

Europe's Renaissance and Reformation

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 3**
Length: **3-4 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Times	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Africa	2	4
Imperial China	2	4
Japan During Medieval Times	2-3	4
Civilizations of the America	3	4
Europe's Renaissance and Reformation	3-4	4
Europe Enters the Modern Age	4	4

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Unit Overview

In this unit, Student will learn:

- Origins of the Renaissance
- Advances made during the Renaissance
- The drivers of the spread of the Renaissance
- Causes of and Reasons for the Reformation
- Branches of Protestantism—Lutheranism, Calvinism, and Anglicanism
- The Counter-reformation by the Catholic Church

- The effects of the Reformation

Enduring Understandings

- The changes in Europe that led to the Renaissance
- Renaissance advances in architecture and engineering, painting, sculpture, literature, and science and mathematics.
- Key aspects, and advances of Renaissance figures, such as Leonardo da Vinci, Michelangelo, and William Shakespeare.
- Corrupt practices and key events that weakened the Catholic Church.
- Factors that contributed to the spread of Protestant ideas throughout Europe.
- The long- and short-term causes and effects of the Reformation.

Essential Questions

- What changes in Europe led to the Renaissance?
- How did the Reformation divided the Christian church, millions of people, and European states?
- What advances were made during the Renaissance?
- In what ways have various leading figures of the Renaissance affected modern society?
- What factors led to the weakening of the Catholic Church and the beginning of the Reformation?
- What were the effects of the Reformation?
- How did world religions change and spread during the modern period?

New Jersey Student Learning Standards (No CCS)

Explain how Ideas developed during the Renaissance and Reformation made political, economic, and cultural changes that have had a lasting impact SOC.6.2.12.CS2

Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas to other empires SOC.6.2.12.A.2.a

Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World SOC.6.2.12.B.2.a

Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts. SOC.6.2.12.D.2.a

Determine the factors that led to the Reformation and the impact on European politics. SOC.6.2.12.D.2.b

Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. SOC.6.2.12.D.2.c

Analyze the impact of new intellectual and religious ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. SOC.6.2.12.D.2.d

Cite specific textual evidence to support analysis of sources regarding the causes and reasons for the reformation LA.6-8.RH.6-8.1

Determine the central ideas or information of a primary or secondary source regarding a major Renaissance figure, providing an accurate summary of the source distinct from prior knowledge or opinions. LA.6-8.RH.6-8.2

Amistad Integration

Students research:

- Africans in Renaissance Europe
- Renaissance Europeans perspectives of Africans

- Everyday life of Africans in Renaissance Europe

And present findings using the media of their choice

Holocaust/Genocide Education

Students investigate, discuss and reflect upon the antisemitic views of Martin Luther and how he influenced modern anti-semitism, Hitler, and the Nazi Party

Interdisciplinary Connections

Write arguments of benefits and costs of the Reformation .LA.6-8.WHST.6-8.1

Technology Standards

TECH.8.2.8.B.CS1 The cultural, social, economic and political effects of technology. (in the context of Florence and the Renaissance)

21st Century Themes/Careers

no applicable relevancy in this section

Financial Literacy Integration

PFL.9.1.8.B.8 - [Develop a system for keeping and using financial records (in the context of a classroom simulation of Florence

Instructional Strategies & Learning Activities

- In a Visual Discovery activity, students analyze images to explore various aspects of society that contributed to the rise of the Renaissance. They perform an Act-It-Out using one of the images as a backdrop.
- In an Experiential Exercise, students take a “tour” of Florence, learning about various aspects of the Renaissance
- In a Response Group activity, students read and learn about the lives and achievements of prominent Renaissance figures
- In a Visual Discovery activity, students explore the main ideas and key individuals of the Reformation.
- In a Skill Builder, students explore the causes and effects of the Reformation and summarize the content covered in this lesson using illustrations and annotations

In a "Recasting the Past" simulation, students assume roles to build the Brunelleschi, using primary sources

- Read alouds and note taking
- Completion of T-charts and venn diagram.
- Interactive lessons contained in digital student notebook of History Alive The Medieval World
- Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning
- Map reading to determine feudalism's effectiveness
- Visiting stations based on famous medieval European sites
- Analysis of artwork
- Use of piktochart, digital storyboard, and other online resources.
- Jigsaw activities.
- Flipped instruction as appropriate
- Timeline development

Differentiated Instruction

- Mind Map; Word Clouds
- Inquiry/Problem-Based Learning
- Read alouds and note taking
- Completion of T-charts and venn diagram.
- Interactive lessons contained in digital student notebook of History Alive The Ancient World
- Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning
- Collaborative group work and problems solving (create commemorative columns)
- Use of Google Earth and VR technology (Rome Reborn Project)
- Game-based learning (Rome to Home Scattergories,
- Use of piktochart, digital storyboard, and other online resource
- Jigsaw activities.
- Flipped instruction as appropriate
- timeline development.
- Use of text differentiation using TCI textbook features
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- LMS use
- The Hot Seat/Role-Play

- Mastery Learning (feedback toward goal)

Formative Assessments

- Observations
- Questioning using TCI section reading notes
- Student self assessments
- Exit slips using Google Classroom Questions
- Note-taking using section TCI Reading note

Summative Assessment

- Quiz: Multiple Choice and Short Answers
- Tests
- Explanatory Paragraphs
- Document Based Questions (DBQ)

Benchmark Assessments

Link It Assessments

Departmental Diagnostic Assessments

Alternate Assessments

Performance Assessments

- Students produce a “virtual tour” of the Renaissance

- Explain causes and effects of the Reformation using illustrations and annotations.

Resources & Technology

- Student chromebook
- Promethean Board
- Google Earth
- Class Flow
- Active cast
- Google G suite

BOE Approved Texts

- TCI'S History Alive!: The Medieval World and Beyond

Reacting to the Past: "Building the Italian Renaissance"

Closure

Google Classroom Question at the end of class as exit ticket

Class Flow activities including text responses, polls, T/F, multiple choice

Students use Active cast to display of drawings or answers from TCI Reading Notes

Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

Sequence It - create timelines of major events discussed

Have students exchange cards and answer the question they have acquired.

Students answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"

ELL

- Text differentiation feature offered by TCI textbook
- Read aloud features offered by TCI textbook
- Dynamic vocabulary links offered by TCI textbook
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

Special Education

Including but not limited to: :

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).

- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

Permit a student to rework missed problems for a better grade.

Accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Instruction and action included but not limited to:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems

- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Gifted and Talented students read “Further Effects of the Reformation” (TCI textbook) and prepare a digital presentation that explains the tolerance and intolerance of the era.

Gifted and talented students, using primary sources from TCI, answer the question: *How does Renaissance art and literature reflect humanist ideals?*

Gifted and Talented students are provided encouragement and opportunities, as appropriate, to:

- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking