

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1st Marking Period**
Length: **5 Weeks**
Status: **Published**

Renaissance, Reformation, Scientific Revolution, the Age of Absolutism and the Enlightenment

Between the 1300s and 1500s, Europe experienced a period of cultural rebirth known as the Renaissance. It ushered in a golden age in the arts and literature and a revolution in science. During the same period, the Roman Catholic Church faced increasing criticism from all levels of society. The movement for Church reform, known as the Protestant Reformation, unleashed forces that shattered Christian unity in the West.

During the 1500s and 1600s, European monarchs reached the height of their power, and by the 1700s, absolute monarchs ruled four out of the five major European states. They set up large government bureaucracies and built powerful armies. They embarked on bold ventures at home and competed for empires overseas. As their power and resources grew, the center of world civilization shifted to Europe.

The Enlightenment, sometimes called the Age of Reason, sought to shine the "light" of reason on traditional ideas about government and society. Enlightenment thinkers promoted goals of material well-being, social justice, and worldly happiness. Their ideas about government and society stood in sharp contrast to the old principles of divine-right rule, a rigid social hierarchy, and the promise of a better life in heaven. Since the 1700s, Enlightenment ideas have spread, creating upheaval as they challenge established traditions around the world.

Transfer

Students will be able determine how the Renaissance shaped European art, thought and religion.
(Technological)

Students will be able to categorize the events that led to the rise of absolute monarchies and the development of centralized nation-states in Europe. (Political/Demographic)

Students will be able to how Enlightenment thinkers inspired revolutionaries to push for radical changes in government and society. (Social)

Meaning

Understandings

Students will understand...

- the ideals of the Renaissance and how Italian artists and writers reflected these ideals.
- how the revolts against the Roman Catholic Church affected European society.
- how the Reformation brought about different religious paths in Europe.
- how discoveries in science lead to new ways of thinking for Europeans.
- how absolutism extended European power and led to the establishment of centralized nation-states.
- the effects that Enlightenment philosophers had on government and society.
- the cultural and political changes that took place as the Enlightenment spread across Europe.

Essential Questions

Students will keep considering...

- How ideas developed during the Renaissance, Scientific Revolution, Reformation, Age of Absolutism, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Application of Knowledge and Skill

Students will know...

Students will know...

- how the new Renaissance worldview shaped the work of Italian Renaissance artists and writers.
- the role that the printing press played in spreading Renaissance ideas.
- how the Renaissance opened the door to the Protestant Reformation.
- how the church responded with the Catholic Reformation.
- the ways in which the scientists of the Scientific Revolution were influenced by the Renaissance ideas.
- the impact of absolute monarchies and strong centralized nation-states in Europe.
- the main ideas that Enlightenment thinkers advocated for in terms of the role of government.
- the role of the enlightened despot and his/her impact on government and society.

Students will be skilled at...

Students will be skilled at...

- explaining the characteristics of the Renaissance and understand why it began in Italy.
- comparing and contrasting Renaissance artists and writers and explain how new ideas affected the art and writing of the time period.
- assessing how the printing revolution shaped European society.
- sorting the factors that encouraged the Protestant Reformation.
- discovering Martin Luther's role in shaping the Protestant Reformation.
- the forming of new ideas that Protestant sects embraced.

- understanding why England formed a new church.
- analyzing how the Catholic Church reformed itself.
- identifying how new discoveries in science changed people's views.
- understanding the reasons for the rise of absolute monarchies in Europe.
- identifying the consequences and outcomes of absolutism in Europe.
- investigating how the beliefs and contributions of the philosophes led to the Enlightenment.

Academic Vocabulary

- Humanism
- Patron
- Vernacular
- Indulgences
- Theocracy
- Predestination
- Sect
- Scientific Method
- Heliocentric
- Hypothesis
- Gravity
- Calculus
- Absolute Monarch
- Divine Right
- Intendant
- Limited Monarchy
- Westernization
- Armada
- Balance of Power
- Petition
- Protestant
- Partition
- Laissez Faire
- Philosophe
- Social contract
- Natural Laws
- Natural Rights
- Salon
- Enlightened Despot
- Baroque

Learning Goal #1

SWBAT 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.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
SOC.6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
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.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.

Target 1: The Renaissance

SWBAT describe the characteristics of the Renaissance and understand why it began in Italy; Identify Renaissance artists and explain how new ideas affected the arts of the period; Understand how writers of the time addressed Renaissance themes

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

Target 2: The Scientific Revolution

SWBAT explain how new discoveries in astronomy changed the way people viewed the universe; Understand the new scientific method and how it developed; Analyze the contributions that Newton and other scientists made to the Scientific Revolution

SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans
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viewed themselves and how they viewed their physical and spiritual worlds.

Learning Goal #2

Students will be able to determine the factors that led to the Reformation and the impact on European politics.

SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
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.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.

Target 3: The Protestant Reformation

SWBAT summarize the factors that encouraged the Protestant Reformation; Analyze Martin Luther's role in shaping the Protestant Reformation; Explain the teachings and impact of John Calvin; Understand why England forms a new church; Analyze how the Catholic Church Reformed itself, Explain why many groups faced persecution during the Reformation

SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.

Learning Goal #3

Students will be able to compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

SOC.6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
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.

Target 4: Age of Absolutism

SWBAT explain how Louis XIV became an absolute monarch; Describe how Versailles was a symbol of royal power; Identify Louis XIV's successes and failures; Analyze how clashes between the King & Parliament ushered in a century of revolution; Understand how the English Civil War and the development of

the Commonwealth led to the Glorious Revolution and subsequently a constitutional government

SOC.6.2.12.A.2.b

Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

Target 5: The Enlightenment

SWBAT explain how science led to the Enlightenment; Compare and contrast the beliefs of the Enlightenment thinkers (the philosophes);

SOC.6.2.12.A.2.a

Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum.

21st Century Skills and Technology

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP3

Attend to personal health and financial well-being.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive

CAEP.9.2.12.C.4

interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Analyze how economic conditions and societal changes influence employment trends and future education.

Accommodations/Modifications

Enrichment Opportunities: World: College Prep B, College Prep A, Honors, AP

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- People of the Renaissance Play
- Modern Mona Lisa - translate her to today
- The Medici (PBS Mini Series)
- Write your Own "95 Theses" &/or Twitter activity
- Salon Recreations
- Men of the Enlightenment Gallery Walk &/or Matching

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder -
<http://achievethecore.org/acahttps://www.flocabulary.com/?signup=logindemic-word-finder/>

Flocabulary: Vocabulary Enrichment & Differentiation - <https://www.flocabulary.com/?signup=login>

Newslea: Differentiated Readings/Text to Speech - <https://newsela.com/>

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"

Social Studies Enrichment/Modifications Resources for **ELL Students**-
<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers
with ELLs"

- guided notes
- modified assessments
- modified assignments
- student choice learning activities
- student-generated research tasks
- task-based assessments
- test corrections

Formative Assessment and Performance Opportunities

- Projects
- *Teachers may select from the above list
- Analyze Primary Sources
- Cooperative Team Study
- Data Analysis
- DBQ/FRQ
- Direct Instruction/Lecture
- Field Trip
- Homework

- Multimedia Analysis
- Oral Presentations
- Other (Explain)
- Participation/Discussion
- Peer Evaluations
- Persuasive Writing
- Problem Based Learning
- Text Analysis

Unit Resources

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central - World History: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html

Social Studies Databases

1. ABC-CLIO Database

Student Response Systems

Primary Source Documents

1. The DBQ Project Binders

Online Portfolios

Teacher Resource Kit

1. Text Resources - 2004/2007/2011 Prentice Hall: New Jersey, World History, The Modern Era; Prentice Hall Video/Audio/Text Files

Flocabulary

1. The Renaissance