



# Unit Planner: The Renaissance and the Age of Discovery/Exploratr Global 2

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High School > 2018-2019 > Grade 9 > Social Studies > Global 2 (C) > Week 1

Last Updated: [Wednesday, February 8, 2017](#) by Andrew Gibson

## The Renaissance and the Age of Discovery/Exploratr

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- [Unit Planner](#)
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### Big Ideas / Enduring Understandings

How new ideas and the weakening state of the Roman Catholic Church allowed for dynamic and enduring change to occur in Europe at the beginning of the modern era

The ideas emphasized and encouraged by Renaissance thinkers invariably led to and is connected to the beginnings of the Age of Discovery and Exploration in Europe

### Essential Questions

How did the Renaissance contribute to the Protestant Reformation and the Scientific Revolution?

Why was the Protestant Reformation a turning point in human history?

What forces came together in the 1400's that made the Age of European Exploration possible?

In what ways was the discovery of the New World a turning point in global history?

What impact did the encounter have on the New World, Europe and Africa?

Was Christopher Columbus the first European to reach the New World? (Argument Essay)

### Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

## Writing

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1. Write arguments focused on discipline-specific content.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from or supports the argument presented.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9. Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

The Renaissance

-Italy

-Geographic Impact on the Italian society

-Humanism and effect on the arts and politics

-Spread of The Renaissance

-Impact of the printing press

-Renaissance in Northern Europe

## Skills / Strategies

### CRITICAL THINKING SKILLS

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences)
- Identify cause and effect
- Differentiate fact from opinion

Protestant Reformation

- Martin Luther and the 95 Thesis
- John Calvin and Geneva
- Development of Anglican Church
- Backlash of The Reformation and The Counter Reformation

Scientific Revolution

- Scientific process
- Technological innovations

Exploration

- Advances in technology: cartography, naval engineering and navigational devices
- Spain and Portugal on the eve of the Encounter
- Exploration and overseas expansion
- European Competition for Colonies in the Americas, Africa, East Asia and Southeast Asia
- The triangular trade and slavery
- European mercantilistic policies in the colonies
- Spanish colonialism and the introduction of the Encomienda system to Latin America
- Exchange of food and disease - Columbian Exchange

- Draw inferences and make conclusions using a variety of primary and secondary sources including graphs, charts, time lines, documents, political cartoons, and photographs
- Recognize different points of view
- Make judgments based on evidence
- Form generalizations based on evidence
- Employ different features of a map to interpret and analyze events

**INTERPERSONAL AND GROUP RELATION SKILLS**

- Cooperate to accomplish goals
- Assume responsibility for carrying out tasks

**INFORMATION GATHERING SKILLS**

- Identify and use a variety of sources of information including reference works, periodicals, tables, graphs, and maps
- Evaluate sources for reliability and bias
- Determine relevant sources
- Organize collected information including categorizing and determining relevant details

**PRESENTING INFORMATION**

- Integrate the use of a variety of media sources to communicate ideas
- Generate an argument essay that expresses ideas in a coherent and logical manner and addresses a particular point of view and their opinion therein

**Key Terms / Vocabulary**

- Humanism
- Individualism
- Secularism
- Renaissance
- Cultural Diffusion
- Colony
- Encomienda
- Astrolabe
- Compass
- Caravel

**Learning Plan & Activities**

*Please include Theatre Modalities when appropriate*

**Assessments**

[Depth of Knowledge \(DOK\) Levels](#)

Primary Unit Activity:

NYC Citywide Expectations Standard: Argument Writing (Essay):

Students will be required to write a 500 - 1000 word argument essay focused on the following question:

Was Christopher Columbus the first European to reach the New World?

Students must take a stance on the above topic and defend their stance with substantial evidence. In addition, they will be required to address the counter-claim to their argument and properly refute it with further evidence.

Resources



Atlas Version 9.2.1

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