The ARTS lesson plan provides teachers and students with the opportunity to investigate the impact climate change is having on the environment through classroom activities.

SUBJECT MATTER (SCHOOL DISCIPLINE / LEARNING AREA)– THE ARTS

LESSON- Renaissance Italy - Florence and Venice: a virtual tour

OBJECTIVE - Integrating environment and climate change subconsciously to the learning outcome *Renaissance Italy* using digital games' web 2.0 tools. Thus, the students will be able to learn about *Renaissance Italy* consciously while they are raising awareness on the environment and climate change subconsciously using digital games. These games can be applied to indoor and outdoor learning environments, distance and traditional (face-to-face) classrooms.

Learning Objectives of the lesson:
Upon completion of this lesson, students will be able to:
- **understand the key events, locations, and figures of the Renaissance**
- **explain the differences of the different social classes in Renaissance Italy**
- **identify Renaissance Italy art and architecture figures**
- **analyze the Renaissance Italy economy**

Learning outcomes and environmental awareness and climate change implications - The environmental issues suggested by the game are represented, are those referring to the contrast between the wellbeing, welfare and good life the people of Florence and Venice started having when the beautiful buildings with great architecture were being constructed, and painted with majestic paintings, when Murano glass makers pioneered many glass technologies, when prosperity and well fare were at their most, the huge amount of deforestation and irreversible changes made to the environment due to these huge constructions which polluted the air, which also needed space to be built, meaning natural ecosystem would be altered, and entire forms of

relief would be destroyed, alongside with the Murano factories, who also, due to huge temperatures needed to melt and mold the glass, polluted the air, the waters and caused damage to the entire nature.

Description of the game and activities and technical specs: The digital game provides background on the times, artists and advancements of the Renaissance Italy. The students are required to identify masterpieces and artists from that epoque, belonging to painting, architecture, literature and music from the most flourishing historical period of Venice and Florence.

INSTRUCTIONS/ PROCEDURES

Teacher- Question 1 - What factors helped make Italy the birthplace of the Renaissance?

Students will take a virtual field trip to some of the places that were crucial during the Renaissance, and will identify why these locations experienced a growth of cities and trade along with an increased focus on learning and human achievement, so that they ended themselves to the changes experienced during the Renaissance (,, rebirth'').

Activity 1

After the virtual tour, teacher concludes by playing a first part of the digital game related to the idea above: ask the students to label the following in the game: birthplace of the Renaissance, Florence, Venice, Milano and Rome.

Web 2.0 tool digital game model: – matching pairs - https://learningapps.org/20159152

Teacher – Question 2 - What groups made up the different social classes in Renaissance Italy?

The teacher explains why The Renaissance benefited mainly the upper class (The upper class wanted bigger houses and mansions etc, what the upper class consisted of, what kind of life

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did the majority of people in Renaissance Italy have (poor workers, uneducated, low income, living in small houses).

Teacher - Question 3 - In what areas did Renaissance figures make notable accomplishments?

The teacher explains how Renaissance artists focused on portraying humans in realistic ways, how Renaissance writers and painters experimented with new styles and techniques that resulted in   unique works.

Activity 2

After the information presented, teacher concludes by playing a second part of the digital game related to the ideas above: to identify the leading figures that dominated the Italian Renaissance and match them with their works, in the field or art, writing, architecture: Michelangelo and his masterpieces, Michelangelo and his sculptures, Filippo Brunelleschi and the domes, Dante Alighieri and his poems, Machiavelli and his works.

Web 2.0 tool digital game model: matching pairs https://learningapps.org/46117

Teacher – Question 4 – Why did the trade and commerce grow in Renaissance Italy?

The teacher explain how the Italy's states became wealthy and powerful: they sat on the Mediterranean Sea, they were independent, they became rich by trade. They bought Chinese Silk and Indian spices to sell to Western Europe. They also sold good to the Middle East. The guilds and Murano factories became popular worldwide.

Activity 3

After the information presented teacher concludes by playing the third part of the digital game related to the idea above: what is the Silk Road in Renaissance, what is a Florentine, what is the House of Medici, what is Murano, What are guilds, what are Venetian canals and waterways.

Web 2.0 tool model game –, matching pairs - https://learningapps.org/20159152

Follow –up discussion

Discussion Questions

How did the list of facts known about the Renaissance change after completion of the unit study?

What lasting effects of the Renaissance remain visible in modern society?

Assessment/ Evaluation

Upon completion of the three activities, ask students to write a report on the Renaissance.