02_World History/Global Studies: Foundations and factors leading to the Renaissance

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

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

Enduring Understanding(s):

- Students will understand that the factors that laid the foundation for the Renaissance emerged in previous periods.

Essential Question(s):

- How are the major themes of ancient Greece incorporated into US society?
- How are the major themes of ancient Rome incorporated into US society?
- How did the Church and the King work both together and against one another during the Middle Ages?
- What was the role of the caliphate?
- What were the major economic, political, cultural, and social aspects during the Middle Ages in Asia?

CONTENT AREA STANDARDS

SOC.6.2	World History: Global Studies
SOC.6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.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).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.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.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.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.10	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.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.7.c	Articulate ideas responsibly by observing intellectual property rights and giving

WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
	Innovative ideas or innovation can lead to career opportunities.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- The factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

- The foundations of the Renaissance and parts of modern society including democracy stem from classical times. Also, the causes of the rise of the Catholic Church.

Procedural Knowledge

Students will be able to:

- Identify and explain the factors that laid the foundation for the Renaissance.
- Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- Determine the factors that led to the Reformation.

- Analyze artwork and innovations prior to the Renaissance.

- Demonstrate knowledge of Ancient Greece, Ancient Rome, Asian and Islamic influence previous to the Renaissance.

EVIDENCE OF LEARNING

Alternative:

- Portfolios

- Verbal Assessment (instead of written)

- Multiple choice

- Modified Rubrics

- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

For this unit, formative assessments can/will include:

- Students will read a primary source document describing feudalism, politics, war tactics, and famous figures. Students will choose their own groups and outline the main points of the reading. Also, they will explain how this reading connects to the Middle Ages then present to the class.

- Review Challenge- Speed Round Challenge: The class will be divided up into groups. Each round each group will have an opportunity to answer the question on the Smart Board within 30 seconds. At the end of the time, each group will raise the answer they wrote on the white boards for review. If the answer is correct that group receives one

point.

- Students will be reviewing the themes of the chapter through pictures, maps, quotes, and notes.

- Students will be engaged in Visual Thinking Strategies to review art from the period and engage in a discussion. Then, students will have take to reflect on what they learned by writing down what they learned to ten minutes.

- Complete a teacher generated pre-test.

Alternative:

- Students will conduct a think, pair, share regarding Greece, Rome, Middle Ages, Islam, and Asia previous to the Renaissance.

- Students will examine the role of disease in the documentary *Curse of the Rat.*

- Students will walk in the door and receive a worksheet or definitions, examples without the vocabulary terms. The terms will be hanging around the classroom and each student will start at a station. The students will match up the statements with the term in front of them. This is reinforcing the homework that was due today. Then, we will review as a class

Summative Assessments

For this unit, summative assessments can/will include:

- Students will demonstrate their knowledge in a teacher generated test or quiz.

- Students will examine a primary source artifacts of artwork. Students will categorize the type of art and assess its relationship to society.

- Mind map

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.

- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.

- http://www.history.com/topics/ancient-history/ancient-greece

- http://www.pbs.org/empires/thegreeks/htmlver/

- http://www.ancientgreece.co.uk/

- The Dark Ages History Channel documentary
- *The Curse of the Rat*
- *Excerpts of Gladiator* film
- Worst Jobs in History Middle Ages series
- Romulus and Remus Story
- https://www.teachengineering.org/activities/view/cub_aqueducts_lesson01_activity1

- Classroom LMS

- Everything Global
  History: https://www.youtube.com/playlist?list=PLCH8uxPXHDPAJtHZorCO4JUFaL-ycPPvy
- Crash Course: https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9

Supplemental:

- http://history-world.org/reformation.htm
- http://englishhistory.net/tudor/monarchs/henry-viii-wives/
- http://www.elizabethan-era.org.uk/mary-boleyn.htm
- http://englishhistory.net/tudor/tudor-monarchs/

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts

- Dramatization

- Visual Language

Science

- Engineering

- Integrate quantitative or technical information expressed in words in a text. Distinguish

among facts, reasoned judgment based on research findings, and speculation in a text.

Social Studies

- Philosophy

- Ethics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.