



CIVILIZATIONS, CONTACT, AND CHANGE UNIT

UNIT 3 STUDENT NOTEBOOK



CIVILIZATIONS, CONTACT, AND CHANGE UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
Inquiry Processes and Skills	Insightful use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Interesting use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Superficial use of inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions	Confusing explanation of the concept of worldview
Significance of People, Places, Events, and Developments	Astute assessment of the significance of people, places, events, and developments	Logical assessment of the significance of people, places, events, and developments	Limited assessment of the significance of people, places, events, and developments	Disorganized assessment of the significance of people, places, events, and developments
Significant Accounts, Narratives, Maps, and Texts	Rich and detailed identification of what the creators of accounts, narratives maps, or texts have determined is significant	Purposeful identification of what the creators of accounts, narratives maps, or texts have determined is significant	Basic identification of what the creators of accounts, narratives maps, or texts have determined is significant	Little to no identification of what the creators of accounts, narratives maps, or texts have determined is significant
Sources and Evidence	Compelling assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Engaging assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Simplistic assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions	Flawed assessment of the credibility of multiple sources and the adequacy of evidence used to justify conclusions
Historical Time Periods	Memorable characterization of different time periods in history and identification of key turning points that mark periods of change	Effective characterization of different time periods in history and identification of key turning points that mark periods of change	Rudimentary characterization of different time periods in history and identification of key turning points that mark periods of change	Ineffective characterization of different time periods in history and identification of key turning points that mark periods of change
Causes and Consequences of Decisions, Actions, and Events	Comprehensive determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Proficient determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Vague determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences	Little to no determination of causes that most influenced particular decisions, actions, and events, and assessment of the consequences

CIVILIZATIONS, CONTACT, AND CHANGE UNIT RUBRIC

Ratings	4 Mastery	3 Meeting	3 Approaching	1 Beginning
Criteria				
Perspectives, Values, Worldviews, and Beliefs	Outstanding explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Reasonable explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Partial explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places	Marginal explanation of different perspectives on people, places, issues, and events, and comparison of values, worldviews, and beliefs of human cultures and societies in different times and places
Ethical Judgements and Lessons from the Past	Astute ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Logical ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Limited ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past	Disorganized ethical judgments about past events, decisions, or actions, and assessment of the limitations of drawing direct lessons from the past

LESSON I

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

A city state is ...	
The Renaissance opened people's eyes to ...	
As trade increased, cities in northern Italy situated near or on good harbours became ...	
In Italy, old Roman roads developed into trade routes. Cities located on these routes grew rich from ...	
Partly because of its fortunate location, for a time Florence was ...	
Florence is located on the Arno River, but this river is navigable ...	
The winter weather in Italy did not ...	

LESSON I

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

The long growing season produced such crops as ...	
As Italy was close to the port cities of northern Africa and the eastern Mediterranean Sea, trade with these lands was ...	
With trade came wealth, which funded ...	
Because Muslims had ruled Sicily for a time in the early Middle Ages, this introduced ideas and products from the Arab world, such as ...	
Renaissance artists and architects were inspired by ...	
Renaissance artists and architects became more interested in ...	
During the Renaissance, educated people discovered ideas about the dignity and potential of the individual in classical writings, including ...	

LESSON 1
3-2-1 EXIT SLIP

<p>3</p>	<p>3 Things I Learned</p>
<p>2</p>	<p>2 Interesting Things</p>
<p>1</p>	<p>1 Question I Still Have</p>

LESSON 2

A TO Z LIST

Brainstorm words and phrases about the Renaissance that start with each letter of the alphabet.

A -	B -	C -
D -	E -	F -
G -	H -	I -
J -	K -	L -
M -	N -	O -
P -	Q -	R -
S -	T -	U -
V -	W -	X -
Y -	Z -	



LESSON 2

JUSTIFY EXIT SLIP

Justify what you learned with 3 examples from today's reading.

LESSON 3

SWOT ANALYSIS

Complete the exit slip based on today's learning.

S STRENGTHS	
W WEAKNESSES	
O OPPORTUNITIES	
T THREATS	



LESSON 4 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

How did Renaissance scholars express humanist thinking?	
Francesco Petrarch, Humanist Scholar	



LESSON 4 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

Niccolo Machiavelli	
Savonarola, Religious Reformer	



LESSON 5 K-W-L CHART

Topic: Renaissance

K What do you know?	W What do you want to know?	L What did you learn?



LESSON 5 RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

How did Renaissance painters represent humans and landscapes in a realistic way?	
Why was Michelangelo Buonarroti considered the greatest artist of the Renaissance?	
What is human anatomy?	
Other than painting, what did Leonardo da Vinci become famous for?	
What was Leonardo da Vinci the first to design?	



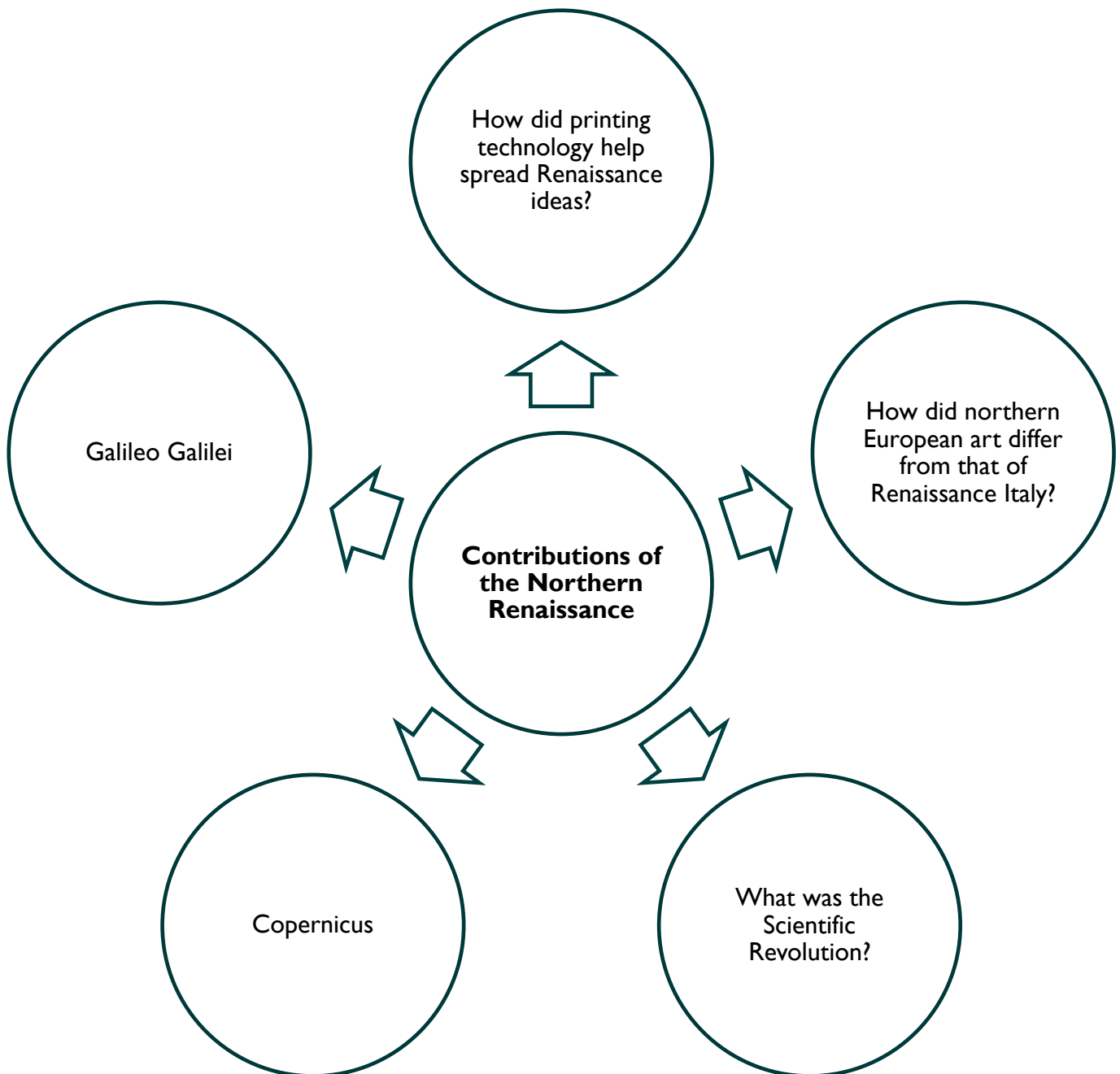
LESSON 5 RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

What did Leonardo da Vinci plan to write for much of his life?	
What did Leonardo da Vinci do that would've been considered blasphemous?	
What was in da Vinci's notebooks?	
What were women of the Renaissance usually expected to do?	
Who were two women who became career artists, and what did they specialize in?	

LESSON 6 MIND MAP

Map out the connections and ideas from today's reading.



LESSON 6
T-Q-E EXIT SLIP

<p>T</p>	<p>Thoughts</p>
<p>Q</p>	<p>Questions</p>
<p>E</p>	<p>Epiphanies (Insights)</p>

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“As far as Europeans knew at this time, Asia could be reached only by travelling over land. This could take months, and traders were dependent on known overland routes and the cities that connected these routes” (311).</p>	<p>This is important, because Europeans would've wanted to explore sea routes to hasten the arrival of luxury products from Asia.</p>	<p>To use the land routes, Europe would've been at the mercy of the cities that traders needed to pass through to reach Asia. By using sea routes, Europeans would've had much more control over trade.</p>
<p>“In 1453, trade with Asia came to a sudden halt when Constantinople fell to a Turkish army” (311).</p>		
<p>“The economy of Europe depended on the exchange of goods and services for money” (312).</p>		

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“According to the Christian Bible, Jesus encouraged his followers to spread the word of Christianity ‘into all the world’” (312).</p>		
<p>“In the 15th century, European long-distance voyages and exploration were made possible by two technological improvements. The first was ship design . . . The second was the development of more accurate instruments for navigation” (313).</p>		



LESSON 7

P-N-Q EXIT SLIP

Based on today's reading, complete the exit slip.

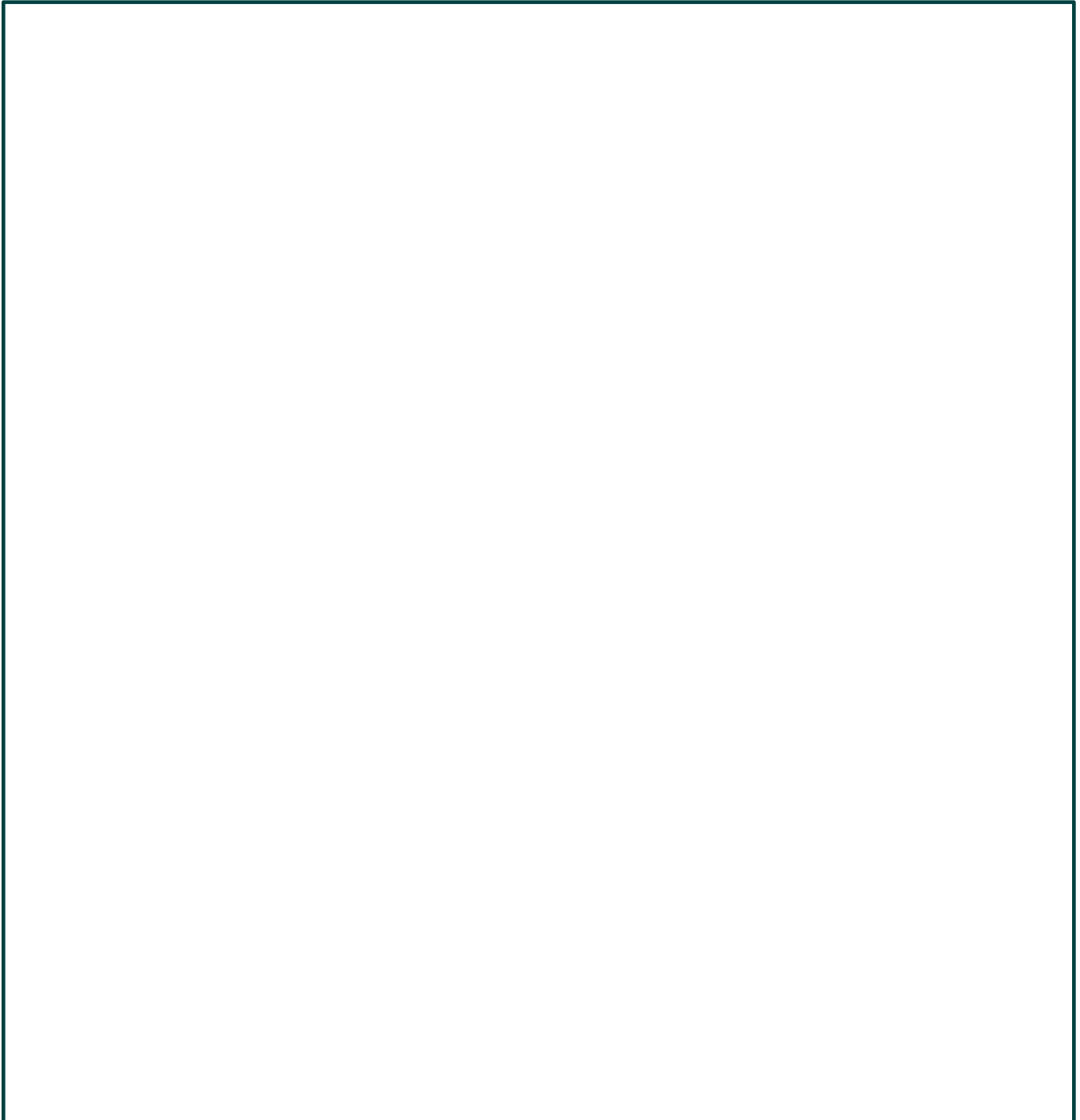
P POSITIVES	N NEGATIVES	Q QUESTIONS



LESSON 8

WORD SPLASH

Brainstorm (splash down) words and phrases about European Exploration.





LESSON 8

2 TRUTHS AND A LIE

Create three statements about what you learned today.

- Two of the statements will be true but unique enough to make someone think twice about it.
- One statement will be false but also unique enough to make others pause and think.



LESSON 9 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 9 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 10

GRAPHIC ORGANIZER

Based on today's reading, summarize the main ideas under each heading.

Effects on Aztec Civilization

Effects on European Civilization

Spanish Methods of Conquest

LESSON 11

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

In Canada, church and state are separate. Freedom of religion is guaranteed by government, and no religious organization has ...	
All European Christians – virtually all the people of Europe – belonged to ...	
In the 16 th century, doubts began to emerge over the behaviour of Catholic Church officials ... These doubts would grow so strong that they destroyed ...	
The Reformation was ...	
Some scholars and priests were influenced by Renaissance humanist theories, which preferred reason. They believed that the Church was ignoring Jesus's message that ...	
Six factors that drove the demand for change were ...	
An indulgence is ...	

LESSON 11

SENTENCE STARTERS

Based on today's reading, complete the sentence starters.

A heretic was ...	
In his books, Erasmus was very critical of the Church. He attacked ...	
On October 31, 1517, Martin Luther nailed a list of grievances to the door of the church. These grievances are known as ... These were immediately ...	
Pope Leo X published a bull expressing ... The bull also threatened Luther with ...	
Luther believed that the Bible – not the Church – should be every Christian's guide. He wanted to make the Bible available to everyone, in the languages they knew ... The combination of increased literacy and the availability of printed Bibles spread ...	
After Luther's break with the Church, other Protestant movements appeared. John Calvin set up ...	

LESSON 11
3-2-1 EXIT SLIP

<p>3</p>	<p>3 Things I Learned</p>
<p>2</p>	<p>2 Interesting Things</p>
<p>1</p>	<p>1 Question I Still Have</p>



LESSON 12 K-W-L CHART

Topic: Reformation

K What do you know?	W What do you want to know?	L What did you learn?

LESSON 13

NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

<p>What were the Wars of the Roses?</p>	
<p>Why did Henry VII run the country like a business?</p>	
<p>How did Henry VIII increase England's power?</p>	



LESSON 13 NOTE TAKER

Summarize the most important ideas from today's reading using the headings below.

Separation from the Catholic Church	
A King Becomes a Tyrant	

LESSON 13

SWOT ANALYSIS

Complete the exit slip based on today's learning.

<p>S</p> <p>STRENGTHS</p>	
<p>W</p> <p>WEAKNESSES</p>	
<p>O</p> <p>OPPORTUNITIES</p>	
<p>T</p> <p>THREATS</p>	



LESSON 14

RESPONSE QUESTIONS

Respond to the questions using information from today's reading.

What happened during Elizabeth I's reign?	
Why were Mary I's extreme policies unpopular?	
In what ways were Elizabeth I intelligent, educated, and skilled?	
Why didn't Elizabeth I marry?	
How did Elizabeth help transform England from an isolated nation into a world power?	
How did Elizabeth control her image?	

LESSON 14

RESPONSE QUESTIONS

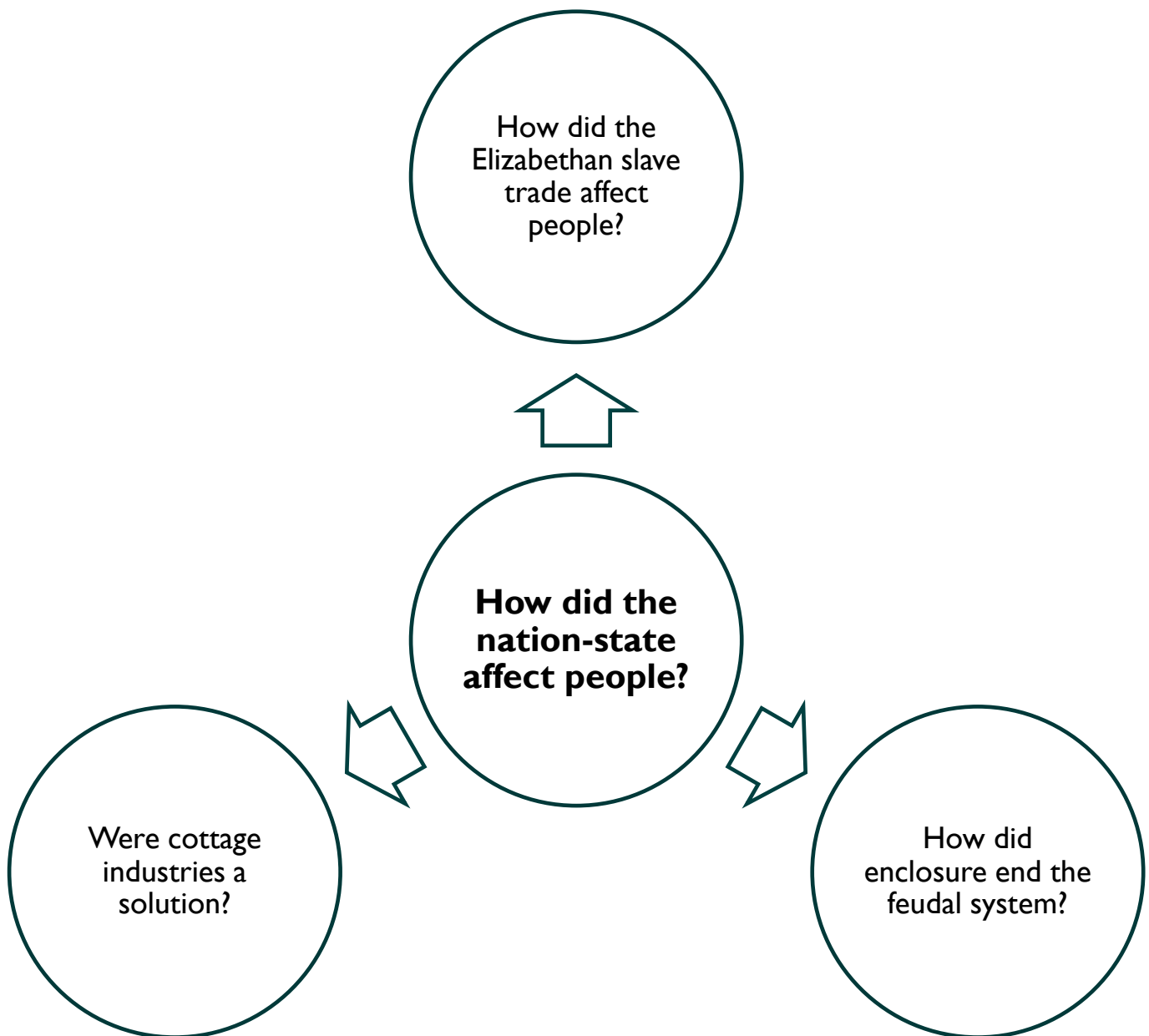
Respond to the questions using information from today's reading.

How did the "golden age" influence the English to develop patriotic feelings?	
How did Elizabeth encourage tolerance and bring peace to her realm?	
Why did Elizabeth encourage her ship captains to capture Spanish ships and their treasures?	
How did England conquer the Spanish Armada?	
By the late 19 th century, how much of the world did Britain rule?	
How was the British Empire run like a business?	

LESSON 15

MIND MAP

Map out the connections and ideas from today's reading.





LESSON 16 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 16 CREATE THE QUIZ

Create questions and answers for what could be a quiz on today's reading.

QUESTIONS	ANSWERS



LESSON 16

P-N-Q EXIT SLIP

Based on today's reading, complete the exit slip.

P POSITIVES	N NEGATIVES	Q QUESTIONS

LESSON 17
T-Q-E EXIT SLIP

<p>T</p>	<p>Thoughts</p>
<p>Q</p>	<p>Questions</p>
<p>E</p>	<p>Epiphanies (Insights)</p>

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“The Mongols lived on the steppes of Central Asia, and were China’s neighbours to the north . . . In 1206, something happened. Genghis Khan made himself into the Great Khan, the ruler of all the Mongols. He set his sights on the world, and he had the united Mongols fighting by his side” (384).</p>		
<p>“[A] foreign country was in complete control of China. The Mongol officials felt superior to the Chinese – they felt contempt for the people they had conquered” (385).</p>		
<p>“During the Yuan Dynasty, the Mongols were so powerful and so feared that everyone in their territories tried to obey the law” (385).</p>		

HERE'S WHAT – SO WHAT – NOW WHAT

Complete the graphic organizer using the quotations from today's reading.

HERE'S WHAT Information from the Reading	SO WHAT Why is this important?	NOW WHAT Implications and/or Next Steps
<p>“The power of the Mongols extended so far that travellers were inspired to make the long overland trek to China” (385).</p>		
<p>“To western eyes, the court of Kublai was fabulous or magical, like a fable or story” (386).</p>		
<p>“[There] were long periods when no one was really in charge at Beijing. It was the perfect time to attack” (386).</p>		



LESSON 18

2 TRUTHS AND A LIE

Create three statements about what you learned today.

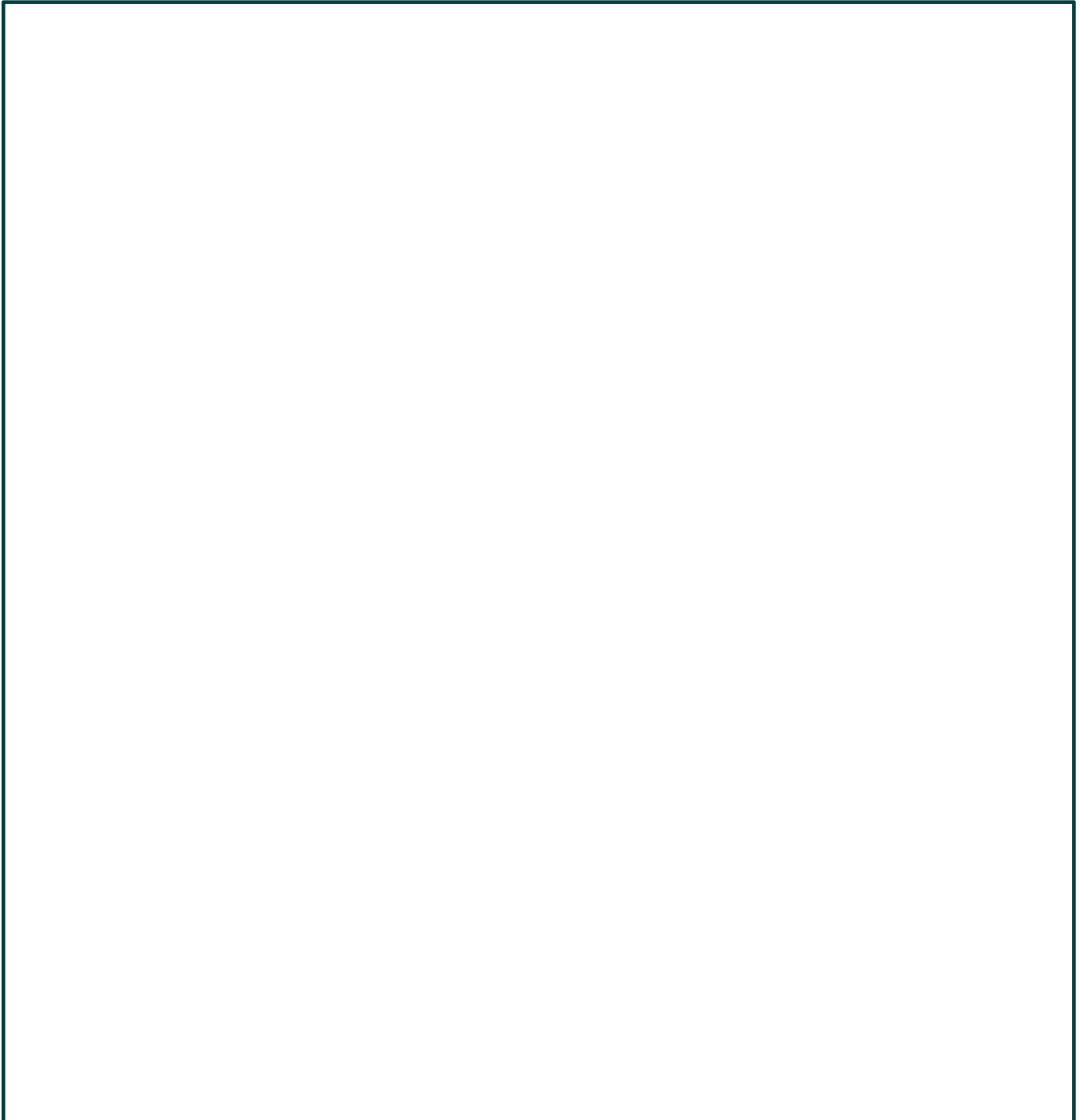
- Two of the statements will be true but unique enough to make someone think twice about it.
- One statement will be false but also unique enough to make others pause and think.



LESSON 19

WORD SPLASH

Brainstorm (splash down) words and phrases about China.





LESSON 19

GRAPHIC ORGANIZER

Based on today's reading, complete the graphic organizer.

How did the Ming Dynasty restore order?

What actions did they take to reunite the country?



LESSON 19

GRAPHIC ORGANIZER

Based on today's reading, complete the graphic organizer.

Who benefited as a result?

Who suffered or lost power?



UNIT PROJECT TOPIC CHOICE BOARD

Choose one of topics below to research.

Create a written, oral, visual, or multimedia presentation to demonstrate your findings.

<p>How can new ideas and knowledge challenge the worldview of a society?</p>	<p>How did the world change as a result of the Age of Exploration?</p>
<p>Why did the nation-state emerge in 16th-century Europe?</p>	<p>Why is contact between civilizations both dreaded and desired?</p>



UNIT PROJECT FORMAT CHOICE BOARD

Choose one of formats below to demonstrate your findings from your research.

Research Paper	Timeline	Minecraft Simulation
PowerPoint or Google Slides Presentation	TED Talk Speech	Drama Presentation
Informational Poster	Artistic Representation	Historical Narrative

If you would like to show your findings in a different presentation format, discuss your idea with your teacher.