

**APPLYING
COMMON
CORE**

WORLD HISTORY / 1350 – 1620

**THE
RENAISSANCE**

CHARLIE BOONE



SOCIAL STUDIES SCHOOL SERVICE
CULVER CITY, CALIFORNIA

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6.3–W8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1–SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on discipline-specific content.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.6.1–SL.8.1*</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>W.6.3–W.8.3*</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

*Not required for social studies teachers.

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1–2 class periods

Shakespearean Rap Battle

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

DIRECTIONS

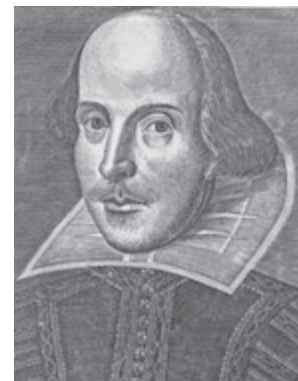
- The teacher selects two students to trade off reading quotes from “Shakespearean Insults.” While they read, students underline any words with which they are unfamiliar.
- In groups of three to four, students go through the words they underlined, using context to decipher what the words mean. If they can decipher a word, they draw a line from it to the margins and write a synonym for the word. If the group cannot determine a word’s meaning, students highlight the word.
- Students share words they highlighted with the class. The class and the teacher clarify their meanings. Students should draw a line from each newly deciphered word to the margins and write a synonym for the word.
- In groups of two, students complete “Interpreting Shakespearean Insults.” Students share what they wrote with the class.
- The teacher shows the class examples of different rhyme schemes and explains that they will be using an AABB rhyme scheme. Students independently complete “Shakespearean Rap Battle Outline.”
- Volunteers Shakespearean rap battle against one another. Limit students to no more than one stanza per round, and allow them to Shakespearean freestyle, if they are so inspired.

VARIATIONS

- The teacher may want to assign specific Shakespearean insults to interpret. For example, the teacher could split the insults up so that at least one pair interprets each one.
- Teachers may decide that the outline is satisfactory as the ultimate piece or could have students type up a final draft.
- Students could use the website “Shakespeare Insult Kit,” which has its own method for creating Shakespearean insults based on words (not lines) from Shakespeare.

SHAKESPEAREAN INSULTS ^{1/2}

People generally consider William Shakespeare to be the most famous playwright ever after he penned such literary classics as *Hamlet*, *Romeo and Juliet*, *Macbeth*, and *The Tempest*. Today, we can still appreciate many aspects of his writing, but his word choices were particularly colorful, especially when his characters slung clever barbs at one another. The following are twenty-eight insults from Shakespeare's work that demonstrate his incomparable wit.



William Shakespeare

1. A most notable coward, an infinite and endless liar, an hourly promise-breaker, the owner of no one good quality. —*All's Well That Ends Well*
2. Methinks, thou art a general offence. —*All's Well That Ends Well*
3. You are not worth another word, else I'd [sic] call you knave. —*All's Well That Ends Well*
4. I do desire we may be better strangers. —*As You Like It*
5. Your abilities are too infant-like for doing much alone. —*Coriolanus*
6. Our very priests must become mockers, if they shall encounter such ridiculous subjects as you are. When you speak best unto the purpose, it is not worth the wagging of your beards. —*Coriolanus*



Scene from *Coriolanus*

7. Whose tongue outvenoms all the worms of Nile. —*Cymbeline*
8. Out, you mad-headed ape! A weasel hath not such a deal of spleen, as you are toss'd with. —*Henry IV, Part 1*
9. Away, you starveling, you elf-skin, you dried neat's tongue. —*Henry IV, Part 1*
10. There's no more faith in thee than in a stewed prune; nor no more truth in thee, than in a drawn fox. —*Henry IV, Part 1*
11. That trunk of humours, that bolting-hutch of beastliness, that swoln parcel of dropsies, that huge bombard of sack, that stuffed cloak-bag of guts, that roasted Manningtree ox with the pudding in his belly, that reverend Vice, that grey Iniquity, that father ruffian, that vanity in years? —*Henry IV, Part 1*

Image sources: Martin Droeshout engraving of Shakespeare. By Martin Droeschout, 1623, in William Shakespeare, *Mr. William Shakespeare's Comedies, Histories, and Tragedies* (London: Edward Blount and William and Isaac Jaggard, 1613)

Coriolanus Engraving. By James Caldwell engraving, 1803, after Gavin Hamilton, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-pga-00443

EVALUATING THEORIES CHART

	On a scale of 1 (highly unconvincing) to 10 (highly convincing), rank each theory by how well it explains why the Renaissance started in Italy. Explain.	
	Rank	Explanation
Fall of Constantinople		
Trade and the Rise of City-States		
Descendants of the Roman Empire		
Mansa Musa's Pilgrimage		
Bubonic Plague		

EVENTS AND THEIR AFTERMATH

1. Why did classical scholars move to Italy?

2. How did the growth of cities lead to a need for more educated people?

3. How did living on the Mediterranean Sea lead to more trade?

4. How did Italy's history increase its citizens' chances of appreciating classicism?

5. How did Mansa Musa's visit to Cairo cause the value of gold to decline?

6. How did the bubonic plague lead to a fall in land prices?
