

Unit # 1: World History Accelerated - Transition from Middle Ages to the Renaissance

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Unit Introduction

This unit introduces students to key characteristics of the West at the time of the late Middle Ages. Students will understand how new ideas, technology, and interactions lead to a European Renaissance that swept away many components of the Medieval feudal order. Comparisons between periods as well as causation will be stressed in order to piece together the creation of modern Western civilization.

Standards

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.b	Determine the factors that led to the Reformation and the impact on European politics.
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.
SOC.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Common Core Standards

CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar

	topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- How did a change in global interactions cause the Black Plague to spread?
- How did the shift in values bring about the transition from the Middle Ages to the Renaissance?
- How do global interactions affect society?
- What impact does art have on society?

Goals/Objectives

Students will be able to develop the following skills

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction*. Orlando, FL: Holt McDougal, 2012.

- Central ideas: Humanism, Classicism Art of the Renaissance: Perspective, notable artists, Northern versus Italian Renaissance
- Middle Ages Causes and effects of the Black Plague
- People of the Renaissance
- Political, social, and economic impact of the Black Plague in Europe
- Renaissance Transition from feudalism to centralized government
- Rise of the middle-class
- Western versus Eastern values

Skills

- Analytical writing
- Assessing validity of sources
- Comprehension of geopolitical issues
- Develop a thesis
- Identify main ideas and details
- Identify main ideas and details
- Recognize bias
- Summarizing from multiple sources
- Understand political, economic, and physical maps