

RENTON SCHOOL DISTRICT NO. 403
DEPARTMENT OF INSTRUCTION
LANGUAGE ARTS CURRICULUM FOR
HUMANITIES I & II
GRADES 11 & 12

Adopted by the Board January 2000

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ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

GENERAL INSTRUCTIONAL GOALS

POLICY 6010

The Renton Board of Directors recognizes that general goals are necessary to guide the development and implementation of instructional programs and services for grades kindergarten through twelve. Each student shall be provided equal access to instructional programs to meet their anticipated needs.

The Board has as the primary intent of this policy that students will be provided instructional programs and services which will meet their needs and ensure graduation from high school, prepared for citizenship, productive work, and further learning.

The goals for the Renton public schools are consistent with those adopted by the State Board of Education in 1985. They are divided into two general categories of (I) goals to guide the educational process and (II) goals to express expected student achievement.

I. The Renton School District shall foster an educational process that:

- A. Respect the rights and responsibilities of each student, parent, staff member, and citizen.
- B. Provides learning experiences matched to differing students needs, interests, readiness, and learning styles.
- C. Helps all students achieve at their highest potential and gain satisfaction from their performance.
- D. Emphasizes that cultural, ethnic, religious, and racial diversity contribute positively to the individual, community, and national enrichment.
- E. Provides access to the District's learning opportunities.
- F. Provides a balanced curriculum which accurately represents our past, present, and future society.
- G. Provides a system to measure and reduce substance abuse in and around the schools.
- H. Emphasizes the development of good study habits, appropriate conduct and grooming, respect for self and others, self discipline, and initiative.
- I. Extends learning opportunities beyond the school building, school day, and school year.
- J. Informs and involves parents in the process of education throughout all grade levels.
- K. Works in partnership with the entire community to achieve these goals.
- L. Continually examines its own goals and evaluates programs with regard to the future as well as the present.
- M. Provides staff assessment, development, and training to improve the quality of teaching, support, and administrative services and resources.
- N. Maintains facilities conducive to learning which are an attractive part of the community.
- O. Provides libraries and services that are significant resources to students, staff, and community.

II. Goals expressing expected student achievement. As a result of the educational process in Renton, students should better possess, understand, and apply:

- A. Language skills including reading, writing, spelling, and speech.

- B. Mathematical skills.
- C. Concepts and skills in natural and physical sciences.
- D. Concepts and skills in social studies with an appreciation for the heritage of America.
- E. Knowledge, skills, and appreciation of arts and humanities.
- F. Knowledge and skills necessary to maintain physical and mental health and well-being.
- G. Skill in a foreign language.
- H. Thinking, study, information gathering, and problem-solving skills to guide further learning.
- I. Skills needed for responsible participation in a democratic society and a comprehension of other societies and forms of government.
- J. Functional skills necessary for successful participation in the job market.
- K. Technological principles and processes.

POLICY ADOPTED: RENTON SCHOOL DISTRICT NO. 403 Renton, Washington

HUMANITIES I & II

Course History

The initial Humanities I and II course was adopted in April of 1981. It proved to be a popular and enriching course for high school juniors and seniors. The first revision was in 1993. Our current revision shows the course alignment with our state Essential Academic Learning Requirements. The reading, writing and communication skills students develop and practice throughout this course will provide them with a solid foundation for their post high school experience

HUMANITIES I & II

Course Overview

Humanities is one or two semester language Arts elective intended for eleventh and twelfth grade students. During the year or semester students will study what are regarded as the "traditional humanities" of western civilization. Among these are the arts of literature, painting, music, sculpture, and architecture and the discipline of philosophy. These subjects are not studied in isolation but within the context of important developments in science, technology, economics, politics and general history. The class is chronological in arrangement, beginning with prehistory and working up through the twentieth century. A major intent of the course is to help students understand their own world through a careful examination of western cultural heritage. Throughout the course, the accomplishments of the past will be considered not as museum pieces, but as living evidence of enduring responses to the perplexities of life. These achievements have always been, and always will be, part of mankind's attempt to make sense of the universe.

The work in this course is centered on reading, writing, note-taking, projects, testing and discussion. Students will also be given an opportunity to see and respond to slides of major works of painting, sculpture, and architecture.

Humanities is a difficult and demanding course. However, students with a wide range of abilities enjoy success in the class precisely because of its challenging nature. Students also enjoy the emphasis on the visual arts. The course has proven to be outstanding college preparation.

When this course is offered as a one semester elective, it is greatly compressed. It is to be expected that a one semester class would use shorter readings, have fewer writing assignments and allow less time for discussion.

When the course is offered as a two semester elective, students have the option of signing up for either or both semesters.

The only prerequisite for Humanities is eleventh or twelfth grade standing or instructor permission.

HUMANITIES I & II

Course Objectives

As a result of instruction students will be able to:

1. Recognize the influences of the past on our present society,
2. Speculate about how the past and present might influence the future,
3. Demonstrate a general sense of the scope of the history of western civilization,
4. Appreciate values of western civilization other than their own,
5. React critically to work of painting, sculpture and architecture,
6. Understand how the humanities reflect the culture that produced them,
7. Explain how aspects of culture have changed and developed over time,
8. Express ideas about the above areas in written, oral or project form,
9. Improve skill in note-taking and test preparation.

This course primarily addresses the following Essential Academic Learning Requirements:

Reading

1. The student understands and uses different skills and strategies to read.
2. The student understands the meaning of what is read.

Writing

1. The student writes clearly and effectively.
2. The student understands and uses the steps of the writing process.

3. The student analyzes and evaluates the effectiveness of written work.

Communication

1. The student uses listening and observation skills to gain understanding.

2. The student communicates ideas clearly and effectively.

3. The student uses communication strategies and skills to work effectively with others.

HUMANITIES I & II

Table of Contents from *The Humanities in Western Cultures* Textbook

I. Early Culture

Prehistory
Mesopotamia

II. Ancient Egypt

Old Kingdom
Middle Kingdom
New Kingdom (Empire)

III. Ancient Greece

The Aegean Heritage
Early Greece
Hellenic Athens
Hellenic to Hellenistic World

IV. Ancient Rome

Roman Legends and Virtues
The Republic
The Empire

V. The Middle Ages

The "Dark" Ages
The Late Middle Ages

VI. The Renaissance

The Rise of Humanism
The Early Renaissance
The Late Renaissance

VII. The Early Modern World

The Seventeenth Century
The Eighteenth Century

VIII. The Middle Modern World

Revolution
Romanticism
Realism

IX. The Nineteenth Century

Neoclassicism
Impressionism
Post Impressionism

X. The Twentieth Century

Ideas and Conflicts

HUMANITIES I AND II

Course Outline

Introduction to Humanities

I. Why study the humanities?

II. What is art?

Elements of Design

Line (*Artist and His Studio*, Vermeer, *Rocking Chair # 2*, Henri Moore, *The Last Supper*, da Vinci; *The Last Supper*, Tintoretto; *Self-Portrait with Bandaged Ear*, Van Gogh; *Self-Portrait*, Paul Gauguin; *Irises and Starry Night*, Van Gogh.

Shape (*Robert Andrews and His Wife*, Gainsborough; *Les Demoiselles d'Avignon*, Picasso; *Pasiphae*, Pollock)

Color (*Portrait with a Green Stripe*, Matisse; *The Nightwatch*, Rembrandt; *Builders No. 1*, Jacob Lawrence; *Nighthawk Hopper*; *Sunday Afternoon on the Grande Jatte*, Seurat)

Texture (*Children at the Beach*, Mary Cassatt; *The Nightwatch*, Rembrandt;

Space Vanishing Point (review above slides) Golden Ratio (*Artist and His Studio*, Vermeer; The Parthenon) **Negative and Positive Space** (*Rocking Chair # 2*, Henry Moore)

View *Masters of Illusion* (video)

Handout: Inspiring Vision- Art Criticism

III. What is culture?

Culture-Epoch theory - handout and lecture (textbook)

Handout - A Baseline Definition of Culture

IV. What is history?

EARLY CULTURES

I. Paleolithic and Neolithic Age: (Handout - The Way We Were: Ice Age Society)

Cave Paintings (Handout - The Ancient World - Magic and Ritual - The Art of Prehistoric Man)

- Imaginary Animal
- Red Cows and Chinese Horse
- Right Wall - Hall of Bulls, Lascaux
- Left Wall - Hall of Bulls, Lascaux
- The Well Scene, Lascaux
- Horse with Smaller Horse, Lascaux
- Alta Mira
- Bison from La Madelaine
- The Venus of Willendorf

II. Mesopotamia: The Land Between the Rivers

1. **Fertile Crescent** - definition and map
2. **History of Mesopotamia** - Sumerian, Akkadian, Babylonian, Assyrian Chaldean Periods
3. Hammurabi's code, and wise sayings from Mesopotamia
4. **Art** (Slides)

- White Temple at Ur
- Ishtar Gate
- Audience Hall of Darius at Persepolis
- Scenes of Peace from the Standard of Ur
- Scenes of War from the Standard of Ur
- Pole Top Ornament from Luristan
- Law code of Hammurabi
- Inlay on Sounding Board of Harp
- Statue of Gudea
- Billy Goat Offering Stand
- Head of Gudea
- Gudea with Architectural Plan
- Statues from Tel Asmar
- Bulls Head Harp
- Head of Akkadian Ruler
- Dying Lioness
- Standing Male Statue

ANCIENT EGYPT

I. Focus Questions:

1. How did Egyptian religion influence art and architecture?
2. What role did the Nile play in the development of this outstanding civilization?
3. What is the role of women in this society?
4. How does the literature reflect the values of Egyptian society?
5. In what way did Egyptian monumental architecture reflect a strong central government?
6. What role did Nubia play in the development of the Egyptian civilization?

History: Old, Middle and New Kingdom

Literature: Osiris Myth and Love Poetry

II. Focus Topics (Could be Group Projects/Power Point Presentations)

1. EGYPTIAN ART: Why did Egyptian art flourish in Egypt? How did Egyptian art maintain its uniformity? Discuss and illustrate through slides/pictures, the stylistic conventions of Egyptian art. Discuss the Principle of Substitution as it relates to Egyptian art. What different kinds of art exist? (religious, portraitures, statues, etc.)
2. EGYPTIAN APPEARANCE: What did the ancient Egyptians communicate through their personal grooming? Focus on hairstyles, makeup, fashion, importance of barbers, jewelry, tattoos, etc.
3. EGYPTIAN ARCHITECTURE: In what way did architecture reflect the importance of an afterlife? What are the characteristics of Egyptian architecture? (residential, tombs, temples) What are the vocabulary terms we need to know to better appreciate these structures? (axis, mastaba, etc.) Show slides/pictures of famous temples/tombs: Giza, Hathsepsut, Abu Simbel, etc. Look at the development of architecture from the Old to New Kingdom.
4. HIEROGLYPHS: Why is it important to see connection between hieroglyphs and the art? Teach the alphabet, phonetic, bi/tri-laterals, ideograms, determinatives and connect to the art - cartouches/panel door. How is it read? What is the importance of the scribe in Egyptian life?
5. MAAT AND THE GARDENS: Why were the gardens important in ancient Egypt and in

what way did they connect to the philosophy of Maat? Define the philosophy and discuss its importance in Egyptian life. How does the ancient Egyptian concept of Maat express itself through the transformation of lioness goddess, Sekhmet. Why did the Egyptians choose to represent the god Amun in a static and balanced pose? How can the concept of Maat have contemporary applications?

6. EGYPTIAN MORTUARY PRACTICES: What did the development of ancient Egyptian burial practices teach us about the values and beliefs of the Egyptian culture? Why the process of mummification? Dissect the tomb - offering chamber, etc. Teach the concept of the soul: Ka, Ba, Akh. Discuss the notion that Egyptians are obsessed with death? Is it a valid criticism? What is the importance of the processional, Judgment Day and The Devourer.

7. EGYPTIAN MYTHS: How does the trilogy, Ra and his children, Isis and Osiris and Horus the Avenger illustrate the important concepts of Egyptian religion? Identify the main characters and their Egyptian symbols - connection to art? What are the lessons we can learn from these myths?

Discuss the contemporary applications these myths may have?

ANCIENT GREECE

I. Focus Questions:

1. What are the definitions and the importance of the following terms to ancient Greek life? (classical, philosophy, tragedy, ideal man)

2. What are the contributions the ancient Greeks made to the development of democracy?

History and Geography: Important Terms and People

Aegean Sea, Minoan, Crete, Mycenaean, Knossos, Dorian Greeks, Hellenic, Homer, arête, acropolis, oligarchy, Heisod, Magna Graecia, Athens, Sparta, Solon, Draco, Pisistratus, Cleisthenes, Persian Wars, Battle of Marathon, Golden Age of Greece, Pericle, Peloponnesian, Philip II, Alexander the Great.

Literature: (Suggested Areas of Emphasis)

Compare and Contrast: *The Odyssey* and *Epic of Gilgamesh*.

The Greek Theatre: Dionysus, vocabulary - festival, diagram

Discuss Aristotle's definition of a tragic hero. Define tragedy, hubris, nemesis, catharsis, sophrosyne, Socrataic irony. Read *Oedipus*.

Philisophy: What is philosophy? "The only thing we require to be good philosophers is the faculty of wonder. (*Sophie's World* - Novel)

1. Important Philosophical Questions:

Who are you?

Where does the world come from?

What is the most important thing in life?
Should we let reason dictate or should we rely
on our common sense?
Do you believe in fate?
Is there such a thing as natural modesty?
Will he who knows right do right?

2. **Vocabulary:** logos, philosophy, fate, skepticism, rhetoric, world of ideas, world of senses, The Cynics, The Stoics, The Epicureans, Neoplatonism

3. **People to Know:** Natural Philosopher, Democritus, Sophists, Socrates, Plato, Aristotle

4. **Literature:** *Death of Socrates, Allegory of the Cave, Poetics*

5. **Essay Exam Suggestion:** We have learned that philosophers never get quite used to the world. To them, the world continues to seem a bit unreasonable, bewildering, even confusing. So, they spend their life searching for the truth. In that light, discuss Socrates, Plato, and Aristotle:

- a. contributions of each philosopher
- b. compare/contrast - look at the ways they agree/disagree as well as how they might have influenced each other
- c. how these philosophers have relevance either today or in your own lives.

ANCIENT GREEK ARCHITECTURE

1. **Vocabulary:** Define and draw the following: post and lintel, cella pediment, stereobate, stylobate, triglyphs, metopes, Doric, Ionic, Corinthian orders, architrave, capital, cornice, frieze, abacus, megaron.

2. **Geometric Period Pottery:** (Suggested Activities)

- a. Research the qualities of geometric vases and vessels
- b. Draw and decorate a prototype of a vase
- c. In a pottery lab, create a vessel complete with decorated geometric motifs, figures, and ornamentation

3. **Ancient Greek Art:** (Slides)

Dionysius in his Boat
Lapith and Centaur
Corinthian Capitol
Porch of the Maidens - detail and side view

Caryatids - porch of the Maidens
Temple of Athena Nike
Parthenon
Theatre at epidaurus
Doric and Ionic orders
Dipylon Vase
Soear Bearer
Charioteer from Delphi
Lacoon
Hera from Samos
Dying Soldier
Victory of Samothrace
Apollo Belvedere
Kritios Boy
Standing Youth (Kouros)
Zeus
Kore from Chios
Portrait Head from Delos
Kouros - the Kroisos
Discobolus
Dying Warrior
The Calf-Bearer
Peplos Kore
Hermes and the Infant Dionysius
Herakles Strangling the Nemean Lion

ANCIENT ROME

I. Focus Questions:

1. What is ancient Rome best characterized by the terms *adoption* and *adaptation*?
2. In what ways are the values of ancient Greek society of freedom, truth, and beauty compared to the Roman ideals of duty, honor and patriotism?
3. In what ways can you compare and contrast ancient Greek art and architecture with ancient Roman art and architecture?
4. How is the influence of Roman architecture evident in the history and culture of the United State? (government buildings and athletic facilities).
5. What is the influence of Asian culture on the development of the Byzantium Empire?
6. Revisiting our study of the culture-epoch theory, what period is best illustrated

during the centuries of the Graeco- Roman era?

7. What were Rome's major and most enduring contributions to Western civilization?

History and Geography: Important Terms and People - patrician, plebian, dictator, princeps, Twelve Tablets of Law, The Punic Wars, Pax Romana, Aeneid, Julius Caesar, Augustus Caesar, Trajan, Marcus Aurelius, Diocletian, Virgil, Cicero, Ovid

Literature: Virgil, Cicero, Ovid

Roman Religion and Philosophy: Paganism, Christianity, Stoicism, Epicureanism, Cynicism, Neoplatonism - read chapters from text and *Sophie's World*

Ancient Roman Architecture and Engineering

1. **Vocabulary:** Define and draw the following: arch, keystone, barrel vault, groin vault, dome, veneer, forum, utilitarian.

2. Discuss the development and planning of Roman cities and aqueducts - specifically Rome and Pompeii

3. **Slides:**

Pont du Gard

Coliseum, Pantheon

Arch of Constantine

Trajan's Column

Hagia Sophia

Ancient Roman Art

1. **Vocabulary:** Define fresco, mosaic, cameos,

2. **Slides:**

Room of the Silver Wedding

Pompeii

Patrician with bust of his ancestors

Constantine the Great

Equestrian Statue of Marcus Aurelius

Augustus of Prima Porta

Justinian and Theodore

THE MIDDLE AGES

I. Focus Questions:

1. Why is the medieval cathedral an appropriate metaphor for The Middle Ages?

2. Why is The Middle Ages called The Age of Faith?
3. How is the term "The Dark Ages" a misnomer? What "seeds" were planted that would eventually result in the period known as the Renaissance?
4. What are the values/virtues espoused in the literature of The Middle Ages?
5. Was there a contradiction between the Bible and reason, or were belief and knowledge compatible?
6. In what ways did artists broaden religious instruction by developing murals, mosaics, and relief sculptures and thereby changing the entire nature of art?
7. What did medieval Europe learn from Islam and Byzantium?

History and Geography: Important Terms and People -

Crusades, Eleanor of Aquitaine, cult of the Virgin, Charlemagne, Muhammad, St. Augustine, St. Thomas Aquinas, Mosque, Koran, comitatus,

Literature: (Suggested Activities)

Read excerpts from *Beowulf*, *Nibelungenlied* and *Song of Roland* and analyze what they tell us about medieval virtues.

Read and present excerpts from *The Canterbury Tales* illustrating what they tell us about medieval social structure.

Philosophy: (Vocabulary and Suggested Activities):

Define and discuss Scholasticism, Realist Position, Nominalist Position, Conceptualist Position, and then have students write a paper explaining why they are a realist, nominalist, conceptualist or none of the above. How did Thomas Aquinas merge Christian and Aristotelian thought?

Medieval Architecture

1. **Vocabulary:** Define and draw Romanesque, Gothic, cathedral, pier, flying buttress, nave, arcade, transept, apse, ambulatory, groin, triforium, lancet windows, clerestory, rose windows.

2. **Slides:**

Cathedral and Campanile at Pisa
 Notre Dame La-Grande
 Cathedral at Florence
 Cathedral of Milan

Medieval Art

1. **Slides:**

Madonna Enthroned - Cimabue
Madonna Enthroned - Duccio

Christ Entering Jerusalem - Duccio
Adoration of the Magi
Gates of Paradise
Christ Entering Jerusalem - Giotto
Portinari Altarpiece
Unicorn Tapestries
Battle of Hastings from Bayeux Tapestry

THE RENAISSANCE

I. Focus Questions

1. In what ways was the Renaissance a rebirth of the ancient classical period?
2. What problems confronted the major thinkers of the time?
3. What inventions changed history?
4. In what ways did the Renaissance set the stage for the emergence of the modern world?
5. What is ironic about the fact that the time of the High Renaissance was one of constant warfare, but was illuminated by the incredible achievements in the arts?
6. What was the long-range significance of 15th Century music? (Focus on the composer, Palestrina)

History and Geography: Florence, Rome, Spain

Literature: William Shakespeare, *The Agony and the Ecstasy*, *MacBeth* or *The Tempest*

Philosophy and Religion: Machiavelli, Michel de Montaigne, Francis Bacon, Thomas More, Martin Luther, John Calvin

Renaissance Architecture

1. **Vocabulary:** baptistery, motet, lantern, campanile, perspective, relief, frescoes, friezes, architraves, basilica, balustrade

2. **Slides:**

Sistine Chapel - Michelangelo
St. Peter's Cathedral
Cathedral of Florence
Gates of Paradise - Ghiberti
Pazzi Chapel - Brunelleschi

Renaissance Art

1. **Slides:**

La Primavera - Botticelli
Birth of Venus - Botticelli
Garden of Delights
Tower of Babel - Bruegel
Fall of Icarus - Bruegel
Blind Leading the Blind - Bruegel
Harvest - Bruegel
Last Supper - Castagno, da Vinci, Tintoretto
David - Donatello and Michelangelo
Ghent Altarpiece
Wedding Portrait - (Arnolfini Marriage)
Tempest - Giorgione
Erasmus- Holbein
Mona Lisa - da Vinci
Annunciation - Martini
Expulsion from Paradise - Massacio
Moses - Michelangelo
Pieta - Michelangelo
School of Athens - Raphael
Descent from the Cross - Van Der Weyden

THE EARLY MODERN WORLD

I. Focus Questions:

1. Why are these centuries called the Age of Reason?
2. What was the new role of god in the scientific revolution?
3. How is this period of conflicts and contradictions reflected in the art and architecture of the time?
4. What role did inventions play in transforming these times into the modern world?
5. What was impact of the philosophical shift from the Renaissance idea of individuals as the most beloved of God's creations to a materialistic view that the world operated like a machine?

History and Geography: maps (in textbook) on the spread of the intellectual revolution in Europe

Literature: *A Modest Proposal* by Jonathan Swift and *Essay on*

Man by John Donne.

Science, Philosophy and Religion: Francis Bacon, Rene Descartes,

John Locke, David Hume, Galileo, Isaac Newton, Adam Smith

Architecture: (Suggested Activity):

Define and cite examples of the following: Neoclassic, Rococo, and Baroque

Art Slides:

Ecstasy of St. Theresa - Bernini
Judith Beheading Holofernes - Caravaggio
View of Toledo - El Greco
Rape of the Sabine Women - Poussin
Maids of Honor - Velazquez
The Letter - Vermeer
Young Woman with Water Jug - David Bernini
The Night Watch - Rembrandt

Classical Music Tapes: Vivaldi, Handel, Bach, Mozart, Beethoven

THE MIDDLE MODERN WORLD

I. Focus Questions:

1. What role did revolutions/wars play in the development of the Western Nations?
2. Why is this historical period called the Age of Progress? In what ways is this age one full of paradoxes?
3. How did the "impressionist" both in music and art provide a transition to the new style categorized as modern art and music?
4. How does much of the literature of the time sum up strong feelings of foreboding - much a result of a new secular view of the world, numerous wars and revolutions as well as a heightened sense of materialism?
5. In what way do Japanese block prints influence the early Impressionist painters?

History and Geography: (Vocabulary) Define Manifest Destiny and colonialism.
Suggested Activity: discuss maps that illustrate the changing world

Literature: *The Darkling Thrush* by Thomas Hardy and two untitled poems by Stephen Crane

Science, Philosophy and Religion: Discuss Hegel, Marx, Darwin, Rousseau, Thoreau.

Architecture: Focus on connections between industrial age and the utilitarian design of 19th Century architecture (Brooklyn Bridge, Crystal Palace, London, Houses of Parliament, Eiffel Tower).

Art: Define and illustrate examples from the Romantic Movement and Neoclassic Style as well as Realism and Impressionism.

Slides:

The Third of May, 1808 - Goya
Burial at Ornans - Gustave
Liberty Leading the People - Delacroix
Self Portrait - Gauguin
Self Portrait - Van Gogh
Sunrise - Monet
Rouen Cathedral - All Seasons - Monet
Sunflowers - Van Gogh
The Starry Night - Van Gogh
Saturn Devouring His Son - Goya
Luncheon on the Grass - Manet
The Rower's Lunch - Renoir
The Thinker - Rodin
Sleeping Gypsy - Rousseau
Sunday Afternoon on the Island of the Grande Jette - Seurat
Dance at the Moulin Rouge - Toulouse Latrec

Classical Music Tapes: - compare/contrast Classicism and Romanticism - listen to selections from: Beethoven's later works. Chopin, Strauss, Brahms, Debussy

THE TWENTIETH CENTURY

I. Focus Questions:

1. What role has modern science had in the understanding of our human personality, our society, and the environment?
2. Why can this time period be characterized as an Age in Progress?
3. What impact did World War I have on Western culture?
4. What rights and conflicts motivate the 20th Century?
5. What events/changes in the modern world set the stage for modern art? Why did it lead to so many differing styles of art and architecture?
6. What role did the Harlem Renaissance play in the development of jazz, blues, painting and literature?

History and Geography: Look at the changing world maps after WW1 and WW2.

Literature: *The Myth of Sisyphus*, Albert Camus; *Harlem*, Langston Hughes; Excerpts from *Catch -22*, Joseph Heller; *Invisible Man*, Ralph Ellison

Philosophy, Religion, Science: Nietzsche, Sartre, Freud, Existentialism, Hinduism, Buddhism, Einstein

Classical Music Tapes: Stravinsky, Jazz, Blues, Ragtime

Architecture: Frank Lloyd Wright, Solomon Guggenheim, Michael Graves

Art Vocabulary: Fauvism, Expressionism, Cubism, Abstractionists, Dada, Surrealism, Pop Art, Minimal Art

Art Slides: (Artists)

Matisse

Picasso

Kandinsky

O'Keefe

Mondrian,

Klee

Duchamp

Miro

Dali

Oppenheim

Magritte

Hooper

Rivera

Pollock

de Kooning

Rothko

Jacob Lawrence

EVALUATION

Evaluation methods used in Humanities I & II will include any or all of the following:

1. Objective Tests
2. Essay Tests
3. Written Reports
4. Homework Assignments
5. Evaluations of Literature
6. Short Quizzes
7. Oral Discussion
8. Multimedia Projects/Presentations
9. Essay Assignments
10. Art Projects

INSTRUCTIONAL MATERIALS

Basic Texts:

Humanities in Western Culture, Volume One, 10th Edition, Robert C. Lamm; The McGraw-Hill Companies, 1995 (ISBN: 0-697-25427-5)

Humanities in Western Culture, Volume Two, 10th Edition, Robert C. Lamm; The McGraw-Hill Companies, 1996 (ISBN: 0-697-25429-1)

Humanities in Western Culture; Brief Version Text, 4th Edition, Robert C. Lamm; The McGraw-Hill Companies, 1995 (ISBN: 0-697-25425-9)

Supplemental Materials:

Sophie's World: A Novel About the History of Philosophy, Jostein Gaardner, Paulette Moller (Translator); Mass Market Paperback, 1996

History of Art: A Survey of the Major Visual Arts from the Dawn of History to the Present Day, H. W. Janson; New York, N. Y.: Harry N. Abrams, Inc., 1986

Arts and Ideas, 7th Edition, William Fleming; New York, NY: Holt, Rinehard and Winston, 1986

Civilization, Kenneth Clark; New York, NY: Harper & Row, Publishers, 1969 (Out of Print) Special order edition

Teacher Resources - Books:

Sister Wendy's Story of Painting, London, England: BBC Productions, 1996

Paintings That Changed the World, Klaus Reichold; New York, NY: Prestel, 1998

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