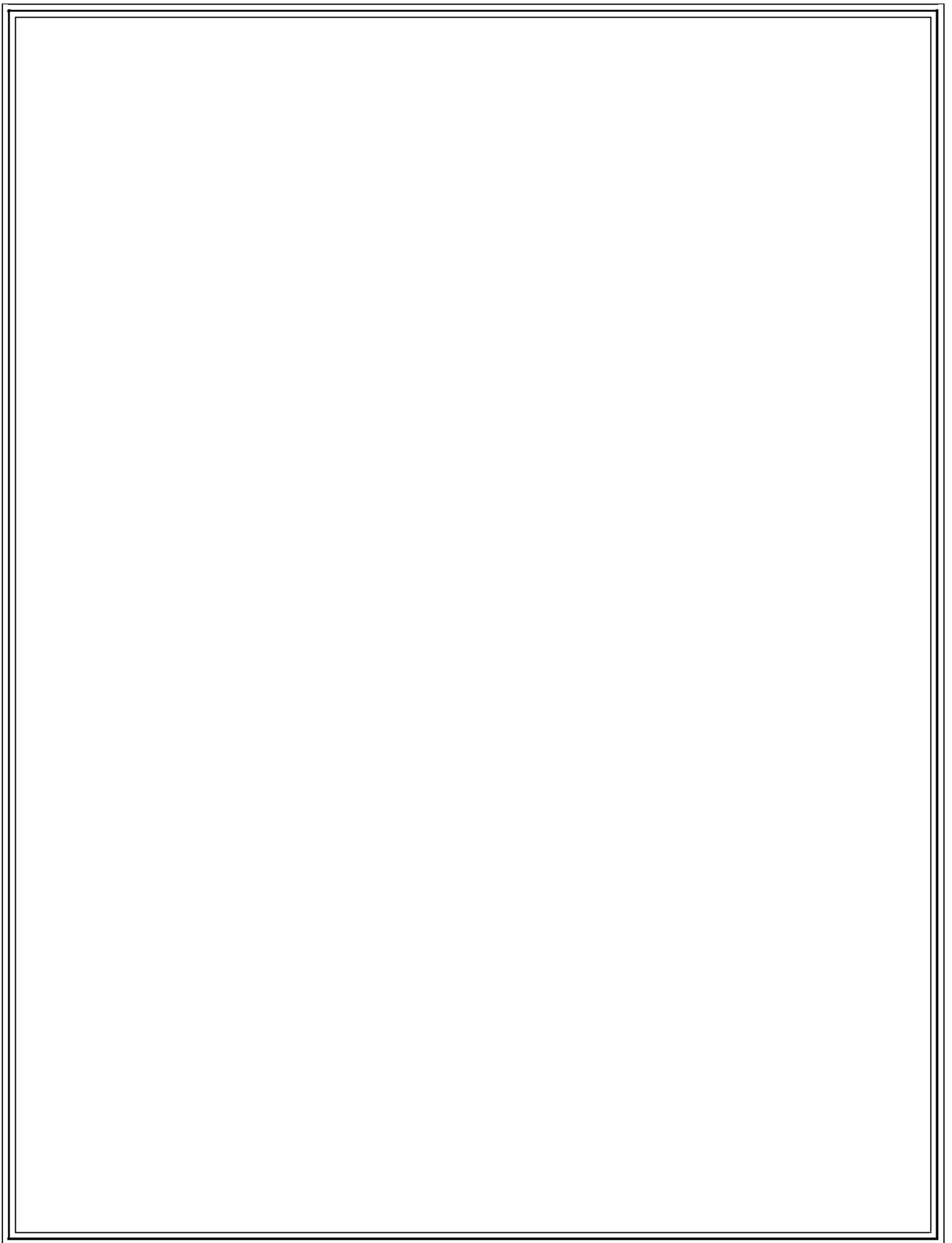


Renaissance and Reformation Times



Renaissance and Reformation Times was written by Dorothy Mills.

A Guided Study by Lisa Kelly



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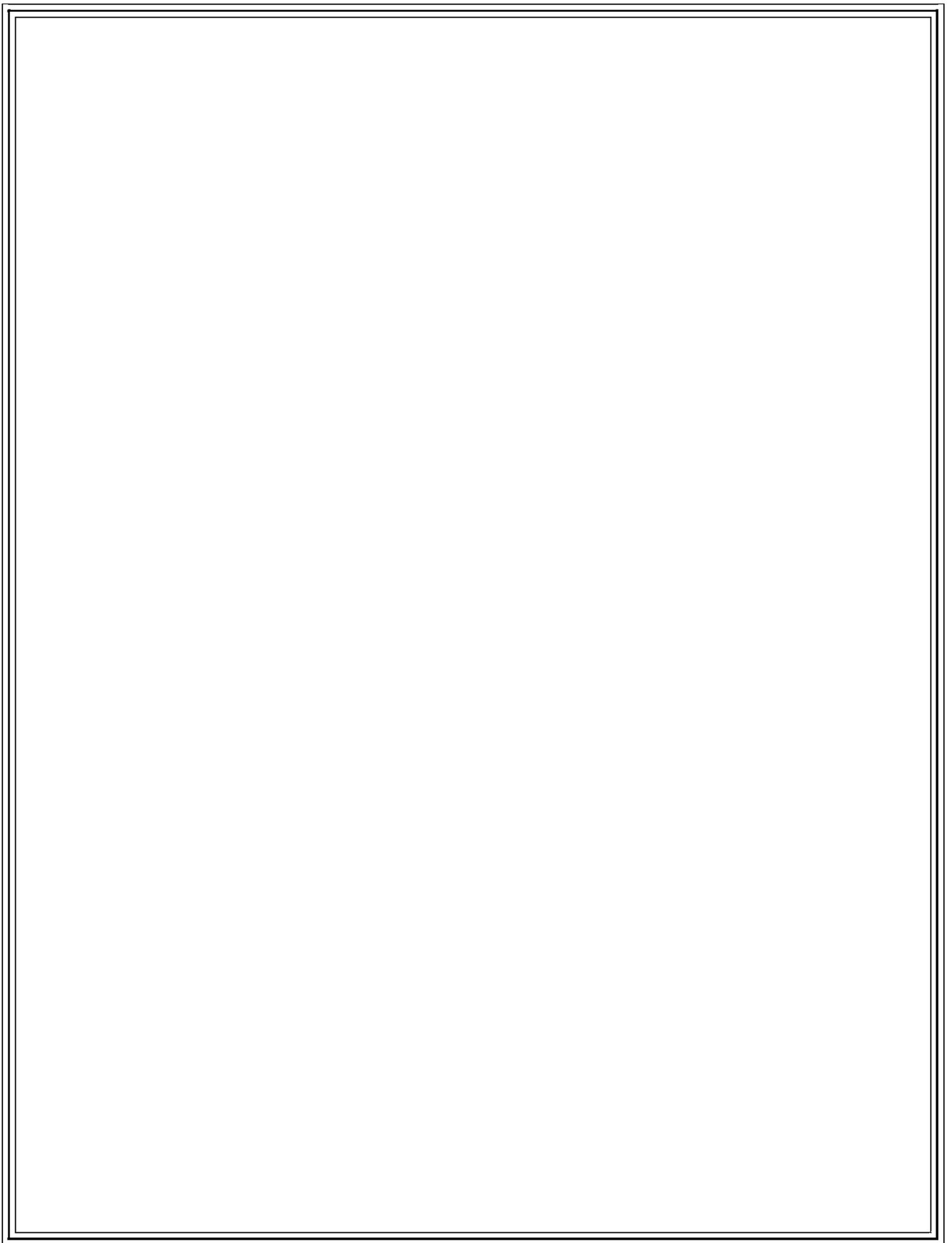
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Book List

Required

Renaissance and Reformation Times by Dorothy Mills

The Portable Renaissance Reader edited by Ross and McLaughlin

Readings in European History by James Harvey Robinson [Internet Archive –Free; link at website]

Additional resource links available at *A Mind in the Light*

Optional

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

Map Trek [The Complete Collection] created by Terri Johnson

Breakthroughs in Science by Isaac Asimov [Internet Archive –Free to Borrow] or *Famous Men of Science* by Sarah K. Bolton [Internet Archive –Free]

Optional Advanced Reading

Please read ahead before adding these selections. Many of these books are scheduled in other places in the curriculum.

Utopia by Thomas More (Year Nine)

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

Don Quixote by Cervantes (Year Nine)

Lesson Outline for Each Week

Before the Reading

- Use “Connections”, connecting questions, to bridge the gap between chapter readings. They are designed to bring forth what the student already knows about a topic so that the new information can be connected to it.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

Reading

- Students should read the assigned pages each week from *Renaissance and Reformation Times*.

After the Reading

- After the chapter has been completed, ask for an oral narration or choose one of the options listed under “Narration Suggestions”. These may be written, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Add any suggested additional reading or any additional activities as desired.
- Add to and keep up with your Book of Centuries.
- Level One Extensions were designed with Upper School B (Y 7-9) in mind, while Level Two Extensions were designed with Upper School A (Y 10-12) in mind, but pick and choose from whichever levels and suggestions best fit. A high school student seeking credit may need to choose more frequently from Level Two extensions.

Notes for the Teacher

- This guide may be used somewhat independently, but teachers would be advised to initially work closely with students, giving them a chance to become familiar with it first. It is assumed that teachers will always remain *somewhat* involved in this study. It is not designed to be used entirely independently.
- Some map work will be included with this guide, but you may wish to add a fuller program to it. Some editions of *Renaissance and Reformation Times* have two good quality maps within them as well as pictures, a time chart and an index at the end of it. I am unaware if these maps have been included in the Memoria Press editions. Allow your student to refer to any included maps while completing any map work.
- It is very important to set up the reading properly by first going over any unknown words, 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 some.
- You may choose between asking your student for an oral narration **or** an alternative narration. You might also wish to ask your student for an oral narration and then to also to complete one of the alternative narrations independently. At least some of your student's narration work should be oral, because it is just as important in building writing skills as written narrations.
- Additional resources accompanying the lessons are linked at *A Mind in the Light*. Look under the tab Resources, and then scroll down to World History. On this page look under *Renaissance and Reformation Times* for these links.
- The appendix will include some teaching notes, images, writing forms and printable maps.
- The assignments are 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.)
- The Great Ideas Discussions will be included in the reading schedule. These were designed for Upper School A (Y 10-12) students, but some younger students may benefit as well.
- 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. Because not everyone will have the same edition of the book, I was unable to refer to something by page number. This setup allows teachers to use any edition of the book.

- For those who are using the Extensions, please remember to adjust, omit and adapt assignments and readings based on each student individually. This makes the guide highly suitable to use with multiple ages within a family. Most importantly, use this guide in whatever ways work best for all of your students; adapt as needed.
- 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. Students should work on this during the allotted time –see “Quiet Time and Extracurriculars” on the suggested weekly schedules.

Writing Assignments-At a Glance

Level One

- Speech Assignment or Power Point Presentation [1]
- Document Study Narration [1]
- Speech Study Narration [2]
- Character Sketch [1]

Level Two

- Document Study Narration [2]
- Speech Study Narration [2]
- Character Sketch [3]
- Historical Background Paper [1]
- Essay [2]
- Great Ideas Discussions [10]

This list does not include regular narrations, other writing assignments or term papers. **A large number of writing assignments are available to use. Please adapt as needed for your students.** Students should not complete **all** of the above writing assignments, especially since they will also be completing narrations. These are suggested assignments, designed so that teachers may have options.

It is recommended that term papers be omitted if students are completing a significant number of the above written assignments. Alternatively, students can write term papers and omit most of the writing assignments. The emphasis is quality over quantity. Several well-written and edited papers are more beneficial than many papers written haphazardly.

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			L2 –Connections
Week 2	Chapter 2 1-2.2	L2 -pp. 267-278; pp. 432-434		L2 -Connections
				L2 –Character Sketch
				OPT –Map
Week 3	Chapter 2 2.3-2.4	L1 -pp. 120, 123, 127, 421 & 429 L2 + pp. 263-267	REH –“Machiavelli’s Description of the Troubles in Italy...” L2 +REH -“Germany in the Time of Maximilian I”	L1 –Written N. or Resume
				L2 -H. Background Paper or Essay
Week 4	Chapter 2 2.5			Picture Study Multiple Italian Artists
Week 5	Chapter 2 2.6	L2 -pp. 644-647; pp. 647-652		L2 –Character Sketch

This is a sample of the reading schedule. The complete schedule is for 36 weeks.

Exams and Papers

For those following the schedule for terms, exams are given in the twelfth week. For the purposes of this curriculum, the history exams will most likely fall on one of the days at the end of the week. This allows the student to complete the work assigned for week twelve in the beginning of the week and then follow it with an exam at the end of the week. Exams for skill subjects such as math and English can be completed in the earlier part of the week. Another option is to have a four day week for school and complete all of the exams on the final fifth day of the week. **Since this guide is designed to cover thirty-six weeks, exams are included for three terms.**

Choose 1-2 exam prompts for your student for each term with which you intend to hold exams. Have your student write a narration answering the prompt. If your student would do better with an oral exam, you can also have your student answer the question(s) orally. Another option is to have your student answer the question(s) orally (to gather their thoughts) and then write their narration.

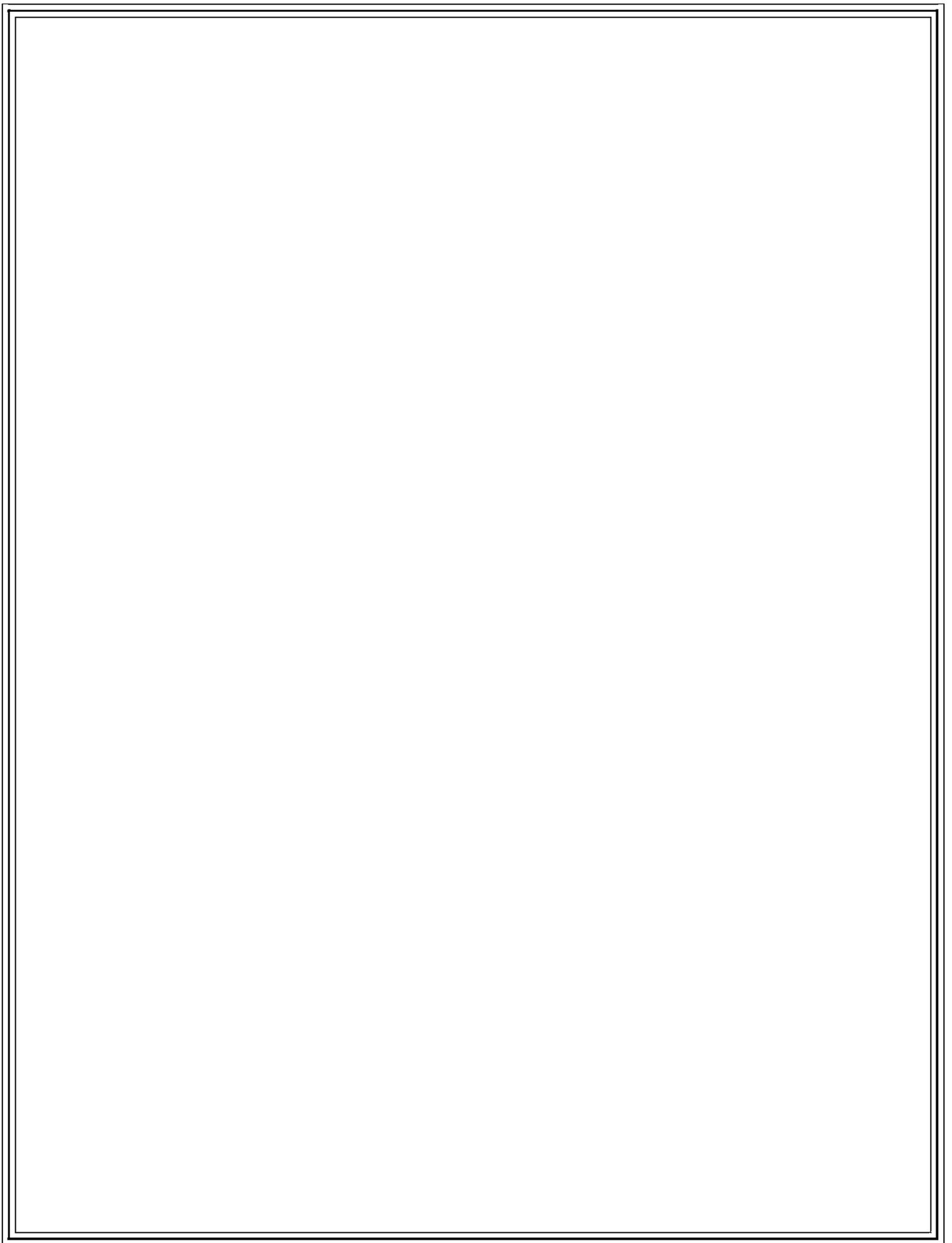
The term papers are an added option for those using Level Two Extensions. Like exams, term papers follow the schedule by terms, or every twelve weeks. Since this guide covers 36 weeks, or one complete year, three term papers are included. **Term papers are optional.**

Speech Study and Document Study Narrations

Have your student complete the forms for these two narration types, bring the forms to their teacher to be examined and then from these correct outlines complete their narrations. The narrations will include all of the information that was outlined in the forms.

For the Speech Study Forms, have your student copy quotes from the text (and the page number for easier reference when needed) which supports the questions, such as evidence which supports the use of the techniques of ethos, pathos and logos.

These forms can be found in the appendix of this guide.



Week One (C1)

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Before the Reading

- Connection: Discuss these words: Renaissance and Reformation. What time period comes before the Renaissance and Reformation? [Ans. The Middle Ages or Medieval] What time period comes after? [Ans. Modern] Name some major people or events that might be included in this time period.
- Note: Consider drawing a rough timetable on the board of major time periods in history –Ancient, Medieval, Renaissance and Reformation and Modern. Highlight for students where this study begins, what came before and what comes after. The Renaissance and Reformation time period roughly includes the years between the 13th century and the 16th century, depending upon the specific countries.
- Words to Know: temporal, imperial, secular, conservative, papal and sordid
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Note: Additional resources are linked at *A Mind in the Light*. Look under Resources, World History 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. Images can be found in the Appendix.

Some editions of *Renaissance and Reformation Times* have two good quality maps within them as well as pictures, a time chart and an index at the end of it. I am unaware if these maps have been included in the Memoria Press editions. This guide includes some maps, links to some maps and some printable outline maps in the appendix.

After the Reading

Narration Suggestions

- Describe the time in which the Renaissance takes place.
- This chapter is titled “The Spirit of the Renaissance”. Is this a good title? What title would you have given it? In what way is it a good fit?

Book of Centuries Entry

- 1453 C. E. -Constantinople falls to the Turks.
- 1492 C. E. -The New World is discovered.

Level One Extension

Assignment

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



Level Two Extension

Connections Discussion

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" (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" (5).

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

- Was unity 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.

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.

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?

Week Two (C2, Parts 1-2.2)

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Before the Reading

- Connection: Describe the Middle Ages in only a couple of sentences. Tell more of the “spirit” of the Renaissance from the last chapter.
- Words to Know: condottieri, mercenaries, despot, conspiracy, subordinate and oligarchy
- Francesco Guicciardini was born in Florence, Italy to a prominent family who were supporters of the Medici family; he was a contemporary of Machiavelli. He was an Italian statesman, diplomat and historian. Guicciardini was considered an important writer of the Italian Renaissance and was the author of *The History of Italy*.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. **To locate “Ferrara”, use the map “Italian City States” included in the “Images” section of the Appendix.**

Background Reading

- Read and study the Medici family tree. Refer to this while reading from *Renaissance and Reformation Times*.

RART, Week Two

OPT –Working with Maps

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

Appendix

Alternatively, use the map from *Map Trek* –“Renaissance Italy” (p. 87).



Proper Nouns for an Oral Narration

People	Map Work
Francesco Sforza	Florence
Ludovico Sforza	Ferrara* [Use the map of "Italian City States"]
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	

After the Reading

Narration Suggestions

- Describe the Florentine system of government.
- Give an account of the events in the 1478 conspiracy.
- Describe the condottiere. [Note: If you have already read *Ivanhoe*, please see “Connections” under Level Two Extension to further expand on this narration.]

Book of Centuries Entry

- 1450 C. E. -Francesco Sforza seizes power in Italy, making himself a duke.
- 1449-1492 C. E. -The lifespan of Lorenzo de Medici.

Level One Extension

Assignment

- Draw a family tree to help with understanding the lineage of the Milan rulers, the Viconti.

Level Two Extension

Additional Reading

The Portable Renaissance Reader

- Read “Portrait of Lorenzo de Medici” [pp. 267-278] by Francesco Guicciardini.
- Read “A Carnival Song” [pp. 432-434] by Lorenzo de Medici.

Assignment

- 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 *Renaissance and Reformation Times*. [Extension: Add at least two quotes to support your sketch and cite them properly.] For more directions as to how to write a character sketch, see the notes in the appendix.

[Appendix –Character Sketch](#)

Ivanhoe and the Condottieri

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

- Sir Walter Scott defines condottieri in *Ivanhoe* (pp. 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.

Week Twenty-Two (C9)

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Before the Reading

- Connection: Recall some of the many contributions the Arabs made to the growth and expansion of science. In what way were women educated?
- Words to Know: scholasticism, recanted and preconceived
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
Roger Bacon	Thorn, Poland	Ptolemaic System
Leonardo da Vinci	Italy	<i>On the Revolution of Celestial Bodies</i>
Aristotle	Bologna	Copernican Theory
Copernicus	Padua	Inquisition
Ptolemy	Ferrara	
Giordano Bruno	Rome	
Galileo	Frauenburg	
Kepler	Germany	

After the Reading

Narration Suggestions

- Leonardo da Vinci, Copernicus and Kepler contributed a great deal to science. Choose two of these three scientists and describe their contribution.
- Research the Inquisition and write a paragraph summarizing it. Why was Galileo brought before the Inquisition?
- Was Leonardo da Vinci a living symbol of the Renaissance? If so, in what way? If not, why? Expand on your answer.
- “He said of impatience that it was the mother of stupidity” (179). Who said this and what is meant by it? Give an example of a time in your life when you resisted impatience and was rewarded for it. Or give an example of a time when you were impatient and regretted it.

Book of Centuries Entry

- 1473-1543 C. E. - The lifespan of Copernicus.
- 1530 C. E. - Copernicus wrote *On the Revolution of Celestial Bodies*, which changed the Earth from the center of all things as was explained in the Ptolemaic System to the sun being the center.
- 1571-1630 C. E. -The lifespan of Kepler, who supported the Copernican System.
- 1564-1642 C. E. -The lifespan of Galileo, who used a telescope widely and through its use made more discoveries in astronomy.

Level One Extension

Additional Reading

- Read “Nature, Ari and Science” [pp. 531-540] from *The Portable Renaissance Reader*.

Assignment

- Complete a document study for the essay “Nature, Ari and Science” by Leonardo da Vinci. Remember to complete the document study form first. Show your completed form to your teacher before you begin writing the essay. Use the information from the form to write your document study essay.

Appendix –Document Study

Level Two Extension

Additional Reading

The Portable Renaissance Reader

- Read “Nature, Art and Science” [pp. 531-540].
- Read “The Revolutions of the Celestial Spheres” [pp. 589-593].

Assignment –Choose One

- Write a resume for the contents of this chapter. Include the following: Leonardo da Vinci, Copernicus, Kepler and Galileo.
- Complete a document study for the essay “Nature, Art and Science” by Leonardo da Vinci. Remember to complete the document study form first. Show your completed form to your teacher before you begin writing the essay. Use the information from the form to write your document study essay.

Appendix –Document Study

Great Ideas Discussion

Renaissance Science

- How did religion affect the study of science during the 16th century? What role did humanism and intellectual freedom play in the study of science during this time?

“The scientific mind does not work in that way. It takes facts as if finds them, even if they do not fit into an authoritative scheme” (183).

- What is meant by this? Expand on it.

-
- Compare the scientist of medieval times to the scientist of Renaissance times? Consider the modern scientist. How does he fit into this comparison?