Mr. Hall // World Studies Renaisscience Fair Project

Prepare to transport back to the Renaissance Era! In one week, we will conduct our Renaisscience Fair, where you will assume the role of one of the key figures from the Renaissance, Reformation, or Scientific Revolution. After we discuss directions, expectations, and the rubric with which you will be assessed, you will choose from the list of individuals available. Everything we have worked on thus far has helped to prepare you for this moment! Please read the following step by step guide to help you be successful in this summative task.

When: Friday, October 21st

What: Students will assume the role of a person during the Renaissance, Reformation, or Scientific Revolution and recreate a specific piece of art or literature that relates to their chosen person. Students will also have to create a written component that discusses the contextual importance of this person from “then” to “now.”

Step One: Read the chart and select who you would like to portray and what kind

of medium [writing; painting; drawing] you would like to try… no more than two of the same people per class period! Note: If you have an alternative suggestion for what you’d like to do as your individual, ask me.

Step Two: Fill out the slip of paper committing to the art you want to create so that I can prepare to be a *patron of the arts* {like the Medici} and support you with materials

Step Three: Re-read about your artist and a piece of work so that you are best prepared to write a reflection piece about the experience. This is part of the preparation process. Note: you should also explore digital resources about your individual.

Step Four: Make a SIGN to wear that identifies who you are.

Step Five: Write a 3-4 sentence biography about your individual that can be placed at your station on the day of the Renaisscience Fair to help people identify you. Bio should include Name, date of birth, location, and achievements.

Step Six: Prepare your medium that matches up with the person that you chose and bring it with you to class on Monday and be prepared to discuss it with your classmates.

Step Seven: Come to class on the 21st prepared to make the best use of our short time to be a Renaissance artist/scholar. This means that you know what you are going to work on! During the class, students will take turns being in their roles and being observers. When presenting, explain your work in your role and why it is important to you. Use words like “I” instead of “they.” Part of this project will be assessed based on historical accuracy!

**EXTRA CREDIT: Dress up as the person you have chosen to make it feel more like the Renaissance!**

Keep In Mind: YOU ARE NOT BEING GRADED ON YOUR ARTISTIC ABILITY—YOU ARE GOING TO BE GRADED ON YOUR EFFORT AND WILLINGNESS TO TRY SOMETHING DIFFERENT & DEMONSTRATE THAT YOU COMPREHEND THE IMPORTANCE OF YOUR INDIVIDUAL IN THE RENAISSANCE AND THEIR LASTING IMPACT ON SOCIETY!

|  |  |  |
| --- | --- | --- |
| Art/Literature | Person | Medium [Artistic expression] |
| *Mona Lisa*  [La Jaconde]  *The Last Supper* | Leonardo da Vinci | Draw-Sketch or color  Options: Traditional Mona Lisa  or a 21st Century Representation |
| A scene from the  Sistine Chapel | Michelangelo | Lay on floor and tape paper underneath your desk—paint a biblical scene representing one of the panels from the Sistine Chapel. |
| Sonnet:  [Fourteen lines long] | Francesco Petrarch | Write a sonnet about something you’re passionate about [does not have to be a person—can be a sport or other interest] |
| Guide Book:  Make a small booklet (computer size paper folded in half) with your advice and opinion about ruling over people. | Machiavelli | As Machiavelli wrote The Prince to advise rulers—you can write a guide booklet to advise President Obama, Donald Trump, or Hilary Clinton as to how to be a good president. |
| Printing Press | Johann Gutenberg | Set up an international bookstore that contains various books from individuals from the time period. |
| Advice Booklet  *The Prince* | Baldassare Castiglione | He wrote an advice booklet for courtiers (members of the court)  You should write a guide for incoming freshman on how to survive Ogden. |
| *School of Athens* | Raphael | Paint or draw a scene that shows a teaching setting. |
| One Act Play  [Tell a story] | Shakespeare | Write a one-act play— either a tragedy or a comedy—or a history. |
| 95 Theses against indulgences and the Catholic Church | Martin Luther | Identify a problem within the education system and write 10 thesis explaining the problem and how to fix it. |
| Heliocentric Theory | Nicholaus Copernicus | Draw or build a model diagram of the heliocentric model of the universe. |
| Theory of Gravity | Isaac Newton | Conduct experiments that demonstrate gravitational pull. |
| Scientific Method | Francis Bacon or Rene Descartes | Use the scientific method to solve a problem of your choice. |

Assessment Rubric:

**G** Real-world Goal

**R** Real-world Role

**A** Real-world Audience

**S** Real-world Situation

**P** Real-world Products or Performances

**S** Standard of Learning

Goal: The goal of this summative performance task is to be able to accurately portray a key figure from the Renaissance era. Students will empathize with the individual they have chosen and use this task to demonstrate their knowledge of key figures from the renaissance and, most importantly, to demonstrate knowledge of their impact on the renaissance and modern day society.

Role: Students will be placing themselves into authentic roles of individuals who were alive during the Renaissance time period. Students will complete modern day adaptions of some of the key achievements of Renaissance individuals.

Audience: Imagine that your audience is a mixture of individuals from present day and from the Renaissance.

Situation: your situational context is that of the renaissance era.

Products/Performances: Students will either recreate a renaissance period piece of art/literature/ etc or create a 21st century (present day) adaptation. Students will also create biographies, reflections, and visual aids that have important pieces of information.

Standards: MYP Assessment Rubric—Addresses Criteron A, C, and D.

SEE ATTACHED RUBRIC