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## **Primary Sources: The Renaissance**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (2 pages)

**Lesson Plan** (4 pages)

**Primary Source Document** (1 page)

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— PRIMARY SOURCES —

# The Renaissance



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# How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

## The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

# How to Use This Product *(cont.)*

## The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

## The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

## The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

## Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

# Sealed with a Name

## Standard/Objective

- Identify and interpret sources and examples of the rights and responsibilities of citizens. (NCSS)
- Acting as upright Renaissance citizens, students will create realistic denunciations for criminals in their town and then write about their experiences.

## Materials

Copy of the facsimile *Doges' Palace Denunciation Slot*; Copies of the historical background information (page 48); Copies of the student activity sheet, *Masked Accusation* (page 49); For optional use: *Doges' Palace Denunciation Slot* (page 50); Art supplies: shoeboxes (one per student, brought from home), construction paper, glue, markers, and scissors

## Discussion Questions

- How do you think this artifact was used?
- Who would be against using a box like this?
- Who would be for using a box like this?
- Do we have procedures or policies that are similar to using this box? What are they?

## Using the Primary Source

Share with students the facsimile of the *Doges' Palace Denunciation Slot*. Ask the first discussion question and have students brainstorm what the artifact is and how it was used. Distribute the historical background information (page 48) and explain to students those things that they do not understand about this box. Ask the remaining discussion questions and allow time for students to reflect on the good and bad consequences of having such a box.

Before this lesson, have each student bring a shoebox from home. Tell students that they are each going to make a denunciation box. Using art supplies, have students design their boxes with a slit in the mouth of the figure. Explain to students that the boxes will be put on display after completion.

Distribute the student activity sheet, *Masked Accusation* (page 49), and have each student write an example of the denunciation slips that might have been put in the boxes during the Renaissance. Have each student place their example in the slit of their box and then write about their experience on a separate sheet of paper.

## Extension Idea

Have students reflect on the practice of denunciation and compose a paragraph on their thoughts about this practice. Would it be a good or bad practice to have in today's society?

# Sealed with a Name *(cont.)*

## Historical Background Information

Today the Doges' Palace is a famous part of Venice's history. At one time, the Doges' Palace (*Palazzo Ducale*) was the residence of the rulers of Venice and the seat of government. It was built to the east of the famous San Marco's Plaza and was used as a showplace for artwork.

During the Renaissance, boxes were placed throughout the city to give people the opportunity to provide information about those committing crimes. This document shows a box that was a denunciation slot at the Doges' Palace. The slots were cut like a mouth in a mask, and a citizen could accuse people by placing a slip of paper with the person's name written on it. This particular box collected names of those accused of swindling and bribing.

During the Renaissance the practice of denunciation originated from Biblical scripture. Matthew chapter 18, verses 15–17 say,

If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that the evidence of two or three witnesses may establish every charge. If he refuses to listen to them, tell it to the church. And if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector.

People of this period of time felt that they were doing the best by their neighbor if they told on them and had them reprimanded by the church.

People were falsely accused of crimes at times, but there were a few things to keep that from happening. When a denunciation was not signed, the government generally would not investigate. Also, when an informer was proven to have made false accusations, the informer was severely punished.

On April 8, 1476, Leonardo da Vinci had to deal with this process of denunciation. At this time a wooden box for accusations was set up in front of the Palazzo Vecchio in Florence. The anonymous person accused da Vinci of having an inappropriate affair. It was an unfortunate and trying situation for da Vinci. No one at this time wanted to deal with the accusations whether they were true or false, and da Vinci was put on a spot to defend himself. It was to da Vinci's advantage that the person did not sign his or her name to the denunciation paper. There was an eventual acquittal of the charge, and da Vinci escaped any action.



Name \_\_\_\_\_

# Masked Accusation

## Background Information

During the Renaissance boxes were placed throughout a city to give people a chance to provide information about those committing crimes. These boxes were called denunciation slots. The idea for denunciation originated from Biblical scripture in the book of Matthew, chapter 18, verses 15–17. This scripture suggests that you first confront the criminal. If that doesn't work, you should go to the church and describe the crime. People of this period of time felt that they were doing the best by their neighbor if they told on them and had that individual reprimanded by the church.

## Activity

**Directions:** Pretend you live in Renaissance days, and you are placing a note in one of these denunciation boxes about a law that someone has broken. In the space below, write your denunciation to be placed in the box. Be specific about the law that was broken. Remember to date it and sign your name. On a separate sheet of paper, compose a diary entry explaining how you feel about turning this person over to the law.

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### Challenge

Today, we have phone numbers for neighborhood watches, reporting child abuse, drug abuse situations, and suicide prevention. We have television shows that even put up pictures of people who need to be brought to justice. Using a Venn diagram, compare and contrast this type of crime prevention activity with the denunciation slots used during the Renaissance.



# Doges' Palace Denunciation Slot



*Instructional Resources Corporation*



DENONTIE SECRETE  
CONTRO CHI OCCULTERÀ  
GRATIE ET OFFICIUM  
Ō COLLVDERÀ PER  
NASCONDER LA VERA  
RENDITA D'ESSI