

World History Unit 3 – Medieval Europe, Renaissance, Reformation

SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.

- a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor).
- c. Explain the role of the church in medieval society.
- d. Describe how increasing trade led to the growth of towns and cities.

SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.

- a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.
- b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.

c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.

- d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.
- e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.
- f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.
- g. Explain the importance of Gutenberg and the invention of the printing press.

SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.
- b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

World Wall:

1. Dark, Middle, Medieval Age		
2. Feudalism		
3. serf		
4. noble		
5. Pope		
6. manorial system		
7. peasant		
8. Renaissance		
9. Humanism		
10. secular		
11. Reformation		
12. Counter Reformation		
13. Jesuit		
14. laity		
15. Protestant		
16. Moveable Type		

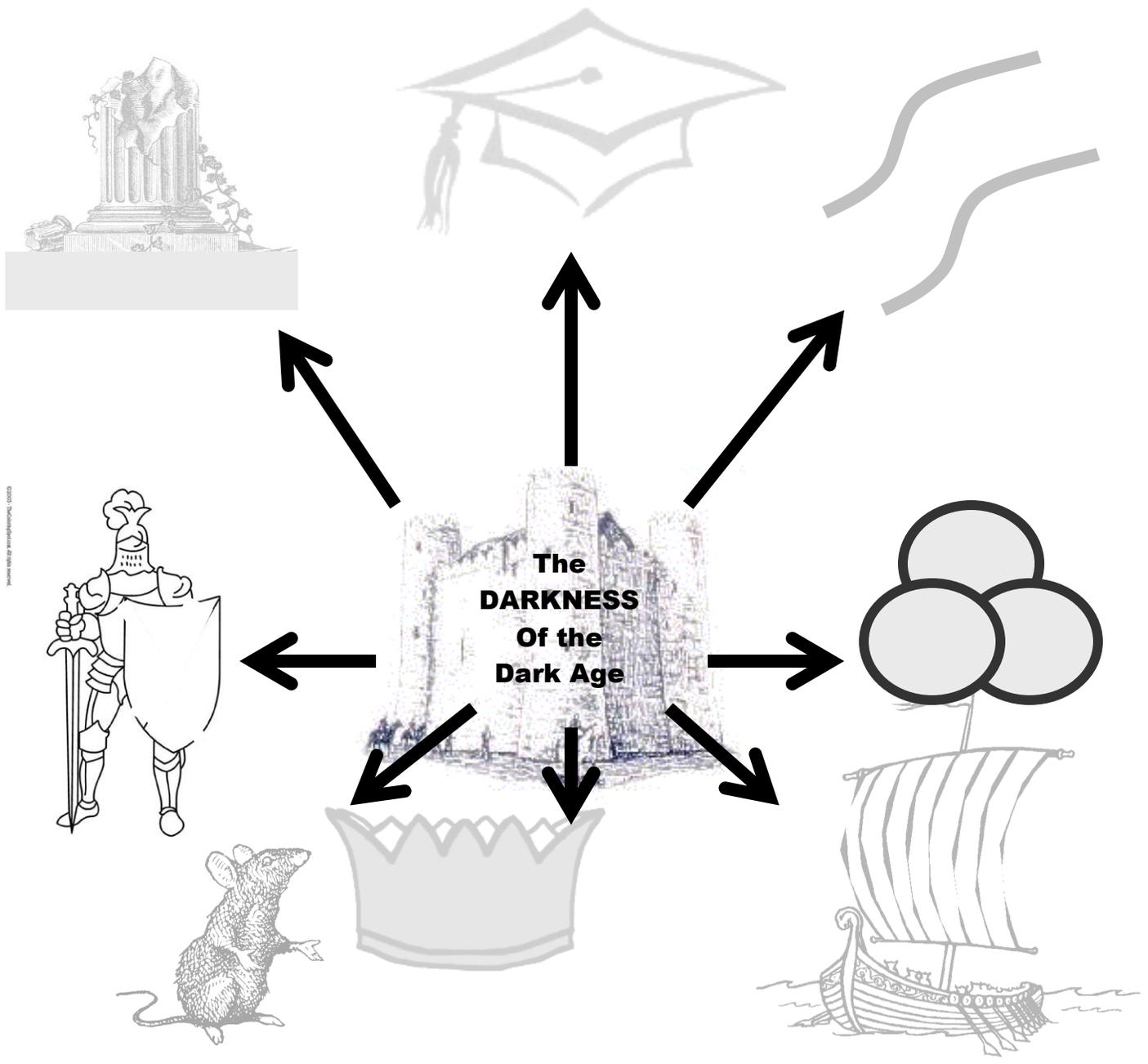
PEOPLE TO KNOW:

1. Charlemagne
2. Pope Gregory VII
3. Henry IV
4. Machiavelli
5. Martin Luther
6. John Calvin
7. Leonardo da Vinci
8. Michelangelo
9. Petrarch
10. Dante
11. Erasmus
12. Henry VIII
13. Elizabeth I
14. Gutenberg
15. Galileo
16. Copernicus
17. Kepler
18. Newton

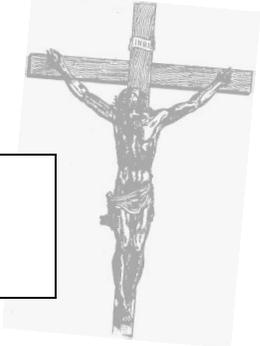
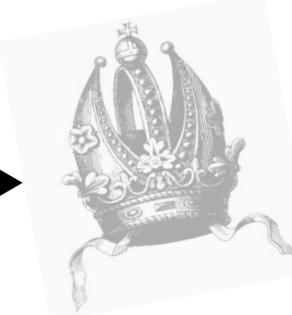
Geography: Locate and label the following on the map below: Italy, Norway, United Kingdom of Great Britain, France, Germany, Denmark, Italy, Sweden, and Iceland



Essential Question: What was so “dark” about the Dark Age?



**But there
was some
light!**



The Dark Age was a

pretty miserable time to

live in Europe. View each movie clip, as you watch, write three facts in each box that support this claim.



Constant Invasion



Spread of Disease



Weak Governments

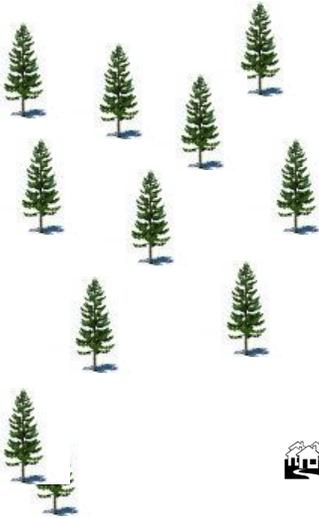


**Law and Order
Vanished**

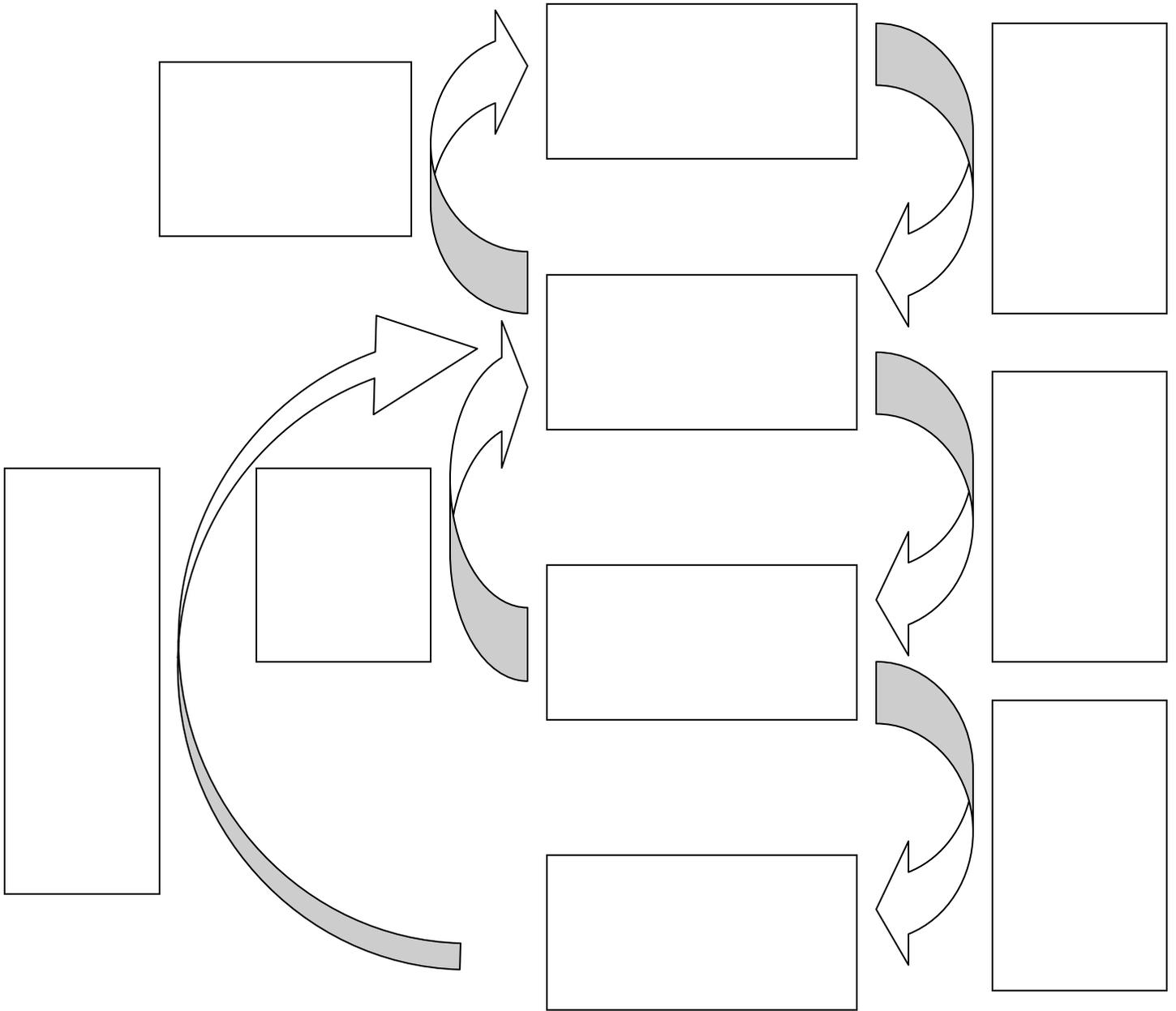
Essential Question Answered: _____

Essential Question: Why wasn't great to be king in the Medieval Period?

Tribe: _____ Kingdom Name: _____ King/Queen: _____



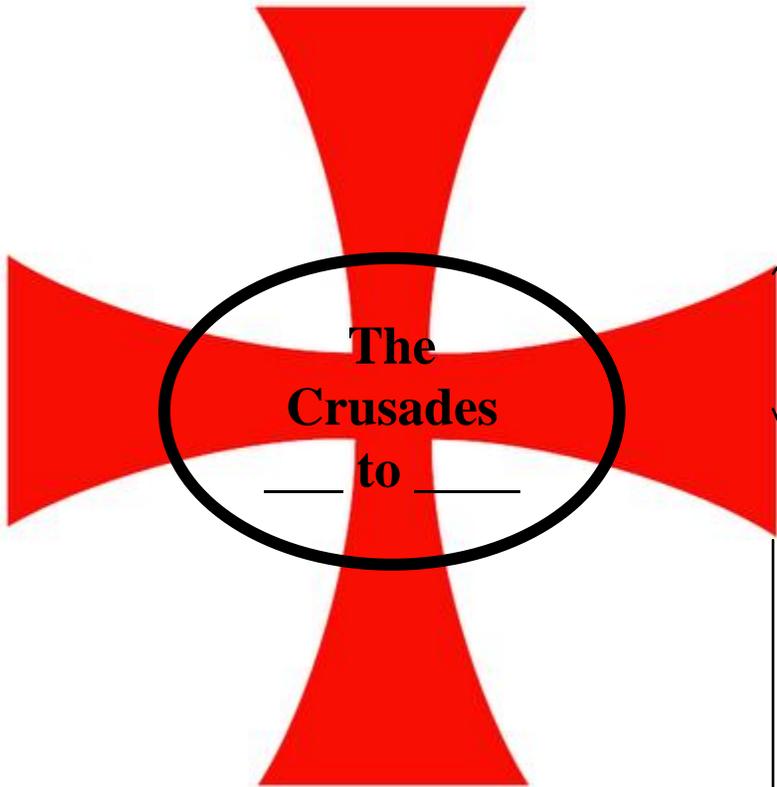
The Feudal System



Notes:

Essential Question Answered: _____

Essential Question: What was the impact of the Crusades on Europe and the Muslim World?



Locations of Battles:

- ☞
- ☞
- ☞
- ☞
- ☞

Other violent results:

- ☞
- ☞
- ☞
- ☞

Purpose:

- ☞

Number of Crusades:

- ☞

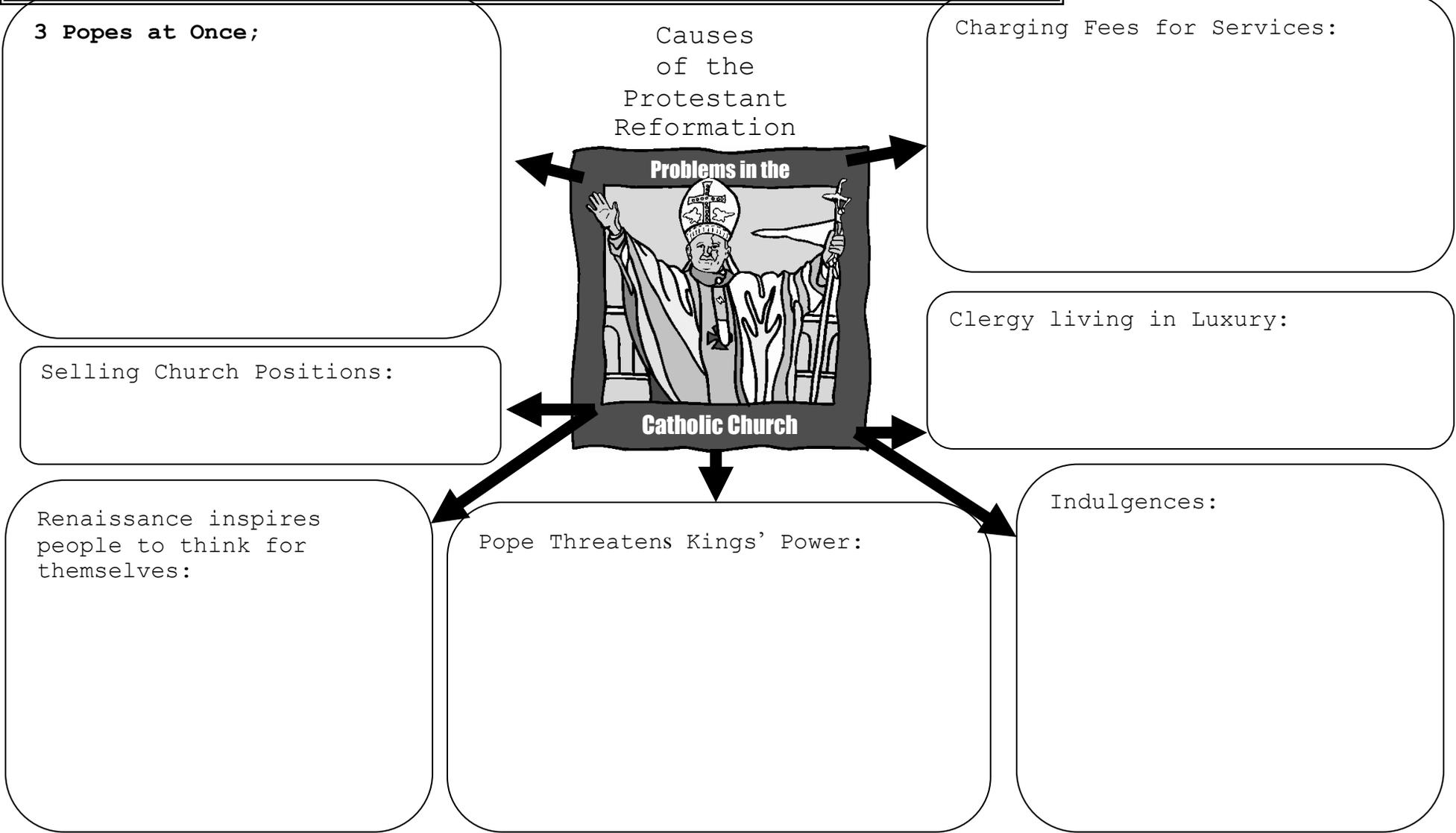
Names of Crusading States that were established

- ☞
- ☞
- ☞
- ☞

Essential Question Answered: Outcomes/Impacts:

- ☞
- ☞
- ☞
- ☞
- ☞

Essential Question: What did the Catholic Church do to make folks so mad?



Essential Question Answered: _____

Essential Question: How did we end up with so many branches of Christianity?

Map the Reformation by following the directions below exactly

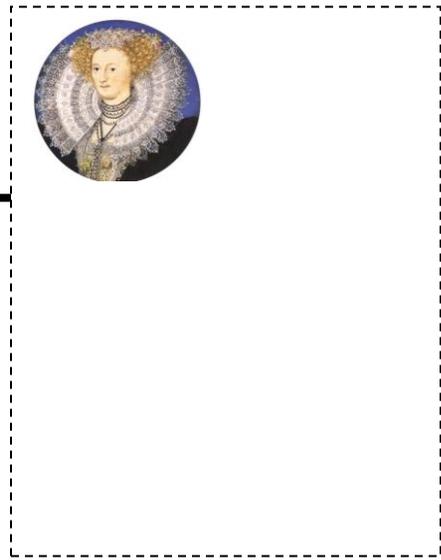
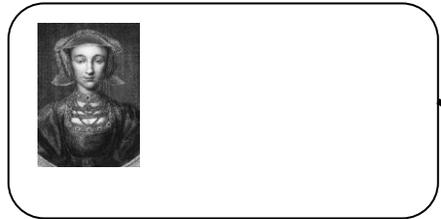
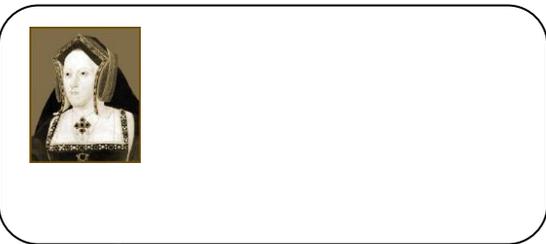
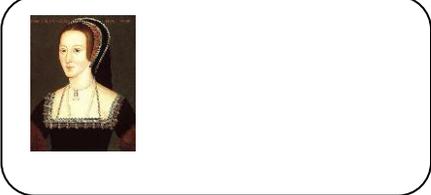
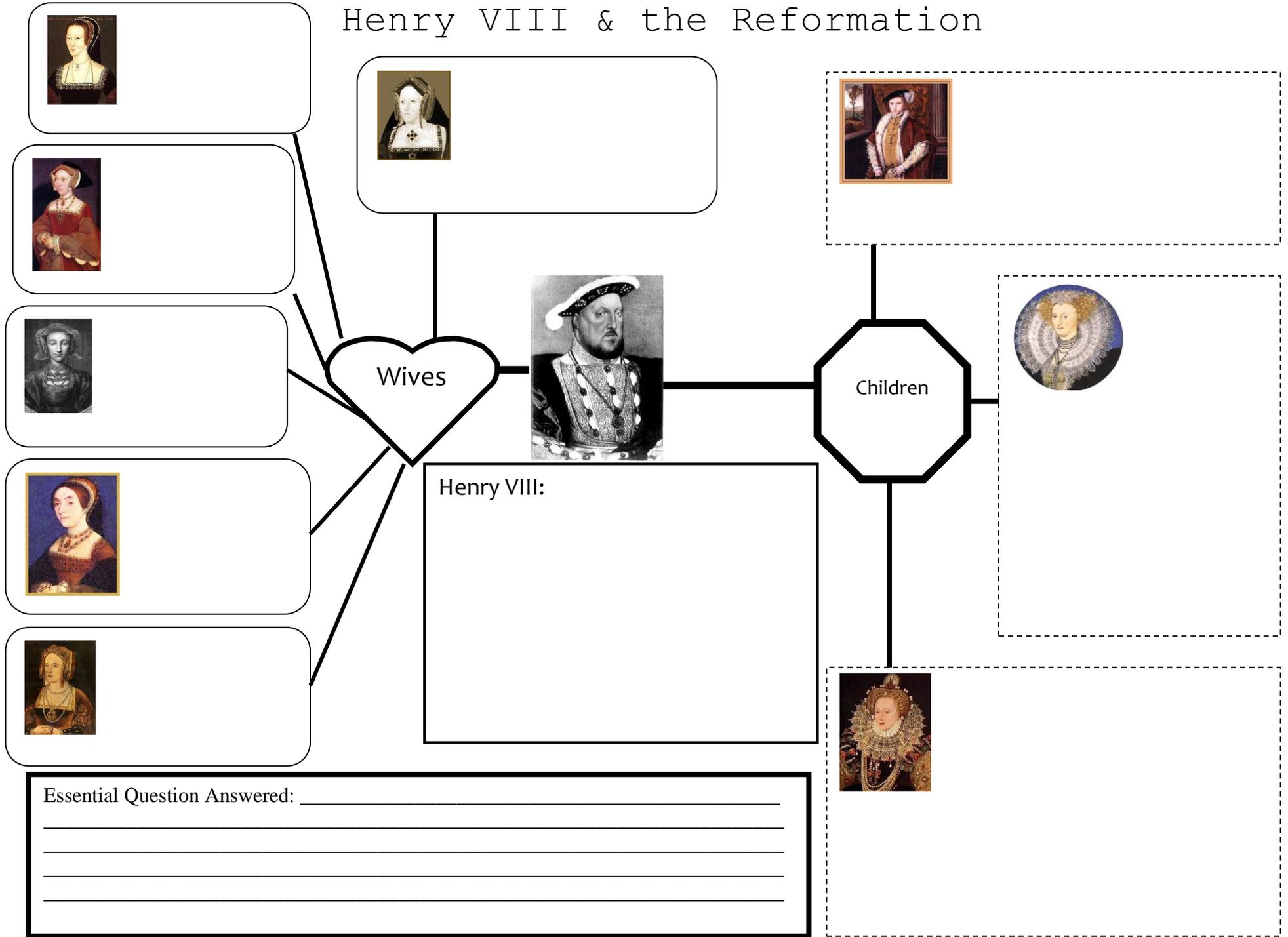
- Step 1: The first split in Christianity occurred before the Protestant Reformation when the Christians of the Byzantine Empire broke from the Catholic Church and formed the Orthodox Church because the leader of the Orthodox Church refused to recognize the authority of the Pope. Orthodox Christianity dominated in the Balkan Peninsula (the northwest half of the Ottoman Empire) Wallachia, and Russia; color these areas yellow.
- Step 2: As people became angry with the Catholic Church, they started to seek religious knowledge on their own, without the help of Catholic priests, to do this they needed a Bible that they could read; all Catholic Bibles were written in Latin. Early in the Reformation Bibles were translated into English, Czech, & German. Draw a small black  in England, the center of the Holy Roman Empire, and the Southeast corner of the Holy Roman Empire
- Step 3: Groups of people in England, The Holy Roman Empire, Switzerland, and Scotland began to argue that it was not necessary to follow the teaching of the Catholic Church in order to get to heaven. This annoyed the leaders of the Catholic Church who saw this as a threat to their power. Draw a small red ☹ in these countries.
- Step 4: The first area to officially break from the Catholic Church and form a new Christian Church was the northern half of the Holy Roman Empire. They were led by a former Catholic monk named Martin Luther who argued that all a person needed to get to heaven was faith in God and the Bible. This new Christian Church became known as the Lutheran Church. Color the northern half of the Holy Roman Empire light green *NOTE leave a small area in the northwest corner of the country white.*
- Step 5: Martin Luther felt strongly that the Catholic Church had become corrupt. To show his frustration with the Catholics he made a list of 95 things that made him angry about the Catholic Church. Known as the 95 Thesis, Luther posted this list on the door of the Catholic Church in the city of Wittenberg in the Holy Roman Empire. Directly above the “H” in Holy (the location of Wittenberg) write 95 and circle it
- Step 6: Luther’s message spread quickly because of a new technology introduced to Europe from China, the printing press, this allowed people to make 1,000s of copies of Martin Luther’s 95 Thesis and distribute them quickly and cheaply all over Europe. Before the Printing press, people had to write everything by hand. Draw a 🖨 next to the 95 to show that many copies were made.
- Step 7: Luther’s message spread fast, soon Lutheranism spread to Denmark, Norway, and Sweden, color these countries light green as well.
- Step 8: The next area to break away from the Catholic Church was Switzerland. This area was led by John Calvin who wanted to create a utopia free of all sin called “God’s City.” This new Christian Church was known as Calvinism; color this area orange.
- Step 9: Calvinism spread to Scotland and the Netherlands (in the northwest corner of the Holy Roman Empire) color these areas orange as well.
- Step 10: Another Christian Church was formed in the town of Munster in the central part of the Holy Roman Empire. This group, the Anabaptists, believed that only adults should be baptized because only mature adults could choose to become Christians. The Anabaptist were persecuted by both the Lutherans and the Catholics, as a result they moved to America where they eventually became known as the Baptist, Amish, and Mennonites. Munster is located just to the west of the label of the Holy Roman Empire, draw a black ● and label it Anabaptist.
- Step 11: One of the more famous Protestant reformers was Henry VIII of England, he broke with the Catholic Church because he wanted a divorce which the Pope refused to grant. Henry VIII formed a new Church called the Church of England or the Episcopal. Color England Purple.
- Step 12: As large numbers of people began to leave the Catholic Church, Church leaders began to fight back trying to keep people in the Catholic Church. This was called the Counter-Reformation. Violence broke out between Protestants (a Protestant is a Christian who is NOT Catholic) and Catholics all over Europe. The worst fighting was in the Holy Roman Empire where for thirty years protestants and Catholics fought a bloody war. Draw a ⚔ in the Eastern part of the Holy Roman Empire.
- Step 13: There was also fighting between Catholics and Protestants in England after Henry VIII died and his Catholic daughter Mary took over, draw ⚔ in Northern England
- Step 14: The Papal States, Naples, Sicily, Ireland, Spain, France, Hungary, The Teutonic Knights, the Southern Half of the Holy Roman Empire, Sicily, Poland, and Portugal remained Catholic, color these countries red.
- Step 15: For years, the Catholic Church had operated the Inquisition, a Church police and court system whose job it was to arrest and punish Catholics who did not obey Catholic teachings. With the Counter-Reformation the Inquisition started to arrest suspected Protestants living in Catholic Countries and punish them with torture or death by burning at the stake. Draw 🔥 in Spain because this is where the Inquisition was most deadly
- Step 16: While Christianity underwent major change during the Reformation, Islam became firmly established in Asia Minor (the southeast half of the Ottoman Empire) and the North African states of Fez & Tunis, color this area brown
- Step 17: Complete the key for the map

LATE MEDIEVAL EUROPE



Essential Question: How did Henry VII's love life change history?

Henry VIII & the Reformation



Henry VIII:

Children



Essential Question Answered: _____

Renaissance Continued:

Essential Question Answered: _____

Lesson 9

Date: 11/5-11/7 **Homework:** 620-628

Essential Question: How did the Scientific Revolution change European's world view?

Copernicus	
Galileo	
Kepler	
Newton	

Essential Question Answered: _____

Unit 3 DBQ ESSAY (due: 11/5)

Directions: The following question is based on your evaluation of Documents 1-5. (The documents have been edited for the purpose of this exercise.) This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents. (1pt)
- Demonstrates an understanding of all of the documents (1pt)
- Uses all of the documents to prove the thesis (2pts)
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually. (1pt)
- Is well organized and coherent (1pt)
- Utilizes proper grammar (1pt)

Questions

1. What did the intellectuals of the European Renaissance value?

Historical Background: The Renaissance was a cultural movement that spanned the period roughly from the 14th to the 17th century, beginning in Italy in the Late Middle Ages and later spreading to the rest of Europe. As a cultural movement, it encompassed innovative flowering of Latin and vernacular literatures, beginning with the 14th-century resurgence of learning based on classical sources (Greek and Roman), the development of linear perspective and other techniques of rendering a more natural reality in painting, and gradual but widespread educational reform. In politics the Renaissance contributed the development of the conventions of diplomacy, and in science an increased reliance on observation. Historians often argue this intellectual transformation was a bridge between the Middle Ages and the Modern era. Although the Renaissance saw revolutions in many intellectual pursuits, as well as social and political upheaval, it is perhaps best known for its artistic developments and the contributions of such polymaths as Leonardo da Vinci and Michelangelo, who inspired the term "Renaissance man".

DOCUMENT 1

Here the question arises: whether it is better to be loved than feared or feared than loved. The answer is that it would be desirable to be both but, since that is difficult, it is much safer to be feared than to be loved, if one must choose. For on men in general this observation may be made: they are ungrateful, fickle, and deceitful, eager to avoid dangers and avid for gain and while you are useful to them they are all with you, offering you their blood, their property, their lives, and their sons so long as danger is remote, as we noted above, but when it approaches they turn on you. Any prince, trusting only in their words and having no other preparations made, will fall to his ruin.

Machiavelli, The Prince 1513 (an Italian historian, diplomat, philosopher, humanist and writer based in Florence during the Renaissance.)

DOCUMENT 2

Just as it is disgraceful and sinful to be unmindful of God so it is reprehensible and dishonourable for any man of discerning judgement not to honour you as a brilliant and venerable artist whom the very stars use as a target at which to shoot the rival arrows of their favour. You are so accomplished, therefore, that hidden in your hands lives the idea of a new king of creation, whereby the most challenging and subtle problem of all in the art of painting, namely that of outlines, has been mastered by you that in the contours of the human body you express and contain the purpose of art...And it is surely my duty to honour you with this salutation since the world has many kings but only one Michelangelo.

Pietro Aetino. "Letter to Michelangelo" 1537

DOCUMENT 3

I have always possessed extreme contempt for wealth...I have on the contrary led a happier existence with plain living and ordinary fare...the pleasure of dining with one's friends is so great that nothing has ever given me more delight than their unexpected arrival.

I possess a well-balanced rather than a keen intellect--one prone to all kinds of good and wholesome study, but especially to moral philosophy and the art of poetry. The later I neglected as time went on, and took delight in sacred literature...Among the many subjects that interested me, I dwelt especially on antiquity, for our own age always repelled me, so that, had it not been for the love of those dear to me, I should have preferred to have been born in any other period than our own. In order to forget my own time, I have constantly striven to place myself in spirit in other ages, and consequently I delighted in history...

Francesco Petrarch. "Letter to Posterity" 1372 (an Italian scholar and poet, and one of the earliest humanists. Petrarch is often called the "Father of Humanism")

DOCUMENT 4

So, man cannot know where his cognizance of primal concepts comes from—or his bent for those primary objects of desire;	57
these are a part of you, just like the zeal of bees for making honey; the primal will is neither laudable nor blamable.	60
That other wills conform to this first one, you have the innate faculty of reason, which should defend the threshold of consent.	63
This is the principle on which is based the judgment of your merit—according as it winnows out the good love from the bad.	66
Those men who with their reason probed the depths, perceived this liberty innate in man, thereby bequeathing ethics to the world.	69

Dante Alighieri. *The Divine Comedy* 1321 (a major Italian poet)

DOCUMENT 5

The world is waking out of a long deep sleep. The old ignorance is still defended. Time was when learning was only found in the religious orders. The religious orders nowadays care only for money and sensuality [indulgence of the appetites], while learning has passed to secular princes and peers and courtiers. Where in school or monastery will you find so many distinguished and accomplished men as form your English Court? Shame on us all! The tables of priests and divines run with wine and echo with drunken noise and scurrilous jest, while in princes' halls is heard only grave and modest conversation on points of morals or knowledge....That king of yours [Henry VIII of England] may bring back the golden age, though I shall not live to enjoy it, as my tale draws to an end.

Erasmus. *Life and Letters* c. 1500 (a Dutch Renaissance humanist, Catholic priest, social critic, teacher, and theologian.)

Unit 3 PROJECT (due: 11/8)

I have been assigned the following personality, _____ to research.

BIOGRAPHY IN A BAG RESEARCH PROJECT

Directions & Research Steps:

1. Use your World History textbook, an encyclopedia, & <http://www.galileo.usg.edu/high-school/fultonschools/search/> to conduct research on your personality.
2. Search for information pertaining to the role your personality played in World History.
3. Based on the information you find in your research, think of five tangible items that represent your personality. (The items can be figurative or literal, toy or real, you can even make it yourself if necessary.) **DO NOT BRING ANY ILLEGAL ITEMS TO SCHOOL!**
- *You must have five different types of items. For instance, if you use a picture of something as one of your items, you can't use another picture for the remaining four items.
4. Write a formal essay with one paragraph for EACH item in your bag explaining what it represents about your person and why you chose it. The essay must include an introduction, thesis, conclusion, and work cited page.
5. Place your five items in a bag of your choice and bring the bag to class with you on **11/8**. The items you bring to class in your bag on the 8th **MUST** match the items described in your essays.
6. On 8th, be prepared to explain to the class why you chose each item in your bag and how each item is representative of the role in world history.
7. You will be graded on the relevancy of each item to your person and your ability to demonstrate your knowledge of the person through your presentation, and the quality and content of your essay.

GRADING RUBRIC Categories	17-11	10	5
Relevancy of item #1 to the personality	Item #1 was very relevant to the person's role during the era and explain well in essay and presentation	Item #1 was somewhat relevant to the person's role during the era.	Item #1 was trivial and/or not at all relevant to the person's role during the Era.
Relevancy of item #2 to the personality	Item #2 was very relevant to the person's role during the Era and explain well in essay and presentation	Item #2 was somewhat relevant to the person's role during the Era.	Item #2 was trivial and/or not at all relevant to the person's role during the Era.
Relevancy of item #3 to the personality	Item #3 was very relevant to the person's role during the Era and explain well in essay and presentation	Item #3 was somewhat relevant to the person's role during the Era.	Item #3 was trivial and/or not at all relevant to the person's role during the Era.
Relevancy of item #4 to the personality	Item #4 was very relevant to the person's role during the Era and explain well in essay and presentation	Item #4 was somewhat relevant to the person's role during the Era.	Item #4 was trivial and/or not at all relevant to the person's role during the Era..
Relevancy of item #5 to the personality	Item #5 was very relevant to the person's role during the Era and explain well in essay and presentation	Item #5 was somewhat relevant to the person's role during the Era.	Item #5 was trivial and/or not at all relevant to the person's role during the Era.
Demonstration of Knowledge/Evidence of Understanding	Student clearly demonstrated his/her knowledge of the personality through their presentation.	Student somewhat demonstrated his/her knowledge of the personality through their presentation.	Student did not demonstrate his/her knowledge of the personality through their presentation.
Essay: organization, grammar, and work cited	Essay is organized and coherent, uses proper grammar, & includes a work cited page in the style required in English class	One major problem with essay	Two or more major problems with essay