

Not Just Ninja Turtles

World History and the Renaissance

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	3 class periods
Subject	Social Studies	**Duration**	170 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 may only know their names in the context of the popular "Teenage Mutant Ninja Turtles" cartoon. This lesson focuses on the iconic art of the Renaissance and guides 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 strategy.

Explain

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

Extend

Students create Anchor Charts for key Renaissance artists.

Evaluate

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

Standards

ACT College and Career Readiness Standards - Writing (6-12)

I&A 301: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a somewhat clear thesis that establishes a perspective on a contemporary issue -Respond to other perspectives on the issue

ORG 301: A score in this range indicates that the writer is able to: -A score in this range indicates that the writer is able to: -Group most ideas logically -Use transitions between and within paragraphs to clarify some relationships among ideas

L&C 401: A score in this range indicates that the writer is able to: -Make adequate word choices that convey the argument with clarity -Make stylistic choices, including voice, tone, and diction, that are appropriate for the given writing purpose and topic

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.2.2: Assess the origins and significance of the Italian Renaissance and the revival of classical learning

MWH.C.2.2.A: Examine intellectual development and advances (e.g., vernacular literature and expanded literacy, the arts, engineering, human anatomy), focusing on the selected historical figures (e.g., Machiavelli, Michelangelo, da Vinci, Raphael, Erasmus).

Attachments

- 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 handout (attached; one per student)
- Tape
- Pens and pencils
- Paper
- Markers or crayons
- Poster paper
- Sticky notes

15 minutes

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.

Use the attached **Lesson Slides** to guide the lesson. As soon as students enter the classroom, share the images on **slides 3–6** without sharing the names of the paintings or artists. Show them the images only.

Display **slide 7**. Share the Four Corners strategy. Draw students' attention to the Four Corners Signs hanging around the room. Direct students to move to the image they feel most drawn to. When students have moved to the images they like most, display **slide 8**. Ask students to discuss with their groups why they chose that piece of artwork. Allow students 3–5 minutes to discuss.

Display **slide 9** and ask each group to elect a spokesperson. Give each spokesperson time to explain their group's reasoning to the class.

Move through **slides 10–11** to review the lesson's essential questions and learning objectives to the extent you feel necessary.

25 minutes

Explore

Display **slides 12–15** to individually reveal the title and artist of each image.

Move to **slide 16**. Have students remain in their groups and give each student one copy of the attached **It's OPTIC-al Graphic Organizer** handout. Share the It's OPTIC-al strategy.

Teacher's Note: Charts

Consider using poster paper to make large It's OPTIC-al charts to hang next to the Four Corners Signs. Provide markers and have students fill in the chart as they analyze the artwork.

Allow groups time to analyze their selected image and complete the It's OPTIC-al Graphic Organizer handouts. On their handouts, students should respond to the following prompts:

- 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.

25 minutes

Explain

Display **slide 17** and share that students should watch the following video and annotate their It's OPTIC-al Graphic Organizers as they watch. Ask them to look for common themes of the Renaissance period and add any information they deem necessary. Tell them that, as they watch the video, they should consider the following question on the slide: "How do you think the Renaissance is reflected in the art you have viewed today?"

Display **slide 18** and play the video *The Renaissance: Was it a Thing?* If students struggle to answer the question from the slide, ask them to consider and identify the characteristics of the Renaissance.

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

Teacher's Note: Rapid Pace

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

Ask students to share key takeaways from the video.

Sample Student Responses

Students may share a number of responses to the video, including:

- "The Renaissance was a rebirth of ancient Greco-Roman ideas that were reflected in the art and architecture of the rich."
- "There was a significant amount of trade between empires during this time period."
- "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. Ask if anything from the video informed or reconstructed their understanding of the art they previously saw.

Sample Student Responses

Student responses may include the following:

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

40 minutes

Extend

Display **slide 19**. Organize the large groups into smaller groups of 3–4 students. Give each group a sheet of poster paper. Invite each group to use their It's OPTIC-al Graphic Organizers, information from the video, and list of characteristics to create an Anchor Chart about the artist they selected in the Explore phase. Share that each Anchor Chart should include:

- The artist's name
- Graphics (pictures of the artist or their most famous works)
- Common themes of the artist's works
- Description of how this artist's work reflects the Renaissance period

Encourage students to use their textbooks or online resources if they choose to research more specific information about their chosen artist and the Renaissance. Suggest online resources such as Google Arts & Culture, Encyclopedia Britannica, SmartHistory, Web Gallery of Art, or even museum websites such as The Louvre or The Metropolitan Museum of Art.

Optional Enrichment

If your students are artistically inclined, consider offering an artistic enrichment challenge. Ask students to paint, draw, or otherwise create an image they see as a symbol of modern times in the style of one of the Renaissance artists they learned about.

25 minutes

Evaluate

Display **slide 20**. As groups finish their Anchor Charts, have them hang them around the room.

Share the Gallery Walk strategy with students. Have each group elect a spokesperson to stand near their Anchor Chart and explain their presentation to visiting classmates.

Give the remaining group members a pad of sticky notes and have them rotate to each chart around the room. Groups members should listen to the spokesperson share the presentation. Then, they should ask questions and post feedback on the poster using the sticky notes. The spokesperson should answer as many questions as possible. Have students continue to rotate until they visit every presentation.

Evaluate students' understanding of the lesson content using the It's OPTIC-al Graphic Organizers and the Anchor Charts.

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
- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- 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.). It's OPTIC-al. Strategies. https://learn.k20center.ou.edu/strategy/99