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Renaissance

Fun Projects for World History

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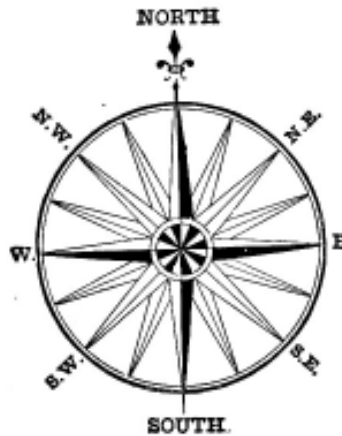
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History, Language Arts, Art-RENAISSANCE

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History, Language Arts, Art-RENAISSANCE

GENERAL OVERVIEW

This collection of nine enrichment activities was designed to complement existing curricula and expand one's understanding of those living during the Renaissance. Studies have confirmed that using our hands helps us retain information. So, if you are looking for creative and simple, yet stimulating and exciting projects to spark learning, take the next step toward a highly engaging encounter.

There is truly nothing more stimulating than combining a hands-on activity with a subject being studied. Regardless of a learner's age, learning by doing will help maintain their interest, improve retention of information, and foster a desire to learn now and in the future.

In this collection, there are a total of nine hands-on projects and writing activities. To enhance the complete learning experience using this collection, character and setting development statements as well as extensive vocabulary lists are provided. A general materials list, detailed instructions, and extensive activity suggestions are provided for the nine projects that focus on the collection theme.

As an educator with 18 plus years of teaching and product development experience, it is my personal goal to encourage young people to be creative. Each of the activities included in this collection are based on actual artifacts representative of the Renaissance era. A conscious effort was made to develop activities that are constructed from readily available materials, yet result in stunning end products. Although having a wonderful end product is desirable, an essential part of learning is the process of creating something. A young person will gain a greater appreciation for the skills required by those living during the Renaissance when they accomplish an activity.

It is my heartfelt desire that both teacher and student will find the nine activities in this book a wonderful journey of creativity. Jean Henrich

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RENAISSANCE

Scholars in Focus



History

Renaissance Scholars

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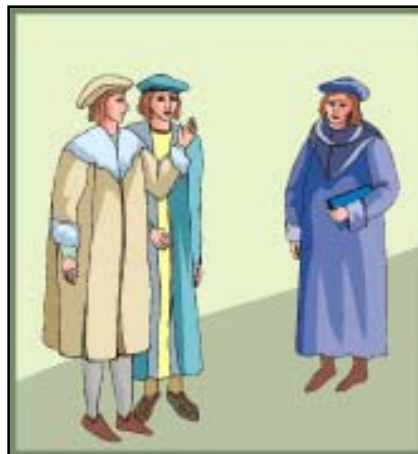
RENAISSANCE SCHOLARS IN FOCUS



Inspired by the ancient Greeks, the scholars of the Renaissance sought to enlighten themselves with a better understanding of their world. They actively sought to learn about the sciences, mathematics, astronomy, and the arts.

Many scholars during the Renaissance pursued the philosophy called "Humanism." This philosophy stated that education would improve a person's intellect, spiritual life, and physical capabilities, thus enriching their lives. Studies included history, athletics, Greek and Roman literature, and many of the arts. Instead of learning about the universe through astrology, the science of astronomy was pursued. Education became a pursuit of excellence and enjoyment. Many individuals sought enlightenment at universities.

During the Renaissance, many of the great thinkers of the period believed in Humanism. As books became easier to produce, this philosophy spread quickly throughout many countries. During the Middle Ages, the church was the primary source of ideas; the works of the ancient Greeks and Romans were considered "pagan" and had not been considered worthy of attention. The Renaissance scholars, though, sought out the writings of these ancient scholars. Even the art and architecture of the Renaissance reflected this interest.



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RENAISSANCE SCHOLARS IN FOCUS

Schooling was still limited to those of the upper class. Education was viewed as essential for future leadership. Children of aristocratic families received their education at different schools. On occasion, youngsters who exhibited talent might become the proteges of benefactors who would pay for their education. Education for girls was limited, but there were different opportunities available, though not as varied or numerous as for boys.



Boys who showed scholarship at a “Petty” school would be sent to a grammar school. Grammar schools lasted between five and ten years. Grammar school taught the young student literature and the Latin language. Students were expected to speak and write Latin. Latin was considered the universal language of the day.

The following are some basic concepts incorporated into schooling during the Renaissance.

1. Curriculum was based on speaking, reading, and writing Latin. Students received instruction in mathematics, morality, various sciences, and religion.
2. Schooling was limited to the wealthy or those from noble families. Occasionally young people of lower classes would receive the sponsorship of a benefactor.
3. Primary schools were often sponsored by the local parish church, monastery, or in some cases, the royalty. Few children attended these mostly private schools.
4. Schools were located mostly in larger cities.
5. Aristocratic families would send their sons to secondary schools where they received instruction on a variety of subjects such as classical literature. They were also trained to be leaders and received instruction in religion, morality, and different science specialties.
6. The development of the printing press greatly expanded the availability of teaching materials such as textbooks, manuals, and religious materials.

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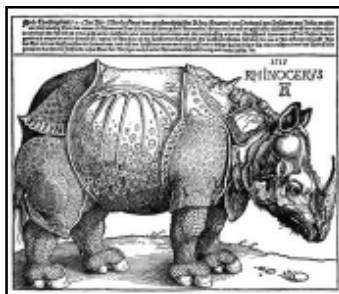
RENAISSANCE SCHOLARS IN FOCUS

Books became a treasured item. Prior to the Renaissance, few people including the rich and nobility could read or write. During the Renaissance this began to change. A new middle class emerged - the educated middle class who could now afford books. All types of books were in demand. Tales of chivalry, romances, poetry, books on travel, science books, and almanacs were published. The development of the printing press helped make books available to the general population.



Paper-making came to Europe from Spain through the Arabic culture. Linen rags and hemp were shredded into small pieces and soaked in water. The water-soaked fibers were then pounded to break down the tough fibers. More water was added to the fibers. A large wire sieve was dipped into the fiber water mixture letting the pulp rest on top of the flat sieve. The water was pressed out and the wet paper was placed onto a felt sheet to dry. A press was used to squeeze out any additional water from the paper. It was then hung out to dry and a sizing agent was added to the paper to help make a smooth surface. The paper was then bound into various manuscripts.

The exterior binding of these books was done in tooled leather with detailed gold engravings. Books were works of art and treated as a valued item.



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RENAISSANCE SCHOLARS IN FOCUS

During the Renaissance, children were taught how to conduct themselves. In 1577, Hugué Rhodes wrote the *Book of Nurture*. The book contained verses or lessons on how a young person should behave. The following are just a few:

Reverence thy father and mother as Nature requires.

Stand not too fast in thy conceit.

Rise early in the morning to be holy, healthy, and wealthy.

At dinner, press not thyself too high; sit in the place appointed thee.

Sup not loud of thy pottage. (Pottage was like a bowl of soup).

Dip not thy meat in the saltcellar, but take it with a knife.

Belch near no man's face with a corrupt fumosity.

Eat small morsels of meat; eat softly, and drink mannerly.

Corrupt not thy lips with eating, as a pig doth.

Scratch not thy head with thy fingers, nor spit you over the table.

If your teeth be putrefied, it is not right to touch meat that others eat.

Wipe thy mouth when thou shalt drink ale or wine on thy napkin only, not on the table cloth.

Blow not your nose in the napkin where ye wipe your hand.



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RENAISSANCE SCHOLARS WRITING RECIPE

DIRECTIONS: Follow the steps listed at the bottom of this page in order. Use the words provided under the different categories to help you write your paragraph. If you would like, add your own words to the categories. If appropriate, you may use more than one word from each column. Additional character development statements and details for characterization can be found on pages 125 - 131.

INTERESTS

Art
Science
Medicine
Music
Astronomy
Literature
Religion

VOICE

Rough
Clear
Soft
Exhausted
Happy

POLITICAL LEANINGS

Believes in peace
Considers force
the best option
Opposes the
royalty

EYES

Almond shaped
Shifty looking
Knowledgeable
Flashing
Full of wonder

FACIAL TEXTURE

Rough
Oily
Scarred
Wrinkled
Work-worn
Delicate

EARS

Hidden beneath
hair
Large
Misshapen
Missing one

CLOTHES

Hunting boots
Pointed shoes
Tunic
Undergown
Ruff
Short jacket
Trunks
Veil

HAIR

Auburn
Balding
Black
Braided
Strawberry
blond
Chestnut

EDUCATION

Trained under a
famous teacher
Studied in a church
run school
Traveled throughout
Europe

PERSONAL ITEMS

Headdress
Iron buttons
Mazer
Metal frame
Knife
Mirror
Olive picking basket

STEPS

1. Indent and write one sentence introducing your character by name and occupation. (Use your words for this step.)
2. Write several sentences describing his/her eyes, voice, ears, and hair.
3. Write one or more sentences describing your character's political leanings.
4. Write one or more sentences describing his/her interests.
5. Write one or more sentences describing his/her facial texture.
6. Write one or more sentences describing his/her clothing.
7. Write several sentences detailing his/her personal items.
8. Write one or more sentences listing his/her favorite food and drink. (Use your words for this step.)
9. Write one or more sentences detailing his/her fondest hopes and dreams. (Use your words for this step.)