

Unit B -- Reform in the Christian Church (Reformation) and the Age of Religious Wars

Content Area: **Social Studies**
Course(s): **Advanced Placement Modern European History**
Time Period: **September**
Length: **Approximately 4 weeks**
Status: **Published**

Unit Overview

This unit covers the Reformation and the Age of Religious Wars from the time period of the 1400s to the early 1600s. The unit will cover the following:

- * Martin Luther and the birth of Protestantism
- * The growth of the Protestant Reformation
- * The Catholic Reformation and Counter Reformation
- * Religious riots in France
- * Charles V and Philip II
- * Spanish Armada
- * Thirty Years War
- * Overseas Exploration
- * Status of Women

Enduring Understandings

- It is important to recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.
- Relationships between people, places, ideas, and events can be determined by cause and effect.

Essential Questions

- How can looking at different perspectives help us better understand ourselves?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences and shape events?
- Why should we care about the perspectives of others?
- Why should we recognize and analyze multiple points of view?
- Why should we study the relationship of cause and effect?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT determine the impact religion has on politics and war

SWBAT analyze the growth of the Reformation in Europe

SWBAT understand how these changes have impacted over time

SWBAT see the difficulties women had during the Reformation

SOC.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
SOC.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Lesson Titles

- Anabaptists and the English Reformation
- Catholic Reformation and Counter Reformation
- Group Activity on conforming to Catholicism or Protestantism
- Martin Luther and the Birth of Protestantism
- Religious Wars in France
- Revolt in the Netherlands and the Spanish Armada
- Social Impact of Luther's Beliefs and Calvinism
- The Age of Discovery

21st Century Skills and Career Ready Practices

Analyze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

This unit will cross-content with the following:

- Art/Performing Arts -- Reviewing Reformation art work
- English-- Close reading of the works from Luther and Calvin
- Mathematics -- Reviewing the importance of math in charts for exploration
- Science -- Reviewing the impact of scientific data during exploration of the New World

- Sociology: Sociological impact occurring from religious turmoil.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
	Range of Writing
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.4.2	Group responses to inequality such as social movements
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
9-12.HS-PS1-1.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Analyzing Primary Sources on the Reformation (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One

- In Class Reading on Luther and Calvin (Review/DOK1)
- Lecture/Discussion on Reformation Leaders (Compare and Contrast/DOK 2)
- SWAG
- Video Analysis on Henry VIII (Analysis/DOK 4)
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from the Reformation (Synthesis/DOK 4)

Modifications

Formative Assessment

- Anticipatory Set: Catholics vs. Protestants
- Anticipatory Set: Explain review game rules
- Anticipatory Set: Impact of Religious Wars
- Anticipatory Set: Luther vs. Calvin
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review Reformation quiz
- Closure: Whip Around from the Reformation lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current religious issues in Europe today
- Warm Up: Review key terms from the unit
- Warm Up: Review Reformation homework
- Warm Up: Review Reformation Lecture
- Warm Up: Review Test/Quiz results

Summative Assessment

- Alternate Assessment: Student created AP Questions on the Reformation
- Benchmark: AP Testing strategies
- Benchmark: Differences in Religion
- Marking Period Assessment: Quiz on Luther, Calvin, Anabaptists
- Marking Period Assessment: Test on the Reformation
- Marking Period Assessment: Thirty Years War Essay

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)