

Gagnon – Practicum II Renaissance Lesson

Grade: 9		Subject: Global Studies	
Materials: Graphic organizers, writing utensils, expo markers, Chromebooks.		Technology Needed: Chromebooks, power point slides.	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 12.2 – Explain historical changes related to religions and ideologies. 12.4 – Analyze the influence of social, cultural, and economic developments on individuals. 12.5 – Analyze causes and effects of global events in the past using primary and/or secondary sources. 12.6 – Explain how past events connect to the present		Differentiation Below Proficiency: For the journal exercise, students can write at their own level and do not have to write their opinion of the Renaissance ideas. Above Proficiency: Students who are easily and quickly able to answer the journal questions will have the opportunity to write about their opinion of the Renaissance ideas. Approaching/Emerging Proficiency: While these students will not be required to answer what their opinion of the Renaissance ideas are in addition to the primary question, they will be encouraged to attempt to do so for at least one of the ideas. Modalities/Learning Preferences: There will be a good amount of direct instruction that will cater to the needs of the auditory learners, pictures for the visual learners, writing for students who internalize better this way, and a competitive activity for those who need a kind of brain break.	
Objective(s) – I can explain key ideas, events, and effects of the Renaissance. Bloom’s Taxonomy Cognitive Level: 2: understand.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will have about a minute to take out their Chromebooks for their journal exercise and then have five minutes to complete it. I will allow students 40 seconds to get ready for the 9 Picture Competition (getting their markers out, deciding who will write for the table, etc.). I will tell students to “come back to me” after activities and wait until they are quiet to continue on. When there are group activities, I will simply ask that they work with the group at their table or combine a few tables if there are only a couple students at some.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) – For this lesson, I will tell students to do their job from the beginning and will remind them to do so if they start to go off track. Journals will be done individually and then some ideas from them will be respectfully shared. For the 9 Picture Competition, I will instruct them to work as a table to decide their answers. Additionally, I will remind the students to be mature about seeing the Renaissance paintings with nude people.	
Minutes	Procedures		
20	Set-up/Prep: Ensure that the graphic organizers are printed and ready to go. Set up power point slides.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) As students enter the classroom, I will hand out post-it notes and ask that they write down what they know about the Renaissance and then stick the note to one of the white boards. This will help me to collect student data. Begin class by introducing the question “What is the Renaissance?” and inquiring as to what some of the students answered on their post-it notes. Connect it to the previous day’s lesson on the change of thought (time of peace and new inventions, etc.).		
5	Explain: (concepts, procedures, vocabulary, etc.) Pass out graphic organizers and explain that students should fill them in as the lesson goes on. Explain the meanings of humanism, individualism, and classicism, as well as a figure that is associated with each (Michelangelo, Machiavelli, and Raphael, respectively).		
30	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Instruct students to take out their Chromebooks to write in their journals about how they think the three ideas (humanism, individualism, and classicism) are seen in the real world, whether personally or observed in other ways. If there is time, students		

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	<p>will be encouraged to write their opinion on the helpfulness or harmfulness of each idea. After they have time to write, they will be asked to share some of their journal thoughts with other students at their table and then to share a few with the whole class. After the journal exercise, we will begin the 9 Picture Competition. In this activity, students will work with their table group to guess which Renaissance idea is best displayed by an image from the Renaissance projected on the board. They will have thirty seconds to write the answer on their table for each image. I will not go through each picture in depth. Instead, I will just focus on three of the more prominent ones after the activity.</p>	
10	<p>Review (wrap up and transition to next activity): I will discuss the significance of each of the ideas (humanism, individualism, and classicism) and then the overall significance of the Renaissance. If there is time leftover, I will go back to some of the paintings that we did not go in depth with and explain them.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Writing in their journals will help students to reflect on the application of new concepts to the real world. I will walk around the room at this point to see if they are confused and need scaffolding questions. Periodically throughout the whole lesson, I will ask students what questions they have so that none of them get stuck on a certain concept.</p> <p>Consideration for Back-up Plan: If it seems that everyone in the room is confused about the exercise, I might have to bring the class back together to help reexplain the Renaissance ideas.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: After the lesson is over, I will ask students to write on another post-it note answering the question, “What do you now know about the Renaissance?” I can gauge what stuck with students and how the lesson built on their prior knowledge.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): As a whole, I think that this lesson went quite well. In the end of lesson summative assessment, I could see that most, if not all students showed that they understood and could grasp the main takeaways of my lesson. The journaling and the picture competition seemed to be really helpful in giving them something fun to do and something to help them reflect on what they were learning. Looking back, I think it would have been more effective to have activities that help make the information more relevant and available to students. As my practicum teacher suggested, I should maybe have asked students to make a music playlist of “the classics” to further drive home the ideas behind classicism. I mentioned very briefly to students that I went to Rome and saw many of the art pieces that we discussed in the lesson. My practicum teacher and I saw that a lot of students appeared to want more of that. Therefore, I think that in the future, if I do have personal stories like that to tell, I should definitely elaborate on them to help pique their interest and make the content more real to them.</p>		