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Changing Times: The Renaissance, Scientific Revolution, and Reformation [6th grade]

Bethany Lorge
Trinity University

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Unit: A Time of Change: The Renaissance, Scientific Revolution, and Reformation

Grade: 6th Grade Social Studies

Stage 1 – Desired Results															
<p>Readiness Standards (6.1A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; (6.2A) identify and describe the influence of individual or group achievements on various historical societies such as the American Revolution on the French Revolution; (6.2B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present; (6.4C) explain ways in which human migration influences the character of places and regions; (6.5A) identify and explain the geographic factors responsible for the location of economic activities in places and regions; (6.17A) identify and describe how culture traits spread such as trade, travel, and war; (6.17D) identify and define the impact of cultural diffusion on individuals and world societies.</p> <p>Supporting Standards (6.4F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will independently use their learning to...</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;">Create a newspaper with various articles and pictures that describe the major contributors from each time period, inventions and ideas that originated during these time periods, and portray the lasting impact and effect that these time periods had on the immediate and local communities, as well as the future centuries of the world.</td> </tr> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Meaning</th> </tr> <tr> <td style="width: 50%; padding: 5px;"> Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Revolutions and renaissances transform the world. • The spread of cultural ideas and products between cultures has both positive and negative impacts. </td> <td style="width: 50%; padding: 5px;"> Essential Questions <ul style="list-style-type: none"> • How do new discoveries and inventions impact our lives? • What causes cultural change? • How are cultures affected by the exchange of ideas and innovations? </td> </tr> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Acquisition</th> </tr> <tr> <td style="width: 50%; padding: 5px;"> Knowledge <i>Students will know...</i> <ul style="list-style-type: none"> • Vocabulary: medieval, feudalism, renaissance, reformation, aristocrat, patron, Protestant, indulgences, humanist, scholar, astronomy, architecture, heretic • Important People: Gutenberg, Michelangelo, da Vinci, Galileo, Newton, Bacon, Copernicus, van Leeuwenhoek, Kepler, Luther, Shakespeare, Medici family, Calvin • Inventions and ideas: scientific method, printing press, telescope, microscope, compass • Famous Art: Mona Lisa, Renaissance Man, Pieta, </td> <td style="width: 50%; padding: 5px;"> Skills <i>Students will be able to...</i> <ul style="list-style-type: none"> • Define: medieval, feudalism, renaissance, reformation, aristocrat, patron, Protestant, indulgences, humanist, scholar, astronomy, architecture, heretic • List and describe contributions of: Gutenberg, Michelangelo, da Vinci, Galileo, Newton, Bacon, Copernicus, van Leeuwenhoek, Kepler, Luther, Shakespeare, Medici family, Calvin • Describe inventions and their impact: scientific method, printing press, telescope, microscope, compass • Identify and describe famous art: Mona Lisa, </td> </tr> </table>	Transfer		<i>Students will independently use their learning to...</i>		Create a newspaper with various articles and pictures that describe the major contributors from each time period, inventions and ideas that originated during these time periods, and portray the lasting impact and effect that these time periods had on the immediate and local communities, as well as the future centuries of the world.		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<p>Australia; (6.15F) identify and explain examples of conflict and cooperation between and among cultures; (6.17B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development; (6.17E) identify examples of positive and negative effects of cultural diffusion; (6.18B) relate ways in which contemporary expressions of culture have been influenced by the past; (6.20A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world; (6.20B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology.</p>	<p>David, Sistine Chapel</p> <ul style="list-style-type: none"> • Dates: Renaissance, Scientific Revolution, and Reformation • Locate: Europe (specifically Italy, Germany, England, Spain, France) 	<p>Renaissance Man, Pieta, David, Sistine Chapel</p> <ul style="list-style-type: none"> • Describe the chain effect of each revolution/renaissance had on the other • List the dates: Renaissance, Scientific Revolution, and Reformation • Locate on a map: Europe (specifically Italy, Germany, England, Spain, France)
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria	
M & T	***see attached rubric***	<p>Performance Task <i>Students will demonstrate meaning-making and transfer by...</i></p> <p style="text-align: center;">The Changing Times</p> <p>Extra!! Extra!! Read all about it!! You are an editor and contributor to your local, but well-known, newspaper. You are living in the middle of the Reformation, and times are changing! It's time for a Special Edition of your newspaper, tracing both positives and negatives of what's been happening since the Dark Ages, as well as what the future holds for your civilization. Your paper needs to include the following:</p> <ul style="list-style-type: none"> • Headline (make sure to include date!) • Cover Page Story: interview (1) one important leader from

each of the Renaissance, Scientific Revolution, and Reformation time periods to see who should win "The Changing Times Person of the Years". Make sure your interview questions answer these following questions:

- Who is this person?
 - What are they well known for?
 - Where did they live?
 - When did they live?
 - Why should they win "The Changing Times Person of the Years":
- **Ask Abby:** describe a conflict that took place during this time (e.g. between Galileo and the Church, Martin Luther and the Church) and a solution that "Abby" would reply with.
 - Pose one question that would be asked to "Abby" about the conflict.
 - Answer the question that was asked in the following column with advice as to how it can be solved.
 - **Editorial:** describe the impact that each of these time periods will have on the world.
 - Mention inventions and/or ideas from each time period that we still use today and why they are so important.
 - **Opinion:** portray how an elderly member of the Reformation time period would talk about life "before all the changes."
 - Describe how life was like, before the Renaissance, Scientific Revolution, and Reformation without (3) inventions/ideas that now exist in his life.
 - Describe how his life changed with the introduction of these 3 inventions/ideas.
 - **Obituary:** describe how the Catholic Church "died" during these time periods of change. Although the church continued to live, talk about the changes that took place and the influence that it had on taking the power away from the Catholic Church.
 - **Technology:** choose (1) invention/discovery during this time period, and discuss how it is going to change the world, both presently and in the future.
 - **Special Feature: Technology in the 21st Century:** choose and research how possible technological advances (Google's driverless car, 3D printing, or robot maids/servants) that could take place in the 21st century will impact society and culture in the future.
 - **Cartoon:** (1) one cartoon (needs to be dialogue) that represents this time period (extra points if it's a character or humorous).
 - **Table of Contents:** include what is on each page.
 - **Pictures:** at least 5 pictures throughout newspaper article depicting the time period.

When everyone has submitted their newspaper for print, we will have a "Coffeehouse Day", where we will sit and "catch up on the news" while sipping on lattes and listening to coffeehouse music. A gallery walk will take place to give students a chance to comment on what they liked about each person's submission. An "Editor of the Times" Award will be given to the student who has

		the best submission.
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Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
	Pre-test over information that will be covered (see Day 1)

	Learning Activities	Progress Monitoring (e.g., formative data)
A, M	Day 1: Comparison of Life in the Middle Ages to Life in the Renaissance – students will be given a pre-test to see what their knowledge is of these time periods. Then, students will be asked to look at (1) one art example from each of the following time periods: Classical (Greek/Roman), Medieval, and the Renaissance. Once students have compared these three and had a class discussion about the art, we will look at how the art is an example of the “rebirth” of the Classical period and the beginning of the Renaissance. Performance task will be introduced so that students are familiar with what they will be working on throughout the upcoming weeks.	Pre-test
A,M	Day 2: Europe’s Transition from the Middle Ages to the Renaissance - students will look at the transition from the Middle Ages to the Renaissance through images. They will travel to different groups where images are located, and complete questions/step ladder to guide their understandings. Images portray the feudal system, the Black Death, Joan of Arc (pride in country, not feudal lord), merchants and markets, the city of Florence, and a scholar, all of which show the transition from the feudal system to cities, trade, and learning. Students will then transfer the step ladder image to their Cornell Notes and complete vocabulary in their Cornell Notes as a class. Lastly, they will make a class timeline of when the Renaissance took place (this will be updated with Scientific Revolution and Reformation as well).	Image Questions
A	HW: Interactive HW: Leonardo da Vinci video and what he contributed to the Renaissance. Students will complete a 3-question worksheet from the video.	3-Question worksheet on Leonardo da Vinci video
	Day 3: Renaissance (cont.) – students will complete reading	Questions on reading

M	<p>about the Renaissance and complete Cornell Notes while they work. Then, they will complete a map of where the Renaissance is taking place, labeling the major countries involved. Students will watch a short 5-minute BrainPop on Leonardo da Vinci.</p>	Walking Tour Packet
M	<p>Day 4: Walking Tour of Florence – students will pretend that they are going on a walking tour of the city of Florence, the birthplace of the Renaissance. They will see examples of Renaissance art, literature, and architecture. As they take the tour, they will need to complete a packet as they travel throughout the city.</p>	Walking Tour Packet
A	<p>Day 5: Walking Tour of Florence (cont.) – students will finish the walking tour and then complete their Cornell Notes as a class, highlighting how the Renaissance had advances in architecture, sculpture, painting, literature, and science.</p> <p>HW: Review notes for Renaissance Quiz tomorrow.</p>	Renaissance Quiz
A, M	<p>Day 6: Scientific Revolution – students will complete their Renaissance Quiz. Students will then begin their first portion of their Performance Task, completing the Renaissance characters portion of their project. This will be due by Day 10.</p> <p>HW: Work on Performance Task.</p>	Scientific Card Sort
A	<p>Day 7: Charting Scientific Breakthroughs - students will do a card sort where they have to sort cards according to the scientist and the contributions that they provided to the Scientific Revolution. Answers will be checked as a class to see how close they got to the right answer, as well as to allow for them to correct what they had written down.</p> <p>HW: Work on Performance Task.</p>	Cornell Notes from the reading
M	<p>Day 8: Scientific Revolution – students will read about the Scientific Revolution and then will complete Cornell Notes with vocabulary, scientists, and their contributions. Students will watch BrainPop on Galileo.</p> <p>HW: Review notes for Scientific Revolution Quiz tomorrow, and work on Performance Task.</p>	Scientific Revolution Quiz
A	<p>Day 9: Gutenberg Printing Press – students will take a quiz on the Scientific Revolution after they review the information with the card sort again. Then, students will partake in an experimental exercise where they learn what it was like before the printing press and then after it was invented.</p> <p>HW: Interactive HW: Gutenberg video and what he contributed during this time period. Students will complete a 3-question worksheet from the video. Also, the first check-in for the Performance Task is due tomorrow.</p>	3-Question worksheet on Gutenberg video Questions on printing press Project check-in

M	<p>Day 10: Gutenberg Printing Press (cont.) – students will complete a reading and worksheet (“Out of Italy”) about the printing press. Students will have a “check-in” day with their project. They will then begin the second portion of their Performance Task where they complete information concerning the Scientific Revolution. This will be checked on Day 13.</p> <p>HW: Work on Performance Task.</p>	Indulgences Quiz
A,M	<p>Day 11: Reformation – students will experience unfairness during the Purchasing Indulgences activity. Then, the students will read about corruption of the church and complete a quiz (using the reading and not for a grade) about this situation.</p> <p>HW: Interactive HW: Martin Luther video and what he contributed during this time period. Students will complete a 3-question worksheet from the video. Work on Performance Task.</p>	<p>3-Question worksheet on Martin Luther video</p> <p>Cornell Notes from the reading</p> <p>Worksheet from Reformation Images</p>
T	<p>Day 12: Reformation – students will read about Martin Luther and the steps he took for fairness, completing their Cornell Notes while they read. Then, a class discussion will take place with four images of corruption in the medieval Catholic Church as they hand out indulgences, Martin Luther nailing his Ninety-Five Theses to the church door in Germany, and the spread of Protestantism, especially with the aid of the printing press, and the Council of Trent, which consisted of Catholics who met to restructure their Church. Students will complete the worksheet as discussion takes places for each of the images.</p>	Reformation Quiz
T	<p>HW: Review Cornell Notes for quiz and complete Cornell Note Summary. Finish work for 2nd check-in on Performance Task – due tomorrow.</p>	Project check-in
	<p>Day 13: Final Project – quiz on the Reformation and complete second check-in. Begin final steps of Performance Task.</p>	Final Performance Task Product (newspaper)
	<p>Day 14: Finish Performance Task.</p> <p>Day 15: Coffeehouse Day</p>	