Unit 5: Renaissance and Reformation

Enduring Themes:
Conflict and Change
Time, Change, and Continuity
Governance and the Rule of Law
Movement / Migration
Production, Distribution, Consumption
Culture
Location
Distribution of Power

Time Frame: 11/9/2015 – 12/11/2015 (12/14-12/18 Finals Week)

Standards:
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.

Unit Essential Question:
How did Europe change and how did it stay the same during the Renaissance and the Reformation?

Unit Resources:
Unit 5 Student Content Map
Vocabulary: https://quizlet.com/64668051/sswh09-flash-cards/

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<td>Origins of the Renaissance (Florence)</td>
<td>Artistic and Scientific Developments of the Renaissance</td>
<td>Humanism</td>
<td>Protestant Reformation</td>
<td>Counter Reformation</td>
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<td>Concept 6</td>
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<td>English Reformation</td>
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**Concept 1:** Origins of the Renaissance (Florence)

**Standard:**
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.

**Lesson EQ:** How did the Renaissance begin?

<table>
<thead>
<tr>
<th>Know</th>
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<th>Be Able To Do (DOK 2-3)</th>
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<tbody>
<tr>
<td>• Growth of cities and towns (review from last unit)</td>
<td>• As trade was revived in the late middle ages, towns and cities grew</td>
<td>• Analyze change during the Renaissance</td>
</tr>
<tr>
<td>• Bourgeoisie</td>
<td>• Medieval social divisions began to change and the bourgeoisie emerged</td>
<td>• Analyze continuity during the Renaissance</td>
</tr>
<tr>
<td>• Renaissance</td>
<td>(class of merchants and artisans in cities)</td>
<td>• Explain the social changes that contributed to the rise of Florence</td>
</tr>
<tr>
<td>• Florence</td>
<td>• Renaissance means rebirth; describes the time period following the</td>
<td>• Explain the economic changes that contributed to the rise of Florence</td>
</tr>
<tr>
<td>• Medici Family</td>
<td>Middle Ages in which Europe experienced a rebirth of Greek and Roman</td>
<td>• Explain the political changes that contributed to the rise of Florence</td>
</tr>
<tr>
<td>• Machiavelli</td>
<td>culture and ideals</td>
<td>• Explain the ideas of Machiavelli</td>
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<tr>
<td>• <em>The Prince</em></td>
<td>• Larger Italian cities (Italian states) such as Venice, Florence, Milan</td>
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<td></td>
<td>and Genoa prospered from trade</td>
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<td>• By the 14th century wealthy merchants controlled Florentine government;</td>
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<td></td>
<td>wars against their neighbors established Florence as a major city-state.</td>
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<td></td>
<td>• By mid 1400s, the Medici family dominated Florence, which became the</td>
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<td>cultural center of Italy.</td>
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<td></td>
<td>• Machiavelli wrote <em>The Prince</em>, one of the most influential works on</td>
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<td>political power in the Western world, and argued that to get and keep</td>
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<td>political power, princes should understand that human</td>
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<tr>
<td>Resources</td>
<td>I Do (Teacher Point)</td>
<td>We Do (Guided/Differentiated Instruction)</td>
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<tr>
<td><strong>Teacher introduces</strong> <a href="#">Unit 5 Student Content Map; discuss unit essential question and then break down the vocabulary of the standards and EQ#1.</a></td>
<td><strong>The Renaissance Begins Group Jigsaw Activity</strong></td>
<td><strong>Students answer EQ#1 on <a href="#">Unit 5 Student Content Map</a> in complete sentences using the vocabulary of the standards.</strong></td>
</tr>
<tr>
<td><strong>Transition from Middle Ages to Renaissance Activator</strong></td>
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<tr>
<td><strong>SSWH9a Renaissance Begins PowerPoint Notes</strong></td>
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<tr>
<td><strong>Renaissance Begins Student Handout</strong></td>
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**Sample Assessment Items:**

“Europe is waking out of a long, deep sleep... before learning was only found in the religious orders...learning has passed to secular princes and peers.”

This quotation best describes the
A. Renaissance  
B. decline of the Roman Empire  
C. Crusades  
D. rise of Christianity

One factor that enabled the Renaissance to flourish in Northern Italy was that the region had
A. a wealthy class that invested in the arts  
B. a socialist form of government  
C. limited contact with the Byzantine Empire  
D. a shrinking middle class

European society during the Renaissance differed from European society during the Middle Ages in that during the Renaissance
A. the Church was no longer influential  
B. the emphasis on individual worth increased  
C. economic activity declined  
D. art no longer contained religious themes

Which idea about leadership would Niccolo Machiavelli most likely support?  
A. leaders should do whatever is necessary to achieve their goals  
B. leaders should fight against discrimination and intolerance  
C. leaders should listen to the desires of the people  
D. elected leaders should be fair and good
Concept 2: Scientific and Artistic Achievements of the Renaissance

Standard:
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.

Lesson EQ: How did artistic and scientific achievements shape the Renaissance?

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<tr>
<th>Know</th>
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</table>
| • Leonardo da Vinci (artistic and scientific achievements) | • During the Renaissance, a new view of human beings that emphasized individual ability and worth emerged. A well-rounded person was capable of achievements in many different aspects of life. Leonardo da Vinci, for example, was a painter, sculptor, architect, inventor and mathematician. This is why he is an example of a “Renaissance Man” — he was well-rounded and accomplished in many areas of life.  
• Michelangelo’s paintings on the ceiling of the Sistine Chapel in Rome shows idealized human and divine beauty. He was also an accomplished sculptor and architect.  
• The realism of perspective made Renaissance painting stand out from medieval art. By studying geometry, lighting, perspective, space and anatomy artists were able to portray humans much more realistically.  
• The influence of the Greek and Roman world were also evident in Renaissance art. For example, Raphael’s School of Athens | • Analyze change and continuity in the Renaissance  
• Identify the artistic and scientific achievements of Leonardo da Vinci  
• Identify Leonardo da Vinci as the “Renaissance Man”  
• Identify the achievements of Michelangelo |
reflects harmony and order. Donatello’s sculptures were modeled on Greed and Roman figures.

<table>
<thead>
<tr>
<th>Resources</th>
<th>I Do (Teacher Point)</th>
<th>We Do (Guided/Differentiated Instruction)</th>
<th>You Do (Independent Practice)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teacher introduces EQ#2 on Unit 5 Content Map; break down and discuss vocabulary of the standards</td>
<td>People of the Renaissance Carousel (stations include links to video clips and primary sources)</td>
<td>Students answer EQ#2 on Unit 5 Student Content Map in complete sentences using the vocabulary of the standards.</td>
</tr>
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<td></td>
<td>SSWH9b Renaissance Man PowerPoint</td>
<td>People of the Renaissance Carousel Student Handout</td>
<td>**This activity also includes people from Humanism (Concept 3); so students can complete Leonardo and Michelangelo here and complete the rest later, or complete the entire activity after introducing Humanism)</td>
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<td></td>
<td>Renaissance Man Student Handout</td>
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</table>

**Sample Assessment Items:**
Why is Leonardo da Vinci considered to be a “Renaissance Man”?  
- a. he led a movement to save the Catholic Church during the Renaissance  
- b. he was a talented artist, scientist, and inventor among other things  
- c. he encouraged peasants to revolt against the feudal system  
- d. he led the Protestant Reformation
**Concept 3: Humanism**

**Standard:**
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
  c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.

**Lesson EQ:** What were the main characteristics of humanism?

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<tbody>
<tr>
<td>• Humanism</td>
<td>• Humanism was a philosophy that developed during the Renaissance that focused on the potential of man rather than religion.</td>
<td>• Analyze change and continuity in the Renaissance and Reformation</td>
</tr>
<tr>
<td>• Petrarch</td>
<td>• Some of the characteristics of humanism were emphasis on classical Greek and Roman texts and ideals, writing in the vernacular, or common language, and a secular world view.</td>
<td>• Explain the main characteristics of humanism</td>
</tr>
<tr>
<td>• Dante</td>
<td>• Petrarch is considered to be the father of Humanism; he generated the movement to discover classical texts.</td>
<td>• Explain the ideas of Petrarch</td>
</tr>
<tr>
<td>• Erasmus</td>
<td>• Dante wrote in the vernacular and his writing emphasized individual experiences and the virtues of classical figures.</td>
<td>• Explain the ideas of Dante</td>
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<td></td>
<td>• Erasmus was a Christian humanist who criticized the corruption and superstition of the Catholic Church.</td>
<td>• Explain the ideas of Erasmus</td>
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**Resources**

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</thead>
<tbody>
<tr>
<td>Teacher introduces EQ#3 on Unit 5 Content Map; break down and discuss vocabulary of the standards</td>
<td>Humanism Graphic Organizer (adapted from HA!) with guided reading for small group</td>
<td>Students answer EQ#3 on Unit 5 Student Content Map in complete sentences using the vocabulary of the standards.</td>
</tr>
<tr>
<td>SSWH9c Humanism PowerPoint</td>
<td>People of the Renaissance Carousel (stations include links to video clips and primary sources)</td>
<td>5-3-1 Humanism Summarizer</td>
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<tr>
<td>Humanism Student Handout</td>
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</table>
Sample Assessment Items:
In Europe, a major characteristic of humanism was
A. a belief in the supremacy of the state in relation to individual rights
B. a rejection of ancient civilizations and their cultures
C. an emphasis on social control and obedience to national rulers
D. an appreciation for the basic worth of individual achievement

Which statement describes a direct effect of the Renaissance on Western Europe?
A. the philosophy of humanism brought about a decrease in the power of the Roman Catholic Church
B. art began to reflect an increased emphasis on religious themes
C. nationalistic movements among the minority ethnic groups in the region declines
D. the feudal system was developed to provide stability in a decentralized political structure

European society during the Renaissance differed from European society during the Middle Ages in that during the Renaissance
A. the Church was no longer influential
B. the emphasis on individual worth increased
C. economic activity declined
D. art no longer contained religious themes
**Concept 4: Protestant Reformation**

**Standard:**
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.
g. Explain the importance of Gutenberg and the invention of the printing press.

**Lesson EQ:** How did the Protestant Reformation impact the European world?

<table>
<thead>
<tr>
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</thead>
</table>
| • Protestant Reformation  
• Martin Luther  
• Indulgences  
• 95 Theses  
• Edict of Worms  
• John Calvin  
• Gutenberg  
• Printing press | • By the 16th century, corruption among the clergy and the secular focus of the papacy led people to talk about reform of the Catholic Church.  
• Martin Luther, a monk and professor in Germany, was especially upset by the selling of indulgences for forgiveness of sin. After studying the Bible, he began to believe that salvation was through faith alone, not by good works and faith like the Catholic Church doctrine suggested.  
• In 1517, Luther posted his “95 Theses” on the doors of the Castle Church in Wittenberg, Germany, which criticized the practices of the Catholic Church, particularly the selling of indulgences.  
• The Catholic Church excommunicated Luther in 1521. He refused to change his ideas, and was made an outlaw according to the Edict of Worms. His books were to be burned and he was supposed to be delivered to the Holy Roman Emperor. | • Analyze change and continuity in the Reformation  
• Analyze the impact of the Protestant Reformation  
• Analyze the impact of the ideas of Martin Luther  
• Analyze the impact of the ideas of John Calvin  
• Explain the importance of Gutenberg and the invention of the printing press |
Roman Emperor, but he was protected by his local German ruler.

- His movement gained popularity, and many German princes supported state churches in Germany. The Catholic Mass was replaced by services featuring Bible readings, sermons and songs. The doctrine came to be known as Lutheranism.

- John Calvin fled Catholic France after he converted to Protestantism. He went to Switzerland where Huldrych Zwingli led a Protestant Reformation. Calvin became the leader of the movement after his death and introduced the doctrine of predestination. In other words, Calvinists believed that God determined in advance who was saved and who wasn’t. Calvinism spread quickly.

- Gutenberg’s printing press became available in the mid-1400s. By the time the Protestant Reformation began in the 1500s, the printing press helped the spread of ideas because it revolutionized publishing.
### Resources

**I Do (Teacher Point)**
- Teacher introduces EQ#4 on **Unit 5 Content Map**: break down and discuss vocabulary of the standards
- **SSWH9 Protestant Reformation PowerPoint**
- **Protestant Reformation Student Handout**
- **Gutenberg’s Printing Press PowerPoint**
- Protestant Reformation Prezi Link: [https://prezi.com/l9vgbs5fs5xw/protestant-reformation/](https://prezi.com/l9vgbs5fs5xw/protestant-reformation/)
- **Protestant Reformation Prezi Graphic Organizer**

**We Do (Guided/Diff. Instruction)**
- **Protestant Reformation Activator** (Have students begin individually, and complete with a partner. Then, discuss their answers as a whole group before you begin Teaching Strategy for the day.)
- **Create your own Thesis Activator**
- **95 Theses Rap Activity Teacher Directions**
- **95 Theses Rap Analysis Sheet**
- **Fact Sheet (to aid students in Rap Analysis)**
- **95 Theses Rap Video**

**You Do (Independent Practice)**
- Students answer EQ#4 on **Unit 5 Student Content Map** in complete sentences using the vocabulary of the standards.
- **Primary Source Constructed Response on 95 Theses**

### Sample Assessment Items:

**Martin Luther’s Ninety-Five Theses were a call for**
- A. religious revolt against the German princes
- B. reforms within the Roman Catholic Church
- C. greater papal authority
- D. crusades to spread Christianity

**In Western Europe, a major immediate effect of the Reformation was a**
- A. renewed domination of the Catholic Church over the German states
- B. greater tolerance of religions other than Christianity
- C. decrease in educational opportunities for the middle class
- D. decline in religious unity and in the power of the Catholic Church

**Which was a result of the Protestant Reformation in Europe?**
- A. the Catholic Church accepted the dominance of the new Protestant religions in Italy, France, & Germany
- B. Spain became a predominately Protestant nation
- C. Catholic Church leaders refused to make any changes in church practices
- D. the power of the Catholic Church in Europe was weakened

**Which was a major result of the Reformation?**
- A. new Christian denominations emerged
- B. religious teachings were no longer allowed in the universities
- C. the Crusades were organized
- D. the power of the Pope was strengthened

**The Protestant Reformation and the European Renaissance were similar in that both**
- A. discouraged the growth of strong monarchs
- B. encouraged people to question tradition
- C. were led by the military
- D. supported the return of the Roman Empire
“Christians should be taught that he who gives to a poor man or lends to a needy man does better than if he used the money to buy an indulgence.”

Which major movement in European history started with the idea expressed in this statement?

A. Commercial Revolution  
B. Industrial Revolution  
C. Renaissance  
D. Protestant Reformation

“Unless I am convinced by Scripture and plain reason... my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise.”—Martin Luther, Diet of Worms (1517)

When Martin Luther said “my conscience is captive to the Word of God,” he was referring to his belief in

A. the supremacy of the Bible over Church policies  
B. imprisoning those who disagreed with Church teachings  
C. maintaining the unity of the Church  
D. the need for nepotism

Martin Luther’s posting of the Ninety-Five Theses is considered by many to be a turning point in history because

A. the Pope’s right to sell indulgences was strengthened  
B. Luther soon became the leader of Germany  
C. the power of the Roman Catholic Church was lessened and royal power grew  
D. the Roman Catholic Church unified the German states

How did Gutenberg impact the Protestant Reformation?

A. the signing of the Edict of Worms sentenced Martin Luther to death  
B. the Augsburg Confession helped John Calvin gain popularity in Germany  
C. the printing press made the spread of ideas occur more quickly  
D. the pope appointed him to stop the spread of the Protestant Reformation

The printing press helped the Reformation succeed for all of the following reasons EXCEPT?:

A. it allowed Martin Luther to print his works in the vernacular.  
B. it allowed for the rapid dissemination of radical ideas.  
C. it allowed the papacy to rapidly suppress Lutheranism.  
D. it decreased the cost of reading materials and made them more affordable to the middle and lower classes.

Which of the following is particular to Calvinist theology?

A. Salvation is achieved through faith alone  
B. Scripture is the only reliable guide to salvation  
C. Some souls have been predestined for salvation  
D. the bible should be printed in the vernacular
## Concept 5: Counter Reformation

### Standard:
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

### Lesson EQ: How did the Catholic Church respond to the Protestant Reformation?

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Be Able To Do (DOK 2-3)</th>
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</table>
| - Protestant Reformation  
- Counter Reformation  
- Council of Trent  
- Jesuits  
- Ignatius of Loyola | - By the mid-16th century, the Catholic Church was facing a decline in its power.  
- The Counter Reformation was a reaction to the Protestant Reformation and an attempt to regain power by reforming the Church in some ways.  
- The Jesuits was created by Spanish nobleman, Ignatius of Loyola. The Jesuits helped spread the Catholic faith through education and played a large role in revitalizing the Catholic Church.  
- Pope Paul III saw the need to reform the church and address corruption.  
- The Council of Trent was a group of leaders from the Catholic Church that issued decrees about the Catholic faith in opposition to Protestantism. They upheld beliefs in purgatory, celibacy in marriage and indulgences, but banned the selling of indulgences.  
- After the Council of Trent and reforms, the Catholic Church had a clear doctrine, was more unified under the Pope and a renewed | - Analyze change and continuity in the Reformation  
- Describe the Counter Reformation  
- Describe the Council of Trent  
- Describe the role of the Jesuits in the Counter Reformation |
<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>I Do (Teacher Point)</strong></td>
<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
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<tr>
<td>Teacher introduces EQ#5 on <em>Unit 5 Content Map</em>; break down and discuss vocabulary of the standards</td>
<td><em>SSHW9 The Counter Reformation Power Point</em> (includes primary source analysis with the notes)</td>
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<tr>
<td><em>SSHW9 The Counter Reformation Power Point</em> (includes primary source analysis with the notes)</td>
<td><em>The Counter Reformation Student Handout</em></td>
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<td><em>The Counter Reformation Student Handout</em></td>
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**Sample Assessment Items:**

The Council of Trent convened in 1545 in order to
A. condemn Martin Luther  
B. correct abuses that led to the Reformation  
C. elect a single Pope to live in Rome  
D. bring northern Italy back under Papal control

The Reformation was very successful in all of the following countries except
A. Italy  
B. Germany  
C. Switzerland  
D. England

The Spiritual Exercises written by Ignatius of Loyola became the basis for the founding of an order of priests to combat the Reformation. This order is called the
A. Franciscans  
B. Benedictines  
C. Dominicans  
D. Jesuits

The Council of Trent was important because
A. it provided for a new system to elect the pope.  
B. it called for acceptance of Lutheran principles.  
C. it eliminated the use of the Index of Prohibited Books.  
D. it reaffirmed the traditional doctrines of the Catholic Church.

One significant outcome of the Council of Trent for the history of Europe was
A. its triumph over Protestantism  
B. that it served as an anti-Protestant force all over the globe  
C. its pledge, on the part of the German princes, not to go to war over religion  
D. that it signified a defeat for those who wished for reconciliation between Protestants and the Roman Church
**Concept 6: The English Reformation**

**Standard:**
SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.
  f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.

**Lesson EQ:** How did the Reformation impact England?

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<tr>
<th>Know</th>
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<tbody>
<tr>
<td>• English Reformation</td>
<td>• The English Reformation occurred because of political reasons. Henry VIII wanted to have his marriage to his wife, Catherine of Aragon, annulled because they did not have any sons. The Pope, who did not want to upset her relative Charles V, the Holy Roman Emperor.</td>
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<td>• Henry VIII</td>
<td>• Henry VIII, with the approval of Parliament went around the Pope by setting himself up at the head of the Church of England, or the Anglican Church, and divorced Catherine and married Anne Boleyn. Henry VIII sold Church land and possessions to the wealthy and earned more supporters, but stuck closely to Catholic doctrine.</td>
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<td>• Elizabeth I</td>
<td>• His daughter, Mary, became known as Bloody Mary because she tried to restore England to Catholicism by punishing Protestants.</td>
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<td>• Church of England/Anglican Church</td>
<td>• Elizabeth I, Henry VIII’s daughter with Anne Boleyn, restored stability to England and established the Anglican Church with a mixture of Catholic and Protestant practices in</td>
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<td>Resources</td>
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<tr>
<td><strong>I Do (Teacher Point)</strong></td>
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<td>Teacher introduces EQ#6 on Unit 5 Content Map; break down and discuss vocabulary of the standards</td>
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<tr>
<td><em>Henry VIII’s Problems Activator</em></td>
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<tr>
<td><em>SSWH9 English Reformation PowerPoint</em></td>
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<tr>
<td><em>English Reformation Student Handout</em></td>
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<tr>
<td><strong>We Do (Guided/Differentiated Instruction)</strong></td>
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<tr>
<td><em>Tudors Instagram Hashtag Partner Practice</em></td>
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<td>(Have students make one with a partner to practice; share and discuss as a whole group to clear up misconceptions before students make their own during individual practice).</td>
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<tr>
<td><strong>You Do (Independent Practice)</strong></td>
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<tr>
<td>Students answer EQ#6 on Unit 5 Student Content Map in complete sentences using the vocabulary of the standards.</td>
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<tr>
<td><em>Tudors Instagram Hashtag Summarizer</em></td>
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</table>

**Sample Assessment Items:**
The English Reformation was peculiar because the government broke with Rome
A. when there was no theological dispute between king and pope.
B. after the pope took the side of the nobility against the king.
C. after it took the side of France in a political dispute.
D. after Protestantism had already come to dominate English religious life.