

Unit 1: Renaissance and Reformation

Unit #:	APSDO-00022500	Duration:	4.0 Week(s)	Date(s):	
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Team:
 Juliana McCormick (Author), Timothy Curtis, Jamaal Lee, Elizabeth Sanborn

Grades:
 9

Subjects:
 Social Studies

Unit Focus

In this unit students will identify and describe ways in which the Renaissance and Reformation was a period of transition, challenging traditional beliefs and practices. In addition, students will examine literary, artistic and scientific achievements, as well as conflict and change within the structure of the Roman Catholic Church. Students will be assessed on their ability to put a primary source document from the Renaissance into historical context. Students will also form a position statement supported by reasons and evidence. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>CCSS.ELA-LITERACY.RH.9-10.1</i> 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. <i>CCSS.ELA-LITERACY.RH.9-10.2</i> 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T4 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U200) Innovations and revolutions address significant societal needs. U2 (U201) Change: Revolution creates significant political, economic and social</p>	<p>Q1 (Q201) When and why does reform become revolutionary? When doesn't it? Q2 (Q502) What causes beliefs to develop and spread?</p>

Connecticut Goals and Standards

Social Studies : 9

- Analyze change and continuity in historical eras. *HIST.9-12.2*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9-12.10*
- Distinguish between long-term causes and triggering events in developing a historical argument. *HIST.9-12.15*
- Explain how a question reflects an enduring issue in the field. *INQ.9-12.1*
- Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. *INQ.9-12.4*
- Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. *ECO.9-12.6*
- Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. *INQ.9-12.15*
- Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. *HIST.9-12.3*

change in power, structures and systems.
U3 (U203) Change: Change is a constant in human history that varies in scope, rate and significance.
U4 (U500) Beliefs influence cultural practices and human behaviors.
U5 (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.
U6 (U703) Effective leaders have the ability to influence the direction of a group.

Q3

How do individuals, groups and institutions affect society intentionally and unintentionally?

Q4

How do new ideas challenge traditional beliefs and institutions?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

The Renaissance movement, a rebirth of interest in classical ideas and culture, began in Florence, Italy and spread throughout Europe

K2

European leaders often patronized and supported the arts

K3

Italian artists exhibited new artistic styles and emphasized both religious and secular subject matter

K4

Humanism provided a focus on the individual and at times, conflicted with traditional Christian values

K5

The Northern Renaissance was both similar to and different from the Italian Renaissance

S1

Provide accurate summary of how key events or ideas develop

S2

Formulate connections across time and cultures

S3

Cite specific textual evidence from primary and secondary sources to support analysis

S4

Actively read for information and develop appropriate questions

S5

Determine central ideas or information of a primary or secondary source

K6

The Catholic Church was challenged, resulting in a division in Christianity and various sects of Protestantism

K7

The invention of the printing press influenced the spread of Protestantism

K8

The Counter-Reformation revitalized the Catholic Church and slowed down the spread of Protestantism

K9

The differing perspectives among influential individuals had theological, political and economic effects

K10

The Renaissance fostered a new idea of individualism which emphasized the spirit of the universal person and his or her talents or skills

