

Unit 3: Renaissance & Age of Exploration

Vocabulary:

Renaissance
Humanism
Florence
Secular
Vernacular
Leonardo da Vinci
Renaissance Man
Michelangelo
Gutenberg
Printing Press
Age of Exploration
“Gold, God, & Glory”
Prince Henry
Vasco da Gama
Christopher Columbus
Ferdinand Magellan
James Cook
Samuel de Champlain
Bartolomeu Dias
Zhenge He
Circumnavigate
Mercantilism
Triangular Trade
Middle Passage
Columbian Exchange
Astrolabe
Compass
Caravel

Learning Targets & Success Criteria:

Mastery checklist for students to check their understanding of the unit.

- ☐ I can analyze the change and continuity of the Renaissance.
- ☐ I can define renaissance and locate where it took place.
- ☐ I can explain why the renaissance took place in Italy.
- ☐ I can define humanism.
- ☐ I can explain the characteristics of humanist.
- ☐ I can identify artistic and scientific achievements of the Renaissance.
- ☐ I can define “Renaissance Man” and explain characteristics of a Renaissance Man.
- ☐ I can identify what Leonardo da Vinci and Michelangelo are known for.
- ☐ I can explain the importance of Gutenberg and the invention of the printing press.
- ☐ I can identify what Gutenberg is known for.
- ☐ I can explain the impact of the printing press.
- ☐ I can define vernacular and explain the impact of vernacular on the Renaissance.
- ☐ I can analyze the impacts of the age of exploration.
- ☐ I can explain the means and motives of exploration.
- ☐ I can identify the impacts of the age of exploration.
- ☐ I can explain the role of improved technology in European exploration.
- ☐ I can explain how technology improved exploration.
- ☐ I can describe how the caravel, astrolabe, and compass improved exploration.
- ☐ I can explain the roles of explorers and conquistadors.
- ☐ I can identify the importance of the key explorers: Prince Henry, Dias, da Gama, Columbus, Magellan, Champlain, Cook, and Zheng He.
- ☐ I can trace the explorers route on a map.
- ☐ I can explain the global impact of the Columbian Exchange.
- ☐ I can define the Columbian Exchange.
- ☐ I can evaluate the positives and negatives of the Columbian Exchange.
- ☐ I can examine the effects of the Transatlantic Slave Trade on Africa and on the colonies of the Americas.
- ☐ I can define the Transatlantic Slave Trade.
- ☐ I can define the Middle Passage.
- ☐ I can define mercantilism.
- ☐ I can create a diagram of the Triangular Trade.
- ☐ I can describe the impact of the Transatlantic Slave Trade on Africa and the American colonies.

Unit Standards:

SSWH9: The student will analyze change and continuity in the Renaissance. a: Explain the social, economic, and political changes that contributed to the rise of Florence. b: Identify artistic and scientific achievements of the Renaissance. c: Explain the main characteristics of humanism. d. Explain the importance of Gutenberg and the invention of the printing press. SSWH10: The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia. a: Explain the roles of explorers and conquistadors. b: Define the Columbian Exchange and its global economic and cultural impact. c: Explain the role of improved technology in European exploration; include the astrolabe. d: Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

