












# Renaissance Revealed

Ref: EN\_CC\_1

## Introduction



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 <b>Description</b>	<p>In this lesson, learners are introduced to common daily routine expressions using visual flashcards. The teacher shows flashcards depicting various actions and models pronunciation. Learners engage in several enjoyable activities such as matching activities, pairing images with words or short phrases, which help them enhance their vocabulary and communicative skills.</p>		
 <b>Age</b>	13 - 18 yeas	 <b>Language Area</b>	Vocabulary
 <b>Proficiency Level</b>	B2	 <b>Authors</b>	Maria Martzoukou & Athina Nachopoulou
 <b>Subject</b>	Language, History	 <b>Duration</b>	30 - 40 minutes
 <b>Links with Language Curriculum</b>	<p>Vocabulary – Contextual Cues</p> <ul style="list-style-type: none"> <li>• Vocabulary development</li> <li>• Enhanced passage comprehension</li> <li>• Critical thinking</li> <li>• Cultural awareness (especially for idiomatic expressions)</li> <li>• Skill integration (reading, writing, listening, speaking)</li> <li>• History, e.g. Renaissance</li> </ul>		
 <b>Rationale</b>	<p>To develop basic skills for understanding, interpreting and engaging with texts. The strategy of using contextual cues enriches language competence and develops critical thinking and independent learning, preparing learners for academic success and effective communication in real-life situations.</p>		

# Introduction



## Aims

Through this protocol learners are expected to:

- Be able to infer meanings of unfamiliar words
- Improve text comprehension
- Develop critical thinking
- Enrich their vocabulary
- Become self-sufficient readers
- Improve their overall communication skills
- Combine different language skills



## Equipment and Material Needed

- Passages prepared in such a way as to contain contextual cues.

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Preparation

#### 1. Choose a Suitable Text:

Select a text that matches learners' level and interests. This could be a short story, a text from their schoolbooks, or a news article containing rich vocabulary suitable for learning.

#### 2. Identify Key Vocabulary:

Identify key vocabulary words in the text that may be challenging for the learners.

#### 3. Modify the Text with Contextual Cues:

Adjust the text by adding words or sentences to provide hints or additional information, helping learners predict the meaning of unfamiliar words through contextual cues.

#### 4. Types of Contextual Cues:

- **Definitions / Explanations:** e.g. Eleni is lethargic; she has no energy even to get out of bed!
- **Examples:** e.g. Celestial bodies, including the sun, moon and stars, have fascinated humans throughout the ages.
- **Synonyms:** e.g. This situation is a riddle, a puzzle that is difficult to solve.
- **Antonyms or Contrast:** e.g. George is outgoing, unlike his brother who is quiet and shy.





## 02 | Strategy Application

According to Graves (2006) and İltar (2019), the steps of the strategy are as follows:

### 1. Introduction of the Strategy:

- Explain to the learners that you are going to teach them a strategy in which we use information from the text to guess the meaning of an unfamiliar word. Briefly introduce the steps

**Step 1:** We read carefully until we encounter an unfamiliar word.

**Step 2:** We stop and reread the last sentence, trying to find information that will help us guess the meaning of the word. We guess the meaning. If we think we understand the meaning of the word, we continue reading. If not, then we move on to the next step.

**Step 3:** We go back and read the sentences that preceded the unfamiliar word, looking for clues/contextual cues that could help us guess the meaning of the word. If we think we understand the meaning of the word, we move on to the next step.

**Step 4:** We replace the unknown word with the meaning we think it has, and check if it makes sense in our text. If it does, we continue reading. If not, we repeat the previous steps or continue reading without knowing the meaning of the word and trying to understand the text.

### 2. Modeling the Four-Step Strategy:

- Use a text that would help you demonstrate the four-step strategy. In the Appendix you will find suggested texts, from the 2nd grade History textbook and the corresponding 2nd grade textbook, on the Renaissance and Humanism.
- Adopt the 'thinking aloud' method, expressing metacognitive statements to show how we recognise a difficult word and how we are led to understand its meaning.

### 3. Guided Practice:

- Practice the strategy together with the learners in pairs.
- Provide an expository text and prompt pairs to identify and infer the meanings of difficult words.
- Read the paragraph aloud and highlight challenging words, guiding the pairs to find explicit cues
- Rehearse the four-step strategy until learners can fluently recite and apply it.

### 4. Independent Practice:

- Continue using the four-step strategy with a more advanced expository text. Ask learners to read the paragraph several times, marking unfamiliar words
- Let the learners deal with the strategy of contextual cues, with you taking an increasingly less active role.
- Allow learners to take increasing responsibility for implementing the strategy. The teacher should provide support and feedback, but not lead the process.

### 5. Review of Instructional Program:

- Assess what learners have learned by having them recap the strategy and complete worksheets with exercises to practice the four-step strategy process.

## Useful Tips

01

During the “Modeling the Four-Step Strategy” teachers can use a text in which the unknown words and their contextual cues are marked with different colors

02

**ATTENTION!:** In the following stages there should be no markers to help learners identify the textual clues. Therefore, underlines and bold letters should be erased from the suggested texts if you wish to use them.

03

Create an open environment where learners feel comfortable asking questions about words they do not understand and discuss possible meaning with their peers.

04

Select a variety of texts, such as stories, fairytales, newspaper articles, passages from schoolbooks, instructions and online articles. This diversity will help learners understand how context operates across various types of writing and see the practical application of the skill.

05

Incorporate various types of contextual cues within the expository texts.

06

In the worksheets you can use for each word a different kind of contextual cue from the one in the text. This approach provides learners with multiple opportunities to understand the meaning of unfamiliar words.



## 01 | Texts

*For the stages "Modelling the four-step strategy", "Guided practice" and "Independent practice" you can use the following texts:*

### Renaissance Revealed!

In the 15th and 16th centuries, an artistic and intellectual movement, the Renaissance, **manifested** itself in Europe. The main characteristic of the emergence of the Renaissance is the **revival**, the bringing back to life of the values of classical antiquity, for the creation, the **foundation** of a new world.

Man further develops his framework of thought and action and forms a different perception of the world. The new **perspective** no longer relies on the power of tradition. Tradition wanted man to be constantly preoccupied with the salvation of the soul, not to participate in the joys of life and to think that everything lasts only a short time and there is no point in trying. The **concern**, for the salvation of the soul, the **abstention** from the joys of life and the idea of **futility**, is now replaced by critical thinking, evolution, science and the idea of progress. Man becomes the **focus**, the main element of observation and interest of the **intellectuals**, that is, the educated, the wise and the artists. The body, life on earth (terrestrial) and beauty acquire their own place in man's life and form a new conception of life.

The **cradle**, that is, the place where these ideas were born and cultivated, was the **prosperous**, economically strong cities of Italy, such as Florence, Rome, Venice and Milan. In these cities, intellectual and artistic activities were sponsored by rulers or wealthy people of the time, the so-called **maecenas**.

## 01 | Texts

### The Humanism

The Renaissance man was looking for ways to express new values and ideas. He turned, therefore, to Greco-Roman culture in order to **draw on** the necessary **intellectual equipment**. That is, he began to study, translate and comment on the texts of ancient writers in order to take and use the thoughts, ideas and values of antiquity. This study was done **systematically**, with firmness, organization, order and following a specific method. The turn towards a deeper knowledge of antiquity was called **humanism**.

Humanists believe that a person should **engage** in all areas of human activity and be involved in everything to acquire a multidimensional personality that includes spiritual, mental, and physical abilities and **talents**. Thus, they **aim to shape**, that is, to create, a new type of person, the so-called **universal** or **polymath man** (homo universalis). The universal or polymath man is the integrated, multidimensional person who decides for himself and determines his own future and **destiny** through knowledge and personal struggle.

Educational institutions and teaching methods occupy a central, **dominant** position in the world **envisioned** by humanists. To achieve the development sought by humanists, many new schools, colleges, and universities are established to contribute to the dissemination of new ideas. The curricula **are expanded** to include a **broad range of subjects**, so that learners can take many courses and gain a well-rounded education.

### A new perspective on education and science

Erasmus, a significant representative of Humanism, believed that "*people are not born, but become*," thus emphasizing the role and power of education. Moreover, it was the **belief** of people of the time that science progresses through observation, experience, and experimentation. This view continues to exist to this day.

The contribution of printing was also **decisive** in the spread of the Renaissance and Humanism. It is very important that **printing shops** published thousands of books, thus facilitating access to knowledge. But the **public's philomathy**, that is, the people's love of learning the arts and letters, was confined to the cities. In the **countryside**, most people remained illiterate and out of touch with scientific developments.

# Answers

## Renaissance Revealed!

Unfamiliar Word	Contextual Cue	Type
manifested	<u>emergence</u>	Synonym
revival	<u>the bringing back to life</u>	Definition/Explanation
foundation	<u>creation</u>	Synonym
perspective	<u>perception</u>	Synonym
concern	<u>to be constantly preoccupied with the salvation of the soul</u>	Definition/Explanation
abstention	<u>not to participate in the joys of life</u>	Definition/Explanation
futility	<u>to think that everything lasts only a short time and there is no point in trying</u>	Definition/Explanation
focus	<u>the main element</u>	Definition/Explanation
intellectuals	<u>that is, the educated, the wise and the artists</u>	Definition/Explanation
cradle	<u>the place where these ideas were born and cultivated</u>	Definition/Explanation
prosperous	<u>economically strong</u>	Synonym
maecenas	<u>rulers or wealthy people of the time</u>	Definition/Explanation



# Answers

## The Humanism

Unfamiliar Word	Contextual Cue	Type
draw on intellectual equipment	<u>in order to take and use the thoughts, ideas and values of antiquity</u>	Definition/Explanation
systematically	<u>with firmness, organization, order and following a specific method</u>	Definition/Explanation
humanism	<u>a deeper knowledge of antiquity</u>	Definition/Explanation
engage	<u>be involved</u>	Synonym
talents	<u>spiritual, mental, and physical abilities</u>	Examples
aim to shape	<u>to create</u>	Synonym
universal or polymath man	<u>the integrated, multidimensional person who decides for himself and determines his own future</u>	Definition/Explanation
destiny	<u>his own future</u>	Synonym
dominant	<u>central</u>	Synonym
envisioned	<u>sought by</u>	Synonym
are expanded	<u>to include a broad range of subjects</u>	Definition/Explanation
broad range of subjects	<u>many courses</u>	Synonym



# Answers

## A New Perspective on Education and Science

Unfamiliar Word	Contextual Cue	Type
belief	<u>view</u>	Synonym
decisive	<u>very important</u>	Definition/Explanation
printing shops	<u>published thousands of books</u>	Examples
public's philomathy	<u>that is, the people's love of learning the arts and letters</u>	Definition/Explanation
countryside	<u>to the cities</u>	Antonyms/Contrast



## Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.