



UNIT GRAPHIC ORGANIZER

SUBJECT: HISTORY

UNIT: 4<sup>th</sup>

COURSE: SIXTH

TEACHER: Mr Luis David Sánchez

DATE: 6<sup>th</sup> September

**A NEW AGE IN EUROPE: THE RENAISSANCE. THE REFORMATION AND THE COUNTER REFORMATION. THE AGE OF EXPLORATION.**

THROUGHLINES:

1. Why is this period known as a new beginning?
2. What scientific advances belong to this time and how it changes some scientific concepts?
3. Which was the relationship between science and art during the renaissance?

GENERATIVE TOPIC

WHAT'S THE POLIMATH MEAN?

UNDERSTANDING GOALS:

The student will explain the change in the way of thinking about science, art and the economic boom during the renaissance.

The student will recognize the reasons why the church was divided between Catholic and Protestant and the main features in the age of discovery.

	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Explorati on Stage	<p>To watch a video about the main features during the renaissance and changes in ways of thinking about science and human being.  <a href="https://www.youtube.com/watch?v=h363qzlivmg">https://www.youtube.com/watch?v=h363qzlivmg</a></p> <p>To identify some of the architectural and artistic characteristics with which the Renaissance is recognized in Europe through a virtual visit.</p> <p>To recognize the facts in common and the different between the protestant and the catholic church through a Venn diagram and a challenge through the kahoot platform.</p> <p>Analyse the reasons because Martin Luther separated from the catholic church through an animation.  <a href="https://www.youtube.com/watch?v=FhG GjRjvq7w">https://www.youtube.com/watch?v=FhG GjRjvq7w</a></p>	2 weeks	<p>Making summarize and completing a time line with main historical facts about the Renascence.  <a href="https://poweredtemplate.com/es/word-templates/linea-de-tiempo.html">https://poweredtemplate.com/es/word-templates/linea-de-tiempo.html</a></p> <p>Ponting out the main city –states and describing its influence in Europe during this time.</p> <p>Working with main concepts using thinking routines and graphic organizers (Venn Diagram classify charts)  <a href="https://www.lucidchart.com/pages/es/ejemplos/diagrama-de-venn-online">https://www.lucidchart.com/pages/es/ejemplos/diagrama-de-venn-online</a></p> <p>INTEGRATED SYNTHESIS PROJECT:            1<sup>st</sup> and 2<sup>nd</sup> week: The teacher will explain what the project is about an artistical job.</p>	Historic al-cultural.

<b>Guided Stage</b>	<p>To explain in detail the main changes during the Renaissance to be developed in the form of a game and study cards through the quizz platform.</p> <p>To Identify the different facts between reformation and counter reformation about ways of thinking around God, the commanders and punishments and ways to manage the church institution.</p> <p>To write a argumentative text, where the students present the arguments why indulgences and other failures in religious rites should not be paid according to the ideas of Luther.</p>	<b>3 weeks</b>	<p>classifying the most prominent forms of the art, its science in inventions and the foundations of humanistic thinking with the elaboration of an artistic work such as a drawing or a painting with a technique so that it seems very old.</p> <p>promoting the use of arguments through the development, correction and elaboration of an own text about the reform in the church.</p> <p>SYNTHESIS PROJECT 3<sup>rd</sup> and 4<sup>th</sup> week: The students are going to start creating the painting of draw.</p>	Historical - cultural. Ethical-political .
<b>Learning Evidence</b>	<p>INTEGRATED SYNTHESIS PROJECT. "My first infographic"</p> <p>Students will create an infographic about specific topic of history (the Renaissance or Reform or voyages of exploitations). Students must design the infographic and organized the information on interesting way.</p>	<b>3 weeks</b>	<p>5<sup>th</sup> and 6<sup>th</sup> weeks: students will present a preview about their art jobs. Finally, they present to their classmates the final stage.</p>	Historical - cultural. Ethical-political .