

*Examining Art’s Reflection of Society and Society’s Use of Art*

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| **Introduction** | |
| The European Renaissance was a period of cultural, artistic, political, and economic rebirth following the Middle Ages. While content covering this time period is often focused on the expansion of philosophy, literature, and art, the field of medicine was also fervently changing during this time. Following the impact of the Black Death on Europe, the medical world was attempting to find new ways to gain authority in the public eye and new methods to stay afloat economically.  This lesson explores not only how the medical world was changing during the Renaissance but also how the realms of medicine and art were interconnected during this period. For example, Da Vinci’s work focusing on anatomy included sketches and artistic representations, still seen as prevalent works of art today. Especially in Italy, apothecaries became popular sources for medical ailments as well as other commercial items. These shops often featured and utilized artistic expressions to highlight their goods and gain respect in the community.    **Note**: This lesson is developed for 6th grade Indiana content standards. However, this lesson could easily be adapted for secondary World History content as well (with respect to standard WH.4.1). Students in the higher level would be asked to do more reading and analysis on their own with less scaffolding by the teacher. | |
| **Indiana Standards Connections:**    6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. ● Examples: Ideas - the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People - Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei  OR  WH.4.1 Trace the origins and developments of the European Renaissance and its impact throughout Western Europe. | **Compelling Question(s):**    How are aspects of society interconnected and influenced by each other?  What impact did the Black Death have on the field of medicine?  What role did apothecaries play in European society during the Renaissance? |
| **Lesson Objectives:**  Students will be able to:   * describe the role apothecaries played in European society during the Renaissance. * analyze the interconnectedness of medicine and art during the European Renaissance. | |
| **Materials** | |
| 1. Image of Pharmacy Pot with Queen Sitting in a Landscape (Digital Toolbox Materials) 2. [Forbes article on Da Vinci and Science](https://www.forbes.com/sites/evaamsen/2019/05/02/leonardo-da-vincis-scientific-studies-500-years-later/?sh=5bc30c257f46)   Articles about Apothecaries during the Renaissance:   1. <https://hekint.org/2017/01/30/the-florentine-renaissance-apothecary/> 2. <https://collections.countway.harvard.edu/onview/exhibits/show/apothecary-jars/sequence>   Additional Images of and Resources about Apothecary/Pharmacy Pots:   1. <https://www.metmuseum.org/art/collection/search/460132> 2. <https://www.metmuseum.org/art/collection/search/468159> 3. <http://www.bl.uk/catalogues/illuminatedmanuscripts/ILLUMIN.ASP?Size=mid&IllID=4360> 4. <https://www.lagazzettaitaliana.com/history-culture/8203-renaissance-pharmacy-jars> | |
| **Learning Plan** | |
| **Activities**   1. Begin with covering the development of apothecaries in Europe following the Middle Ages and the Black Death. Articles can be used either as reading material for the class or adapted into a presentation format.    1. The following questions should be the focus of and answered by this content coverage: Why did apothecaries develop? How did they reflect how society viewed the medical field after the Black Plague? 2. Show students the image of the Pharmacy Pot (and additional examples, if preferred).    1. Ask students to share what they notice about this piece of pottery. What do they notice about the design? What would they guess it was used for, and why? 3. After allowing students to discuss in small groups, allow them to share out their thoughts. Then share with students that this is an example of a pharmacy pot which would have typically been found in an apothecary during the Renaissance.    1. Here you can share with students the shape of the pharmacy pot, why they typically had the rim at the top. 4. Going back to the material discussed in the beginning of the lesson, ask students how these pharmacy pots represent or reflect the role of apothecaries during this age? Specifically have students share their thoughts regarding why they would be so colorful/painted.    1. Potential material to discuss: how apothecaries and their contents needed to be aesthetically appealing to customers. This was due to a lack of trust in medicine at the time, and the connotation that aesthetically pleasing meant respectable and trustworthy. Window displays and social spaces in the apothecary helped to foster ideas of health and safety for Renaissance civilians. In a time when science was very unreliable, well-painted pharmacy pots were a symbol of high-quality medical care to the Italian populace.    2. These pots were often used for a variety of materials and also were often traded. 5. Pivot focus to how apothecaries were used for other things than medicinal purposes. This could come again from reading material or presentation. Lead conversation to the goal of noting how apothecaries sold a variety of materials and goods including pigments.    1. How does this reflect what we know about the Renaissance time period? (This question can be the focus of conversation if students have already begun studying the Renaissance. If this lesson is being used earlier in their study, you may have to scaffold more to lead them to this connection to the growth in art and expression of the time period). 6. Shift to focus on Da Vinci’s work. Ask students what they take from these drawings/sketches of Da Vinci’s? How do these reflect the time of the Renaissance? What do these tell us about how people approached medical study at this time? | |
| **Assessment Suggestions**    Have students complete a 3-2-1 exit slip in which they identify three things they learned from the lesson, two things they found interesting/liked, and one question they still have. The questions can then be used to determine additional directions/topics for study.  End with having students focus on answering the following question: What connection is there between art and medicine during this time period? How does this reflect the European Renaissance overall? | |
| **Extensions**  Students could take a deeper dive into exploring the medical and art goods that apothecaries often sold.  The following articles provide lists of medicinal plants which more than likely would have been sold in apothecaries during this time. Students can explore the various uses of such plants.  [University of Rochester Medicinal Plants List](https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=1&contentid=1169)  [Healthline Medicinal Plant List](https://www.healthline.com/health/most-powerful-medicinal-plants#turmeric)  Students could also explore the pigments and painting techniques often used by European Renaissance painters. Again, this would connect as apothecaries often sold painting materials such as pigments. Here is an article for reference: <https://www.nga.gov/conservation/science/16th-century-pigments.html> | |

Pharmacy Pot Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic work  Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? | |
| VA:Re7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |
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| VA:Re9.1.5a | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society |
| VA:Re7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Re7.1.IIa | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments |
| VA:Re7.1.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life? | |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.2a | Compare and contrast cultural uses of artwork from different times and places. |
| VA:Cn11.1.3a | Recognize that responses to art change depending on knowledge of the time and place in which it was made |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| VA:Cn11.1.7a | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses |
| VA:Cn11.1.8a | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity |
| VA:Cn11.1.IIa | Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. |
| VA:Cn11.1.IIIa | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |

*Students can be asked to consider how art reflects time periods, beliefs, cultures, traditions, etc. Part of their exploration of the apothecaries could be focused on how the use of artistic pharmacy pots reflect the time period, beliefs, and customs of the Renaissance. Students could also examine how these pharmacy pots compare to and contrast with other materials from the Age, such as pots and pans, plates, fashion, textiles, etc. They could also explore how the pharmacy pots compare with those of other time periods, which could lead to a focus on influences on the Renaissance style art form as well as lasting legacy in terms of on more modern forms of art.*

**Social Studies**

**Grade 6: History, Places, and Cultures in Europe and Americas**

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| 6.3.4 | Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. |
| 6.3.10 | Explain the ways cultural diffusion, invention, and innovation change culture. |
| 6.3.11 | Differentiate between the terms anthropology, archaeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past. |
| 6.4.2 | Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. Students could explore how the art of the Renaissance time period was influenced by other cultures. For example, the first pharmacy pots have been traced back to early Middle Eastern cultures. They can also examine the economic impact of the apothecaries as well as trade markets during the Renaissance.*

**Ethnic Studies**

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| ES.4.1 | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.* |

**Geography and History of the World**

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| GHW.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.* |
| GHW.6.3 | *Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.* |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.* |

**World History and Civilization**

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| WH.4.1 | Trace the origins and developments of the European Renaissance and its impact throughout Western Europe. |

*As noted in the lesson plan introduction, the World History content allows for an exploration of the European Renaissance, both its influences and effects. This lesson on apothecaries and medicinal art fits within a larger study of the Renaissance and how it impacted not only Europe during this time period but in those that followed, including modern day.*

**Language Arts**

**Writing Skills:**

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| 4.W.5 | Conduct short research on a topic.   * Identify a specific question to address (e.g., What is the history of the Indy 500?). * Use organizational features of print and digital sources to efficiently locate further information. * Determine the reliability of the sources. * Summarize and organize information in their own words, giving credit to the source * Present the research information, choosing from a variety of formats. |
| 5.W.5 | Conduct short research assignments and tasks on a topic.   * With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). * Identify and acquire information through reliable primary and secondary sources. * Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. * Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. * Present the research information, choosing from a variety of sources. |

*Students could conduct research projects in which they examine other artistic innovations during the Renaissance period and/or trace the development of the medical field during this time period.*