World History Unit 2: Renaissance, Reformation, Scientific Revolution, Enlightenment (1350-1700)

Content Area: **Social Studies**
Course(s):
Time Period: **MP1**
Length: **1/2 marking period**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

6.2.12.CivicsPR.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).
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.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the 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.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Rationale

The Renaissance, Reformation, Scientific Revolution, and Enlightenment were pivotal moments in European history that collectively transformed the world's social, political, religious, and intellectual landscapes. By exploring how these European movements influenced and were influenced by interactions with other cultures, students will develop a more global perspective, recognizing the interconnectedness of world history.

Enduring Understandings

Content Specific	Skills Specific
• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights.	• Chronological sequencing serves as a tool for analyzing past and present events.

• Demographic shifts and migration patterns influence and impact social, economic, and political systems. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	

Essential Questions

Content Specific	Skills Specific
• How did cultural diffusion lead to the Renaissance? • How can ideological conflicts lead to change? • How can scientific innovation lead to cultural, religious, and political change?	• How do I find reliable evidence to support a claim? • How can I examine events using multiple perspectives?

Key Resources

This section houses the essential required resources for this unit.

HMH Modules 20, 21, 22 (not in total)

Renaissance	Reformation	Scientific Revolution
CNN Banking and Renaissance Pre-DBQ Analysis Humanism History.com: Renaissance	Digital Inquiry Group:Martin Luther C3 Teachers: Printing Press PBS Teaching w/ Primary Sources	Digital Inquiry Group: Galileo OR Edsitement: Galileo and the Inevitability of Ideas History Teaching Institute: Scientific Revolution

	We Want a Reformation Jigsaw activity Article: 3 Surprising Ways the Protestant Reformation shaped our World	Scientific Revolution background Art and drawing of the scientific revolution Scientific Revolution to the Enlightenment: Baseball card project

Supplementary Resources

This section houses additional approved resources for this unit.

Renaissance Society of America

"Minorities" in the Renaissance

Scientific Revolution High School Lesson Plans

Protestant reformation background and timeline

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
Compare/Contrast Cause/Effect	• Absolute Monarchy • Limited Constitutional Monarchy • Humanism • Foundations of the Renaissance (Greece, Rome, Asian, and Islamic influences)	• Compare/Contrast Absolute monarchy (France) with Limited Constitutional Monarchy (England) • Effects of powerful nation-state on economies • Article: CNN Banking and	• Presentations (formative) • DBQ(formative) • Essay(summative)

	• Causes of the Renaissance • Secularism • Modern banking and influence on Renaissance	Renaissance • Build a timeline: Renaissance-Scientific Revolution • Pre-DBQ Analysis Humanism	
Make an evidence-based argument Analysis Cause/Effect	• Causes and Effects of the Protestant Reformation • Printing Press • Effects of Reformation on Europe and the New World	• Protestant Reformation/Counter-Reformation timeline • PBS: teaching w/ Primary Sources: Martin Luther • Digital Inquiry Group:Martin Luther • C3 Teachers: Printing Press • We Want a Reformation Jigsaw activity • Article: 3 Surprising Ways the Protestant Reformation shaped our World	• Linking the movements: how are the Renaissance, Reformation, and Scientific Revolution all related? (formative) • Presentations(summative) • Primary Source analysis (formative)
compare/ contrast cause/effect Analyze impact	• Galileo • Newton • Copernicus • Bacon • Descartes • Scientific Method • Roots of Scientific Revolution in Greece, Rome, Islamic Scholarship • Age of Exploration as an outgrowth of the Scientific Revolution • Scientific innovation and	• Digital Inquiry Group: Galileo OR Edsitement: Galileo and the Inevitability of Ideas History Teaching Institute: Scientific Revolution • Art and drawing of the scientific revolution • Scientific Revolution background • Scientific Revolution to the Enlightenment: Baseball card project	• Primary source analysis(formative) • Presentations(summative) • Cause and effect essay (summative) • Baseball card project(formative)

	discovery • Causes/Effects of Scientific Revolution (Enlightenment, political and social effects, etc.)		

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Scientific Revolution	World Unit 1: Technological Advances
Compare/Contrast Cause/Effect	World Unit 1

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
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.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases,

	sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).