

Introduction



The Renaissance and Reformation period marked a distinct transformation from the Middle Ages before it to the modern era that followed. Gunpowder flipped the medieval battlefield on its head, art flourished, philosophical mindsets — such as humanism — began to gain ground, developments in science, math, and astronomy set things up for the enlightened age that was soon to follow, and even more elaborate forms of diplomacy brought all of Europe — and the world as a whole — closer together. The invention of the printing press also allowed ideas to spread at incredible speeds. One of the biggest results of this was the quick spread of writings by reformers like Martin Luther, who challenged the Roman Catholic Church over and over again. The reformation that these men and women began led to a major break up of the once united religious community of Western Europe. All in all, the Renaissance and Reformation era completely transformed Europe, and the world with it. The impact it had leading up to the modern day is hard to overstate.

Each lesson in this Project Passport includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the **“Additional Resources”** section. This study can also act as an excellent accompaniment to any world history program.

You will want to print out the **“Travel Tips”** teacher helps beforehand and brief yourself on the lessons and supplies needed. A three-page **“Travel Planner”** is offered for ease of seeing at a glance what’s coming in each lesson, aiding in your planning and preparations ahead of time. You will want to preview the **“Travel Itinerary”** pages in advance to help you with gathering the materials for the projects you choose to do. Many of the supplies are household items you will have around the house. There will be some projects that require items that you will need to track down before the lesson. The Travel Tips have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Some projects require the child to exercise research skills to provide information, while others have text provided. When using the provided text, encourage the child regularly to read it aloud, or at least follow along with you if you read it aloud. Also included is lesson text for your **“Guide Book.”**

You will find each lesson is called a **“Stop.”** Although each stop is numbered, **it does not mean that you have to stick to one day per stop.** Feel free to stretch them out as needed! Like any stop on a tour, your time will vary according to what you need to complete your goal, driven by your project choices. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit your needs!

Several stops have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., lap book or the newspaper). These particular ongoing projects take a bit longer to complete, however they result in pieces that your child will be very proud of. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, illustration-related activities, or a form of creative writing.

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together. Remember, history has too many aspects and interests — it can not be fully taught in twelve years, or even a lifetime! Our goal is to engage a child to love learning history, so that it will become a lifelong passion. If you find your child lingering on a topic he or she is interested in, follow it a little longer! In turn, if he has little interest in a topic and wants to move on, go ahead. The key is to provide exposure to your child. With that he will discover new thoughts and ideas that will spark an interest and feed the desire to know more. By taking cues from your child’s interests, it will allow you to spend more time delving into areas that intrigue him, bringing more delight to the subject. Ultimately, *have fun with the study!*

Acknowledgements

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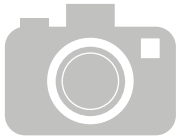
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Travel Tips



Welcome! We hope your travels with Project Passport will transport you to a time in history full of interesting people to meet and amazing locations to visit! Like any international travel plan, you will be provided with the means to make your own passport and luggage folder and a tour book of history, itineraries describing what is at each stop, and much more. In order to make your travels more comfortable and easy to manage, please review these tips before boarding:

****IMPORTANT!**** When printing these PDF pages, make sure that your printer dialog box does NOT have chosen or selected an option that could shrink the pages. Depending on your version of Adobe Reader®, this can appear in different terms. For example, “scale to fit paper” and “shrink oversized pages to paper size” will automatically shrink the whole page slightly, throwing off the measurements of several of the projects that have been designed at a specific size. Some dialog boxes will offer a choice of “none” (i.e., “no shrinking”) which is what you would want to use.

■ Keep a pencil sharpener handy (preferably electric) when using colored pencils for coloring in the maps, figures, etc. When children have their tools in good form they are more apt to do better work. Stubby pencils lead to less control of detail and coloring out of lines, often resulting in the child’s discouragement. This will help avoid it altogether!

■ When folding card stock or paper, scoring the paper first helps make a clean fold! You don’t need fancy tools to score paper—a ruler and a large paper clip will do! Anything with a firm, smooth, blunt edge will work. The key is not to have it so sharp that it rips the paper, nor so weak that it bends easily. Just line the ruler up with the fold line and firmly run the rounded end of the paper clip along the ruler. This will create a natural point that the paper will want to bend at.

■ Keep a cutting surface on hand for using your exacto knife. A self-healing mat is a great choice and can be found at most art and craft stores. When that is not available, a thick piece of cardboard will work just fine! You may also want to wear some type of safety goggles or glasses and use a strait edge to cut lines. PARENTAL GUIDANCE is strongly suggested when using an exacto knife.

■ Don’t throw away potential scrap paper! When using glue sticks, you will want to keep lots of it handy. When preparing to glue, place your image face down on the scrap paper and run the glue stick from the center out over the edges. DO NOT use the same place on the scrap paper for more than one image as it can get glue on the front of the next image. Carefully place the image where you want it and set a CLEAN sheet of scrap paper over the top of it before rubbing it down. This will prevent the oils of your hands from creating unwanted smears.

■ Take a good look at the lists of materials needed on the project pages ahead of time so you can gather any odd items before they are needed. Many of these projects will use what you have around the house or will consistently use the same items (listed in our “Often Used Items” list below). However, projects, such as those included in the **“Souvenir Craft Cards,”** will often require more unique items you may not have on hand.

OFTEN USED ITEMS TO HAVE ON HAND AHEAD OF TIME:

(Many of these items are offered in bulk for a more affordable price at discount warehouses)

- white printer paper
- colored printer paper
- white card stock
- colored card stock
- glue sticks and liquid glue
- double-sided sticky tape
- corrugated cardboard *(a discarded shipping box will do! Cut it up as needed)*
- acetate, or acetate alternative, such as Dura-lar™
- colored file folders
- lamination sheets *(optional—for protection of projects/game boards)*
- a 1-1/2” or 2” 3-ring binder *(per child)*
- a larger 3-ring binder for the teacher
- colored pencils

Travel Tips Continued ...

Should you help in project preparation ahead of time? We found a few different options worth noting with our test families. Some children preferred to have projects ready to go with each lesson, which meant a little more “mom-time” in preparing them.

There are several projects in Stop #1 that we have you print entirely and prepare first. We do this as these projects will be added to at many stops, and all you have to do is pull it out and it's ready to go. We have you prepare your passport and luggage folder, which, once those are made, will be utilized in all Project Passport studies. You will also prepare the basic components for a few other projects, saving you time in the future. Examples of this are the **“Snapshot Moments in History”** (timeline) and the newspaper. By assembling it at the beginning, you can add figures or articles throughout various stops. We also have you print out all the postcards at Stop #2. You will only hand them out periodically, but by grouping them to print, it saves on card stock.









Age, maturity, and each child's ability to focus will most likely play a part in how much authority you give them over each project. You know your child's burn-out point, and may want to gauge how much you prepare according to how much your child can handle. You may find that some projects, such as the snapshot timeline, are just plain easier for you to have put together ahead of time, as the child can focus on the figures and filling it instead.

Also, bear in mind that some projects utilize dangerous components, such as an exacto knife, hot glue gun, or cooking with a stove or oven. Again, you are the best judge of your children's maturity and what they can handle to use. Some of these areas may need more parent participation.

Key of codes for pages:

- 1) You are given lesson text to include in your **“Guide Book.”** Stops are numbered 1-25. Those with a number after them have more than one page.
- 2) Project directions are found on the **“Travel Itinerary”** pages and are labeled with the same stop number. Those with a letter after them have more than one page.
- 3) Master pages are labeled with an “M,” the stop number, and the page number. M-1-5 (Stop #1, master 5)
- 4) Teacher keys are labeled with a “TK,” the stop number, and the page number. TK-1-5 (Stop #1, teacher key 5)

5) There are icons on the Travel Itinerary pages that will tell you what kind of project it is. Some may include more than one, such as an edible project in 3-D, or one to be stored in your Scrapbook of Sights:

SS = “Scrapbook of Sights” **LB** = Lap Book  = Snapshot Moments  = Postcard  = Audio Tour  = Music
 = Active Participation  = Newspaper  = Game  = Edible Project **3-D** = 3-Dimensional Project

How should the materials be organized? Right below “Acknowledgements/Bibliography/Usage” on the menu are PDFs for use with 3-ring binder covers that offer a clear vinyl pocket to slide a cover into. The Guide Book cover is provided in both color or black and white for the teacher, as well as a spine choice to fit different size binders. Having a 3-ring binder available will help to keep your Guide Book text, Travel Itinerary pages, and any additional pages in an orderly fashion. The size of the binder is entirely up to you, and should be based on the number of pages you choose to keep in it. You may want to keep a copy of the **“Travel Planner”** schedule at the front of the binder for quick glances.

For the children, Stop #1 has you prepare the **“Scrapbook of Sights,”** the student 3-ring binder that will house many of his or her projects. There is a black and white cover and a spine available to color in, as well as a spot for the name and date. A 1-1/2” to 2” binder should suffice to hold their projects. If your binder contains pockets, you may wish to include the newspaper or other loose paper projects within them.

Additional Resources

Should you wish to include more resources to enrich your studies, here is a helpful list of books and videos that your local library may carry. You do not need to read them all—choose what you would like or your child shows interest in!

*** CAVEAT:** Although these resources are helpful, we do not necessarily agree with everything that is contained within them, especially anything referring to evolutionary thinking. However, this can lead to wonderful opportunities for discussion with your children! Also bear in mind that, as with all published works, each book or video is biased according to the beliefs and research of the author or publisher. It is wise to compare more than one source. Whenever possible, try to read from an autobiography or first-hand account for an accurate view. Also, some of these books may contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the book make it worth reading.



BOOKS:

When it comes to books on Renaissance and Reformation history, your library may have a section dedicated to the topic. Below are several choices in various reading levels. Choose what is appropriate for your child. You can assign reading to the student in addition to this study, or choose a good story to use as a read-aloud with the whole family!

Non-Fiction:

The Story of the Renaissance and Reformation, H. A. Guerber, Christine Miller

Famous Men of the Renaissance & Reformation, Robert G. Shearer

Voices of the Renaissance & Reformation, Robert G. Shearer

Everyday Life: Renaissance, Walter Hazen

The Renaissance, Mary Quigley

Renaissance Paintings, Jane Levy

The Renaissance in Europe, Lynne Elliott

Exploration in the Renaissance, Lynne Elliott

Women in the Renaissance, Theresa Huntley

Science in the Renaissance, Lisa Mullins

Shakespeare for Everyone series, Jennifer Mulherin: (Includes the following)

Antony and Cleopatra

Romeo and Juliet

Julius Caesar

Twelfth Night

The Merchant of Venice

A Midsummer Night's Dream

The Tempest

Henry V

Historical Fiction, Literature, and Biographies:

Leonardo da Vinci, Diane Stanley

Leonardo da Vinci: The Genius Who Defined the Renaissance, John Phillips

The Second Mrs. Giaconda, E.L. Konigsburg

The Apprentice, Pilar Molina Llorente

William Shakespeare & the Globe, Alike

The World of Shakespeare, Anna Claybourne, Rebecca Treays

Johannes Kepler and Planetary Motion, David C. Knight

Copernicus Titan of Modern Astronomy, David C. Knight

Fine Print: A Story about Johann Gutenberg, Joann Johansen Burch

Galleys and Galleons, Walter Buehr

The Spanish Conquistadores in North America, Walter Buehr

Columbus & the Renaissance Explorers, Colin Hynson

Ten Boys Who Made A Difference, Howat Irene

The Dove in the Eagle's Nest, Charlotte Yonge

Elizabeth I, the People's Queen, Kerrie Logan Hollihan

Mary Queen of Scots, Emily Hahn, Walter Buehr

The Spanish Armada, Walter Buehr

John is Not Afraid, Cor Van Rijswijk

Duncan's War, Douglas Bond

The Spanish Brothers, Deborah Alcock

The King's Service, Deborah Alcock

This Was John Calvin, Thea B. Van Halsema

(Historical Fiction continued)

Struggle for Freedom series, Piet Prins

Including:

Vol. 1 *When the Morning Came*

Vol. 2 *Dispelling the Tyranny*

Vol. 3 *The Beggar's Victory*

Vol. 4 *For the Heart of Holland*

Books by Louise A. Vernon:

The Beggars' Bible

Night Preacher

Secret Church

The Bible Smuggler

Ink on His Fingers

The Man Who Laid the Egg

Books by Ronald Syme:

De Soto, Finder of the Mississippi

Balboa, Finder of the Pacific

Henry Hudson

John Smith of Virginia

Magellan, First Around the World

Columbus, Finder of the New World

Champlain of the St. Lawrence

Cortes of Mexico

Cartier, Finder of the St. Lawrence

Francis Drake, Sailor of the Unknown Seas

Vasco Da Gama, Sailor Toward the Sunrise

Walter Raleigh

Books by G. A. Henty:

The Lion of St. Mark

By Pike and Dyke

St. Bartholomew's Eve

Under Drake's Flag

By England's Aid

By Right of Conquest

The Lion of the North

Won by the Sword

Friends Though Divided

A Knight of the White Cross

Landmark Series:

Will Shakespeare and the Globe Theater, Anne Terry White

Queen Elizabeth and the Spanish Armada, Frances Winwar

The Flight and Adventures of Charles II, Charles Norman

The Fall of Constantinople, Bernardine Kiely

Mary Queen of Scots, Emily Hahn

Leonardo da Vinci, Emily Hahn



AUDIO/AUDIO BOOKS:

Jim Weiss, Greathall Productions: (www.greathall.com)

Masters of the Renaissance

Shakespeare for Children

The Queen's Pirate: Elizabeth I and Sir Francis Drake

Galileo and the Stargazers

The Lion of St. Mark (G. A. Henty)

The Lion of the North (G. A. Henty)

Jim Hodges: (www.jimhodgesaudiobooks.com)

St. Bartholomew's Eve (G. A. Henty)

Under Drake's Flag (G. A. Henty)

By Right of Conquest (G. A. Henty)

A Knight of the White Cross (G. A. Henty)

How the Scots Saved Christendom: Tales of Bravehearts and Covenanters, Vision Forum



VIDEOS/DVD: Attention parents: Although some of these movies are unrated or "G" rated, you will want to consider that these movies may still contain violence and/or possible inappropriate scenes for young viewers.

Movies that are geared toward more mature audiences with ratings of PG and PG-13 are left to your discretion for viewing. Please preview to determine if suitable for your audience.

Getting To Know The World's Greatest Artists: Michelangelo, Mike Venezia

Getting To Know The World's Greatest Artists: Da Vinci, Mike Venezia

Galileo: On the Shoulders of Giants, The Inventors' Specials

Leonardo: A Dream of Flight, The Inventors' Specials

God's Outlaw: The Story of William Tyndale, Vision Video

John Wycliffe, The Morning Star, Vision Video

Martin Luther, Louis De Rochemont Associates



MUSIC:

CD music by *The Tallis Scholars*

Try using YouTube and other free music sites to look up Thomas Tallis, Josquin des Prez, Giovanni Pierluigi da Palestrina, and other famous Renaissance composers as well! You may wish to preview the YouTube selection before sharing it with children, however.

Travel Planner: Quick Stop Itinerary - 1

Destination: **Renaissance & Reformation**

Date to Begin Travel: _____ Length of Stay: **6-12 weeks**

Passengers: _____

Preparations and Stops We Will Be Making:

Stop 1 - Laying the Foundation: (Packing for the Trip)

SS   LB

- Have each passenger do the following: create a passport, prepare the "luggage" folder, prepare the "Scrapbook of Sights," prepare the "Snapshot Moments" timeline, and prepare the newspaper "The Renaissance Reporter"
- This stop will also include creating the first lap book project, "Defining 'Renaissance'" (LB)
- Familiarize yourself with the Travel Tips, individual itineraries, and materials you will need for chosen activities along the journey

Stop 2 - Italy and Da Vinci

SS    LB 3-D 

- Add to Snapshot Moments (SS)
- Add to Newspaper "The Renaissance Reporter"
- Da Vinci - The Ultimate "Renaissance Man" (LB)
- Audio Tour: "A Day Trip in Florence"
- "Wish You were Here" Postcard Greetings (SS)
- Art Techniques I: "Drawing with Chalk Pastels" (SS)
- Souvenir Craft Card: "Make a Fresco" (SS)

Stop 3 - Everyday Life – Part I

 SS

- Add to Newspaper: "The Renaissance Reporter"
- The Social Classes: (SS)

Stop 4 - Everyday Life – Part II

SS   3-D LB 

- Add to Snapshot Moments (SS)
- Souvenir Craft Card: "Springerle Cookies" (SS)
- Souvenir Craft Card: Create a "Masquerade Mask" (SS)
- Add to Newspaper "The Renaissance Reporter"
- Souvenir Craft Card: Make a "Pouncet-Box" (SS)
- Dining Out Guide (LB)

Stop 5 - Renaissance Art

SS 

- Add to Snapshot Moments (SS)
- Art Techniques III: "Linear Perspective" (SS)
- Art Techniques II: "Chiaroscuro" (SS)

Stop 6 - Famous Artists of the Renaissance

SS    

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Art Techniques V: "Painting with Oils" (SS)
- Add to Newspaper "The Renaissance Reporter"
- Art Techniques IV: "Painting with Egg Tempera" (SS)
- Audio Tour: "Michelangelo & Rome"

Stop 7 - Music of the Renaissance

SS    3-D LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Influences of Music During the Renaissance (LB)
- Add to Newspaper "The Renaissance Reporter"
- Souvenir Craft Card: "Trompe L'Oeil" (SS)


Stop 8 - Literature, Drama, & Shakespeare


SS    3-D 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: "Shakespeare's Globe" (SS)
- Add to Newspaper "The Renaissance Reporter"
- Write a Sonnet (SS)
- Audio Tour: "Shakespeare and the Globe"


SS = "Scrapbook of Sights"

LB = Lap Book


 = Snapshot Moments


 = Postcard

 = Audio Tour

 = Music

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

Travel Planner: Quick Stop Itinerary - 2

Stop 9 - Science, Math, and Astronomy

SS    LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Ptolemy vs. Copernicus: The Battle of the Theories of Planetary Motion (LB)
- Add to Newspaper "The Renaissance Reporter"

Stop 10 - Inventions

SS    LB 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Galileo's Telescope (LB)
- Add to Newspaper "The Renaissance Reporter"
- Copy a Page from the Bible (SS)
- Inventions of the Renaissance

Stop 11 - Exploration – Part I: The Americas

SS   

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Add to Newspaper "The Renaissance Reporter"
- Mapping the New World (SS)

Stop 12 - Exploration – Part II: Africa, Asia, and Around the World

SS    LB 

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Audio Tour: "An Interview with Drake"
- Add to Newspaper "The Renaissance Reporter"
- Magellan Circumnavigates the Globe (LB)

Stop 13 - The Early Reformers

SS  

- Add to Snapshot Moments (SS)
- "The Man who Laid the Egg that Luther Hatched" ...and Other Even Earlier Reformers (SS)
- "Wish You were Here" Postcard Greetings (SS)

Stop 14 - Martin Luther

SS   LB  

- Add to Snapshot Moments (SS)
- Reformation Station (LB)
- "A Mighty Fortress is our God" (SS)
- Add to Newspaper "The Renaissance Reporter"
- Martin Luther and the 95 Theses (SS)
- Audio Tour: "The 95 Theses"

Stop 15 - The Thirty Years' War

SS    LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Mapping the Reformation: The Holy Roman Empire (SS)
- Add to Newspaper "The Renaissance Reporter"
- The Defenestration of Prague (LB)

Stop 16 - Zwingli and Switzerland

SS    LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Mapping the Reformation: The Swiss Confederacy (SS)
- Add to Newspaper "The Renaissance Reporter"
- Add to Reformation Station (LB)

Stop 17 - John Calvin


SS   LB 3-D

- Add to Snapshot Moments (SS)
- Add to Reformation Station (LB)
- Souvenir Craft Card: Make a Sculpture (SS)
- Add to Newspaper "The Renaissance Reporter"
- Calvin's "Institutes of the Christian Religion" (LB)


SS = "Scrapbook of Sights"

LB = Lap Book


 = Snapshot Moments


 = Postcard

 = Audio Tour

 = Music

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

Travel Planner: Quick Stop Itinerary - 3

Stop 18 - France and the Wars of Religion

SS   

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: Make a Crown (SS)
- Souvenir Craft Card: Make a Circlet (SS)
- Add to Newspaper "The Renaissance Reporter"
- Mapping the Reformation: France (SS)
- Souvenir Craft Card: Make a Tiara (SS)

Stop 19 - Henry VIII

SS   LB 

- Add to Snapshot Moments (SS)
- Add to Reformation Station (LB)
- Audio Tour: "The Coronation of Anne Boleyn"
- Add to Newspaper "The Renaissance Reporter"
- If Henry VIII had a Wallet... (LB)

Stop 20 - Henry's Children

SS    3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Souvenir Craft Card: Make a Ruff (SS)
- Add to Newspaper "The Renaissance Reporter"
- Add to "If Henry VIII had a Wallet..." (LB)

Stop 21 - Civil War

SS   LB  

- Add to Snapshot Moments (SS)
- Mapping the Reformation: England (SS)
- The Lewis Chessmen (SS)
- Add to Newspaper "The Renaissance Reporter"
- A Timeline of the English Bible up through 1620 (LB)
- Audio Tour: "The Pilgrims in Plymouth, England"

Stop 22 - Knox and Scotland

SS    LB

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Mapping the Reformation: Scotland (SS)
- Add to Newspaper "The Renaissance Reporter"
- Add to Reformation Station (LB)
- Graphing the Heart of the Reformation (LB)

Stop 23 - The Counter-Reformation — Part I

SS    LB 3-D

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- Mapping the Counter-Reformation in Europe (SS)
- Add to Newspaper "The Renaissance Reporter"
- Reformation Station (LB)
- Souvenir Craft Card: Marbled Paper (SS)

Stop 24 - The Counter-Reformation — Part II

SS    LB  

- Add to Snapshot Moments (SS)
- "Wish You were Here" Postcard Greetings (SS)
- File Folder Game: "Mercenary Madness!"
- Add to Newspaper "The Renaissance Reporter"
- The Counter-Reformation (LB)
- Audio Tour: "The Battle of Lepanto"

Stop 25 - Final Stop — Packing Up!


— ALL —

- Finish Outstanding Projects
- Create Travel Brochure
- Add to Passport and Luggage
- Assemble Lap Book


SS = "Scrapbook of Sights"

LB = Lap Book


 = Snapshot Moments

 = Postcard

 = Audio Tour

 = Music

 = Newspaper

 = Game

 = Edible Project

3-D = 3-Dimensional Project

Many historians peg the Renaissance as the beginning of the modern era—an end of the dark and relatively simple past and the beginning of an age that has led us to the industrialized, technologically advanced present. It was a time of thought and study, a time to relearn the past and to look boldly to the future. We have already read about the changes at the time in art, literature, music, and drama, but that was not all. There was a rumbling in the areas of science and math as well, the early stirrings of a revolution that would continue to roll on right up to the present.

The Scientific Method

During the Middle Ages, science was nothing like what we see now. Medieval scientists believed that the earth consisted of the four elements: earth, air, fire, and water. They further believed that these four elements were related to four humors that humans were made of. These humors were yellow bile, black bile, blood, and phlegm. In order to keep a person healthy, medieval doctors used techniques like “blood letting” to attempt to keep the amount of these four humors balanced in the body. Mathematics was on the whole very limited by the Roman numeral system, and astrology was made up of trying to decipher what religious and prophetic information could be gathered from the heavenly bodies, as opposed to astronomy and the scientific study of the heavens. All in all, it was a very primitive time for science, math, and astronomy. However, as the Late Middle Ages wore on and the early Renaissance began, all three of these subjects saw an explosion of interest and growth.

One of the major factors that effected this change was the development of the scientific method. This is basically an approach to science where a hypothesis is made and then tested. If it stands up to the tests then it becomes more and more dependable. An important result of the scientific method is that it allows the established way of thinking or an established belief to be challenged. Armed with this new method, Renaissance scholars began to question the ancient teachers such as Plato and Aristotle. The old beliefs, which had for centuries been treated as law, were readily challenged, and many of them were proven incorrect. It was the beginning of a new era.

Astronomy

Like with so many other things during the Renaissance, when it came to astronomy, the translating and relearning of ancient manuscripts helped to stimulate men’s thoughts and to encourage them to think of other solutions and answers. This led to several ground-breaking revelations.

Nicolaus Copernicus was a Polish astronomer who lived from 1473 to 1543, right over the years of the High Renaissance. When Copernicus was in school, he was taught about the heavens. At this time, the Ptolemaic view of the universe was the prevailing philosophy taught in classrooms. This view embraced the fact that the Earth was at the center of the universe. The sun and all of the stars traveled around the earth in evenly circular orbits at different distances. As Copernicus studied, he began to form a new theory, a theory that would eventually be named after himself, the Copernican system of the universe. Copernicus claimed that the earth was not the center of the universe. Instead he boldly claimed that the earth traveled around the sun. This was outrageous to the learned men of the day, and to the leadership of the Church especially, it was heretical to consider that the earth was not the center of creation. Copernicus kept his new theory quietly to himself for a long time. He wrote a book about his new hypothesis, but did not have it published until the year he died. Although he probably did not know it at the time, he had just started an avalanche. Astronomers began to consider this new idea that the sun was at the center of the universe, and although it was a very slow change, the seeds had been planted. However, it

would take the pushing of other men years later to really help it to take root.

Tycho Brahe was a renowned Danish astronomer who was born in 1546 and whose discoveries and works did much to pave the way for those astronomers that followed him. Although the telescope was not yet invented, Brahe constructed observation equipment of his own to watch the heavens with. His recordings, like Copernicus before and Galileo and Kepler who came after him, were vital in the development of Renaissance astronomy.

Galileo Galilei was born in 1564 in Italy. He grew up to be a very respected philosopher, astronomer, and mathematician, exploring areas such as motion and physics, and especially the study of the stars. In the early years of the 17th century Galileo heard that men in northern Europe had discovered a way to magnify things through glass. He learned what he could about this new invention and quickly set to work building a magnifier for himself. It was the first telescope. Galileo turned his new contraption towards the heavens and the world of astronomy was never the same again. With his telescope Galileo discovered many things that would be impossible to see with the naked eye.

What the Italian astronomer learned while gazing through his homemade telescope only served to reinforce his growing belief that the Copernican view of the solar system was correct. However, as we already read, this view was highly controversial, and Galileo twice was called to defend his beliefs before the Inquisition, which had been set up by the Catholic Church to discover heretics within the Church. We will read more about that infamous institution later. The first time he was reprimanded and commanded not to teach or defend the Copernican theory any more. When he published a technically neutral book that both attacked and defended the Copernican theory, but which under the surface strongly backed the Copernican view, Galileo was again called before the Inquisition. This time he was put under house arrest, but his punishment could have been far worse. He spent the rest of his days in the comfortable prison of his own home. He died in 1642, leaving a legacy behind him that has not been forgotten.

At the same time that Galileo was making his heretical claims in Italy, Johannes Kepler was working in Northern Europe. Kepler was a German astronomer born in 1571. His works, like Galileo's, served to strongly reinforce the growing belief in a Copernican solar system with the sun at its center. Kepler went further in his discoveries, recording what became three very important laws of planetary motion. These laws included vital things such as the fact that the planets moved in elliptical orbits instead of the perfectly circular paths that the Ptolemaic system assumed. Kepler worked for a time with Tycho Brahe as well.

Mathematics

The publication of the mathematical works of many of the ancient Greek mathematicians, such as Archimedes, helped to bring the Renaissance philosophers up to snuff with the ancient mathematicians. From there they launched out into the ever more complex and expanding world of math. The influence of the Arabic numeral system that began to be taught in Europe in the 12th century, instead of the clumsy Roman numerals that had been used for centuries, opened up a new world to the early Renaissance mathematicians. Things like algebra and geometry began to be taught regularly and the foundation for modern mathematics was established. Girolamo Cardano, a famous Italian mathematician and physician, wrote *Ars Magna*, or *The Great Art*, in 1545. It became one of the chief books in the blossoming world of algebra. Many other books and studies followed. Other aspects of mathematics, such as geometry, also developed as towns began to be laid out better and the plans for their construction improved.

The growth of industry and banking was a large factor in the development of Renaissance

mathematics. Merchants who had once upon a time had a relatively simple job keeping track of money and goods, now found themselves borrowing from banks, paying interest, and keeping tabs on a growingly complicated financial system. They slowly began to shift to using newer forms of math and the Arabic numerals. Indeed, today's double-entry accounting systems trace back to these Renaissance businessmen. Merchants were not the only ones involved in this either. Artists helped to grow the mathematical field of geometry through dabbling in perspective with their art, and men like Leonardo da Vinci, artists by trade but philosophers in mindset, devoted much of their lives to simply studying and exploring the fields of math and science. As we have repeated over and over again, these were multi-talented men who could not sit still and study just one subject. Remember Francis Bacon's famous line that we heard at our first stop? *"I have taken all knowledge to be my province."* It is a good way to sum up a Renaissance scholar's attitude.

Stop 9 - Science, Math, and Astronomy

SS    LB

1. Snapshot Moments:

SS 

Color, cut, and place the following figures:

Galileo Galilei ; Nicolaus Copernicus ; Johannes Kepler ; Tycho Brahe ; Arabic Number System is introduced to Europe ; Girolamo Cardano

2. Add to Newspaper: “The Renaissance Reporter”



Add an article for “*Copernicus has Clergy in an Uproar!*” on page 6 of the newspaper.

3. “Wish You Were Here...” Postcard Greetings from Famous Folks:

SS 

You’ve got mail! Today’s postcard comes from... “**Nicolaus Copernicus**”!

SUPPLIES: - the postcard of Nicolaus Copernicus (M-2-4, printed at Stop #2)
 - scissors - colored pencils

DIRECTIONS:

1. Cut out the postcard and read the text.
2. Draw a picture on the reverse side of the postcard.

When completed, add to the postcard rack in your Scrapbook of Sights.

4. Ptolemy vs. Copernicus: The Battle of the Theories of Planetary Motion

LB

For centuries the most commonly accepted theory of the layout of the heavens placed the earth at the center of the universe. However, during the Renaissance, men such as Nicolaus Copernicus began to challenge this idea, putting forth the theory that the sun was actually the center of the solar system. The church wasn’t keen on this idea, but nevertheless, it would prove to be true.

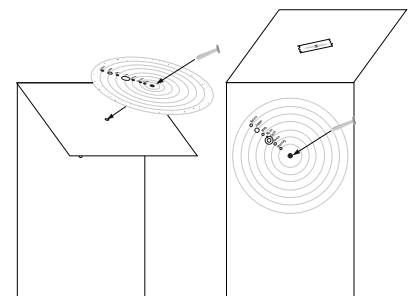
SUPPLIES: - one copy of M-9-1 printed on colored card stock (such as blue, representing the universe)
 - one copy of M-9-2 printed on white or colored paper
 - double-sided sticky tape - glue stick - liquid glue - clear tape
 - 2 paper fasteners - colored pencils - scissors - OPTIONAL: black marker

DIRECTIONS:

1. Cut out the rectangle and solar system wheels on M-9-1. Pop a small hole through the centers of the two wheels and in the two circles on the rectangle. Fold the rectangle on the dashed line. Set aside.

2. Color in the planets on the wheels. With the shorter flap at the front, adhere the solar system representing **Ptolemy’s Theory** on the **outer flap** with a paper fastener. Place a piece of clear tape on the **BACK** of the flap over the spread fastener, holding the fastener in place. Turn the wheel so it moves freely.

Do the same with the solar system representing **Copernicus’s theory** to the **INSIDE of the card, beneath the flap**. Place a piece of clear tape on the **BACK** side over the spread fastener, holding the fastener in place. Turn the wheel so it moves freely.



(Continued)

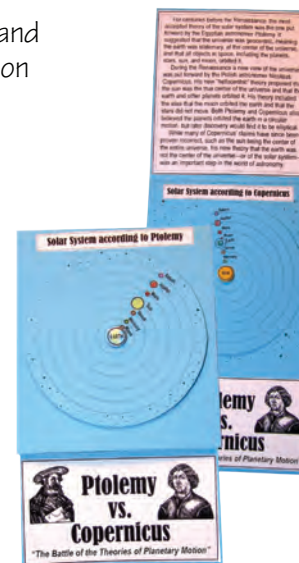
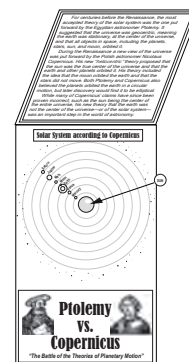
Ptolemy vs. Copernicus: The Battle of the Theories of Planetary Motion (Continued):

3. Glue the two titles over each solar system. Using a thin black marker or colored pencil, make stars on the outer base, beyond Copernicus's wheel. He believed that the stars were beyond the solar system and were stationary, where Ptolemy thought the stars moved like the planets, also orbiting the earth.

4. Using double-sided sticky tape, lift the short flap and adhere the text over the taped fastener. Close the upper flap and adhere the title to the bottom.

5. Color and cut out the circles that say "SUN" and "EARTH" (M-9-2). Using the liquid glue, place a drop of glue on the fastener in the center of the Ptolemy solar system and glue the "EARTH" planet. Do the same with Copernicus's solar system by gluing the "SUN" on the fastener. Allow to fully dry.

Once completed, store in a zip-lock bag for inclusion in your lap book at the end of the trip.



Snapshot Photos-2:



Geoffrey Chaucer
c. 1340-1400 AD
English poet and author best known for his masterwork "The Canterbury Tales"



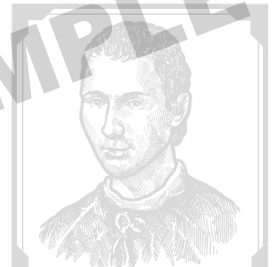
Dante Alighieri
1265-1321 AD
Italian poet best known for his work "The Divine Comedy"



Miguel de Cervantes
1547-1616 AD
Spanish novelist and poet best known for his work "Don Quixote"



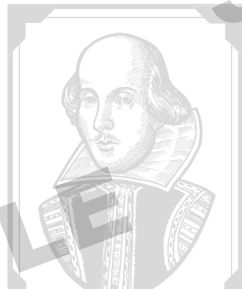
Francesco Petrarca
"Petrarch"
1304-1374 AD
Italian humanist, poet, and scholar who greatly influenced the beginning of the Renaissance



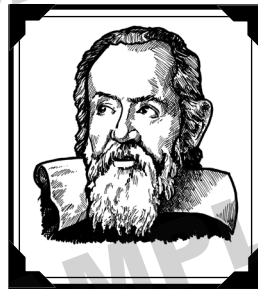
Niccolò Machiavelli
1469-1527 AD
Italian statesman, political theorist, and writer best known for his book "The Prince"



Thomas More
1478-1535 AD
English writer and statesman best known for his book "Utopia" and for refusing to accept King Henry VIII as head of the English church



William Shakespeare
1564-1616 AD
English dramatist, poet, and playwright whose works are often considered the most remarkable in English literature



Galileo Galilei
1564-1642 AD
Italian astronomer, mathematician, and physicist who was the first to use telescopes in astronomy



Nicolaus Copernicus
1473-1543 AD
Polish astronomer who developed the theory that all planets rotate around the sun



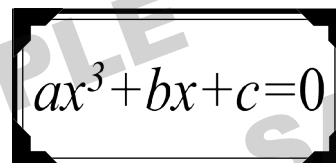
Johannes Kepler
1571-1630 AD
German mathematician and astronomer who founded "Kepler's laws"



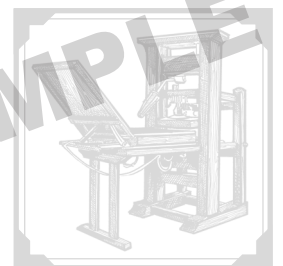
Tycho Brahe
1546-1601 AD
Danish astronomer whose astronomical observations laid the foundations for many who followed him



Arabic Number System is introduced to Europe
12th century AD



Girolamo Cardano
1501-1576 AD
Italian mathematician and physician who helped to found the study of Algebra in his book "Ars Magna"



Johannes Gutenberg
c. 1390s-1468 AD
German inventor and developer of the printing press



Roger Bacon records the ingredients to make gunpowder
1242 AD



The "White Company" arrives in Italy
14th century AD



Modern Diplomacy is developed in Renaissance Italy
14th and 15th centuries AD



Christopher Columbus
1451-1506 AD
Italian navigator and explorer in the service of Spain who discovered the New World in 1492



Vasco Núñez de Balboa
c. 1475-1517 AD
Spanish conquistador, explorer, and the first European to see the Pacific Ocean from America

1590 AD

1600 AD

"Spanish Armada"

"Giovanni Pierluigi da
Palestrina"

"Tycho Brahe"

"Willem Janszoon"

"Philip II"

"Jacopo Robusti
Tintoretto"

"King James I"

"Galileo Galilei"

"Henry IV
Henry of Navarre"

"William
Shakespeare"

"Miguel de Cervantes"

"Edict of Nantes"

"Gunpowder Plot"

Calvin Joins List of Reformers

Receives invitation to "Clean up Geneva"...

Marriage Announcements

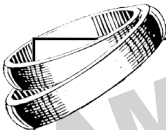
Henry VIII weds... again? It's not news that ol' King Henry has been monopolizing this section of the paper... But, inquiring minds want to know, who will it be this time? Upon the fresh news of his divorce to Anne of Cleves...

King Henry VIII

requests the honor of your presence at his marriage to

Catherine Howard

(Stay tuned for updates!)



OTHER RENAISSANCE MARRIAGES IN THE NEWS:

Charles Brandon, duke of Suffolk

& Princess Mary Tudor

February 1515

Edward IV & Elizabeth Woodville

May 1464

Ferdinand of Aragon &

Isabella of Castile

October 1469

Copernicus has Clergy in an Uproar!

Says, "The planets rotate around the 'sun,' not the earth!"



My fellow astronomer, I wish for you to visit in order to help me find a way to publish the new discoveries that I have made regarding the hypothesis that the sun is at the center of the universe. I believe that we must get the information out, but I do not know if the world is ready for it. My thought is that together perhaps we could prepare a book to print beforehand that would lay the foundation before we publish the full works I have compiled. Please write to me on your thoughts or come yourself when you can.

~Nicolaus Copernicus

To: Georg Rheticus



My dear King and queen, I write to you with great news! I have led an expedition across the isthmus of Panama exploring new lands for the great empire of Spain. After making our way through jungles and swamps, across rivers, and over many great mountains, we have at last come in sight of a great discovery, a new sea! As I write to you I look out over a vast new body of water that stretches as far as the eye can see. It is nowhere lake or reservoir - it is an ocean! I have claimed it for Spain and await further orders.

In the service of your majesties,
Vasco Núñez de Balboa

To: Ferdinand and Isabella, Monarchs of Spain



My Lord, I write to you from Italy where I have struck such great fortune I cannot even begin to express it in this short note. I am sure you remember our times fighting in France when you knighted me and began my good fortune. Since then I have led a group of mercenaries down into Italy to join the famous White Company, one of the most famous and respected mercenary companies in Europe at the moment. It is my pleasure to inform you that I have now been elected their captain general! I am very excited, and plan to lead these men with the strength and fortitude that your Highness displayed in the Hundred Years' War. Until we meet again!

Your humble servant, Sir John Hawkwood

To: King Edward III of England



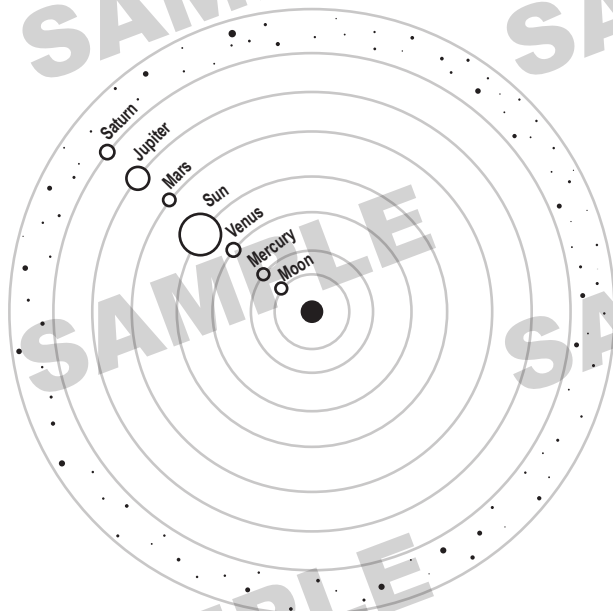
My beloved wife, just this morning some of my Spanish officers attempted to turn on me in a despicable mutiny. I know that I am Portuguese and they are Spanish, two countries that have been bitter enemies for so long, but I hoped that this difference would be forgotten in favor of the spirit of exploration, which unites us. However, I have dealt with the mutiny sternly and order has been restored. We are preparing to push farther south, then ever before and I hope that soon we will round the bottom of this continent and find a sea path around the world, a path that will bring me back to your loving embrace.

With love, your Ferdinand

To my dear wife: Beatriz Barbosa (Vergilian)

<p><i>Messages from:</i></p>	<p><i>Thinking of you...</i></p>
<p><i>Wish you were here!</i></p>	<p>Enjoying the view...</p>

Ptolemy's Theory:



Copernicus's Theory: (add stars outside outer circle on base)





Ptolemy vs. Copernicus



"The Battle of the Theories of Planetary Motion"

Solar System according to Ptolemy

Solar System according to Copernicus



For centuries before the Renaissance, the most accepted theory of the solar system was the one put forward by the Egyptian astronomer Ptolemy. It suggested that the universe was geocentric, meaning the earth was stationary, at the center of the universe, and that all objects in space, including the planets, stars, sun, and moon, orbited it.

During the Renaissance a new view of the universe was put forward by the Polish astronomer Nicolaus Copernicus. His new "*heliocentric*" theory proposed that the sun was the true center of the universe and that the earth and other planets orbited it. His theory included the idea that the moon orbited the earth and that the stars did not move. Both Ptolemy and Copernicus also believed the planets orbited the earth in a circular motion, but later discovery would find it to be elliptical.

While many of Copernicus's claims have since been proven incorrect, such as the sun being the center of the entire universe, his new theory that the earth was not the center of the universe—or of the solar system—was an important step in the world of astronomy.