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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:**  **Mon., February 8** | **Date:**  **Tues., February 9** | **Date:**  **Wed. February 10** | **Date:**  **Thurs, February 11** | **Date:**  **Fri., February 12** |
| **Standard** | No School Presidents’ Day | TN Core Standards  7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)  7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments.  7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H) | TN Core Standards  7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (C, H)  7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith. (C, H)  7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing. (C, H)  7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)  7.49 Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc. (H, G, P)  7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)  7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)  7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church’s reaction to these developments.  7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England’s break with the Catholic Church.  7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God’s word with Church action. (C, H, P)  7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. 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| **Objective**  *I can…..* | No School Presidents’ Day | **Chapter 11**  **Renaissance & Reformation**  **1350-1650**  *Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.* | **Chapter 11**  **Renaissance & Reformation**  **1350-1650**  *Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.* | **Chapter 11**  **Renaissance & Reformation**  **1350-1650**  *Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.* | **Chapter 11**  **Renaissance & Reformation**  **1350-1650**  *Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance and the historical developments of the Reformation.* |
| **Connections to Prior Knowledge** | No School Presidents’ Day | **Bell Work**  **What would you do if you were the leader of the Catholic Church? How would you respond to the spread of Protestantism?** | Bell Work  Discuss 11-4 homework questions | Bell Work  Discuss timeline activities. (from previous class) | Bell Work  Review Chapter 11  Turn in HW Questions |
| **Guiding Questions** | No School Presidents’ Day | * How do religions develop? * Why does conflict develop? | * Why do people make economic choices? * How do new ideas change the way people live? * How do religions develop? * Why does conflict develop? | * Why do people make economic choices? * How do new ideas change the way people live? * How do religions develop? * Why does conflict develop? | * Why do people make economic choices? * How do new ideas change the way people live? * How do religions develop? * Why does conflict develop? |

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| **Instructional Strategies**  *I do…* | No School Presidents’ Day | Lesson 4: Catholics & Protestants  The Catholic Reformation   * Catholic Reforms * Catholic Spain * Spanish Inquisition   Religious Wars   * The Spanish Armada * Religious Conflicts in France * Influential Rulers * The Thirty Years’ War | Review Key Themes of Chapter 11   * The movement of people, goods and ideas causes societies to change over time. * People, places and ideas change over time. * Religion can influence a society’s beliefs and values. * Countries have relationships with each other. | Revisit Humanism form from the beginning of the unit.  Review Chapter 11 and prepare for the assessment (cheat card allowed) | Chapter 11 Test |
| **Differentiated Tasks**  *We do …* | No School Presidents’ Day | Reflection Questions   * Who were the Jesuits? * How did the spread of Protestantism in Europe threaten the Catholic Church? * Why did France fight against the Catholics in the Thirty Years’ War? | Vocabulary Quiz Chapter 11 | Review Chapter 11 and prepare for the assessment (cheat card allowed) | Chapter 11 Test |
| **Assessment**  *They do ….* | No School Presidents’ Day | 5-10 sentence paragraph  you are visiting France and have friends who are both Catholic and Huguenot. Write a letter to a friend explaining the difficulties between the two religions and how the Edict of Nantes changes the situation. | The Reformation of the  Catholic Church was such an important development in Europe’s history. Create a timeline that shows important events that led the Reformation of the Catholic Church.. | 5-10 sentence paragraph  How would you describe Renaissance ideas about humanism to a medieval person who knows nothing about them? Write a descriptive paragraph that explains humanism to a medieval person. Describe how these ideas will change that person’s life. | Chapter 11 Test |
| **Homework** | Homework Questions  Due Dates | Homework Questions  Due Dates | Homework Questions  Due Dates | Homework Questions  Due Dates | Homework Questions  Due Dates |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 11  Vocabulary Quiz: February 17  Chapter Test: Friday, February 18 | Chapter 11  Vocabulary Quiz: February 17  Chapter Test: Friday, February 18 | Chapter 11  Chapter Test: Friday, February 18 | Chapter 11  Chapter Test: Friday, February 18 | Chapter 11 |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |