



# Unit 6

# **The Renaissance**

## Activity Book

GRADE 5

Core Knowledge Language Arts®



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# Unit 6

# The Renaissance

## Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 6 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.



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1.1

ACTIVITY PAGE

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## Map of Western Europe





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?

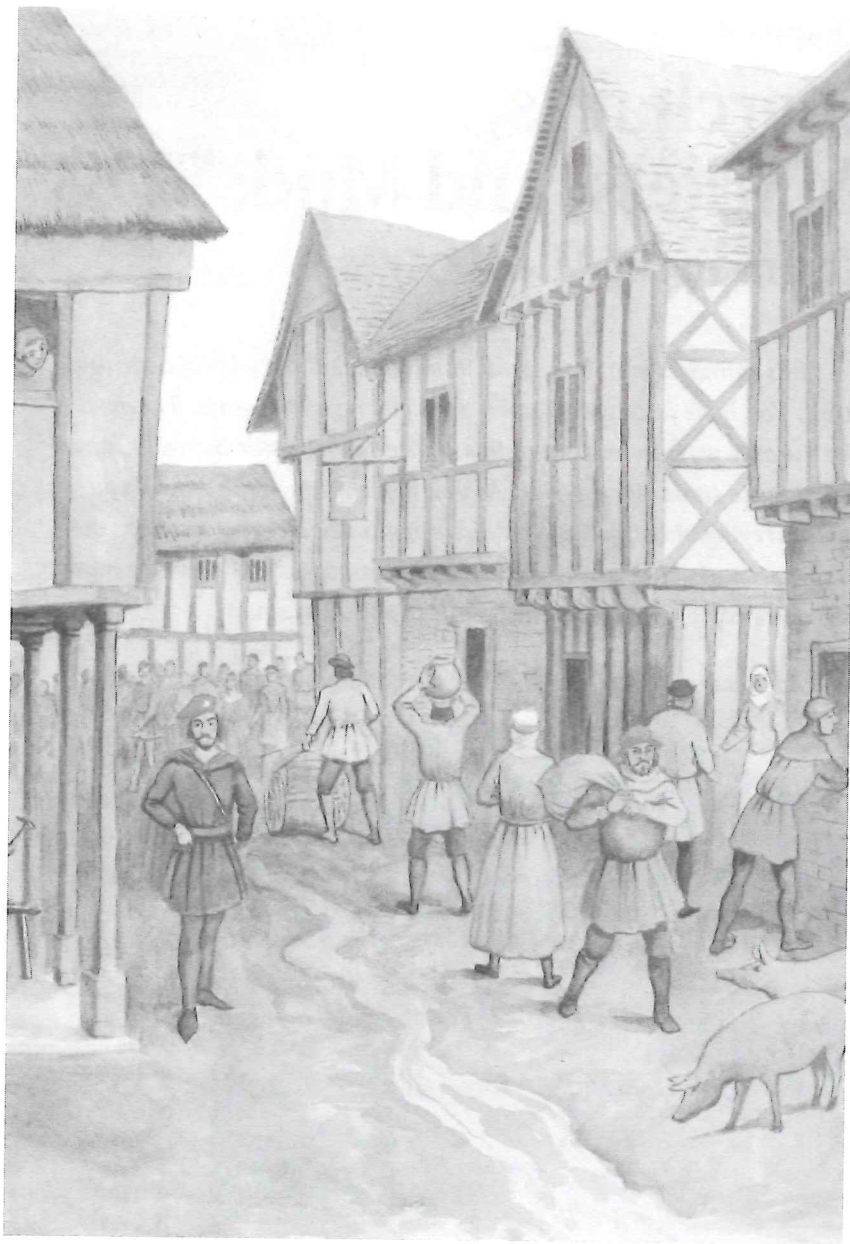
*It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, 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.

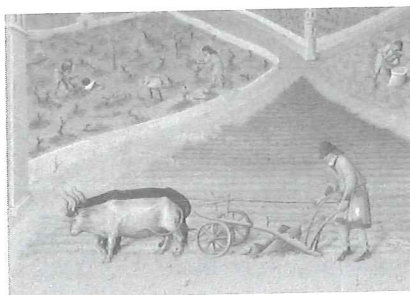


Streets in medieval towns were often crowded and muddy.

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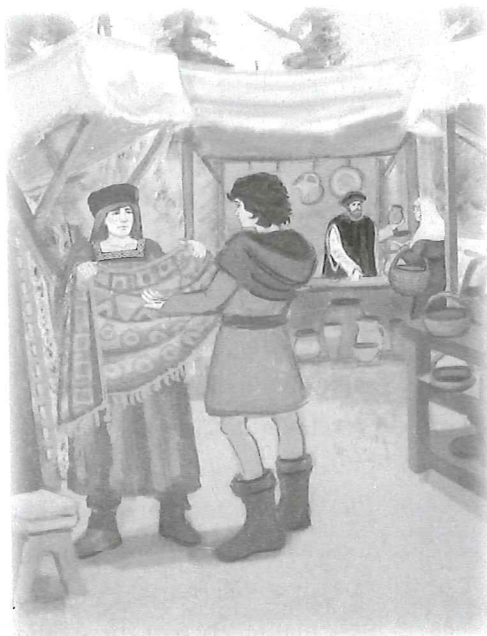
In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 CE, **fueled** by trade, towns began to grow. New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns.



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.

## Medieval Craftsmen

Carpenter



Tailor



Armorer



Tanner



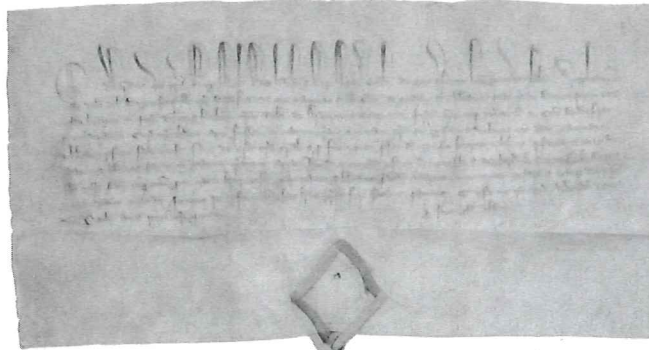
There was a certain pattern to daily life in towns in the Middle Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. Pickpockets and purse snatchers were afoot, too. Shops opened as early as 6:00 a.m. Most towns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



Town scene in medieval manuscript

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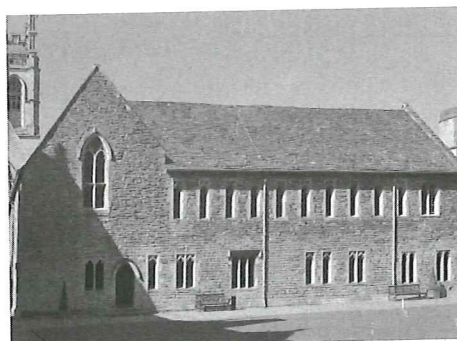
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Charters such as this one from Bedford, England, outlined certain rights.

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.

It was not long before many European towns and cities became terribly overcrowded. People lived in small houses crowded together.



Rats spread disease in towns.

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!

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.

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.



Fires spread quickly in medieval towns.

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## 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: \_\_\_\_\_

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## 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.”

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

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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. And so along came the Renaissance movement. But how, and why, the Renaissance movement emerged is the question.

### 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. He 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.

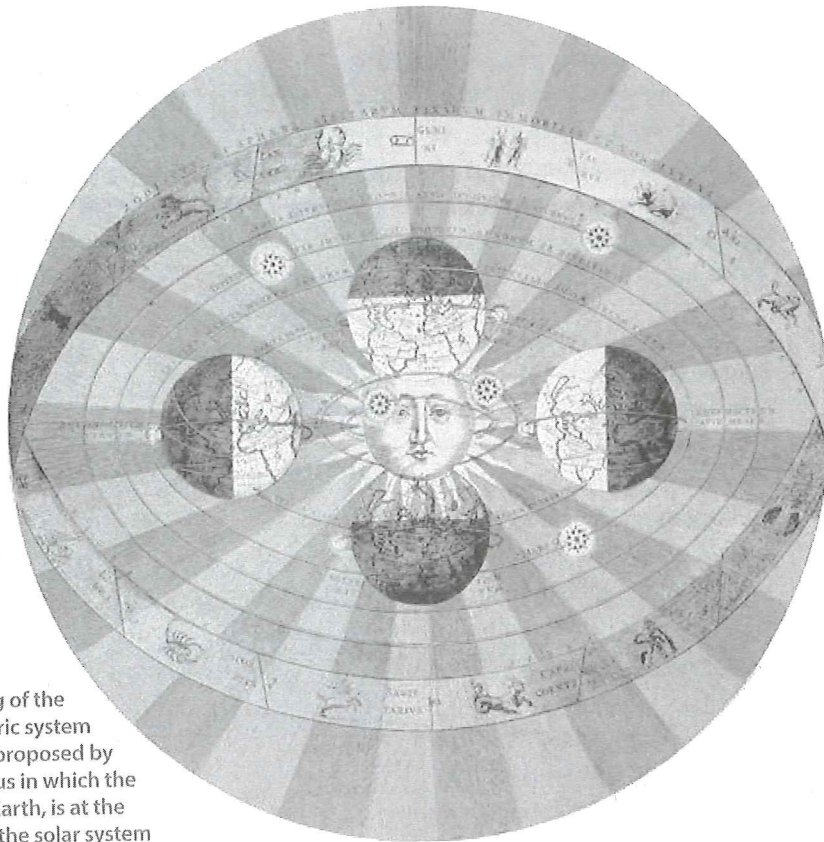
Under the influence of the humanists, many artists, philosophers, and scientists studied the works produced by the ancient Romans and Greeks. A study of the past prompted many to examine the present, and an increased interest in certain subjects led to a greater understanding of the world at large. For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



Petrarch

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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.

### 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.

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. And with money comes 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.



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

### 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 or 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.

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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. 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. They 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.

And 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. But it is his name that we remember today.



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

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 CE, 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.

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### 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. Cities such as Palencia, Valladolid, Salamanca, and Alcalá had 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 CE—the Muslims had been driven out. They left behind, however, 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.



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**1.4**  
CONTINUED

TAKE-HOME

*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.



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## 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

**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

**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

## 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**)

**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

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

**reluctantly, adv.** unwillingly or unenthusiastically

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1.5

CONTINUED

TAKE-HOME

**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

**spirit, *n.*** the most important characteristics or qualities of something

**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

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 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 (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	/br <u>oo</u> *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*la/	17



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2.2

TAKE-HOME

DATE: \_\_\_\_\_

***im-* and *in-*: Prefixes Meaning “not”**

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

root word, ( <i>part of speech</i> ) meaning	affixed word, ( <i>part of speech</i> ) meaning
	<b>immobile, <i>adj.</i></b> not able to move
<b>audible, <i>adj.</i></b> able to be heard; loud enough to hear	
	<b>incorrect, <i>adj.</i></b> having mistakes or errors
<b>patient, <i>adj.</i></b> able to be calm while waiting	
	<b>incomplete, <i>adj.</i></b> 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.

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NAME: \_\_\_\_\_

3.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “The Spirit of the Renaissance”

1. **uncharted**, *adj.* unknown; not previously explored or experienced (21)
2. **spirit**, *n.* the most important characteristics or qualities of something (22)
3. **genius**, *n.* remarkable talent and creativity (22)
4. **commission**, *v.* to hire an artist to produce a work of art (**commissioned**) (24)
5. **betrayal**, *n.* the act of being disloyal to and dishonest with someone who trusts you (24)
6. **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 (26)
7. **restore**, *v.* to return something to an earlier or original condition by cleaning or repairing it (**restoring**) (26)
8. **refinement**, *n.* a small change that improves something (**refinements**) (26)
9. **portrait**, *n.* a painting, drawing, or photograph of a person that usually only includes the person’s head and shoulders (28)
10. **visionary**, *adj.* having a powerful or far-reaching imagination (28)

Word from the Chapter	Pronunciation	Page Number
Vinci	/vin*chee/	20
Verrocchio	/ver*oe*kee*oe/	22
Machiavelli	/mok*ee*ə*vel*ee/	27
Giocondo	/joe*kun*doe/	28
sfumato	/sfoo* <u>mo</u> t*oe/	28



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.)	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.2**  
CONTINUED

ACTIVITY PAGE

*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?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.







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.

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2. 

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3. 

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4. 

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5. 

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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 \_\_\_\_\_; we will have studied every country in North America.  
(incomplete, complete, definite, indefinite)
2. The impact of ancient Greece and ancient Rome on the Renaissance is \_\_\_\_\_; people during the Renaissance were inspired by nearly every aspect of these ancient civilizations.  
(measurable, immeasurable, polite, impolite)
3. The babysitter is very \_\_\_\_\_ with my little brother; she will play with him for hours on end.  
(impolite, polite, patient, impatient)
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 \_\_\_\_\_ that he will be here by seven.  
(mobile, immobile, definite, indefinite)
5. Flora's little brother can be very \_\_\_\_\_; he kicks and screams when he does not get what he wants right away.  
(impatient, patient, incomplete, complete)
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*

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2. *indefinite*

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 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



# Michelangelo and Raphael

Complete the chart using Chapter 4, “Michelangelo and Raphael.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.2

ACTIVITY PAGE

Artist	Famous Art Work	Description (What is it? What was it made of? How was it made?)	Why do we remember this art work today? What makes it amazing?
Michelangelo	1. <i>Pietà</i>		
	2. <i>David</i>		
	3. Sistine Chapel ceiling		

Artist	Famous Art Work	Description (What is it? What was it made of? How was it made?)	Why do we remember this art work today? What makes it amazing?
Raphael	1. <i>Madonna of the Grand Duke</i>		
	2. <i>The School of Athens</i>		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Take Notes on “Michelangelo and Raphael”

*As you read Chapter 4, take notes based on The Big Question: How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael? Be sure to note the page number where you found the information.*

Page Number	Notes

Page Number	Notes

## 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 30 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. The library books are on the bookshelf.
9. Mary's mother found her keys between two books.
10. Donatello and Brunelleschi went to Rome together to study the ancient ruins.



NAME: \_\_\_\_\_

6.3

TAKE-HOME

DATE: \_\_\_\_\_

### ***ex-*: Prefix Meaning “away” or “at”**

*Write the correct word to complete each sentence.*

exhale

export

exclude

exterior

extract

excavate

exit

expel

1. A car wash usually cleans the \_\_\_\_\_ of the car, but you cannot forget to take care of the inside.
2. A fire \_\_\_\_\_ should only be used in case of emergency.
3. My dentist had to \_\_\_\_\_ my wisdom teeth, as they were taking up too much space in my mouth and crowding my other teeth.
4. My uncle is a history expert and decided to \_\_\_\_\_ our backyard to look for Civil War artifacts.
5. Sarah did not want to \_\_\_\_\_ anybody, so she invited everyone to her party.
6. To relax, you should inhale through your nose and \_\_\_\_\_ through your mouth.

*Write your own sentences using the remaining words.*

1. 

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2. 

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 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 10, 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*

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

- |                |               |
|----------------|---------------|
| 1. achievement | 6. invention  |
| 2. architect   | 7. literature |
| 3. create      | 8. movement   |
| 4. culture     | 9. rebirth    |
| 5. imagine     | 10. sculptor  |

*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
<b>achievement</b>	an accomplishment
<b>architect</b>	a person who designs buildings
<b>create</b>	to make something using the imagination
<b>culture</b>	the way of living, including ideas, arts, and customs, of a particular group of people
<b>imagine</b>	to form a mental image
<b>invention</b>	a new creation
<b>literature</b>	writings in prose or poetry
<b>movement</b>	a noticeable change in the way people behave or think
<b>rebirth</b>	a revival; a new birth
<b>sculptor</b>	an artist who carves or molds material such as clay, stone, or metal

NAME: \_\_\_\_\_

6.5

TAKE-HOME

DATE: \_\_\_\_\_

## Practice Spelling Words

*Write the spelling word under its definition. Then identify the word's part of speech.*

achievement	architect	create	culture	imagine
invention	literature	movement	rebirth	sculptor

1. to make something using the imagination

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

2. a new creation

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

3. an artist who carves or molds material such as clay, stone, or metal

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

4. a person who designs buildings

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

5. the way of living, including ideas, arts, and customs, of a particular group of people

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

6. a noticeable change in the way people behave or think

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

7. a revival; a new birth

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

8. an accomplishment

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

9. writings in prose or poetry

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

10. to form a mental image

Spelling Word: \_\_\_\_\_

Part of Speech: \_\_\_\_\_

NAME: \_\_\_\_\_

7.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## 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



ACTIVITY PAGE

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?

[illegible]



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Informational Paragraph Presentations

Topic	Humanism	<i>The School of Athens</i>
What is the main idea?		
How is the main idea supported?		

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

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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	/spre*so*tor*ə/	58



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Literature in the Renaissance

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

Title	<i>The Prince</i>	<i>The Courtier</i>	<i>Il Galateo</i>
Author			
Audience			
Advice			



## Morals, Modesty, and Manners

*Read the chapter and complete the activity that follows.*

### Chapter 6

## Morals, Modesty, and Manners

#### THE BIG QUESTION

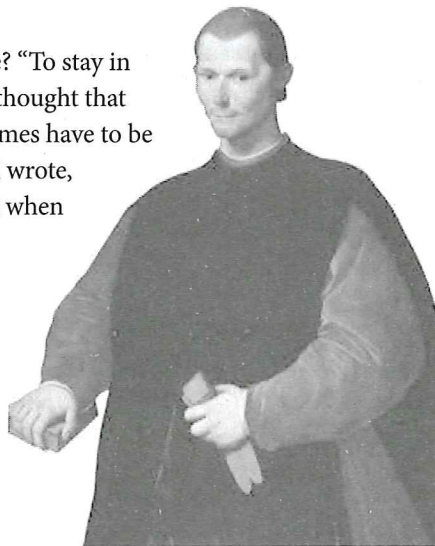
What were the Renaissance ideals of how a prince or a courtier should act?

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

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 his or her 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.

But 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.