

Lesson overview

Subject:	World History
Grade:	9
Topic:	The Reformation
Approx. duration of the contracts	1 Week
Concepts:	Reformation, changes
Essential questions:	• What were the problems and issues that provoked religious reforms in Western Christianity? • What were the major economic, political, and theological issues involved in the Reformation?

Objectives

✓ Students will know:

Conflicts that challenge the authority of the Church in Rome and related terms such as : Italian domination, church political power and wealth, usury, corruption, and the sale of indulgences
 Key people such as martin Luther, John Calvin, and Henry VIII and their contribution on Reformation
 Results of the Reformation in Germany, England, France, and the Catholic Counter Reformation

✓ Students will understand:

That the Reformation began as a theological initiative but resulted in significant changes in theology, economics, and politics.
 Since religions are often intertwined with politics and economics, major changes in one of those (religion, politics, or economics) will typically affect the others.

✓ Students will be able to :

1. Identify and organize the causes and effects of the Reformation
2. Argue why they need changes in society from one of the contributor's perspective.
3. Justify their choice of standpoint in the Reformation process.
4. Relate Reformation to changes in politics and economics at the time.
5. Develop a concept map for the Reformation

**Checking points.*

- Do the “Know” objectives cover the essential information to be learned?
- Are the “Understand” objectives big and transferable ideas of the discipline?
- Are the “Do” objectives are observable and measurable? Do they encompass essential skills?
- Do the KUDs “fit together”-in other words, will they come together coherently?

Range or description of learner needs in your class related to this topic

This is not one of the more exciting parts of World History for most students, so part of the process will be trying to work with them through material that many will initially think is boring. This class is a mixed ability group of freshman. As with my RAFT application, the majority of the students are not big fans of history because of the intensity of lecture, reading, and writing, so I have tried to design this lesson to address the KUDs while providing more authentic opportunities for writing rather than typical essays based off of lecture notes.

Factors and elements you'll need to consider in developing the Contracts

(related to time, students, space, materials, etc.)

Students will need in class support from adults, access to computers, all of the graphic organizers, examples of children's historical picture books, and arts supplies for the choices that include illustrations.

Activities and materials already available to consider including the Contracts

Graphic Organizers: Concept Development Map, Frayer Model, Cause and Effect Organizer, Historical Biography Organizer, maps of Europe
 Primary and secondary historical resources related to the Reformation
 Reformation Web Quest

Pre-assessment plans:

This learning contracts activity is designed to be implemented after an introduction to the Reformation, giving students some ownership over how they will compile what they are learning as they investigate the Reformation. This concept is taught towards the end of the year, so (hopefully) they will have

become more self-directed throughout the year as this would not be the first learning contract utilized in the course.

Prior to beginning the introduction I will open with a discussion about the term Reformation leading into a KWL chart, informally assessing what they have already been exposed to in regards to the topic.

They will be very familiar by this point in the year with graphic organizers, but I will include choice of organizer as much as possible so that students can organize the information in ways that are useful to them.

If pre-assessments throughout the course of the year and opening discussion indicate that there is a need for some students to accomplish these tasks with a partner or small group, adjustments will be made to accommodate that need, though this plan has been written as though the students are completing task independently. Please note that independent does not mean isolated, as conversation will be promoted and if students are assisting others and everyone is meeting their goals then I am facilitating well.

Specific task to be included in the contracts:

Writing to synthesize information in authentic ways, organizing information in graphic organizers, identifying cause and effect

1. Working guidelines for students:

Students will be expected to complete their contract during class time so that I can assure they have access to materials and support as needed.

Students will be allowed to work in the classroom, computer lab, or library depending on the task they are working on. Additionally, within the classroom, students will be able to work where they are comfortable (I work best on the floor) and conversation will be encouraged. My guidelines for conversation while working: It must be obvious that work is being accomplished to an outside observer and the volume must be at a level where I can still hear my radio (which is typically in a far corner of the room and turned down relatively low). I have used these guidelines in all of my classes at all age levels and so far it has always worked well for my

students and I.

2. Time line requirements and student planning:

My freshman students tend to be unorganized. To facilitate that, I will provide a suggested timeline for completion and monitor student progress daily for the week (and extend the time allotted for the activity if needed).

3. Assigning students to contracts:

I would actually ask students to complete three of the four main dishes, two sides, and one dessert. This builds in more choice and my “creative” options are all desserts.

4. Introducing the Learning Contracts to students:

I would present this as an opportunity for students to choose how they will show me what they know.

Assessment plans :

1. how work will be graded

Each assignment description will include a rubric.

2. Monitoring student work and progress:

Student progress will be checked quickly each day by myself, my co-teacher, and/or the assistant in the room. Additionally, mid-week, students will meet for 5 minute mini conferences with one of the adults to scan completed work for accuracy, offer tips and suggestions, and listen to concerns. This mid-week check will allow me for mid-activity corrections (i.e. acquiring unexpected materials, needing to extend time, etc.)

3. Checking work for accuracy, understanding, and quality:

Each part of the contract should fulfill the requirements on the rubric. Work will be checked based on the rubric and work not meeting the expectations will be returned with detailed notes on what needs to be corrected as well as times I am available for individual meetings. Success isn't really an option for me since I don't succeed if my students don't succeed.

4. Turning work in-when and how:

Work is turned in as a portfolio at the end of the activity with the rubrics.

Learning Contracts

Menu: The Reformation

Due: These specified number of main dishes, side dishes, and desserts must be complete by the due date.

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Main Dish (*you must complete three (3) of these*)

1. Complete the cause and effect graphic organizer to explain the causes and effects of the Reformation with specific information related to Germany, France, and England.

2. Write a letter as though you were Martin Luther, John Calvin, or Henry VIII explaining why you think the church needs reform.

3. Complete a concept development map or Frayer model for the Reformation.

4. Write a response to the following journal prompt: If you were living in France at the time of the Reformation, would you have followed the Protestant Huguenots or stayed with the Roman Catholic Church? Justify your choice.

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Side Dish (*You must do at least two (2) of these*)

1. Use the Historical Biography graphic organizer to compile a

biography of Martin Luther, John Calvin, or Henry VIII

2. Label two political maps of Europe showing the political changes that occurred as a result of the Reformation.

3. Label two religious maps of Europe showing the religious changes that occurred as a result of the Reformation.

4. Complete a concept development map or Frayer Model for the Inquisition.

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Dessert (*You must do at least one (1) of these*)

1. Write and illustrate a short picture book for 5th grade students about the Reformation.

2. Write your “95 theses” about what you think needs reform in the world today.

3. Complete the Reformation WebQuest

4. Propose another creative way to show what you know about the Reformation (clear this one with me first)

Analyzing you Learning Contracts

1. How are the sample contracts alike in intent and structure? How are they different in intent and structure?

All students are required to write and make connections between the church, politics, and the economy. Each section offers many graphic organizers to support students learning.

I tried to incorporate options for writers, non-writers, artists, and technology buffs so that at least one of the options would be exciting for each student in my class.

2. What do you see as essential feature of or elements in making sure students are successful with leaning contracts?

As with all teaching, I think support is an essential feature. I can differentiate a

lesson for anything, but if the students don't have the support they need to complete the work successfully, the lesson hasn't met their needs. Support can include, but is not limited to: providing clear guidelines, providing all necessary materials (or showing students how to get them), monitoring timelines so no one gets lost, and being available for help when needed.

3. What is the link between preassessment and learning contracts?

Knowing where students are and their interests is vital to designing learning contracts that will push students to achieve their potential without too much frustration. Choice is great, but giving students a choice of activities that are all "too hard" or "too boring" won't be effective. You have to account for their strengths, weaknesses, and interests to build choice into assignments so that students become owners of their work rather than tortured children forced to do what you think they should do.

4. Think of several ways the teachers might have given direction for competing contracts successfully when not all students would complete the same task.

I would present the activity to the whole group and read through each option once. I would then answer questions related to the assignment as a whole. I would also post the assignment expectations on the board or overhead. Students would have a hard copy as well. Once I sense that they understand the concept of the learning contract, I would spend some time answering questions about the individual choice options and then give students a few moments to determine which choices they think they will pursue.

Once initial choices are made (not set in stone but a place to start), students will be allowed to work in the location of their choice (classroom, library, or computer lab). Once work has started, the adults will check in with each student individually to check for understanding, answer additional questions, help with choices for those who "don't know what to pick", etc.