02 The Renaissance/Reformation

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Standards

6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

1. Intellectual, scientific and technological advances can lead to Revolution.
2. The interdependence and competition between regions leads to progress.
3. Individualism is a driving force behind change.
4. Power can easily lead to corruption.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How did European dominance during the 15th through the 20th Century influence the cultures, histories, ideologies and development of various regions of the world?
2. How did improvements in technology influence the cultural development throughout various regions of the world?
3. How did humanism and Christian humanism lead to the development of new belief systems in Europe?
4. How did the creation of internationally accepted currency influence the political, cultural and economic makeup of the world?
5. How did the religious revolutions of Europe influence the rest of the World?
6. How were different groups celebrated and included in the new humanism movement and which were not? (i.e. LBGTQ+, people with disabilities, non-Christians, women)

Knowledge and Skills

The Italian Renaissance

The reasons the Renaissance began in Italy.

How humanism influenced the intellectual changes that permeated Europe during the 15th and 16th centuries.

The Reformation

How technology, humanism, new scientific discoveries and corruption led to a decline in the power and influence of the Catholic Church in Europe.

Martin Luther's intentions and how Martin Luther's Reformation influenced other religious reform movements in Europe.

The similarities and differences between each of the new Protestant religions and the reformed Catholic Religion.

Transfer Goals

In the long run, students will be able to independently solve the disparity of multiple perspectives in history from diverse formats and media (i.e. journals, texts, artworks, music, etc.) based on challenges to the status quo during the golden age in Europe.

Students will determine the factors that can lead to changes in power and the impact it has on the citizens.

Resources

DOCUMENTS:

- Leonardo Davinci ‘The Vitruvian Man’
- Raphael ‘School of Athens’
- Raphael ‘Stanza della Segnatura’
- Michelangelo ‘David’
- Excerpts from Thomas Moore’s ‘Utopia’
- Martin Luther’s ‘95 Thesis’
- Martin Luther’s response to the German peasant’s revolt

TEXTBOOK

- World History: Patterns of Civilization

SUPPLEMENTAL TEXT

- Perry M. Rogers- ‘Aspects of Western Civilization’
- John P. McKay ‘Sources for Western Society, Since 1300’
- Katharine J. Lualdi ‘Sources of The Making of the West, Volume II: Since 1500: Peoples and Cultures’

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

VIDEOS:

- Biography.com- Martin Luther
- Kahn Academy- Raphael
- The Renaissance DVD (cerebellum.com)
- Renaissance Artists Database Oxford art online https://www.oxfordartonline.com/page/renaissance-art-and-architecture
- National Gallery https://www.nationalgallery.org.uk/paintings/tour-renaissance-masterpieces

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit