



My Italian Restaurant Homeschool Lesson Plan

Raddish Lesson Plan Road Map

We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us hello@raddishkids.com.

Driving Questions: Who was Leonardo da Vinci? How did he view and study the world?

A Little Taste

Resource List

Background Information (also linked within lesson)

- *Leonardo and the Flying Boy*, picture book by Laurence Anholt, [Amazon books](#)
- *Leonardo and the Flying Boy*, video read-aloud, <https://www.youtube.com/watch?v=o7j2KdSdZMo>
- Art With Mati and Dada - Leonardo da Vinci, video from Art With Mati and Dada, <https://www.youtube.com/watch?v=eEy0njL4DDI>
- *Amazing Leonardo da Vinci Inventions You Can Build Yourself*, book by Maxine Anderson, https://www.google.com/books/edition/Amazing_Leonardo_da_Vinci_Inventions/xzL0BQAAQBAJ?hl=en&gbpv=0
- Leonardo Da Vinci | Mona Lisa, video drawing tutorial, <https://www.youtube.com/watch?v=DYm22FyC-Z0>
- Leonard's Sfumato | Art Terms, Little Art Talks video explanation, <https://www.youtube.com/watch?v=f4HSUNrdT0M>
- Leonardo da Vinci Virtual Tour, <https://joyofmuseums.com/artists-index/leonardo-da-vinci/>
- Beginner One Point Perspective Drawing, video tutorial by Samantha Wood Art, <https://www.youtube.com/watch?v=sZD8BjTK8dE>

Optional Extensions

- "Leonardo!", podcast from The Past and The Curious, <https://thepastandthecurious.com/stories/episode-47-leonardo/>
- Online Quiz Maker, <https://www.quiz-maker.com/>
- Making Flying Machines (fun STEM activity for kids), video tutorial from Iridescent Now Technovation, <https://www.youtube.com/watch?v=zLOviPA9hC4>
- Leonardo da Vinci's Flying Machines, video from Simple History, https://www.youtube.com/watch?v=Y0_htkvCVpE
- *I Am Leonardo da Vinci*, picture book by Brad Meltzer, <https://bookshop.org/books/i-am-leonardo-da-vinci/9780525555889>
- *I Am Leonardo da Vinci*, Facebook video read-aloud by the author, https://www.facebook.com/watch/live/?v=716664192414891&ref=watch_permalink
- How to Mirror Write, tutorial from wikiHow, <https://www.wikihow.com/Mirror-Write>

Conceptual Knowledge - What Do You Want Them to Know?

1. Leonardo da Vinci is considered one of the greatest figures of the Renaissance and his influence can still be found today.
2. He was an artist, scientist, inventor, and great thinker.

Key Vocabulary

- linear perspective - a system of creating an illusion of depth on a flat surface, using parallel lines that meet at a vanishing point
- portrait - a painting, drawing, or picture of a particular person
- anatomy - the study of the inside and outside of the human body

Cross-Curricular Links

- Science, Social Science, Fine Arts, Language Arts

Project Idea/Scenario

Students will create a work of art that incorporates a technique or concept of da Vinci.

Plan the Process: What Will the Students Do?

Students will learn about Leonardo da Vinci's life and studies, and then create a work of art that illustrates some of his discoveries and thinking.

Warm-up Activity - Activating Background Knowledge

- Have students draw a specific item. After a minute or two, ask them to rotate their position and then redraw the object.
 - See if students can draw close-up, from far away, and either with their heads turned upside down (hang backwards from a couch), or with the lights turned out.
 - Share drawings once completed. How did the drawings change as they moved? Are the items recognizable from each position?
- Explain that the drawings changed as their perspective shifted. The focus for today's lesson is a man who thought a lot about perspective because of his focus on art, science, and design. See what students already know about Leonardo da Vinci before beginning the lesson.

Sequence/Procedure

1. [Watch Mati and Dada video](#) about Leonardo da Vinci's life and work. Pay attention to how da Vinci viewed the world around him.
 - a. Ask: Was da Vinci primarily an artist, a scientist, or an inventor? Give examples from the video to support your thinking.
2. [Read Leonardo and the Flying Boy](#) or [watch video read aloud](#) of the book.
 - a. Ask: Has your view of da Vinci's primary role changed now with new knowledge from the book? Explain your thinking using examples from the story.

3. Complete the Venn diagram on page 7.
 - a. Label one circle “Science,” label one circle “Art,” and fill the center circle with any of da Vinci’s work that combined both science and art.
 - b. Use [the virtual tour showcasing da Vinci’s work](#) for additional ideas, and see if you can sort most of the work there appropriately.
4. Look through pictures from the different books and use the virtual gallery for inspiration. Choose a project to create that highlights some of da Vinci’s artistic skills.
5. Share projects while enjoying any of the dishes from My Italian Restaurant. Discuss how food shows design, science, and art all at the same time.

Possible Creations

1. Mix your own paint (found on page 60 in [Amazing Leonardo da Vinci Inventions You Can Build Yourself](#)) and paint a portrait or landscape using da Vinci techniques. Watch the [video about sfumato](#), and see if you can blend paint colors on your canvas or paper to make them look soft and smoky, with no hard edges.
2. Conduct a closer study of the Mona Lisa, and [draw your own](#) portrait of the most famous painting in the world. What was the most difficult part of the recreation of the drawing?
3. [Examine da Vinci’s art](#) and find paintings that illustrate his use of perspective and depth. Create a drawing using perspective and a vanishing point. [Follow the video tutorial](#) to create the drawing, or use the instructions in [Amazing Leonardo da Vinci Inventions You Can Build Yourself](#) to create a simpler perspective drawing.

Extensions

1. [Listen to the podcast](#) from “The Past and The Curious” about Leonardo da Vinci. Take the quiz within it, and then create your own to give to someone else to test their da Vinci knowledge. Use a [quiz creator online](#) or write it out on paper. Adjust to make it easier or more difficult based on how the first test-taker scores.
2. Create your own flying machine! [Watch the video tutorial](#), then compare your creation to [da Vinci’s designs for flying machines](#). How is your design different from his? Make note of materials used; do you think da Vinci’s flying machine design would look the same if he were alive today?
3. [Watch video read aloud](#) of *I Am Leonardo* or [read the book](#). Write a short summary of the book, then try to write your summary again, but now in da Vinci’s [mirror writing](#).

Driving Questions: What is a Renaissance man? Why is Leonardo da Vinci considered to be the most important person of the Renaissance?

A Big Bite

Resources

- Leonardo da Vinci: The true Renaissance Man, video by EA Learning English, <https://www.youtube.com/watch?v=9gfYbTOjaic>
- *Who Was Leonardo da Vinci?*, book by Roberta Edwards, <https://bookshop.org/books/who-was-leonardo-da-vinci/9780448443010>
- Da Vinci: The Genius, Museum of Science website, <https://www.mos.org/leonardo/node/1>
- “Isabella d’Este”, biography by Brooklyn Museum of Art, https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/isabella_d_este
- “Isabella d’Este: Leading the peace through beauty and culture”, fictional interview by Edge of Yesterday, <http://www.edgeofyesterday.com/time-travelers/discover/heroes/isabella-deste>
- “Why is the World So Captivated by the Mona Lisa?”, article from How Stuff Works, <https://entertainment.howstuffworks.com/arts/artwork/mona-lisa.htm>

Project Idea/Scenario

Students will demonstrate their understanding of what it meant to be a “Renaissance man” through a project that showcases Renaissance qualities and ideas.

Sequence/Procedure

1. Prior to viewing the video, try to define what a Renaissance man is. Can you come up with a phrase that is the modern-day equivalent? [Watch the video Leonardo da Vinci: The true Renaissance Man](#), and discuss if your understanding of a Renaissance man has changed now.
 - a. Oftentimes today we call these people “multi-hyphenates,” referring to all the different job titles. Can you think of any modern hyphenates who have the same job descriptors as da Vinci?
2. Read the book [“Who Was Leonardo da Vinci?” book](#). What factors contributed to da Vinci’s ability to develop his different interests and skills?
 - a. Consider his childhood, education, and upbringing. Do you think he would have been as successful if he had been a woman, or if he had been born into a different time or place?
3. [Browse the website from The Museum of Science](#) to see some of da Vinci’s different ideas and projects. Make note of those that you think best represent the scope of his thinking and skill.
4. [Read about Isabella d’Este](#), a woman of the Renaissance. Knowing her background, consider why there are so few women from this time period that we know about today.

- a. Do a quick Google search to see what other prominent women from the Renaissance you can find. Do the results surprise you?
5. Fill out the Venn diagram on page 7 of the lesson plan. Title one circle Isabella d'Este, and one with Leonardo da Vinci. Fill in the similarities and differences between their two lives.
6. Select and create a project that showcases Renaissance thinking and/or exemplifies what it means to be a modern Renaissance man or woman.

Possible Creations

1. Either interview a modern-day Renaissance man or woman, or create an invented interview of a historical figure using [the example of the Isabella d'Este interview from Edge of Yesterday](#). Imagine that this interview will determine if they will be included in a list of great Renaissance thinkers, and ask questions that will highlight the interviewee's accomplishments.
2. Create an art gallery using a slide show presentation. Choose an artist's work and argue/illustrate why he/she should be considered in the same category as da Vinci and should have his/her work studied and taught.
3. Read [article about the Mona Lisa from How Stuff Works](#). Now with your knowledge of how this painting became so famous, choose another work of da Vinci's that you feel is a better representation of him being the quintessential representation of the Renaissance. Write a letter to the thieves who stole the Mona Lisa, and make a case to them that they should instead consider a different work of art.

Name: _____ Date: _____ Class Period: _____

