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|  | | | | | | | | | | [**curriculum.newvisions.org/social-studies**](https://curriculum.newvisions.org/social-studies)  Timothy Lent - [tlent@newvisions.org](mailto:tlent@newvisions.org)  Kameelah Rasheed - [krasheed@newvisions.org](mailto:krasheed@newvisions.org) |  |
| **Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:  1. Make sure you are signed into a Google account when you are on the resource.  2. Go to the "File" pull down menu in the upper left hand corner and select "Make a Copy." This will give you a version of the document that you own and can modify. | | | | | | | | | | | Untitled drawing (10).jpg |
| **Teacher Overview:** *What was the Renaissance?* | | | | | | | | | | | |
| [**Go directly to student-facing materials!**](#kix.zhkv8gpl7hh3) | | | | | | | | | | | |

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| **noun_713136_652c90.png** | SQ 2. What was the geographic context for transformation of Western Europe and Russia in the 15th century? | **SQ 3. What was the Renaissance?** | | SQ 4. What are the geographic and historical circumstances that led to the start of the Renaissance in Italy? | **noun_713139_652c90.png** |

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|  | **Unit Essential Question(s):** How did new ideas and innovation affect Western Europe and Russia starting in the 15th century? | [Link to Unit](http://globalhistory.newvisions.org/units-curriculum-home/2015-16-9th-curriculum/9-4) |
| **Supporting Question(s):**   * What was the Renaissance? |
| **Objective(s):**   * **Describe** the characteristics of the Renaissance. |

**1.** [**NYS Social Studies Framework:**](https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework)

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| **Key Idea** | **Conceptual Understandings** | **Content Specifications** |
| 9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.  (Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH) | 9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. | Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.  Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. |

**2. Social Studies Practices**

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| [**NYS Social Studies Practices**](https://docs.google.com/document/d/1BbSxR3Zm2iz30sd2QG63zzMpLHbirSHoSzJTe1YL9YA/edit) | [**New Visions Student Social Studies Practices**](https://docs.google.com/document/d/1wIIu9GwbUfjfvY-frgxKSQeHytikWeWAcByAM273RoQ/edit) | |
| **Gathering, Using and Interpreting Evidence** (A2, A5, A7)  **Chronological Reasoning and Causation** (B1, B5, B7)  **Comparison and Contextualization** (C1, C3, C5, C6)  **Geographic Reasoning** (D1, D2, D5) | |  |  | | --- | --- | |  |  | | **Contextualize** | **Predict** | | |
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**3. Common Core**

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| **Reading** | **Writing** | **Speaking and Listening** |
| **Craft and Structure:** [**CCSS.ELA-LITERACY.RH.9-10.4**](http://www.corestandards.org/ELA-Literacy/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. **Integration of Knowledge and Ideas:** [**CCSS.ELA-LITERACY.RH.9-10.7**](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)**:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | **Text Types & Purposes:**  [**CCSS.ELA-LITERACY.WHST.9-10.1**](http://www.corestandards.org/ELA-Literacy/WHST/9-10/1/)**:** Write arguments focused on *discipline-specific content*. | **Comprehension and Collaboration:** [**CCSS.ELA-LITERACY.SL.9-10.1**](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)**:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| **Associated Classroom Posters** |
| [Student Social Studies Practices Poster](https://docs.google.com/document/d/1AGAFxRwz0ZPMKcSJ08zErSzXMY51ReYNVk2CdejetgQ/edit) |

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| **Objective:** | **What was the Renaissance?**   * **Describe** what the Renaissance was. |

**Introduction**

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| **➡ Directions:** Read the definition of a Golden Age and the conditions necessary for one on the right, then select *one* golden age from your study of Global History and describe the conditions that led to its prosperity in the table on the left.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Choose one of the golden ages listed below and fill in the chart based on it.**   |  |  |  |  | | --- | --- | --- | --- | | Gupta Golden Age | Han Dynasty | Pax Romana | Golden Age of Athens | | Pax Mongolica | Abbasid Golden Age | Tang and Song Dynasties |  |  |  |  |  |  | | --- | --- | --- | --- | | **Golden Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | **Wealth** | **Stable Government** | **Ideas it Built On** | **Contributions and Achievements** | |  |  |  |  | | | **Golden ages are periods of great wealth, prosperity, stability, and cultural and scientific achievement.** | | | **There are three conditions necessary for what historians call a “golden age”:** | | | **1. Wealth** | Since artists and architects do not produce food for themselves, they need **money** to buy it. For a civilization to free up these creative people and give them time and the resources they need to produce great works of art and to make scientific discoveries, wealthy people, or a government with a surplus of money, need to fund those projects. | | **2. Stable Government** | Though a lot of impressive art has been inspired by unstable times, it is difficult to build structures that will last if the architects and construction workers are pulled away from the project to go to war. It is also hard to protect writings, paintings, and books from invading armies that burn libraries, or capture or kill scientists and artists. | | **3. Ideas to Build On** | Most artistic and scientific achievements in human history have been innovations on previous ideas. Often, golden ages occurred where artists and scientists had access to knowledge from previous scholars who worked in universities or libraries, or where the ideas of many cultures came together in one place, like an important trading city. | |

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| **Predict** | **Historical Context of the Start of the Renaissance**  **➡ Directions:** Examine the images and read the information provided, then complete the prompts to review some of European history before the Renaissance. |

**Timeline of Western Europe**

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| **Rome**  (27 BCE- 476 CE) | **Middle Ages**  (476 CE- 1400s) | **Renaissance**  (1300s- 1600s) |



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| **1. What do you remember about...** | | | **2. How was the period when Rome ruled most of Europe different from the Middle Ages?** |
| **1a. The Feudal System** | **1b. The Black Death** | **1c. Manorialism** |
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**Timeline of Western Europe**

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| --- | --- | --- |
| **Rome**  (27 BCE- 476 CE) | **Middle Ages**  (476 CE- 1400s) | **Renaissance**  (1300s- 1600s) |

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| 3. Based on the information and images above, make a claim and support it with evidence to answer the question: **How could Europe have changed so much between the Middle Ages and the Renaissance?** | |
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| **Contextualize** | **What was the Renaissance?**  **➡ Directions:** Read the definition of the Renaissance, then complete each of the activities that breakdown and clarify that definition. |

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| **Re**  again | **+** | **naissance**  “a birth, an origination as that of an idea, or a movement.” | **= Renaissance** |

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| **Definition** | The Renaissance, **“rebirth”** in French, was a **cultural movement** in the **14th-17th centuries** during which **European** artists, scientists, and scholars, were inspired by Classical achievements of the **Greeks** and **Romans**, which they became aware of through ruins and Greco-Roman texts preserved by **Islamic scholars** in the **Ottoman Empire.** |

**Timeline of Western Europe**

|  |  |  |
| --- | --- | --- |
| **Rome**  (27 BCE- 476 CE) | **Middle Ages**  (476 CE- 1400s) | **Renaissance**  (1300s- 1600s) |

**Definition Activity 1**

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| **Definition** | The Renaissance, **“rebirth”** in French, was a **cultural movement** in the **14th-17th centuries** during which **European** artists, scientists, and scholars, were inspired by Classical achievements of the **Greeks** and **Romans**, which they became aware of through ruins and Greco-Roman texts preserved by **Islamic scholars** in the **Ottoman Empire.** |

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| “**cultural movement**”= **culture** + **movement**  **culture** is the language, ideas, inventions, and art of a particular group of people.  a **movement** in history is a change | | The Renaissance started in Italy in the **14th century (1300s)**, but its ideas and cultural trends spread slowly across Europe. The **Renaissance** marked the end of the **Middle Ages**, but they overlap. Depending on ***where*** in Europe a person was, the Renaissance “arrived” at a different time.    Like the Black Death, the Renaissance ideas started in Italy and then spread to the rest of Europe.  [Image](https://commons.wikimedia.org/wiki/File:Blank_map_Europe_without_borders.png) was adapted from a map created by Asarlai and is published on Wikimedia Commons under a CC BY license. | **Questions**  **1. Identify one cultural change that you have seen in your lifetime.**  **2. Identify something from your life that one group of people knew before another because of their geographic location.** |
| As an example of a cultural change, examine the two pairs of jeans below.  **Note:** The cultural change represented by these pairs of jeans was a lot less important than the cultural change during the Renaissance | |
| Bell bottom jeans were “cool” in the 1970s.  [Image](https://commons.wikimedia.org/wiki/File:Bell_bottoms.jpg) was created by Mike Powell and is published on Wikimedia Commons under a CC BY license. | Acid wash jeans were “cool” in the 1980s.  [Image](https://commons.wikimedia.org/wiki/File:1980s_fashion_-_acid-washed_jeans.jpeg) was created by Abroe23 and is published on Wikimedia Commons under a CC BY license. |

**Definition Activity 2**

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| **Definition** | The Renaissance, **“rebirth”** in French, was a **cultural movement** in the **14th-17th centuries** during which **European** artists, scientists, and scholars, were inspired by Classical achievements of the **Greeks** and **Romans**, which they became aware of through ruins and Greco-Roman texts preserved by **Islamic scholars** in the **Ottoman Empire.** |

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| **Classical Art and Architecture** | | **Renaissance Art and Architecture** | | |
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[Zeus image](https://commons.wikimedia.org/wiki/File:God_of_Cape_Artemision_01.JPG) was created by sailko and is published on Wikimedia Commons under a CC BY license, [Image of David](https://en.wikipedia.org/wiki/David_(Michelangelo)#/media/File:%27David%27_by_Michelangelo_Fir_JBU002.jpg) is courtesy of Wikimedia Commons and is public domain, [Pillar image](https://en.wikipedia.org/wiki/File:Rome_(29105785).jpg) was created by Russell Yarwood and is published on Wikimedia Commons under a CC BY license, This [Tempietto del Bramante image](https://www.flickr.com/photos/spaceodissey/21305875/) was created by Francesco and is published on Flicker under a CC BY license, [Pantheon image](https://commons.wikimedia.org/wiki/File:Pantheon_Rome-The_Dome.jpg) was created by Anthony Majanlahti and is published on Wikimedia Commons under a CC BY license, [Florence Cathedral image](https://en.wikipedia.org/wiki/Renaissance_architecture#/media/File:Santa_Maria_del_Fiore_cupola_(1622842169).jpg) was created by Yellow.Cat and is published on Wikimedia Commons under a CC BY license.

**3. What similarities do you notice between the Classical Greco-Roman art and architecture and the Renaissance art and architecture pictured above?**

**Definition Activity 3**

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| **Definition** | The Renaissance, **“rebirth”** in French, was a **cultural movement** in the **14th-17th centuries** during which **European** artists, scientists, and scholars, were inspired by Classical achievements of the **Greeks** and **Romans**, which they became aware of through ruins and Greco-Roman texts preserved by **Islamic scholars** in the **Ottoman Empire.** |

**➡ Directions:** Examine the map and information below, then answer the questions on the following page.

**Tracing the Ideas that Led to the Renaissance: Centers of Learning and Innovation in the Mediterranean World**

****

[Map](https://commons.wikimedia.org/wiki/File:Blank_map_europe.png) is courtesy of Wikimedia Commons and is public domain.

|  |
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| **4. List the golden ages in the graphic above in chronological order.** |
|  |
| **5. Which civilization’s ideas were the foundation for collective learning in the Mediterranean world?** |
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| **6. Identify two examples of innovation described in the chart.** |
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| **7. Based on the dates and information provided, which civilization’s knowledge most directly influenced the start of the Renaissance?** |
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| **FA** | **SQ 3:** What was the Renaissance?  **➡ Directions: Using evidence from above, complete the Combined Context Expansion Sentence activity below to provide context for the rise of the Renaissance in Europe. An example using the Fall of Rome is provided.** |

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| **Contextualize** | **Example:** *Fall of the Roman Empire*   |  |  |  | | --- | --- | --- | | Who? | Roman Empire | | | When? | 476 CE | | | Where? | Europe and North Africa | | | How?/Why? | political turmoil, invasions, introduction of Christianity | | | Combined Context Expansion  Sentence 1 | **In 476 CE**, the Roman Empire which stretched across Europe and North Africa, collapsed **because** of political turmoil, invasions, **and** tensions caused by the introduction of Christianity. | **Writing Strategies Used:**  Prepositional phrase (***In*** 476 CE)  Conjunctions (***because, and***) | | Combined Context Expansion  Sentence 2 | **The Roman Empire**, ***an expansive state that stretched across Europe and North Africa***, collapsed in 476 CE **due to** political turmoil, invasions, **and** tensions caused by the introduction of Christianity. | **Writing Strategies Used:**  Appositives (...,***an expansive state that stretched across Europe and North Africa*,..**.)  Conjunctions (***due to, and***) |   **Event: The Renaissance**   |  |  | | --- | --- | | Who? |  | | When? |  | | Where? |  | | What? |  | | Why? |  | | How? |  | | Combined Context Expansion  Sentence |  | |
|