



Renaissance and Reformation

Leeuwenhoek's
Microscope

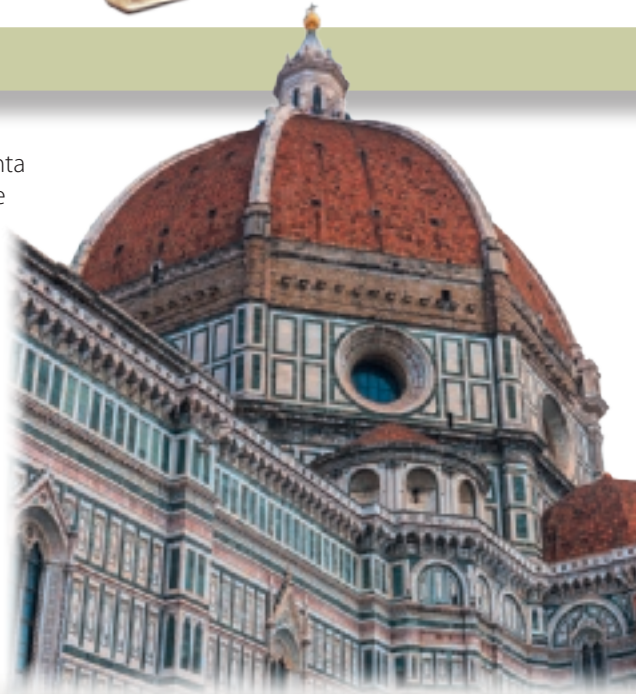


Teacher Guide



John Calvin

Cathedral of Santa
Maria del Fiore



Printing Press



Renaissance and Reformation

Teacher Guide



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ISBN: 979-8-88970-137-8



Renaissance and Reformation

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Renaissance and Reformation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 5

Introduction

ABOUT THIS UNIT

The Big Idea

The Renaissance and Reformation saw changes not only in the arts and philosophy but also in the structure of the Christian church and humankind's approach to the sciences.

In the fourteenth through the seventeenth centuries, Europe was in a state of flux. What began as a rediscovery of the knowledge of ancient Greece and Rome became an era of innovation and disruption of the status quo. Much of that disruption was made possible by Johannes Gutenberg's invention of a printing press with movable type. Suddenly, European commoners had access to information that once was only available to the rich, powerful, and learned. Thanks to the printing press and the spread of literacy, new ideas about politics, religion, science, and the relationships between the three spread across the continent. It was an exciting time, but also a dangerous one for those who dared to disagree with Church doctrine.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Kindergarten through Grade 4:

- medieval Europe: feudalism, the role of the Catholic Church, the growth of monasteries, the rise of Charlemagne, the growth of towns, the Crusades, the Black Death, the Hundred Years' War, the Magna Carta
- origins and tenets of Islam
- growth of the Islamic empire across Southwest Asia and North Africa
- Europe: the Alps, Ural Mountains, North European Plain; English Channel, Mediterranean Sea
- Southwest Asia and North Africa: Arabian Peninsula; Persian Gulf, Arabian Sea, Red Sea, Black Sea, Caspian Sea
- trans-Saharan trade leading to a succession of flourishing kingdoms: Ghana, Mali, and Songhai
- importance of camel caravans; trade in gold, iron, salt, ivory, and enslaved people; the city of Timbuktu as a center of trade and learning; the spread of Islam into West Africa through merchants and travelers
- great rulers of Mali: Sundiata Keita and Mansa Musa
- great rulers of Songhai: Sunni Ali and Askia Muhammad
- Niger River, Gulf of Guinea; the Sahara; Djenne and Timbuktu
- two ancient groups, the Mound Builders and the Ancestral Pueblo, who gave rise to many later societies
- spread of the Mound Builders generally to the east, from the Mississippi River to the East Coast
- spread of the Ancestral Pueblo throughout the Southwest
- independent development of other societies, both nomadic and settled nations, across the North American continent, including in the Southeast, Great Plains, Eastern Woodlands, Southwest, and Pacific regions
- sharing of culture and trade among groups for centuries
- major changes that came with the arrival of the Europeans, who brought weapons the Native Americans had few defenses against and diseases against which they had no immunity
- how the Inca civilization flourished high in the Andes Mountains
- use of quipu and runners to keep the Inca Empire together without written language; engineering advancements such as bridges, roads, and buildings with no mortar; use of terraced farming

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1300 to 1650 CE.

1300–1650 CE	The Renaissance is a time of rebirth and rediscovery in Europe.
1304–74 CE	Italian scholar Francis Petrarch spreads humanist ideas through his writing.
1440s CE	Johannes Gutenberg creates the movable type printing press.
1495–98 CE	Leonardo da Vinci paints the <i>Last Supper</i> .
1500s CE	Nicolaus Copernicus proposes new ideas about the world.
1508–12 CE	Michelangelo creates his fresco in the Sistine Chapel.
1530–64 CE	John Calvin leads reforms that spread into parts of France, Scotland, England, and parts of central Europe.
1517 CE	Martin Luther hangs his 95 theses on the gates of Wittenberg cathedral.
1532 CE	Henry VIII breaks with the Catholic Church.
mid-1500s CE	Europe is home to a variety of religions.
1633 CE	Galileo Galilei is put on trial by the Catholic Church for promoting the ideas of Copernicus.
1600s CE	Isaac Newton revises the scientific method and proposes the law of gravity.
1618–48 CE	European countries fight the Thirty Years' War.

- structures of Inca society, culture, economy, and politics, including the absolute rule of the Sapa Inca, the census, bringing conquered peoples into the empire, and worship of the sun god
- how the Aztec civilization controlled much of what is now central Mexico from the island city of Tenochtitlán
- features of the densely populated city of Tenochtitlán's, including chinampas, causeways, canals, pyramids, and markets
- structures of Aztec society, culture, economy, and politics, including the importance of soldiers, religion with ritual sacrifice, and the reign of Moctezuma II

What Students Need to Learn

- impact of translating ancient Greek and Roman texts into Latin
- influential Italian city-states
- Humanist movement
- influence of classical styles on Renaissance art and architecture
- influence of the Medici family in Italian politics and as patrons
- famous works of Leonardo da Vinci and Michelangelo
- invention of the movable type printing press
- grievances reformers had against the Catholic Church
- Martin Luther's ninety-five theses
- development of Calvinism and Lutheranism
- Counter-Reformation
- Thirty Years' War
- establishment of the Church of England
- geocentric and heliocentric theories
- Catholic Church's response to Galileo's support of Copernican theory
- scientific advances made in medicine
- discovery of microbiology
- development of new scientific methodologies

AT A GLANCE

The most important ideas in Unit 5 are the following:

- The Renaissance was inspired by scholars' reacquaintance with ancient Greek and Roman texts and Humanism, which focused on the human experience in the world.
- The Renaissance began in the Italian city-states, which were wealthy trade centers and had close ties to the Catholic Church.
- The invention of the movable type printing press helped spread ideas across Europe. It also increased the literacy rate.
- Religious dissenters split from the Catholic Church after Martin Luther posted his ninety-five theses on the door of Wittenberg cathedral.
- The Protestant Reformation led to the creation of new religions, political conflict, and reform within the Catholic Church.
- The Scientific Revolution transformed the way people understood Earth's place in the solar system.
- Scientific discoveries and new philosophical ideas spread across Europe between the 1500s and 1700s CE.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Renaissance and Reformation Student Reader—three chapters

Teacher Components

Renaissance and Reformation Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Renaissance and Reformation* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 47.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Renaissance and Reformation Timeline Card Slide Deck—thirteen individual images depicting significant events and individuals related to the Renaissance, the Reformation, and the Scientific Revolution. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1304–74 CE



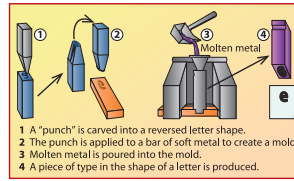
Chapter 1

1300–1650 CE



Chapter 1

1440s CE



Chapter 1

1495–98 CE



Chapter 1

1500s CE



Chapter 3

1508–12 CE



Chapter 1

1517 CE



Chapter 2

1530–64 CE



Chapter 2

1532 CE



Chapter 2

Mid-1500s CE



Chapter 2

1600s CE



Chapter 3

1633 CE



Chapter 3

1618–48 CE



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 5 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically, not chronologically. Each chapter discusses a different area of change and innovation. Many of these events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Renaissance and Reformation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Renaissance is described as taking place between approximately 1300 and 1650 CE. There was no specific start or end date. It is known, however, that Martin Luther nailed his ninety-five theses to the door of Wittenberg cathedral in 1517 CE.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Renaissance and Reformation* unit is one of six history and geography units in the Grade 5 Bayou Bridges Curriculum Series. A total of twenty-five days has been allocated to the *Renaissance and Reformation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What factors helped bring about the age known as the Renaissance?
2	What factors helped bring about the age known as the Reformation?
3	What new ideas were introduced during the Scientific Revolution?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	classical, monastery, university, theology, pope, doge, credit, secular, perspective, patron, exemplify, fresco
2	indulgence, reformer, thesis, heretic, predestination, Baroque, purge
3	geocentric, heliocentric, dissection, geometry, skepticism, rational


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 65–73. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Chapter 2 and Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Map of Renaissance Italy (AP 1.4)
- Chapter 1—Linear Perspective (AP 1.5)
- Chapter 3—Galileo’s Trial (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Burch, Joann Johansen. *Fine Print: A Story About Johann Gutenberg*. Illustrated by Kent Alan Aldrich. Minneapolis: Carolrhoda Books, 1991.

Byrd, Robert. *Leonardo: Beautiful Dreamer*. Hialeah, FL: Dutton, 2003.

Carr, Simonetta. *Michelangelo for Kids: His Life and Ideas, with 21 Activities (For Kids Series)*. Chicago: Chicago Review Press, 2016.

Demuth, Patricia. *Who Was Galileo?* New York: Grosset & Dunlap, 2015.

Galland, Richard. *The Leonardo da Vinci Puzzle Codex: Riddles, Puzzles and Conundrums Inspired by the Renaissance Genius*. London: Carlton Books, 2016.

Hinds, Kathryn. *The Court (Life in the Renaissance)*. New York: Cavendish Square Publishing, 2002.

Maier, Paul. *Martin Luther: A Man Who Changed the World*. St. Louis: Concordia Publishing, 2004.

Osborne, Mary Pope. *Monday with a Mad Genius (Magic Tree House, No. 38)*. New York: Random House, 2009.

Panchyk, Richard. *Galileo for Kids: His Life and Ideas*. Chicago: Chicago Review Press, 2005.

Sis, Peter. *Starry Messenger*. New York: Square Fish, 2000.

RENAISSANCE AND REFORMATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Renaissance and Reformation

"The Renaissance" Core Lesson (TG & SR, Chapter 1)	"The Renaissance" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Excerpt from Machiavelli's <i>The Prince</i> " (TG & SR, Chapter 1, AP 1.2)	"Renaissance Italy" (TG, Chapter 1 Additional Activities, AP 1.4)	"The Printing Press vs. the Internet" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Renaissance and Reformation

"Linear Perspective" (TG, Chapter 1 Additional Activities, AP 1.5)	"Raphael's <i>The School of Athens</i> " (TG, Chapter 1 Additional Activities)	"Leonardo and Michelangelo" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"The Reformation" Core Lesson (TG & SR, Chapter 2)
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Week 3

Day 11



Day 12

Day 13


Day 14

Day 15


Renaissance and Reformation

"The Reformation" Core Lesson (TG & SR, Chapter 2)	"Primary Source: Excerpts from the Ninety-Five Theses" (TG & SR, Chapter 2, AP 1.2)	Protestant Reformation Timeline (TG, Chapter 2 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: Martin Luther's Letter to the Archbishop of Mainz (1517)" (TG, Chapter 2 Additional Activities, AP 1.2)	 "PRIMARY SOURCE ACTIVITY: Martin Luther's Speech at the Diet of Worms (1521)" (TG, Chapter 2 Additional Activities, AP 1.2)
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Week 4**Day 16****Day 17****Day 18****Day 19****Day 20****Renaissance and Reformation**

<p>"Henry VIII and the Reformation in England" (TG, Chapter 2 Additional Activities)</p>	<p>Chapter 2 Assessment</p>	<p>"The Scientific Revolution" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapters 1–3 (TG, Chapter 3 Additional Activities, AP 3.2)</p>	<p>"Primary Source: Excerpt from Galileo's Letter to Grand Duchess Christina of Tuscany (1615)" (TG & SR, Chapter 3, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Copernicus's <i>On the Revolutions of the Heavenly Bodies</i>" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)</p>
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Week 5**Day 21****Day 22****Day 23****Day 24****Day 25****Renaissance and Reformation**

<p> "PRIMARY SOURCE ACTIVITY: Galileo's <i>Dialogue Concerning the Two Chief World Systems</i>" (TG, Chapter 3 Additional Activities, NFE 2, AP 1.2)</p>	<p>Galileo's Trial (TG, Chapter 3 Additional Activities, AP 3.1)</p>	<p>Chapter 3 Assessment</p>	<p>Performance Task Assessment</p>	<p>Performance Task Assessment</p>
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RENAISSANCE AND REFORMATION PACING GUIDE

_____’s Class

(A total of 25 days has been allocated to the *Renaissance and Reformation* unit in order to complete all Grade 5 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Renaissance and Reformation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Renaissance and Reformation

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Renaissance and Reformation

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Renaissance and Reformation

--	--	--	--	--

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Renaissance and Reformation

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TOPIC: The Renaissance

The Framing Question: What factors helped bring about the age known as the Renaissance?

Primary Focus Objectives

- ✓ Describe the factors that brought about the Renaissance. (5.12)
- ✓ Explain the importance of Italian city-states, such as Florence, in the development of the Renaissance. (5.12.b)
- ✓ Describe how the Catholic Church influenced the Renaissance. (5.8)
- ✓ Identify characteristics of Renaissance art, architecture, inventions, and writing. (5.12, 5.12.c, 5.12.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *classical, monastery, university, theology, pope, doge, credit, secular, perspective, patron, exemplify, and fresco.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Renaissance”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- images from the Internet of Lorenzo Ghiberti’s bronze door panels

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

classical, adj. relating to the literature, art, architecture, or ideas of the ancient Greek and Roman world (2)

Example: He was a classical scholar who focused on the works of the ancient Greek philosophers.

Variations: classic (n.), classically (adv.)

monastery, n. a building where a community of monks lives, worships, and works together (4)

Example: The monastery was silent during the monks' daily prayers.

Variations: monasteries, monastic (adj.)

university, n. a school where advanced learning is taught (5)

Example: My older sister plans to attend university after graduating from high school.

Variations: universities

theology, n. the study of religious faith, practice, and experience (5)

Example: He studied theology before becoming a minister.

Variations: theologies, theological (adj.), theologically (adv.)

pope, n. the head of the Roman Catholic Church (5)

Example: The pope met with other religious leaders during an annual conference in Rome.

Variations: popes, papal (adj.)

doge, n. the head of government of the city of Venice (6)

Example: The doge oversaw Venice's active trade industry.

Variations: doges

credit, n. a system of buying now and paying later based on a person's honesty and ability to pay (7)

Example: She purchased the computer on credit and then paid back a portion of what she owed each month.

secular, adj. not religious or faith based (8)

Example: After attending a religious school, she switched to a secular education.

Variations: secularly (adv.)

perspective, n. an art technique used to make something that is flat appear to have depth, in addition to height and width (10)

Example: The artist's use of perspective makes it look like you can walk into the flat piece of paper.

patron, n. a person who gives money or other support to someone, such as an artist (10)

Example: I am a patron of our local library and donate to their book fund every year.

Variations: patrons

exemplify, v. to be an example of (11)

Example: A president needs to exemplify good leadership.

Variations: exemplifies, exemplified, exemplifying, exemplification (n.)

fresco, n. a wall painting made on wet plaster (12)

Example: A fresco is painted on plaster when it is still wet, so the artist's work becomes part of the building itself.

Variations: frescoes

Introduce *Renaissance and Reformation* Student Reader

5 MIN

Distribute copies of the *Renaissance and Reformation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention art, Europe, buildings, kings and queens, and science.

Introduce “The Renaissance”

5 MIN

Briefly review what students read in Unit 1 about Europe during the Middle Ages. Remind them that the Catholic Church was central to life in medieval Europe. During that time, manor villages gave way to towns full of tradespeople. At the same time, the Black Plague killed nearly thirty million people. The surviving working class, including serfs, suddenly had more bargaining power. Individual wealth grew, which expanded the once-limited educational opportunities throughout Europe. This growth in education helped lead to the period we know as the Renaissance.

Call students’ attention to the Framing Question. Tell students that as they read, they should look for factors that helped bring about the age known as the Renaissance.

Guided Reading Supports for “The Renaissance”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Rebirth of Learning,” pages 2–3

Scaffold understanding as follows:

Read the section on pages 2–3 aloud.

CORE VOCABULARY—Point out the vocabulary term *classical*, and explain its meaning.

SUPPORT—Students who used Bayou Bridges in Grade 4 may recall learning about ancient Greece and Rome. Invite volunteers to share any information they remember. You can get them started by offering a few facts. For example, ancient Greece is known for its philosophers, including Socrates, Plato, and Aristotle. Ancient Greece is also where the Olympic Games started.

After reading the text, ask the following questions:

LITERAL—What was the Renaissance? (5.12)

- » The Renaissance was a period in Europe when people used old ideas to create new things.

EVALUATIVE—Why was the Renaissance called a time of rebirth? (5.12)

- » The Renaissance was a time of rebirth because people rediscovered classical ideas.

INFERENTIAL—The Student Reader gives two different dates for the Renaissance, 1300 to 1600 CE and 1450 to 1650 CE. Why might that be? (5.3)

- » Possible answer: The book gives two dates for the Renaissance because it started in one place (Italy) before spreading to northern Europe. Italy's Renaissance then ended fifty years before northern Europe's Renaissance ended.

“Before the Renaissance,” pages 4–5

Scaffold understanding as follows:

Invite volunteers to read the section on pages 4–5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *monastery*, *university*, and *theology*, and explain their meanings.

SUPPORT—Explain that monks preserved texts by copying them. They didn't have copy machines or scanners—they actually wrote the copies out in ink by hand. The texts copied by monks were not available to most people. Monasteries were not lending libraries. Their books were precious. Some monasteries were also very remote and hard to get to.

SUPPORT—Remind students what they learned about the Islamic empire and its relationship with Western Europe in Unit 1. Prompt them to remember that at the beginning of the medieval era, the Islamic empire stretched from the edges of India and China into northern Africa and present-day Spain. The empire maintained its territory after eight Crusades fought over nearly two centuries. Despite the religious animosity between Christians and Muslims, scholars from each group were willing to learn from one another.

After the volunteers read the text, ask the following questions:

LITERAL—What happened in Europe after the fall of ancient Rome? (5.12)

- » Education became less valued and important texts were lost after the fall of ancient Rome.

LITERAL—How were Latin texts preserved after the fall of Rome? (5.3, 5.12)

- » The work of Catholic monks in monasteries preserved Latin texts.

LITERAL—What knowledge did Europeans gain from the works of Muslim scholars? (5.12)

- » Europeans gained the knowledge of the ancient Greeks from the work of Muslim scholars.

EVALUATIVE—How did universities contribute to the development of the Renaissance? (5.3, 5.12)


- » Universities are places where ideas are taught and shared. During the Renaissance, every ruler and government wanted a university of their own. As more people went to universities, ideas spread.

“Italian Cities,” pages 5–7


Scaffold understanding as follows:

Have students read the section on pages 5–7 independently.

CORE VOCABULARY—Point out the vocabulary terms *pope*, *doge*, and *credit*, and explain their meanings.

 **SUPPORT**—Direct students to the map of Italian city-states on page 6. Have students find the city-states mentioned in the section on the map. Ask: If you were travel from Rome to Venice, in what direction would you be traveling? (*north*) What about from Venice to Florence? (*southwest*) About how far from Venice is Genoa? (*about 200 miles or 322 km*) Call attention to Italy’s boot-shaped peninsula. Would it be easy or difficult for other countries to trade with the city-states? (5.6, 5.7, 5.12.a)

- » It would be relatively easy for other countries to trade with the Italian city-states. Italy’s position on the Mediterranean Sea, and easy access to the Adriatic Sea, allowed for easy access to various trade routes.

 **SUPPORT**—Reread the description of Venice aloud. Make sure students understand that Venice is a city not just next to water but *on* water. The city is laced with canals that people use as roads, traveling around the city by boat instead of by car.

After students read the text, ask the following questions:

LITERAL—How did Italian cities become wealthy during the Middle Ages? (5.12.a)

- » Italian cities became wealthy through trade.

EVALUATIVE—How were the governments of Venice and Florence different from each other? (5.4, 5.12)

- » Venice was governed by a doge, who was elected by the city’s richest residents. Florence was governed by nine randomly chosen priors. They only served for two months at a time.

EVALUATIVE—Why did many Europeans visit Rome? (5.12.a)

- » Rome was the home of the Catholic Church. People came to pray and celebrate holidays.

“Humanism,” pages 7–9

Scaffold understanding as follows:

Read aloud the section on pages 7–9.

CORE VOCABULARY—Point out the vocabulary term *secular*, and explain its meanings.

SUPPORT—Point out the root *human* in *humanism*. Explain how the root relates to the ideas that shaped humanism, namely that the accomplishments and inner life of the individual in the present are more important than what will happen in the afterlife.

SUPPORT—Direct students to the image of Petrarch on page 8. Explain that the circle of leaves around his head is called a laurel wreath. In ancient Greece, laurel wreaths were worn to show victory in artistic competitions that honored the gods. One of those competitions was poetry. Petrarch was named the first poet laureate, or best poet, in 1341 CE. The pope crowned him with a laurel wreath. After that, depictions of Petrarch generally show him wearing it as a symbol of his talent and status.

After reading the text, ask the following questions:

LITERAL—What was the main idea of humanism? (5.12)

- » Humanism celebrated the beauty and potential of human achievements. Humanists thought highly of worldly accomplishments and the things that people could achieve.

EVALUATIVE—How were the ideas of humanists different from the ideas of the Church? (5.12)

- » The Church was mostly concerned with spiritual matters and the afterlife. Humanism focused on the individual.

LITERAL—What did the humanists study? (5.12)

- » The humanists studied Greek and Roman texts. Some were about philosophy. Others were Hebrew texts. Some scholars studied the Bible.


“Renaissance Art and Architecture,” pages 9–10

Scaffold understanding as follows:

Have students read the section on pages 9–10 with a partner.

Note: *Brunelleschi* is pronounced (/broo*neh*leh*skee/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *perspective*, and explain its meaning.

 **SUPPORT**—Help students understand the concept of perspective by showing them panels from the original *Gates of Paradise* by Italian bronze artist Lorenzo Ghiberti. Explain that the panels are part of bronze doors he sculpted for a building in Florence. Invite students to notice how Ghiberti used converging lines, vanishing points, and objects of various sizes to create perspective. (5.2.c, 5.12.c)

After students read the text, ask the following questions:

LITERAL—What characterized the architectural styles of the Renaissance? (5.12.c)

- » The architectural styles of the Renaissance adapted ancient Roman building styles to the modern world.

LITERAL—What does it mean to see or paint things in perspective? (5.12.c)

- » Perspective allows us to see flat things with depth, height, and width. It makes art look realistic and three-dimensional.

“Florence Leads the Renaissance,” pages 10–12

Scaffold understanding as follows:

Read the section on pages 10–12 aloud.

Note: *Medici* is pronounced (/meh*duh*chee/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary terms *patron* and *exemplify*, and explain their meanings.

SUPPORT—Note the many different subject areas that Leonardo da Vinci studied and explored. Explain that because he pursued so many different interests—painting, sculpture, engineering, mathematics, anatomy—he is sometimes called a “Renaissance man.” This is an idea, which emerged in the Renaissance, that people should try to embrace and excel in as many fields as possible. Even today, a person who pursues and gains mastery in many pursuits may be referred to as a Renaissance man.

Note: *Machiavelli* is pronounced (/mah*kee*uh*veh*lee/). Say the name aloud, and have students repeat it after you.

SUPPORT—Tell students that Machiavelli’s ideas in *The Prince* made such an impact that his name is now used as an adjective. Someone who is *Machiavellian* is immoral and ruthless, especially when it comes to politics. It is usually not a flattering description.

After reading the text, ask the following questions:

LITERAL—What is a patron? Who were patrons in Florence? (5.12.b, 5.12.c)

- » A patron is an individual who gives money to another person, like an artist. The Medici family were the major patrons in Florence.

LITERAL—What was Machiavelli’s main argument in *The Prince*? (5.12)

- » Machiavelli’s main argument was that a good leader should focus on protecting the people, not on being liked.

INFERENTIAL—Would the Italian Renaissance have occurred without the influence of the Medici family and other patrons like them? Why or why not? (5.12.b)

- » Possible answer: No, the Italian Renaissance would not have occurred without patrons like the Medici family. Artists and writers would have worked regular jobs without patrons’ financial support. With money from patrons, they were able to create new styles of art without having to worry about supporting themselves.

EVALUATIVE—Why did Leonardo da Vinci’s life and work symbolize the Renaissance? (5.12.c)

- » Leonardo was interested in many different subjects, including painting, anatomy, engineering, and science. His work symbolized how the Renaissance was a period of learning and creation in all areas.

“Rome in the Renaissance,” page 12

Scaffold understanding as follows:

Have students read the section on page 12 independently.

CORE VOCABULARY—Point out the vocabulary term *fresco*, and explain its meaning.

SUPPORT—Point out the word *basilica* in the first paragraph of the section. Explain that *basilica* is a title given to a church building for one of a few reasons. Either it’s very old and important, it’s an international center of worship, or it has an association with a saint or important event. St. Peter’s Basilica, which was built by Roman emperor Constantine in the fourth century, met all three requirements.

SUPPORT—Michelangelo is perhaps most famous for painting the ceiling of the Sistine Chapel. But he is also well-known for the statue *David*. In fact, Michelangelo primarily thought of himself as a sculptor.

After students read the text, ask the following questions:

LITERAL—Why did St. Peter’s Basilica need to be restored? (5.8, 5.12)

- » Catholic Church officials had been living in France for many years. During this time, many buildings fell into disrepair.

INFERENTIAL—How is a fresco different from a regular painting? (5.12, 5.12.c)

- » A painting is done on a canvas. A fresco is painted directly onto wet plaster.

“The Printing Press,” pages 12–14

Scaffold understanding as follows:

Invite volunteers to read the section on pages 12–14 aloud.

SUPPORT—Call attention to the fact that the Bible was a popular printed book. After producing several short works, Gutenberg produced a full Bible in 1455 CE. Gutenberg printed a total of about 180 copies of the Bible. Forty-nine of those copies survived into the 1900s, and of those forty-nine, only twenty-one are complete. One of those complete copies is held by the Library of Congress. The British Library has another. A complete Gutenberg Bible has not been sold since the late 1970s, when one sold for \$2.4 million. Experts estimate that a complete copy could sell for more than \$35 million today.

SUPPORT—Direct students to the diagram of the type-making process on page 14. Ask them to describe the process using the information in the diagram.

After the volunteers read the text, ask the following questions:

LITERAL—Who was Johannes Gutenberg? (5.12.d)


- » Johannes Gutenberg invented the printing press.

EVALUATIVE—What were the effects of the printing press? (5.12.d)

- » One of the effects of the printing press was that books could be printed faster and cheaper. Another effect was that more people learned how to read. That helped spread ideas faster than ever before.

Primary Source Feature: “Excerpt from Machiavelli’s *The Prince*,” page 15

Scaffold understanding as follows:

 **Background for Teachers:** *The Prince*, written in 1513 CE, can be understood as a guidebook for rulers. It is one of the most famous and influential books on politics ever written. It is a short book and was intended to be easy to read. It proposes a pragmatic, sometimes ruthless, approach to politics. Machiavelli also wrote a much longer text, the *Discourses on Livy*, that provides a longer and more detailed exploration of how a republican government can be maintained. In *The Prince*, he urges rulers to seek “glory” through war not just for state security but also for security of their own reputation, which is what ultimately allows someone to rule. Machiavelli’s ideas were radical, even scandalous, for the time, but they have been influential on politics for hundreds of years.

Direct students to the Primary Source Feature on page 15.

Introduce the source to students by reviewing what students read about Machiavelli.

Invite volunteers to read the source aloud. Pause periodically to have students paraphrase Machiavelli in their own words.

Explain the meaning of the following terms as they are encountered in the text:

aristocracy, n.: the upper or noble class whose members’ status is usually inherited

cunning, n.: slyness or trickery

attains, v.: achieves

populace, n.: the people

adversity, n.: a state of difficulty or misfortune.

Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students complete the Activity Page, ask the following questions:

LITERAL—According to Machiavelli, what does a citizen need to become a prince “by favor of his fellow citizens”? (5.2.a)

» A citizen needs to have money and be sly to become a prince.

INFERENTIAL—Why does Machiavelli call the populace and aristocracy “opposite parties”? (5.2.a, 5.3)

» Machiavelli suggests that the populace and the aristocracy have very different natures and interests. It is unlikely that these two groups would admire and support the same ruler because they do not support or like one another.

Activity Page



AP 1.2

EVALUATIVE—According to Machiavelli, why is it necessary for a prince to “possess the friendship of the people?” (5.2.a, 5.3)

- » If things go badly for the prince and the people don’t like or support him, he will not be able to keep his leadership position or safety.

INFERENTIAL—Do you agree with Machiavelli’s ideas? Why or why not? (5.5, 5.5.a)

- » Possible answer: No, I don’t agree with Machiavelli. While I do think it is important for leaders to have support from the people, I don’t think they should use “cunning” to gain this friendship. I think leaders should always be honest, even if it means that some people stop supporting them.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (5.1)
- Review and discuss the Framing Question: “What factors helped bring about the age known as the Renaissance?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors helped bring about the age known as the Renaissance?”
 - » Key points students should cite include: renewed interest in the knowledge and ideas from ancient Greece and Rome; the exchange of ideas with Muslim scholars; accumulation of wealth in city-states brought by trade; economic prosperity that provided patronage for artists, scholars, and scientists; the Humanist movement; invention of the printing press that accelerated the spread of knowledge; advancements in science, mathematics, engineering, and art.
- Choose one of the Core Vocabulary words (*classical, monastery, university, theology, pope, doge, credit, secular, perspective, patron, exemplify, or fresco*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Reformation

The Framing Question: What factors helped bring about the age known as the Reformation?

Primary Focus Objectives

- ✓ Explain how the printing press affected the spread of information. (5.12.d)
- ✓ Identify the causes of the Protestant Reformation. (5.12.e)
- ✓ Describe the spread of Protestantism across Europe. (5.8, 5.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *indulgence*, *reformer*, *thesis*, *heretic*, *predestination*, *Baroque*, and *purge*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Reformation”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- world map or globe

Core Vocabulary (Student Reader page numbers listed below)

indulgence, n. the removal or reduction of certain punishments for sin, linked to a special act of penance (18)

Example: The farmer bought an indulgence meant to pardon the sin of not helping a beggar who came to his door.

Variations: indulgences

reformer, n. a person who challenges existing ideas in an institution (18)

Example: Martin Luther is the most famous religious reformer of the Renaissance era.

Variations: reformers, reformation, reformed (adj.), reform (v.)

thesis, n. an idea or opinion (20)

Example: The scholar formed a thesis based on the evidence she found.

Variations: theses

heretic, n. a person who goes against the accepted teachings of a religion (20)

Example: The man who spoke out against the church’s teachings was imprisoned for being a heretic.

Variations: heretics, heretical (adj.), heresy (n.)

predestination, n. the idea that a person’s salvation has already been decided by God (21)

Example: According to the idea of predestination, God knows who will go to Heaven, but people don’t.

Variations: predestine (v.), predestined (adj.)

Baroque, adj. relating to a style of European art popular in the seventeenth and eighteenth centuries (23)

Example: Baroque music always makes me cry.

purge, n. a removal from a group or place in a sudden or violent way (25)

Example: The Spanish Inquisition was a purge of Spain’s non-Catholics.

Variations: purges, purge (v.)

THE CORE LESSON 35 MIN

Introduce “The Reformation”

5 MIN

Review with students what they read in Chapter 1. Then explain that the developments of the Renaissance influenced changes in other areas, too, including religion. In this chapter, students will read about the religious changes that accompanied the Renaissance in Europe.

Call students’ attention to the Framing Question. Tell students to look for factors that led to the Reformation as they read.

Guided Reading Supports for “The Reformation”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Religious Reformation” and “Signs of Change,” pages 16–19

Scaffold understanding as follows:


Read the section “Religious Reformation” on pages 16–17 aloud.

SUPPORT—Point out the word *reformation* in the chapter and section titles. Explain that the word comes from the root word *reform*. Explain that to reform is to change for the better. The suffix *-ation* means the act of, so *reformation* means the act of changing for the better.

Invite volunteers to read the section “Signs of Change” on pages 18–19 aloud.

SUPPORT—Provide students with a brief background on the Great Western Schism (1378–1417 CE) mentioned in the first paragraph of “Signs of Change.” It began when newly elected pope Urban VI decided to move the papacy (the residency of the pope) from Avignon, France, back to Rome. The cardinals in Rome said Urban VI wasn’t the real pope. They elected Clement VII and sent him Avignon. Having two popes caused enormous confusion and split the church between the Italians and the French. In 1409 CE, a council representing both sides elected a third pope. Five years later, he was removed from power, the Roman pope resigned, and the Avignon pope’s claims to the papacy were dismissed. A new pope, Martin V, was elected to represent all Catholics in 1417 CE, ending the schism.

CORE VOCABULARY—Point out the vocabulary terms *indulgence* and *reformer*, and explain their meanings.

 **SUPPORT**—Direct students to the maps on page 18. Ask students to locate Mainz, Germany, the present-day home of printing press inventor Johannes Gutenberg. Then have them name the present-day country in which the most printing presses were located in 1480 CE. (*Italy*) Ask: Why do you think there were so many more printing presses in Italy than in other parts of Europe? (*Possible answer: The Renaissance began in Italy. Scholars and artists were experimenting with new ideas there. They would have adopted the printing press earlier than other parts of Europe.*) (5.6, 5.7)

After the volunteers read the text, ask the following questions:

EVALUATIVE—What factors led to the Reformation? (5.12.d, 5.12.e)

- » The factors that led to the Reformation include disagreements about how Christians should think, act, and worship; the selling of indulgences; new ideas from humanists and reformers; the invention of the printing press; and the increase of power among European leaders.

EVALUATIVE—Why did the Church ask people to pay money for indulgences? (5.3, 5.12e)

- » The Church needed money to rebuild Rome after moving the papacy from Avignon back to Rome.

EVALUATIVE—How were the reformers and the humanists different? (5.12)

- » Humanists were interested in a rebirth of classical learning from ancient Greece and Rome. Reformers were interested in freeing the Church from corruption and errors.

EVALUATIVE—How did the invention of the printing press affect the Reformation? (5.3, 5.8, 5.12, 5.12.d)

- » The printing press allowed ideas of reformers to be shared quickly among a lot of people.

“Martin Luther,” pages 19–20

Scaffold understanding as follows:

Have students read the section on pages 19–20 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *thesis* and *heretic*, and explain their meanings.

SUPPORT—Explain that Martin Luther didn’t mean to break with the Catholic Church when he wrote the ninety-five theses. He believed his concerns would only interest other theologians. But several people copied Luther’s complaints into German, mass printed them, and distributed them throughout Germany.

SUPPORT—After the section has been read, explain to students that Luther’s ideas split the Church into two: the Catholic Church and the Protestant Church. The Protestant Church’s name is based on the word *protest*, as it originally began as a protest against the Catholic Church. Today there are many Protestant denominations throughout the world. The set of religious ideas developed by Luther and Melanchthon is known as Lutheranism.

After students read the text, ask the following questions:

EVALUATIVE—On what points did Martin Luther disagree with the Church? (5.8, 5.12, 5.12.e)

- » Martin Luther disagreed with the sale of indulgences. He also believed that salvation could be achieved through faith alone and that religious questions could be settled by looking to the Bible.

INFERENTIAL—Why do you think Luther translated parts of the Bible into German? (5.12)

- » At the time, Bibles were only written in Greek and Latin. Luther wanted people who didn't speak those languages to be able to read the Bible.

EVALUATIVE—How did rulers in the Holy Roman Empire respond to Luther's reforms? (5.12)


- » Some rulers supported Luther's reforms, but others did not. This led to civil war.

"John Calvin" and "Response to the Reformation," pages 20–22

Scaffold understanding as follows:

Invite volunteers to read the section "John Calvin" on pages 20–21 aloud.

CORE VOCABULARY—Point out the vocabulary term *predestination*, and explain its meaning.

 **SUPPORT**—Remind students that John Calvin spent most of his life in Switzerland. Display a globe or world map, and guide students in locating Switzerland. Call students' attention to the location of Switzerland relative to Germany. (5.6, 5.7)

Invite a volunteer to read the section "Response to the Reformation" on page 22 aloud.

After the volunteer reads the text, ask the following questions:

LITERAL—How did John Calvin learn about the reform movement? (5.8, 5.12)

- » He studied Luther's teachings.

EVALUATIVE—How does Calvinism differ from Lutheranism? (5.4, 5.12)

- » Calvinists believe that God already knows who is going to be saved and who will go to heaven. Lutherans believe that salvation is a result of God's grace and is received through faith rather than predestination.

EVALUATIVE—How did people respond to the Reformation? (5.8, 5.12)

- » Some people supported the Reformation and joined the new Protestant churches. Other people did not support the ideas behind the Reformation and remained with the Catholic Church.

“Politics and Religion Meet,” pages 22–24

Scaffold understanding as follows:

Read the section on pages 22–24 aloud.

Note: The word *Huguenot* is pronounced (/hyoo*guh*not/). Say the word aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *Baroque*, and explain its meaning.

SUPPORT—Explain that one of the ways that Spain enforced its ultimatum to the Jews was through the Inquisition. The purpose of the Inquisition was to hunt down and execute heretics and false converts—people who converted to Catholicism but continued to practice their original faith.

SUPPORT—Tell students that the St. Bartholomew’s Day Massacre described in the second paragraph was an attack on French Huguenots by French Roman Catholics. It was plotted by Catherine de’ Medici, the mother of French King Charles IX. Thousands of Huguenots were killed in their homes throughout Paris and rural provinces. Catholic nations rejoiced; Protestant nations were horrified. The Huguenots interpreted the attack as justification for rebellion and violence.

SUPPORT—The Huguenot pendant shown on page 22 was worn by French Protestants so they could recognize one another when they still lived in secret. The four triangles, or petals, represent the four gospels of the Bible. Some pendants (not the example shown on page 22) also feature the fleur-de-lis, representing France. The dove is said to represent either the Church or the Holy Spirit. When Protestants face persecution from the outside world, the dove is replaced with a pearl that symbolizes a teardrop.

SUPPORT—Explain to students that the term *Counter-Reformation* found on page 23 contains the prefix *counter-*, which means against or opposite. The Counter-Reformation was really an anti-Reformation.

After reading the text, ask the following questions:

LITERAL—What happened to Jewish populations when the Spanish government transitioned from Islam to Christianity? (5.8, 5.12)

- » Jewish people had to either convert to Christianity or leave Spain. More than 100,000 Jews moved to countries in North Africa as well as Belgium, Italy, and the Ottoman Empire.

LITERAL—Who were the Huguenots? (5.8, 5.12)

- » The Huguenots were French people who followed Calvinism. (5.5.a)

INFERENTIAL—Why do you think the Catholic Church tried to win people back to Catholicism through Baroque art and music? (5.12)

- » Possible answer: It was similar to how advertising works today. People liked the color and emotion of Baroque art and music. The Catholic Church hoped people would seek out those feelings by returning to Catholicism.

EVALUATIVE—Use evidence from the text to explain why the Thirty Years' War was worth fighting. (5.5, 5.5.a, 5.5.c, 5.12)

- » Possible answer: The Thirty Years' War was justified because it established the right of individual nations to govern themselves without interference from other nations.

EVALUATIVE—Create and defend a counterclaim about the outcome of the Thirty Years' War. (5.5, 5.5.d, 5.12)

- » Possible answer: The Thirty Years' War was a waste of time, money, and resources. Many people lost their lives to violence, famine, and disease. The right of nations to govern themselves could have been achieved with negotiations and treaties instead of fighting.

“Reform Comes to England,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 independently.

CORE VOCABULARY—Point out the vocabulary term *purge*, and explain its meaning.

SUPPORT—Explain that the rule of Elizabeth I in England was considered a golden age. London began a period of long-lasting growth. With that growth came a new development in the performing arts: the commercial theater. Theaters were built at the edges of the city. Londoners could purchase admission to performances by troupes of actors. Authors began to write plays modeled on ancient dramas. These playwrights included Christopher Marlowe and Ben Jonson, but the most famous was William Shakespeare. Shakespeare also wrote sonnets, a type of poetry that Petrarch had made popular.

After students read the text, ask the following questions:

LITERAL—What led to religious reform in England? (5.3)

- » Henry VIII's desire for a divorce led to religious reform in England.

EVALUATIVE—How did Mary I's religious policies differ from those of her father, Henry VIII?? (5.4)

- » Henry VIII ended Catholicism in England and replaced it with the Church of England during his reign. His daughter, Mary I, returned England to Catholicism.


EVALUATIVE—How did the Reformation impact North America? (5.8)

- » Some new religious groups moved to North America and established new communities.


“Limiting the Spread of Ideas” and “The Reformation’s Impact,” page 26

Scaffold understanding as follows:

Have students read the sections on page 26 with a partner.

 **SUPPORT**—Direct students to the Dominant Churches and Religions in Europe map on page 26. Ask: Which countries were mostly Protestant? (*England, Germany, Norway, Sweden, Denmark, Scotland, Netherlands, and Switzerland*) Which areas were primarily Catholic? (*Portugal, Spain, Italy, Ireland, and much of Central Europe*) In which areas could you find people of many different faiths? (*Poland and the Ottoman Empire*) (5.6, 5.7, 5.8)

After students read the text, ask the following questions:

 **LITERAL**—Based on the Dominant Churches and Religions in Europe Map, which religion had a presence in only one country? (5.6, 5.7, 5.8)

- » The Church of England, which was only in England.

EVALUATIVE—Why did many leaders try to prevent certain books from being published? (5.3, 5.12)


- » They wanted to control the ideas that people were exposed to. Catholic nations didn’t want their citizens to be exposed to non-Catholic beliefs. Non-Catholic nations didn’t want their citizens to read about Catholic beliefs. They were afraid that reading about opposing beliefs would change people’s faith and loyalty.

EVALUATIVE—What impact did the Reformation have on European politics? (5.3, 5.12)

- » The Reformation caused a lot of tension in European politics. Many countries went to war over their religious differences.

Primary Source Feature: “Excerpts from the Ninety-Five Theses,” page 27

Scaffold understanding as follows:

 **Background for Teachers:** Martin Luther wrote his ninety-five theses in response to the sale of indulgences. These indulgences were sold by a man named Johann Tetzel, who made grand promises about absolving buyers of their sins. Some of the buyers showed Luther their receipts. Luther was infuriated by the “grave theological error” of pardoning people for their sins and responded with the ninety-five theses.

Direct students to the Primary Source Feature on page 27.

Introduce the source to students by reviewing what students read about Martin Luther and the ninety-five theses. Explain that a thesis is a statement or proposition intended to be proved. The ninety-five theses are ninety-five statements that Luther believed to be true and felt he could demonstrate to be true. Explain that within the primary source are four of those theses.

Invite volunteers to read the source aloud. After a thesis is read, invite another volunteer to restate it in their own words.

Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students complete the Activity Page, ask the following questions:

LITERAL—What are the four theses about? (5.2.a, 5.12, 5.12.e)

» The four theses are about indulgences.

LITERAL—What claim does Luther make in Thesis 27? (5.2.a, 5.2.b)

» He claims that people who say “the soul flies out of purgatory” when indulgences are purchased are preaching man-made doctrine.

INFERENTIAL—How does Luther feel about man-made doctrine? How do you know? (5.2.a, 5.5, 5.5.a, 5.5.b)

» Luther does not like man-made doctrine. In Thesis 28, he says that prayers are answered by God alone. This suggests that anything else, such as man-made doctrine, is false.

EVALUATIVE—Compare Luther’s feelings about people who buy indulgences to his feelings about people who sell indulgences. What detail in the text supports your answer? (5.2, 5.2.a, 5.5.b)

» Luther has similar feelings about people who buy indulgences and people who sell indulgences. In Thesis 32, he says the people who buy them and think they will be saved will actually “be eternally damned along with their teachers.” The “teachers” he’s referring to are the Church leaders who sold the indulgences.

Activity Page



AP 1.2

EVALUATIVE—What does the primary source reveal about how the Reformation began? (5.8, 5.12, 5.12.e)

- » The primary source shows that people like Luther were willing to directly question the Catholic Church. The theses argue that the Church had gotten between the people and God and that it was motivated by worldly greed. This questioning and these arguments convinced supporters of the Reformation to criticize and break with the Church.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What factors helped bring about the age known as the Reformation?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors helped bring about the age known as the Reformation?”
 - » Key points students should cite include: the Great Western Schism set the stage for the later reform movement; sales of indulgences led to criticism; Martin Luther’s ninety-five theses sparked widespread debate; the introduction of the printing press enabled rapid spread of Reformation ideas.
- Choose one of the Core Vocabulary words (*indulgence, reformer, thesis, heretic, predestination, Baroque, or purge*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The Scientific Revolution

The Framing Question: What new ideas were introduced during the Scientific Revolution?

Primary Focus Objectives

- ✓ Describe the theories of Nicolas Copernicus and Galileo in relation to those of the ancient Greeks. (5.12.f, 5.12.g)
- ✓ Identify advancements in medicine during the Scientific Revolution. (5.12)
- ✓ Compare and contrast the ideas of Francis Bacon and René Descartes. (5.12)
- ✓ Summarize the scientific contributions of Isaac Newton. (5.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *geocentric*, *heliocentric*, *dissection*, *geometry*, *skepticism*, and *rational*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About the Scientific Revolution”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2).
- image from the Internet of Leonardo da Vinci’s drawings of the bones of the foot
- TED-Ed video “Newton’s 3 Laws, with a Bicycle”
- Physics Demo video of Newton’s cradle

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the image and videos may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

geocentric, adj. describing Earth as the center of the universe (30)

Example: The ancient Greeks had a geocentric view of the universe.

Variations: geocentrism (n.)

heliocentric, adj. describing the sun as the center of the universe (30)

Example: Modern astronomers have a heliocentric view of the universe.

Variations: helocentrism (n.)

dissection, n. the act of cutting something into parts in order to study it (31)

Example: We will perform the dissection of the frog during tomorrow's science class.

Variations: dissect (v.)

geometry, n. a branch of mathematics that studies the measurements and relationships between lines, angles, surfaces, and shapes (33)

Example: Today in geometry, we learned that all squares are rectangles, but not all rectangles are squares.

Variations: geometric (adj.), geometrically (adv.)

skepticism, n. a method of looking at information and evidence through questioning and doubt (34)

Example: I always practice skepticism when listening to my little sister's tall tales.

Variations: skeptic (n.), skeptical (adj.), skeptically (adv.)

rational, adj. based on reason and logic (34)

Example: Megan knew there must be a rational explanation for the enormous footprints leading toward her house.

Variations: rationally (adv.), rationale (n.)

THE CORE LESSON 35 MIN

Introduce "The Scientific Revolution"

5 MIN

Review what students read about the Reformation in Chapter 2. Explain that the new ways of understanding the world that developed during the Renaissance and Reformation led to new scientific discoveries and understandings.

Call students' attention to the Framing Question. Tell students that as they read, they should watch for information about some of the new ideas that were introduced during the Scientific Revolution.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Shifting Lens,” pages 28–29

Scaffold understanding as follows:

Invite volunteers to read the section on pages 28–29 aloud.

SUPPORT—Ensure that students understand that the Scientific Revolution overlapped with the Renaissance and the Reformation. It began approximately two hundred years after the start of the Italian Renaissance and was in its infancy when Martin Luther hung his theses on the church door.

After the volunteers read the text, ask the following questions:

LITERAL—What did people begin to use science for during the 1500s? (5.12)

- » People began to use science and reason to explain the world around them in the 1500s.

LITERAL—What major changes were happening in Europe during the 1500s? (5.12)

- » The Protestant Reformation was taking place, and European governments became concerned with centralizing their power.

EVALUATIVE—How did the Scientific Revolution build on the changes of the Protestant Reformation? (5.4, 5.12)

- » The Protestant Reformation questioned the authority of the Catholic Church, and this made people start thinking differently. It encouraged them to question things and make up their own minds about what they believed. This new way of thinking also influenced the way people looked at science. Scientists started to rely on what they could see and measure to learn about the world around them and reject the viewpoints of authorities from the Middle Ages.

“A New View of the Universe,” pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 with a partner.

Note: *Ptolemy* is pronounced (/tahl*eh*me/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary terms *geocentric* and *heliocentric*, and explain their meanings.

SUPPORT—Call attention to the term *geocentric*. Explain that *geo-* means earth. Invite volunteers to name other words that use this prefix (*geography, geology, geocache*).

SUPPORT—Call attention to the term *heliocentric*. Explain that the prefix *helio-* means sun.

SUPPORT—Explain to students that the Catholic Church taught that Earth was the center of the solar system. For religious leaders, anyone who said otherwise was considered a heretic, even if they had scientific proof that proved they were right.

SUPPORT—Note that the Inquisition mentioned in the final paragraph that tried Galileo was the same Inquisition that pursued heretics and pushed Jews out of Spain.

SUPPORT—Tell students that even though Galileo came in conflict with the Catholic Church, it would be wrong to think that science and religion were always in opposition during the Scientific Revolution. Many thinkers were religious in their outlooks, and many religious people looked to science and the natural world for additional proof of God’s existence and nature.

After students read the text, ask the following questions:

LITERAL—According to Ptolemy, what was at the center of the solar system? (5.12.f)

- » Ptolemy believed Earth was at the center of the solar system.

LITERAL—Who was the first modern person to propose a model of the solar system that opposed Ptolemy’s ideas? (5.12, 5.12.f)

- » Nicolaus Copernicus was the first modern person to propose a new model of the solar system.

EVALUATIVE—How does the heliocentric theory differ from the geocentric theory? (5.12.f)

- » The geocentric theory says that Earth is at the center of the solar system. The heliocentric theory says that the sun is at the center of the solar system.

LITERAL—What did Galileo discover? (5.12.g)

- » Galileo discovered that the moon had mountains and valleys and that Jupiter had its own moons. His findings meant that Earth was not the only unique place in the solar system.

“Advancements in Medicine,” pages 31–32

Scaffold understanding as follows:

Read the section on pages 31–32 aloud.

Note: *Galen* is pronounced (/gay*luhn/). *Vesalius* is pronounced (/vuh*sa*lee*uhs/). *Van Leeuwenhoek* is pronounced (/van/lay*vuhn*huk/). Say the names aloud, and have students repeat them after you.

CORE VOCABULARY—Point out the vocabulary term *dissection*, and explain its meaning.

SUPPORT—Tell students that anatomy is the branch of science that studies how bodies work. Explain that in addition to being a painter and an inventor, Leonardo da Vinci was also interested in anatomy. Display the image of da Vinci’s drawings of the bones of the foot. Explain that da Vinci used dissection to learn about foot bones. Ask: Why do you think da Vinci was so interested in anatomy? (5.2.a,5.12.c)

SUPPORT—Direct students to the image on page 32. Explain that the object in the image is a microscope about the size of an adult’s thumb. It looks very different from the microscopes that students might be familiar with from their science classes, but it served the same purpose—close examination. The image shows the back of the microscope, where the sample to be studied was attached and fastened with the screw. The hole near the end of the screw is the lens. The user looked through the lens from the other side of the microscope to study the sample.

SUPPORT—Point out the word *microbiology*. Explain that *micro-* means extremely small. Invite volunteers to name other words that use the prefix *micro-* (*microscope*, *microwave*, *microchip*). Explain that biology is the study of life. Ask students to define *microbiology* (the study of extremely small life).

After reading the text, ask the following questions:

LITERAL—Who was Galen, and what were the faults with his work? (5.12)

- » Galen was an ancient Roman doctor who studied the human body. In the 1500s, most of what people knew about the body came from Galen’s observations and dissections. Unfortunately, his understanding of the body was incomplete.

LITERAL—What medical discoveries and advances occurred during the Scientific Revolution? (5.12)

- » During the Scientific Revolution, Vesalius corrected Galen’s errors, Harvey developed a theory of how blood moves through the body, and improvements were made in wound care.

INFERENTIAL—Why was the invention of the microscope important? (5.3, 5.12)

- » The microscope allowed scientists to study very small things, such as bacteria, muscle fibers, blood cells, and the structures of wood and crystals. This helped people understand the human body and other life forms.

“The Pursuit of Knowledge,” pages 32–34

Scaffold understanding as follows:

Have students read the section on pages 32–34 independently.

Note: *Descartes* is pronounced (/day*cart/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary terms *geometry*, *skepticism*, and *rational*, and explain their meanings.

TURN AND TALK—Francis Bacon, René Descartes, and others thought about the question “How do we know something is real?” That question continues to fuel philosophical and creative exploration today, sometimes even in books and movies. Have students discuss or debate when or how they know something is “real.” What criteria do they use?

After students read the text, ask the following questions:

EVALUATIVE—How did the Frankfurt book fair spread knowledge throughout Europe? (5.3, 5.12.d)

- » The Frankfurt book fair was an event where writers and printers could sell their work. People could buy printed books, including Bibles, that were more affordable than handwritten books. Through these books, people learned about religion, scientific discoveries, and philosophical thinking.

EVALUATIVE—On what points did Bacon and Descartes agree? (5.12)

- » Bacon and Descartes agreed that one should not trust everything they had been taught. They were both skeptics.

EVALUATIVE—On what points did Bacon and Descartes disagree? (5.12)

- » Descartes took a rational view of the world. He based his ideas of the world on reason and logic. Bacon believed in using his senses to observe the world.

“Newton’s Laws” and “A Changing World,” pages 34–35

Scaffold understanding as follows:

Invite volunteers to read the section “Newton’s Laws” on pages 34–35 aloud.

SUPPORT—Explain Newton’s laws of motion by showing students the TED-Ed video “Newton’s 3 Laws, with a Bicycle” (03:33).

SUPPORT—Direct students to the image on page 34. Explain that this is a picture of Isaac Newton’s reflecting telescope that demonstrated that a prism decomposes white light into many colors that form the visible spectrum. Newton also developed a device known as Newton’s cradle. While it might look like a fun fidget toy, it’s actually used to show how energy and momentum move through objects. Show students the Physics Demo video of a Newton’s cradle (01:33). Point out how the instructor used force to make the ball on the left move and then used his hands as the force to make the balls stop moving.

Read the section “A Changing World” on page 35 aloud.

After reading the text, ask the following questions:

LITERAL—What were Newton’s scientific achievements? (5.12)

- » Newton revised the scientific method. He explained the laws of motion and discovered the law of gravity. His work helped other scientists better understand the rules of nature and how the world worked.

EVALUATIVE—How did Newton combine the methods used by Bacon and Descartes? (5.3)


- » Newton combined Bacon’s use of experimental data and Descartes’s use of math when trying to understand the world.

EVALUATIVE—How did the Scientific Revolution change the world? (5.3, 5.12)

- » The Scientific Revolution brought advancements in medicine, which improved people’s quality of life. New technologies allowed scientists to study more of the world, from tiny particles to huge galaxies. It also encouraged people to think differently about their beliefs and the structure of society.

Primary Source Feature: “Excerpt from Galileo’s Letter to Grand Duchess Christina of Tuscany (1615),” page 36

Scaffold understanding as follows:

 **Background for Teachers:** The Grand Duchess Christina was the granddaughter of Catherine de’ Medici and married another member of the Medici family. She and Galileo became friendly when Galileo joined the Medici court, and he tutored her son. The Grand Duchess allegedly asked Galileo how his Copernican theories were compatible with scripture; he replies in this letter that it is the scientist’s job to teach how the world works and the Bible’s job to teach people how to get to heaven. He also suggested that the Bible is written for the understanding of “ordinary” people and is not meant to be taken literally. Although the letter was meant for the Grand Duchess, copies were circulated among Church leadership. As a result, Copernicus’s heliocentric theory was banned and Galileo was brought in front of the Inquisition. He continued studying the heliocentric theory in secret until his death in 1642.

Direct students to the Primary Source Feature on page 36.

Introduce the source to students by reviewing what students read about Galileo. Remind students that at the time, the Catholic Church insisted that Earth was the center of the solar system and did not move. The sun and other heavenly bodies moved around it.

Read the source aloud. Invite volunteers to restate Galileo’s meaning in their own words.

SUPPORT—Explain that *contrary* means opposite of.

TURN AND TALK—How does Galileo feel about what he’s been asked to do? How do you know?

Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students complete the Activity Page, ask the following questions:

LITERAL—What is Galileo writing to Duchess Christina about? (5.2, 5.2.a)

- » Galileo is writing about why he thinks it is unfair to ask professors of astronomy to teach students that Earth is the center of the solar system.

INFERENTIAL—How do you think Galileo feels about what he is being asked to do? How can you tell? (5.2.a, 5.5.a)

- » Possible answer: He feels frustrated. He says he and other astronomy teachers are being asked “the impossible” and to pretend not to know what they know.

Activity Page



AP 1.2

EVALUATIVE—In your own words, what claim does Galileo make in this excerpt? (5.2.a, 5.2.b)

- » People cannot change facts to be anything other than they already are.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (5.1)
- Review and discuss the Framing Question: “What new ideas were introduced during the Scientific Revolution?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What new ideas were introduced during the Scientific Revolution?”
 - » Key points students should cite include: the heliocentric theory, originally proposed by Copernicus and supported by Galileo’s discoveries and book; Newton’s laws of motion; Newton’s theory of gravity; how blood moves through the body; the invention of the microscope; the development of microbiology; new methods of scientific thinking like scientific inquiry.
- Choose one of the Core Vocabulary words (*geocentric, heliocentric, dissection, geometry, skepticism, or rational*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Assessment: Chapter 1—*The Renaissance*

A. On your own paper, write the letter that provides the best answer.

1. Which statement best describes the Renaissance? (5.12)

- a) an era of war and tyranny
- b) an age in which learning was lost
- c) the revival of religious faith
- d) the rebirth of art and learning

Use the map to answer questions 2 and 3.



2. Which major city-state was closest to Venice? (5.6)

- a) Sicily
- b) Rome
- c) Sardinia
- d) Bologna

3. Which statement best explains a reason why the Renaissance flourished in Italy? (5.12)

- a) Rulers in Italy rejected the teachings of the Church.
- b) Humanism was banned in most of Europe.
- c) Holy Roman Emperors encouraged new ideas.
- d) Wealthy citizens and the Church supported artists and architects.

4. Which are humanist ideals? Select the **two** correct answers. (5.12)

- a) striving for eternal salvation
- b) understanding the spiritual world
- c) celebrating the human experience
- d) recognizing the potential within each person
- e) allowing humans to shape religious rules
- f) spiritual harmony between humans and nature

Use the image to answer questions 5 and 6.



5. Who created this painting? (5.2.a, 5.12, 5.12.c)

- a) Leonardo da Vinci
- b) Filippo Brunelleschi
- c) Leon Battista Alberti
- d) Michelangelo Buonarroti

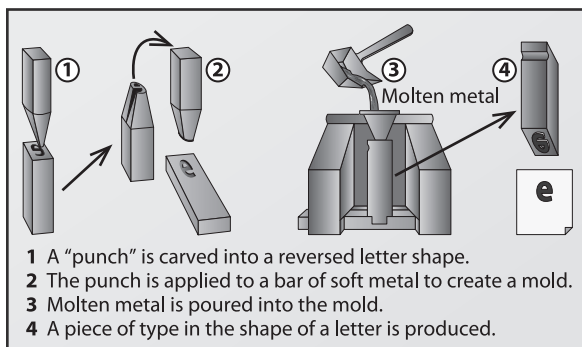
6. What technique was used to create the illusion of depth in this painting? (5.2.a, 5.12, 5.12.c)

- a) fresco
- b) plaster
- c) movable type
- d) linear perspective

Use the image to answer questions 7 and 8.



7. What type of images are painted on the ceiling in this work of art? (5.2.a, 5.12, 5.12.c)
- a) images depicting world events
 - b) images depicting Renaissance events
 - c) images depicting biblical events
 - d) images depicting Roman events
8. Where is this work of art located? (5.12, 5.12.c)
- a) the Medici family's home in Florence
 - b) the Sistine Chapel, built as a private chapel for the pope in Rome
 - c) the Cathedral of Santa Maria del Fiore in Florence
 - d) the pope's residence in Avignon, France
9. Use the image to answer the question.



In what ways did Gutenberg’s printing press influence the Protestant Reformation? Select the **two** correct answers. (5.2.a, 5.12.d)

- a) Pamphlets and books spreading Protestant ideas were cheaper to make.
- b) Printed texts were easier to hide from Church authorities.
- c) Printed books encouraged the growth of literacy.
- d) Printing presses were easy to construct and maintain.
- e) The specialized knowledge needed to use a press encouraged people to question the Church.

10. Use the following passage from *The Prince* to answer the question:

“But we now come to the case where a citizen becomes prince not through crime or intolerable violence, but by the favor of his fellow-citizens. . . . To arrive at this position depends not entirely on worth or entirely on fortune, but rather on cunning assisted by fortune. One attains it by help of popular favor or by the favor of the aristocracy. For in every city these two opposite parties are to be found, arising from the desire of the populace to avoid the oppression of the great, and the desire of the great to command and oppress the people.”

Which phrase from the passage describes what a citizen needs to have in order to become a prince? (5.2.a)

- a) “crime or intolerable violence”
- b) “worth or entirely on fortune”
- c) “cunning assisted by fortune”
- d) “oppression of the great”

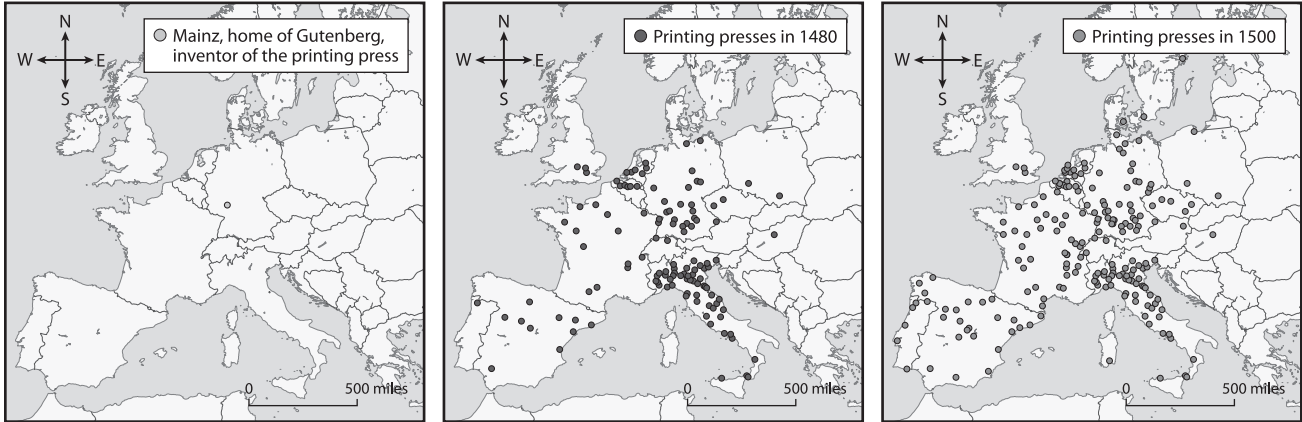
B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain one factor that influenced the Renaissance, and explain one way that the Renaissance affected Europe. (5.5, 5.5.a, 5.5.c, 5.5.d, 5.8, 5.12, 5.12.c)

Assessment: Chapter 2—The Reformation

A. On your own paper, write the letter that provides the best answer.

1. Use the maps to answer the question.



What spread because of the development shown on the map? (5.6, 5.7, 5.12.d)

- a) trade
- b) ideas
- c) slavery
- d) disease

Use the image to answer questions 2 and 3.



2. What prompted Martin Luther to take the action shown in the image? **(5.12, 5.12.e)**
 - a) He was against the pope's return to Rome.
 - b) He wanted to share his theory of predestination.
 - c) He disagreed with the Church's sale of indulgences.
 - d) He thought only clergy should teach Church doctrine.

3. What was an effect of Luther's action shown in the image? **(5.3, 5.8, 5.12, 5.12.e)**
 - a) The Church split into the Catholic Church and the Protestant Church.
 - b) The Catholic Church lowered the prices of indulgences.
 - c) Spain purged all non-Catholics from the country.
 - d) Martin Luther was executed for being a heretic.

4. On which theological ideas did Luther and John Calvin agree? Select the **two** correct answers. **(5.8, 5.12)**
 - a) A person can be saved by faith alone.
 - b) A person does not need religion to be saved.
 - c) A person's fate is decided by God ahead of time.
 - d) A person's actions do not determine the goodness of their soul.
 - e) A person needs only the Bible, not guidance from religious leaders.

5. What was one outcome of the Treaty of Westphalia? (5.3)
- a) Protestantism became the official European religion.
 - b) The Holy Roman Empire expanded its territory.
 - c) Countries were allowed to govern themselves
 - d) Continent-wide rules for governance were set.
6. Use the image to answer the question.



- Why did the person in the image leave the Catholic Church? (5.3, 5.12)
- a) He did not support the sale of indulgences.
 - b) He thought clergy were unnecessary for worship.
 - c) His new wife was a follower of Lutheran doctrine.
 - d) The pope would not allow him to divorce his wife.
7. What did supporters of the Counter-Reformation want the Catholic Church to do in response to the Reformation? Select the **three** correct answers. (5.8, 5.12, 5.12.e)
- a) allow people to leave the Church if they wanted
 - b) provide better education for priests
 - c) establish new schools and universities
 - d) fight corruption within the Church
 - e) adopt translated versions of the Bible

Use the map to answer questions 8 and 9.



8. What was the dominant religion of Spain in the mid-1500s? (5.6, 5.8)
- a) Islam
 - b) Calvinism
 - c) Catholic
 - d) Lutheran
9. Which country was primarily a Calvinist country? (5.6, 5.8)
- a) Netherlands
 - b) Germany
 - c) Denmark
 - d) Spain

10. Use the following excerpt from the ninety-five theses to answer the question:

21. Thus those preachers of indulgences are in error who say that, by the indulgences of the Pope, a man is loosed and saved from all punishment.
27. They preach man [man-made doctrine], who say that the soul flies out of purgatory as soon as the money thrown into the chest rattles.
28. It is certain that, when the money rattles in the chest, avarice [greed] and gain may be increased, but the suffrage [answered prayers] of the Church depends on the will of God alone.
32. Those who believe that through letters of pardon [indulgences], they are made sure of their own salvation, will be eternally damned along with their teachers.

Which thesis describes the consequence for purchasing an indulgence? (5.2.a, 5.12.e)

- a) #21
- b) #27
- c) #28
- d) #32

B. On your own paper, write a well-organized paragraph in response to the following prompt:

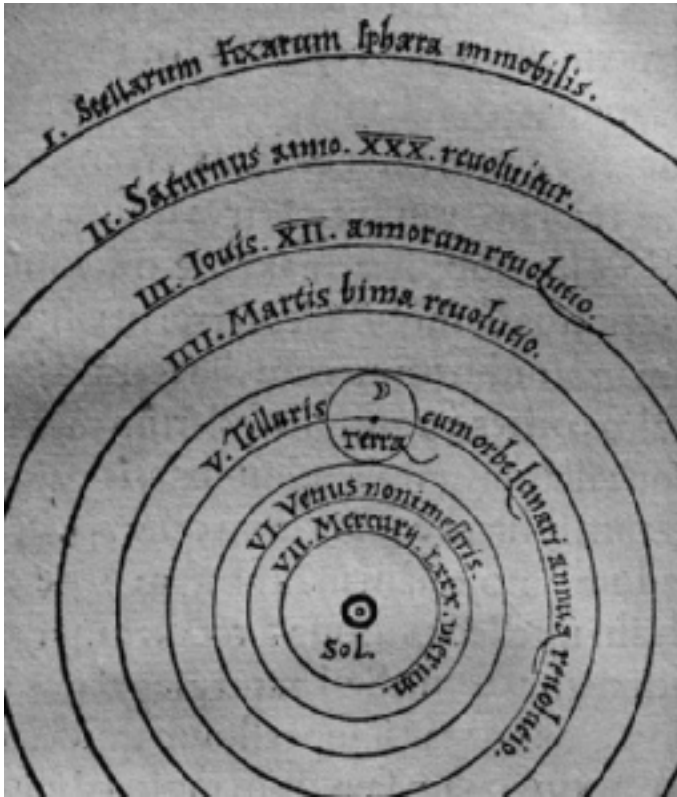
The Protestant Reformation would not have happened were it not for the invention of the printing press.

Use evidence from the chapter to support or refute this claim. (5.5, 5.5.c, 5.5.d, 5.8, 5.12, 5.12.d, 5.12.e)

Assessment: Chapter 3—The Scientific Revolution

A. On your own paper, write the letter that provides the best answer.

Use the image to answer questions 1 and 2.



1. Which idea is explained by this diagram? (5.12.f)
 - a) the origin of life
 - b) the distance to Rome
 - c) the anatomy of a human
 - d) the theory developed by Copernicus
2. What does the circle at the center of the diagram represent? (5.12.f)
 - a) the sun
 - b) Earth
 - c) the moon
 - d) the Milky Way
3. Which statement best explains why the Roman Catholic Church rejected Galileo's scientific discoveries? (5.12.f)
 - a) Church leaders feared that Galileo's discoveries would make people convert to other religions.
 - b) Church leaders feared the rise of new technology.
 - c) Church leaders felt that Galileo's discoveries went against the Bible's teachings.
 - d) Church leaders were concerned that Galileo was becoming too powerful.

4. Which phrases best describe Renaissance ideas that influenced the Scientific Revolution? Select the **two** correct answers. (5.12)
- a) encouraging curiosity
 - b) focusing on spirituality
 - c) maintaining traditions
 - d) defending rights
 - e) exploring new lands

Use the chart to answer questions 5, 6, and 7.

Scientist	Discovery
Harvey	A
Galileo	B
C	Bacteria
D	laws of motion

5. Which discovery belongs in Box A? (5.12)
- a) how to heal wounds faster
 - b) how muscles are structured
 - c) how blood pumps through the body
 - d) how oxygen moves around the body
6. Which discoveries could go in Box B? Select the **two** correct answers. (5.12.g)
- a) Jupiter's moons
 - b) the existence of gravity
 - c) the compound microscope
 - d) the invention of movable type
 - e) Earth's moon's mountains and valleys
7. Who belongs in Box D? (5.12)
- a) Tycho Brahe
 - b) Isaac Newton
 - c) Francis Bacon
 - d) René Descartes
8. Which phrases best describe parts of Francis Bacon's scientific method? Select the **two** correct answers. (5.12)
- a) relying on traditional ideas
 - b) using math to understand the universe
 - c) observing things in nature
 - d) using science to solve real-life problems
 - e) making predictions without observation

9. How did Isaac Newton develop his scientific method? (5.12)
- a) He combined the ideas of Descartes and Bacon.
 - b) He used the existing methods of Galileo and Copernicus.
 - c) He created a method based on instinct and repeatable tests.
 - d) He followed the Church’s teachings about the presence of God in all things.
10. Use the following passage from “Excerpt from Galileo’s Letter to Grand Duchess Christina of Tuscany (1615)” to answer the question.

“To command professors of astronomy that they must themselves see to confuting [arguing against] their own observations and demonstrations is to ask the impossible, for it is not only to command them not to see what they do see, and not understand what they do understand, but to seek for and to find the contrary. . . .

. . . it is not in the power of any creature to make them to be true or false, otherwise than as, in fact, they are.”

Which statement summarizes Galileo’s argument? (5.2.a, 5.12.g)

- a) “You cannot ask a scientist to teach something they know to be false.”
 - b) “We don’t see or understand impossible things, so we can’t teach them.”
 - c) “Things that can be observed and demonstrated are true; everything else is false.”
 - d) “Humans cannot change facts, so there’s no use in trying to change how we teach them.”
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Explain one cause of the Scientific Revolution, and explain one effect of the Scientific Revolution. (5.2.a, 5.2.b, 5.3, 5.4, 5.5.a, 5.5.b, 5.5.c, 5.12, 5.12.f, 5.12.g)

Performance Task: Renaissance and Reformation

Teacher Directions: The term *renaissance* means rebirth. It is used to describe Europe from 1300 to 1650 CE because that era is often characterized by the rediscovery of ideas born from ancient Greece and Rome. But is that characterization accurate?

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

The Renaissance, Reformation, and Scientific Revolution were more about new ideas and discoveries than rediscovering old ideas and knowledge.

Support or refute this statement using evidence from the unit. (5.2.a, 5.2.b, 5.3, 5.4, 5.5, 5.5.a, 5.5.c, 5.5.d, 5.12)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Renaissance, Reformation, and Scientific Revolution were more about new ideas and discoveries than rediscovering old ideas and knowledge.
Reason:	The thinkers, artists, inventors, and scientists of the era created things that no one had ever seen or thought of before. Although they may have been inspired by earlier people and works, their creations were entirely new.
Evidence:	<p>Niccolò Machiavelli's <i>The Prince</i> was a new way of looking at politics. In the past, rulers were focused on popularity, not practicality. He helped shape modern politics.</p> <p>Johannes Gutenberg combined two existing technologies (a wine press and paper) and added movable letters to create the printing press, which revolutionized the way people shared information.</p> <p>Martin Luther wanted to go back to the old days of the Church, but that idea itself was new. He spoke out against the sale of indulgences, which was also a recent development.</p> <p>King Henry VIII had no intention of leaving the Catholic Church until he grew dissatisfied with his wife, Catherine of Aragon, who had only borne him a daughter. His break with the Church was not based on anything but his own vanity.</p>

	<p>Scientists were aware of conclusions made by ancient Greeks and Romans in their respective fields, but they also knew those studies were out-of-date. Copernicus disproved Ptolemy’s theory of geocentricity, while anatomists Vesalius and Harvey found the mistakes in Galen’s work.</p>
<p>Counterclaim and Answer:</p>	<p>The Renaissance, Reformation, and Scientific Revolution were equally about new ideas and old ones.</p> <p>Although new discoveries were made in the scientific realm, such as the field of microbiology and Newton’s laws of physics, many “discoveries” in the arts, such as linear perspective, were practices lost during the Middle Ages.</p> <p>The forms and subject matter of Renaissance art were very heavily influenced by the styles and themes of the ancient world.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of the Renaissance, Reformation, and Scientific Revolution; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• ancient Greek and Roman influences on philosophy, art, and science• the patron system• the philosophy and spread of humanism• Renaissance art and architecture• the invention and effects of the printing press• Martin Luther and the ninety-five theses• the effects of the Protestant Reformation• the geocentric and heliocentric theories• the development of new scientific methods
2	<p>Response is mostly accurate, somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the Renaissance, Reformation, and Scientific Revolution, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the Renaissance, Reformation, and Scientific Revolution, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the Renaissance, Reformation, and Scientific Revolution. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

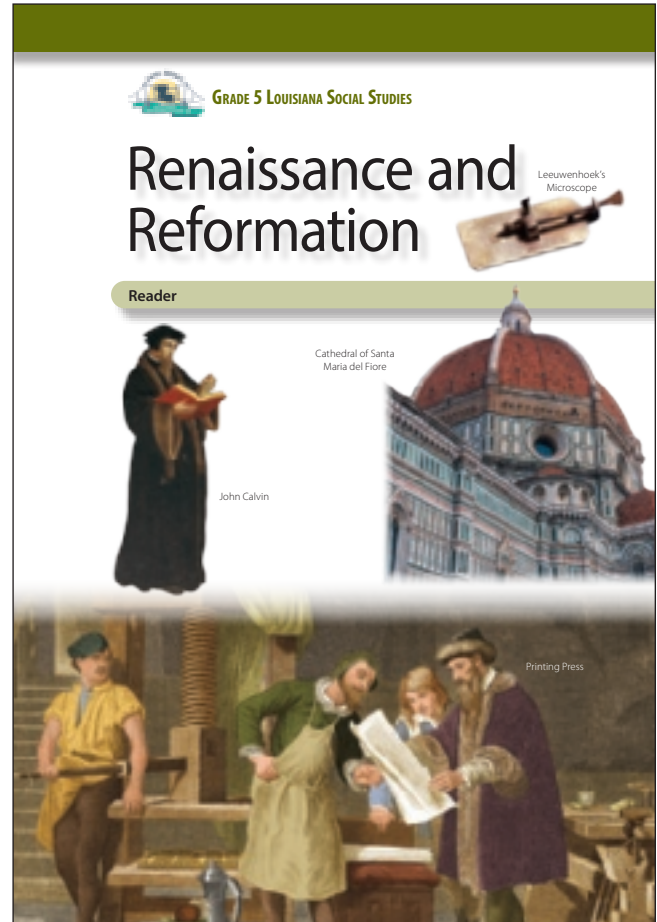
During the next few weeks, as part of our study of the Bayou Bridges Curriculum Series, your child will be learning about the European Renaissance, Reformation, and Scientific Revolution. They will learn about the events that shaped Europe from 1300 to 1650 CE.

In this unit, students will study the geography of the Italian city-states and Western Europe; learn about influential artists such as Leonardo da Vinci and Michelangelo; study the writings of Niccolò Machiavelli; explore the causes and effects of the Protestant Reformation across Europe; differentiate between the geocentric and heliocentric theories of the solar system; compare Bacon's and Descartes's scientific methods; analyze primary sources; and evaluate claims and evidence.

As part of their exploration, students will also learn about Catholicism and Protestantism. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

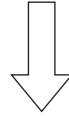
SOURCE:

Activity Page 1.3

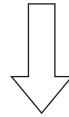
Use with Chapter 2 and Performance Task

Claims and Evidence

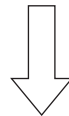
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Map of Renaissance Italy

Study the map. Use it to answer the questions below.

The Italian Peninsula in the Renaissance



1. Which three Italian cities are located on the coast, making them suitable for trade by sea?

2. Which island is south of the Italian peninsula?

3. Which city on the map is farthest north?

4. Which city on the map is located along the Adriatic Sea?

5. In which area or territory is the city of Rome located?

6. What two islands are located in the Tyrrhenian Sea?

7. Approximately how far is Florence from Rome?

8. Which is farther from Florence: Milan or Naples?

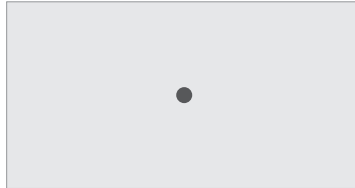
Activity Page 1.5

Use with Chapter 1

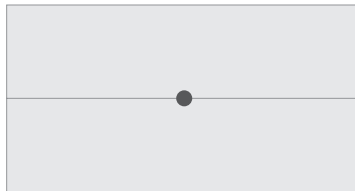
Linear Perspective

Directions: Follow the instructions below to create your own drawing using linear perspective.

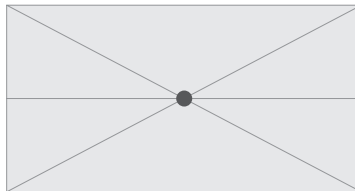
1. Make a dot at the approximate center of a sheet of paper. This dot is called the *vanishing point*.



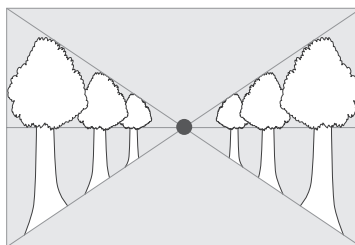
2. Use a ruler to draw a horizontal line through the vanishing point. The line should be parallel to the bottom of the paper. This is called the *horizon line*.



3. Using a ruler, draw two diagonal lines that cross at the vanishing point. These lines are called *orthogonal lines*.



4. In the space between the orthogonal lines on each side of the vanishing point, draw trees or buildings. Make sure each tree or building touches both the top and bottom orthogonal lines. The closer the trees or buildings are to the vanishing point, the smaller they will be.
5. Fill in your drawing with people, cars, animals, or other things. Use the trees or buildings as a guide for how small or big the other things should be.



Galileo's Trial

Part 1: Planning

1. My group is _____
2. What arguments does your group plan to make?
3. What arguments will the other side likely make? How can you respond to those arguments?

The Other Side's Arguments	Our Response

Part 2: Reflection After the Arguments

1. What were the strengths of Galileo's group's argument?
2. What were the weaknesses of Galileo's group's argument?
3. What were the strengths of the argument by the Church officials' group?
4. What were the weaknesses of the argument by the Church officials' group?
5. Which group was more convincing? Why?
6. In history, which group won at Galileo's trial? Why did it win?

Activity Page 3.2**Use with Chapter 3****Domain Vocabulary: Chapters 1–3**

Use the words in the word bank to complete the crossword puzzle.

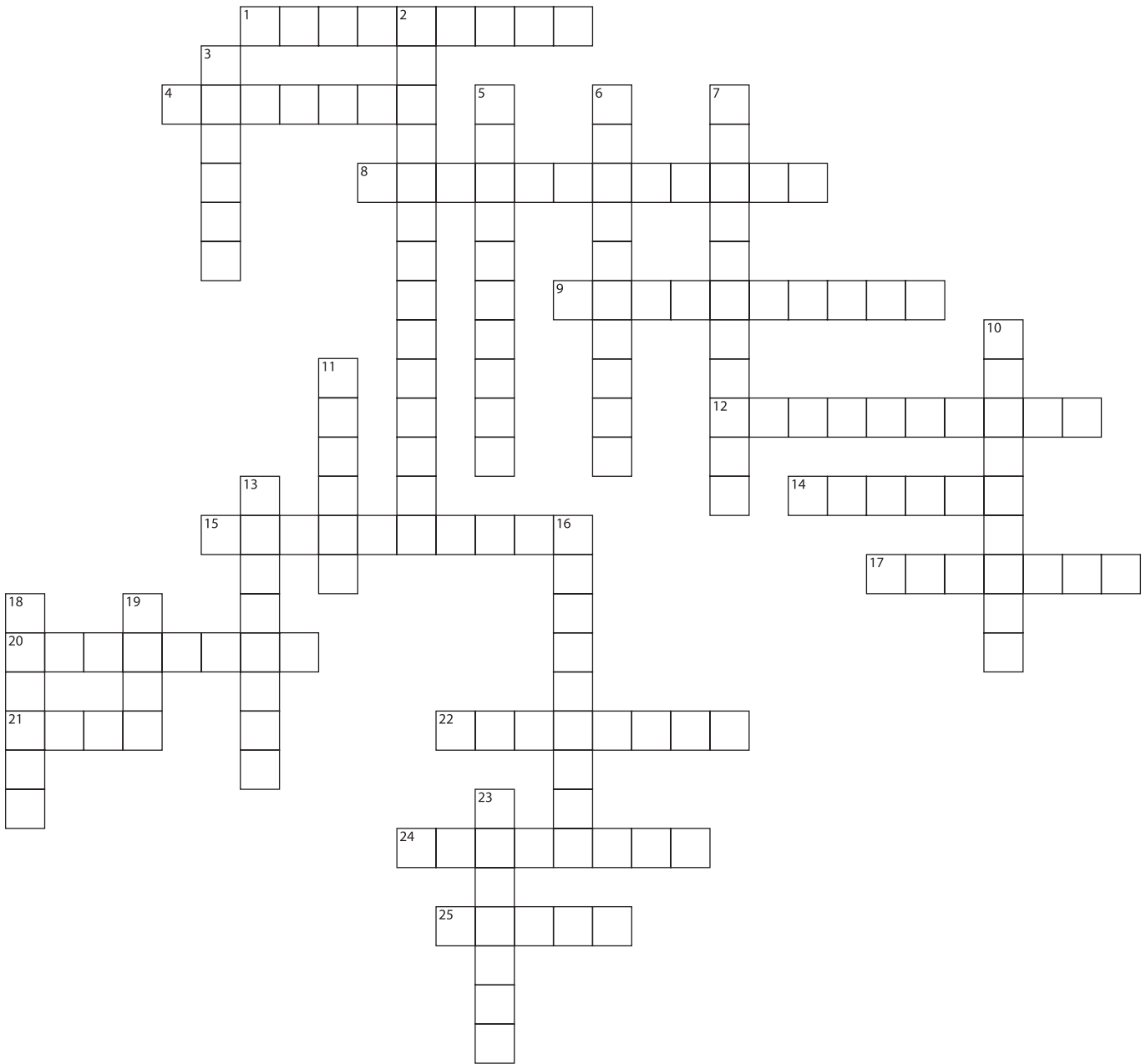
Baroque	classical	credit	dissection	fresco
doge	exemplify	geocentric	geometry	heliocentric
heretic	indulgence	monastery	patron	perspective
pope	predestination	purge	rational	
reformer	secular	skepticism	theology	
	thesis	university		

Across:

1. to be an example of
4. relating to a style of European art popular in the seventeenth and eighteenth centuries
8. describing the sun as the center of the universe
9. the act of cutting something into parts in order to study it
12. the removal or reduction of certain punishments for sin, linked to a special act of penance
14. an idea or opinion
15. describing Earth as the center of the universe
17. a person who goes against the accepted teachings of a religion
20. a person who challenges existing ideas in an institution
21. the head of government of the city of Venice
22. based on reason and logic
24. the study of religious faith, practice, and experience
25. a removal from a group or place in a sudden or violent way

Down:

2. the idea that a person's salvation has already been decided by God
3. a person who gives money or other support to someone, such as an artist
5. a school where advanced learning is taught
6. a method of looking at information and evidence through questioning and doubt
7. an art technique used to make something that is flat appear to have depth, in addition to height and width
10. a building where a community of monks lives, worships, and works together
11. a type of wall painting made on wet plaster
13. a branch of mathematics that studies the measurements and relationships between lines, angles, surfaces, and shapes
16. relating to the literature, art, architecture, or ideas of the ancient Greek and Roman world
18. a system of buying now and paying later based on a person's honesty and ability to pay
19. the head of the Roman Catholic Church
23. not religious or faith based



- 5.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 5.2** Use a variety of primary and secondary sources to:
- Analyze social studies content.
 - Explain claims and evidence.
 - Compare and contrast multiple sources.
- 5.3** Explain connections between ideas, events, and developments in world history.
- 5.4** Compare and contrast events and developments in world history.
- 5.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- Demonstrate an understanding of social studies content.
 - Compare and contrast content and viewpoints.
 - Explain causes and effects.
 - Describe counterclaims.
- 5.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; cardinal and intermediate directions; latitude and longitude, climate, and environment.
- 5.7** Use geographic representations and historical information to explain how physical geography influenced the development of civilizations and empires.
- 5.8** Describe the origin and spread of major world religions as they developed throughout history.
- 5.9** Describe the geographic, political, economic, and cultural structures of Europe during the Middle Ages.
- Identify and locate geographic features of Europe, including the Alps, Atlantic Ocean, North European Plain, English Channel, Ural Mountains and the Mediterranean Sea.
 - Describe the role of monasteries in the preservation of knowledge and the spread of the Catholic Church throughout Europe.
 - Explain how Charlemagne shaped and defined medieval Europe, including the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.
 - Describe the development of feudalism and manorialism and their role in the medieval European economy.
 - Describe the significance of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.

- f)** Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.
- g)** Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its effect on the global population.
- h)** Describe the significance of the Hundred Years' War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.

5.10 Describe the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

- a)** Identify and locate the geographic features of Southwest Asia and North Africa, including the Arabian Peninsula, the Persian Gulf, Arabian Sea, Red Sea, Black Sea, and the Caspian Sea.
- b)** Describe the diffusion of Islam, its culture, and the Arabic language throughout North Africa and Southwest Asia.
- c)** Summarize the contributions of Islamic scholars in the areas of art, medicine, science, and mathematics.

5.11 Describe the geographic, political, economic, and cultural structures of Medieval West African Kingdoms.

- a)** Identify and locate the geographic features of West Africa, including the Atlantic Ocean, Niger River, Djenne, the Sahara, Gulf of Guinea, and Timbuktu.
- b)** Describe the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- c)** Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and enslaved people.
- d)** Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca.

5.12 Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

- a)** Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities.
- b)** Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- c)** Explain the development of Renaissance art, including the significance of Leonardo da Vinci, Michelangelo, William Shakespeare, and systems of patronage.
- d)** Explain how Johannes Gutenberg's printing press affected the growth of literacy and diffusion of knowledge.
- e)** Explain the significant causes of the Protestant Reformation, including the selling of indulgences and Martin Luther's 95 Theses.
- f)** Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric) and Copernicus (heliocentric).
- g)** Describe Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.

5.13 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a) Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau.
- b) Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture.
- c) Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures.
- d) Explain the effects of geographic features and climate on the agricultural practices and settlement of the Aztec and Inca civilizations.
- e) Explain how the Aztec built and controlled a powerful empire that covered much of what is now central Mexico.
- f) Describe Aztec religious beliefs and how they were linked to the traditions of the society.
- g) Describe Tenochtitlán and the surrounding landscape, including aqueducts, massive temples, and chinampa agriculture.
- h) Identify Moctezuma II and describe features of his reign.
- i) Explain how the Inca built and organized their empire and how Inca engineers overcame challenges presented by the geography of the land.
- j) Explain how the Inca kept their empire together without a written language.

5.14 Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.

- a) Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain.
- b) Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
- c) Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration, including the compass, caravel, and astrolabe.
- d) Describe how the Aztec and Inca empires were eventually defeated by Spanish conquistadors.
- e) Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries, and examine the major effects on each continent.
- f) Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery.
- g) Describe the development of the transatlantic slave trade and the experiences of enslaved people in the Americas.

Answer Key: Renaissance and Reformation

Chapter Assessments

Chapter 1

- A. 1. d 2. d 3. d 4. c, d 5. a 6. d 7. c 8. b 9. a, c 10. c
- B. Answers should identify an influence on the Renaissance, such as the rediscovery of Greek and Latin texts, architecture, and art; increased wealth from trade that was used to support artists and thinkers; and greater contact with scholars and artists in the Muslim world. Answers should identify a way in which the Renaissance changed Europe, such as the flourishing of new artistic styles and the creation of grand new buildings; rulers being encouraged to support arts, culture, and learning; and scientific discoveries and new technologies including the printing press.

Chapter 2

- A. 1. b 2. c 3. a 4. a, e 5. c 6. d 7. b, c, d 8. c 9. a 10. d
- B. Students may cite information to support the claim such as Martin Luther did not mean to spread his grievances throughout Germany, but other people made copies of them with the printing press; the printed copies were spread far and wide across Europe, which helped spread Protestant ideals; OR students could refute the claim by arguing: Martin Luther did not rely on the printing press when sharing his ninety-five theses—he posted them on the door of a church for everyone to see; people were already upset with the Catholic Church and spread their grievances by word of mouth. Answers should include explanations of how the evidence supports or disproves the claim.

Chapter 3

- A. 1. d 2. a 3. c 4. a, b 5. c 6. a, e 7. b 8. c, d 9. a 10. a
- B. Answers should identify a cause of the Scientific Revolution, such as the Protestant reformation undermining the authority of the Catholic Church, the rediscovery of Greek and other ancient texts, or developments in technology that allowed for more thorough experimentation and observation. Answers should identify effects such as improvements in medicine, new technologies, and the rise of ideas about government and society based on reason and observation.

Activity Pages

Chapter 1 Primary Source Analysis: Excerpt from Machiavelli's *The Prince* (AP 1.2)

Describe the source: It is an excerpt from an essay or book.

Understand the source/Identify its message, purpose, and/or audience: It is a description of how a person can become a ruler through either popularity with the masses or support from the aristocracy. The main audience was people who were already rulers or people who wished to rule.

Connect the source to what you already know: Machiavelli wrote *The Prince* as a guidebook for rulers. It explained how they could do their jobs well and how they could stay in power. His ideas were new and caused a scandal.

Draw a conclusion from or about the source: Even though Machiavelli's ideas upset a lot of people, they worked. We still see them used in politics today. In our own government, leaders rise to the top if they have the support of the people or the support of the wealthy. Some people argue that the wealthy still want to "command and oppress the people" while the people still want to "avoid the oppression of the great."

Chapter 2 Primary Source Analysis: Excerpt from the Ninety-Five Theses (AP 1.2)

Describe the source: It is an excerpt from a list of complaints about the Catholic Church.

Understand the source/Identify its message, purpose, and/or audience: The purpose of these theses is to explain why the Church should not sell indulgences to people. The audience was meant to be other theologians and clergy. The purpose was to get the Church to stop selling indulgences.

Connect the source to what you already know: Martin Luther nailed his ninety-five theses on the door of Wittenberg cathedral to let other theologians and members of the clergy know his feelings about the sale of indulgences. He did not intend for the public to be brought into the conversation, but people made copies of his theses and passed them around. Luther's ninety-five theses ultimately caused the split of the Church and the creation of Protestantism.

Draw a conclusion from or about the source: Luther was not the only person who was dissatisfied with the Catholic Church. His ninety-five theses would not have caused such a stir if other people weren't unhappy, too. His public airing of his grievances put into motion changes that had probably been coming for a very long time.

Chapter 3 Primary Source Analysis: Excerpt from Galileo's Letter to Grand Duchess Christina of Tuscany (1615) (AP 1.2)

Describe the source: It is an excerpt from a letter from Galileo to the Duchess Christina of Tuscany.

Understand the source/Identify its message, purpose, and/or audience: Galileo wrote to the Duchess Christina to argue that astronomy professors should not have to teach the geocentric theory when they know it is not scientifically correct.

Connect the source to what you already know: The Catholic Church's official position on the solar system was based on what was written in the Bible: Earth was the center of the solar system and did not move. Anyone who said or taught anything different was a heretic. Galileo believed in the Copernican theory that the sun was the center of the solar system and all the planets, including Earth, moved around it.

Draw a conclusion from or about the source: Galileo makes a logical, rational argument in his letter, but it also appears that he knows he's not going to convince the duchess. He does not try to convince her about the science behind the Copernican theory but rather the impossibility of forgetting something one knows to be true.

Map of Renaissance Italy (AP 1.4)

1. Naples, Genoa, and Venice
2. Sicily
3. Milan
4. Venice
5. Papal States
6. Sardinia and Corsica
7. approximately one hundred and fifty miles
8. Naples

Domain Vocabulary: Chapter 1–3 (AP 3.2)

Across

1. exemplify
4. Baroque
8. heliocentric
9. dissection
12. indulgence
14. thesis
15. geocentric
17. heretic
20. reformer
21. doge
22. rational
24. theology
25. purge

Down

2. predestination
3. patron
5. university
6. skepticism
7. perspective
10. monastery
11. fresco
13. geometry
16. classical
18. credit
19. pope
23. secular



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Isaac Newton dispersing light with a glass prism, 1874 (engraving)/PVDE / Bridgeman Images: 6k

Martin Luther (1483-1546) hanging his 95 theses in Wittenberg, 1517 - On October 31, 1517, Martin Luther redified 95 theses against the virtue of the indulgences he placed on the gates of Wittenberg Cathedral. Engraving from 1865./Unknown Artist, (19th century)/Private Collection/Stefano Bianchetti / Bridgeman Images: 6g, 53

Microscope by Anton Van Leeuwenhoek (1632-1723) Dutch scientist and microscopist./Universal History Archive/UiG / Bridgeman Images: Cover A, 65a

Portrait of Henry VIII aged 49, 1540 (oil on panel)/Holbein the Younger, Hans (1497/8-1543) / German/Palazzo Barberini, Gallerie Nazionali Barberini Corsini, Rome, Italy/Bridgeman Images: 6i, 54

Portrait of Jean Calvin, 17th century (oil on canvas)/French School, (17th century) / French/Bibliothèque de la Société de l'Histoire du Protestantisme Français, Paris, France/Bridgeman Images: Cover B, 6h, 65b

Science History Images / Alamy Stock Photo: Cover D, 6a, 65d

Sistine Chapel Ceiling, 1508-12 (fresco) (post restoration)/Buonarroti, Michelangelo (1475-1564) / Italian/Vatican Museums and Galleries, Vatican City/Bridgeman Images: i, iii, 6f, 50a

SuperStock / Jay Pasachoff/Pasachoff, Jay: 6e, 57

The Last Supper, 1495-97 (fresco) (post restoration)/Vinci, Leonardo da (1452-1519) / Italian/Santa Maria delle Grazie, Milan, Italy/Bridgeman Images: 6d, 49

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The Inca and Aztec Empires
Renaissance and Reformation
Age of Contact

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