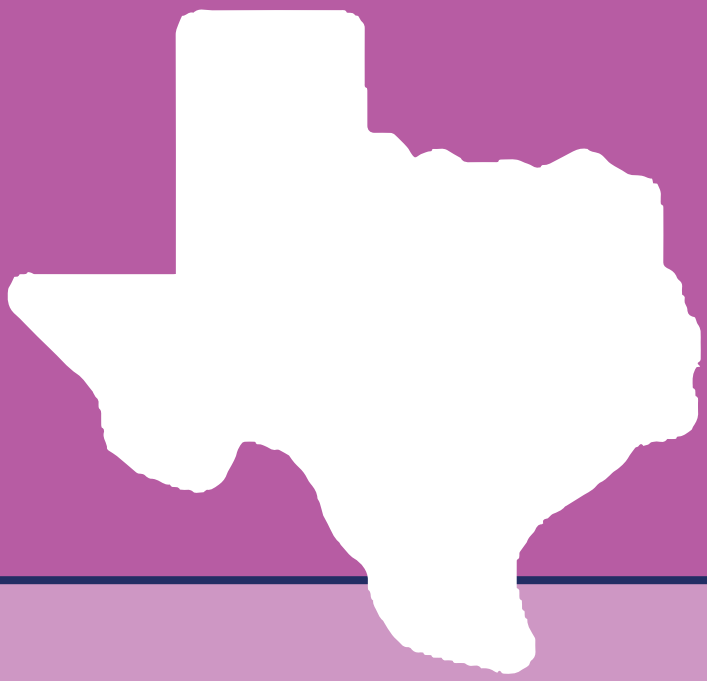
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE RENAISSANCE: ART AND CULTURE



GRADE 5 UNIT 2 | ACTIVITY BOOK

EDITION 1

Grade 5 | Unit 2

The Renaissance:
Art and Culture

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Unit 2
The Renaissance:
Art and Culture
Activity Book

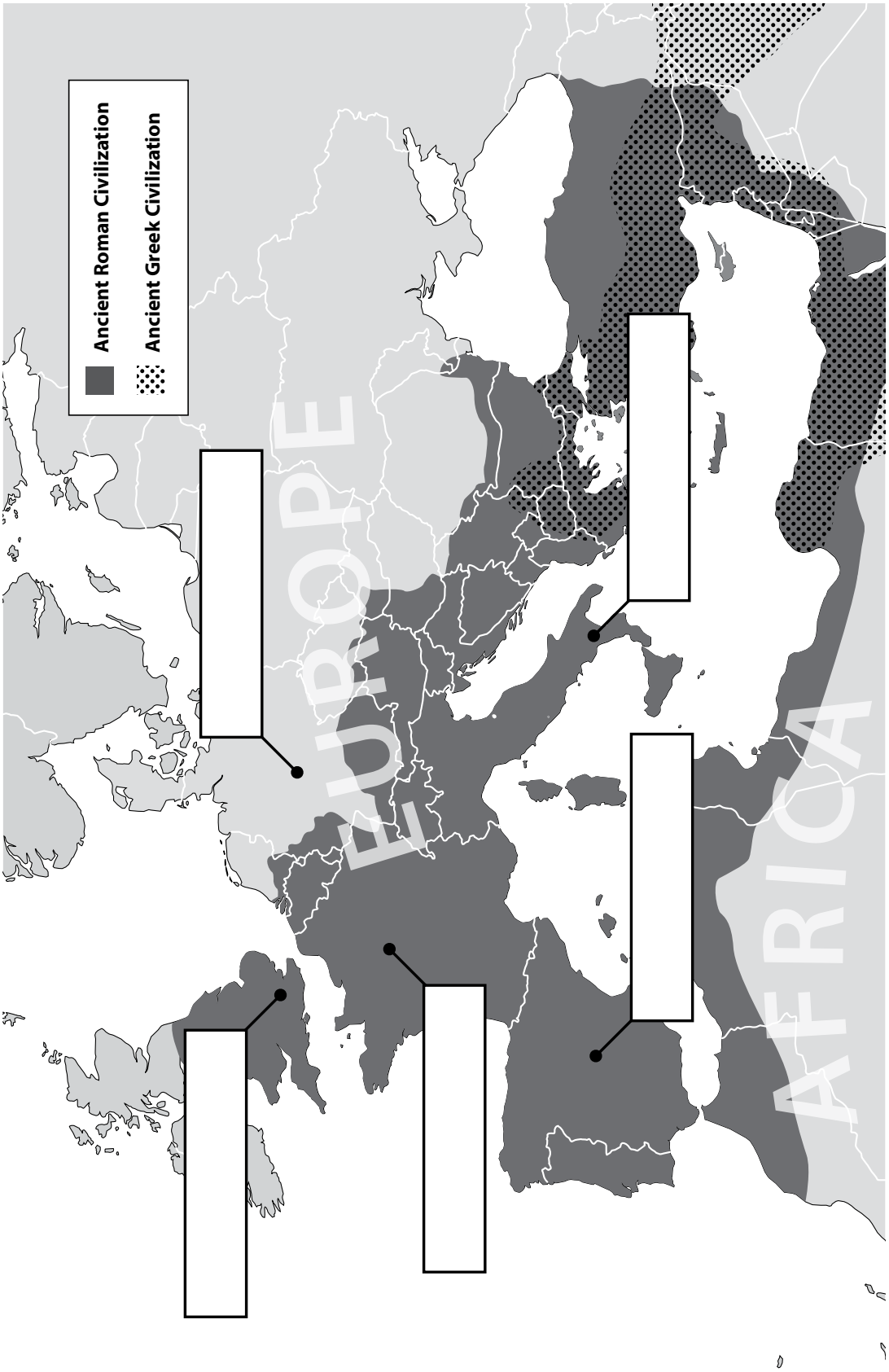
This Activity Book contains activity pages that accompany the lessons from the Unit 2 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 ACTIVITY PAGE

Map of Western Europe



NAME: _____

DATE: _____

Excerpt from "Merchants, Markets, and Mud: Towns in the Middle Ages"

Chapter 4

Merchants, Markets, and Mud:

Towns in the Middle Ages

THE BIG QUESTION
How did the growth of trade during the Middle Ages affect the way people lived?

It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day, and people have set up their stalls in the town square.

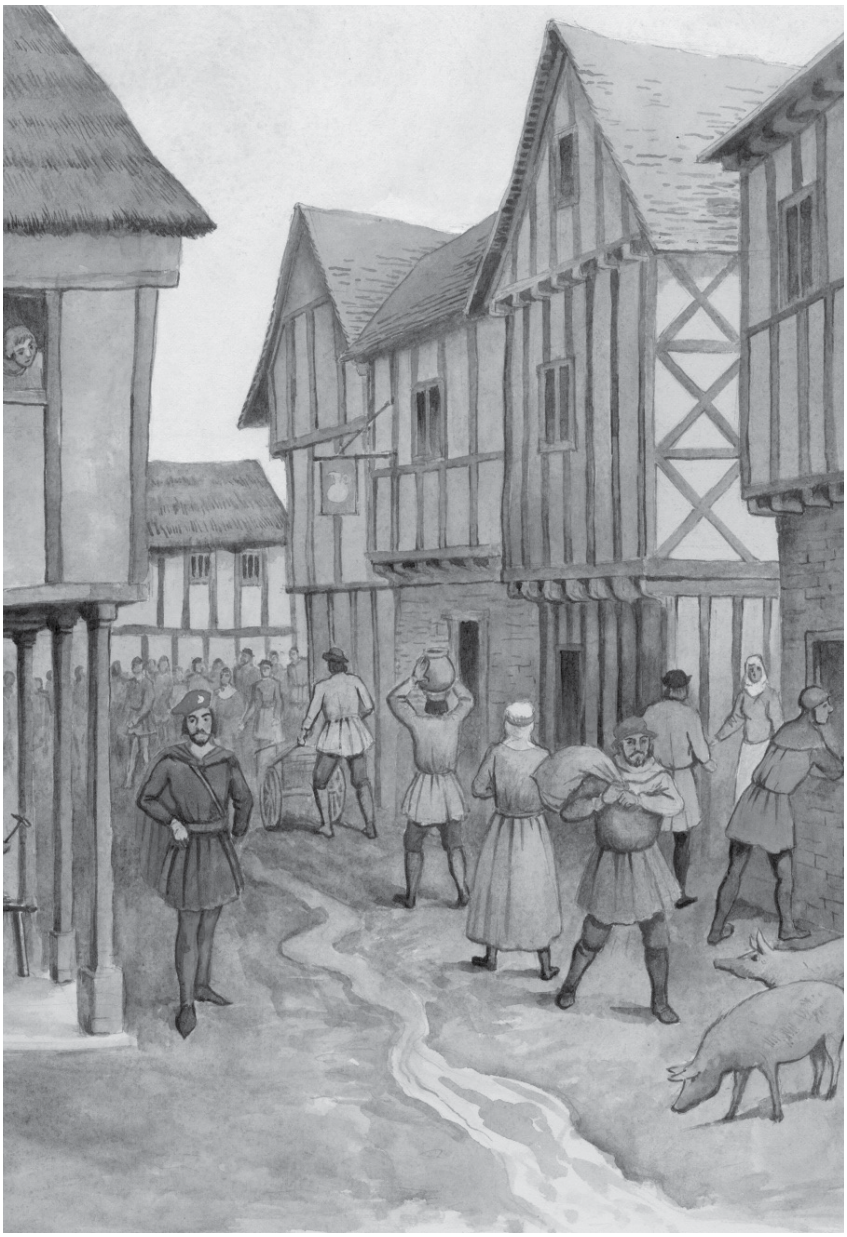
As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.



Metalworker's stall in medieval market

You have just caught a glimpse of a town in Europe during the late Middle Ages.

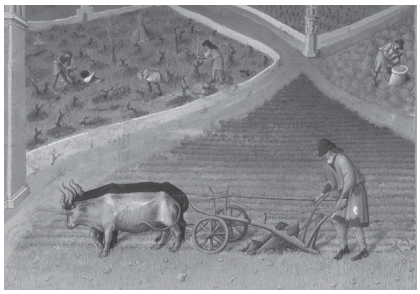
28



Streets in medieval towns were often crowded and muddy.

29

In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 AD, **fueled** by trade, towns began to grow. New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns.



Peasants farming in the countryside

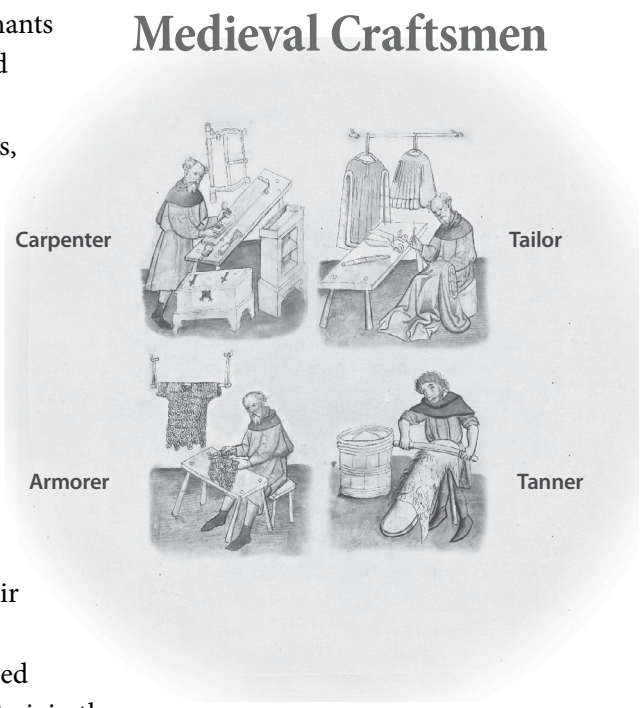
With this growth in trade, an increased number of people became involved in commerce, or business. As a result, a class of people, called the middle class, grew in importance. **Merchants** and craftsmen were part of the middle class. Towns grew as the middle class created successful businesses, and therefore jobs. Some merchants became rich and influential members of town communities.



Merchants and artisans sold goods in town markets.

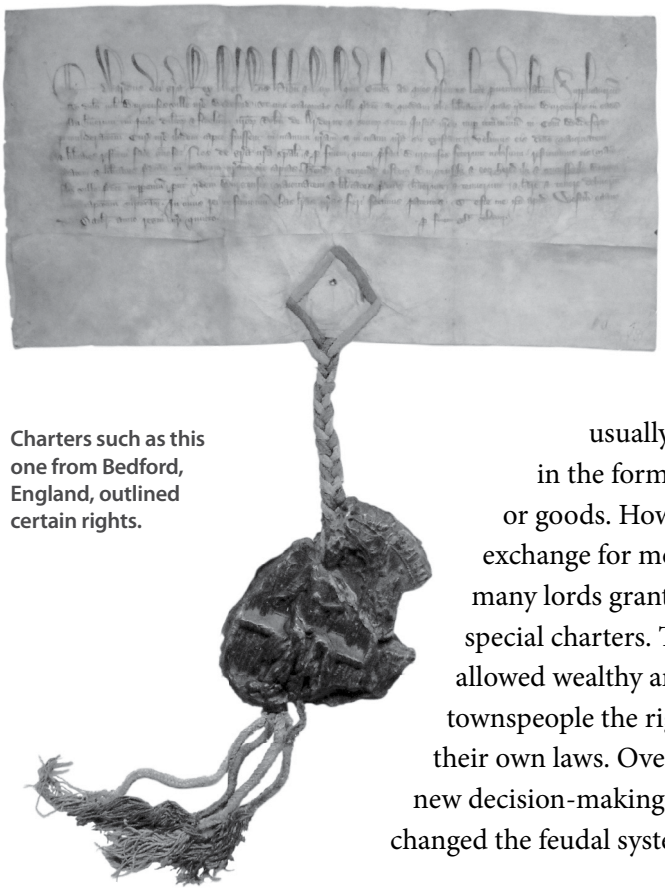
To protect their businesses, merchants established guilds in towns throughout Europe. Guilds were organizations made up of merchants. Guilds controlled wages as well as the price and quality of the goods the merchants sold.

Not only did merchants **thrive**, so too did skilled craftsmen, such as carpenters, papermakers, glassmakers, and blacksmiths. Skilled craftsmen were also important members of town communities. They made and sold their goods in the towns in which they lived and worked. Just like merchants, skilled craftsmen protected their businesses by forming guilds. Only highly skilled craftsmen were invited to join these guilds. Many years of training went into becoming a skilled craftsman.



There was a certain pattern to daily life in towns in the Middle Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. Pickpockets and purse snatchers were afoot, too. Shops opened as early as 6:00 a.m. Most towns held markets two or three times a week. Local farmers sold produce and animals.


Town scene in medieval manuscript



Charters such as this one from Bedford, England, outlined certain rights.

Towns were not outside the control of the local lord. Merchants and craftsmen usually paid lords in the form of money or goods. However, in exchange for money or goods, many lords granted towns special charters. The charters allowed wealthy and influential townspeople the right to make their own laws. Over time, this new decision-making process changed the feudal system.

With a growing economy, a banking system began to develop. The increasingly wealthy churches in towns created schools called universities. Places such as Oxford and Cambridge in England and Paris in France, became important centers of learning.



Construction on the chapel at Oxford University's Merton College began in the 1200s.

32

It was not long before many European towns and cities became terribly overcrowded. People lived in small houses crowded together. The towns and cities were also disease-ridden. Rats scurrying about helped spread disease. Unless you lived in a castle, you did not have a toilet inside your home. Instead, people used chamber pots and threw the contents into the streets!



Rats spread disease in towns.

Local water supplies, polluted with the waste that was discarded daily, carried disease. Sickness and disease were common. The Black Death spread easily in such conditions.

As they did in the countryside, people in towns cooked on small fires inside their homes. Fires frequently broke out and were difficult to control. Townspeople were required to keep buckets of water outside their homes—just in case.



Fires spread quickly in medieval towns.

Many Middle Age towns were walled. People entering or leaving did so through gates. Often a toll, or fee, was charged to enter a town. A toll collector stood at the gate to collect the fee. The tolls were either paid in money or in goods. Gates were designed to keep criminals out, or if necessary, to lock criminals in so that they could be caught. There was no organized police force, but instead there were watchmen. Any member of the public could be asked to help catch an escaping criminal. The town gates were locked at night when the **curfew** bell sounded.

NAME: _____

DATE: _____

Vocabulary for "An Italian Rebirth"

1. **expression**, ***n.*** the act of telling or showing thoughts or feelings; communication (**2**)

2. **cultural**, ***adj.*** **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 (**2**)

3. **revolutionary**, ***adj.*** causing or relating to a great change (**2**)

4. **inspire**, ***v.*** to influence or provide an idea about what to do or create (**inspired**) (**2**)

5. **philosophy**, ***n.*** the study of knowledge and truth (**philosophers**) (**2**)

6. **economy**, ***n.*** the system by which goods and services are made, bought, and sold (**4**)

7. **values**, ***n.*** strongly held beliefs about what is important (**6**)

8. **intellect**, ***n.*** intelligence; the ability to think in a logical way (***adj.*** **intellectual**) (**7**)

9. **patron**, ***n.*** a person who gives money and support to an artist in exchange for works of art (**patrons**) (**9**)

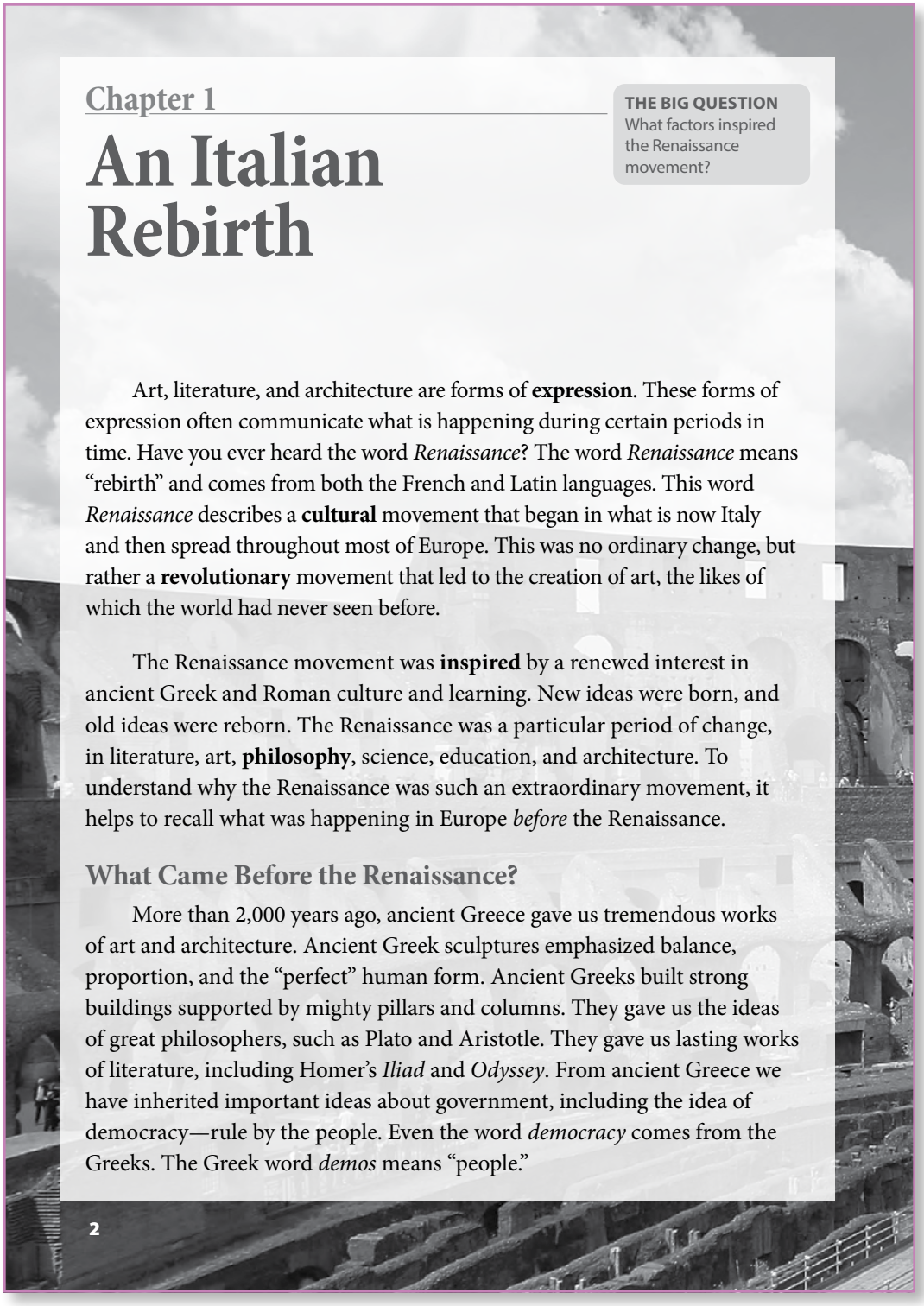
Word from the Chapter	Pronunciation	Page Number
Renaissance	/ren*ə*zonts/	2
Iliad	/il*ee*ad/	2
Aeneid	/ə*nee*id/	4
Petrarch	/pet*rark/	6

NAME: _____

DATE: _____

An Italian Rebirth

Read the chapter and complete the activity that follows.



Chapter 1

An Italian Rebirth

THE BIG QUESTION
What factors inspired the Renaissance movement?

Art, literature, and architecture are forms of **expression**. These forms of expression often communicate what is happening during certain periods in time. Have you ever heard the word *Renaissance*? The word *Renaissance* means "rebirth" and comes from both the French and Latin languages. This word *Renaissance* describes a **cultural** movement that began in what is now Italy and then spread throughout most of Europe. This was no ordinary change, but rather a **revolutionary** movement that led to the creation of art, the likes of which the world had never seen before.

The Renaissance movement was **inspired** by a renewed interest in ancient Greek and Roman culture and learning. New ideas were born, and old ideas were reborn. The Renaissance was a particular period of change, in literature, art, **philosophy**, science, education, and architecture. To understand why the Renaissance was such an extraordinary movement, it helps to recall what was happening in Europe *before* the Renaissance.

What Came Before the Renaissance?

More than 2,000 years ago, ancient Greece gave us tremendous works of art and architecture. Ancient Greek sculptures emphasized balance, proportion, and the "perfect" human form. Ancient Greeks built strong buildings supported by mighty pillars and columns. They gave us the ideas of great philosophers, such as Plato and Aristotle. They gave us lasting works of literature, including Homer's *Iliad* and *Odyssey*. From ancient Greece we have inherited important ideas about government, including the idea of democracy—rule by the people. Even the word *democracy* comes from the Greeks. The Greek word *demos* means "people."

2

Later, the ancient Romans built upon the ideas and achievements of the Greeks. Like the Greeks, Romans prized sculpture with mythological themes. The Romans also built great structures, such as the Colosseum, and perfected the use of the arch and dome. They left us powerful literature such as the *Aeneid* by Virgil. The mighty Roman armies conquered lands and established a vast empire.

Eventually, different warring tribes invaded the Roman Empire, weakening Rome's power. These warring tribes sought land. The resulting instability greatly diminished the influence of ancient Rome. Slowly but surely, new cultural groups, no longer bound by ties to Rome, began to define themselves. The great Roman Empire declined and was eventually divided in half.

Moving On

Across western Europe, during the time that is considered to be the start of the Middle Ages, kingdoms and nations began to take shape. Trade, **economy**, laws, and systems of government were established. Cities and towns grew. Architectural styles and designs, among other forms of expression, became unique to the people of a particular land.

While the cultural achievements of the Greeks and Romans were admired, new, home-grown ideas began to thrive. Knowledge of the writings of the ancient Greeks and Romans was left in the hands of the few educated elite and in religious houses called monasteries. Some men and women devoted their lives to the Church. Men called monks lived in monasteries. Women called nuns lived in convents. The monks made beautiful copies of writings from ancient Greece and Rome. If you wanted to make another copy of a book, you had to do it by hand. There were no printing presses and, of course, no copy machines or scanners. And so, quietly, and in some ways secretly, the monks helped keep classical learning alive.

Passing the Torch

Monarchs and the Christian Church established laws and a sense of order. The Church was a powerful influence throughout western Europe during the Middle Ages. With its rituals and teachings, the Church was a very important part of the daily lives of medieval people. Everyone from rich



Chartres Cathedral, France

noblemen to poor peasants gave money, materials, and sometimes their labor to help build the magnificent churches of the Middle Ages.

During the Middle Ages, impressive castles were constructed across the European landscape. Kings battled each other for land, and nations were born. People thought a lot about the path to heaven. Art was created to honor God, or to communicate stories from the Bible, which was important because few people were able to read during this time. To express religious devotion, medieval artists created stylized religious figures and moved away from the natural human form common in ancient Greek and Roman art.

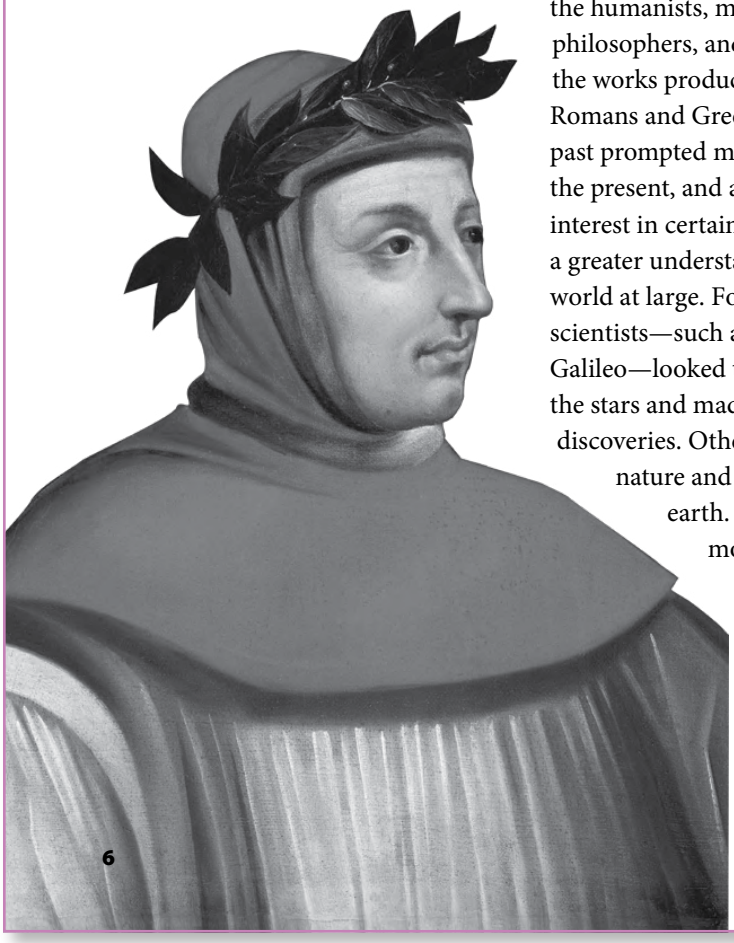
But, as you know, history does not stand still. Things change, and new ideas emerge. So along came the Renaissance movement. Yet how, and why, the Renaissance movement emerged is the question.

5

Petrarch and Humanism

During the 1300s, there was a great Italian poet named Petrarch. He admired the classical **values** and teachings of ancient Greece and Rome. He filled his library with as many ancient books as he could find and invited others to read and study these books, as well.

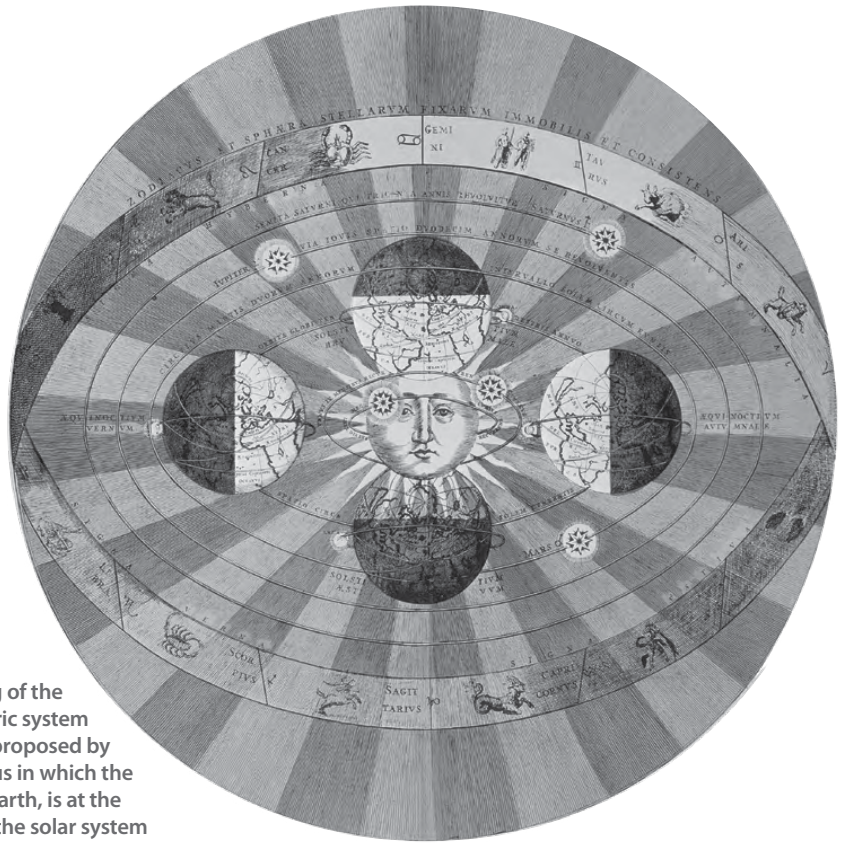
Over the years, more and more people had the opportunity to learn about the literature, art, and government of ancient Greece and Rome. These people who admired ancient Greece and Rome were called humanists. Their intellectual and cultural interest in the art, literature, and government of ancient Greece and Rome was known as humanism.



Petrarch

Under the influence of the humanists, many artists, philosophers, and scientists studied the works produced by the ancient Romans and Greeks. A study of the past prompted many to examine the present, and an increased interest in certain subjects led to a greater understanding of the world at large. For example, some scientists—such as Copernicus and Galileo—looked to the heavens and the stars and made astonishing discoveries. Others looked to nature and the physical earth. The Renaissance movement was born.

6



A drawing of the heliocentric system that was proposed by Copernicus in which the sun, not Earth, is at the center of the solar system

In particular, breathtakingly beautiful art was produced. Renaissance artists developed techniques that allowed them to paint the human form in a much more realistic way. Humanists promoted the power and unique talents of the individual, both in terms of **intellect** and ability, but also in terms of the human form itself. An Italian architect, Leon Battista Alberti, summed up what you might call a Renaissance motto: "Men can do anything with themselves, if they will." William Shakespeare, the English playwright wrote, "What a piece of work is a man!" The great minds of the Renaissance expanded the themes of their work beyond the Biblical to include those of history, science, and literature. As a result, the people of the Renaissance made their mark upon the earth.

7

The Middle Class

Typically, most people lived and died in the towns and rural areas where they were born. As had been the case for centuries, people belonged to groups, or classes, and social mobility was limited.



Hans Holbein the Younger's *Portrait of the Merchant Georg Gisze*, 1532 AD

However, during the late Middle Ages into the Renaissance period, as the Italians became wealthier and cities grew, there were more and more merchants and craftsmen. There were so many, in fact, that there was an expansion of the middle class, the class between those who worked the land and the nobility. As a result, the wealthy middle class grew in power and status. Bankers and merchants proved you didn't have to be born a nobleman to be rich and powerful: You could work hard and make money and rise in society. With money came political influence.

The rise of the middle class was not restricted to Italy. The financial and political rise of this social group was evident throughout Europe. Without a doubt, the middle class assumed even greater influence during the Renaissance.

Patrons: Dollars for Scholars

So what do merchants and money have to do with the Renaissance? These wealthy merchants could read and write, although most people could not. As a result, some merchants and businessmen became interested in literature and art. Of course, most of them were so busy running their businesses that they didn't have time to write books or paint, but they had

enough money to help others write, study, and create works of art.

Some of the merchants became **patrons** of the writers and artists. For example, a rich banker might ask an artist to paint portraits of his wife and children. The banker would pay for the portraits, and, in addition, he might provide the artist with food, clothing, and a house while he worked. With the support of such rich patrons, many artists were able to explore their ideas and develop their skills. Artists with patrons no longer had to worry about how they were going to eat or where they were going to sleep. Later, you will read more about the Medici family, one of the most influential banking families and art patrons of all time.



Giorgio Vasari's *Portrait of Lorenzo de' Medici*, 1533–1544 AD

What did the patrons get out of all this? What was their reward for paying artists to create paintings, statues, books, and buildings? The patrons became famous. The works of art they commissioned signaled their power, prestige, and importance. They were admired and celebrated for the works they paid to have created. The artists and writers also made their mark in history. Shakespeare, perhaps the greatest writer of all, had royal and noble patrons. Yet it is his name that we remember today.

The world was indeed changing. Exquisite works of art were created by people so extraordinary that it would be wonderful to have a time machine to take us back in history to meet them. But, as we do not, we will just have to turn the pages of this book to learn about them instead!

The Middle Ages

The Middle Ages had its fair share of troubling times, but it was also a time of great achievement in art and learning. Let's examine some key achievements.

Western Europe

Universities were founded in cities such as Bologna, Oxford, Paris, and Cambridge. Hundreds of castles, such as Alcázar de Segovia in Spain and Dover Castle in England, were constructed in Western Europe. The building of great cathedrals, which took hundreds of years to complete, was also undertaken during this age.



Alcázar de Segovia, Spain

Byzantine Civilization

When invading tribes destroyed and took over much of the Western Roman Empire, the Eastern Roman Empire, or Byzantine civilization, remained strong. The great city of Constantinople was the center of Byzantine civilization. Constantinople's central location made the city an important link between Europe and Asia. From about 300 to 1453 AD, Byzantine civilization was one of the most advanced in the world.



Hagia Sophia in Turkey was once a cathedral. It became a mosque when Constantinople, now Istanbul, was conquered by the Ottómen Turks.

Islamic Civilization

During the Middle Ages, many Muslim scholars made significant progress in math, science, and astronomy. Some scholars translated works by ancient Greek philosophers and scientists into Arabic, which helped preserve classical writings. A great thinker and writer named Ibn Sina wrote influential works of philosophy, poetry, and astronomy. He also made important medical discoveries about how to treat diseases.

A large part of Spain was conquered and settled by Muslims. Learning thrived in many Islamic cities, with cities such as Palencia, Valladolid, Salamanca, and Alcalá having libraries, schools, and universities. In the 900s, scholars from Africa, Asia, and Europe traveled to Córdoba to be part of a city rich in learning and the arts.

Beginning in the late 1000s, Christian forces started to drive the Muslims out of Spain. By the time of the reign of Ferdinand and Isabella—the king and queen who helped finance Columbus's voyage in 1492 AD — the Muslims had been driven out. They left behind writings about science and philosophy that would contribute to the reawakening of learning in Italy during the Renaissance.



The Alhambra in Spain is a magnificent castle and fortress built by the Muslims.

Write the correct vocabulary word to complete each sentence.

values	philosophy	revolutionary
cultural	intellect	patron

1. My grandmother is a(n) _____ of the library. She donates money to keep the library going.

2. The invention of the internet was a(n) _____ development in the way people were able to communicate with each other.

3. Some of the _____ my teacher thinks are important are: be kind to others, do your best, and be respectful.

4. Thomas Edison was a famous inventor praised for his _____ and creativity.

5. The dance classes at our school are inspired by the _____ traditions of students' families.

6. My sister is studying _____ at the state university. When she came home for winter break, she talked nonstop about great thinkers and their great ideas.

NAME: _____

DATE: _____

Glossary for *Patrons, Artists, and Scholars*

A

accurately, ***adv.*** correctly; doing something without mistakes or errors

alliance, ***n.*** a formal agreement to work together (**alliances**)

anxious, ***adj.*** nervous; worried

apprentice, ***v.*** to learn a skill or trade by working with a skilled craftsman for a period of time (**apprenticed**; ***n.*** **apprentice**)

B

betrayal, ***n.*** the act of being disloyal to and dishonest with someone who trusts you

brute, ***n.*** someone who is mean, tough, and/or a bully

C

commission, ***v.*** to hire an artist to produce a work of art (**commissioned**)

composer, ***n.*** someone who writes music (**composers**)

composition, ***n.*** a song or piece of music that has been written (**compositions**)

contemporary, ***adj.*** modern; current

controversial, ***adj***. related to or causing much discussion, disagreement, or argument

corrupt, ***adj.*** dishonest

covenant, ***n.*** a promise that cannot be broken

cultural, ***adj.*** **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, ***n.*** a tradition practiced by a culture or group of people (**customs**)

D

denounce, ***v.*** to publicly state that something or someone is bad or wrong

disciples, *n.* people who follow and believe in a teacher

doctrine, ***n.*** a set of ideas or beliefs that are taught or believed to be true

dome, ***n.*** a large, rounded roof or ceiling

E

economy, ***n.*** the system by which goods and services are made, bought, and sold

embodiment, ***n.*** someone or something that is a representation or example of an idea, concept, etc.

epitaph, ***n.*** something written or said in memory of a person who has died

expression, ***n.*** the act of telling or showing thoughts or feelings; communication

F

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

foreground, ***n.*** the part of a picture that appears closest to the viewer

fortunately, ***adv.*** luckily; by good fortune

fresco, ***n.*** 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

G

genius, ***n.*** remarkable talent and creativity

guild, ***n.*** an organized group of people who make or sell specific goods and services

I

indulge, ***v.*** to treat oneself or take much more than needed

inspire, ***v.*** to influence or provide an idea about what to do or create (**inspired**)

insult, ***n.*** a rude or offensive act or statement (***v.*** **insulted**)

intellect, ***n.*** intelligence; the ability to think in a logical way (***adj.*** **intellectual**)

K

keen, ***adj.*** strong and observant

L

linger, ***v.*** to wait around or stay longer

literate, ***adj.*** able to read and write fluently

lottery, ***n.*** a system used to decide who will get something based on choosing names or numbers by chance

M

Madonna, ***n.*** another way to identify Mary, the mother of Jesus

melody, ***n.*** main theme or tune in a song

modest, ***adj.*** shy and quiet; does not brag about oneself

morals, ***n.*** ideas and beliefs about what is right and wrong

N

norms, ***n.*** customs; standards of acceptable behavior

O

obstacle, ***n.*** a challenge; something that blocks the way or makes it more difficult to do something else (**obstacles**)

P

patron, ***n.*** a person who gives money and support to an artist in exchange for works of art (**patrons**)

perspective, ***n.*** in the context of art, this is a technique used to show three-dimensional positioning in a painting or drawing

pessimistic, ***adj.*** having a negative or gloomy attitude; expecting that the worst will always happen

philosophy, ***n.*** the study of knowledge and truth (**philosophers**)

plunge, ***v.*** to fall or jump suddenly from a high place (**plunged**)

portrait, ***n.*** a painting, drawing, or photograph of a person that usually only includes the person's head and shoulders

portray, ***v.*** to show someone or something in a painting, book, etc.

prominent, ***adj.*** important; well-known; easily seen

promote, ***v.*** to publicize and support (**promoted**)

R

ransom, ***n.*** money that is paid to free someone who was captured

reclining, ***v.*** leaning back or lying down

refinement, ***n.*** a small change that improves something (**refinements**)

reluctantly, ***adv.*** unwillingly or unenthusiastically

reminiscent, ***adj.*** similar to something else

renowned, ***adj.*** famous; known and admired by many people

reputation, ***n.*** the opinion or perception that other people have about someone or something

restore, ***v.*** to return something to an earlier or original condition by cleaning or repairing it (**restoring**)

revolutionary, ***adj.*** causing or relating to a great change

rivalry, ***n.*** competition; a situation in which people or groups are competing with each other

S

sacred, ***adj.*** holy; deserving of special respect

scaffold, ***n.*** a temporary platform on which a person stands or sits while working high above the ground

scholar, ***n.*** **1.** a student; **2.** a person who has studied a subject for a long time and knows a lot about it

scribe, ***n.*** long ago, a person who copied manuscripts and books (**scribes**)

secular, ***adj.*** not connected to religion

sheet music, ***n.*** music printed on individual pieces of paper rather than in a book

shrewd, ***adj.*** clever; able to understand things and make good judgments

soothing, ***adj.*** calming; comforting; relaxing

Son of Man, ***n.*** in the context of the Bible, this is a phrase meant to describe Jesus, who Christians believe is the Son of God

spirit, *n.* qualities that make up the definitive part of a particular period

stance, ***n.*** a way of standing

status symbol, ***n.*** something someone owns that shows he or she is wealthy or important

superior, ***adj.*** of the highest quality

T

thatched, ***adj.*** made from straw

theme, ***n.*** the main subject being discussed in a piece of writing or depicted in a piece of art (**themes**)

translate, ***v.*** to change words from one language into another language

U

uncharted, ***adj.*** unknown; not previously explored or experienced

V

values, ***n.*** strongly held beliefs about what is important

virtue, ***n.*** morally good behavior or character

visionary, ***adj.*** having a powerful or far-reaching imagination

vulgar, ***adj.*** impolite; crude; inappropriate

W

witnessing, ***v.*** in the context of Christianity, demonstrating faith through everything a person says and does

witty, ***adj.*** clever; funny

woe, ***n.*** extreme sorrow

NAME: _____

DATE: _____

2.1 ACTIVITY PAGE

Vocabulary for "The Early Renaissance"

1. **rivalry, n.** competition; a situation in which people or groups are competing with each other **(12)**

2. **dome, n.** a large, rounded roof or ceiling **(14)**

3. **guild, n.** an organized group of people who make or sell specific goods and services **(14)**

4. **lottery, n.** a system used to decide who will get something based on choosing names or numbers by chance **(15)**

5. **stance, n.** a way of standing **(15)**

6. **embodiment, n.** someone or something that is a representation or example of an idea, concept, etc. **(15)**

7. **apprentice, v.** to learn a skill or trade by working with a skilled craftsman for a period of time (apprentice; n. apprentice) **(16)**

8. **theme, n.** the main subject being discussed in a piece of writing or depicted in a piece of art (themes) **(17)**

Word from the Chapter	Pronunciation	Page Number
Brunelleschi	/broo*nel*es*kee/	12
Ghiberti	/gib*aer*tee/	12
Botticelli	/bot*ə*chel*ee/	16
Medici	/med*ə*chee/	17
Savonarola	/sav*on*ə*roe*lə/	17

NAME: _____

DATE: _____

im– and *in–*: Prefixes Meaning "not"

Fill in the following chart with the missing words, parts of speech, and meanings.

root word, (*part of speech*) meaning	affixed word, (*part of speech*) meaning
	immobile, ***adj.*** not able to move
audible, ***adj.*** able to be heard; loud enough to hear	
	incorrect, ***adj.*** having mistakes or errors
patient, ***adj.*** able to be calm while waiting	
	incomplete, ***adj.*** not finished; lacking some part(s)

Write the correct word to complete each sentence.

definite	incomplete	inaudible	immobile
complete	indefinite	mobile	audible

1. She spoke so softly that her words were almost _____; I had to ask her to speak a bit louder.

2. Once my baby sister learned to crawl, she became _____. We had to baby-proof the house and remove anything dangerous within her reach.

3. Our summer plans were still _____ because my mom did not know if she could take time off from work.

4. The school rules were _____; we were absolutely not allowed to run inside.

5. My sister's collection of state coins is _____; she is still missing two.

6. Write your own sentence using one of the words left in the box.

_____

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "The Spirit of the Renaissance"

1. **inference, n.** something inferred

2. **genius, n.** remarkable talent and creativity **(20)**

3. **commission, v.** to hire an artist to produce a work of art **(22)**

4. **Jesus, n.** a man who lived in Israel from 0–33 AD whose name means Savior. Christians believe that he was the promised Messiah of the Old Testament who saved the world through his death and resurrection. Christians believe Jesus was the Son of God who came from Heaven to Earth, and his life served as a perfect example for Christians to follow. They also believe he is fully God and fully human. **(22)**

5. **Passover, n.** the last day of the Festival of Unleavened Bread; this holiday celebrates when the Jewish people were freed from slavery in Egypt through many miraculous works of God **(22)**

6. **last supper, n.** the meal that Jesus shared with his disciples the night before his crucifixion, during which he predicted his death and led his disciples in communion **(22)**

7. **disciples, n.** someone who believes and follows Jesus's teaching **(22)**

8. **Festival of the Unleavened Bread, n.** dating back to the Old Testament, this week-long feast commemorates when the Jewish people were delivered from slavery in Egypt **(22)**

9. **covenant, n.** a promise that cannot be broken **(22)**

10. **communion, n.** a symbolic practice of the Last Supper, done by Christians to remember the new covenant Jesus established with his followers through his death and resurrection **(24)**

11. **reclining, v.** leaning back or lying down **(24)**

12. **betrayal, n.** the act of being disloyal to and dishonest with someone who trusts you **(25)**

13. **perspective, n.** in the context of art, this is a technique used to show three-dimensional positioning in a painting or drawing **(26)**

14. **refinement, n.** a small change that improves something (refinements) **(26)**

15. **portrait, n.** a painting, drawing, or photograph of a person that usually includes only the person's head and shoulders **(28)**

Word from the Chapter	**Pronunciation**	**Page Number**
Vinci	/vin*chee/	20
Verrocchio	/ver*oe*kee*oe/	20
Machiavelli	/mok*ee*ə*vel*ee/	26
Gherardini		
Giocondo	/joe*kun*doe/	28
sfumato	/sfoo*mot*oe/	28

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

The Spirit of the Renaissance

Complete questions 1 and 2 while reading the chapter in a small group.

1. Explain this quote in your own words: "Man can do anything he sets his mind to do!"

2. As you read the chapter, note examples from the text that illustrate the quotation. Explain why you think each example illustrates the quotation. Also note the area of study that the example displays.

Examples of "Man can do anything he sets his mind to do!"		
Page(s)	**Example and Explanation**	**Area of Study (painting, science, engineering, sculpture, physics, anatomy, etc.)**

Complete question 3 with discussion groups after reading the chapter.

3. What does the phrase *the spirit of the Renaissance* mean, and why is this a good title for this chapter?

NAME: _____

DATE: _____

Reading Response: "The Spirit of the Renaissance"

Respond to the following prompt in five to seven sentences. Include two or more pieces of evidence in your response. You may use Activity Page 3.2 for support.

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

NAME: _____

DATE: _____

Subject-Linking Verb Agreement in the Past Tense

Fill in the "Agreement in the Past Tense" column of the chart using the information provided. The first two are done for you. Then, complete the activity that follows.

Subject	Linking Verb	Agreement in the Past Tense
the castles	to be	the castles were
they	to be	they were
Donatello	to be	
he	to be	
St. George (sculpture)	to be	
it	to be	
you	to be	
I	to feel	
the painting	to look	
the choir	to sound	

Choose five "Agreement in the Past Tense" statements from the chart. Use those statements to write five complete and expanded sentences.

Example: The tourists in Italy thought the castles were very beautiful.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

NAME: _____ **4.3** TAKE-HOME

DATE: _____

Practice Prefixes *im–* and *in–*

Write the correct word to complete each sentence.

1. Once our class has studied Canada, our study of countries in North America will be _____ (incomplete, complete, definite, indefinite); we will have studied every country in North America.

2. The impact of ancient Greece and ancient Rome on the Renaissance is _____ (measurable, immeasurable, polite, impolite); people during the Renaissance were inspired by nearly every aspect of these ancient civilizations.

3. The babysitter is very _____ (impolite, polite, patient, impatient) with my little brother; she will play with him for hours on end.

4. My uncle is always on time, so I know that when he says he will be at our house for dinner by seven, it is _____ (mobile, immobile, definite, indefinite) that he will be here by seven.

5. Flora's little brother can be very _____ (impatient, patient, incomplete, complete); he kicks and screams when he does not get what he wants right away.

6. We carefully checked each problem to make sure the answer was _____ (correct, incorrect, immeasurable, measurable).

For each word, write a sentence using the word. Be sure to use correct capitalization and punctuation

1. *mobile*

2. *indefinite*

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "Michelangelo and Raphael"

1. **accurately**, ***adv.*** correctly; doing something without mistakes or errors (**30**)

2. **superior**, ***adj.*** of the highest quality (**30**)

3. **scholar**, ***n.*** **1.** a student; **2.** a person who has studied a subject for a long time and knows a lot about it (**30**)

4. **reluctantly**, ***adv.*** unwillingly or unenthusiastically (**32**)

5. **modest**, ***adj.*** shy and quiet; does not brag about oneself (**35**)

6. **portray**, ***v.*** to show someone or something in a painting, book, etc. (**37**)

7. **scaffold**, ***n.*** a temporary platform on which a person stands or sits while working high above the ground (**37**)

8. **Madonna**, ***n.*** another way to identify Mary, the mother of Jesus (**38**)

9. **epitaph**, ***n.*** something written or said in memory of a person who has died (**41**)

Word from the Chapter	Pronunciation	Page Number
Buonarroti	/bwoe*naer*oe*tee/	30
Ghirlandaio	/geer*lan*die*oe/	31
Pietà	/pee*ae*tə/	32
Raffaello Sanzio	/raf*ie*el*oe/ /sonz*ee*oe/	38

NAME: _____

DATE: _____

5.2 ACTIVITY PAGE

Michelangelo and Raphael

Complete the chart using Chapter 4, "Michelangelo and Raphael."

Artist	Famous ArtWork	Description (What is it? What was it made of? How was it made?)	Why do we remember this artwork today? What makes it amazing?
Michelangelo	1. *Pietà*		
	2. *David*		
	3. Sistine Chapel ceiling		

Artist	Famous ArtWork	Description (What is it? What was it made of? How was it made?)	Why do we remember this artwork today? What makes it amazing?
Raphael	1. *Madonna of the Grand Duke*		
	2. *The School of Athens*		

Prepositions and Prepositional Phrases

Circle the preposition and underline the prepositional phrase in each sentence.

Example: Caris walked (through) the quiet woods.

1. Paulo worked in a busy area downtown.

2. When he was thirty years old, Leonardo da Vinci moved to Milan.

3. The bus will come to pick us up across the street.

4. Vicky always leaves her backpack beside the front door.

5. The boy fell onto the sidewalk and scraped his knee.

6. The soccer field is behind the library.

7. Michelangelo's *Pietà* is in St. Peter's Basilica.

8. Mary's mother found her keys between two books.

These sentences need to be revised. Write them correctly on the line.

9. The library books on the bookshelf is very old.

_____

_____

10. Donatello and Brunelleschi went to Rome together to studies the ancient ruins.

_____

_____

NAME: _____

DATE: _____

Short Constructed Response Reading Question

Directions: Based on the text, what were Raphael's artistic achievements? Support your answer with evidence from the text.

Short Constructed Response Checklist:

To obtain full credit (2 points), the student will write a complete response that:

- *adequately addresses the prompt*
- *includes at least one piece of supporting evidence from the text*
- *cites the text evidence with a paragraph, line or page number.*
- *uses evidence accurately to support the response.*

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

Vocabulary for "The Bankers Who Loved Art"

1. **shrewd**, ***adj.*** clever; able to understand things and make good judgments (**42**)

2. **scribe**, ***n.*** long ago, a person who copied manuscripts and books (**scribes**) (**42**)

3. **translate**, ***v.*** to change words from one language into another language (**42**)

4. **virtue**, ***n.*** morally good behavior or character (**47**)

5. **insult**, ***n.*** a rude or offensive act or statement (***v.*** **insulted**) (**47**)

6. **corrupt**, ***adj.*** dishonest (**47**)

Word from the Chapter	Pronunciation	Page Number
Titian	/tish*ən/	50

NAME: _____

DATE: _____

Reading Response: "The Bankers Who Loved Art"

Respond to the following prompt in five to seven sentences. Include at least two pieces of evidence in your response.

What motivated wealthy patrons, such as the Medici family, to commission so much art? What motivated religious patrons, such as popes, to commission so much art? How are their reasons similar?

NAME: _____

DATE: _____

Informational Paragraph Presentations

Topic	Leonardo da Vinci's Ideas and Accomplishments	Raphael's Artistic Achievements
What is the central idea?		
How is the central idea supported?		

Of the informational paragraphs you just heard, think of one you felt was particularly effective. What made it so effective?

NAME: _____

DATE: _____

Vocabulary for "Morals, Modesty, and Manners"

1. **morals**, ***n.*** ideas and beliefs about what is right and wrong (**52**)

2. **reputation**, ***n.*** the opinion or perception that other people have about someone or something (**54**)

3. **pessimistic**, ***adj.*** having a negative or gloomy attitude; expecting that the worst will always happen (**54**)

4. **brute**, ***n.*** someone who is mean, tough, and/or a bully (**54**)

5. **witty**, ***adj.*** clever; funny (**58**)

6. **custom**, ***n.*** a tradition practiced by a culture or group of people (**customs**) (**59**)

7. **indulge**, ***v.*** to treat oneself or take much more than needed (**59**)

Word from the Chapter	Pronunciation	Page Number
Borgia	/bor*jə/	54
Castiglione	/kast*ig*lee*oe*nee/	57
sprezzatura	/spret*so*tor*ə/	58

NAME: _____

DATE: _____

Literature in the Renaissance

Record information about each work of Renaissance literature using evidence from the text.

Title	*The Prince*	*The Courtier*	*Il Galateo*
Author			
Audience			
Advice			

NAME: _____

DATE: _____

7.3 TAKE-HOME

Morals, Modesty, and Manners

Read the chapter, and complete the activity that follows.

Chapter 6

Morals, Modesty, and Manners

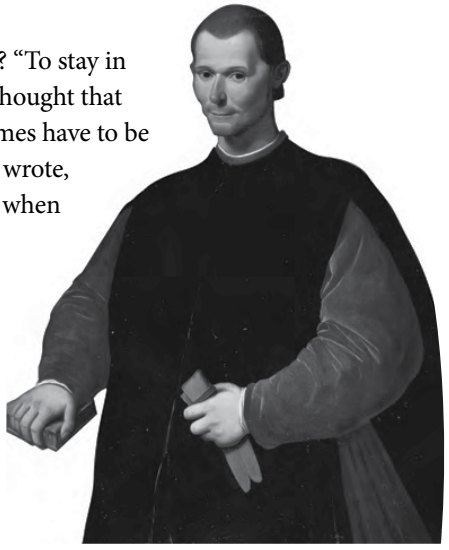
THE BIG QUESTION
What were the Renaissance ideals of how a prince or a courtier should act?

Niccolò Machiavelli worked for the government of Florence in the late 1400s. He witnessed the Medici family fall from power, and he witnessed the bitter struggles between the city-states in Italy, between city-states and foreign countries, and between the pope and other rulers.

All this fighting among rulers made him think. He thought about how a prince should rule his people. Because of all the fighting, he especially thought about how a prince should defend himself against enemies and remain in power. He wrote his ideas in a famous book called *The Prince.* This book was a study of the art of politics and its publication caused much discussion among the rulers of the time.

What is the chief goal of a prince? "To stay in power," said Machiavelli. Machiavelli thought that to keep his power, a prince might at times have to be dishonest. "A wise leader," Machiavelli wrote, "cannot and should not keep his word when keeping it is not to his advantage."

Machiavelli asked, "Is it better [for a prince] to be loved than to be feared, or the reverse?" Machiavelli said that a prince should wish to be both loved and feared. But he also said that if a ruler had to choose one or the other, then it would be better for people to fear him.



Niccolò Machiavelli

52

These ideas and others were misinterpreted and have given Machiavelli a bad **reputation** over the years. Even today, if you describe someone as "Machiavellian," you mean that person is crafty, sneaky, power-hungry, and willing to use any means to achieve their ends.

Get Real!

Some historians think Machiavelli doesn't deserve his bad reputation. They say he was a wise man who preferred a government in which the people had a say, as it had been back in the Roman Republic. They say that in *The Prince,* Machiavelli was just being realistic. He was simply writing about what men do, rather than what they should do, and the challenges of governing a large population.

Others disagree. They think that Machiavelli had a too dark and **pessimistic** view of human nature. They think that people aren't as bad as Machiavelli thought.

The Bad Borgias

When Machiavelli wrote about princes who didn't keep their promises, he often had the Borgia family in mind.

Many historians agree that the Borgias were often cruel, dangerous, and violent people. Rodrigo Borgia, who became Pope Alexander VI, holds the unpleasant reputation of being one of the most corrupt popes of all times. In *The Prince*, Machiavelli wrote this about Alexander VI: "There never was a man more effective in swearing that things were true, and the greater the oaths with which he made a promise, the less he observed it."

Rodrigo's second son, Cesare Borgia, was considered to be a **brute**. Unfortunately, he was put in charge of an army. Machiavelli traveled with Cesare at times and was impressed by his military skills. Cesare knew how to get power and keep it. He ruthlessly tried to conquer everything that lay in his path.

When Cesare decided he wanted to take possession of the city of Camerino, he visited his friend, the Duke of Urbino. Cesare asked to borrow all of Urbino's cannons so he could use them to attack Camerino.

The Duke, a trusting man, agreed to Cesare's request. But that night, Cesare marched back into his friend's city and conquered Urbino with its own cannons!

Later, Cesare went on to capture Camerino by deception, too. He negotiated with the rulers of the city. If they would surrender, then Cesare promised to let them off easily. They agreed to surrender. Then Cesare betrayed them. As soon as Cesare and his army entered the city, he gave orders for the rulers to be killed.



Cesare Borgia

Fortunately, the Borgias did not stay in power long. Rodrigo Borgia, also known as Pope Alexander VI, died in 1503 AD. Cesare was chased out of Italy. He died in battle in Spain at the age of 31.



Urbino, Italy

55

From *The Prince*

Machiavelli also greatly admired ancient Greece and ancient Rome. In a letter he wrote to a friend, Machiavelli said that he wrote *The Prince* after reading many works of history by "the ancients," the classical writers of Greece and Rome. "I give myself completely over to the ancients," Machiavelli said. Here are some excerpts from *The Prince*.

"Anyone who determines to act in all circumstances the part of a good man must come to ruin among so many who are not good. Hence, if a prince wishes to maintain himself, he must learn how not to be good, and to use that ability or not as is required."

"The experience of our times shows that the princes who have done great things are the ones who have taken little account of their promises and who have known how to addle the brains of men with their craft."

"If men were all good, this advice would not be good, but since men are wicked and do not keep their promises to you, you likewise do not have to keep your promises to them."

"So far as he is able, a prince should stick to the path of good but, if the necessity arises, he should know how to follow evil."

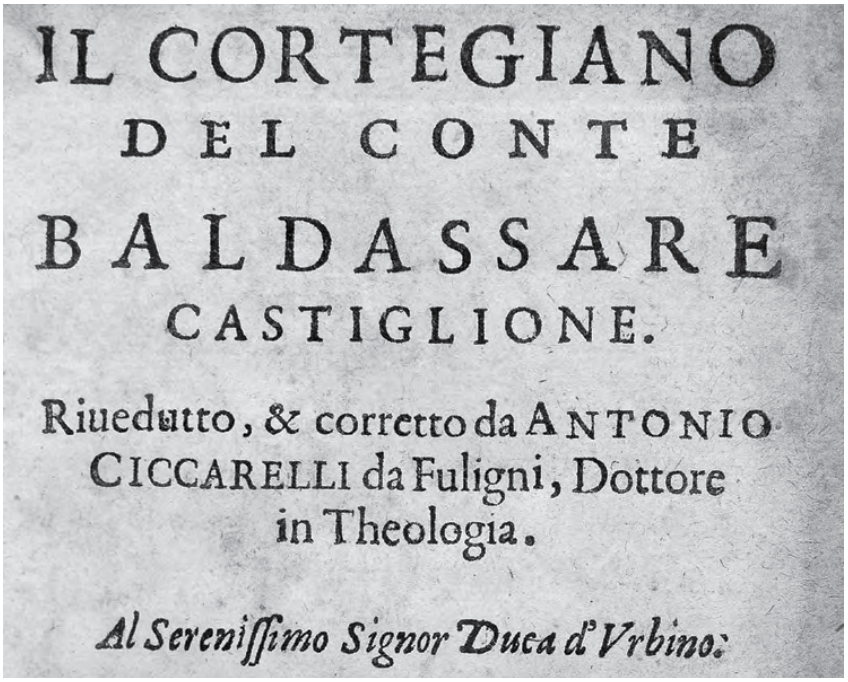
Castiglione and *The Courtier*

In the early 1500s, Baldassar Castiglione wrote *The Book of the Courtier*. It's commonly known as *The Courtier* for short. In great detail, the book describes how the ideal courtier should behave.

What's a Courtier?

The word *court* is in *courtier*. There is the kind of court where trials take place with a judge and sometimes a jury. But this is a different kind of court—the court of a king or prince. A prince's court might mean the palace or mansion where the prince lives. The court also includes the royal family, servants, officers, and advisers of the prince.

A *courtier* is a person who spends a lot of time at the court of the prince. Sometimes, when people refer to a courtier, they mean a person who hangs around the prince and flatters him and tries to gain his favor, but this doesn't apply to all courtiers.


IL CORTEGIANO
DEL CONTE
BALDASSARE
CASTIGLIONE.
Riueduttо, & corretto da ANTONIO
CICCARELLI da Fuligni, Dottore
in Theologia.
Al Sereniſſimo Signor Duca d'Vrbino:

Part of the title page of *The Book of the Courtier*

57

The Book of the Courtier describes the right ways to behave at court among royals and nobles. It describes the ideals of courtly life.



Baldassar Castiglione

Castiglione said that a lady should be "**witty**, elegant, and cultured." He said a gentleman should be "loyal to his prince and courteous to women." The courtier should be "athletic, sensitive, artistic, and well-educated."

A perfect courtier should be able to do everything well: he should be a skilled horseman, a bold soldier in battle, a graceful dancer, and more. He should be "well built and shapely of limb," not too short or too tall. And he should be a remarkable athlete: he should excel in jousting, wrestling, tennis, and spear-throwing! But, said Castiglione, the courtier should avoid some activities, "such as turning somersaults, rope-walking, and the like, which ... little befit a gentleman."

You might think that a courtier who can do everything well would be rather conceited, but it's important, Castiglione said, to be "gentle, modest, and reserved." In other words, don't be a show-off.

Most important of all, the courtier "must accompany his actions, gestures, habits, in short his every movement, with grace." Even when the courtier is doing something very difficult, he should do it so gracefully that it looks easy. The Italian word for this quality is *sprezzatura*. It means the ability to make things look easy, as though you hardly have to try or think about what you're doing.

Della Casa's Guide to Manners of the Renaissance

During the Renaissance, what people considered "good manners" changed quite a bit. In the 1500s, Giovanni della Casa wrote a book about etiquette, or the **customs** for polite behavior. Della Casa was a poet and diplomat from Florence. The book, known in Italian as *Il Galateo,* is largely addressed to his nephew, and therefore takes on a familiar tone, though he intended to reach a wide range of people.

Della Casa detailed proper ways to sit and stand in the company of others. He explained how best to blow your nose, to cut your nails, and to chew your food. He even discussed situations where it might be okay —or not—to express your feelings. The excerpts below reveal just how important good manners and polite behavior were to della Casa.

"It is moreover extremely indecent to spit, cough, and expectorate (as it were) in company, as some hearty fellows are apt to do: and more so, when you have blown your nose, to draw aside and examine the contents of your handkerchief; as if you expected pearls or rubies to distill from your brain. These kinds of habits, in good company, are so very nauseous and disgusting, that if we **indulge** ourselves in them, no one can be very fond of our acquaintance."

"It is also an inelegant custom, for any one to apply his nose, by way of smelling to a glass of wine, which another person is to drink; or to a plate of meat, which another is to eat. Nay, I would not advise anyone to smell to anything, which he himself intends to eat or drink: since there is a possibility, at least, that his nose may drop upon it; or the very idea may offend the company, though by good luck that accident may not then befall them."

"What now can we suppose…to say to those people, whom we sometimes see thrusting, like hogs, their very *snouts* into their soup, so as not once to lift up their eyes from their hands, from what is set before them? Who, with their cheeks inflated as if they were sounding a trumpet, or puffing up the fire, do not so properly eat, as devour their food?"

Each of the following statements describes The Prince, The Courtier, *or* Il Galateo. *Beneath each statement, circle the name of the book described.*

1. This book was written to advise the average person on how to behave in public.

   The Prince *The Courtier* *Il Galateo*

2. The views written in this book led to the creation of the adjective *Machiavellian*, meaning selfish or dishonest.

   The Prince *The Courtier* *Il Galateo*

3. This book described the ideal behavior of people who were close to, and advised, princes and those in power.

   The Prince *The Courtier* *Il Galateo*

4. Some historians think this book was written with the Borgia family in mind.

   The Prince *The Courtier* *Il Galateo*

5. This book says that it is better for princes to be feared than to be loved.

   The Prince *The Courtier* *Il Galateo*

6. This book advises people to be "gentle, modest, and reserved."

   The Prince *The Courtier* *Il Galateo*

NAME: _____

DATE: _____

Biography Notes Chart

Circle the Renaissance person you will write about:

Brunelleschi (see Chapter 2)	Leonardo da Vinci (see Chapter 3)	Michelangelo (see Chapter 4)

Write one sentence explaining why you chose this person.

_____

_____

_____

Early Years (childhood, family)	
Projects/ Accomplishments • **Name and location** • **Patronage** • **Interesting facts**	
How did he impact or influence society?	

References for _____ Biography		
Title	**Date**	**Source**

NAME: _____

DATE: _____

8.1 TAKE-HOME

Morals, Modesty, and Manners

Each of the statements in Box A relate to the advice given to one of the three groups addressed in The Prince, The Courtier, *and* Il Galateo *(princes, courtiers, or the general public). Place each statement from Box A in the correct column of Box B to indicate from which piece of literature it comes. Refer to Activity Page 8.3 as you complete this chart.*

Box A:

A lady should be witty, elegant, and cultured.	Do not smell another person's food or drink.	A man should be gentle, modest, and reserved.
Do not spit in public.	Try to be feared rather than to be loved.	It is acceptable to be dishonest if it gives you an advantage.
If necessary, follow the path of evil rather than of good.	A gentleman should be able to do everything well.	A person should always move gracefully, making everything look easy.
A man should not be too short or too tall.	It is acceptable to break promises to other people because they will probably break their promises to you.	Do not eat your food quickly or devour your food.

Box B:

Princes	Courtiers	General Public

NAME: _____

DATE: _____

8.2 ACTIVITY PAGE

Practice Prepositions

Use a preposition from the word box to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

at	with	after	for
to	in	from	

Example: Michelangelo ran away **from** school a lot as a child.

place

1. Michelangelo went _____ the churches to study and copy the paintings there.

2. Lorenzo de' Medici invited Michelangelo to live _____ his home and learn about art.

3. Michelangelo discussed art and literature _____ the finest minds of the time.

4. _____ Lorenzo de' Medici died, Michelangelo left his home and traveled _____ Rome.

5. Michelangelo worked on the statue of David _____ two-and-a-half years.

6. The pope asked Michelangelo to paint the ceiling of the Sistine Chapel. Michelangelo looked _____ the ceiling, saw how huge it was, and refused!

7. But the pope insisted. Finally, _____ four-and-a-half years of work, Michelangelo completed painting the ceiling.

NAME: _____

DATE: _____

Practice Prefix *ex–*

Write the correct word to complete each sentence.

1. We _____ the site of the old school to see what the school was like long ago.
   (exhaled, excavated)

2. The cost of the school field trip _____ the price of lunch.
   (excluded, exported)

3. My mom had to use tweezers to _____ the splinter from my finger.
   (expel, extract)

4. It is important to look for an emergency _____ whenever you enter a new building.
   (exit, exterior)

Write a sentence using each of the following words.

5. *exhale*

_____

_____

6. *exterior*

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

For each spelling word, write a complete sentence.

achievement	architect	create	culture	imagine
invention	literature	movement	rebirth	sculptor

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

_____

9. _____

_____

10. _____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write the sentence as your teacher calls it out.

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "Women in the Renaissance"

1. **norms**, ***n.*** customs; standards of acceptable behavior (**60**)

2. **fortunately**, ***adv.*** luckily; by good fortune (**60**)

3. **alliance**, ***n.*** a formal agreement to work together (**alliances**) (**60**)

4. **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 (**62**)

5. **obstacle**, ***n.*** a challenge; something that blocks the way or makes it more difficult to do something else (**obstacles**) (**64**)

6. **prominent**, ***adj.*** important; well-known; easily seen (**64**)

7. **reminiscent**, ***adj.*** similar to something else (**64**)

8. **status symbol**, ***n.*** something someone owns that shows he or she is wealthy or important (**66**)

Word from the Chapter	Pronunciation	Page Number
Francesco Gonzaga	/fran*ches*koe/ /gon*zog*ə/	60
Sofonisba Anguissola	/soe*foe*neez*bə/ /ang*wee*soe*lə/	64
Amilcare Anguissola	/ə*meel*ko*rae/ /ang*wee*soe*lə/	64
Gian Paolo Zappi	/jon/ /pou*loe/ /zap*ee/	64

NAME: _____

DATE: _____

Women in the Renaissance

Answer the following questions on the lines provided. Remember to answer in complete sentences, using information from the text to support your answers.

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

_____

_____

_____

Page(s) _____

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

_____

_____

_____

_____

Page(s) _____

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

Page(s) _____

4. Compare what Sofonisba's father and Isabella's father did for each of them when they were young to help them accomplish what they did later in life.

Page(s) _____

5. What does it mean that "were reminiscent of Sofonisba Anguissola"?

Page(s) _____

6. If you saw a man and woman walking down the street during the Renaissance period, how would you know their degree of wealth and social class?

Page(s) _____

NAME: _____

DATE: _____

Women in the Renaissance

Read the chapter, and complete the activity that follows.

Chapter 7

Women in the Renaissance

THE BIG QUESTION
What opportunities did the Renaissance movement afford to some wealthy women of the time?

Although many Renaissance women ran a household as expected by the cultural **norms** of the day, some women became powerful and influential despite all that stood in their way. One such woman was Isabella d'Este.



Isabella d'Este

Isabella was born in the Italian city-state of Ferrara in 1474 AD. **Fortunately**, her father, the Duke of Ferrara, believed in the importance of educating both his sons *and* his daughters.

Isabella blossomed into a brilliant student. When she was only six years old, she knew Latin and Greek and played the lute, a popular instrument during the Renaissance, similar to a guitar. She was a feisty little girl who could and would debate anyone on any topic. Other children called her "La Prima Donna" or "The First Lady."

Engaged and Married!

As was the custom long ago, the Duke of Ferrara arranged marriages for his children. Arranged marriages allowed powerful families to form political ties and **alliances** with other powerful families. So, Isabella became engaged to Francesco Gonzaga of Mantua.

60

The wedding took place when Isabella turned 16, a normal age in those times for a girl to get married. Through this marriage Isabella became related to many ruling families in Italy.

After Isabella moved to Mantua, a beautiful city in northern Italy, she wasted no time getting involved in the politics of the city. Francesco was often away, fighting one battle after another with various city-states and countries. When Francesco was out of town, Isabella skillfully governed the people.

In 1509 AD, while Francesco was leading troops against the city of Venice, he was captured and put in jail for several years. With Francesco gone, it might have seemed like a good opportunity for the princes of unfriendly city-states to try to take over Mantua. But Isabella made it clear to potential enemies that she was very much in charge and they had better not try anything. While Francesco was in prison, she managed to fight off enemies and form strong alliances with other rulers.

Once released from jail, Isabella's husband left to fight more battles. He fought against the French for a few years, and died in 1519 AD.

After that, Isabella led Mantua on her own. She kept her enemies out and made certain that both Mantua and her home city of Ferrara stayed independent and unharmed.



Ducal palace in Mantua where Isabella lived

61

A Passion for the Arts

Not only was Isabella an outstanding ruler, she was also a great patron of the arts. She collected antiques, rare books, and all types of artwork.

Tucked away in the Castle of St. George in Mantua, Isabella built a special room. She called it her *grotta*, which means "cave." This treasure chamber contained the works of many of the great artists of the day. Gorgeous paintings hung on the walls of the grotta. In beautifully carved wooden cabinets she kept ancient coins and medals, precious jewels, and gemstones.

Sculptors, writers, and painters visited Isabella's home often. She employed many of them. In fact, for many years she tried to persuade the great Leonardo da Vinci to paint her portrait. All she could get him to do was a drawing. At one point, he made the excuse that he was too busy working out geometry problems to stop and paint.

Finally, Isabella paid another great Renaissance artist, Titian, to capture her likeness on canvas. Titian did *too* precise a job. His portrait accurately portrayed Isabella, who was sixty years old at the time. When she looked at the picture, Isabella became furious and demanded that he repaint it. On his second try, Titian wisely made Isabella look a good twenty years younger!

Isabella didn't forget her fellow women, either. She started a school where young girls could learn Greek, Latin, the arts, philosophy, and literature.

Isabella was an unusual woman for her time. She is justly remembered as the "First Lady of the Renaissance."

Noble Women

Renaissance women inspired writers to create poetry, sculptors to **fashion** statues, and artists to paint beautiful portraits. However, the sculptor's chisel and the painter's brush were mostly kept out of the hands of women.

Although Renaissance men believed they could do almost anything, they didn't think the same of women. Men of the Renaissance believed that a young woman born into a noble, wealthy family had three duties: (1) she should marry a rich man from an important family; (2) she should be loyal to that husband; and (3) she should give him sons.

Overcoming Obstacles

Some women overcame the **obstacles** of their time and became respected artists in their own right. Well-known for her portrait work, Sofonisba Anguissola (1530–1625 AD) is one of the earliest known female artists. Most female artists of the time were the daughters of painters. However, Sofonisba's father was not a painter but a wealthy nobleman.

The oldest of seven children, Sofonisba had five younger sisters and a brother. Her father, Amilcare Anguissola, read and lived by the famous words of Castiglione's *The Courtier*, including the importance of educating young women. Both Sofonisba and her sister Elena lived and trained with **prominent** local artists. Under her father's encouragement, Sofonisba received early inspiration from notable artists including Michelangelo. As a young artist, Sofonisba trained three of her younger sisters to be painters.

Her most well-known works include many self-portraits and the famous family portrait *Lucia, Minerva, and Europa Anguissola Playing Chess*. Lucia, Minerva, and Europa are three of her younger sisters. The painting captures a glimpse of noble family life during this time.

One of the first-known women to paint large figure paintings was the daughter of Italian painter Prospero Fontana. Lavinia Fontana (1552–1614 AD) received patronage from the family of Pope Gregory XIII and painted portraits of many well-known individuals. Recognized for her attention to detail and the use of vibrant colors, her self-portraits and family paintings were **reminiscent** of Sofonisba Anguissola. Lavinia married lesser-known artist Gian Paolo Zappi, who ultimately worked as her agent.



Lavinia Fontana's *Self Portrait at the Spinet,* 1578 AD

64

Renaissance Style

During the European Renaissance, there was more freedom in the style of dress, and headdresses allowed more hair to show than had previously been considered acceptable. The high collars and starched ruffs, or pleated collars, of this period led to upswept hairstyles that were sometimes formed over a wire frame in a heart shape. In England a variety of beards, mustaches, and hairstyles for men became popular during the reign of Henry VIII. The popularity of Queen Elizabeth I inspired her subjects to wear red wigs or dye their hair red and shave their hairlines to give the appearance of a high forehead like hers.

Toward the end of the 1500s, a red-blonde hair color was popularized in paintings by Italian artist Titian. To achieve the color, Venetian women applied mixtures of alum, sulfur, soda, and rhubarb to their hair and sat in the sun to let it dry. A new custom in Renaissance France was to grind flowers into a powder and apply the mixture to hair. Blonde hair was considered especially stylish for women. Women often bleached their hair to make it blonde. Wigs or fake locks of hair made from yellow or white silk were also common.

Clothing was an important **status symbol** during the Renaissance. The wealthy dressed in fancy clothing. A wealthy person would have a variety of clothes made from fine materials, furs, and silks. Peasants, on the other hand, typically had only one or two sets of clothing. Wealthy men wore colorful tights or stockings with a shirt and tight-fitting coat called a doublet.



Renaissance fashion

They also often wore hats. Wealthy women wore long dresses with high waists and puffy sleeves and shoulders. Sometimes their dresses were embellished with embroidery stitched with gold and silver thread. Women had elaborate gold jewelry decorated with expensive jewels like pearls and sapphires. In some areas, laws that had been in effect since the early 1300s prevented the lower classes from wearing nice clothes. In England there were many laws that specified who could wear what types of clothes. Only certain social classes could wear clothes of specific colors and materials. In some areas only nobles were allowed to wear fur.

Marriages to Keep the Peace

During the Renaissance, in upper-class families most marriages were arranged by parents, usually while the children were still young. Therefore, men and women did not usually date each other, fall in love, and then get married.

Fathers preferred that their daughters marry rich and powerful men from other city-states or countries. There was a good reason for this. When the daughter of a prince in one city-state married the son of a ruler in another city-state, the two families would be much less likely to go to war. With a son, daughter, and grandchildren between them, the two rulers would have too much in common to fight each other.

This practice of arranged political marriages became common all across Europe. After a while, many of the ruling families were related to each other.



The wedding of Catherine de' Medici to Prince Henry of France

The following words or phrases were used in "Women in the Renaissance." For each word or phrase, pick an activity and complete the chart below.

alliance obstacles arranged status symbol	**Vocabulary Activities** 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word or phrase makes you think of and explain why. (*Apple* makes me think of bananas because they are both fruits.) 6. Think of an example of the word or phrase and write about it. (An example of *fruit* is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word or Phrase	Activity	Activity Response

NAME: _____

DATE: _____

ACTIVITY PAGE 10.1

Women in the Renaissance Chart

Complete this activity page as you read with your partner. In the first column, list evidence from the text that describes the way women were expected to behave during the Renaissance. In each of the other three columns, list evidence from the text that describes the ways in which these women challenged those norms.

Cultural Norms	Isabella d'Este	Sofonisba Anguissola	Lavinia Fontana

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE

Correlative Conjunctions

Complete the sentences below using the correct correlative conjunctions from the word box. Some correlative conjunctions will be used more than once.

either/or	neither/nor
both/and	not only/but also

1. The word *Renaissance* comes from _____ the French _____ Latin languages.

2. Peasants _____ had fancy clothing, _____ had much wealth.

3. Machiavelli thought that princes could _____ be loved _____ feared.

4. Castiglione said that a lady should _____ be witty, _____ elegant.

5. Castiglione said that a courtier should _____ be athletic, _____ artistic.

6. Castiglione warned that a courtier should _____ be conceited _____ be a show-off.

7. When Isabella was only six years old, she knew _____ Latin _____ Greek.

8. Isabella was _____ an outstanding ruler, _____ a great patron of the arts.

NAME: _____

DATE: _____

10.3 TAKE-HOME

Root *serv*

Write the correct word to complete each sentence. You may need to add –ed, –ing, *or* –s *to make the word correctly fit in the sentence.*

preserve	reserved	servant
serve	service	

1. Scholars during the Renaissance _____ ancient writings by making sure they were in a safe place.

2. The _____ busily planned for the royal family's upcoming ball.

3. Castiglione said that it is important for courtiers not to show off but be gentle and _____.

4. The soldier _____ in the king's army for twenty years.

5. After creating countless paintings and portraits for the patron's family, the artist was praised for his _____ to the family.

Write a sentence using the word provided. Be sure to use correct capitalization and punctuation.

1. *service*

2. *servant*

3. *preserve*

NAME: _____

DATE: _____

10.4 TAKE-HOME

Spelling Words

The following is a list of spelling words. These words are content words related to the Patrons, Artists, and Scholars *Reader. During Lesson 14 you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

Word from Reader	Antonym
1. apprentice	2. expert
3. democracy	4. tyranny
5. extraordinary	6. conventional
7. rivalry	8. harmony
9. stunning	10. mundane

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling Word	Definition
apprentice	a person who works for another to learn a trade
expert	a person who has a lot of experience in a job or activity
democracy	government where the people vote to choose leaders
tyranny	government where one ruler has total power
extraordinary	unusual because of how good something is
conventional	usual because of how typical something is
rivalry	competition between people or groups
harmony	agreement
stunning	very surprising or beautiful
mundane	common or ordinary

NAME: _____

DATE: _____

10.5 TAKE-HOME

Practice Spelling Words

Match the antonyms with the correct words from the word box.

extraordinary	rivalry	apprentice
democracy	stunning	

Word from Reader	Antonym
1.	2. conventional
3.	4. mundane
5.	6. expert
7.	8. tyranny
9.	10. harmony

Pick three of the spelling words, and write an additional antonym for the word. You may use a dictionary to help you.

Spelling Word	Antonym

NAME: _____

DATE: _____

11.1 ACTIVITY PAGE

Vocabulary for "The Northern Renaissance"

1. **keen**, ***adj.*** strong and observant (**70**)

2. **plunge**, ***v.*** to fall or jump suddenly from a high place (**plunged**) (**73**)

3. **foreground**, ***n.*** the part of a picture that appears closest to the viewer (**73**)

4. **renowned**, ***adj.*** famous; known and admired by many people (**75**)

5. **controversial**, ***adj.*** related to or causing much discussion, disagreement, or argument (**75**)

6. **promote**, ***v.*** to publicize and support (**promoted**) (**75**)

7. **denounce**, ***v.*** to publicly state that something or someone is bad or wrong (**75**)

8. **doctrine**, ***n.*** a set of ideas or beliefs that are taught or believed to be true (**75**)

Word from the Chapter	Pronunciation	Page Number
Jan van Eyck	/yon/ /von/ /iek/	68
Albrecht Dürer	/ol*brekt/ /doo*rer/	70
Pieter Bruegel	/pee*ter/ /broi*gəl/	72
Hans Holbein	/hons/ /hoel*bien /	75

NAME: _____

DATE: _____

Sample Extended Constructed Response

Directions: Megan wrote a response to the following prompt. Improve the sample by adding linking words and phrases.

Prompt: Review "Chapter 8: The Northern Renaissance." Based on the information from the chapter, write a response to the following question: How did the Renaissance movement in Italy impact the artists of Northern Europe? Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to –

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can –

- review the selection
- plan your response
- write your response
- revise and edit your response

The Renaissance movement in Italy impacted artistry in Northern Europe. The collaboration between the countries and artists created a unique sharing of ideas and techniques. Artists often visited Italy and took ideas back to their home countries. The Renaissance movement in Italy impacted artists such as Jan van Eyck and Albrecht Dürer.

Van Eyck discovered new ways to show light and texture, which could add new features to the lifelike paintings that were the focus of the Italian Renaissance artists. "He could realistically portray the tiniest details in a painting." In his portrait of Giovanni Arnolfini, van Eyck focused on the subject's clothing. He painted with a focus on the light coming through an open window. His ability to paint with realistic details earned him the name "King of the Painters."

Albrecht Dürer was interested in the artistry of Italy. He wanted to learn as much as he could from the

artists, so he made two trips to Italy. He was mainly interested in the "humanity of his subject." He believed in the importance of the individual, including himself. He began sketching himself when he was thirteen years old. "In the famous Self-Portrait painted in 1500 AD, Dürer looks directly at us with bold, confident eyes." Portraits during his time normally portrayed people from the side or an angle, not head on. While Dürer may have differed in his delivery of head-on portraits, he embraced the Renaissance by capturing the humanity of his subjects through expression and emotion.

The artistry of the Italian Renaissance influenced artists beyond Italy. Artists were excited to learn from the masters of the Renaissance while also developing their own individual styles. Van Eyck and Dürer are only two of many artists who made a name for themselves in Europe.

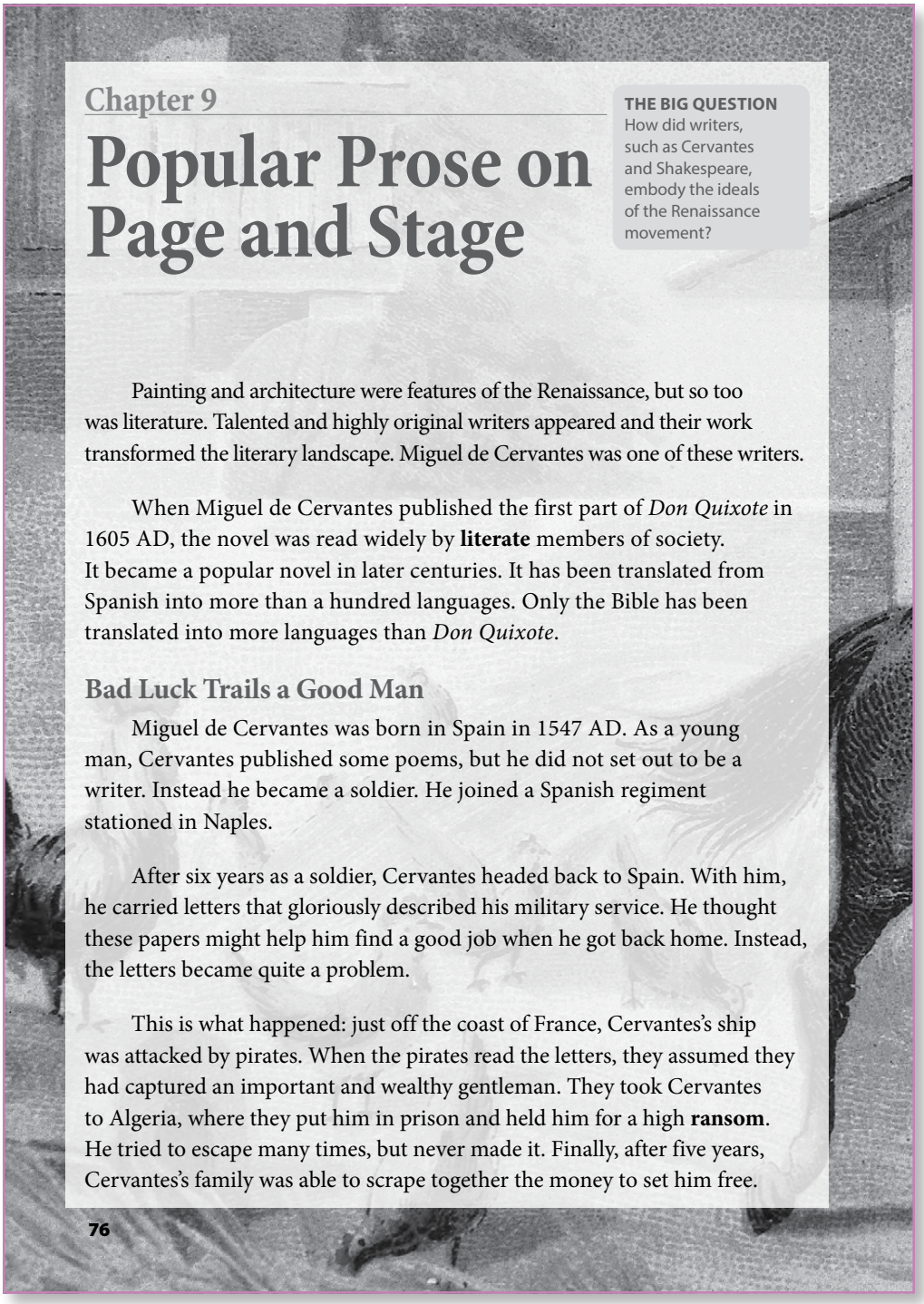
NAME: _____

DATE: _____

11.3 TAKE-HOME

Popular Prose on Page and Stage

Read the chapter, and complete the activity that follows.



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?

Painting and architecture were features of the Renaissance, but so too was literature. Talented and highly original writers appeared and their work transformed the literary landscape. Miguel de Cervantes was one of these writers.

When Miguel de Cervantes published the first part of *Don Quixote* in 1605 AD, the novel was read widely by **literate** members of society. It became a popular novel in later centuries. It has been translated from Spanish into more than a hundred languages. Only the Bible has been translated into more languages than *Don Quixote*.

Bad Luck Trails a Good Man

Miguel de Cervantes was born in Spain in 1547 AD. As a young man, Cervantes published some poems, but he did not set out to be a writer. Instead he became a soldier. He joined a Spanish regiment stationed in Naples.

After six years as a soldier, Cervantes headed back to Spain. With him, he carried letters that gloriously described his military service. He thought these papers might help him find a good job when he got back home. Instead, the letters became quite a problem.

This is what happened: just off the coast of France, Cervantes's ship was attacked by pirates. When the pirates read the letters, they assumed they had captured an important and wealthy gentleman. They took Cervantes to Algeria, where they put him in prison and held him for a high **ransom**. He tried to escape many times, but never made it. Finally, after five years, Cervantes's family was able to scrape together the money to set him free.

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Back in Jail

When a soldier with a distinguished war record returned from battle, he could usually get a good job with a nobleman. But Cervantes received no such reward. So there he was, thirty three years old and out of work. What to do? Why not try writing again?

And boy, did he write! Cervantes churned out dozens and dozens of poems and plays. Although people liked his work, he still didn't make much money. To put bread on the table, he took a job with the government.

In one of his government jobs, Cervantes got into trouble again. He was working as a tax collector—a job that's not likely to help anyone win a popularity contest. Once, when he had collected a lot of tax money, Cervantes felt **anxious** about carrying it as he traveled along the roads. He left the money with an innkeeper he thought he could trust. When he returned to get the money, the innkeeper had run off with it! The government held Cervantes responsible for the stolen money. Since he couldn't repay it all, he was thrown in jail.

Some people believe that while Cervantes was in jail, he came up with the idea for *Don Quixote*, and perhaps even wrote some of the book behind bars. When Cervantes published *The History of Don Quixote de la Mancha* in 1605 AD, it was well received. It made Cervantes famous, but not rich.

Near the end of his life, Cervantes did find a patron whose support allowed him to concentrate on his writing. He wrote a second part to *Don Quixote* and more short stories. He completed a novel just four days before he died in Madrid in 1616 AD.

What's So Great About *Don Quixote*?

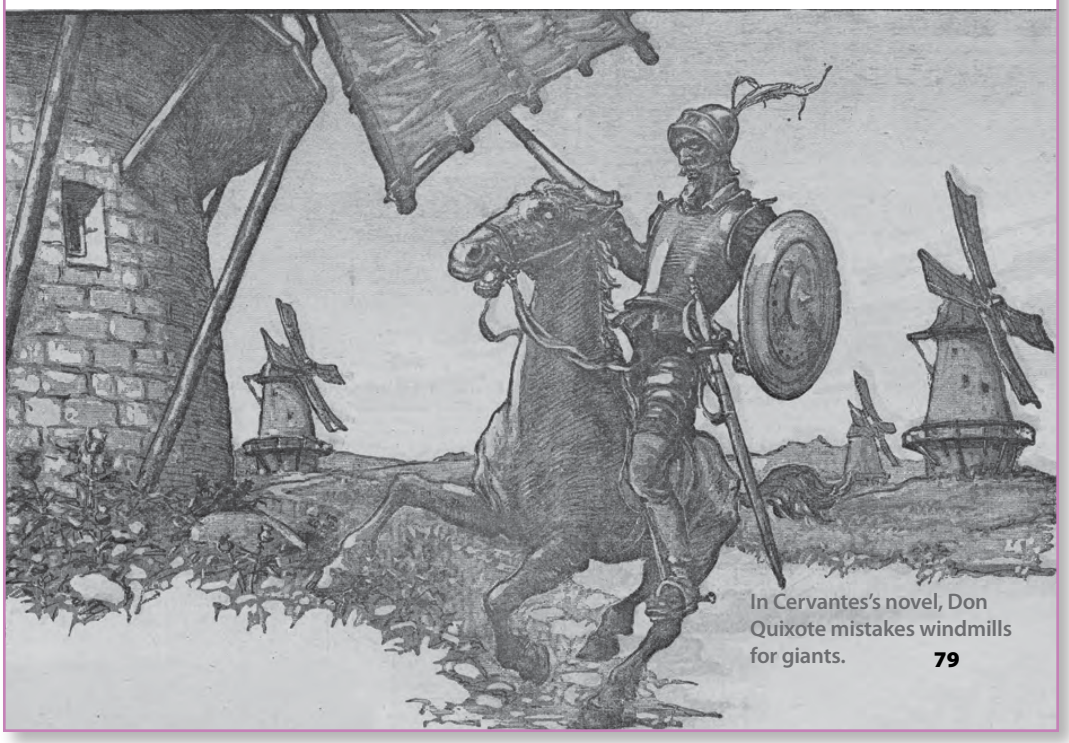
Don Quixote was written about 400 years ago. Why has it remained so popular?

For one thing, much of the book is very funny. There's a story that once the king of Spain was looking out a window when he saw a man who, while reading a book, kept slapping his leg and roaring with laughter. "I'll bet," said the king, "that he's reading *Don Quixote*."

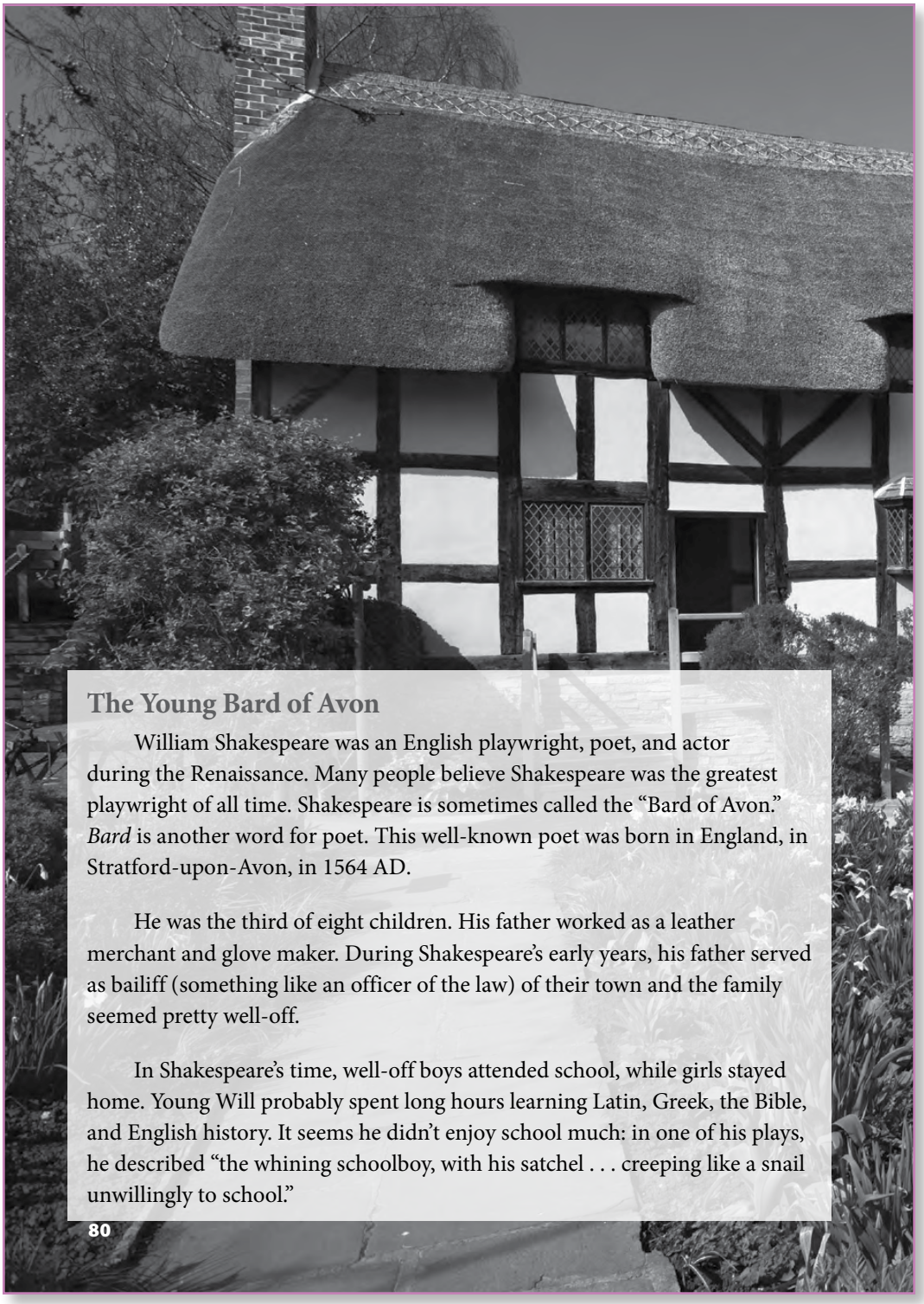
Cervantes wrote *Don Quixote* to make fun of books about romance and chivalry. These books, which were very popular in Cervantes's time, told stories of brave knights in shining armor who set out to rescue damsels in distress. They were full of fantastic adventures, powerful magicians, fierce dragons, and brave deeds.

And so Cervantes created Don Quixote. (Don is a title of respect, like Sir in English.) The Don is an elderly gentleman who loves to read romances about the knights of the Middle Ages. In fact, he reads so many romances that he loses touch with reality. He begins to believe the romances are true—that all the enchantments and battles and rescues really happened. Soon, he doesn't just want to read about knights anymore—instead, he decides to become one. His goal is to wander the world in search of adventures and to gain fame and honor by his daring deeds.

A man who attacks windmills may seem foolish, and Don Quixote does many foolish things. But the more you get to know Don Quixote, the more you begin to see that he is, at heart, noble and generous—sometimes a lot more noble and generous than the world around him.



In Cervantes's novel, Don Quixote mistakes windmills for giants. **79**



The Young Bard of Avon

William Shakespeare was an English playwright, poet, and actor during the Renaissance. Many people believe Shakespeare was the greatest playwright of all time. Shakespeare is sometimes called the "Bard of Avon." *Bard* is another word for poet. This well-known poet was born in England, in Stratford-upon-Avon, in 1564 AD.

He was the third of eight children. His father worked as a leather merchant and glove maker. During Shakespeare's early years, his father served as bailiff (something like an officer of the law) of their town and the family seemed pretty well-off.

In Shakespeare's time, well-off boys attended school, while girls stayed home. Young Will probably spent long hours learning Latin, Greek, the Bible, and English history. It seems he didn't enjoy school much: in one of his plays, he described "the whining schoolboy, with his satchel . . . creeping like a snail unwillingly to school."

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By the time Shakespeare reached college age, his father had become so poor that he owed money, couldn't pay taxes, and didn't show his face in public for fear of being thrown in jail. It's likely that the Shakespeare family didn't have enough money to pay for a college education for William.

What did William do when he finished his schooling? No one knows for sure.

The Lost Years

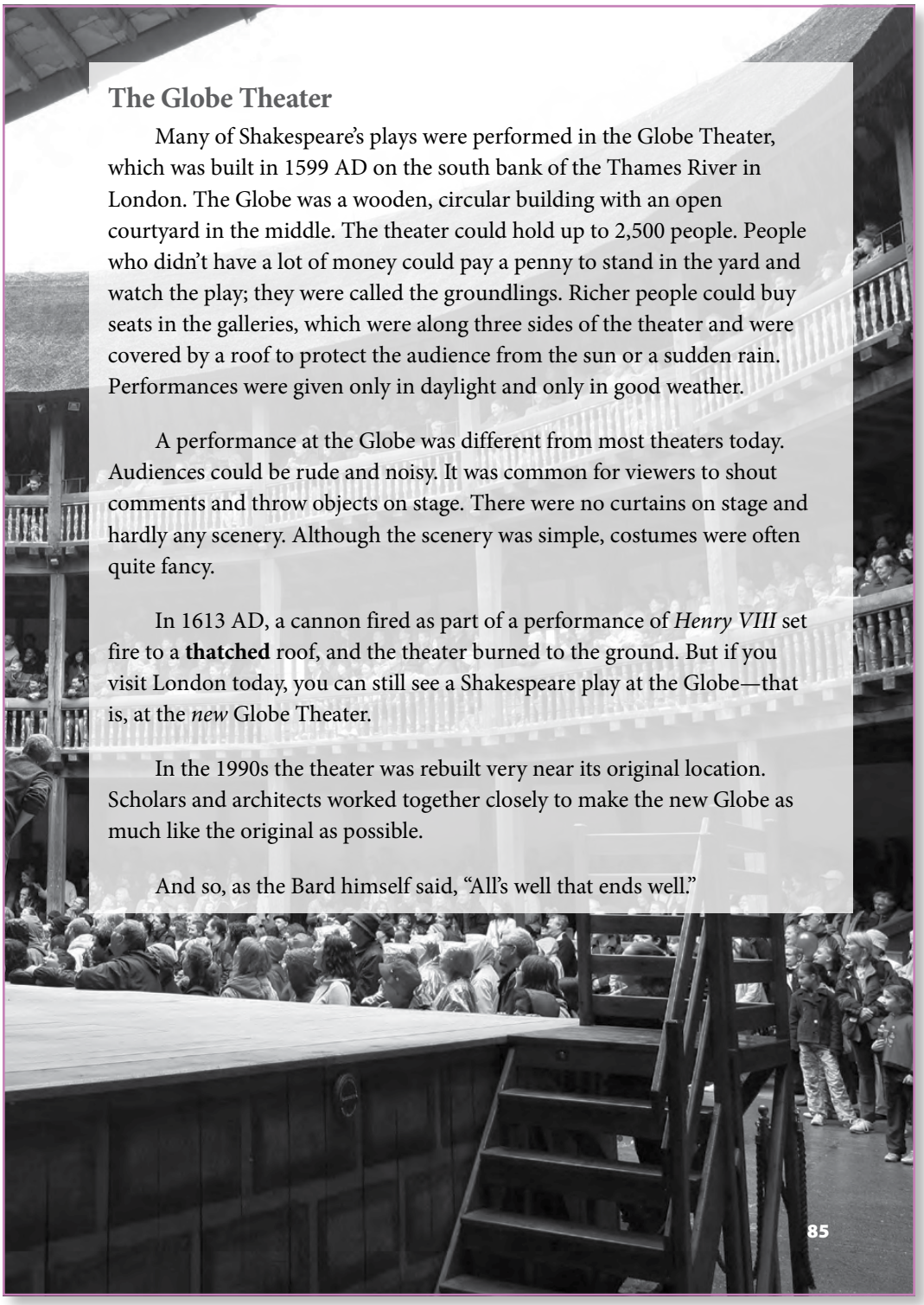
There's a lot about Shakespeare's life we don't know. No one even knows for sure the exact date of Shakespeare's birthday.

Most of the information we have about Shakespeare comes from the town's official records of baptisms, marriages, and deaths. We also know a little from what his friends wrote about him. Over the years, scholars have closely examined the available documents, as well as Shakespeare's own writings, to put together a picture of the playwright's life. Sometimes parts of the picture are missing, and then scholars have to use whatever evidence they have to make an informed guess.

We *do* know that eighteen-year-old William married twenty-six-year-old Anne Hathaway in 1582 AD. Over the next few years, Anne gave birth to their daughter Susanna, followed by twins, a daughter named Judith and a son named Hamnet.

After the twins were born, Shakespeare did not **linger** very long in Stratford-upon-Avon. We're not certain why he left. Nor does anyone know what Shakespeare did during what are called "The Lost Years" from 1582 to 1592 AD.

We do know that by 1592 AD, Shakespeare had arrived in London and was establishing a reputation as a playwright, actor, and poet. Though some of his more highly educated competitors said his plays were "**vulgar**," the people loved his work, and the royalty also enjoyed them. His acting company frequently performed in the court of Queen Elizabeth and later for King James.



The Globe Theater

Many of Shakespeare's plays were performed in the Globe Theater, which was built in 1599 AD on the south bank of the Thames River in London. The Globe was a wooden, circular building with an open courtyard in the middle. The theater could hold up to 2,500 people. People who didn't have a lot of money could pay a penny to stand in the yard and watch the play; they were called the groundlings. Richer people could buy seats in the galleries, which were along three sides of the theater and were covered by a roof to protect the audience from the sun or a sudden rain. Performances were given only in daylight and only in good weather.

A performance at the Globe was different from most theaters today. Audiences could be rude and noisy. It was common for viewers to shout comments and throw objects on stage. There were no curtains on stage and hardly any scenery. Although the scenery was simple, costumes were often quite fancy.

In 1613 AD, a cannon fired as part of a performance of *Henry VIII* set fire to a **thatched** roof, and the theater burned to the ground. But if you visit London today, you can still see a Shakespeare play at the Globe—that is, at the *new* Globe Theater.

In the 1990s the theater was rebuilt very near its original location. Scholars and architects worked together closely to make the new Globe as much like the original as possible.

And so, as the Bard himself said, "All's well that ends well."

85

Write the correct word to complete each sentence.

literate	anxious
linger	vulgar

1. Cervantes must have felt _____ when he was captured by pirates off the coast of France.

2. Many _____ people in Europe during the Renaissance enjoyed reading *Don Quixote*.

3. Some highly educated playwrights of his time criticized Shakespeare's plays as being too _____.

4. Tourists visiting London today can see a play in the new Globe Theater and then _____ in the theater after the performance to explore the building.

NAME: _____

DATE: _____

Practice Correlative Conjunctions

Create two sentences using the correlative conjunctions provided.

Correlative Conjunctions	Example
either/or	After dinner, we can **either** play a board game **or** watch a movie.
neither/nor	The baby could **neither** crawl **nor** walk yet.
both/and	**Both** Lou **and** Nader are absent today.
not only/but also	Abeni is **not only** smart, **but also** kind.

1. *either/or*

_____

_____

2. *either/or*

_____

_____

3. *neither/nor*

_____

_____

4. *neither/nor*

_____

_____

5. *both/and*

6. *both/and*

7. *not only/but also*

8. *not only/but also*

NAME: _____

DATE: _____

Root *serv*

Write a sentence using the word provided. Be sure to use correct capitalization and punctuation.

1. *serve*

_____

_____

2. *preserve*

_____

_____

3. *conserve*

_____

_____

Write the correct word to complete each sentence.

4. After thirty years of _____ to her state, the senator retired.
(serve, servant, preserve, service)

5. In an effort to _____ the dinosaur bones, the archeologists put them in a climate-controlled room.
(reserve, preserve, conserve, serve)

6. This room is _____ for a special event.
(conserved, serviced, preserved, reserved)

7. **Challenge** Using your knowledge of the root *serv* and the meaning of the word *conserve*, determine the meaning of the word *conservation*. Then write a sentence using the word *conservation*.

Root: *serv*
Word: *conserve* (verb)
Meaning: to keep safe from loss, water, or destruction
New Word: *conservation* (noun) [Hint: the suffix –*tion* means "the act of"]
Meaning:

_____

Sentence:

_____

_____

_____

NAME: _____

DATE: _____

Practice Spelling Words

Write the correct word to complete each sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.

apprentice	expert	democracy	tyranny	extraordinary
conventional	rivalry	harmony	mundane	stunning

1. As a(n) _____ at his job, Hugo was learning all of the tricks of the trade and was well-respected.

2. Voting for our leaders and laws is something Americans can do since we are part of a(n) _____.

3. The _____ after-school routine was to walk inside, take off your shoes, wash your hands, and finish your homework.

4. The government was a(n) _____, not allowing citizens to vote for new leaders.

5. I had never seen such a(n) _____ piece of artwork before. It was stunning!

6. Everyone knew about the _____ between the two champions and closely watched as they prepared for the match.

For each remaining spelling word, write a sentence using the word. Be sure to use correct capitalization and punctuation.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write the sentence as your teacher calls it out.

Unit Assessment—*Patrons, Artists, and Scholars*

Reading Comprehension

Read the two selections about the city of Venice during the Renaissance movement. After reading the first selection, "Venice: Jewel of the Adriatic," answer the questions based on the text before reading the second selection.

Venice: Jewel of the Adriatic

A Glittering City

1 Built on 117 small islands, Venice, in northern Italy, was the western world's most important commercial city in 1500.

2 Venice's islands are located in the middle of a lagoon. The islands are divided by more than 150 canals and connected by more than 400 bridges. Many of its buildings rest on pillars driven into the mud. Long ago, Venice was safe from attack. Enemy ships found it impossible to move in the shallow waters. Venice also had a strong navy.

3 The people of Venice, called Venetians, were proud of their splendid city. Visitors admired the city, too. A French diplomat visiting Venice was very impressed with this unusual city. "The houses are very large and lofty and built of stone," he reported. "Most of them have rich marble chimney pieces, gold-colored bedframes and doors, and beautiful furnishings. It is the most triumphant city I have ever seen."

4 How did Venice gain its prosperity? Venice built its wealth mostly on trade. Over two centuries, the Venetians created an extensive trading empire. Venetians wanted to gain more and more territory so they could carry on their trading activities without interference.

5 Its efficient navy gave Venice the military force it needed to defend a large trading empire. Its unique form of government gave it the stability it needed to establish and maintain this empire.

Republican Government

6 Venice was not a monarchy. It was a republic whose government was controlled by the city-state's leading families. The head of the government was called the doge, which comes from the Latin word *dux* meaning "leader." Members of the Greater Council chose a doge to serve for the duration of his life. This council also selected some of its members to serve in other governmental bodies. The governmental bodies included a senate and a committee for public safety. The doge was Venice's chief of state. However, the council and other governmental bodies held the real power.

7 As in most other republics up to that time, not all Venetians could participate in government. At the end of the 1200s, the Greater Council passed a law. The law said only adult male descendants of men who had sat in the council before 1297 AD could be members. The name of everyone eligible was written down in what became known as the *Golden Book*. Only about 200 families were named in the book (but some newcomers were admitted). They became hereditary rulers of Venice.

Printing Advances

8 Venice made a notable contribution to classical learning by encouraging the development of the new craft of printing. By 1500 AD, this city-state alone had more than 200 printing presses. Because many printers were scholars, they devoted themselves to publishing classical manuscripts, particularly those of ancient Greece.

Venice's Greatest Artist

9 Of all the arts for which Renaissance Venice became known, painting was the foremost. Venetian painter Tiziano Vecelli was a highly respected artist. People now refer to him as Titian. Born about 1488 AD, he studied with Venice's most important painters beginning at age nine or ten. When his long career came to an end in 1576 AD, he was a great master.

10 Titian's paintings conveyed emotions and feelings. His use of color and his new use of oil paints gave his works a rich and luxurious feel. Among Titian's most famous paintings is *The Assumption of the Virgin*. This powerful work illustrated the Virgin Mary being taken to heaven.

Decline of Venice

11 Venice eventually lost its place as the world's most important trading power. One reason for this decline was the Muslim Turks' successful challenge of Venetian dominance in the Mediterranean. In addition, Portuguese explorers discovered new sea routes to the Far East. These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean. However, Venice remained an independent state until it became part of the new nation of Italy in 1866.

Questions

The following question has two parts. Answer Part A, and then answer Part B.

1. **Part A**: Which statement best expresses the central idea of paragraph 3?

   A. The town of Venice had more than 400 bridges.

   B. The town of Venice was wealthy and filled with expensive things.

   C. Many buildings in Venice rest on pillars driven in the mud.

   D. Many canals connected the islands of Venice.

   Part B: In paragraph 3, underline the sentence that provides the best evidence for the answer to Part A.

2. In paragraph 4, the author asks, "How did Venice gain its prosperity?" What is a synonym of the word *prosperity*?

   A. success or wealth

   B. illness

   C. health

   D. failure or poverty

3. What are two reasons the author gives to support the point that Venice was able to become a strong, rich city?

   A. Venice's islands are located in the middle of a lagoon.

   B. Venetians created an extensive trading empire.

   C. Not all Venetians could participate in government.

   D. The families named in the *Golden Book* became hereditary rulers of Venice.

   E. Venice had the military force it needed to defend a large trading empire.

   F. Visitors to Venice admired the city.

4. In paragraph 3, which two words help the reader understand what the word *splendid* means?

   A. city

   B. diplomat

   C. visitors

   D. beautiful

   E. impressed

   F. Venetians

5. Which statement best represents the central idea of this selection about Venice?

   A. With its island and canals, Venice was an interesting city to visit.

   B. Venice had an effective and strong form of government during the Renaissance.

   C. There were a lot of beautiful things to see in Venice during the Renaissance.

   D. Venice was a powerful trading city and made important contributions to the Renaissance movement.

6. Read the following sentence from "Venice: Jewel of the Adriatic."

> These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean.

Which point is the author supporting by including this sentence in the selection?

   A. how difficult it is to learn about people based on the objects they have left behind

   B. that objects that were considered worthless in the past are also worthless in the present

   C. that throughout history people have fought over valuable objects

   D. that Venice's trading power eventually started to decline

Reading Comprehension Informational Score: _____/6 points

Venice, 6th January, 1506 AD

1 To the Honourable and Wise Willibald Pirckheimer, in Nuremberg.

2 My dear Master, I wish you and your family a happy New Year. I am in good health and I hope you are even better. Now I'd like to tell you about the job you asked me to do—to buy a few pearls and precious stones. I want you to know that I can find nothing good enough or worth the money. Everything is snapped up by the Germans.

3 Traders expect four times the value for anything. They are the biggest villains that live there. No one expects to get an honest service of them. For that reason some good people warned me to be on my guard against them. They told me that they cheat both good men and bad men. They also told me you could buy better things for less money in Frankfurt than in Venice.

4 As for the books which I was to order for you, our friend has already taken care of it. If you are in need of anything else, let me know. I will do it for you with great enthusiasm. If there is any way I can help you, I will gladly do it. I know how much you do for me.

5 And I beg of you be patient with my debt, for I think oftener of it than you do. As soon as God helps me to get home I will pay you honorably, with many thanks. I can repay you with money I earn from painting a picture for the Germans. They are giving me much more money for the painting than it will cost me to make it. I will have finished laying and scraping the ground-work in eight days, then I will begin to paint. If all goes well, it will be complete and ready for the church a month after Easter.

—Albrecht Dürer

7th February, 1506 AD

6 Dear Master, I wrote to you recently. I hope the letter reached you. In the meantime my mother has written to me, scolding me for not writing to you. She also said you are unhappy with me because I do not write to you. She said I must apologize to you. I do not have a good excuse, except that I am lazy about writing and you have not been at home. As soon as I knew you were at home or were coming home, I wrote to you at once. Therefore I most humbly beg you to forgive me, for I have no other friend on earth but you. I hope you are not angry with me, because you are like a father to me.

7 How I wish you were here in Venice. There are so many good fellows among the Italians who seek my company more and more every day. This makes me very happy. Some of the men who show me friendship are scholars, good lute-players, and pipers, painters, and honest and noble men. On the other hand, there are also faithless, lying, thievish rascals. I did not believe such evil people could exist on earth. They are so deceptive that if you do know them, you would think they were the nicest men on earth. I cannot help laughing to myself when they talk to me. They know people are aware of their evil acts, but that does not bother them.

8 I have many good friends among the Italians who warn me not to eat and drink with their painters. They say many painters are my enemies and copy my work in the churches and wherever they can find it. Even though they copy my work, they criticize it and claim it is not done in the antique style. They also say it is no good, but the famous painter, Bellini, has praised me highly to many gentlemen. He would like to have something of mine. He even came to me himself and asked me to create something for him. He said that he would pay well for it too. Everyone tells me what an honest man he is, so that I am really friendly with him. He is very old, and yet he is the best painter of all.

—Albrecht Dürer

Questions

7. What do these two letters help the reader understand about the relationship between Pirckheimer and Dürer?

   A. Pirckheimer supports Dürer and they are close.

   B. Dürer does not get along with Pirckheimer.

   C. Pirckheimer and Dürer work together as artists.

   D. Dürer is the master of Pirckheimer.

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A**: Dürer writes, "They are so deceptive that if you do know them, you would think they are the nicest men on earth." What does the word *deceptive* mean?

   A. cruel

   B. friendly

   C. entertaining

   D. misleading

   Part B: In paragraph 7, which two words help the reader understand what the word *deceptive* means?

   A. scholars

   B. lying

   C. noble

   D. painters

   E. honest

   F. thievish

9. Based on Dürer's descriptions, what are two good things (pros) and two bad things (cons) about living in Venice during the Renaissance?

Pros About Living in Venice	Cons About Living in Venice

10. Describe how Dürer made a living and include examples from the text.

Reading Comprehension Literary Score: _____/4 points

Reading Comprehension Total _____/10 points

To receive a point for a two-part question (e.g., 1 and 8), students must correctly answer both parts of the question.

Writing Prompt: Through his letters to Pirckheimer, you learn about character traits of Dürer. Discuss two character traits of Dürer, providing examples from the text to support your answer. Write your response in the lines provided.

Writing Prompt Score: _____/4 points

Grammar

Using the information provided in the "Subject" and "Linking Verb" columns of the following chart, fill in the "Agreement in the Past Tense" column so that the subject and verb provided are in agreement in the past tense.

Subject	Linking Verb	Agreement in the Past Tense
Michelangelo	to feel	1.
patrons	to seem	2.
philosophers	to think	3.
Leonardo da Vinci	to see	4.
the Renaissance	to be	5.
women of the Renaissance	to be	6.
I	to have	7.
she	to want	8.

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above. Include a sentence-level clue that tells the reader the sentence is in past tense.

9. _____

_____

10. _____

_____

Use the correct preposition from the word box to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

in	against	out
with	after	away

11. Isabella was born _____ the Italian city-state of Ferrara.

12. She studied in school along _____ her brothers and sisters.

13. _____ her 16th birthday, Isabella married Francesco Gonzaga of Mantua.

14. Mantua is a beautiful city _____ northern Italy.

15. Francesco was often _____, fighting battles _____ opposing other city-states and countries.

16. When Francesco was _____ of town, Isabella governed the people.

For each pair of words, write a sentence using the correlative conjunctions correctly.

either/or	neither/nor
both/and	not only/but also

17. _____

_____

18. _____

_____

19. _____

_____

20. _____

_____

Grammar Score: _____/20 points

Morphology

1. Which of the following words is a synonym for *inaudible*?
   A. sound
   B. silent
   C. applause
   D. loud

2. Which of the following words is an antonym for *inaudible*?
   A. sight
   B. music
   C. volume
   D. loud

3. My final project for class was incomplete. What does this mean about my project?
   A. The project was about interesting things.
   B. The project was not finished.
   C. The project was the best one.
   D. The project was completed.

Write the correct word to complete each sentence.

4. I took a deep breath in, and then slowly _____ out for the doctor.
(inhaled, exhaled, imported, exported)

5. The pope was _____ for Michelangelo to finish painting the Sistine Chapel.
(patient, impatient, polite, impolite)

6. Food and drinks are _____ from the price of admission; you have to pay extra to eat and drink.
(excluded, exuded, exported, excavated)

This question has two parts. Answer Part A and then answer Part B.

7. **Part A**: What does the root *serv* mean?

   A. spend

   B. watch

   C. save

   D. get rid of

   Part B: Write a sentence using the word *reserved*. Be sure the sentence demonstrates the meaning of the word.

   _____

   _____

Morphology Score: _____/7 points

To receive a point for a two-part question (e.g., 7), students must correctly answer both parts of the question.

NAME: _____

DATE: _____

Extended Constructed Response Planning

Prompt: Review "Chapter 8: The Northern Renaissance" and "Chapter 9: Popular Prose on Page and Stage." Based on the information from the chapters, write a response to the following: Describe how the ideals of one Italian Renaissance artist impacted another outside of Italy. Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to:

- *clearly state your thesis*
- *organize your writing*
- *develop your ideas in detail*
- *use evidence from the selection in your response*
- *use correct spelling, capitalization, punctuation, and grammar*

Manage your time carefully so that you can:

- *review the selection*
- *plan your response*
- *write your response*
- *revise and edit your response*

Introduction Paragraph:

Body Paragraph 1:

Topic sentence:_____

_____

Text evidence:_____

_____

Expansion:_____

_____

Concluding sentence:_____

_____

Body Paragraph 2:

Topic sentence:_____

_____

Text evidence:_____

_____

Expansion:_____

_____

Concluding sentence:_____

_____

Body Paragraph 3:

Topic sentence: _____

_____

Text evidence: _____

_____

Expansion: _____

_____

Concluding sentence: _____

_____

Conclusion:

_____

_____

_____

_____

Extended Constructed Response

Directions: Review "Chapter 8: The Northern Renaissance" and "Chapter 9: Popular Prose on Page and Stage." Based on the information from the chapters, write a response to the following: Describe how the ideals of one Italian Renaissance artist impacted another outside of Italy. Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to:

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can:

- review the selection
- plan your response
- write your response
- revise and edit your response

NAME: _____

DATE: _____

NAME: _____

DATE: _____

Mid-Unit Content Assessment

1. *Renaissance* is a word that means _____.
   A. studies
   B. philosophy
   C. artwork
   D. rebirth

2. The Renaissance movement was inspired by the ideas of which two ancient civilizations?
   A. Istanbul
   B. Greece
   C. Rome
   D. France

3. All of the following are examples of interest in what topic during the Renaissance?

exploration of lesser-known parts of the world
scientific observation and investigation
art featuring the human form

A. the natural world

B. the Church

C. perspective

D. the pope

4. Which statement best supports the idea that the Medici family were great patrons of the arts?

A. By the mid-1400s, Cosimo had built a thriving international banking business, taking advantage of the success of Italian merchants trading goods with other countries.

B. The Medici family home became a gathering place for thinkers and artists from around the world.

C. Lorenzo disliked art, classical literature, poetry, and philosophy.

D. Cosimo told the guild members which councilmen to elect.

5. The text states, ". . . there was a great expansion of the middle class, the class between those who worked the land and the nobility." What contributed to the increase of the middle class?

   A. the lack of social mobility

   B. the growth of farmers

   C. the increase of power in the Church

   D. the increase of trade

6. How did wealthy merchant patrons support artists during the Renaissance?

   A. Patrons were celebrated for the works they paid to have created.

   B. Patrons sold the paintings for a large amount of money.

   C. Patrons provided food, clothing, and housing for artists.

   D. Patrons learned how to become great artists.

7. Besides the Medici family, what other influential and powerful people were patrons of the arts during the Renaissance?

   A. scholars

   B. artisans

   C. peasants

   D. popes in Rome

8. In addition to interest in art, literature, sculpture, and architecture, what else motivated patrons to support art?

   A. fame for supporting great art

   B. concern about artists disliking them

   C. fear of the Church

   D. trade

9. Leonardo da Vinci, Michelangelo, and Raphael represent the spirit of the Renaissance with their beliefs about man. What is this belief?

   A. all men are good

   B. man can do anything

   C. man needs help from others

   D. man cannot learn about everything

10. Which of the following is an example of details in the work of Michelangelo and Raphael that embody features of Renaissance art?

    A. emotionless expressions

    B. lack of detail in human figures

    C. realism in the depiction of human figures

    D. focus on scenes in nature

Mid-Unit Content Assessment total: _____/10 points

End-of-Unit Content Assessment

1. Which of the following statements best supports the idea that the word *Renaissance* means "rebirth"?

   A. Forms of expression created during the Renaissance communicated what was happening during that time period.

   B. During the Renaissance, new ideas were born, and old ideas were reborn.

   C. The Renaissance movement was a revolutionary movement that led to the creation of art, the likes of which the world had never seen before.

   D. The Renaissance movement was inspired by an interest in modern culture and learning.

2. The term *classical works* refers to:

   A. stained glass windows

   B. Leonardo's art

   C. the Colosseum in Rome

   D. works from ancient Greece and Rome

3. "Admiration of the classical values and teachings of ancient Greece and Rome" and "promotion of the power and unique talents of the individual" best characterize:

   A. humanism

   B. the Church

   C. nobility

   D. the Middle Ages

4. Fill in the blank:

Increased _____ in Italy contributed to the growth of wealth and influence among the growing middle class.

   A. patronage

   B. trade

   C. fame

   D. interest in art

5. All of the following are examples of what topic during the Renaissance?

As the Italians became wealthier and cities grew, there were more and more merchants and craftsmen.
They had enough money to pay others to write, study, and create works of art.
They were admired and celebrated for the works they paid to have created.

   A. Scholars and artists in other countries were also enjoying a rebirth of learning.

   B. The wealthy middle class grew in power and status.

   C. A prince should rule his people in a certain way.

   D. Patrons supported artists while they created art.

6. Which of the following statements describes a patron?

   A. A patron swept floors, fetched supplies, and made brushes.

   B. A patron would charge fees to exchange foreign money for local money and to provide loans to customers.

   C. A patron might provide the artist with food, clothing, and a house while the artist worked.

   D. A patron was part of a special group of craftsmen and merchants of Florence who joined together.

7. Which two statements best support the idea that the Renaissance was marked by an interest in the natural world?

   A. A study of the past prompted many to examine the present, and an increased interest in certain subjects led to a greater understanding of the world.

   B. More and more people had the opportunity to learn about the literature, art, and government of ancient Greece and Rome.

   C. By the mid-1400s, Cosimo de' Medici had built a thriving international banking business, taking advantage of the success of Italian merchants trading goods with other countries.

   D. Renaissance artists developed techniques that allowed them to paint the human form in a much more realistic way.

8. The text states, "Painter, inventor, scientist, musician, and more, Leonardo embodies the belief that anything is possible." Which of the following statements provides the best support for this quotation?

   A. Leonardo practiced drawing and painting every day.

   B. In Milan, Leonardo continued to make works of art but also worked as a military engineer, designing an early version of a tank.

   C. It didn't take long for people to notice Leonardo's artistic genius.

   D. Leonardo was a man of boundless curiosity, multiple talents, and visionary imagination.

9. Which of Michelangelo's works of art is described as a "strong, muscular human form?"

   A. carving of a faun's head

   B. *Pietà*

   C. *David*

   D. ceiling of the Sistine Chapel

10. Raphael's *The School of Athens* represents the idea that man can do anything through its:

   A. use of perspective

   B. depiction of many scholars and philosophers learning about a variety of ideas

   C. lifelike presentation of human figures

   D. placement of Plato and Aristotle in the center

11. Which words accurately complete the following sentence:

   _____ was a highly influential source of patronage in Florence, and _____ was one of the most important patrons in Rome.

   A. *The Medici family* and *the pope*

   B. *The pope* and *the Medici family*

   C. *The Medici family* and *Savonarola*

   D. *Nobility* and *the pope*

12. Patrons supported painters and sculptors because:

   A. they were good friends with the artists.

   B. the amazing works they commissioned brought their families fame.

   C. it made them wealthy.

   D. it promoted democracy.

13. How did Machiavelli think a prince should rule his people?

    A. A leader should be kind and tell the truth no matter what.

    B. A wise leader cannot and should not keep his word when keeping it is not to his advantage.

    C. He should be "gentle, modest, and reserved."

    D. The prince should "accompany his actions, gestures, habits, in short his every movement, with grace."

14. Which of the following statements describes how artists in northern Europe embodied features of Renaissance art?

    A. Artists in northern Europe realistically portrayed the tiniest details in works of art.

    B. Artists in northern Europe only painted to express their religious devotion.

    C. Artists in northern Europe were inspired by and often included figures from ancient Greek and Roman mythology as the center pieces of their works of art.

    D. Artists in northern Europe avoided use of perspective in their paintings.

15. What advice did Castiglione give to Renaissance courtiers?

    A. Courtiers should let others know when they are doing something extremely well.

    B. Courtiers should always smell their prince's food to ensure that it is safe.

    C. Castiglione told courtiers how best to blow their noses, cut their nails, and chew their food.

    D. They should be loyal and able to do everything well.

16. All of the following are examples of what topic during the Renaissance?

Isabella d'Este managed to fight off enemies and form strong alliances with other rulers.
Not only was Isabella d'Este an outstanding ruler, she was also a great patron of the arts.
Lavinia Fontana received patronage from the family of a pope and painted portraits of many well-known individuals.
Sofonisba Anguissola lived and trained with prominent local artists.

A. Scholars and artists in other countries were also enjoying a rebirth of learning.

B. The Renaissance movement set expectations for how women should act.

C. Some Renaissance women challenged the cultural norms expected of women at that time.

D. Artists required the support of patrons to create art.

17. Which of the following statements supports the idea that clothing was a status symbol during the Renaissance?

A. Wealthy persons could be identified by their clothing made from furs and silks.

B. All social classes could wear the same types of clothes.

C. Peasants typically had many sets of clothing.

D. During the Renaissance, there was less freedom in the style of dress and headdresses.

18. Which of the following statements supports the idea that the Renaissance movement impacted artists from northern Europe?

    A. Like Venice and Florence in Italy, Antwerp was a busy trading city with many banks and businesses, and many wealthy people ready to buy works of art.

    B. Scholars and artists never left their home countries and had to develop ideas on their own.

    C. Artists in northern Europe depicted the everyday lives of peasants.

    D. Dürer made two trips to Germany to learn as much as he could from the great masters.

19. *The History of Don Quixote de la Mancha*, by Cervantes, is a notable literary work from the Renaissance largely because of its popularity as a:

    A. very funny story.

    B. guide book for good manners.

    C. history of Cervantes' life.

    D. play performed in the Globe Theater.

20. Many people believe that Shakespeare is the greatest playwright of all time. Which of the following statements is characteristic of performances of his plays during the Renaissance?

    A. The performances were held indoors at an exquisite royal theater.

    B. Audiences were rude, noisy, and threw objects on stage.

    C. Only wealthy people could attend the performances.

    D. Actors were thrown in jail if the audience did not enjoy the performance.

End-of-Unit Content Assessment total: _____/20 points

NAME: _____

DATE: _____

Subject-Linking Verb Agreement in the Past Tense

Fill in the "Agreement in the Past Tense" column using the information provided. The first two are done for you.

Subject	Linking Verb	Agreement in the Past Tense
the patrons	to be	the patrons were
they	to be	they were
Isabella	to be	
she	to be	
David (sculpture)	to be	
it	to be	
you	to be	
Machiavelli	to feel	
the castle	to look	
the band	to sound	

Choose five subject-linking verb agreement in the past tense statements from the chart. Use those statements to write five complete and expanded sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Prepositional Phrases

Underline the prepositional phrase(s) in each sentence, and circle the preposition(s).

Example: Daniel walked (through) the quiet halls after lunchtime.

1. The school is located in the center of the city.

2. George carefully walked across the street.

3. Candice's aunt will pick her up at 6 o'clock.

4. Jordan never goes anywhere without his lucky charm.

5. Nadia rode her bicycle to her friend's house after she finished her homework.

6. Leo goes with his grandfather to the library on Tuesdays.

7. After brushing his teeth, George walked up the stairs with his storybook.

8. The dog ran to its owner with a ball in its mouth.

Writing Sentences Using Prepositional Phrases

First, circle the preposition in the prepositional phrase. Second, write the function of the preposition in the box below: place, time, or partner. Third, write a sentence using the prepositional phrase.

1. around the world

2. down the hill

3. at school

4. after school

5. in the mornings

6. with my cousins

Complete the following sentences using the correlative conjunctions from the word box.

either/or	neither/nor
both/and	not only/but also

1. When Gianna moved to Italy, she could _____ speak _____ read Italian.

2. Everyone at our school does several different jobs. Mr. Jenkins is _____ the school librarian _____ a cafeteria helper.

3. We get to choose one game during recess, so we usually choose to play _____ kickball _____ basketball.

4. Most students love fifth grade because it is _____ challenging, _____ exciting.

5. _____ my mother _____ my father likes it when I argue with my little sister.

Write a sentence using the correlative conjunction provided.

6. *either/or*

_____

_____

7. *neither/nor*

_____

_____

8. *both/and*

_____

_____

9. *not only/but also*

_____

_____

Prefixes *im–* and *in–*

Write the correct word to complete each sentence.

1. Our vacation plans are _____ because my mom is still not sure if she can take the time off from work.
   (definite, indefinite, correct, incorrect)

2. I am helping my aunt teach my cousin how to be _____ and use words like *please* and *thank you*.
   (polite, mobile, impolite, measurable)

3. We sat so far back in the auditorium that the speaker's speech was _____.
   (audible, inaudible, patient, impatient)

4. I am so excited my project is _____ a few days early!
   (mobile, immobile, complete, incomplete)

5. Our town has two _____ library vans that visit neighborhoods that do not have bus access.
   (immobile, mobile, measurable, immeasurable)

For each word, write a sentence using the word.

1. *measurable*

2. *impatient*

3. *incorrect*

4. *audible*

NAME: _____ **PP.7** ASSESSMENT

DATE: _____

Prefix *ex–*

Write the correct word to complete each sentence.

1. The price of our ticket to the water park _____ meals, snacks, and drinks.
   (excluded, exhaled, expelled, exported)

2. When we dug the foundation for a new garage, we _____ old tin cans and an old gardening trowel.
   (exterior, excavated, exported, excluded)

3. The country was rich in iron ore, so it _____ that in exchange for goods that it could not make on its own.
   (exported, expelled, exterior, excluded)

4. The house on the beach had an _____ shower for rinsing sand off of your feet.
   (exit, extract, expel, exterior)

5. The lifeguard _____ us kids from the pool because it was time for only adults to swim.
   (exhaled, expelled, exterior, exit)

For each word, write a sentence using the word.

1. *exhale*

2. *extract*

3. *exit*

NAME: _____ **PP.8** ASSESSMENT

DATE: _____

Root *serv*

For each word, write a complete sentence using the word. Be sure to use correct capitalization and punctuation.

1. *service*

_____

_____

2. *reserved*

_____

_____

3. *preserve*

_____

_____

Write the correct word to complete each sentence.

4. It is important for museums and churches to _____ works
(conserve, service, preserve, reserve)
of art from the Renaissance.

5. Leonardo fastened a pair of wings he had made on his _____,
(serve, servant, preserve, service)
Carlo, to see if man could fly.

6. Michelangelo tried to take breaks in order to _____ his
(reserve, preserve, conserve, serve)
energy as he painted the ceiling of the Sistine Chapel.

Challenge Using your knowledge of the root *serv* and the meaning of the word *reserved*, determine the meaning of the word *reservation*. Then write a sentence using the word *reservation*.

Root: *serv*
Word: *reserved* (adjective)
Meaning: put aside or saved for a particular purpose
New Word: *reservation* (noun) [Hint: the suffix –*tion* means "the act of"]
Meaning:

_____

Sentence:

_____

_____

_____

NAME: _____

DATE: _____

E1.1 ACTIVITY PAGE

Masses, Dances, and Love Songs: Music in the Renaissance

As you read the selection, takes notes on the information related to sacred and secular music in the chart provided.

Sacred	Secular

Based on what you read, do you think John Dowland was a composer of sacred or secular music? What evidence from the text leads you to your conclusion?

Student Resources

In this section, you will find:

SR.1—Western Europe during the Renaissance

SR.2—Paragraph about a Paragraph

SR.3—Individual Code Chart

SR.4—Extended Constructed Response Rubric

SR.5-Biography Format

SR.5-Editing Checklist”

NAME: _____

DATE: _____

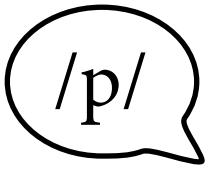
Western Europe during the Renaissance



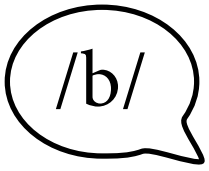
Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

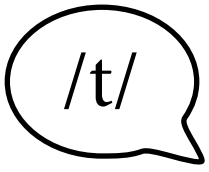
Individual Code Chart



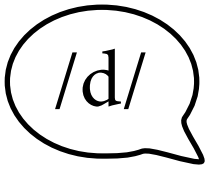
p	pp
pot	napping



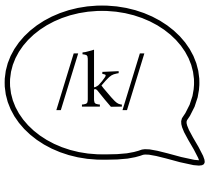
b	bb
bat	rubbing



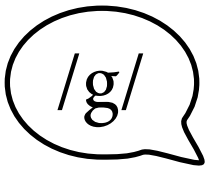
t	tt	ed
top	sitting	asked



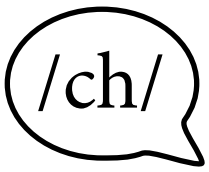
d	ed	dd
dot	filled	add



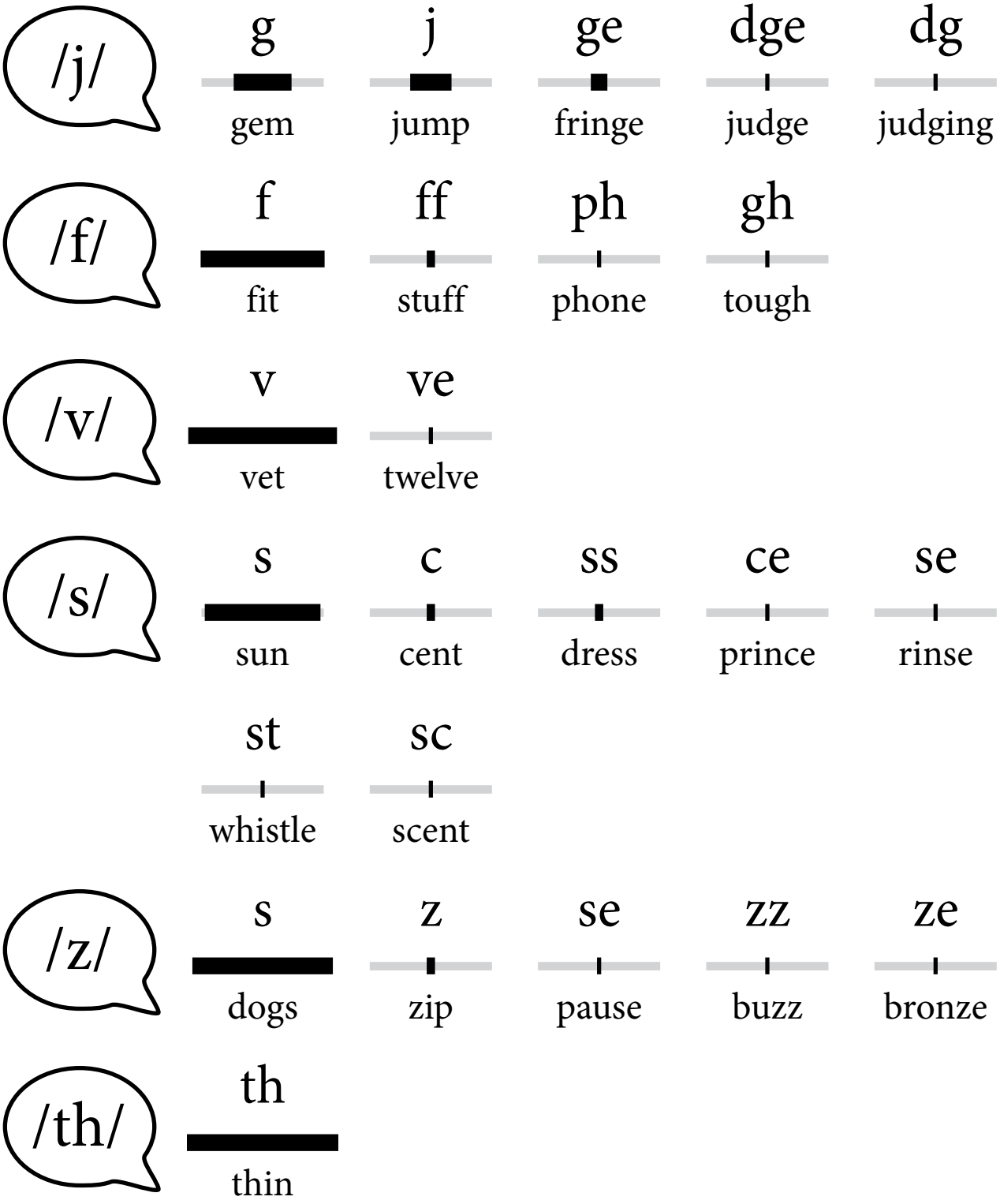
c	k	ck	ch	cc
cat	kid	black	school	hiccup

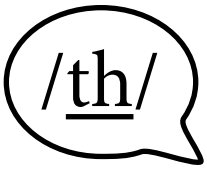


g	gg	gu	gh
gift	egg	guess	ghost

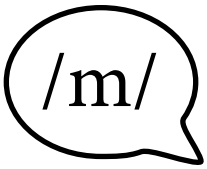


ch	tch
chin	itch


/j/
g
gem
j
jump
ge
fringe
dge
judge
dg
judging
/f/
f
fit
ff
stuff
ph
phone
gh
tough
/v/
v
vet
ve
twelve
/s/
s
sun
c
cent
ss
dress
ce
prince
se
rinse
st
whistle
sc
scent
/z/
s
dogs
z
zip
se
pause
zz
buzz
ze
bronze
/th/
th
thin



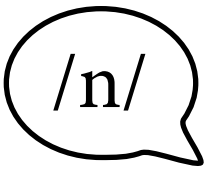
th — them



m — mad

mm — swimming

mb — thumb



n — nut

nn — running

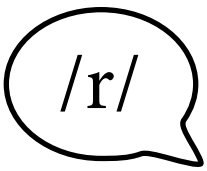
kn — knock

gn — sign



ng — sing

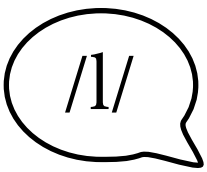
n — pink



r — red

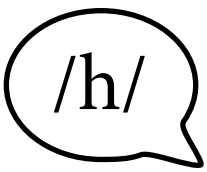
rr — ferret

wr — wrist

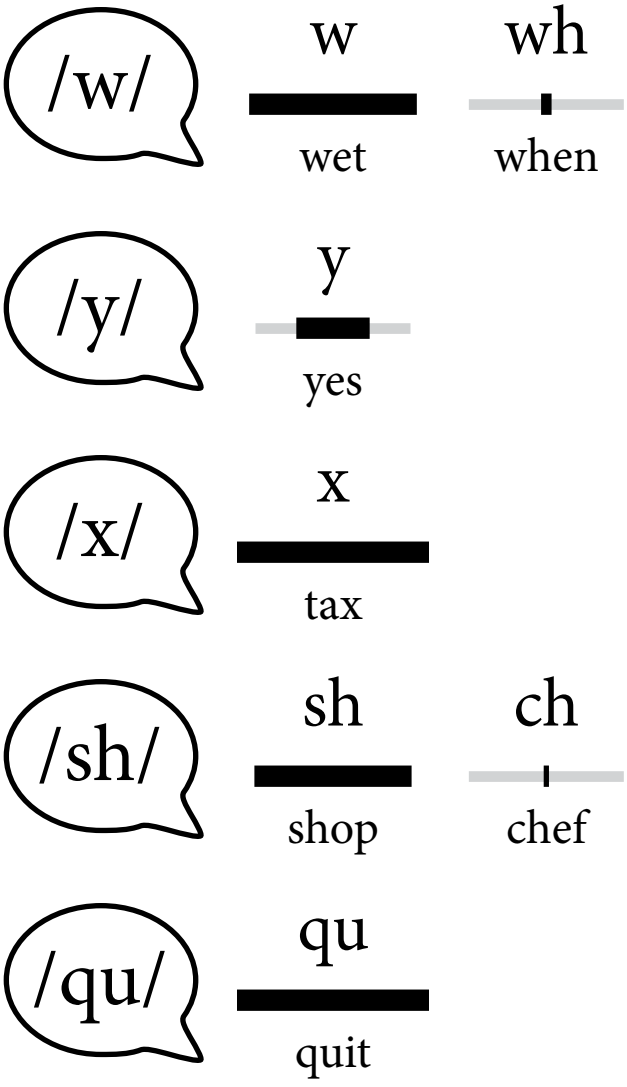


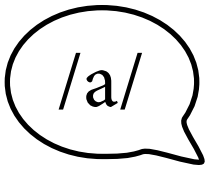
l — lip

ll — bell

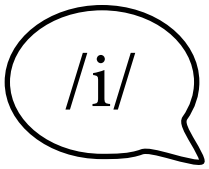


h — hot


/w/
w
wet
wh
when
/y/
y
yes
/x/
x
tax
/sh/
sh
shop
ch
chef
/qu/
qu
quit

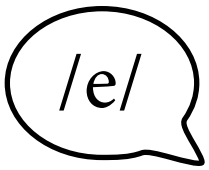


a — hat



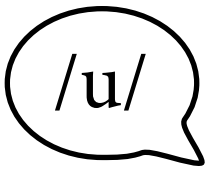
i — it

y — myth



e — pet

ea — head

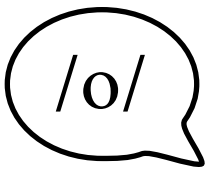


u — but

o — son

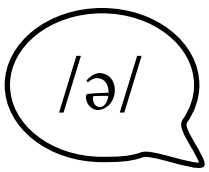
o_e — come

ou — touch



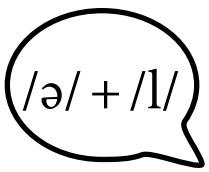
o — hop

a — lava



a — about

e — debate



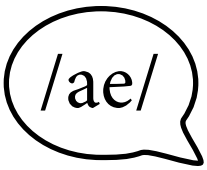
al — animal

le — apple

el — travel

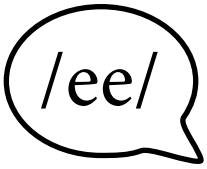
ul — awful

il — pencil



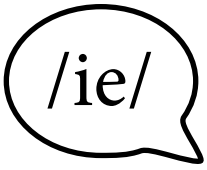
a	a_e	ai	ay	ey
paper	cake	wait	day	hey

eigh	ea
weight	great

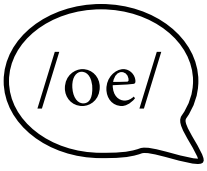


y	e	i	ea	ee
funny	me	ski	beach	bee

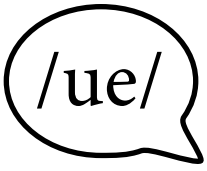
ie	ey	e_e
cookie	key	Pete



i	i_e	y	ie	igh
biting	bite	try	tie	night



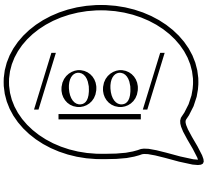
o	o_e	ow	oa	oe
open	home	snow	boat	toe



u	u_e	ue
unit	cute	cue

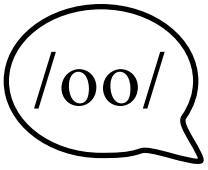
NAME: _____

DATE: _____

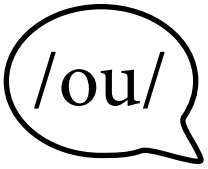


oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move



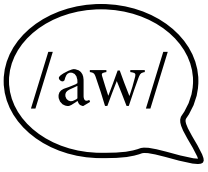
oo	u
look	push



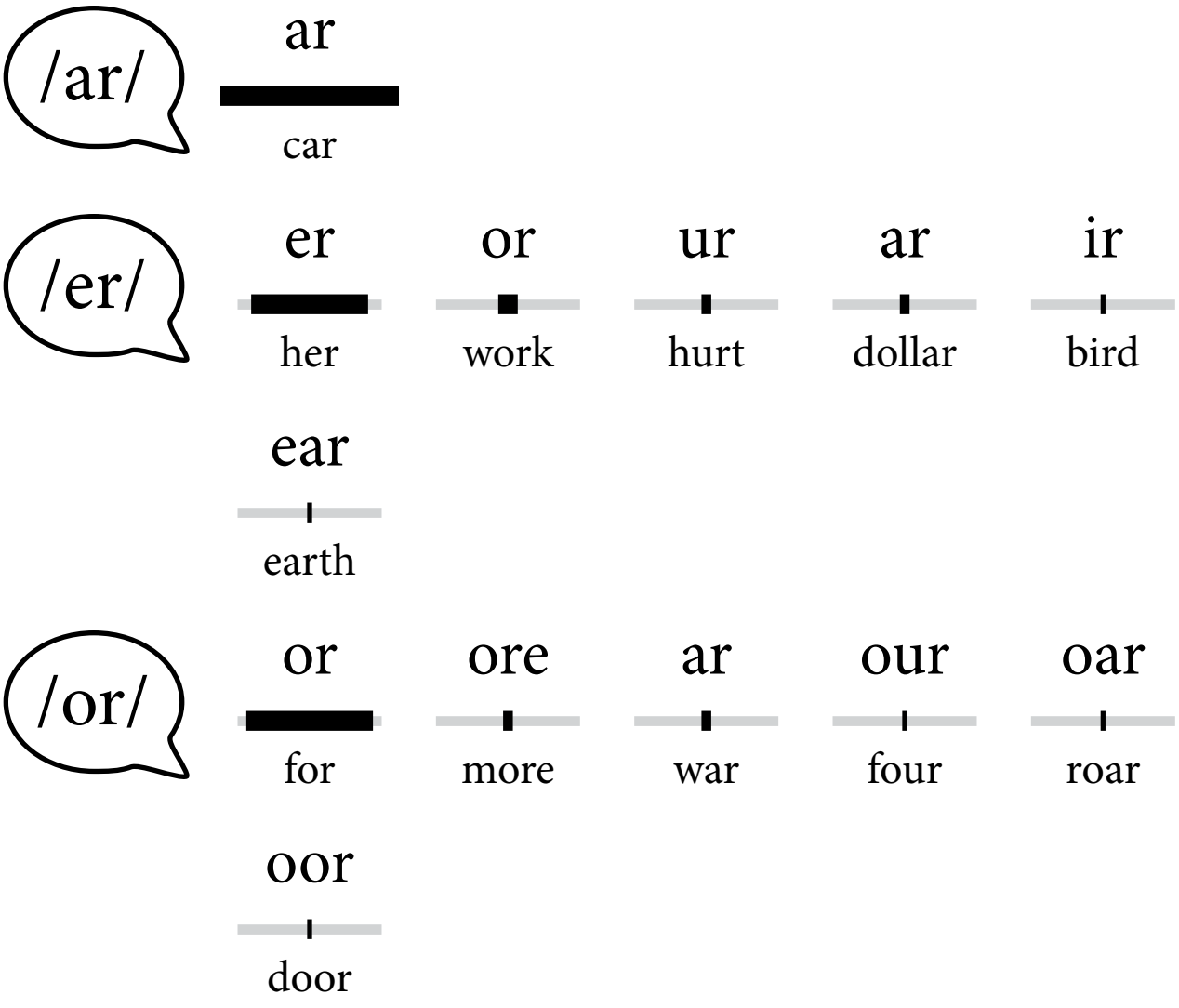
ou	ow
shout	now



oi	oy
oil	toy



au	aw	al	ough	augh
Paul	paw	wall	bought	caught


/ar/
ar
car
/er/
er
her
or
work
ur
hurt
ar
dollar
ir
bird
ear
earth
/or/
or
for
ore
more
ar
war
our
four
oar
roar
oor
door

NAME: _____

DATE: _____

Extended Constructed Response Rubric

Score Point	Development and Organization of Ideas
3	**1. Central Idea and Thesis** • The thesis is easy to identify. • The response is easy to follow. • There is a clear focus. **2. Organization** • Includes an introduction and a conclusion. • The thesis is well supported. • The ideas (sentences and paragraphs) follow a logical sequence. **3. Evidence** • Text-evidence is included and explained. • Evidence relates to the thesis. **4. Expression of Ideas:** • Words express the writer's opinion clearly.
2	**1. Central Idea and Thesis** • The thesis is evident but not clear. • The response is not always easy to follow. • The focus is not always clear. **2. Organization** • Includes an introduction and a conclusion. • The thesis is supported. • The ideas (sentences and paragraphs) sometimes follow a logical sequence. **3. Evidence** • Text-evidence is included but not explained thoroughly. • Evidence may not always relate to the thesis. **4. Expression of Ideas:** • Words may not always express the writer's thesis clearly.
1	**1. Central Idea and Thesis** • The thesis is there but not developed. **2. Organization** • May include an introduction and a conclusion. • The ideas (sentences and paragraphs) do not follow a logical sequence. **3. Evidence** • Little text-evidence is included and is not well explained. • Evidence is not related to the thesis. **4. Expression of Ideas:** • Words are vague and not clear.

0	**1. Central Idea and Thesis** • Thesis may or may not be evident. **2. Organization** • No introduction nor a conclusion. • No organization or sequence of ideas. **3. Evidence** • No text-evidence. **4. Expression of Ideas:** • Words are unclear.

Score Point	Conventions (grade-level appropriate)
2	• **Consistent Command of Conventions:** • sentence construction • punctuation • capitalization • grammar • spelling
1	• **Inconsistent Command of Conventions:** • sentence construction • punctuation • capitalization • grammar • spelling
0	• **Little to No Command of Conventions:** • sentence construction • punctuation • capitalization • grammar • spelling

NAME: _____ **SR.5** RESOURCE

DATE: _____

Editing Checklist

Editing Checklist	After checking for each type of edit, place a check here.	
	Partner	My Own
Meaning (It sounds right when I read it aloud.)		
• All my sentences have a subject and predicate.		
• I included all the words I wanted to write.		
• I took out repeated words or information.		
• I have checked how long my sentences are and split run-on sentences into two.		
• My sequence words and phrases appropriately convey time and order.		
Format		
• All my paragraphs are indented.		
• I have titles set on their own line and centered on the page.		
• My headings are set on their own line and left justified.		
• There is a reference list in the format I was taught.		
Capitals		
• I began each sentence with a capital letter.		
• I used capital letters for all proper nouns.		
Spelling		
• I have checked the spelling for any words I was unsure of or my teacher marked.		
Punctuation		
• I read my writing piece aloud to check for commas at pauses and periods, question marks, and exclamation points at the end of my sentences.		
• I used commas, quotation marks, apostrophes in places where they belong.		
• The titles in my reference list are underlined or in italics.		
• Sources in my reference list are underlined or in italics.		

Based on the fix-ups I found using my editing checklist, my writing will be stronger in the future if I remember to watch out for:

Editing Goal 1: _____

Editing Goal 2: _____

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Printed in the USA

Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

THE RENAISSANCE: ART AND CULTURE

GRADE 5 UNIT 2 | ACTIVITY BOOK

EDITION 1

9 79889 72787 9