

# **Unit 1: Global Interactions (1400-1650) Copied from: World History, Copied on: 12/15/21**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **WORLD HISTORY, ACADEMIC 9TH GRADE**

### **Unit 1: Renaissance and Reformation**

**Belleville Board of Education**

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Board Approved: September 23, 2019

## **Unit Overview**

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- the world of European exploration and trade in the Middle East during 1400-1650 by Portugal, Spain, and Italy and its effect European countries
- The Renaissance and Reformation led to political, economic, and cultural changes throughout Great Britain, Spain, Germany, France and Italy
- how this led to the search for wealth in the Americas and religious freedom colonization in New England America.
- the correlation between the ideas of the Renaissance and the Protestant Reformation
- Understand why the Renaissance became the rebirth of Europe.
- To comprehend the impact of geography on the area of Italy and its connection to starting the Renaissance.

- To analyze the ideas of the Renaissance and how they reflected the attitude of the time.
- To analyze the changes that affected the world due to the Renaissance.
- To understand how the Renaissance affects today's society.
- To apply the knowledge of the impact of writers in the Renaissance.
- To analyze the reasons behind the break in the Catholic Church.
- To understand the various religions that resulted from the Reformation.
- To identify the results of the Reformation and its effect on society (then & now).

## **Enduring Understanding**

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1. Wealth and power accumulated from European trade with the Middle East, fostered national pride in the Italian cities.
2. The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among various nations.
3. Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact around the world.
4. The shift in importance from religion to humanism based on the ideas developed during the Renaissance, Scientific Revolution, Reformation and Enlightenment.

## Essential Questions

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1. How does migration of people affect world culture/civilization?
2. How does interaction (i.e. trade, conquest) influence societies?
3. How does culture and religion develop and change over time?
4. Why is change important? What do you want to be different now that you are in HS? How does this relate to the Renaissance of so long ago?
5. What is the concept of a national religion?
6. What factors impact a society's economy?
7. How did Luther help to "light the spark" that led to the Protestant Reformation?
8. How did the Renaissance affect the break in the Catholic Church?
9. How did the Reformation lead the way for the religious freedom many Americans enjoy today?
10. What makes some regions/societies more vulnerable to conquest?
11. What factors can contribute to globalization?

## Exit Skills

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By the end of Unit 1, students should be able

- to apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- to choose a side to a query and provide logical argument for their choice.
- to deductively use new information and logically apply this evidence to a related problem.
- to inductively gather information and deduce a theory based on their findings.
- to gather information in meaningful clusters and apply their findings to specific problems.

## New Jersey Student Learning Standards (NJSLS-S)

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|                       |  |
|-----------------------|--|
|                       | Global interconnections create complex spatial patterns at multiple scales that continue to change over time.  |
| SOC.6.1.12.EconGE.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.  |
|                       | Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.   |
| SOC.6.2.12.2          | Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)   |
| SOC.6.2.12.D.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.b      | Determine the factors that led to the Reformation and the impact on European politics.   |
| SOC.6.2.12.D.2.c      | 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.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. |

## Interdisciplinary Connections

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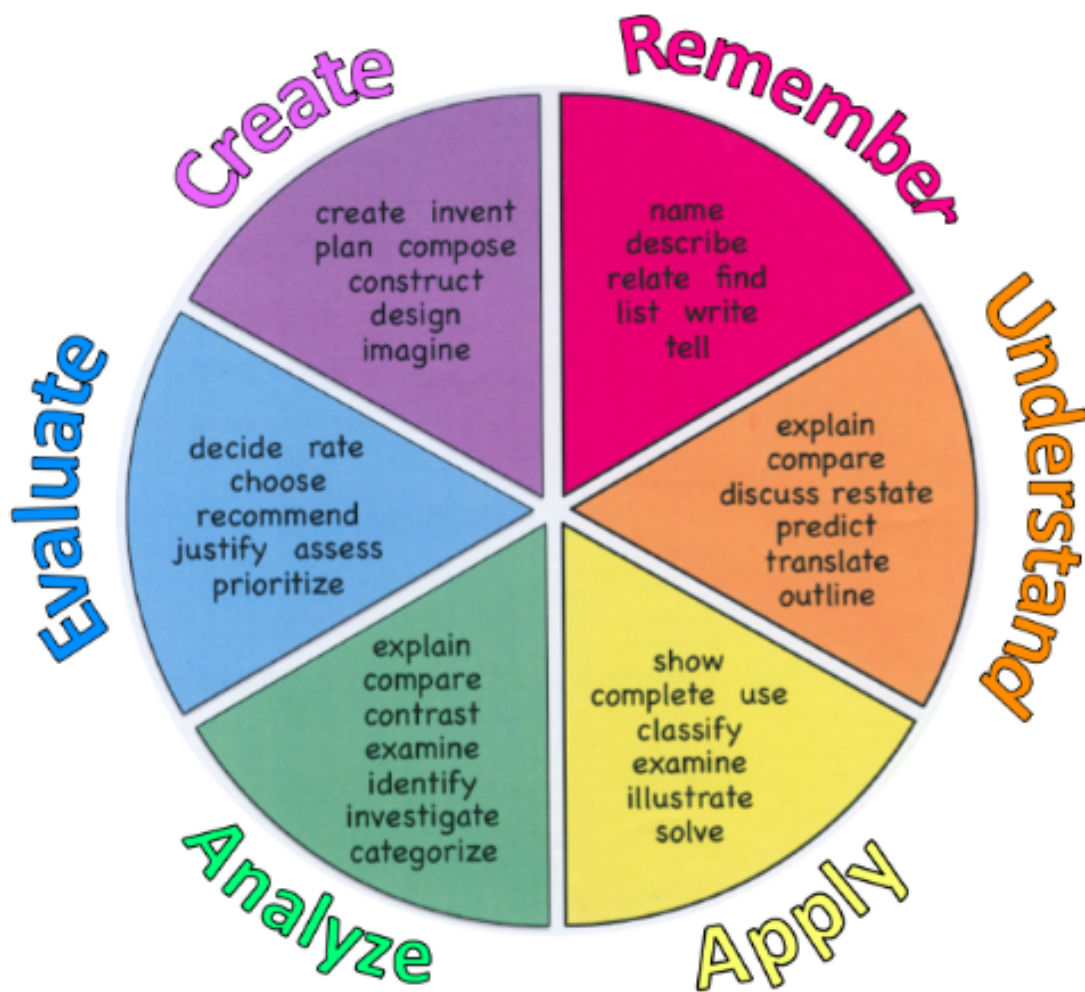
|               |   |
|---------------|---|
| LA.RH.9-10.1  | Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                                     |
| LA.RH.9-10.2  | Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| LA.RH.9-10.3  | Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.   |
| LA.RST.9-10.9 | Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.                    |

## Learning Objectives

Students will be able to:

- discuss the way in which the revival of classical learning and the arts fostered a new interest in humanism.
- explain the importance of Florence as a central city in the early stages of the Renaissance and the growth of independent trading cities (Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
- describe the growth and various effects of new ways of disseminating information. (e.g., the printing press)
- discuss advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, and the impact they had on society
- identify and explain the causes of the internal turmoil of the Catholic church and how the church began to lose its political power.
- identify and explain the theological, political, and economic ideas of the major figures of Reformation
- compare and Contrast The Italian vs Northern Renaissances
- compare and contrast the major protestant sects that arose out of the Reformation.
- define humanism
- analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement
- compare and contrast the motivations and effects of both The Protestant Reformation and The Catholic Reformation
- discuss and explain the economic, social, religious, and political impact of the Plague
- identify the shifts in importance from religion to humanism

| Remember  | Understand    | Apply       | Analyze       | Evaluate  | Create      |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose    | Classify      | Choose      | Categorize    | Appraise  | Combine     |
| Describe  | Defend        | Dramatize   | Classify      | Judge     | Compose     |
| Define    | Demonstrate   | Explain     | Compare       | Criticize | Construct   |
| Label     | Distinguish   | Generalize  | Differentiate | Defend    | Design      |
| List      | Explain       | Judge       | Distinguish   | Compare   | Develop     |
| Locate    | Express       | Organize    | Identify      | Assess    | Formulate   |
| Match     | Extend        | Paint       | Infer         | Conclude  | Hypothesize |
| Memorize  | Give Examples | Prepare     | Point out     | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select        | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide     | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey        | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange       | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown     | Measure   | Produce     |
| Count     | Match         | Use         | Combine       | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect        | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram       | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate  | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate    |           | Integrate   |
| Recall    | Select        | Complete    | Outline       |           | Prescribe   |
| Recognize | Show          | Compute     | Point out     |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate      |           | Reconstruct |
| Reproduce | Tell          | Divide      |               |           | Revise      |
|           | Translate     | Examine     |               |           | Rewrite     |
|           | Associate     | Graph       |               |           | Transf      |
|           | Compute       | Interpolate |               |           |             |
|           | Convert       | Manipulate  |               |           |             |
|           | Discuss       | Modify      |               |           |             |
|           | Estimate      | Operate     |               |           |             |
|           | Extrapolate   | Subtract    |               |           |             |
|           | Generalize    |             |               |           |             |
|           | Predict       |             |               |           |             |



## **Suggested Activities & Best Practices**

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- Build foundation through vocabulary and key people identification such as Shakespeare, DaVinci, and Machiavelli.
- Analyze Machiavelli's The Prince and create a Google Slides to explain the impact on future Revolutionary events.
- Use of maps and interactive time lines to understand the context surrounding the time period / event including maps of Italy and the Northern Regions.
- Use a map of the Europe and show how each area was impacted by the beliefs of the Reformation.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc

## **Assessment Evidence - Checking for Understanding (CFU)**

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Use of Exit Tickets to conclude the lesson on Italians and how their lives were affected by Renaissance.-  
formative assessment

Unit test-summative assessment

-benchmark assessments (see below)

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Revolutionary events.

- Use of maps and interactive time lines to understand the context surrounding the time period / event including maps of Italy and the Northern Regions.
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-alternate assessments (see below)

- Student Presentations on a ideologies of the Reformation and use Evaluation Rubrics
- Compare and contrast life in Renaissance times to today. Explain in an essay.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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HMH World History Textbook

HMH World History Ebook

[Luther Video](#)

[95 Theses Primary Source Document](#)

[Reformation breakdown quotes](#)

## **Ancillary Resources**

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- NEWSELA
- COMMONLIT
- History.com- HMH login additional resources
- HMH Player App
- Reading Like A Historian
- Biographical Dictionary (HMH)
- Close Read Screencasts
- Connect One
- Interactive Timelines

## Technology Infusion

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- Create a PPT describing how the Renaissance thinkers affected the resurgence of their thinking within the European culture.
- Make an interactive website about how the Reformation affected the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations
- Slidesmania

## Alignment to 21st Century Skills & Technology

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                  |   |
|------------------|---|
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth.                   |
| TECH.9.4.2.CT.3  | Use a variety of types of thinking to solve problems (e.g., inductive, deductive).                      |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |

## 21st Century Skills/Interdisciplinary Themes

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

|                |  |
|----------------|--|
| PFL.9.1.12.A.5 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. |
| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services.             |

## **Differentiation**

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Use of Grammarly or Google Check when writing essays

Extended time for Primary Source Activity

Choices of visual based and writing based projects

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches

- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies

- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Extended time for Journals from the perspective of various members of the European society during the Renaissance.

Check students progress as they take notes on events within the Renaissance and Reformation.

Provide master notes for reference

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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allowing students to work with other English speaking students on specific assignments

true/false assessments about DaVinci and other Renaissance thinkers.

use of translation technology for all assignments

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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provide a unit syllabus to help students stay focused

use real life examples when teaching about the changes throughout European society when the Renaissance began.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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debate if the Renaissance affected today's society and how

investigate the ways the Reformation changed society today.

identify the role of literature in the spread of ideas

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping



- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Journal #6: Think of a statement you would want people to follow. Why? Explain

OBJ: To apply the knowledge of the impact of writers in the Renaissance.

1. [Machiavelli Quotes Activity](#) - in class
2. [Complete the Assessment](#)