

Grades 6–12

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High Museum of Art
Atlanta, Georgia

Interactive Timeline and Mural

Georgia QCC:

Visual Art: Critical Analysis and Aesthetic Understanding; Art History, Historical and Cultural Context: Interdisciplinary Context; Social Studies: World History; Language Arts: Communication Skills, listening, speaking, reference and study skills; Character Education: Self Respect, Diligence, Creativity, Patience, Perseverance, Cooperation, Tolerance.

Multiple Intelligences:

Logical-Mathematical, Linguistic, Spatial, Interpersonal, Intrapersonal, and Bodily Kinesthetic.

Targeted grade levels:

Middle School and High School (lesson can be adapted for other grades.)

Goal: Using the time period of the Renaissance as a framework, students will research Renaissance history utilizing a variety of different sources, recognize the uniqueness of Renaissance art and culture, and focus upon the Renaissance's influence throughout history.

Objective: Students will engage in open research in groups and record their findings in visual and/or essay format. They will then create a timeline that represents the Renaissance by replicating the history and culture through interactive displays and murals.

Materials:

- Butcher paper
- Yarn/string
- Crayons
- Markers
- Paint and paint brushes
- Glue
- Tape
- Construction paper
- Scissors
- Resources including books and Internet access.

Preparation: Cut and hang a 15' piece of butcher paper marked with a linear timeline and evenly spaced dates that span the Renaissance [1300-1600].

The Lesson:

1. Motivation

a) Discuss the beginnings of the Renaissance, highlighting several major occurrences and aspects for the students to focus upon. Look at other examples of timelines depicting familiar subject matter. Examples for student focus might include:

- Humanism
- Reformation
- Guilds
- Leonardo da Vinci
- Botticelli
- Renaissance
- Medici
- Machiavelli
- Christopher Columbus
- Galileo

The basic timeline should be constructed along one wall. Plenty of room should be allowed for captions, murals, and reports that will be added along the line.

- b) Have the students divide into groups to research a specific time period, person, place, object, or idea relevant to the Renaissance. The teacher should guide discussion and research when necessary within the groups.
- c) Students will continue to utilize the sources provided and should be encouraged to explore outside as well.
- d) These notes will serve as raw material from which students will pull components to make visual markers along their section of the timeline.
- e) Each student will contribute to the timeline by making and attaching display elements or drawing directly on the timeline. Artistic freedom should be allowed: collages, painting, sketches, models, etc.
- f) Student groups will present their findings as experts on their topics to the rest of the class.

Evaluation:

The students will be assessed according to research skills, attentiveness to the task, group cooperation.

Extensions:

1. Students may pull one aspect of interest from their research and write a research paper. The paper should discuss facts discovered and the students should engage in critical reflection. The papers should go through the writing process of drafting and revision before the final copy is submitted.

2. Students could choose alternative forms to report their individual research: narratives, dialogues, plays, mock journals of explorers, etc.

3. A timeline is a particular system displaying the linear organization of chronological information. Try this same type of interactive research using a different model:
- Geographic or political map
 - Flow charts
 - Concept Webs
4. Encourage students to keep an ongoing record of their findings in reflective journals. Study the examples of sketchbook journals by artists such as Leonardo da Vinci for creative inspiration.
5. Foreign language classes may use this lesson by writing and giving presentations in another language.

Resources*:

Explore what inspired balance and order during the Renaissance
<http://www.learner.org/exhibits/renaissance/>

Library of Congress map of Saint Isidorus
<http://www.loc.gov/rr/hispanic/guide/iberia.html>.

For info on the Ulm Edition of Ptolemy's map
<http://www.henry-davis.com/MAPS/AncientWebPages/119mono.html>

For information on the manuscript map by Henricus Martellus
<http://www.henry-davis.com/MAPS/LMwebpages/256mono.html>

Spiral Art Education link to mural design lesson by Bernard Williams
http://www.uic.edu/classes/ad/ad382/sites/Projects/P005/P005_first.html

Link to the Metropolitan Museum of Art Educator Resources
http://www.metmuseum.org/education/er_teacher.asp

**Because Web sites are flexible media, please review these resources and use those that you find appropriate.*