

Renaissance Invention Unit, Lesson #2: The Printing Press

1. Teacher Name:	Alison Keddington	2. Course/Content/Grade:	6th Grade Social Studies
3. Unit/Module/Topic:	Unit 3 – Renaissance	4. Plan Duration:	1 hour
5. Core Standard(s):	<p>6th Grade Social Studies Standard 2 Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits.</p> <p>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).</p>	6. Objective(s):	<p>Students will understand that the invention of the printing press increase literacy rates around the world.</p> <p>Students will use primary/secondary sources to gather information and make inferences.</p>
7. Essential Vocabulary:	<i>invention, society, technology, literacy, Christianity, Protestantism</i>	8. Interdisciplinary Connections:	Students use historical maps, graphs, and charts.

9. Assessing for Student Learning:	Students submit a response to a sequencing activity on Canvas and an self-evaluation in the form of an exit ticket.
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10. Technology Integration: (When applicable)	Teacher Use:	Laptop/Projector	Student Use:	Chromebooks: <i>Google Slides</i> (Starter assignment), Canvas
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11. Area for Content Specific Additions	<p>Reading 3: Identify key steps in a text’s description of a process related to history/social studies</p> <p>Reading 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
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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)
15 min	The teacher models the use of Google Slides in a drag-and-drop sequencing activity, using a short article about Johann Gutenberg and the invention	1 2 3	<p><u>Dyads/Partners</u></p> <p>Students are in a seating chart using precision partnering in order to support ELLs</p>	<p>Students work with a table partner to complete the Sequencing activity.</p> <p>The teacher will use cold calls and checks for</p>

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	of the printing press (how the machine works).		and students on IEPs.	understanding (thumbs up/thumbs down) to check answers before students submit the assignment on Canvas.
40 min	<p>The teacher models the use of the “Chat Stations” posted around the room, each displaying a historical maps/charts and accompanying questions for discussion. Students are instructed to rotate around the room in small groups at 3 minute intervals (teacher controls a timer), analyzing the map and discussing the impact of the printing press.</p> <p>Example documents include a map of the number of printing presses inn 1471 v. 1500, a chart showing the decrease in the price of books, and maps of European religions (Catholic v. Protestant) in 1560, the distribution of Christopher Columbus’ letter, and the Martellus (1489) and Waldseemuller world maps (1507).</p>	3 4	Dyads/Small Groups	<p>Students move around the room analyzing and discussing maps posted on the walls.</p> <p>Students are talking and record information on a discussion chart.</p>
5 min	The teacher leads a brief class discussion revisiting the essential question if time allows, and models the use of the exit ticket.	2	<p>Whole Class</p> <p>Individual</p>	<p>The teacher will use cold calls, think-pair-share, and checks for understanding (thumbs up/thumbs down).</p> <p>Students complete an exit ticket at the end of class.</p>

<p>17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)</p>	Students complete an exit ticket, self-assessing their abilities to read historical maps and their understanding of the impact of the printing press.
<p>18. Feedback to students: (Teacher providing feedback to students on their learning and growth)</p>	The teacher gives verbal feedback by participating in the “Chat Stations” activity herself, discussing essential questions and helping students to analyze historical maps.