# World Civilizations

## Implement start year (2013-2014)

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## Unit #8: The Dawn of the Modern Era

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009 NJCCC Standard(s), Strand(s)/CPI #</strong></td>
<td></td>
</tr>
<tr>
<td>Common Core Curriculum Standards for Math and English</td>
<td></td>
</tr>
</tbody>
</table>

6.2.12.A.2.c
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.B.2.a
Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

6.2.12.B.2.b
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.

6.2.12.C.2.a
Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.a
Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.b
Justify how innovations from Asian and Islamic civilizations, as well as

### 21st Century Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21st Century Skills

**Learning and Innovation Skills:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

**Information, Media and Technology Skills:**
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
from ancient Greek and Roman culture, laid the foundation for the Renaissance.

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.

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 for Literacy in Social Studies
(http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/)

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.

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.

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.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a
text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Core Content Literacy Standards?

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EU 1</strong></td>
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</tr>
<tr>
<td>Individuals or groups can affect change.</td>
<td>Can an individual <em>really</em> make a difference?</td>
</tr>
<tr>
<td><strong>EU 2</strong></td>
<td><strong>EU 2</strong></td>
</tr>
<tr>
<td>Conflict is a result of a perceived need for political, economic, or social change by a population.</td>
<td>How is power gained, used, and justified?</td>
</tr>
<tr>
<td><strong>EU 2</strong></td>
<td><strong>EU 2</strong></td>
</tr>
<tr>
<td>An emphasis on human potential and achievement can dramatically impact all other aspects of culture.</td>
<td>How do humans justify war?</td>
</tr>
<tr>
<td><strong>EU 4</strong></td>
<td><strong>EU 3</strong></td>
</tr>
<tr>
<td>Religious development reflects a culture’s perceived needs and norms.</td>
<td>Do the arts reflect or shape culture?</td>
</tr>
<tr>
<td><strong>EU 4</strong></td>
<td><strong>EU 4</strong></td>
</tr>
<tr>
<td>Religious development reflects a culture’s perceived needs and norms.</td>
<td>Do artists have a responsibility to their audience?</td>
</tr>
<tr>
<td><strong>EU 4</strong></td>
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</tr>
<tr>
<td>Religious development reflects a culture’s perceived needs and norms.</td>
<td>How does belief influence action?</td>
</tr>
<tr>
<td><strong>EU 4</strong></td>
<td><strong>EU 4</strong></td>
</tr>
<tr>
<td>Religious development reflects a culture’s perceived needs and norms.</td>
<td>What is worth fighting for?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EU 1</strong></td>
<td><strong>EU 1, EU2, EU3, EU4</strong></td>
</tr>
<tr>
<td>Students will know . . .</td>
<td>Students will be able to . . .</td>
</tr>
<tr>
<td>The development of the Magna Carta</td>
<td>Evaluate the social, cultural, religious and political changes that faced Europe at the end of the High Middle Ages. (EU 1)</td>
</tr>
<tr>
<td>The importance of Martin Luther to the Reformation</td>
<td>Analyze and describe the significance of the signing of the Magna Carta</td>
</tr>
<tr>
<td>EU 2</td>
<td>Carta and the creation of Parliament. (EU 1)</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>• The causes of the 100 Years War</td>
<td>• Determine the definition of the term “Nationalism” and its growth in the period. (EU 2)</td>
</tr>
<tr>
<td>• The conflict between the Royal and Papal authorities</td>
<td>• Identify the leadership and conflicts brought on by nationalism that shaped European nations especially France, England and Spain. (EU 2)</td>
</tr>
<tr>
<td>EU 3</td>
<td>• Evaluate countries and explorers, their motivations, destinations, and the results of exploration on Europe and the indigenous people of the lands with whom they had contact. (EU 2)</td>
</tr>
<tr>
<td>• The influence of the Humanists</td>
<td>• Explain the changes in the relationship between the Church and established/evolving governments, including the impact of the Great Schism. (EU 1, 4)</td>
</tr>
<tr>
<td>• The evolution of Art in the Renaissance</td>
<td>• Analyze the economic, political and social conditions that gave rise to the Renaissance. (EU 3)</td>
</tr>
<tr>
<td>EU 4</td>
<td>• Describe the work of the great artists of this time and how it differs from the art of the Middle Ages. (EU 3)</td>
</tr>
<tr>
<td>• The reasons for the Reformation</td>
<td>• Explain the role of the Medici family and its support of the Renaissance in Florentine society. (EU 3)</td>
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<tr>
<td></td>
<td>• Analyze the political philosophy of Machiavelli that influenced the leaders at this time. (EU 3)</td>
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</tbody>
</table>
Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** Each unit must have at least 1 Performance Task. Consider the GRASPS form.

**EU 1, EU 2, EU 3, EU 4**

A catastrophic disease broke out in the United States in 2012. 75% of the population died out and it crippled the economy. America was on its knees for 200 years before this post-Apocalyptic nation saw stable communities and population growth. All the pain has finally washed away and the dawn of a new era is rising. It’s your job to describe an American Renaissance. You are novelist that writes historical based fiction. You have to write a story that explains what aspects of old American Culture were reborn in the new Renaissance. When writing your short story, answer the following questions:

- What types of people will the new America follow?
- What aspects of Art, Music, and Television will be reborn?
- How will the values of education, medicine, and law be different?
- What will be the role of religion in this society?
- What views of past Americans will the new nation uphold?

**Other Recommended Evidence:** Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Essays
- DBQ
- Tests (standard and Authentic)
- Presentations
- Research Projects
- Debates
## Stage 3 – Learning Plan

### Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

*Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Carousel Brainstorm Activity of the social, cultural, religious and political changes of the High Middle Ages. (A)
- View a PowerPoint on the different monarchs of the period with their politics. (A)
- Create a chart highlighting key points in the Magna Carta and how specific events/decisions of previous British monarchs led to the drafting of specific clauses. (A)
- Develop a constructed response on the meaning of Nationalism, citing examples from one of the major nations studied. (M)
- Write several newspaper articles for the Avignon Avenger describing the events of the Great Schism. These articles should include both “factual reporting” and op-ed pieces. (A, M)
- Complete a Carousel Brainstorm Activity on the factors which led to the Reformation. (A)
- Create a graphic organizer comparing and contrasting the basic beliefs of Calvinists, Catholics, Lutherans, Jews, and Muslims. (M)
- After reading selections from the 95 Theses, perform the mock Trial of Martin Luther with the entire class. Students will play the various roles of members of the Diet of Worms to recreate an authentic retelling of this historical event. Students will need to use their knowledge to develop dialogue for the trial. (T)
- Using a Venn diagram, compare and contrast Protestantism with Catholicism. (A, M)
- Role play the Council of Trent and brainstorm ways the Catholic Church could have responded to the Protestant Reformation. (M, T)
- Using an outline map, shade regions by religion and outline the Holy Roman Empire. (A)
- Write a newspaper article detailing one of the new technological advancements developed during the time period. Include an interview with the inventor. (A, M)
- Write a persuasive essay arguing for or against the statement “The Black Plague caused the explosion of artistic and literary achievements during the Renaissance.” Use primary sources from after the Black Plague to support your argument. (A, M)
- Draw a “Renaissance Fair” with art, local costumes representing the different classes, products of the era, and food of the era. (M)
- Create a PowerPoint presenting the works of art by major artists of the era. (A)
- Compare and contrast paintings from the Middle Ages and the Renaissance of the same subject as individual class presentations. (M)
- Create a Venn Diagram comparing/contrasting events of the Middle Ages to the Renaissance. (A)
- Read excerpts from Machiavelli's The Prince and develop a list of key characteristics of a good leader. (A)
- Create a graphic organizer to compare and contrast the Northern European and Italian Renaissance. (A)
- Complete a map activity on early European exploration. (A)
- Develop a graphic organizer comparing the Medici Family and a modern day dynasty. (M)