# Renaissance Invention Unit, Lesson #1: Renaissance Inventions

| 1. Teacher Name: | **Alison Keddington** | 2. Course/Content/ Grade: | 6th Grade Social Studies |
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| 3. Unit/Module/Topic: | Unit 3 – Renaissance | 4. Plan Duration: | 1 hour |
| 5. Core Standard(s): | **6th Grade Social Studies Standard 2 Objective 4:** Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.<br>  a. Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope). | 6. Objective(s): | Students will understand that new inventions of the time changed the way that people lived and contributed to society.<br><br>Students will understand that the process of inventing starts with identifying a problem. |
| 7. Essential Vocabulary: | *invention, society, technology, literacy* | 8. Interdisciplinary Connections: | Students will explore Renaissance innovations in science, math, and literacy. |

| 9. Assessing for Student Learning: | Students will complete reading comprehension questions and a quick write. |
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| 10. Technology Integration: (When applicable) | Teacher Use: | Doc Camera, iPad – *Nearpod, Canvas* | Student Use: | Chromebooks – *Nearpod, Canvas* |
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| 11. Area for Content Specific Additions | **Reading 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion<br><br>**Writing 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| 12. Pacing (mins.) | 13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry) | 14. DOK Level | 15. Grouping and Scaffolding Structures (including interventions for diverse learners) | 16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing) |
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| 10 min | The teacher issues a short reading passage with 5 multiple choice questions as a class Starter.<br><br>The teacher will use the reading to lead a brief class discussion about the "process of inventing" – how inventors identify a problem in society (or with a current technology) and find a solution to make something easier, faster, or cheaper. | 1  2 | **Individual/Whole Class**<br>The reading passage can be "leveled" for ELL or students with lower reading abilities. | Students will read the short article and responding to multiple choice questions.<br><br>The teacher will use cold calls, think-pair-share, and checks for understanding (thumbs up/thumbs down) during class discussion. |
| 40 min | The teacher will assist students in accessing a student-paced Nearpod lesson which presents notable Renaissance inventions.<br><br>The teacher will model the use of a provided graphic organizer by providing a few examples of how an invention solved a specific problem in society. | 1  2  3 | **Dyads/Partners**<br>Students are in a seating chart using precision partnering in order to support ELLs and students on IEPs. | Students work with a table partner to complete the Nearpod lesson. They will respond to open-ended questions, multiple choice quizzes, surveys, and "Draw It" activities. They will also fill out a graphic organizer. |
| 5 min | The teacher will assist students in accessing a writing assignment on Canvas. | 3 | **Individual**<br>Sentences frames are provided for ELLs and students on IEPs. | Students will respond to a writing prompt on Canvas. |
| 5 min | The teacher leads a brief class discussion revisiting the essential question if time allows. | 3 | **Whole Class** | The teacher will use cold calls, think-pair-share, and checks for understanding (thumbs up/thumbs down) |

| 17. Closure:<br>(Students reflecting on their learning and providing feedback on their understanding to the teacher) | Students answer the open-ended question, submitted on Canvas for teacher review: "Choose one of the inventions from your graphic organizer. Is this invention still used today? How has it influenced society or changed the way people live?" |
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| 18. Feedback to students:<br>(Teacher providing feedback to students on their | Teacher gives verbal feedback as she monitors the Nearpod activity. The teacher uses a writing rubric to give feedback on Canvas. |