



The Reformation



Teacher Guide Ignatius of Loyola



John Calvin



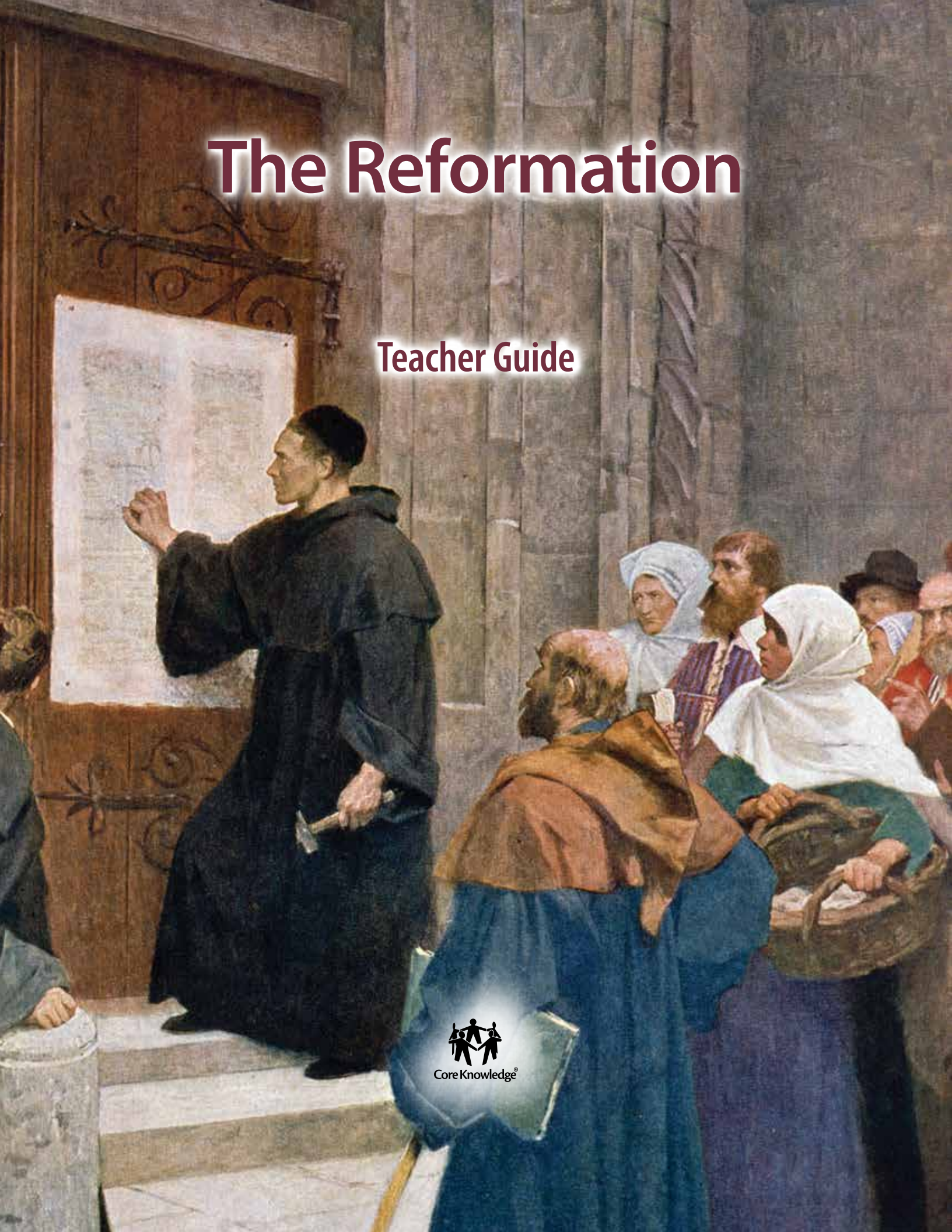
Martin Luther



Printing press

The Reformation

Teacher Guide



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The Reformation

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The Reformation

Teacher Guide

Core Knowledge Sequence History and Geography 5

Introduction

ABOUT THIS UNIT

The Big Idea

The Reformation was a religious movement that divided the Church.

The main ingredients in the recipe for the Protestant Reformation include a new machine and a spiritual idea. Johannes Gutenberg's machine—a printing press with movable type—signaled the beginning of what we now call mass communication. In the 1500s, it allowed the European commoner to access information that once remained in the hands of only the rich and powerful. The spiritual idea came from Martin Luther. He believed that the Roman Catholic Church had strayed from its spiritual focus to a far too worldly nature. This aroused some Europeans to “protest” against the Church.

Luther's was not a lone voice. It had been preceded, and was now accompanied by, protests from other people who thought Catholicism and the pope had strayed far from their spiritual goals. These protests created a division in Christianity that remains today.

What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 1

World religions

- Religions as the basis of significant events and ideas in world history
- Judaism: belief in one God, Exodus, Israel, Chanukah, Star of David, Torah, synagogue
- Christianity: developed from Judaism, Jesus as the Messiah, Christmas, Easter, symbol of the cross
- Islam: origin in Arabia, Allah, Muhammad, Mecca, Koran, mosque, symbol of crescent and star

Grade 4

Developments in the history of Christianity

- Growing power of the pope (Bishop of Rome)
- Arguments among Christians leading to the split between the Roman Catholic Church and the Eastern Orthodox Church
- Conversion of many Germanic peoples to Christianity
- Rise of monasteries and preservation of classical learning
- Charlemagne
 - Temporarily unites the Western Roman Empire; crowned emperor by the pope in 800 CE
 - The idea of a united “Holy Roman Empire”
- The Holy Land is so named because of its importance to Jews, Christians, and Muslims.
- Conflict over control of the Holy Land results in the Crusades, assaults on Islamic territory.

Grade 5

The Renaissance

- Islamic scholars translate Greek works and so help preserve classical civilization.
- A “rebirth” of ideas from ancient Greece and Rome
- New trade and new wealth
- Italian cities: Venice, Florence, Rome
- Patrons of the arts and learning
 - The Medici family and Florence
 - The popes and Rome
- Leonardo da Vinci, Michelangelo
- Renaissance ideals and values as embodied in
 - *The Courtier* by Castiglione: the “Renaissance man”
 - *The Prince* by Machiavelli: real-world politics

Time Period Background

This timeline provides an overview of key events. Use a classroom timeline with students to help them sequence and relate events that occurred from 1440 to 1632.

1440	Invention (in Europe) of movable type by Gutenberg
1517	Luther's Ninety-five Theses
1541	Calvin establishes theocracy in Geneva
1543	Copernicus's theory of sun-centered system published
mid-1500s–1600s	Counter-Reformation
1609	Galileo invents astronomical telescope
1632	Galileo publishes in support of Copernicus's theory

What Students Need to Learn

The Reformation

- Gutenberg's printing press made the Bible widely available.
- The Protestant Reformation
 - Martin Luther and the Ninety-five Theses
 - John Calvin
- The Counter-Reformation
- Copernicus and Galileo: Conflicts between science and the Church
 - Ptolemaic (Earth-centered) vs. sun-centered models of the universe

AT A GLANCE

The most important ideas in Unit 5 are:

- The invention of movable type (in the West) by Gutenberg made possible widespread literacy in vernaculars and aided the adoption of Protestant religions.
- The Protestant Reformation and the Catholic Counter-Reformation were reactions to the abuses that had developed in the Catholic Church.
- The Protestant Reformation was both a religious and political revolution against the authority of the Roman Catholic Church and the pope.

WHAT TEACHERS NEED TO KNOW

The Reformation

Gutenberg's Printing Press and the Bible

Prior to the 1400s in Europe, any books that were reproduced, including the Bible, were copied by hand. (In Grade 4, students in Core Knowledge schools should have learned that monks copied manuscripts of the early Greeks and Romans, and in this way helped preserve the knowledge of the ancients.) One problem with this system was that it was slow; it could take years to make one copy. There was also the possibility of introducing errors into works. A monk could make an error in copying a verse of the Bible in the year 600, and that same error would continue to be made in copies in the year 1400—if some other error had not taken its place by then.

The ability to make many exact copies of the same work quickly and at a reasonable cost did not appear in Europe until the 1400s. As early as the 700s, as students should have learned in Grade 4, the Chinese had developed a system of printing with blocks of type. They did not develop movable type until the 1040s. In the 1440s, Johann Gutenberg developed a system for making individual letters out of molten metal. Once the individual letters had been cast, they were arranged in rows on a wooden frame to spell the letters of the words on an entire page or on several pages at once. The type was then inked and a sheet of paper pressed over the letters. After enough copies had been printed in this way, letters could be removed from the frame, and a new page or set of pages could be set from the type and printed. In this way, the type could be reused, but it also meant that many sheets could be printed from the same frame of type. It only needed to be re-inked as the ink came off on the printed sheets. While the first books printed by this process were very expensive, in time the cost was greatly reduced, so that books became affordable for middle-class Europeans. The development of printing spurred the development of literacy.

In the Middle Ages the vast majority of people were illiterate, but beginning in the 1500s, the percentage of people who could read and write began to grow. During the Middle Ages most important documents were written in Latin. Although the Bible was originally written in Hebrew and Aramaic (Old Testament) and Greek (New Testament), it was generally read in Latin. During this age of printing, Latin continued to be an important language. Presses produced editions of classical works edited by humanist scholars, as well as new works written in Latin. However, printers also begin to print works in the vernacular (the language actually spoken in a particular place). In response to a growing demand for these books, English printers produced books in English, German printers produced books in German, etc.

The Protestant Reformation

Background

During the Middle Ages, the Church was the single largest and most important organization in Western Europe. The Church provided stability in the face of political upheavals and economic hardships. This stability was evident both in its organization and in its message: life on Earth might be brutally hard, but it was the means to a joyful life in heaven. The Church taught that life on Earth was a time of divine testing and preparation for life after death.

Because of the central position of the Church in the West, the pope, the head of the Church, became a powerful secular, as well as religious, figure. As the Christian Church grew during the Roman Empire, it developed a structure and a hierarchy. At the local level was the parish, a congregation of worshippers within a local community who were looked after by a priest. Many parishes made up a diocese, which was overseen by a bishop. Several dioceses were then combined into a province, which was overseen by an archbishop. Above the archbishops was a layer of cardinals who not only supervised the lower ranks, but who were advisers to the pope. In 1059, cardinals gained the power to elect new popes. At the head of the Church was the pope, who was also known as the Bishop of Rome.

The pope derived his power through the doctrine of Petrine Supremacy. This tenet of the Church said that the pope was the direct successor of St. Peter, the first Bishop of Rome. Because he possessed (or claimed to possess) that authority, the pope could claim to be God's spokesperson on Earth. Because of this concept, ambitious popes extended their authority to claim papal supremacy over secular rulers. Wielding political influence and the threat of excommunication—a punishment given by a high-ranking religious official saying that a person can no longer be part of the Church—various popes enforced and enlarged the power of the Church.

Papal power grew gradually during the Early Middle Ages. The height of papal power occurred during the reign of Pope Innocent III, from 1198 to 1216. Pope Innocent III had the Holy Roman Emperor Otto replaced and forced King John

of England to become a vassal of the pope. However, the popes suffered some serious setbacks in the 1300s. From 1309 to 1377, the papacy relocated to Avignon in France. Then, from 1378 to 1417, there were actually rival popes, each claiming to be the head of the Church and each denouncing the other. This was a serious blow to the prestige of the papacy.

After the schism was healed in 1417, the popes, now back in Rome, set about restoring the power of the papacy and rebuilding the city of Rome. They wanted to build new churches and redesign old ones. They were eager to hire the great artists of the day—men like Leonardo da Vinci, Michelangelo, and Raphael—to paint frescos. Of course, all of this was going to cost money, and the Church looked for ways to raise more money. The Church tried to tax believers in other countries, but the rulers of those countries were trying to raise money themselves and did not want to see their subjects' money sent out of the country to Rome—particularly because the Church generally did not pay taxes on its properties. Resentment against papal fundraising was acute in some parts of Northern Europe. As a result, the Church had to develop creative ways of raising money. One of those creative ways evolved into the selling of indulgences, a practice that would lead to the Protestant Reformation.

In the past, historians have sometimes depicted the late medieval Church as deeply corrupt and ripe for the Reformation that struck in the 1500s. However, more recent scholars believe that this was not the case. They argue that, in the centuries before the Reformation, the Church was in many ways quite strong, and in some ways it was actually gaining strength. This is not to say there were no abuses. It was widely known that some priests were not well-trained or well-educated, that some monks were more interested in hunting than praying, that some friars actually seduced the women whose sins they were supposed to be forgiving, and that some popes and cardinals lived lives of luxury rather than of piety. Improprieties of this sort were noted in poems such as Geoffrey Chaucer's *Canterbury Tales* (circa 1390s), and there were periodic efforts to curb these abuses and reform the Church from 1000 on. Even the Protestant Reformation began as a call for reform within the Church. Only later did it lead to the creation of new churches.

To learn more about specific topics in this unit, download the CKHG Online Resource "About the Reformation":

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The Reformation Student Reader—five chapters

Teacher Components

The Reformation Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of *The Reformation* Student Reader, with a daily Check For Understanding and Additional Activities, such as a mock trial and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 54.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Reformation Timeline Image Cards—nine individual images depicting significant events and individuals related to the Reformation. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some preparation will be necessary prior to starting *The Reformation* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1400s**
- **1500s**
- **1600s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1400s	1500s	1600s
	• •	• • • • •	• •
Chapter	1 1	2 3 3 5 4	4 4

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

1400s



Chapter 1

1400s



Chapter 1

1500s



Chapter 2

1500s



Chapter 3

1500s



Chapter 3

1500s



Chapter 5

1500s



Chapter 4

1600s



Chapter 4

1600s



Chapter 4

Understanding References to Time in *The Reformation Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 1 refers to the 1400s and 1500s as an age of change in Europe. In contrast, there are references to specific dates in history throughout the unit. Here are just a few:

Ignatius made a pilgrimage to a shrine in 1522.

Luther and Zwingli met in 1529.

Copernicus was born in 1473.

The Church condemned Galileo's *Dialogue* in 1633.

Because of this, it is important to explain to students that the unit deals with themes that were important throughout the period of the Reformation, but the unit also deals with important people and particular events in specific moments in time. Therefore specific dates for key events in history are also included in the unit.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Reformation unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of eight days have been allocated to *The Reformation* unit. We recommend that you do not exceed this number

of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What were the obvious advantages of the development of the printing press?
2	Why was Luther’s religious revolution more successful than earlier reformers’ attempts?
3	Besides Lutheranism, what other Protestant religions developed in Europe?
4	How might scientific discovery have challenged religious belief?
5	What were the outcomes of the Counter-Reformation?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	theology, astronomer, calligrapher, movable type
2	notice, thesis, ordain, theologian, cardinal, indulgence, penance, confess, purgatory, basilica, heretic, sacrament, papal bull, excommunication, recant, conscience
3	confederacy, scripture, veneration, saint, pilgrimage, sermon, muster, chaplain, conversion, salvation, predestination, civil, pastor, elder, annul, heir
4	Easter, theorize, axis, pendulum, pulse
5	“grassroots movement,” shrine, heresy, convert, Inquisition, superstition

Note: Chapters 2 and 3 each include many challenging Core Vocabulary words specific to the religious topics and events described. These words are likely to be unfamiliar to most students. In creating the lesson guidance associated with these chapters, care has been taken to ensure that passages of the text that include these vocabulary words are read aloud, so that you can pause and explain the meaning of these words in context as they are encountered. You will be prompted to rephrase and reread sentences that include these words, to be certain students understand the full meaning of the entire text. Students are not expected to memorize definitions of these words or to independently use all of them in discussing or writing about each chapter. Rather, the goal is that they understand the words in the context in which they are used.

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 3.1
AP 4.1
AP 5.1
AP 5.2

The following activity pages can be found in Teacher Resources, pages 63–71. They are to be used after students read the chapter(s) specified, during class time or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Comparing the Influences of Communication Technology (AP 1.2)
- Chapter 2—Martin Luther: True or False? (AP 2.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 4—Galileo’s Trial (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 5—Counter-Reformation Fill-in-the-Blanks (AP 5.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Science

Science Biographies

- Galileo Galilei

BOOKS

Burch, Joann Johansen. *Fine Print: A Story About Johann Gutenberg*. Illus. Kent Alan Aldrich. Minneapolis: Carolrhoda Books, 1991.

Carr, Simonetta. *John Calvin: Christian Biographies for Young Readers*. Grand Rapids, MI: Reform Heritage Books, 2013.

Demuth, Patricia. *Who was Galileo?* New York: Grosset & Dunlap, 2015.

Maier, Paul. *Martin Luther: A Man Who Changed the World*. St Louis: Concordia Publishing, 2004.

Panchyk, Richard. *Galileo for Kids: His Life and Ideas*. Chicago: Chicago Review Press, 2005.

Sis, Peter. *Starry Messenger*. New York: Square Fish, 2000.

Weiss, Jim. *Galileo and the Stargazers*. Charles City, VA: The Well-Trained Mind Press. (Audio Recording)

Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss audio recordings may be found:

www.coreknowledge.org/ckhg-online-resources

THE REFORMATION SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA.

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Reformation

<p>"An Age of Change" (Core Lesson) (TG & SR—Chapter 1)</p>	<p>"Comparing the Influences of Communication Technology" (TG, Chapter 1, Additional Activities, SR & AP 1.2)</p>	<p>"The Birth of Protestantism" (Core Lesson) (TG & SR—Chapter 2)</p>	<p>"The Spread of Protestantism" (Core Lesson) (TG & SR—Chapter 3)</p>	<p>"A Revolution in Science" (Core Lesson) (TG & SR—Chapter 4)</p>
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CKLA

"Contemporary Fiction"	"Contemporary Fiction"	"Contemporary Fiction"	"Contemporary Fiction"	"Contemporary Fiction"
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Week 2

Day 6

Day 7

Day 8

The Reformation

<p>"Galileo's Trial" (TG, Chapter 4, Additional Activities, SR & AP 4.1)</p>	<p>"Reform Within the Church" (Core Lesson) (TG & SR—Chapter 5)</p>	<p><i>The Reformation</i> Unit Assessment</p>
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CKLA

"Contemporary Fiction"	"Contemporary Fiction"	"Contemporary Fiction"
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THE REFORMATION PACING GUIDE

_____’s Class

(A total of eight days have been allocated to *The Reformation* unit in order to complete all Grade 5 history and geography units in the *Core Knowledge Curriculum Series™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Reformation

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Week 2

Day 6

Day 7

Day 8

The Reformation

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An Age of Change

The Big Question: What were the obvious advantages of the development of the printing press?

Primary Focus Objectives

- ✓ Explain the importance of movable type and the printing press to the spread of information. **(RI.5.3)**
- ✓ Describe how Gutenberg improved movable type and how his printing press worked. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *theology*, *astronomer*, *calligrapher*, and *movable type*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Printing Press”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Individual student copies of Comparing the Influences of Communication Technology (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

theology, n. a system of religious beliefs **(2)**

Example: Religious leaders study theology as part of their training.

astronomer, n. a scientist who studies the stars, the planets, and other features of outer space **(2)**

Example: The astronomer tracked the path of the comet across the sky.

Variation(s): astronomers

calligrapher, n. a person who copies written text by hand in an artistic way **(5)**

Example: Before the invention of the printing press, calligraphers made handwritten copies of books.

Variation(s): calligraphers, calligraphy

movable type, n. a system of blocks for individual letters and punctuation marks that can be arranged to print books or other written documents (6)

Example: Korean printers used movable type for printing in the 1200s.

THE CORE LESSON 35 MIN

Introduce *The Reformation Student Reader*

5 min

Display the Chapter 1—Introduction Timeline Image Card, *The Renaissance*, and place it at the beginning of the 1400s on the class Timeline. Use the images on the card to prompt student recollections of the Renaissance.

Summarize the discussion by reading the caption of Timeline Card 1: “The Renaissance, which started in Italy in the 1400s, was a time of great artistic and literary achievement. Patrons of the arts and learning included the pope, the Catholic Church, and wealthy families, such as the Medicis.”

Explain that the changes in worldview prompted by the Renaissance contributed to changes in religious thinking that became known as the Reformation, which students will explore in this unit.

Distribute copies of *The Reformation Student Reader* and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention buildings, people, someone nailing a piece of paper to a door, churches, and maps of Europe.

Introduce “An Age of Change”

5 min

Ask students whether they know how books were produced before the mid-1400s; suggest that they think back to *The Renaissance* unit and what they learned about monks and monasteries. (*Books were copied by hand, often by monks in monasteries.*) Tell students that copying a book by hand was a very slow and expensive process. For this reason, as well as others, only a few people had access to the information that books contained. Call attention to the Big Question, and encourage students to look for advantages of the development of the printing press.

Guided Reading Supports for “An Age of Change”

25 min

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Changing Ideas in Europe,” Pages 2–4



Activity Page



AP 1.1




Scaffold understanding as follows:

Read the title “Changing Ideas in Europe” and the first paragraph on page 2.

SUPPORT—Reference the Chapter 1—Introduction Timeline Image Card, and remind students that the Renaissance was also a period of great change in Europe.

CORE VOCABULARY—Read the rest of the section aloud. Stop to explain the meaning of the vocabulary terms *theology* and *astronomer*.

 **SUPPORT**—Display the World Map (AP 1.1). Ask students to point out the locations of Germany, Switzerland, France, Spain, Poland, and Italy.

After you read the text, ask the following question:


LITERAL—What changes occurred in Europe during the 1400s–1500s?

- » Europeans developed new ways of communicating, as well as new ideas in science and religion.

“The German Inventor,” Pages 4–6


Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “The German Inventor” on pages 4–5.

 **SUPPORT**—Display World Map (AP 1.1) and have students locate Germany, Gutenberg’s birthplace, and France, the country in which the city of Strasbourg is located and where Gutenberg lived for about ten years.

CORE VOCABULARY—Stop to explain the meaning of the vocabulary term *calligrapher*.

Invite volunteers to take turns reading aloud the rest of the section “The German Inventor” on pages 5–6.

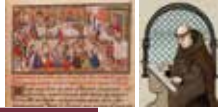
 **SUPPORT**—Display World Map (AP 1.1), and have students locate China and Korea.

and one of the Germans, there is no record that these men ever met each other. In fact, they weren't all alive at the same time. However, all seven of these great people influenced each other as well as our lives today. By studying their lives and work, we can learn about the changes they helped to trigger.

The German Inventor

Johannes Gutenberg (joo-ahn'ter-ber-g) created a new technology that would change the way people communicated and, ultimately, the way they thought. Born in Mainz (myntz), Germany, about 1400, Gutenberg was trained as a metalworker. In the 1430s he moved to Strasbourg, where he worked cutting gems, making mirrors, and teaching students. Even then, he was probably at work on the invention that would change the world.

By the late 1440s, Gutenberg had returned to Mainz. There he entered into a partnership with two other men.



Page 4

One was a businessperson. The other was a calligrapher, whose job was hand-copying books.

Until that time, people in Europe reproduced books by copying them by hand. The process was slow and expensive. Imagine how long it would take you to carefully copy the small book you are reading. In Gutenberg's time, it might require a professional copyist four or five months of steady work to copy a two-hundred-page text. As a result, only the clergy and the wealthy could afford books. The clergy could depend on monks in monasteries to do the copying request. Wealthy nobles and merchants could afford to pay professional copyists to do the work. At the time, most people did not know how to read, much less own a book.

There was another way to produce copies of a book, but it was too expensive and required painstaking work. Woodcarvers first drew outlines of pictures and words on wood blocks. Next, they followed the outlines to carve out the wood around the letters and images. As a result, the letters and pictures "stood out" on the surface of the block. Then, workers applied ink to each block and pressed the block onto paper.

It was difficult and expensive to make a good printed book this way. Once carved, the words and pictures could not be changed. A single mistake could ruin an entire block. The impressors made on paper were often uneven. Wooden blocks did not last very

Vocabulary
calligrapher, n. a person who copies written text by hand in an artistic way

Page 5

After volunteers read the text, ask the following questions:

LITERAL—Why were books so expensive in the early 1400s?

- » They were copied by hand and took a long time to produce.

EVALUATIVE—In what ways do you think the expense of creating books affected who had access to books and learning new knowledge?

- » Only wealthy people, the clergy, and monks had wide access to books. Most people had very limited access to learning and knowledge.

EVALUATIVE—Why was movable type less useful in China?

- » Because the Chinese language uses different characters, or symbols, for each word, a printer would need thousands of different pieces of type to be able to print something.

INFERENTIAL—What were some advantages of movable type over woodblock printing?

- » Possible responses: Movable type was easier and less expensive than woodblock printing. Movable type lasted longer than wooden printing blocks. It was easier to make changes with movable type than with wooden printing blocks.

"The Spread of Knowledge," Pages 6–7

People in Europe did not know it, but in East Asia, inventors had developed something called movable type. These were small blocks that included a single letter or character. Printers arranged the movable type to create words and sentences. The Chinese created the first movable type out of baked clay in the eleventh century. By the thirteenth century, Korean printers were using metal to make type. However, movable type did not become popular in China or Korea. Chinese is written using a different character for each word. A printer would have needed to create thousands of pieces of type in order to print a single book.

The Spread of Knowledge

What Gutenberg did transformed the way in which books were produced in Europe. His invention also changed how people communicated knowledge and opinions. Books—and, therefore, knowledge—became available to many more people.

Gutenberg combined two separate developments to reproduce books quickly and cheaply. One development was movable metal type. The other was the wooden screw-and-lever press.

First, Gutenberg manufactured separate letter stamps out of durable metal. He created molds in the shape of each letter. He then poured molten metal into the molds.

Vocabulary
movable type, n. a system of blocks for individual letters and punctuation marks that can be arranged to print books and other written documents

Page 6

Scaffold understanding as follows:

Have a volunteer read the first three paragraphs in "The Spread of Knowledge" on page 6.

SUPPORT—Have students look at the diagram of the type-making process on page 7. Ask them to describe the process using the information in the diagram.

Have students read the remaining paragraph silently.

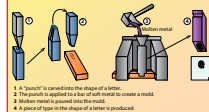
SUPPORT—Review the last sentence on page 7. Help students understand why Gutenberg needed thousands of different pieces of type by asking students to count the number of e's found in the last paragraph of this section. Explain that a printer would need one piece of type for each e in the paragraph. Ask students how many e's the printer would need (*forty-nine*).

After students read the text, ask the following questions:

LITERAL—What two developments did Gutenberg combine to make his press?

- » Gutenberg combined movable metal type and a wooden screw-and-lever press.

How to Make Type



Gutenberg followed a multistep process to create his lead type.

Gutenberg repeated this process several times until he had a large collection of lead type for that letter. Then he went on to the next letter. He had to follow the same steps for each letter of the alphabet, including lowercase and capital letters. He also had to make type for numbers and punctuation marks. And he did this for each size of type: small, medium, and large. All in all, he created thousands of different pieces of type.



Page 7

INFERENTIAL—Why do you think Gutenberg needed a large collection of each letter before printing something?

» When someone prints a text, they use more than one of each letter.

“Working with Movable Type,” Page 8

Working With Movable Type

When the time came to print, the printer took the type pieces, letter by letter, from a case. The printer arranged the letters, numbers, and punctuation marks of each line of text in the correct order, with proper spacing, in a strip of wood called a composing stick. Because the metal pieces of type were reusable and because they could be moved around in any order required, they were called movable type.

Next, the printer locked the lines of type into a rectangular frame. Finally, the printer inked the type in the frame and pressed a sheet of paper against it. The printer could then make many prints of the same page. When printing was done, the printer could take apart the frame and return each piece of type to its place in the type case.

Why did movable type become much more popular in Europe than in East Asia, where it had first been invented? Most European languages use twenty-six letters to create words in their language. Written Chinese, which was used across East Asia, used separate characters for each word. It is much easier to create and use twenty-six different pieces of type than thousands. Movable print transformed book production in Europe in ways that would have been difficult in East Asia.

The Printing Press

Gutenberg's second great development was using a wooden screw-and-lever press for printing. The press had been used to make paper or wine. It used a lever and a screw to apply pressure. German inventor adjusted the press. Gutenberg locked the type onto the

Page 8

Scaffold understanding as follows:

Read aloud the first two paragraphs in the section.

SUPPORT—If students are having difficulty understanding the steps of the printing process, you may wish to write the steps on the board or chart paper.

Have students read the last paragraph in the section silently.

After students read the text, ask the following question:

LITERAL—What are the four steps that a printer working with movable type used to print one page?

» Step 1: Arrange the letters, numbers, and punctuation marks of each line of text in the correct order. Step 2: Lock the lines of type into a rectangular frame. Step 3: Ink the type. Step 4: Press a sheet of paper against the inked type. These steps produce a page of printed text.

“The Printing Press,” Pages 8–9



By 1500, most European cities had printers' workshops.

press bed. Then, he applied an oil-based ink to the type by hand and fixed a piece of paper on top of the type. He lowered the screw so that its flat wooden surface pressed the paper against the type and transferred the ink to the paper.

Printing a single sheet took Gutenberg and other early printers about two minutes. It had taken much longer to copy a page of text by hand.

About 1455, Gutenberg created the first printed copies of the Bible. These copies became known as the Gutenberg Bible. The few copies that remain are worth millions of dollars each.

Gutenberg's techniques spread throughout Europe during the next fifty years. By 1500, most European cities had printers' workshops. Printing changed the way information was gathered, stored, and communicated. It greatly increased the number of copies of books and hugely reduced the number of hours required to produce them. Many more people were able to read greater varieties of books, and readers in various places could view the same texts and images at the same time.

work of printers helped spread as throughout Europe.

Page 9

Scaffold understanding as follows:

Have students read “The Printing Press” on pages 8–9 silently.

After students read the text, ask the following questions:

LITERAL—What was one of the first books printed by Gutenberg?

» In 1455, Gutenberg printed the Bible.

EVALUATIVE—What were the effects of Gutenberg's printing press on life in Europe?

» Possible responses: The number of books increased; more people were able to access books; a greater variety of books were available to more people. People could communicate and share ideas in writing through books; more people knew more about the world than in earlier times.

Timeline

- Show students the remaining Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were the obvious advantages of the development of the printing press?”
- Post the image of the printing press to the Timeline under the date referencing the 1400s; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the obvious advantages of the development of the printing press?”
 - » Key points students should cite include: the printing press could print books more quickly; the printing press made books less expensive to print; the printing press enabled people to communicate and share ideas; and more people knew more about the world than in earlier times.
- Choose one of the Core Vocabulary words (*theology, astronomer, calligrapher, or movable type*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Comparing the Influences of Communication Technology (RI.5.3)

45 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Comparing the Influences of Communication Technology (AP 1.2); Student Readers

Divide the class into three or six groups. Distribute Comparing the Influences of Communication Technology (AP 1.2).

Ask a volunteer to read the question under Part 1. Ask students where they can find the answer to this question. (*Students should be able to indicate the page numbers or sections of the Reader chapter.*) Tell students they will work in groups to write down answers to the question. Give students five to ten minutes to complete this task. (If several groups have finished, you may wish to give them the directions for Part 2 so they can begin the second part.)

Ask a volunteer to read the question under Part 2. Assign each group one of the technologies. (If you have six groups, then two groups will have each technology.) Tell students to brainstorm ideas on how their assigned technology influenced the spread of knowledge, using such criteria as:

- The overall increase in the number of people able to access knowledge and ideas
- Speed of access to knowledge
- Cost of access to knowledge
- Ability to interact in real time with ideas and information
- Ability to interact with ideas and information on an ongoing basis in a “community”

Give students five to ten minutes to complete this task. (If several groups have finished, you may wish to give them the directions for Part 3 so they can begin the third part.)

Ask a volunteer to read the directions for Part 3. Review with students the purpose of a Venn diagram, if they have not used one recently. Tell students to review their notes in Part 1 and 2, and use them to compare and contrast the printing press with their assigned technology. Tell students that they will need to share two similarities and two differences from their Venn diagram with the class. Give students five to ten minutes to complete this task. If a group finishes early, ask students to practice presenting to the class.

Have groups present their similarities and differences to the class. If time remains, discuss with the class what patterns they saw among all the technologies. Ask students whether they can think of any other inventions that helped the spread of knowledge as much as the printing press, telephone, television, and Internet have.

If time permits, guide students to compare and contrast each of the three modern inventions.

The Birth of Protestantism

The Big Question: Why was Luther’s religious revolution more successful than earlier reformers’ attempts?

Primary Focus Objectives

- ✓ Describe the issues that alienated Martin Luther from the Catholic Church. **(RI.5.2)**
- ✓ Summarize Martin Luther’s ideas, and explain how these ideas led to the Protestant Reformation. **(RI.5.2, RI.5.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *notice, thesis, ordain, theologian, cardinal, indulgence, penance, confess, purgatory, basilica, heretic, sacrament, papal bull, excommunication, recant, and conscience.* **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Martin Luther”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

notice, n. a written statement posted for the public to see **(10)**

Example: The notice on the bulletin board said that soccer tryouts would start on Monday.

Variation(s): notices

thesis, n. an idea or opinion; *theses* is the plural form **(10)**

Example: The student began the debate by stating his three theses.

Variation(s): theses

ordain, v. to officially make a person a religious leader **(13)**

Example: She will be ordained as a minister of the church on Sunday.

Variation(s): ordains, ordained

theologian, n. an expert on the study of religious ideas (13)

Example: The theologian held strong ideas about Church practices.

Variation(s): theologians

cardinal, n. high-ranking religious leader in the Catholic Church (13)

Example: The cardinal oversees the bishops and priests in his area.

Variation(s): cardinals

indulgence, n. the removal or reduction of certain punishments for sin, linked to a particular act (14)

Example: Martin Luther was very concerned that people could easily buy an indulgence instead of earning it through prayer.

Variation(s): indulgences

penance, n. an act, such as praying, done to show regret over some wrongdoing (15)

Example: As penance, the congregation admitted their sins and prayed for forgiveness.

confess, v. to admit having done something wrong (15)

Example: The child confessed to her mother that she had broken the vase.

Variation(s): confesses, confessed, confessing, confession

purgatory, n. according to Roman Catholicism, a temporary place where the souls of the dead suffer in order to do penance for sins before going to heaven (15)

Example: The Catholic Church taught that buying indulgences could reduce the number of years a person spent in purgatory.

basilica, n. a type of large Christian church, often built in the shape of a cross (16)

Example: The church members visited the Basilica of St. John in Des Moines, Iowa.

heretic, n. a person who does not accept or follow the ideas of a particular religion (17)

Example: Catholics believed that people who became Protestant were heretics.

Variation(s): heretics, heresy

sacrament, n. an important Christian religious ceremony (18)

Example: The marriage ceremony is a sacrament.

Variation(s): sacraments

papal bull, n. a major and formal written statement from the pope (18)

Example: The pope issued a papal bull stating that Martin Luther was no longer in the Church.

Variation(s): papal bulls

excommunication, n. a punishment given by a high-ranking religious official saying that a person can no longer be part of the Church (18)

Example: People, such as Martin Luther, who criticized the Church were threatened with excommunication.

recant, v. to publicly take back something you have said or written (19)

Example: Martin Luther refused to recant his criticisms of the Catholic Church.

Variation(s): recants, recanted, recanting

conscience, n. a sense or belief a person has that a certain action is right or wrong (19)

Example: Her conscience told her that she should not steal candy from the store.

THE CORE LESSON 35 MIN

Introduce “The Birth of Protestantism”

5 MIN

Ask students to review the advantages and impact of the printing press when it was invented by Gutenberg in the 1400s. (*The printing press could print books more quickly; the printing press made books faster and less expensive to print; the printing press enabled people to communicate and share ideas; and more people knew more about the world than in earlier times.*)

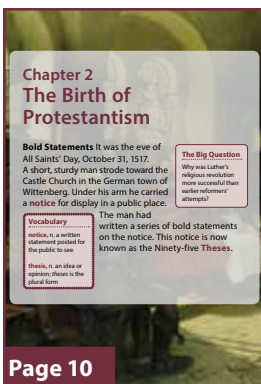
Call attention to the Big Question, and encourage students to look for reasons for Luther’s success as they read.

Guided Reading Supports for “The Birth of Protestantism”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Bold Statements,” Pages 10–12



Scaffold understanding as follows:

Read the title of this chapter, calling particular attention to the term *Protestantism*. Ask students to analyze the word *Protestantism* by first defining the root word *protest* as meaning to disagree or oppose. Discuss the possible meaning of the chapter title. Then ask students to read “Bold Statements” on pages 10–12 quietly to themselves, referring to the vocabulary boxes as needed.



Page 11

Johns Hopkins University

After students read the text, ask the following question:

LITERAL—What were the Ninety-five Theses?

- » They were a list of ideas or opinions critical of the Church that were written and then posted on the church door by Martin Luther.

When he arrived at the church door, the man took the notice from under his arm. Then, he fastened it firmly to the door. Anyone who was interested could see what he had written. He did not know how people would respond to his ideas about the Church, but he was certain that he was right. He could not know that his words would start a movement that would change the Catholic Church and all of Europe. By posting his notice containing opinions critical of the Church, the man had begun what would be known as the Protestant Reformation.



In 1517, Martin Luther attached a copy of his Ninety-five Theses to the door of the church in Wittenberg, Germany. These theses explained many of Luther's religious ideas.

This man was a professor named Martin Luther. He was born about forty years after Johannes Gutenberg created his printing press. Gutenberg's press would play a big role in the spread of Luther's ideas.

The German Theologian


In 1483, Martin Luther was born to Hans and Margaret Luther in Saxony, in present-day Germany. Martin's father was a miner who managed to save his money and purchase several mines of his own for his son. He hoped Martin

Page 12

"The German Theologian," Pages 12–14

Scaffold understanding as follows:

Read the title of this section, calling attention to and explaining the word *theologian*, referring to the root word *theology*. Ask students to quietly read "The German Theologian" on pages 12–14.

 **SUPPORT**—Display World Map (AP 1.1) and help students locate Germany.

After students read the text, ask the following questions:

LITERAL— What upset Luther about his trip to Rome?

- » Luther was upset by the luxury of the palaces in which the cardinals in Rome lived. He also thought that the pope was more interested in his power as a ruler than as a religious leader. Luther believed that the religious leaders in Rome were interested in things other than religion.


EVALUATIVE— What type of person did Martin Luther appear to be?

- » Possible responses: Luther appeared to be very serious, strict, and religious, as well as smart, determined, and independent.

Martin Luther went to school and then to a university. However, at the age of twenty-one he abandoned his studies. Instead, he entered a monastery. Martin Luther's decision angered his father, but the young man believed that he was answering a call from heaven. He was convinced that he needed to become a monk to save his soul. Two years after he joined the monastery Luther was ordained as a priest.

Luther fasted, prayed into the night, and confessed his sins frequently. There were times when those around him thought that he was too stern and too serious. But the leaders of the monastery also recognized his great intelligence. In 1508, he was sent to study to become a theologian and four years later became a professor of Bible studies.

While Luther was a student, he was sent on a trip to Rome by his monastery. Rome disappointed him. The lavish palaces of the Church's cardinals offended him. He was greatly upset by stories



Martin Luther was very serious about his studies.

Vocabulary

ordain, *v.* to officially make a person a religious leader

theologian, *n.* an expert on the study of religious ideas

cardinal, *n.* high-ranking religious leader in the Catholic Church

Page 13

“A Teacher and Scholar,” Page 14

acted more like a ruler of a kingdom than the leader of the Church. Luther thought that many of the people of Rome, including his fellow priests, had little concern for their religion.

A Teacher and Scholar

Professor Luther soon distinguished himself as a teacher. He lectured on the books of the Bible and published writings on religion.

At the time that Luther began his career as a professor, the Church was not only the provider of spiritual guidance, it was also a large international power that required a great deal of management. The Church, led by the pope, ruled a large part of Italy called the Papal States. The pope had an army, waged wars with other rulers, and made treaties. The Church had its own laws and its own courts to deal with Church-related problems. The Church consulted with bankers for financial advice.

Sometimes the Church's political role kept it from performing its religious duties. And, because the Church had grown so much, it constantly needed to raise money to support itself and to carry out its spiritual work. The Church raised taxes, just as taxes are raised today. From time to time, the Church looked for other ways to raise money. For a while, the Church required anyone who held an important Church office to pay the pope

part of his salary. The Church also raised voluntary donations given occasionally by a repentant sinner after the receipt of an indulgence. An indulgence was a kind of wrongdoing.

Vocabulary
indulgence, n.
the removal or
remission of certain
punishments for
sin, limited to
particular acts

Page 14

Scaffold understanding as follows:

Read aloud “A Teacher and Scholar” on page 14.

CORE VOCABULARY—Review with students the meaning of the word *indulgence*. You may wish to ask students what they remember about indulgences from their study of the Renaissance.

SUPPORT—Tell students that Church leaders were often related to other leaders in Europe. For example, Pope Leo X was the son of Lorenzo de’ Medici of Florence. Guide students to recall the role of the Medici family during the Renaissance.

After you read the text, ask the following questions:

LITERAL—What was the job of the pope?

» The pope was the leader of the Catholic Church.

EVALUATIVE—How was the pope similar to political leaders, such as kings?

» He raised taxes, signed treaties, fought wars, and led an army.

“Challenging Church Practices,” Pages 15–17

Scaffold understanding as follows:

Ask for volunteers to read aloud the first four paragraphs of “Challenging Church Practices” on pages 15–16.

CORE VOCABULARY— Explain the meaning of the words *penance*, *confess*, *purgatory*, and *basilica* as they are encountered. It may be helpful to pause to rephrase and reread sentences that include these words, to be certain students understand the full meaning of the text.

Ask students to read the rest of “Challenging Church Practices” on pages 16–17 and the caption on page 16 to themselves.

After students read the text, ask the following questions:

LITERAL—What were indulgences?

» Indulgences were given by priests to people who had asked to be forgiven for their sins. The indulgence was meant to reduce the amount of penance a person needed to do.

Challenging Church Practices

Practices

When you studied the Renaissance, you learned about indulgences. The Church taught that sins, or mistakes, could keep people from going to heaven.

If people sinned, they asked for forgiveness. A priest forgave them and asked them to do penance. This meant they did something

to make up for their mistake. The Church also taught that indulgences could release people from part of their penance. But—and this was important—the indulgence would not work unless people also confessed their misdeeds to a priest and had been forgiven for having sinned. Sometimes when people gave indulgences, people in return donated money to the Church. Usually donors were promised a reduction in the number of years their soul would have to spend in purgatory.

In 1514, Pope Leo X extended the practice of indulgences across Europe. This increased money.



Pope Leo X was the son of Lorenzo de' Medici.

Vocabulary
penance, n.
an act, such as praying, done by those who regret over some wrongdoing
confess, v.
to admit having done something wrong
purgatory, n.
according to Roman Catholicism, a state of temporary place where the souls of the dead suffer in order to do penance for sins before going to heaven

Page 15

Luther had studied the Bible. He was convinced that the Church misled people by offering indulgences. He agreed with the Church that God would forgive sins only if people were truly sorry. But Luther thought that receiving donations caused confusion. He believed it gave people the false idea that they could give money in return for God's forgiveness. God's forgiveness, he believed, was not something that anyone could buy.

In April 1517, a traveling monk arrived in Wittenberg, where Luther taught. He was a superstitious man. He told people that they could earn indulgences by giving money for rebuilding the pope's basilica in Rome. He said the indulgences he was offering were very powerful. They could even help people's dead relatives gain release from purgatory. The monk made his wild claims because he wanted to raise money for the Church.

But everything he said went against Church teachings.



This is the altar in which Martin Luther taught his New Testament in Wittenberg. Luther believed that the practices and teachings of the Catholic Church in Rome were false. He had faith in a number of reforms, but, however, disagreements with the Catholic Church led to a new movement because of the printing press.

Page 16

LITERAL—Why was Luther furious about what the traveling monk who arrived in Wittenberg in 1517 said about indulgences?

- » Luther was particularly angry that the monk told people they could receive especially powerful indulgences by giving money for rebuilding the pope’s basilica in Rome. In Catholicism, indulgences are spiritual benefits that individuals can earn by saying prayers or doing penance. Luther attacked indulgences because he believed that people might think that they could pay money and have punishment for their sins reduced or removed without changing their lives and seeking God’s forgiveness.

“Spreading Luther’s Ideas,” Pages 17–18

Scaffold understanding as follows:

Ask student volunteers to read aloud “Spreading Luther’s Ideas” on pages 17–18.

CORE VOCABULARY—Review with students the meaning of the words *heretic*, *sacrament*, and *papal bull* as they are encountered. Again, it may be helpful to pause to rephrase and reread sentences that include these words, to be certain students understand the full meaning of the text. Make connections for students between the words *sacrament* and *sacred*, and between *papal bull* and *pope*.

CORE VOCABULARY—Review with students the meaning of the word *excommunication*. Tell students that the prefix *ex-* usually means out or from. Encourage students to think of other words that begin with the prefix *ex-*. (*exclude*, *exit*, *exhale*, *except*)

After students read the text, ask the following questions:

LITERAL—How did Luther spread his ideas?

- » He printed leaflets and pamphlets that explained his ideas.

EVALUATIVE—How did the availability of movable type and the printing press increase the spread of Luther’s ideas?

- » It reduced the cost and speed of printing, making more written materials available at lower prices to many people who would never have had access to them in the past.

LITERAL—How did Church officials respond to Luther’s actions?

- » They asked him to take back what he had said. When he did not, the pope excommunicated him.

Ideas about why the Church was willing to exchange indulgences for donations. His notice listed ninety-five theses for debate by students at the university. The door of Wittenberg’s Castle Church was a kind of bulletin board for university announcements.

In October 1517, Luther nailed the notice to the door.

People often called notices to the door of the church. But Luther’s notice was very dramatic. He objected to how the Church raised and spent money. He denied that the pope had any power over the souls of the dead. And he charged that offering indulgences actually harmed people by making them think that all they had to do was give money and their sins would be forgiven. These ideas were a real challenge to the authority of the Church.

Spreading Luther’s Ideas

Luther’s theses were printed and distributed throughout central Europe. It is not clear what role Luther played in this process, but he surely allowed it to happen. Luther also began to publish leaflets and pamphlets. In them he explained his views on indulgences and other Church practices. Many people read his ideas.

Church authorities were not happy with Luther’s writings. Many thought he was a heretic. Church leaders called Luther to a meeting to discuss and debate his writings. When Luther was told he must take back what he had written, he refused. Luther made it clear that if certain reforms did not happen, then he and his supporters would

Vocabulary
heretic, n. a person who does not accept or follow the ideas of a particular religion

Page 17

During the next three years, Luther continued to print writings calling for reform of the Church. In his writings, Luther began to question the authority of the pope. He also blamed the pope for many of the Church’s problems and attacked some of the Church’s teachings. Luther taught that only some of the Church’s rituals, called sacraments, were based on the Bible. He thought that marriage should not be one of the sacraments. He argued his views with other leaders in the Church. Over time, Luther gained the support of many of the German people.

Finally, the pope took strong action. He issued an official document, called a papal bull, in which he condemned Luther’s writings and ordered them burned. The pope gave Luther sixty days to take back what he taught or face excommunication, or removal from membership in the Church. Luther responded by burning a copy of the papal bull.

Luther on Trial

Luther was ordered to appear before an assembly of religious leaders and princes, including the Holy Roman Emperor Charles V. Luther faced a choice: He could say he was wrong or be thrown out of the Church. The assembly, called a diet, was held in the city of Worms. Luther’s arguments in favor of reform were overwhelmingly in favor

Vocabulary
sacrament, n. an important Christian religious ceremony
papal bull, n. a major and formal written statement from the pope
excommunication, n. a punishment given to a high-ranking religious official saying that a person can no longer be part of the Church

Page 18

“Luther on Trial,” Pages 18–21

Scaffold understanding as follows:

Preview the following Core Vocabulary words and their meanings before reading “Luther on Trial”:

CORE VOCABULARY—Tell students that the word *recant* means to formally or publicly take back a statement or belief. It comes from the Latin prefix *re-*, meaning backward, and the Latin verb *cantare*, meaning to sing.

CORE VOCABULARY—Review with students the meaning of the word *conscience*. Ask students to think of examples of things that their conscience keeps them from doing or encourages them to do.

Now, ask students to read “Luther on Trial” on pages 18–21 to themselves.

After students read the text, ask the following questions:

LITERAL—Why was Luther put on trial, and what was the result of the trial?

- » Luther was put on trial for refusing to take back teachings the pope had condemned. When Luther refused to recant at the trial, he was declared an outlaw.

LITERAL—Why did Luther translate the Bible into German?

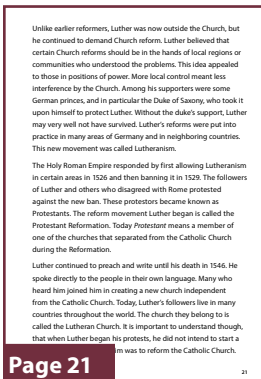
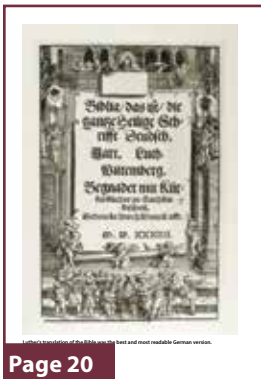
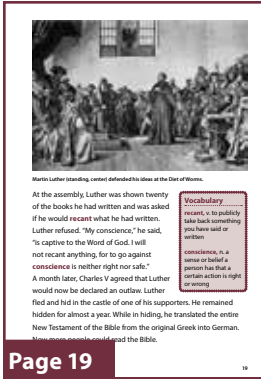
- » He wanted more people than just those who were able to read Latin and Greek to be able to read it.

LITERAL—What was the Protestant Reformation?

- » The Protestant Reformation was the movement of protest begun by Martin Luther against Catholic Church teachings and practices that led to the establishment of new churches.

LITERAL—What is the name of the church that Luther ended up founding?

- » It is called the Lutheran church.



Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was Luther’s religious revolution more successful than earlier reformers’ attempts?”
- Post the image of Luther to the Timeline under the date referencing the 1500s; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why was Luther’s religious revolution more successful than earlier reformers’ attempts?”
 - » Key points students should cite include: Luther could use the printing press to spread his ideas; Luther was persistent and did not recant, even when faced with excommunication; Luther had the support of some important political leaders who protected him.
- Choose one of the Core Vocabulary words (*notice, thesis, ordain, theologian, cardinal, indulgence, penance, confess, purgatory, basilica, heretic, sacrament, papal bull, excommunication, recant, or conscience*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Martin Luther: True or False?

30 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of Martin Luther: True or False? (AP 2.1)

Distribute Martin Luther True or False (AP 2.1), and direct students to determine whether the statements are true or false.

This activity can be completed in class or assigned as homework. Students might also work alone or in pairs to complete the activity.

CHAPTER 3

The Spread of Protestantism

The Big Question: Besides Lutheranism, what other Protestant religions developed in Europe?

Primary Focus Objectives

- ✓ Identify the religious reforms of Ulrich Zwingli and John Calvin. **(RI.5.1)**
- ✓ Compare and contrast Zwingli's and Calvin's reforms with those of Martin Luther. **(RI.5.3)**
- ✓ Describe the spread of Calvinism throughout Europe. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *confederacy, scripture, veneration, saint, pilgrimage, sermon, muster, chaplain, conversion, salvation, predestination, civil, pastor, elder, annul, and heir.* **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About John Calvin":

www.coreknowledge.org/ckhg-online-resources

Materials Needed:

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

confederacy, n. a group of people, organizations, or countries that join together for a common cause **(22)**

Example: Different Swiss cantons joined together to form a confederacy.

Variation(s): confederacies

scripture, n. religious writings; the Bible (24)

Example: Martin Luther believed in basing the Church's teachings on scripture.

veneration, n. the act of showing honor or deep love or respect (24)

Example: As a sign of veneration, many Catholic churches included statues of different saints.

saint, n. a person honored by religious leaders for having lived an especially good and exemplary life (24)

Example: Mother Teresa, who worked with the poor in India, is recognized as a saint by Catholics.

Variation(s): saints

pilgrimage, n. a journey undertaken for religious purpose (24)

Example: People of different religions sometimes make a pilgrimage to a place that is considered holy and of special significance to their religion.

Variation(s): pilgrimages

sermon, n. a speech on a religious topic given by a religious leader (24)

Example: The pastor gave a sermon on forgiveness.

Variation(s): sermons

muster, v. to gather soldiers together (25)

Example: During the American Revolution, George Washington mustered the soldiers of the Continental Army to fight the British.

Variation(s): musters, mustered, mustering

chaplain, n. a religious person who serves a specific group, such as an army or a hospital (25)

Example: The chaplain visited patients in the hospital to offer comfort and companionship.

Variation(s): chaplains

conversion, n. the act of changing from one religion or belief to another (26)

Example: During the Reformation, many people in Geneva underwent a conversion to the new religion of Calvinism.

Variation(s): conversions, convert

salvation, n. in Christianity, being saved from the effects of sin (27)

Example: Christians believe that Jesus provides salvation.

predestination, n. the idea that a person's actions and fate are decided ahead of time by God (27)

Example: John Calvin believed in predestination and that people could not earn salvation because their fate was already decided.

civil, adj. related to the government, not religious or military organizations (28)

Example: Some couples decide to have a civil instead of a religious marriage ceremony.

pastor, n. a Christian leader in charge of a church (29)

Example: The pastor invited everyone to attend the church picnic.

Variation(s): pastors

elder, n. a person who has power and authority based on experience (30)

Example: The elders met to schedule the prayer meeting.

Variation(s): elders

annul, v. to officially state that a marriage never existed under the law (31)

Example: Sometimes couples will ask to have their marriage annulled rather than get a divorce.

Variation(s): annuls, annulled, annulment

heir, n. a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down (31)

Example: Often the king's oldest child is his heir.

Variation(s): heirs

THE CORE LESSON 35 MIN

Introduce “The Spread of Protestantism”

5 MIN

Remind students that Martin Luther was a highly religious theologian who believed in many important Catholic teachings. Yet he also leveled strong criticism against the Catholic Church in hopes of reforming it. His ideas helped touch off the Protestant Reformation. That movement would soon spread to leaders in other parts of Europe. Call attention to the Big Question, and encourage students to look for information about new religions or churches that were formed.

Guided Reading Supports for “The Spread of Protestantism”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Second Wave of Religious Reformation,” Pages 22–23

Chapter 3
The Spread of Protestantism

A Second Wave of Religious Reformation Switzerland is southwest of Luther's Germany. This mountainous country's geography encouraged independence among its citizens. The rugged Alps made it difficult for others to conquer the Swiss.

The Big Question
Besides Lutheranism, what other Protestant religions developed in Europe?

Vocabulary
confederacy, a group of people, organizations, or countries that join together for a common cause

In the early 1500s, Switzerland was divided into many smaller territories called cantons. Each canton governed itself. In the late 1200s, a number of cantons formed a confederacy to help protect themselves against enemies. It was here, in Switzerland, where the second wave of religious reformation took place. In the early 1500s, most of the Swiss bishops were more like feudal lords than spiritual leaders. They often showed greater interest in raising money than in leading.

Page 22



Scaffold understanding as follows:

Ask students to look at the illustration and read the caption on page 23.

SUPPORT—Display World Map (AP 1.1) and guide students in locating Switzerland on the map. Call students' attention to the location of Switzerland relative to Germany.

Have students quietly read “A Second Wave of Religious Reformation” found on page 22, to themselves.

After students read the text, ask the following questions:

LITERAL—Where did the second wave of the Reformation begin?

» It began in Switzerland.

“More Religious Reform,” Page 24

More Religious Reform

What were considered abuses in the Church angered one Swiss citizen in particular, Ulrich Zwingli. Zwingli served as a priest in Zurich, then the leading city in the Swiss Confederation. In 1519, Zwingli began to reform his own congregation. He had become convinced that many practices in the Church had no basis in scripture. Like Luther, he opposed the practice of indulgences. He urged people not to seek them. “Christ alone saves,” he declared.

Vocabulary
scripture, n. religious writings; the Bible
veneration, n. the act of showing honor or deep love or respect
saint, n. a person honored by religious leaders for having lived an especially good and exemplary life
pilgrimage, n. a journey undertaken for religious purpose
sermon, n. a speech on a religious topic given by a religious leader

He also preached against other practices he said were not supported in the Bible. He denounced the veneration of the saints. He ordered all statues and other forms of religious art be removed from churches.

He declared that Christians were not required to fast or go on pilgrimages. Since he could not find authority in the Bible for the use of music in worship services, he removed the organ from his church and banned the singing of hymns. Zwingli won many supporters in Zurich.

Thanks to the help of a supportive Zurich printer, Zwingli's ideas were spread outside Zurich. Copies of his sermons and other writings reached Germany. There Zwingli's ideas began

Page 24

Scaffold understanding as follows:

Ask volunteers to read aloud each paragraph of “More Religious Reform” on page 24.

CORE VOCABULARY— Explain the meaning of the words *scripture*, *veneration*, *saint*, *pilgrimage*, and *sermon* as they are encountered in the text. It may be helpful to pause to rephrase and reread sentences that include these words, to be certain students understand the full meaning of the text.

Note: Students in the Core Knowledge program may recall the terms *scripture* and *pilgrimage* from their Grade 4 studies.

SUPPORT—Point out that Zwingli, like Luther, was able to spread his ideas because of the printing press.

After volunteers read the text aloud, ask the following questions:

LITERAL—Who was Ulrich Zwingli?

» He was a Catholic priest who became a leader in the Protestant Reformation in Switzerland.

EVALUATIVE—How was Zwingli similar to Luther?

- » They both disagreed with certain practices of the Catholic Church. They both were originally priests in the Catholic Church. They both opposed the idea of indulgences. They both spread their ideas using the printing press.

“Luther and Zwingli Meet,” Pages 25–26

Luther and Zwingli Meet

The two reformers did not always get along. First, they carried out a pamphlet war. Then, in 1529 they met in person to debate their differences. They agreed on many teachings. Both agreed that religious beliefs and practices should be based solely on what was in the Bible. This differed from the Catholic view, which was that the traditions handed down from the earliest days of the Church were important, too. But the two reformers differed strongly on the role of the Church in people's lives. At the end of their meeting, Zwingli offered to shake hands with Luther. Luther flatly refused. "I will not let the devil teach me anything in my church," he later said.

Zwingli returned to Zurich, where he continued to write and preach. His teachings were not supported by some cantons of Switzerland that still followed the Catholic faith. In 1531, five of these cantons mustered an army against Zurich. Zwingli joined the Zurich army as a chaplain. The Swiss reformer was killed in battle. As he lay dying, he is reported to have said, "They may kill the body, but not the soul."

Despite Zwingli's death, the spirit of religious reform remained alive in Switzerland. It shifted, however, to another Swiss city, Geneva. In Zurich, German was the common language. In Geneva, not people spoke French. It was a

Vocabulary
muster, v. to gather soldiers together
chaplain, n. a religious person who serves a specific group, such as an army or a hospital

Page 25

Scaffold understanding as follows:

Ask students to read “Luther and Zwingli Meet” on pages 25–26 silently, reminding them to use the vocabulary boxes if needed.

After the students read the text, ask the following questions:

LITERAL—In what additional way were Luther's and Zwingli's beliefs and teachings similar?

- » Both Luther and Zwingli believed that religious beliefs and practices should be based on only the Bible.

LITERAL—In what way were Luther's and Zwingli's beliefs and teachings different?

- » Luther and Zwingli held different views on the role of the Church in people's lives.

LITERAL—What happened to Zwingli?

- » He was killed in battle when an army of the cantons that had remained Catholic attacked Zurich, the city in Switzerland that began following Zwingli's teachings.

“The French Scholar,” Pages 26–27



The Swiss reformer, Ulrich Zwingli (left), and the French reformer, John Calvin, both influenced the Protestant reformation.

Frenchman who would bring the message of reform to Geneva and ensure its spread to many other parts of Europe.

The French Scholar

John Calvin was born in 1509 in northern France. He studied theology and philosophy in Paris and planned to become a priest. In the middle of his studies, his father sent him to another city, Orleans, to study law. Calvin completed his legal studies, but he never practiced law. While in Orleans, he began to read the writings of religious reformers. He even began to spend time with some of them.

In about 1533, Calvin experienced what he

Vocabulary
conversion, n. the act of changing from one religion or belief to another

Page 26

Scaffold understanding as follows:

Preview the meaning of the word *conversion*. Ask students to quietly read “The French Scholar” on pages 26–27 to themselves, reminding them to use the vocabulary box if needed.

Note: Students in the Core Knowledge program may recall the word *convert* from their Grade 4 studies. Help students make the connection between the verb *convert* and the noun *conversion*.



AP 1.1

SUPPORT—Display the World Map (AP 1.1) and guide students in locating France and Switzerland on their own copies. Point out the approximate locations of the towns of Orléans (Orléans is in central France) and Basel (Basel is near Switzerland’s border with Germany and France) on the displayed map. Ask students why Calvin might have chosen to go to Basel rather than another Swiss city, such as Zurich. (*Basel was just across the border from France. It was also closer to Orléans than Zurich.*)

After students read the text, ask the following question:

LITERAL—How did John Calvin learn about the reform movement?

» He read the writings of other reformers and met with some of them.

“Calvinism,” Pages 27–28

In Catholic France, people who wanted to reform the Catholic Church were not welcome. So Calvin moved from France to Basel, Switzerland.

Calvinism

While in Basel, Calvin wrote a book called *The Institutes of the Christian Religion*. In the *Institutes* Calvin discussed his views on religious belief and practice. The first edition of the *Institutes* was published in Latin. Two years later it was published in French.

One of the most important theological issues of the time was the question of God’s forgiveness of sin or wrongdoing and who would or would not receive salvation. The Catholic Church taught that sinners needed to ask God’s forgiveness for their sins and do penance to receive salvation. Luther said that it was really only God’s forgiveness that was important.

Calvin, however, believed that God chose who received salvation. According to Calvin, God decided who would receive salvation and who would not—and that God made this decision about a person before he or she was even born. This idea is known as **predestination**. Some people, Calvin believed, were predestined to go to heaven; others were not.

Vocabulary
salvation is the Christianly being saved from the effects of sin

predestination is the idea that a person’s actions and fate are decided ahead of time by God

Page 27

Scaffold understanding as follows:

Ask volunteers to read aloud “Calvinism” on pages 27–28, reviewing the Core Vocabulary terms *salvation*, *predestination*, and *civil* as they are encountered. Pause to rephrase and reread sentences that include these words, to be certain students understand the full meaning of the text.

After volunteers read the text aloud, ask the following questions:

EVALUATIVE—Why do you think Calvin published his book, *The Institutes of the Christian Religion*, in French after having published it in Latin?

» It is likely that only officials of the Church were able to read and understand Latin. By publishing the book in French, the native language spoken where Calvin lived, more people would be able to read the book.

LITERAL—What is predestination?

» Predestination is the idea put forth by Calvin that even before people are born, God decides who will or will not go to heaven.

EVALUATIVE—According to Calvin, what were the responsibilities of civil, or government, rulers and officials?

» Their responsibilities were to be the officials of God and to enforce God’s laws above all others, including those created by any ruler or government.

Calvin also wrote about the relationship between Church and state. He maintained that the authority of civil rulers is based on God’s word. Lawful civil rulers, he said, acted as “officials and lieutenants of God.” Therefore, he believed that the word or laws of God were above all others.

In 1536, Calvin moved from Basel to Geneva. There, other reformers persuaded him to help turn the wealthy independent city into a center of religious reform.

A Calvinist Government

Calvin and other reformers wanted to create a government in Geneva that would put his beliefs into practice. Calvin taught the people of Geneva the beliefs he wrote about in the *Institutes*. He also attempted to make belief in his teachings a requirement for anyone who wanted to remain a citizen of Geneva. Calvin also attempted to control the behavior of the people of Geneva. He restricted activities such as gambling, singing, dancing, and drinking. The reformers wanted good citizens to watch over their fellow citizens’ behavior and report any crimes. Those who continued to behave “badly” would be excommunicated.

At first, Geneva officials rejected Calvin’s system. They exiled him and his fellow reformers. But three years later they called him back. Only Calvin, they decided, could reverse the increase in

Vocabulary
civil, adj, related to the government, not to religious or military organizations

Page 28

“A Calvinist Government,” Pages 28–31

Scaffold understanding as follows:

Preview with students the meaning of the words *pastor* and *elder*. Ask students to read “Calvinist Government” on pages 28–31 silently, using the vocabulary boxes as needed.

SUPPORT—Explain that the city council of Geneva followed the teachings of the Geneva ministers and often obeyed their orders. The Genevan courts also enforced the clergy’s decisions, which included executing people for blasphemy, banishing them for drunkenness, or beating them for not attending church.

After students read the text, ask the following questions:

LITERAL—Why did officials bring back Calvin and his reformers after exiling them?

» The officials wanted Calvin to correct the “bad” behavior of Geneva’s citizens.

LITERAL—How did Calvin try to fix this problem?

» He wrote city laws that were based on the Bible. He established a group of pastors to oversee the behavior of Geneva’s citizens.

LITERAL—According to the map on page 30, where in Europe did Calvinism become the dominant, or primary, religion?

» Calvinism became the dominant religion in Scotland, Switzerland, and the Netherlands.



While Calvin was followed in Geneva, leaders there forced him to leave the city for a time.

“bad” behavior they saw in Geneva. The officials also worried that if he did not return, Catholicism would return to Geneva.

Calvin drew up a new set of rules for Geneva. The new laws were based on the Bible. A group of pastors would decide how to worship, and they would oversee the behavior of every resident of Geneva.

Calvin also started an academy to train ministers. His students traveled throughout Europe and carried his teachings to France, the Netherlands, England, and Scotland. In France and

Vocabulary
pastor, a Christian leader in charge of a church

Page 29

England, Calvinism had success, and in the Netherlands and Scotland, Calvinism eventually became the main form of religion.

In Switzerland and the Netherlands, followers of Calvin called themselves the Reformed Church. In Scotland, they became known as Presbyterians. The name referred to the Church’s form of government, in which elders.

Vocabulary
elder, a person who has power and authority based on experience



Page 30

“Henry VIII,” Pages 31–33

Scaffold understanding as follows:

Ask volunteers to read aloud “Henry VIII”; review the meaning of the words *annul* and *heir* as they are encountered.

SUPPORT—Call students’ attention to the map on page 30. Ask students why King Henry might have felt safe declaring his own church. (*England is across the water from the rest of Europe and somewhat separate from it.*)

or presbyters, played important roles. Immigrants and merchants from the Netherlands and Scotland helped spread Calvinism to other parts of the world.

Henry VIII

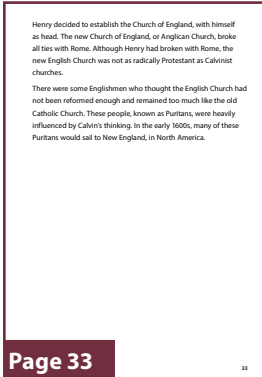
In England, Henry VIII rebelled against the Catholic Church for personal—not religious—reasons. Henry’s rebellion was not Calvinist or Lutheran. Henry was a Catholic whom the pope had declared “Defender of the Faith” for his opposition to Luther.

Later, though, Henry decided he no longer wanted to be married to his wife, Catherine. He asked the pope to annul the marriage. The couple had a daughter, Mary, but they did not have a son, which Henry needed as an heir to the English throne. Henry wanted the pope to declare that his marriage should not have been allowed because Catherine had once been married to his older brother Arthur. Arthur had died as a young age. When the pope refused to grant the annulment, Henry rebelled. Henry appointed his own Church leaders, who granted him a divorce. Henry then married a woman named Anne Boleyn (“Boo-lee”). The Church excommunicated Henry. After all of this, Henry and Anne would have a daughter, Elizabeth, but not a son.

Vocabulary
annul, to officially state that a marriage never existed under the law

Vocabulary
heir, a person who will legally receive the property of someone who dies the person who will become king or queen after the current king or queen dies or goes down

Page 31



After students read the text, ask the following questions:

LITERAL—Why did Henry VIII want to form his own church?

- » He wanted his marriage annulled after his marriage failed to produce a male heir. The pope refused to give Henry an annulment, so Henry created the Church of England. The leaders of Henry's new church granted him a divorce.

INFERENTIAL—Why do you think that the Church of England, or Anglican Church, remained similar to the Catholic Church?

- » Henry VIII split with the Catholic Church because of personal reasons, not religious differences. Because he did not have significant religious questions about Church teachings and practices, he did not have a reason to change them.

Timeline

- Show students the two Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Besides Lutheranism, what other Protestant religions developed in Europe?"
- Post both images to the Timeline under the date referencing the 1500s. Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to:

- Write a short answer to the Big Question: "Besides Lutheranism, what other Protestant religions developed in Europe?"
 - » Key points students should cite include: Calvinism spread throughout Switzerland and then to the Netherlands and Scotland; in Switzerland and the Netherlands, followers of Calvin called themselves the Reformed Church; in Scotland Calvin's followers became known as Presbyterians; in England, Henry VIII started the Church of England, also known as the Anglican Church.

- Choose one of the Core Vocabulary words (*confederacy, scripture, veneration, saint, pilgrimage, sermon, muster, chaplain, conversion, salvation, predestination, civil, pastor, elder, annul, or heir*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute Domain Vocabulary: Chapters 1–3 (AP 3.1), and direct students to complete the crossword puzzle using the vocabulary terms they have learned in their reading about the Reformation. This activity page may also be completed as homework.

A Revolution in Science

The Big Question: How might scientific discovery have challenged religious belief?

Primary Focus Objectives

- ✓ Describe the theories of Nicholas Copernicus and Galileo. **(RI.5.2)**
- ✓ Explain why religious leaders did not accept the ideas of Copernicus and Galileo. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Easter*, *theorize*, *axis*, *pendulum*, and *pulse*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Copernicus and Galileo”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 4.1

- Display and individual student copies of World Map (AP 1.1)
- Globe and flashlight
- Use this link to download the CKHG Online Resources for this unit, where the specific link for an image of a pendulum clock may be found:
www.coreknowledge.org/ckhg-online-resources
- Sufficient copies of Galileo’s Trial (AP 4.1)

Core Vocabulary (Student Reader page numbers listed below)

Easter, n. an important Christian holiday celebrating Jesus Christ’s rising from the dead **(36)**

Example: Christians celebrate Easter every spring.

theorize, v. to come up with an idea explaining some complex event or thought **(37)**

Example: Columbus theorized that it would be possible to reach Asia by sailing west.

Variation(s): theory, theories, theorized

axis, n. an imaginary straight line around which a spinning object rotates **(38)**

Example: Earth rotates on its axis once every twenty-four hours.

pendulum, n. something hung from a fixed point that swings back and forth as a result of gravity (39)

Example: The pendulum in the clock moved back and forth keeping time.

Variation(s): pendulums

pulse, n. a throbbing feeling caused by the movement of blood in the arteries of the body (39)

Example: When you go to the doctor, she may measure your pulse by putting her fingers on your wrist.

THE CORE LESSON 35 MIN

Introduce “A Revolution in Science”

5 MIN

Ask students to reflect on their science studies by answering the following questions: What object is the center of our solar system? (*the sun*) How do we know? That is, is this a belief or is it a fact? How do we know? (*It is a fact. Astronomers and scientists have proven that the planets revolve around the sun.*) Tell students that, for a long time, people did not know that the sun was the center of the solar system. In this chapter, students will read about early beliefs regarding the organization of the universe of the universe and how new discoveries changed these beliefs. Students will also learn that these new discoveries were not easily accepted—especially by religious leaders. Call attention to the Big Question, and encourage students to look for ways that the new scientific discoveries challenged religious beliefs.

Guided Reading Supports for “A Revolution in Science”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Changing Scientific Ideas,” Pages 34–35

Scaffold understanding as follows:

Read aloud “Changing Scientific Ideas” on pages 34–35, calling attention to the illustration and caption on page 35.

After you read the text, ask the following questions:

LITERAL—What other ideas besides religious ones were changing during the time of the Reformation?

- » Scientific ideas about Earth, the heavens, and the human body were also changing.

Chapter 4
A Revolution in Science

Changing Scientific Ideas While Catholics and Protestants debated religion, scientific ideas were also changing. Gutenberg's printing press made it possible to quickly spread new information and thinking about the Earth, the heavens, and the human body far and wide.

The Big Question
How might scientific discovery have challenged religious beliefs?

New scientific ideas and discoveries from this era would bring great changes to our understanding of the world in which we live.

Page 34



LITERAL—What invention helped spread new scientific ideas?

- » Gutenberg’s printing press helped spread new scientific ideas.


INFERENTIAL—How did the printing press help spread new scientific ideas?

- » Possible responses: The printing press made it easier and more affordable for scientists to publish their discoveries and ideas, and for people to read about these discoveries and ideas.

“The Polish Astronomer,” Pages 36–38

Scaffold understanding as follows:

Ask volunteers to read aloud the first three paragraphs of “The Polish Astronomer” on page 36. Review the meaning of the word *Easter* when it is encountered.

 **SUPPORT**—Display World Map (AP 1.1) and guide students in locating Poland on their own copies.

Ask volunteers to read aloud the remaining paragraphs of “The Polish Astronomer” on pages 37–38. Review the meaning of the word *theorize* when it is encountered.

SUPPORT—After the second paragraph on page 37 is read aloud, pause to review and ask students to summarize Ptolemy’s view of the solar system as one in which the sun, moon, planets, and stars circle Earth. It may be helpful to draw a quick sketch on the board with Earth at the center and all other heavenly bodies circling it. Likewise, use a sketch to review the other theories that Copernicus began to study in which the sun was the center of a system within a larger universe. Call attention to the illustration and caption on page 38.

After volunteers finish reading the text, ask the following questions:

LITERAL—Who was Nicolas Copernicus?

- » He was a priest who studied mathematics and astronomy.

CHALLENGE—In what ways did the view that the sun, not Earth, was at the center of a system within a larger universe, appear to conflict with certain religious ideas?

- » The idea of a stationary sun goes against words in the Bible about how God had once made the sun stand still, which implies the sun moved. Also, the idea of the sun being the object around which Earth moves challenges the biblical idea of Earth being the center of God’s creation.

The Polish Astronomer

In 1473, Nicholas Copernicus was born to a leading Polish merchant family. Young Nicholas received an excellent education. He studied first at the University of Krakow, where he became interested in mathematics and astronomy. Then he received further training at two universities in Italy.

By the time he came home to northern Poland, Copernicus had mastered almost all the learning of his day. From his uncle, a bishop, Copernicus received a Church position that paid him an income for the rest of his life. Holding this office required him to become a priest. Copernicus remained a loyal Catholic until his death.

The Church was very interested in problems of astronomy in the 1500s. It had realized that the calendar—designed by Julius Caesar and called the Julian calendar—was inaccurate. Christians were not correctly calculating the date of a major holiday called Easter. Scholars had to study the movements of the sun and planets in order to

Vocabulary
Easter is an important Christian holiday celebrating Jesus Christ’s rising from the dead.



Nicholas Copernicus was a Polish astronomer who taught that Earth and other planets in our solar system revolved around the sun.

Page 36

Since ancient times, almost everyone had agreed that Earth stood still at the center of the universe. As he worked on this problem, Copernicus grew dissatisfied with the common understanding of the universe.

In the 100s CE, the Greek astronomer Ptolemy (Pto’uh’lmei) had used mathematics to describe how the sun, moons, planets, and stars circled Earth. However, Copernicus did not agree with Ptolemy’s view that Earth was immovable. He learned that in ancient times, not all Greeks shared Ptolemy’s thinking. Some had theorized that the sun stood at the center of the universe and that Earth, as well as other planets and stars, moved around it. Perhaps, Copernicus thought, these theories could help explain how the heavens appeared to rotate around Earth every year. But there were problems.

Vocabulary
Theories, to come up with an idea explaining some complex event or thought.

It seemed impossible that Earth rotated around the sun—wouldn’t it just spin off into space? Also, the scientific wisdom that Europeans had inherited from ancient Greece was that Earth was solid whereas the heavens were light and fiery. How could something as heavy as Earth be moving?

Some of Copernicus’s concerns were related to religion. The Bible said that God had once made the sun stand still. Wouldn’t it be wrong to say that Earth moved and the sun didn’t? Also, what if Earth turned out to be just one more planet circling the sun? Could Earth still be the center of God’s creation?

These concerns didn’t stop Copernicus. He concluded that he needed to read again the works of all to find a better answer.

Page 37

EVALUATIVE—How did the invention of the printing press help Copernicus in his studies?

- » Because of the printing press, Copernicus was more easily able to get and read books related to astronomy.

“The Observations of Copernicus,” Pages 38–39

Scaffold understanding as follows:

Read aloud “The Observations of Copernicus” on pages 38–39.

CORE VOCABULARY—Review with students the meaning of the word *axis*. If you have a globe in your classroom and a flashlight, you can model how Earth revolves around the sun and rotates on its axis. Have a student stand still in the center of the room holding a lighted flashlight. Explain that this student represents the sun. Tell students that you will represent Earth using the globe. Demonstrate the rotation of Earth on its axis by spinning the globe. At the same time, demonstrate the revolution of Earth around the sun by walking slowly around the student holding the flashlight. Tell students that it takes twenty-four hours—one day—for Earth to complete one rotation on its axis and about 365 days—one year—to circle the sun.

SUPPORT—Review and discuss the image of Copernicus’s drawing on page 38.

After you read the text, ask the following questions:

LITERAL—What did Copernicus conclude about Earth?

- » He concluded that Earth rotates on its axis and revolves around the sun.

LITERAL—What did else Copernicus conclude based on his observations?

- » He concluded that the sun is the center of the solar system and that the solar system exists within a larger universe.

EVALUATIVE—Which detail in the text suggests that Copernicus may have been concerned about possible reactions to his observations and view of the solar system?

- » He did not immediately publish his conclusions and waited until he was given permission by the Church to publish his findings.

CHALLENGE—Why might some people have had concerns about the publication of Copernicus’s findings?

- » Copernicus’s findings challenged long held beliefs about the universe. By stating that Earth was not at the center of the universe, as previously believed, it may have seemed to diminish the importance of Earth.

Copernicus lived after the invention of Gutenberg's printing press. Because of it, the Polish astronomer was able to examine far more records and references than any astronomer before him. He did not have to travel to distant libraries to read and copy manuscripts written by Islamic and European scholars. Instead, printed texts were available to him in Poland.


The Observations of Copernicus

Copernicus studied the stars and reviewed what others had written about them. He became convinced that it was Earth that moved and that the sun remained still. He also concluded that Earth moved in two ways. First, it spun on its own axis, making one full rotation every twenty-four hours. Second, Earth and the other planets revolved around the sun. For Earth, this journey took one year. In Copernicus's view, then, the sun was the center of its own system within a larger universe.

Although Copernicus came to these conclusions early in the 1500s, he would not publish

Page 38

Vocabulary
axis, *n.*, an imaginary straight line around which a rotating object rotates.



meanwhile, he gained fame and respect as an astronomer. He even won the favor of the pope, who approved the diagrams and calculations Copernicus used to explain his theories. In 1536, the Polish scientist was given permission to publish his findings.

Although there were attempts to stop Copernicus, in 1543, *On the Revolution of the Heavenly Bodies* was published. Legend says that a copy of the book was brought to Copernicus on the day he died, May 24, 1543.

Copernicus's work was groundbreaking. But it was just the beginning. His ideas provided a new starting point for astronomers to follow him.

The Italian Scientist

Galileo Galilei was born in Pisa, Italy, in 1564, just twenty-one years after Copernicus had died. He became fascinated with mathematics after a visit to the cathedral church in Pisa in 1583.

According to legend, he watched a lamp swinging back and forth at the end of a chain. He observed that no matter how far the lamp swung, each swing seemed to take the same amount of time.

Years later, Galileo followed up his observation by carrying out a series of experiments with all sorts of pendulums. He discovered that his observation had been correct. Because of his discovery, he designed an adjustable pendulum that

Page 39

Vocabulary
pendulum, *n.*, something hung from a fixed point that swings back and forth as a result of gravity.
pulse, *n.*, a throbbing feeling caused by the movement of blood in the arteries of the body.

s discovery


“The Italian Scientist,” Pages 39–42

provided the basis for the development of the pendulum clock.

Galileo had originally gone to university to study medicine. After a year of study, he began to seriously study mathematics instead. In time, he was invited to teach math at universities, including the University of Padua, where Copernicus had once studied.

Early in his career, Galileo showed great interest in understanding the laws that governed the movement of physical objects in space. He dispensed the notion, put forward by the ancient Greek philosopher Aristotle, that objects of different weights fall at different speeds. He did this by dropping two objects of unequal weight from different heights. Galileo used experiment and observation to form his own scientific conclusions.

In 1609, Galileo learned of the recent invention of the telescope. In a short time he had built one of his own. His telescope was much stronger than previous models. Galileo began to use it to study astronomy. He had long been convinced that Copernicus's model around the sun was accurate.



Page 40

Using his telescope, he confirmed his belief. Galileo published his observations in 1610, in a book titled *The Starry Messenger*. Opposition came quickly. Many Catholics and Protestants felt threatened by his work. They believed it was contrary to the Bible. Catholic theologians persuaded the Church's Holy Office to take action against Galileo. The Holy Office was responsible for rooting out heresy in the Church.


In 1616, Galileo was called before the Church's chief theologian. Galileo was told that the Church had decided to condemn the ideas of Copernicus, on which so much of Galileo's work was based because they appeared to be at odds with Church teachings. From then on, the writings of Copernicus would be placed on the Index of Forbidden Books. Galileo was told he could not teach that the work of Copernicus was true. He had to teach that the idea that planets revolved around the sun was a theory. Galileo agreed to these terms, knowing that severe penalties, even torture, might follow if he did not. For several years, Galileo worked quietly, without publishing his results. Then,



Page 41

Scaffold understanding as follows:

Ask volunteers to read aloud the first two paragraphs of “The Italian Scientist” on pages 39–40.

 **SUPPORT**—Display World Map (AP 1.1) and invite a volunteer to locate Italy. Remind students that the city of Rome, the center of the Catholic Church, is in Italy.

CORE VOCABULARY—After reading the second paragraph, review with students the meanings of the words *pendulum* and *pulse*. Demonstrate or show an image of how a pendulum clock works, using the image you downloaded from the Internet. Have students press two fingers against their wrists or the carotid arteries in their necks to feel their pulses.

Have students read the rest of “The Italian Scientist” on pages 40–42 silently.

After students read the text, ask the following questions:

LITERAL—What new invention prompted Galileo’s interest in studying astronomy? What advantage did this new invention offer Galileo?

- » Galileo learned about the invention of the telescope; he built his own, more powerful telescope. As a result, he was able to see more clearly than earlier astronomers the objects, such as the sun, moon, stars, and other planets, that he was observing in the sky.

LITERAL—What was *The Starry Messenger*?

- » *The Starry Messenger* was the book that Galileo published of observations that supported Copernicus’s claim that the planets revolved around the sun.

LITERAL—How did Church officials react to *The Starry Messenger*?

- » They placed *The Starry Messenger* on a list of books people were not permitted to read and forbade Galileo from teaching or writing anything else in support of Copernicus’s view.

EVALUATIVE—Why might Church officials have decided to condemn *The Starry Messenger* and forbid Galileo from teaching or writing anything else in support of Copernicus’s view?

- » The Bible says that Earth is at the center, and they believed that the Bible was accurate in all things. Also, humans on Earth seem more important if they are at the center of everything else. Finally, when people look at the sky, it appears as if the sun and moon revolve around Earth. Copernicus and Galileo seemed to be telling people not to believe the Bible or their own eyes.

LITERAL—How did Galileo react to the Church officials’ decision?

- » He agreed to obey their decision but continued to work in secret until he published new writings in defense of Copernican theory.

“The Church Condemns Galileo,” Pages 42–43

Scaffold understanding as follows:

Read aloud “The Church Condemns Galileo” on pages 42–43.

SUPPORT—Remind students of the word *recant*, which they learned in Chapter 2. Remind them that it means to publicly take back something you have said or written. Galileo obeyed the Church and recanted his statement that the sun, not Earth, was the center of the universe.

After you read the text, ask the following questions:

LITERAL—How did Church leaders respond to Galileo’s publication of the *Dialogue*?

- » Church leaders ordered Galileo to recant his belief in the teachings of Copernicus. He was also put under house arrest for the rest of his life.

LITERAL—What happened to the ideas of Copernicus and Galileo after Galileo’s death?

- » Other scientists continued their work, and eventually, their ideas became widely accepted.

in 1632 he published the greatest of his astronomical writings, the *Dialogue on the Two Chief Systems of the World—Ptolemaic and Copernican*. It was a thorough defense of the Copernican system. It suggested that the ideas of Copernicus were more than a theory. This made those ideas more dangerous to Church teachings.

Galileo wrote his *Dialogue* in Italian rather than Latin so it could reach a wider audience. The Catholic Church reacted quickly. Although Galileo was now an old man, he was ordered to appear in Rome to be tried for heresy.

The Church Condemns Galileo

On June 21, 1633, the Church condemned the *Dialogue*. Galileo was ordered to take back his support for the teachings of Copernicus. After being sentenced to prison, the old scientist was forced to kneel and deny what he believed. Galileo had never stated that the Bible or Church teachings were wrong, but rather there were aspects of the world that were not fully understood. Nevertheless, the Catholic Church felt threatened.

Galileo spent the last eight years of his life under house arrest. He did not publish any books on astronomy. Instead, he wrote about motion and the structure of matter. This provided a basis for modern physics.

In the years following his death in 1642, other scientists continued Galileo’s work. In time, many people accepted the Copernican view of the universe. It’s important to understand that the Catholic

Page 42

Church was not against scientific research or understanding. At this time in history, the Church, and indeed the Bible, were at the heart of European society. The Church in Rome was driven to protect religious teachings and to hold the Church together as one religious body. Eventually, it too would accept the work of Copernicus and Galileo, and several members of the Church would go on to make their own groundbreaking scientific discoveries.

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Timeline

- Show students the three Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How might scientific discovery have challenged religious belief?”
- Post the image of Copernicus’s drawing to the Timeline under the date referencing the 1500s. Post the two images of Galileo to the Timeline under the date referencing the 1600s. (The image of Galileo and his telescope should be to the left of the one of Galileo on trial.) Refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How might scientific discovery have challenged religious belief?”
 - » Key points students should cite include: Scientific discoveries that contradicted Church teachings or the content of the Bible might have challenged religious belief. Students can cite examples from Copernicus’s and Galileo’s discoveries related to Earth revolving around the sun.
- Choose one of the Core Vocabulary words (*Easter, theorize, axis, pendulum, or pulse*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Galileo’s Trial (SL.5.1, SL.5.1.B, SL.5.4, SL.5.6)

45 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of Galileo’s Trial (AP 4.1)

Divide the class into two groups. Explain that today you will role-play Galileo’s trial in front of Church officials. Assign one group to defend Galileo’s position and the other to promote the Church’s position.

Distribute Galileo’s Trial (AP 4.1). Have students write whether they are playing Galileo or Church officials. Read through the directions and answer any questions. Allow students twenty minutes to prepare for the debate. (Explain to students that the questions included in Part 2 of Galileo’s Trial will be used after the trial to discuss the strengths and weaknesses of each side’s argument and response.)

Rearrange the classroom so that the two groups face each other. The debate should be structured as follows:

Galileo’s group has three minutes to present its argument.

Church officials’ group has three minutes to present its argument.

Galileo’s group has two minutes to respond.

Church officials’ group has two minutes to respond.

After the trial, lead a conversation with the entire class in reviewing each side's argument and response, and evaluating its strengths and weaknesses using the following questions from Part 2 of Galileo's Trial (AP 4.1):

1. What were the strengths of Galileo's group's argument?
2. What were the weaknesses of Galileo's group's argument?
3. What were the strengths of the argument by the Church officials' group?
4. What were the weaknesses of the argument by the Church officials' group?
5. Which group was more convincing? Why?

Reform Within the Church

The Big Question: What were the outcomes of the Counter-Reformation?

Primary Focus Objectives

- ✓ Describe the causes and effects of the Catholic Church’s attempt to reform itself. **(RI.5.2)**
- ✓ Explain how Ignatius of Loyola and the Jesuits, the Council of Trent, and the Index of Forbidden Books contributed to the Counter-Reformation. **(RI.5.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *shrine*, *heresy*, *convert*, *Inquisition*, and *superstition*, and the phrase “grassroots movement.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Counter Reformation”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed:

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

“grassroots movement,” (phrase) a reform movement beginning with and coming from ordinary people **(46)**

Example: A grassroots movement by students led the cafeteria to change its menu.

shrine, n. a place considered holy because it is associated with a holy person or event **(47)**

Example: Jesus’s tomb is a shrine located in a church in the city of Jerusalem.

Variation(s): shrines

heresy, n. ideas that go against the main teachings of a religion **(48)**

Example: Individuals accused by the Church of heresy were punished.

Variation(s): heretic, heretical

convert, v. to change from one belief or religion to another (49)

Example: The Catholic Church reformed itself because its leaders did not want anyone else to convert to Protestantism.

Variation(s): converts, converting, converted, conversion

Inquisition, n. a court of the Catholic Church that sought to discover and punish anyone who believed or practiced things that were against Catholic teachings (50)

Example: The Inquisition punished printers who printed forbidden books.

superstition, n. a false belief in the power of magic, luck, or unseen forces (52)

Example: Knocking on wood is a superstition meant to stop bad things from happening.

Variation(s): superstitions

THE CORE LESSON 35 MIN

Introduce “Reform Within the Church”

5 MIN

Ask students to review and summarize what they have learned in the earlier chapters about the Protestant Reformation, as well as the intentions and work of Martin Luther, Ulrich Zwingli, and John Calvin. Make sure students highlight that Luther in particular worked at first within the Catholic Church, hoping to reform it, but when he realized he could not accomplish the reforms, he started a new church. Calvin also started a new church, with slightly different beliefs from Luther, within the Protestant movement.

Read the title of this chapter, “Reform Within the Church,” asking students what they think the chapter may be about based on the title. (*Students should recognize that this chapter will likely be about efforts that the Catholic Church made to change or reform itself.*)


Ask students why the Catholic Church would want to reform itself? (*Students should note that Catholics believed that Protestant teachings were a threat to the well-being of all people and the Catholic Church. They believed that people following the Protestant reformers would not achieve salvation. The Catholic Church wanted to reform itself because it did not want people to leave the Catholic faith.*) Which issues do you think the Church will attempt to reform? (*Students are likely to mention the practice of granting indulgences in return for money and the clergy’s excessive interest in worldly wealth and pleasures.*) Have students read this chapter to find out whether their predictions are accurate. Call attention to the Big Question, and point out that the effort to bring about change within the Catholic Church was called the Counter-Reformation. Encourage students as they read to look for outcomes of the Counter-Reformation.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Reform Within the Catholic Church,” Pages 44–46

Scaffold understanding as follows:

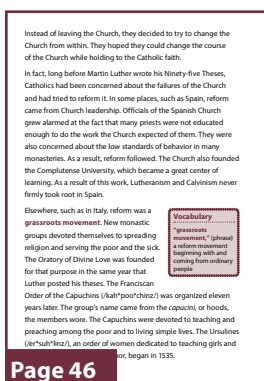
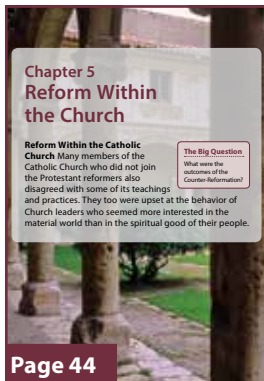
Preview the meaning of the phrase “grassroots movement.” Have students quietly read “Reform Within the Catholic Church” on pages 44–46 to themselves, referring to the vocabulary box as needed.

 **SUPPORT**—Display World Map (AP 1.1) and have students locate Spain on their own copies. Ask students to recall from their study of the Age of Exploration the name of the peninsula on which Spain is located. (*the Iberian Peninsula*) Also guide students in locating Italy.

After students read the text aloud, ask the following question:

LITERAL—Why did the Church in Spain start a university?

- » Church leaders were concerned that priests were not educated enough to perform their duties properly.



“The Spanish Priest,” Pages 47–49

The Spanish Priest

One of the most effective of the Catholic reformers was Ignatius (‘ig-nay-‘shus) of Loyola. He was born in 1491 to a noble family in northern Spain. In 1512 the same year Luther posted his theses, Ignatius became a knight for an influential relative. Later in life he admitted that at that time he was interested mostly in going to war and being a successful soldier.

In 1521 his life changed. During a battle his leg was broken by a cannonball, leaving him unable to walk. While he recovered from his wounds, he asked for books, hoping to read tales of knightly heroes and beautiful ladies. But there were only two books available in the castle where he was recovering: a book on the life of Jesus and a book on the lives of saints. The books moved Ignatius deeply. After much thought he decided to change his life and do penance for his misdeeds.

In 1522 Ignatius made a pilgrimage to a shrine dedicated to Mary, the mother of Jesus. There, he hung his sword and dagger near Mary’s statue and became a beggar. For nearly a year he prayed and did penance. He also wrote a little book, called *The Spiritual Exercises*, as a guide to self reform. This book would be widely read and followed.

After a pilgrimage to the holy site of Jerusalem, Ignatius became a student. He was in his thirties and was much older than the

Vocabulary
shrine, n. a place considered holy because it is associated with a holy person or event

Page 47

Scaffold understanding as follows:

Ask volunteers to read aloud the first two paragraphs of “The Spanish Priest” on page 47.

SUPPORT—Remind students that Ignatius lived less than a century after the invention of the printing press. Although there were many more books than before the invention of the printing press, there were still places that did not have many books.

Ask volunteers to read aloud the rest of “The Spanish Priest” on pages 47–49, reviewing the meaning of the word *shrine* when it is encountered.

After volunteers read the text, ask the following questions:

LITERAL—Who was Ignatius of Loyola?

» He was a Spanish knight who became a priest.

LITERAL—What group did Ignatius and his friends organize?

» They organized the Society of Jesus, or the Jesuits.

LITERAL—What was the purpose of the Society of Jesus?

» Its purpose was to serve the pope in whatever way he commanded.

CHALLENGE—How were Ignatius of Loyola and Martin Luther similar?

» Both men were priests who passed through a religious crisis and transformation, leading them to each have strong religious beliefs that they shared with others. Both were also accused of heresy.

students. He forced himself to sit with the younger students and learn the basics of Latin and other subjects. He studied for more than twelve years, first in Spain and then in Paris.

Following this time period, Ignatius became friends with other like-minded people who shared his strong beliefs and devotion to good works. Because of his strong beliefs and his enthusiasm for sharing them, Ignatius often came under suspicion and was even arrested. He was charged with heresy ten times, and he was sometimes imprisoned, but each time he was found not guilty.

In 1537 Ignatius and most of his companions were ordained priests and began to preach and work with people. Two years later, in Rome, the companions decided to form a group dedicated to serving the pope in whatever way he commanded. In 1540, Pope Sixtus IV gave them the name the



Ignatius was a towering figure of reform in Spain.

Vocabulary
zealous, n. desire that go against the main teachings of a religion

Page 48

“The Jesuits,” Pages 49–50

Scaffold understanding as follows:

CORE VOCABULARY—Before students read the section, point out the word *convert* on page 49. Review the meaning of the word *convert*, making a connection with the word *conversion*, which students encountered in Chapter 3.

Ask students to read “The Jesuits” on pages 49–50 silently.

After students read the text, ask the following questions:

LITERAL—What religious work did the Jesuits undertake?

» They cared for the needy, educated the young, helped to convert people to Catholicism, and also helped to fight against heresy.



Ignatius founded the Jesuits with the blessing of Pope Paul III.

Society of Jesus. Ignatius was elected their first leader. In time, the members of the society became known as Jesuits (/jəzʃtʃˈyoʊˈtɪz/).

The Jesuits

For the next fifteen years, Ignatius led the Jesuits as they quickly grew. They devoted themselves to preaching, caring for the needy, educating the young, converting nonbelievers, and fighting against heresy.

They ran their society like the military, perhaps because of the military experience Ignatius had had as a young man. Society members accepted strict discipline. They gave their leader the title of superior, and they obeyed him without question.

Vocabulary
convert, v. to change from one belief or religion to another

Page 49

EVALUATIVE—How were the Jesuits similar to the military?

- » Members were subject to strict discipline. Their leader was called *general*, and he was obeyed without question.

“Council of Trent,” Pages 50–52

Scaffold understanding as follows:

Ask volunteers to read aloud “Council of Trent” on pages 50–52; call attention to the meaning of the words *Inquisition* and *superstition* when they are encountered. Invite volunteers to share examples of superstitions, such as knocking on wood or breaking a mirror.

SUPPORT—Refer to the Timeline to remind students that in 1545, when the Council of Trent first met, Martin Luther was still alive, and John Calvin was implementing his ideas on religion and government in Geneva. So the Counter-Reformation occurred less than thirty years after the beginning of the Protestant Reformation.

After volunteers read the text, ask the following questions:

LITERAL—What was the purpose of the Council of Trent?

- » Its purpose was to reform the Catholic Church and to find and get rid of heresy. The Council also hoped to reunite the Protestants with the Church.

LITERAL—How did the printing press help the Catholic Church?

- » The Church was able to use the printing press to spread writings defending its teachings. The Church could also standardize Church practices by printing common texts for use across Europe.

The Jesuits became well known for their work in education. Ignatius recognized the need for highly educated members of the order, so he established schools to train new members. In time, the value of the Jesuits' training was widely recognized. Jesuits were asked to take over many universities. By 1600, four out of five Jesuits were teachers. Jesuits were also running hundreds of schools and colleges. Within fifty years they were the most important educators of European Catholics.

Council of Trent

Although the Jesuits were leaders in bringing about reform in the Church, they did not do so alone. In fact, the pope who approved their establishment, Pope Paul III, made important contributions of his own. He appointed a group of cardinals to investigate abuses in the Church. He began drastic reforms based on their recommendations. He also demanded that bishops actually live within the community they were supposed to serve. He set up the Roman Inquisition to investigate and root out heresy. Most important, he set up the Council of Trent, a meeting of Church leaders, which took place in northern Italy. The Council of Trent sought to examine and clarify the beliefs and practices of the Catholic Church.

The council began meeting in 1545. It did not finish its work until 1563. The council hoped

Page 50

Vocabulary
Inquisition, a court of the Catholic Church that sought to discover and punish anyone who believed or practiced things that were against Catholic teachings.



The Council of Trent met in 1545 to consider reforms for the Catholic Church and reaffirm many of the Church's teachings.

to reunite different Christian groups that had developed. However, the division had grown too great. Instead, the council defended and further explained many of the Catholic teachings Protestants had questioned.

Martin Luther and other reformers argued that the Bible alone was the authority for Church teaching. The council said that Church tradition also provided such authority. And it claimed that the Church alone had the right to interpret the Bible.

Luther held that salvation came from faith alone. The council agreed that faith is necessary for salvation, but it declared that

Page 51

“Forbidden Books,” Pages 52–53

Scaffold understanding as follows:

Ask students to quietly read “Forbidden Books” on pages 52–53 to themselves.

SUPPORT—Remind students that the Index of Forbidden Books was created after Copernicus published his works. However, it existed when Galileo published his observations of the movements of the planets. This contributed to the stronger response to Galileo's publications than to Copernicus's.

believers could help ensure salvation through good works and by taking part in Church sacraments.

Luther, Zwingli, Calvin, and other reformers had attacked the practice of indulgences. The council continued to teach that indulgences granted by the Church granted less time in purgatory. But the council did try to correct abuses involved with indulgences. It also warned against superstition in such matters as the worship of the saints.

Like Protestant reformers, Catholic leaders of the Counter-Reformation used printing to spread their message. Printing presses helped Ignatius of Loyola's *Spiritual Exercises* reach a large audience, just as Luther's and Calvin's writings had. Printing presses also allowed the Church to gain greater control over some practices. Printed editions of texts and directions for worship services, for example, were made the same for everyone.

Forbidden Books

The Council of Trent tried to control forces that had been released as a result of Gutenberg's invention. Concerned about the accuracy of translating the Bible into different languages, the Catholic Church tried to control the publication of such texts. It established an Index of Forbidden Books. And just as Protestant churches in Protestant regions did, the Catholic Church required writers of religious books to get permission to publish.

Page 52

Vocabulary
Indulgences, a sale held in the power of priests, such as unearned. Resins.

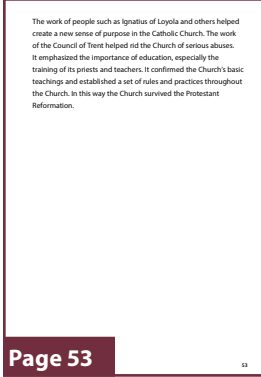
After students read the text, ask the following questions:

INFERENTIAL—Why do you think the Council of Trent wanted to control translations of the Bible into local languages?

- » The Council ruled that only the official Church had the right to interpret scripture. If people were reading the Bible in an “unauthorized” version, they might be tempted to come up with their own interpretations of it, which might oppose the Church’s official teachings.

EVALUATIVE—How did the Council of Trent help the Catholic Church survive the Protestant Reformation?

- » It ended serious abuses within the Church. It established a standard set of rules and practices throughout the Church. It confirmed the Church’s teachings and made sure priests and teachers were educated accordingly.



Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were the outcomes of the Counter-Reformation?”
- Post the image of the Founding of the Jesuits to the Timeline under the date referencing the 1500s; refer to the illustration in the Unit 5 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What were the outcomes of the Counter-Reformation?”
 - » Key points students should cite include: the creation of new monastic groups, a new focus on education, the formation of the Inquisition, and reform within the Catholic Church.
- Choose one of the Core Vocabulary words (*shrine, heresy, convert, Inquisition, or superstition*) or the phrase “grassroots movement,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–5 (AP 5.1)

Distribute Domain Vocabulary: Chapters 4–5 (AP 5.1), and direct students to match the definitions to the vocabulary terms they have learned in their reading about the Reformation. Students may also complete this activity page for homework.

Counter-Reformation Fill-in-the-Blanks (RI.5.1)

30 MIN

Activity Page



AP 5.2

Materials Needed: Sufficient copies of Counter-Reformation Fill-in-the-Blanks (AP 5.2)

Distribute Counter-Reformation Fill-in-the-Blanks (AP 5.2), and direct students to fill in the blanks using what they have learned in their reading about the Counter-Reformation. Students may also complete this activity page for homework.

Teacher Resources

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Unit Assessment: *The Reformation*

A. *Circle the letter of the best answer.*

1. Gutenberg is known for which development in Europe?
 - a) movable type
 - b) the telescope
 - c) the tower of Pisa
 - d) the pendulum
2. What was the first and most famous book Gutenberg printed?
 - a) the Bible
 - b) a sermon
 - c) a biography
 - d) a novel
3. In Luther's time, what were indulgences?
 - a) special prayers led by sinners on behalf of cardinals
 - b) religious services that included music
 - c) the removal or reduction of certain punishments for sin, linked to a particular act
 - d) prayers that show regret for wrongdoing presented directly to a priest
4. According to Martin Luther, how was salvation achieved?
 - a) as a result of indulgences
 - b) through saying Mass
 - c) by order of the pope
 - d) through God's forgiveness
5. Luther's ideas about indulgences and other practices that he posted in Wittenberg were known as
 - a) the Ninety-five Theses.
 - b) the sacraments.
 - c) the papal bull.
 - d) the Diet of Worms.
6. What name was given to the followers of Luther and others who disagreed with Rome?
 - a) Jesuits
 - b) Cardinals
 - c) Protestants
 - d) Catholics

- 7.** Which of the following best describes the Protestant Reformation?
- a)** a widespread rejection of Christianity all across Europe
 - b)** a movement to reform the Church that led to the formation of new religious groups
 - c)** a conflict between Martin Luther and the pope over the power of the Church
 - d)** a revolution in the way scientists viewed Earth, the sun, and astronomy
- 8.** On which of the following ideas did Zwingli and Luther agree?
- a)** Only the pope should interpret the word of God.
 - b)** There was no place for music in church services.
 - c)** The Bible was the source for all teaching about the word of God.
 - d)** Earth revolved around the sun.
- 9.** According to John Calvin, what is predestination?
- a)** Only those chosen by God would be saved.
 - b)** Only people who prayed every day would be saved.
 - c)** Only people who were chosen by the clergy would be saved.
 - d)** Only people who did good works would be saved.
- 10.** Ignatius of Loyola believed that
- a)** people's destinies were already chosen for them by God.
 - b)** the pope should be obeyed without question.
 - c)** the Church did not require any kind of reform.
 - d)** Earth revolved around the sun.
- 11.** What was the Counter-Reformation?
- a)** an attempt to destroy the new churches emerging from the Protestant Reformation
 - b)** the response of people such as Zwingli and Calvin to the teachings of Luther
 - c)** a movement within the Catholic Church to reform itself
 - d)** a court established within the Catholic Church to identify and punish heretics
- 12.** What was the purpose of the Council of Trent?
- a)** to appoint a new pope
 - b)** to spread Protestant ideas
 - c)** to examine and clarify the beliefs of the Catholic Church
 - d)** to translate the Bible into foreign languages
- 13.** The Council of Trent made a decision to
- a)** allow unrestricted translations of the Bible.
 - b)** condemn the scientific ideas of Copernicus and Galileo.
 - c)** correct some of the abuses associated with indulgences.
 - d)** end the practice of forbidding Catholics to read certain books.

- 14.** The ancient Greek philosopher Ptolemy believed which of the following?
- a)** Earth revolved around the sun.
 - b)** All the planets and stars were fixed in one place in the heavens.
 - c)** The descriptions of the sun and Earth in the Bible were accurate.
 - d)** The sun and other planets revolved around the Earth.
- 15.** According to Copernicus, what was the center of the planetary system?
- a)** the sun
 - b)** human beings
 - c)** Earth
 - d)** the moon
- 16.** A visit to a church in Pisa led Galileo to conduct experiments with
- a)** printing.
 - b)** steam engines.
 - c)** electricity.
 - d)** pendulums.
- 17.** Why did the Church forbid Galileo to write or teach about his findings supporting Copernicus and his views of the solar system?
- a)** Galileo wrote and taught in Latin, the official language of the Church.
 - b)** The Church decided that Copernicus's ideas were at odds with Church teaching.
 - c)** The Church believed Galileo's ideas had led to the Protestant Reformation.
 - d)** Galileo was working with Protestant leaders to weaken the Church.
- 18.** Who did not meet resistance from religious leaders for his work?
- a)** Galileo
 - b)** John Calvin
 - c)** Johannes Gutenberg
 - d)** Martin Luther

B. Match the vocabulary terms with their definitions.

Terms

Definitions

- | | |
|----------------------|--|
| 19. _____ thesis | a) to admit to having done something wrong |
| 20. _____ convert | b) an idea or opinion |
| 21. _____ recant | c) religious writings; the Bible |
| 22. _____ confess | d) ideas that go against the main teachings of a religion |
| 23. _____ heresy | e) to come up with an idea explaining some complex event or thought |
| 24. _____ astronomer | f) a scientist who studies the stars, the planets, and other features of outer space |
| 25. _____ theorize | g) to change from one belief or religion to another |
| 26. _____ scripture | h) to publicly take back something you have said or written |

Performance Task: *The Reformation*

Teacher Directions: Most of the events of the Reformation were possible because of the invention of the printing press. This innovation allowed thinkers to spread their ideas across Europe and allowed them to read others' ideas.

Ask students to write a brief essay that supports the idea that the printing press was central to the events of the Reformation. Encourage students to use their Student Reader to take notes and organize their thoughts on the Notes Table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence of the printing press to use as the basis of their essay.

Topic	Evidence supporting the claim that the printing press was central to the events of the Reformation
Protestant Reformation	<p>Luther, Calvin, and Zwingli printed books and pamphlets sharing their ideas on religion and their criticisms of the Church.</p> <p>Calvin was able to read the writings of other reformers, which had been printed and spread throughout Europe.</p> <p>Luther translated the Bible into German. Printed copies made it easier for people to read the Bible themselves.</p>
Scientific Revolution	<p>Copernicus printed a book with his theories on the movements of the planets.</p> <p>Galileo read Copernicus's book.</p> <p>Galileo printed two books with his ideas on the movements of the planets. Because his ideas were printed, the Church was aware of them and punished him for them.</p>
Counter-Reformation	<p>The Church used the printing press to create materials for Mass that helped spread the Church's teachings.</p> <p>Ignatius of Loyola was able to print his book and gain followers to his order.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Response is accurate, detailed, and persuasive. The references clearly show how the printing press facilitated the events of the Reformation. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The references show how the printing press facilitated the events of the Reformation. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The essay helps show how the printing press facilitated the events of the Reformation but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of historical events. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

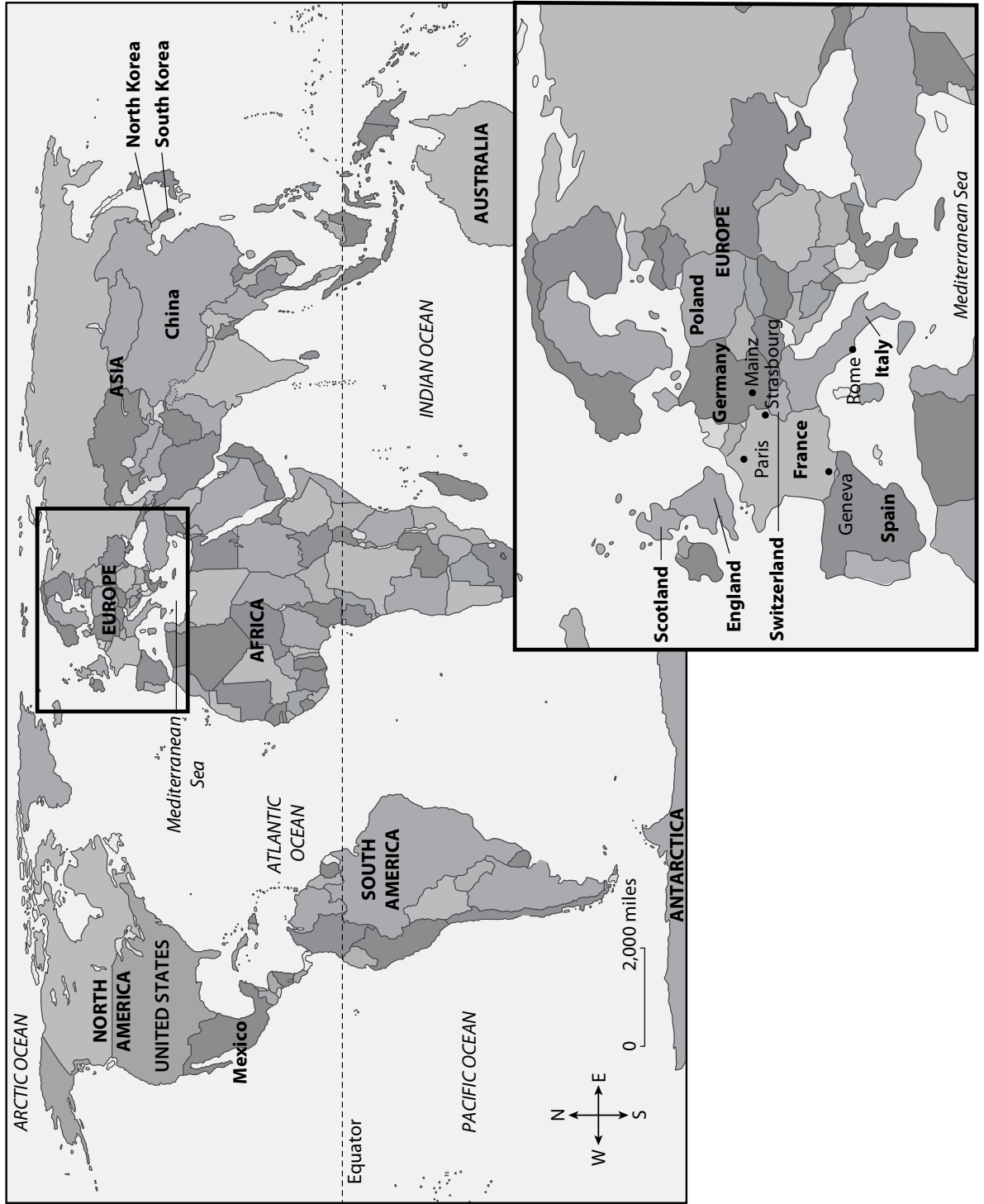
The Reformation Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the Reader. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of the influence of the printing press on the Reformation.

Topic	Evidence supporting the claim that the printing press was central to the events of the Reformation
Protestant Reformation	- Luther, Calvin, and Zwingli printed books and pamphlets sharing their ideas on religion and their criticisms of the Church.
Scientific Revolution	
Counter-Reformation	

Name _____ Date _____

World Map



Name _____

Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

Comparing the Influences of Communication Technology

Part 1:

How did Gutenberg's invention change the world and the spread of knowledge?

Part 2:

How did _____ change the world and the spread of knowledge?

Circle the invention from the 1900s that your group is focusing on.

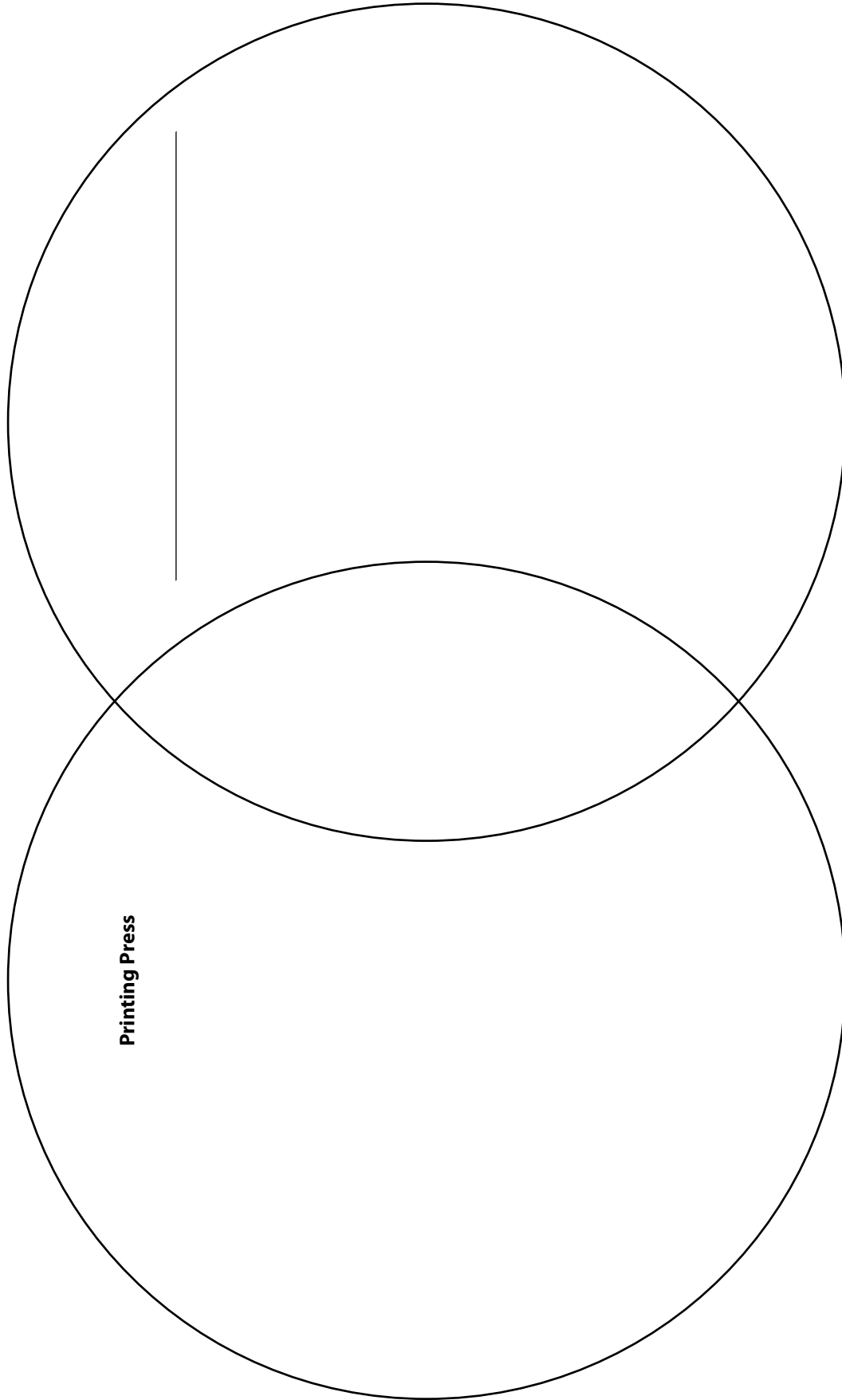
telephone

television

Internet

Part 3:

Use this Venn diagram to compare the influence of the printing press and your invention from the 1900s.



Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Martin Luther: True or False?

Write True or False on the line next to each statement about Martin Luther below.

1. _____ After his trial when he was declared an outlaw, Luther went into hiding.
2. _____ Luther believed that priests could forgive sins if people were truly sorry.
3. _____ During a trip to Rome while he was a student, Luther was upset by the behavior of the Catholic clergy.
4. _____ Luther was an outstanding university student and teacher.
5. _____ Luther's studies of the Bible convinced him that God's forgiveness could be purchased from priests as indulgences.
6. _____ Luther summarized his ideas about indulgences on a notice that he tacked onto the door of Wittenberg's Castle Church.
7. _____ Luther was easily discouraged and stopped criticizing the practices of the Catholic Church with which he disagreed.
8. _____ The pope issued a papal bull that supported Luther's writings.
9. _____ While he was in hiding, Luther translated the New Testament of the Bible from Greek into German.
10. _____ The printing press helped Luther to widely spread his ideas in the books and pamphlets he wrote.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete the crossword puzzle.

astronomer	confess	heir	heretic	ordain	pastor
recant	salvation	scripture	sermon	thesis	

Across

- 1. an idea or opinion
- 7. a scientist who studies the stars, the planets, and other features of outer space
- 8. the person who will become king or queen after the current king or queen dies or steps down
- 9. a Christian leader in charge of a church
- 10. being saved from the effects of sin

Down

- 2. religious writings or the Bible
- 3. to publicly take back something you have said or written
- 4. a speech on a religious topic given by a religious leader
- 5. to officially make a person a religious leader
- 6. to admit having done something wrong
- 8. a person who does not accept or follow the ideas of a particular religion

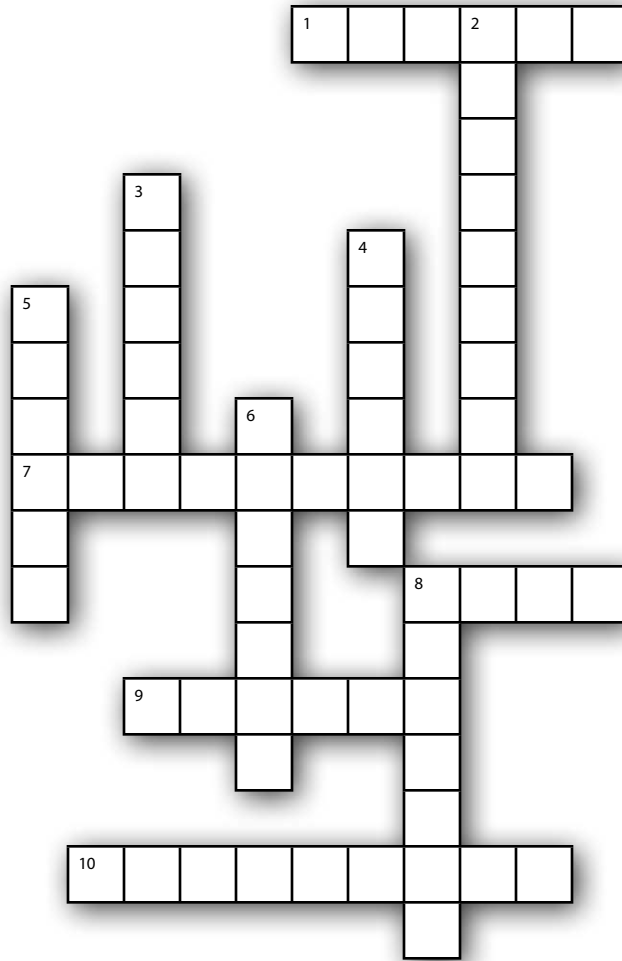
Name _____

Date _____

Activity Page 3.1 *Continued*

Use with Chapter 3

Domain Vocabulary: Chapters 1–3



Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Galileo's Trial

Part 1: Planning

1. My group is _____
2. What arguments does your group plan to make?
3. What arguments will the other side likely make? How can you respond to those arguments?

The Other Side's Arguments	Our Response

Part 2: Reflection After the Arguments

1. What were the strengths of Galileo's group's argument?
2. What were the weaknesses of Galileo's group's argument?
3. What were the strengths of the argument by the Church officials' group?
4. What were the weaknesses of the argument by the Church officials' group?
5. Which group was more convincing? Why?
6. In history, which group won at Galileo's trial? Why did it win?

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 4–5

For each word, write the letter of the definition.

- | | |
|------------------------|---|
| 1. _____ superstition | a) a system of religious beliefs |
| 2. _____ pilgrimage | b) a person who copies written text by hand in an artistic way |
| 3. _____ pendulum | c) high-ranking religious leader in the Catholic Church responsible for electing the pope |
| 4. _____ cardinal | d) a journey taken for a religious purpose |
| 5. _____ heresy | e) to come up with an idea explaining a complex event or thought |
| 6. _____ theology | f) something hung from a fixed point that swings back and forth as a result of gravity |
| 7. _____ convert | g) a place considered holy because it is associated with a holy person or event |
| 8. _____ shrine | h) ideas that go against the main teachings of a religion |
| 9. _____ theorize | i) to change from one belief or religion to another |
| 10. _____ calligrapher | j) a false belief in the power of magic, luck, or unseen forces |

Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

Counter-Reformation Fill-in-the-Blanks

Choose a word or phrase from the box to complete each sentence. Refer to Chapter 5 to help you complete the activity.

forbidden	universities	Jesuits
Inquisition	indulgences	Council of Trent

1. The Council of Trent published a list of _____ books.
2. The task of the _____ was to examine and make clear Catholic beliefs and practices.
3. The Council of Trent tried to correct some of the abuses related to _____.
4. The _____ sought to find and rid the Church of heresy.
5. The structure of the _____ resembled that of the military.
6. Jesuits organized and directed many schools and _____.

Answer Key: *The Reformation*

Unit Assessment

1. a 2. a 3. c 4. d 5. a 6. c 7. b 8. c 9. a 10. b
11. c 12. c 13. c 14. d 15. a 16. d 17. b 18. c
19. b 20. g 21. h 22. a 23. d 24. f 25. e 26. c

Activity Pages

Comparing the Influences of Communication Technology (AP 1.2) (page 64)

Part 1: Answers should acknowledge that the printing press allowed written material to be produced more quickly and more cheaply. Because of this, the amount of written material available increased greatly. People were able to spread their ideas by printing many copies of their books or pamphlets.

Part 2: Answers will vary but should acknowledge the ways that the innovations allowed information to be shared faster (and in new formats such as audio and visual for the television).

Martin Luther: True or False? (AP 2.1) (page 66)

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. True

Domain Vocabulary: Chapters 1–3 (AP 3.1) (page 67)

Across:

1. thesis
7. astronomer
8. heir
9. pastor
10. salvation

Down:

2. scripture
3. recant
4. sermon
5. ordain
6. confess
8. heretic

Galileo's Trial (AP 4.1) (page 69)

Answers will vary. Arguments supporting Galileo should include his scientific discoveries confirming Copernicus's theory as well as details on Copernicus's theory. Arguments supporting the Church officials should include the argument that Galileo's theories were against the Bible. The answer to question 6 is that the Church won because the Church felt threatened and was trying to protect its teachings.

Domain Vocabulary: Chapters 4–5 (AP 5.1) (page 70)

1. j
2. d
3. f
4. c
5. h
6. a
7. i
8. g
9. e
10. b

The Counter-Reformation Fill-in-the-Blanks (AP 5.2) (page 71)

1. forbidden
2. Council of Trent
3. indulgences
4. Inquisition
5. Jesuits
6. universities



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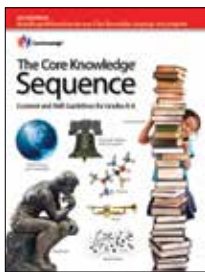
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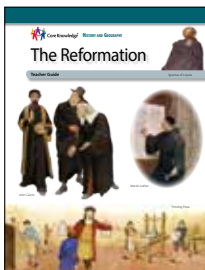
The Reformation

Core Knowledge Sequence History and Geography 5



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