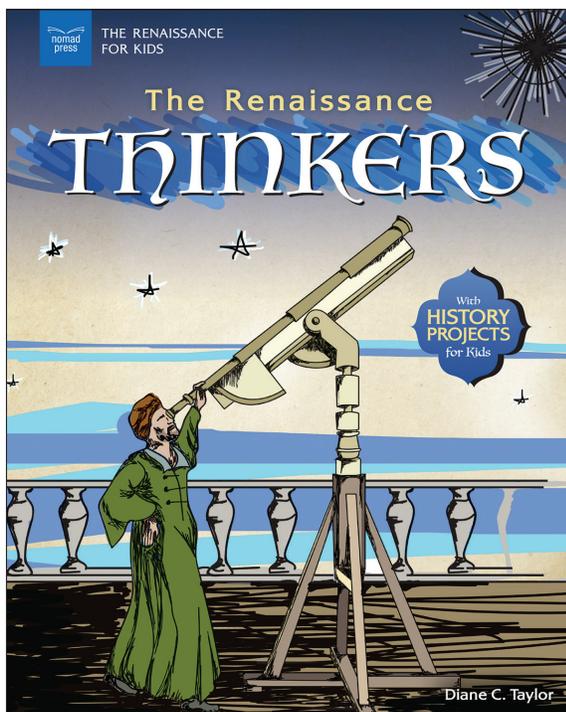


CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways.

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Age: 10–15
Grade: 5–10
Softcover: 9781619306943, \$14.95
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eBook: all formats available, \$9.99
Specs: 8 x 10, 112 pages, color interior
Focus: World History
GRL: Z

The Renaissance Thinkers With History Projects for Kids

Who were the scientists and philosophers of the Renaissance?

The Renaissance Thinkers: With History Projects for Kids introduces readers ages 10 through 15 to the biographies of five of the most influential scientists and philosophers of the Renaissance era, including Filippo Brunelleschi, Machiavelli, Copernicus, Thomas More, and Francis Bacon. Alongside these male intellectuals, the lives and contributions of women and non-Europeans, who have been historically marginalized and ignored, are illuminated and explored, showing readers the true diversity of the Renaissance world.

The Renaissance Thinkers: With History Projects for Kids is one of a set of four books in the Renaissance for Kids series. Other titles in the series are *The Renaissance Inventors*, *The Renaissance Explorers*, and *The Renaissance Artists*.

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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

ambassador, circumference, controversial, insuperable, quadrant, rational, utopia

BEFORE READING

1 Establish Background Knowledge

- What do you already know about the Renaissance? What do you know about the scientists, philosophers, and writers who lived then?
- How do you think politics and society are different today than they were back then?

2 Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do photographs and videos help someone learn about a topic?

CCC: CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCC: CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DURING READING

1 Check for Understanding

- What might it have been like to live during the Renaissance when kings and queens ruled over countries, and governments were often toppled by rebels?
- What might it have been like to have religion play such a large role in community life?
- How was science done before people followed the scientific method?

CCC: CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCC: CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



Was the Renaissance really the Renaissance? Join John Green for a discussion on this time period.

https://www.youtube.com/watch?v=Vufba_ZcoR0



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a How does knowledge about the past inform and influence our world today? How might people act if we had very bad memories and couldn't recall past events?
- b What does architecture tell us about a society's values?
- c How do you think good leaders should act? Should they inspire fear, love, respect, or all three? Can you compare and contrast current leaders who have different styles of leadership?
- d Have you ever read any dystopian books, such as *The Hunger Games*? What did they make you think about? Why do you think dystopians are more popular than books about utopia?
- e What are some scientific truths do we accept today that might be disproved in the future, such as Earth being the center of the universe?
- f Is traveling an important part of education? Why or why not?

CCC: CCSS.ELA-Literacy.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCC: CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCC: CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

COMMON CORE CONNECTIONS

Grade: 8 Language CCSS.ELA-Literacy.L.8.3,4,4a,4b,4c,4d,5,5a,6

Grade: 6-8 History/Social Studies CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

Grade: 6-8 Science & Technical Subjects CCSS.ELA-Literacy.RST.6-8.1,2,3,5,6,7,8,9,10

Grade: 8 Speaking & Listening CCSS.ELA-Literacy.SL.8.1,1a,1c,1d,2,3,4,5,6

Grade: 6-8 Writing HST CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 8 Language

CCSS.ELA-Literacy.L.8.3,4,4a,4b,4c,4d,5,5a,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a Interpret figures of speech (e.g. verbal irony, puns) in context.

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grade: 6-8 Science & Technical Subjects

CCSS.ELA-Literacy.RST.6-8.1,2,3,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of science and technical texts.

2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.



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COMMON CORE CONNECTIONS

7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Grade: 8 Speaking & Listening

CCSS.ELA-Literacy.SL.8.1,1a,1c,1d,2,3,4,5,6

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Grade: 6-8 Writing HST

CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

1 Write arguments focused on discipline-specific content.

2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Project

What Does that Mean?

In 1515, Thomas More came up with a new word—*utopia*. In 2017, Merriam-Webster added more than 1,000 new words to its English language dictionary. Ten of those new dictionary entries are listed below.

- **Write down what you think each word means.** Then, with an adult's permission, check the actual definitions online.

Verbs

- Face-palm
- Ghost
- Photobomb

Nouns

- Listicle
- Ping
- Train wreck
- Side-eye
- Snollygoster

Adjectives

- Woo-woo
- Seussian

- **Were your definitions close to the real thing?** Did you already know what some of the words meant? If you did, where had you encountered them or what clues made it possible for you to figure out what they mean?

- **Young people often come up with slang terms.** Do you use any slang words among your friends that your parents don't use? What communication need do they fill? Do you think the new words will last? Will people still be using them, like *utopia*, hundreds of years from now? Why or why not?

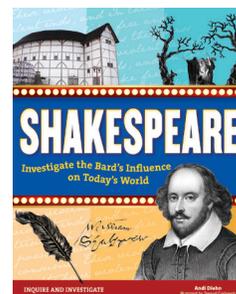
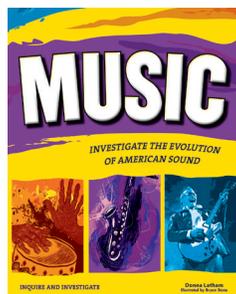
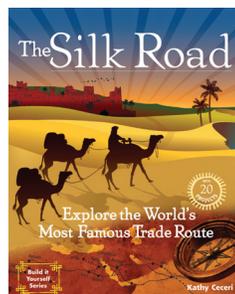
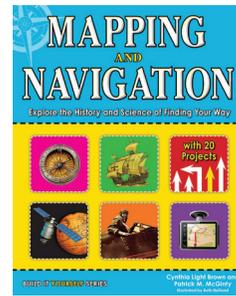
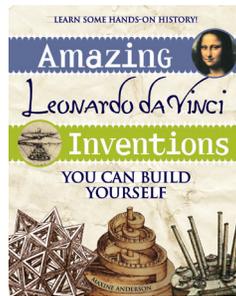
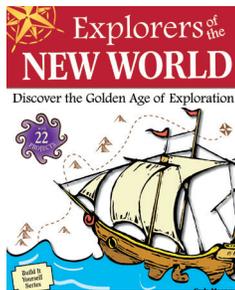
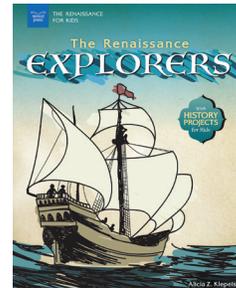
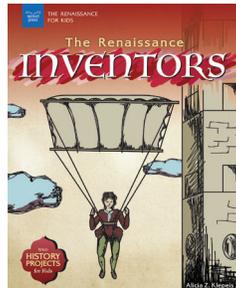
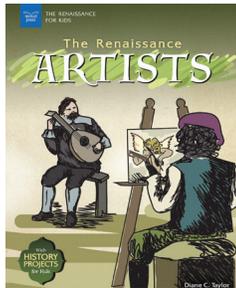
CONNECT

How does a word get into the dictionary? Who decides which new words are worthy of the dictionary? Learn all about the process from an editor at Merriam-Webster!



 Merriam-Webster new words

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