

**8TH GRADE  
DIGITAL LEARNING  
JANUARY**

**THIS PACKET  
INCLUDES WORK FROM:**

**ELA**

**MATH**

**SCIENCE**

**SOCIAL STUDIES**

**PE**

**ART**

**MUSIC**

**IF YOU HAVE ANY QUESTIONS YOUR TEACHERS  
ARE AVAILABLE VIA EMAIL FROM 8:00AM TO  
1:00PM ON JANUARY 20TH.**

***8th grade ELA instructions:***

Use the THIEVES and RACE method to complete the Readworks article and answer the end of reading questions.

## THIEVES

Title- box it in **blue**

Headings- underline it in **red**

Introduction- highlight it using any highlighter

Every first sentence- underline them in **green**

Visuals and Vocabulary- circle in **purple**

End of article questions- answer using RACE

Summarize thinking

## RACE

Restate the question in your answer

Answer the question fully

Cite your answer with evidence from the reading

End your answer with a good conclusion sentence

## Letter from Jackie Robinson on Civil Rights



### Time and Setting of the Letter

[Jackie] Robinson responded to Presidential civil rights comments amid continuing controversy over school desegregation efforts in Little Rock, AR, and the South. In September 1957, Governor Orval Faubus had ordered the Arkansas National Guard to prevent entry of nine African American students into that city's Central High School. President Eisenhower reluctantly sent U.S. troops to enforce the school's integration. (National Archives and Records Administration, Dwight D. Eisenhower Library, Abilene, Kansas)

### Copy of the Jackie Robinson Letter

May 13, 1958

The President

The White House

Washington, D.C.

My dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again."

I respectfully remind you sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of freedom in Negroes by constantly urging forbearance and give hope to those pro-segregation leaders like Governor Faubus who would take from us even those freedoms we now enjoy. Your own experience with Governor Faubus is proof enough that forbearance and not eventual integration is the goal the pro-segregation leaders seek.

In my view, an unequivocal statement backed up by action such as you demonstrated you could take last fall in dealing with Governor Faubus if it became necessary, would let it be known that America is determined to provide - in the near future - for Negroes - the freedoms we are entitled to under the constitution.

Respectfully yours,

Jackie Robinson

Source: "Featured Document: Jackie Robinson's Letter to President Eisenhower." *U.S. National Archives and Records Administration*, accessed January 29, 2014.

[http://www.archives.gov/exhibits/featured\\_documents/jackie\\_robinson\\_letter/index.html](http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/index.html)





Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. To whom is Jackie Robinson writing?

- A. Arkansas Governor Orval Faubus
- B. the Summit Meeting of Negro Leaders
- C. the people of the United States
- D. U.S. President Eisenhower

2. What does Jackie Robinson try to persuade the reader of his letter of?

- A. The president needs to support African-American civil rights through his words and actions.
- B. The president needs to send U.S. troops to schools across the South to enforce the desegregation of schools.
- C. Pro-segregation leaders like Governor Faubus will continue to resist the integration of schools.
- D. President Eisenhower's speech at the Summit Meeting of Negro Leaders offended many people.

3. The effort to desegregate schools in the South was met with resistance. What evidence from the passage supports this conclusion?

- A. President Eisenhower reluctantly sent U.S. troops to enforce school integration in Arkansas.
- B. At the Summit Meeting of Negro Leaders, President Eisenhower told the assembled African Americans that they must have patience.
- C. Governor Faubus ordered the Arkansas National Guard to prevent African Americans from entering a school.
- D. Jackie Robinson wrote a letter to President Eisenhower about his civil rights comments.

4. How did Jackie Robinson likely feel when writing this letter?

- A. relieved and happy
- B. upset and impatient
- C. jealous and angry
- D. tired and satisfied

5. What is the main message of Jackie Robinson's letter?

- A. African Americans should have the right to attend integrated schools.
- B. President Eisenhower took the wrong action when dealing with Governor Faubus.
- C. African Americans cannot be patient and wait for their civil rights.
- D. African Americans have been the most patient of people.

6. How does the paragraph "Time and Setting of the Letter" relate to Jackie Robinson's letter?

- A. It provides historical background for the letter.
- B. It describes how President Eisenhower responded to the letter.
- C. It explains how other African Americans felt about the letter.
- D. It describes how the letter affected the civil rights movement.

7. Choose the answer that best completes the sentence below.

According to Jackie Robinson, African Americans have been very patient while waiting for their civil rights; \_\_\_\_\_, they can no longer wait for things to change.

- A. meanwhile
- B. for example
- C. in the end
- D. however

8. In Jackie Robinson's letter, what do African Americans want to receive?

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**9.** According to Jackie Robinson, how did President Eisenhower unknowingly crush the spirit of freedom in African Americans?

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**10.** Explain how Jackie Robinson supports his argument that African Americans can no longer "wait for the hearts of men to change" in order to receive their civil rights.

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## **Eighth Grade Math - Hickman**

- 1.) Have someone time you for one minute on each of the operation math minutes. Write the number completed in a minute at the top of the sheet, and then complete the rest for practice.
- 2.) Multi-step Equations: Work on the multi-step equations worksheet following the methods we have learned in class. Make sure to show your work.

## **Eighth Grade Science - Hickman**

- 3.) Read Human Diversity and complete the questions on the Illusion of Race worksheet.









## Multi-Step Equations

Solve each equation.

*\* Do  
evens \**

1)  $6a + 5a = -11$

2)  $-6n - 2n = 16$

3)  $4x + 6 + 3 = 17$

4)  $0 = -5n - 2n$

5)  $6r - 1 + 6r = 11$

6)  $r + 11 + 8r = 29$

7)  $-10 = -14v + 14v$

8)  $-10p + 9p = 12$

9)  $42 = 8m + 13m$

10)  $a - 2 + 3 = -2$

11)  $18 = 3(3x - 6)$

12)  $30 = -5(6n + 6)$

$$13) 37 = -3 + 5(x + 6)$$

$$14) -13 = 5(1 + 4m) - 2m$$

$$15) 4(-x + 4) = 12$$

$$16) -2 = -(n - 8)$$

$$17) -6(1 - 5v) = 54$$

$$18) 8 = 8v - 4(v + 8)$$

$$19) 10(1 + 3b) = -20$$

$$20) -5n - 8(1 + 7n) = -8$$

$$21) 8(4k - 4) = -5k - 32$$

$$22) -8(-8x - 6) = -6x - 22$$

$$23) 8(1 + 5x) + 5 = 13 + 5x$$

$$24) -11 - 5a = 6(5a + 4)$$

# The Illusion of Race



## INTRODUCTION

In this lesson, you will investigate both genetic and societal consequences of the often-artificial and evolving classifications of humans into different groups. You will examine the long-term repercussions of these classifications that have resulted in racism, wars, and genocide.

## EXPLORATION

Now, go to and read **Human Diversity—Go Deeper** ([http://www.pbs.org/race/000\\_About/002\\_04-background-01-11.htm](http://www.pbs.org/race/000_About/002_04-background-01-11.htm)) on the Race—The Power of an Illusion site. Look for answers to these questions as you read the resource. You can write your answers on **The Illusion of Race** student sheet:

What do we each think of when we say the word “race”?

What race/races do we identify with?

What if you were told that you were actually a different race or had racial characteristics that matched another group than your own?

What identifies us scientifically as being of a specific race?

Why can't we map one gene trait or characteristic that tells us how to recognize one member of a race from another?

Why have other animal species been able to accumulate more genetic variations than human beings?

How long do you think it takes to accumulate gene variants?

Why do we talk in terms of ancestry instead of race when we discuss genetic differences in humans?

Can you name any possible biological consequences of the social reality of race?

Go to and read **Human Diversity: How Different Are We?** ([http://www.pbs.org/race/004\\_HumanDiversity/004\\_00-home.htm](http://www.pbs.org/race/004_HumanDiversity/004_00-home.htm)). You should read the material in the **Explore Diversity** section. Think about these questions as you read the resource and write your answers on the student sheet:

wttw

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 Science Reading
 What's this?


HOME

CLOSE X

## Background Readings

### HUMAN DIVERSITY - GO DEEPER

#### Summary of Main Points

There is not one gene, trait, or characteristic that distinguishes all members of one race from all members of another. We can map any number of traits and none would match our idea of race. This is because modern humans haven't been around long enough to evolve into different subspecies and we've always moved, mated, and mixed our genes. Beneath the skin, we are one of the most genetically similar of all species.

#### More Things to Consider

##### **Lots of animals are divided into subspecies. Why doesn't it make sense to group humans the same way?**

Subspecies are animal groups that are related, can interbreed, and yet have characteristics that make them distinct from one another. Two basic ingredients are critical to the development of separate subspecies: isolation and time. Unlike most animals, humans are a relatively young species and we are extremely mobile, so we simply haven't evolved into different subspecies.

The earliest hominids evolved from apes about 5 million years ago, but modern humans (*Homo sapien sapiens*) didn't emerge until 150,000-200,000 years ago in eastern Africa, where we spent most of our evolution together as a species. Our species first left Africa only about 50,000-100,000 years ago and quickly spread across the entire world. All of us are descended from these recent African ancestors.

Many other animal species have been around much longer or they have shorter life spans, so they've had many more opportunities to accumulate genetic variants. Penguins, for example, have twice as much genetic diversity as humans. Fruit flies have 10 times as much. Even our closest living relative, the chimpanzee, has been around at least several million years. There's more genetic diversity within a group of chimps on a single hillside in Gomba than in the entire human species.

Domesticated animals such as dogs also have a lot of genetic diversity, but this is mostly due to selective breeding under controlled conditions. Humans, on the other hand, have always mixed freely and widely. As a result, we're all mongrels: Eighty-five percent of all human variation can be found in any local population, whether they be Kurds, Icelanders, Papua New Guineans, or Mongolians. Ninety-four percent can be found on any continent.

Animals are also limited by habitat and geographical features such as rivers and canyons, so it is easy for groups to become isolated and genetically distinct from one another. Humans, on the other hand, are much more adaptable and have not been limited by geography in the same way. Early on, we could ford rivers, cross canyons, move great distances over a relatively short time, and modify our environment to fit our needs. We are also extremely mobile as a species. Even the remotest island tribe in the Pacific originally came from elsewhere and maintained some contact with neighboring groups.

We may think global migration is a recent phenomenon, but it has characterized most of human history. Whether we're moving halfway around the world or from one village to another, the

passage of genes takes place under many circumstances, large scale and small: migration, wars, trade, slave-taking, rape, and exogamous marriage (marriage with "outsiders").

It takes a long time to accumulate a lot of genetic variation, because new variants arise only through mutation - copying errors from one generation to the next. On the other hand, it takes just a very small amount of migration - one individual in each generation moving from one village to another and reproducing - to prevent groups from becoming genetically distinct or isolated. Humans just haven't evolved into distinct subgroups.

**But I can see obvious differences between people - don't those translate into deeper differences, like propensity for certain diseases?**

The visual differences we are attuned to don't tell us anything about what's beneath the skin. This is because human variation is highly non-concordant. Most traits are influenced by different genes, so they're inherited independently, not grouped into the few packages we call races. In other words, the presence of one trait doesn't guarantee the presence of another. Can you tell a person's eye color from their height? What about their blood type from the size of their head? What about subtler things like a person's ability to play sports or their mathematical skills? It doesn't make sense to talk about group racial characteristics, whether external or internal.

Genetic differences do exist between people, but it is more accurate to speak of ancestry, rather than race, as the root of inherited diseases or conditions. Not everyone who looks alike or lives in the same region shares a common ancestry, so using "race" as a shorthand for ancestry can be misleading. Sickle cell, for example, often thought of as a "racial" disease afflicting Africans, is actually a gene that confers resistance to malaria, so it occurs in areas such as central and western Africa, the Mediterranean, and Arabia, but not in southern Africa. In medicine, a simplistic view can lead to misdiagnoses, with fatal consequences. Racial "profiling" isn't appropriate on the New Jersey Turnpike or in the doctor's office. As evolutionary biologist Joseph Graves reminds us, medicine should treat individuals, not groups.

On the other hand, the social reality of race can have biological effects. Native Americans have the highest rates of diabetes and African American men die of heart disease five times more often than white men. But is this a product of biology or social conditions? How do you measure this relationship or even determine who is Native American or African American on a genetic level? Access to medical care, health insurance, and safe living conditions can certainly affect medical outcomes. So can the stress of racism. But the reasons aren't innate or genetic.

Believing in race as biology allows us to overlook the social factors that contribute to inequality. Understanding that race is socially constructed is the first step in addressing those factors and giving everyone a fair chance in life.

## Want More Information?

The Resources section of this Web site contains a wealth of information about issues related to race. There you'll find detailed information about books, organizations, film/videos, and other Web sites. For more about this topic, search under "human variation," "evolution," "genetics" and "biology." **Explore the HUMAN DIVERSITY interactivities in the LEARN MORE section of this Web site.**

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# The Illusion of Race



## INTRODUCTION

In this lesson, you will investigate both genetic and societal consequences of the often-artificial and evolving classifications of humans into different groups. You will examine the long-term repercussions of these classifications that have resulted in racism, wars, and genocide.

Use the resources on The Illusion of Race student esheet to answer the questions on this sheet.

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### Human Diversity—Go Deeper

What do we each think of when we say the word “race”?

What race/races do we identify with?

What if you were told that you were actually a different race or had racial characteristics that matched another group than your own?

What identifies us scientifically as being of a specific race?

Why can't we map one gene trait or characteristic that tells us how to recognize one member of a race from another?

Why have other animal species been able to accumulate more genetic variations than human beings?

How long do you think it takes to accumulate gene variants?

Why do we talk in terms of ancestry instead of race when we discuss genetic differences in humans?

Can you name any possible biological consequences of the social reality of race?

### Human Diversity: How Different Are We?

Scientists have found through the study of population genetics that human populations are different from one another in very small ways determined by the amounts or proportions of alleles, or genetic components in their DNA, not the overall kinds. This means that we are really only slightly different from one another, but in what ways? Why do we think these differences are so important?

## January Digital Learning Day: History

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This is a printed copy of the work expected to be completed in History for King's Consolidated Digital Learning Day. The instructions for completing this is as follows:

- Read the article, and complete the questions that follow. The questions are text dependent, and therefore will likely involve rereading the information to find the answers.
- Expected completion time: 30 minutes.
- If, for any reason, the printout is lost or damaged beyond use, digital copies can be accessed and printed at [kings144.org/digital-learning-day](https://kings144.org/digital-learning-day)

If you have any questions, please contact me at [sssteiner@kings144.org](mailto:sssteiner@kings144.org). I am available to contact on Digital learning days from 8:00 am - 1:00 pm.

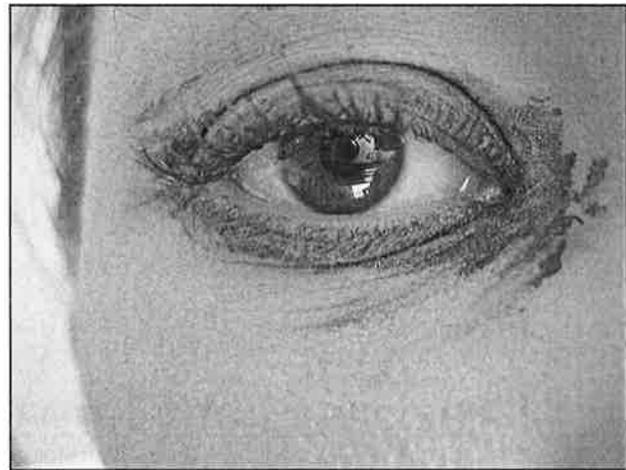
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Blue-Eyed, Brown-Eyed Exercise

By CommonLit Staff  
2014

*After the assassination of Martin Luther King, Jr. in April of 1968, a third-grade teacher named Jane Elliott decided to try a social experiment to help her students understand prejudice. As you read, take notes on how the teacher performed the experiment, and what its results meant for her students.*

- [1] On April 4, 1968, Martin Luther King, Jr., was assassinated. On April 5, Steven Armstrong was the first child to arrive in Jane Elliott's third-grade classroom in Riceville, Iowa. He immediately asked why "that King" (referring to Martin Luther King, Jr.) was murdered. After the rest of the class arrived, Elliott asked what they knew about black people. She then asked the children if they would like to try an exercise to feel what it would be like to be treated the way a person of color is treated in America. Jane Elliott decided to make the exercise based on eye color instead of skin color to see what segregation would be like. The children agreed to try the exercise.



*"Brown Blue Eye" by Brittney Bush Bollay is licensed under CC BY-NC-ND 2.0.*

On that first day of the exercise, she designated the blue-eyed children as the superior group. Elliott provided brown fabric collars and asked the blue-eyed students to wrap them around the necks of their brown-eyed peers as a method to easily identify the minority group. She gave the blue-eyed children extra privileges, such as second helpings at lunch, access to the new jungle gym, and five extra minutes at recess. The blue-eyed children sat in the front of the classroom, and the brown-eyed children were sent to sit in the back rows. The blue-eyed children were encouraged to play only with other blue-eyed children and to ignore those with brown eyes. Elliott would not allow brown-eyed and blue-eyed children to drink from the same water fountain, and often chastised the brown-eyed students when they did not follow the exercise's rules or made mistakes. She often exemplified the differences between the two groups by singling out students and would use negative aspects of brown-eyed children to emphasize a point.

At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children. To counter this, Elliott lied to the children by stating that the melanin, responsible for making children blue-eyed, was also linked to their higher intelligence and learning ability. Shortly thereafter, this initial resistance fell away. Those who were deemed "superior" became arrogant, bossy and otherwise unpleasant to their "inferior" classmates. Their grades also improved, doing mathematical and reading tasks that seemed outside their ability before. The "inferior" classmates also transformed – into timid and subservient children who even during recess isolated themselves, including those who had previously been dominant in the class. These children's academic performance suffered, even with tasks that had been simple before.

The next Monday, Elliott reversed the exercise, making the brown-eyed children superior. While the brown-eyed children did taunt the blue-eyed in ways similar to what had occurred the previous day, Elliott reports it was much less intense. At 2:30 on that Wednesday, Elliott told the blue-eyed children to take off their collars. To reflect on the experience, she asked the children to write down what they had learned.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In paragraph 3, what does the word “subservient” mean? [RI.4]
  - A. More important; high-class
  - B. Overriding; loud
  - C. Equal to; balanced
  - D. Less important; subordinate
  
2. PART B: Which TWO details from the text best support the answer to Part A? [RI.1]
  - A. “...they did not follow the exercise's rules or made mistakes.” (Paragraph 2)
  - B. “...arrogant, bossy and otherwise unpleasant...” (Paragraph 3)
  - C. “...linked to their higher intelligence and learning ability.” (Paragraph 3)
  - D. “...during recess isolated themselves...” (Paragraph 3)
  - E. “...previously been dominant in the class...” (Paragraph 3)
  - F. “...it was much less intense.” (Paragraph 4)
  
3. Which of the following best explains why the “superior” group of students performed better academically than the “inferior” group? [RI.3]
  - A. Melanin, which determines eye color, also determines intelligence and learning ability.
  - B. The “superior” group was praised and told they were more gifted, which increased their self-confidence.
  - C. The teacher, Jane Elliot, inflated the “superior” students' grades as part of her experiment.
  - D. The “superior” students were given easier tasks to complete than the “inferior” students.
  
4. How do the results of the experiment contribute to Jane Elliott’s lesson to her students? [RI.3]
  - A. After being treated like a member of the “inferior” group, students were less inclined to treat their peers that way.
  - B. Students preferred being part of the “superior” group over the “inferior” group.
  - C. After being part of both the “superior” and “inferior” groups, students were able to better reflect on how prejudice negatively impacts individuals.
  - D. After becoming aware of their differences, students became more likely to self-segregate into their own groups.

5. What elements of Jane Elliott's exercise paralleled the experiences of African Americans during the Civil Rights Movement? [RI.2]

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. What are your reactions to this experiment?
2. Do you believe this experiment was ethical? Why or why not?
3. Why is it significant that this experiment was conducted with third-grade children? Explain your answer.
4. Do you believe the experiment would have turned out the same way if it had been performed with adults?
5. How does prejudice emerge? Use evidence from this text, your own experience, and other art or literature to answer this question.
6. What are the effects of prejudice? Use evidence from this text, your own experience, and other art or literature to answer this question.

**PE - Digital Learning Day 1/20/20**

The purpose of this task is to get your heart rate up like you would in PE class.

You will need 2 soup cans (or something similar) to complete the task.

1. Play a song that you like.
2. 10 Jumping Jacks
3. 5 Push-ups (try for 10)
4. 10 Curl ups
5. 10 Bicep curls with soup cans (hold cans in front of you and pull them up to your shoulders)
6. 10 mountain climbers
7. 10 Shoulder press with soup can (Hold cans and push up them up)
8. 10 seconds - run in place
9. Rest 30 seconds and repeat until song is complete (3-4 times).

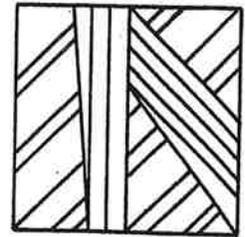
Walk around the house for 3-5 minutes (do not sit down)

Pick another song and do it again!

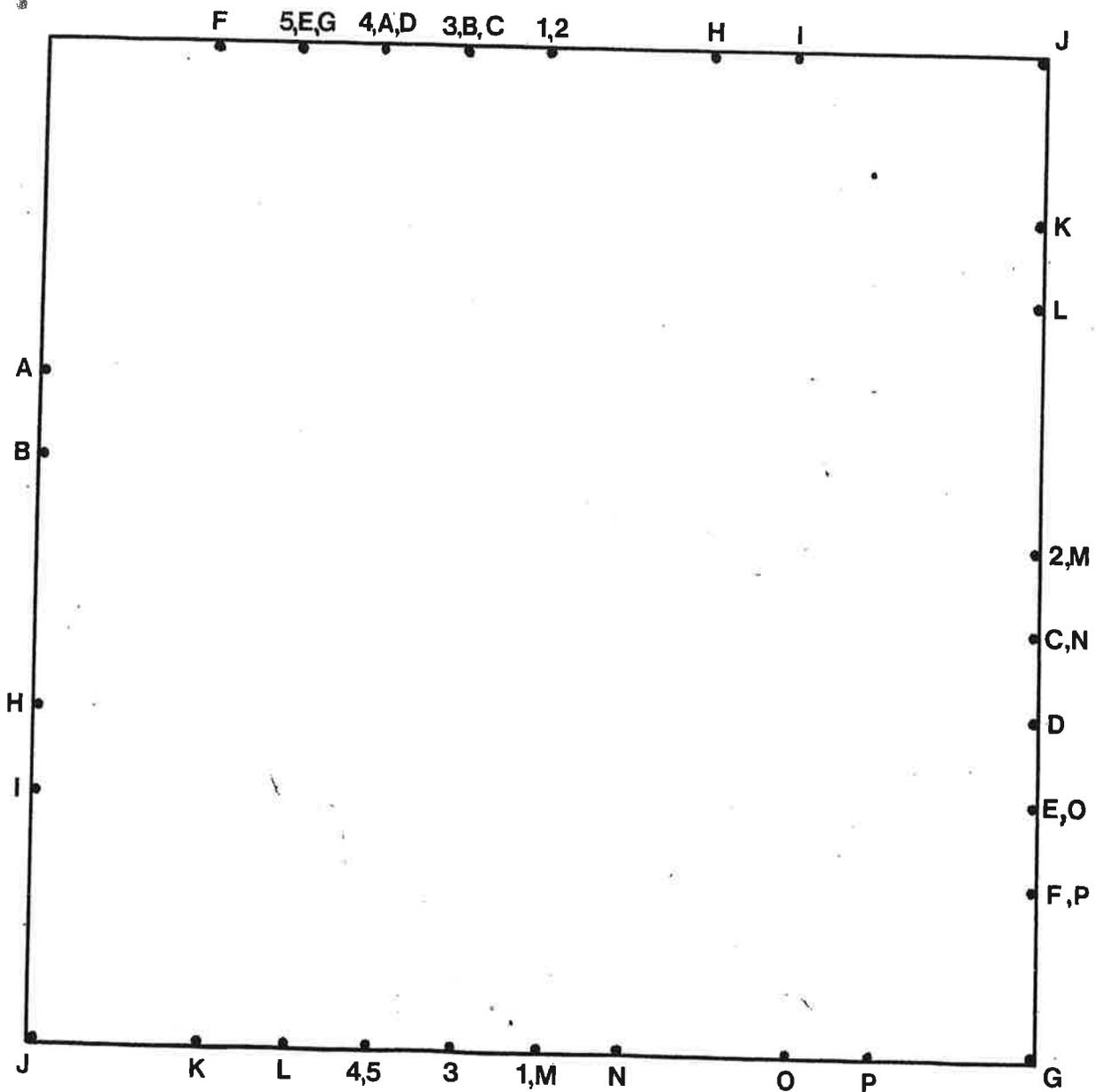
Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

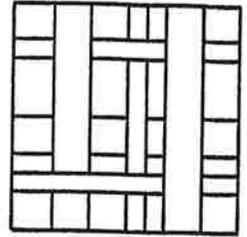
1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



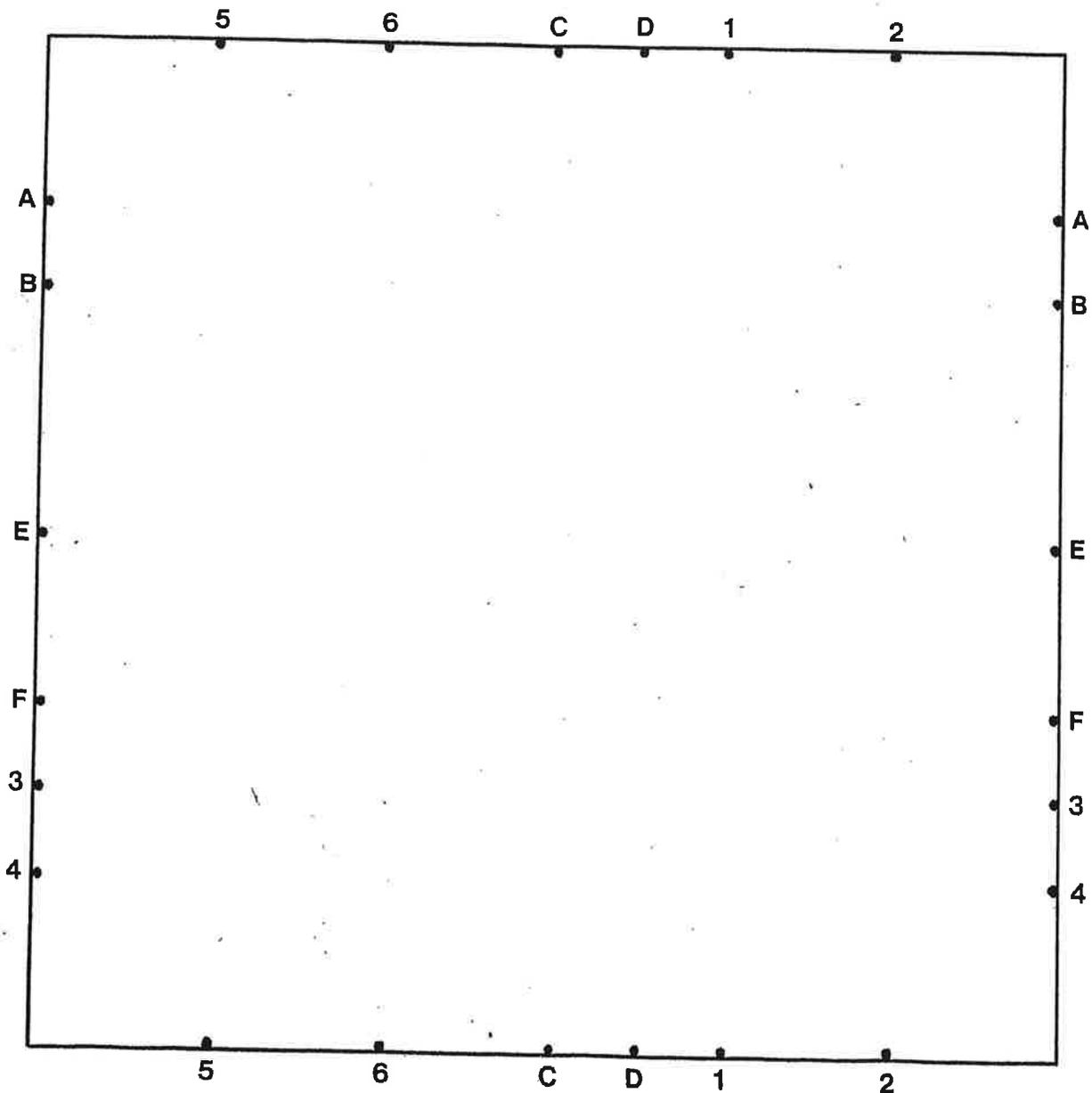
Create this design.



1. Use a ruler.
2. First connect each pair of numbers that is the same.
3. Now connect the letters that are the same.
4. Lift your pencil up when you need to in order to create the design correctly.



Create this design.



**Digital Learning Days - January 20, 2020**

**Middle School Music**

Read the article on the Renaissance and complete the worksheet on the other side of the page. All answers should be able to be found in the reading. If you have any questions regarding this, I will be available by email from 8:00 AM to 1:00 PM. My email is [mhynek@kings144.org](mailto:mhynek@kings144.org).

## The Renaissance (1400–1600 C.E.)

### ABOUT THE RENAISSANCE . . .

The Renaissance brought an explosion of new ideas and advancements in art, architecture, science, and philosophy. The period was called the “Renaissance” (the French word for rebirth) because artistic ideals from ancient Greece were rediscovered. The flowering of knowledge and learning was made possible by the wealth of a growing middle class of merchants in European cities who had extra money to spend on art, luxury items, and education. The Catholic Church had offered relief during the misery of the Middle Ages (400–1400), but during the Renaissance, people did not focus so much on going to heaven after death because they had hope for a good life on earth.

Artists during the Renaissance stressed proportion and perfect beauty in their sculpture and painting. Michelangelo Buonarroti (1475–1564) of Italy was one such artist. His architecture also copied the simple beauty of Greek temples, such as in St. Peter’s Basilica in Rome, Italy.

The ideal Renaissance man had many talents and vast knowledge. Leonardo da Vinci (1452–1519) of Italy, for example, was an artist, musician, scientist, and intellectual. He invented many machines, some of which could never be made during his lifetime due to their advanced designs.

### RENAISSANCE MUSIC

Music was a large part of everyday and religious life during the Renaissance. Music notation became more standardized and more like the music notation we use today. The invention of the printing press meant that music could be mass-produced and distributed throughout Europe, so music reached more people.

The madrigal was a secular poetic and musical form that emerged during the 14th century. For most of the Renaissance, it was an extremely popular musical form throughout Europe. Madrigals were songs for one or more voices sometimes accompanied by the lute, a stringed instrument used in the Renaissance. Generally the words of the madrigal were poems about life, beauty, or emotions. While vocal music continued to be most important during the Renaissance, music written especially for instruments became increasingly popular. Important Renaissance composers include Clement Janequin, Tielman Susato, Giovanni Pierluigi da Palestrina, William Byrd, Giovanni Gabrieli, and Claudio Monteverdi.

### RENAISSANCE MUSICAL STYLE

Renaissance music became increasingly polyphonic, with multiple melodies played simultaneously. As the madrigal form developed, harmonies became bolder and chromaticism, or the use of notes outside of the prevailing key, occurred frequently.



Italian composer Giovanni Gabrieli is shown holding a lute in this portrait by Annibale Carracci (c.1600).



The dome of the Basilica di Santa Maria del Fiore (also called Florence Cathedral), was engineered by Filippo Brunelleschi in the 15th century, and it marked a break from the Medieval Gothic style represented by the rest of the cathedral.

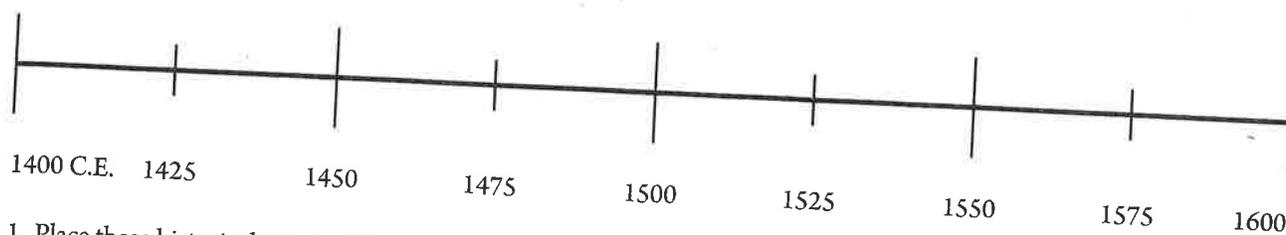
Dynamics, phrasing, tempo, and preferred instrument choice were not commonly indicated in the music. The music director had to decide which instruments would be used for a piece, which usually depended upon what instruments were in the court’s instrument collection.

### INSTRUMENT UPDATE

The most popular instrument during the Renaissance was the lute—a wooden, plucked-string instrument, roughly similar to the modern guitar. Lutes were constructed in a wide variety of sizes. Another common stringed instrument was the viol, which also came in various sizes. Viols were usually played by resting them on a knee or by holding them between the legs. They were played with a bow like the stringed instruments of today’s orchestra. Wind instruments included the cornet, trumpet, flute, shawm, and sackbut. The sackbut, or trombone, had the same long, sliding tube that it does today.

Instruments during the Renaissance were often grouped into consorts, or combinations of instruments. A whole consort is made up of a family of instruments ranging from bass (low-pitched and large) to soprano (high-pitched and small). Broken consorts are groups of different types of instruments, such as string and woodwind, playing polyphonic music together. An organ or a harpsichord, which is similar to a piano but the strings inside are plucked rather than struck with mallets, provided a unifying sound to the broken consort.

## The Renaissance (1400–1600 C.E.)



1. Place these historical events at the correct place on the timeline by inserting a vertical line and the corresponding letter.
  - a. The Gutenberg printing press is invented (1450)
  - b. Columbus discovers North America (1492)
  - c. Michelangelo paints the Sistine Chapel (1508–1512)
  - d. Shakespeare writes his play *Romeo and Juliet* (1595)
  
2. What does “Renaissance” mean?
  
3. What was the importance of the printing press to music?
  
4. Were vocal and instrumental music equally popular? If not, which was more popular?
  
5. How did people decide which instruments to play with each piece?
  
6. Fill in the letter of the description that best matches each word or phrase.
 

<input type="text"/> chromaticism	a. combination of instruments, usually from one family of instruments
<input type="text"/> lute	b. the use of notes outside the prevailing key
<input type="text"/> madrigal	c. wooden, plucked-stringed instrument, roughly similar to the modern guitar
<input type="text"/> viol	d. popular poetic, secular musical form
<input type="text"/> consort	e. stringed instrument played with a bow like the stringed instruments of today’s orchestras
  
7. Name at least two composers from the Renaissance Period.