

EUROPEAN REBIRTH

UNIT III

Unit Guide

European Rebirth

<div>Textbook Vocabulary</div> <div><div><input type="checkbox"/> canonize</div><div><input type="checkbox"/> Counter Reformation</div><div><input type="checkbox"/> English Reformation</div><div><input type="checkbox"/> ghetto</div><div><input type="checkbox"/> heliocentric</div><div><input type="checkbox"/> humanism</div><div><input type="checkbox"/> indulgence</div><div><input type="checkbox"/> patron</div><div><input type="checkbox"/> perspective</div><div><input type="checkbox"/> predestination</div><div><input type="checkbox"/> printing press</div><div><input type="checkbox"/> Protestant Reformation</div><div><input type="checkbox"/> Renaissance</div><div><input type="checkbox"/> sect secularism</div><div><input type="checkbox"/> vernacular</div></div>	Essential Standards	WH.2.9: Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact. WH.3.3: Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies. WH.4.1: Explain how interest in classical learning and religious reform contributed to increased global interaction		
	Learner Objectives	1) As a result of learning, students should be able to identify the causes and effects of the Renaissance and Reformation.		
	Language Objectives	1) The student will be able to describe the achievements of the Renaissance and Reformation with a partner.		
	Essential Questions	1) What characteristics define "human nature"?		
		2) How does art reflect the values of a society?		
		3) How can art and literature influence other changes?		
4) How much power and authority should religion have in government?				
5) What role does technology play in the spread of ideas?				
6) What are the most effective ways to reform a society?				
By the end of the Unit, you should have mastered the following:				
Key People	What role did these people play in the Renaissance, Reformation, or Scientific Revolution?			
	<div><div><div><div>• Francis Bacon</div><div>• Robert Boyle</div><div>• Tycho Brahe</div><div>• Filippo Brunelleschi</div><div>• Michelangelo Buonarati</div><div>• John Calvin</div><div>• Baldassare Castiglione</div><div>• Nicolaus Copernicus</div><div>• Rene Descartes</div></div></div><div><div><div>• Albrecht Durer</div><div>• Leonardo da Vinci</div><div>• Elizabeth I</div><div>• Desiderius Erasmus</div><div>• Galileo Galilei</div><div>• Johann Gutenberg</div><div>• Henry VIII</div><div>• humanists</div><div>• Ignatius of Loyola</div></div></div><div><div><div>• Johannes Kepler</div><div>• Martin Luther</div><div>• Niccolo Machiavelli</div><div>• Thomas More</div><div>• Isaac Newton</div><div>• patrons</div><div>• Petrarch</div><div>• Raphael Santi</div><div>• William Shakespeare</div></div></div></div>			
Key Events	What were the causes and effects of each event?			
	<div><div><div>• Catholic Reformation</div><div>• Council of Trent</div></div></div>			
Key Documents	For each, explain the main idea and the impact it had on the Renaissance, Reformation, or Scientific Revolution.			
	<div><div><div><div>• <u>95 Theses</u></div><div>• <u>The Book of the Courtier</u></div><div>• <u>Index of Forbidden Books</u></div><div>• <u>The Prince</u></div></div></div></div>			
Vocabulary	Identify the significance in the context of the Renaissance, Reformation, or Scientific Revolution.			
	<div><div><div><div>• perspective</div><div>• scientific method</div><div>• vernacular</div></div></div></div>			