Unit 01: The Renaissance

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 1**
Length: **2 weeks**
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.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
	Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understandings

1. Students will be able to understand that Europe, despite its fractured geographical and political landscape was able to emerge as the center of the international community from the 17th through the 19th Centuries.

2. Students will be able to demonstrate how new ideas in thinking, science, arts expanded Europe's openness to different ways of processing and of more acceptance.

- 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. Why is the Renaissance considered a major turning point in the political, economic, social and artistic history of Europe?

2. How did the Renaissance influence the establishment of "Modern" Europe?

3. How did Individualism, Humanism and Secularism help shape society during the Renaissance?

Knowledge and Skills

Objective: How did the theories of Paul Kennedy concerning why Europe was so successful in the 16th century, align with the theories of Machiavelli? How can these ideas help us determine the reasons for the successes and failures of Empires, leaders, countries etc... throughout history?

- Theories of Paul Kennedy
  - Hegemony
  - Political Plurality
  - Competition
- Theories of Machiavelli
  - The use of cruelty
  - War
  - Morality in Politics
  - "the end justifies the means"

Objective: What was the driving force behind the progress of the Renaissance?

- Individualism in the Arts
  - Michelangelo
  - DaVinci
  - Donatello
  - Raphael
- Individualism in Literature
  - Petrarch

- Individualism in Politics
    - Machiavelli
    - The Medici Family
- Individualism in Economics
    - The Medici Family
- Individualism in Choices
    - Celebrating humanism through acceptance in society of different sexual orientations and expression of the human body

Objective: How did Italian Renaissance Art reflect humanism, secularism and individualism? How did the art of the Italian Renaissance differ from that in the North and why?

- Civic Humanism
- Northern "Christian" Humanism
- Durer
- Vesalius
- Titian
- Bruegel
- Rembrandt's art as a reflection of the influences of the Renaissance Art

Transfer Goals

- Students will be able to independently apply the theories of Kennedy and Machiavelli to explain the rise of Europe as the center of international politics.
- Students will be able to independently connect the new theories and ideas of the Renaissance to the changing religious and political atmosphere of Europe in the 15th and 16th centuries.

Resources

Resources: *The Rise and Fall of the Great Powers* - Chapter 1 - Paul Kennedy

The Prince - Niccolo Machiavelli

"Singularis" - from Norman Davies' *Europe*

The Artwork of the Renaissance

Unit is aligned to Chapter 13 of Lynn Hunt's *The Making of the West*

Sources of Western Tradition 5th Edition

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

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

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

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

Rennaisance Art: https://www.pbs.org/empires/medici/resources/gallery.html

Videos:

Crash Course

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

Florance and the Reniassance: https://www.youtube.com/watch?v=tecocKSclwc

The Northern Reniassance: https://www.youtube.com/watch?v=EuzAbE-kPkM&vl=en

Assessments

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

Modifications

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