

Stage 3 – Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence.

Part One: Renaissance Invention Unit

Day #1: Introduce Essential Questions & Key Vocabulary

1. What is the process of inventing? Students will complete a reading comprehension assignment.
2. Renaissance Inventions - Students will go through a student-paced Nearpod presentation of notable Renaissance inventions and complete a graphic organizer on which they identify the problem in society that was solved by the new invention.
3. Quick Write (revisiting essential question): "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?"

Day #2: Focus on Printing Press

1. Students will read a short article about Johann Gutenberg and the invention of the printing press and complete a sequencing activity about how the machine worked.
2. Students will use historical maps to analyze the global impact of the printing press.

Day #3: Focus on Science/Mathematics

1. Students will participate in 3 "Centers" activities (Station Rotation Model).
 - a. Invention of Math Symbols - Students will add the missing math symbols to create accurate equations.
 - b. Human Body Proportions - Students will measure lengths and widths of arms, legs, etc. and draw conclusions on how certain body parts are proportionate to others.
 - c. Heliocentric Theory - Students will view a digital video about Copernicus, Galileo, and the development of the heliocentric theory (compared to the geocentric theory) of the universe and answer listening comprehension questions using the PlayPosit platform.
2. Quick Write (revisiting essential question): "How are new ideas a driving force in history? How is the world viewed differently after Renaissance innovations in science and mathematics?"

Day #4: Document-Based Question Writing Assignment

1. Students will use primary/secondary source documents and revisit the essential question: "How did the Renaissance change man's view of the world?"
2. Students will answer 3 writing prompts (We Do, Ya'll Do, You Do):
 - a. How did changes in art show that during the Renaissance, man's view of himself and his world was changing?
 - b. How do these two passages show how the Renaissance changed man's view of how he should live his life?

Stage 3 – Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence.

Day #4 (cont.)

2c. How might the ideas of Copernicus have changed the way people thought about the nature of man and man's place in the universe?

Part Two: "Invention Convention" Performance Task

Day #1:

1. Revisit the essential question: What is the process of inventing?
2. The teacher will introduce Project Guidelines for the Invention Convention performance task.

Days #2-3: Student Work Days

Students will create a display board that includes a brief description of what their invention does, a simple sketch of what it would look like if funded, and a written explanation of how they came up with the idea.

Day #4: Presentations

Students will demonstrate their presentation skills as they present their invention/idea to the "Invention Convention Board of Directors".