

*Using Art to Tell our Stories*

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| **Introduction** | |
| Tudor England was a very rich, and well documented portion of European history. The period is teeming with religious upheaval, war, and exploration of the Western hemisphere. The Tudor Era was one of many firsts for England. The first queen to rule in her own right, without marrying into the position. The first wave of sugar imports and the introduction of the potato to England. The first Christian nation to officially sever ties with the Church.  The following lesson can be taught during a unit examining the European Renaissance and Protestant Reformation. | |
| **Indiana Standards Connections:**    WH.4.1 Trace the origins and developments of the European Renaissance and its impact throughout Western Europe.  WH.4.2 Analyze the spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, include the wars of religion.  WH.4.4 Explain the causes of worldwide voyages and exploration.  WH.4.9 Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688. | **Compelling Question(s):**    How did the Tudor Dynasty shape the modern world?  What “firsts” did their reign usher in? |
| **Lesson Objectives:**  Students will be able to: analyze the significance of the Tudor Dynasty in Europe.  Students will be able to: describe new trends that the Tudor Dynasty introduced as a result of religious upheaval, exploration, and war. | |
| **Materials** | |
| 1. Images of the Tudor monarchs (Henry VII, Henry VIII, Edward IV, Mary I, Elizabeth I) 2. Projector/screen 3. Paper and art supplies for the students 4. Student access to computers for additional research | |
| **Learning Plan** | |
| **Activities**   1. Begin by dividing the class up into 5 groups. Each group should be assigned a Tudor monarch (Henry VII, Henry VIII, Edward IV, Mary I, and Elizabeth I). At this time, they should also have access to a computer, paper, and art supplies. 2. Direct each group to do independent research on their given monarch. Some possible resources include: [the *Google Arts & Culture* page](https://artsandculture.google.com/) or [*Ted Ed videos*](https://www.youtube.com/teded)*.* 3. Each group should be looking for the answers to the following questions: Who is their monarch? Why are they significant in world history? What is something new they introduced to England? 4. Instruct the students to answer these questions pictorially. Their piece of paper is their canvas and they should answer the questions through art. For example, Elizabeth I saw potatoes introduced to England. For her page, the students could render a potato as part of their picture. 5. At the conclusion of the activity, students should be asked to describe their sketches. What did they include and how does it answer the questions listed above? | |
| **Assessment Suggestions**    Students can write a paragraph in which they describe what they learned about the history of Tudor England.  Students can conduct independent or group research projects on another portrait in the Toolbox for Global Readiness. How is their portrait similar or different from the one of Mary I? Who is the person depicted? What was the world like when they were living? How was their life different from Mary I’s? | |
| **Extensions**    This lesson can be extended to examine additional items that showcase the intersectionality between religion, exploration, and war. Students can conduct research on items of their choice or work in small groups where they are assigned one. They then can share their findings with the class. | |

Portrait of Mary Tudor 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:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**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 understand 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:Cn11.1.4a | 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. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration of industrialization could be focused on how cultural aspects such as fashion can be seen as a result of this time period just as much as economic innovations, etc. How do people show their connectedness through clothing and accessories? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Social Studies: 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. |
| WH.4.2 | Analyze the spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, include the wars of religion. |
| WH.4.4 | Explain the causes of worldwide voyages and exploration. |
| WH.4.9 | Describe the progression of events in England that led to constitutional monarchy such as the Magna Carta, the English Civil War, and the Glorious Revolution of 1688. |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. While this lesson is focusing on European countries, there can be an exploration into how these trends spread to the Americas as well. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**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.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.6.11 | Describe and analyze the global expansion of democracy and globalization in the late 20th century. |

*The incorporation of these artifacts is broadly applicable when teachers are covering the 20th century in Europe and the Americas. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**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 innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*

6.1.2 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.

WH.2.1 Review the development of fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.