

Copyright © 2019 Lisa Kelly

All rights reserved.

Classical Lessons

for



Renaissance and Reformation Times

by Lisa Kelly

Renaissance and Reformation Times by Dorothy Mills

Lesson Outline for Each Week

For the Student

Before the Readings

- Look over the guide each week with your teacher, if needed.
- Complete the vocabulary, if included.
- Using the proper nouns list, locate any places on a map or globe, as needed.
- Complete any additional map work, if included, or if added by your teacher.
- If you are a high school student, please be sure that your teacher has looked over the guide before beginning the week and has selected the additional readings and assignments that you should complete.

Readings

- Read the pages as assigned each week for *Renaissance and Reformation Times*.

After the Readings

- Give your teacher an oral narration, using the proper nouns chart as needed, or choose from any of the narration suggestions listed in the guide. You may choose more than one suggestion, if you'd like. Also, your teacher may have already indicated the suggestion to which you should respond.
- Read any additional readings, if included.
- Complete the assignment, if required by your teacher, and return it to her by the assigned due date.
- Add to and keep up with your Book of Centuries.

High School Extensions

- The high school student will complete the work in the guide as listed above, but will **add to** this work with additional readings, as listed under High School Extensions and may trade the assignment for Level One in for the assignment for Level Two. These trades will be directed by your teacher.
- An important component to the high school guide is the Great Ideas Discussions. Please see the index for teaching notes about these discussions.

Notes for the Teacher

- It may be helpful to work closely with your student in how to use the lesson outline for the first 4 weeks or so and give your student a chance to get familiar with it.
- Some map work will be included with this guide, but you may wish to add a fuller program to it.
- It is very important to set up the reading properly by first going over any vocabulary, including pronunciation if needed, locating places on a map or globe and having any review discussions together that is needed to make the reading more understandable.
- The narration suggestions are merely suggestions. Feel free to alter them or exclude them. You can decide if you'd like to use some or all of them.
- The assignments are also optional. They are designed to offer creative extensions, but can be adapted or omitted as you would like. The due date should offer them some time in which to complete the assignment, but not come too close to the work for the following week. (One full week from assigned date would probably work.) This guide is written with a Year Eight student and older in mind, please adapt assignments by number and type as needed. If your student needs less but more complex writing assignments, then please feel free to exclude all that is not needed and focus, instead, on essays and term papers. A younger student may need only the narration suggestions.
- The Great Ideas Discussions will be included in the reading schedule.
- The appendix in the back of this guide will contain teaching notes for writing assignments, the Great Ideas Discussions, art narrations and the Book of Centuries.
- At this time primary sources are linked at *A Mind in the Light*. Look under Resources, Year Eight and then under *Renaissance and Reformation Times* for these links. A Resource Pages file has also been created with any public domain art images, maps, speeches and other primary sources that can be freely printed. Any resources that are copyrighted will have to be accessed by the links as described above.

- Sometimes the readings in this guide include separations that are within the text and not by chapter, because some of the chapters are very long. It is made further difficult when I cannot separate by page number. Not everyone will have the same edition of the book and therefore will not be able to refer to something by the same page number. I set it up this way so as to make the guide usable by all editions of the book.
- Instructions for creating and keeping a Book of Centuries can be found in the appendix. Have your student choose 1-2 dates per week to be entered into their BOC. The printable weekly schedule for Year Eight shows a time slotted for this activity on the fifth day of each week.
- For those who are using the High School Extensions, please remember that the guide is to be used as it is written, but with the upper level student having even more additional reading assignments, sometimes exchanging an assignment for a more complex assignment, possible inclusions of term papers and the Great Ideas Discussions. This also makes the guide highly suitable to use with multiple ages within a family. **Please use the combination best suited for your student. Adapt this as you wish.**

Writing Assignments-At a Glance

As Written

Speech Assignment or Power Point Presentation

Document Study Narration

Speech Study Narration x2

Character Sketch

With High School Extensions

All of the above

Historical Background Paper

Essay x 2

2 additional Speech Study Narrations

1 additional Document Study Narration

2 additional Character Sketches

Great Ideas Discussions x 10

This list does not include picture study narrations, regular narrations, other writing assignments or term/semester papers. A large number of writing assignments are available to use. Please adapt as needed for the student. The purpose of the large number of writing assignments is not to overload the student, but to provide enough variety to best meet her needs.

Book List

Required Book List

Renaissance and Reformation Times by Dorothy Mills

The Portable Renaissance Reader edited by Ross and McLaughlin

Books and Resources Online

Readings in European History by James Harvey Robinson

Resource Pages File (PDF) and additional resource links available at *A Mind in the Light*

Optional Books and Resources

These books have substitutions in place. Please do not feel the need to purchase them unless you really want them.

A Treasury of the World's Greatest Speeches edited by Houston Peterson

Introduction to French Poetry: A Dual Language Book edited by Stanley Appelbaum

A Child's History of the World: Architecture by V. M. Hillyer

From the Good Mountain: How Gutenberg Changed the World by James Rumford

Breakthroughs in Science by Isaac Asimov*

*Short biographical books will be read in Year Eight which focus on Galileo, Brahe and Kepler.

Optional Literature

Please read ahead before adding these literature selections. Many of these books are scheduled in other places in the curriculum, including one that is scheduled in Year Eight, the year in which this guide is used.

Utopia by Thomas More (Year Eight)

The Prince by Nicolo Machiavelli (Year Twelve-Political Science Book List)

Don Quixote by Cervantes (Year Eleven)

Reading Schedule by Week

Week #	<i>Renaissance and Reformation Times</i>	<i>The Portable Renaissance Reader</i>	<i>Additional Primary Sources</i>	Writing Assignments, Maps, Discussions and Art Study
Week 1	Chapter 1			Connections
Week 2	Chapter 2 1-2.2	p. 267 p. 432		Connections
				Character Sketch
				Map
Week 3	Chapter 2 2.3-2.4	pp. 120, 123, 127, 421 and 429		H. Background Paper
Week 4			REH-“Germany in the Time of Maximilian I” + “Machiavelli’s Description of the Troubles in Italy at the Opening of the Sixteenth Century”	Essay
Week 5	Chapter 2 2.5	p. 263		Art Study: Multiple Italian Artists
Week 6	Chapter 2 2.6-3	p. 644 p. 647		Character Sketch
Week 7	Chapter 2 3-4.1	p. 208 p. 630		Document Study Art Study: <i>The Dream of St. Ursula</i>
Week 8	Chapter 2 4.2-end	pp. 440-441		Description Narration Art Study: Raphael
Week 9	Chapter 3 1			Letter
Week 10	Chapter 3 2-end		RP-Speech-“The Abdication of Emperor Charles V”	Great Ideas Discussion
				Speech Study
				Comparison Chart

Renaissance and Reformation Times

Week One (*Chapter One*)

.

Notes:

At this time primary sources, maps and other resources are linked at *A Mind in the Light*. Look under Resources, Year Eight and then under *Renaissance and Reformation Times*. I will abbreviate this note in all subsequent references to it as RART, Week #, depending on the week in which the link or resource is needed. A PDF file titled Resource Pages can be found at the website under Resources, Year Eight and then under *Renaissance and Reformation Times*. I will abbreviate references to this file in the guide as Resource Pages and in the Reading Schedule as RP. This file will hold some of the art images, maps, speeches and other primary sources needed for this guide. I've included all that was in the public domain. Those restricted by copyright laws can be accessed by a link found on the website.

Older editions of this book contain a nice fold-out map just before chapter one which is very helpful with locating places. **If your edition does not have a map, please see the links for Map Resources.**

Vocabulary:

- temporal
- imperial
- secular
- Renaissance
- conservative
- papal
- sordid

Narration Suggestions

	Describe the time in which the Renaissance takes place.
	This chapter is titled “The Spirit of the Renaissance”. Why? What title would you have given it? Explain your choice.

Assignment

	List the ideas and events which took history from the Middle Ages to the Renaissance.
--	---

High School Extensions

Connections

Unity in the Middle Ages

Study the following quotes from this week's reading selection:

"The medieval world, religious, political and social, was based on the principle of unity" (Mills 3).

"Imperial unity was the medieval ideal, but there was a great contrast between the theory and the fact, and real unity had never been achieved" (Mills 5).

During the Middle Ages the unity of church had not been broken" (Mills 6).

Do you agree with the idea of unity being a central principle during the medieval time period? Review your thoughts on the Middle Ages as a whole and discuss where unity was achieved and was not achieved.

Questions to Consider:

Was unity achieved religiously?

Was unity achieved socially?

Was unity achieved politically?

Was unity achieved for countries individually?

Was unity achieved for Europe as whole?

Note: Be sure to write notes on key points to help you gather your thoughts before your discussion and to use as a reference during your discussion.

Renaissance and Reformation Times

Week Two (C2, *Part 1-2.2*)

.....

Vocabulary:

- condottieri
- mercenaries
- despot
- conspiracy
- subordinate
- oligarchy

Background Reading

	Read and study the Medici family tree. Refer to this while reading from <i>Renaissance and Reformation Times</i> .
	Read and discuss the handout on Francesco Guicciardini from <i>Encyclopedia Britannica</i> .

Working with Maps

Print the color map with a light, black and white ink and then have your student color each labeled city-state lightly with colored pencils.

RART, Week Two

Proper Nouns for an Oral Narration

People	Places
Francesco Sforza	Florence
Ludovico Sforza	Ferrara
Francesco Gonzaga	Milan
Isabella d'Este	Venice
Duke Federigo	Naples
Lorenzo de Medici	
Cosimo de Medici	
Piero de Medici	
Giuliano de Medici	
Pazzi family	
Guicciardini	

Narration Suggestions

	<p>Describe the condottiere.</p> <p>Note: If you have already read <i>Ivanhoe</i>, please see Connections under the High School Extensions to further expand on this narration.</p>
	<p>Describe the Florentine system of government.</p>
	<p>Describe the events in 1478 conspiracy.</p>

Level One Assignments

- Upper levels see High School Extensions for Level Two Assignment.

	<p>Draw a family tree to help with understanding the lineage of the Milan rulers, the Visconti.</p>
--	---

High School Extensions

Additional Reading

	<i>The Portable Renaissance Reader</i>	
	“Portrait of Lorenzo de Medici” by Francesco Guicciardini	<u>p. 267</u>
	“A Carnival Song” by Lorenzo de Medici	<u>p. 432</u>

Level Two Assignment

	<p>Write a character sketch of Lorenzo de Medici after you have completed the additional reading of him as assigned above as well as this week’s reading from <i>Renaissance and Reformation Times</i>.</p> <p>Extension: Add at least two quotes to support your sketch and cite them properly.</p> <p><u>See Appendix-Character Sketch.</u></p>
--	---

Connections

Ivanhoe and the Condottieri

Discuss the following questions involving *Ivanhoe* and condottieri below.

Sir Walter Scott defines condottieri in *Ivanhoe* (pages 62-63). The condottiere is known in this novel as De Bracy. Copy Scott's definition in your narration.

Is De Bracy's character a good example of a condottiere? How?

If you have written your narration on the condottieri, please add your responses to the questions to it.

Renaissance and Reformation Times

Week Three (C2, 2.3-2.4)

Note: The additional readings in this week are quite extensive. The chapter section readings and some additional readings will be read in Week 3 and the remaining additional readings will be read in week 4.

.....

Vocabulary:

- superciliousness
- humanist
- vernacular
- state
- conventions

Note: Discuss Machiavellianism

Proper Nouns for an Oral Narration

People	Places	Other
Bruni	Bologna	<i>A History of His Own Times in Italy</i>
Dante	Florence	<i>Book of the Courtier</i>
Petrarch	Rome	<i>Decameron</i>
Boccaccio		<i>Ten</i>
Pico della Mirandola		<i>The Prince</i>
Niccolo Machiavelli		
Savonarola		
Caesar Borgia		
Pope Julius II		
Emperor Maximilian		
Isabella d'Este		
Louis XII		
Demonsthenes		
Lorenzo de' Medici		

Narration Suggestions

	Describe Florentine society
	List some examples of writers of this time and examples of what they wrote.
	Give an account of Savonarola.

Level One Assignment

- Upper levels see High School Extensions for Level Two Assignment.

	<p>Provide your teacher with a written narration about Machiavelli.</p> <p>Optional: Use the following questions as a guide for this narration.</p> <ul style="list-style-type: none">• Describe Machiavelli before he turned to service to the state.• What led to Machiavelli's ideas behind his political philosophy which was presented in <i>The Prince</i>?• Describe his ideal leader.
--	--

High School Extensions

Additional Reading

	<i>The Portable Renaissance Reader</i>	
	“The Man of Letters” by Petrarca	<u>p. 120</u>
	“The Return of the Muses” by Boccaccio	<u>p. 123</u>
	“Petrarca and the Art of Poetry” by Bruni	<u>p. 127</u>
	“In Praise of Poetry” by Boccaccio	<u>p. 421</u>
	“A Complaint by Night of the Lover Not Beloved” and “On the Death of the Lady Laura” by Petrarca	<u>pp. 429-430</u>

Level Two Assignment

	Write a Historical Background Paper for Petrarch. <u>See Appendix-Historical Background Paper</u>
--	--