

Liz Bierling-Powers

Lesson Plan: Introduction to the Reformation – 9th Grade Global History and Geography

New York State Curriculum Unit III – Global Interactions 1200 - 1650

Time allotted: 180 minutes (2 class periods)

Previously discussed -

1. The role and importance of the Catholic Church during the Middle Ages
2. The Italian Renaissance and humanism
3. The spread of the ideas of the Renaissance, humanism into northern Europe

Essential Questions:

- Where did the Protestant Reformation originate?
- What were the goals and beliefs of the Protestant Reformers like Martin Luther and John Calvin? How did they differ from traditional Catholic beliefs and practices?
- What were the beliefs and practices of some of the Protestant groups that developed in the 16th century?
- How did religious reform lead to conflict?

Procedure:

1. Review the role of the Catholic Church in Europe (political, economic, social) as a brief question and answer along with short PowerPoint and review of concept of indulgences, Tetzel (15-20 min), map of Western Europe pre-Reformation
2. Handout: Short Biography of Martin Luther and excerpts from the *95 Theses* (20-25 minutes)
 - a. Biography – read together as a class, briefly discuss
 - b. students will be assigned 2-3 of the Theses and will be asked to read and explain the concern or complaint that Luther has expressed, share with the class
 - c. Introduce and explain that Luther’s criticisms of the Church spread quickly and inspired other reformers to develop ideas about how “true Christianity” should be practiced
3. Activity: (directions attached) students will be divided into groups of three or four and will be assigned one of the following:
 - a. Catholicism
 - b. Lutheranism
 - c. Calvinism
 - d. Anabaptism
 - Students will be provided with a folder that includes images, primary and secondary sources related to the assigned branch of Christianity, books from the library and a textbook. They will also be provided with poster paper and materials. Some of the supplemental sources are attached, though this attachment is not comprehensive.

4. Students will have 1 hour (split between two class periods) to develop their presentation and poster.
5. The students will be asked to present their posters to the class as the observers take notes.
6. The remainder of the class will be spent in class discussion clarifying, supplementing and correcting the information presented.

Directions: Using the readings, images and resources provided create a poster that illustrates and explains the beliefs of the assigned group. Along with the poster develop a short presentation that will be used to help us understand the differences and similarities among these Christian sects.

Step 1 – Divide the resources among the group members. Take a few minutes to read and analyze them. Take notes. Focus on the following questions:

- a) What did the members of this group feel were the characteristics of a true Christian society? How should people behave?
- b) What role did the members of this group think the common person had in relation to the teaching and reading of the Bible?
- c) How did the members of this group feel about religious art, images and architecture?
- d) How would a member of this group view the Pope as a religious figure?

Step 2 – Share your information. With the group discuss what you have learned about this denomination. One person from the group should be assigned to record this information.

Step 3 – Make a plan, make a poster; decide which facts and details are most relevant and create a poster that meets the following requirements:

1. The poster must include at least two images/pictures and must explain how those pictures illustrate the beliefs of the assigned denomination. The picture can be printed or hand drawn.
2. Include and list on the poster four beliefs and practices that the followers of this denomination would consider fundamental. These can be ideas and/or practices.
3. Include on the poster a quote from the primary source that reflects a fundamental belief of the denomination.
4. Design and decorate the poster in a way that reflects the beliefs of this denomination.
5. Prepare a 3-5 minute presentation based on what you have learned.



Above: St. Peters Basilica, Rome

Right: Church of Il Gesù, Rome

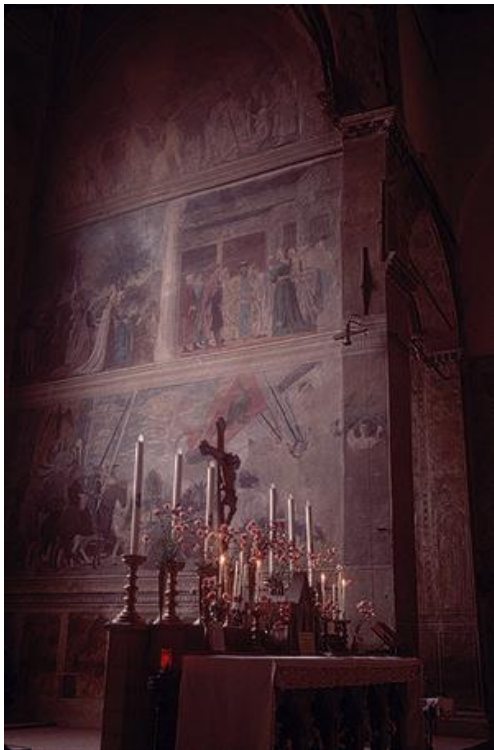


Above: Orleans Cathedral





**Saint Peter's
Basilica, Rome,**
Pietà, ca. 1497,
by Michelangelo
Buonarroti



Church of San Francesco, Arezzo,
*Legend of the True Cross, ca. 1452–
65, fresco by Piero della Francesca*
(Italian, ca. 1420–1492)

Doctrine

This is by no means a work of theology, but the following provides a few of the key doctrinal characteristics of Catholicism as determined at the Council of Trent

Catholic (Council of Trent)
Both faith and good works (acts of devotion, charity, the sacraments, etc.) are necessary for salvation.
The Catholic priesthood is necessary as only priests can perform the sacraments necessary for spiritual health and correctly interpret the meaning of scripture.
Scripture is only one way in which doctrine is revealed; the decisions of church councils, encyclicals from the Pope, tradition, etc. are all part of it. Only the priesthood of the church can correctly interpret the meaning of scripture -- do not try this at home.
The Eucharist is a mystery in which the sacrifice of Christ is reenacted; the bread and wine become spiritually transformed into the true body and blood of the Lord (the doctrine of transubstantiation). Only priests partake of the wine and bread, the populace only takes the bread.
Although the saints and angels should not be worshipped, their intercession is valuable and necessary to helping the Christian to achieve salvation. The Virgin Mary is especially honored by God, and should be also by believers. Religious images should not be worshipped, but they help to inspire devotion (these fine points were often lost on the average peasant).
God's omnipotence does not restrict human will, and each individual is still responsible for earning their own salvation.
There are seven sacraments: baptism, Eucharist (see above), penance (confession/ absolution), confirmation, marriage, holy orders, extreme unction (last rites). Of these, baptism can be performed by anyone in an emergency, and marriage (a historical newcomer to the list) is technically bestowed by the two partners on one another -- all the rest can only be performed by a priest.

The Anabaptists

Introduction

Catholics against Lutherans, Calvinists against Catholics, even Lutherans against Calvinists, but one group was consistently and universally opposed and persecuted by all the major divisions within Christianity: the Anabaptists. The term "anabaptist" is applied to a variety of groups and individuals, only a few of which ever formed formal churches.

Anabaptism is a general term, but there is a core of beliefs that were common to all. The most of important of these beliefs was that of "believer baptism," which is what gave the movement its name. Other characteristic beliefs include a strict separation of true Christians from the State, insistence on freedom of conscience and of worship, pacifism, a belief in a voluntary church, emphasis on the precepts of the Sermon on the Mount, rejection of oaths and of law suits, mutual help, and an emphasis on discipleship.

This was the the most characteristic belief held by Anabaptists, the one from which their name was derived, though not really the belief that earned them the opprobrium (reproach, criticism) of all other sects. Without this belief, though, an individual or group cannot be called anabaptist.

The Anabaptists tended to a literal (word for word) interpretation of the Bible. Because they found no evidence of infant baptism there, but only of adult baptism, they argued that there was no justification for infant baptism. They said, baptism celebrated and confirmed the believer's true conversion to the faith, which could obviously only be done by a mature person (the customary minimum age was around thirteen). Two highly visible acts were associated with the Anabaptists: they refused to baptize their children, and they baptized adult converts.

Anabaptists also believed that Christians should remain separate from the state (government). This meant that they would not take oaths or participate in war. The true Christian community, according to the Anabaptists, had no priesthood—all believers witnessed and preached. All Christians helped one another with material goods as needed; the most radical of the Anabaptists may have even held to common ownership of property (no private property).

Some groups that could be considered Anabaptist would be the Mennonites, the Hutterites and the Amish.

Source:

<http://www.boisestate.edu/courses/reformation/reformers/anabaptists/18.shtml>

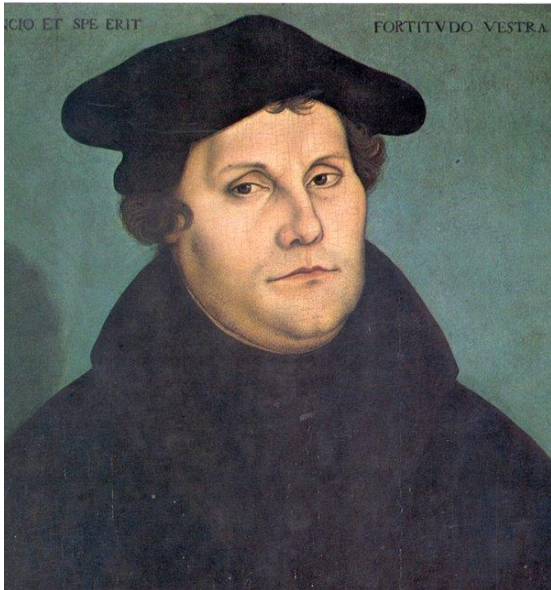


The story of Dirk Willems: was charged with the crime of being an “Anabaptist” and was running from the authorities when one of his pursuers fell through the ice. Instead of running on, Willems turned back to help the man. Willems was captured and executed. He is considered a hero and an example by many of the Anabaptists.



John Calvin

1550's



Martin Luther

1532

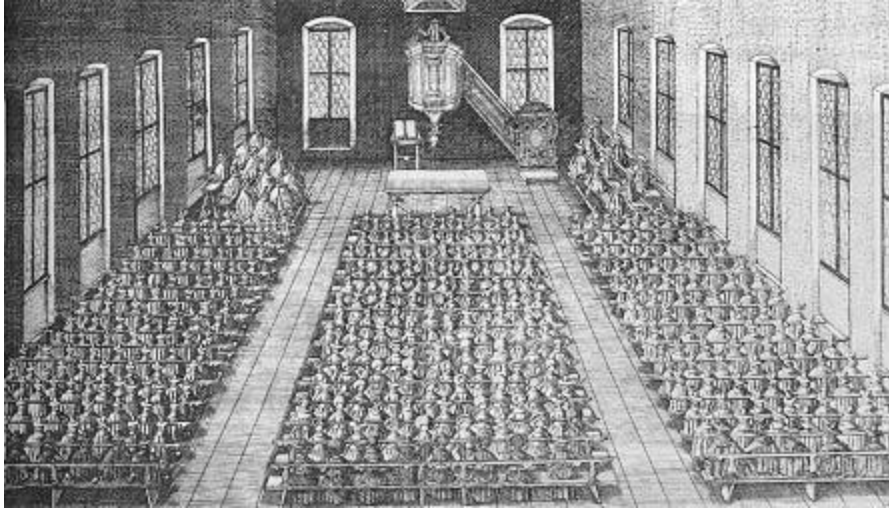


Image of a Calvinist
worship service in
Geneva

What institution, that we have discussed, was a unifying force for the majority of people in the green area of the map?



Answer: The Roman Catholic Church

What do we remember about the Medieval Catholic Church?

Political, historical events, people

Economic

Social role, impact on daily life

Indulgences

- According to the Medieval Catholic Church an individual had to find a way to pay for, or repent of sins committed
- An indulgence was a way to free a soul from Purgatory, where a soul is punished until sins have been paid for
- The Catholic Church offered a way to avoid this punishment – a payment could be made for an “indulgence” which pay for some or all of the time a soul would have spent in Purgatory
- Indulgences could be purchased for oneself, or for dead loved ones
- The Catholic Church began to depend on the sale of indulgences for revenue
- Some people were sold indulgences in the promise that they could “pre-pay” for sins that they had not yet committed

“So soon as coin in coffer rings, the soul from Purgatory springs.

- attributed to Johann Tetzel, a seller of indulgences

JOHANNES TECELIUS PIRNENSIS

Dominicanus, Nundinator Romani Pontificis, anno

1517. ἀνεκαλεσθῆναι LUTHERO terricus & in fugam versus,
ut talis ejus effigies visetur in templo Piraenob.

O ihr Deutschen mercket mich recht/
Des heiligen Vaters Papstes Knecht
Bin ich/ und bring euch ihrt altein
Zehn tausent und neun hundert carren/
Gnad und Ablass von einer Sünd/
Vor euch/ erer Eltern/ Weib und Kind/
Sol ein jeder gewehret sein/
Saniel ihr legt ins Rästlein/
So bald der Sünden im Becken klinge/
Im huy die Seel in Himmel springt.



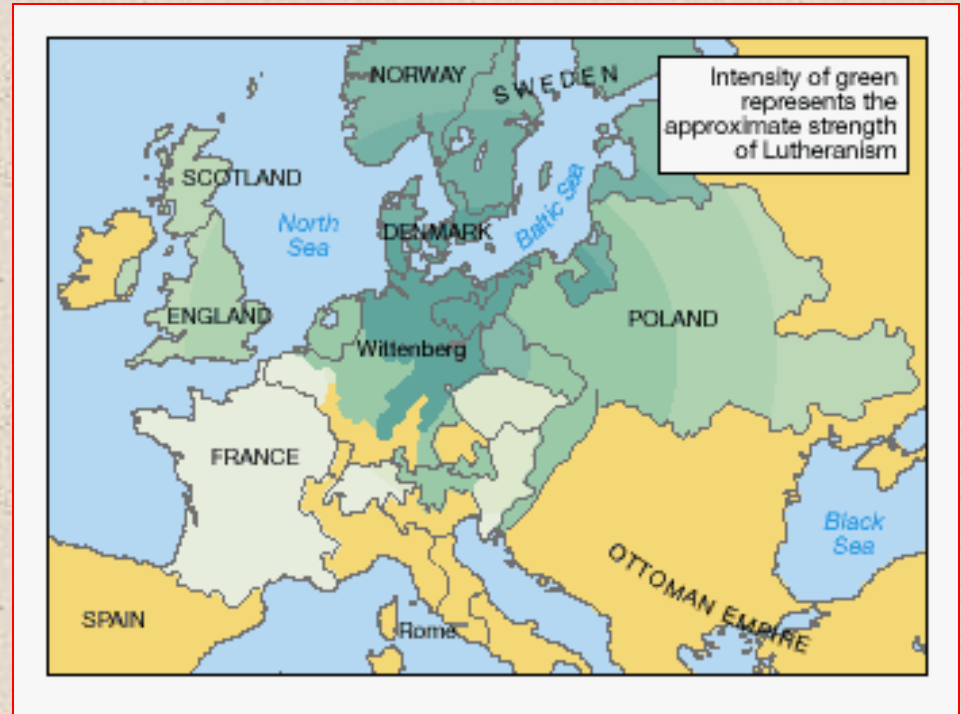
The Spread of the Printing Press



"Unless I am convinced by Scripture and plain reason - I do not accept the authority of the popes and councils, for they have contradicted each other - my conscience is captive to the Word of God. I cannot and I will not recant anything for to go against conscience is neither right nor safe. God help me. Amen."



The Spread of Lutheranism



Diet of Worms: a meeting where Luther was deemed to be an 'outlaw'. He became a hero to some other reformers because of his strong stand at Worms.



The Religious Situation in Europe about 1560.

- Lutherans
- Anglicans
- Calvinists and Zwinglians
- Waldensians, Moravians
- Anabaptists, Socinians
Antitrinitarians etc.
- Approximate extent of the revolt from the Roman Church
- Roman Catholics
- Greek-Orthodox
- Mohammedans

Scale 1:30 000 000

Miles.

