



Note: I'm creating a set of lessons to fit within the current Hong Kong International School interdisciplinary (English/History) sophomore Humanities II Course. The course currently has a quarter-long "Faith and Reason" unit that currently does little with the Reformation. I've appended the current unit description at the end for comparison. The class meets every day for 80 minutes.

The Essential Questions of the Unit are:

- **"What is faith?"**
- **"Can faith and reason coexist?"**
- **"What endures?"**

I. Reformation Sub-Unit:

a. Enduring Understandings:

- i. The Reformation demonstrates how FAITH coupled with REASON could lead to fundamental transformations in:
 1. theology, worship, behavior
 2. architecture, music, & liturgy
- ii. The Reformation valued education:
 1. Catechism
 2. "teaching hymns"
 3. Schools
- iii. The Reformation demonstrates that continuity is inherent in historical change:
 1. persistence of Catholic liturgy, practice, architecture, music
 2. persistence of local belief
- iv. The Reformation emphasized the importance of community:
 1. integrating one's religious life with one's secular life (faith and reason):
 - a. Use of Reformed 'Consistory' and Presbyterian 'Sessions':
 - i. Demonstrates patient work to bring community members back to the fold
 - ii. Demonstrates the use of 'discipline' to insure collective conformity to avoid displeasing God and to insure the adherence to societal norms
 - b. Limits of Control:
 - i. Persistence of opposition to superimposition of behavior
 - ii. Persistence of Catholic & local belief & practice

b. Skills

- i. Value of Primary Documents: evidence to support historical assertions
- ii. Presentation: value of using visual and aural sources in a presentation
- iii. Recognizing the power of ideas (faith and reason) to produce change: conflict, transformation, & consequences

c. Resources:

- i. Scanned copies of the myriad of primary documents (visual, textual, musical) provided by the NEH seminar presenters
- ii. "Trial of Luther the Heretic" packet (available upon request)

**Day 1: Foundations of the Reformation**

- I. Teacher Presentation of visual images
 - a. Renaissance religious imagery (Giotto: Fresco of Legend of St. Francis in Basilica of St. Francis, Assisi; anything by Michelangelo)
 - b. Hell images: Rogier van der Weyden 1450; “Detail of the Damned” - Michelangelo (Sistine);
 - c. Crucified Jesus + bereaved Mary: Rogier van der Weyden 1440 – “Deposition from Cross”
- II. Application of Primary Sources: St. Francis of Assisi: “Little Flowers of St. Francis”, ca. 1330
 - a. Read aloud together; small group collection of observations; back together:
 - b. Kinds of observations one might hope to elicit about Catholic piety:
 - i. Passion clearly depicted
 - ii. Biblical references: burning bush; link to Mary’s annunciation and acceptance – St. Francis opening his heart to God and choosing to be his vessel; Pentecostal image of the apostles receiving the Holy Spirit
 - iii. “Interpenetration of the earthly and divine”
 - iv. St. Francis is a model – preaching the Gospel without words
 - v. Significance of the stigmata on his hands
 - c. Observations about apparently ‘unCatholic’ ideas:
 - i. No mention of the Church
 - ii. Attributing to Christ words & events that aren’t in the Bible – draws from the Nativity Scene (‘shepherds’) – but changes it dramatically; mentions Friars (who were mendicants)
 - iii. ‘transforming himself INTO Jesus’ – original sin is pride to think you can become God
 - iv. Francis goes to Purgatory – saves those whom he wishes to save – isn’t this Christ’s prerogative?
 - d. Francis as dissenter; Example of the Church responding effectively to dissent:
 - i. Church allowed Francis to create an order (despite his criticism of the Church) – shows how the Catholics allowed orders to develop (‘dissent’) but dissent within the Church
- III. Define: “Geography of the Afterlife:”
 - a. Limbo for Unbaptised infants, good pagans
 - b. Hell
 - c. Heaven
 - d. Purgatory: most common path – can get out . . . eventually
 - i. Soul is still grubby: haven’t gotten all your sins cleansed
 - ii. Painful in the sense of ‘healing’
 1. Meritorious acts help you through Purgatory
 2. Celestial ‘bank account’ – Church can tap in and use to help you on your way through Purgatory
 - a. Indulgences help: even today: attend a Papal jubilee
 - b. “Book of Maccabeus” (Apocrypha) -- Biblical basis
- IV. Overview of early 16th century crisis in the church:
 - a. Corruption, opulence/worldliness, indulgences
 - b. Luther as conflicted priest, as theologian
 - c. Student Activity: Introduce Luther Trial (on the charge of “Heresy”)

**Day 2: Systemization of the Reformation**

- 1) Teacher Presented Overview of Reformed Church Theology Concepts:
 - a) Creation
 - b) Providence of God
 - c) Rejection of images: “Iconoclasm”
 - d) Unity of Israel & Church
 - e) Faith & Discipline
 - f) Eucharist
 - g) Predestination
- 2) Discussion with Students of the Reformed Concept and Use of Discipline:
 - a) Primary Documents: Calvin’s “Ecclesiastical Advice” booklet – deals with pastoral issues
 - (1) Ex: Woman writes Calvin a “Dear John” letter – can I leave my husband if he won’t convert to Calvinism? Answer: no, it’s your job to exhort your husband
 - (2) Scottish example of discipline: Stirling Presbytery Register: Case of William Dawson
 - b) Role-play: have students write “Dear John” letters to Calvin
 - (1) Teacher (or group of students) take the role of Calvin, answer the questions written out by the students
 - (2) Goal: to demonstrate the complex combination of compassion and discipline inherent in Reform theology
- 3) *Formative Assessment*: Assignment of Student Project to Understand the Uses of Education to Spread the Reformation
 - a) Student Visual or Document Analysis Presentations:
 - i) Pairs; students to choose from a selection from the list below (items provided)
 - ii) Five minute presentation limit
 - iii) Exegesis AND Application of the document or visual to our understanding of the Reformation:
 - (1) Sermon excerpt
 - (2) Catechism excerpt
 - (3) Discipline sample (Consistory/Session)
 - (4) Hymn
 - (5) Architecture: iconoclasm, acoustics, images kept/used
 - (6) Art: Christ as risen, rather than as gruesome crucifixion image
 - (7) Drama (something by Hans Sachs)

Day Three: Fragmentation of the Reformation

- I. Link to Day Two: Student Presentation of Education-Link Assignment
- II. Case Study: doctrinal differences in definitions of the Eucharist
- III. Case Study of the Radical Reformation: Anabaptism
 - a. Pedagogical Themes to Consider
 - i. ‘voices from the underside’ – an alternative reading of the Reformation
 - ii. Religion in its social, economic, political context
 1. Allows students to be more interdisciplinary by era (Renaissance not just art; Reformation not just religious)
 - iii. Model of Splintering of the Christian church
 1. A good reminder that there were lots of possible (and actual) outcomes to the Reformation – helps us remember that the “Luther answer” can’t be proclaimed the ‘right’ one
 - iv. *** Ultimate questions of meaning & purpose ***



- b. *Formative Assessment*: Discussion: Conversation of Faith in a Mennonite Mode:
 - 1. What would you kill for? What would you die for?
 - a. Willingness to kill for religious reasons; willingness to die for it
 - b. Suicide bombers willing to kill AND die for their faith
 - c. Certainty that one must ACT on one's faith: one's act on earth matters to all society, not just to self
 - i. Belief that one's death will have a long-term impact

Day 4: Reaction to and Repercussions from the Reformation

- I. Teacher presentation on the Catholic Reformation
 - a. Catholic education
 - b. Loyola and the Jesuits
- II. The Local Landscape
 - a. Jesuits in China
 - b. Evangelical Church in China
 - c. Students' personal experience with church in Hong Kong
- III. Work time for students for Luther Trial

Days 5 & 6: *Formative Assessment*: Trial of Martin Luther

- I. The Trial – see separate attachment for explanation
- II. Purpose: to get students to articulate the deep theological struggle and fervor of the 16th century; to reinforce the rationality and reason that Reformation leaders used to consider their faith

Day 7: Summative Assessment

- I. Visual (20 minutes): comparative drawing: students to make a sketch that shows a key difference between any two religious traditions discussed (Catholic/Protestant; Lutheran/Calvinist; Calvinist/Anabaptist)
- II. Filmic Short Answer Response (20 minutes): watch a clip from *Luther* film; students to critique the director's purpose and success at communicating one or several ideas
- III. In-Class Essay (40 minutes): Compare the roles that Faith and Reason played in transforming the religious landscape of Europe in the 16th century.

**Existing (as of June, 2009) Humanities II “Faith and Reason Unit”**

I. Content Description

"What will we study or explore, and why?"

The third unit of Humanities II will focus on how the tension between using Faith as a way of knowing the world and using Reason as a way of knowing the world. We will study the role formal religion played in the development of the West, contrasting it with the rise of scientific reasoning and its role in the Western tradition.

II. Enduring Understandings: "What are the enduring and transferable ideas?"

III. Essential Questions: "What are the important issues?"

- What is Faith?
- What is Reason?
- Can Faith and Reason coexist or must they clash?

IV. Student Learning Results:

A. "What Student Learning Results did you cover in this unit?"

Standards:

- Students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.
- Students will understand and respect Christianity and other religions and will identify and develop their own spiritual identity.
- Students will demonstrate respectful and caring attitudes at school and in the community, as well as the courage to stand up for what is right.
- Students willingly apply a variety of learning and motivation strategies throughout their learning process.

B. "What learning experiences and instructions will enable all students to achieve the desired results?"

Resources:

SW: Medieval - Double Entry Journal
Middle Ages Cultural Universal Research Project
Middle Ages Cultural Universal - Groups
Decameron & Canterbury Tales Intro
Canterbury Tales - General Prologue
Canterbury Tales - Sparknotes Overview
Canterbury Tales - Character List
Hong Kong Tales
The Reckoning - Trailer
Morality Play Literature Circle
Medieval Women Information
The Last Judgment
SFE: *The Name of the Rose* - trailer
Bill Maher & Mike Huckabee Discuss Faith
Scientific Revolution - Visual Metaphor
Scientific Revolution & Enlightenment Overview
Year of Wonders
Contact - Video Guide
Pascal's 'Wager' & Criticism

Enlightenment Found Poem
Faith and Reason - PBS Video
Why this scientist believes in God
What the Bleep Do We Know? - Trailer
What the Bleep Do We Know?
What the Bleep Do We Know?- Intro
What the Bleep Do We Know? - Down the Rabbit Hole - Part 4
What the Bleep Do We Know? - Are We all Connected? What Is Entanglement?!
What the Bleep Do We Know? - Down the Rabbit Hole - Part 14
What the Bleep - Overview
Secrets of the Soul - Trailer
Secrets of the Soul
Messages from Water
I'm a Soul Man
SFE: TED - Is There a God?
Western Civilization Timeline

The Trial of Martin Luther

Accusation: Martin Luther was a heretic. **Place:** Diet of Worms
Revisited, Circa 1550



Participants and Roles

4 Lawyers: (2) Lawyers for the Defense; (2) Lawyers for the Prosecution

- Defense and prosecution **teams** have the responsibility to research and choose appropriate witnesses to best build their cases. These must be submitted to the judge & approved by: _____
- **Lawyers** have the responsibility to interview all their witnesses and prepare them for questioning. They also have to write their own opening and closing statements (3-6 min)
- However, **witnesses** must first research their character in detail and present lawyers with a list of potential questions to ask them. Remember that you become that person for the trial.
- Teams **must also work together in researching the opposing characters and creating cross-questions** to use in the trial.



1 Defendant: Martin will write and deliver an impassioned defense of himself (3-6 min)

7 other Witnesses for the Defense

8 Witnesses for the Prosecution

Bank of potential witnesses to choose from: John Calvin, Sir Thomas More, Erasmus, Philip of Melancthon, St. Augustine, German peasant ("Pitchfork John"), Henry VIII, Saint Ignatius Loyola, Prince Fredrick III "the wise" elector of Saxony, George Spalatin (Georg Burkhardt), 'Huldych' Ulrich Zwingli, Johann (John) Tetzel, Jan Hus, Johann 'John' Eck, Charles V - Emperor of Spain, His Holiness Pope Leo X (Giovanni de' Medici), His Holiness Pope Paul III, Simon Mennon, others?

Note: Witnesses may work from note cards, but overall they are to know their own character well.

All-Play Writing Piece: Everyone except the lawyers and defendant is responsible for writing a response to the trial. This response should be written as if you are a newspaper reporter and *may* include made up interviews with witnesses and/or people in the city of Worms, comments/quotes directly from the trial, and an analysis of the decision itself. Was the right decision made? Why or why not? Use evidence from the trial itself to support your reasoning. Do *not* simply summarize what happened in the trial.

Materials List for Everyone to Read: Distributed packet



The Trial (day 1 = prosecution/ begin defense & day 2 – finish defense & closing statements)

- All rise for entrance of the Honorable Judge: _____
- Opening Statement read by presiding Judge: _____
- Prosecution will make its opening statement
- Prosecution will go first to make its case & call up all of its witnesses in order of their choice
- Defense will cross examine every witness immediately following Prosecution questioning (3-5 penetrating and keenly worded questions. Don't waste them. No 'follow-up' questions)
- 5 minute recess and then begin with Defense...
- Defense will make its opening statement
- Defense will follow to make its case & call up all of its witnesses in order of their choice
- Prosecution will cross examine each witness immediately following Defense questioning
- Upon all witness questioning and cross examinations...5 minute recess
- Closing statements made by Prosecution followed by Defense
- 10 minute deliberation by Judge to make final decision (lawyers' and witnesses' reflection)
- Verdict of case read with reasoning by Judge

Notes:

- The Prosecution and Defense must call *all* their witnesses to the stand (including Martin)
- Lawyers may object upon appropriate grounds.
- Each witness must be on the stand between 3-6 minutes. Most of the talking should be done by the witnesses, not the lawyers. Lawyers should get right to the point.
- The presiding Judge will keep proceeding rolling at their own discretion...

Checklist for Witness Performance

You come prepared as a witness with a written or learned statement appropriate to your character and his or her position.	
You establish & stay in character, project well, show appropriate animation/emotion	
You respond knowledgeably to cross examination questions and maintain a degree of poise or pugnacity under fire.	

Checklist for Written Response to Trial

Your title is catchy and gives a hint to what your article is about	
Your issue is relevant to the "current events" and considers the audience	
Your opinion is assertive and clear	
You address other opinions where appropriate	
You use details to support your opinion	
Your paragraph and sentence structure is appropriate to newspaper article	
You use strong, loaded language to emote a response by your audience	
You accurately use language and grammar	