An interdisciplinary unit on the Renaissance

Sarah Elizabeth Hughes

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AN INTERDISCIPLINARY UNIT ON THE RENAISSANCE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Middle Grades Option

by
Sarah Elizabeth Hughes
June 1996
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ABSTRACT

Students at the middle school level are at one of the most critical points in their lives. Many middle school reforms have been suggested, in such documents as Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools and Turning Points: Preparing American Youth for the 21st Century, to meet the diverse needs of these students. Suggested reforms include interdisciplinary teaming, cooperative learning, peer tutoring, active learning, and inquiries. This project is an interdisciplinary unit on the Renaissance which incorporates all of these reforms while also meeting the requirements of the California frameworks.
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Chapter One: Introduction

Adolescents during their middle school years are in one of the most critical stages in both their intellectual, emotional, and physical developments. They are at a crucial point in which they have the ability to become self-assured, intelligent and responsible citizens. However, the students are just as likely to drop out of school due to their lack of self-esteem. During the last decade, two influential documents have been developed proposing reforms in our middle schools. The middle school reforms of Caught in the Middle: Educational Reform for young Adolescents in California Public Schools (1987) and Turning Points: Preparing American Youth for the 21st Century (1989) have been proposed so that students will be better prepared to succeed in school and in the world once they have graduated.

The reforms include a wide variety of suggested teaching methods. Cooperative learning has been proposed as a way to increase a student's involvement and feedback, while also improving social skills. Peer tutoring has been proven to be a successful method of avoiding the large student-teacher ratio, while also increasing self-esteem. Hands-on activities and projects are suggested as a way of capturing interest and allowing students to utilize what they have learned. Yet, the most influential suggestions of
these documents was the interdisciplinary teaming of core subject teachers. Both documents suggested coring subjects into one classroom, such as language arts and social studies or mathematics and science. The two teachers would then team together to form a "family" of shared students, environment, and procedures. This interdisciplinary team would be able to make connections among the subject areas to increase student learning.

Many other documents also recommend this kind of integration. The Essential Middle School suggests that the interdisciplinary approach to teaching classes like language arts and social science develops critical thinking in children since this approach often demands that the students make critical connections between the subject areas. (1981) However, it has recently become more acceptable to integrate subjects that may appear to be unrelated. Philip V. Bender hypothesizes that the integration of computers and technology into the language arts curriculum aides underachievers in attaining success. He states that the use of computers in distributing information and in writing is a motivation tool which cannot be paralleled. (1991) An interdisciplinary approach reaches students that might not otherwise be reached.

Almeria Middle School was founded upon the principles and ideals established in these reform documents, and I am
proud to be a member of its staff. Almeria Middle School contains sixth, seventh, and eighth grades and is located in Fontana, California. Both the administration and staff are dedicated to implementing the suggestions made in both Caught in the Middle and Turning Points. Staff development has been conducted in cooperative learning to ensure that teachers are not just using group work, but true cooperative skills among the group members. Workshops on thematic instruction have been given so that teachers will be able to utilize themes in their classrooms. Teachers have been trained to teach in a variety of methods so that the needs of every student may be met. Teachers assign hands-on activities and projects to motivate the students and peer tutoring is used to lower our student-teacher ratio and build self confidence.

In the areas of teaming and interdisciplinary teaching we have had some success, but there is still a need for better communication among the teachers of the various subjects areas. Almeria Middle School contains sixth, seventh, and eighth grades. All seventh and eighth grade teachers are in teams with a teacher who teaches a core of mathematics and science and a teacher who teaches a core of language arts and social studies. In these cores, the subjects are as integrated as possible. The teachers in a team share a common prep period so that they can plan their
lessons together in hopes that they may further be able to integrate the subject areas. Yet, there have been many times when I have found myself teaching the formula for gravity and the method in which it was discovered even though I am a language arts and social studies teacher and not a mathematics and science teacher. Almeria Middle School also has a minimum day once a week so that teachers can further develop curriculum together. Unfortunately, the elective teachers do not share this prep period and are considered a different team than the grade level teams that teach mathematics, science, language arts, and social studies. Involving the electives in any lesson planning has been difficult.

As of yet, we have only been able to develop one unit which fully integrated all of the subjects. This unit on archaeology takes place at the beginning of the year, and for the remainder of the school year the two cores are largely separate from the elective and physical education classes. Without a formalized plan that can be given to each of the teachers that shows which topics relate to each other and that sets a time line for the teachers to present the information, it is very difficult for the team to implement an interdisciplinary unit.

My solution to this problem is to develop a Renaissance unit to be used near the end of the seventh grade year which
gives a time line for topics to be taught and which outlines the topics to be covered in each subject area. The unit would include topics and lessons to be presented in each of the subject areas: mathematics, science, language arts, social studies, computer technology, foreign language, music, chorus, and teen living or home economics. By integrating all of the subjects into the teaching of the Renaissance, the students will receive multiple teaching strategies for the same subject and discover a variety of connections that can be made between the subjects. The culminating activity will be a Renaissance Fair in which the students will participate in many demonstrations which show what they have learned, as well as acting as teachers for the parents and community members who attend the fair.

What follows in this project is a review of the recommendations of the middle school reform documents and the literature supporting the ideas behind an interdisciplinary unit.
Chapter Two: Review of Related Literature

The Case for Interdisciplinary Teaming

The need for an interdisciplinary unit would not exist if it were not for the interdisciplinary team. The organization of teachers into interdisciplinary teams is one of the structural recommendations made in Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987). Although team-teaching has existed in many forms since the beginning of the century, interdisciplinary teams are a fairly new concept. It was the recommendation made by the State's Middle Grade Task Force in Caught in the Middle that brought change. The task force proposed an extension of the already-existing teams into interdisciplinary teams. It defined an interdisciplinary team as "a group of teachers, usually from two to five persons representing the basic academic subjects, who share the same students, the same space, and the same schedule" (1987). In a research brief collected by the Educational Research Service, Inc., it was stated that the interdisciplinary team stresses the strengths of "individual teachers, assists in grouping students, and allows teachers to plan together." (1984) In Turning Points: Preparing American Youth for the 21st Century, the report made by the Carnegie Council Task Force on Education
of Young Adolescents, it was urged that schools create small communities for learning where stable, respectful relationships with adults and peers could form. (1989)

Why were these task forces recommending interdisciplinary teaming? As Paul George stated in The Theory Z School: Beyond Effectiveness, "When teachers and students are grouped together into interdisciplinary teams it creates an educational glue that holds together almost every other aspect of the school program," which can only lead to the success of the students (1983). In a study made by the Association for Supervision and Curriculum Development of exemplary schools, it was discovered that ninety percent organized their teachers and students into interdisciplinary teams (George and Oldaker, 1985/1986).

The call for interdisciplinary teaming, along with the research which confirmed that they produce positive results, created a great change in California's schools. Many middle schools across the state organized their teachers and students into interdisciplinary teams, including Almeria Middle School. Currently, all seventh and eighth grade teachers are divided into teams consisting of one language arts and social studies teacher and one math and science teacher who share a common prep period. Almeria is still experimenting with interdisciplinary teaming in the sixth grade. The team coordinates their lessons together so that
many connections can be made across the curriculums. Students in the teams may have different elective or physical education teachers, though. The only exception to this is the computer class; all students from a team take computers at the same time. Almeria Middle School is still striving to fully include physical education and the electives into the interdisciplinary teams.

The Interdisciplinary Unit

Although there are many advantages to interdisciplinary teams, the most powerful is that the curriculum can now be presented in thematically interwoven units. As stated in The Essential Middle School, the aim of interdisciplinary learning "is to promote communication, coordination, and cooperation among subject matter specialists." Curriculum from many subject areas can then be coordinated so that students can relate subjects together. This leads to a "greater breadth of understanding for students." (1981)

In an interdisciplinary unit, the teachers in the team present the curriculum of their subject through a theme. Although each of the teachers are usually teaching a lesson related to their subject area, the lesson also relates to what is being taught in the other teachers' classrooms. Examples of themes include light and dark, imagination and discovery, changing sex roles in the Twentieth Century,
evolution, the Civil War and Reconstruction, and the pollution problem. (Wiles, 1981) The proposed theme for this unit is the Renaissance. In the unit, all of the teachers will be teaching their subject area and allowing for the students to make connections to other subject areas by tying it in with the Renaissance. Thus, the students will have the major concepts of the Renaissance enforced in every class, while also allowing for the students to see the connection between all subject areas.

The positive effects of an interdisciplinary unit are far-reaching. Yet, a unit cannot be successful without also implementing many of the other key ideas recommended in the reform documents, Caught in the Middle and Turning Points.

**Cooperative Learning**

One of the most widely used, and most widely successful, recommendations of Caught in the Middle is cooperative learning. The reform document provides three benefits of cooperative learning. First, there is an increase in the amount of time that a student actively participates. In a class of 30 students, each student only participates between three and four percent of the class time. In a cooperative learning group of four, each student participates 25 percent of the time. Second, there is an increase in the amount of feedback time. Students receive
feedback from not only the teacher, who must divide his or her time between the 30 students, but also the other students in their cooperative learning groups. Third, students have been shown to develop positive attitudes towards learning as the students interact with one another. (1987)

Additional research has shown that cooperative learning has other benefits. Cooperative groups also tend to build strong positive peer relationships, which is vital for middle-grade aged students. As it is stated in the Mathematics Framework for California Public Schools-Kindergarten Through Grade Twelve, "When a cooperative climate has been established, small groups that are heterogeneous in their composition have the added value of promoting positive attitudes toward others, regardless of individual differences." (1985) Repeatedly, research has shown that cooperative grouping is a positive teaching tool. Robert E. Slavin, an advocate for cooperative learning, reported that 35 out of 40 studies favored cooperative learning methods over traditional methods. (1987)

Peer Tutoring

Peer tutoring has also been shown to be a powerful instructional tool. At a time when teachers are faced with a high student-teacher ratio, teachers have begun looking
for methods of teaching apart from direct instruction. Peer tutoring has proven to be an effective option, since "some of the best helpers are other students...Peer tutoring also provides a more caring school climate. Students who invest in each others' successes experience a sense of personal satisfaction as well as achievement." (Caught in the Middle, 1987) When students are successful in teaching others, it not only enforces what they already knew, but it also builds their self-esteem. Students also become more involved with their peer's learning, which gives them an interest in all of the students' education.

Active Learning

Another of the recommendations of the reform documents is teaching through active learning. Caught in the Middle states that active learning "involves students intellectually and physically in varied learning tasks" with "differing levels of direction, guidance, and feedback from teachers." The premise for active learning is that students learn by doing. "Middle grade students are especially responsive to combinations of tactile, auditory, and/or visual instructional modes. All learners need to have ample opportunity for hands-on activities."(1987)

Thus, active learning succeeds in two ways. First, active learning produces positive results due to the variety
of teaching methods that are used. *Middle School* urges teachers to "utilize a wide variety of learning experiences," to ensure that we are meeting the demands of the differing learning styles. (1973) Active learning also guarantees that the students will want to learn. "Middle school age students enjoy exploring, investigating, and testing." *(Building an Effective Middle School, 1994)* When the students are interested, they are more likely to take an active role in their learning. Thus, the students are better able to reach our goal of creating "independent learners." *(Caught in the Middle, 1987)*

**Projects**

The use of projects in assessment are also recommended. *Caught in the Middle* states that "individual and/or joint student projects should be major features of each unit of study in core curriculum subjects." One of the reasons given for the inclusion of projects in our lessons is that they allow students to demonstrate what they know in alternative ways. "Projects provide a valuable alternative means to evaluate student learning which offsets some of the limitations of paper/pencil tests" and "allow adjustment to differences in learning styles and skill levels."(1987) A project allows the students to use their strengths in demonstrating what they know, ensuring greater success.
While paper and pencil tests do exist at Almeria Middle School, most teachers use projects to assess a student's learning. Current projects include the building of castles to demonstrate the knowledge of the architecture and parts of a castle, plays which demonstrate both knowledge and communication skills, musical performances, and essays or stories written on storybook weaver which integrate historical or scientific information, creativity, and computer skills. Although this is only a small representation of the projects used at Almeria to assess student learning, the projects show that Almeria teachers value a student's ability to utilize knowledge, not just memorize.

Technology

Caught in the Middle also states that technology should be used wherever appropriate in the teaching of middle grade students. (1987 Since the release of the reform document, the use of technology in the classroom has multiplied. A unit cannot be truly interdisciplinary at Almeria Middle School if it is taught without the use of technology. Every student at the school takes a semester of computers every year. In addition, every classroom has at least one computer that can be used by the students. Some classes have as many as six. It is one of the few subjects that our staff has
been able to successfully integrate. A study was done evaluating the use of technology in the classroom. The results were extremely positive. "None of the subjects is taught by the computer, but the computer is used by the student as a tool to accomplish these tasks. The result is that students of all ability levels can learn much more, and learn it earlier in their school career." (A Nation Prepared: Teachers for the 21st Century) Leslie M. Miller and Joel Castellllanos state that the integration of technology into the classroom stresses higher level thinking, encourages students to help each other to learn, and allows learning to occur across the different domains and disciplines. (1996) Thus, any interdisciplinary unit should strive to include technology.

Inquiry

Inquiry is a tool used by instructors in which the students discover knowledge. Although the teacher must guide the student through questioning techniques, the students learn through their own exploration of the information. "It is through inquiry that new knowledge is discovered. It is by becoming involved in the process that students become historians, scientist, economists, artists, business persons, poets, writers, or researchers- even if only for an hour or two in your class." (Teaching
Inquiry, or discovery, is an essential method of allowing the student to be active in the learning process.

The seventh grade teachers at Almeria currently use inquiry as a method of teaching. Inquiries have been developed as a team to teach information on the brain, ancient Africa, ancient China, the medieval era, and the muscular system of the body. Our teachers have found that inquiry is successful in capturing the interest of the students. Sherry Hamilton, a language arts and social studies teacher at Almeria, says that "inquiries empower the students. It gives the students the feeling that they are in control of their learning." (1996)

Although all of these recommendations are important considerations in creating interdisciplinary units, it is also vital to adhere to the California frameworks for each subject. In this unit the following subject areas will be integrated: mathematics, science, social studies, language arts, music, foreign language, physical education, art, home economics and technology. Thus, it is necessary to ensure that the lessons developed for the unit also meet the frameworks for these subject areas.
Mathematics

The Mathematics Framework for California Public Schools requires both a review of previously learned concepts and preparation for more advanced skills during the middle school years. The middle school programs should enable students to utilize basic arithmetic operations in a variety of problem solving situations, such as geometry, algebra, functions, probability, and statistics. Students also need to be able to use a combination of operations in a single problem and know the sequence of operations in solving the problem. Students should have the ability to solve problems for which the method is not clearly evident. They should be comfortable in developing hypotheses, arguing their methods, and proving their solutions. (1985)

The California framework gives detailed guidelines as to what should be covered in the middle school mathematics program. In the area of numbers, students should be able to estimate answers; find the sum, difference, product, or quotient; compare whole numbers, fractions, and decimals; use the associative, commutative, additive, multiplicative, and distributive laws; convert among percent, fraction, and decimal equivalents; use ratios; and calculate square roots and prime factors.

In the areas of measurement and geometry, students must be able to select an appropriate unit of measurement and use
a ruler, compass, and protractor with proficiency; calculate area, perimeter, circumference, volume, and surface area of geometric figures; define and use acute, right, obtuse, complementary, supplementary, and vertical angles; and describe the relationships between figures and lines. In the areas of patterns, functions, and algebra, the students must be able to create a function which describes a relationship and be able to represent the function in a variety of ways; write and simplify algebraic expressions; and solve linear equations and simple inequalities. In the areas of statistics and probability, the students must be able to find the probability of both complementary and mutually exclusive event and represent it as a fraction using graphs, tables, schedules, tree diagrams, or lists. Students must also be able to calculate mean, median, mode, and range.

Science

The Science Framework for California Public Schools requires that a variety of sciences be emphasized in the middle school classroom, including physical, earth, and life sciences. In the physical sciences, physical properties of substances are studies, such as boiling and freezing temperatures and density. The nature and make up of atoms are also studied, as are the chemical theories which explain
how compounds are formed. The momentum and velocity of objects are studied, as well as the effect of gravity on the objects. Energy is also studied in depth, with an emphasis on electricity.

In the earth sciences, astronomy, geology, and oceanography are studied. Astronomy units introduce the concepts of planet rotation and planet revolution around the sun. Theories are explored as to how the universe was formed and history is given as to the creation of the technology that formed those theories. Geology units explore plate tectonics and rock formations. Oceanography units stress the impact of the ocean on cloud formation and climate, the characteristics of ecosystems which can support marine life, and the gravitation of the moon's effect on the tides.

In the life sciences, the characteristics of living things are studied. The theory of evolution is studied, as well as its effect on our current view of cell-formation and genetics. The various ecosystems around the planet are taught in conjunction with how they are able to support certain types of life forms.(1990)
Social Studies

The History-Social Science Framework for California Public Schools requires the teaching of world history and geography during the medieval and early modern times in the seventh grade year. During the year, the following must be addressed: archaeology; the fall of Rome; the growth of Islam; ancient Africa; the Americas; China; medieval Japan; medieval Europe; the Renaissance, the Reformation, and the Scientific Revolution; the Age of Exploration; and the Enlightenment.

The unit on the Renaissance, the Reformation, and the Scientific Revolution should focus on the literary, artistic, political, religious, and scientific advancements made during this time. Examples of literature would include Shakespeare, Machiavelli, and Cervantes. Artistic accomplishments should focus on the work of Michelangelo, da Vinci, Botticelli, and Raphael. The Reformation should examine the emergence of Protestantism and should focus on Martin Luther and John Calvin specifically. Scientific accomplishments include the development of scientific observation, mathematical proof, and a variety of inventions. (1988)
English—Language Arts

The English—Language Arts Framework for California Public Schools calls for the integration of language arts skills into one classroom. The framework stresses the development of verbal and social skills to enhance communication. Communication skills are also increased through the use of both informal and formal writing assignments, such as journals, reading logs, peer evaluations, and complex essays. The writing process is also emphasized.

Reading is also an essential part of the language arts class and the framework allows for both the use of age appropriate books read by the students and for the teacher to read advanced literature orally to the students.

Music

The Music Framework for California Public Schools Kindergarten through Grade Twelve allows for both instrumental and vocal music. The music of various nations, cultures, and time periods are addressed during the middle school years. The understanding of the nature, structure, and meaning of music is developed through glee, chorus, choir, band, orchestra, and piano. (1971)
Foreign Language

The Foreign Language Framework for California Public Schools sets forth many goals for the foreign language classes in the middle school. The communication goals are to comprehend the spoken language, speak the language comprehensibly, comprehend the written language, recognize and use body language associated with a culture. The acquisition of cultural knowledge is also stressed, such as understanding the attitudes, values, customs, traditions, and taboos of the culture. The framework also has set broader interdisciplinary goals which may be met by reaching the above goals, such as recognizing the uniqueness of a given culture while also identifying how that culture holds many elements in common with other cultures. (1980)

Physical Education

The Physical Education Framework for California Public Schools sets many goals for the physical education departments in middle schools. The emphasis in the seventh grade is "Meeting Challenges and Making Decisions." Since students at this age level tend to enjoy risk-taking activities, it is suggested that the sports focused on in class are active, such as self-defense, fencing, tumbling, and adventure-based activities. Specific adventure-based activities include trust falls, low-rope activities,
high-rope activities such as rock climbing, roller skating, skateboarding, and cycling. Success in risk taking is essential in developing self esteem. Adventure-based activities which are group-oriented also help students in developing methods to meet challenges, solve problems, and resolve conflicts.

The California framework also provides an opportunity for students to learn about health tolerance. Folk dances from a variety cultures are taught to develop both tolerance and coordination. Health-fitness should stress frequency, intensity, and time requirements for physical exercise and students should also study the effects of exercise, relaxation, nutrition, stress, and substance abuse on body development. (1994)

Art

The Art Education Framework for California Public Schools sets many objectives in creative expression. By the end of the students' middle school years, they should be able to do the following: create in both two and three-dimensional forms, including painting, sculpture, and graphics; show confidence in creating both individual and group projects; organize their creations in an aesthetic manner; and create effects using color, texture, and value
in their work. The framework also sets many goals for art history. (1987)

**Home Economics**

While the home economics course given at Almeria Middle School is titled "Teen Living," The curriculum guide that the instructor uses is called *Middle Grades Home Economics Curriculum Guide*. The guide is divided into two volumes, the first of which includes curriculum for developing and caring for both personal and family relationships. It emphasizes methods of increasing self-esteem, communication with family and friends, and appropriate care for children.

The second section of the unit focuses on consumerism, personal image, and nutrition. It stresses the skills needed for budgeting personal income, the construction of clothing, and the preparation of meals. (1995)
Chapter Three: Implementation

Background

This interdisciplinary unit on the Renaissance is designed for the seventh grade team of Almeria Middle School located in Fontana, California. Of the approximately 50 full-time teachers, 18 teach seventh graders. There are four families that consist of a mathematics/science teacher and language arts/social studies teacher that teach only seventh graders, as well as one family that teaches one core of seventh and two cores of eighth. There are also two physical education teachers that only teach seventh grade. The four electives offered to seventh graders are foreign language and world culture, teen living and home economics, creative art and writing, and computer technology. Band and choral classes are also offered to seventh graders.

The 18 teachers service approximately 450 students, most of whom would be labeled "at risk." About 80 percent of the student body qualifies for free lunch due to their low-economic background. The average grade level completed by our students' parents is the sixth grade. More than half of our students are Hispanic, and many of those speak English as a second language. Many of our students come from "dysfunctional" families, some of whom only have one of their biological parents, some of whom have neither. They are lured by neighboring gangs to not succeed in school.
Yet, Almeria has had success in producing confident leaders at the nearby high school and in the community. Almeria has been named a Distinguished School of California for 1996, received a 1274 Grant for its work in technology, and a Math Demonstration Grant for its exemplary teaching in mathematics. Both the staff and the administration are dedicated to implementing both the guidelines set forth in Caught in the Middle and the openness to change which prompted the creation of that document.

Many of the programs that have been put into place will make the implementation of this unit extremely easy. Acceptance of the idea of the interdisciplinary unit and the teaching methods in the lessons is virtually guaranteed since the hiring of teachers who are in favor of the reforms suggested in Caught in the Middle has been stressed. Most of the current staff has been trained in cooperative learning, thematic instruction, and interdisciplinary teaching methods.

As far as the capability of integrating technology into other subject areas, Almeria Middle School is well-equipped. Every classroom has at least one computer that is networked with the other computers on campus, and many classrooms have more than one computer. The seventh grade language arts and social studies classrooms all have at least four computers for students to use, as do the
mathematics and science classrooms. In addition, there are three full computer labs on campus which service all students in a full semester of computer training each year. E-mail is used as daily source of communication among the staff members, so teachers are in the habit of using their computers every day. All current staff members have been trained in a two-week summer institute which was taught by other staff members and paid for through the 1274 Grant.

The team already has an existing time to acquaint themselves with the unit. Every year the team takes a retreat for a weekend to work on curriculum and team building. Both the district and the administration support this time by reimbursing the teachers for the hours that they spend working. The weekend retreat usually occurs in February, allowing ample time for the teachers to familiarize themselves with the unit and its lessons before implementing them in the spring.

Yet, even with all of these programs in place, some staff development will be needed with the hiring of each new teacher.
Staff Development

The two major methods of developing staff skills are through the attendance of seminars and workshops and through the use of staff development days provided by the district to allow current staff members to train new teachers. Both are used effectively by Almeria. Our administration has been supportive in providing both funding and time for new teachers to attend workshops on cooperative learning, TCI training which emphasizes thematic interdisciplinary methods, and peer tutoring. The current staff has also given inservices on cooperative learning and thematic instruction during the days provided by the district for staff development. There will be four days provided by the district for staff development in the 1996-1997 year.

Grants are also a wonderful source for the funding of staff development. The 1274 Grant which Almeria Middle School has been awarded provided the funds for a two week technology training in which all of the teachers who attended were paid for their time. Teachers were then capable of purchasing their own computers at home with that money. The rationale is that teachers will be more likely to use a computer in the classroom if they are comfortable with them. Four of the current staff members instructed the other teachers, who were broken into groups according to their computer abilities. The staff was trained in computer
basics, word processing, e-mail, and Internet. They were also trained in specific programs for which the staff had purchased school licenses: Print Shop, Storybook Weaver, Bilingual Writing Center, and Microsoft Works. Teachers were then given a week to develop lessons in which the technology was integrated into their subject area. The school is planning to offer the summer training every year that we receive the grant.

Implementation of the Unit and Time Line

The Renaissance Unit that follows takes approximately four weeks to implement. It is suggested that the team meets at least one month prior to implementing the unit to coordinate their lesson plans and make any alterations necessary to tailor it to the individual school. In the case of Almeria Middle School, the seventh grade team will meet during the month of either January or February to discuss the lesson time line. We use one weekend out of the school year to plan curriculum and do team building.

It is also suggested that a field trip be coordinated with the unit. In southern California, the most obvious field trip would be the Renaissance Fair held in Devore, California. The teachers at Almeria have been bringing their seventh graders to a “Workshop in the Woods,” which is put on by the Renaissance Fair. At the workshop, students
learn to fence, make brass rubbings, act in plays about famous kings and queens of the time period, and create a banquet exemplary of the Renaissance. This field trip provides a wonderful reference for the students in the creation of their own Renaissance fair at the end of the unit.

In the implementation of the unit, it should be noted that the time required for each subjects' lesson plans varies. For example, it is necessary to begin the chorus lessons a full month before the language arts and social studies lessons in order to coordinate the finishing dates of the unit.

The following is an example of the unit plan for a particular subject. The full unit is featured in the appendix.

Language Arts and Social Studies

Lessons

Day 1  Conduct a review of the structure and hierarchy of European feudalism. Read pages 310-312 in Across the Centuries. Discuss the term plague and its effects on a society. Make connections to present day diseases such as AIDS. Students map the progression of the Great Plague across Europe.
Homework: Have students write a journal entry on a piece of parchment paper from the point of view of a 14th century farmer whose town population is decreasing from plague death.

Day 2 Students share their journal entries. In groups of four, students are given quotes from one of the following plays:

- *Julius Caesar for Young People*
- *Taming of the Shrew for Young People*
- *Midsummer Night's Dream for Young People*
- *Romeo and Juliet for Young People*

Students create a possible title, book cover, and summary for a book that would include their quotes. Groups share their ideas. Discuss the actual title and plot of the play and distribute character assignments for the reading of the play in class.

Students begin reading the play.

Homework: Students finish reading Lesson 1 of Chapter 13 in Across the Centuries.

Day 3 Students play vocabulary game to create a list of the vocabulary words and definitions which accompany this unit. Continue reading the play. Students discuss the social studies reading from the previous night to find answers to questions provided on the overhead.
**Homework:** Students read Lesson 2 of Chapter 13 in *Across the Centuries.*

**Day 4** Discuss the previous night's reading about the beginnings of the Renaissance in Italy. Using slides, examine the styles and themes of Renaissance art (Michelangelo's *Moses*, da Vinci, Botticelli, Raphael, Titan, Van Eyyck, and Durer's *The Four Horsemen of the Apocalypse*).

**Homework:** Students read Lesson 4 of Chapter 13 in *Across the Centuries.*

**Day 5** Students continue reading the play. Students write an analysis of a quote that has occurred in the play up to this time. Discuss their ideas as a class.

**Day 6** Discuss the ideas of individualism and advances in literature that they have encountered in their reading from *Across the Centuries*. Read an abridged version of *Don Quixote*. Discuss as a class before students debate the question, 'Was Don Quixote insane or a dreamer that is necessary in society?'

**Homework:** Students read Lesson 1 of Chapter 13 in *Across the Centuries.*

**Day 7** Have students take notes on the causes of the Religious Reformation and its major movements. Introduce the requirements of the "Slide Show" on the Reformation. Students begin research.
Days 8-12  Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day.

**Homework:** Students read Lessons 2-4 of Chapter 13 in *Across the Centuries*.

Days 13-7  Students work on the scientific revolution inquiries and complete them by day 17.

**Homework:** Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Days 18-9  Students are divided into their teams to determine what portion of the Renaissance Fair they will be working on. They will be working solely on preparing for the Renaissance Fair on day 20.

Day 20  The Renaissance Fair.

The following is an example of the goals, objectives, necessary materials, and time line of a particular lesson. The remainder of the lesson plans are in the appendix.
Day 1 Lesson Plan

Goals of the lesson:

In this lesson the students are able to make a transition from the Medieval Era to the Renaissance. By first reviewing the structure and hierarchy of European feudalism, the students will be better prepared to make a comparison between medieval and Renaissance government. Through discussion and analysis students are able to understand the plague and its effects on a society. Students will also improve map-making skills and reacquaint themselves with the geography of Europe.

Objectives:

1. Students will be able to define the term plague.
2. Students will improve their skills in reading aloud through the reading of Lesson 1 in Chapter 12 of Across the Centuries.
3. Students will make connections between the medieval era and the Renaissance by comparing the two types of government.
4. Students will make connections between the past and present by analyzing the effects of a plague on a society.
5. Students will improve their map-making skills by creating a map of the growth of the plague in Europe.

6. Students will know the political geography of Europe by creating the map showing the growth of the plague in Europe.

7. Students improve creative writing skills through the creation of the journal.

Materials:
1. overhead projector
2. overhead transparency
3. Across the Centuries
4. plain white 8 1/2" x 11" paper
5. colored pencils
6. parchment paper
7. map rubric

Instructions and Time Line:
10 min. Conduct a review of the structure and hierarchy of European feudalism. Use the overhead transparency of a pyramid to create the hierarchy of power in European feudalism. Discuss the duties of each position.

25 min. Have students read pages 310-312 in Across the Centuries aloud. Define and discuss the term
plague and its effects on a society. Make connections to present day diseases such as AIDS.

55 min. Using the map on p. 311 of *Across the Centuries* as a guide, students map the progression of the Great Plague across Europe on plain white 8 1/2" x 11" paper. The map must be in color, neat, accurate, and in scale. Use the rubric provided to ensure that students produce quality maps.

**Homework:**

Have students write a journal entry on a piece of parchment paper from the point of view of a 14th century farmer. The diary should take into account the desperate and helpless feelings of a person whose town population is being decreased from plague death.
Chapter Four: Evaluation

Evaluation of Student Work:

There are two main types of assessment used in this unit. The first is evaluation through the use of rubrics. Many of the assignments include rubrics for the teachers and students to use in their assessment. It is vital that these rubrics be given to the students before beginning on the work. The students should know what is expected of them before the completion of the assignment. Thus, it is also suggested that an example be provided for them whenever possible. All of the rubrics are simple to use. Both the student and teacher assign a number from 1 to 4 in each of the categories, 1 being unacceptable and 4 being outstanding.

The other type of assessment is teacher observation. Many of the objectives given in the lesson plans provide a basis for the evaluation of student work that can only be made through teacher observation. For example, in the lesson plan provided in Chapter Three some of the objectives are as follows: students will be able to define the term plague; students will improve their skills in reading aloud through the reading of Lesson 1 in Chapter 12 of Across the Centuries; students will make connections between the medieval era and the Renaissance by comparing the two types
of government; students will make connections between the past and present by analyzing the effects of a plague on a society; and students improve creative writing skills through the creation of the journal. Only through teacher observation can it be seen if students have improved their reading and writing skills. Only through teacher observation of the types of comments made in class discussion can it be seen that students have been able to make comparisons between medieval and Renaissance governments, or the effects of a plague on a society. Thus, in these instances, rubrics will not be provided. Teachers will need to engage in close observation of each student's progress.

Yet, student work is not the only form of evaluation needed in this unit. The unit and lessons themselves must also be evaluated. In order to evaluate if the unit is successful in its objectives, the team must first do a needs assessment.

**Needs Assessment**

The needs assessment of the team should be given before the unit is implemented. The success or failure of the unit will not be proven unless it is clear both what is expected and what is needed. The needs assessment should take the
form of a survey in which the teachers circle a number indicating the strength of their agreement with each statement. The statements would discuss the types of instructional methods already in place, the of interdisciplinary lessons, and the effectiveness of current teaching practices. It would also seek opinions on the attitudes towards certain instructional methods. An example of the survey is given in the appendix.

The survey should be given at the meeting held before the implementation of the unit which was discussed in Chapter Three. Since the meeting for the Almeria Middle School teachers would be held during a weekend retreat, the results should be discussed at the same meeting. Other schools would need to make arrangements to compile the data and evaluate the results of the survey.

It is also suggested that a committee be formed at this time to reevaluate the needs of the staff and students both at the end of the first year of implementing the unit, and then only once every three years. The purpose of the committee would be to determine the effectiveness of the unit and its lessons and to gauge the changing of attitudes towards certain teaching practices. The unit would then be updated with the introduction of opposing research or data supporting other types of instructional methods.
Teacher Evaluation

At the end of the first year, and every third year afterwards, an evaluation should be made of the staff’s attitudes towards each of the lessons and the effectiveness of the interdisciplinary unit. While it is possible to determine the effectiveness of a lesson through teacher observation, it is suggested that the teachers engage in collaborative action research to prove that their teaching strategies are successful.

I engaged in a collaborative action research to test the effectiveness of a TCI lesson in 1995. The lesson had each student portraying a member of a European feudalistic society. One student played the king, four played lords, eight played knights, and twenty played serfs. The serfs had their legs tied to a group of desks representing their manor to show that they were “tied” to the land. The students then engaged in a role playing situation in which food was collected from the serfs. I taught one of my classes the hierarchy of a feudalistic society using this TCI lesson. The other class was taught using a reading from the book and a question-and-answer method. After giving a feudalism test, I collected data from each of the classes to determine which class was more successful at answering the question, “Create a pyramid showing the hierarchy of medieval feudalism. Make sure that the top of the pyramid
is the member of society with the most power, and the bottom of the pyramid is the member of society with the least amount of power." The results of the collaborative action research showed that students learned from active, hands-on assignments better than a reading and writing method. It also improved the level of student involvement. An example of the format that was used in collecting and determining the results of the data is given in the appendix.

Both the results of the collaborative action research and teacher opinions and attitudes should be assessed in a summative survey. The survey is to be given after the completion of the Renaissance fair. The survey will determine if the unit was successful and offer opinions on the types of changes that should be made. An example of the survey is given in the appendix.
Appendix A: Unit Plan

Goals and Objectives of the Unit

1. The unit will contain lesson plans for all of the classes offered in seventh grade at Almeria Middle School, including mathematics, science, language arts, social studies, physical education, foreign language and world cultures, home economics and teen living, creative writing and art, band, chorus, computer technology.

2. The lessons will make connections across the curriculums using the theme of the Renaissance.

3. The lessons will include activities which use cooperative learning to increase student participation and cooperative skills as well as providing strategies to hold students accountable for their participation.

4. The lessons will include activities in which peer tutoring is implemented to lower both student to teacher ratios and increase self-esteem among the tutors.

5. The lessons will include activities which use a variety of teaching techniques, such as hands-on activities and the inquiry method in order to meet the needs of all students.
6. The methods of assessment will be varied, but will include assignments in writing, oral communication, culminating activities.

7. Rubrics will be included for each of the lessons and assessment tools.

8. All of the lessons will meet a requirement of the California frameworks for its respective subject area and will enforce skills pertaining to that subject.

9. The culminating activity will be a Renaissance Fair in which the students will demonstrate their knowledge in each of the subject areas and as act as teachers for the community.
Time Line of Lessons

Day 1
Music Students translate *Carmina Burana*, a choral of medieval poems in Latin. Discuss the history of the choral. Students begin rehearsing *Da Ques Deus*, a 14th Century Spanish chant. The students do not have a translation of the chant and must learn to sing it in syllables.

Day 2
Music Begin rehearsing *The Pastimes Madrigal*, which was written by Henry VIII.

Day 3
Music Students continue rehearsing *Da Ques Deus*.

Day 4
Music Students study the embellishment and style of *The Pastimes Madrigal*.

Day 5
Music Students begin rehearsing *Carmina Burana*. 
Day 6

Music   Students translate Carmina Burana, a choral of medieval poems in Latin. Discuss the history of the choral. Students begin rehearsing Da Ques Deus, a 14th Century Spanish chant. The students do not have a translation of the chant and must learn to sing it in syllables.

Tech    Students learn how to use Storybook Weaver. They become acquainted with the variety of pictures and sounds available in the program.

Homework: Students research the Reformation and write a story to use on Storybook Weaver.

Math    Students write out a routine of their lives had they lived in the 1700’s. The routine includes time to sleep, do chores, eat, engage in personal hygiene, travel, go to school, and have fun.

Science Students then create two circle graphs, one that depicts a typical 24-hour day in the 1700’s and one for today.

Day 7

Music   Begin rehearsing The Pastimes Madrigal, which was written by Henry VIII.
French

Students will identify the countries of Europe on a map that they create. Students must identify all of the countries on the provided list. Students must follow all of the requirements on the rubric.

Home

Using *Eyewitness Books*: *Costume*, *Eyewitness Economics Books*: *Knights*, *The Middle Ages*, *Treasure Chests*: *Knights*, encyclopedias, and *Across the Centuries*, students research the clothing styles of the Renaissance. Students make sketches of the various types of clothing and accessories.

Tech

Students learn how to use *Storybook Weaver*. They become acquainted with the variety of pictures and sounds available in the program.

Homework: Students research the Reformation and write a story to use on *Storybook Weaver*.

Math

Review what a polygon is. Students create polygons with various amounts of sides and find the amount of, type of, and measurement of each angle. After experimenting on paper, the students create a polygon that they believe will fly with popsicle sticks.
## Day 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>Students continue rehearsing <em>Da Ques Deus.</em></td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>Students will create a “passport” of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.</td>
</tr>
<tr>
<td><strong>Home</strong></td>
<td>Using <em>Eyewitness Books: Costume, Eyewitness Economics Books: Knights, The Middle Ages, Treasure Chests: Knights,</em> encyclopedias, and <em>Across the Centuries,</em> students research the clothing styles of the Renaissance. Students make sketches of the various types of clothing and accessories.</td>
</tr>
<tr>
<td><strong>Tech</strong></td>
<td>Students learn how to use Storybook Weaver. They become acquainted with the variety of pictures and sounds available in the program. Homework: Students research the Reformation and write a story to use on Storybook Weaver.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Students finish building their “plane.” Students</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>test which shapes fly best. Students learn about Leonardo DaVinci’s sketches of early flying planes and compare their findings with his predictions.</td>
</tr>
</tbody>
</table>
Day 9

Music  Students study the embellishment and style of *The Pastimes Madrigal*.

French  Students will create a "passport" of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.

Home  Using *Eyewitness Books: Costume, Eyewitness Economics Books: Knights, The Middle Ages, Treasure Chests: Knights, encyclopedias, and Across the Centuries, students research the clothing styles of the Renaissance. Students make sketches of the various types of clothing and accessories.

LA/SS  Conduct a review of the structure and hierarchy of European feudalism. Read pages 310-312 in *Across the Centuries*. Discuss the term plague and its effects on a society. Make connections to present day diseases such as AIDS. Students map the progression of the Great Plague across Europe.

Homework: Have students write a journal entry on a piece of parchment paper from the point of view
of a 14th century farmer whose town population is decreasing from plague death.

Tech
Students learn how to use Storybook Weaver. They become acquainted with the variety of pictures and sounds available in the program.

Homework: Students research the Reformation and write a story to use on Storybook Weaver.

Math
Students create cork-and-feather helicopters.

Science
Students first predict whether 2, 3, 4, or 5 blades with create the best helicopter. Students construct a helicopter of each type in groups. Students time the drop of each helicopter from the same height to determine its rate of fall.

Homework: Students make a table that shows the various data from the tests.

Day 10

Music
Students rehearse Carmina Burana.

French
Students will create a “passport” of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.
Home  Students make lists of appropriate fabrics and
Economics notions for the Renaissance clothing.
LA/SS  Students share their journal entries. In groups
of four, students are given quotes from one of the
following plays:

    * Julius Caesar for Young People
    * Taming of the Shrew for Young People
    * Midsummer Night's Dream for Young People
    * Romeo and Juliet for Young People

Students create a possible title, book cover, and
summary for a book that would include their
quotes. Groups share their ideas. Discuss the
actual title and plot of the play and distribute
character assignments for the reading of the play
in class. Students begin reading the play.
Homework: Students finish reading Lesson 1 of
Chapter 13 in Across the Centuries.

Tech  Students learn how to use Storybook Weaver. They
become acquainted with the variety of pictures and
sounds available in the program.
Homework: Students research the Reformation and
write a story to use on Storybook Weaver.

Math  Students predict what angle the blades should be
Science set at to reduce the best fall. Students test
their hypotheses by creating helicopters with
different angled blades and dropping them from the same height. Students learn about Leonardo DaVinci’s sketches of a helicopter and his findings.

Homework: Students make a table that shows the various data from the tests.

Day 11

Music

Students continue rehearsing Da Ques Deus.

Students begin comparing the Latin text of The Illuminated Manuscript, which was copied by 14th century monks, to current musical notation. Then draw their own notation of the chant on parchment paper with red staff lines.

French

Students will create a “passport” of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.

Home

Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics
LA/SS  Students play vocabulary game to create a list of the vocabulary words and definitions which accompany this unit. Continue reading the play. Students discuss the social studies reading from the previous night to find answers to questions provided on the overhead.

Homework: Students read Lesson 2 of Chapter 13 in Across the Centuries.

Tech  Students create their story books on Storybook Weaver. Rubric is provided.

Math  Students construct a parachute out of cloth and string. Students drop their parachutes from three drop heights, recording the time of descent at each level. Students calculate the rate of descent for each drop.

Homework: Students create a table which shows the height, time, and rate of each drop.

Day 12

Music  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

French  Students will create a “passport” of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be
in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.

Home Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics Discuss the previous night's reading about the beginnings of the Renaissance in Italy. Using slides, examine the styles and themes of Renaissance art (Michelangelo's *Moses*, da Vinci, Botticelli, Raphael, Titan, Van Eyyck, and Durer's *The Four Horsemen of the Apocalypse*)

**Homework:** Students read Lesson 4 of Chapter 13 in *Across the Centuries.*

LA/SS Students create their story books on Storybook Weaver. Rubric is provided.

Math Students take notes on the trial of Galileo.

Science Students create a model of the solar system. Students calculate how far each of the planets should be from the sun by comparing the earth's average distance to Mercury, Venus, and Mars.

Day 13

Music Students continue rehearsing *Da Ques Deus.*
French  Students will create a "passport" of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.

Home  Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics  Students continue reading the play. Students write an analysis of a quote that has occurred in the play up to this time. Discuss their ideas as a class.

Tech  Students create their story books on Storybook Weaver. Rubric is provided.

Math  Students take notes on the trial of Galileo.

Science  Students create a model of the solar system. Students calculate how far each of the planets should be from the sun by comparing the earth’s average distance to Mercury, Venus, and Mars.

Day 14

Music  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.
French  Students present their passports to the class in French.

Home  Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

LA/SS  Discuss the ideas of individualism and advances in literature that they have encountered in their reading from Across the Centuries. Read an abridged version of Don Quixote. Discuss as a class before students debate the question, 'Was Don Quixote insane or a dreamer that is necessary in society?'

Homework: Students read Lesson 1 of Chapter 13 in Across the Centuries.

Tech  Students create their story books on Storybook Weaver. Rubric is provided.

Math  Students take notes on the findings of Newton and Science  Newton's Laws of gravity. Students then write a science fiction story about the future. In the story, an anti-gravity spray has just been invented. Our school is the first to try out the potion. Students write a story about what happens.

Homework: Complete the story.
Day 15

Music  Students continue comparing the Latin text of The Illuminated Manuscript to current musical notation and drawing their own notation of the chant on parchment paper with red staff lines.

French Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Home Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics Have students take notes on the causes of the Religious Reformation and its major movements. Introduce the requirements of the "Slide Show" on the Reformation. Students begin research.

Tech Students create their story books on Storybook Weaver. Rubric is provided.

Math Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.
Art

Students will brainstorm as a class the characteristics of Renaissance art. They are drawing on knowledge previously learned in other classes. Students begin researching one particular piece of art and its artist. They are researching its style and the characteristics that make it typical of Renaissance art.

Day 16

Music

Students continue rehearsing Da Ques Deus. Students begin comparing the Latin text of The Illuminated Manuscript, which was copied by 14th century monks, to current musical notation. Then draw their own notation of the chant on parchment paper with red staff lines.

French

Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of atleast one piece of art must be shown. Rubric is provided.

Home

Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics
LA/SS  Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day. 

**Homework:** Students read Lessons 2-4 of Chapter 13 in *Across the Centuries.*

Tech  Students create their story books on Storybook Weaver. Rubric is provided.

Math  Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist’s discoveries. Students create a model of one of the discoveries.

Science  Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.

Art  

Day 17

Music  Students study the embellishment and style of *The Pastimes Madrigal.* Students rehearse this chant.

French  Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Home  Students create the Renaissance costumes to be
Economics used in the plays put on by the language arts and social studies classes.

LA/SS Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day.

Homework: Students read Lessons 2-4 of Chapter 13 in Across the Centuries.

Tech Students learn how to use the program HyperStudio. Students learn how to create the different pages and buttons.

Homework: Students research the scientific discoveries of the Scientific Revolution.

Math Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist’s discoveries. Students create a model of one of the discoveries.

Science Art Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.

Day 18

Music Students continue rehearsing Da Ques Deus.

French Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed
explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Home Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics

LA/SS Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day.

Homework: Students read Lessons 2-4 of Chapter 13 in Across the Centuries.

Tech Students learn how to use the program HyperStudio. Students learn how to create the different pages and buttons.

Homework: Students research the scientific discoveries of the Scientific Revolution.

Math

Science

Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.

Art Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.
Day 19

**Music**  Students study the embellishment and style of *The Pastimes Madrigal*. Students rehearse this chant.

**French**  Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

**Home**  Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

**Economics**  Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

**LA/SS**  Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day.

**Homework:** Students read Lessons 2-4 of Chapter 13 in *Across the Centuries*.

**Tech**  Students learn how to use the program HyperStudio. Students learn how to create the different pages and buttons.

**Homework:** Students research the scientific discoveries of the Scientific Revolution.

**Math**  Homework: Students research a scientist from the

60
Science Renaissance. Students write a two-page report about the scientist’s discoveries. Students create a model of one of the discoveries.

Art Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.

Day 20

Music Students continue comparing the Latin text of The Illuminated Manuscript to current musical notation and drawing their own notation of the chant on parchment paper with red staff lines.

French Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Home Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Economics Students continue to read the play. Students finish the "Slide Show."

Homework: Students read Lessons 2-4 of Chapter 13 in Across the Centuries.
Students learn how to use the program HyperStudio. Students learn how to create the different pages and buttons.

Homework: Students research the scientific discoveries of the Scientific Revolution.

Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist’s discoveries. Students create a model of one of the discoveries.

Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.

Day 21

Students continue rehearsing Da Ques Deus. Students practice the two Renaissance court dances that they will teach the physical education classes.

Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Students create the Renaissance costumes to be
Economics used in the plays put on by the language arts and social studies classes.

LA/SS Students work on the scientific revolution inquiries and complete them by day 17.  
Homework: Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Tech Students create a HyperStudio stack on the Scientific Revolution. Rubric is provided.

Math Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist’s discoveries. Students create a model of one of the discoveries.

Art Students write an analysis of the piece of art that they reproduced. They must tie the characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Day 22

Music Students teach the physical education classes the two Renaissance court dances.

French Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed
explanation as to why the work is exemplary of the
Renaissance. A slide of at least one piece of art
must be shown. Rubric is provided.

Home
Students use *The Middle Ages, Treasure Chests:*

Economics
Students use *Knights,* and encyclopedias to research the types
of foods that would be prepared for Renaissance feast.

LA/SS
Students work on the scientific revolution
inquiries and complete them by day 17.

*Homework:* Students complete scientific revolution
inquiries. Students who have been chosen for the
Renaissance Fair performance of the play study
their lines.

Tech
Students create a HyperStudio stack on the
Scientific Revolution. Rubric is provided.

Math
*Homework:* Students research a scientist from the
Renaissance. Students write a two-page report
about the scientist's discoveries. Students
create a model of one of the discoveries.

PE
Students from the chorus class visit the physical
education classes to peer tutor the students on
how to perform the two Renaissance court dances.

Art
Students write an analysis of the piece of art
that they reproduced. They must tie the
characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Day 23

Music Students teach the physical education classes the two Renaissance court dances.

French Students give their oral reports. The best will give their reports at the Renaissance fair.

Home Students prepare plain pastry. Recipe provided.

Economics LA/SS Students work on the scientific revolution inquiries and complete them by day 17.

**Homework:** Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Tech Students create a HyperStudio stack on the Scientific Revolution. Rubric is provided.

Math Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.

PE Students practice the two Renaissance court dances.

Art Students write an analysis of the piece of art
that they reproduced. They must tie the characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Day 24

Music
Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

French
Students give their oral reports. The best will give their reports at the Renaissance fair.

Home
Students prepare chicken pot pie. Recipe provided.

Economics
Students work on the scientific revolution inquiries and complete them by day 17.

Homework: Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Tech
Students create a HyperStudio stack on the Scientific Revolution. Rubric is provided.

Math
Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.

Science

PE
Students practice the two Renaissance court dances.

66
Art  Students write an analysis of the piece of art that they reproduced. They must tie the characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Day 25

Music  Students practice the songs to be sung at the Renaissance Fair.

French  Students give their oral reports. The best will give their reports at the Renaissance fair.

Home  Students prepare apple or cherry pie. Recipe provided.

Economics  Students work on the scientific revolution inquiries and complete them by day 17.

Homework: Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Tech  Students create a HyperStudio stack on the Scientific Revolution. Rubric is provided.

Math  Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.
PE: Students practice the two Renaissance court dances.

Art: Students write an analysis of the piece of art that they reproduced. They must tie the characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Days 26-27

Music: Students practice the songs to be sung at the Renaissance Fair.

French: Students practice their oral reports for the fair.

Home: Students make the preparations for the Renaissance Economics fair banquet.

LA/SS: Students rehearse the plays.

Tech: Students develop their techniques to teach the community at the Renaissance Fair how to use the two programs and show the projects that have been developed by the students.

Math: Students create oral reports to explain their models to be given at the Renaissance Fair.

PE: Students practice the two Renaissance court dances.

Art: Students build frames for their paintings and practice teaching about their work of art.
The Day of the Renaissance Fair

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Students perform selections from the unit on the Renaissance.</td>
</tr>
<tr>
<td>French</td>
<td>Oral reports given by the students in French about a particular artist from the Renaissance.</td>
</tr>
<tr>
<td>Home</td>
<td>Students provide a Renaissance banquet for the students, parents, and community.</td>
</tr>
<tr>
<td>Economics</td>
<td>Students from each of the teams put on a play wearing the costumes made by the home economics classes.</td>
</tr>
<tr>
<td>LA/SS</td>
<td>Students present the storybook weavers on the Reformation and the HyperStudio stacks on the Scientific Revolution. Students also teach the parents and community how to use these programs.</td>
</tr>
<tr>
<td>Tech</td>
<td>Students give oral reports on their models of inventions made during the Scientific Revolution.</td>
</tr>
<tr>
<td>Math</td>
<td>Students perform and teach the two Renaissance court dances.</td>
</tr>
<tr>
<td>Science</td>
<td>Students give oral reports and show their replicas of Renaissance art.</td>
</tr>
</tbody>
</table>

69
Appendix B: Art Unit

Goals:
In this art unit, art history, artistic styles, and artistic technique are taught through an in-depth examination of the Renaissance. These lessons give the students an opportunity to explore a particular work of art to understand how it is typical of Renaissance art.

Objectives:
1. The students will be able to identify the characteristics of Renaissance art.
2. The students will be able to analyze a piece of art.
3. The students will be able to tie the style of Renaissance art to the views of the time period.
4. The students will be able to produce a work of art that is typical of Renaissance art.

Lessons:
Day 1 Students will brainstorm as a class the characteristics of Renaissance art. They are drawing on knowledge previously learned in other classes. Students begin researching one particular piece of art and its artist. They are
researching its style and the characteristics that make it typical of Renaissance art.

Day 2-6  Students reproduce the piece of art. The students are careful to create it a way that still shows the Renaissance characteristics.

Days 7-11 Students write an analysis of the piece of art that they reproduced. They must tie the characteristics of the painting to the values and opinions of the time period. Rubric is provided.

Days 12-13 Students build frames for their paintings and practice teaching about their work of art.

Day 14  Renaissance fair
Artwork and Essay Rubric

Directions: After studying a piece of work from the Renaissance, recreate it. Then, write a two-page essay discussing the way in which it is typical of the Renaissance and how the characteristics of its art is similar to the views and opinions of the time period.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>STUDENT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The piece of art is from the Renaissance.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The copy is in the same artistic style and form as the original.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The copy uses the same textures and colors as the original.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. The essay has few or no spelling, grammar, or punctuation errors.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. The essay explains how the piece of art is typical of Renaissance art.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
6. The essay explains how the time period's history contributed to the style of its art.

COMMENTS:
Appendix C: Chorus Unit

Lessons:

The following is a two-week plan in which the first week contains the same lessons as the second.

Day 1  Students translate *Carmina Burana*, a choral of medieval poems in Latin. Discuss the history of the choral. Students begin rehearsing *Da Ques Deus*, a 14th Century Spanish chant. The students do not have a translation of the chant and must learn to sing it in syllables.

Day 2  Begin rehearsing *The Pastimes Madrigal*, which was written by Henry VIII.

Day 3  Students continue rehearsing *Da Ques Deus*.

Day 4  Students study the embellishment and style of *The Pastimes Madrigal*.

Day 5  Students begin rehearsing *Carmina Burana*.

The following is a two-week plan in which the first week contains the same lesson plans and schedule as the second week.

Day 1  Students continue rehearsing *Da Ques Deus*. Students begin comparing the Latin text of *The Illuminated Manuscript*, which was copied by 14th century monks, to current musical notation. Then
draw their own notation of the chant on parchment paper with red staff lines.

Day 2  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

Day 3  Students continue rehearsing Da Ques Deus.

Day 4  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

Day 5  Students continue comparing the Latin text of The Illuminated Manuscript to current musical notation and drawing their own notation of the chant on parchment paper with red staff lines.

The following is a four-week plan in which weeks two, three, and four are the same as week one.

Day 1  Students continue rehearsing Da Ques Deus. Students begin learning the two Renaissance court dances that they will teach the physical education classes.

Day 2  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

Day 3  Students continue rehearsing Da Ques Deus.

Day 4  Students study the embellishment and style of The Pastimes Madrigal. Students rehearse this chant.

Day 5  Students teach the two Renaissance court dances to the physical education classes.
Objectives:

1. Students will master appropriate vocal skills by practicing the chants and chorals.
2. Students will be able to translate a Latin piece of music into English.
3. Students will be able to place the musical pieces into an historical context.
4. Students will be able to recognize the style of a Renaissance piece.
5. Students will be able to copy a musical piece in current musical notation.
6. Students will master two Renaissance court dances which are typical of the time period.
7. Students will be able to teach other students the Renaissance court dance through peer tutoring.
Carmina Burana
by Carl Orff

History:

There are 25 poems that make up Carmina Burana. The student songs are from a 12th and 13th century manuscript. They were found in a German monastery outside Munich near where he lived, called St. Benedictbueren. "Burana" is the Latin word for bueren, or district. The poems were not published until 1847. Mr. Orff was fluent in Latin, became interested in the poems, and set them to music.

Overall, rhythm is the most important element, followed by melody with many octaves, 5ths and unisons. There is also some chant for a few phrases, only to break into more rhythmically pulsing motives.

He chose a great variety of percussion instruments to accompany the work, plus two pianos. He uses glockenspiels, xylophones, castanets, wood blocks, triangle, chimes, timpani, tambourine and drums.

Orff's idea was to express the vitality and joy of life in the middle ages, including the problems that beset them. Even though the piece was written in our own 20th century, it captures the sounds and feelings of medieval times.
O FORTUNA - WHEEL OF FORTUNE

O Fortune
variable
as the moon
always dost thou
wax and wane.
Destestable life,
first thou dost mistreat us
and then, whimsically,
thy heedest out desires.
As the sun melts the ice, so dost thou dissolve both poverty
and power.

Monstrous
and empty fate
thou, turning wheel,
art mean,
voiding
good health at thy will
veiled
in obscurity
thou dost attack
me also.
To thy cruel pleasure
I bare my back.

O Fortuna
velut luna
statu variabilis
semper crescis
auf de crescis
vita detestabilis
nunc obdurat
The bright face of spring
shows itself to the world,
drawing away the cold of winter.
Flora reigns in her colorful robes
praised in the canticle
of sweet-sounding woods.

Veris leta facies
mundo propinatur
hiemalis acies
victa iam fugator
ECCE GRATUM

Behold the spring,
welcome and long awaited
which brings back the pleasures of life.
The meadow
with purple flowers is a-bloom
the sun brightens all things
now put all sadness aside
for summer returns
and winter's cold withdraws

Ecce gratum
et optatum
ver reduet gaudia
Appendix D: French and World Cultures Unit

Goals:
In this unit, students will focus on the geography, culture, and language of Europe, both during the Renaissance and currently. Students will use the French language to write about Europe and its culture.

Objectives:
1. Students will improve their French skills both orally and in writing.
2. Students will be able to identify all of the countries of Europe.
3. Students will be able to write about the culture of either England, France, or Italy during the Renaissance.
4. Students will be able to research about the culture of Europe during Renaissance.
5. Students will improve the speaking skills in French by giving a speech on the art of the Renaissance.

Lessons:
Day 1 Students will identify the countries of Europe on a map that they create. Students must identify all of the countries on the provided list.
Students must follow all of the requirements on the rubric.

Days 2-7  Students will create a “passport” of Europe in French. In the passport, they write about the various sites that they would see if they were to take a trip to Europe. All of the writing must be in French. Students use films, encyclopedias, and books to research about the countries. A rubric is provided.

Day 8  Students present their passports to the class in French.

Days 9-14  Students write an oral report on the art of the Renaissance. Students must research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown. Rubric is provided.

Days 15-17  Students give their oral reports. The best will give their reports at the Renaissance fair.

Days 18-19  Students practice their reports for the fair.

Day 20  Renaissance Fair
<table>
<thead>
<tr>
<th>Countries Identified on the Map of Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
</tr>
<tr>
<td>Armenia</td>
</tr>
<tr>
<td>Azerbaijan</td>
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<tr>
<td>Belgium</td>
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<tr>
<td>Bulgaria</td>
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<td>Czechoslovakia</td>
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<td>Estonia</td>
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<tr>
<td>France</td>
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<td>Germany</td>
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<td>Greece</td>
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<td>Iceland</td>
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<td>Italy</td>
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<tr>
<td>Liechtenstein</td>
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<tr>
<td>Luxembourg</td>
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<tr>
<td>Moldova</td>
</tr>
<tr>
<td>Netherlands</td>
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<tr>
<td>Poland</td>
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<tr>
<td>Romania</td>
</tr>
<tr>
<td>San Marino</td>
</tr>
<tr>
<td>Spain</td>
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<tr>
<td>Switzerland</td>
</tr>
<tr>
<td>Ukraine</td>
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<tr>
<td>Yugoslavia</td>
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<tr>
<td>Andorra</td>
</tr>
<tr>
<td>Austria</td>
</tr>
<tr>
<td>Belarus</td>
</tr>
<tr>
<td>Bosnia-Herzegovina</td>
</tr>
<tr>
<td>Croatia</td>
</tr>
<tr>
<td>Denmark</td>
</tr>
<tr>
<td>Finland</td>
</tr>
<tr>
<td>Georgia</td>
</tr>
<tr>
<td>Great Britain</td>
</tr>
<tr>
<td>Hungary</td>
</tr>
<tr>
<td>Ireland</td>
</tr>
<tr>
<td>Latvia</td>
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<tr>
<td>Lithuania</td>
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<tr>
<td>Malta</td>
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<tr>
<td>Moaco</td>
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<tr>
<td>Norway</td>
</tr>
<tr>
<td>Portugal</td>
</tr>
<tr>
<td>Russia</td>
</tr>
<tr>
<td>Slovenia</td>
</tr>
<tr>
<td>Sweden</td>
</tr>
<tr>
<td>Turkey</td>
</tr>
<tr>
<td>Vatican City</td>
</tr>
</tbody>
</table>
European Map Rubric

Assessment: Circle the number indicating the level of quality displayed for each of the requirements. 1 = unacceptable, 2 = needs improvement, 3 = adequate, 4 = outstanding.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>STUDENT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Europe is shown accurately.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The map is drawn to scale.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The map is colorful.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. There is a key indicating what each of the colors represents.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. There is a legend indicating what each of the markings on the map</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>represents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The countries on the provided list are labeled accurately.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. There is a scale and a compass.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

COMMENTS:
Passport Rubric

Directions: Create a "passport" of Europe in French. In the passport, write about the various sites that you would see if you took a trip to Europe. All of the writing must be in French. Use films, encyclopedias, and books to research about the countries.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

REQUIREMENTS

1. All text is in correct French. 1 2 3 4 1 2 3 4
2. The passport includes information on at least seven sites in either England, France, or Italy. 1 2 3 4 1 2 3 4
3. For each of the sites there is at least one paragraph. 1 2 3 4 1 2 3 4
4. For each of the sites there is a fully colored picture. 1 2 3 4 1 2 3 4
5. All information is accurate. 1 2 3 4 1 2 3 4

COMMENTS:
Oral Report Rubric

Directions: Write an oral report on the art of the Renaissance. Research a particular artist and his or her work, and give a detailed explanation as to why the work is exemplary of the Renaissance. A slide of at least one piece of art must be shown.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

REQUIREMENTS

1. Oral report must be loud enough to be heard in the back of the classroom.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

2. Oral report must be in correct French.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

3. The report must be about an artist from the Renaissance.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

4. The history of the artist is given.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

5. An explanation of how the artist uses Renaissance techniques and style is given.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

6. An explanation of how the piece of art shown is typical of art in the Renaissance.  
   STUDENT: 1 2 3 4  TEACHER: 1 2 3 4

COMMENTS:
Appendix E: Home Economics Unit

Goals:
This home economics unit is instrumental in providing both costumes and banquet food for the Renaissance Fair. The activities serve as culminating assessments of both sewing and cooking skills that have been previously taught in the class. The unit is also successful in fully integrating social studies with home economics.

Objectives:
1. Students will be able to identify the characteristics of Renaissance dress.
2. Students will be able to identify the types of food typical of Renaissance banquets.
3. Students will be able to use their research skills to learn about the dress and food of the Renaissance.
4. Students will be able to use their sewing skills to create Renaissance costumes.
5. Students will be able to use their cooking skills to create a Renaissance banquet.
Lessons:

Day 1 - 3 Using Eyewitness Books: Costume, Eyewitness Books: Knights, The Middle Ages, Treasure Chests: Knights, encyclopedias, and Across the Centuries, students research the clothing styles of the Renaissance. Students make sketches of the various types of clothing and accessories.

Day 4 Students make lists of appropriate fabrics and notions for the Renaissance clothing.

Days 5 - Students create the Renaissance costumes to be used in the plays put on by the language arts and social studies classes.

Day 16 Students use The Middle Ages, Treasure Chests: Knights, and encyclopedias to research the types of foods that would be prepared for Renaissance feast.

Day 17 Students prepare plain pastry. Recipe provided.

Day 18 Students prepare chicken pot pie. Recipe provided.

Day 19 Students prepare apple or cherry pie. Recipe provided.

Days 20 - Students make the preparations for the Renaissance fair banquet. Students stay with this class all day.

Day 22 Renaissance Fair
Plain Pastry

2 cups sifted all-purpose flour
1 teaspoon salt
2/3 cup shortening
5 to 7 tablespoons cold water

Sift flour and salt together; cut in shortening with pastry blender until pieces are the size of small peas. For extra tender pastry, cut in half the shortening until it's like cornmeal. Cut in the remaining shortening until it is like small peas. Sprinkle 1 tablespoon of water over part of the mixture. Gently toss with a fork; put to the side of the bowl. Repeat until it is all moistened. Form into a ball. Divide the dough in half. Flatten on a lightly floured surface by pressing with the edge of your hand three times across the dough in both directions. Roll from the center to the edge until it is 1/8 inch thick. Trim the lower crust even with the rim of pie pastry. Cut slits into crust. Lift pastry by rolling it with a rolling pin, then unroll loosely over a well-filled pie. Trim 1/2 inch beyond the edge. Tuck the top crust under the edge of the lower crust. Flute the edge of the pastry as desired. Bake at 450 degrees for 10 to 12 minutes until it is golden brown.
Chicken Pot Pie

Pie crust
1 large can of cooked chicken
2 cans of cream of mushroom, cream of chicken or cream of broccoli soup
Mixed vegetables

Roll out the pie pastry. Fit one layer of pie pastry into the pie pan. Mix the chicken, soup, and mixed vegetables together. Place the other pie shell on top of the chicken pot pie. Bake at 375 degrees for one hour.

Apple or Cherry Pie

Pie Crust
cherry or apple pie filling

Prepare pastry for the pie. Pour in the pie filling. Cut slits into the top crust and fit it over the filling. Turn the edges under, seal, and flute. Bake at 425 degrees for 30 minutes.
Appendix F: Language Arts and Social Studies Unit

Lessons

Day 1  Conduct a review of the structure and hierarchy of European feudalism. Read pages 310-312 in Across the Centuries. Discuss the term plague and its effects on a society. Make connections to present day diseases such as AIDS. Students map the progression of the Great Plague across Europe.

**Homework:** Have students write a journal entry on a piece of parchment paper from the point of view of a 14th century farmer whose town population is decreasing from plague death.

Day 2  Students share their journal entries. In groups of four, students are given quotes from one of the following plays:

- *Julius Caesar*
- *Taming of the Shrew*
- *Midsummer Night's Dream*
- *Romeo and Juliet*

Students create a possible title, book cover, and summary for a book that would include their quotes. Groups share their ideas. Discuss the actual title and plot of the play and distribute character assignments for the reading of the play in class. Students begin reading the play.
Homework: Students finish reading Lesson 1 of Chapter 13 in Across the Centuries.

Day 3 Students play vocabulary game to create a list of the vocabulary words and definitions which accompany this unit. Continue reading the play. Students discuss the social studies reading from the previous night to find answers to questions provided on the overhead.

Homework: Students read Lesson 2 of Chapter 13 in Across the Centuries.

Day 4 Discuss the previous night's reading about the beginnings of the Renaissance in Italy. Using slides, examine the styles and themes of Renaissance art (Michelangelo's Moses, da Vinci, Botticelli, Raphael, Titan, Van Eyyck, and Durer's The Four Horsemen of the Apocalypse)

Homework: Students read Lesson 4 of Chapter 13 in Across the Centuries.

Day 5 Students continue reading the play. Students write an analysis of a quote that has occurred in the play up to this time. Discuss their ideas as a class.

Day 6 Discuss the ideas of individualism and advances in literature that they have encountered in their reading from Across the Centuries. Read an abridged version of Don Quixote. Discuss as a class before
students debate the question, 'Was Don Quixote insane or a dreamer that is necessary in society?''

Homework: Students read Lesson 1 of Chapter 13 in Across the Centuries.

Day 7 Have students take notes on the causes of the Religious Reformation and its major movements. Introduce the requirements of the "Slide Show" on the Reformation. Students begin research.

Days 8-12 Student continue to read the play. Students continue to work on the "Slide Show" and finish by the end of the 12th day.

Homework: Students read Lessons 2-4 of Chapter 13 in Across the Centuries.

Days 13-7 Students work on the scientific revolution inquiries and complete them by day 17.

Homework: Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.

Days 18-9 Students are divided into their teams to determine what portion of the Renaissance Fair they will be working on. They will be working solely on preparing for the Renaissance Fair on day 20.

Day 20 The Renaissance Fair.
Day 1 Lesson Plan

Goals of the lesson:

In this lesson the students are able to make a transition from the Medieval Era to the Renaissance. By first reviewing the structure and hierarchy of European feudalism, the students will be better prepared to make a comparison between medieval and Renaissance government. Through discussion and analysis students are able to understand the plague and its effects on a society. Students will also improve map-making skills and reacquaint themselves with the geography of Europe.

Objectives:

1. Students will be able to define the term plague.
2. Students will improve their skills in reading aloud through the reading of Lesson 1 in Chapter 12 of Across the Centuries.
3. Students will make connections between the medieval era and the Renaissance by comparing the two types of government.
4. Students will make connections between the past and present by analyzing the effects of a plague on a society.
5. Students will improve their map-making skills by creating a map of the growth of the plague in Europe.

6. Students will know the political geography of Europe by creating the map showing the growth of the plague in Europe.

7. Students improve creative writing skills through the creation of the journal.

Materials:
1. overhead projector
2. overhead transparency of a pyramid
3. *Across the Centuries*
4. plain white 8 1/2" x 11" paper
5. colored pencils
6. parchment paper
7. map rubric

Instructions and Time Line:
10 min. Conduct a review of the structure and hierarchy of European feudalism. Use an overhead transparency of a pyramid to create the hierarchy of power in European feudalism. Discuss the duties of each position.
25 min. Have students read pages 310-312 in *Across the Centuries* aloud. Define and discuss the term plague and its effects on a society. Make connections to present day diseases such as AIDS.

55 min. Using the map on p. 311 of *Across the Centuries* as a guide, students map the progression of the Great Plague across Europe on plain white 8 1/2" x 11" paper. The map must be in color, neat, accurate, and in scale. Use the rubric provided to ensure that students produce quality maps.

**Homework:**

Have students write a journal entry on a piece of parchment paper from the point of view of a 14th century farmer. The diary should take into account the desperate and helpless feelings of a person whose town population is being decreasing from plague death.
Map Rubric

**Assignment:** Create a map on 8 1/2" x 11" plain white paper showing the progression of the plague across Europe.

**Assessment:** Circle the number indicating the level of quality displayed for each of the requirements. 1 = unacceptable, 2 = needs improvement, 3 = adequate, 4 = outstanding.

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>STUDENT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Europe is shown accurately.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The map is drawn to scale.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The map is colorful.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. There is a key indicating what each of the colors represents.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. There is a legend indicating what each of the markings on the map represents.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. The following countries are labeled accurately: England, Ireland, Scotland, Wales, Spain, France, Germany, Italy, and the Netherlands.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. The progression of the plague is shown accurately.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. There is a scale and a compass.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

**COMMENTS:**
Day Two Lesson Plan

Goals:

This lesson is designed to stimulate interest in the play that students will be reading in class. Their creation of a title based on the quotes from the play, stimulates a discussion about the importance of titles. The reading of the play allows students to both improve their reading and speaking skills, while also providing an example of literature from the Renaissance time period.

Objectives:
1. Students will have their work validated by their peers in sharing their journals with the class.
2. Students will understand the relationship between plot and title through the creation of titles and summaries of plot from samples quotes.
3. Students will improve their reading skills by reading aloud.
4. Students will be familiar with a piece of literature from the Renaissance.
5. Students will improve their speaking skills by reading aloud.
6. Students will know the style of Renaissance literature.
Materials:
1. class set of one of the following plays: *Julius Caesar for Young People*, *Taming of the Shrew for Young People*, *Midsummer Night's Dream for Young People*, or *Romeo and Juliet for Young People*
2. plain white paper
3. pens, pencils, colored pencils
4. lined paper
5. strips of paper with quotes from the play on them

Instructions and Time Line

Before class
Among the language arts and social studies teachers at your school, assign one of the following plays to be read in each class. This play will serve as the literature for this unit, as well as the play that will be performed by each class at the Renaissance Fair.

15 min. Have students share their journal entries from the homework from the previous night.

35 min. Give each student a quote from the play. Within their groups of four, make sure that each student has a different quote. Each group must then create a title that would fit a story that contained the four quotes. Also, the group writes
a one-paragraph summary of a story that they have created that would include the quotes.

20 min. Groups share their titles and summaries.

20 min. Discuss the actual title and plot of the play and distribute character assignments for the reading of the play in class. Students begin reading the play aloud.

**Homework:**

Students finish reading Lesson 1 of Chapter 13 in *Across the Centuries.*
Example of Quotes to Use from

*Taming of the Shrew for Young People*

Gentlemen, I firmly am resolved not to bestow my youngest daughter before I have a husband for the elder.

From all such devils, good Lord, deliver us!

A husband? A devil! Think'rst thou, Hortensiom though her father be very rich, any man is so very a fool to be married to hell?

Faith, as you say, there's small choice in rotten apples.

Knock, sir? Whom should I knock?

I think she'll sooner prove a soldier!

If I be waspish, best beware my sting!

I swear I'll cuff you, if you strike again!

Obey the bride, go to the feast...or go hang yourselves!

What, art thou ashamed of me?
Day Three Lesson Plan

Goals:

Students will engage in an active assignment in order to create a list of vocabulary words and definitions to accompany this unit. Students also will be improving their skills in understanding their reading and being able to infer and analyze from their reading.

Objectives:

1. Students will know the correct spellings and definitions of vocabulary words from both Across the Centuries and the Shakespearean play.
2. Students will improve their reading comprehension skills.
3. Students will be able to analyze their reading.
4. Students will improve their reading skills by reading aloud.
5. Students will be familiar with a piece of literature from the Renaissance.
6. Students will improve their speaking skills by reading aloud.
7. Students will know the style of Renaissance literature.
Materials:

1. 3"x5" lined cards with each vocabulary word on a different card and the definitions written on the back of the cards.
2. a prepared overhead of the questions relating to Lesson 2 of Chapter 13
3. a class set of the selected Shakespeare play

Instructions and Time Line:

40 min. Students play vocabulary game to create a list of the vocabulary words and definitions which accompany this unit. Divide the cards evenly among groups of four students. Each group member is responsible for writing both the word and its definition neatly and correctly. When they are done, they are allowed to exchange their cards with another group. The first group in which all of the members have all of the words spelled correctly and with their correct definitions wins. Students keep their lists for future assignments and reference.

30 min. Continue reading the play. Discuss vocabulary and plot as it is read.

20 min. In their groups of four, students discuss the social studies reading from the previous night to
find answers to questions provided on the overhead.

**Homework:**

Students read Lesson 2 of Chapter 13 in *Across the Centuries.*
### Chapter 12
- plague
- monarchy
- heretic
- individualism
- Renaissance
- republic
- mercenary
- humanism
- realism
- patrician
- patron
- dowry
- secular

### Chapter 13
- council
- indulgence
- Protestant
- Reformation
- pamphlet
- predestination
- Counter Reformation
- Inquisition
- Scientific Revolution
- scientific method
- hypothesis

### Suggested Vocabulary from Taming of the Shrew for Young People
- institute p. 14
- bestow p. 15
- renowned p. 21
- tame p. 29
- woe p. 58
- discipline p. 15
- shrew p. 21
- cunning p. 25
- entreat p. 40
Questions for Lesson 2
of Chapter 12 in *Across the Centuries*

1. Compare and contrast an Italian republic with the United
   States government.

2. Using the map on p. 317, explain why the cities of
   Florence, Milan, and Venice became successful trade
   centers.

3. Choose a current celebrity that you believe has the
   qualities of a Renaissance man or woman. Explain what
   qualities that person has and why you selected that
   person.

4. Select a painting from Lesson 2 and explain how it is
   typical of Renaissance art.
Day Four Lesson Plan

**Goals:**
In this lesson, students will be taking an in-depth look at the style of Renaissance art. They will be analyzing various examples of art from the time period and the recurring subjects of the paintings.

**Objectives:**
1. Students will be able to identify the style of a Renaissance painting.
2. Students will be able to identify recurring subjects in Renaissance art.
3. Students will be able to use analytical skills in viewing the message of a piece of art.
4. Students will be able to write about the opinions of pieces of art.

**Materials:**
1. prepared slides of Renaissance art (they can be made from personal pictures, examples of art from local museums, or prepared slides that are purchased); the slides should include examples from the following: Michelangelo, da Vinci, Botticelli, Raphael, Titan, Van Eyck, and Durer
2. a class set of a set of questions to develop analytical skills in viewing art, which will also lead the students to recognize Renaissance style and themes;

3. a slide projector

Instructions and Time Line:

20 min. Discuss the previous night's reading about the beginnings of the Renaissance in Italy. Be sure to emphasize the types of art that began to flourish, the style, and their themes. Students take notes.

60 min. Using slides, students examine the styles and themes of Renaissance art. Guide them with class discussion and the prepared list of questions that they are responsible for answering.

Homework:

Students read Lesson 4 of Chapter 13 in Across the Centuries.
Day 5 Lesson Plan

Goals:
In this lesson, students will be improving both their comprehension and analytical skills of a piece of literature.

Objectives:
1. Students will improve their reading skills by reading aloud.
4. Students will be familiar with a piece of literature from the Renaissance.
5. Students will improve their speaking skills by reading aloud.
6. Students will know the style of Renaissance literature.
7. Students will be able to analyze a piece of literature in writing.

Materials:
1. a class set of the selected Shakespearean play
2. a prepared overhead transparency of a quote from the play; examples are given
3. a prepared overhead transparency of the rubric for the written analysis
Instructions and Time Line:

45 min.  Students continue reading the play aloud.

30 min.  Select a quote from the play that has been discussed in class already. Students write an analysis of the quote. Examples are given. Their analysis should include examples from both the play and their own lives, if possible. Rubric is provided.

15 min.  Discuss their ideas as a class.
Literature Analysis
Quote and Rubric

Quote from The Taming of the Shrew for Young People:
"I can, Petruchio, help thee to a wife with wealth enough, and young and beauteous. Her only fault is...she is curst and shrewd and forward!"

Hortensio

Directions: Write a one-page essay discussing the plot to tame the shrew.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

STUDENT TEACHER

1. The essay is organized into logical paragraphs.
2. The essay contains few errors in spelling, grammar, or punctuation.
3. The essay is written in the student's best handwriting.
4. The essay identifies all of the major characters involved in the plot to tame the shrew.
5. The essay gives an in-depth analysis of the plot to tame the shrew.
Day Six Lesson Plan

Goals:
In this lesson, students become acquainted with one of the most popular stories from the Renaissance, Don Quixote by Cervantes. Students then engage in debate over the question of Don Quixote's sanity.

Objectives:
1. Students improve their listening skills while the teacher reads an abridged version of Don Quixote.
2. Students use evaluative skills in processing information about the character of Don Quixote.
3. Students improve their debating skills in a classroom debate discussing Don Quixote's sanity.

Materials:
1. an age appropriate, abridged version of Don Quixote

Instructions and Time Line:
15 min. Brainstorm ideas as a class as to what individualism is. Direct them into giving examples from the reading in Across the Centuries.
30 min. Read an abridged version of Don Quixote.
45 min. Arrange the classroom into two sections. Students chose where they sit depending on how they answer the following question: Was Don Quixote insane, or was he a dreamer trying to improve the world around him? Students debate the question.

Homework:

Students read Lesson 1 of Chapter 13 in Across the Centuries.
Goals:

In this lesson, students will make an in-depth study into the causes, major events and figures, and effects of the Religious Reformation. In this cooperative group activity, students will be making a "Slide Show" out of a cardboard box decorated to look like a cathedral, drawings, and student-created text which is wound through the box to simulate a slide show. Students will also finish reading the play aloud.

Objectives:
1. Students will know the causes of the Religious Reformation.
2. Students will be able to write about the major figures and events of the Religious Reformation.
3. Students will be able to identify the effects of the Religious Reformation.
4. Students will improve their research, reading, and writing skills in preparing the "slide show."
5. Students will improve their reading skills by reading aloud.
6. Students will be familiar with a piece of literature from the Renaissance.
7. Students will improve their speaking skills by reading aloud.
8. Students will know the style of Renaissance literature.

Materials:
1. a class set of the selected Shakespearean play
2. a 9"x12" cardboard box for each group of four
3. butcher paper, construction paper
4. glue, scissors, rulers,
5. 8 1/2"x11" plain white paper
6. Across the Centuries
7. Encyclopedias
8. pens, colored pencils, markers
9. a class set of rubrics for the "slide show"

Instructions and Time Line:

Day Seven

30 min. Have students take notes on the causes of the Religious Reformation and its major movements. Be sure to introduce Luther and the 95 Theses, Calvinism, and the Inquisition.
10 min. Read over the rubric for the Religious Reformation "slide show" and discuss its requirements as a
class. Be sure to discuss the grading procedure which holds each member of the group accountable.

40 min. Students begin research for the "slide show" using their copies of Across the Centuries and encyclopedias.

Days Eight - Twelve

30 min. Continue reading the selected Shakespearean play. Students should be done reading by the end of the twelfth day.

50 min. Continue researching and designing the "slide show." The project must be completed by the end of day twelve.

Homework:

Students read Lessons 2-4 of Chapter 13 in Across the Centuries.
Reformation Slide Show Rubric

Directions: The group is responsible for researching the causes of the Reformation, the major contributors to the Reformation, the events of the Reformation, and the circumstances which led to the Inquisition. Writing about only one topic on each 8 1/2” x 11” plain white paper, write a paragraph and create a picture for each page. After connecting each of the pages and inserting them into cardboard box, decorate the box to simulate a cathedral.

Assessment: Circle the number which corresponds with the level of quality displayed for each of the requirements. 1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>STUDENT</th>
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<tbody>
<tr>
<td>1. Each page contains a complete paragraph in pen about a topic relating to the Reformation.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The writing contains no major errors in spelling, grammar, or punctuation.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>3. All of the writing contains accurate information.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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**REQUIREMENTS**

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<tr>
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<th>STUDENT</th>
<th>TEACHER</th>
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<tbody>
<tr>
<td>4. Each page contains a picture fully in color which supports the paragraph.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. The completed pages tell the complete story of the Reformation.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. The cardboard box is neatly covered in butcher paper.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. The box is decorated to look like a cathedral.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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**COMMENTS:**

**Individual Grades**

Assign points to each of the group members based on their participation. The points cannot total more than 50. One person cannot receive more than 20 or less than 5.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POINTS</th>
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</tbody>
</table>
Days Thirteen - Seventeen Lesson Plan

Goals:
In this lesson, students are able to explore the advancements made during the scientific revolution using the inquiry method.

Note: Tryouts for parts in the play are held today so that students may learn their lines in time for the Renaissance Fair.

Objectives:
1. Students will be able to identify the major figures and advancements of the scientific revolution.
2. Students will be able to choose assignments which will best suit their talents.
3. Students will improve their writing, reading, and researching skills.

Materials:
1. a set of inquiries for each student
2. Across the Centuries
3. encyclopedias
4. 8 1/2" x 11" plain white paper
5. colored pencils, markers, rulers, scissors, etc.
6. construction paper, butcher paper
Instructions and Time Line:
all Students work on completing the assignments for period the inquiries on the scientific revolution. They are allowed to use Across the Centuries and encyclopedias and any materials listed above. Students must choose at least one assignment to be completed on the computer. Students must follow their rubrics and have the correct amount of points completed by the end of the 17th day.

Homework:

Students complete scientific revolution inquiries. Students who have been chosen for the Renaissance Fair performance of the play study their lines.
Scientific Revolution Inquiries

1. Copernicus

8 pts. - Create a three-dimensional mobile that simulates the Copernicus model of the universe.

6 pts. - Write a one-page essay on Copernicus and his discoveries.

4 pts. - Create a detailed drawing demonstrating the Copernicus model of the universe.

2. Vesalius

6 pts. - Research the findings that Vesalius made in his dissections of the body. Write a one-page essay discussing his discoveries.

5 pts. - Pretend that you are a scientist in the 17th century. From a scientist’s perspective, decide if Vesalius’s methods of research were ethical. Write a two-page essay persuading the reader that your opinion is correct.

3. Galileo

8 pts. - Write a two-page essay discussing Galileo’s discoveries, methods of research, and the controversy that he caused.

5 pts. - Draw a colorful picture of the universe complete with Galileo’s discoveries.
4 pts. - Create a colorful chart showing all of Galileo’s findings, his methods of research, and a sketch of the discovery.

4. Newton

6 pts. - Research Newton’s findings with lights and prisms. In a one-page essay, explain how rainbows are created.

4 pts. - Define the word “gravity” and explain how it affects the planets in the universe in a one-page essay.

Total points possible = 28

A = 25 - 28
B = 21 - 24
C = 17 - 20

• Students must complete at least one inquiry from each of the topics.

Students must stay after school until they have at least 17 points.
Lessons:

Day 1  Students write out a routine of their lives had they lived in the 1700's. The routine includes time to sleep, do chores, eat, engage in personal hygiene, travel, go to school, and have fun. Students then create two circle graphs, one that depicts a typical 24-hour day in the 1700's and one for today.

Day 2  Review what a polygon is. Students create polygons with various amounts of sides and find the amount of, type of, and measurement of each angle. After experimenting on paper, the students create a polygon that they believe will fly when made out of popsicle sticks.

Day 3  Students finish building their "plane." Students test which shapes fly best. Students learn about Leonardo DaVinci's sketches of early flying planes and compare their findings with his predictions.

Day 4  Students create cork-and-feather helicopters. Students first predict whether 2, 3, 4, or 5 blades will create the best helicopter. Students construct a helicopter of each type in groups. Students time the drop of each helicopter from the
same height to determine its rate of fall.
Homework: Students make a table that shows the various data from the tests.

Day 5
Students predict what angle the blades should be set at to produce the best fall. Students test their hypotheses by creating helicopters with different angled blades and dropping them from the same height. Students learn about Leonardo DaVinci’s sketches of a helicopter and his findings.
Homework: Students make a table that shows the various data from the tests.

Day 6
Students construct a parachute out of cloth and string. Students drop their parachutes from three drop heights, recording the time of descent at each level. Students calculate the rate of descent for each drop.
Homework: Students create a table which shows the height, time, and rate of each drop.

Day 7-8
Students take notes on the trial of Galileo. Students create a model of the solar system. Students calculate how far each of the planets should be from the sun by comparing the earth’s average distance to Mercury, Venus, and Mars.
Day 9  Students take notes on the findings of Newton and Newton's Laws of gravity. Students then write a science fiction story about the future. In the story, an anti-gravity spray has just been invented. Our school is the first to try out the potion. Students write a story about what happens.

Homework: Complete the story.

Days 10-20  Homework: Students research a scientist from the Renaissance. Students write a two-page report about the scientist's discoveries. Students create a model of one of the discoveries.

Days 21-22  Students create oral reports to explain their models to be given at the Renaissance Fair.
Anti Gravity Story Rubric

Directions: Students write a one-page story about a school that is testing an anti-gravity potion.

1= unacceptable, 2= needs improvement, 3= satisfactory, 4= outstanding

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>STUDENT</th>
<th>TEACHER</th>
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</thead>
<tbody>
<tr>
<td>1. The story is one full page.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The story is creative.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The story is in correct paragraph form.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. The story has no spelling,</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>punctuation, or grammatical errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The story is accurate according to the laws of gravity.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</table>

COMMENTS:
Renaissance Scientist
Research Paper and Model Rubric

Directions: Research a scientist from the Renaissance. Write a two-page essay about the scientist and his or her discoveries and then create a three-dimensional model of one of the discoveries or inventions.

1= unacceptable, 2= needs improvement, 3= satisfactory, 4= outstanding

REQUIREMENTS

1. The paper is two pages, double-spaced typed. 1 2 3 4 1 2 3 4
2. The essay is in correct paragraph form with minimal errors. 1 2 3 4 1 2 3 4
3. The essay is thorough in detailing the scientist and his or her work. 1 2 3 4 1 2 3 4
4. The model is accurate. 1 2 3 4 1 2 3 4
5. The model is neatly built. 1 2 3 4 1 2 3 4
6. The model is functional in that the discovery or invention does what the scientist intended. 1 2 3 4 1 2 3 4

COMMENTS:
Appendix H: Technology Unit

Goals:
This technology unit focusing on the Renaissance integrates language arts, social studies, mathematics, and science with computer technology. The lessons will teach both Storybook Weaver and HyperStudio, while reinforcing the scientific discoveries and the events of the religious reformation.

Objectives:
1. Students will be able to create a story book on Storybook Weaver about the Reformation.
2. Students will be able to use research skills to collect information on the Reformation and the Scientific Revolution.
3. Students will be able to crate a HyperStudio stack on the scientific discoveries of the Scientific Revolution.
4. Students will be able to use their writing skills in creating their computer projects.

Lessons:
Days 1-4 Students learn how to use Storybook Weaver. They become acquainted with the variety of pictures and sounds available in the program.
Homework: Students research the Reformation and write a story to use on Storybook Weaver.

Days 5-10 Students create their story books on Storybook Weaver. Rubric is provided.

Days 11-14 Students learn how to use the program HyperStudio. Students learn how to create the different pages and buttons.

Homework: Students research the scientific discoveries of the Scientific Revolution.

Days 15-19 Students create a HyperStudio stack on the Scientific Revolution. Rubric is provided.

Day 20-21 Students develop their techniques to teach the community at the Renaissance Fair how to use the two programs and show the projects that have been developed by the students.

Day 22 Renaissance Fair
Rubric for the Storybook Weaver on the Reformation

Directions: Create an eight-page story book on Storybook Weaver about the Reformation. Be sure to research thoroughly the roles of Luther, Calvin, Protestantism, and the Inquisition. The story must contain three pages of text only and five pages of pictures and text.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>STUDENT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The text contains few errors in spelling, grammar, or punctuation.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The objects and settings used in the pictures are appropriate.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>3. The story describes the influence of Luther and The 95 Theses.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. The story describes the influence of Calvinism.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. The story describes the influence of Protestantism and the Reformation on the Inquisition.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Appropriate spacing is used.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</tbody>
</table>

COMMENTS:
Rubric for the HyperStudio Stack
on the Scientific Revolution

Directions: Create a HyperStudio stack which teaches about the discoveries made during the Scientific Revolution. The discoveries should be thoroughly researched and the cards should be stacked in a logical manner.

1 = unacceptable; 2 = needs improvement; 3 = adequate; 4 = outstanding

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>STUDENT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The text contains few errors in spelling, grammar, or punctuation.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The stack teaches about Copernicus, Galileo, and Newton.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The stack is organized logically.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. It is always possible to return to the main page.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Each page is completely different both in design and color.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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COMMENTS:
Appendix I: Physical Education Unit

Goals:
Students will master two of the Renaissance court dances. Students will gain greater coordination and balance through the mastery of the steps. Through the dance they will also learn about another culture.

Objectives:
1. Students will be able to perform the two Renaissance court dances.
2. Students will be able to identify the characteristics that are typical of Renaissance dance.
3. Students will improve their coordination skills.
4. Students will improve their balance.
5. Students will be familiar with the dance of another culture.

Lessons:
Day 1  Students from the chorus class visit the physical education classes to peer tutor the students on how to perform the two Renaissance court dances.
Days 2-5 Students practice the two Renaissance court dances.
Day 6 Renaissance fair.
Appendix J: Needs Assessment Survey

Directions: Circle the number that most closely resembles the strength of agreement you have for the statement. 1 = strongly disagree and 5 = strongly agree.

- Interdisciplinary lessons are a goal for our team.
- I am in favor of cooperative learning.
- I am in favor of peer tutoring.
- I am in favor of active learning.
- I am in favor of using inquiry.
- I am not afraid to take risks in my teaching.
- Our team is successful at using cooperative learning.
- Our team is successful at creating interdisciplinary lessons.
- Our team's core classes of language arts and social studies or mathematics and science are successful in integrating subjects.
- Our team is successful in using themes in teaching.
- Our team is successful at using a wide variety of assessment tools.
Appendix K: Teacher Assessment Survey

Directions: Circle the number that most closely resembles the strength of agreement you have for the statement. 1 = strongly disagree and 5 = strongly agree.

- Our team is successful at using cooperative learning. 1 2 3 4 5
- Our team is successful at creating interdisciplinary lessons. 1 2 3 4 5
- Our team’s core classes of language arts and social studies or mathematics and science are successful in integrating subjects. 1 2 3 4 5
- Our team is successful in using themes in teaching. 1 2 3 4 5
- Our team is successful at using a wide variety of assessment tools. 1 2 3 4 5
- The lessons created for the Renaissance unit successfully integrate all of the subject areas. 1 2 3 4 5
- The Renaissance unit is successful in using strategies suggested in Caught in the Middle. 1 2 3 4 5

SUGGESTIONS TO IMPROVE THE UNIT:
REFERENCES


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