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THE REFORMATION

Grade Level: 5

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Length of Unit: 2-3 weeks

Special Thanks to: Dave Brothers from Rising Sun Elementary School

I. ABSTRACT

This is a unit written for fifth grade on the Reformation. It covers in detail the topics outlined in the world civilization strand of the Core Knowledge Sequence for fifth grade, as well as touching on related geography and visual arts topics. The time needed to teach the unit may vary from two to three weeks. In learning about this critical period in European history and its worldwide impact, students will develop an understanding of the power of the printed word, an appreciation of the multiple causes and effects of the Reformation, and an awareness that belief systems affect a society's actions.

II. OVERVIEW

A. Concepts

Students will develop an understanding of the power of the printed word. Until this time in European history, knowledge was reserved for the educated and powerful few who could read and afford the expensive, hand-written books of the time. Ordinary people were forced to rely upon the word of their leaders for much of the knowledge and news of the world around them. The invention of movable type and the printing press by Gutenberg and the subsequent outpouring of information opened new horizons for the common citizen.

Students will analyze cause and effect from a historical perspective. While key events and people often typify or ignite a particular shift in history, most historical events have multiple causes and multiple effects. The Reformation is an excellent example of a period in which many forces were at work for change.

Students will begin to understand how belief systems affect a society's actions. In the case of the Reformation, religion cannot be separated from history. Students will recognize the awesome grip the Church held on the whole of society during the Middle Ages and the reasons for the resulting upheaval during the Reformation. By studying Luther and Calvin as pertinent examples, students will also realize that beliefs affect behavior.

B. Content

The topics covered in this unit are outlined in the World Civilization strand of the Core Knowledge Sequence for fifth grade. Related geography and visual art topics are included as appropriate. The nine lesson unit may take two to three weeks to teach. An outline of the daily lessons follows.

Lesson 1: Geography of the Reformation

Lesson 2: The Roman Catholic Church

Lesson 3: Gutenberg's Movable Type

Lesson 4: Martin Luther-His Life

Lesson 5: Martin Luther-His Impact

Lesson 6: John Calvin and Puritanism

Lesson 7: The Counter-Reformation

Lesson 8: Causes of the Reformation

Lesson 9: Effects of the Reformation

C. Skills

Each lesson contains a skill objective as well as a conceptual focus. Some of the skills to be covered include map skills, classifying and organizing data, persuasive and informative writing, sequencing, outlining, researching, identifying topic sentences, and working cooperatively in a group. Students will be required to use the skills and information they learn in the lessons to think critically about the impact and importance of this period in time.

III. BACKGROUND KNOWLEDGE

A. For teachers:

Flowers, Sarah. The Reformation. San Diego: Lucent Books, Inc., 1996. An excellent general resource that covers all topics taught in this unit and many others. Explains all aspects of the Reformation and includes many primary source quotations and illustrations.

Christian History, Issue 34 Volume XI, No. 2, 1992. ISSN 0891-9666

An entire journal issue devoted to the life and achievements of Martin Luther. Includes articles on his theology, his documents, his translation of the Bible, and his political views. It also highlights legends about Luther and what his world was like and features a pull-out timeline of his life.

Martin Luther (Jackdaw Study Guide # 69). Amawalk, New York: Golden Owl Publishing Co., Inc., 1993, 1-56696-070-3. Though designed for the high school level, this excellent packet provides outstanding resources for the teacher. Six broadsheets provide a wealth of information on every topic taught in this unit as well as primary sources, including a copy of the 95 Theses, a portrait of Luther, woodcuts, and more.

Also a teacher study guide with excellent activity ideas.

B. For students: Prior knowledge from the study of previous units:

1. Middle Ages (fourth grade)
2. Renaissance (fifth grade)
3. Thirteen Colonies -- Puritans (third grade)

IV. RESOURCES

The following resources are a critical part of the lessons written for this unit. Complete bibliographic information is provided in the bibliography section at the end of the unit.

The Northern European Renaissance by Marilyn Chase -- transparency book for teacher presentation

Christian History, Issue 34, Volume XI, Number 2 -- background and illustrations of Martin Luther's life and times; also includes pull-out timeline

Gutenberg by Leonard Everett Fisher -- picture book to read to the class

The Reformation by Sarah Flowers -- resource book from which students will read excerpts; excellent source of background information for teachers

The First Americans by Joy Hakim -- teacher/student resource book

Martin Luther (Jackdaw Study Guide # 69) -- primary source documents, broadsheets, and activity book on Luther and the world of the Reformation

World History Simulations by Max Fischer -- includes an activity to get students thinking about the problems in the Catholic church at the time of the Reformation

10 Ready-To-Go Book Report Projects by Elmore and Gravois -- culminating activity ideas

V. LESSONS

A. Lesson 1: Geography of the Reformation

1. Objectives:

- a. Understand how the prevailing belief system affected the division of power in the Holy Roman Empire.
- b. Describe the powers and duties of the Pope and the Emperor.
- c. Use map skills to compare lands of the Pope and the Emperor.

2. Materials:

- a. Student copies of a map of Europe at the time of the Reformation (Appendix A)

b. A map that shows division of land in early 1500's -- (see Christian History)

c. Map pencils

d. "Luther's World" broadsheet from Jackdaw packet

e. Student atlases

3. Prior Knowledge for Students:

a. Any Core Knowledge topics studied in previous years

b. Geography of Europe

4. Key Vocabulary:

a. reform: to improve; to change for the better; to get rid of something wrong

b. pope: bishop who is head of the Roman Catholic Church

c. emperor: ruler of an empire; in this case, the Holy Roman Empire

5. Procedures/Activities:

a. **Where Was It?** Play a little game where you tell what, and the students tell where. Draw upon previous Core Knowledge units students may have studied. Examples:

The Aztecs: Mexico

The Incas: South America

The beginning of the Renaissance: Italy

Julius Caesar ruled an empire: Rome

The kingdom of Kush and the trans-Saharan trade: Africa, etc.

Make the point that historical events have a geographical context!

b. Have students look at a map of present day Europe. Give a series of consecutively narrower clues to identify Germany, the birthplace of Gutenberg and Luther and the cradle of the Reformation:

It is located in Europe

It is south of Norway and Sweden

It is east of France

It is surrounded by land on three sides

It borders Poland on the east and so on until the students guess Germany.

Identify Germany as the initial site of a period in time known as the Reformation. (The date usually associated with the beginning of the Reformation is 1517, when Luther put forth his 95 Theses. Point out that the Reformation is part of the Renaissance time

period.) Where does the word "Reformation" come from? What does "reform" mean? What might need reforming?

c. Discuss with students the power structure in Germany and the rest of Europe during this time. Germany was a part of the Holy Roman Empire, which was believed to be divinely ordained and was governed by two separate but equal rulers. These were the pope, in charge of spiritual matters; and the emperor, in charge of temporal matters. Lecture on the duties of these two rulers with a T-chart:

Pope Emperor

spiritual leader temporal leader

elected by Cardinals of the church elected by 7 German princes

High priest of Christianity protector of Christianity

ruler of the States of the Church in Italy ruler of areas of empire

lived in Rome (Germany and surrounding areas)

Explain that although the two were supposed to have equal power, in reality, each was always trying to gain more power than the other. In most cases, the pope won, because of the wide influence of the Church and the money that went along with it. However, as in the case of Habsburg ruler Charles V, the balance occasionally shifted to the emperor. (Use broadsheet on "Luther's World" for more information.)

d. Pass out student maps of Reformation Europe (Appendix A). Look at the map and compare Europe of the 1500s to Europe now. Read the information on the map and allow students to color appropriate land holdings and create a key. Students should keep this map to refer to throughout the unit.

6. Evaluation/Assessment:

- a. Assess student maps based on how accurately they depict the division of land.
- b. Have students write a paragraph describing whether they would have rather been the Pope or Charles V during this time and why. The paragraph should include the duties they would hold and the lands they would control.

B. Lesson 2: The Church of the Middle Ages

1. Objectives:

- a. Understand how belief systems affect a society's actions.
- b. Analyze a woodcut from the time of the Reformation.
- c. Describe the changes in and complaints against the Catholic Church at the time of the Reformation.

2. Materials:

- a. A pre-cut copy of situation cards (Appendix B)
- b. Chart paper

- c. Excerpt from The Reformation (Flowers), p. 16-17, for each student
- d. Copy of woodcut, "A Troubled Church in a Sea of Discontent" from The Reformation (Flowers)
- e. Lecture outline: "Changes and Complaints" (Appendix C)

3. Prior Knowledge for Students:

- a. Middle Ages (fourth grade)
- b. Renaissance (fifth grade)

4. Key Vocabulary:

- a. clergy: priests, nuns, and others who work for the church
- b. pope: bishop who is head of the Roman Catholic Church
- c. sin: to break a religious law; an act against a religious law
- d. salvation: eternal life in heaven; pardon from sin and condemnation

5. Procedures/Activities:

- a. Give six students one of the situation cards from Appendix B. Tell them that when the lesson begins, they should come forward and ask you the question on their card.
- b. Come in to the classroom wearing the robe of a Medieval priest. Reply affirmatively to the questions and 'solve' all the dilemmas posed.
- c. Ask the following question: "Over what types of things did the Church have control?" Chart their responses in a circle web -- salvation, art, education, health, law, and the poor.
- d. Draw a diagram of a stick person on the board. Tell the class that the medieval concept of society can be likened to a body, with the clergy as the head, nobles as the arms, and the peasants as the feet. The distinctions were thus clear between who had the moral and intellectual authority, who exercised civil authority, and who provided the labor (From The Reformation, Flowers, p.18). In many instances, the clergy also assumed the civil authority as well.
- e. Why were people so content to allow the Church such authority? To help students understand, read the excerpt from The Reformation on "Salvation."
- f. Lecture: "Changes and Complaints." Use outline (Appendix C) to give students information on changes in and complaints against the Church.
- g. Make predictions about what will happen to the authority of the Church in light of these new developments.

6. Evaluation/Assessment: Provide students with a copy of the woodcut entitled, "A Troubled Church in a Sea of Discontent." Ask them to write a paragraph explaining the meaning of the woodcut based on what they learned.

C. Lesson 3: Gutenberg's Movable Type

1. Objectives:

- a. Understand the importance of the printed word and how books give people power.
- b. Organize information about Gutenberg into chart form.

2. Materials:

- a. Excerpt from The First Americans (Hakim), p. 61-62, for each student
- b. Pre-made class chart (see Appendix D)
- c. Gutenberg (Fisher)
- d. Overhead transparency on Johann Gutenberg (Milliken transparency book)
- e. Objects for focus activity: a crown, a sword, a gavel, some money, and a book

3. Prior Knowledge for Students: Role of the Church/life in the Middle Ages from Lesson 2

4. Key Vocabulary: printing press, movable type

5. Procedures/Activities:

- a. Silently distribute several objects that denote power to a small group of students and have them stand at the front of the room. Tell the class that all of the students are holding objects that have something in common. Allow class time to brainstorm what that commonality might be. The class should come to the agreement that all of the students are holding something that denotes power.
- b. Write on the board or discuss orally: "How do books give power to people?"
- c. Pass out copies of the excerpt from The First Americans. Read it together and allow groups time to discuss the meaning of Carlyle's idea that Gutenberg's press created a "whole new democratic world."
- d. Discuss how this invention will change life in the Middle Ages.
- e. Display pre-made chart and tell class that they will be learning more about the man, Gutenberg. Look at categories and instruct them to listen carefully to answers in book you will read next.
- f. Read to class Gutenberg by Leonard Fisher. Point out the map in the front of the book and relate back to geography in Lesson 1. If desired, pause as you read to fill in the chart. Or, students could do it independently after the story if finished. Have available the transparency on Gutenberg to share with class if desired.

6. Evaluation/Assessment: Go back to the question posed at the beginning of the lesson: How do books give power to people? Have students write a response to that question based on what they learned in this lesson.

D. Lesson 4: Martin Luther-His Life

1. Objectives:

- a. Understand how belief systems affect the actions of individuals and society.
- b. Sequence events of Luther's life in a timeline.
- c. Analyze a situation using critical thinking.
- d. Recognize St. Peter's Basilica.
- e. Organize information about Luther into chart form.

2. Materials:

- a. Large piece of white chart paper and markers
- b. photograph or picture of St. Peter's Basilica in Rome
- c. hand drum and mallet
- d. portrait of Martin Luther (see Jackdaw #69 or Christian History)
- e. "Sunday Service" simulation from World History Simulations, one copy per student
- f. Timeline of Luther's life (Appendix E)
- g. Copy of Christian History Volume XI (if possible)

3. Prior Knowledge for Students: The dominant role of the Church during the Middle Ages

4. Key Vocabulary:

- a. thesis: a proposition
- b. indulgence: a document issuing freedom from punishment for a sin
- c. diet: formal assembly called to discuss or act upon political affairs
- d. papal bull: a formal document issued by the Pope
- e. forgive: to show mercy; pardon; excuse
- f. recant: to take back something said
- g. protestant: someone who protests or argues against something

5. Procedures/Activities:

- a. As a focus activity, use "Sunday Service" from World History Simulations. Allow class to read the scenario and discuss any points of contention raised from the dilemma.
- b. Using the broadsheet from Jackdaw packet, identify significant problem of the selling of indulgences and how it had become corrupt.
- c. Introduce Martin Luther as someone who was in the right place at the right time. He

is known as the "father" or leader of the Reformation, though he was not the first to complain against the Church. Show a picture of Luther if available.

d. Teach students about Luther's life using an instant timeline. Draw a large backwards "S" on the chart paper and fill it in with dates and illustrations as you relate events in Luther's life. (See Appendix E). When appropriate, dramatize events as well:

Sale of Tetzel's indulgence -- stand on a chair and bang on a drum

Diet of Worms -- put some books on a table and choose a child to act as Luther.

Ask him if he will recant--he says no!

e. If desired, students may copy timeline on white paper as you do it on the chart.

f. In small groups or independently, have students fill in chart created in lesson on Luther.

6. Evaluation/Assessment: Assess information in chart for accuracy and detail.

E. Lesson 5: Martin Luther-His Impact

1. Objectives:

a. Understand how the power of print enabled Luther to spread his ideas and impact religious thought during the Reformation.

b. Create a project which highlights six important events in Luther's life.

2. Materials:

a. Video: "Martin Luther" (Gateway Films--Vision Video)

b. The Northern European Renaissance (Milliken transparency book)

c. The Reformation (Flowers)--copies of p. 39 for each student

d. Timeline created in Lesson 4

3. Prior Knowledge for Students: Information about Luther's life from Lesson 3

4. Key Vocabulary:

a. vernacular: common language spoken by the people

b. clerical: having to do with the clergy

c. sacraments: visible forms of God's invisible grace (baptism, communion, etc.)

d. hymn: religious song

5. Procedures/Activities:

a. Review with students key events in Luther's life from timeline created in Lesson 4.

b. If desired, show all or part of the video on Luther--the scene from the Diet of Worms is very effective. Remind class of the huge risk Luther was taking in defying the Church.

c. Using Transparency #4 from the Milliken book, enumerate Luther's accomplishments:

translation of the Bible into the vernacular (German)

authorship of hymns

fewer sacraments (only infant baptism and the Lord's Supper)

approval of clerical marriage

emphasis on salvation by faith

d. Discuss the following question: "Why Luther?" He was not the first to criticize the Church, yet his protest was the impetus for change. Have class brainstorm what may have enabled Luther to make such a difference.

e. Read excerpt from The Reformation to close discussion. The idea here is that Luther was in the right place at the right time.

6. Evaluation/Assessment

Luther projects: Students will create a project to show six important events in Luther's life and his importance in the Reformation. The format of the project is up to the student, but could be a diorama, a game, a booklet, a poster, a filmstrip, or something similar. The criteria are that the project must show at least six key events in Luther's life and why he was so important. (To help students, you may wish provide a blackline copy of transparency #3 for illustration purposes.) *Note: this project could be saved for a culminating activity at the end of the unit.

F. Lesson 6: John Calvin and Puritanism

1. Objectives:

- a. Understand how belief systems affect the actions of an individual or a society.
- b. Organize information about Calvin into chart form.

2. Materials:

- a. Copies of Calvin quiz (Appendix F)
- b. Teacher notes (Appendix G)
- c. Class chart prepared in Lesson 3 (Appendix D)
- d. One envelope for each student, in which there is a card that says "elect" or "not elect" (the cards that say 'elect' should equal one fourth of the total)

3. Prior Knowledge for Students:

- a. Understanding of Luther's theology from Lesson 5
- b. Knowledge of Puritans from grade 3

4. Key Vocabulary:

- a. predestination: the belief that God decides who will be saved and who will not
- b. elect: the few people chosen by God for salvation

5. Procedures/Activities:

- a. Begin the lesson with an illustration of the concept of predestination. Give each student a sealed envelope which contains one of the cards prepared prior to the lesson. Tell the students that their eternal destiny is written inside the envelope -- in other words, the envelopes will reveal who will go to heaven and who won't.
- b. Introduce John Calvin as another important leader of the Reformation. Explain that he had some beliefs in common with Luther, but that his belief in predestination was unique. Show a picture of Calvin if available.
- c. Explain to the class that according to the belief of predestination, there is no sure way to know if you are one of the elect until you die. However, Calvin believed that those who were the elect would find themselves drawn to a godly life of faith, and that if you could follow Scripture and obey a strict moral code, you could be fairly sure you were one of the elect.
- d. Brainstorm -- if this was your belief, how would it impact the way you lived? What type of person must Calvin and his followers be?
- e. Tell students to leave the envelopes sealed until the end of class. Use the quiz on Calvin to assist your lecture on his life and beliefs (Appendices F and G). Students may complete quiz first, and then check while you lecture, or you may wish to go question by question.
- f. At the end of the lecture, review key terms "predestination" and "elect." Then let students open their envelopes. They will notice only a few were "chosen," as was expected by Calvin (only a very few are among the elect). Again, have them think about the kind of pressure this might put on a person worried about his eternal fate.

6. Evaluation/Assessment: To check student understanding of Calvin, have them fill in their student charts (Appendix D). Later, compile their ideas onto class chart. Assess for accuracy and detail of information.

* If time permits a deeper study of the Puritans, Joy Hakim's [Making Thirteen Colonies](#) has good information.

G. Lesson 7: The Counter-Reformation

1. Objectives:

- a. Understand the effects of the Reformation on the Catholic church and the causes of the Counter-Reformation.

- b. List responses of the Catholic Church to the complaints against it.
- c. Use persuasive writing to design an "invitation."

2. Materials

- a. "The Counter-Reformation" broadsheet from Jackdaw packet
- b. The Reformation (Flowers)
- c. White construction paper or invitation stationery
- d. Information cards on Counter-Reformation (Appendix H)
- e. Outline for students to complete (Appendix I)

Prior Knowledge for Students:

- a. Lessons 1-6 of this unit
- b. Other examples of historical cause and effect (Middle Ages led to Renaissance, etc.)

4. Key Vocabulary:

- a. counter: to go against
- b. council: a group appointed to perform a specific task

5. Procedures/Activities:

a. Focus activity--Every Action has a Reaction: Pose the following situations to the class and have them imagine what would most likely happen next:

1. The telephone rings (someone answers it)
2. You didn't study for a big test (you get a bad grade)
3. Your pencil lead breaks (you sharpen it or get another one)
4. Your alarm doesn't go off (you oversleep), etc.

Make the point that every action has a reaction. This was the case when the Catholic Church was being criticized -- the Church reacted!

- b. With students' help, make a list of the problems the Catholic Church faced as a result of the protest against it: (1) loss of land, (2) loss of churches, (3) loss of contributions and riches, and (4) loss of political influence.
- c. If you were a member of the Catholic Church and didn't want to leave, what would you do? Have students brainstorm possible solutions to these problems.
- d. Make sure that the class understands that there were honest people in the Church who knew there were problems that needed to be addressed. Explain the idea of the Counter-Reformation: an organized response to the criticisms voiced by Protestants.
- e. Divide the class into four groups. Each group will read about a different aspect of the

Reformation: the Inquisition, the reforming orders, the Index, and the Council of Trent. Each group should be prepared to report to the class on their topic and assist the class in completing the outline on that topic. (See appendices H and I.)

- f. Groups present to class and students complete outline.
- g. Discuss the pros and cons of each of the four responses.

6. Evaluation/Assessment: Design an invitation to invite former Catholics back to the Church. Invitations should include what has been done to change what needed changing. Persuasive language should be used.

H. Lesson 8: Causes of the Reformation

1. Objectives:

- a. Analyze cause and effect from a historical perspective by examining various forces that caused the Reformation.
- b. Use research and outlining skills.
- c. Write a report on the causes of the Reformation.

2. Materials:

- a. Teacher guide from Jackdaw #69, p. 6-7
- b. Various student resources on the Reformation for research

3. Prior Knowledge for Students:

- a. Information taught in Lessons 1-7 of this unit
- b. Other examples of historical cause and effect

4. Key Vocabulary: factors for change discussed in this lesson

- a. personal d. political
- b. social e. intellectual
- c. economic f. technological

5. Procedures/Activities:

- a. Post the following question in large letters: "What Caused the Reformation?" Tell students that it is time to consider all of the factors which led to this event in history which they have been studying.
- b. To help students understand that historical events usually have many causes, bring in a large cooking pot with the word "Reformation" attached to the outside. Take a large spoon and pretend to stir the inside of the pot. Ask students what "ingredients" might be a part of the Reformation recipe. If desired, let students write down things involved and put them into the pot you are stirring. For example, they might write, "Martin Luther," "corruption in the church," "the printing press," and so on.

c. Explain to students that in determining the cause of an event, historians take many different things into account. Some factors they look at include: personal factors, political forces, social forces intellectual factors, economic forces, technological forces, etc.

* The Jackdaw packet on Martin Luther provides excellent questions for each of these factors to help students understand each one. This lesson is based on the activity "Writing History: What Caused . . .?" on pages 6-7.

d. Depending on the level of your students, help them create an outline on the causes of the Reformation, using the above factors as headings. Divide the class into six small groups and assign each group one of the factors to research. Then have each group report to the class. This would be an excellent opportunity to teach outlining skills.

e. Then guide students in weighing the importance of each factor. While all of them may have been at work, are any more significant than the others? Allow for a variety of opinions and instruct students to rearrange the order of the headings based on what they feel to be the order of most to least significant.

f. Students will write an expository essay on the causes of the Reformation, using their outlines to structure their writing.

g. Allow students to share their writing. Are all the interpretations exactly the same? Discuss the idea that history is open to interpretation!

6. Evaluation/Assessment: Evaluate student outlines and essays with the following rubric:

Did the student complete outline with 6 headings and supporting ideas?

Did the student arrange headings to show order of significance?

Did the student structure essay according to outline?

Did the student give examples to support each factor?

Did the student use paragraphs to separate each idea?

Did the student edit for spelling, grammar, and punctuation?

Did the student answer the question, "What caused the Reformation?"

I. Lesson 9: Effects of the Reformation

1. Objectives:

a. Analyze cause and effect from a historical perspective by examining the numerous effects of the Reformation.

b. Identify topic sentence and supporting sentences in a paragraph.

c. Summarize effects of the Reformation in a flap book.

2. Materials:

a. Excerpts from The Reformation (Flowers) for each student:

"Lasting Changes" pp.107-9

"America" (1st paragraph only) p.109

"A More Tolerant World" p.111

b. Materials for flap book for each student: 2 pieces of white paper, 1 piece of colored paper

c. Highlighter for each student

d. Piece of posterboard cut in a circle to resemble a coin

3. Prior Knowledge for Students:

a. Information taught in Lessons 1-8 of this unit

b. Other examples of historical cause and effect

4. Key Vocabulary: topic sentence

5. Procedures/Activities:

a. To focus students' attention, show a large "coin" made out of posterboard that has the word 'cause' on one side and 'effect' on the other. Remind them cause and effect are like two sides of a coin -- they go together! Review from student writing (Lesson 8) the causes of the Reformation.

b. Tell class that the final lesson of our unit will be about the long-term effects of the Reformation that impacted Europe and even America.

c. Review with class the purpose of topic sentences -- they give the main idea of a paragraph. Remind them that topic sentences are usually the first sentence in a paragraph, although occasionally are found at the end or in the middle.

d. Pass out excerpts from The Reformation. Read the first paragraph and look for the topic sentence that identifies one of the effects of the Reformation. Students should highlight that sentence ("One is the availability of the Bible..."). Have students continue to read with a partner and highlight the topic sentences -- all of them should identify an effect of the Reformation.

e. Share topic sentences and list the effects on the board: the availability of the Bible, the impact of Bible translations on modern languages, the changes in church architecture, the decline of church authority and rise of political authority, and the settling of America as a place of religious freedom.

f. Guide students in making a flap book. Have them lay the colored sheet of paper on their desk, then a white sheet on top but one inch lower, and then the second white sheet on top of that, but one inch lower still. Then they should fold the bottom up so that the flaps continue to stagger one inch apart.

g. The title of the flap book is "Effects of the Reformation." Each flap will list one of the above effects. For each flap, students will give details based on the supporting

sentences in the Flowers' excerpts.

6. Evaluation/Assessment: Evaluate flap books based on neatness and accuracy of detail on each

outcome discussed. Sentences for each flap should be complete and correct.

VI. CULMINATING ACTIVITY: REFORMATION NEWSPAPER PRODUCTION

To reaffirm the concept of the importance of the printed word, and to assess student understanding of the key people and issues of this time in history, students create a newspaper. (This project may be completed in groups or individually.)

Before assigning the project, the teacher may wish to guide students by discussing:

The 5 W's

Headline Analysis

Layout of a Newspaper

Requirements: Each newspaper might include:

A title for the newspaper

A cover story, summarizing a key event of the Reformation

Include answers to who, what, where, why, and when

Create a headline that relates to the article

Several "Who's Who" articles highlighting important people of the Reformation

Describe who the person is, what he did, personality traits, and background

Draw a picture of the person to accompany article

Create a headline that relates to the article

An editorial

Choose an issue pertinent to the Reformation and take a position on it

Write a letter to the editor describing how you feel about the issue

Use persuasive language to convince the audience of your point of view

Create a headline for the editorial

An advice column

Pretend that a key person in the Reformation wrote a letter to the paper seeking advice about the major problem he/she faces. Create a pseudonym that this person might use in the signing the letter. Then write a response from the columnist that suggests how the

problem might be solved.

A cartoon

Design a four-panel comic that illustrates the humorous side of an event during the Reformation

Use colors to illustrate the comic strip

Create a title for your strip

Advertisements, Crossword Puzzles, Obituaries, etc.

*Ideas for the newspaper were adapted from 10 Ready-To-Go Book Report Projects by Elmore and Gravois. This book also contains templates for the newspaper, which are very handy.

VII. HANDOUTS/STUDENT WORKSHEETS: see pages following bibliography

VIII. BIBLIOGRAPHY

* indicates critical resource identified in "Resources" section at beginning of unit

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APPENDIX B

Situation Cards for Lesson 3

Cut apart and pass out to six students before the lesson begins

APPENDIX C

The Catholic Church: Changes and Complaints

By the year 1500, things were beginning to change. The old ways of understanding the world and man's place in it were about to make a radical shift. These changes would not only affect the Church, but every other aspect of life as well.

I. Changes Affecting the Church:

A. Exploration

Until this time, Europeans had believed themselves to be at the center of a small, compact world comprised of the three known continents (Europe, Africa, and Asia) and the mysterious "Unknown." The explorations of Columbus, Magellan, and others forced Europeans to reexamine their place in this new, vast world that reached far beyond their original imaginings. Also, the trade stimulated by these explorations meant increased wealth for many and led to the growth of cities and a new class of merchants.

B. Disruption of Class System

Medieval society until this time had been comprised of three classes: the clergy, the nobility, and the peasants. With the increase in trade, however, rose a new class of townspeople eager to capitalize on the opportunities for business and personal wealth.

Where did these people fit in? Their recently acquired riches gave them influence that greatly affected the power structure of society.

C. Humanism

As the spirit of the Renaissance swept across Europe, scholars reached back to the works of Greek and Roman philosophers and writers and instigated a new cultural and intellectual movement known as humanism. This philosophy was centered in the belief that the human intellect was a powerful force for change and improvement.

II. Complaints Against The Church

A. Clerical Corruption

Because of the inextricable relationship between the church and politics, many of the clergy had become corrupt as noble families paid for bishoprics and then demanded that their interests be served. Many bishops held more than one office--offices that more often than not had been sold to the highest bidder. People were also upset by the high taxes charged by the bishops to support the Pope and his projects.

B. Problems with Popes

From 1378-1417, two popes claimed leadership of the Church. This problem, known as the Papal Schism, resulted when Philip IV of France persuaded a newly elected French pope to move his headquarters from Rome to France. A successor to the papacy, Urban VI, once again ruled in Rome, but was 'impeached' because he was so moody. The French ruling family chose another pope who again moved to France, but Urban continued to act as pope in Rome. Each declared that he was the pope, and that nothing the other did as pope was valid. Finally, in 1417, a council agreed on a compromise candidate, kicked out the others, and reinstated the papacy in Rome. By this point, however, many people's faith in the pope's authority had diminished.

C. Indulgences

Indulgences were one way in which the Church sought to raise money to support itself. An indulgence was a document that offered release from punishment due to sins, supposedly granted

after a person's sins had been forgiven by a priest. In its original form, an indulgence itself did not grant forgiveness of sin. Indulgences were first sold during the Crusades, as a way for those who did not go to fight themselves to support those who did. By the time of the Reformation, however, indulgences were a common way for the Church to raise money. The indulgence to rebuild St. Peter's Basilica, offered by Pope Leo and preached by Johann Tetzel, was what so infuriated Martin Luther -- Tetzel even claimed that this indulgence could atone for sins not yet committed. This, though, is what the common person wanted to hear: that he could confess his sins, pay some money, and be free from suffering in purgatory.

Adapted and summarized from Chapter 1-2 of The Reformation, Flowers

APPENDIX E

Suggested timeline of events in Luther's life:

1483 Born in Eisleben in Saxony, Germany

1490 Began school at age 7

1497 Went to school in Magdeburg

1498 Transferred to school in Eisenach

1501 Began law studies at the University of Erfurt

1505 Almost died in a thunderstorm; left university to become a monk

1510 Visited Rome

1511 Sent to Wittenberg to teach

While there, began to question Church's practice of selling indulgences

1516 Johann Tetzel came to Germany, preaching Pope Leo X's indulgence

1517 Posted 95 Theses to protest abuses with the Church

(At that time, the posting of theses indicated a desire to debate the issues)

1519 Debated Johann Eck in Leipzig; denied supreme authority of popes and councils

1521 Papal bull issued to excommunicate Luther (1520?)

Luther defended himself to the Emperor Charles V at Diet of Worms

Condemned to be an outlaw; is kidnapped by Duke Frederick

Began to translate the New Testament into German

1522 Returned to Wittenberg

1525 Married Katherine von Bora, a former nun

1534 Published German translation of the Bible

1546 Died February 18 in Eisleben

There are several sources which provide additional details to supplement the timeline. I use the following:

The Northern European Renaissance, p. 3

Christian History pull-out timeline

Martin Luther: Hero By Grace, particularly Ch. 3

APPENDIX F

CALVIN QUIZ

See if you can correctly guess the answers to these questions about John Calvin, another important leader during the Reformation. Your teacher will then help you with the answers.

1. John Calvin's real name was:
 - a. Jean Cauvin
 - b. Joan Coovan
 - c. Johann Calvinus
2. Calvin was born in 1509 in:
 - a. Germany
 - b. Switzerland
 - c. France
3. Calvin's education at the University of Paris had trained him to be:
 - a. a lawyer
 - b. a teacher
 - c. a coalminer
4. At age 24, in 1533, Calvin:
 - a. entered the military
 - b. underwent a spiritual conversion
 - c. got married
5. Institutes of Christian Religion, written by Calvin and published in 1536, was written in:
 - a. German
 - b. French
 - c. Latin
6. This book was important because it:
 - a. appealed to human reason
 - b. dealt logically with Protestant issues
 - c. was not aimed at a particular region, like Luther's work

7. Calvin agreed with Luther about: (choose two)
- a. problems with the Catholic Church
 - b. predestination
 - c. justification by faith
 - d. submitting to the law of government
8. Calvin set up his idea of a model Christian community in:
- a. Geneva
 - b. Rome
 - c. Mainz
9. This type of community, where the church runs the government, is called a:
- a. democracy
 - b. theocracy
 - c. aristocracy
10. One of the rules that Calvinists had to follow was:
- a. Attend sermons five times a week
 - b. No playing cards or dice
 - c. Do not sing in church
 - d. No working or playing on Sunday
11. One important religious group that believed in many of Calvin's ideas were:
- a. the Quakers
 - b. the Puritans
 - c. the Catholics
12. In the early 1600's, Puritanism spread to:
- a. Rome
 - b. China
 - c. America

NOTES ON JOHN CALVIN:

CALVIN QUIZ--TEACHER NOTES

1. John Calvin's real name was:

a. Jean Cauvin

Calvin was a Frenchman, born Jean Cauvin. He called himself Calvinus in Latin.

2. Calvin was born in 1509 in:

c. France

Calvin was born in Noyon, France, near Compiègne.

3. Calvin's education had trained him to be:

a. a lawyer

Calvin studied law at the University of Paris because, like Luther, his father wanted him to be a lawyer. He was somewhat of a humanist, with knowledge of Greek, Latin and Hebrew and a fascination with the classics. Sources disagree about whether Calvin was actually ordained as a priest or not.

4. At age 24, in 1533, Calvin:

b. underwent a spiritual conversion

Details are scarce, but apparently Calvin read the works of Luther in 1532 and experienced some type of conversion the following year; or, as one source states, gained fresh insight into the meaning of Christianity.

5. Institutes of Christian Religion, written by Calvin and published in 1536, was written in:

c. Latin

It is important to note that Latin was considered to be the international language. By avoiding a regional language, the Institutes addressed a wider audience than Luther's German works.

6. This book was important because it:

a. appealed to human reason

b. dealt logically with Protestant issues

c. was not aimed at a particular region, like Luther's work

All of the above -- this book was reissued many times during the span of Calvin's life and ended up being more than 1,000 pages long. It was Calvin's expression of his beliefs and theology and one of the most influential books of the Reformation period. Because of its clear, logical style and lack of regional bias, the Institutes was a book that could be read by anyone dissatisfied with the Catholic church and applied to any local circumstances as they required.

7. Calvin agreed with Luther about: (choose two)

a. problems with the Catholic Church

c. justification by faith

Calvin agreed with Luther's criticisms of the Roman church and believed, as Luther did, that a person's good works could not get them into heaven. However, Calvin took the idea of justification by faith a step farther than Luther to his belief in **predestination**. A man could never earn his way into heaven, since grace comes from God alone. God, possessing infinite knowledge, must then know in advance who will end up in heaven and wills, from all eternity, who will be saved and who will not. The very few, in

APPENDIX G, cont.

Calvin's view, who were destined for salvation were called the **elect**. Calvin believed that you could know in your heart if you were one of the elect if you persisted in living a godly life despite temptations to do otherwise. It is not surprising that those attracted to Calvinism were perfectionist, self-disciplined, militant souls who found the rigorous, strict lifestyle a challenge rather than an impossibility.

The other issue on which Calvin strayed from Luther was that of the **relationship between church and state**. Luther believed that Christian liberty was an internal, spiritual freedom--and that in temporal matters, a Christian owed obedience to the established authority. Calvin, on the other hand, did not recognize the subordination of church to state. He believed that true Christians (the elect) should Christianize the state. In light of this belief, Calvin set up a religious community in Geneva, Switzerland.

8. Calvin set up his idea of a model Christian community in:

a. Geneva

In Geneva, a group of ministers were in charge of the church, while a group of lay people and elders ruled the town. Ministers and elders visited parishioners to check on their obedience to the strict rules of the community. In time, Geneva became known as the "Protestant Rome," to which all types of people came to study a model of a scriptural community.

9. This type of community, where the church runs the government, is called a:

b. theocracy

10. One of the rules that Calvinists had to follow was:

a. Attend sermons five times a week

b. No playing cards or dice

c. Do not sing in church

d. No working or playing on Sunday

All of the above--the rule in Geneva and other Calvinist and later Puritan communities was strict. All manner of loose living was suppressed, and those who did not comply were exiled. Again, Calvinists believed that evidence of their status of the elect was in their manner of living.

11. One important religious group that believed in many of Calvin's ideas were:

b. the Puritans

The Puritans were a group of English Protestants who desired to 'purify' the English church and rid it of anything Roman Catholic -- elements which they called "popish." They believed in Calvinist doctrines of predestination and election. As long as the pope kept out of their religious affairs, Puritans were willing to acknowledge Queen Elizabeth as head of the Church of England. However, Elizabeth saw their intensity as a threat to the power of her throne and eventually many Puritans fled to Holland and then to America.

12. In the early 1600's, Puritanism spread to:

c. America

The Puritans who went to America hoped to create a replica of Calvin's model society in the New World. This dream, to be a "city upon a hill," would be based on a strict interpretation of the Scriptures and no toleration of differing ideas. By going to America, they hoped to be free from religious persecution and limitations.

Information on Calvin adapted from:

A History of the Modern World to 1815, by Palmer and Colton and The Reformation, by Flowers

APPENDIX H

INFORMATION CARDS ON THE COUNTER-REFORMATION

FOR GROUP PRESENTATIONS

The Inquisition

To stop the spread of Protestantism, the Catholic church set up courts called the Inquisition. The Inquisition had been established in the year 1217 to find and punish heretics, or people whose beliefs differed from those of the church. However, it had not been used very much until Pope Paul III reorganized it in the year 1542. These courts used investigators, trials, prisons, and torture to discourage those who went against the Catholic church. In addition to Protestants, many Jews and Muslims were also tried in the Inquisition courts. Those found guilty were either tortured or killed. The pope was determined to get rid of heresy no matter what it took. It is reported that he once said, "Even if my own father were a heretic, I would gather the wood to burn him."

heresy = any belief that goes against the belief or teaching of the church

The Index

To make sure that no Catholic read anything that might lead him astray, Pope Paul IV published a list of books called the Index in 1559. The Index was a list of books that no Catholic person was supposed to read. Included on the list were all of Martin Luther's works, as well as some translations of the Bible. The Index was divided into three sections. The first section listed the names of writers who were believed to be heretics.

The second section listed the titles of books that went against the Catholic beliefs. The third section cited anonymous works that were not to be read. This censorship of books by the Index continued into the twentieth century.

heretic = someone who contradicts (goes against) the teachings of the church

censorship = restriction of something because it is considered wrong or inappropriate

The Council of Trent

The Council of Trent was set up by Pope Paul III in the year 1545 so that bishops and cardinals could review and think about all of the teachings of the Catholic Church. The council met twenty-five different times between 1545 and 1563. At first, they tried to figure out if Catholics and Protestants could compromise and work things out. When they realized that it was too late to compromise, they worked to eliminate existing problems in the church and to decide once and for all where the Catholic Church stood on all the issues with which Luther and other Protestants disagreed. They abolished the sale of indulgences and made rules the priests had to follow to prevent corruption. They also said that the pope is the head of the church and that he is the only one who has the right to interpret the Bible.

Reforming Orders

Some Catholics believed that it was important to reform their church from within. These reformers began their own groups to improve the things that were wrong with the church. Some early reforming orders included the Theatines and the Franciscans, known for their strict observance of priestly duties; and the Ursulines, a group of women who dedicated themselves to the education of poor girls. The most powerful and important of these reforming orders, though, was the Society of Jesus. Its priests, known as Jesuits, were dedicated to converting unbelievers to Christianity, stopping the spread of Protestantism, and helping the poor and sick. The Society of Jesus was founded in 1534 by Ignatius of Loyola, who ran the society like an army and demanded complete obedience. The Jesuits were intelligent, zealous men who were very successful in slowing the spread of Protestantism because of their dedication to education, missionary work, and helping the poor.

zealous = eager; fervent; passionate

APPENDIX I

Student Outline for Note Taking

The Inquisition

Courts set up to stop _____

Originally established in the year _____

Purpose was to punish _____, (_____)

Reorganized in the year _____ by _____

Used four methods to discourage those who went against the Church:

- 1.
- 2.
- 3.
- 4.

In addition to Protestants, also tried _____ and _____.

If found guilty, heretics were either _____ or _____.

HERESY is _____.

The Index

The Index was _____ that no Catholic person was _____.

Published in the year _____ by _____.

Included on the list were:

- 1.
- 2.

The Index was divided into _____ parts:

- 1.
- 2.
- 3.

The Index was published well into the _____ century.

The Council of Trent

Set up in the year _____ by _____.

Set up so that bishops and cardinals could _____ and _____.

The council met _____ times between _____ and _____.

At first, they wanted to _____.

When that didn't work, they worked to eliminate _____.

The council abolished the sale of _____ and made _____ that priests had to follow.

Said the _____ is the head of the Church

He is the only one who can _____.

Reforming Orders

Begun by Catholics who believed it was important to _____

_____.

Three early orders were the:

- 1.
- 2.
- 3.

Most important group was the _____.

Priests were known as _____.

Founded in the year _____ by _____.

The society was run like an _____.

Very successful in stopping Protestantism because of their dedication to:

- 1.
- 2.
- 3.

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