

The Renaissance Course Syllabus

DATE	ACTIVITY	HOW
Sunday	Name game	
Monday, Day 1	Ball toss name game Honor Code Human Timeline <i>Rats, Bulls and Flying Machines (RBFM):</i> “Rats, Money, and Art: The Beginnings of the Renaissance.” “The Pardoner’s Tale” KWL: What we know; what we think we know; what we want to learn about the Renaissance Slide Presentation: Madonnas, 1270 – 1500 Boccaccio Tale Petrarch Map of Renaissance Europe	Read and discuss. Students choose particular historical events (B.C.E. to the present day) to represent; outside PPHAC on sidewalk; followed by short written reflection and discussion of what we learned/what impressed us. Read pages 4 – 9 aloud; discuss. Read and discuss. Brief written reflection followed by compilation of a list of facts/topics as a class. Observe and discuss late medieval/early Renaissance portrayals of the Madonna in painting and sculpture. Read aloud and discuss as a class. Read a poem by Petrarch and analyze it as a class. Begin to color/label map of Renaissance Europe.
Tuesday, Day 2	“Touch Blue” game	Ice breaker; students call out a color and need to locate that color on own or another student’s clothing.

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	<p>R.G. Collingwood's "The Idea of History"</p> <p>The Hundred Years' War (handout)</p> <p>Joan of Arc (handout)</p> <p>Wyatt and Petrarch (handout)</p> <p><i>Renaissance Lives</i> (R.L., Rabb), Ch. 1</p> <p>"The Good Seminar Participant"</p> <p>Italian City-States</p> <p>Maps</p>	<p>Read article; discuss content and the application of Collingwood's argument to our role as historians.</p> <p>Read and take notes.</p> <p>Read aloud and discuss.</p> <p>Read and discuss poems.</p> <p>Silent reading and note taking.</p> <p>Read and discuss the qualities of a good seminar participant.</p> <p>Read from <i>RBFM</i> (pp. 9-20) and take notes as a class.</p> <p>Continue work on maps of Renaissance Europe.</p>
<p>Wednesday, Day 3</p>	<p>"What are you doing?" game</p> <p>Review and test</p> <p>Plato's "Allegory of the Cave"</p> <p>Boccaccio</p>	<p>A student acts out an "activity" in the center of the circle (for example, brushing her teeth). A student from the circle asks, "What are you doing?" The student in the center of the circle answers with a different activity (for example, "I'm acting like a monkey"), prompting the inquiring student to replace her and act out what she had described herself as doing (the new student has to act like a monkey).</p> <p>Brief preparation time and written evaluation of topics discussed since Monday.</p> <p>Read and discuss as a class; represent sequence of events on the board; make a T-graph to summarize metaphor and meaning of the work.</p> <p>Read Boccaccio tale.</p>

DATE	ACTIVITY	HOW
	<p><i>RBFM</i>, Ch. 7: Three from the Early Renaissance</p> <p>Slide Presentation: Verrocchio and Dürer</p> <p>Drawing Workshop</p> <p><i>RBFM</i>, Ch. 10, p. 59</p>	<p>Read and discuss lives and works of Brunelleschi, Donatello and Botticelli.</p> <p>Observe and discuss works of Andrea del Verrocchio and Albrecht Dürer.</p> <p>Draw upright and upside-down face.</p> <p>Dürer reading</p>
Thursday, Day 4	<p>Human Knot</p> <p>Thucydides’ “Melian Debate”</p> <p><i>RBFM</i>, Ch. 3: Someday My Prince Will Come: Power in the Renaissance</p> <p>Drawing Workshop</p> <p>Map</p> <p><i>RBFM</i>, Ch. 5: What About Those Renaissance Women?</p> <p><i>RBFM</i>, Ch. 2: The Medici of Florence, the Pope in Rome, and the Merchants of Venice</p> <p><i>R.L.</i>: Catherine de Medici</p>	<p>Cooperative wake-up activity!</p> <p>Read and discuss.</p> <p>Read and discuss Machiavelli’s life, <i>The Prince</i> and the Borgias.</p> <p>Drawing with “negative space” – an upside-down chair.</p> <p>Continue work on maps of Renaissance Europe.</p> <p>Read and discuss reading on women in the Renaissance.</p> <p>Read and discuss.</p> <p>Read silently and take notes.</p>
Friday, Day 5	<p><i>RBFM</i>, Ch. 4: Mind Your Manners: Castiglione and <i>The Courtier</i>; Selections</p>	<p>Read aloud and discuss.</p>

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	<p>from <i>The Book of the Courtier</i></p> <p>Selections from Thomas More's <i>Utopia</i></p> <p>Selection from Desiderius Erasmus' <i>In Praise of Folly</i></p> <p><i>RBFM</i>, Ch. 13: Like Books? Thank Gutenberg!</p> <p>Sonnets</p> <p>Scopa</p>	<p>Read and discuss.</p> <p>Read and discuss.</p> <p>Read and discuss.</p> <p>Begin work on our own sonnets.</p> <p>Learn to play a Renaissance card game.</p>
Sunday	<p>Renaissance Explorers: Hernando Cortès</p> <p>Sonnets</p> <p>Scopa</p>	<p>Read and take notes.</p> <p>Continue independent work on sonnets.</p> <p>Play a Renaissance card game.</p>
Monday, Day 6	<p>Renaissance Explorers</p> <p>Written Assessment</p> <p><i>RBFM</i>, Ch. 6: Leonardo da Vinci: The Complete Renaissance Man</p> <p>Slide Presentation: Leonardo da Vinci</p> <p>Sonnets</p> <p>Explorer Maps</p>	<p>Read and discuss; compare Diaz to Cortès.</p> <p>Short answer and essay written assessment (open notes). Topics include Dürer, Catherine de Medici, Botticelli's works, gender roles in the Renaissance, <i>The Prince</i>, <i>Utopia</i>, and <i>The Book of the Courtier</i>.</p> <p>Read and discuss.</p> <p>Observe and discuss various works by da Vinci.</p> <p>Continue work on individual sonnets.</p> <p>Draw and label exploration routes of European Renaissance explorers.</p>

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	Introduction to <i>The Second Mrs. Gioconda</i> (SMG)	Start reading E.L. Konigsburg’s story about Leonardo da Vinci.
Tuesday, Day 7	<p>Economy</p> <p>Introduction to Calligraphy</p> <p>SMG</p> <p><i>RBFM</i>, Ch. 11: Masses, Dances, and Love Songs: Music in the Renaissance</p> <p>Renaissance Music</p> <p>Renaissance Dancing</p> <p>Sonnets</p>	<p>Read and discuss.</p> <p>Practice italic lettering.</p> <p>Continue reading as a class.</p> <p>Read and discuss.</p> <p>Listen to and discuss elements of choral and instrumental music from the Renaissance.</p> <p>Dance a Renaissance “Bransle” as a class.</p> <p>Continue work on sonnets.</p>
Wednesday, Day 8	<p><i>RBFM</i>, Ch. 8: Michelangelo: An Artist for All Seasons</p> <p>Mid-session feedback</p> <p>Calligraphy</p> <p>Slide Presentation: Michelangelo</p> <p><i>RL</i>, Part 9: Glückel of Hameln</p> <p>SMG</p> <p>Individual Research</p>	<p>Read aloud.</p> <p>Students complete mid-session evaluation.</p> <p>Continue work on calligraphy in Pavilion.</p> <p>Observe and discuss various works by Michelangelo.</p> <p>Read and take notes; discuss.</p> <p>Read aloud and discuss.</p> <p>Begin preparation of individual research projects.</p>

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Thursday, Day 9	<p>Witchcraft Reading</p> <p>Drawing Workshop</p> <p><i>Shakespeare in Love</i> – film clips</p> <p><i>RBFM</i>, Ch. 10: Three from the Northern Renaissance</p> <p>FIELD TRIP: Shakespeare's <i>The Merchant of Venice</i> at the Pennsylvania Shakespeare Festival, DeSales University</p>	<p>Read and discuss the belief in witchcraft and its consequences in Renaissance Europe.</p> <p>Applying techniques discussed and experimented with in class, sketch objects from nature; discussion of activity.</p> <p>Watch clips from <i>Shakespeare in Love</i>; discuss various aspects of the Renaissance and Shakespeare's work that we have seen in the film.</p> <p>Read and discuss as a class.</p> <p>Attend play and asked questions of the actors.</p>
Friday, Day 10	<p>Writing and discussion on <i>The Merchant of Venice</i>.</p> <p><i>RBFM</i>, Ch. 12: Of Windmills and Star-Cross'd Lovers: Two Great Renaissance Writers.</p> <p><i>SMG</i></p> <p>Sonnets</p>	<p>Wrote a brief reflection on <i>The Merchant of Venice</i> and discuss themes and events as a class.</p> <p>Read and discuss the lives of Miguel de Cervantes and William Shakespeare.</p> <p>Continue reading; discussion.</p> <p>Continue work on sonnets.</p>
Sunday	<p><i>SMG</i></p> <p>Martin Luther's 95 Theses</p>	<p>Discuss <i>The Second Mrs. Gioconda</i>.</p> <p>Read and discuss several of Luther's 95 Theses.</p>

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	<i>A Midsummer Night's Dream</i> Introduction	Read Preface and discuss use of Shakespearean language.
Monday, Day 11	<p>Martin Luther and the beginning of the Protestant Reformation</p> <p>Slide Presentation: The Late Renaissance</p> <p>Presentation Preparation – research</p>	<p>Read handouts and discuss; Protestant denomination comparison chart.</p> <p>Observe and discuss works from the late Renaissance, including works by El Greco, Caravaggio, Gentileschi and Bernini.</p> <p>Students work independently on individual research projects.</p>
Tuesday, Day 12	<p>Shakespeare's <i>A Midsummer Night's Dream</i></p> <p>The Counter-Reformation</p> <p><i>R.L.</i>, Part VII: Artemisia Gentileschi</p> <p>Presentation Preparation – finish research, begin PowerPoint slides</p>	<p>Act out a scene from <i>A Midsummer Night's Dream</i>.</p> <p>Read handouts and discuss; finish comparison chart.</p> <p>Read and took notes on the life of Artemisia Gentileschi, a female artist from the Renaissance.</p> <p>Students work independently on individual research projects.</p>
Wednesday, Day 13	<p>Presentation Preparation – finish PowerPoint</p> <p>Boccaccio Tale</p> <p>Student Program Evaluations</p> <p>Sonnets</p> <p>Presentations</p>	<p>Students work independently on individual research projects.</p> <p>Read and discuss.</p> <p>Students complete evaluations of the course.</p> <p>Free-writing and continue work on second sonnet.</p> <p>Students present their original research PowerPoint presentations. Examples of topics: "Michelangelo's Sistine Chapel</p>

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	<i>A Midsummer Night's Dream</i> – film	Ceiling,” “Leonardo da Vinci’s Inventions,” “The Life and Works of Hieronymous Bosch,” and “Johannes Vermeer.” Watch excerpts from film version of <i>A Midsummer Night's Dream</i> .
Thursday, Day 14	Shakespeare’s <i>A Midsummer Night's Dream</i> Slide Presentation: The Late Northern Renaissance Slide Review and Quiz Sonnets Queen Elizabeth I (handout) <i>A Midsummer Night's Dream</i> Shakespeare’s Sonnet #18 Distribution of Certificates Closing Ceremonies Preparation	Prepare and act out scenes from <i>A Midsummer Night's Dream</i> in small groups. Observe and discuss works by Northern Renaissance artists. Cumulative review and quiz on Renaissance artists and their works. Finish final draft of sonnets. Read and discuss. Finish watching film; discuss. Read and discuss. Research Renaissance characters and prepare brief “introductions” of each.
Friday, Day 15	Practice Presentation for Closing Ceremonies Pictures, e-mail exchange, etc.	