

Unit II

Reformation and the Wars of Religion

1450-1648

In addition to introducing the course and its required skill-set, this unit will attempt to explain the rise of the modern era. Significant attention will be paid to to developments and processes involved in Europe's climb from the Middle Ages into the modern world. While the Italian renaissance will be the single biggest development discussed, there is a wide collection of developments that revolutionize the nature of life in Europe as well as Europe's place on the world's stage.

Course Themes:

- Interaction of Europe and the World (INT)
- Economic and Commercial Development (ECD)
- Cultural and Intellectual Developments (CID)
- States and Other Institutions of Power (SOP)
- Social Organization and Development (SCD)
- National and European Identity (NEI)
- Technological and Scientific Innovation (TSI)

Historical Thinking Skills:

	Skill	Description
Skill 1	Developments and Processes	<p>1A: Identify a historical concept, development, or process.</p> <p>1B: Explain a historical concept, development, or process.</p>
Skill 2	Sourcing and Situation	<p>2A: Identify a source's point of view, purpose, historical situation, and/or audience.</p> <p>2B: Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2C: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p>
Skill 3	Claims and Evidence in Sources	<p>3A: Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3B: Identify the evidence used in a source to support an argument.</p> <p>3C: Compare the arguments or main ideas of two sources.</p> <p>3D: Explain how claims or evidence support, modify, or refute a source's argument.</p>
Skill 4	Contextualization	<p>4A: Identify and describe a historical context for a specific historical development or process.</p> <p>4B: Explain how a specific historical development or process is situated within a broader historical context.</p>
Skill 5	Making Connections	<p>5A: Identify patterns among or between historical</p>

		developments and processes. 5B: Explain how a historical development or process relates to another historical development or process.
Skill 6	Argumentation	6A: Make a historically defensible claim. 6B: Support an argument using specific and relevant evidence. 6C: Use historical reasoning to explain relationships among pieces of historical evidence. 6D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

Historical Reasoning:

<i>Reasoning Process 1</i>	<i>Reasoning Process 2</i>	<i>Reasoning Process 3</i>
Comparison	Causation	Continuity and Change
<p>1.i Describe similarities and/or differences between different historical developments or processes.</p> <p>1.ii Explain relevant similarities and/or differences between different historical developments or processes.</p> <p>1.iii Explain the relative historical significance of similarities and/or differences between different historical developments or processes</p>	<p>2.i Describe causes and/or effects of a specific historical development or process.</p> <p>2.ii Explain the relationship between causes and effects of a specific historical development or process.</p> <p>2.iii Explain the difference between primary and secondary causes and between short- and long-term effects.</p> <p>2.iv Explain how a relevant context influenced a specific historical development or process.</p> <p>2.v Explain the relative historical significance of different causes or effects.</p>	<p>3.i Describe the patterns of continuity and/or change over time.</p> <p>3.ii Explain patterns of continuity and/or change over time.</p> <p>3.iii Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>

Schedule:

Date	Topic	Learning Target	Reading
Mon 9/30	Go over Unit I Test		
Tue 10/1	Causes of the Reformation	Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.	
Wed 10/2	Key Concepts and Context	Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.	

Thu 10/3	Martin Luther and the 95 Theses	Explain how and why religious belief and practices changed from 1450-1648.	390-398
Fri 10/4	Protestant Reforms	Explain how and why religious belief and practices changed from 1450-1648.	407-415
Mon 10/7	The Catholic Reformation	Explain the continuities and changes in the role of the Catholic Church from 1450-1648.	415-418
Tue 10/8	Baroque Art	Explain how and why artistic expression changed from 1450-1648.	
Wed 10/9	Wars of Religion	Explain how matters of religion influenced and were influenced by political factors from 1450-1648.	398-401 404-407 418-420
Thu 10/10	Wars of Religion	Explain how matters of religion influenced and were influenced by political factors from 1450-1648.	
Fri 10/11	Writing Workshop (DBQ)	Explain the specific skills assessed in the DBQ Rubric, and identify their success criteria.	
Mon 10/14	Writing Workshop (DBQ)		
Tue 10/15	16th Century Politics	Explain how economic and intellectual developments from 1450-1648 affected social norms and hierarchies.	
Wed 10/16	16th Century Social Developments	Explain how economic and intellectual developments from 1450-1648 affected social norms and hierarchies.	402-403 420-422
Thu 10/17	Review and Wrap-up		
Fri 10/18	Unit II Test		