

Essential Understandings	<ul style="list-style-type: none"> ▪ Throughout 15th and 16th century Europe, events were occurring that changed the European outlook on the world. These events were grouped into two main areas: the Renaissance and Reformation. The events of this period transformed the religious, political and social lives of Europeans and laid the foundation for the emergence of the Modern World.
Essential Questions	<ul style="list-style-type: none"> ▪ How did the period of the Renaissance and Reformation differ from earlier periods? Where did we see growth? ▪ What innovations and ideas were diffused throughout Europe during this period? ▪ How did these innovations and ideas shape the religious, political and social lives of Europeans?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The specific innovations and ideas of the Renaissance and Reformation that spread throughout Europe include: <ul style="list-style-type: none"> ○ The use of the printing press and the printed word. ○ New artistic techniques. ○ The renewal of interest in the Classics. ▪ The important historical figures that encourage and develop these innovations and ideas include: <ul style="list-style-type: none"> ○ Johannes Gutenberg ○ Leonardo da Vinci ▪ A comparison of life before the Renaissance and Reformation and life after include: <ul style="list-style-type: none"> ○ Changes in the religious aspects of life. ○ Changes in the political aspects of life. ○ Changes in the social aspects of life.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ humanism, secular, individualism, Machiavelli, Italy, Medici, Da Vinci, Michelangelo, Renaissance, Erasmus, Thomas Moore, Gutenberg, Martin Luther, Justification by Faith, Indulgences, Pope, Ninety-five Theses, predestination, Calvin, Anabaptists, Henry VIII, Elizabeth I, Inquisition, Council of Trent, Jesuits
Essential Skills	<ul style="list-style-type: none"> ▪ Define important vocabulary. ▪ Identify various changes in the political, religious, and social aspects of life. ▪ Describe the impact of the Renaissance and Reformation on future civilizations. ▪ Identify specific innovations and ideas, and the people behind them that helped to create the Renaissance and Reformation.

<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</p> <p>g. Develop a clear well-supported position.</p> <p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</p> <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p>
--	--

Related Maine Learning Results	<p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.</p> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</p> <p>D2.Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p>
---	---

<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Medieval and Renaissance paintings slide show ▪ Renaissance Women activity ▪ How to create your own Renaissance art ▪ Indulgence political cartoon ▪ Ninety-Five Theses worksheet
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes over each section ▪ Cumulative Unit Exam ▪ Art activity ▪ Political cartoon ▪ Film ▪ Discussion, lecture, video, reading, group projects

<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>World History: The Human Experience – The Modern Era</u> ○ <u>Lives and Works in the Arts from the Renaissance to the 20th Century : The 17th century</u>, Armonk, NY Sharpe Reference ○ <u>The Renaissance</u> - Ilan Rachum ○ <u>Henry VIII and the Reformation</u> - Herbert Maynard Smith ○ <u>John Calvin</u> - Sally Stepanek ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Understanding the Art of the Renaissance Ideas and Ideals</u> ○ <u>Sister Wendy's Story of Painting : The Renaissance</u> ○ <u>Martin Luther</u>
------------------------------------	---