

SOCIAL STUDIES CURRICULUM GRADE 10 WORLD HISTORY UNIT #1

Renaissance and Reformation North Smithfield School Department

TITLE OF UNIT: Renaissance and Reformation

GRADE 10 World History

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

This unit introduces students to the birth of new ideas and concepts that gave birth to the Renaissance and Reformation in Europe. Students will explore the characteristics of the Renaissance and understand why it began in Italy and spread to northern Europe. They will understand how artists and writers of the time addressed Renaissance themes. In their study of the Reformation students will analyze and explain the factors and teaching that encouraged the Protestant Reformation. As part of their understanding students will describe how Reformation ideas spread, and create change in the areas of politics and science.

ESSENTIAL QUESTIONS

How did the Renaissance shape European art, thought, and religion?

What impact did the printing revolution have on shaping European society, humanist thought, and on the role of the Church?

What was the Reformation and what was its impact on religious, social, economic, and political institutions in Western Europe?

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture. G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Craft and Structure Integration of Knowledge Range of Reading	Production and Distribution Research to Build and Present Knowledge Range of Writing
G&C 4: People engage in political processes in a variety of ways. G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast

Economics

- Applying the concept that economic choices often have long-run intended/unintended consequences. **E 1 (11-12)- 1b**

Reading

Key Ideas and Details (RH)

- RH.9-10 .1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.9-10 .2** Determine the central ideas or information of a primary or secondary source.
- RH.9-10 .3** Identify key steps in a text's description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.9-10 .4** Determine the meaning of words and phrases as they are used in a text, including vocabulary

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- events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b**

Geography

- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Evaluating the impact of topographical features on the development of societies. **G 1 (11-12)- 2a**
- Evaluating how humans interact with physical environments to form past and present communities. **G 2 (11-12)- 1a**
- Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. **G 2 (11-12)- 2a**
- Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. **G 2 (11-12)- 4b**
- Evaluating the environmental consequences of resource consumption. **G 3 (11-12)- 2a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) –3a**
- Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4(7-8) 1a**
- Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. **G 2 (11-12)- 4b**

- RH.9-10 .5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
 - RH.9-10 .6** Identify aspects of a text that reveal an author’s point of view or purpose .
- ### Integration of Knowledge and Ideas (RH)
- RH.9-10 .7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - RH.9-10 .8** Distinguish among fact, opinion, and reasoned judgment in a text.
 - RH.9-10 .9** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading (RH)

- RH.9-10 .10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

Writing

- Text Types and Purposes: argument and informational (**WHST**)
- Production and Distribution (**WHST**)
- Research
- Range of Writing (**WHST**)

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

C & G 1 (9-12) – 1a Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. **ERA 5, 5B, 4**
- Analyze the resurgence of centralized monarchies and economically powerful city-states in Western Europe in the 15th century. **ERA 5, 5B, 4**

Academic vocabulary

- Common law
- Due Process
- Habeas Corpus
- Magna Carta
- Parliament

Websites

- <http://worldhistory.pppst.com/explorers.html>

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C&G 4 (9-12)-3b Identifying and describing the role that various institutions play in meeting the needs of the community.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe. ERA 5,2A,1

Websites

- <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-middle-ages.cfm>
- http://history-world.org/middle_ages.htm
- <http://www.history.com/topics>

Academic vocabulary

- Capitalism
- Entrepreneur
- Mercantilism
- Tariff

C&G 5 (9-12)-3a Predicting outcomes and possible consequences of a conflict, event, or course of action.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. ERA 6,2B,5
- Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. ERA 6,2C,4

Websites

- <http://www.history.com/topics>
- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>

Academic vocabulary

- Consequences
- Henry 8
- Indulgence
- John Calvin
- Martin Luther
- Predestination
- Theocracy

C&G 5 (9-12)-3b Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6,1A,1
- Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. ERA 8,2A,3

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

Academic vocabulary

- Circumnavigation
- Dutch East India Company
- Monopoly
- Outpost

HP 1 (9-12) –1a Formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Use a variety of Document Based Questions (DBQs) and argument writing.

Academic vocabulary

- <http://www.history.com/topics>

Websites

HP 1 (9-12) –2a Explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Academic vocabulary

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- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7,2A,3
- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. ERA 6,2B,5
- Analyze connections between Europeans' growing knowledge of other regions of the globe and the development of new concepts of universalism, toleration, and world history. ERA 6,2E,4
- Explain why historians have called the Seven Years War the first "global war" and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories. ERA 6,4A,5
- Alliance
- Colonial economy
- Commercial Revolution
- Contrast
- Sequence

Websites

- http://www.powershow.com/view/23c81-Y2ixZ/Age_of_Exploration_powerpoint_ppt_presentation
- <http://www.history.com/topics>

HP 1 (9-12) –2b Interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. ERA 6,2B,3
- Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 6,2A,2

Academic vocabulary

- Renaissance/Rebirth
- Humanism
- Perspective
- Patron
- Michelangelo/Leonardo da Vinci

Websites

- <http://www.history.com/topics>

HP 2 (9-12) –1a Explaining origins of major historical events

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. ERA 6,2B,2
- Explain how the English civil war and the Revolution of 1688 affected government, religion, economy, and society in that country. ERA 6,2C,3
- Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. ERA 6,2E,1

Academic vocabulary

- Gutenberg
- Shakespeare
- Thomas More
- Utopian

Websites

- http://www.britishmuseum.org/explore/cultures/europe/renaissance_europe.aspx

HP 2 (9-12) – 2a Creating narratives based on a particular historical point of view (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, slave holder, trader or investor).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses Document-based questions (DBQs) with argument writing

Academic vocabulary

Websites

HP 2 (9-12) – 2b Synthesizing information from multiple sources to formulate an historical interpretation

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses Document-based questions (DBQs) with argument writing and primary source analysis

Academic vocabulary

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Websites

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HP 2 (9-12) – 3a Tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g., immigration trends, land use patterns, naval military history).

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Essential knowledge and skills

- Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6, 1A,1

Academic vocabulary

Websites

- <http://www.historyteacher.net/GlobalStudies/MiddleEastMainPage.htm>
- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 3(9-12) – 2a Articulating an understanding of the meaning, implications, and impact of historical events on their lives today (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates).

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Essential knowledge and skills

- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7, 2A,3

Academic vocabulary

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 3 (9-12) – 2b Analyzing how an historical development (e.g., cycle of poverty or prosperity, low educational attainment) has contributed to current social, economic, or political patterns.

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men’s and women’s education. ERA 6, 2B,5
- Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas. ERA 6, 4A,4

Academic vocabulary

- Catholic Reformation
- European colonies
- Prosperity
- Religious reform

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 5 (9-12) – 3a Utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.

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Essential knowledge and skills

- Uses primary sources analysis

Academic vocabulary

Websites

HP 5 (9-12) – 3b Describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.

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Essential knowledge and skills

- Uses
 - Document –based questions (DBQs)
 - Argument writing
 - Primary source comparison

Academic vocabulary

Websites

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E 1 (9-12) –1b Applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Differentiates between the guild system and other traditional methods of work

Academic vocabulary

- Guild system
- Merchant guilds

Websites

G 1 (9-12) –1c Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).

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Essential knowledge and skills

Explain how and why place-based identities can shape events at various scales, as exemplified by being able to

- Explain how regional identities can be the basis for nationalistic movements within a country (e.g., Catalonians or the Basques in Spain, Native Hawaiians in Hawaii, the end of Indonesian occupation in East Timor).of wetlands in bird migration flyways). **G, 4, #1**

Explain how physical or human characteristics interact to create a place by giving it meaning and significance, as exemplified by being able to

- Describe and explain how community identities are formed by the characteristics of a place (e.g., New Orleans as a port city and as an enclave for French cultural heritage; New York as the centers for US finance, fashion, and art; Hong Kong as a port and financial center in China).

Academic vocabulary

- City
- County
- Region

Websites

G 1 (9-12) –2a Evaluating the impact of topographical features on the development of societies.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain how physical or human characteristics interact to change the meaning and significance of places, as exemplified by being able to

- Explain how the reforms of India's education system provided a foundation for the expansion of high-tech industries in Bangalore and Hyderabad.

Academic vocabulary

- Place

Websites

G 2 (9-12) –1a Evaluating how humans interact with physical environments to form past and present communities.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain the possible consequences of people's changing perceptions of places and regions in a globalized and fractured world, as exemplified by being able to

- Explain how international alliance networks are responses to changing views about places and regions (e.g., North Atlantic Treaty Organization [NATO], European Union [EU], Organization of American States [OAS]).

Academic vocabulary

- Global perspective

Websites

G 2 (9-12) –2a Analyzing and explaining how concepts of site and situation can explain the uniqueness of places.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status, as exemplified by being able to

- Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists). **G, 6 #1**

Academic vocabulary

- Culture

Websites

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G 2 (9-12) –4b Analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain how and why the number and range of functions of settlements have changed and may change in the future, as exemplified by being able to

- Analyze the reasons for and results of policies of municipal governments on the internal structure of cities (e.g., zoning ordinances to determine the location and characteristics of residential, commercial, and industrial sectors, incentives to encourage development, legislation of flood-plain regions restricting development).

Academic vocabulary

- Economic systems
- Political systems

Websites

G 3 (9-12) –2a Evaluating the environmental consequences of resource consumption.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain the global impacts of human changes in the physical environment, as exemplified by being able to

- Explain the spatial consequences, deliberate and inadvertent, of human activities that have global implications (e.g., dispersal of plant and animal species, fungi, and disease worldwide; global petroleum production, transport, and consumption; global climate change).

Academic vocabulary

- Black plague

Websites

G 3 (9-12) –3a Analyzing these relationships in a given historical or current example.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain how territorial divisions are used to manage Earth's surface, as exemplified by being able to

- Analyze and explain the impacts of regional alliances intended for political, military, cultural, or economic control (e.g., the political integration of the European Union [EU] countries, United Nations [UN] oversight of the military division of the Korean Peninsula, the economic and cultural impacts of North American Free Trade Agreement [NAFTA]).
- Explain where and how nations (i.e., ethnic groups) seek territorial and national identity (e.g., the Kurds in Turkey, Iraq, and Iran; Palestinians in Israel, Lebanon, and Jordan; Tamils in Sri Lanka and India).

Compare the reasons for and consequences of different systems for dividing and controlling space, as exemplified by being able to

- Compare the spatial expansion and extent of different empires and describe the reasons for and effects of the resulting boundaries (e.g., Chinese dynasties, Roman Empire, British Empire).
- Describe and compare the different forms of governmental structures for administering nation states (e.g., federations such as Canada versus unitary states such as France). **G, 13, 1**

Evaluate how countries and organizations cooperate to address global issues, as exemplified by being able to

Explain the ways conflict affects the cohesiveness and fragmentation of countries, as exemplified by being able to

- Compare the positive and negative effects conflict has on the cohesiveness of countries (e.g., response to outside threat can lead to unifying effect of protecting a nation state, ultranationalism can lead to discrimination against immigrant groups).

Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources, as exemplified by being able to

- Explain the geographical reasons for and consequences of wars and revolutions (e.g., Eritrean war of independence, Vietnamese wars with France and the United

Academic vocabulary

- Conflict
- Cooperation
- Interdependence

Websites

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- States, Iraqi invasion of Kuwait).
- Analyze examples of how political and social unrest stem from competition for control of space and resources (e.g., Greeks and Turks in Cyprus; Taliban in Afghanistan, Hutu and Tutsi in Rwanda, actions of certain terrorist groups [Irish Republican Army or Hamas]).
 - Analyze the effect that extracting and trading of resources has on conflicts in developing nations (e.g., lithium, conflict diamonds, petroleum, uranium). **G, 13, 3**

G 4 (9-12)-1a Researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain the relationship between the quest for resources and the exploration, colonization, and settlement of different regions of the world, as exemplified by being able to

- Identify different types of resources (e.g., precious metals, spices, animal products) that drove the 15th- to 20th-century European process of exploration and colonization in North America, Africa, and Asia, and explain how this process influenced the spatial distribution of European colonies on those continents.

Academic vocabulary

- Distribution
- Resource
- Sustainability

Websites

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Central idea
- Claim
- Counter argument
- Counter claim
- Graphic organizer
- Primary source
- Secondary source
- Textual evidence

Websites

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.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH. 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

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Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast

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- Argument writing
- Informational writing
- Graphic organizer

- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

RH. 9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH. 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH. 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

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Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

www.corestandards.org
[Appendix C](#)

RH. 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

WHST. 9-10.1 Write **arguments** focused on discipline-specific content.

a. 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.

b. 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.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and audience, and between claim(s) and counterclaims.

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- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write **informative/explanatory texts**, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..

WHST9-10.5 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.

WHST.9-10.6 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.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

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Students

WHST.6-8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.6-8.8 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.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textual evidence

Websites

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
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- Non-linguistic
- Representation
- Textual evidence

Websites

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- *Prentice-Hall: World History* by Ellis & Esler (Chapters 13, 14, 15, and 16)
- *Pearson Publishing: Civilization Past & Present 11th edition* by Brummett, Edgar, Hackett, Jewsbury, and Molony (Chapters 14, 15, and 16,)

- The Prince Machiavelli
 - Martin Luther's 95 Theses
 - Miscellaneous art artifacts including but not limited to: Raffael's School of Athens, DaVinci's Vitruvian Man, Albrecht Durer's The Hare
- Primary sources related to topic of research

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ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

ASSESSMENTS

Document Based Question

Focus on Informative writing

addressing the prompt - How did the Renaissance shape European art, thought, and religion?

Focus on arguments

- Introduction to argument writing
- Claim / Counterclaim development
- Graphic Organizer completion
- Argument paragraph on an issue relevant to the period of study
- Primary Source Analysis
- Informational writing in the form of a constructive response

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- *Prentice-Hall: World History by Ellis & Esler*
- *Pearson Publishing: Civilization Past & Present 11th edition by Brummett, Edgar, Hackett, Jewsbury, and Molony*

vocabulary

- | | | |
|----------------------------|----------------------------------|-----------------------|
| • Alliance | • Graphic organizer | • Political systems |
| • Black plague | • Guild system | • Predestination |
| • Capitalism | • Gutenberg | • Primary source |
| • Catholic Reformation | • Habeas Corpus | • Prosperity |
| • Circumnavigation | • Henry 8 | • Region |
| • City | • Humanism | • Religious reform |
| • Colonial economy | • Indulgence | • Renaissance/Rebirth |
| • Commercial Revolution | • Interdependence | • Representation |
| • Common law | • John Calvin | • Representation |
| • Conflict | • Magna Carta | • Resource |
| • Consequences | • Martin Luther | • Secondary source |
| • Cooperation | • Mercantilism | • Sequence |
| • County | • Merchant guilds | • Shakespeare |
| • Culture | • Michelangelo/Leonardo da Vinci | • Sustainability |
| • Distribution | • Monopoly | • Tariff |
| • Due Process | • Non-linguistic | • Theocracy |
| • Dutch East India Company | • Outpost | • Thomas More |
| • Economic systems | • Parliament | • Utopian |
| • Entrepreneur | • Patron | |
| • European colonies | • Perspective | |
| • Global perspective | • Place | |

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VOCABULARY – ELA

- Analysis
- Central ideas
- Claim
- Cohesion
- Compare
- Concluding statement
- Contrast
- Counter claim
- Domain-specific vocabulary
- Event
- Evidence
- Formal style
- Objective tone
- Primary and secondary sources
- Textual evidence
- Transition and sentence structure

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**