Pittsford Middle School Presents...

The Renaissance

A Sixth Grade Interdisciplinary Unit on the Renaissance

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Interdisciplinary Unit -- 1996
Pittsford Central School District
GUIDED QUESTIONS

1. What is the meaning of Renaissance?
2. Why did the Renaissance occur?
3. What were the developments during the Renaissance period?
4. What is the legacy of the Renaissance?
The Renaissance

A Sixth Grade Interdisciplinary Unit

OVERVIEW

I. CONTENT

This unit is a study of the causes, developments, and legacy of the Renaissance period. The students will become familiar with the events and people which transformed learning, art, religion, and government.

II. PROCESS

By participating in the Renaissance Unit, students will be able to demonstrate all levels of Bloom’s Taxonomy, from knowledge through evaluation. Techniques will include class discussions, written expression, library research, project work, art, gallery resources, role playing, and other student activities.

III. PRODUCT

Using knowledge and skills developed in the study of the Renaissance, students will produce a written product and/or an oral, visual, or dramatic presentation.
**ART OUTCOME:** Using knowledge and skills developed in the study of the Renaissance, students will produce a written product and/or an oral, visual, or dramatic presentation.

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<td><strong>Knowledge</strong></td>
<td>List artists of the period and tell when they lived.</td>
<td>Remember the qualities of medieval art. In column 1 list those attributes and in column 2 list parallel attributes of the Renaissance.</td>
<td>List the techniques which were developed by Renaissance artists.</td>
<td>Name the period which followed the Ren. When and where did that period occur? Who were some of the artists inspired by the Ren.?</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Define Renaissance in your own words.</td>
<td>Explain why artists felt a need to work in a style different from medieval artists. Explain where artists of Ren. went for ideas.</td>
<td>In your own words explain the meaning of perspective and tell how the effect of depth is achieved on a 2D surface.</td>
<td>Explain why the Ren. changed art in the periods which followed the Ren.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Explain which qualities in these artist’s works suggest that they are Renaissance artists.</td>
<td>How did the culture of the period influence the art and music of the Renaissance?</td>
<td>Demonstrate your understanding of perspective by making a perspective drawing.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Compare and contrast two artists of the period.</td>
<td>Outline what motivated each of the artists to work as he did.</td>
<td>Compare and contrast linear and aerial perspective.</td>
<td>Compare and contrast a Ren. artist’s work to the work done by a 20th century artist.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Make a graphic which relates the names, dates, and countries of the artists and musicians of the period.</td>
<td>On a graphic organizer design a time line which illustrates the cultures which influenced art and music of the Ren. period.</td>
<td>Create a perspective drawing in color which combines both linear and aerial perspective.</td>
<td>Categorize contemporary artists on a chart which demonstrates how they were influenced by the Ren.</td>
</tr>
<tr>
<td><strong>Evaluations</strong></td>
<td>Participate in a critique which criticizes early, middle, and late Renaissance art. (Be certain you tell why you placed a work in a particular category.)</td>
<td>Evaluate you work. Why is it successful? What might you do differently next time?</td>
<td>Participate in a debate which questions the value of traditional vs. contemporary art. Be able to support your position.</td>
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EXPLORING LANGUAGES OUTCOME: Using knowledge and skills developed in the study of the Renaissance, students will produce a written product and/or an oral, visual, or dramatic presentation.

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<tr>
<td>What is the meaning of</td>
<td>What language does Ren. come from and what does the prefix mean? What is</td>
<td>Explain to your partner what Ren. means to you. Break down the word for your</td>
<td>Are there any other words where parts of the word Ren. are seen?</td>
<td>Compare and contrast the word rebirth in French, Spanish, Latin, and</td>
<td>If the world today was in the midst of another Ren., what language would</td>
<td>Do you think the French word Ren. captures the spirit of the Ren.? Why?</td>
</tr>
<tr>
<td>Renaissance?</td>
<td>the main verb?</td>
<td>partner into its parts.</td>
<td></td>
<td>Italian.</td>
<td>Italian.</td>
<td>Do you think the French word Ren. captures the spirit of the Ren.? Why?</td>
</tr>
<tr>
<td>Why did the Renaissance</td>
<td>What are the themes of the classical period that reoccurred during the Ren.</td>
<td>Summarize the aspects of the period that affected the Ren. period in an essay.</td>
<td>Relate what you know about the classical period to the architecture and</td>
<td>Find evidence of the classical period in the Royal French Tapestries.</td>
<td>Design a cartoon of a tapestry of your own that combines two distinct</td>
<td>Do you think aspects of the classical period are present in the Royal</td>
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<tr>
<td>occur?</td>
<td>period?</td>
<td></td>
<td>and art of the Ren.</td>
<td></td>
<td>periods of time.</td>
<td>French tapestries and why?</td>
</tr>
<tr>
<td>What were the developments</td>
<td>Identify how the Ren. affected language and culture.</td>
<td>Explain how different cultures borrowed from each other in terms of</td>
<td>Demonstrate how the French, Spanish, and English languages have</td>
<td>Compare and contrast the language borrowing that took place during the</td>
<td>Write a conversation between Guttenberg and Bell Gates discussing the</td>
<td>Do you think that the Internet has affected language and the spread of</td>
</tr>
<tr>
<td>of the Renaissance period?</td>
<td></td>
<td>language and culture.</td>
<td>borrowed from Latin.</td>
<td>Ren. to our present day English.</td>
<td>effects of the computer on language development and the spread of</td>
<td>information? Why?</td>
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<tr>
<td>What is the legacy of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>information.</td>
<td></td>
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<tr>
<td>the Renaissance?</td>
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SOCIAL STUDIES OUTCOME: Using knowledge and skills developed in the study of the Renaissance, students will produce a written product and/or an oral, visual, or dramatic presentation.

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<tr>
<td>Knowledge</td>
<td>Define the Renaissance.</td>
<td>List the factors that led to the Ren.</td>
<td>Identify inventions of the time using at least two sources.</td>
<td>State the contributions of the Ren.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Explain in your own words the meaning of the Ren.</td>
<td>Summarize reasons why the Ren. occurred.</td>
<td>Give examples of the developments during the Ren. period. (Ex. Movement of people to cities)</td>
<td>Illustrate the impact of Eastern cultures on European civilizations during the Ren.</td>
</tr>
<tr>
<td>Application</td>
<td>Map the major crusade/trade routes. Demonstrate the role of the church in recording/preserving literature of earlier times.</td>
<td>Demonstrate through a model or art creation developments of the Ren. period. Choose three changes in European civilization (1350-1600) and draw an illustration of each.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Compare the achievements of the Ren. to Greece and Rome. (i.e. architecture)</td>
<td>Create a flow chart (diagram) depicting the events responsible for the Ren.</td>
<td>Analyze Martin Luther’s “Here I Stand” declaration and compare it to stands taken by other people.</td>
<td>Compare and contrast the Elizabethan theatre with theatre and other forms of entertainment today.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Write a letter in old English from a child living during the Ren. to a child of the 20th century.</td>
<td>Design a game.</td>
<td>Create a Children’s Bill of Rights. Create a TV news show to depict an event. Imagine you are living in the 1600’s and construct a collage to show life at the time.</td>
<td>Write at least 5 entries in your travel diary describing life at this time.</td>
</tr>
<tr>
<td>Evaluations</td>
<td>After reading The Apprentice tell how you would feel to be an apprentice.</td>
<td></td>
<td></td>
<td>The people of the Ren. were affected by the invention of reprinting press. Tell how advances of our time have helped move information and ideas quicker and use a timeline to depict</td>
</tr>
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GENERAL MUSIC & CHORUS OUTCOME: Using knowledge and skills developed in the study of the Renaissance, students will produce a written product and/or an oral, visual, or dramatic presentation.

PLANNING ACTIVITIES USING BLOOM’S TAXONOMY

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<td>Knowledge</td>
<td>-What is the etymology of Ren.?</td>
<td>-What are the dates of the Ren.?</td>
<td>1-List several major instruments that were invented during the Ren. 2-Identify musical forms that were developed during the Ren. 3-What musical textures were developed during the Ren.?</td>
<td>What are the enduring traits of the Ren.?</td>
</tr>
<tr>
<td></td>
<td>-What does rebirth mean&gt;</td>
<td>-What was the period before the Ren.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Explain in your own words the meaning of Ren.?</td>
<td>Summarize the distinctions of the Ren. per.</td>
<td>1-Explain how these instruments evolved. 2-Summarize the story of Aida. 3-Explain polyphony in your own words.</td>
<td>In your own words describe contemporary Ren. qualities.</td>
</tr>
<tr>
<td>Application</td>
<td>Relate Ren. characteristics to a contemporary circumstance.</td>
<td>Relate the characteristics of the Medieval period that led to the development of the Romantic period.</td>
<td>1-Construct a musical instrument. 2-What would you do if you were at _____ in the opera Aida 3-Sing and/or line draw a round (polyphony)</td>
<td>Solve a current problem using Ren. characteristics.</td>
</tr>
<tr>
<td></td>
<td>Compare a present occurrence with one of the Ren. period.</td>
<td>Compare and contrast the Medieval &amp; Ren. periods.</td>
<td>1-Compare and contrast your instrument with an instrument of Ren. 2-Compare and contrast the story of Aida &amp; West Side Story. 3-Compare and contrast monophonic, homophonic, and polyphonic textures</td>
<td>Compare and contrast the process of music printing on the printing press and the computer.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Choose a period in history that Ren. qualifies best to apply.</td>
<td>Imagine what historical period will evolve next.</td>
<td>1-Compose a musical piece using your newly created instruments. 2-Write a short story as a basis for an opera. 3-Compose a 4 measure melody that can be sung in a round.</td>
<td>Create musical symbols to depict your “musique concrete.”</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Choose a period in history that Ren. qualities best apply.</td>
<td>Argue which historical period would be the “best of times.”</td>
<td>1-Evaluate your new compositions 2-Assess your short stories 3-Decide which newly composed melody sounds “good” as a round.</td>
<td>Evaluate your compositions. Do your symbols work. Why, why not?</td>
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<td><strong>Knowledge</strong></td>
<td>Write a definition for Ren.</td>
<td>Match science ideas before 1400 with their meanings.</td>
<td>Match the science ideas from the Ren. with their meanings</td>
<td>What is scientific process?</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Rewrite the definition in your own words.</td>
<td></td>
<td>Select and explain one science idea from the Ren. list.</td>
<td>Explain stages of scientific process.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>How did the idea of Ren. apply to math, science, and technology?</td>
<td>Demonstrate how proportion is used in perspective drawings.</td>
<td>Use one science idea and explain how it led.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Outline the changes in math and science ideas.</td>
<td>In what way could math explain the rapid spread of Ren. ideas?</td>
<td>Why did people hold so strongly to geocentric idea?</td>
<td>What are the advantages/disadvantages of using the scientific process?</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Recreate a simple compass, telescope, or astrolabe.</td>
<td></td>
<td>Create a poster to show the relationship between one math/science idea.</td>
<td></td>
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<tr>
<td><strong>Evaluations</strong></td>
<td></td>
<td>Judge the value of the development of the telescope and compass.</td>
<td></td>
<td>Which Ren. invention do you think had the most effect on human development.</td>
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**PLANNING ACTIVITIES USING BLOOM’S TAXONOMY**
PRODUCTIVE THINKING SKILLS
DIVERGENT/CREATIVE THINKING

I. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE __________________
   1. ways to raise money
   2. participants you would need to use
   3. materials/tools need for setting the booth up
   4. hazards involved in using the quantity of water
   5. water sources
   6. safety steps you would take
   7. possible places to get sponsorships/donations

B. BRAINSTORM AS MANY ______________ AS YOU CAN THINK OF
   1. target groups
   2. possible additional volunteers to be dunked
   3. locations for the booth
   4. positive and negative effects of this enterprise
   5. things you would need tickets for
   6. different carnival booths

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____________?
   1. advertise the event
   2. price ticket sales
   3. fill a swimming pool with water
   4. empty water from a swimming pool
   5. guarantee the person will be dunked
   6. attract people to the dunking booth
   7. get volunteers to help

II. CONSCIOUS SELF-DECEIT MODEL

A. SUPPOSE YOU COULD ______________.  WHAT IDEAS COULD
   YOU PRODUCE IF THIS WERE TRUE
   1. get unlimited funds
   2. pick an alternative way of raising money
   3. any famous person at your dunking booth
   4. fill the swimming pool with something other than water
   5. offer additional prizes when someone is

B. IF YOU HAD ALL OF THE ______________.  HOW COULD YOU
   USE IT TO ________________?
1. communication skills clarify the event for others
2. money in the world benefit the dunking booth
3. freedom available make the carnival better
4. technology available make the booth high-tech
5. media coverage available promote the event

III. REORGANIZATION MODEL

A. WHAT WOULD HAPPEN IF __________________ ?
   1. there was no water available
   2. it rained that day
   3. you had no volunteers
   4. you had to build the booth yourself
   5. you didn't have the help of the fire department
   6. no one came
   7. the water was contaminated
   8. the dunking mechanism never worked

B. SUPPOSE ____________ (HAPPENED), WHAT WOULD BE THE CONSEQUENCES?
   1. the pool developed a leak
   2. someone got injured
   3. something came up and kept you from attending the carnival
   4. the water truck had a flat tire
   5. the school charged you for water use

C. WHAT WOULD HAPPEN IF THERE WERE NO ____________ ?
   1. college costs
   2. volunteers to take down booth when done
   3. no people to support it
   4. means of advertising the event
   5. school on the day of the carnival due to an emergency
   6. donations
I-SEARCH INDEPENDENT RESEARCH PROJECTS
TO HELP EACH STUDENT REACH HIS/HER POTENTIAL

1. Organized Random Search

Use basic problem solving techniques for math problem solving, read, plan, solve, check, to gather information about an additional subject and record it.

2. Skills of Search

Search for the origin of carnivals and look for the following items:
- when they began
- when they took place
- what events were there
- who went

3. Study Creative People and Process

Research the life of P.T. Barnum. What did he do? What can we learn from him? Why should he be honored?

4. Evaluate Situations

While you were running your dunking booth, the person being dunked cut his leg severely when he was trying to get out of the pool and was rushed to emergency to get twenty stitches. There were no adult supervisors there at the time to witness the event and you and the volunteers at the booth are being blamed by the injured person. Prepare and present this case in a mock trial.

5. Creative Reading Skill

Find or collect five newspaper articles on different fund raising events and make a bar graph and write up a summary on the profits of these fund raisers.

6. Creative Listening Skill

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Find a song or jingle and change the words so it can be used to attract people to your dunking booth.

7. Creative Writing Skill

Write a dialogue between two carnival workers.

8. Visualization Skills

Make a collage of anything you would see at a carnival.
I. Bibliography -- Teacher/Professional Books and Resources


II. Bibliography -- Student Books


III. Educational Films/Videos

IV. Resource People/Mentors

Marsha Stevens
Sonja Christensen
Suzanne Ange

V. Field Trips

Visit a fair or carnival

VI. Other Material (CD-ROM, Laser Disc, etc.)

*Jasper: The Big Splash*. Vanderbilt University, Learning Technology Center.