

Renaissance Jeopardy Review Game CARC Social Studies

Grade Level	8	General Outcome	8.2 Through an examination of Renaissance Europe, students will demonstrate an understanding and appreciation of how the exchange of ideas and knowledge contributed to shaping the worldview of the western world.
Time Frame	4 – 5 classes	Enduring Understanding (purpose of the lesson)	Students work with the original Bloom’s Taxonomy to create different levels of questions to review the Renaissance Worldview unit in a Jeopardy style review. This task can be easily adapted for reviewing any of the general outcomes.
Developed By	Rachelle Haggerty and Margaret Lopetinsky		
Critical Challenge/Big Idea	Working collaboratively, create accurate questions for each level of Bloom’s Taxonomy		
Value and Attitude Outcomes		Knowledge and Understanding Outcomes	Skills and Process Outcomes
<p>8.2.1 appreciate how Renaissance Europe formed the basis for the worldview of the western world (C, TCC)</p> <p>8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews (C, I)</p> <p>8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context (C, TCC)</p>		<p>8.2.4 critically examine the factors that shaped the worldview evolving in western Europe during the Renaissance</p> <p>8.2.4.1 What was the Renaissance? (TCC, LPP)</p> <p>8.2.4.2 How did the Renaissance spark the growth and exchange of ideas and knowledge across Europe (i.e., astronomy, mathematics, science, politics, religion, arts)? (TCC, ER, PADM, GC)</p> <p>8.2.4.3 How did the physical geography of Renaissance Europe impact trade among, and competition between, European countries? (LPP, TCC)</p>	<p>decision making and problem solving</p> <p>8.S.4.1 demonstrate skills of compromise and devise strategies to reach group consensus</p> <p>8.S.4.2 propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons</p> <p>demonstrate skills of cooperation, conflict resolution and consensus building</p> <p>8.S.5.1 identify and use a variety of strategies to resolve conflicts peacefully and fairly</p> <p>8.S.5.2 consider the needs and perspectives of others</p>

	<p>8.2.4.4 How did increased trade lead to the emergence of powerful city-states, (i.e., Florence, Venice, Genoa)? (TCC, CC, ER)</p> <p>8.2.4.5 In what ways did thinkers and philosophers influence society in the development of a humanist worldview during the Renaissance?(GC, I)</p> <p>8.2.4.6 In what ways were the Age of Discovery and the rise of imperialism expressions of an expansionist worldview? (TCC, PADM, LPP)</p> <p>8.2.4.7 In what ways did exploration and intercultural contact during the Renaissance affect the citizenship and identity of Europeans? (C, I, G, LPP, TCC)</p>	<p>demonstrate skills of oral, written and visual literacy</p> <p>8.S.8.4 offer reasoned comments relating to the topic of discussion</p> <p>8.S.8.5 listen to others in order to understand their perspectives.</p>
<p>Summative Assessment Strategies</p>	<p>Because students are working collaboratively and there is no distinction between work complete individually, the actual product is not summatively assessed.</p>	
<p>Introductory Activity/ The Hook</p>	<p>Activity 1: Review/Practice Questioning Strategies</p> <ol style="list-style-type: none"> 1. Present the PowerPoint Bloom’s Critical Thinking Questioning Strategies. This is a good overview of Bloom’s original taxonomy with practice for students using “Goldilocks and the Three Bears”. Introduce tools such as Bloom’s Taxonomy’s Model Questions and Key Words to students to aid them with tools to create different levels of questions or any tool you are already using. 2. Read another children’s story such as Cinderella to students. Have them work in pairs to create questions for each level of Bloom’s original taxonomy for the story. Discuss questions created by each pair in terms of their accuracy to the level. 	
<p>Teaching/ Learning Strategies and Activities</p>	<p>Activity 2: Creating Questions</p> <ol style="list-style-type: none"> 3. Tell students that you will arrange students in partner groups to complete a Jeopardy style review. Go through the task with students. 4. Distribute handout Renaissance Jeopardy Question Board and Renaissance Jeopardy Answer Board below. These can be distributed electronically instead. Note: these handouts are 8½” by 14”. 5. Instruct students to have all of the necessary information prior to formulating their questions for the appropriate levels of the taxonomy for the correct point totals. Have them plan how they are going to complete the task prior to getting started. 	

	<p>Activity 3: Game Board Completion</p> <p>6. Only when the Renaissance Jeopardy Question and Answer Boards are finished should students proceed to the Jeopardy Game Template. Ensure students save the template into their files prior to beginning and ensure their names are part of that file.</p>
Resources	<p>Maynard, J. <i>Bloom's Taxonomy's Model Questions and Key Words</i>. Retrieved May 15, 2011 from http://www.cbv.ns.ca/sstudies/links/learn/1414.html</p> <p>N C Teach Resources and Links. <i>Bloom's Questioning</i>. Retrieved May 15, 2011 from http://uncw.edu/ed/ncteach/documents/Blooms%20questioning.ppt</p>

Adapted from: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Renaissance Jeopardy Question Board

Out of the Middle Ages	Exploration and Trade	Painting and Thinking	Symmetry , shape and size	Focus on Florence
Comprehension				
Application				
Analysis				
Synthesis				
Evaluation				

Renaissance Jeopardy Answer Board

Renaissance Jeopardy Answer Board

Out of the Middle Ages	Exploration and Trade	Painting and Thinking	Symmetry , shape and size	Focus on Florence

Renaissance Jeopardy Answer Board