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Primary Source Readers: World History
Teacher’s Guide
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The Renaissance

Materials

- The Renaissance books
- copies of student reproducibles (pages 95–97)
- Florence primary source (florence.jpg)
- containers of cinnamon, cloves, ginger, and black pepper
- chart paper
- sticky notes

Before Reading

1. Introductory Activity—As a class, complete the introductory activities on page 90.
   - Divide students into ability-based reading groups. Students who read this book should be on or above a fifth-grade reading level.
   - Bring in containers of cinnamon, cloves, ginger, and black pepper. Pass the spices around for students to smell. Discuss how the spices are used today.
   - Tell students that these spices literally changed the world. Challenge students to find out how as they read the text.

2. Vocabulary Activity—Place students in five groups. Assign each group one of these categories: art words, music words, government words, business words, and big idea words.
   - Instruct the groups to study the words and definitions in the glossary (page 30). Ask each group to identify the words that fit into the assigned category and make a list to share with the class.

3. Prereading Activity—Have students work in pairs to preview the text and read the titles and headings.
   - The categories of music words and business words contain more concrete vocabulary terms. Assign these to English language learners and below-level learners.
   - Assign above-level learners an additional category: other words. It will be their job to identify words that do not fit into the other five categories. Encourage them to create new categories for the other words.
   - Provide time for each group to present its word list. Make sure students are prepared to justify their choices. There could be some overlap among categories.

Glossary Words

Remember to review all glossary words and definitions with students before beginning the lesson. These words are located on page 30 in the book.
During Reading

1. **Reading Activity**—For the first reading of the text, students will read with partners. Instruct partners to take turns reading each double-page spread aloud.

   - Point out that the introduction is on pages 4–5 and the conclusion is on pages 28–29. These are already summaries, so the details appear elsewhere in the text. For every double-page spread, except those two, students will pause after reading to identify the three most important details.

   - Distribute 11 sticky notes to each pair. Students will write the three details for each chapter on one sticky note.

   - To accommodate English language learners and below-level learners, pull them aside during the first reading of the text. Read the text aloud as they follow along. Use the Think Aloud technique to help them identify details for their sticky notes.

   - For the second reading of the text, read aloud as students follow along. Pause after each double-page spread and ask pairs to share their important details.

2. **Social Studies Activity**—Distribute the Economic Growth Chain of Events activity sheet (page 95). Read the directions aloud. Students will use the chain of events organizer to trace the chain reaction that took place in Renaissance Italy.

   - Remind students that economic means money matters. As students read, have them look for details about the economic growth in Italy and the social and philosophical changes that followed.

   - Modify the activity for English language learners and below-level learners by writing cloze sentences on the chain of events organizer. *(Box 1 Example: In the 1300s, Europeans traveled to Asia and brought back __________.)*
The Renaissance (cont.)

After Reading

1. **Reading Activity**—Examine the chart of important details from each double-page spread in the text. Have students copy the chart onto notebook paper. Instruct them to leave room at the top of each box to add a main idea statement.
   - Model for students how to work backward from the details to determine the main idea of each double-page spread.
   - Have students work with partners to complete the main idea and details chart.
   - Challenge **above-level learners** to write one sentence that expresses the main idea of the entire text. Have all students add this main idea statement to their charts.

2. **Writing Activity**—Have students complete the writing activities listed below.
   - Ask students to think about whether they would like to have lived in Renaissance Italy. Students will take a position on the topic and write a persuasive essay expressing their views—either *Why I Would Want to Live in Renaissance Italy* or *Why I Would Not Want to Live in Renaissance Italy*.
   - Model for students how to support their opinions with three reasons. Then, show them how to elaborate on each reason with at least three pieces of evidence. A Persuasive Essay Graphic Organizer is available on the Digital Resource CD (go1.pdf).

3. **Assessment**—There is a variety of assessment options for this unit.
   - A short posttest, *The Renaissance Quiz* (page 97), is provided to assess student learning from the reader.
   - Activities from *At the Epicenter* (page 96) can also be used to assess comprehension.
   - A Culminating Assessment is also provided on pages 179–191 to help you further evaluate student learning.
The European Renaissance began in Florence, Italy. Italy was located along the main trade routes to Asia. Florence is near the center of northern Italy on the Arno River. Exotic goods flowed into Florence. Merchants began selling spices, silks, and perfumes to eager customers. The merchants acquired wealth quickly. The rich and powerful merchants wanted to show off their wealth. They paid musicians, writers, artists, and architects to create masterpieces for them. Thanks to these art patrons, Florence, Italy, became one of the most beautiful cities in the world.

The skyline of Florence has changed little since the Renaissance. The main feature of the skyline is the dome of the Basilica di Santa Maria del Fiore, known as the Duomo. In 1418, a goldsmith named Filippo Brunelleschi won a contest to build the dome for the basilica. Building an octagonal dome with no external supports was not easy. Brunelleschi’s completed dome is a marvel of engineering and an impressive example of Renaissance architecture.

Today, the Duomo remains one of Italy’s largest churches. It still has the largest brick dome ever constructed. The basilica and its surrounding buildings are a designated UNESCO World Heritage Site.

### Teaching Suggestions

1. Display the electronic file Florence. A copy of this primary source is provided on the Digital Resource CD (florence.jpg).

2. Review the historical background information with students. Then, describe the primary source. Ask students to carefully examine the photograph of Florence.

3. Help students locate Florence, Italy, on a world map. Examine its location in relation to Asia and to the rest of Europe. Discuss its location in relation to other Italian cities. Encourage students to think about how the city’s location impacted its development.

4. Distribute copies of the At the Epicenter activity sheet (page 96) to students. Depending on your students’ ability levels, assign all the activities or just a few. Your above-grade-level students will benefit from the last three activities on the sheet. Students who struggle with comprehension will benefit from the first three activities.
Economic Growth Chain of Events

Directions: As you read, look for evidence of Italy's economic growth and the political, social, and other changes it brought about. Record the chain reaction that took place on the chain of events organizer below.
## At the Epicenter

**Directions:** Complete the following activities about the *Florence* primary source (florence.jpg). Write your answers on a separate sheet of paper. (Your teacher will tell you which activities you should complete.)

<table>
<thead>
<tr>
<th>Remembering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List three facts about the Renaissance relating to Florence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Invent an advertising slogan that highlights the historical significance of Florence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applying</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Since you are studying the Renaissance, a field trip to Florence would be perfect! Write a persuasive letter to your principal explaining why the class must visit Florence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyzing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine that a Renaissance artist is considering a move to Florence. He asks Michelangelo for advice. Write a letter from Michelangelo advising the artist on what to do.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an American sister city for Florence. To make a good match, the American city should have been the site of an important new beginning. Write a government proposal explaining your choice for Florence’s sister city.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a seal, or emblem, for the city of Florence. Include on it the people, places, or events that make the city unique.</td>
<td></td>
</tr>
</tbody>
</table>
The Renaissance Quiz

Directions: Circle one answer for each multiple-choice question. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. _______ in Italy made a good living and gave rise to a European middle class.
   a. Signori
   b. Priests
   c. Merchants
   d. Farmers

4. _______ was a master painter, sculptor, and architect in Florence during the Renaissance. He embodied the spirit of the Renaissance.
   a. Lorenzo de’ Medici
   b. Nicolaus Copernicus
   c. William Shakespeare
   d. Michelangelo

2. Craftsmen organized _______, or clubs for skilled craftsmen in each trade.
   a. guilds
   b. crews
   c. teams
   d. city-states

5. Leonardo da Vinci was not just an artist. He was also an engineer and a(n) _______.
   a. inventor
   b. priest
   c. Italian statesman
   d. soldier

3. Wealthy merchants, guilds, and the Catholic Church hired artists to create works of art. People and groups who supported the arts in this way were called _______.
   a. city-states
   b. signori
   c. patrons
   d. art lovers

Short-Answer Question

6. Between 1400 and 1700, there were great advances in education, art, music, literature, and science. Choose one of these areas and describe the changes it underwent during the Renaissance.
The Renaissance (cont.)

Answer Key

Page 95—Economic Growth Chain of Events
Responses may vary, but should include these events: 1. European traders began traveling to Asia on an overland route and brought back exotic goods to sell in Europe. 2. Europeans loved the exotic goods, especially the spices, and demanded more of them. 3. The growing demand for Asian goods encouraged more people to become traders. 4. The merchants grew wealthy and formed a new middle class. 5. The middle class had the money to buy goods from others. They no longer had to make everything they needed. 6. The demand for goods and services created more jobs in skilled trades. 7. Many people began leaving farms and moving to cities to work as skilled craftsmen. 8. The merchants kept getting richer, and they wanted to display this wealth. They hired painters, sculptors, and architects to create works of art in their names. 9. Italy became a center of commerce, and its cities grew rich and powerful.

Page 96—At the Epicenter
Remembering—Answers will vary, but could include: the dome of the Duomo in Florence is a great example of Renaissance creativity; Leonardo da Vinci and Michelangelo Buonarroti lived in Florence; the Medici family of Florence became Europe’s greatest art patrons; Florence is on the Arno River, and foreign goods came down the river from Venice.
Understanding—Answers will vary.
Applying—Letters will vary, but should include an explanation of the significance of Florence in Renaissance history.
Analyzing—Letters will vary, but should include references to the Medici family and their patronage of the arts.
Evaluating—Answers will vary.
Creating—Designs will vary.

Page 97—The Renaissance Quiz
1. c 2. a 3. c 4. d 5. a
6. Answers will vary.
The Renaissance
A Rebirth of Culture

Stephanie Kuligowski
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Cultural Rebirth

For nearly a thousand years, life in Europe changed very little. The Roman Catholic Church held most of the power. Rich landowners held vast estates. Poor farmers paid landlords a portion of their crops to live in simple shacks on the landlord’s land.

Life was hard, and there was little time for studying, traveling, or having fun. People feared things they did not understand. To make matters worse, anyone who questioned the teachings of the Catholic Church could be punished.

The School of Athens by Raphael is one of the most famous paintings from the Renaissance.
In the late 1300s, change came first to Italy. When Europeans traveled to Asia, they discovered spices, silk, and perfumes. People in Europe wanted these items. Italy was located along the main trade route. As more goods came from Asia, more wealth flowed into Italian hands. The influx of wealth meant that people had more free time and spending money. They read, studied, painted, sculpted, and played music. They questioned old ideas and made new discoveries. Western culture experienced a rebirth. The French call a rebirth a renaissance (reh-nuh-SAWNTS).

Religion Matters

During the Middle Ages, the Catholic Church was a powerful force. The church taught that people should spend their lives earning a place in heaven. Scholarly work focused on religious questions. The art, music, and literature created during this time had religious themes. People worked hard to please God.

Dangerous Times

Life in the Middle Ages was violent, with constant battles over land. Landlords, who had their own armies of knights, offered protection to the peasants. In return, the peasants worked the land and gave most of their crops to the landlords.