The Reformation

Teacher Guide

Ignatius of Loyola

John Calvin

Martin Luther

Printing press
The Reformation

Table of Contents

Introduction ................................................................. 1
The Reformation Sample Pacing Guide ................................. 13
Chapter 1  An Age of Change ........................................... 15
Chapter 2  The Birth of Protestantism ................................. 22
Chapter 3  The Spread of Protestantism ............................... 30
Chapter 4  A Revolution in Science ................................. 39
Chapter 5  Reform Within the Church ............................... 47
Teacher Resources .......................................................... 54
The Reformation
Teacher Guide
Core Knowledge Sequence History and Geography 5
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1440</td>
<td>Invention (in Europe) of movable type by Gutenberg</td>
</tr>
<tr>
<td>1517</td>
<td>Luther’s Ninety-five Theses</td>
</tr>
<tr>
<td>1541</td>
<td>Calvin establishes theocracy in Geneva</td>
</tr>
<tr>
<td>1543</td>
<td>Copernicus’s theory of sun-centered system published</td>
</tr>
<tr>
<td>mid-1500s–1600s</td>
<td>Counter-Reformation</td>
</tr>
<tr>
<td>1609</td>
<td>Galileo invents astronomical telescope</td>
</tr>
<tr>
<td>1632</td>
<td>Galileo publishes in support of Copernicus’s theory</td>
</tr>
</tbody>
</table>
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
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.

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
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:

<table>
<thead>
<tr>
<th>1400s</th>
<th>1500s</th>
<th>1600s</th>
</tr>
</thead>
<tbody>
<tr>
<td>• •</td>
<td>• •</td>
<td>• •</td>
</tr>
<tr>
<td>Chapter 1 1</td>
<td>Chapter 1 2 3 3 5 4</td>
<td>Chapter 4 4</td>
</tr>
</tbody>
</table>

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

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

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

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

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


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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Reformation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| “An Age of Change”  
(Core Lesson)  
(TG & SR—Chapter 1) | “Comparing the Influences of Communication Technology”  
(TG, Chapter 1, Additional Activities, SR & AP 1.2) | “The Birth of Protestantism”  
(Core Lesson)  
(TG & SR—Chapter 2) | “The Spread of Protestantism”  
(Core Lesson)  
(TG & SR—Chapter 3) | “A Revolution in Science”  
(Core Lesson)  
(TG & SR—Chapter 4) |

#### CKLA

| “Contemporary Fiction” | “Contemporary Fiction” | “Contemporary Fiction” | “Contemporary Fiction” | “Contemporary Fiction” |

#### Week 2

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Reformation</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| “Galileo’s Trial”  
(TG, Chapter 4, Additional Activities, SR & AP 4.1) | “Reform Within the Church”  
(Core Lesson)  
(TG & SR—Chapter 5) | The Reformation Unit Assessment |

#### CKLA

| “Contemporary Fiction” | “Contemporary Fiction” | “Contemporary Fiction” | | |
(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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Reformation*

### Week 2

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Reformation*
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](http://www.coreknowledge.org/ckhg-online-resources)

**Materials Needed**

- 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

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.
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.

**INFERENCE**—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

**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.
CHAPTER 1 | AN AGE OF CHANGE

“Working with Movable Type,” 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

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

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 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

• 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.
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.

"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 question:

**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.
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.

---

**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.
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.
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.
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?

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.
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

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

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.

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

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

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 solely on 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

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*.
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**

**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:


» 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.
**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.

**“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.*)
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

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 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.
The Polish Astronomer

In 1473, Nicolaus Copernicus was born to a wealthy Polish merchant family. Young Nicolaus received an excellent education. He studied first at the University of Krakow, where he became especially interested in mathematics and astronomy. His family recognized his abilities and paid him an income for the rest of his life. Nicolaus pursued his studies at the University of Bologna and then at the University of Paris. Copernicus received a Church position that allowed him to travel and conduct his research. From his uncle, a bishop, Copernicus learned Latin. He studied first at the University of Krakow, where he became interested in problems of astronomy in the 1500s. It had interested the philosophers “in order to find a better answer.”

In the 100s CE, the Greek astronomer Ptolemy (/tol*uh*me/) had theorized that the sun stood at the center of the universe. As he worked on this problem, Copernicus grew dissatisfied with the common understanding of the universe. Since ancient times, almost everyone had agreed that Earth stood still while the sun and planets moved around it. Perhaps, Copernicus thought, these theories could help explain why the heavens appeared to rotate around 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 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 and ask students to summarize Ptolemy’s view of the solar system as one in which the sun, moon, planets, and stars circle Earth.

The Church was very interested in the order of the universe. As he worked on this problem, Copernicus realized that the calendar—used to determine more accurately the length of the year—would be corrected. He decided “to read again the works of all the ancients” in order to find a better answer. These concerns didn’t stop Copernicus. He concluded that “the sun stood still” and that Earth, as well as other planets and stars, circled it. Likewise, use a sketch 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.

He was a priest who studied mathematics and astronomy.

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.
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 glove. 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 39.

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.
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.

**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.
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)**

**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

- 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.
Guided Reading Supports for “Reform Within the Church”

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.

“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.
Paul III approved the new group. They were given the name the Society of Jesus. Ignatius and most of his companions were ordained priests and began to preach and work with people. Two years later, Ignatius was elected the leader of the group. In 1537, Ignatius and his companions returned to Rome, the companions decided to form a group dedicated to serving the pope in whatever way he commanded. In 1540, Pope Paul III approved the new group. They were given the name the Society of Jesus. Ignatius was elected their first leader. In time, the members accepted strict discipline. They gave their leader the title general, and they obeyed him without question.

In 1522, Ignatius made a pilgrimage to the holy site of Jerusalem. 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. Ignatius deeply. After much thought he decided to change his life. He 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. Ignatius went on a pilgrimage to a sacred shrine to Mary in Spain and then in Paris. Following this time, Ignatius became a priest. Ignatius developed a plan for the group. He created the Spiritual Exercises as a means of self-reflection and devotion to good works. Ignatius also developed the Society of Jesus. Ignatius was elected their first leader. In time, the members accepted strict discipline. They gave their leader the title general, and they obeyed him without question.

In 1540, Pope Paul III approved the new group. They were given the name the Society of Jesus. Ignatius was elected their first leader. In time, the members accepted strict discipline. They gave their leader the title general, and they obeyed him without question.

Scaffold understanding as follows:

**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.

**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.

**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.
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.

“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.
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

**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

**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

Unit Assessment: *The Reformation* 55

Performance Task: *The Reformation* 59
- Performance Task Scoring Rubric 60
- Performance Task Activity: *The Reformation* 61
- *The Reformation* Performance Task Notes Table 62

Activity Pages
- World Map (AP 1.1) 63
- Comparing the Influences of Communication Technology (AP 1.2) 64
- Martin Luther: True or False? (AP 2.1) 66
- Domain Vocabulary: Chapters 1–3 (AP 3.1) 67
- Galileo’s Trial (AP 4.1) 69
- Domain Vocabulary: Chapters 4–5 (AP 5.1) 70
- Counter-Reformation Fill-in-the-Blanks (AP 5.2) 71

Answer Key: *The Reformation* 72
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.

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
Performance Task Activity: The Reformation

How did the printing press influence the events of the Reformation? Give specific examples of how the printing press spread the ideas of the Protestant Reformation, the Scientific Revolution, and the Counter-Reformation across Europe.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in The Reformation.
**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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Evidence supporting the claim that the printing press was central to the events of the Reformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant Reformation</td>
<td>- Luther, Calvin, and Zwingli printed books and pamphlets sharing their ideas on religion and their criticisms of the Church.</td>
</tr>
<tr>
<td>Scientific Revolution</td>
<td></td>
</tr>
<tr>
<td>Counter-Reformation</td>
<td></td>
</tr>
</tbody>
</table>
World Map

Name ____________________________ Date _______________
Activity Page 1.2

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 invention of the printing press and your invention from the 1900s.
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.
Activity Page 3.1

Domain Vocabulary: Chapters 1–3

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

<table>
<thead>
<tr>
<th>astronomer</th>
<th>confess</th>
<th>heir</th>
<th>heretic</th>
<th>ordain</th>
<th>pastor</th>
</tr>
</thead>
<tbody>
<tr>
<td>recant</td>
<td>salvation</td>
<td>scripture</td>
<td>sermon</td>
<td>thesis</td>
<td></td>
</tr>
</tbody>
</table>

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
Activity Page 4.1

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?

<table>
<thead>
<tr>
<th>The Other Side’s Arguments</th>
<th>Our Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
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.

<table>
<thead>
<tr>
<th>forbidden</th>
<th>universities</th>
<th>Jesuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquisition</td>
<td>indulgences</td>
<td>Council of Trent</td>
</tr>
</tbody>
</table>

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  
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
Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation
801 E. High St.
Charlottesville, VA 22902
Email: coreknow@coreknowledge.org
What is the Core Knowledge Sequence?
The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for readers from the upper elementary grades through middle school. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 5 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

For a complete listing of resources in the Core Knowledge HISTORY AND GEOGRAPHY series, visit www.coreknowledge.org.
Core Knowledge History and Geography

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the Core Knowledge Sequence (content and skill guidelines for grades K–8).

Core Knowledge History and Geography

units at this level include:

1. World Lakes
2. Maya, Aztec, and Inca Civilizations
3. The Age of Exploration
4. The Renaissance
5. The Reformation
6. England in the Golden Age
7. Early Russia
8. Feudal Japan
9. The Geography of the United States
10. Westward Expansion Before the Civil War
11. The Civil War
12. Westward Expansion After the Civil War
13. Native Americans: Cultures and Conflicts

www.coreknowledge.org

Core Knowledge Curriculum Series

Series Editor-in-Chief
E. D. Hirsch, Jr.