

Unit 02: The Renaissance

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

Standards Alignment

New Jersey Student Learning Standards

LA.K-12.NJSLSA.R	Reading Key Ideas and Details
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.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
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.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
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.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	Range of Reading and Level of Text Complexity
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

- Was the Renaissance the greatest era of change and learning in the history of the world? Why or why not?
- How are moral codes best determined throughout history?
- Is it better for a leader to be feared or loved?
- What constitutes an effective government?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Compare the Italian Renaissance with other renaissances in Europe.
- Trace the economic, political, and social development of Europe through the Renaissance.
- Understand the development of humanism.
- Demonstrate the difference between Machiavelli's beliefs in leadership and power versus the political philosophies of previous European leaders.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- 35 Key terms for student completion
- Understanding the changing views in political theory
- Understanding the development of secularism and its vast differences from medieval thought
- Understanding how Gutenberg's printing press transformed society
- Class Reading: McKay, pp. 403-433

Skills

Skills

Student will be skilled at ...

- Students will analyze different schools of political thought
- Students will compare secularism and humanism to medieval thought
- Students will analyze why the Renaissance started in Italy and the impact of it throughout Europe and the world

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Sources Used

Text

John P. McKay, Bennett D. Hill, John Buckler, *A History of Western Society*. Princeton, NJ: Houghton Mifflin Company, 5th Edition.

Documents

Marvin Perry, Joseph R. Peden, Theodore H. Von Laue, *Sources of the Western Tradition, Volume II From The Renaissance to the Present*. New York, Houghton Mifflin Company, 4th Edition.

Merry E. Wiesner, Julius R. Ruff, William Bruce Wheeler, *Discovering the Western Past, Volume II: Since 1500*. New York, Houghton Mifflin Company.

Other materials obtained from various reputable internet sources, colleagues, and the 2005 AP Summer Seminar at Western Kentucky University, Bowling Green, Kentucky.

Formative Assessment Strategies

Formative Assessment Strategies

Learning Activities/Unit of Study

Learning Activities/Unit of Study

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”

How to Write a DBQ that will rock the AP Exam...

- -“A Guide to Writing and DBQ”
- -Document Packet
- -“Olivieri’s Guide to the DBQ”
- -“Synonyms for ‘Said’”
- -“Transitional Phrases”
- -“College Board Scoring Guide for the DBQ”
- -“Teaching Point of View Training Exercise”

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

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 directions 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.

