

# 03\_World History/Global Studies: Renaissance, Reformation, and Scientific Revolution

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **3 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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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**

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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 ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and

cultural changes that have had a lasting impact.

### Essential Question(s):

- What were the major causes and events that led to the Renaissance?
- What were the lasting impacts of the Renaissance, Scientific Revolution, and Reformation?

### CONTENT AREA STANDARDS

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- [LGBTQ Inclusive Curriculum](#)

- Include instruction on the political, economic, and social contributions of persons with disabilities and LGBTQ people within middle and high school school curricula.

- [DEI](#)

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

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| SOC.6.2                  | World History: Global Studies   |
| SOC.6.2.2                | Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)<br><br>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.<br><br>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. |
| SOC.6.2.12.EconGE.2.a    | Relate the development of more modern banking and financial systems to European economic influence in the world.<br><br>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.a | Determine the factors that led to the Reformation and the impact on European politics.  |
| 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).<br><br>Chronological sequencing serves as a tool for analyzing past and present events.  |
| SOC.6.2.12.HistoryCC.2.c | Assess the impact of the printing press and other technologies developed on the dissemination of ideas.<br><br>Complex interacting factors influence people's perspective.  |

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

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### Key Ideas and Details

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| 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   | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| 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.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  |
| LA.WHST.11-12.2.C | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.WHST.11-12.2.D | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.        |
| LA.WHST.11-12.2.E | Provide a concluding paragraph or section that supports the argument presented.   |
| LA.WHST.11-12.3   | (See note; not applicable as a separate requirement)  |

### Production and Distribution of Writing

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| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.WHST.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LA.WHST.11-12.6 | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.                                    |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research.  |

### Range of Writing

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| 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. |
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CS.K-12.6 Testing and Refining Computational Artifacts

CS.K-12.7 Communicating About Computing and Design

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| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation.                                |
| WRK.K-12.P.6 | Model integrity, ethical leadership and effective management.         |
| WRK.K-12.P.9 | Work productively in teams while using cultural/global competence.    |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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#### **Students will understand:**

- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems
- Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Complex interacting factors influence people's perspective.

### **Procedural Knowledge**

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#### **Students will be able to:**

- Identify and explain the causes of the Renaissance.
- Relate the development of more modern banking and financial systems to European economic influence in the world.
- Determine the factors that led to the Reformation and the impact on European politics.
- Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

### **Benchmark Assessments**

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

### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Students will read primary source documents describing art, power, economic factors, and famous figures.
- Draw, identify, and explain perspective.
- Review Challenge: Charades: Students will participate in teams. Each team must rotate actors for each round. The actor will receive a term from the teacher to act out. His or her team will have one minute to guess the correct term. If they answer correct, they then have 30 seconds to explain the significance of the term and must identify which era it belongs in. If the acting team does not guess the term the other 2 teams have an opportunity to steal.
- Students will be divided into groups by the teacher based on interests and given worksheets. The students will have 10 minutes to follow the steps of the scientific

method to create a paper airplane. Students will write out the steps taken and their conclusions for each round. Each group will fly their plane down the classroom runway and record their results. Then, each group will receive new supplies to recreate a new plane based on their past performance. After 2-3 rounds students will individual write an essay on what they learned about from the paper airplane experiment and how it applies to the scientific revolution.

Alternative:

- Students will be placed in gender based groups and will write create a list of characteristics that they look for in someone that they are courting. Then, each group will share their list with the class. Afterwards, the teacher will hand out a list of the characteristics of the ideal man/woman from the Renaissance for the groups to compare.
- Read the lyrics to *Good Guys Finish Last* by Green Day and write a one page paper connecting it to the thinkers of the Renaissance.

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Students will demonstrate their knowledge in a teacher generated test or quiz.
- Students will analyze a primary source artifacts of artwork. Students will synthesize its relationship to previous periods or future artwork.
- Create a newspaper or an aspect of one (article, interview, editorial, political cartoon, or personality profile that encompasses themes of the Protestant Reformation and/or the Scientific Revolution.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**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.
- Perspective Technique Artwork Sidewalk Chalk
- The Protestant Reformation

<https://education.nationalgeographic.org/resource/protestant-reformationInt>

- Italian Renaissance Art <https://www.italian-renaissance-art.com/Art-Museums.html>
- Sorry, the Mona Lisa Is Not Looking at You <https://www.smithsonianmag.com/smart-news/sorry-mona-lisa-not-looking-you-180971207/>
- *Monuments Men* film
- *The Messenger* film
- *Godfathers of the Renaissance* documentary

Supplemental:

- Classroom LMS
- Everything Global History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

## **INTERDISCIPLINARY CONNECTIONS**

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### **Visual Performing Arts**

- Historical/current art analysis
- Aesthetic Analysis

### **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.

### **Science & Health**

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### **Career Readiness**

- Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.
- Employ valid and reliable research strategies.

### **Technology/Multimedia**

- Audio/visual media analysis
- Google

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.