

# Unit 2: 1450-1648 (Weeks 8-15)

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

## UNIT RATIONALE

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To study the beginnings of modern European history, what historians refer to as the Early Modern Period. This will cover the Renaissance, the Reformation and Religious Wars, European exploration and colonization

## ESSENTIAL QUESTIONS

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To what extent did the Renaissance usher in a new era for Europe?

What were the beliefs and achievements of the Italian humanists and artists during the early Renaissance?

How and why did the Renaissance lead to the “new monarchies” and more centralized political systems?

What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?

What were the underlying and immediate causes of the Protestant Reformation?

What were the origins and ideals of the new reform religions, and how did they differ from Catholicism and each other? How did the Catholic Church revive itself and slow down the spread of Protestantism?

What rivalries developed during this period, and what was the relationship between these rivalries and the religious wars of the era?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

##### 6.2.12.EconGE.1.a:

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.

##### 6.2.12.EconGE.1.b:

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

##### 6.2.12.EconGE.1.c:

Determine the effects of increased global trade and the importation of gold and silver from the New World on

inflation in Europe, Southwest Asia, and Africa.

**6.2.12.HistoryCC.1.b:**

Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

**6.2.12.HistoryCC.1.c:**

Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

**6.2.12.HistoryCC.1.d:**

Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

**6.2.12.HistoryCC.1.e:**

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

**6.2.12.HistoryCC.1.f:**

Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

**6.2.12.HistoryCC.1.g:**

Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

**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.

**6.2.12.HistoryCC.2.a:**

Determine the factors that led to the Reformation and the impact on European politics.

**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.

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

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PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

## PRE-ASSESSMENTS

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Kahoot

Student Driven Review

## INSTRUCTIONAL PLAN

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### MODULE 1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Analyze why the Renaissance started in Italy and the impact of it throughout Europe and the world</p> <p>Compare secularism and humanism to medieval thought</p> <p>Analyze different schools of political thought</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Active lecture note taking</li><li>• Close Reading</li><li>• Think-Pair-Share</li><li>• Case Notes</li><li>• Making Connections</li><li>• Debate/Socratic Seminar</li><li>• Short written responses</li><li>• Discussion Groups</li><li>• AP Classroom</li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>• Compare the Italian Renaissance with other renaissances in Europe.</li><li>• Trace the economic, political, and social development of Europe through the Renaissance.</li><li>• Understand the development of humanism.</li></ul>

- Demonstrate the difference between Machiavelli’s beliefs in leadership and power versus the political philosophies of previous European leader

**Formative Assessment (drives instructional decisions)**

- Key terms and People assignments
- Chapter Question assignments
- Primary Source Packets for Section
- In class discussions
- Low-stakes group work

**Activities and Resources**

- Textbook readings
- Lecture/notes/active class discussion
- How to Write a DBQ that will rock the AP Exam...
- Document Analysis:
  - “Women and the Law; Rules of Law”
  - “The Father of Humanism” (Petrarch)
  - Ruceallai and Bruni: “Florence in the Quattrocento”
  - “Humanism: Early Italian Renaissance”
  - “The Tudor Kitchen”
  - Vasari: “The Life of Leonardo DaVinci”
  - “Foundation in Art: Linear Perspective”
- Demonstration Art Documents:
  - -“Virgin and Child with Angels,” circa 600
  - -“Crucifixion,” circa 1000
  - -Paolo Uccello: “Perspective Study of a Chalice”
  - -Leonardo DaVinci: “Study of Proportions”
  - -Giovanni Bellini: “San Zaccaria” -Leonardo DaVinci: “The Last Supper”
  - “The Renaissance: Challenging Traditional Periodization”

- “The Lives and Activities of Women in the Renaissance”
- Alberti: “On the Family”
- “Marriage Negotiations”

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education 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.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or direction to ensure understanding occurs. Check back with the

student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[3. Comparing the Northern & Italian Renaissance](#)

[4. PPT THE RENAISSANCE](#)

[Worksheet: Renaissance](#)

[Worksheet: Race, Class & Gender in the Renaissance](#)

[\[KEY\] Race, Class & Gender in the Renaissance](#)

## MODULE 2

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### Student Learning Intentions (SLI) WALT: (We are learning to...)

Compare and contrast different religious movements

Analyze the impact of Luther's teaching on societal groups

Explain inconsistencies and unethical practices within the Catholic Church that ultimately spurred Luther's dissent

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### Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Discussion Groups
- AP Classroom

### Success Criteria

Protestantism drastically changed the religious landscape

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	<p>in Europe.</p> <p>Reformers challenged traditional thought and was a threat to the church in some ways.</p> <p>The Catholic Church's counterreformation was an attempt to withstand Luther's challenges toward it.</p> <p>Luther's ideas prompted economic, social, and political action.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Chapter Question assignments</li> <li>• Primary Source Packets for Section</li> <li>•</li> <li style="padding-left: 20px;">In class discussions</li> <li>•</li> <li style="padding-left: 20px;">Low-stakes group work</li> </ul>
<p><b>Activities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbook readings</li> <li>• Lecture/notes/active class discussion</li> <li>• Printing Press DBQ</li> <li>• War of Religion Bedtime Story</li> <li>• Document Analysis <ul style="list-style-type: none"> <li>○ Luther: "On Papal Power, Justification by Faith, The Interpretation of the Bible, and the Nature of the Clergy"</li> <li>Luther: "Letter to the Three Nuns at Wittenberg"</li> <li>Luther: "Letter to Pope Leo X"</li> <li>Luther: "95 Theses" (excerpts)</li> <li>Von Grumbach and Hooker: "Women's Actions in the Reformation"</li> <li>Calvin: "Articles Concerning Predestination"</li> <li>"Martin Luther: Protestant Reformer or Devout Catholic?"</li> <li>"The Spark for the Reformation: Indulgences"</li> <li>"The Council of Trent"</li> </ul> </li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p>

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## REFORMATION PRIMARY SOURCE DOCUMENTS

### Reformation Primary Sources Jigsaw

#### **MODULE 3**

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Point to specific evidence of European domination over other lands around the world Recognize Portugal's key role in European Expansion Analyze the benefits and negative effects of European expansion
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>• Active lecture note taking</li><li>• Close Reading</li><li>• Think-Pair-Share</li><li>• Case Notes</li><li>• Making Connections</li><li>• Debate/Socratic Seminar</li><li>• Short written responses</li><li>• Discussion Groups</li><li>• AP Classroom</li></ul>
<b>Success Criteria</b>	Understand why wealth was the primary reason Identify which European nations expanded in this era Explain how European nations dominated non-European nations at this time Rank the technological developments vital to the explorers Explain why religious conflicts and wars were inevitable

**Formative Assessment (drives instructional decisions)**

- Key terms and People assignments
- Chapter Question assignments
- Primary Source Packets for Section
- In class discussions
- Low-stakes group work

**Activities and Resources**

- Textbook readings
- Lecture/notes/active class discussion
- Document Analysis
  - “Case Study: The European Witch-Hunts” (c. 1450-1750)
  - “The Thirty Years’ Wars”
  - “Map of the Thirty Years’ War”
  - “Timeline of the Thirty Years’ War”
  - “Columbus’ Letter to the King and Queen of Spain, 1494”
  - Queen Elizabeth I: “Against The Spanish Armada”

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[PPT: AGE OF EXPLORATION](#)

[Storyboard Template \[print or digital\]](#)

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## REFLECTIONS

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

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LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LA.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.