

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 1_ of _8_	Topic: Political and Economic Foundations	Teaching Date: April 9
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will show what they remember from the unit on the Middle Ages as a transition into the foundations for the Renaissance. They will converse with their partner and answer questions.
- Students will understand the political and economic foundations that allowed the Renaissance to flourish.
- SOL Objective WHI.13a,b The students will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- a) identifying the economic foundations of the Italian Renaissance;
 - Economic effects of the Crusades
 - Increased demand for Middle Eastern products
 - Stimulated production of goods to trade in Middle Eastern markets
 - Encouraged the use of credit and banking
 - Important economic concepts
 - Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy.
 - Letters of credit served to expand the supply of money and expedite trade.
 - New accounting and bookkeeping practices (use of Arabic numerals) were introduced.
- b) sequencing events related to the rise of Italian city-states and their political development,
 - Florence, Venice, and Genoa
 - Had access to trade routes connecting Europe with Middle Eastern markets
 - Served as trading centers for the distribution of goods to northern Europe
 - Were initially independent city-states governed as republics

Materials and Resources	Homework
<ul style="list-style-type: none"> • Computer with Internet / PowerPoint • Desks in normal arrangement 	<ul style="list-style-type: none"> • Read Ch. 13, Section 1

Assessment

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| <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • Students will talk with their partner and answer questions about what was happening at the end of the Middle Ages. I will monitor the discussions and ask for answers out loud. | <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • |
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Instructional Strategies

- Introduce the unit - hook
 - Sistine Chapel – *Creation of Adam*
 - What does “renaissance” mean?

- Review the end of the Middle Ages
 - Partners discuss, choose some pairs to answer.
- Lecture and notes on the political and economic foundations – with questions and checks for understanding

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 2_ of _8_	Topic: Humanism	Teaching Date: April 10
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will learn about the cultural changes that began to take place during the Renaissance, particularly about humanism.
- Students will read a sonnet by Petrarch as demonstration of the new focus of the arts.
- SOL Objective WHI.13c The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - Humanism
 - Celebrated the individual
 - Stimulated the study of Greek and Roman literature and culture
 - Was supported by wealthy patrons

Materials and Resources	Homework
<ul style="list-style-type: none"> • Computer with Internet / PowerPoint • Desks in normal arrangement 	<ul style="list-style-type: none"> • Read Ch. 13, Section 1

Assessment		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • The lecture will include many checks for understanding including questions. It is important that students understand these concepts because they will be influential throughout the rest of the time period. </td> <td style="width: 50%; vertical-align: top;"> <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • . </td> </tr> </table>	<p><i>(Formative)</i></p> <ul style="list-style-type: none"> • The lecture will include many checks for understanding including questions. It is important that students understand these concepts because they will be influential throughout the rest of the time period. 	<p><i>(Summative)</i></p> <ul style="list-style-type: none"> • .
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Instructional Strategies

- Review the focus of medieval art
- Lecture on classicism, secularism, and humanism.
 - Students will take notes.

- Students will read a poem by Petrarch and see how he focuses on love.
- Short discussion of Dante's *Divine Comedy*
- Summarize humanist scholars

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 3_ of _8_	Topic: Renaissance Art	Teaching Date: April 11
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will recall the focus of medieval art.
- Students will recognize the differences between medieval art and Renaissance art.
- Students will begin to recognize how the intellectual movements they learned about are seen in the artwork of the time period.
- SOL Objective WHI.13c The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - Medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.

Materials and Resources	Homework
<ul style="list-style-type: none"> • Computer with Internet / PowerPoint • Desks in normal arrangement 	<ul style="list-style-type: none"> •

Assessment

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| <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • Students will demonstrate that they understand the concept of linear perspective and the differences in medieval art by being able to describe and recognize them. | <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • |
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Instructional Strategies

- Hook - Botticelli's *Allegory of Spring*
- Lecture on differences in Medieval art and Renaissance art
 - Giotto's *Madonna Enthroned* - this is a good example of a transition piece

- Describe new art techniques
 - short video from smarthistory.org on Brunelleschi's experiments on linear perspective
- Lecture and visuals on Early Renaissance art – Donatello, etc.

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 4 _ of _ 8 _	Topic: Renaissance Art	Teaching Date: April 12
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will learn about a few of the major artists and their works.
- Students will begin to see the influences of humanism in the artwork of the time.
- SOL Objective WHI.13c The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Materials and Resources	Homework
<ul style="list-style-type: none"> • Desks in normal arrangement • Copies of Review sheet and charts for all students 	<ul style="list-style-type: none"> • Read Ch. 13, Section 2

Assessment

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| <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • Students will show that they are understanding the material by interacting in the class discussions of the artwork. | <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • |
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Instructional Strategies

- Lecture / PowerPoint / Discussion on High Renaissance art – Michelangelo, Raphael, Leonardo da Vinci
 - share stories of seeing this artwork in Italy, give students a notion of the size of the works of art – stories of Sistine chapel are engaging and interesting
 - allow for them to ask questions and engage with the artwork

Unit: The Renaissance		Designer: Lauren Peterson
Lesson: Unit Test	Topic: Renaissance Test	Teaching Date: April 13
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will practice seeing how humanism and the new art techniques are seen in famous work of art from the Renaissance.
- SOL Objective WHI.13c The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Materials and Resources	Homework
<ul style="list-style-type: none"> • Desks in normal arrangement • computer with PowerPoint 	<ul style="list-style-type: none"> • Writing Assignment

Assessment

(Formative)

- Students will practice seeing humanist influences in artwork. We will review the art at the end to see what they came up with. I want everyone to be confident and able to do this for the writing assignment.

(Summative)

- Writing assignment due next week.

Instructional Strategies

- Introduce writing assignment
- PowerPoint of famous works of art
 - some they will have seen before and some will be new – We have not yet studied the Northern Renaissance, ask the students if they can identify which artworks are from Northern artists (they look quite different).
 - The students will write down what humanist influences they see in each piece of artwork
 - We will review and see what they came up with, and I will guide them more in the right direction if students are way off. However, if students to see something in the artwork that I have not, and it makes sense, that is fine.

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 5_ of _8_	Topic: Machiavelli's <i>The Prince</i>	Teaching Date: April 16
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will show that they understand Machiavelli's positions on ruling by participating in a Socratic seminar and by filling out entrance and exit tickets.
- Students will continue to develop their skills with reading and understanding primary sources.
- SOL Objective WHI.13b The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by understanding Machiavelli's theory of governing as described in *The Prince*;
 - Machiavelli's *The Prince*
 - An early modern treatise on government
 - Supported absolute power of the ruler
 - Maintains that the end justifies the means
 - Advises that one should do good if possible, but do evil when necessary

Materials and Resources

- Computer with Internet / PowerPoint
- Desks in normal arrangement
- Copies of *The Prince* selection for each student

Homework

- Prepare text if unable to finish in class
- Writing assignment due

Assessment

(Formative)

- Students will fill out an entrance ticket after reading the selection from *The Prince*. This will help to determine if they understand the text.
- I will monitor students as they prepare for the seminar.

(Summative)

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Instructional Strategies

- Introduce the topic: Who is Machiavelli? What is *The Prince*? (5 - 10 minutes)
 - Explain what the students will be doing: reading the text, participating in a discussion based on the text.
- Students will spend the rest of this lesson preparing for the discussion. (45 minutes)
 - Reading the text – Remind students to highlight and mark up the text.
 - Discuss with shoulder partner and fill out entrance ticket.

Accommodations: Ms. Crouch will take the students with IEPs to the library to read and work in a quiet, focused environment. She suggested this, and it was a great idea.

Unit: The Renaissance		Designer: Lauren Peterson
Lesson _ 6_ of _8_	Topic: Machiavelli's <i>The Prince</i>	Teaching Date: April 17
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives

- Students will show that they understand Machiavelli's positions on ruling by participating in a Socratic seminar and by filling out entrance and exit tickets.
- Students will continue to develop their skills with reading and understanding primary sources.
- SOL Objective WHI.13b The students will demonstrate knowledge of the impact (of the Renaissance) on Western civilization by understanding Machiavelli's theory of governing as described in *The Prince*;
 - Machiavelli's *The Prince*
 - An early modern treatise on government
 - Supported absolute power of the ruler
 - Maintains that the end justifies the means
 - Advises that one should do good if possible, but do evil when necessary

Materials and Resources	Homework
<ul style="list-style-type: none"> • Computer with Internet / PowerPoint • Desks in circle arrangement • Copies of <i>The Prince</i> selection for each student 	<ul style="list-style-type: none"> • Test on Friday – Study

Assessment

(Formative)

- The seminar will serve as a formative assessment in that the direction of the discussion will show if students have understood the reading.

(Summative)

- Students will turn in the exit ticket at the end of class.
- Participation will count as an in-class grade.

Instructional Strategies

- Overview of the norms of a discussion (5 - 10 minutes)
 - Speak one at a time
 - No need to raise hands
 - Build off of one another
 - Be respectful
 - Use the text to support answers
- Make sure every student has a copy of the reading and their entrance ticket completed
- Discussion (20 – 30 minutes)
 - What does Machiavelli mean by the ends justify the means?
 - Why does Machiavelli say that it is ok to do evil?
 - Was Machiavelli being realistic or was he being cynical?

- Do you agree with Machiavelli?
- Does any of his advice still apply today to rulers? (depending on how far the discussion goes, this one may not be used because it will not focus on the text as much)
- Post-Seminar and Debrief (10 - 15 minutes)
 - Students will fill out their exit ticket and turn them in
 - Review and notes of what they need to know for the SOL test (this might be done the next day after I read the exit tickets, but it can happen immediately if there is extra time)

Unit: The Renaissance		Designer: Lauren Peterson	
Lesson _ 7 _ of _ 8 _	Topic: Northern Renaissance		Teaching Date: April 18
Subject/Course: World History I	Grade Level: 9 th		Time: 55 minutes

- Content and Objectives**
- Students will continue to develop their skills with reading and understanding primary sources.
 - Students will practice looking for humanist influences in Renaissance artwork.
 - SOL Objective WHI.13d The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Materials and Resources	Homework
<ul style="list-style-type: none"> • Computer with Internet / PowerPoint • Desks in normal arrangement 	<ul style="list-style-type: none"> • Test on Friday – Study

Assessment		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • Students will see art and read sections from Hamlet and Rabelais. I will be looking to see who is participating and understanding during the discussion of these selections. </td> <td style="width: 50%; vertical-align: top;"> <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • </td> </tr> </table>	<p><i>(Formative)</i></p> <ul style="list-style-type: none"> • Students will see art and read sections from Hamlet and Rabelais. I will be looking to see who is participating and understanding during the discussion of these selections. 	<p><i>(Summative)</i></p> <ul style="list-style-type: none"> •
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- Instructional Strategies**
- Review of Machiavelli – Make sure students have to few notes needed according to the SOL (5 minutes)

- Northern Renaissance PowerPoint (50 minutes)
 - Background / Review – What is happening in Europe prior to Renaissance?
 - Notes on Flanders and Artists
 - Discussion of *Landscape with the Fall of Icarus* by Peter Bruegel
 - Notes on Northern Humanist Writers
 - Read Rabelais quote
 - Read soliloquy from Hamlet and discuss

Unit: The Renaissance		Designer: Lauren Peterson	
Lesson _ 8_ of _8_	Topic: Renaissance Review	Teaching Date: April 19	
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes	

Content and Objectives

- Students will review and study for the upcoming test.
- SOL Objective WHI.13 – The Renaissance

Materials and Resources	Homework
<ul style="list-style-type: none"> • Desks in normal arrangement • Copies of Review sheet and charts for all students 	<ul style="list-style-type: none"> • Test on Friday – Study

Assessment

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| <p><i>(Formative)</i></p> <ul style="list-style-type: none"> • I will circulate the room to answer questions and make sure that students are working on the review materials to prepare for the test. | <p><i>(Summative)</i></p> <ul style="list-style-type: none"> • |
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Instructional Strategies

- Explain the Review sheets and charts to students. Let them know what topics to focus on, so they are prepared for the essay part of the test as well. (5 minutes)
- Students work on review materials with or without a partner (50 minutes)

Unit: The Renaissance		Designer: Lauren Peterson
Lesson: Unit Test	Topic: Renaissance Test	Teaching Date: April 20
Subject/Course: World History I	Grade Level: 9 th	Time: 55 minutes

Content and Objectives
<ul style="list-style-type: none"> • Students will take the Renaissance test. • Students will practice their writing on the essay portion of the test. • SOL Objective WHI.13 - The Renaissance

Materials and Resources	Homework
<ul style="list-style-type: none"> • Desks separated into test arrangement 	<ul style="list-style-type: none"> •

Assessment		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>(Formative)</i> <ul style="list-style-type: none"> • </td> <td style="width: 50%; vertical-align: top;"> <i>(Summative)</i> <ul style="list-style-type: none"> • Unit Test </td> </tr> </table>	<i>(Formative)</i> <ul style="list-style-type: none"> • 	<i>(Summative)</i> <ul style="list-style-type: none"> • Unit Test
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Instructional Strategies
<ul style="list-style-type: none"> • Test (55 minutes) <ul style="list-style-type: none"> ○ Remind students about matching section directions – Some choices may be used more than once and some may not be used at all.