Renaissance and Reformation

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the origins of the Renaissance and the spread of new ideas. They will also examine the power struggles within the church through the Reformation and the Counter-Reformation.

Transfer

How is individual success different from group success?

Is technology always beneficial?

What does it mean to reform something? What impact can it have?

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- the quest for knowledge and the emphasis on reason helped bring about modern culture.
- innovations in technology affect politics, economics, and everyday life.
- exposure to new ideas often spurs a period of artistic and cultural creativity.

Essential Questions

Students will keep considering...

What distinguishes one culture from another?

How should we handle conflict?

Application of Knowledge and Skill

Students will know...

Students will know...

24.1

- how the changes that took place during the Renaissance broke down feudal order.
- why the Renaissance began in the city-states of Italy.

24.2

- how classical thought inspired the new learning of the Renaissance.
- the changes in subject and style that made Renaissance art differ from medieval art.

24.3

- the effect that Renaissance ideas had on Northern Europe.
- how the invention of the printing press helped spread Renaissance learning.

24.4

- how Renaissance art and architecture shaped Western ideas of beauty.
- the names and works of major Renaissance artists and writers.

25.1

- how Martin Luther's effort to reform the Catholic Church led to the founding of Protestant churches.
- how Protestantism spread in Europe.

25.2

- how the Jesuit order began and what role it played in the Counter-Reformation.
- how the Council of Trent responded to the Protestant Reformation.

25.3

- how the Reformation and Counter-Reformation led to religious conflicts in Europe.
- the long-term impacts of the Reformation.

Students will be skilled at...

Students will be skilled at...

24.1

- analyze the causes and effects of the changes that took place during the Renaissance.

24.2

- compare and contrast the art and learning of the Renaissance and medieval periods.
- analyze political, economic, military, and cultural methods used to gain power.

24.3

- identify the main ideas and details about the Northern Renaissance.
- take a stand on the practice of censorship.

24.4

- summarize important artistic and literary achievements of the Renaissance.
- develop an understanding of how linear perspective changed art.

25.1

- name causes and effects of the Reformation.
- ask questions about Luther's efforts at reform and the Catholic response.

25.2

- summarize the accomplishments of the Counter-Reformation.
- identify main ideas and supporting details of the Council of Trent.

25.3

- put the religious conflicts of the 1500s and 1600s in chronological order.
- analyze the possible consequences of political decisions.

Academic Vocabulary

- 24.1 mercantile Renaissance patron
- 24.2 humanism secularism vernacular individualism
- 24.3 utopia satire engraving censor
- 24.4 proportion linear perspective sonnet picaresque
- 25.1 Reformation indulgence recant sect predestination theocracy
- 25.2 Counter-Reformation Jesuits Council of Trent ghetto
- 25.3 annulment Act of Supremacy Huguenots edict armada federalism

Learning Goal 1

- The emergence of empires in Europe resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by

	reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
MA.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
MA.6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.4	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.6-8.CCSS.ELA-Literacy.CCRA.R.5	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.6-8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.8	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.6-8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.6-8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
SOC.5-8.6.2.8.4	The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.
SOC.5-8.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.5-8.6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
SOC.5-8.6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent

	judiciary) on modern democratic thought and institutions.
SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.5-8.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.5-8.6.2.8.B.4.g	Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.
SOC.5-8.6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
SOC.5-8.6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
SOC.5-8.6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
SOC.5-8.6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.
SOC.5-8.6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.5-8.6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.5-8.6.2.8.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.5-8.6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.
SOC.5-8.6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Target 1

- 24.1 Students will be able to analyze the causes and effects of the changes that took place during the Renaissance.

SOC.5-8.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.5-8.6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
SOC.5-8.6.2.8.C.4.c	Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.
SOC.5-8.6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Target 2

- 24.2 Students will be able to compare and contrast the art and learning of the Renaissance and medieval periods. Students will be able to analyze political, economic, military, and cultural methods used to gain power.

SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.
SOC.5-8.6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.5-8.6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Target 3

- 24.3 Students will be able to identify main ideas and details about the Northern Renaissance. Students will be able to determine their stance on censorship.

SOC.5-8.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.5-8.6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
SOC.5-8.6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Target 5

- 25.1 Students will be able to name the causes and effects of the Reformation. Students will be able to ask questions about Luther's efforts at reform and the Catholic response.

SOC.5-8.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.

| SOC.5-8.6.2.8.D.4.c | Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. |

Target 6

• 25.2 Students will be able to summarize the accomplishments of the Counter-Reformation. Students will be able to identify main ideas and supporting details about the Council of Trent.

SOC.5-8.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.5-8.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.
SOC.5-8.6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.5-8.6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

Target 7

• 25.3 Students will be able to put the religious conflicts of the 1500s and 1600s in chronological order. Students will be able to analyze the possible consequences of political decisions.

SOC.5-8.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.5-8.6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.
SOC.5-8.6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.5-8.6.2.8.D.4.b	Analyze how religion both unified and divided people.
SOC.5-8.6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.5-8.6.2.8.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

Advanced Learning Goals

• The emergence of empires in Europe resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While

commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
LA.RI.6	Reading Informational Text
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
MA.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
MA.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility

	of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
SOC.6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
SOC.6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.
SOC.6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
SOC.6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
SOC.6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Targets

Advanced Target 1

Activities:

- Read and analyze Enrichment: Venice, Queen of the Adriatic

- Analyze causes and effects of the changes that took place during the Renaissance

SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road)

	impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 2

Activities:

- Read and analyze Enrichment: How Oil Paint is Made and then make drawings to illustrate the process described in the article.
- Power Play: After all the skits have been performed, give students the option of writing their own version of the *The Prince* as a brief pamphlet based on the performances.

- Compare and contrast the art and learning of the Renaissance and medieval periods.

SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 3

Activities:

- Read and analyze Enrichment: Impact of the Printing Press, answer the questions, and complete the activity. Suggest that they write a letter that opposes the idea.

- Identify main ideas and details about the Northern Renaissance.

SOC.6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
SOC.6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.
SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 4

Activities:

- Read and analyze Enrichment: Michelangelo and answer the questions that follow. Suggest that they design a web page about his art.
- Draw in 3-D: Suggest that students make a second drawing in which the vanishing point is off to one side, rather than being close to the center of the page. Have them share the drawings in class and explain whether it was more difficult than the first drawing.

- Summarize important artistic and literary achievements of the Renaissance.

SOC.6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 5

Activity:

- Read and analyze Enrichment: John Calvin, answer the questions, and do the activity.

- Name causes and effects of the Reformation

SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 6

Activities:

- Have students research the life of Ignatius of Loyola, Francis Xavier, or Teresa of Avila and plan a web site about their figure.
- Extra, Extra!: Students can extend the activity by making a second broadsheet to give the Protestant perspective on the Council of Trent.
- Read and analyze Enrichment: Events of the Counter-Reformation

SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Advanced Target 7

Activities:

- Read and analyze Enrichment: The House of Tudor.

- Put the religious conflicts of the 1500s and 1600s in chronological order

SOC.6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.6.2.8.CS4	Expanding Exchanges and Encounters: The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

Summative Assessment

Pearson e-text: Chapters 24 & 25 Assessment form A & B

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include problem based learning, projects or presentations, or a common paper/pencil assessment or combination of any of these.

Common summative assessments will be devised by the 6th grade social studies teachers during common planning time.

21st Century Life & Careers

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.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.CRP11	Use technology to enhance productivity.
PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B.CS2	The effects of technology on the environment.
TECH.8.2.8.B.CS4	The influence of technology on history.

Formative Assessment and Performance Opportunities

- Atlas Activities
- Class Discussions
- Classroom Centers
- Cooperative Learning
- Do-Nows
- Guided Practice
- Homework
- Teacher Observation

Accommodations/Modifications

- 504 accommodations and IEP modifications
- Audio Review
- Content Vocabulary: Academic Word Finder - http://achievethecore.org/academic-word-finder/
- Editable MyWorld Activity:Make the Front Page
- guided notes
- Hip Hop History: The Reformation
- Hip Hop History: The Renaissance
- independent reading vs. group reading (Reg/Spec)
- Know It Show IT Self-Test
- modified assessments
- modified assignments
- modified notes (Spec/Adv)
- modified writing assignments (Spec)
- more complex text
- project choice (Reg/Spec)
- small group instruction (Spec/ICS)
- Social Studies Enrichment/Modifications Resources for ELL Students-https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Connect Students' Background Knowledge to Content in the ELL Classroom"
- Social Studies Enrichment/Modifications Resources for ELL Students-https://www.colorincolorado.org/resource-topic/content-resources-social-studies - "Social studies Instruction to ELLs"
- Spanish Audio Review
- Spanish Audio Review
- task-based assessments
- test corrections
- text to speech option in online text and for other informational text - online tools are available: (https://www.naturalreaders.com/)
- tiered questions based on reading (Reg/Spec)

Advanced Class Modifications

- essays
- independent research
- oral presentation
- project choice
- student research opportunities
- tiered questions based on reading

Unit Resources

- Activity Cards
- Essential Question posters
- Google Expedition
- guest speakers
- https://ancienthistory.abc-clio.com/Topics/Display/1772670?sid=1924623&cid=140&subId=36&useConcept=False&view=community
- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/6.1/primary/user:cmnyb2ryatfazxbpc2qub3jn/lesson/the-european-renaissance-italian-and-northern-5616329/
- https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/6.2/primary/user:znjozxjyzxjazxbpc2qub3jn/lesson/the-protestant-reformation-and-catholic-counter-reformation/
- https://www.brainpop.com/artsandmusic/artconcepts/architecture/
- https://www.brainpop.com/science/famousscientists/leonardodavinci/
- https://www.brainpop.com/socialstudies/famoushistoricalfigures/michelangelobuonarroti/
- https://www.brainpop.com/socialstudies/worldhistory/middleages/
- https://youtu.be/1o8oIELbNxE
- https://youtu.be/EuzAbE-kPkM
- https://youtu.be/FhGGjRjvq7w
- https://youtu.be/rNCw2MOfnLQ
- https://youtu.be/tecocKSclwc
- https://youtu.be/Vufba_ZcoR0
- https://youtu.be/xdZcqAss92w
- https://youtu.be/zB-nfp-JxHQ
- Interactive whiteboard activities
- Internet
- LGBTQ Resource: https://www.advocate.com/world/2016/7/08/20-lgbt-people-who-changed-world#media-gallery-media-4
- LGTBQ Resource: https://queerbio.com/wiki/index.php?title=LGBTQ_Individuals_and_Academics_of_the_Renaissance_Period
- LGTBQ Resource: https://www.advocate.com/arts-entertainment/2016/10/21/15-gay-romances-renaissance-era?pg=4#article-content
- myWorld History wall maps

- myWorldHistory.com

- Newscurrents (For current issues including important matters such as LGTBQ, African-American, Jewish, Climate Change, etc)

- Primary Source Documents: The Mini-DBQ Project Binders

- ProGuide

- Social Studies Notebook

- Student Journal

- supplemental textbooks/teacher resources

- The Big History Project -https://school.bighistoryproject.com/bhplive

- tiered questions based on reading (Reg/Spec/Adv),

- videos and online videos

Interdisciplinary Connections

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RL.6.8	(Not applicable to literature)
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.