

European Renaissance

Unit: Early Modern Europe, 1300-1800 **Lesson:** European Renaissance

Authors: Efrain Garza, Ron Lloyd, and John Nieto from Highlands High School

Amount of Time: 50 minutes

Objectives

Content:

The students will understand to principles and impact of humanism.

The students will identify the artists and writers of the Renaissance and their contributions.

Language:

The students will identify key concepts and vocabulary words related to the Renaissance.

Metacognitive:

The students will develop a graphic organizer on the Renaissance.

Materials:

Handout: List of Renaissance artists and humanists

Handout: Graphic Organizer on the Renaissance

Vocabulary List: patron, humanism, humanities, perspective

Procedures and Activities:

- Review vocabulary words related to the Renaissance.
- Provide students with information on the artists and writers of the Renaissance.
- Have students develop a graphic organizer foldable on the Renaissance. Have each student do a hamburger fold of a sheet of paper. On the front cover each student writes the word “Renaissance” and his/her name and illustrates the front with a drawing using perspective: either draw the thumb straight up or the thumb pointing away. Inside the foldable each student will write the word “Renaissance” in a circle/oval in the middle. Have each student draw a web of four circles around the word “Renaissance”. In these four circles write the major artists, writers, principles of humanism, and principles of Renaissance art. On the backside of the foldable have students write the definition of the Renaissance and answer the question, “What was the impact of the Renaissance?”

Assessment:

Do a short review of the Renaissance. Assess students by asking them to list three Renaissance artists and two writers and the contributions of each one. Ask students to explain the significance of the Renaissance in world history.

Technology Application:

Have students use the Internet to find more information on the Renaissance.

Extension:

Have students develop a contemporary philosophy by identifying three principles of the 21st century. Then have them write an explanation comparing their principles with those of the humanists and whether they agree or disagree with the principles of the humanists.

Renaissance Art

Unit: Early Modern Europe, 1300-1899

Lesson: Renaissance Art

Authors: Ron Wiltse and Charles Canales of Edison High School

Amount of Time: 50 minutes

Objectives

Content:

The student will identify a characteristic of Renaissance art.

Language:

The student will discuss/learn the vocabulary related to one-point perspective.

Metacognitive:

The student will draw a one-point perspective diagram/picture.

Materials:

Paper and pencil

Construction paper

Overhead projector

AVER key/computer for PowerPoint presentation

Scissors

Works of Renaissance art downloaded from Internet

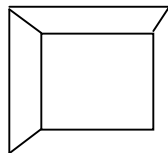
Instructions for Foldable

Procedures and Activities:

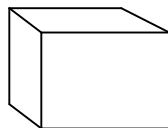
- Use the interactive student notebook format for lesson.
- Prior knowledge – ask students to draw on the left-hand side to draw a cube that is not transparent and that is 3-D. [cube does not have to be perfect]
- Focus – the portrayal of space realistically, as taken up by the Florentine Renaissance artists (e.g, Brunelleschi, Alberti, and Massaccio). Pass out a sheet of colored paper so students can do a foldable (see diagram below). Have each one fold the sheet of colored paper using a hamburger fold, leaving an inch or less strip on the right-hand side of the fold. Have students write “Florentine Renaissance Artists” long-way along this strip. Then have each student divide the front of the foldable equally into three parts and write the Florentine artists Brunelleschi ,Alberti, and Massaccio. Have them open the foldable and on the inside provide a short biographical sketch of each artist and an example of his works of art. Have students cut the fold between each of these sections.

Brunelleschi	Florentine Renaissance Artists
Alberti	
Massaccio	

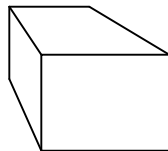
- Instruct: On the overhead the teacher draws three cubes, as follows:
-diverging



- parallel



- converging



- Ask students to compare their cube with the three cubes of the teacher. Elicit responses and discussion from students about the difference. Help them make the link between the Florentine Renaissance artists and the idea of one-point perspective.
- Explain the vocabulary words: one-point perspective, vanishing point, parallel lines, diagonal lines.

- Have students process this information on the left side of the interactive notebook. Have them draw another cube using this new Renaissance technique of one-point perspective and vanishing point.
- Show examples of art work using this Renaissance technique from the textbook, art books, or downloaded Internet resources, etc.

Assessment:

Using the knowledge learned in the lesson, draw a one-point perspective work of art. The drawing does not have to be perfect.

Technology Application:

Download works of Renaissance art from the Internet.

Extension:

Apply math to the lesson by asking, “What is the formula for finding the area of a cube?”

Collapse of the Soviet Union

Unit: Russia and the Eurasian Republics

Lesson: Collapse of the Soviet Union

Cognitive Objectives: The student will

- categorize the causes of the collapse of the Soviet Union.
- analyze the causes and effects of the collapse of communism in the Soviet Union.

Language Objective: The student will

- identify key concepts and vocabulary words related to the collapse of communism in the Soviet Union

Metacognitive Objective: The student will

- develop a cause-and-effect relationships on the political, economic, and social aspects of the collapse of the Soviet Union.

Materials:

- “No Hammer and Sickle” visual
- Handout: Causes of the Collapse of Soviet Union
- Handout: PEST graphic organizer
- Colored paper
- Scissors
- Markers

Procedure:

Allow approximately two 50-minute periods for instruction and assessment.

Day One:

1. Show the “No Hammer and Sickle” and explain what each symbol means and that the hammer and sickle was a symbol of the Soviet Union. Ask students to write a short paragraph on what the visual means. [10 minutes]
2. Review the vocabulary on the word war, making sure that students understand the difference between political, economic, and social components of a society. [5 minutes]
3. Divide students into groups of about four. Pass out the PEST graphic organizer and the Causes of the Collapse of the Soviet Union to each group. Have students discuss and place each cause under either the political, economic, and social causes for the collapse of the Soviet Union. [10 minutes]
4. Review with the whole group the groupings of the causes of the collapse of the Soviet Union under the political, economic, and social causes. Clarify any misconceptions about the causes. [5 minutes]
5. Have students do a hands-on activity creating a cause-and-effect relationship on the collapse of the Soviet Union. Pass out a sheet of colored paper to each student. Have each one fold

the sheet of colored paper using a hamburger fold, leaving an inch or so strip on the right-hand side of the fold. Have students write “Collapse of the Soviet Union” long-way along this strip. Then have each student divide the front of the foldable equally into three parts and write “political,” “economic,” and “social” aspects. Have students cut to the fold between each of these sections. Have them open the foldable and on the inside label “Causes” on the left-hand side of the fold and “Effects” on the right-hand side of the fold. Have students write in their own words on the left-hand at least two causes under each of the three categories. [15-20 minutes]

Day Two:

6. Ask each student to list from memory on a piece of paper one political, economic, and social cause of the collapse of the Soviet Union. Afterward review the causes of the collapse of the Soviet Union. [10 minutes]
7. Explain the difference between cause (“Why did the event happen?”) and effect (“What happened because of the event?”). Have students brainstorm some effects of the collapse of the Soviet Union. Write their ideas down for all students to see. Categorize their ideas into political, economic, and social effects. [10-15 minutes]
8. Have each student write at least one effect on the right hand side of the foldable under the heading “Effects” for each of the three categories. [5-10 minutes]
9. Have students discuss in small groups what impact these effects have on Russia and the Eurasian republics and the contemporary world. [5-10 minutes]
10. Review the concepts and vocabulary related to and the causes and effects of the collapse of the Soviet Union. [5 minutes]

Assessment:

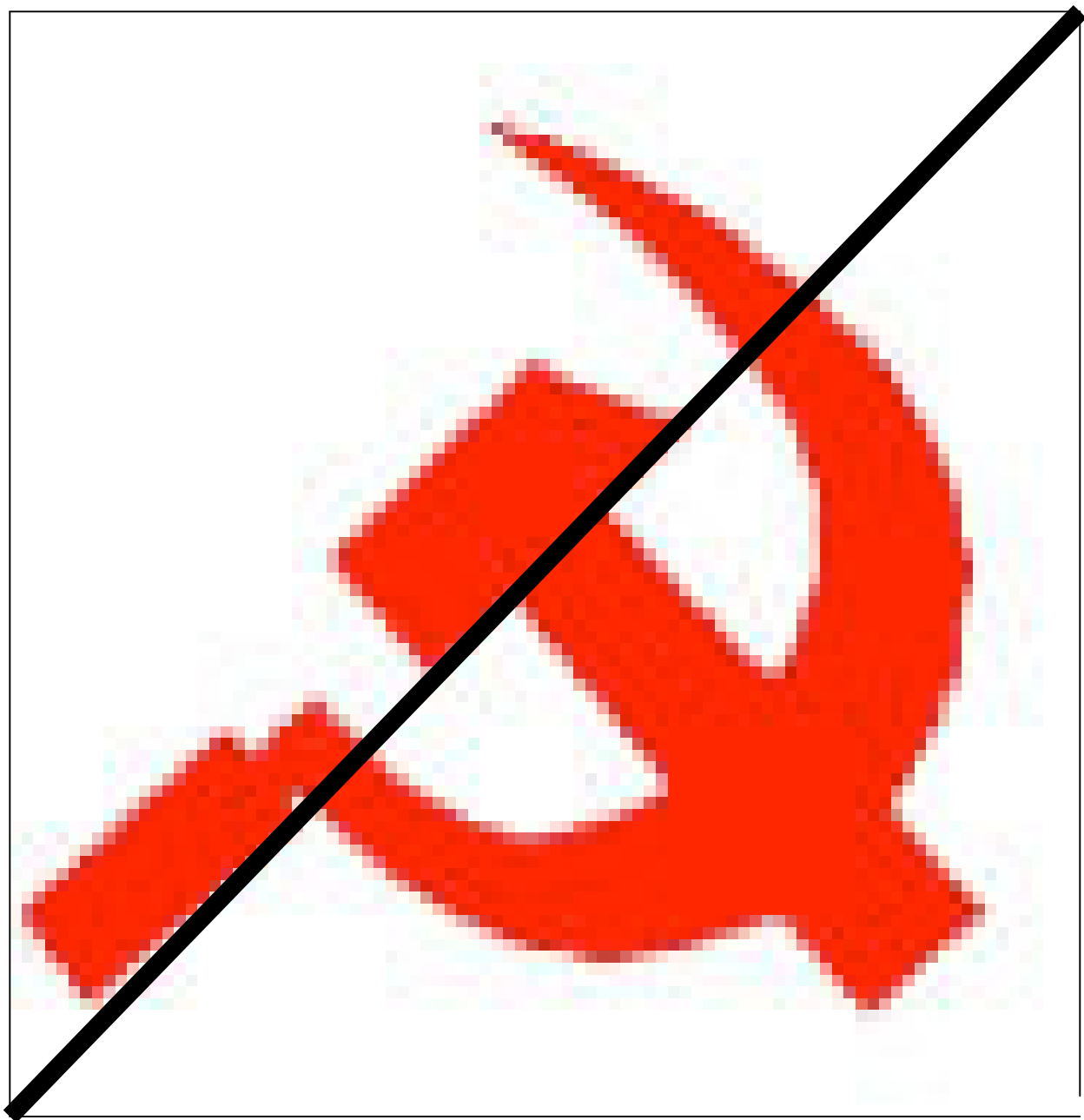
Have students complete a cause-and-effect graphic organizer of one cause and one effect for each of the three categories (political, economic, social). [10 minutes]

Technology Application:

Have students use the Internet to collect information on Russia and the 14 Eurasian republics on the standard of living in each country. Have them collect the current life expectancy at birth, infant mortality rate, gross domestic product (GDP) per capita, unemployment rate, and literacy rate. Then compare the data for the countries to find similarities and differences and make a generalization or draw a conclusion about the standard living in these countries.

Extension:

Collect current information on the life expectancy at birth, infant mortality rate, gross domestic product (GDP) per capita, unemployment rate, and literacy rate in Russia and the 14 Eurasian republics. Then compare the data for the countries to find similarities and differences and make a generalization or draw a conclusion about the standard living in these countries.



Collapse of the Soviet Union

Word Wall

Political causes

Economic causes

Social causes

Communism

Command economy

Market economy

Collapse of the Soviet Union

Causes

No formal way to transition from old to new Soviet leader

Shortage of food and consumer goods for Soviet people

Chernobyl nuclear plant accident in the Ukraine

Trying to keep up with United States in military build-up

Failure of industrial and farming cooperatives to meet quotas

Many different ethnic/religious groups in different republics

Greater openness for people to discuss problems of Soviet Union

Eastern European countries break away from Soviet control

Unemployment increases and prices for basic necessities rise

Failure of coup by hard-line Communists to take over country

Political, Economic, and Social Causes of the Collapse of the Soviet Union

Political Causes:

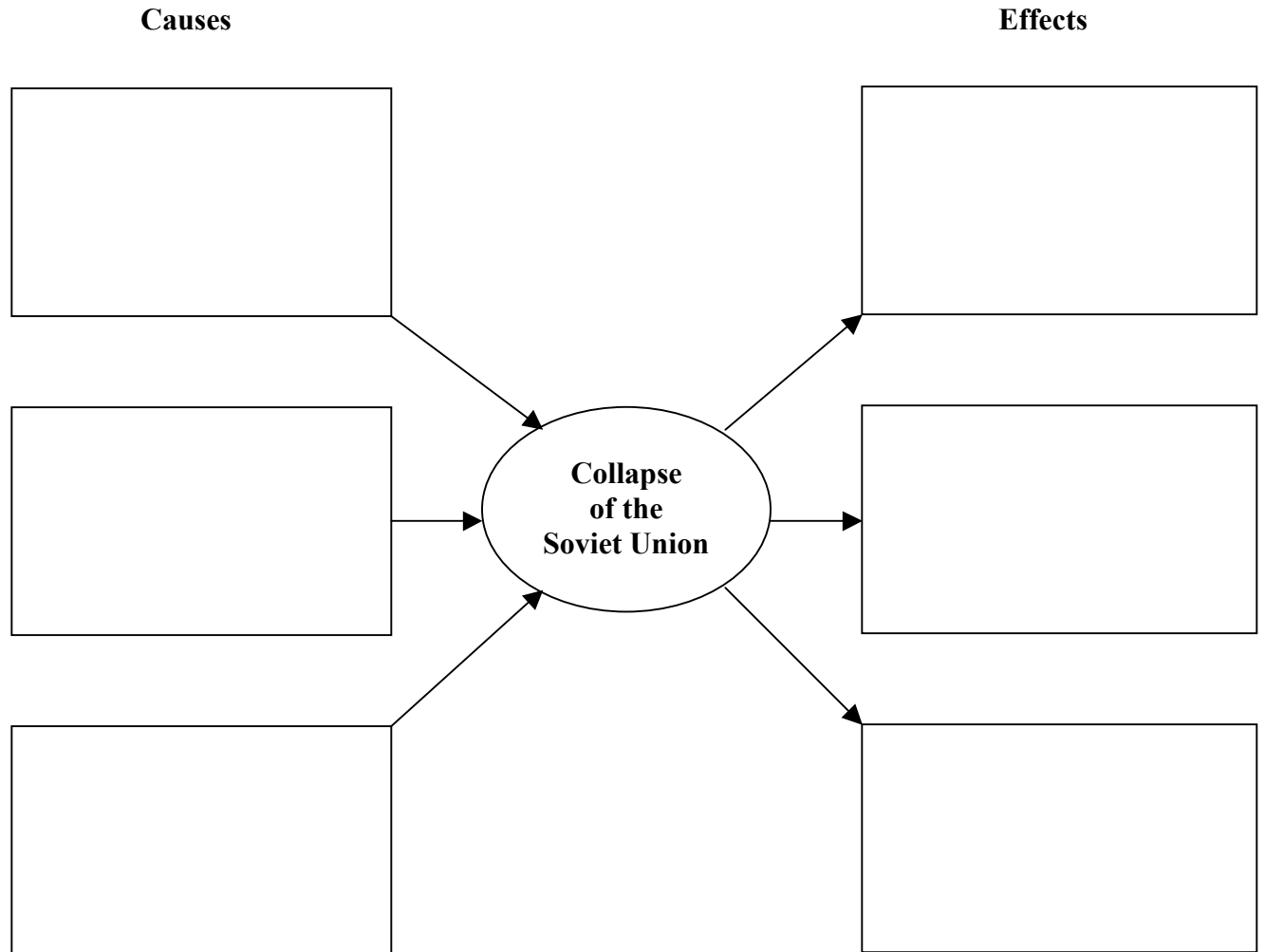
Economic Causes:

Social Causes:

Date _____ Period ____ Name _____

Collapse of the Soviet Union

List one political, one economic, and one social cause and effect of the collapse of the Soviet Union.



Collapse of Soviet Union

	Causes	Effects
P O L I T I C A L	<ul style="list-style-type: none"> • No formal way to transition from old to new Soviet leader • Trying to keep up with United States in military build-up • Failure of coup by hard-line Communists to take over country • Eastern European countries break away from Soviet control 	<ul style="list-style-type: none"> • Break-up of Soviet Union into 15 independent republics • Russia abandons military competition with United States
E C O N O M I C	<ul style="list-style-type: none"> • Shortages of food and consumer goods for Soviet people • Failure of industrial and farming cooperatives to meet quotas • Unemployment increases and prices for basic necessities rise 	<ul style="list-style-type: none"> • Movement to a more market-oriented economy • More unemployment and high prices
S O C I A L	<ul style="list-style-type: none"> • Chernobyl nuclear plant accident in the Ukraine • Many different ethnic/religious groups in different republics • Greater openness for people to discuss problems of Soviet Union 	<ul style="list-style-type: none"> • More open society with greater freedoms • Rise in the practice of the Christian and Muslim religions