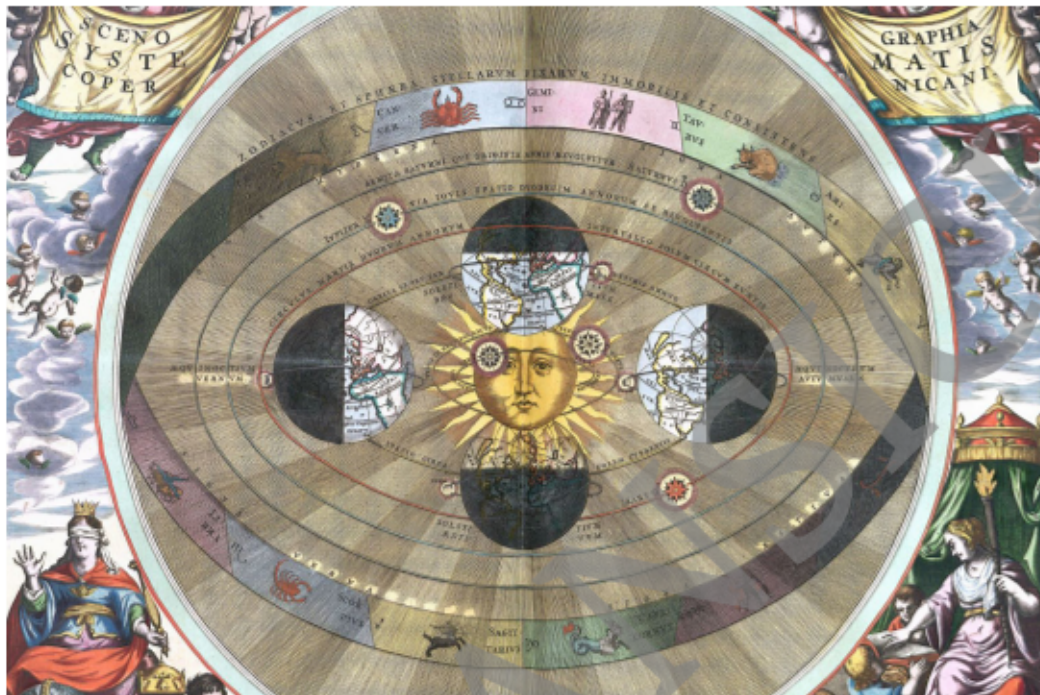


I.C.9

On the way to modern history

The Renaissance – The age of discoveries and inventions

Maria Rottländer



Die Zeit um 1500 wurde von den Menschen schon damals als Umbruchphase wahrgenommen. Tradierte Gewissheiten und alte Gewohnheiten wurden von Künstlern und Gelehrten infrage gestellt. Erfindungen und Entdeckungen erweiterten den Horizont und bereiteten den Weg für ein europäisch dominiertes Zeitalter. Die Schülerinnen und Schüler setzen sich in diesem Beitrag mit dem grundsätzlichen Wandel von Menschen- und Weltbild anhand konkreter Beispiele auseinander. Ein Erklärvideo zum Buchdruck rundet die Unterrichtseinheit ab.

KOMPETENZPROFIL

Klassenstufe:	7/8
Dauer:	8 Unterrichtsstunden + Lernerfolgskontrolle
Kompetenzen:	Renaissance als Epoche einordnen; Unterschiede zum Mittelalter erkennen; Erfindungen und Entdeckungen benennen; das geo- und heliozentrische Weltbild erläutern; das Verfahren des Buchdrucks beschreiben
Thematische Bereiche:	Weltbild, Entdeckungen und Erfindungen in der Renaissance
Medien:	Texte, Bildquellen, Zeitstrahl, Karte, Erklärvideo

Auf einen Blick

1./2. Stunde

Thema:	The Middle Ages vs. Renaissance – What are the differences?
M 1	The Middle Ages vs. the Renaissance – A changing view of humanity
M 2	Historical periods – The term “Renaissance”
Inhalt:	Die Lernenden beschäftigen sich mit den Unterschieden zwischen dem Mittelalter und der Renaissance. Sie sind in der Lage, die Renaissance zeitlich einzuordnen und den Begriff „Renaissance“ zu erklären.

3./4. Stunde

Thema:	Meaning of discoveries and inventions during the Renaissance
M 3	Inventions of the Renaissance – All about seafaring
M 4	Expeditions of the Renaissance – Who discovered what?
Inhalt:	Die Schülerinnen und Schüler lernen Erfindungen im Bereich der Schifffahrt kennen und beschäftigen sich mit wichtigen Entdeckungsfahrten.

5./6. Stunde

Thema:	Christopher Columbus on the way to the Americas
M 5	Christopher Columbus and the discovery of America – A play scene
M 6	Christopher Columbus and the discovery of America – Sources
Inhalt:	Die Lernenden vollziehen mittels einer Spielszene nach, wie Kolumbus seine Entdeckung wahrnahm und welche Erwartungen und Folgen dies auslöste.

7. Stunde

Thema:	From the Middle Ages to the Renaissance – A changing view of the world
M 7	How did the view of the world change during the Renaissance?
Inhalt:	Die Schülerinnen und Schüler unterscheiden das geozentrische und heliozentrische Weltbild voneinander und erklären die Haltung der Kirche.

8. Stunde

Thema: A world changing invention: The printing press

M 8 Inventions of the Renaissance – Johannes Gutenberg's letterpress

Inhalt: Die Lernenden beschreiben mithilfe eines Erklärvideos das von Johannes Gutenberg erfundene Buchdruckverfahren und erkennen dessen Bedeutung.

Lernerfolgskontrolle

M 9 The Renaissance – Test

M 10 Vocabulary list

VORANSICHT

The Middle Ages vs. the Renaissance – A changing view of humanity

M 1

About 700 years ago, the Middle Ages came to an end, and a new era began: the Renaissance. Identify the difference between the Middle Ages and the Renaissance in the visual arts of the time.

Tasks

1. Work in pairs. Describe one painting at a time using the key points in the information box below.
2. Compare and contrast both paintings by sharing your findings. Name similarities and differences.
3. One painting is from the year 1260 and the other one was painted around 1455. Guess which painting is from the Middle Ages, and which is an example of Renaissance art. Give reasons for your decision.



Painting 1: Wallraf-Richartz Museum/Wikimedia Commons (gemeinfrei)



© Painting 2: Albrecht Dürer/Wikimedia Commons (gemeinfrei)

How to describe a picture:

The following key points will help you to describe a picture and its details:

- Content: people depicted and their posture, facial expression and position in relation to each other, objects, animals or landscape, symbols
- Image composition and perspective: foreground and background, top, centre and bottom, selected image section, worm's-eye view (from below) or eye-level perspective or bird's-eye view (from above)
- Colours and shapes: (frequently) used colours, warm or cold, light or dark colours, colour contrast, large or small, angular or round shapes, lines, patterns

M 3

Inventions of the Renaissance – All about seafaring

Seafaring benefitted from many new inventions during the Renaissance.

Tasks

1. Read the error text and match the pictures to the correct text.
2. Underline a total of ten errors and correct them.

Inventions on the high seas during the Renaissance

1 The following invention confirmed that the earth is a disc. Ferdinand Magellan, a Portuguese navigator, confirmed during his circumnavigation that the earth is flat. _____	A Caravel (fast sailing ship)  © ZU 09/DigitalVision Vectors
2 This invention helped sailors orientate themselves better on the high seas. The invention has the shape of a pentagon and depicts every planet. _____	B Globe  © Germanisches Nationalmuseum/Wikimedia Commons - CC BY-SA 4.0
3 This is a ship that usually had six masts, was particularly slow and suitable for the high seas as it could withstand high waves during storms. _____	C Compass  © Sjöhistoriska museet/Wikimedia Commons - CC BY-SA 3.0
4 This invention was used to determine latitude. It consisted of a short staff with a cross staff. The long staff was held at shoulder height. The crossbar was then moved until the ends covered the horizon and the star you had chosen. The long staff contained a scale on which the angle could be read. _____	D Cross-staff  © Bitter/ iStock/Getty Images Plus
5 This invention was also used by sailors for orientation. With the help of a magnetic needle, the device always pointed south. This enabled sailors to find their way even in bright light. _____	E World map  © DenPotisev/iStock/Getty Images Plus

Christopher Columbus and the discovery of America – A play scene

M 5

On behalf of the Spanish crown, the Italian Christopher Columbus set sail on 3 August 1492 in search of a new sea route to India. Based on the knowledge that the earth is round, he wanted to go westwards. The usual route was to head south and east around Africa. On 12 October, he discovered the first island, which he named San Salvador (Spanish for "Holy Saviour"). He called the inhabitants "Indians". In fact, he was the first European of the modern era after the Vikings to set foot on American soil. The treaty between the Spanish crown and Columbus and his logbook have been preserved.

Tasks

1. Classify the treaty and the diary. Name the type of source, author, time and place.
2. Highlight important contents of the sources in colour: What agreement did the Spanish Crown make with Columbus?? What did he experience on his arrival? How did he describe the place and the people he met? What did he hope for? What did the Spanish crown hope for?
3. Prepare and play the following scene in pairs or a group of three: In March 1493, Columbus returns to Spain and is greeted with great joy. Now, Columbus must tell the Spanish king and queen, Ferdinand II of Aragon and Isabella I of Castile, about his journey.
 - *Imagine you are Columbus: think about what you want to achieve with your travel report. Then prepare a suitable speech with the help of your logbook.*
 - *Imagine you are Isabella or Ferdinand: What do you expect from Columbus? How do you react to Columbus' speech? How will you continue to act? Prepare a suitable greeting, a suitable response to Columbus' report and further instructions for action.*
4. Finally, do some research on the internet:
 - a) Assess whether their expectations were fulfilled.
 - b) Explain the consequences of the discovery for those who discovered it.



Christopher Columbus



© Juan de Flandes /Wikimedia Commons (public domain)

Isabella I of Castile



© Michael Sittow, Public domain, via Wikimedia Commons/Wikimedia Commons (public domain)

Ferdinand II of Aragon



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