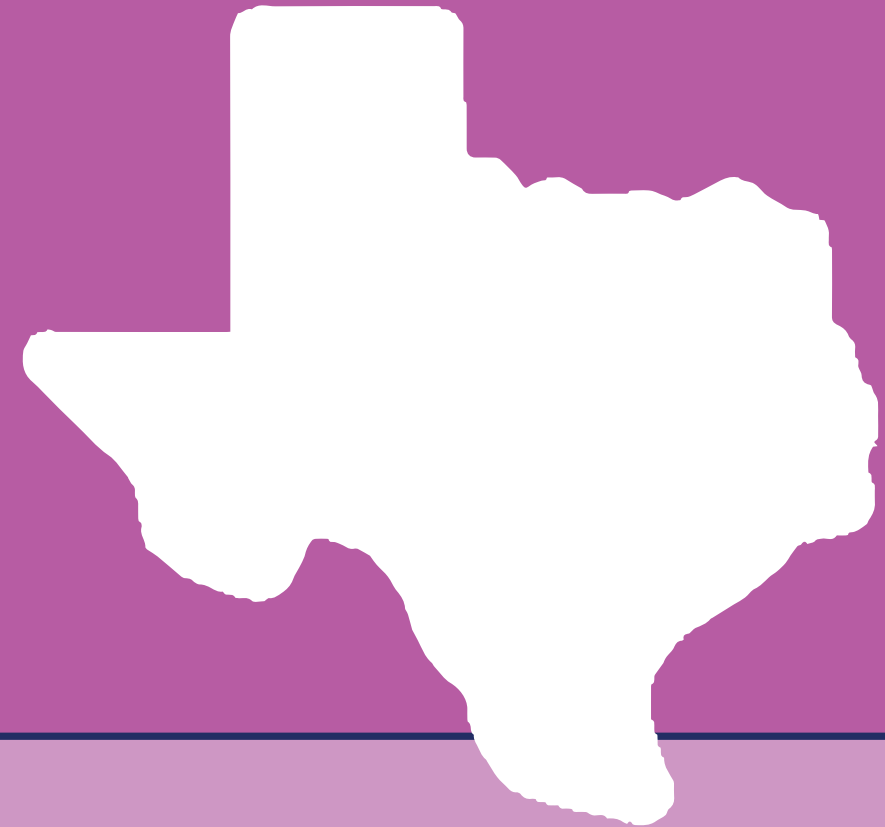


THE RENAISSANCE: ART AND CULTURE



GRADE 5 UNIT 2 | DIGITAL COMPONENTS

EDITION 1

Grade 5

Unit 2

The Renaissance: Art and Culture

Digital Components

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error,
please email
openeducationresources@tea.texas.gov.

Contents

The Renaissance: Art and Culture

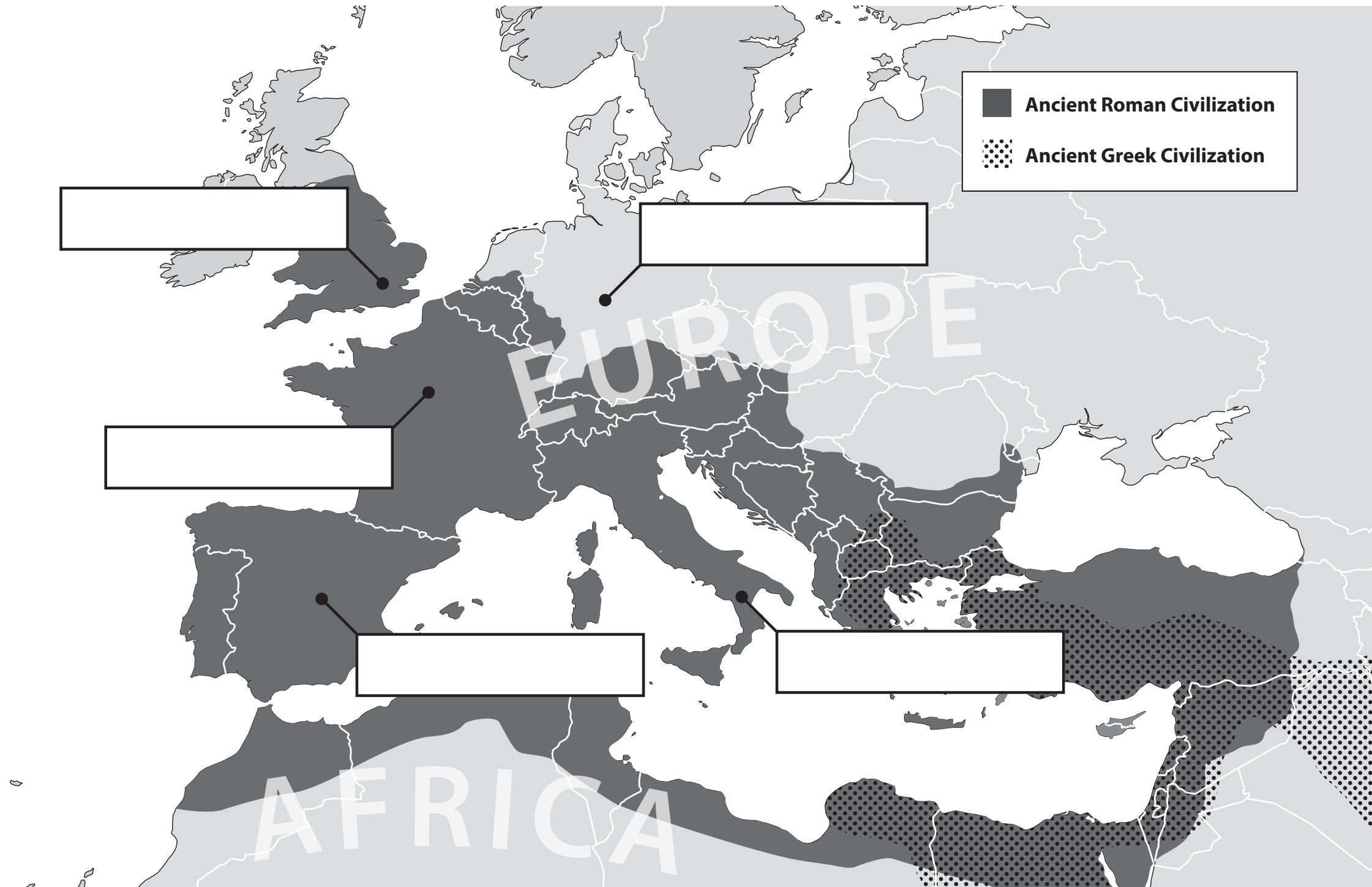
Digital Components

Lesson 1	World Map	1	Lesson 4	Spirit of the Renaissance Writing Prompt.	19	Lesson 10	Correlative Conjunctions Poster	37
Lesson 1	Map of Western Europe	2	Lesson 5	Purpose for Reading/The Big Question	20	Lesson 11	Purpose for Reading/The Big Question	38
Lesson 1	Purpose for Reading/The Big Question	3	Lesson 5	Story of Michelangelo and Lorenzo de’ Medici	21	Lesson 11	Linking Points with Reasons Graphic Organizer	39
Lesson 1	Factors that Inspired the Renaissance Chart	4	Lesson 5	Central Idea Choices	22	Lesson 11	Extended Constructed Response Rubric.	40
Lesson 2	Purpose for Reading/The Big Question	5	Lesson 5	Short Constructed Response Reading Question	23	Lesson 11	Sample Extended Constructed Response Prompt	43
Lesson 2	Primary Focus	6	Lesson 5	Prepositional Phrases Poster	24	Lesson 11	Sample Extended Constructed Response	44
Lesson 2	The Pantheon.	7	Lesson 6	Purpose for Reading/The Big Question	25	Lesson 12	Sequence Words and Phrases	45
Lesson 2	Examples of Medieval Paintings	8	Lesson 6	Identifying Central Ideas and Supporting Details	26	Lesson 12	Purpose for Reading/The Big Question	46
Lesson 2	Subject-Linking Verb Agreement in the Past Tense Poster	9	Lesson 6	Informational Paragraph Presentations Chart	27	Lesson 14	Extended Constructed Response Prompt	47
Lesson 2	Subject-Linking Verb Agreement in the Past Tense Chart	10	Lesson 7	Purpose for Reading/The Big Question	28	Lesson 14	Influence Graphic Organizer	48
Lesson 2	Forms of Expression Writing Prompts.	11	Lesson 7	Biography Notes Chart	29	Lesson 14	Introductory Paragraph Cupcake	49
Lesson 3	Purpose for Reading/The Big Question	12	Lesson 7	Raphael Text	30	Lesson 15	Citing Text Evidence Anchor Chart.	50
Lesson 3	<i>The Last Supper</i>	13	Lesson 8	Purpose for Reading/The Big Question	31	Lesson 16	Conclusion Paragraph Pyramid.	51
Lesson 3	<i>The Last Supper</i> Labeled	14	Lesson 8	Practice Prefix <i>ex</i> – Chart	32	Appendix	Vocabulary	52
Lesson 3	"A Person Can Do Anything They Set Their Mind To Do!"	15	Lesson 9	Purpose for Reading/The Big Question	33	Appendix	Vocabulary - Using a Dictionary	53
Lesson 3	Informational Paragraph Plan	16	Lesson 9	Raphael Second Source	34	Appendix	Vocabulary - KWL Chart.	54
Lesson 4	Paragraph about a Paragraph	17	Lesson 10	Purpose for Reading/The Big Question	35			
Lesson 4	Purpose for Reading/The Big Question	18	Lesson 10	Women in the Renaissance Chart	36			

WORLD MAP



MAP OF WESTERN EUROPE



PURPOSE FOR READING

Read to learn what factors inspired the Renaissance movement.

THE BIG QUESTION

What factors inspired the Renaissance movement?

FACTORS THAT INSPIRED THE RENAISSANCE CHART		
Factor that Inspired the Renaissance	How did this factor inspire the Renaissance?	Evidence from the Text

PURPOSE FOR READING

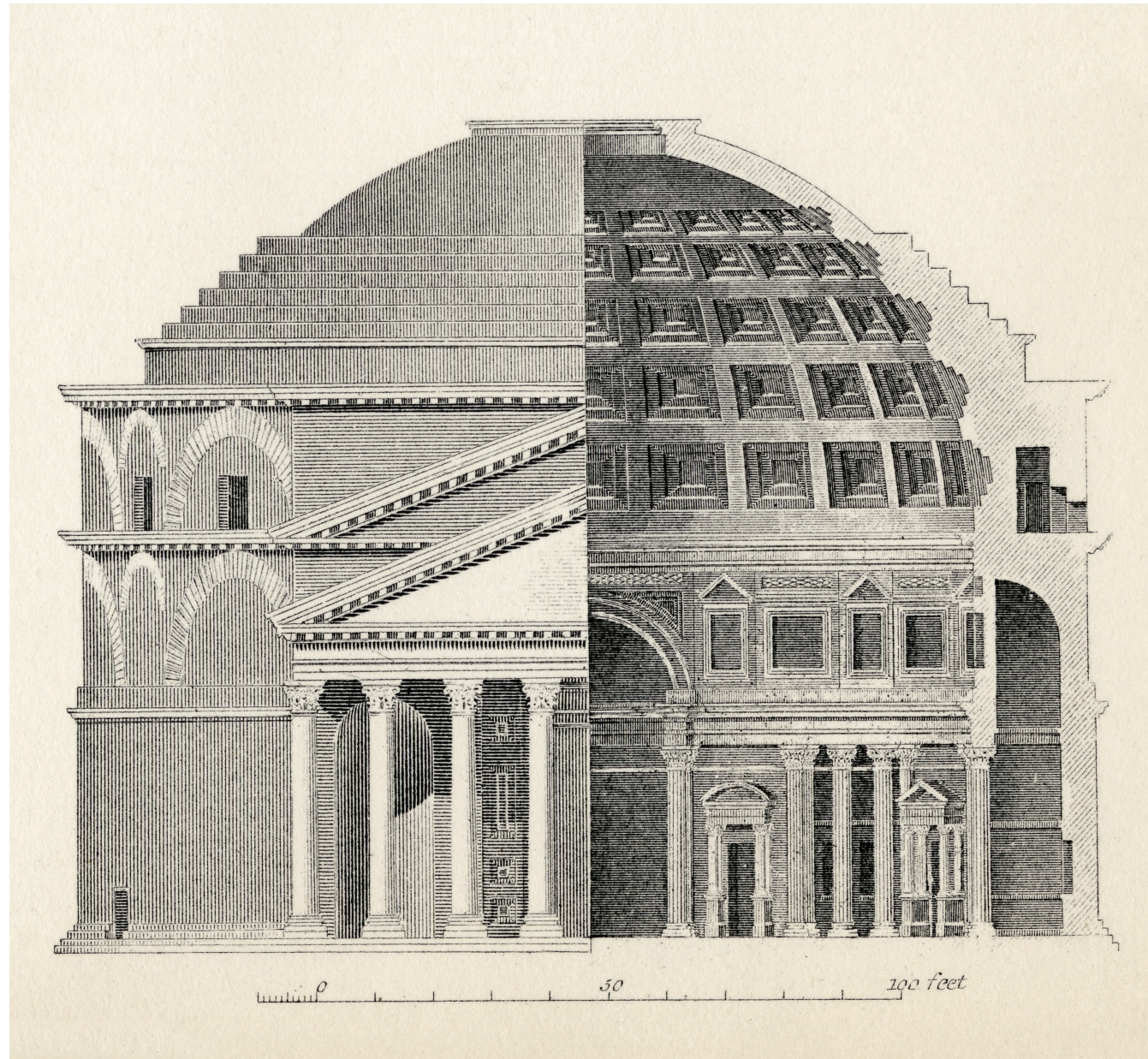
Read to learn about techniques and features of Renaissance art and architecture.

THE BIG QUESTION

What are techniques and features of Renaissance art and architecture?

Students describe the techniques and features of Renaissance art and architecture by quoting accurately from the text, “The Early Renaissance.”

THE PANTHEON



EXAMPLES OF MEDIEVAL PAINTINGS



Subject (Noun or Pronoun)		Agreement for Linking Verbs in the Past Tense	
		<i>to be</i>	<i>to feel, look, taste, smell, sound</i>
Singular	I	was	felt, looked, smelled, sounded
	you	were	felt, looked, smelled, sounded
	he, she, it, the Medici family	was	felt, looked, tasted, smelled, sounded
Plural	we	were	felt, looked, smelled, sounded
	you	were	felt, looked, smelled, sounded
	they, the paintings	were	felt, looked, tasted, smelled, sounded

SUBJECT-LINKING VERB AGREEMENT IN THE PAST TENSE CHART

Subject	Linking Verb	Agreement
I	to be	
you	to be	
she	to be	
the cathedral	to be	
we	to be	
they	to be	
Brunelleschi and Ghiberti	to be	
he	to feel	
the sculpture	to look	
the pasta	to taste	
the air after the rain	to smell	
the music from the flute	to sound	

FORMS OF EXPRESSION WRITING PROMPTS

The first line of *Patrons, Artists, and Scholars* says, “Art, literature, and architecture are forms of expression.” Think of an example of art, literature, or architecture you like. Describe it, and write about why you like it.

In Chapter 1, “An Italian Rebirth,” we read that literature and other writings of the ancient Greeks and Romans were copied by hand to reproduce them! Think about the time and work it would take to copy writings by hand. Write about whether you would like to have that job, and explain why or why not.

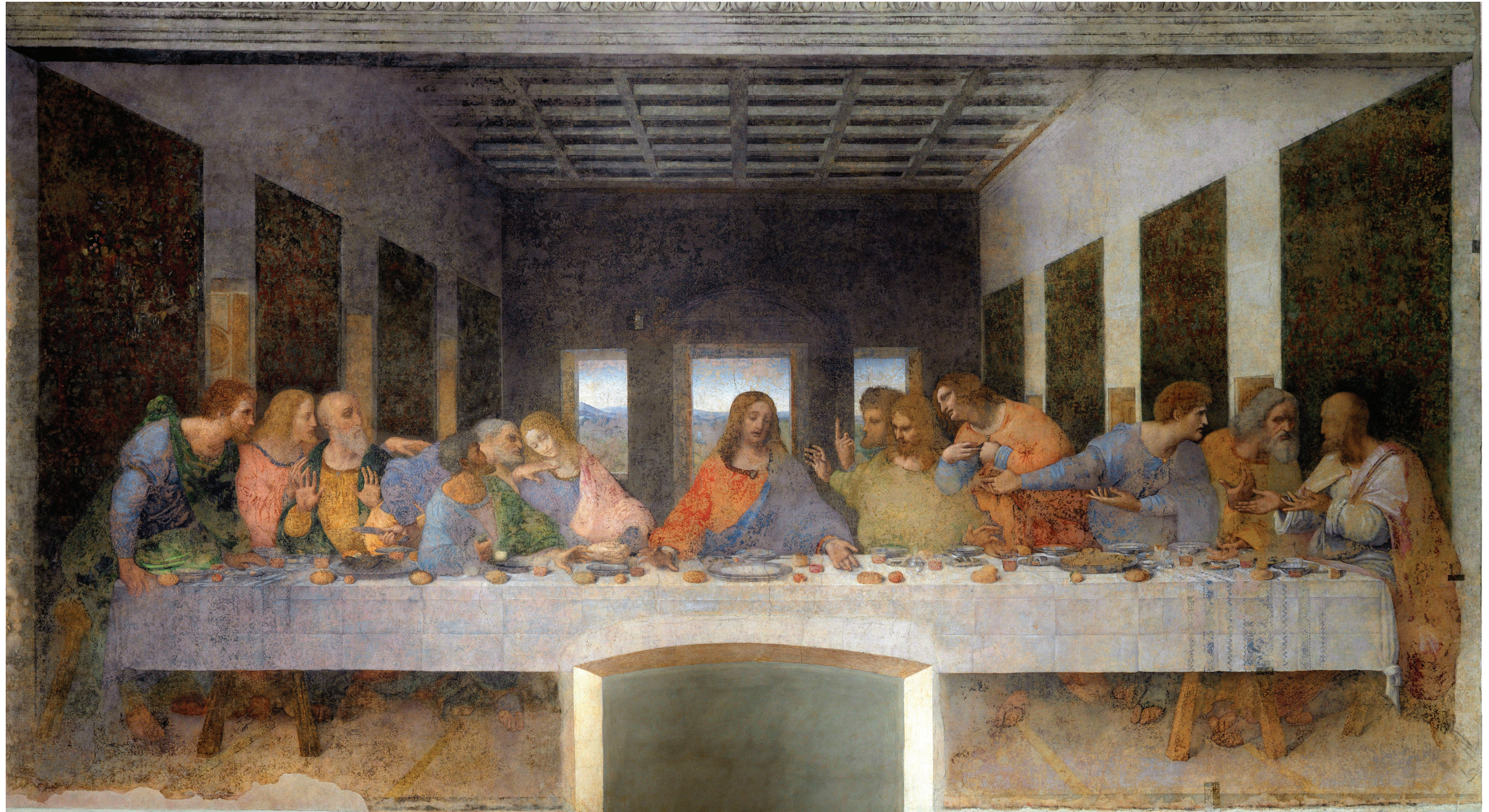
PURPOSE FOR READING

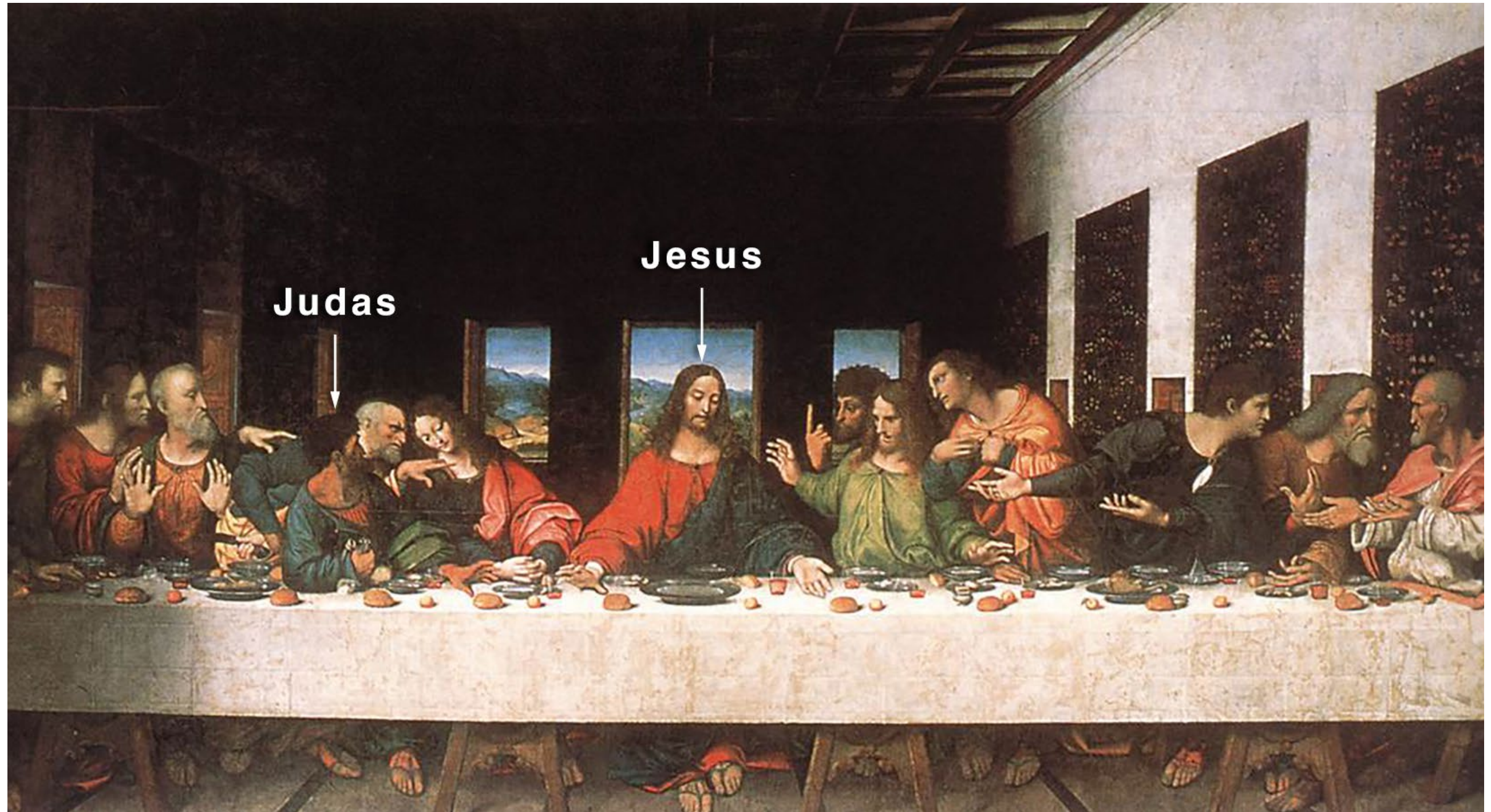
Read to learn how the spirit of the Renaissance is represented in Leonardo da Vinci's work.

THE BIG QUESTION

How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?

THE LAST SUPPER





"A PERSON CAN DO ANYTHING THEY SET THEIR MIND TO DO!"

EXAMPLES OF "A PERSON CAN DO ANYTHING THEY SET THEIR MIND TO DO!"		
Page(s)	Example and Explanation	Area of Study (painting, science, engineering, sculpture, physics, anatomy, etc.)

INFORMATIONAL PARAGRAPH PLAN		
Topic Sentence:		
Reason	Text Evidence	Explanation of Evidence
Precise Vocabulary:		

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

PURPOSE FOR READING

Read to examine the author's words, sentences, and literary devices for a deeper understanding of how Leonardo da Vinci's ideas and accomplishments represent the spirit of the Renaissance.

THE BIG QUESTION

How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?

How is the spirit of the Renaissance represented in Leonardo da Vinci's ideas and accomplishments?

PURPOSE FOR READING

Read to learn about the artistic achievements of Michelangelo and Raphael.

THE BIG QUESTION

How is the spirit of the Renaissance represented in the artistic achievements of Michelangelo and Raphael?

STORY OF MICHELANGELO AND LORENZO DE' MEDICI

Narrator: *One day, a group of boys were called to the home of the incredibly important Lorenzo de' Medici. What could a man so rich and powerful, a man people called "the Magnificent," want to tell these boys?*

Lorenzo: *[looking at the boys and pointing to an ancient Roman statue of a soldier] You see this stone figure? A brilliant sculptor created this piece centuries ago. I want each of you to carve a statue exactly like this one.*

Narrator: *Some of the boys groaned. Lorenzo paid no attention.*

Lorenzo: *Work quickly and accurately. The young man who produces the best sculpture wins a place in my art school.*

Narrator: *Sometime later, as Lorenzo strolled through his courtyard, he spotted one boy whose work looked far superior to the rest. He turned to his assistant.*

Lorenzo: *Who is that child? Look at how he has carved the head of the soldier. It's difficult to tell his work from the real thing!*

The Assistant: *[checking his list] Let's see. Michelangelo Buonarotti, second son of a former small-town mayor. Family is from minor nobility. Mother died when the boy was six. Hmm . . . not a very good Latin or Greek scholar. Ran away from school a lot.*

Lorenzo: *Ran away?*

The Assistant: *Yes, it seems he sneaked away from school to go to the churches, where he spent hours copying the paintings.*

Lorenzo: *Ah, a true art lover.*

The Assistant: *Well, his father isn't. The father is upset that Michelangelo works as an apprentice in Ghirlandaio's studio. He thinks he should pursue a different profession.*

Narrator: *Lorenzo walked up to Michelangelo and gazed at the soldier's head the boy had carved.*

Lorenzo: *That's a lovely sculpture. Young man, come live in our home, and learn what you can from us.*

Raphael's The School of Athens uses techniques developed during the Renaissance movement.

Raphael's The School of Athens represents aspects of humanism valued during the Renaissance movement.

Directions: Based on the text, what were Raphael's artistic achievements? Support your answer with evidence from the text.

To obtain full credit (2 points), the student will write a complete response that:

- adequately addresses the prompt
- includes at least one piece of supporting evidence from the text
- cites the text evidence with a paragraph, line or page number
- uses evidence accurately to support the response

PREPOSITIONAL PHRASES POSTER	
Function	Prepositional Phrases
Place	at the elementary school
	in his messy backpack
Time	around 3:30 in the afternoon
	after a big and tasty dinner
Partner	with her little sister, Min-jun
	without their dog

PURPOSE FOR READING

Read to learn what motivated Renaissance patrons to commission art.

THE BIG QUESTION

What motivated Renaissance patrons to commission so much art?

IDENTIFYING CENTRAL IDEAS AND SUPPORTING DETAILS	
Key Details	Central Idea

INFORMATIONAL PARAGRAPH PRESENTATIONS CHART		
Topic	Humanism	<i>The School of Athens</i>
What is the central idea?		
How is the central idea supported?		

Of the informational paragraphs you just heard, think of one you felt was particularly effective. What made it so effective?

PURPOSE FOR READING

Read to learn about the Renaissance ideals of behavior for leaders and members of the court.

THE BIG QUESTION

What were the Renaissance ideals of how a prince or a courtier should act?

BIOGRAPHY NOTES CHART	
Early Years (childhood, family)	
Projects/Accomplishments <ul style="list-style-type: none">• Name and Location• Patronage• Interesting Facts	
How did he impact or influence society?	

References for _____ Biography

Title	Date	Source

The Great Raphael

Raphael was another talented artist of the period. He was born Raffaello Sanzio in 1483 AD. He was younger than both Leonardo and Michelangelo. Raphael lost both of his parents at an early age. By 11, he was on his own, working as an apprentice in a busy art studio.

In 1504 AD, when Raphael was 21, he moved to Florence where Michelangelo and Leonardo were already living. There, he studied the techniques of the older artists and learned to use them in his own paintings.

Remember, in those days artists supported themselves by getting **commissions** from patrons. The wealthy people of Florence were eager to own beautiful paintings. By the time Raphael arrived, both Leonardo and Michelangelo were not painting as much. As he aged, Leonardo grew more interested in math and science and was reluctant to paint at all. Michelangelo's energies were consumed by big projects assigned to him by the head of the Church, the pope. So, young Raphael had many people ready to pay him to paint.

While in Florence, Raphael created at least 17 paintings of the **Madonna**, or mother of Jesus, and the Holy Family for various individuals. If you look at one of Raphael's Madonnas and compare it to a Madonna painted during the Middle Ages, you will see how people's view of the world changed in the Renaissance.

In the medieval image, the Madonna looks a little stiff. But the painting wasn't intended to be lifelike—its main purpose was to express religious devotion.

But Raphael's painting is different. He presents very natural, human figures that are so lifelike, it is as if they could step out from the painting.

Raphael in Rome

In 1508 AD, Raphael was called to Rome by Pope Julius II. While Michelangelo was painting the ceiling of the Sistine Chapel, Raphael was put in charge of painting a series of rooms in the Vatican.

In one room, he painted a fresco, or mural, that has become very famous. It is called *The School of Athens*. The composition of the painting shows how Raphael was a great master of perspective, while the subject matter shows how much the Renaissance admired the ancient Greeks. Raphael painted many scholars and philosophers—some are reading, some are discussing big ideas. In the center of the painting, Raphael placed the great philosophers, Plato and Aristotle.

After Raphael's patron, Pope Julius II, died, Raphael became a special favorite of Pope Leo X. Leo put Raphael in charge of the work on St. Peter's Basilica. In addition, Raphael directed the efforts to dig up and study ancient buildings and statues in Rome.

Raphael led a productive life, but a short one. The artist died on his thirty-seventh birthday. Part of the **epitaph** on his tomb in Rome reads, "While he lived, he made Mother Nature fear to be vanquished by him."



Cimabue's *Madonna and Child*, 1280 AD



Raphael's *Madonna of the Grand Duke*, 1505 AD

PURPOSE FOR READING

Read to examine the author's words, sentences, and literary devices for a deeper understanding of the ideals of behavior as presented in some Renaissance literature.

THE BIG QUESTION

What were the Renaissance ideals of how a prince or a courtier should act?

PRACTICE PREFIX EX- CHART

Word Choices

Sentences

1. exhaled, expelled, extracted, excluded	The pope excommunicated or _____ Savonarola from the Church for holding beliefs that disagreed with the Church.
2. excavated, exterior, exit, exported	Venetians became very wealthy by trading with other countries; they _____ glassware and took in silk and spices from China and the East Indies.
3. exhale, excavate, expel, exterior	If I were Carlos trying out Leonardo’s flying machine, I bet I would be so scared I would forget to _____.
4. extracted, exit, excluded, exported	Renaissance scholars _____ ideas and inspiration from ancient Greek and Roman artists and philosophers.
5. expel, exterior, excavate, exit	Archaeologists _____ at the site of ancient Roman ruins in Italy to this day.
6. extracted, exit, expelled, excluded	The poor were largely _____ from the increasing wealth due to trade during the Renaissance.
7. exclude, export, exterior, export	The _____ of the cathedral of Florence is quite impressive, especially when you see the dome rising above smaller buildings.

PURPOSE FOR READING

Read to learn about the opportunities the Renaissance movement afforded to some wealthy women of the time.

THE BIG QUESTION

What opportunities did the Renaissance movement afford to some wealthy women of the time?

An Author and a Painter Meet

In the early 1500s, culture was thriving in Urbino, a hill town in central Italy. A few years after painting for the Church in Rome, Raphael went to work in the Duke of Urbino's court. There he met the famous author Castiglione, who also served the duke. The two men became friends, and Raphael painted a portrait of Castiglione. The beautiful painting portrays Castiglione as a distinguished gentleman.

PURPOSE FOR READING

Read to learn what the cultural norms were for women during the Renaissance movement and how some women challenged those norms.

THE BIG QUESTION

What opportunities did the Renaissance movement afford to some wealthy women of the time?

WOMEN IN THE RENAISSANCE CHART			
Cultural Norms	Isabella d’Este	Sofonisba Anguissola	Lavinia Fontana

CORRELATIVE CONJUNCTIONS POSTER

Correlative Conjunctions	Function	Example
either/or	alternative	After dinner, we can either play a board game or watch a movie.
neither/nor	alternative	The baby could neither crawl nor walk yet.
both/and	addition	Both Lou and Nader are absent today.
not only/but also	addition	Abeni is not only smart, but also kind.

PURPOSE FOR READING

Read to learn about the impact the Renaissance movement in Italy had on the artists of northern Europe.

THE BIG QUESTION

How did the Renaissance movement in Italy impact the artists of northern Europe?

LINKING POINTS WITH REASONS GRAPHIC ORGANIZER				
Section	Author's Point			
Bad Luck Trails a Good Man				
Back in Jail				
What's So Great About <i>Don Quixote</i> ?				
The Young Bard of Avon				
The Lost Years				
The Globe Theater				

EXTENDED CONSTRUCTED RESPONSE RUBRIC

Score Point	Development and Organization of Ideas
3	<div><div>1. Central Idea and Thesis</div><div><ul style="list-style-type: none">• The thesis is easy to identify.• The response is easy to follow.• There is a clear focus.</div><div>2. Organization</div><div><ul style="list-style-type: none">• Text includes an introduction and a conclusion.• The thesis is well supported.• The ideas (sentences and paragraphs) follow a logical sequence.</div><div>3. Evidence</div><div><ul style="list-style-type: none">• Text evidence is included and explained.• Evidence relates to the thesis.</div><div>4. Expression of Ideas:</div><div><ul style="list-style-type: none">• Words express the writer’s opinion clearly.</div></div>
2	<div><div>1. Central Idea and Thesis</div><div><ul style="list-style-type: none">• The thesis is evident but not clear.• The response is not always easy to follow.• The focus is not always clear.</div><div>2. Organization</div><div><ul style="list-style-type: none">• Text includes an introduction and a conclusion.• The thesis is supported.• The ideas (sentences and paragraphs) sometimes follow a logical sequence.</div><div>3. Evidence</div><div><ul style="list-style-type: none">• Text evidence is included but not explained thoroughly.• Evidence may not always relate to the thesis.</div><div>4. Expression of Ideas:</div><div><ul style="list-style-type: none">• Words may not always express the writer’s thesis clearly.</div></div>

EXTENDED CONSTRUCTED RESPONSE RUBRIC

Score Point

Development and Organization of Ideas

1

- 1. Central Idea and Thesis
 - The thesis is there but not developed.
- 2. Organization
 - Text may include include an introduction and a conclusion.
 - The ideas (sentences and paragraphs) do not follow a logical sequence.
- 3. Evidence
 - Little text evidence is included and is not well explained.
 - Evidence is not related to the thesis.
- 4. Expression of Ideas:
 - Words are vague and not clear.

0

- 1. Central Idea and Thesis
 - Thesis may or may not be evident.
- 2. Organization
 - No introduction nor a conclusion.
 - No organization or sequence of ideas.
- 3. Evidence
 - No text evidence.
- 4. Expression of Ideas:
 - Words are unclear.

EXTENDED CONSTRUCTED RESPONSE RUBRIC

Score Point	Conventions (grade-level appropriate)
2	<ul style="list-style-type: none">• Consistent Command of Conventions:<ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling
1	<ul style="list-style-type: none">• Inconsistent Command of Conventions:<ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling
0	<ul style="list-style-type: none">• Little to No Command of Conventions:<ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling

Review “Chapter 8: The Northern Renaissance.” Based on the information from the chapter, write a response to the following question: How did the Renaissance movement in Italy impact the artists of Northern Europe? Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to –

- **clearly state your thesis**
- **organize your writing**
- **develop your ideas in detail**
- **use evidence from the selection in your response**
- **use correct spelling, capitalization, punctuation, and grammar**

Manage your time carefully so that you can –

- **review the selection**
- **plan your response**
- **write your response**
- **revise and edit your response**

Improve the sample by adding linking words and phrases.

The Renaissance movement in Italy impacted artistry in Northern Europe. The collaboration between the countries and artists created a unique sharing of ideas and techniques. Artists often visited Italy and took ideas back to their home countries. The Renaissance movement in Italy impacted artists such as Jan van Eyck and Albrecht Dürer.

Van Eyck discovered new ways to show light and texture, which could add new features to the lifelike paintings that were the focus of the Italian Renaissance artists. “He could realistically portray the tiniest details in a painting.” In his portrait of Giovanni Arnolfini, van Eyck focused on the subject’s clothing. He painted with a focus on the light coming through an open window. His ability to paint with realistic details earned him the name “King of the Painters.”

Albrecht Dürer was interested in the artistry of Italy. He wanted to learn as much as he could from the artists, so he made two trips to Italy. He was mainly interested in the “humanity of his subject.” He believed in the importance of the individual, including himself. He began sketching himself when he was thirteen years old. “In the famous Self-Portrait painted in 1500 AD, Dürer looks directly at us with bold, confident eyes.” Portraits during his time normally portrayed people from the side or an angle, not head on. While Dürer may have differed in his delivery of head-on portraits, he embraced the Renaissance by capturing the humanity of his subjects through expression and emotion.

The artistry of the Italian Renaissance influenced artists beyond Italy. Artists were excited to learn from the masters of the Renaissance while also developing their own individual styles. Van Eyck and Dürer are only two of many artists who made a name for themselves in Europe.

SEQUENCE WORDS AND PHRASES

first, second, third, and so forth

next

then

following this

at this time

now

at this point

after

afterward

subsequently

finally

consequently

previously

before this

during

simultaneously

concurrently

thus

therefore

hence

soon

PURPOSE FOR READING

Read to examine the author's words, sentences, and literary devices for a deeper understanding of particular Renaissance authors and their literature.

THE BIG QUESTION

How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?

Review “Chapter 8: The Northern Renaissance” and “Chapter 9: Popular Prose on Page and Stage.” Based on the information from the chapters, write a response to the following: Describe how the ideals of one Italian Renaissance artist impacted another outside of Italy. Write a well-organized informational essay that uses specific evidence from the excerpt to support your answer.

Remember to –

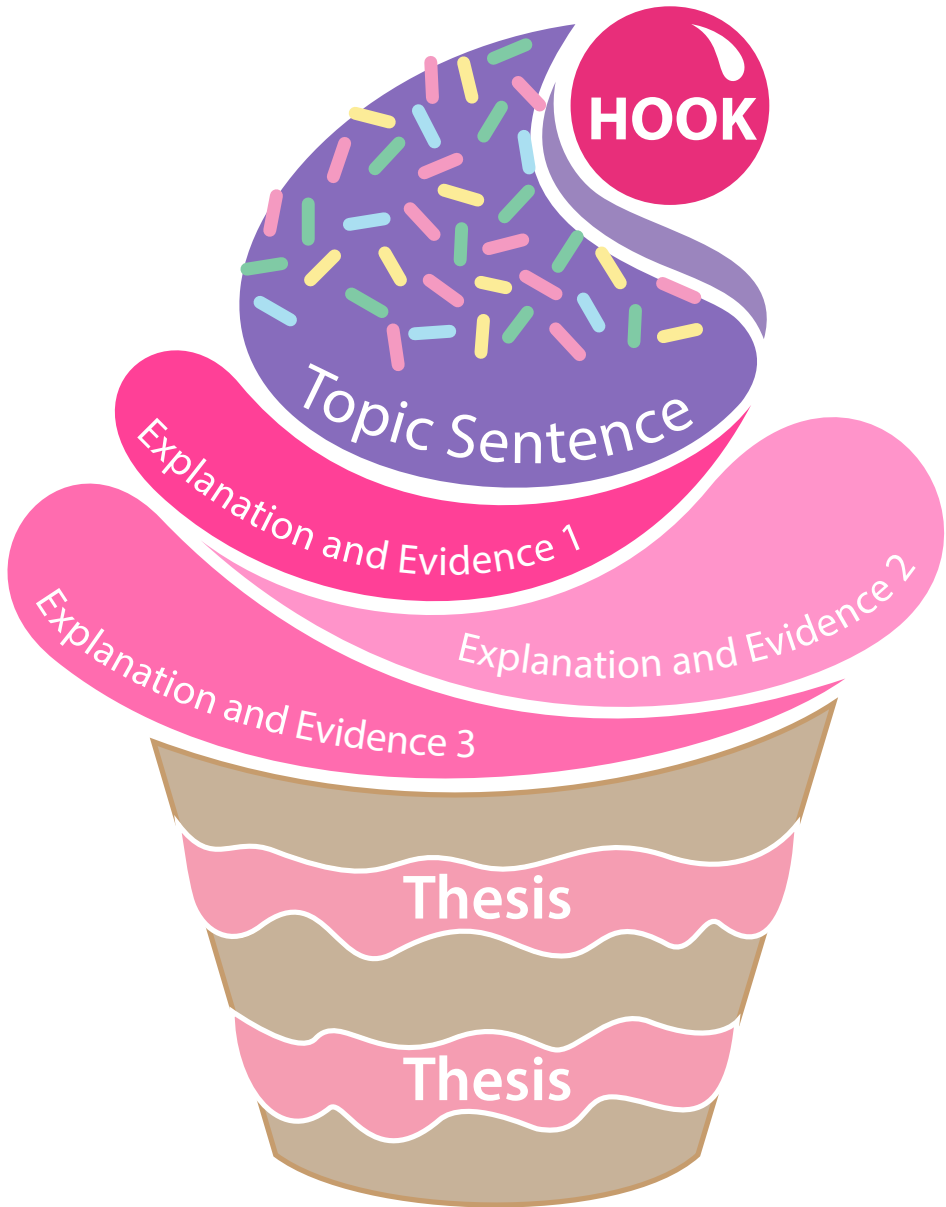
- **clearly state your thesis**
- **organize your writing**
- **develop your ideas in detail**
- **use evidence from the selection in your response**
- **use correct spelling, capitalization, punctuation, and grammar**

Manage your time carefully so that you can –

- **review the selection**
- **plan your response**
- **write your response**
- **revise and edit your response**

INFLUENCE GRAPHIC ORGANIZER

Topic	Italian Renaissance Artist	Ideals of the Renaissance that the Italian Artist Embodied	Impact on Northern European Renaissance Artist

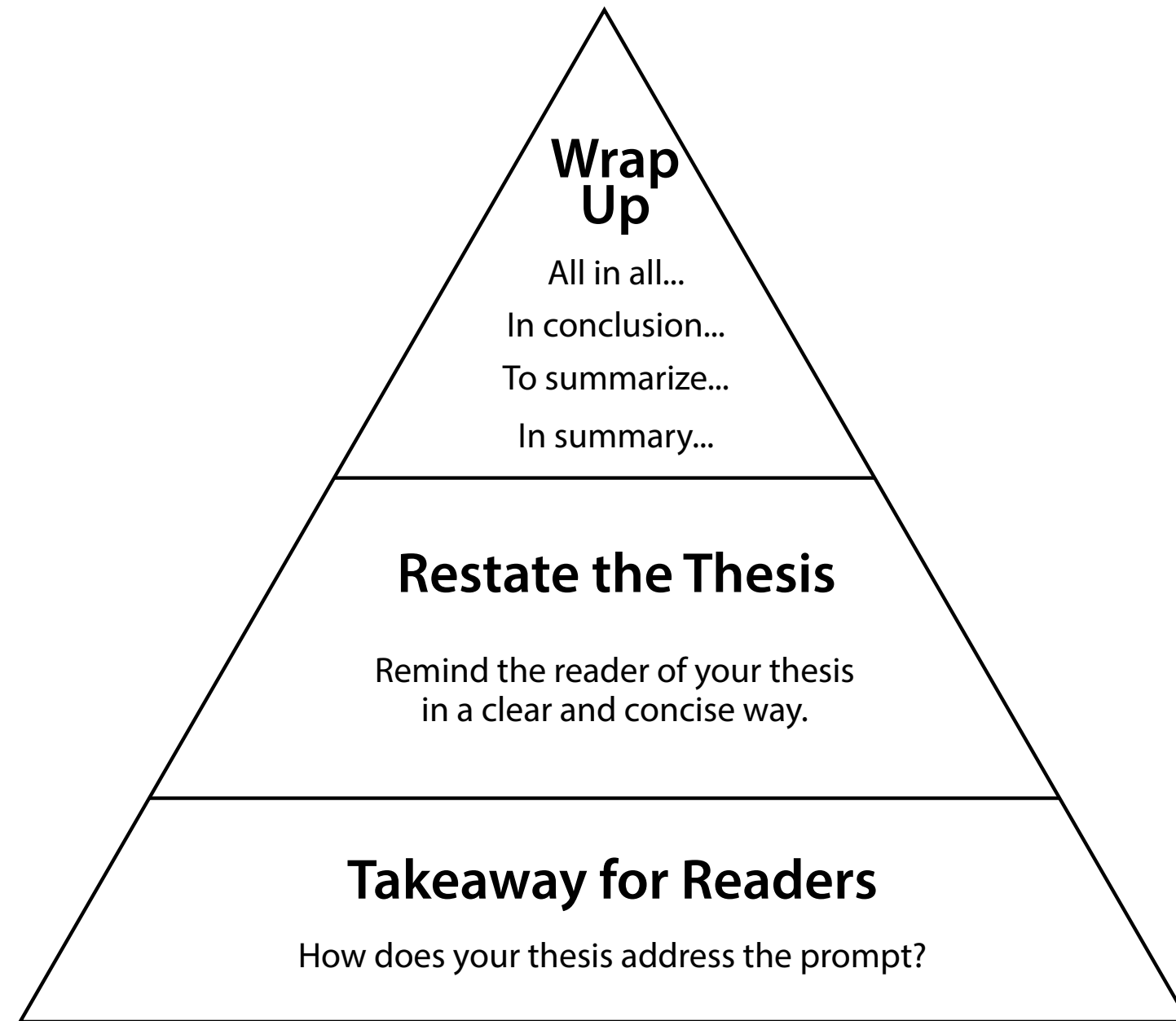


Don't forget to cite your source!

When you write, tell where you found the information in the text:

- **For example, on page ____...**
- **As the author states in paragraph ____ ...**
- **On page ____, the author writes...**
- **In the ____ stanza, the poet says...**
- **You can see in scene ____ of act ____ ...**

CONCLUSION PARAGRAPH PYRAMID



- 1. Determine the syllabication of a word by clapping or tapping syllables.**
- 2. Identify known word parts.**
- 3. Use your knowledge of root words, prefixes, and suffixes to help you determine the word's origin.**
- 4. Use your knowledge of decoding and the word's origin to help you determine the word's pronunciation.**
- 5. Lastly, use your background knowledge and your understanding of word parts to help you determine the word's meaning and part of speech.**
- 6. After analyzing the word on your own, use the glossary or an online dictionary to check your work.**

- 1. Say the word *concept*. Use the online dictionary or print dictionary to look up the word. Find the pronunciation guide of the word.**
- 2. Using the dictionary, write down how many syllables are in the word. Tell your partner the meaning of the word and use it in a sentence.**
- 3. With your partner answer the following:**
 - a. What part of speech is *concept*?**
 - b. What does it mean?**
 - c. What is a synonym of the word?**
 - d. What is an antonym of the word?**
- 4. Do this same process for the remaining vocabulary words.**

- 1. Before the Read-Aloud, look at the list of vocabulary words written on the board.**
- 2. Using the KWL chart, write down any unfamiliar words in the W (Wonder) column of your KWL chart.**
- 3. Using a digital or print dictionary, find the unfamiliar word and write the definition under the word on your KWL chart.**
- 4. Use this chart to refer to during the Read-Aloud when you encounter a vocabulary word that you don't know.**

ISBN 979-8-89072-788-6

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by

Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA

**THE RENAISSANCE:
ART AND CULTURE**
GRADE 5 UNIT 2 | DIGITAL COMPONENTS

EDITION 1

