Unit 3: How Europe Shaped the West

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 16 - 22**
Status: **Published**

UNIT RATIONALE

This unit will briefly examine the Renaissance, Protestant Reformation, and Scientific Revolution to understand how these movements marked a fundamental shift from the idea of "faithful acceptance" to one of "question and verify." These movements were revolutionary in changing the role of government, religion, and overall society in Europe. This period of transition ultimately assisted in laying the foundation for the ideas and values that created America.

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.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.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

ESSENTIAL QUESTIONS

1) How can new ways of thinking and questioning disrupt the cultural and social hierarchy?

2) Can faith and reason coexist?

3) Does skepticism strengthen or weaken society?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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.
6.2.12.D.2.b
Determine the factors that led to the Reformation and the impact on European politics.
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6.2.12.D.2.e
Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

SOC.6.2.8.HistoryCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
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.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.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

PRE-ASSESSMENTS

1) Class Q&A

2) Class Video: Renaissance Art

3) Atlas Activity: "The Italian Renaissance"

INSTRUCTIONAL PLAN

MODULE 1

THE RENAISSANCE, REFORMATIONS & SCIENTIFIC REVOLUTION

Topics:

1) Marco Polo

2) Florence & Finance

3) Humanism

4) Perspective & Vanishing Points in Renaissance Art

5) Gutenberg's Printing Press

6) Martin Luther's 95 Theses

7) Protestantism

8) Counter Reformation

9) Faithful Acceptance

10) Scientific Method

Student Learning Intentions (SLI) WALT: **(We are learning to…)**	1) Identify the ideas Marco Polo brought back to Europe from his adventures through China 2) Describe the shift in thinking from God-centered to human-centered 3) Compare/Contrast art of the Middle Ages to Renaissance art 4) Evaluate the societal & economic impact of the printing press 5) Analyze criticisms of Catholic doctrine & Church practices 6) Identify the primary arguments listed in Martin Luther's 95 Theses 7) Evaluate the religious, social, & philosophical impacts of both reformations 8) Describe the shift in thinking from "faithful acceptance" to "logic, reason, & experimentation" 9) Identify the steps in the Scientific Method 10) Apply scientific thinking to real world problems
Student Learning Strategies	- Note Taking - Reading Comprehension - Map Analysis - Charts/Graphs Interpretation - Video Clip Discussions/Writing Prompts
Success Criteria	**Students Will Be Able To:** 1) List ideas Marco Polo brought over to Europe from China 2) Explain the difference between humanistic & religious thinking 3) Identify the artistic techniques that distinguish Renaissance Art from Middle Ages Art

	4) Explain how the printing press made education accessible 5) Distinguish between Bible-based & Catholic-based doctrine 6) Contrast key arguments made by Martin Luther against Catholic beliefs 7) Describe the religious, political, & social impacts of both reformations 8)Explain why scientific though rejects the notion of "faithful acceptance" 9) Apply the scientific method to obtain an answer 10) Identify real world problems that can be approached scientifically
Formative Assessment (drives instructional decisions)	1) Atlas Assignments 2) CommonLits 3) Class & Small Group Discussion/Q&A 4) End of Unit Multiple Choice/Open-Ended Test

Activities and Resources	1) Graffiti Board
	2) Class/Small Group Discussion
	3) Art Activity
	   • One-Point Perspective
	
	4) Atlas Activity
	   • "The Italian Renaissance"
	   • "The Protestant & Catholic Reformations"
	
	5) CommonLit
	   • "The Scientific Method"
	
	6) Video Clip
	   • "The Journeys of Marco Polo"
	   • "Renaissance Art"
	   • "Impact of the Printing Press"
	   • "History 101: The Protestant Reformation"
	   • "The Scientific Revolution"

| Suggested Modifications | **Special Education/504 Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student. |
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REFLECTIONS

This abbreviated unit afforded students the opportunity to analyze the philosophical, social, and religious shift in European society that transpired following the Middle Ages. Students understood the ripple effect the Renaissance had in jump starting the Reformation and then igniting the Scientific Revolution. Cross-curricular connections were made during the study of Renaissance Art and the Scientific Method. Despite this, grade appropriate materials for this unit were still difficult to come by. Nevertheless, differentiated instruction via note taking, reading comprehension, documentaries, and map skills provided students with multiple opportunities to successfully apply their knowledge.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

Connections to ELA Standards

ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ELA.SL.PE.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
ELA.SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
ELA.SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.