Not Just Ninja Turtles
World History and the Renaissance

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Grade Level	9th – 12th Grade	**Time Frame**	3-4 class period(s)
Subject	Social Studies	**Duration**	180 minutes
Course	World History		

Essential Question

What can art tell us about history? How does art reflect history?

Summary

Renaissance artists like Michelangelo, Leonardo da Vinci, Raphael, and Donatello are key figures in the realms of both history and art, but some students might recognize their names only from a particular popular cartoon series. This lesson focuses on the iconic art of the Renaissance and allows students to investigate and analyze the historical influences behind it.

Snapshot

Engage

Students participate in a Four Corners activity related to four artistic works from the Renaissance.

Explore

Students analyze the works from the Four Corners activity using the It's OPTIC-al learning strategy.

Explain

Students watch a short video related to the Renaissance and develop a list of themes or characteristics.

Extend

Students create an Anchor Chart for one of the key Renaissance artists.

Evaluate

Students participate in a Gallery Walk to view their peers' Anchor Charts.

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.2: The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400-1750 CE).

WH.2.1: Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and daVinci.

Attachments

- Four Corners Signs—Not Just Ninja Turtles - Spanish.docx
- Four Corners Signs—Not Just Ninja Turtles - Spanish.pdf
- Four Corners Signs—Not Just Ninja Turtles.docx
- Four Corners Signs—Not Just Ninja Turtles.pdf
- It's OPTIC-al Graphic Organizer—Not Just Ninja Turtles - Spanish.docx
- It's OPTIC-al Graphic Organizer—Not Just Ninja Turtles - Spanish.pdf
- It's OPTIC-al Graphic Organizer—Not Just Ninja Turtles.docx
- It's OPTIC-al Graphic Organizer—Not Just Ninja Turtles.pdf
- Lesson Slides—Not Just Ninja Turtles.pptx

Materials

- Lesson Slides (attached)
- Four Corners Signs (attached)
- It's OPTIC-al Graphic Organizer (attached)
- Tape
- Pens and pencils
- Paper
- Markers/crayons
- Poster paper
- Sticky notes

Engage

Teacher's Note: Lesson Preparation

Prior to students entering the classroom, print and hang the attached **Four Corners Signs** in different areas around the room.

As soon as students enter the classroom, show them **slides 4-7** without telling them the names of the paintings or the artists. Show them the images only.

Display **slide 8**. Introduce students to the Four Corners strategy. Point out the images hanging around the room and direct students to move to the image they feel most drawn to.

When students have formed groups around the images they like most, display **slide 9.** Ask students to discuss why they chose that piece of artwork. Give students 3-5 minutes to discuss with others in their group.

Display **slide 10,** and ask each group to elect a spokesperson. Give each spokesperson time to explain their group's reasoning to the class.

Optional Technology Integration for Distance Learning

If this activity is occurring in a virtual setting, consider posting the four images in Padlet or in a Google Classroom discussion board. Students can then comment on their choice, explain why they chose that piece of art, and justify their reasoning. Download all attachments to use this lesson in Google Classroom.

Explore

Once groups have shared out their reasoning, display **slides 11-14** one-by-one and reveal the title and artist for each image.

Ask students to remain in their groups as you hand out the attached **It's OPTIC-al Graphic Organizer**. Introduce students to the It's OPTIC-Al analysis strategy.

> **Teacher's Note: Charts**
>
> If you have access to poster paper, consider making large OPTIC-al charts to post next to the Four Corners images. Students can then use poster markers to fill in the chart as they analyze the artwork.

> **Optional Technology Integration for Distance Learning**
>
> If this activity is occurring in a virtual setting, consider uploading the organizer into your Google Classroom or Canvas. Students can then fill out the organizer digitally. Download all attachments to use this lesson in Google Classroom.

Display slide 15. Give groups time to discuss and fill out the OPTIC-al Graphic Organizer as they look at and analyze their selected image. Students will use the strategy to analyze the image in five ways:

- Observations: What do you notice or observe in this piece of art?
- Parts: What are the parts of this artwork? What are the details?
- Title: What does the title tell you about the artwork? How does it relate to what you see?
- Interrelationships: How do the parts of the painting work together to convey the artist's message?
- Conclusion: What does this artwork convey? What can you tell from the artwork (time period, artist, etc.)?

After groups have had time to fill out their graphic organizers, ask each group's spokesperson to share their group's analysis with the class.

Explain

Display **slide 16.** Invite students to watch a video over the Renaissance, annotating their OPTIC-al Graphic Organizers as they do so. Ask them to look for common themes of the Renaissance period and any information they deem necessary. Have students consider the question on the slide: *How do you think the Renaissance is reflected in the art you have viewed today?*

Once students are ready to begin this process, move to **slide 17.** Show students John Green's Crash Course video about the Renaissance.

If students struggle, ask them to consider what the characteristics of the Renaissance are.

Embedded video

https://www.youtube.com/watch?v=Vufba_ZcoR0

Teacher's Note: Rapid Pace

While John Green's Crash Course videos are full of information, he does speak very quickly. If your students struggle to follow what he says, consider turning on closed captioning and allowing students to watch the video more than once.

Ask students to share what they think are the biggest takeaways from the video.

Sample Student Responses

Students might have a number of responses to the video. Possibilities might include: "The Renaissance was a rebirth of ancient Greco-Roman ideas that were reflected in the art and architecture of the rich," "There was significant trade between empires during this time period," or "Religion was extremely important during the Renaissance."

Next, ask students to share the information from the video that they think relates most to the artwork they viewed earlier. Did anything inform or reconstruct their understanding of the art that they looked at?

Sample Student Responses

Students might say: "The paintings we looked at all have a religious theme," "Sculptures of the time have Greco-Roman characteristics," or "The artwork seems opulent, which seems to be related to the art of the time being funded by the rich."

Extend

Display **slide 18.** Break the large groups into smaller groups of 3-4. Invite each group, using their OPTIC-al graphic organizers, information from the video, and the identified characteristics, to use poster paper to create an Anchor Chart about the Renaissance artist whose work they investigated in the Explore activity. Each Anchor Chart should include:

- The name of the artist.
- Graphics (pictures or drawings of the artist or their most famous pieces of art).
- Common themes employed by the artist.
- How the art reflects the Renaissance period.

While groups are creating their Anchor Charts, they may choose to research more specific information about their artist and the Renaissance. Encourage students to use their textbooks or online resources, such as Google Arts & Culture, Encyclopaedia Britannica, Smarthistory, Web Gallery of Art, or even museum websites such The Louvre or The Metropolitan Museum of Art.

> **Optional Technology Integration for Distance Learning**
>
> If students are doing this activity virtually, consider having them create their presentations using Google Slides, Canva, or Sutori.

> **Optional: Enrichment Challenge**
>
> If students in your class are artistically inclined, consider giving them an enrichment challenge of painting or creating an image that they think is a "symbol" of modern times in the style of one of the Renaissance artists whom they have learned about.

Evaluate

Display **slide 19.** As groups finish their Anchor Charts, have them hang them around the room.

Invite groups to participate in a [Gallery Walk](#) to view the work of their classmates. Give each group a pad of sticky notes.

Have each group elect a spokesperson to stand near their Anchor Chart and explain their presentation to visiting classmates. Other group members should rotate to each chart around the room, listen to the presentation, ask questions, and leave feedback on sticky notes.

Optional Technology Integration for Distance Learning

If students created their presentations digitally, they can share their links for a virtual Gallery Walk.

The OPTIC-al graphic organizer and Anchor Chart can both be used as evaluations for this lesson.

Resources

- CrashCourse. (2012, June 21). The Renaissance: Was it a thing? - Crash course world history #22 [Video]. YouTube. https://www.youtube.com/watch?v=Vufba_ZcoR0&feature=emb_logo

- Encyclopedia Britannica, Inc. (n.d.). https://www.britannica.com/
- Google. (n.d.). Arts and Culture. https://artsandculture.google.com/
- Google. (n.d.). Slides. https://www.google.com/slides/about/
- K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Four Corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Google Classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). It's OPTIC-Al. Strategies. https://learn.k20center.ou.edu/strategy/99
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Sutori. Tech Tools. https://learn.k20center.ou.edu/tech-tool/2172
- Smarthistory. (n.d.). https://smarthistory.org/
- The Louvre. (n.d.). https://www.louvre.fr/en
- The Metropolitan Museum of Art. (n.d.). https://www.metmuseum.org/
- Web Gallery of Art. (n.d.). https://www.wga.hu/