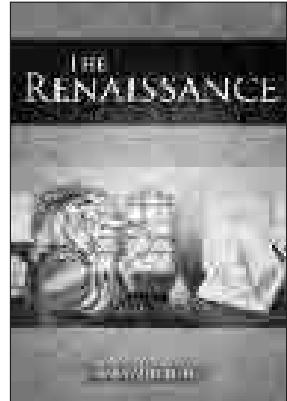


The Renaissance

by Sara Mitchell



Book Summary

The Renaissance was a time of discovery. This text examines why so many advances were made in science, art, architecture, and philosophy during this important time.

Features of the Book

- Art and architecture
- Historical images
- Procedural text
- Science and technology

Purpose

The Renaissance can be used to introduce and reinforce the following skills and understandings:

- S** making connections;
- S** recognising cause-and-effect relationships;
- S** sequencing;
- S** classifying information.

Investigation Tools

- What's the Background? – The Middle Ages, page 5
- Weighing Both Sides – Patrons, page 8
- **Making Connections – The Information Explosion**, page 13
- Step by Step – The Printed Page, pages 14–15
- Looking Closer – The Vanishing Point, page 18
- Digging Deeper – The Big Jump, page 26

The Guided Reading Lesson

S Making connections

S Recognising cause-and-effect relationships

Introducing the text

Distribute the books. Discuss the cover, the glossary, and the contents page. Point out the map of Europe on page 3.

- *What is the person on the cover doing?*
- *What do you think his profession is?*
- *What tells you this book will be about history?*

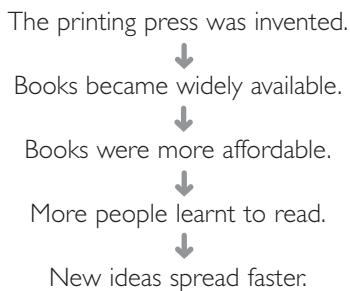
Reading and discussing the text

Discuss “renaissance” (rebirth). Ask the students to read pages 3 to 5, looking for why it’s referred to as a rebirth.

- *What were some features of the Middle Ages?*
- *Why might the Renaissance be a rebirth?*
- *What might have been exciting about the Renaissance?*
- *What gets people excited about learning?*
- *Why might people be less interested in learning if they couldn't read?*

Ask the students to read to the end of page 15 to find out what caused the Renaissance. As they read, create a two-column chart with the headings “cause” and “effect”.

Discuss the concept of cause and effect. (Effects occur because of a specific reason – a cause.) Encourage the students to think of effects as events in a flowchart. Demonstrate this using the following chain:



Ask the students to list the effects of these causes. You can record them as flowcharts on the board.

- Families wanted their cities to seem important.
- People were thinking of the world in new ways.

Ask the students to read chapters 3 and 4. As they read, encourage them to ask “Why was this important?” Invite the students to share their ideas.

- Why was perspective important?
- How did new paints change art?
- Why was it important to question old ideas?
- How did new ideas lead to new inventions?
- How do you think people encouraged each other’s thinking?
- Has that ever happened to you?

Ask the students to read chapter 5 to find out how advances in sailing affected exploration.

Create a cause-and-effect flowchart together using the following prompts:

- What allowed sailors to explore more of the world? (new ships and navigation equipment)
- What were some effects from these advances?
- How might the effects of these discoveries still be felt today?

Discuss how innovation can create dramatic changes in society. Use technological advances as a way to explore this idea.

- How has the Internet changed the way we live, learn, and work?
- What other recent technological advances have had significant impacts? (mobile phones, video games, personal computers)
- How does this idea help you to understand the changes that occurred during the Renaissance?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Sequencing

Ask the students to create a timeline of the Renaissance using the following dates. Encourage them to add explanations about why these dates were important.

400-1300
1300
1439
1483
1492
1500s
1543
1600s

S Classifying information

Ask the students to work in teams to locate the important advances that occurred in language, art, math and science, history, philosophy, architecture, technology, and exploration during the Renaissance.

They can use the blackline master on page 83 to classify this information.

Discuss the examples provided.

S Making connections

Ask the students to select a recent cultural, scientific, or technological innovation that has generated excitement like some of the discoveries made during the Renaissance. They can complete a Making Connections investigation tool on page 93 to explore their ideas.