Renaissance Artists Who Inspired the World

TEACHER'S GUIDE

ABOUT THE AUTHOR

Kristin Belsher earned a bachelor of arts degree in journalism from Indiana University. She served as project editor for *Leaders Who Changed the World* (Ballard & Tighe, 2004) and has worked on a wide range of social studies materials and other instructional resources. Ms. Belsher also works in California classrooms with students reading below grade level.

Ballard & Tighe

CONTENTS

INTRODUCTION

S tudents in today's information age must be able to access and comprehend voluminous amounts of written material. The vast majority of information they will encounter in school and also in later life comes from nonfiction sources. As part of becoming "information literate,"[1] students must become familiar with sources of information in order to learn to use it well. Textbooks, the traditional means for students to acquire new information, are sometimes difficult for students to comprehend. Conversely, nonfiction reading books—which are usually more condensed, narrative, and visually appealing—offer a rich source of meaningful text to facilitate content knowledge and encourage literacy development. As well, nonfiction literature lends itself to a variety of instructional approaches and comprehension-building strategies.[2]
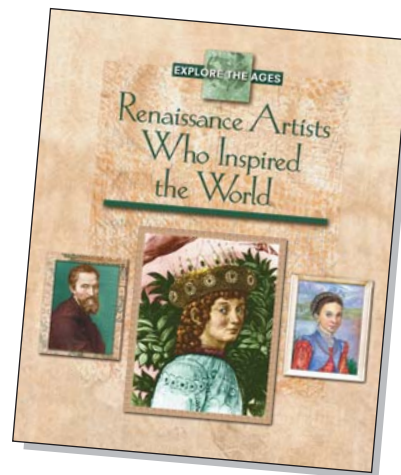
The *Explore the Ages* series of nonfiction historical reading books provides rich, engaging, and visually stimulating accounts of historical figures and events. By incorporating a variety of features, these books make content comprehensible and interesting to students at different reading levels, while helping them learn social studies content and develop literacy skills. The special features of the *Explore the Ages* books include:

- Vocabulary words highlighted and defined in the margins.
- Times lines and maps.
- Primary source excerpts.
- Critical thinking and comprehension questions.
- Illustrations and pictures related to the events.
- Classroom and family involvement activities.

Designed for both recreational reading and content instruction, the *Explore the Ages* books can be adapted for a variety of classroom lessons. This teacher's guide is guided by the precepts of differentiated instruction, which focuses on meeting the needs and interests of particular students, emphasizing a wide range of instructional approaches, and creating lessons that address state standards. This teacher's guide offers a variety of classroom lesson ideas, from pre-reading activities and ELD strategies, to vocabulary building exercises and cross-curriculum instructional lessons. It is intended to be easily adapted to your specific student group's interests and abilities.

INTRODUCTION

Getting Started

The first section of this guide focuses on specific teaching strategies effective with English language learners and emerging readers. These strategies will help make the text more comprehensible for such students.

The following sections present activity ideas within the context of a classic four-part lesson plan: 1) Pre-Reading; 2) During Reading; 3) Expanding Learning; 4) Assessment. You can pick and choose activities from each of these lesson sections according to student interests, curriculum demands, and time constraints. The separate assessment section offers suggestions for traditional tests and alternative assessment techniques. Assessment also is integrated into many of the activities that incorporate performance evaluation and peer reviews.

Use the Lesson Planning Guide in Appendix I to organize your lesson plan.

INTRODUCTION

---

[1]Benson, Vicki. "Shifting paradigms and pedagogy with nonfiction: A call to arms for survival in the 21st century." *The NERA Journal.* Portland, ME: New England Reading Association, 2002.

[2]Hadaway, Nancy, Sylvia M. Vardell, and Terrell A. Young. "Highlighting nonfiction literature: Literacy development and English language learners." *The NERA Journal.* Portland, ME: New England Reading Association, 2002.

STRATEGIES for English Language Learners

All students learning new information need comprehensible text, but this is crucial to English language learners (ELLs), who are still mastering the intricacies of the language. These students often are struggling to keep up with their peers and the grade-level content. Presenting new text in understandable ways gives these students access to grade level content as they develop literacy skills. This section includes strategies to make *Renaissance Artists Who Inspired the World* comprehensible to ELLs. In addition, "Tips for ELLs" are incorporated throughout the guide to help you adapt certain activities for these students.

Chunking

Present the book in sections. Better yet, present each chapter in sections. Start by reading the complete text aloud to students. On an overhead transparency or on the chalkboard, write a one-sentence summary of each section and have students copy that sentence. As extended learning, have students illustrate an event in that section or, depending on language level, summarize that section in their own words.

Vocabulary

Have students keep a journal of vocabulary words new to them (in addition to those already featured in the book). Have students free-associate the meaning of the words before trying to understand the real definition. This will help you get a better understanding of the language ability of the students, and students will learn to break up the text into what they do and do not understand.

Visuals

Encourage students to use the time lines, captions, and headings to help them access the content in the text. They also should study the photographs, illustrations, and maps in order to aid their comprehension of the narrative.

Picture and Word Cards

Make a set of picture cards for vocabulary words. Take a sheet of paper and divide it into eight squares. Use drawings, photos, or pictures cut from a magazine to illustrate each vocabulary word. Paste one picture onto each square. You can use these cards in a variety of ways to help students access meaning:

- Make copies and have students label each card.
- Give students a word list and have them match pictures and words.
- Make a set of matching word cards and have students match them with the picture cards.

STRATEGIES for English Language Learners

Act It Out!

As you read the text to the class, have groups of students with more advanced levels of language ability act out sections for other students. This will help you assess comprehension of students in the acting group and reinforce meaning for students in the audience.

Word Scavenger Hunt

To develop grammar and phonics skills, have students go on a word scavenger hunt using a chapter from the book. Create a list of scavenger hunt items and then have students search a chapter to find these words.

Sample scavenger hunt items:
- a three-syllable word
- a contraction
- a compound word
- a word with a silent "e" at the end
- one of the longest words in the chapter
- a four-syllable word
- a word that includes a silent letter other than "e"
- an adjective
- a word with a prefix or suffix
- rhyming words (students might write two sentences, highlighting the rhyming words)
- synonyms (students might write two sentences, highlighting the synonyms)

STRATEGIES for English Language Learners

PRE-READING

Before students read the book, it is important to find out what students already know about the content. Effective pre-reading activities generate interest in the content and ultimately increase student comprehension. After introducing the book and introducing the subject, select several pre-reading activities for your student group.

1. Introduce the Book

Focus on the cover, point out the table of contents, the index, glossary, and other back matter. Flip through the pages so students can see the various chapters and some of the images. Tell students about the book: **Renaissance Artists Who Inspired the World tells the story of an exciting period in European history. The Renaissance was a time of creativity and doing things differently, especially in art. The art created during the Renaissance still inspires people today.**

Ask students to name the authors of the book. Point out the authors' names on the front cover or on the title page. Tell students a little about the authors: **Renaissance Artists Who Inspired the World was written by Gregory Blanch and Roberta Stathis. They have coauthored several different history books together.** Explain that different artists and photographers created the images in the book. Open the book to pages 4-5. Ask student volunteers to read the names and descriptions of the artists associated with the map. Ask questions: **On what continent did the Renaissance occurs?** [*Europe*] **On what continent do you live? What year was Raphael born?** [*1483*] **How many years ago is that? Name some different styles of art.** [*painting, sculpture, drawing, architecture*] **Where have you seen these kinds of art? What do you know about them?**

Read the introduction aloud or have student volunteers read it. Ask comprehension questions: **What are some different reasons people create art?** [*to describe events, express emotions, influence opinions, and free the imaginations of others*] **Do all artists create in the same style?** [*no*] **Do artists have to pay attention to the world around them?** [*yes*] **What time span will we be reading about in this book?** [*1350 to 1600*]

Review the information on pages 6-7. It is critical that students understand and can use a time line. Ask questions: **What time period does the time line show?** [1300 to 1650] **What are the earliest and latest events?** [*the Renaissance begins and ends*] **What events occur at the same time?** [*Leonardo da Vinci paints "The Last Supper," and Michelangelo sculpts the* Pieta] **When did Sofonisba Anguissola paint pictures of the Spanish royal family?** [*1560*] **How many years are between the date Sandro Botticelli created "The Birth of Venus" and the date da Vinci painted "The Last Supper?"** [*43*]

2. Introduce the Subject of Artists and Art
Choose one of the activities below to introduce the subject of artists and art.

3-2-1-Go!
Organize students into small groups. Ask each group to come up with creative responses to three different open-ended questions. The title of the activity, 3-2-1-Go!, describes the structure for student responses. Here's an example of how to set up the activity using it with the theme "artists":

3: Describe three qualities an artist should have.
2: Describe two feelings you have about artists.
1: Identify one problem an artist may face. GO!

Think/Pair/Share
Organize students into pairs or small groups. Ask student groups to come up with creative responses to an open-ended question related to the new content. What is an artist? Where do you see the work of artists every day? Does the work of artists ever affect your emotions and feelings? Are you ever an artist? What challenges does a person face as an artist?

People/Data Hunt
Give students a list of five or six open-ended questions and/or discussion topics that consist of 1) a social criterion they need to satisfy and 2) a question related to the topic to be studied. For example, you might say something like the following:

• Find someone who ate cereal for breakfast and then discuss someone living today who is an artist.
• Find someone who speaks more than one language and ask that person what words he/she you would use to describe an artist.
• Find someone wearing blue and discuss two difficulties an artist may face.
• Find someone with an older sister and discuss three benefits of being an artist.

Students must document with whom they discussed each question. The only rule is that students must interact with a different person for each question.

Famous Quotations
Initiate a discussion using quotations related to the topic of art and artists:

• "Every artist dips his brush in his own soul, and paints his own nature into his pictures." —Henry Ward Beecher
• "The poet ranks far below the painter in the representation of visible things, and far below the musician in that of invisible things." —Leonardo Da Vinci
• "There are painters who transform the sun to a yellow spot, but there are others who with the help of their art and their intelligence, transform a yellow spot into the sun." —Pablo Picasso

P R E - R E A D I N G

These quotations also are a good springboard for response writing. Ask questions to prompt critical thinking: **What do you think the quotation means? Have you heard of the person who said this? Do you agree with the statement?** Then have students research other quotations or come up with quotations of their own.

3. Introduce Each Chapter
Choose one of the following activities in this section.

Discuss What You Know: Silent Mingle
Tell students they are going to play a few rounds of What Do You Know About …? Ask students to stand up and walk around the room (i.e., mingle), but remain silent until they hear you say, "stop." Upon hearing "stop," they will immediately form a pair with the person standing closest to them. Tell students to listen to your question and discuss it with their partners. For example, ask students, **What do you know about the Renaissance?** You will give them about two minutes for this discussion. When they hear you say, "silence," they are to stop the discussion and begin mingling silently again. Repeat the process two or three more times posing different questions related to the chapter content. For example, **What do you know about Sandro Botticelli? What do you know about painting?** The only ground rule is that they cannot pair up with the same person more than once. At the end of the activity, debrief responses with the whole class.

> **Tip for ELLs:** Have students draw their responses to pre-reading questions.

Chart Knowledge: The K-W-L-H Chart
Organize students into pairs to do this activity or have them do it individually. Have students create a chart with four columns and label the columns K, W, L, and H. (**K**=<u>KNOW</u> about the topic? **W**=<u>WANT</u> to know? **L**=What did you <u>LEARN</u>? **H**=<u>HOW</u> did you learn it?) Have students being the chart with the K and W columns. Here's an example of how to set up the activity using the chapter on Sofonisba Anguissola:

- Discuss and write down (in the "K" column) the names of three people that students consider "artists." Ask students to tell what characteristics artists have.
- Discuss and write down (in the "W" column) a few questions students have about Sofonisba Anguissola. For example: "Who encouraged Sofonisba's creativity?" "Where did Sofonisba live?" "What did Sofonisba paint?"

Have students fill in the remaining columns of the chart after reading the chapter.

PRE-READING

Set a Historical Context

Have students focus on the historical period they are going to read about. Introduce the chapter by telling students about the time period. Give students some historical background. As an example, for the chapter on Leonardo da Vinci, tell students: **The person you are going to read about was born in the 1400s in Italy. This time was called the Renaissance, which means "rebirth." New ways of thinking spread across the continent of Europe, producing new art and new ways of doing things.** Ask students what they think life was like during that time in Italy. Ask them about the people, what language they spoke, where they lived, and how the Renaissance affected them.

Set the Geographical Scene

Talk about the different regions students will learn about. Ask students questions such as: **What do you think these regions are like? What language do the people speak? What do they eat? Have you ever been to Italy? On what continent is Italy located? Near what countries?** Have students locate Italy on a map.

Develop Vocabulary: Brainstorm

Distribute copies of the vocabulary words defined in the chapter (see Resource Sheet 1 in Appendix II) to students or make an overhead transparency. As a class, in pairs, or individually, have students brainstorm or free-associate whatever comes to mind when they see each vocabulary word. Then have students look up the correct definition in the glossary of the book.

Renaissance Artists Who Inspired the World
Teacher's Guide: Resource Sheet 1

Vocabulary List

altarpiece	innovative
anatomy	international recognition
antiquities	literary
Apocalypse	marble
apprentice	mason
biography	masterpiece
bonfire of the vanities	modest
chapel	monk
chaperone	patron
chisel	perspective
cloak	pigment
commission	plague
conduct	Renaissance
currency	republic
diplomat	secular
dissect	slingshot
Fra	St. Peter's Basilica
fresco	struggle
guild	tyrant
humanism	Vatican

DURING READING

During this part of the lesson, students read and interact with the book, experience direct instruction from the teacher, work independently and collaboratively, write in different genres, and participate in discussions and simulations. These activities help students become familiar with the major events, people, geographical context, and chronology of history.

1. General Academic Skills
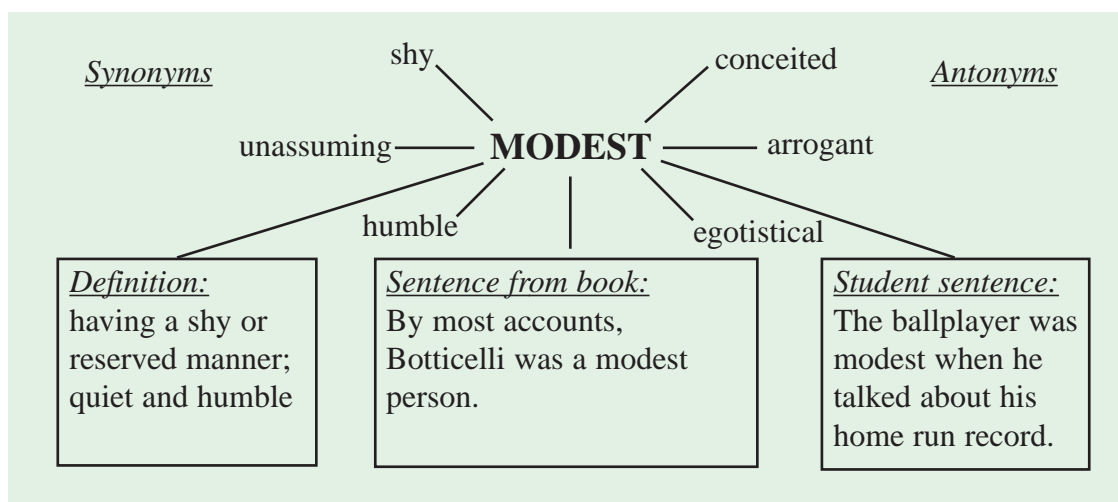
Choose one activity from the listing below.

Take Notes
Have students read a chapter once through or read it through as a class. Then have students skim the text looking at features that show general information such as headings, captions, and chapter titles. Have students skim the text again looking for proper nouns—important people, places, and events in the chapter. Then have students skim the text for important dates. Have students link dates with people, places, and events. A way to teach students good note-taking skills is by using a three-column system. One column will include a proper noun, the next will include a date (or century) associated with the proper noun, and the third column will have a brief explanation. Have students use these notes for various classroom activities and to review for a written test.

Make a Word Web or Semantic Map
As students read the chapter, have them keep a learning log of unfamiliar terms. For the terms, students can create word webs or semantic maps to help aid in comprehension.

Example of a word web using the word "modest" (p. 55):

Synonyms		Antonyms
shy		conceited
unassuming ——	**MODEST** ——	arrogant
humble		egotistical

Definition: having a shy or reserved manner; quiet and humble	Sentence from book: By most accounts, Botticelli was a modest person.	Student sentence: The ballplayer was modest when he talked about his home run record.

Example of a semantic map:

What is the word? *modest*	What is it like? *humble*	
What is the definition? *having a shy or reserved manner; quiet and humble*	**What are other forms of the word?** *modesty* *modestly*	**What are similar words?** *shy* *unassuming* *reserved* *unpretentious*

Identify Synonyms and Antonyms

Using this same list of unfamiliar vocabulary terms, have students create synonym and antonym lists. Students should start by identifying the definitions of unfamiliar words. Then students should look through the book for synonyms and antonyms of those words. Students can look in a thesaurus to find additional synonyms and antonyms. Students may work in pairs or groups to share ideas.

2. Enhancing Reading Comprehension

Choose one activity from the listing below.

Student Reading Journal

To encourage active reading, as students read the chapters, have them keep a reading journal. They can use this journal to record unfamiliar words, ask questions, remember ideas and facts, and note interesting topics to research.

What's Our Lie?

After students read the chapter, organize them into groups of four or five. Their task is to discuss the chapter content and share information they recall from the reading. Then they are to decide on three true statements about the chapter and one false statement. The students should then write down the four statements in any order on a large sheet of paper. Select a student from each group to read the four statements on behalf of the group. The rest of the class must identify the false statement. Then the class should make it a true statement by rephrasing it.

Example:

- Sandro Botticelli lived during the time the Medici family ruled Florence.
- Sandro Botticelli helped decorate the Sistine Chapel.
- Sandro Botticelli sculpted "The Birth of Venus."
- Sandro Botticelli's nickname was "little barrel."

False statement: Sandro Botticelli sculpted "The Birth of Venus."
Rewritten true statement: Sandro Botticelli painted "The Birth of Venus."

DURING READING

Mini-Drama
After reading the chapter one time, organize students into groups of three or four. Divide the chapter into as many sections as there are groups. Assign each group a section of the story. Groups are to read that section and decide how to present it in a skit. Students need access to craft materials (marking pens, colored paper, yarn, rulers, glue, and so forth) to create accompanying props. The skits should be performed for the whole class in chronological sequence.

Literature Circle
Have students read a chapter independently, then organize them into groups of five or six. First, have students summarize the chapter together; each member should have an assigned role for working with the text. One student might outline the reading, one student might look for other books about the artist, another student might be a discussion facilitator, and one student might illustrate major events in the artist's life.

Find the Answers!
Give students a list of comprehension questions (see Appendix III for sample questions) and ask them to find the answers in the book.

DURING READING

EXPANDING LEARNING

During this part of the lesson, students expand their learning and build learner autonomy. Students do research, write essays and reports, develop projects and exhibits, and participate in presentations. The listing below is organized into the following broad categories: Social Studies, Arts and Humanities, and Language Arts. Choose two or more activities from these categories, according to student interests, curriculum demands, and time constraints. In all cases, be certain to give students a chance to share their finished work with a larger audience, including their classmates and family.

Social Studies

■ Working with Primary Sources

Introducing Primary Sources
Introduce students to the concept of primary sources. First, explain what a primary source is. [*writings or pictures by people who were at an event and saw or were involved in what happened*] Tell students that letters, diary entries, autobiographies, speeches, government documents, and paintings and drawings are all types of primary sources.

Have students open their books to one of the Look to the Source entries in *Renaissance Artists Who Inspired the World*. For example, show them the first excerpt from Michelangelo's letter to Lorenzo di Medici (page 43). Tell students this is an excerpt from a primary source. Ask basic comprehension questions about the source: **What type of writing is this?** [*a letter*] **Who wrote it?** [*Michelangelo*] **What is it about?** [*the cardinal asked Michelangelo to make a sculpture from marble*] **When was it written?** [*in 1496*] **Who is the audience?** [*Lorenzo di Medici*] Ask students critical thinking questions: **What was the author's purpose in writing the document? Was it meant to be read by many people? What does this document tell you about the author's feeling, ideas, or character? What questions would you ask the person who created this source? What does this source tell you about the people/country/era?**

Understanding Primary Sources: Developing Historical Empathy
To better understand the Look to the Source entries, have students rewrite the source in their own words. Then have students think about the context of the source, using knowledge they have or can gather about the person writing the source or the person about which the source was written. Ask questions: **Why did the person write the document? How do you think the person was feeling at the time? What were the circumstances surrounding the writing of the source? Was this intended to be read by many people or one person?**

Analyzing Primary Sources

To help students comprehend different types of primary sources, have them analyze a primary source on their own using the questions introduced in the previous lesson. Students may use *Renaissance Artists Who Inspired the World* and other sources as an aid in answering the questions. You can use the primary source in Resource Sheet 2 ("Letter from Lorenzo di Medici"), choose one of your own, or have students find their own source.
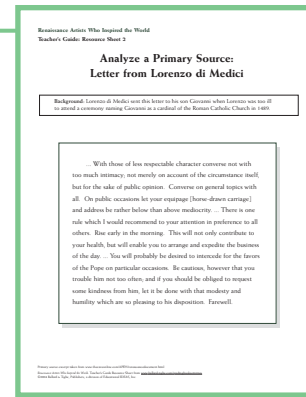
■ **Geography**

Name that Place!

Have students look at one of the maps in the book (such as the map of Europe on page 29). Student partners should choose a place on the map (such as France) and then create a list of facts about the place (e.g., it is bordered by the Mediterranean Sea on the south and the Atlantic Ocean on the west, it is between Spain and Italy, there is a city called Amboise in this place). The other student should look at the book's maps, studying them, and trying and name the place. These questions also can be used later on a written test.

Geography Survey

Have students choose a country or region they read about in the book. They may need to conduct additional research. Have them write about the geography of the area, including natural resources, land features, climate, and so forth. Have students share their findings with the class and do a class survey to find out which place would be the most popular place in which to live.

Labeling Maps

Distribute copies of the blank maps of regions in the book (see Resource Sheet 3A and 3B). As a pre-reading geography assessment, have students label the areas they are familiar with on the maps. As a note-taking element, during reading have students label the maps with the areas discussed in the book. Have students use an atlas or other research tool to label areas not shown on the maps in the book. After reading, the maps can be used as a geography assessment.

■ **Historical Chronology**

Time Line: Sequencing Events

Have students tape seven horizontal pieces of paper together and draw a long, horizontal line down the center. Then have students take notes on the dates of each event discussed in the book. Using their notes, have students organize the events in chronological order. Have students locate the dates of the first and last events. They should put one date at the beginning of the time line and the other at the end. Then have students transfer the rest of the dates and events onto the time line they made, being careful to accurately plot each event. Students should demonstrate an understanding of time lines and the

EXPANDING LEARNING

SOCIAL STUDIES

relationships of events (e.g., 1533 and 1583 should be much closer than 1583 and 1705). Have students decorate their time line with illustrations of events or other pictures. Have students compare their time lines to others' in the class to evaluate their use of chronology.

Tip for ELLS: Make copies of illustrations of different events. Have students put them in order without using the book for help. Have students evaluate their understanding of events by checking the book.

■ Research

Research Groups

Divide the class into seven groups (one group for each chapter in the book). Each group will conduct research into the historical era of a person they read about in one of the chapters and present that research to the class in an oral report. Have students conduct research independently or as a group. Students will need to research the time period, how people lived, what they ate, what jobs they had, what they wore, and so forth. Students can dress up in costumes, make meals from the period, make posters, or use other means to make the presentation interesting. Encourage students to be creative!

Compare and Contrast Artistic Figures.

Have students choose one of the artists they read about in the book. Then have students choose another artist not included in the book (e.g., a modern-era artist). For example, a student may choose to compare Sandro Botticelli and Diego Rivera. Have students conduct research on this new person, and then compare and contrast the lives of the two people.

Market Research

Have students choose three artists they read about in the book. Students should summarize or list the artist's character traits. Have students interview friends and family members and/or other classmates to determine which artists' art they like the best. Have students compare their findings and create a class chart to see who are the most and least popular artists.

Note for research: Students might look on the Internet and in art history books, encyclopedias, or issues of age appropriate magazines for the information they need.

EXPANDING LEARNING
SOCIAL STUDIES

Arts and Humanities

Art History: Analyze Artwork
Choose an image from the book. Discuss this picture with students and ask questions: **What colors does the artist use? Does the picture look historical? Does it look realistic or imaginary?** Ask specific questions about the picture's content: **What is happening in the picture? Are there people in the picture? Who are they? What are they doing? Why? What objects are in the picture? Describe them. What is the setting? What do you see in the picture that you would not see today?** Move on to critical thinking questions about the artwork: **How does the picture make you feel? What is the point of view of the artist? How is the subject feeling? What did you learn from this picture?** You also can have students go online to search for other paintings or other artwork related to any of the events, people, or places in *Renaissance Artists Who Inspired the World*. Have students analyze the artwork using the questions above. Student also can draw their own illustrations and have classmates' analyze their artwork.

For extra credit, students can go to a local museum to see if they can find a painting or sculpture by one of the artists in the book. Alternatively, they can go to an online museum to find artwork. Students can use the Just for Fun: Activity Sheet #3 ("Visit a Renaissance Museum") as a guide.

Art: A Portrait of an Artist
Using the Show What You Know: Activity Sheet #2 ("Make a Sculpture") as a guide, direct students to sculpt a clay "statue" of one of the artists they read about in the book. Remind students to keep the emotions and character of the subject in mind as they sculpt.

Drama: Reader's Theater
Have students choose an event they read about in the book. Then individually, in pairs, or in groups, have them write a short (1-2 pages) script based on that event, using the main characters involved. Have the groups perform their reader's theater for the class or have students exchange scripts with other groups and perform them.
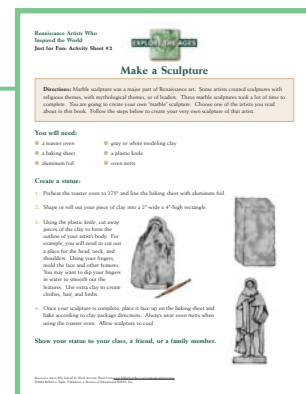
Language Arts

■ Character Studies

Character Trait Chart

As students read the book, have them create a chart with a column for each of the historical figures. As they read, have them fill in the chart with personality/character traits. When finished with the book, have students analyze which people have traits in common. This can be used later for a character comparison essay.

Character Comparison

Have students choose one of the artists they read about in the book. As students read the chapter, have them note details about the artist: physical characteristics (if given), personality, outlook on life, how the artist treated others, the artist's goals, what the artist was like as a child, and what the artist's adult life was like. Then have students make notes about their own character. Depending on grade level, have students write an essay comparing and contrasting themselves with the artist or have them make a Venn diagram comparing themselves with the artist.

Dear Diary

Have each student create a diary for one of the artists they read about. Students should write at least five entries that might have been written by the person. Students can bind their entries, create covers using cardboard or fabric, decorate them, and fray the edges of the pages to make the diary look old.

■ Book Reporting

Just the Facts

Have each student create a list of at least 10 facts he or she learned from reading the book. The facts, written in complete sentences, must include details the student didn't know before reading the book. Facts can include information about the artists, the time period, the places, or the subject.

Understand New Technology and Create a Card Catalog

Explain to students what a card catalog is. [*a set of cards that alphabetically lists the books in a library; catalogs are used to search for books in the library; each card describes one book; the cards and card catalog are divided into author, title, and subject sections; each book has at least three cards in the card catalog—one for title, one for author, and one for subject*] If possible, bring in a card catalog drawer or a card from a card catalog. Tell students what the catalog includes. [*generally, author, title, publisher, summary, subject, call number*] Ask students why most libraries no longer have card catalogs [*difficult to use; time-consuming; easy to misunderstand*]; how we find information in a library [*electronic catalogs*]; and why this new

system is better. [*electronic catalogs are more accurate; they are easy to search and quicker; they can be accessed outside the library*]

Create a short list of books and have students go to the library and look up the catalog information of each book. Many libraries also have online catalogs that can be accessed from home.

Pass out index cards to students (4"x6" is best for this project) and have them create their own card catalog entries. The front of the card should follow the format of an actual card catalog and include a call number and details such as title, author, and date published along with a synopsis of the book. On the back of the card, have students write a paragraph critiquing the book. Students may rate the book using a teacher-created four-star scale (e.g., can't put the book down; recommended; fair; boring). Have students compare and discuss their ratings of the book.

Example:

AUTHOR(S): Blanch, Gregory and Roberta Stathis

TITLE: Renaissance Artists Who Inspired the World /
       Gregory Blanch and Roberta Stathis.

PUBLISHER: Ballard & Tighe, Publishers: Brea, California (2004)

Summary: Shares the exciting lives of great Renaissance artists whose works made
   an impact throughout the centuries—Sandro Botticelli, Leonardo da Vinci,
   Michelangelo, Raphael, and Sofonisba Anguissola.

SUBJECT(S): world history—artists—Renaissance—nonfiction

LOCATION: Main   CALL NO: **428.39 BLAN**

Nonfiction Report

After reading the book (independently or as a class) have students create a nonfiction book report. In this report, students should include the following sections:
- Basic information: title, author, copyright date, publisher.
- Overview: overview of book contents, major people involved, time period (or span), countries, major events.
- Opinion of book: interest level, ease of use, special features, organization, use of information, illustrations.
- Recommendation: why people should or shouldn't buy or read this book.

Have students compare/discuss their recommendation and opinion of the book.

EXPANDING LEARNING

LANGUAGE ARTS

■ Writing

Write a Short Story

Have each student choose an event from the book and create a story starter for that event. For example, a student could write "While Michelangelo was painting the ceiling of the Sistine Chapel …" Have students illustrate the story starter and then exchange papers. Each student should finish the story started by another student using details not found in the chapter. These stories can be completely fictional or based on additional research. As an alternative, have students skip the illustrations and just write a story starter for another student to finish. This activity is a good introduction to a discussion on the differences among fiction, historical fiction, and nonfiction.
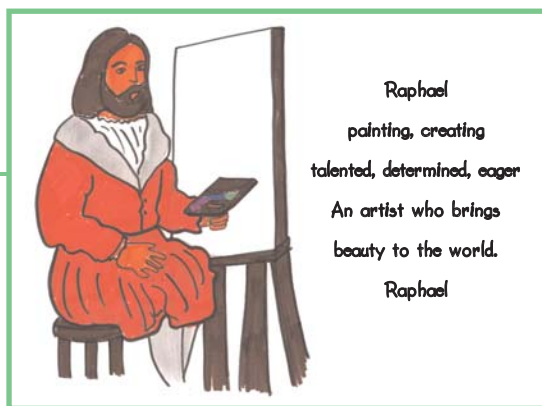
Write a Historical Poem

Have students choose a person, place, or event they read about in the book. Then have them create a poem using the following pattern:

Raphael

painting, creating

talented, determined, eager

An artist who brings

beauty to the world.

Raphael

    Line 1: Name of person/thing
    Line 2: Two verbs that relate to the
          person/thing
    Line 3: Three adjectives that describe the person/thing
    Lines 4 and 5: Sentence about the person/thing
    Line 6: Name of person/thing

For example, a poem about Raphael might look like this:

Raphael

painting, creating

talented, determined, eager

An artist who brings

beauty to the world.

Raphael

Students can illustrate their poems and put them in their portfolios.

Write a Persuasive Essay

Have students choose one of the artists they read about in the book. Then have them write an essay explaining: (a) why they would rather have this artist paint a picture for them then the others; or (b) why they believe this artist has made more of an impact than the others. Have students share their opinions with classmates.

EXPANDING LEARNING

LANGUAGE ARTS

ASSESSMENT

In addition to the performance assessments incorporated into the lesson activities, below are some ideas for creating traditional written tests and alternative assessments for post-instructional evaluation.

Tip for ELLS: Keep in mind that some traditional assessments and holistic assessments, such as self-evaluation and peer review, may not be appropriate for ELLs. You may need to rely more heavily on performance assessment in evaluating these students' comprehension and content knowledge.

Written Test
Compile the Take a Test: Activity Sheets #2 and #3 ("Multiple Choice Masterpiece" and "Venn Diagram") into a complete written test for students. You also may choose from the additional comprehension and critical thinking questions (Appendix III) to create a comprehensive written assessment.

Comprehension Check: Retelling
As an **oral** assessment, have students retell the story of one of the people they read about in the book. Make sure students include the major events, a description of who the person was, what their accomplishments were, what they were like, where they lived, and the time period in which they lived. As a **written** assessment, have students retell a story using the criteria above. Create a rubric for grading that includes the essay's organization, readability, grammar and punctuation, and vocabulary usage. As an additional peer review, have students trade papers with a peer who chose the same person. Students can evaluate essays using the rubric suggested above. Peers can evaluate oral responses by asking questions after the student retells the story.

Performance Assessment
Have students demonstrate the knowledge they have gained using one of the following activities:

• Oral Report: Have students choose one of the artists they read about in the book. Tell them they are going to give an oral presentation about that person. Encourage students to find as much information as they can about the person, using *Renaissance Artists Who Inspired the World* and other references such as the ones listed on page 78 of the book. Oral reports should include basic information about the person such as fast facts, dates and historical eras, personal information (character traits, likes and dislikes) and important events in the person's life. Students can use Show What You Know: Activity Sheet #2 ("Have You Met My Friend, _____?") in preparing their report.
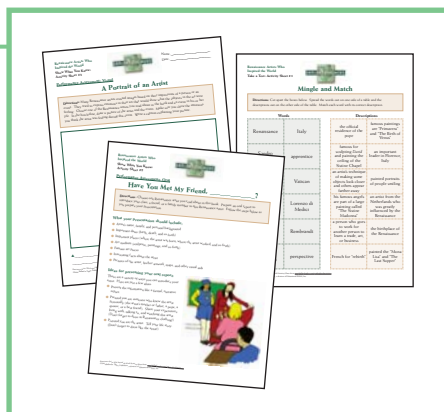
- <u>Board Game</u>: Have students create a *Renaissance Artists Who Inspired the World* board game. Students should create and decorate a game board, decide on rules and points, and create trivia cards. One option is to incorporate Take a Test: Activity Sheet #1 ("Mingle and Match"). Students can cut apart the boxes and place them face down in two piles. During his/her turn, the player picks up a card from each category. If the cards match, the player moves ahead three spaces; if the cards don't match, the player moves ahead only one space; if the cards don't match but the player can name the word or description associated with the other card, the player moves ahead two spaces.

- <u>Portrait of an Artist</u>: Using Show What You Know: Activity Sheet #3 ("A Portrait of an Artist") as a guide, have students create an illustration of one of the artists they read about in the book and an important event in that person's life. Students should include a caption for their illustration as well as an explanation of why they chose the artist and the event, how they conveyed the subject's emotions and/or character, and what they think the illustration tells about the person depicted.

<u>Portfolio Evaluation</u>
Encourage students to choose samples of their best work from the lesson to include in a portfolio (art projects, book reports, response journals, drawings, and so forth). These portfolios can be used as a review of their performance and for student evaluation. Ask students to explain why they chose certain works, what they learned from that project, how the work could be improved, and what their future goals are in the class. Students can also prepare an overall written evaluation of their portfolio.

<u>Student Self-Evaluation</u>
Ask students to evaluate their own participation and the "products" of their learning. Have students give written or oral responses to questions like: **What was the most difficult part of this project for you? What do you think you should do next? If you could do this task again, what would you do differently? What did you learn from this project?**

<u>Journal Reviews</u>
Have students turn in their journals after each entry, at the end of a chapter, or at the end of the book. Review the journals (which may include free-writes, responses, notes, and vocabulary lists) to assess how well students understood the content, grew in their writing ability, developed new vocabulary, and the like.

TEACHING RESOURCES

- A good place to look online for quotations is www.quotationspage.com/ or www.famous-quotations.com.
- Visit www.fordham.edu/halsall/sbook1x.html for links to Renaissance primary source documents. The National Archives and Records Administration (www.nara.gov) and the Library of Congress (www.loc.gov) are both great sites for finding other primary source documents.

ASSESSMENT

APPENDIX I:
Lesson Planning Guide

Renaissance Artists Who Inspired the World: Lesson Planning Guide

Subject/Lesson: _____ **Number of Days/Periods:** _____ **Dates of Instruction:** _____

PRE-READING: Before students read the book, find out what students know about the new content, give them a preview of what they will learn, and spark their interest! Choose several activities to introduce the book. Choose one activity to introduce the subject and one to introduce each chapter.

	Activities to Introduce the Book, Subject & Chapter	Materials Needed	Standards Covered
Book	1.		
	2.		
Subject			
Chapter(s)			

DURING READING: Choose activities that give students opportunities to read and re-read the book with purpose. Choose one "general academic skills" activity and one "reading comprehension" activity to help students learn the historical content and develop academic skills.

	Activities	Materials Needed	Standards Covered
General Academic Skills			
Reading Comprehension			

EXPANDING LEARNING: In this section, choose activities that relate to the lesson/content area you are teaching. Choose two or more activities from one of the categories under each content area depending on student interest, curriculum demands, and class time.

	Activities	Materials Needed	Standards Covered
1.			
2.			

ASSESSMENT: Determine your assessment strategies and choose activities from this section as appropriate.

- ☐ Written Test ☐ Portfolio Evaluation
- ☐ Comprehension Checks: _____ ☐ Self-Evaluation
- ☐ Performance Assessment: _____ ☐ Journal Reviews

APPENDIX II:
Resource Sheets

APPENDIXES

Vocabulary List

altarpiece

anatomy

antiquities

Apocalypse

apprentice

biography

bonfire of
the vanities

chapel

chaperone

chisel

cloak

commission

conduct

currency

diplomat

dissect

Fra

fresco

guild

humanism

innovative

international
recognition

literary

marble

mason

masterpiece

modest

monk

patron

perspective

pigment

plague

Renaissance

republic

secular

slingshot

St. Peter's Basilica

struggle

tyrant

Vatican

Analyze a Primary Source:
Letter from Lorenzo di Medici

Background: Lorenzo di Medici sent this letter to his son Giovanni when Lorenzo was too ill to attend a ceremony naming Giovanni as a cardinal of the Roman Catholic Church in 1489.

... With those of less respectable character converse not with too much intimacy; not merely on account of the circumstance itself, but for the sake of public opinion. Converse on general topics with all. On public occasions let your equipage [horse-drawn carriage] and address be rather below than above mediocrity. ... There is one rule which I would recommend to your attention in preference to all others. Rise early in the morning. This will not only contribute to your health, but will enable you to arrange and expedite the business of the day. ... You will probably be desired to intercede for the favors of the Pope on particular occasions. Be cautious, however that you trouble him not too often; and if you should be obliged to request some kindness from him, let it be done with that modesty and humility which are so pleasing to his disposition. Farewell.

Name:_____

Date: _____
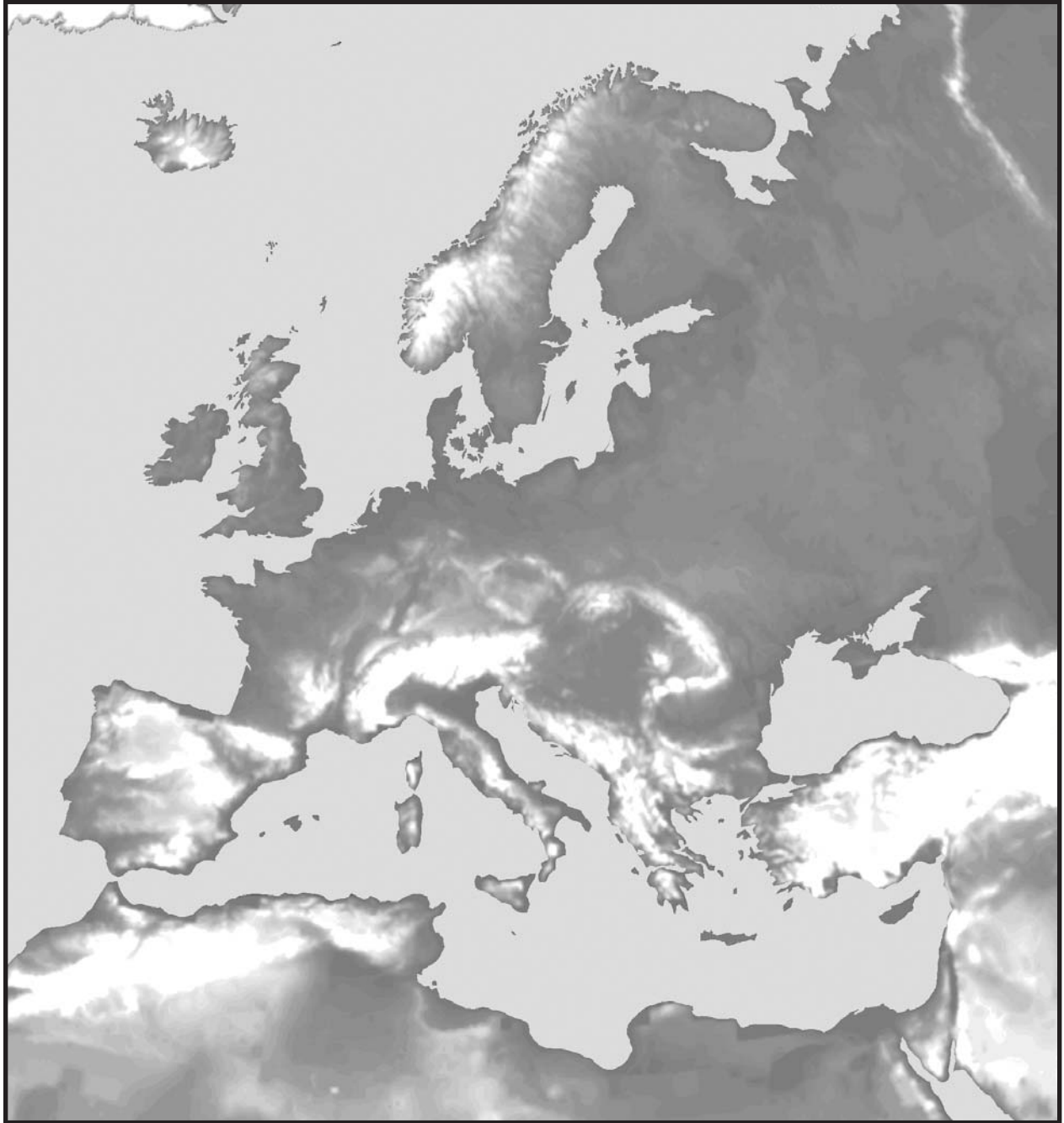
Blank Map: Europe

Blank Map: Italy

APPENDIX III:
Additional Comprehension and
Critical Thinking Questions

The Renaissance
- Who is referred to as the "father of the Renaissance"? (*Petrarch*)
- How did Renaissance ideas spread throughout Europe? (*books and word of mouth*)
- How did people's attitudes toward art and artists change during the Renaissance? (*people began to admire artists; artists had the opportunity to become wealthy and famous*)
- What was Petrarch's opinion of books? Use examples from the Look to the Source excerpt to support your answer. (*he loved them more than gold and jewels; he considered books to be his friends*)
- Who became one of Florence's most important patrons? (*Lorenzo di Medici*)
- How was art during the Renaissance different from what had been created before? (*the art showed the power and beauty of humans and their emotions*)
- What qualities does Petrarch give to books? What does he seem to be comparing them to? Do you agree with this description of books? (*human qualities; he compares them to people; answers will vary*)
- The invention of the printing press made the rapid exchange of Renaissance arts and ideas possible. Is there an invention today that has had a similar effect on society? Explain your answer. (*answers will vary; students should mention technological advances such as the Internet*)
- Why do you think much of the art created during the Renaissance had a religious theme? (*answers will vary; possible answers may include: churches were commissioning the artwork; some artists were religious; it is an emotional subject and easily recognizable*)
- Why did art during the Renaissance begin to focus more on showing human beings? How was this made possible? (*because of humanist ideals of the time; artists used science and anatomy to study the human body*)
- During the Renaissance, there was a strong competition for artwork. Do artists today face competition? (*answers will vary*)

Sandro Botticelli
- How did Sandro Botticelli get his name? (*it is said he was called "botticelli," which means "little barrel" because his older brother was called "botticella," which means "big barrel"*)
- Describe the educational process Botticelli followed in order to become an artist. (*he started as an apprentice to a local painter, then he was taught by a famous painter; he learned how to create panels; he learned how to use colors to convey emotion*)
- In what important Roman building did Botticelli paint? What did the paintings represent? (*the Sistine Chapel; they represented stories from the Bible*)
- How was the style of Botticelli's art different than other artists of the time? (*his use of color and the slender form of his figures*)
- Name one of Botticelli's paintings and tell what the painting is about. (*answers will vary; students should name one of the following paintings: "Adoration of the Magi," which*

shows the Biblical scene of the three wise men honoring the baby Jesus; "The Birth of Venus," which shows the birth of the ancient Roman goddess of love)

• What led to the "bonfire of the vanities"? Why do you think Botticelli's paintings reflected a stronger Christian theme after this event? (*the bonfire of the vanities was a result of a monk speaking out against anything that wasn't necessary for survival; many people burned their "worldly possessions" such as art; answers will vary*)

• How do you think Botticelli's patrons influenced the themes in his art? (*answers will vary*)

• Do you think Botticelli was a "Renaissance Man"? Explain your answer. (*answers will vary*)

• Why was Botticelli fortunate to live during the time the Medici family ruled Florence? (*answers will vary; possible answer may include: Lorenzo di Medici was supportive of the arts and artists making it possible for them to work and to be admired and recognized*)

• In the Look to the Source excerpt, Giorgio Vasari tells the story of Sandro Botticelli and his neighbor. Retell the story in your own words. What does this excerpt reveal about Botticelli's character? (*answers will vary; possible answers may include: it reveals Botticelli as smart, creative, quick-witted*)

• Botticelli, who is famous and admired today, was ignored for almost 300 years. Why do you think that happened? Why do many artists become recognized and admired only after their death? (*answers will vary*)

• Why do you think artists such as Botticelli created paintings with a literary theme? (*answers will vary; possible answers may include: literature was a large part of the Renaissance; literary works lend themselves well to be being depicted in art*)

Leonardo da Vinci

• Many famous artists of Leonardo's time began as apprentices to the same man. Who was this man? (*Andrea del Verrocchio*)

• How did Leonardo keep people from stealing his ideas? (*he wrote his notes in code and backwards*)

• What advantages did Leonardo have in life? What obstacles? (*advantages: born at an exciting time and place in European history; trained by a famous artist; father was a leading citizen in the community; he was very talented; disadvantages: mother was poor; parents were unmarried; he could not go to school*)

• Who was Leonardo's patron? How did this relationship come about? (*Duke Sforza; he was impressed with the work Leonardo had done for the monks*)

• What famous painting did Leonardo create for a local church in Milan? How did this painting reveal Leonardo's knowledge of science and mathematics? ("*The Last Supper*"; *the perspective shows his knowledge of math and science*)

• What was the relationship like between Leonardo and Michelangelo? (*they did not get along*)

• When Leonardo sent a letter asking for a job from the duke of Milan, why do you think Leonardo wrote mostly about his ideas for "machines of war"? (*answers will vary; possible answers may include: he was known as an artist and wanted to show his skill with invention and engineering; the duke was a military man and Leonardo thought he would be interested in weapons and other military applications*)

• What evidence from the Look to the Source excerpt from Giorgio Vasari suggests that Vasari admired the work of Leonardo? (it *describes him as a divine genius inspired by God*)

• The "Mona Lisa" is a simple portrait of a woman smiling. Why might this have become the most famous painting of Leonardo, as well as the world? (*answers will vary*)

- Based on the Look to the Source excerpt from his notebook, was Leonardo confident that his design for a parachute would work? Explain your answer. (*answers will vary; possible answers may include: yes, he was confident; he states that anyone using the parachute would be able to throw himself from any height without getting injured*)
- Who invited Leonardo to come to France? Why do you think this person invited Leonardo? (*the king of France; answers will vary*)
- What do you think is Leonardo's greatest achievement? Give reasons for your answer. (*answers will vary*)

Michelangelo

- What was the name of the famous sculpture Michelangelo created before he was 30 years old? (*the* Pieta)
- How old was Michelangelo when he became as apprentice in a Florence painter's workshop? (*15*)
- What kind of artwork did Michelangelo complete while in Rome? (*sculpture*)
- Michelangelo completed a very large statue entitled *David*, one of the most famous statues in the world. Who was David? What is he known for? (*a boy described in the Bible who killed Goliath with a slingshot*)
- What was Michelangelo's true artistic love? (*sculpture*)
- What helped Michelangelo make sculpture that looked like real people? (*he studied the human body*)
- What evidence tells you that Michelangelo's *David* was an important and greatly admired piece of art in Florence? (*it was placed in the center of the city as a symbol of the republic*)
- Who is an artist you admire? Why? Describe how his or her artwork shows religious or secular themes. (*answers will vary*)
- Why do you think Michelangelo had to convince his father that art was a worthy and respectable line of work? (*answers will vary; possible answers may include: his father may not have thought art was useful, practical, or important; perhaps art didn't pay well and his father wanted him to get a higher paying job; his father may have wanted him to follow in his footsteps*)
- Michelangelo and Pope Julius II had a difficult relationship. Why, then, do you think Michelangelo agreed to complete the Sistine Chapel ceiling for the pope? (*answers will vary; possible answers may include: Michelangelo felt obligated to do what the pope, head of the Christian Church, asked him to do; Michelangelo loved creating art, no matter what the reason*)
- How does Michelangelo's life help you understand Europe during the Renaissance? (*answers will vary; possible answers may include: his life shows that art was a central part of Renaissance life; people often traveled between towns; artists were famous*)

Raphael

- How did Raphael learn the skills to become an artist? (*his father was an artist and he also studied under Pietro Perugino*)
- Who influenced Raphael's artistic style? (*Leonardo da Vinci*)
- Who was Raphael's first art instructor? (*his father*)
- What building did Raphael decorate along with other famous Renaissance artists? (*Sistine Chapel*)

- What theme did Pope Leo X want Raphael to depict? (*miracles in Christianity*)
- Raphael painted a portrait of an author named Baldassare Castiglione. What was this author's famous book about? (The Courtier *was a guide for men on becoming gentlemen in society*)
- As other artists during the Renaissance, Raphael created artwork with both religious and secular themes. Why do you think he did this? (*answers will vary*)
- What do you think other artists Raphael met thought of him? How is he remembered today? (*answers will vary; today he is remembered as one of the Renaissance's greatest artists*)
- It is said about Raphael: "When this noble artisan died, painting too might have died, for when he closed his eyes, painting closed his eyes, painting was left almost blind." Explain what this quote means. (*answers will vary; possible answers may include: Raphael was such a great painter, that he and painting became one; his paintings were "living"; some thought painting would never again be great after Raphael's death*)
- What does the Look to the Source excerpt by Giorgio Vasari reveal about his opinion of Raphael? How does this compare with his opinions of other Renaissance artists you have read about? (*he respected Raphael both as a person and as an artist; answers will vary*)
- What does Giorgio Vasari's writing reveal about Raphael's character? (*he was kind; he got along well with people and nature; he was gracious and friendly*)
- What evidence suggests that Pope Leo X admired Raphael's artistic talent? (*when Pope Julius II died, Pope Leo X asked Raphael to continue his work; when Bramante died, Pope Leo X asked Raphael to take over the job*)
- Why did Raphael's artistic style change after working in Florence? (*he adopted the techniques of many Florentine artists*)
- Michelangelo was not happy that Raphael was using techniques from other artists. What does this reveal about Michelangelo's character? Do you think other artists were happy that Raphael adopted their techniques? Why or why not? (*answers will vary*)

Sofonisba Anguissola

- What advantages and disadvantages did Sofonisba Anguissola face as an artist during the Renaissance? How did she overcome her disadvantages? (*advantages: her family made sure she was well educated; her parents were nobles; disadvantages: she was a woman and did not have many choices for education or career*)
- What famous artist supported and encouraged Sofonisba's artistic pursuits? (*Michelangelo*)
- What made Sofonisba an exceptional girl? (*she was well educated and became a famous artist*)
- How was Sofonisba's talent developed and encouraged as a young girl? (*her father made sure she studied under great artists*)
- What makes Sofonisba's paintings different than other paintings created during the time? (*she painted portraits of people smiling*)
- Who invited Sofonisba to paint pictures of his family and become a companion and teacher for his young wife? How does this show the kind of attention and respect Sofonisba generated during the time? (*the king of Spain; he had heard of her even though he was in a different country; being invited to paint a royal family was a great honor*)
- Why is Sofonisba considered an exceptional artist? (*answers will vary; possible answers may include: she was an innovative painter; she painted more self-portraits than any other*

artist at the time; her paintings were realistic; her work was often discussed and copied)

- Why is Sofonisba considered a role model? (*not many women artists were able to achieve the success she did*)
- Using evidence from the text as well as the Look to the Source excerpt, show how Orazio Lomellino greatly loved and admired Sofonisba and her work? (*he loved her as a woman and respected her as an artist, referring to her as "outstanding and illustrious"*)
- Why kind of themes and scenes did Sofonisba choose to paint? (*self-portraits; pictures of her sisters; some religious themes*)

The Renaissance Spreads

- Name some of the Renaissance ideas that influenced artists outside of Italy and artists who came after the Italian Renaissance. (*ancient ideas of human reason with religious themes; art is more realistic and humanistic*)
- Name some important European artists that were influenced by the Italian Renaissance. (*Jan Van Eyck, Albrecht Dürer, Artemisia Gentileschi, Peter Paul Rubens, Rembrandt, El Greco*)
- How did people throughout Europe make the ideas of the Renaissance their own? (*they adapted them to fit their own traditions*)
- What made Jan van Eyck's paintings exceptional? (*use of oils paints, accurate and detailed, glaze, created feeling of space in backgrounds*)
- What kinds of artwork is Albrecht Dürer known for? Name one of his famous pieces. (*woodcuts; "Four Horsemen of the Apocalypse"*)
- How did Orazio Gentileschi describe his daughter? Was this a favorable description? Explain your answer. (*yes, his description was favorable; he described her as having no equal and demonstrating an understanding that even the masters of the time did not have*)
- Why do you think Artemisia Gentileschi did not receive the attention that other exceptional Renaissance artists received? (*answers will vary; possible answers may include: her art was overshadowed by scandal*)
- Do you think Renaissance ideas influence our society today? Why or why not? (*answers will vary*)
- How do artists today continue the techniques and traditions begun during the Italian Renaissance? (*they rely on principles expressed during the Renaissance, such as perspective, realism, and expression of ideas; they experiment with artistic media*)

APPENDIX IV:
Activity Sheets
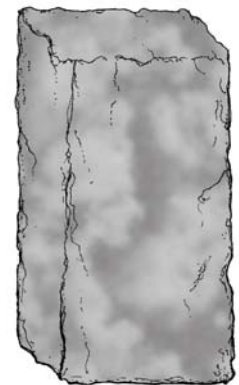
EXPLORE THE AGES

Make a Sculpture

Directions: Marble sculpture was a major part of Renaissance art. Some artists created sculptures with religious themes, with mythological themes, or of leaders. These marble sculptures took a lot of time to complete. You are going to create your own "marble" sculpture. Choose one of the artists you read about in this book. Follow the steps below to create your very own sculpture of that artist.

You will need:

- a toaster oven
- a baking sheet
- aluminum foil
- gray or white modeling clay
- a plastic knife
- oven mitts

Create a statue:

1. Preheat the toaster oven to 275° and line the baking sheet with aluminum foil.

2. Shape or roll out your piece of clay into a 2"-wide x 4"-high rectangle.

3. Using the plastic knife, cut away pieces of the clay to form the outline of your artist's body. For example, you will need to cut out a place for the head, neck, and shoulders. Using your fingers, mold the face and other features. You may want to dip your fingers in water to smooth out the features. Use extra clay to create clothes, hair, and limbs.

4. Once your sculpture is complete, place it face up on the baking sheet and bake according to clay package directions. Always wear oven mitts when using the toaster oven. Allow sculpture to cool.

Show your statue to your class, a friend, or a family member.

Renaissance Artists Who
Inspired the World

Just for Fun: Activity Sheet #3

EXPLORE THE AGES

Name:_____

Date: _____

Visit a Renaissance Museum

Directions: Take a virtual field trip to a Renaissance museum! Along with at least one of your family members, take a tour of a Renaissance museum by visiting one or more of the web sites below. Or, visit a local museum that is exhibiting a Renaissance artist's work. Afterwards, write a sentence telling what your favorite Renaissance art piece is and why.

The Virtual Uffizi. http://www.arca.net/uffizi/index1.htm
This web site has photographs of each painting that hangs in the Galleria degli Uffizi in Florence, Italy. Click on "Artists Index" and search the images by the artist's first name.

The Galleria dell'Accademia. http://www.sbas.firenze.it/accademia/
This web site features photographs of the sculptures inside the Galleria dell'Accademia of Florence. Among these sculptures are Michelangelo's *David* and the "Prisoners." The site is in Italian, but if you click on "Collezioni," you will be directed to a map of the different rooms in the museum. Click on one of the rooms and you will see photographs of the sculptures in that room.

The Louvre. http://www.louvre.fr/louvrea.htm
Search the collections of one of the world's most famous museums. The Louvre has lots of well-known artwork, including many pieces created during the Renaissance. Among these paintings is Leonardo da Vinci's "Mona Lisa," completed in 1506.

Name of local museum and exhibit that I visited:_____.

My favorite Renaissance art piece is:_____ by

_____ because _____

_____ .

EXPLORE THE AGES

Performance Assessment: Oral

Have You Met My Friend, _____?

Directions: Choose one Renaissance artist you read about in this book. Prepare an oral report to introduce your class, a friend, or a family member to this Renaissance artist. Follow the steps below as you prepare your presentation.

What your presentation should include:

- Artist's name, family, and personal background
- Important dates (birth, death, and so forth)
- Important places (where the artist was born, where the artist worked, and so forth)
- Art medium (sculpture, paintings, and so forth)
- Famous art pieces
- Interesting facts about the artist
- Pictures of the artist, his/her artwork, maps, and other visual aids

Ideas for presenting your oral report:

There are a variety of ways you can introduce your artist. Here are just a few ideas:

- Present the information like a formal, narrative report.

- Pretend you are someone who knew the artist personally (the artist's mother or father, a pope, a spouse, or a best friend). Share your experiences living with, talking to, and watching this artist. (Don't forget to dress in Renaissance clothing!)

- Pretend you are the artist. Tell your life story. (Don't forget to dress like the artist!)

EXPLORE THE AGES

Name:_____

Date: _____

<u>**Performance Assessment: Visual**</u>

A Portrait of an Artist

Directions: Many Renaissance artists created images based on their impressions of a person or an event. They tried to express emotions in their art that would show what the subjects in the art were feeling. Choose one of the Renaissance artists you read about in the book and an event in his or her life. In the box below, draw a picture of the artist and the event. Make sure you show the emotions you think the artist was feeling during this event. Write a caption explaining your picture.

EXPLORE THE AGES

Mingle and Match

Directions: Cut apart the boxes below. Spread the words out on one side of a table and the descriptions out on the other side of the table. Match each word with its correct description.

Words

Renaissance	Italy
Sandro Botticelli	apprentice
Leonardo da Vinci	Vatican
Michelangelo	Lorenzo di Medici
Raphael	Rembrandt
Sofonisba Anguissola	perspective

Descriptions

the official residence of the pope	famous paintings are "Primavera" and "The Birth of Venus"
famous for sculpting *David* and painting the ceiling of the Sistine Chapel	an important leader in Florence, Italy
an artist's technique of making some objects look closer and others appear farther away	painted portraits of people smiling
his famous angels are part of a large painting called "The Sistine Madonna"	an artist from the Netherlands who was greatly influenced by the Renaissance
a person who goes to work for another person to learn a trade, art, or business	the birthplace of the Renaissance
French for "rebirth"	painted the "Mona Lisa" and "The Last Supper"

EXPLORE THE AGES

Name:_____

Date:_____

Multiple Choice Masterpiece—
PART ONE

Directions: Read each question and circle the best possible answer. Once you have finished answering each question, read the directions on Multiple Choice Masterpiece—PART TWO and see if your answers make a masterpiece!

1. *Renaissance* means _____ .
   a. middle ages
   b. rebirth
   c. French
   d. classical art

2. Leonardo da Vinci is famous for _____ .
   a. sculpting *David*
   b. painting "The Chess Game"
   c. painting "The Last Supper"
   d. painting the Sistine Chapel ceiling

3. Pope Sixtus IV was _____ .
   a. overjoyed with Botticelli's work on the Sistine Chapel
   b. disappointed in Michelangelo
   c. opposed to art
   d. tired of the Renaissance

4. Artemisia Gentileschi was _____ .
   a. the most famous female artist of all time
   b. a famous sculptor
   c. Michelangelo's sister
   d. greatly influenced by the Renaissance

5. Raphael painted _____ .
   a. only angels
   b. religious art
   c. secular art
   d. both b and c

6. Sofonisba Anguissola often painted _____ .
   a. landscapes
   b. smiling people
   c. water lilies
   d. pietas

7. Leonardo da Vinci was _____ .
   a. a painter and a sculptor
   b. a thinker and a pope
   c. an artist, inventor, and thinker
   d. an artist, thinker, and lawyer

8. Many people thought of Michelangelo as _____ .
   a. the greatest sculptor who ever lived
   b. boring and unoriginal
   c. the apprentice of Lorenzo di Medici
   d. less talented than his sister, Artemisia Gentileschi

9. Jan van Eyck is credited as the inventor of _____ .
   a. watercolors
   b. mosaics
   c. oil paints
   d. perspective

10. The Renaissance influenced an artist from the Netherlands named _____ .
    a. Rembrandt
    b. Sofonisba Anguissola
    c. El Greco
    d. Botticelli

11. Albrecht Dürer is famous for making _____ .
    a. wax sculptures
    b. picture frames
    c. paint brushes
    d. woodcut prints

12. The Renaissance started in _____ .
    a. Spain
    b. Italy
    c. Germany
    d. Morocco

EXPLORE THE AGES

Multiple Choice Masterpiece—PART TWO

Template A

Directions: Now that you have answered all the questions in Multiple Choice Masterpiece—PART ONE, you are going to see if you answered all the questions correctly. If you did, your answers will help you create a masterpiece! Carefully cut out the tiles in Template B. Once you have cut out all 12 tiles, glue or tape the tiles to Template A. Make sure your answer is facing the right way. For example, the answer to question #1 is B. Find the tile that has 1B on it. Attach that tile to square 1 on Template A so that the answer 1B is at the top left-hand corner. Repeat this with all of the questions and answers. After all of the tiles are attached to Template A, you will know whether or not you have created a masterpiece!

Helpful Tip: If your finished picture does not create a masterpiece, go over Multiple Choice Masterpiece—PART ONE again and see if you can get *all* of the questions right this time!

1B ← correct answer goes here		
1	2	3
4	5	6
7	8	9
10	11	12

Template B

EXPLORE THE AGES

Name:_____

Date: _____
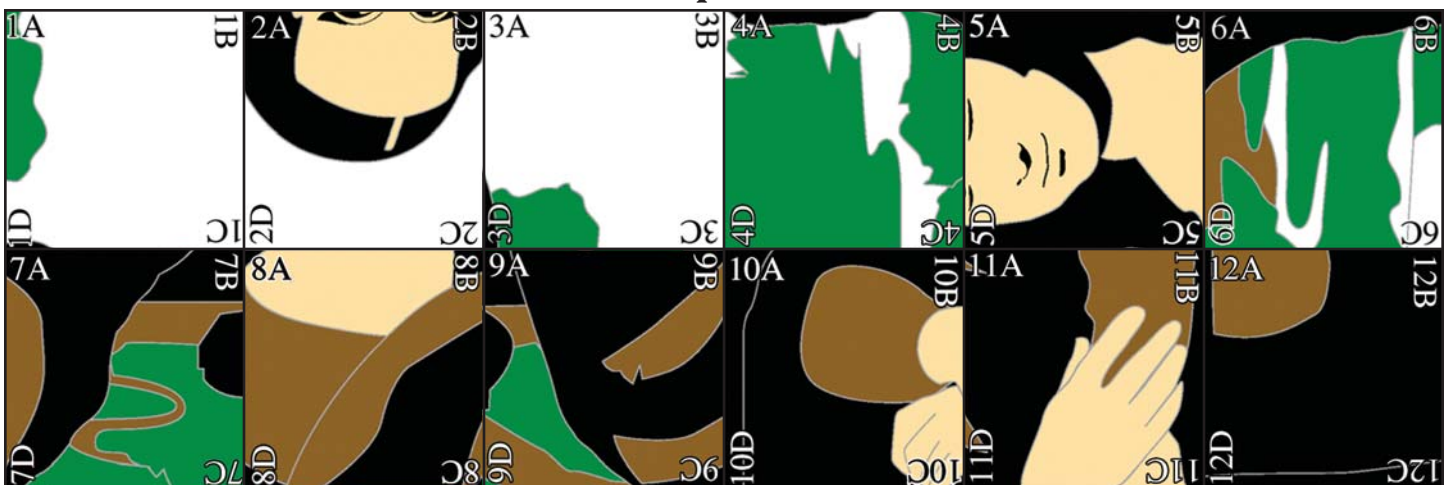
Venn Diagram
What Kind of Art Did the Renaissance Artists Create?

Directions: Below you will find a Venn diagram, which is used to organize ideas in a way that is easy to understand. Each of the three circles below represents a type of Renaissance art. In the numbered list below are the names of each artist you read about. Next to each artist's name is a number. Write the number of each artist in the part of the Venn diagram that tells the type of art the artist made. If the artist created more than one type of art, write his or her number in the area where the art styles overlap. Make sure you don't write any artist's number more than once. For example, Raphael painted both religious and secular paintings, so you would write the number 8 in the area where the circles for secular art and religious art overlap (but not where they overlap with sculpture—Raphael wasn't a sculptor!).

Once you are finished, find the space in the diagram that has the most numbers in it and write a paragraph explaining why you think that type of art was so popular during the Renaissance!

1. Sandro Botticelli

2. Leonardo da Vinci

3. Michelangelo

4. Sofonisba Anguissola

5. Rembrandt

6. Jan van Eyck

7. Artemisia Gentileschi

8. Raphael ✔

Sculpture

Secular Paintings

Religious Paintings

8