

Name:	<b>Andrew J. Androscopic</b>	Week:	1	Day(s):	1
Subject:	Modern World History	School:	Meadville Area Senior High		

Students will engage in: independent activities pairing centers  
**cooperative learning** hands-on lecture  
**peer tutoring** **whole-group instruction** a project  
visuals technology integration simulations

State/National Standards: 8.4.9.A – Analyze significance of individuals and groups who made major political and cultural contributions to world history before 1500.  
8.4.9.B – Analyze historical documents, material artifacts, and historic sites important to world history before 1500.  
8.4.9.C – Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.  
8.4.9.D – Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.  
8.4.12.A – Evaluate significance of individuals and groups who made major political and cultural contributions to world history since 1450.  
8.4.12.B – Evaluate historical documents, material artifacts, and historic sites important to world history since 1450.  
8.4.12.C – Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.  
8.4.12.D – Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia and Europe.

Bell Ringer/  
Anticipatory Set: Students will be asked to recall a time in their life where they might have cleaned out a closet – spring-cleaning, for a garage sale, etc. Did students regain an appreciation for the things they forgot they had? Was it fun to find stuff you hadn't seen in years? The Renaissance was a renewed appreciation for the culture that had been forgotten during the Middle Ages.

Review: Students will be asked to recall poor conditions in Europe during the Middle Ages. Expected answers may include the Black Death, Great Schism, 100 Years War – political and religious turmoil.

Objectives: **I. Students will be able to explain the origins of the Renaissance.**  
a. Define the word *Renaissance*.  
b. Explain why this era is called the Renaissance.  
c. Identify the characteristics of the city-states of Italy that gave rise to the Renaissance.  
i. Physical makeup of city-states  
ii. Financial success of city-states  
iii. Influence of Roman ruins  
iv. Hierarchy of society in city-states

Presentation/ 1. Bell ringer/review

Agenda:	<ol style="list-style-type: none"> <li>2. Introduction to Renaissance Unit</li> <li>3. Pretest – Students will receive a copy of the tests on the Renaissance unit (there will be two tests). Students will attempt to complete the test, answering all questions as best they can.</li> <li>4. Group discussion – students will discuss which questions they knew, and which they found the most difficult, which will provide details as to students strengths and weaknesses in the content of the unit.</li> <li>5. Students will be placed in assigned groups of mixed ability (four per group) to participate in peer instruction. Teacher will make sure each group includes someone designated as the leader, and at least 1-2 students who are linguistic learners. Students will receive the unit objectives handout as well, which outlines enduring and essential knowledge (EEK), highly desirable and desirable content in outline form.</li> <li>6. Students will be assigned a section of the textbook to read quietly in their groups. As they read, they will look for content supporting the objectives on their handout (EEK, highly desirable and desirable content). This information they will write out as their notes for the unit.</li> <li>7. Class will reconvene as a group to discuss their findings in groups. This will provide each student the opportunity to discuss and discover the content they should have recorded.</li> <li>8. Students will complete an exit card before they leave for the day. Exit cards will answer the following questions:  “What are three things you learned today?”  “What is one question you have after completing your work for the day?”  “How do you feel the group worked together today? Why do you feel this way?”  “What grade do you feel you earned today for your effort in class? What did you do well? What can you improve on?”</li> </ol>
Review/Reteach:	Review will take place through class discussion following the peer teaching activity. In addition, teacher will clarify student questions and misunderstandings during this discussion.
Closure:	Closure will take place through exit cards, in which students will review what they have learned on this day.
Homework:	Students should try to find the answer to their question from the exit card to share in class tomorrow.
Materials:	<ol style="list-style-type: none"> <li>1. Copies of pretest</li> <li>2. Copies of objective page for unit</li> <li>3. Textbooks</li> <li>4. Exit cards</li> <li>5. Laptop, LCD projector, and polyvision board</li> </ol>
Differentiated Strategies/ Assessment:	Differentiation will include mixed ability groups to complete a peer teaching task, pretesting on content from the unit, and assessment will take place through teacher observing while moving about the room, pretest, class discussion and exit cards.

Teacher Notes: