

# Grade 5 Reading & Writing

## Unit 4: The Renaissance

20 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

### What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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# Lesson schedule

One lesson a school day, about 60-90 minutes; split long lessons over two days. Tick each one off as you go.

|                          | Lesson                                                                             | Reader pages     | Activity Book                                                              |
|--------------------------|------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Lesson 1: Chapter 1, “An Italian Rebirth”                                          | PDF pages 8-17   | AP 1.1, AP 1.2, AP 1.3, AP 1.4, AP 1.5, SR 1, SR 2, SR 3, SR 4, SR 5, SR 6 |
| <input type="checkbox"/> | Lesson 2: Chapter 2, “The Early Renaissance”                                       | PDF pages 18-25  | AP 2.1, AP 2.2                                                             |
| <input type="checkbox"/> | Lesson 3: Chapter 3, “The Spirit of the Renaissance”                               | PDF pages 26-35  | AP 3.1, AP 3.2                                                             |
| <input type="checkbox"/> | Lesson 4: Chapter 3, “The Spirit of the Renaissance”                               | PDF pages 26-35  | AP 4.1, AP 4.2, AP 4.3                                                     |
| <input type="checkbox"/> | Lesson 5: Chapters 4-5: “Michelangelo and Raphael” and “The Bankers Who Loved Art” | PDF pages 36-57  | AP 5.1                                                                     |
| <input type="checkbox"/> | Lesson 6: Chapter 4, “Michelangelo and Raphael”                                    | PDF pages 36-47  | AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5                                     |
| <input type="checkbox"/> | Lesson 7: Chapter 5, “The Bankers Who Loved Art”                                   | PDF pages 48-57  | AP 7.1, AP 7.2, AP 7.3                                                     |
| <input type="checkbox"/> | Lesson 8: Chapter 6, “Morals, Modesty, and Manners”                                | PDF pages 58-65  | AP 8.1, AP 8.2, AP 8.3, AP 8.4                                             |
| <input type="checkbox"/> | Lesson 9: Chapter 6, “Morals, Modesty, and Manners”                                | PDF pages 58-65  | AP 9.1, AP 9.2, AP 9.3, AP 9.4                                             |
| <input type="checkbox"/> | Lesson 10: Chapter 7, “Women in the Renaissance”                                   | PDF pages 66-73  | AP 10.1, AP 10.2, AP 10.3, AP 10.4                                         |
| <input type="checkbox"/> | Lesson 11: Chapter 7, “Women in the Renaissance”                                   | PDF pages 66-73  | AP 11.1, AP 11.2, AP 11.3, AP 11.4, AP 11.5                                |
| <input type="checkbox"/> | Lesson 12: Chapter 8, “The Northern Renaissance”                                   | PDF pages 74-81  | AP 12.1, AP 12.2, AP 12.3                                                  |
| <input type="checkbox"/> | Lesson 13: Chapter 9, “Popular Prose on Page and Stage”                            | PDF pages 82-104 | AP 13.1, AP 13.2                                                           |
| <input type="checkbox"/> | Lesson 14: Chapter 9, “Popular Prose on Page and Stage”                            | PDF pages 82-104 | AP 14.1, AP 14.2, AP 14.3                                                  |

|                          | Lesson                                                | Reader pages    | Activity Book                                  |
|--------------------------|-------------------------------------------------------|-----------------|------------------------------------------------|
| <input type="checkbox"/> | Lesson 15: Spelling                                   | —               | AP 15.1, AP 15.2                               |
| <input type="checkbox"/> | Lesson 16: Writing                                    | —               | AP 16.1                                        |
| <input type="checkbox"/> | Lesson 17: Chapter 3, “The Spirit of the Renaissance” | PDF pages 26–35 | AP 17.1, AP 17.2                               |
| <input type="checkbox"/> | Lesson 18: Writing                                    | —               | —                                              |
| <input type="checkbox"/> | Lesson 19: Writing                                    | —               | —                                              |
| <input type="checkbox"/> | Pausing Point: Review, extra practice and answer keys | —               | PP 1, PP 2, PP 3, PP 4, PP 5, PP 6, PP 7, PP 8 |
| <input type="checkbox"/> | <b>Words quiz</b>                                     | —               | —                                              |

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

## Lesson 1: Chapter 1, “An Italian Rebirth”

### THE BIG QUESTION

### What factors inspired the Renaissance movement?

#### Words to know

- **cultural** — 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs
- **dome** — a large rounded roof or ceiling
- **economy** — the system by which goods and services are made, bought, and sold
- **expression** — the act of telling or showing thoughts or feelings; communication fashion, 1. v. to make, shape, or form; 2. n. a popular way of dressing during a particular time or among a particular group of people
- **intellect** — intelligence; the ability to think in a logical way (adj. intellectual)
- **philosophy** — the study of knowledge and truth
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **revolutionary** — causing or relating to a great change
- **values** — strongly held beliefs about what is important

#### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 14–40: the steps, materials and timing for this lesson.

#### Read

Read Chapter 1, “An Italian Rebirth”: PDF pages 8–17. Look at the pictures and maps together.

#### Talk it over

1. How did trade affect life in the Middle Ages?
2. What class of people grew in importance as a result of this growth in trade?
3. What groups of people made up the middle class?
4. In what other ways did growth in trade and the importance of a middle class affect the development of towns in the Middle Ages?
5. What changes affected the middle class during the Middle Ages?
6. Why might this picture of the Colosseum from ancient Rome be used as an image at the beginning of this chapter?
7. The word renaissance means “rebirth.” Why is this an appropriate name for this period? What was born again?

8. How were ideas and writings of ancient Greece and Rome preserved during the Middle Ages?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 1.1: Ancient Roman Civilization — Activity Book, PDF pages 7–8
- Activity Page 1.2: Excerpt from — Activity Book, PDF pages 9–14
- Activity Page 1.3: Vocabulary for “An Italian Rebirth” — Activity Book, PDF pages 15–16
- Activity Page 1.4: An Italian Rebirth — Activity Book, PDF pages 17–28
- Activity Page 1.5: Glossary for Patrons, Artists, and Scholars — Activity Book, PDF pages 29–32
- Student Resource 1: Western Europe during the Renaissance — Activity Book, PDF pages 199–200
- Student Resource 2: Paragraph about a Paragraph — Activity Book, PDF pages 201–202
- Student Resource 3: Individual Code Chart — Activity Book, PDF pages 203–210
- Student Resource 4: Biography Rubric — Activity Book, PDF pages 211–212
- Student Resource 5: Biography Format: Word Processed — Activity Book, PDF pages 213–214
- Student Resource 6: Biography Editing Checklist — Activity Book, PDF pages 215–218

### **Check for understanding**

- Answer the Big Question in a sentence or two: What factors inspired the Renaissance movement?
- Use one of today’s words in a sentence of your own.

## Lesson 2: Chapter 2, “The Early Renaissance”

### THE BIG QUESTION

**What are techniques and features of Renaissance art and architecture?**

### Words to know

- **dome** — a large rounded roof or ceiling
- **embodiment** — someone or something that is a visible representation or example of an idea, concept, etc.
- **expression** — the act of telling or showing thoughts or feelings; communication fashion, 1. v. to make, shape, or form; 2. n. a popular way of dressing during a particular time or among a particular group of people
- **guild** — an organized group of people who make or sell specific goods
- **lottery** — a system used to decide who will get something based on choosing names or numbers by chance
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **rivalry** — competition; a situation in which people or groups are competing with each other
- **spirit** — the most important characteristics or qualities of something
- **stance** — a way of standing

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 41–60: the steps, materials and timing for this lesson.

### Read

Read Chapter 2, “The Early Renaissance”: PDF pages 18–25. Look at the pictures and maps together.

### Talk it over

1. Who was Filippo Brunelleschi?
2. What inspired Brunelleschi to cover the cathedral of Florence with a dome?
3. What does the phrase got cold feet mean?
4. Why is The Birth of Venus a good example of Renaissance interest in ancient Greece and Rome?
5. Why might a change in patrons have influenced Botticelli’s art?
6. What is perspective?
7. What is a vanishing point?

8. What new techniques were used by Renaissance artists?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 2.1: Vocabulary for “The Early Renaissance” — Activity Book, PDF pages 33–34
- Activity Page 2.2: im- and in-: Prefixes Meaning “not” — Activity Book, PDF pages 35–36

### **Check for understanding**

- Answer the Big Question in a sentence or two: What are techniques and features of Renaissance art and architecture?
- Use one of today’s words in a sentence of your own.

## Lesson 3: Chapter 3, “The Spirit of the Renaissance”

### THE BIG QUESTION

**How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?**

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **betrayal** — the act of being disloyal to and dishonest with someone who trusts you
- **fresco** — a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall
- **genius** — remarkable talent and creativity
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **spirit** — the most important characteristics or qualities of something
- **uncharted** — unknown; not previously explored or experienced
- **visionary** — having a powerful or far-reaching imagination

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 61–78: the steps, materials and timing for this lesson.

### Read

Read Chapter 3, “The Spirit of the Renaissance”: PDF pages 26–35. Look at the pictures and maps together.

### Talk it over

1. [Have students examine the illustration in the background of pages 20 and 21.] How might this illustration connect to the story?
2. What effect might the addition of the landscape (as seen through an open door and windows) have on the painting?
3. [Have students closely examine the Mona Lisa on page 29.] What did the technique of sfumato add to the Mona Lisa?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 3.1: Vocabulary for “The Spirit of the Renaissance” — Activity Book, PDF pages 37–38
- Activity Page 3.2: The Spirit of the Renaissance — Activity Book, PDF pages 39–42

### **Check for understanding**

- Answer the Big Question in a sentence or two: How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?
- Use one of today’s words in a sentence of your own.

## Lesson 4: Chapter 3, “The Spirit of the Renaissance”

### THE BIG QUESTION

**How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?**

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **betrayal** — the act of being disloyal to and dishonest with someone who trusts you
- **fresco** — a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall
- **genius** — remarkable talent and creativity
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **spirit** — the most important characteristics or qualities of something
- **uncharted** — unknown; not previously explored or experienced
- **visionary** — having a powerful or far-reaching imagination

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 79–92: the steps, materials and timing for this lesson.

### Read

Read Chapter 3, “The Spirit of the Renaissance”: PDF pages 26–35. Look at the pictures and maps together.

### Talk it over

1. How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 4.1: Reading Response: “The Spirit of the Renaissance” — Activity Book, PDF pages 43–44
- Activity Page 4.2: Subject-Linking Verb Agreement in the Past Tense — Activity Book, PDF pages 45–46
- Activity Page 4.3: Practice Prefixes im- and in- — Activity Book, PDF pages 47–48

**Check for understanding**

- Answer the Big Question in a sentence or two: How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?
- Use one of today's words in a sentence of your own.

## Lesson 5: Chapters 4-5: “Michelangelo and Raphael” and “The Bankers Who Loved Art”

### THE BIG QUESTION

**How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?**

### Words to know

- **accurately** — correctly; doing something without mistakes or errors
- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **commission** — to hire an artist to produce a work of art
- **composition** — a song or piece of music that has been written
- **corrupt** — dishonest
- **cultural** — 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs
- **dome** — a large rounded roof or ceiling
- **epitaph** — something written or said in memory of a person who has died
- **fresco** — a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall
- **genius** — remarkable talent and creativity

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 93–111: the steps, materials and timing for this lesson.

### Read

Read Chapters 4–5: “Michelangelo and Raphael” and “The Bankers Who Loved Art”: PDF pages 36–57. Look at the pictures and maps together.

### Talk it over

1. Why might it be important to have such a powerful and influential patron?
2. What does the heading on this page refer to?
3. What does the word reluctantly mean?
4. What factors made painting the ceiling of the Sistine Chapel a difficult task?
5. Why did Raphael have many people ready to pay him to paint?
6. Why would many artists in the Middle Ages and the Renaissance want to paint the Madonna?

7. [Have students compare their descriptions of each piece of art on Activity Page 5.2 and complete the last column on the chart in pairs.] 2. Inferential How would you describe the artistic achievements of Michelangelo and Raphael?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 5.1: Vocabulary for “Michelangelo and Raphael” — Activity Book, PDF pages 49–52

### **Check for understanding**

- Answer the Big Question in a sentence or two: How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?
- Use one of today’s words in a sentence of your own.

## Lesson 6: Chapter 4, “Michelangelo and Raphael”

### THE BIG QUESTION

**How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?**

### Words to know

- **accurately** — correctly; doing something without mistakes or errors
- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **composition** — a song or piece of music that has been written
- **dome** — a large rounded roof or ceiling
- **epitaph** — something written or said in memory of a person who has died
- **fresco** — a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall
- **genius** — remarkable talent and creativity
- **modest** — shy and quiet; does not brag about oneself
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **portray** — to show someone or something in a painting, book, etc.

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 112–135: the steps, materials and timing for this lesson.

### Read

Read Chapter 4, “Michelangelo and Raphael”: PDF pages 36–47. Look at the pictures and maps together.

### Talk it over

1. How is Michelangelo’s relationship with the Medici family typical of the Renaissance?
2. Why did Michelangelo leave Florence after Lorenzo died?
3. What does Michelangelo’s leaving Florence tell you about the lives of artists during the Renaissance?
4. How does Michelangelo’s painting of the Sistine Chapel ceiling illustrate the quote, “Man is capable of anything he sets his mind to”?
5. What is similar about the medieval painting on page 38 and the Renaissance painting on page 39? What is different?

6. How is Raphael's painting, Madonna of the Grand Duke, characteristic of the Renaissance?
7. [Have students review their description of The School of Athens on Activity Page 5.2.] What characteristics of The School of Athens make it a great representation of Renaissance art?
8. How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 6.1: Take Notes on "Michelangelo and Raphael" — Activity Book, PDF pages 53–54
- Activity Page 6.2: Prepositions and Prepositional Phrases — Activity Book, PDF pages 55–56
- Activity Page 6.3: ex-: Prefix Meaning "away" or "at" — Activity Book, PDF pages 57–58
- Activity Page 6.4: Spelling Words — Activity Book, PDF pages 59–60
- Activity Page 6.5: Practice Spelling Words — Activity Book, PDF pages 61–62

### **Check for understanding**

- Answer the Big Question in a sentence or two: How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?
- Use one of today's words in a sentence of your own.

## Lesson 7: Chapter 5, “The Bankers Who Loved Art”

### THE BIG QUESTION

**What motivated Renaissance patrons to commission so much art?**

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **commission** — to hire an artist to produce a work of art
- **corrupt** — dishonest
- **cultural** — 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs
- **guild** — an organized group of people who make or sell specific goods
- **insult** — a rude or offensive act or statement (v. insulted)
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **philosophy** — the study of knowledge and truth
- **shrewd** — clever; able to understand things and make good judgments
- **translate** — to change words from one language into another language

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 136–154: the steps, materials and timing for this lesson.

### Read

Read Chapter 5, “The Bankers Who Loved Art”: PDF pages 48–57. Look at the pictures and maps together.

### Talk it over

1. How did the Medici family’s involvement in banking allow them to become wealthy?
2. What things did Cosimo de’ Medici do that demonstrated he was a humanist of the Renaissance?
3. Explain the meaning of the heading, “Who’s Really in Charge?”
4. Why did the Medici family support artists?
5. After the end of the patronage of the Medici family in Florence, where did the primary focus of the Renaissance movement shift and why?
6. Why did the popes in Rome support artists?

7. What factors in Venice contributed to the city becoming a significant source of patronage during the Renaissance?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 7.1: Vocabulary for “The Bankers Who Loved Art” — Activity Book, PDF pages 63–64
- Activity Page 7.2: Reading Response: “The Bankers Who Loved Art” — Activity Book, PDF pages 65–66
- Activity Page 7.3: Informational Paragraph Presentations — Activity Book, PDF pages 67–68

### **Check for understanding**

- Answer the Big Question in a sentence or two: What motivated Renaissance patrons to commission so much art?
- Use one of today’s words in a sentence of your own.

## Lesson 8: Chapter 6, “Morals, Modesty, and Manners”

### THE BIG QUESTION

**What were the Renaissance ideals of how a prince or a courtier should act?**

### Words to know

- **brute** — someone who is mean, tough, and/or a bully
- **corrupt** — dishonest
- **custom** — a tradition practiced by a culture or group of people
- **fortunately** — luckily; by good fortune
- **indulge** — to treat oneself or take much more than needed
- **modest** — shy and quiet; does not brag about oneself
- **morals** — ideas and beliefs about what is right and wrong
- **pessimistic** — having a negative or gloomy attitude; expecting that the worst will always happen
- **reputation** — the opinion or perception that other people have about someone or something
- **witty** — clever; funny

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 155–172: the steps, materials and timing for this lesson.

### Read

Read Chapter 6, “Morals, Modesty, and Manners”: PDF pages 58–65. Look at the pictures and maps together.

### Talk it over

1. The adjective Machiavellian was created to describe people who act in a way that is selfish or dishonest. What things did Machiavelli write in *The Prince* that led to the creation of this adjective?
2. What are the two different views of Machiavelli among historians?
3. In what ways are *The Prince* and *The Courtier* similar, and in what ways are they different?
4. What is a common theme across all three examples of Renaissance literature?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 8.1: Vocabulary for “Morals, Modesty, and Manners” — Activity Book, PDF pages 69–70
- Activity Page 8.2: Literature in the Renaissance — Activity Book, PDF pages 71–72
- Activity Page 8.3: Morals, Modesty, and Manners — Activity Book, PDF pages 73–82
- Activity Page 8.4: Biography Notes Chart — Activity Book, PDF pages 83–84

### **Check for understanding**

- Answer the Big Question in a sentence or two: What were the Renaissance ideals of how a prince or a courtier should act?
- Use one of today’s words in a sentence of your own.

## Lesson 9: Chapter 6, “Morals, Modesty, and Manners”

### THE BIG QUESTION

**What were the Renaissance ideals of how a prince or a courtier should act?**

### Words to know

- **brute** — someone who is mean, tough, and/or a bully
- **corrupt** — dishonest
- **custom** — a tradition practiced by a culture or group of people
- **fortunately** — luckily; by good fortune
- **indulge** — to treat oneself or take much more than needed
- **modest** — shy and quiet; does not brag about oneself
- **morals** — ideas and beliefs about what is right and wrong
- **pessimistic** — having a negative or gloomy attitude; expecting that the worst will always happen
- **reputation** — the opinion or perception that other people have about someone or something
- **witty** — clever; funny

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 173–186: the steps, materials and timing for this lesson.

### Read

Read Chapter 6, “Morals, Modesty, and Manners”: PDF pages 58–65. Look at the pictures and maps together.

### Talk it over

1. How do The Prince, The Courtier, and Il Galateo respectively support a prince, courtier, and gentleman/lady in accomplishing the abilities they strive to master?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 9.1: Morals, Modesty, and Manners — Activity Book, PDF pages 85–86
- Activity Page 9.2: Practice Prepositions — Activity Book, PDF pages 87–88
- Activity Page 9.3: Practice Prefix ex- — Activity Book, PDF pages 89–90
- Activity Page 9.4: Practice Spelling Words — Activity Book, PDF pages 91–92

### Check for understanding

- Answer the Big Question in a sentence or two: What were the Renaissance ideals of how a prince or a courtier should act?
- Use one of today's words in a sentence of your own.

## Lesson 10: Chapter 7, “Women in the Renaissance”

### THE BIG QUESTION

**What opportunities did the Renaissance movement afford to some wealthy women of the time?**

### Words to know

- **accurately** — correctly; doing something without mistakes or errors
- **cultural** — 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs
- **custom** — a tradition practiced by a culture or group of people
- **fortunately** — luckily; by good fortune
- **norms** — customs; standards of acceptable behavior
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **philosophy** — the study of knowledge and truth
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **prominent** — important; well-known; easily seen
- **reminiscent** — similar to something else

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 187–206: the steps, materials and timing for this lesson.

### Read

Read Chapter 7, “Women in the Renaissance”: PDF pages 66–73. Look at the pictures and maps together.

### Talk it over

1. In what ways did Isabella d’Este’s father’s beliefs and behavior influence her life?
2. How did Isabella’s arranged marriage position her for power later in life?
3. How do Isabella’s achievements compare to the primary expectations for a woman born into a noble, wealthy family?
4. What does it mean that Lavinia Fontana’s family paintings “were reminiscent of Sofonisba Anguissola”?
5. If you saw a person walking down the street during the Renaissance period, how would you know his or her degree of wealth and social class?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 10.1: Spelling Assessment — Activity Book, PDF pages 93–94
- Activity Page 10.2: Vocabulary for “Women in the Renaissance” — Activity Book, PDF pages 95–96
- Activity Page 10.3: Women in the Renaissance — Activity Book, PDF pages 97–100
- Activity Page 10.4: Women in the Renaissance — Activity Book, PDF pages 101–108

### **Check for understanding**

- Answer the Big Question in a sentence or two: What opportunities did the Renaissance movement afford to some wealthy women of the time?
- Use one of today’s words in a sentence of your own.

## Lesson 11: Chapter 7, “Women in the Renaissance”

### THE BIG QUESTION

**What opportunities did the Renaissance movement afford to some wealthy women of the time?**

### Words to know

- **accurately** — correctly; doing something without mistakes or errors
- **cultural** — 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs
- **custom** — a tradition practiced by a culture or group of people
- **fortunately** — luckily; by good fortune
- **norms** — customs; standards of acceptable behavior
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **philosophy** — the study of knowledge and truth
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **prominent** — important; well-known; easily seen
- **reminiscent** — similar to something else

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 207–217: the steps, materials and timing for this lesson.

### Read

Read Chapter 7, “Women in the Renaissance”: PDF pages 66–73. Look at the pictures and maps together.

### Talk it over

1. What were the cultural norms for women in the Renaissance?
2. How did Isabella d’Este challenge the cultural norms for women in the Renaissance?
3. How did Sofonisba Anguissola challenge the cultural norms for women in the Renaissance?
4. How did Lavinia Fontana challenge the cultural norms for women in the Renaissance?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 11.1: Women in the Renaissance Chart — Activity Book, PDF pages 109–110
- Activity Page 11.2: Correlative Conjunctions — Activity Book, PDF pages 111–112
- Activity Page 11.3: Root serv — Activity Book, PDF pages 113–114
- Activity Page 11.4: Spelling Words — Activity Book, PDF pages 115–116
- Activity Page 11.5: Practice Spelling Words — Activity Book, PDF pages 117–118

### **Check for understanding**

- Answer the Big Question in a sentence or two: What opportunities did the Renaissance movement afford to some wealthy women of the time?
- Use one of today's words in a sentence of your own.

## Lesson 12: Chapter 8, “The Northern Renaissance”

### THE BIG QUESTION

**How did the Renaissance movement in Italy impact the artists of northern Europe?**

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **controversial** — related to or causing much discussion, disagreement, or argument
- **denounce** — to publicly state that something or someone is bad or wrong
- **doctrine** — a set of ideas or beliefs that are taught or believed to be true
- **foreground** — the part of a picture that appears closest to the viewer
- **keen** — strong and observant
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **portray** — to show someone or something in a painting, book, etc.
- **renowned** — famous; known and admired by many people
- **scholar** — 1. a student; 2. a person who has studied a subject for a long time and knows a lot about it

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 218–233: the steps, materials and timing for this lesson.

### Read

Read Chapter 8, “The Northern Renaissance”: PDF pages 74–81. Look at the pictures and maps together.

### Talk it over

1. How do van Eyck’s innovations add to the innovations of Italian Renaissance artists?
2. Why did the leaders of the English Reformation ask Holbein to create art?
3. How did the Renaissance movement in Italy impact the artists of northern Europe?
4. In what ways did the artists in northern Europe differ from artists of the Renaissance movement in Italy?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 12.1: Vocabulary for “The Northern Renaissance” — Activity Book, PDF pages 119–120

- Activity Page 12.2: Reading Response: “The Northern Renaissance” — Activity Book, PDF pages 121–122
- Activity Page 12.3: The Northern Renaissance — Activity Book, PDF pages 123–128

### **Check for understanding**

- Answer the Big Question in a sentence or two: How did the Renaissance movement in Italy impact the artists of northern Europe?
- Use one of today’s words in a sentence of your own.

## Lesson 13: Chapter 9, “Popular Prose on Page and Stage”

### THE BIG QUESTION

**How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?**

### Words to know

- **anxious** — nervous; worried
- **composer** — someone who writes music
- **contemporary** — modern; current
- **expression** — the act of telling or showing thoughts or feelings; communication fashion, 1. v. to make, shape, or form; 2. n. a popular way of dressing during a particular time or among a particular group of people
- **linger** — to wait around or stay longer
- **literate** — able to read and write fluently
- **melody** — main theme or tune in a song
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **philosophy** — the study of knowledge and truth
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 234–251: the steps, materials and timing for this lesson.

### Read

Read Chapter 9, “Popular Prose on Page and Stage”: PDF pages 82–104. Look at the pictures and maps together.

### Talk it over

1. What words or phrases in the text let you know that *The Adventures of Don Quixote* was a popular novel that transformed literature?
2. In what ways does the heading on page 76 (“Bad Luck Trails a Good Man”) apply to Cervantes’s life?
3. Who was William Shakespeare?
4. Why are some things about Shakespeare’s life that are known and other things that are unknown?

5. How was Shakespeare's Globe Theater different from theaters where plays are performed today?
6. Which countries were Cervantes and Shakespeare from?
7. What does the fact that Cervantes was from Spain and Shakespeare was from England tell you about the impact of the Italian Renaissance on the rest of Europe?

Answers are at the back of this pack.

### **Activity Book pages**

- Activity Page 13.1: Vocabulary for "Popular Prose on Page and Stage" — Activity Book, PDF pages 129–130
- Activity Page 13.2: Popular Prose on Page and Stage — Activity Book, PDF pages 131–138

### **Check for understanding**

- Answer the Big Question in a sentence or two: How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?
- Use one of today's words in a sentence of your own.

## Lesson 14: Chapter 9, “Popular Prose on Page and Stage”

### THE BIG QUESTION

**How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?**

### Words to know

- **anxious** — nervous; worried
- **composer** — someone who writes music
- **contemporary** — modern; current
- **expression** — the act of telling or showing thoughts or feelings; communication fashion, 1. v. to make, shape, or form; 2. n. a popular way of dressing during a particular time or among a particular group of people
- **linger** — to wait around or stay longer
- **literate** — able to read and write fluently
- **melody** — main theme or tune in a song
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **philosophy** — the study of knowledge and truth
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 252–269: the steps, materials and timing for this lesson.

### Read

Read Chapter 9, “Popular Prose on Page and Stage”: PDF pages 82–104. Look at the pictures and maps together.

### Talk it over

1. Think Pair Share The last quote on page 87 (“All the world’s a stage and all the men and women merely players.”) is one of the Shakespearean lines quoted most often. What might this line mean?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 14.1: Practice Correlative Conjunctions — Activity Book, PDF pages 139–140
- Activity Page 14.2: Root serv — Activity Book, PDF pages 141–142

■ Activity Page 14.3: Practice Spelling Words — Activity Book, PDF pages 143–144

**Check for understanding**

- Answer the Big Question in a sentence or two: How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?
- Use one of today’s words in a sentence of your own.

## Lesson 15: Spelling

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **norms** — customs; standards of acceptable behavior
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person's head and shoulders
- **rivalry** — competition; a situation in which people or groups are competing with each other

### Teacher's lesson plan

Follow the Teacher Guide, PDF pages 270–282: the steps, materials and timing for this lesson.

### Talk it over

1. What did Michelangelo do whenever he had spare time?
2. During the Renaissance movement, who generally earned more money—an artist or a businessman?
3. Besides drawing, what else was Michelangelo good at doing?
4. When Michelangelo copied the marble statue head, what made his statue better than the original?

Answers are at the back of this pack.

### Activity Book pages

- Activity Page 15.1: Spelling Assessment — Activity Book, PDF pages 145–146
- Activity Page 15.2: Unit Assessment—Patrons, Artists, and Scholars — Activity Book, PDF pages 147–162

### Check for understanding

- Use one of today's words in a sentence of your own.

## Lesson 16: Writing

### Words to know

- **expression** — the act of telling or showing thoughts or feelings; communication fashion, 1. v. to make, shape, or form; 2. n. a popular way of dressing during a particular time or among a particular group of people
- **patron** — a person who gives money and support to an artist in exchange for works of art

### Teacher's lesson plan

Follow the Teacher Guide, PDF pages 283–286: the steps, materials and timing for this lesson.

### Activity Book pages

- Activity Page 16.1: Diary Entry Notes Chart — Activity Book, PDF pages 163–164

### Check for understanding

- Use one of today's words in a sentence of your own.

## Lesson 17: Chapter 3, “The Spirit of the Renaissance”

### THE BIG QUESTION

**How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?**

### Words to know

- **apprentice** — to learn a skill or trade by working with a skilled craftsman for
- **betrayal** — the act of being disloyal to and dishonest with someone who trusts you
- **fresco** — a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall
- **genius** — remarkable talent and creativity
- **patron** — a person who gives money and support to an artist in exchange for works of art
- **portrait** — a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders
- **spirit** — the most important characteristics or qualities of something
- **uncharted** — unknown; not previously explored or experienced
- **visionary** — having a powerful or far-reaching imagination

### Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 287–289: the steps, materials and timing for this lesson.

### Read

Read Chapter 3, “The Spirit of the Renaissance”: PDF pages 26–35. Look at the pictures and maps together.

### Activity Book pages

- Activity Page 17.1: Revise Biography Writing — Activity Book, PDF pages 165–166
- Activity Page 17.2: Revise Biography Writing — Activity Book, PDF pages 167–168

### Check for understanding

- Answer the Big Question in a sentence or two: How is the spirit of the Renaissance represented in Leonardo da Vinci’s ideas and accomplishments?
- Use one of today’s words in a sentence of your own.

## Lesson 18: Writing

### Teacher's lesson plan

Follow the Teacher Guide, PDF pages 290–291: the steps, materials and timing for this lesson.

### Check for understanding

## Lesson 19: Writing

### Teacher's lesson plan

Follow the Teacher Guide, PDF pages 292–293: the steps, materials and timing for this lesson.

### Check for understanding

## Pausing Point: Review, extra practice and answer keys

### Teacher's lesson plan

Follow the Teacher Guide, PDF pages 294–297: the steps, materials and timing for this lesson.

### Activity Book pages

- Pausing Point page 1: Mid-Unit Content Assessment — Activity Book, PDF pages 169–172
- Pausing Point page 2: End-of-Unit Content Assessment — Activity Book, PDF pages 173–180
- Pausing Point page 3: Subject-Linking Verb Agreement in the Past Tense — Activity Book, PDF pages 181–182
- Pausing Point page 4: Prepositional Phrases — Activity Book, PDF pages 183–184
- Pausing Point page 5: Writing Sentences Using Prepositional Phrases — Activity Book, PDF pages 185–188
- Pausing Point page 6: Prefixes im- and in- — Activity Book, PDF pages 189–190
- Pausing Point page 7: Prefix ex- — Activity Book, PDF pages 191–192
- Pausing Point page 8: Root serv — Activity Book, PDF pages 193–198

### For the teacher

- Teacher Resources (answer keys and extra materials) — Teacher Guide, PDF pages 298–353

### Check for understanding

## WORDS QUIZ

# The Renaissance

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the letter of the best answer.

1. Which word means “to learn a skill or trade by working with a skilled craftsman for”?
  - a) scribe
  - b) accurately
  - c) melody
  - d) apprentice
2. Which word means “a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders”?
  - a) portrait
  - b) reminiscent
  - c) pessimistic
  - d) dome
3. Which word means “a tradition practiced by a culture or group of people”?
  - a) alliance
  - b) soothing
  - c) betrayal
  - d) custom
4. Which word means “calming; comforting; relaxing”?
  - a) secular
  - b) soothing
  - c) modest
  - d) denounce
5. Which word means “a song or piece of music that has been written”?
  - a) visionary
  - b) fortunately
  - c) composition
  - d) controversial
6. Which word means “of the highest quality”?
  - a) visionary
  - b) foreground
  - c) apprentice
  - d) superior

**7.** Which word means “a person who gives money and support to an artist in exchange for works of art”?

- a) superior
- b) patron
- c) secular
- d) accurately

**8.** Which word means “the act of being disloyal to and dishonest with someone who trusts you”?

- a) denounce
- b) betrayal
- c) melody
- d) renowned

**9.** Which word means “similar to something else”?

- a) rivalry
- b) shrewd
- c) reminiscent
- d) promote

**10.** Which word means “the main subject being discussed in a piece of writing or depicted in a piece of art”?

- a) philosophy
- b) translate
- c) theme
- d) corrupt

**11.** Which word means “a system used to decide who will get something based on choosing names or numbers by chance”?

- a) visionary
- b) lottery
- c) dome
- d) obstacle

**12.** Which word means “1. a student; 2. a person who has studied a subject for a long time and knows a lot about it”?

- a) indulge
- b) scholar
- c) insult
- d) spirit

## Answers

### Lesson 1: Chapter 1, “An Italian Rebirth”

- 1. How did trade affect life in the Middle Ages?**  
It encouraged the growth of towns and the creation of new jobs.
- 2. What class of people grew in importance as a result of this growth in trade?**  
the middle class
- 3. What groups of people made up the middle class?**  
merchants and craftsmen
- 4. In what other ways did growth in trade and the importance of a middle class affect the development of towns in the Middle Ages?**  
Answers may vary, but should include that the decision-making process changed because townspeople were sometimes allowed to make their own laws, and banks and universities were established.
- 5. What changes affected the middle class during the Middle Ages?**  
Answers may vary, but should include that middle class jobs increased because of a growth in trade; the economy improved; people moved to cities and towns; guilds developed; and craftsmen practiced their skills.
- 6. Why might this picture of the Colosseum from ancient Rome be used as an image at the beginning of this chapter?**  
Answers may vary, but should include that the people who lived in this area during the time of the Renaissance were inspired by things created by the ancient Romans.
- 7. The word renaissance means “rebirth.” Why is this an appropriate name for this period? What was born again?**  
Renaissance is an appropriate name for this period because the ideas of ancient Greece and Rome were born again, or became important and influential once again.
- 8. How were ideas and writings of ancient Greece and Rome preserved during the Middle Ages?**  
Monks in monasteries made copies of writings from ancient Greece and Rome. This preserved the ideas.

### Lesson 2: Chapter 2, “The Early Renaissance”

- 1. Who was Filippo Brunelleschi?**  
He was an architect who submitted a design for the doors for the Baptistery in Florence, Italy; he lost the design contest to Lorenzo Ghiberti.
- 2. What inspired Brunelleschi to cover the cathedral of Florence with a dome?**  
Brunelleschi was inspired by a visit to Roman ruins, including the Pantheon.
- 3. What does the phrase got cold feet mean?**  
It means they became worried about Brunelleschi’s ability to do the project alone.
- 4. Why is The Birth of Venus a good example of Renaissance interest in ancient Greece and Rome?**

The Birth of Venus shows a scene from classical mythology. Also, Botticelli painted Venus in a pose from an ancient Roman statue.

5. **Why might a change in patrons have influenced Botticelli's art?**

Patrons paid for artists' living expenses, so if a patron did not like an artist's work, he or she might stop paying for an artist's living expenses and stop supporting the artist's work. In addition, an artist would be expected to paint what the patron wanted. If the art Botticelli had done for a previous patron was not viewed positively by someone new in power, Botticelli may have wanted to create art that the new person in power approved of so he may secure a new patron.

6. **What is perspective?**

a way to show depth on a flat surface

7. **What is a vanishing point?**

the place where parallel lines appear to meet in the distance

8. **What new techniques were used by Renaissance artists?**

perspective and a vanishing point

### **Lesson 3: Chapter 3, "The Spirit of the Renaissance"**

1. **[Have students examine the illustration in the background of pages 20 and 21.] How might this illustration connect to the story?**

The illustration appears to be of a wing, and it might be an illustration of Leonardo's flying machine.

2. **What effect might the addition of the landscape (as seen through an open door and windows) have on the painting?**

Answers may vary, but should include that the open doors and windows frame the vanishing point or central figure in light, or that the addition of the far-off landscape adds to the depth of the painting.

3. **[Have students closely examine the Mona Lisa on page 29.] What did the technique of sfumato add to the Mona Lisa?**

Answers may vary, but should include that Mona Lisa's smile is quite mysterious and the soft, hazy look of the background adds to the mystery of the character.

### **Lesson 4: Chapter 3, "The Spirit of the Renaissance"**

1. **How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?**

Answers may vary, but should include that Leonardo's work in various areas of science indicates his curiosity and willingness to explore the natural world, while his work in various areas of art and perspective indicates his interest in the capabilities of the human mind and body.

### **Lesson 5: Chapters 4-5: "Michelangelo and Raphael" and "The Bankers Who Loved Art"**

1. **Why might it be important to have such a powerful and influential patron?**  
Answers may vary, but should include that such a powerful and influential patron could provide many opportunities for an artist.
2. **What does the heading on this page refer to?**  
The heading on this page refers to the story of how Michelangelo's famous Pietà was mistakenly thought to have been made by another artist. The story goes that Michelangelo chiseled his name on his sculpture in the middle of the night so no one would forget that he was the creator of the famous piece.
3. **What does the word reluctantly mean?**  
unwillingly or unenthusiastically
4. **What factors made painting the ceiling of the Sistine Chapel a difficult task?**  
Michelangelo was a perfectionist and did the work all by himself. He needed to use a scaffold to reach the ceiling. In addition, the ceiling was huge, high, and curved, making it difficult to paint.
5. **Why did Raphael have many people ready to pay him to paint?**  
The other great painters of the time were growing old and developing interests in other fields.
6. **Why would many artists in the Middle Ages and the Renaissance want to paint the Madonna?**  
Answers may vary, but should include that religion was very important to Europeans at the time and the Madonna was the mother of Jesus.
7. **[Have students compare their descriptions of each piece of art on Activity Page 5.2 and complete the last column on the chart in pairs.] 2. Inferential How would you describe the artistic achievements of Michelangelo and Raphael?**  
Answers may vary, but should include that Michelangelo and Raphael both produced works of art that were large in scale and made lasting impressions.

## **Lesson 6: Chapter 4, "Michelangelo and Raphael"**

1. **How is Michelangelo's relationship with the Medici family typical of the Renaissance?**  
Answers may vary, but should include that during the Renaissance, the increasing wealth and literacy of the middle class created patronage, a system in which people with money supported artists and scholars. This support won patrons an impressive collection of art and the admiration of others.
2. **Why did Michelangelo leave Florence after Lorenzo died?**  
Michelangelo left Florence because he no longer had the financial support of his patron. He would have to find a patron and financial support elsewhere.
3. **What does Michelangelo's leaving Florence tell you about the lives of artists during the Renaissance?**  
Artists needed their patrons' money and support. When that support went away, artists had to pick up and move on in search of another patron.

4. **How does Michelangelo’s painting of the Sistine Chapel ceiling illustrate the quote, “Man is capable of anything he sets his mind to”?**

Answers may vary, but should include that Michelangelo overcame many obstacles to complete the painting of the Sistine Chapel ceiling: he saw himself as a sculptor, not a painter; he decided to complete the work without help; the ceiling was very large; the work was quite grueling and physically demanding.

5. **What is similar about the medieval painting on page 38 and the Renaissance painting on page 39? What is different?**

Answers may vary, but should include that these paintings are similar because they show the Madonna holding baby Jesus. The paintings are different in the way in which the subjects in the paintings were painted—the Renaissance painting shows the subjects as lifelike, with soft facial expressions, whereas the medieval painting does not. In the medieval painting, both subjects look very serious, dark, and not very lifelike.

6. **How is Raphael’s painting, Madonna of the Grand Duke, characteristic of the Renaissance?**

Answers may vary, but should include its emphasis on the naturalistic representation of the human form and portrayal of human emotion are characteristic of the Renaissance.

7. **[Have students review their description of The School of Athens on Activity Page 5.2.] What characteristics of The School of Athens make it a great representation of Renaissance art?**

The painting uses perspective and includes images of important people—scholars and philosophers—from ancient Greece.

8. **How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?**

Answers may vary, but may include the variety of subjects (from ancient Greek and Roman influences to religious subjects) that Michelangelo and Raphael covered in their artwork and naturalism in depiction of human figures, detailed, lifelike bodies, muscles, expressive emotions, etc.

## **Lesson 7: Chapter 5, “The Bankers Who Loved Art”**

1. **How did the Medici family’s involvement in banking allow them to become wealthy?**

Increased trade between countries allowed bankers, such as the Medici family, to charge fees to exchange types of money and provide loans to customers.

2. **What things did Cosimo de’ Medici do that demonstrated he was a humanist of the Renaissance?**

Cosimo built libraries, collected rare books, and had his children read great works by ancient Romans and ancient Greeks.

3. **Explain the meaning of the heading, “Who’s Really in Charge?”**

The heading refers to how Cosimo ruled the city—by putting his friends in charge instead of properly elected officials.

4. **Why did the Medici family support artists?**

Answers may vary, but should include that the Medici family supported artists for the fame and celebrity it brought to them as much as for their admiration of ancient Greek and Roman values.

5. **After the end of the patronage of the Medici family in Florence, where did the primary focus of the Renaissance movement shift and why?**

The primary focus of the Renaissance movement shifted to Rome because the popes, who lived in Vatican City near Rome, became patrons of artists.

6. **Why did the popes in Rome support artists?**

The popes believed that when people saw the spectacular works of art created with the Church's support, they would better appreciate the magnificence and power of the Church.

7. **What factors in Venice contributed to the city becoming a significant source of patronage during the Renaissance?**

Strong trade created wealth and a strong fleet of ships created power. This money and stability allowed people to pursue and support the arts.

## **Lesson 8: Chapter 6, "Morals, Modesty, and Manners"**

1. **The adjective Machiavellian was created to describe people who act in a way that is selfish or dishonest. What things did Machiavelli write in *The Prince* that led to the creation of this adjective?**

Machiavelli wrote that a prince's main goal is to stay in power, even if it means he must be dishonest to stay in power. He also wrote that it is best if a prince is both loved and feared, but if he has to choose one, it is better to be feared than to be loved.

2. **What are the two different views of Machiavelli among historians?**

Some historians believe Machiavelli does not deserve a bad reputation because he was writing about what people do, not what they should do when he wrote *The Prince*. Other historians believe Machiavelli was pessimistic, or had a negative attitude about people, expecting the worst of them.

3. **In what ways are *The Prince* and *The Courtier* similar, and in what ways are they different?**

They are similar in that they both give advice to a group of people about the proper way to behave. They are different in that *The Prince* tells a ruler, a prince, how to behave to keep power, and *The Courtier* tells a courtier, or one who spends a lot of time around a ruler, such as a prince, how to behave to stay in favor among royals and nobles.

4. **What is a common theme across all three examples of Renaissance literature?**

All three works address ideals of behavior.

## **Lesson 9: Chapter 6, "Morals, Modesty, and Manners"**

1. **How do *The Prince*, *The Courtier*, and *Il Galateo* respectively support a prince, courtier, and gentleman/lady in accomplishing the abilities they strive to master?**

These works of literature provide guidelines for each type of person regarding the abilities valued for each.

### **Lesson 10: Chapter 7, “Women in the Renaissance”**

1. **In what ways did Isabella d’Este’s father’s beliefs and behavior influence her life?**

Isabella’s father thought girls should be educated just like boys. When she was only six years old, she knew Latin and Greek and played the lute. He arranged her marriage to a son from a powerful ruling family.

2. **How did Isabella’s arranged marriage position her for power later in life?**

Isabella’s arranged marriage made her related to many important ruling families in Italy and led her to govern Mantua.

3. **How do Isabella’s achievements compare to the primary expectations for a woman born into a noble, wealthy family?**

Answers may vary, but may include that Isabella’s achievements as a ruler and patron are astonishing compared to the expectations for women born into wealthy families. Usually noble women during this time period were expected only to marry and have children.

4. **What does it mean that Lavinia Fontana’s family paintings “were reminiscent of Sofonisba Anguissola”?**

It means they were similar to the family paintings created by Sofonisba Anguissola.

5. **If you saw a person walking down the street during the Renaissance period, how would you know his or her degree of wealth and social class?**

You would be able to determine a person’s degree of wealth and social class by his or her fashion. Peasants often only had one or two sets of clothing, and in some places there were laws against lower classes wearing nice clothes. Sometimes laws specified who could wear what types of clothes. Wealthy people had a variety of clothes, often of fine materials, such as fur and silk, of high style, such as doublets and puffy sleeves, and complemented with accessories, such as jewelry and hats.

### **Lesson 11: Chapter 7, “Women in the Renaissance”**

1. **What were the cultural norms for women in the Renaissance?**

Answers may vary, but may include that they were expected to marry men chosen for them by their fathers, who would usually choose rich men from important families; they were expected to marry at a young age; they were expected to be loyal to their husbands; they were expected to give their husbands sons; they were not expected to receive the type of education usually given to men; they were not expected or permitted to do some of the things men were doing, such as paint or sculpt; and they were expected to wear the clothes, jewelry, and hairstyles that were status symbols of their wealth.

2. **How did Isabella d’Este challenge the cultural norms for women in the Renaissance?**

Answers may vary, but may include that she received an education similar to that usually given only to men; she governed Mantua when her husband was away, fighting in other city-states and countries; she fought off enemies who tried to invade Mantua, and formed alliances to help protect it; she continued to rule Mantua after her husband died; she was a patron of the arts; and she started a school where young girls could learn Greek, Latin, the arts, philosophy, and literature.

3. **How did Sofonisba Anguissola challenge the cultural norms for women in the Renaissance?**

Answers may vary, but may include that she became one of the earliest known female artists whose father was not an artist; she trained with prominent local artists; and she trained three of her sisters to be painters.

4. **How did Lavinia Fontana challenge the cultural norms for women in the Renaissance?**

Answers may vary, but should include that she was one of the first-known women to paint large figure paintings; she received patronage from Pope Gregory XIII; and she painted portraits of many well-known people.

## **Lesson 12: Chapter 8, “The Northern Renaissance”**

1. **How do van Eyck’s innovations add to the innovations of Italian Renaissance artists?**

Answers may vary, but should include that van Eyck discovered new ways to show light and texture, which could add new features to the lifelike paintings that were the focus of Italian Renaissance artists.

2. **Why did the leaders of the English Reformation ask Holbein to create art?**

The leaders of the English Reformation asked Holbein to create art to denounce the pope and the old Church and promote the king and the new religious movement.

3. **How did the Renaissance movement in Italy impact the artists of northern Europe?**

Answers may vary, but may include that the Renaissance movement in Italy caused a rebirth of learning, and the artists of northern Europe also experienced this revived focus on learning.

4. **In what ways did the artists in northern Europe differ from artists of the Renaissance movement in Italy?**

Answers may vary but should include that the artists in northern Europe placed less emphasis on ancient Greek and Roman and religious subject matter and paid increased attention to detail of light and texture and highlighted contemporary issues (Bruegel depicting peasant life; Holbein depicting religious division); etc.

## **Lesson 13: Chapter 9, “Popular Prose on Page and Stage”**

1. **What words or phrases in the text let you know that *The Adventures of Don Quixote* was a popular novel that transformed literature?**

It was widely read by literate members of society; it was a popular novel in later centuries; and only the Bible has been translated into more languages.

2. **In what ways does the heading on page 76 (“Bad Luck Trails a Good Man”) apply to Cervantes’s life?**

Answers may vary, but may include that he did a good job in the military, and received letters that should have helped him find a good job but ended up getting him captured by pirates; although he worked hard at writing and became famous, he never became rich; and as a tax collector, he entrusted some tax money with an innkeeper he thought he could trust, but the man ran off with the money and Cervantes ended up in jail.

3. **Who was William Shakespeare?**

He was an English playwright, poet, and actor who lived during the Renaissance; he is considered by many to be the greatest playwright of all time; and he is known as the “Bard of Avon.”

4. **Why are some things about Shakespeare’s life that are known and other things that are unknown?**

Answers may vary, but may include that, because he was not a famous person in the early part of his life, no one was keeping very detailed records of what he did; details from that early part of his life come from the town’s official records, such as those involving baptisms, marriages, and deaths. More is known about his later life because he was becoming a popular and famous playwright.

5. **How was Shakespeare’s Globe Theater different from theaters where plays are performed today?**

Answers may vary, but may include that the audiences in the Globe were often rude and noisy, and audiences today are usually expected to be quiet and respectful; audience members at the Globe commonly threw objects on the stage; and there was no curtain and very little scenery at the Globe.

6. **Which countries were Cervantes and Shakespeare from?**

Cervantes was from Spain, and Shakespeare was from England.

7. **What does the fact that Cervantes was from Spain and Shakespeare was from England tell you about the impact of the Italian Renaissance on the rest of Europe?**

The rebirth of learning reached other parts of Europe and influenced writers such as Cervantes and Shakespeare.

## **Lesson 14: Chapter 9, “Popular Prose on Page and Stage”**

1. **Think Pair Share The last quote on page 87 (“All the world’s a stage and all the men and women merely players.”) is one of the Shakespearean lines quoted most often. What might this line mean?**

Answers may vary, but should include that life is like a play, and people are like the actors, acting out different roles during their lifetimes.

## Lesson 15: Spelling

1. **What did Michelangelo do whenever he had spare time?**

Michelangelo drew, or made sketches on the walls.

2. **During the Renaissance movement, who generally earned more money—an artist or a businessman?**

a businessman

3. **Besides drawing, what else was Michelangelo good at doing?**

He was good at carving statues and copying other's carvings.

4. **When Michelangelo copied the marble statue head, what made his statue better than the original?**

He added his own touches to the statue, such as making it have an open mouth to show the teeth and tongue.

## Unit quiz key

1. d 2. a 3. d 4. b 5. c 6. d 7. b 8. b 9. c 10. c 11. b 12. b