



PICTURING HISTORY:

Renaissance and Reformation

A Teacher's Resource Guide for Using Art
to Teach 7th Grade Social Studies and ELA

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How to Use These Materials

The materials presented here are developed with the middle school student in mind. The focus is on social studies, English language arts (ELA) and visual arts content. All lesson plans are aligned to the Common Core Standards.

Tips for Using This Guide

- Review the guide and lesson plans. Some of the lesson plans require you to select an image for discussion. Images of art from the collection of the Toledo Museum of Art can be viewed online at <http://emuseum.toledomuseum.org/collections>. Consider showing these works of art on a smart board in your classroom.
- To make the most of this guide, we recommend completing the pre-visit lesson plan before your visit to TMA. You can customize these lessons with the suggested extension activities to enhance students' connections with social studies, ELA and visual arts content.
- Take your tour experience back to the classroom by completing the post-visit lesson plan after your TMA field trip. Use the post-visit lessons to help stretch your student's critical thinking and descriptive writing skills.

This resource is made possible in part by the generous support of the Martha Holden Jennings Foundation.



WHAT IS PICTURING HISTORY?

Picturing History is a field trip program offered by the Toledo Museum of Art for 6th-8th grade students. The program aims to support students' visual literacy, historical thinking and writing skills through the exploration of the TMA collection. During a Picturing History visit, Museum docents engage students in a series of gallery-based activities designed to help them develop descriptive language and become excited about social studies.

How were these resources developed?

The materials presented here are the result of the Teacher Leaders program, a year-long collaboration between the Toledo Museum of Art and social studies, ELA and visual arts middle school teachers from the Northwest Ohio area.

Why use works of art to support social studies and ELA?

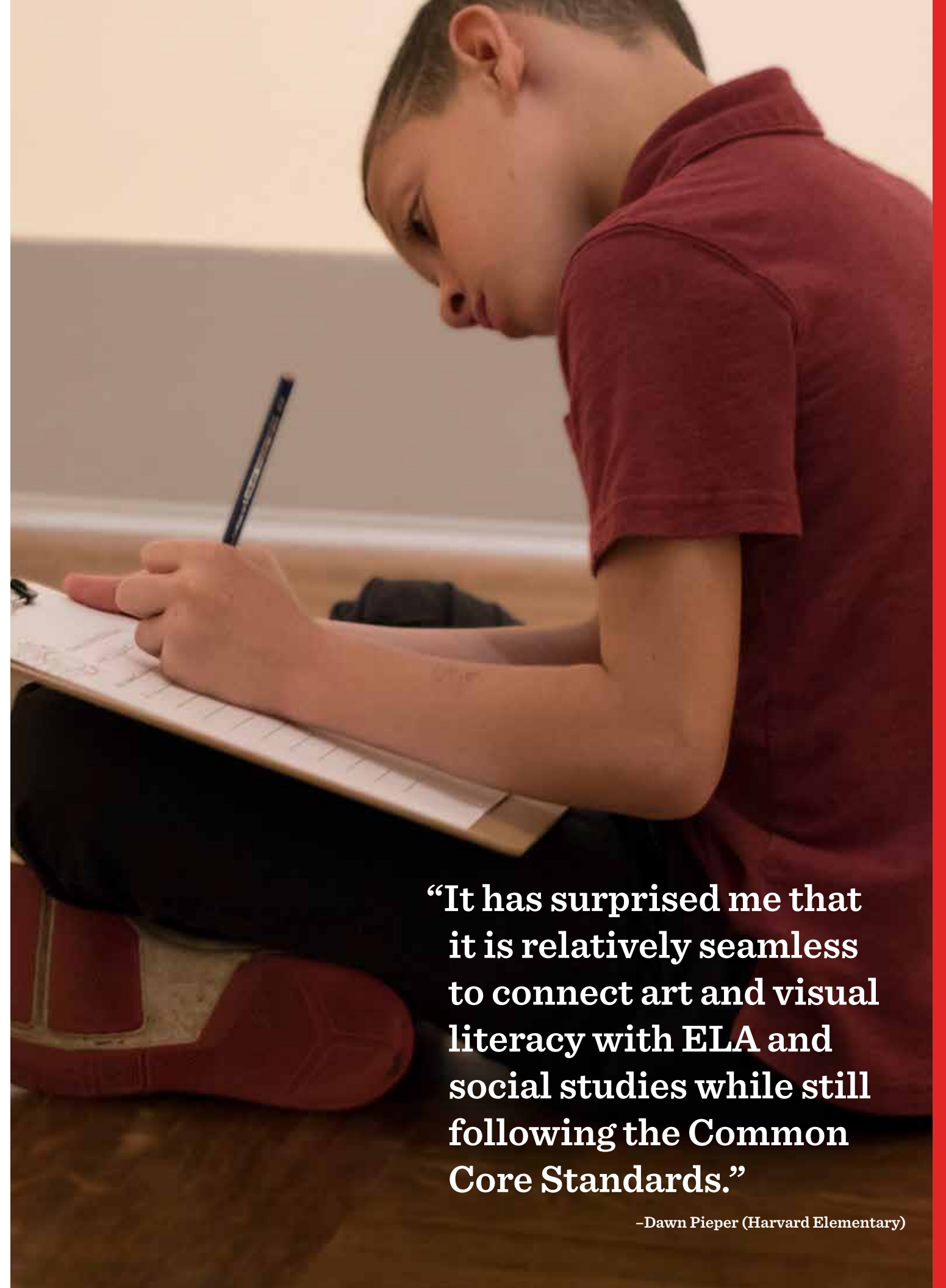
Research has shown that when works of art are a part of arts-integrated efforts to teach social studies and ELA content, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. In this way, the visual arts offer students a unique window to other places and times. Arts exposure cultivates students' reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge (schema) while stimulating students' creative and analytical thinking.

Benefits include:

- **Excitement and motivation:** Museum objects motivate students to learn about the past.
- **Active participation in the learning process:** Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.
- **Construction of historical knowledge:** Students develop historical thinking skills connecting social studies content to a larger framework of knowledge.
- **Improved student writing:** Research has shown that pre-writing experiences can foster critical thinking and lead to more precise vocabulary use.

What are the benefits of looking closely at art?

Taking the time to observe works of art develops the imagination while improving visual and reading aptitudes through visual literacy. It allows for a different way of learning about the past and making knowledge relevant in a tangible fashion.



“It has surprised me that it is relatively seamless to connect art and visual literacy with ELA and social studies while still following the Common Core Standards.”

–Dawn Pieper (Harvard Elementary)

Where can I learn more about the benefits of arts-integrated approaches to teaching ELA and social studies?

Here are some additional resources you may wish to review:

- Brouillette, L. R., Burge, K., Fitzgerald, W., Walker, P. (2018) *Teaching Writing Through the Arts in Urban Secondary Schools: A Case Study*. *Journal for Learning Through the Arts*, vol.4.
- Burstein, J.H. & Knotts, G. (2010) *Creating Connections: Integrating the Visual Arts with Social Studies*. *Social Studies and the Young Learner* 23(1).
- Cutsforth K., Jennifer. (2014) *Museum Visits in Social Studies: The Role of a Methods Course*. *Social Studies Research and Practice*, vol. 9.
- Field, Sherry L., Linda D. Labbo, Ron W. Wilhelm, and Alan W. Garrett. (1996) *To Touch, To Feel, To See: Artifact Inquiry in the Social Science Classroom*. *Social Education* 60 (3):141-43.
- Gullatt, David E. *Enhancing Student Learning through Arts Integration: Implications for the Profession*. *The High School Journal*, vol. 91, no. 4, 2008, pp. 12-25. JSTOR, www.jstor.org/stable/40364094.
- Lorimer, Maureen R. (2011) *Arts-Infused Learning in Middle Level Classrooms*. *Journal for Learning through the Arts*, vol. 7.
- Murawski, Mike. (2014) *8 Lessons About Teaching From the Canadian Museum of Human Rights*. *Art Museum Teaching* <https://artmuseumteaching.com/2014/12/23/8-lessons-about-teaching-from-the-canadian-museum-of-human-rights/>
- Sizemore, Judy. (2017) *Integrating Social Studies and the Arts: Why, When, and How*. Kentucky Educational Television. <http://www.kentuckyteacher.org/wp-content/uploads/2011/06/Integrating-Social-Studies-Arts.pdf>
- Toledo Museum of Art School Partnerships website, schoolpartnerships.toledomuseum.org
- Youngs, Suzette. (2012) *Understanding History Through the Visual Images in Historical Fiction*. *Language Arts Journal*, Vol. 89. No. 6.



PRE-VISIT LESSON PLAN

Use this lesson plan before your visit to help prepare your students for their Picturing History tour. Students will practice close looking as a warmup for a creating writing activity that will pique their interest in the period before their visit to the Museum. This lesson is approximately 45 minutes.

Who am I?

About this Lesson:

This lesson was developed by:

- Katie Coffey (Toledo Early College)
- Ashlie Demspey (Byrnedale Elementary School)
- Jeniene Hall (Harvard Elementary School)
- Kim Miller (Wayne Trace Jr./Sr. High School)
- Laura Rusch (Ottawa River Elementary School)
- Andrea Schak (Fassett Jr. High School)

Goals:

To apply close looking and describing skills using works of art from the Renaissance and Reformation eras.

Objectives:

- The student will practice close looking and describing skills.
- The student will write a fictional narrative using artwork from the Renaissance or Reformation era.

Common Core Standards Addressed:

- **ELA-Literacy.W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, and relevant descriptive details.
- **ELA-Literacy.W.7.3a:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or character(s).
- **SS-Feudalism and Transitions.6:** The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

Materials:

Paper, pencils, character development worksheet, projector, images from the TMA collection <http://emuseum.toledomuseum.org/collections>

Suggested

- Images:**
1. Lucas Cranach the Younger, *Martin Luther and the Wittenberg Reformers*, about 1543 (1926.55)
 2. Dirck Jacobsz. *Jacob Cornelisz. van Oostsanen Painting a Portrait of His Wife*, about 1550 (1960.7)
 3. Hans Holbein the Younger, *Portrait of a Lady*, about 1535-40 (1926.57)
 4. Peter Paul Rubens, *The Crowning of Saint Catherine*, 1631 (1950.272)
 5. Jan Miense Molenaer, *Allegory of Vanity*, 1633 (1975.21)
 6. Rembrandt Harmensz. Van Rijn, *Man in a Fur-lined Coat*, about 1655-60 (1977.50)

Step 1: Display three different works of art from the Renaissance and Reformation era using images from the TMA collection.

Step 2: Lead the students in a discussion of similarities and differences between the three paintings. Ask students to look for presence (or absence) of religious figures and themes.

Step 3: Have students select one of the three images that speaks to them and develop a story for one of the characters in the image. As an alternative, students may also imagine a character that would be the viewer (i.e. through whose eyes are you viewing the scene?).

Step 4: Ask students to complete the Character Development Worksheet for their chosen character.

Step 5: While paintings are still displayed, ask for a volunteer to read their creative writing samples aloud. Ask the remaining students to guess the character or painting described in the writing.

Discussion Questions:

- How are paintings from the Renaissance different from previous time periods studied?
- How did looking closely at the artwork allow you to develop a character?
- Which clues were the most helpful in identifying characters from the paintings? Why?

Character Development Worksheet

Worksheet

Age: _____

Gender: _____

Height: _____

Weight: _____

Hair Style: _____

Clothing: _____

Accessories: _____

Occupations: _____

Hobbies: _____

Character's Name: _____

From your character's perspective:

What did your character see? _____

What is a secret your character knows? _____



TOUR SUMMARY

Thank you for choosing the Toledo Museum of Art's Picturing History program for your class field trip! Your Museum experience will be more fun from the start if you remember to do the following:

- Visit toledomuseum.org/visit/tours/school-tours/ to request your tour.
- If you have any children with special needs, please share any necessary accommodations when you make your tour request.
- Divide your class into groups of 12-15 students, and assign one adult chaperone to each group.
- Have each student wear a name tag with her/his first name in large print.
- Arrive on time.

What to expect during your visit?

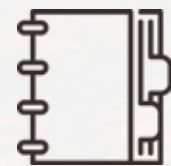
The tour for this lesson explores the people represented in paintings, tapestries, and sculptures during the Renaissance and Reformation periods in Europe. The students will be engaging with in this topic through a range of activities including close looking, creative writing and discussion.

“My students loved their visit to TMA! They couldn't stop talking about what they saw.”

–Karen Angst (Eisenhower Intermediate School)



POST-VISIT LESSON PLAN



Use this lesson plan after your visit to help your students connect their Picturing History field trip experience with the classroom to extend their learning. The objective of this lesson is to use comparing and contrasting to explore artistic characteristics and subject matter of the Renaissance and Reformation periods. This lesson is approximately 60 minutes.



Picture Yourself Inside the Painting

About this Lesson:

This lesson was developed by:

- Katie Coffey (Toledo Early College)
- Ashlie Demspey (Byrnedale Elementary School)
- Jeniene Hall (Harvard Elementary School)
- Kim Miller (Wayne Trace Jr./Sr. High School)
- Laura Rusch (Ottawa River Elementary School)
- Andrea Schak (Fassatt Jr. High School)

Goals:

Investigate art from the time period to construct a comparison with present-day life.

Objectives:

- The student will, using their imagination, add themselves to a work of art from the period.
- The student will draw connections between life in the Renaissance and present-day/contemporary life.

Common Core Standards Addressed:

- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-LITERACY.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.

Materials:

Mirrors, paper, pencils, and painting utensils.

- Step 1:** Have students select the piece of artwork that most interests them and have it printed on a large piece of paper. (alternative: work with your school's art teacher to have the students recreate the work of art using paint or colored pencil drawing)
- Step 2:** Ask students to find a place in the piece of artwork where they could insert a new character – themselves.
- Step 3:** Tell the students to look at the artwork very carefully and take note of specific techniques and characteristics.
- Step 4:** Have the students use the mirrors to create a self-portrait sketch in pencil (optional: use colored pencil if available). Ask them to think about giving themselves poses and facial expressions similar to what they see in their chosen work of art.
- Step 5:** Have the students cut away the negative space around their self-portraits and collage themselves into the image.
- Step 6:** Ask students to use a graphic organizer to brainstorm what it would be like to be the character they created. How would their lives be similar? How would they be different?

Discussion Questions:

- How did visualizing yourself in a work of art change your ideas about the Renaissance?
- What do you think would be the best thing about life in the Renaissance period? What would be the most challenging?



Extension Activity

Have the students use their notes to write short essays analyzing ways in which their character might be similar or different to themselves today.



VISUAL ART LESSON PLAN

This activity was inspired by Renaissance calligraphy to help students deepen their exploration of the period. The lesson is approximately 50 minutes.

What's in a Name?

About this Activity:

This lesson was developed by:

- Angie Stokes (Wayne Trace Middle School)

Goal:

Students will use close looking and critical thinking to create a new title for a work of art and illustrate that title using calligraphy.

Objectives:

- Students will practice research and computer literacy skills.
- Students will think critically and imaginatively about a work of art.
- Students will explore calligraphy as a medium for thinking about the Renaissance period.

Ohio Visual Arts Standards Addressed:

- **Producing and Performing 1:** Improve craftsmanship and refine ideas in response to feedback.
- **Producing and Performing 6:** Demonstrate understanding of visual literacy, illustration and graphic communication.
- **Responding and Reflecting 6:** Assess one's own work and working processes and the work of others in relation to criteria and standards.

Materials:

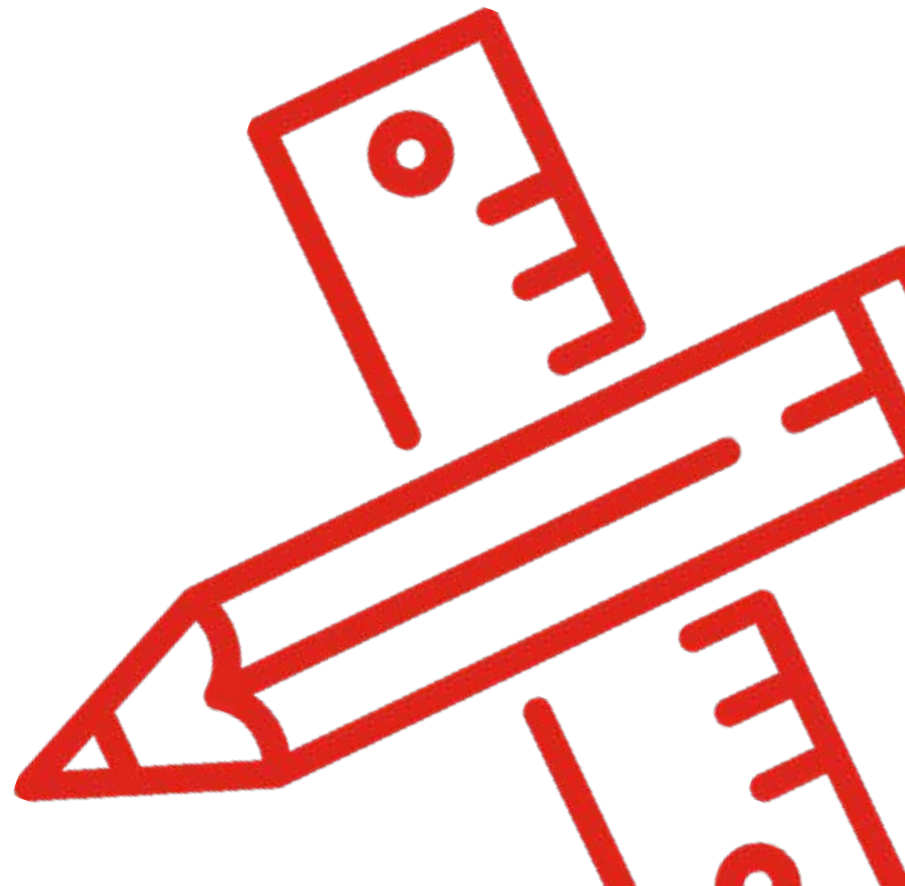
Colored pencils or calligraphy pens and ink if available, grid paper, construction paper, printouts of Old English calligraphy, rulers.

- Step 1:** Have students use the TMA website to select a work of art from the Renaissance or the Reformation periods in the TMA collection. <http://emuseum.toledomuseum.org/collections> Depending on your student's computer literacy skills you may need to demonstrate using the advanced search tool to limit by a date range. Encourage the students to experiment with other filter options such as media, country or artist to further limit their searches.
- Step 2:** Ask students to create a sketch of the work and on the back of their sketch write down the title, artist and date of the work of art. Additionally, ask them to create a new title or a name for that work of art.
- Step 3:** Examine examples of Old English-style calligraphy from the Renaissance and Reformation periods in Europe. Many students may already be familiar with old English and its applications in engraved tattoo art.
- Step 4:** Looking at a few examples, have students work together to list the characteristics of this type of writing: thick and thin lines that are parallel, consistent height among letters, clear spacing.
- Step 5:** Have the students practice writing in calligraphy. Depending on the materials available, students may be writing with a calligraphy pen and ink or forming the letters using graphite, colored pencil or ink pen. Suggested subjects for practice include student's names, favorite teams or the school's name. Using grid paper can help students create consistent height and spacing.
- Step 6:** Have students evaluate each other's work offering positive (cheers) and constructive (critique) words, that will help students improve their calligraphy skills.
- Step 7:** Using the peer feedback, have students practice writing the new title for the artwork they have selected. When the students are ready, have them print out a picture of their artwork and mount it on a large sheet of construction paper, creating a frame around the work.
- Step 8:** Ask students to find the perfect location for their title below the artwork, then have them create a symmetrical design around the frame to embellish the work.
- Step 9:** Display the works of art in chronological order around the classroom. Provide students with the opportunity to act as docents to explain their choice of art, their title, and frame design.



ADDITIONAL RESOURCES

- Best History Sites compilation of other web based resources on the period: <http://besthistorysites.net/early-modern-europe/renaissance/>
- Calligraphy resource: <http://calligrascape.com/learn-blackletter-calligraphy/>
- Khan Academy resources on the Renaissance and Reformation: <https://www.khanacademy.org/humanities/renaissance-reformation>
- Kids Discover website with games related to the period: <https://www.kidsdiscover.com/teacherresources/games-and-activities-about-the-renaissance-and-reformation/>
- Lettering sheets and examples of calligraphy: <http://calligrafile.com/lettering-sheets/>



GLOSSARY

- **Background:** The area of an image that is farthest from the observer.
- **Calligraphy:** Decorative handwritten lettering.
- **Clergy:** A body of officials who perform religious services.
- **Counter Reformation:** The reaction of the Roman Catholic Church to the Protestant Reformation reaffirming the veneration of the saints and the authority of the Pope.
- **Engraving:** Art from which an artist etches a design on a metal plate and then uses it to make multiple prints.
- **Foreground:** The area of an image that is nearest to the observer.
- **Humanism:** An intellectual movement during the Renaissance that focused on the study of worldly subjects such as reason, justice and ethics.
- **Inquisition:** Church court set up to root out heresy.
- **Martin Luther:** German monk whose protests against the Catholic Church in 1517 led to the Protestant Reformation.
- **Middle Ground:** The middle section of a painting or a photograph.
- **Protestant Reformation:** A religious movement in the 16th century that began as an attempt to reform the Catholic Church and resulted in the creation of the Protestant Churches.
- **Secular:** Concerned with the world instead of spiritual issues.



Museum Hours of Operation

Tuesday and Wednesday

10 a.m. – 4 p.m.

Thursday and Friday

10 a.m. – 9 p.m.

Saturday

10 a.m. – 5 p.m.

Sunday

Noon – 5 p.m.

Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day

Admission

Admission to the Museum is always free. Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

Location

The Museum is just west of Toledo's downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.

📞 419.255.8000

👉 toledomuseum.org

Our Mission

We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.

Thank You

This resource is made possible in part by a grant from the Martha Holden Jennings Foundation.



More teacher resources from the Toledo Museum of Art are available online at toledomuseum.org