

**For
Special
Ed**

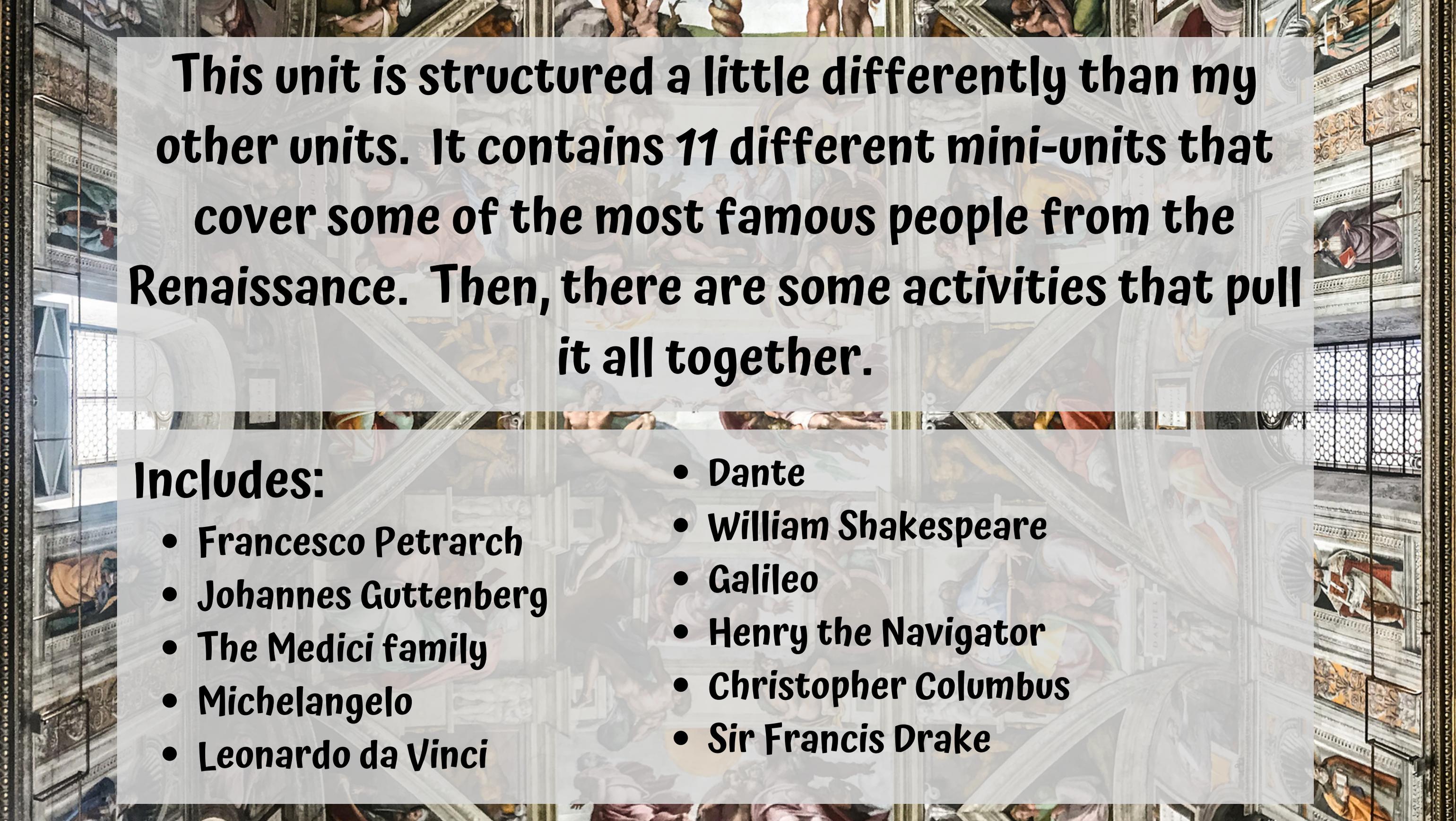
11 **People from the
Renaissance
for middle & high school**

Special Needs for Special Kids





This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and still is totally in love with Sesame Street. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!



This unit is structured a little differently than my other units. It contains 11 different mini-units that cover some of the most famous people from the Renaissance. Then, there are some activities that pull it all together.

Includes:

- Francesco Petrarch
- Johannes Guttenberg
- The Medici family
- Michelangelo
- Leonardo da Vinci
- Dante
- William Shakespeare
- Galileo
- Henry the Navigator
- Christopher Columbus
- Sir Francis Drake

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This resource has a **separate file for each person**. There are 11 people in all. The activities listed above are for an *overview* of the unit. Each person includes a mini-assessment which is why there is no large assessment for this unit.

Also included with this unit are detailed lesson plans in a separate file.

This unit contains over 200 pages of material. But, don't worry!! I have included a detailed lesson plan to help you make the most of everything packed in this unit.

Teaching Tips

- *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
- *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
- *Options for Use:* Turn any activity into a reusable file folder activity by laminating and adding Velcro.
 - a. For more info, watch this video here:
<https://www.teacherspayteachers.com/Product/Making-File-Folder-Activities-3474240>
- *Assessments*
 - a. This unit doe NOT have a typical assessment. I felt it would be too overwhelming for students to have to remember facts and details about all 11 people at one time.
 - b. Use the close worksheet for each individual person as the assessment.
- *Reteaching*
 - a. Often, my students do not learn everything the first time around. It is not uncommon for me to re-teach the entire sequence of lessons below the week following the assessment.
 - b. To add variety, I try to mix it up a little
 - i. Use black and white copies rather than color (I also like sending the black and white copies home for "homework" or extra practice with Mom and Dad.
 - ii. Do the activities as a group activity rather than individual worksheets.
 - iii. Switch the order of the activities

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look (The number of days will depend on how many of the people you plan to cover. I would recommend spending 2-3 days per person.)

Day	Activity
1	<ul style="list-style-type: none"> • Person 1 Book • Fact sheet • Circle map <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>You can wait and introduce all the vocabulary cards once done with all the people or find the ones that go with that particular person and review them as you study that person.</i></p> </div>
2	<ul style="list-style-type: none"> • Person 1 Book • Fact sheet • Who am I activity
3	<ul style="list-style-type: none"> • Person 1 Book • Fact sheet • Close worksheet
	<ul style="list-style-type: none"> • Continue the above sequence for as many people as you plan to do. The Who am I activity will be more meaningful the more people that you do 😊
After completing all the people	
1	<ul style="list-style-type: none"> • Read a favorite book OR • Who am I activity • Vocabulary cards introduction (if any new) • Vocabulary card activity (optional) • Matching activity
2	<ul style="list-style-type: none"> • Read a favorite book OR • Who am I activity • Vocabulary card activity • Matching activity
3	<ul style="list-style-type: none"> • Read a favorite book OR • Who am I activity • Vocabulary card activity • Sorting activity
4	<ul style="list-style-type: none"> • Read a favorite book OR • Who am I activity • Vocabulary card activity • Writing prompt
5	<ul style="list-style-type: none"> • Read a favorite book OR • Who am I activity • Vocabulary card cut and paste

The lesson plans contain:

A quick look at what you will do each day

Day 2 (Person 1)

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"> Read through the story, asking lots of questions Continue to make connections between book and vocabulary board 	<ul style="list-style-type: none"> Book Vocabulary board (from the general overview section)
Fact Sheet Review (5 minutes)	<ul style="list-style-type: none"> Review the fact sheet as a class 	<ul style="list-style-type: none"> Fact sheets
Vocabulary cards Scavenger Hunt (10 minutes)	<ul style="list-style-type: none"> Place one set of the vocabulary cards around the room before lesson <ul style="list-style-type: none"> Students walk around and find them, bring them back and matching them to their own set of cards 	<ul style="list-style-type: none"> Vocabulary cards (extra sets)
Circle map review (5 minutes)	<ul style="list-style-type: none"> Review the circle map completed yesterday 	<ul style="list-style-type: none"> Circle map completed yesterday
Who am I activity (5 minutes) <i>***DIRECTIONS ON HOW TO PLAY***</i>	<ul style="list-style-type: none"> Give each student a set of either individual cards/fact sheets for the people you have learned about thus far OR use the second vocabulary board which is just people. If this is the first person, students will only have one card, so rather than following directions below, just ask true/false statements about that person. Various options/ways to play, but the goal is to have students hold up the card you are talking about. Sometimes there can be more than one correct answer Things you can do: <ul style="list-style-type: none"> Hold up a vocabulary card Show a page from the book Point to a symbol on the vocabulary board Verbally describe a famous work they are known for Tell a story as though you were a person living in that time period. What do you see? Where do you live? What are you eating? 	<ul style="list-style-type: none"> Who am I cards (2 sets)

The lesson plans contain:

Detailed instructions on how that day's lesson should run

Throughout his life, Michelangelo, produced some extremely famous works. One of these was **The Pieta**.



For each person, there is a 10-15 page book.

It comes in a pdf version as well as a voice recorded powerpoint (so you don't have to print it out.)

While in Florence, Italy Michelangelo carved the famous statue of **David**. This is probably his most famous work of all.





Michelangelo 1475-1564

Worked and lived with the Medici family 

Carved the Pieta 

Carved the statue of David 

Painted the Sistine Chapel 

Renaissance Man 

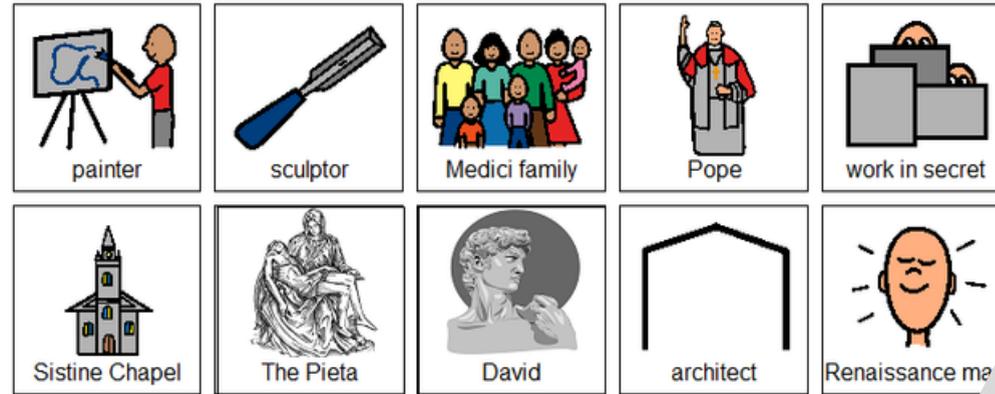
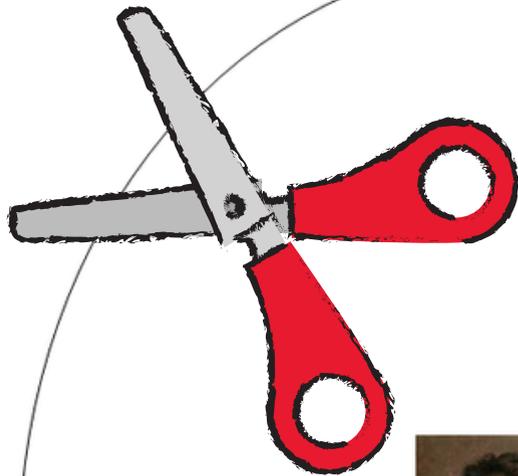


For each person, there is a fact sheet.

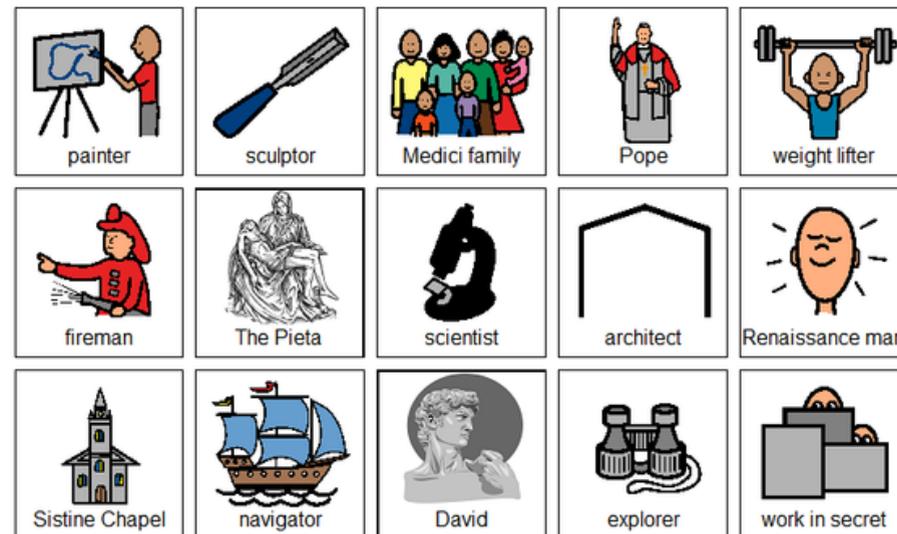
It comes in a full page version, as well as a 6x4 index card size.



Michelangelo



Cut apart pictures and place in circle map **ONLY IF** they relate to Michelangelo and the Renaissance.



For each person, there is a circle map.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

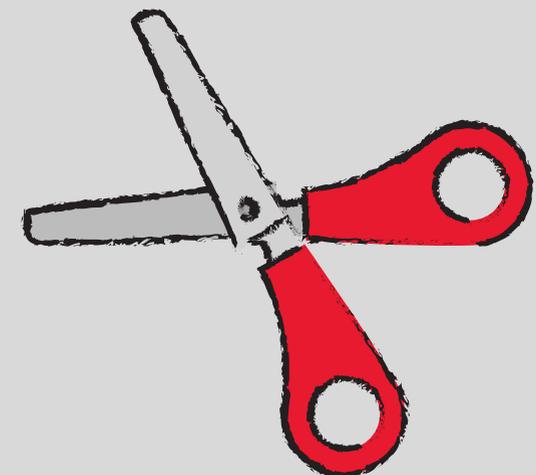
Michelangelo

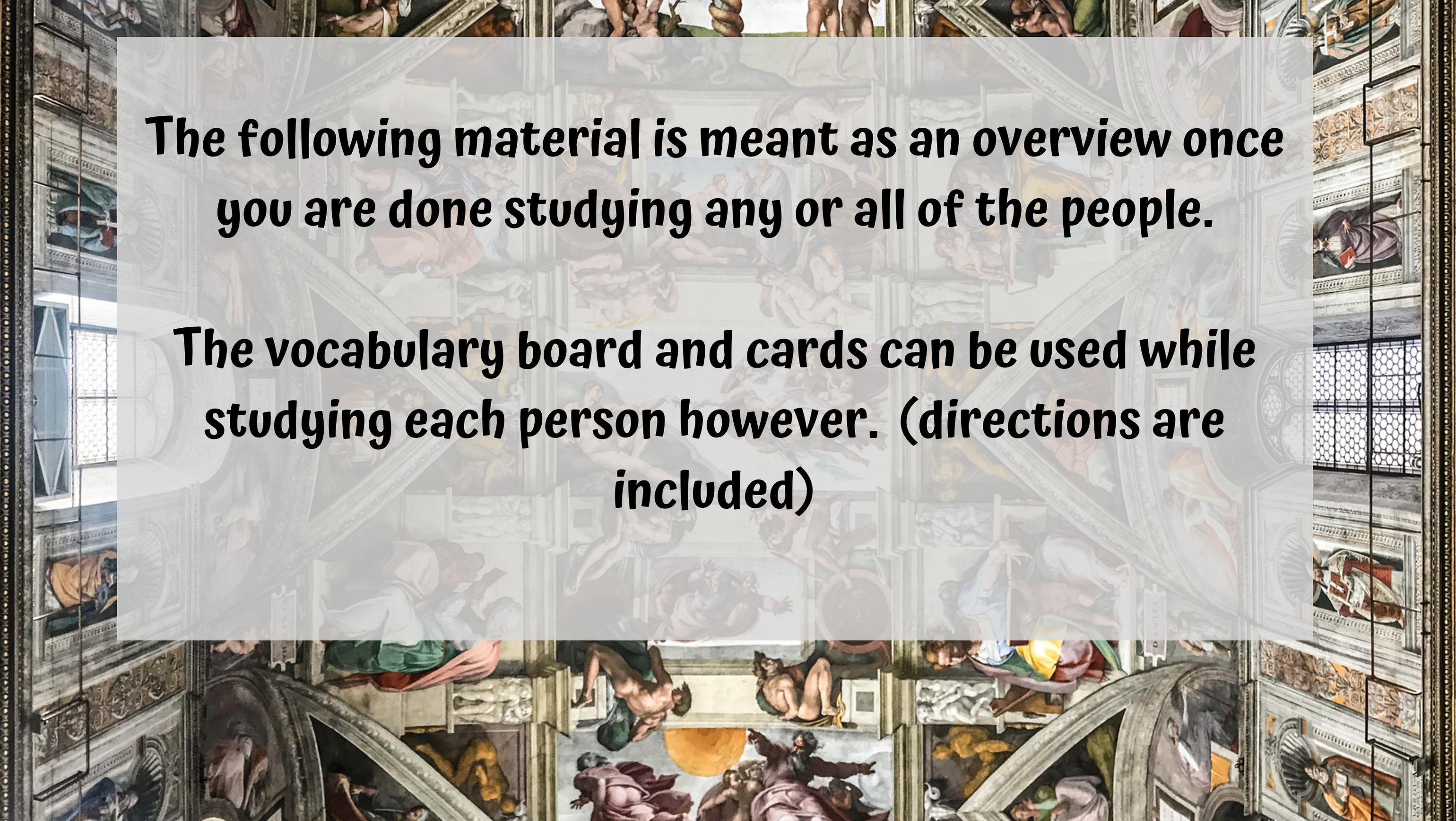
1. Michelangelo was a patron of the family.
2. Michelangelo's favorite form of artwork was .
3. The only piece of art Michelangelo signed was the .
4. The statue of David was carved in .
5. It took Michelangelo years to paint the ceiling.



For each person, there is a close (fill in the blank) worksheet.

This will take the place of the normal assessment.



The background of the image is a detailed view of the Sistine Chapel ceiling, showing various figures in classical poses. A semi-transparent grey rectangular box is overlaid on the center of the image, containing two lines of bold black text. The text is centered and reads: "The following material is meant as an overview once you are done studying any or all of the people."

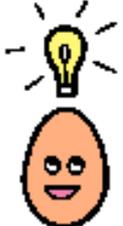
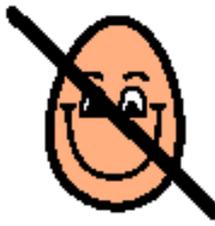
The following material is meant as an overview once you are done studying any or all of the people.

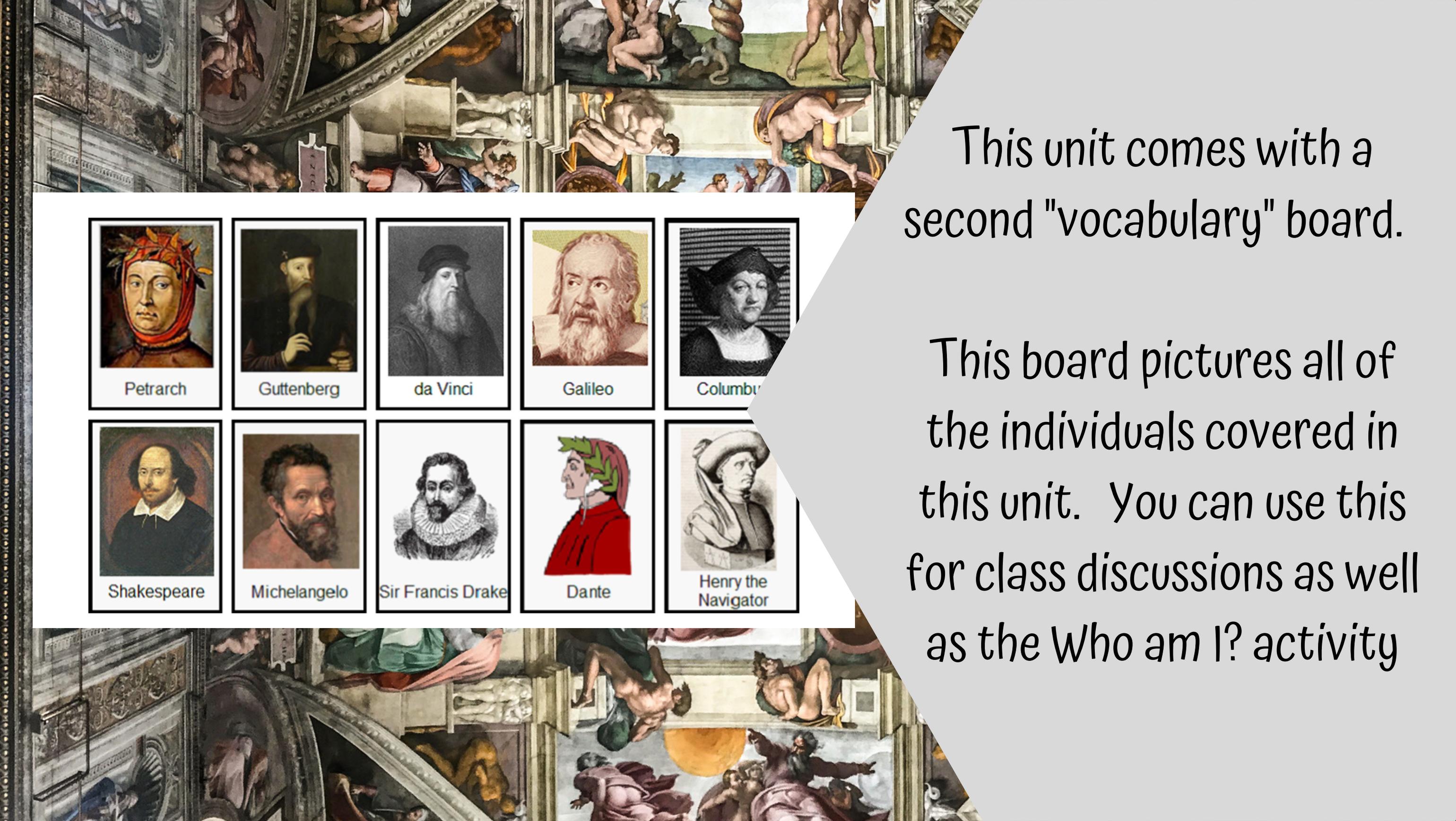
The vocabulary board and cards can be used while studying each person however. (directions are included)

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

 Renaissance Man	 painter	 sculptor	 writer	 scientist
 explorer	 inventor	 sonnet	 play	 kings
 patron	 dangerous	 exiled	 hero	 famous
 repeat that	 I like that	 I don't like that	 I don't know	 I need a break



This unit comes with a second "vocabulary" board.

This board pictures all of the individuals covered in this unit. You can use this for class discussions as well as the Who am I? activity



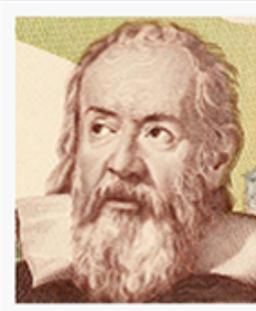
Petrarch



Guttenberg



da Vinci



Galileo



Columbu



Shakespeare



Michelangelo



Sir Francis Drake



Dante



Henry the Navigator

David

Statue carved by Michelangelo in secret that is said to be "perfect".



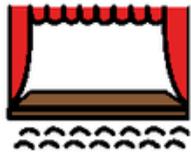
Divine Comedy

Play written by Dante about a trip through the afterlife made up of 3 parts.



Globe Theater

Theater that Shakespeare and Lord Chamberlain's men built when their theater closed.



Age of Discovery

Began in early 1400's. Men were paid to find faster trade routes and new lands.



exiled

Made to leave a place and not allowed to return.



apprentice

Someone who is learning a task by studying with someone who is already an expert.



patron

Person who pays someone to support they do; often refers to the arts.



The Pieta

Sculpture by Michelangelo depicting the Virgin Mary holding Jesus after he died.

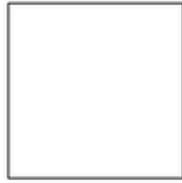


This unit comes with 22 vocabulary cards.

Each book has words highlighted in red that correspond to a vocabulary card.

Renaissance

Time of "rebirth" from 1300's through 1600's when people lived a comfortable and easy life.



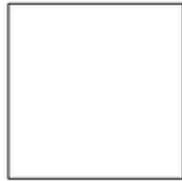
humanism

Belief that every person should be educated and able to read and write.



moveable type

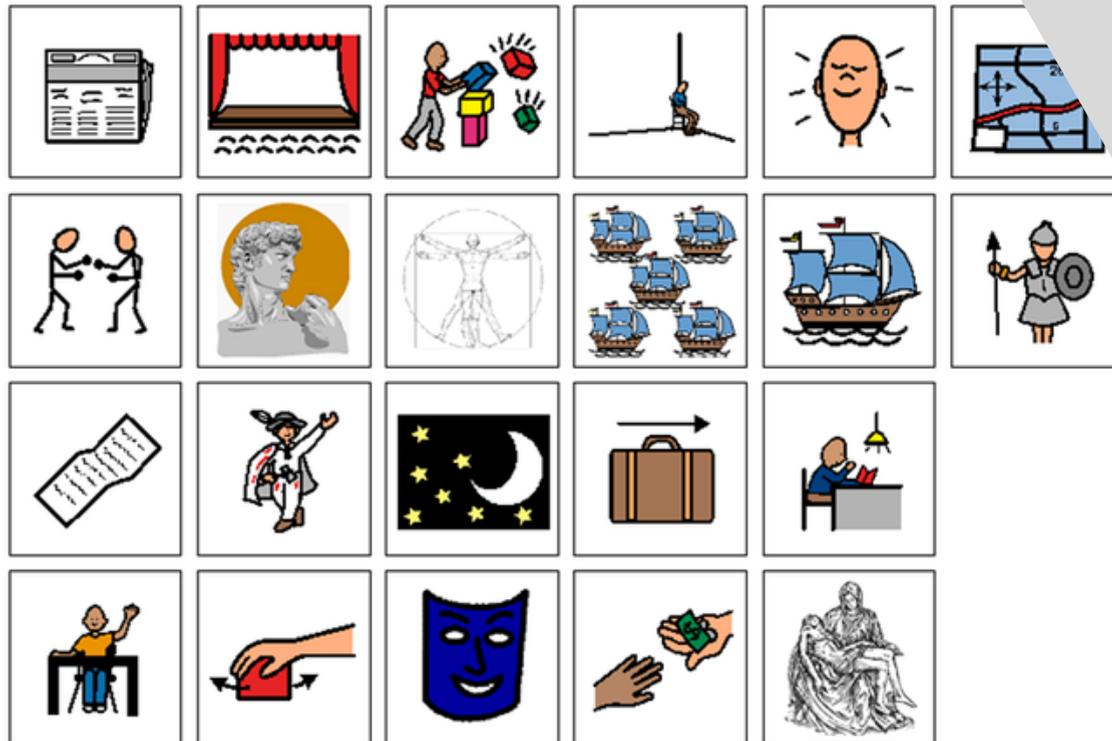
Pieces of metal that had individual letters or phrases that could be moved to speed up printing; invented by Guttenberg.



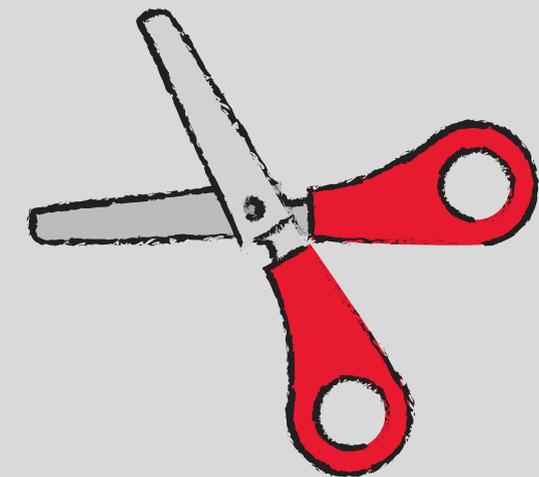
printing press

Invented in 1450 and allowed books to be printed in large quantities quickly.

Match the pictures with the definitions on the previous pages.



Students will also test their knowledge of these new words and symbols with a cut and paste activity.



Renaissance Man



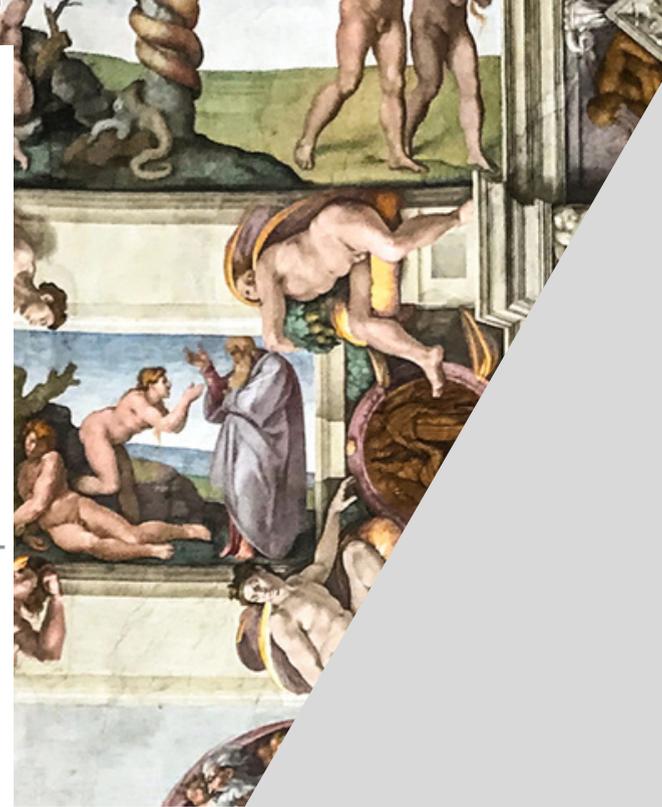
Dark Ages



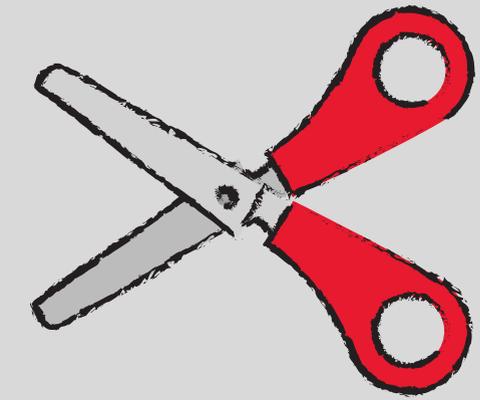
sonnet



alpinism



Every person should be able to read and write.



You have **2 choices**:

1. Students match the picture to the definition (easier).
2. Students match the definition to the picture (harder).

Poem developed in the Renaissance that had 14 lines and rhymed.	Person who directs the route of the ship.
When the moon seems to disappear as it travels behind the Earth's shadow.	Person who pays someone to support what they do; often refers to the arts.
Invented in 1450 and allowed books to be printed in large quantities quickly.	Large number of ships sent to fight for Spain.
Go through a place looking for things and causing damage.	Term created by Petrarch for the time before the Renaissance when people forgot about ancient literature and philosophies.





During the Renaissance, I was a

People

me.

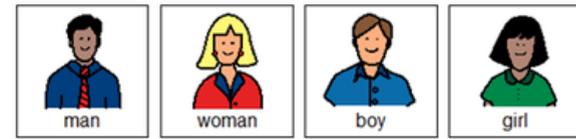
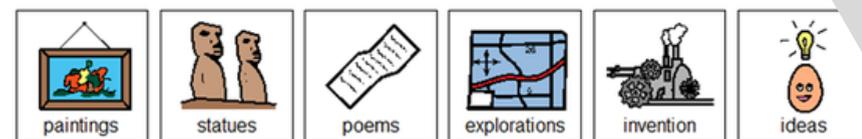


The

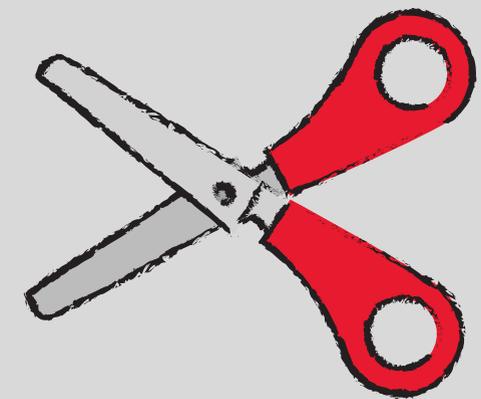
paid me to do great things.

People still talk about my

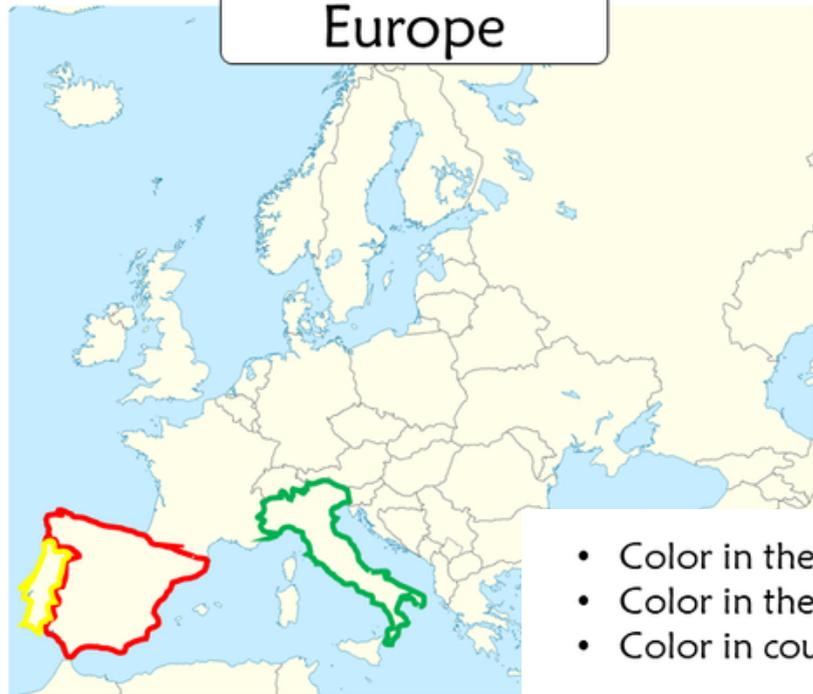
I was a true Renaissance



There is a writing prompt included. Students will decide what type of Renaissance man/woman they would have been. These writing prompts are errorless and students can do them more than once to make different stories.



Europe



- Color in the country of **Italy green**
- Color in the country of **Spain red**
- Color in country of **Portugal yellow**

- Color in the country of **Italy green**
- Color in the country of **Spain red**
- Color in country of **Portugal yellow**

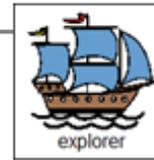
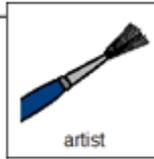
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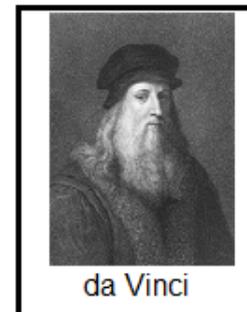
Christa Joy, Special Needs for Special Kids

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There are maps for students to be able to visualize where the Renaissance began. These are the differentiated versions with colored outlines included.



There is a sorting activity. Students will sort the pictures of people depending on what their main occupation was during the Renaissance. There is an answer key included.



da Vinci



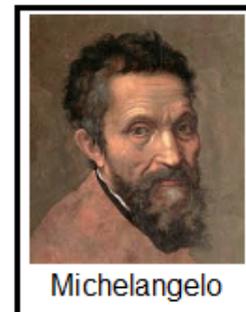
Henry the Explorer



Petrarch



Sir Francis Drake



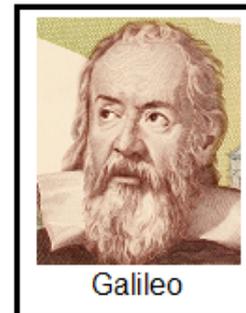
Michelangelo



Dante



Columbus



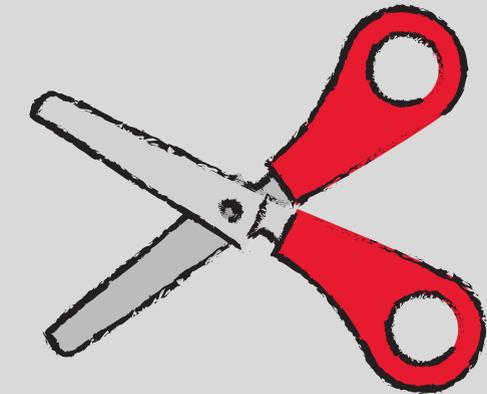
Galileo



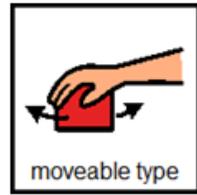
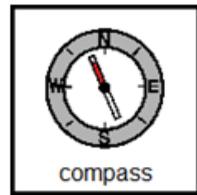
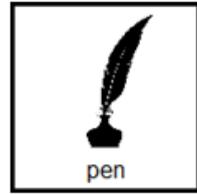
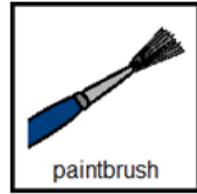
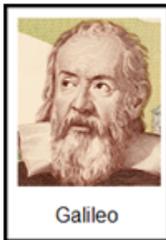
Guttenberg



Shakespeare

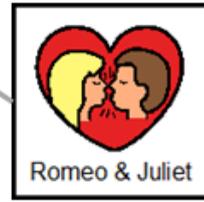
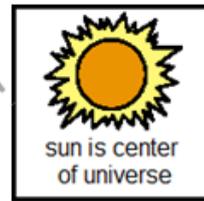
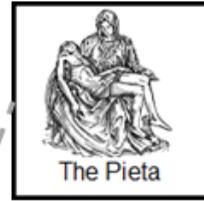
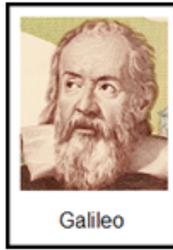


Match the tool to the person who would likely use it.



There are 2 different sorting activities. The first has students match the person to the tool they would have used. There are 2 different worksheets.

Match the invention or what each person was famous for to the person.



The second set has students match the person to the work they are most famous for. There are also 2 of these. The differentiated version has dashed lines for students to trace.



[Click Here to read more!!](#)

I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book and fact sheets) come in color and black and white.