

**New Jersey Department of Education  
2005 Social Studies Standards Implementation Guide (SIG)**

**6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**Grade 12**

**6.3.12.D. The Age of Global Encounters (1400-1750)**

1. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.
2. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
3. Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women.
4. Describe the early influences on the Scientific Revolution and the Enlightenment, including:
  - Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith
  - Medieval theology
  - New global knowledge
  - The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson
5. Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.
6. Discuss the major developments in European society and culture, including:
  - The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church
  - Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice
  - European explorations and the establishment of colonial empires
  - Trans-Atlantic slave trade and its impact on Africa
  - Commercial Revolution
  - The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and the English Bill of Rights
  - Economic consequences of European expansion, including the role of the



mercantilist economic theory, the commercial revolution, and the early growth of capitalism

- The economic, social, religious, and political impact of the Plague

### **Author Information**

**Author:** Dr. Kevin Brady

**District:** American Institute for Historical Research

### **Framework97 References**

Formulating Human Rights Policies: The Renaissance, pp. 158-159.

### **National Standard (History)**

**ERA 5.**

Standard 7. Major Global Trends from 1000-1500 CE.

### **Content Overview**

This cluster covers China from 1400 to 1750 including the Ming and Qing dynasties, the Tokugawa Period in Japan, and the continuing spread of Islam. It covers also the Renaissance in Europe, the Scientific Revolution, and the Protestant Reformation. It investigates these empires and the rise of dominant Western European nation-states and kingdoms. It explores major turning points that brought about the emergence of humanism during the Italian Renaissance, the writings of Machiavelli that explained that the path to good republican government and the Protestant Reformation, which helped strengthen literacy, individualism and also enabled the rise of absolutism. Considerable study is given to the topic of the slave-trade conducted by Arabs and Ottoman Turks in East Africa and the Balkans and later the trans-Atlantic slave-trade conducted by Western Europeans in western Africa. This section also investigates the Western European exploration and conquest of the Americas.

### **Essential Questions**

Why did competition among smaller kingdoms and nation-states in Western Europe lead to advances not experienced in the larger multi-ethnic empires of Eastern Europe, the Middle East, Africa, and Asia?

What leads nations to look outside of themselves to explore other worlds?

What conditions led to the emergence of a massive slave-trade in the Ottoman Empire and with Western European colonies across the Atlantic?

Renaissance means a rebirth or revival. What was revived or reborn at this time in human history?

How did Renaissance humanism lead to the pursuit of human progress, the Scientific Revolution and the Enlightenment?

Why did the Scientific Revolution and rationalism lead to the Commercial Revolution?

How did the Protestant Reformation end the separation of Church and States in Western Europe and lead to the Age of Absolutism?

How did the Glorious Revolution and the English Bill of Rights help set the stage for the American Revolution?

## Teaching Resources

<http://www.learner.org/exhibits/renaissance/> This is the Annenberg Center site on this topic. It is based on material from their outstanding complete video history, (50 one history shows) “The Western Tradition.”

<http://www.oah.org/pubs/teachingunits/index.html> The website of the Organization of American Historians – very valuable source for teaching units and activities.

<http://www.besthistorysites.net/LessonPlans.shtml> Sources, narratives and lesson plans and activities for early and middle Renaissance topics.

## Assessment

*Performance Task: Directions to the student: As a Renaissance scholar, you have been hired to prepare a Guide Book for tourists to the places in Italy which are historically significant for the Italian Renaissance such as Florence, Mantua, Venice, Genoa, Milan and others. Prepare a guide book to be used by Official Guides who will actually travel with groups of tourists visiting the sites. Use appropriate web sites such as the National Archives and the Annenberg site to collect visuals (hard copy) to be included in the Guide Book. The Book should include a historical introduction and a profile of each site to be visited.*