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

Last Updated: <u>Wednesday, February 8, 2017</u> by Andrew Gibson

2014 Gibson - The Renaissance

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- The revolution of thought that took place during the Renaissance period led individuals to question the nature of being and push human thought to a new level.
- The fall of Feudalism and the tedious fight during the Crusades led to the rise of guilds and a renewed focus on arts and science.
- The renewed focus on thought and intellect led to an age of individualism and bred a society of more independent thinkers.

Essential Questions

- How did the Renaissance contribute to the Protestant Reformation and the Scientific Revolution?
- How did events and conditions during the Middle Ages shape the origins of the Renaissance?
- How did the cultural and intellectual strides of the Renaissance contribute to the evolution of human society?

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.

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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	Skills / Strategies
The Renaissance -Italy	**CRITICAL THINKING SKILLS**

-Guilds
-Black Death
-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
Protestant Reformation
-Martin Luther and the 95 Thesis
-Development of Anglican Church
-Backlash of The Reformation and The Counter Reformation
Scientific Revolution
-Scientific process
-Technological innovations

- Classify and categorize information (i.e. chronological, political, social and economic, similarities and differences)
- Identify cause and effect
- Differentiate fact from opinion
- 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
Intellectual
Individualism
Secularism
Renaissance
Cultural Diffusion
Renaissance Man

Reform
Protest

Learning Plan & Activities
Please include Theatre Modalities when appropriate

- Introduce transition between Middle Ages and Renaissance
- Guilds
- Informational Text focus
- Daily DBQ question focus
- Practice ability to incorporate multiple pieces of information into a cohesive thesis statement with supporting evidence.
- Small group DBQ work.
- Independent Research.
- Students conduct short independent research using the internet to research a randomly assigned Renaissance figure.

Assessments
[Depth of Knowledge (DOK) Levels](#)
Renaissance DBQ
Summative: DOK 2 Basic Application: Written: Essay
Students will construct a DBQ essay based on several documents provided regarding the Renaissance and its impact on future societies. Essay will be structured in such a way that MEAL paragraph organizers will be made available to scaffold essays and break down the writing process.
Renaissance Man Research Paragraph
Formative: DOK 2 Basic Application: Written: Informative
Students will work independently to perform guided internet research to construct a well written paragraph about a randomly chosen "Renaissance Man" and their impact on society.

Ex.) Raphael, Donatello, Michelangelo, Machiavelli, Gallileo, etc.

Resources
Materials Used
SmartBoard
Focus

- Whole class

Materials Used
Laptops for Research
Focus

- Research

Materials Used
Textbook to Support Student Research
Focus

- Research

Texts Used (fiction, non-fiction, on-line, media, etc...)
Primary and Secondary Renaissance Sources

- 95 Theses
- Renaissance Artwork

  Focus

- Small group
- Guided reading