**AP European History: Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Renaissance Unit Guide**

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| **Learning Targets** | **Target Statements** |
| Knowledge Targets  “What I need to know.” | * A Revival of classical texts led to new methods of scholarship and new values in both society and religion. * Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism. (Petrarch, Pico della Mirandola) * Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Catholic Church. This shifted education away from a primary focus on theological writing toward classical texts and new methods of scientific inquiry. (Bruni, Alberti, Machiavelli) * Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior. (Machiavelli, Castiglione) * The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals. * In the Italian Renaissance rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing “naturalism” in the artistic world, and often the newly invented technique of geometric perspective. (Michelangelo, Donatello, Raphael, Alberti, Brunelleschi) * The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation. (Jan Van Eyck, Pieter Bruegel, Rembrandt, Dürer) * Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power. (El Greco, Bernini, Rubens, Cellini) * The Renaissance and Reformation raised debates about female education and women’s roles in the family, church, and society. |
| Reasoning Targets  And  Skill Targets  “What I can do with what I know.”  “What I can demonstrate.” | * I can explain the revival of classical texts and the ways in which it led to new methods of scholarship and values in society and religion. * I can track the growth of Italian humanism and its impacts on secularism and individualism. * I can show how the growth of humanism and the increasing revival of Greek and Roman texts, spread by the printing press, challenged traditional power structures and traditions. * I can make a correlation between “modern” city-states and governments with their love of Greek and Roman political institutions. * I can explain the ways in which art in the Italian Renaissance period, and specific artists, utilized new artistic trends and made consistent references to the age of classical antiquity (Greco-Roman Era). * I can demonstrate the ways in which the Italian and Northern Renaissance differed in artistic style, artistic intent, and purpose. * I can show how artists in the Mannerist and Baroque eras began to change artistic style during a period of significant religious and political changes. |