

## **Global Education Lesson (Unit) Plan**

**Subject:** 7th Grade Medieval World History

**Topic:** The Protestant Reformation

**Essential Question:** To what degree was religion a tool for liberation or a form of social control?

**Sub question:** Should Martin Luther be considered a hero or a heretic?

**Final Product:** Students will create a pamphlet or flyer using Canva to reform a problem they see in their school, the US, or the world.

Pamphlet will include an argument with a call to action, a reason, a citation from an outside reliable source, an explanation, a counterclaim, and a final response.

*The following is a modified version of a 2 week unit on the Protestant Reformation completed on 3/21. The majority of the unit centered around global education. The following is Day 3 of the unit, in which students were asked to brainstorm and create a topic of reform in our school, the US, or the world.*

### **Days 1 and 2 of Reformation Unit:**

**Day 1:** Teacher introduced students to essential question and reviewed the extent of the influence of the Catholic Church on the lives on medieval Europeans as assessed in the last unit. Students completed interactive reading notes using the Kagan structure 3 Stay 1 Stray, in which students taught each other essential information on the medieval Catholic Church. Class ended with students using the Collaborate feature on Nearpod to brainstorm why Europeans would want to leave the Catholic Church, and reasons they would want to stay. Teacher wrote down and posted student generated reasons to Google Classroom for use later in unit.

**Day 2:** Students participate in a poll. Students were posed with the following situation: Vista has decided that to raise money for more field trips, we are going to allow students to purchase points in the front office. Students can add points to any test or assignment for \$1 each. Students needed to decide: Stay at Vista because they like the school, even though this one aspect is corrupt, it will make their lives easier OR unenroll and risk attending a different school, with no friends, farther from home all because selling points is wrong. Teacher then modeled writing an argument with a call to action using the Collaboration activity from the previous day and student responses to poll regarding Protestants reforming the Catholic Church.

## **Global Citizen Lesson Plan**

**Opening:** Teacher discusses with students the need for reforms and reminds students of the reasons Protestants looked to reform the Catholic Church during the 1500s.

**Hook:** You are all activists! What do we need to reform in our world?

**Warm Up:** Students log into Nearpod and complete whole class collaboration activities. Students are posed with 3 questions: What needs to be changed in our school? What needs to be changed in the US? What needs to be changed in the world? Students participate by posting what they think needs to be changed and why. Teacher leads students through Nearpod collaborations, making note of population topics in each category (school, US, and world) on a separate piece of paper. This master list is posted to Google Classroom and projected on the board.

**Reflection/Progress Monitoring:** Students participate in a collaborative structure called "Talking Chips." Each student has 2 chips (colored pieces of construction paper. Each student has a different color). Students may only speak in their 4 person team when they have placed a chip into the center of the group. Using the topics

posted on the board, students will discuss the pros and cons of topics of interest in each category. Students will use the “Building on What Others Say” sentence stems posted on the classroom wall (can see these stems on my CSTP 3 and 4 pages). Teacher will prompt students through changes and categories and monitor student understanding of reform or change.

**Small Group Instruction:** Students will have 4 minutes to choose a topic and make note on their REFORM IT Pamphlet Draft assignment on Google Classroom. After 4 minutes, teacher will group students into small group based on the category they chose. Teacher will also pull selected students to center table for teacher-led small group instruction. Students will work in teams and independently to start creating personal arguments, reason, and a call to action. Teacher will lead a small group of students who need additional reading and writing support. Teacher-led group is open to all students. Teacher calls in some students, but all in need of additional support are welcome to join.

**Exit and Assessment:** Teacher will review and edit all arguments using Google Classroom for students to use the following day. Participation and effort will be graded as a formative assessment. Implementation of teacher comments will be used as part of the next assessment.