

Sample Completed Unit-Planning Template for Grade 6 Social Studies and English Language Arts

Unit Title: Renaissance . . . Rebirth **Subject Area:** Social Studies and ELA **Grade Level:** 6

Identified Standards and Benchmarks (CUES):

Specific standards for this unit are adapted from New York state social studies standards (New York City Department of Education, n.d.) and the Common Core State Standards College and Career Readiness Anchor Standards for Reading and Writing (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

Social Studies—

- SS. 6.1: Outline the advances made in literature, arts, science, human anatomy, and astronomy, including Leonardo DaVinci (*Last Supper, Mona Lisa*), Michelangelo (*Sistine Chapel, the David*), Gutenberg, and William Shakespeare.
- SS. 6.2: Explain the social order of kings, nobles, merchants, bankers, craftsmen, and peasants.
- SS. 6.3: Determine the influence of the Renaissance on constitutional practices (e.g., *Magna Carta, parliament, and independent judiciary*) and on modern democracy.
- SS. 6.4: Assess how overland trade routes impacted transportation, communication, and international trade centers (e.g., *Silk Road*).
- SS. 6.5: Explain how geography influenced the development of political, economic, and cultural centers.
- SS. 6.6: Explain the rise and spread of new belief systems and how they unified societies but also became sources of tension and conflict.
- SS. 6.7: Analyze the causes and outcomes of the Crusades.
- SS.6.8: Assess the demographic, economic, and religious impact of the bubonic plague on Europe.
- SS. 6.9: Draw conclusions from an interactive map of Europe during the Renaissance.
- SS. 6.10: Access primary sources to analyze and interpret information.

ELA Anchor Standards—

Reading and Writing Anchor Standards

Suggested Time Frame (Grading Period)

Q1 Q2 Q3 Q4

Priority Standards

- Determine the influence of the Renaissance on constitutional practices (such as Magna Carta, parliament, and independent judiciary) and on modern democracy.
- Access primary sources to analyze and interpret information.
- Cite specific textual evidence when writing or speaking.
- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development.
- Summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Conduct short, as well as more sustained, research projects based on focused questions, demonstrating understanding of the subject under investigation.

Unit Topic and Universal Theme

Describe what this unit is about. What are the big ideas and skills that students will develop in the unit?

The Renaissance was a time of great change, prosperity, and renewed interest in the fine arts. The Renaissance period influenced all of history around the world and continues to influence us today.

Understandings

- List the essential understandings for your unit. Students will understand that ...
- The social order of any era, time, or culture influences every aspect of life and can lead to substantial change.*
 - The Renaissance contributed many different styles of artists to include, painters, poets, architects, writers, intellectuals, and clergy.*
 - The spread of the Renaissance sparked an interest in the arts and ancient Roman culture, including humanism.*
 - “Renaissance men” are some of the most influential people in history.*
 - The rebirth of learning during the Renaissance led to the Reformation.*
 - Increase in trade led to growth.*

Essential Questions

- What factors drive cultural change?*
- Why did the Renaissance begin in Italy?*
- How did humanism affect the culture of Europe?*
- Why did many Europeans begin to challenge the Catholic Church?*
- How can you interpret a primary source?*
- How did the inventions of the Renaissance spur Reformation in Europe?*
- What types of governments were formed in this society, and how did they develop?*

Know

- List Knows for your unit, including essential vocabulary.
- Vocabulary terms: rebirth, reformations, bubonic plague, feudalism, vassals, monarchy, mace, coat of arms, manor, portcullis, astronomy, patriarch, patriarch, sonnet, perspective, Calvinism, Protestant, humanism, utopia, satire, patron, guilds, artisans, city states*
 - Major contributions of the following people, places, and things: Gutenberg, Martin Luther, Marco Polo, Mona Lisa, Copernicus, Medici family, Leonardo da Vinci, Michelangelo, Raphael, Henry VIII, Elizabeth I, Shakespeare, Globe Theatre, culture, medicine, education, art and literature, science and inventions*
 - Northern Italy became rich from trade*
 - Religious philosophies during the Renaissance*
- Formative and Summative Assessments**
- Vocabulary worksheet*
 - Compare and contrast people, places, arts, and culture*
 - Religious philosophies during the Renaissance*
 - Unit test*
 - Group project to create a poster of Europe and include both physical and political information*

<p>Bloom's Taxonomy Integration</p> <p>Creating: Museum</p> <p>Evaluating: Evaluate contributions</p> <p>Analyzing: Venn diagrams</p> <p>Applying: Quick writes</p> <p>Understanding: T-notes</p> <p>Remembering: Organize tables to remember information</p> <p>Technology Integration</p> <ul style="list-style-type: none"> <input type="checkbox"/> www.khanacademy.org/humanities/renaissance-reformation/high-renaissance-florence-rome/beginners-guide-high-renaissance/galileo-galilei <input type="checkbox"/> https://prezi.com/dse5ga4hygpm/the-renaissance-sixth-grade-unit-plan <input type="checkbox"/> www.pinterest.com/jagos/renaissance-lesson-activities <input type="checkbox"/> https://docs.google.com/file/d/0B97hP-f07M3-JZ02Qekh0VjBawN3M/edit <input type="checkbox"/> www.socialstudies.com/renaissance-and-reformation <input type="checkbox"/> www.khanacademy.org/humanities/renaissance-reformation/high-renaissance-florence-rome/leonardo-da-vinci/v/leonarda-da-vinci-s-letter-to-the-duke-of-milan <input type="checkbox"/> www.youtube.com/watch?v=6EAMq5K9Umr8 	<p>Applications (Do)</p> <p>List the Do for your unit, including possible applications. All students will do the following three tasks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize text <input type="checkbox"/> Write an argument <input type="checkbox"/> Conduct research: <ol style="list-style-type: none"> 1. List advances made in the Renaissance and explain how these still affect us today. 2. Explain the impact of trade during the Renaissance. 3. Show geographic knowledge of the Renaissance through a map activity. 4. Create a storyboard illustrating the roles and responsibilities of members of the feudal system. 5. Through an Internet search or text, find five examples of 21st century architecture influenced by the Renaissance. <p>Prior Knowledge Needed</p> <p>Preassess students to find out their background knowledge of the Renaissance.</p> <p>Common Student Misconceptions in the Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Everyone was dirty and sick in the time of the Renaissance. <input type="checkbox"/> People were pretty isolated in that period of time. <input type="checkbox"/> The Renaissance doesn't affect me today, and the "Renaissance men" are all dead. <input type="checkbox"/> The Renaissance was only about art. <input type="checkbox"/> The only religion during the Renaissance was Catholicism. 	<p>Formative and Summative Assessments (cont.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project in which students will create a Renaissance museum through research on a particular topic of choice about the Renaissance <p>Resources and Materials</p> <p>Websites:</p> <ul style="list-style-type: none"> <input type="checkbox"/> https://quizlet.com/119514653/grade-6-unit-3-lesson-3-renaissance-flash-cards <input type="checkbox"/> www.help-teaching.com/questions/renaissance_and-reformation/grade_6 <input type="checkbox"/> http://sse6348-renaissance.weebly.com/uploads/1/0/8/1/0811283/renaissance_and_reformation_trade_activity.pdf <p>On-grade-level books:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fritz, J. (2001). <i>Leonardo's horse</i>. New York: Putnam. <input type="checkbox"/> Byrd, R. (2003). <i>Leonardo, the beautiful dreamer</i>. New York: Dutton Children's Books. <input type="checkbox"/> Krull, K. (2005). <i>Leonardo da Vinci</i>. New York: Viking. <p>Below-grade-level books:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edwards, R. (2005). <i>Who was Leonardo da Vinci?</i> New York: Grosset & Dunlap.
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	<p>Differentiation and Interventions</p> <p>Create a menu planner to differentiate.</p> <p><i>Appetizers (choose one of the following activities):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a vocabulary word sort. <input type="checkbox"/> Match the vocabulary word to its definition. <input type="checkbox"/> Define the vocabulary word and use it in your own sentence related to your world today. <p><i>Main Dish (must do all):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize text. <input type="checkbox"/> Write an argument. <input type="checkbox"/> Conduct research. <p><i>Dessert (choose one):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a Venn diagram comparing three people, places, or events from the Renaissance. <input type="checkbox"/> Compare the fashions of 11-year-olds from the Renaissance and from the 21st century. <input type="checkbox"/> Listen to Beethoven's Fifth Symphony on the Internet. Compare it with an instrumental piece of contemporary music, and compare the instruments, the tone and texture of the melody, and the general feeling you get from the music. How do they differ? Cite specific evidence. 	<p>Resources and Materials (cont.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Osborne, M. P. & Boyce, N. P. (2011). <i>Leonardo da Vinci: A nonfiction companion to Magic Tree House</i> <input type="checkbox"/> #38—Monday with a mad genius. New York: Random House Children's Books. <p>On- and above-grade-level books:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Christensen, B. (2012). <i>J. Galileo. New York: Knopf.</i> <p>Example Activities and Instructional Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Shared pen <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Wordle <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Entrance and exit slips <input type="checkbox"/> Students posing questions activities <input type="checkbox"/> Homogeneous leveled reading groups <input type="checkbox"/> Preview, analyze, and connect <input type="checkbox"/> Window pane
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Reflection

Students will reflect on how they performed against the content standards and learning targets.

Example Activities and Instructional Strategies (cont.)

Additional instructional resources (Common Core aligned) to aid in observing students, making anecdotal notes, student self-reflections, and so on:

- www.readwritethink.org/files/resources/printouts/30700_rubric.pdf
- www.thecurriculumcorner.com/thecurriculumcorner123/2016/06/editable-teacher-planning-binder
- www.essaytagger.com/commoncore
- www.schrockguide.net/uploads/3/9/2/2/392267/20014.pdf
- www.schrockguide.net/assessment-and-rubrics.html

References

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors. Accessed at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf on March 8, 2017.

New York City Department of Education. (n.d.). *New York City Department of Education: 9–12 social studies scope and sequence 2014–2015*. New York: Author. Accessed at http://schools.nyc.gov/NR/rdonlyres/A739A67E-6228-4084-99C8-F890617D265B/0/scopeandsequence912_v6_web.pdf on March 6, 2017.