

Grades 6–8

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Alpharetta, Georgia

The Guild System In Renaissance Florence

Student Profile	Number of Students: 28
	Number of Students with Special Needs: NA
Class Time	Three 60 minute sessions
Performance Objectives	<p>After completion of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify prominent Renaissance artists • Create a Power Point presentation identifying specific Renaissance artists. • Identify the 14 guilds and their corresponding patron saints represented in niches at Orsanmichele. • Recall specific characteristics of the guild system
Curricular Connections (QCC/IEP/Local or National Standards)	<p>Topic: Historical and Cultural Context Standard: Traces the development of selected art media such as painting, architecture, photography, printmaking, and graphic designing.</p> <p>Topic: Historical and Cultural Context Standard: Locates, reads, and summarizes major points from historical accounts of artists and/or artworks indigenous to a specific culture.</p> <p>Topic: Artistic Skills and Knowledge: Creating, Performing, Producing Standard: Designs and produces artworks such as graphics, jewelry, pottery, weaving, and public art for a specific function.</p> <p>Topic: Historical and Cultural Context Standard: Writes a historical account of an artist and/or artwork based on several sources (e.g., periodicals, books, Internet, and other telecommunication technology).</p>
Assessment	<p>Student checklist Teacher evaluation sheet</p>
Technology Connections	<p>Internet Browser Microsoft Power Point</p>
Materials	<p>Teacher checklist for group activity Teacher rubric Prominent Artists Facts Gathering sheet Student Checklist for Power Point presentations Books about lives of the saints and patron saints LCD projector and laptop</p>
Related URLs	<p>www.yahoo.com www.google.com</p>

Procedures	<p>Teacher will present a teacher Power Point presentation discussing the characteristics of the guild system as it existed in Florence from the 1300s-1600s. The teacher will give the students background information about Orsanmichele and its significance to the guilds represented in the individual niches on the exterior of the building. The teacher will give the students background information about the sculptor Andrea del Verrocchio and the workshop he led from 1435-88 working with apprentices as part of the guild system.</p> <p>Students will work in groups of three collecting data for their research. Each group will be responsible for one guild, its patron saint, a brief biographical description of the saint representing each guild, and naming the medium used for the sculpture. Students will refer to books provided in the classroom for their research on the saints. When research is complete students will begin organizing their reports in a Power Point presentation for the class.</p> <p><u>Small Group:</u> Students will use Think–Pair–Share strategy to find the answer to two specific questions posed by the instructor after the introduction to the lesson. During the first step individuals think silently about a question posed by the instructor. Students pair up during the second step and exchange thoughts. In the third step, the pairs share responses with the entire group.</p> <p><u>Cooperative Group:</u> Students will use the buddy system to record notes given by the teacher.</p>
Classroom Management	<p>Students will work in groups of three. One student will be the “computer master,” one will take notes, and one will read information from the website.</p> <p><u>Instructional Groups:</u> In groups of three, students will take the name of a Renaissance sculptor for their group, i.e., The Donatellos.</p>
Extensions	<p>This class could be taught with both religion and or social studies classes. A follow-up activity would be a fieldtrip to the High Museum to view Verrocchio’s <i>David</i>.</p> <p>Students could also view the Peachstar series on the Early Renaissance, (Grade 8).</p>