

their opinions and why		
<p><u>Formative Assessment:</u></p> <p>Teacher Observation:</p> <ul style="list-style-type: none"> - Observe cooperation in partnership and class activities including debate. - Listen for students' prior knowledge in predictions - Observe students' Venn diagrams. - Observe students' reasoning/justifications/use of evidence in debate situation 	<p><u>Summative Assessment:</u></p>	

Daily Lesson Plan

Subject: Social Studies 8		Unit: Renaissance Worldview	
Lesson#: 3		Resources: - Student Text - Student Notebook	
Outcomes: 8.2.4.1 What was the Renaissance? (TCC, LPP) 8.S.1.1 – analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue 8.S.1.2 – critically evaluate ideas, information and positions from multiple perspectives 8.S.1.3 – demonstrate the ability to analyze local and current affairs 8.S.8.4 Offer reasoned comments relating to the topic of discussion 8.S.8.5 Listen to others in order to understand their perspectives 8.S.9.2 – examine the values, lifestyles and points of view represented in a media message			
Focus Question: How does the way society is organized shape people's attitudes and values?			Time:
Instructional Activities:			
<u>Engage:</u>			
<ol style="list-style-type: none"> 1. Post focus question 2. Review positive and negative aspects of life in the country and town for peasants and nobles. Have them re-read their learning log entry from previous lesson then discuss why people changed their opinions if they did, or why not if they didn't. 			
<u>Explore:</u>			
<ol style="list-style-type: none"> 3. Read together the "Fast Forward P. 19". Discuss "Think It Through" as a class. Ask students what they think are the duties of a Canadian Citizen. 4. Who do you think would value Canadian Citizenship more, someone who was born in Canada or someone who has immigrated to Canada from a country like Columbia or Afghanistan? Why? 5. Do you think that there may have been different opinions about the manorial system depending on who you were in society? 6. Read P. 20 with students. Students do "Think It Through" in a think-pair-share activity. 7. Ask students if they think writing is the only thing that can show perspective. What about images? What kinds of questions should be ask when we are viewing an image? 8. Students read P. 21. With a partner student do the "Try It" questions. 			
<u>Exit:</u>			
<ol style="list-style-type: none"> 9. Have students fill out an exit card stating 2 things that they learned today and one that they have a question about. 			
Formative Assessment:		Summative Assessment:	
Teacher Observation: - Observe cooperation in partnership and class activities including debate. - Listen for students' prior knowledge in			

predictions - P. 19 Think it Through - P. 20 Think it Through - P. 21 Try It Exit Card	
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- P. 21 Try It

