


World History Curriculum Bundle #5

Title		Suggested Dates
Renaissance and Reformation / Middle Ages in China		November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Social, economic, and political change can be interdependent. 	<ul style="list-style-type: none"> How did the artistic and intellectual achievements of this time period challenge the authority of the Catholic Church? What were the causes and effects of the Renaissance and Reformation? What were the legacies of the Sui, Tang, and Song dynasties?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> Renaissance and Reformation China – Sui, Tang, Song Mongol Invasion – Yuan Dynasty 	<p>United Streaming Videos such as</p> <ul style="list-style-type: none"> The High Renaissance Exploring the Renaissance Music of the Renaissance <p>The Protestant Reformation</p>
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>	<ul style="list-style-type: none"> Changes made in Europe and the rest of the world due to the emergence of new sects of Christianity Mongol Invasion 	
<p>WH.3 History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:</p>	<ul style="list-style-type: none"> Martin Luther questioning the authority of the Catholic Church Edict of Worms Council of Trent 	

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<p>WH.3B Describe the major characteristics of the political system of feudalism, the economic system of manorialism, and the authority exerted by the Roman Catholic Church</p>		
<p>WH.3 History. The student understands how, as a result of the collapse of the Western Roman Empire, new political, economic, and social systems evolved, creating a new civilization in Western Europe. The student is expected to:</p> <p>WH.3C identify the political, economic, and social impact of the Crusades.</p>	<ul style="list-style-type: none"> • Discuss how the Crusades and the role of the merchant allowed for the Renaissance to occur 	
<p>WH.4 History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to:</p> <p>WH.4A identify the causes and characteristics of the European Renaissance and the Reformation eras; and</p>	<ul style="list-style-type: none"> • Spread of culture and economy due to Crusades • Rise of the merchant and banking families in Italy • Desire to see a more worldly view of the human being and the purpose of humans in this world • Dissatisfaction with the abuses of the Catholic church • Desire to practice Christianity in new ways • The printing press and its revolution of literacy among the public masses 	<p>Reformation webquest http://www.ats.edu.mx/personales/Reformation/index.htm</p>
<p>WH.4 History. The student understands the influence of the European Renaissance and the Reformation eras. The student is expected to:</p> <p>WH.4B identify the effects of the European Renaissance and the Reformation eras.</p>	<ul style="list-style-type: none"> • Humanism • Art using perspective • Importance of artists in social life • New sects of Christianity to rival the Catholic Church • Power struggles between church and state 	
<p>WH.6 History. The student understands the major developments of civilizations of sub-Saharan Africa, Mesoamerica, Andean South America, and Asia. The student is expected to:</p> <p>WH.6C summarize the major political, economic, and cultural developments of civilizations in China, India, and Japan</p>	<ul style="list-style-type: none"> • The legacies of the Sui, Tang, and Song 	
<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and</p>	<ul style="list-style-type: none"> • Map representing the spread of Protestantism • Chart examining the wealth and commodities brought by the merchant families of Italy 	

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<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<ul style="list-style-type: none"> • Religious influence on Renaissance art 	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>	<ul style="list-style-type: none"> • Use of perspective in Renaissance art • Desire to create more realistic artwork by Renaissance artists 	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20B analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and</p>	<ul style="list-style-type: none"> • Excerpts from <u>The Prince</u> by Machiavelli • Art and architecture from the Renaissance and the messages they convey 	<p>Renaissance webquest http://www.gfalls.wednet.edu/staff/dlawrenc/The%20Renaissance/Renaissance%20WebQuest%20202.htm</p>
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20C identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>	<ul style="list-style-type: none"> • The art created by Michelangelo, Raphael, Donatello and DaVinci is still appreciated and studied by many today • Ideas about a ruler conveyed by <u>The Prince</u> 	<p>United Streaming videos over Michelangelo and DaVinci</p>
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;</p>	<ul style="list-style-type: none"> • Discussing mathematical and anatomical knowledge of DaVinci • Mathematical principles applied by the artists of the Renaissance • The invention of the printing press by Gutenberg 	<p>United Streaming video : “Math and Culture: The Renaissance”</p>
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is</p>	<ul style="list-style-type: none"> • Legacies of Sui, Tang, and Song • Inventions, block printing, gunpowder, etc. 	

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<p>expected to:</p> <p>WH.23B Identify new ideas in mathematics, science, and technology that occurred during the Greco-Roman, Indian, Islamic, and Chinese civilizations and traced the spread of these ideas to other civilizations</p>		
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25B locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;</p>	<ul style="list-style-type: none"> • Biographies of Renaissance artists • Biography of Martin Luther • Gutenberg Bible • 95 Theses Martin Luther • Renaissance Artwork 	
<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25G identify bias in written, oral, and visual material;</p>	<p>Discuss bias in writings of Martin Luther vs. the Catholic Church (Pope Leo X) on issues of corruption in the church.</p>	