Grade 8- Renaissance

8.2 Origins of a Western Worldview: Renaissance Europe

General Outcome

Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the Western world.

**Unit Planning Organizer**

**Subject:** Social Studies                                                                     **Grade and GLO:** 8, 8.2

**Unit/Topic**: Renaissance                                                                    **Unit Duration:** 2.5 months

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| **1. Unit Overview – Critical Inquiry Question** |
| * How has the worldview of the Renaissance helped to shape the worldview of the western world today? |
| **2. Focusing Questions for Lessons (Related questions)** |
| * What was the Renaissance? * How important was the movement in building the worldview of Europe? * How may have geography influenced the growth of trade centres and powerful city centres in Europe? * To what extent did trade help to spread the ideas of the Renaissance throughout Europe? * How did the worldview of Western Europe evolve from the Medieval Ages to the Age of Exploration? * How has the Renaissance contributed to fields like astronomy, math, science, politics, exploration, philosophy, art, and religion? * To what extent did significant individuals of the time influence the Renaissance? * How are Renaissance worldviews represented in the arts, science, philosophy, exploration, politics and religion? |
| **3. SEE-I of Key Concept for Unit** |
| **Worldview**  State: a collection of beliefs about life and the universe held by an individual or a group; the overall perspective from which one sees and interprets the world  https://lh4.googleusercontent.com/LeJlQqHm-iMgDXlIL83EnU_U2sqkiL01aaCrtnUgS_N-0SiRfyBRNipWvj1-geVqC6OEIJEP8iFKe-uIT6ftcJ9gRL6do0B5uVgTdcKgXsfS0uAuSvbY0W7HJYjNI0-54H1s9rcWElaborate: A world view can be just from one person’s perspective or a large group. It is the way they see the world and interact within it. It encompasses values, conceptions about the future, definitions of truth, and so on.  Exemplify: In Canada, the overall worldview is that of multiculturalism, acceptance, democracy, and rule of law.  Illustrate:    **Renaissance**  State: The humanistic revival of classical art, architecture, literature and learning that originated in Italy in the 14th century.  Elaborate: It was a time that sparked the increase of literacy, exploration, experimenting, and the revisiting of Greek and Roman literature. It was a time of change that helped to push Europe from the “old” world of serfdom and strict class stagnation to (early)modernisation of governments, class structures, movements, and knowledge.  Exemplify: The reformation, the Great Schism, Leonardo Da Vinci, Raphael, Michelangelo, Donatello, Shakespeare (English Renaissance).  Illustrate:  **https://lh3.googleusercontent.com/Icq5k5GW2RafyZqtDGWpYnokeTSdMHRiKHEk9CSN4hIiYuL0TlW8aELK8AC7-dfrjld0qG2osF6nCUbbzgLIi49x_ibIRBoPfnE3JD4O3yRzbBiPV4x7sbuy8CbPQIIADwFomci6** |

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| **4. Culminating Task Description** |
| **Which Renaissance man/woman/event should be on the cover of “time warp” magazine because of their influence/impact on the western worldview?**   * Have students work either in pairs or alone (whichever they’d prefer) and ask them to chose either an event or person that they feel most greatly influenced the western worldview and should therefore be on the cover. * They will find information, from what we have learned, books, and the internet, and create a case for why they should be chosen. * Their project can be displayed any way they want such as a mock-magazine spread, interview with the renaissance person asking them about their life, a short documentary, newspaper article, poster, essay, etc. * However, students will be given certain criteria they must include in their project- i.e. when they lived, what influence do they have today in the western world, a summary of their lives, examples of their works, what they brought to the Renaissance, etc. * The students will present their findings in whatever format they choose to their class. After everyone has presented, the class may vote for who they believe should be on the cover (done anonymously) from learning about what was shown. The person/event that wins may find itself on a cover made by the teacher on the door.   **This task has been inspired and adapted from:**   * [**https://www.teacherspayteachers.com/Product/Renaissance-Research-and-Role-Play-Activity-76322**](https://www.teacherspayteachers.com/Product/Renaissance-Research-and-Role-Play-Activity-763227) |

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| **5. Specific Learning Outcomes for Unit** |
| **Values and attitudes:**  8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the Western world (C, TCC)  8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)  8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC, LPP)  **Knowledge and understanding:**    8.2.4 examine, critically, the factors that shaped the worldview evolving in western Europe  during the Renaissance by exploring and reflecting upon the following questions and  issues:  • What was the Renaissance? (TCC, LPP)  • How did the Renaissance spark the growth and exchange of ideas and knowledge across  Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM,  GC)  • How did the physical geography of Renaissance Europe affect trade and competition among  European countries? (LPP, TCC)  • How did increased trade lead to the emergence of powerful city-states (i.e., Florence,  Venice, Genoa)? (TCC, CC, ER)  • In what ways did thinkers and philosophers influence society in the development of a  humanist worldview during the Renaissance? (GC, I)  • In what ways were the Age of Discovery and the rise of imperialism expressions of an  expansionist worldview? (TCC, PADM, LPP)  • In what ways did exploration and intercultural contact during the Renaissance affect the  citizenship and identity of Europeans? (C, I, GC, LPP, TCC)    **Skills and processes:**  **8.S.1 develop skills of critical thinking and creative thinking**:   * analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue * generate creative ideas and strategies in individual and group activities * access diverse viewpoints on particular topics by using appropriate technologies   **8.S.2 develop skills of historical thinking:**   * distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations * use historical and community resources to organize the sequence of historical events * analyze the historical contexts of key events of a given time period   **8.S.3 develop skills of geographic thinking:**   * interpret historical maps to broaden understanding of historical events * use thematic maps to describe cultural and political regions * construct and interpret various maps to broaden understanding of given topics * define geographic problems and issues and pose geographic questions   **8.S.4 demonstrate skills of decision making and problem solving:**   * demonstrate skills of compromise and devise strategies to reach group consensus   **8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:**   * identify and use a variety of strategies to resolve conflicts peacefully and fairly * consider the needs and perspectives of others * demonstrate leadership within groups where appropriate * access, retrieve and share information from electronic sources, such as common files   **8.S.7 apply the research process:**   * integrate and synthesize concepts to provide an informed point of view on a research question or an issue * develop a position that is supported by information gathered through research * plan and conduct a search, using a wide variety of electronic sources * integrate and synthesize concepts to provide an informed point of view on a research question or an issue * organize and synthesize researched information * formulate new questions as research progresses * include and organize references as part of research   + plan and conduct a search, using a wide variety of electronic sources   + demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic   + develop a process to manage volumes of information that can be made available through electronic sources   + evaluate the relevance of electronically accessed information to a particular topic   + make connections among related, organized data, and assemble various pieces into a unified message   + refine searches to limit sources to a manageable number   + analyze and synthesize information to create a product   + access and retrieve information through the electronic network   **8.S.8 demonstrate skills of oral, written and visual literacy :**   * communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration * use skills of informal debate to persuasively express differing viewpoints regarding an issue * elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions * offer reasoned comments related to a topic of discussion • listen to others to understand their points of view   **6. Essential Resources**   * <https://www.wga.hu/> . This art website is a useful resource for students to use for research projects comparing art from the medieval ages to the Renaissance. The work on the site is well organized and the site is easy to navigate for students to obtain primary sources. * Learn Alberta (learnalberta.ca)   + This resource gives plenty of ideas, questions, videos, activities, books, and more to help teachers develop lesson and activities that will apply to the content they are teaching and the students they are helping. It offers plenty of variety and a great stepping off place to brainstorm ideas that you are able to make your own.   + eg.<http://www.learnalberta.ca/content/ssoc8/html/renaissanceeurope_oci.html> is a page that has resources, activities, questions, and other helpful documents to guide the planning of the unit. * <https://www.youtube.com/watch?v=szwk81qQzYc> .This video would be played to introduce the unit because it utilizes a popular pop culture song that many students will recognize. This video should help with student engagement and get them excited about the Renaissance, as significant people and events are mentioned that we will be exploring throughout the unit. * Barnard, Bryn. (2005) Outbreak: plagues that changed history. New York: Crown Publishers. This book can be used during a discussion about diseases and how they helped to spark the Renaissance fascination on medicine and health. Students could analyze the story and then apply it to both Renaissance worldview and then their personal worldview. * Blackwood, Gary L. (2000) The Shakespeare stealer. New York, NY: Scholastic Inc. This book can be used to provide students with an insight on art and culture. The story is about a youth and so can be more relatable to the students than, say, an old man who paints pictures. It shows how living during that time period affected his worldview because of the environment he found himself in. * <http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/rennaissance_history.mov>   + This video is useful as either a review or introduction to the history of the renaissance- going over main themes and events that took place and would go on to help establish and evolve the western worldview and its spread across Europe.       **7. Possible Learning Activities**   * **Debate:** start off with everyone having one important person from the Renaissance, have them debate against one other and have the class vote on who they think is the most important out of the two. When their person is eliminated, they are added to another group, creating teams of two, and etc. * **Renaissance Fair**   + Close to the end of the unit- just a time to celebrate what we have done and have fun living with the content we just spent a lot of time with. * **Videos**   + <https://www.youtube.com/watch?v=szwk81qQzYc>     - The Renaissance- Parody   + <http://www.learnalberta.ca/content/aeve/movieLauncher.html?movie=smil/rennaissance_history.mov>     - “history of the Renaissance”   + <https://www.youtube.com/watch?v=Vufba_ZcoR0>     - The Renaissance: Was it a Thing? - Crash Course World History #22 * Rank selected Italian city-states in order of their influence in shaping a Renaissance worldview.   + <http://www.learnalberta.ca/content/ssoc8/html/greatcitystatesoftherenaissance_cc.html>   + Students will be given a list of important trade centres in Italy and a list of important factors to consider when comparing them- more can be seen in the link. * **Compare creative works** from the medieval period, early renaissance, and later renaissance-e.g. selected paintings/sculptures/architecture/music- to see the evolving worldviews * The Silk Road- Connections to Asia (possibly relate back to **japan?)**   + As a class we can explore the connections between the middle east (ottoman empire), Asia, and Europe had throughout this period.   + <https://www.youtube.com/watch?v=vfe-eNq-Qyg>     - The Silk Road and Ancient Trade: Crash Course World History #9 * **Story / Book analysis** <http://www.learnalberta.ca/content/sslc/pdf/literatureconnections_gr08.pdf> : Possible books for study include: Outbreak : plagues that changed history and The Shakespeare stealer. * **Timeline of significant events.** Answering the question: what lead to the renaissance? * **Quizzes** * **Exit slips** (to check student understanding of terminology, key concepts like the Silk Road, significant events and significant people like Copernicus, during the time period) * **Opinion piece written response** (could be done once at the beginning and once at the end of the unit) to the question: Is Columbus a hero or villain? Connection to next unit of study (Aztecs).   + **Compare see from the worldview of the Europeans and from that of the indigenous peoples of the Americas.** * **Reflections** (could follow a class reading of a chapter in one of the two suggested books or after a debate to have students explain their thinking after hearing multiple perspectives from two sides) * **The Knowledge Explosion:**   + In this challenge, students explore major Renaissance contributions in fields such as astronomy, mathematics, science, politics, religion, art, literature, philosophy and exploration. Students prepare a presentation or a display about the impact of the most significant developments in an assigned field on the exchange of ideas, the growth of knowledge and shifts in worldviews.   + <http://www.learnalberta.ca/content/ssoc8/html/knowledgeexplosion_cc.html>   **8. Rationale:**  The Renaissance is an important intellectual period in the western world helping to shape the worldviews, in the west, today. This period, while mostly felt by the upper classes in European society at the time, had a great impact in moving forward European thought in science, math, religion, trade and connections, art, music, and architecture. This “rediscovery” of Greek and Roman knowledge, along with all the other intellectual advances, would come to lead to the Age of Discovery in which Christopher Columbus would come to the Americas. This important event would then inspire more exploration and scientific advances, bringing to pass the establishment of the British in North America, and later, Canada. By looking at the renaissance, we can see the beginnings of the worldview seen around the western world and trace its evolution and critique these changes. Much of the worldview in Canada stems from these men and women’s discoveries and experiences. Many still look to the art, music, architecture, and more, of the Renaissance to be a period of human history with fondness and awe, often being referenced in popular culture - and most viewing can recognize their origins. It is important for students to be able to understand where the “typical” worldview in Canada and the western world came from, and to then recognize and respect the differences in worldviews when they are faced with others- such as what will come to be learned in the next unit: Worldviews in Conflict. It’s important to know that there are other views in the world, and that the one they have in their own lives is not the be all end all but can change and evolve- just as the worldview of Europe did between the Medieval Age and the end of the Renaissance. |