LESSON PLAN

Grade Level: 6th

Humanism: Renaissance way of thinking.

Essential Questions
- How did humanist thinking affect the progression of the Renaissance?
- In what ways do the opinions of Petrarch still affect our world today?

Objective
Students will be able to exhibit their learning of the three principles of Renaissance humanism, connecting the philosophy with contemporary life in the form of MLK's speech.

Standards

NYS for Social Studies:

SS.2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

SS.2.2 - Establishing time frames, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

SS.2.3 - Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

SS.2.4 - The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Common Core:

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on
grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Materials**
- Powerpoint- Lesson 2
- KWL chart (One for each period)
- Renaissance Unit Packet
- Video Clip: MLK speech
- Video Clip: Flagellants
- Worksheet: Humanism in Modern Times

**Introduction**
- Review what life was like in the Middle Ages.
- Follow the powerpoint presentation.
- Does anyone remember what life was like during the dark ages?

**Teaching Strategies**
- During the Middle Ages, Christianity and the Church was the center of everyone’s life.
- Most decisions were made based on how it might affect their place within the church and salvation.
- Remember the Crusades? The Magna Carta? The black plague?
- Show them video of flagellants.
- Petrarch lived during the time of the plague. He would have seen the flagellants.
- He got to thinking, this is no way to live life. The uniqueness of the individual is important. Humans are the ones to make a difference in the world.
- A new movement began that focused on what was happening within the world.
- Mankind and what he/she was able to achieve or create became important.
- This new movement was called Humanism.
- Renaissance Humanism can be summarized in three basic principles.
- Go through powerpoint and discuss each of the principles of humanism.

**A:** Individual worth: all human beings have value and should be treated with dignity and respect. No longer mattered which social class, EVERYONE deserved to able to make the best of
their life.

- **B: A STRONG COMMITMENT TO PUBLIC SERVICE**
  -- humans must use their gifts and talents for the good of others. Everyone is encouraged to contribute to and be active in one’s community. Investment in a city’s appearance improved life for all.

- **C: DEVELOPMENT OF VARIETY OF SKILLS AND TALENTS** -- humans must learn and experience as much as possible. This encouraged people to explore their interests and develop their skills. This led to an enormous growth in production of art, literature and creativity.

**Conclusion**
- Tell students that you know some of them are thinking: Who cares? The Renaissance doesn’t affect me?
- Show them video of MLK speech
- Introduce homework. Students will label the humanist principles in MLK’s speech

**Assessment**
- Homework: Humanism in modern times worksheet.
- Anecdotal notes on participation and discussion

**Reflection**
- Doc group automatically connected the pieces of the puzzle
- Needed extra help with completion of discussion
NAME: _________________________  GROUP: __________

HUMANISM IN MODERN TIMES

Directions: Underline and label the humanist principles in the following speech.

"It would be fatal for the nation to overlook the urgency of the moment.... Nineteen sixty-three is not an end, but a beginning.... In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.... We must not allow our creative protest to degenerate into physical violence.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character...

... I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers....

... I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

... And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing...."