World History Unit 5 - “Emergence of Modern Europe”

Elaborated Unit Focus
This unit will focus on social, political, economic, and technological changes and how those changes affected the growth of nations. Students will learn how individuals impacted change and brought about complexity in governance. The roles of the church and government are introduced through the study of the Renaissance and Reformation. This unit will show how the role of leaders, religious ideas and new innovations affected the future growth of Europe and how this growth affected movement and migration.

Standards/Elements
SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.
   a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.
   b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV.
   c. Explain the role of the church in medieval society.
   d. Describe how increasing trade led to the growth of towns and cities.

SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
   a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.
   b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.
   c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.
   d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.
   e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
   f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.
   g. Explain the importance of Gutenberg and the invention of the printing press.

Enduring Understandings/Essential Questions
The student will understand that when there is conflict between or within societies, change is the result.
- How did the introduction of new ideas, concepts, beliefs lead to political, economic, and social changes?
- How did conflict within and/or between societies bring about change/s?

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- How did the role of church and government change during this period?
- How did those changes impact a country’s social structure?

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- What were some positive and negative consequences of the Renaissance and Reformation?
The student will understand that the movement or migration of people and ideas affects all societies involved.
- How has exploration and migration been a product of economic, technological, social, and political forces?
- How can human movement, initiated by needs and wants, create patterns and centers of activity?

The student will understand that technological innovations have consequences, both intended and unintended, for a society.
- How did technological changes in societies have worldwide impacts on subsequent generations?

The student will understand that while change occurs over time, there is continuity to the basic structure of that society.
- How did society change yet remain the same during the medieval period thru the Reformation?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

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<thead>
<tr>
<th>Balanced Assessment Plan</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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</table>
| Students will show where the Protestant Reformation had influence in various parts of Europe. On an outline map of 15th/16th century Europe, students will illustrate the locations of religious influence (Calvinist, Catholicism, Lutheranism, others). Using various colored pencils they will show how Protestantism spread (direction). On a second outline map of Europe, as it appears today, students will compare past to present—what is the religion of those areas today. In a written paper students will analyze why changes took place or why there were no changes. Students will support their position by addressing: role of political leaders; factors, events, or changes that contributed to the differences. Students will share their findings with groups using the jigsaw method. | 9d 9e 9f | *Observation  
*Dialogue and Discussion  
*Constructed Response |
| Create a visual illustrating a manor—structures; layout of area; then students will explain in their oral presentation the social structure that would be found within the manor; duties and responsibilities of various members—peasants, knights, religious leader, manorial lord; what is the duty of lord to king? What role did the church have in medieval society? What type of economic system was used? Students will answer the above questions in their oral presentation. | 7a 7c 7d | *Observation  
*Dialogue and Discussion  
*Selected Response  
*Constructed Response |
Conduct a mock interview with—Charlemagne; Pope Gregory VII, and King Henry IV. Address religious views, political views; what changes they would bring to their area and why. Students will interview someone from their community, family, friends addressing the changes brought about by these men (positive/negative changes) and what impact they have had. Students will orally present their findings to the class.

Develop a graphic organizer to explain the contributions of Machiavelli, da Vinci, Petrach, Dante, Erasmus, and Gutenberg. What did they do; how did their contribution/s bring about change; what is the impact today? Choose one of the above to write a position paper—they made the greatest impact (positive or negative); providing specific examples to support your position.

All of the elements from the standards may be evaluated with multiple choice or other short answer assessments.

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**Sample Performance Task**

Enduring Understanding: **The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

Enduring Understanding: **The student will understand that technological innovations have consequences, both intended and unintended, for a society.**

During the Renaissance and/or Reformation era many ideas/innovations—technological, political, and religious-emerged. You will trace an idea/innovation—technological, political, or religious—from that time and see how it has changed from that time through today. You will research your idea/innovation to determine if it had worldwide influence. You will develop a timeline illustrating the movement of the selected idea. You will develop a 10-minute presentation to submit to a Renaissance Award committee.

Some questions you will need to answer in preparing for the presentation include:

- How has this idea/innovation had global impact?
- Did the idea/innovation have a greater impact on one region of the world over another (how and why)?
- Could this idea/innovation continue to evolve?
- What were some positive or negative consequences of the idea/innovation?

You will turn in a reference sheet with the presentation.

Timeline should be illustrated on construction paper showing years and/or centuries identifying movement of selected idea/innovation.

Visual Presentation could be but is not limited to;

- PowerPoint
- Poster
- Slide show
- Tri-fold board
Presentation should include
- Description of the idea/innovation
- Visual representation of the idea/innovation
- Whether the idea/innovation has had worldwide impact or not
- A discussion of the consequences of the innovation/idea.

Map and Globe Skills: 1, 2, 3, 5, 6, 7, 8, 10-12
Information Processing Skills: 1-16

*Note concerning rubrics: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>Content Rubric</th>
<th>Information Processing Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>The student describes the technological, political, and religious idea/innovation that emerged during the Renaissance and/or Reformation era.</strong></td>
<td></td>
<td>1-16</td>
</tr>
<tr>
<td>1 Below Standard</td>
<td>Various aspects of idea/innovation are mentioned, but there is no explanation or details about it.</td>
<td></td>
</tr>
<tr>
<td>2 Needs Improvement</td>
<td>Several aspects of idea/innovation are mentioned, and some explanation of their role in society is given.</td>
<td></td>
</tr>
<tr>
<td>3 Meets Standard</td>
<td>Many aspects of the idea/innovation are mentioned, and detail is provided that explains how this idea/innovation affected society.</td>
<td></td>
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<tr>
<td>4 Exceeds Standard</td>
<td>In addition to everything in 3 (meets standard): discusses problems/issues that could arise as the idea/innovation continues to change over time. What problems would exist if this idea/innovation disappeared?</td>
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| **The student explains how technological innovations have consequences, both intended and unintended, for a society.** | | 1-16 |
| Provides only minimal facts with only some degree of accuracy; deals only briefly and vaguely with the innovation. | Provides accurate detail about the innovation. Detail identifies some consequences. | |
| Provides a variety of facts to describe the innovation. Provides many consequences both intended and/or unintended. Explains in detail how the idea changed over time. | In addition to everything in 3 (meets standard): discusses problems/issues that came about as the innovation changed over time. What was the global impact of the innovation? | |

| **The student analyzes how the idea/innovation affected one region more or less than another region.** | | 1-16 |
| Student does not identify regions nor do they discuss the impact on that region. | Discusses various regions where the idea/innovation had an impact but does NOT explain why it had more or less impact in one region than in another. | |
| Discusses various regions where the idea/innovation had an impact AND explains why it had more or less impact in one region than in another. | In addition to everything in 3 (meets standard): the student discusses ways that the idea/innovation affects the modern world. | |
## Product Rubric

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Below Expectation</td>
</tr>
<tr>
<td>Students produce a product that is <strong>attractive.</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
</tr>
<tr>
<td>Students produce a product that is <strong>organized.</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
<tr>
<td>Students produce a product that exhibits proper <strong>mechanics.</strong></td>
<td>More than 4 errors are spelling or grammar.</td>
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### Resources for Unit

- [http://www.royal.gov.uk](http://www.royal.gov.uk) -- History of the Monarch-The Tudors
- Renaissance—search areas for various aspects of the Renaissance and Reformation
  - [http://www.georgetown.edu/labyrinth/](http://www.georgetown.edu/labyrinth/)
  - [http://www.historychannel.com](http://www.historychannel.com)
  - [www.thehistorynet.com](http://www.thehistorynet.com)

Excerpts from *The Prince* by Machiavelli

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*This unit was created by Martha Battle, Mary Ann King, and Alphus Spears with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was last updated 9/25/07.*