

Date: _____ **Student Name:** _____

Week 11 – Introduction to the Southern Renaissance

General Information for All Grades

Throughout history, people have sought to strike a proper balance in the attention that they pay to life on earth and life everlasting. During the medieval era that we studied in Unit 1, people focused almost exclusively on the world to come. Generally speaking, their main care was to be good enough to enter Heaven. They had almost no interest in humanity’s past cultural achievements. They believed they stood at the end of time, and that their job was to wait in sober piety for the final Judgment. Their chief joys, they believed, were ahead of them, in the glories to be revealed in Heaven.

As the powerful forces of war, disease, and a changing economy worked on European society, people of the late fifteenth century began to have new interests. During what is now known as the Renaissance movement, men reacted to the other-worldliness of the Middle Ages and became interested in this world: its physical properties, its past glories, and its new ideas. With their minds newly opened to literacy, foreign cultures, and classic works of antiquity, cultural leaders tended to view themselves as men of a new era. As such, they consciously sought a sharp break with the previous age, which they viewed as ignorant, impoverished, misguided one. It was these Renaissance thinkers who coined the term “Middle Ages”. The term “Renaissance” means rebirth. As the Middle Ages died away, European culture was expanding in new and exciting ways, led by artists, writers, and travelers from the Mediterranean world. With them, the modern age is said to begun.

When we hear the words “Middle Ages,” we think of knights, castles and heraldry. When we hear the word “Renaissance” we often think of great works of art – especially paintings. These are the primary icons of this age, but architecture, astronomy, science, government, and especially a thirst for knowledge of lands beyond Europe. Generally speaking, Renaissance activities started in Italy and then spread northward. As the ideas of the Renaissance spread, they also changed, causing scholars to distinguish significant differences between the southern Renaissance (centered in central and northern Italy) and the northern Renaissance (in northern Europe). These two expressions of the re-birth of learning and interest in temporal things had a different emphasis and flavor, which rhetoric-level students will analyze in detail.

All students will study the southern Renaissance this week and the northern Renaissance in Week 15. Grammar-level learners will be introduced to the Renaissance visual arts in these two weeks only. In the intervening three week-plans, their focus will be on the details of the Age of Exploration. Dialectic and rhetoric students will study the history of the Renaissance in detail over five weeks while reviewing the highlights of the Age of Exploration as a secondary thread.

READING

ALL - ENRICHMENT or READ ALOUD

- Story of the World Vol II Chapter 35 – (First Section)**
- Streams of Civilization Vol 1: p360-368**
- Famous Men of the Renaissance and Reformation, by Robert G. Shearer, p 1-26**

LG Reading Assignments:

- Marguerite Makes a Book by Bruce Robertson

UG Reading Assignments

- Fine Print by Joann Johansen Burch

DIALECTIC & RHET Reading

- The Story of Painting, by Sister Wendy Becket
p 66-71, 130-155
- The World of Columbus and Sons, by Genevieve Foster
p 1-23
- Invitation to the Classics, by Louise Cowan and Os Guinness 103-106
- The Foxe's Book of Martyrs by John Fox Chapters 6 & 7

**Review your vocabulary words from the Unit
LG People to Study**

Leonardo da Vinci

Handwriting practice lines for the name Leonardo da Vinci, consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Michelangelo

Handwriting practice lines for the name Michelangelo, consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Brunelleschi

Handwriting practice lines for the name 'Brunelleschi', consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Lorenzo de' Medici

Handwriting practice lines for the name 'Lorenzo de' Medici', consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

UG People – Study All LG people +

Lorenzo de' Medici

Handwriting practice lines for the name 'Lorenzo de' Medici', consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Lorenzo Ghiberti

Handwriting practice lines for the name 'Lorenzo Ghiberti', consisting of a solid top line, a dashed midline, and a solid bottom line.

Multiple sets of blank handwriting practice lines, each consisting of a solid top line, a dashed midline, and a solid bottom line.

Dialectic People

Giotto

Handwriting practice lines for the name Giotto, consisting of a solid top line, a dashed midline, and a solid bottom line.

Blank handwriting practice lines for the name Giotto, consisting of a solid top line, a dashed midline, and a solid bottom line.

Petrarch

Handwriting practice lines for the name Petrarch, consisting of a solid top line, a dashed midline, and a solid bottom line.

Blank handwriting practice lines for the name Petrarch, consisting of a solid top line, a dashed midline, and a solid bottom line.

Ghiberti

Handwriting practice lines for the word "Ghiberti".

Blank handwriting practice lines.

Masaccio

Handwriting practice lines for the word "Masaccio".

Blank handwriting practice lines.

Alberti

Handwriting practice lines for the name Alberti, consisting of four sets of three horizontal lines (top, middle dashed, bottom).

Large blank handwriting practice area consisting of ten sets of three horizontal lines (top, middle dashed, bottom).

Buoninsegna

Handwriting practice lines for the name Buoninsegna, consisting of four sets of three horizontal lines (top, middle dashed, bottom).

Large blank handwriting practice area consisting of ten sets of three horizontal lines (top, middle dashed, bottom).

Dialectic People

Cosimo de' Medici

Lorenzo Valla

Masaccio

Handwriting practice lines for the word "Masaccio".

Blank handwriting practice lines.

Ghiberti

Handwriting practice lines for the word "Ghiberti".

Blank handwriting practice lines.

Rhetoric

Accountability Questions

1. What does the word 'Renaissance' mean?
2. Name four major artists of the early Renaissance and describe how each furthered the development of Renaissance art.
3. What is a fresco?
4. What is a relief sculpture? How did Donatello and Ghiberti improve the traditional execution of this art form?
5. What is a patron? What roles did patrons play in artists' lives and art subjects?
6. What is egg tempera? What kind of art works used this medium?

Thinking Questions

1. What was the Renaissance movement? In a few brief sentences, attempt to describe its essential characteristics.
2. Prepare to share three aspects of Renaissance paintings that were new or surprising to you this week.
3. One guild united apothecaries, doctors, painters, and spice merchants during the Renaissance. What connections between these vocations make their collaboration surprisingly natural?
4. What themes or subjects were most prevalent in Renaissance art? Why do you think this was the case?