

Social Studies
European History
Unit 1: Italian Renaissance

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will compare and contrast the High Middle Ages to their preconceived ideas of the Italian Renaissance. The state of affairs in Europe on the eve of the Great Plague will be investigated to demonstrate the degree of social vulnerability existent. The Black Death will be studied via primary and secondary resources in order to establish a wide-base of understanding allowing for a comprehensive look at the impact of this pestilence. The role of individuals in this dynamic period will be investigated. Students will investigate the wide spread impact of humanism.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ Why did the Renaissance first begin in Italy? ▪ Why was Florence at the heart of the Italian Renaissance? ▪ What role did the Medici family play in Renaissance Florence? ▪ Regarding humanism: <ul style="list-style-type: none"> ○ What are the characteristics of humanism? How was it different from medieval scholasticism? From nationalism? ○ Why is Petrarch considered to be the “Father of Humanism”? ○ Why was Cicero a favorite classical figure of Renaissance humanists? ○ What was the goal of a “liberal arts” education? What were core subjects taught? ○ What is meant by the term “civic humanism”? ▪ How did the Italian Renaissance differ from the Renaissance of the 12th century? ▪ According to Castiglione, what are the basic attributes of the Renaissance courtier? How did the values of the courtier influence the development of a modern aristocratic class in Western Europe? ▪ How were humanists responsible for secularizing and professionalizing the writing of history (historiography)? ▪ What were the distinctive characteristics of Renaissance art and architecture? How were they different from medieval art and Gothic architecture? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ Who were the major artists of the Quattrocento and High Renaissance periods? ▪ How were Renaissance artists trained? What was their status in Renaissance society? Who was their audience? ▪ What new artistic techniques were introduced by Renaissance artists? ▪ In what ways did Renaissance art and philosophy reinforce each other? ▪ How was the Renaissance artist different in personal style from his medieval predecessors?

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	<ul style="list-style-type: none">▪ How did Renaissance art reflect the political and social events of the period?
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Essential Questions	<p><u>Supplementary Questions</u></p> <ul style="list-style-type: none"> ▪ How did the artists of the Italian Renaissance incorporate the new intellectual and cultural trends of their time into their art? ▪ How did the Renaissance alter the status of women? ▪ Was there a “Renaissance Woman”? ▪ What role was the woman expected to play in Renaissance society as a whole? Within each major socio-economic level?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The origin of the Renaissance was founded in the Italian peninsula during the late 14th century. ▪ The influence of Humanism was very important concerning the development of the Renaissance and the Reformation. ▪ The innovation demonstrated in art, architecture, and literature during the Renaissance had profound effect upon 15th and 15th century Europe.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Renaissance, Jacob Burckhardt, humanism, secularism, Pico della mirandola, <i>Oration on the Dignity of man</i>, l'uomo universale, virtu, Lorenzo de Medici, Petrarch, Baldassare Castiglione, <i>The Book of the Courtier</i>, liberal arts, civic humanism, Leonardo Bruni, Lorenzo Valla, Neo-Platonism, nominalism, “Great Chain of Being”, historiography, Giotto, Masaccio, Botticelli, <i>Quattrocento</i>, Verrocchio, Donatello, Brunelleschi, High Renaissance, Leonardo da Vinci, sfumato, chiaroscuro, Raphael, Michaelangelo Mannerism, veillee, poplo grasso, polola minuto, grandi, condottierei, oligarchy, Federigo da Montefeltro, Isabella d’Este, Christin de Pizan <i>The Book of the City of Ladies</i>, vernacular, Jan van Eyck, Albrecht Durer, Francois Rabelais, <i>Gargantua</i>, Northern Humanism, Desiderius Erasmus, <i>In Praise of Folly</i>, <i>Handbook of the Christian Knight</i>, Sir Thomas More, Utopia, Christian Humanism, Miguel de Cervantes, <i>Don Quixote</i>, quixotic, William Shakespeare, Michel de Montaigne, <i>Essays</i>, Johannes Gutenberg, Guillaume Dufay, madrigal
Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater reading comprehension. ▪ Develop competent note taking skills. ▪ Develop sources analysis for both primary and secondary. ▪ Create and deliver oral presentations. ▪ Develop narrative/argumentative essay writing.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">a. Develop research questions related to a current social studies issue.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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	<p>B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ol style="list-style-type: none"> a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ After watching the ‘Great Empires’ video on The Medici students will have also read a scholarly article entitled, “The Medici Banking Organization” students will answer a series of preliminary questions which will be used as a guide during a class discussion. After completing that task the students will read a series of primary sources from prominent members of the Medici. Each student will have a different primary source and will be expected to analyze it in terms of its meaning at that particular time period. Collectively students will be expected to show the interrelationship between the sources and the evolution of Renaissance Florence via the Medici’s influence and patronage.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ The above exercise will be assessed in terms of analysis of primary sources and their ability to synthesize an answer that meets or exceeds the standards set during the explanatory period of the lesson. These will be written and collected at the end of the period.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University ○ “The Agony and Ecstasy” ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart ○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart ○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline ○ Renaissance Art Powerpoint ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Medic Great Empires</u>