

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ The Renaissance, Reformation, and Age of Exploration led to changes in Europe.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ How did the changing belief systems affect the history, government and economy of Europe?</li><li>▪ What impact did the Europe's transformation have on the world?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Europe's changing belief systems affected the history, government and economy of Europe.</li><li>▪ The transformation in Europe impacted the rest of the world.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>People</u>:<ul style="list-style-type: none"><li>○ Protestants, Leonardo da Vinci, Michelangelo, Martin Luther, Henry the Navigator, Ferdinand Magellan, Vasco da Gama, Louis XIV, Peter the Great</li></ul></li><li>▪ <u>Terms</u>:<ul style="list-style-type: none"><li>○ Renaissance, Reformation, indulgence, circumnavigate, democracy, absolute monarch, democracy, divine right, heretic, navigator</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Explain the origins of the Renaissance.</li><li>▪ Identify why the reasons northern European leaders wanted to adopt Protestant religions.</li><li>▪ Explain how Portugal led the way in European exploration.</li><li>▪ Describe the ways explorers helped Europeans learn new lands.</li><li>▪ Describe the actions rulers of Europe took to increase their power after the Middle Ages.</li></ul>

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u>  <u>Civics and Government</u>  B. Purpose and Types of Government  5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights).  <u>History</u>  A. Chronology  1. Describe the effects of historical changes on daily life.  B. Historical Knowledge, Concepts, and Patterns  2. Demonstrate an understanding of selected themes in Maine, United States, and world history.  3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past.  C. Historical Inquiry, Analysis, and Interpretation  2. Explain why historical accounts of the same event sometimes differ and related this explanation to the evidence presented by the author or the point of view of the author.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Complete a graphic organizer of Christian religions.</li> <li>▪ Participate in a simulated trial of Martin Luther.</li> <li>▪ Complete an Age of Exploration map.</li> <li>▪ Construct cartoons of sailors' fears.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Complete a unit test.</li> <li>▪ Create a biographical sketch of a historical champion.</li> <li>▪ Complete a graphic organizer for advances made by Portuguese sailors.</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Medieval Times To Today</u></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Technology Link</b></p>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>