. Assessment/Evaluation: Students will play “Is This Renaissance Art?” They will identify art and describe why they believe it is or is not Renaissance art.
7. End Framing: Homework: None. Read David article if interested.

Lesson Plan: You be the Renaissance artist
Day: 4 (for cells 1 and 4, cut for cell 7)
Subject: European Renaissance
Unit: Europe: Renaissance and Reformation
Teacher: Jill Ferris (Mrs. Sabino)
Course: 9 Global History

1. Content:
 1. Unit goal: I want my students to discuss the new ideas about the world that characterized Renaissance art, architecture and society.
 2. Lesson goal: I want my students to create a self-portrait, as the Renaissance gave rise to this style of art.
2. Framing:
 1. Content context: I want the students to understand the importance of new developments in art during the Renaissance which created some of the most famous art still known today.
 2. Classroom context: This is my last lesson in Ms. Sabino's classroom; the lesson is an enrichment lesson for cells 1 and 4, as cell 7 only met three times this week because of a cell switch.
 3. Big Picture: Art changed a lot during the Renaissance, both technically (as in changes in paint) and artistically. We will experiment with two of these changes today.
3. Objective(s): The student will be able to create a self-portrait incorporating aspects of Renaissance portraiture.
4. Instructional Procedures: (50 min.)
 1. Demonstration on paint innovations. (5 min.)
 2. Introduce portraiture. Discuss use of background, symbols in portraits. Relate to humanism. (5 min.)
 3. Create own self-portrait! May draw, make Arcimboldo-style collage portrait or combine techniques. Must include background, symbols, facial features. (40 min.)
5. Materials/Equipment: old magazines, scissors, glue, paper, colored pencils, powdered tempera, egg, oil, food coloring, paper towel, 2 bowls, antibacterial wipes, spoon, fork
6. Assessment/Evaluation: Students will create a self portrait including important aspects of portraiture from the Renaissance (a background, symbols of personality, facial features).
7. End Framing:
 1. Homework: None. Finish Renaissance art piece if not done in class.