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| **Class/Subject: World History** | **Day 87: The Renaissance** |
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| **Objective(s)**  **SWBAT…Evaluate the causal factors and affects the Renaissance had on Europe and the world.** | **HSCE/CCS**  **Topic:**  *WHG 5.3.5:* Europe through the 18th Century - Analyze the major political, religious, cultural, and economic transformations in Europe by   * analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism * analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society   *WHG 6.1.5:* Interpreting Europe’s Increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social change) or factors external to Europe (e.g., decline of the Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). |
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| **Materials:**   * **PowerPoint** * **Chrome Book** | **Procedure/Activities:**   * **News/This Day in history** * **Formula for the next four days: “European Miracle”- brief lecture** * **10 in 10: “The Renaissance”- Research and share out** * **PowerPoint/Lecture** * **Explore the Sistene Chapel on your own** * **Summation Writing** |
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| **Strategies (check all that apply)** | |
| \_\_X\_\_ Direct Instruction/lecture | \_\_\_\_ Summarizing & Note taking |
| \_\_\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_X\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_X\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: The quiz will serve as the assessment.** | **Notes** |