

The Reformation

Grade Level or Special Area: 5th Grade

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Length of Unit: Six lessons and a Culminating Activity (most lessons are approximately 50 minutes in length)

I. ABSTRACT

This unit is designed to cover all the Core Knowledge content for the Reformation. It was created so that it can be used with the book *Rats, Bulls and Flying Machines: A History of the Renaissance and Reformation*. Some activity pages could also be used with the *Pearson Learning: History and Geography Level 5* textbook.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of chronology and understand how major events relate to each other.
2. Students will understand major discoveries in science, technology and the arts, some of their social and economic effects, and the famous people responsible for them.
3. Students will understand the impact of religion on the history of the world.
4. Students will understand the impact of a person's convictions and how those convictions can change the world.

B. Content from the *Core Knowledge Sequence*

1. Grade 5 History and Geography: World History and Geography (page 114)
 - a. The Renaissance and the Reformation
 - i. The Reformation
 - a) Gutenberg's printing press: the Bible made widely available
 - b) The Protestant Reformation
 - i) Martin Luther and the 95 Theses
 - ii) John Calvin
 - c) The Counter-Reformation
 - d) Copernicus and Galileo: Conflicts between science and the church
 - i) Ptolemaic (earth-centered) vs. sun-centered models of the universe

C. Skill Objectives

1. Students will be able to identify where key events of the Reformation occurred.
2. Students will be able to identify key figures during the Reformation.
3. Students will increase knowledge and vocabulary.
4. Students will compare and contrast two key figures in the Reformation.
5. Students will learn how new technology and new inventions affect the transmission of ideas.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Pearson Learning: History and Geography Level 5* Renaissance and Reformation Chapters
2. *Rats, Bulls and Flying Machines: A History of the Renaissance and Reformation* Read the entire book.

- B. For Students
 - 1. Grade 5 History and Geography: World History and Geography: The Renaissance

IV. RESOURCES

- A. *Pearson Learning: History and Geography Level 5* (Background Information for the Teacher and Lesson One)
- B. *Rats, Bulls and Flying Machines: A History of the Renaissance and Reformation* (all lessons)

V. LESSONS

Lesson One: Gutenberg and the Printing Press (75 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand major discoveries in science, technology and the arts, some of their social and economic effects, and the famous people responsible for them.
 - c. Students will understand the impact of religion on the history of the world.
 - 2. Lesson Content
 - a. Gutenberg's printing press: the Bible made widely available
 - 3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.
 - d. Students will learn how new technology and new inventions affect the transmission of ideas.
- B. *Materials*
 - 1. One copy of *Rats, Bulls and Flying Machines* for each student
 - 2. One copy of Appendix A, Reformation Student Notebook, for each student
 - 3. One large world map visible to all students
 - 4. Rubber stamps (preferably the letters of the alphabet), ink pads, and paper, as needed
- C. *Key Vocabulary*
 - 1. *Illuminated* means the page is decorated with designs and illustrations.
 - 2. *Colleagues* are the people you work with at a job.
 - 3. *Monasteries* are places that monks (men devoted to the church) live and work.
 - 4. To *contradict* something is to go against something, or say that it is wrong.
- D. *Procedures/Activities*
 - 1. Before beginning this unit be sure to do the following:
 - a. Read pages 76-94 in *Rats, Bulls, and Flying Machines*.
 - b. Read pages chapter 4 in *Pearson Learning: History and Geography Level 5*.
 - c. Make copies of Appendix A, Reformation Student Notebook, for each student.
 - 2. Begin the unit by reviewing the Renaissance. Ask students to share about key events and people that they remember from the Renaissance. Let students know that this new unit of the Reformation begins just at the tail end of the

Renaissance and that many of the key ideas of the Renaissance led to the changes that occurred during the Reformation. Share with the students that they will learn about some important people who lived during this time (1400-1500 AD) and discover how new inventions and technology changed how people communicated, learned, and thought about the world around them. They will also be introduced to people who were able to use these new inventions, coupled with their personal convictions, to change the world.

3. Share the unit's Concept Objectives with the students so that they can be thinking about them as they go through the unit.
4. Display the large world map. Have a student locate where you live. Remind students that at the time of the Reformation the United States as we know it did not exist. Have another student find Western Europe on the map and then specifically Germany. Let them know that the unit will begin in Germany with two men who never met, but whose influence on our world is still felt today.
5. Pass out copies of Appendix A, Reformation Student Notebook, to each student. Have them write their names on the covers and look through the Notebook if they wish. When they are done, have everyone turn to the first activity, Lesson One Vocabulary. Give the students the definitions for the four terms emphasizing both the definition and the pronunciations of each term. Encourage the students to ask questions during the reading if any other unfamiliar terms appear that they wish to have defined. Let students know that you will be quizzing them on the Lesson One's vocabulary and reading at the beginning of tomorrow's class.
6. Have the students then turn in their Notebooks to page 3 to the Map of the Reformation. Have them fill in Germany on the map and write Gutenberg on one of the lines pointing to Germany. Let them know that they will be filling in the names of the countries as well as the names of the important figures of the chapter so that they can match up events to their proper locations. Tell them that you will be assessing this on the Final Exam so that they know they will need to be studying the names and countries throughout the unit.
7. Pass out a copy of *Rats, Bulls, and Flying Machines* to each student. If you did not use this book during your studies on the Renaissance, then introduce the book by letting students know that the entire book is on the Renaissance and the Reformation. Let them know that they are welcome to read the Renaissance chapters on their own. Share with them that it is a funny, easy to read book written specifically for fifth graders. Have them turn to Chapter 13. Begin the reading in whatever manner you chose. You may wish to call on individual students, or read it yourself aloud, or a combination of both techniques.
8. When you have finished the section, "Gutenberg and the Printing Press" have the students turn in the Notebooks to the Diagram of the Typemaking Process. Explain that this is how Gutenberg made the letters for his moveable type. As they are looking at the diagram, read the section from pages 75-76, "The Spread of Knowledge" to "The Printing Press" in the book *Pearson Learning: History and Geography Level 5*. (This is a good description of how the individual letters were made and the picture should help the students visualize the process.)
9. Another good example for students to visualize the lettering system is to pass around rubber stamps. If you have a set that contains the letters of the alphabet, that would be best. Show students that the image on the rubber stamps is actually backward from the desired picture. Depending on the number of stamps you have, you may have to demonstrate it to the class. If you have enough stamps and inkpads, it would be better to let the students use them themselves. Ink the

stamps and then press them onto the papers. Give students some time to use the stamps to create their own designs as time and materials allow.

- E. *Assessment/Evaluation*
1. Tomorrow's quiz on the Lesson One vocabulary will be an assessment for this lesson.
 2. The completed Map of the Reformation will also be a later assessment.

Lesson Two: Martin Luther and the Reformation (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand the impact of religion on the history of the world.
 - c. Students will understand the impact of a person's convictions and how those convictions can change the world.
2. Lesson Content
 - a. The Protestant Reformation
 - i. Martin Luther and the 95 Theses
3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.
 - d. Students will learn how new technology and new inventions affect the transmission of ideas.

B. *Materials*

1. One copy of *Rats, Bulls and Flying Machines* for each student
2. One copy of Appendix B, Quiz over Lesson One, for each student
3. Each student will need his or her copy of the Reformation Student Notebook

C. *Key Vocabulary*

1. To *reform* is to change something, or to fix what is wrong.
2. To be *incompetent* is to lack the ability to do something right; to be useless.
3. *Indulgences* were pardons that were sold to the people so that they could be forgiven.
4. *Theses* are statements or theories usually for debate or argument. Thesis is the singular form of the word.
5. *Papal* is anything that has to do with the Pope.
6. A *bull*, in the Reformation, was an official document from the Pope. He would make the document official by pressing his special signet ring in a lump of soft lead, called a bulla in Latin.
7. To *excommunicate* means to take away someone's membership in the church.
8. *Diet* is used in this chapter as the name for an assembly of people in Germany, including knights and representatives from various areas of the country.

D. *Procedures/Activities*

1. Pass out today's quiz. Have students complete the quiz according to your desired procedures.
2. Introduce today's lesson on Martin Luther and the Reformation. You may wish to mention that Martin Luther is in no way related to Martin Luther King, Jr. since his name may be more familiar to the students. Let them know that Martin

- Luther King, Jr. and his father, Martin Luther King, Sr. actually changed their names in honor of Martin Luther because they respected him and what he did.
3. Have students take out their Student Notebooks and turn to the Map of the Reformation. Tell them that Martin Luther was also born in Germany and have them write his name on the other line for Germany.
 4. Then have them turn to the Lesson Two Vocabulary and fill in the definitions for the vocabulary terms. Let the students know that there will be another quiz tomorrow. Answer any questions the students may have.
 5. Read Chapter 14, pages 79-84 in *Rats, Bulls and Flying Machines*.
 6. Discuss with the students the ideas that Martin Luther brought up. Have them keep in mind that the Roman Catholic Church at Luther's time was more concerned with money and power, not peoples' souls. Reassure students that learning about this period in history is important, but that it is in no means an attempt to tell someone that the church that they go to is wrong or bad. Catholic students may begin to feel that their beliefs are being put down or seen as bad. Let them know that that is not what you are trying to do.
 7. Let students know Luther did not set out to change the world, or even to break with the Catholic Church. He just felt that, after studying the Bible himself, the Church had gotten off track. He wanted people to see that they could know God themselves through reading the Bible and that they did not need to go through priests to be forgiven, or to know God. He hated the idea that people were giving money to the Church thinking that that would get them into heaven. He felt that people were saved, or forgiven and going to heaven, by faith in God and Jesus specifically. He believed that people who loved Jesus would do good things, not to earn their way to heaven, but out of their love for Jesus.
 8. Discuss with students how Gutenberg's invention of the printing press affected Luther's actions. Make sure that they understand that the printing press allowed people to share ideas with others because it was so much easier to reproduce pamphlets, flyers and books. It is important that they see how things are linked. Observe the students comments and questions and say

E. *Assessment/Evaluation*

1. The assessment for today's lesson is teacher observation during the class discussion at the end of the lesson and the quiz tomorrow.

Lesson Three: John Calvin and King Henry the VIII (50 Minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand the impact of religion on the history of the world.
 - c. Students will understand the impact of a person's convictions and how those convictions can change the world.
2. Lesson Content
 - a. The Protestant Reformation
 - i. John Calvin
3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.

- d. Students will compare and contrast two key figures in the Reformation.
- B. *Materials*
 - 1. One copy of *Rats, Bulls and Flying Machines* for each student
 - 2. Each student will need his or her copy of the Reformation Student Notebook
 - 3. One large map of Europe visible to all students
- C. *Key Vocabulary*
 - 1. *Predestination* is the belief that God has chosen only certain people to be saved, or to go to heaven.
 - 2. *Executed* means to be killed. (This term is found in the big circle on page 86.)
- D. *Procedures/Activities*
 - 1. Begin today with Appendix C, Quiz Over Lesson Two. Collect the quizzes when the students are finished.
 - 2. Then introduce the two vocabulary terms, *predestination* and *executed*, and have the students fill in the definitions in their Student Notebooks.
 - 3. Read pages 85-86 in *Rats, Bulls and Flying Machines*. Stop at “The Counter Reformation: Catholics Clean House.” This section will be for Lesson Four.
 - 4. Fill in the Notes on Lesson Two in the Student Notebooks either during or after the reading, whichever you prefer.
 - 5. Have students go back to the reading to find out where John Calvin and Henry the VIII were from, France and England, respectively. Have them fill in the country names and their names on the Map of the Reformation in their Student Notebooks using the book and the map of Europe you have displayed.
 - 6. Draw a large Venn Diagram on the board and lead the class in a discussion comparing and contrasting Martin Luther and John Calvin. Have students fill in the Venn Diagram of Luther and Calvin in their Student Notebooks.
 - 7. Collect all the Student Notebooks for evaluation after the lesson.
- E. *Assessment/Evaluation*
 - 1. Teacher evaluation of the Student Notebooks is the assessment for today’s lesson. Vocabulary, notes and the Venn Diagram will all be reviewed by the teacher.

Lesson Four: The Counter-Reformation (30 Minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand the impact of religion on the history of the world.
 - c. Students will understand the impact of a person’s convictions and how those convictions can change the world.
 - 2. Lesson Content
 - a. The Counter-Reformation
 - 3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.
- B. *Materials*
 - 1. One copy of *Rats, Bulls and Flying Machines* for each student
 - 2. Each student will need his or her copy of the Reformation Student Notebook

- C. *Key Vocabulary*
1. *Counter-reformation* was the movement within the Catholic Church to reform itself. It was to get rid of corruption in the church, to make clear the beliefs necessary for Catholics, and to stop Protestantism.
- D. *Procedures/Activities*
1. Return the Student Notebooks to the students.
 2. Introduce today's lesson by going over the vocabulary in the Student Notebooks. The only term, *counter-reformation*, is listed with its definition. Explain that while some, like Luther and Calvin, wanted to split from the Church because they believed it was off track, that others remained in the Church, trying to fix things from the inside.
 3. Read from "The Counter-Reformation: Catholics Clean House" on page 86-87 in *Rats, Bulls, and Flying Machines*.
 4. Fill in the Notes for Lesson Four section in the Student Notebooks. Again, you can do this during or after the reading. Let the students know that you will be quizzing them over Lesson Three and Lesson Four's notes tomorrow.
 5. Make sure that the students also fill in the Map of the Reformation for today's reading. They should add Ignatius of Loyola to Spain on the map. Remind students that they will be tested over the map on the Final Exam.
- E. *Assessment/Evaluation*
1. Tomorrow's quiz will be the assessment for this lesson.

Lesson Five: Galileo, Ptolemy, and Copernicus vs. the Church (50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand major discoveries in science, technology and the arts, some of their social and economic effects, and the famous people responsible for them.
 - c. Students will understand the impact of religion on the history of the world.
 - d. Students will understand the impact of a person's convictions and how those convictions can change the world.
 2. Lesson Content
 - a. Copernicus and Galileo: Conflicts between science and the church
 - i. Ptolemaic (earth-centered) vs. sun-centered models of the universe
 3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.
 - d. Students will learn how new technology and new inventions affect the transmission of ideas.
- B. *Materials*
1. One copy of *Rats, Bulls and Flying Machines* for each student
 2. Each student will need his or her copy of the Reformation Student Notebook
 3. One copy of Appendix D, Quiz over Lessons Three and Four, for each student
- C. *Key Vocabulary*
1. *Spheres* are balls or globes.

2. *Geocentric* means earth-centered; that the earth is the center of the universe.
3. *Heliocentric* means sun-centered; that the sun is the center of the universe.
4. A *heretic* is someone who believes in something that is considered wrong or something different from what they should believe.
5. A *heresy* is a different or dissenting belief. (Heresies are the plural form of the word.)
6. The *Inquisition* was another name for the Holy office, or court, of the Roman Catholic Church.

D. *Procedures/Activities*

1. Begin today with Appendix D, Quiz over Lessons Three and Four, according to your desired procedure. Collect the quizzes when they are completed. You may choose to grade them as a class to help review the information with everyone at once.
2. Today is the last day of reading for this unit. Tomorrow will be a review day before the Final Exam.
3. Have students fill in the Lesson Five Vocabulary as you give them the definitions.
4. Have them fill in Italy and Galileo on their Map of the Reformation page as well as Copernicus and Poland.
5. Read pages 88-94 in *Rats, Bulls and Flying Machines*.
6. Discuss with the students how the increased number of books available allowed Galileo to know what Copernicus believed and allowed him to share his ideas with others. Also, discuss how the invention of the telescope allowed Galileo to see and study the planets and their movements, thereby disputing the long held belief that the earth was the center of the universe. Highlight the fact that because his ideas went against popular beliefs he was subject to danger and that because his books were published and shared that it heightened the prospect of danger for him. He was able to use the new technologies to spread his ideas, which made him a greater threat to the Church.
7. Interestingly enough, many believers in the Bible today have no problem reconciling Galileo's ideas with the Bible. What may appear as contradictions to some may just be a different way of interpreting the Scripture to another.
8. After the reading, discuss the chapter with the students answering any questions they may have. If questions drift into theological issue that you are not comfortable dealing with, be sure to suggest that students take up the issues in discussions with their parents, or other spiritual leaders their parents may suggest.

E. *Assessment/Evaluation*

1. The Final Exam is the assessment for this lesson.

Lesson Six: Reformation Review (50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an awareness of chronology and understand how major events relate to each other.
 - b. Students will understand major discoveries in science, technology and the arts, some of their social and economic effects, and the famous people responsible for them.
 - c. Students will understand the impact of religion on the history of the world.

- d. Students will understand the impact of a person's convictions and how those convictions can change the world.
 - 2. Lesson Content
 - a. The Reformation
 - 3. Skill Objective(s)
 - a. Students will be able to identify where key events of the Reformation occurred.
 - b. Students will be able to identify key figures during the Reformation.
 - c. Students will increase knowledge and vocabulary.
 - d. Students will learn how new technology and new inventions affect the transmission of ideas.
- B. *Materials*
 - 1. One copy of *Rats, Bulls and Flying Machines* for each student
 - 2. Each student will need his or her copy of the Reformation Student Notebook
 - 3. All graded quizzes from the unit should be returned to the students for studying
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. This lesson for today is a time to review for the Final Exam. The Final Exam will come from the various items in the Student Notebooks including the notes, Map of the Reformation, and Vocabulary. It will not be over the Diagram of the Typemaking Process.
 - 2. Give students time to quiz one another in pairs, or groups of three over their Student Notebooks and graded quizzes that you have returned for about twenty minutes.
 - 3. At the end of this time have the class come back together and allow the students to ask any questions they may have and to clarify any points that may be confusing the students.
 - 4. After you and the students feel comfortable with the material you may wish to play a class wide review game. You can create a Jeopardy style game in advance, or just ask questions from the Student Notebooks, creating a game as you go. You can have the students compete as teams or individuals. Be sure to take the time necessary to answer any new questions that come up.
- E. *Assessment/Evaluation*
 - 1. The Review time and the Final Exam are the assessments for this lesson.

VI. CULMINATING ACTIVITY

- A. The Culminating Activity will be the Final Exam. Copy the exam and test the students according to your desired procedure. Collect the exams when the students have completed them.

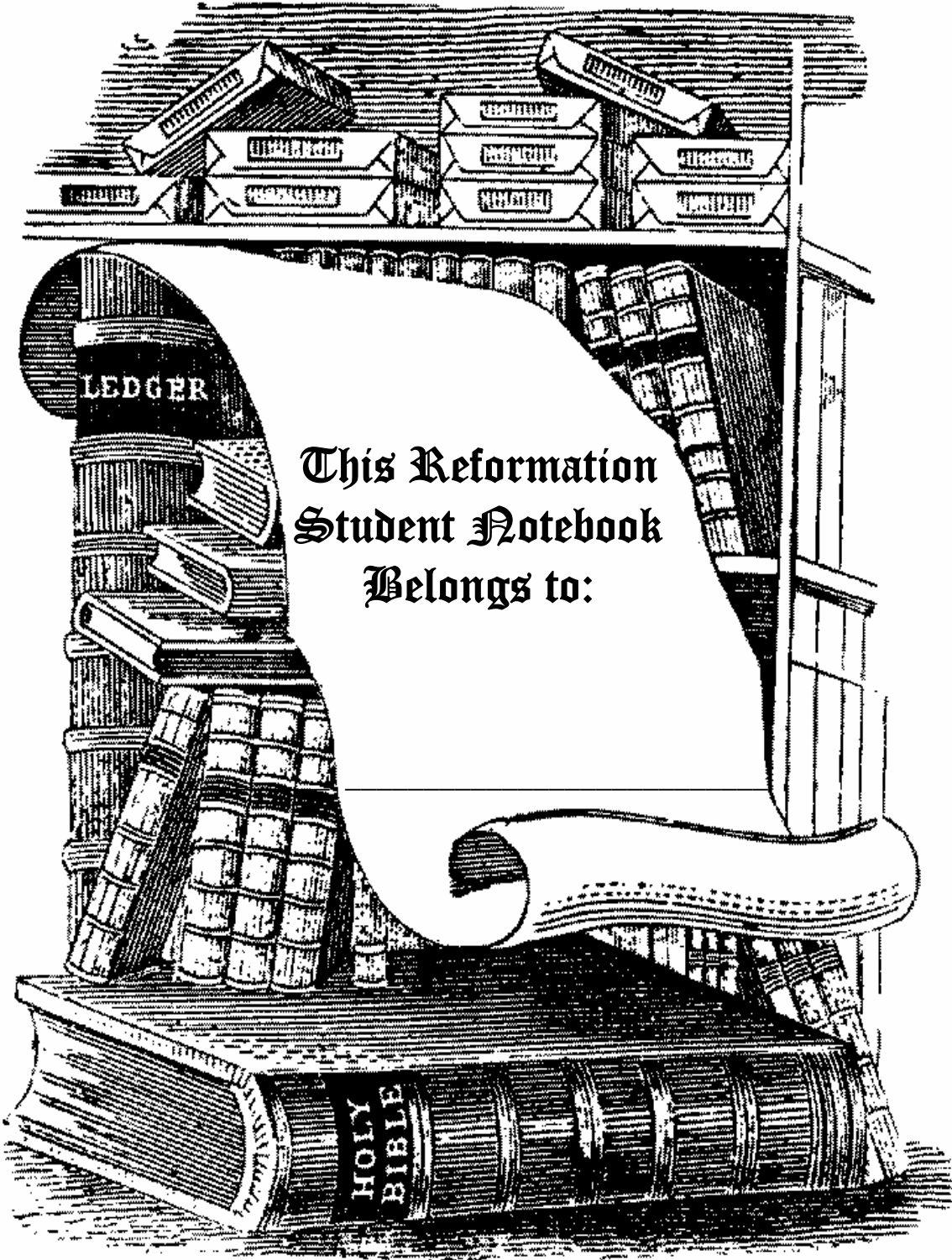
VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Reformation Student Notebook (eight pages)
- B. Appendix B: Quiz Over Lesson One
- C. Appendix C: Quiz Over Lesson Two
- D. Appendix D: Quiz Over Lessons Three and Four
- E. Appendix E: Final Exam (two pages)
- F. Appendix F: Answer Keys for the Unit (two pages)
- G. Appendix G: Master Vocabulary List

VIII. BIBLIOGRAPHY

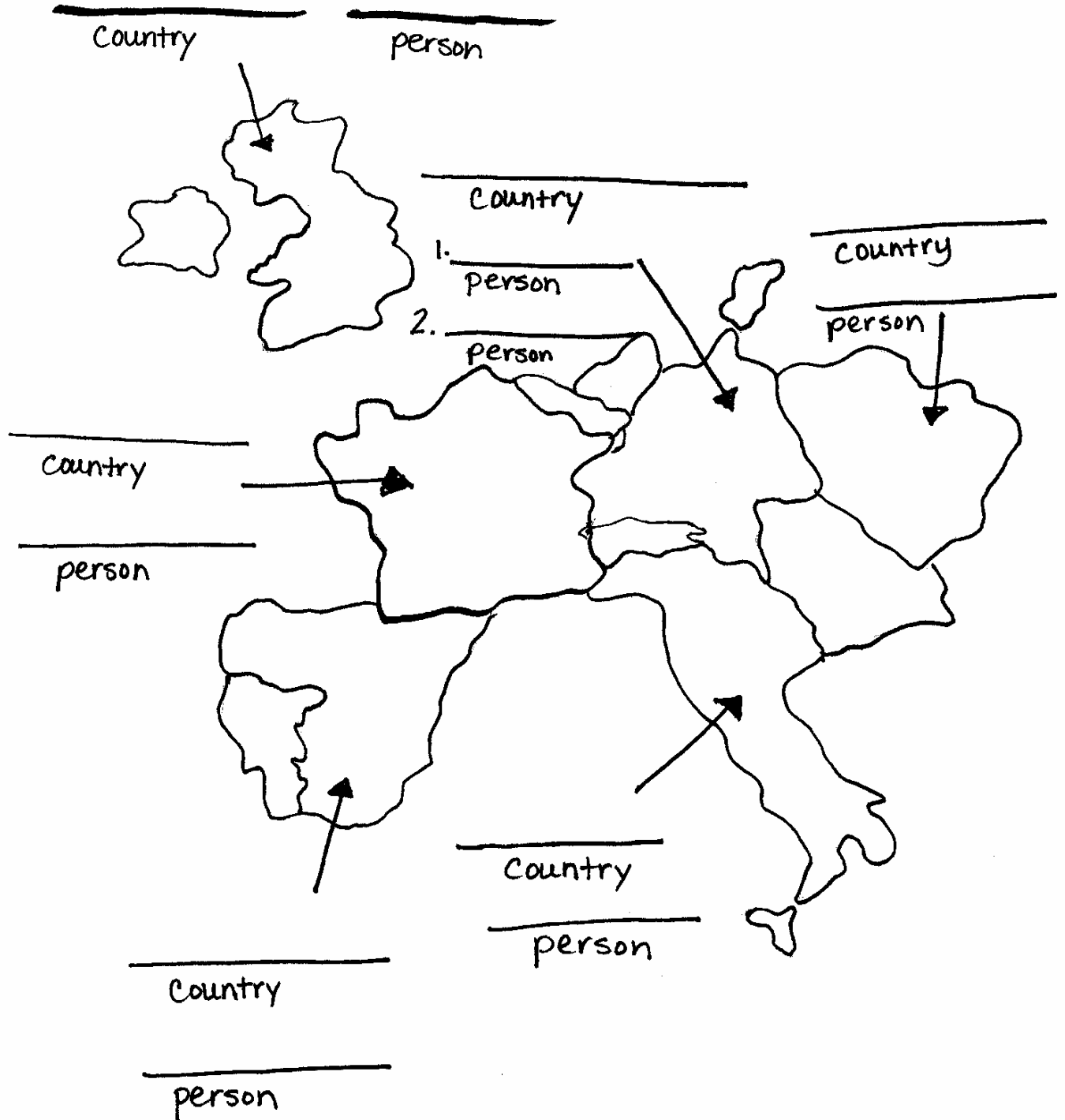
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Appendix A, page 1
Reformation Student Notebook



Appendix A, page 2
Reformation Student Notebook

Map of the Reformation



Reformation Student Notebook

Vocabulary for Lesson One

1. **Illuminated** _____

2. **Colleagues** _____

3. **Monasteries** _____

4. **To contradict** _____

Vocabulary for Lesson Two

1. **To reform** _____

2. **To be incompetent** _____

3. **Indulgences** _____

4. **Theses** _____

5. **Papal** _____

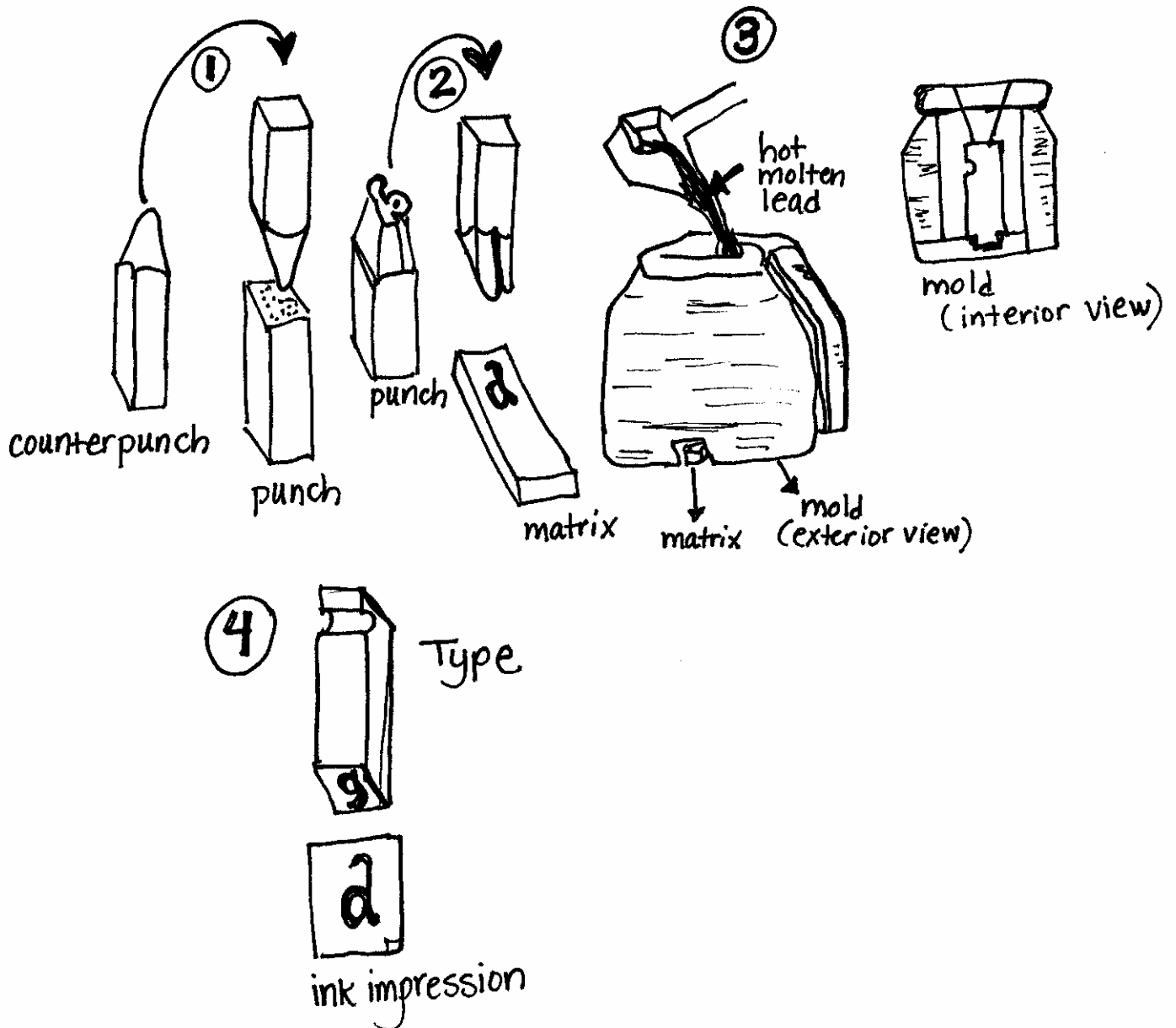
6. **A bull,** _____

7. **To excommunicate** _____

8. **Diet** _____

Appendix A, page 4
Reformation Student Notebook

Diagram of the Typemaking Process



From *Pearson Learning Core Knowledge History and Geography: Level Five*, page 76

Reformation Student Notebook Vocabulary for Lesson Three

1. **Predestination** _____

2. **Executed** _____

Vocabulary for Lesson Four

1. **Counter-reformation** was the movement within the Catholic Church to reform itself. It was to get rid of corruption in the church, to make clear the beliefs necessary for Catholics, and to stop Protestantism.

Vocabulary for Lesson Five

1. **Spheres** _____

2. **Geocentric** _____

3. **Heliocentric** _____

4. **A heretic** _____

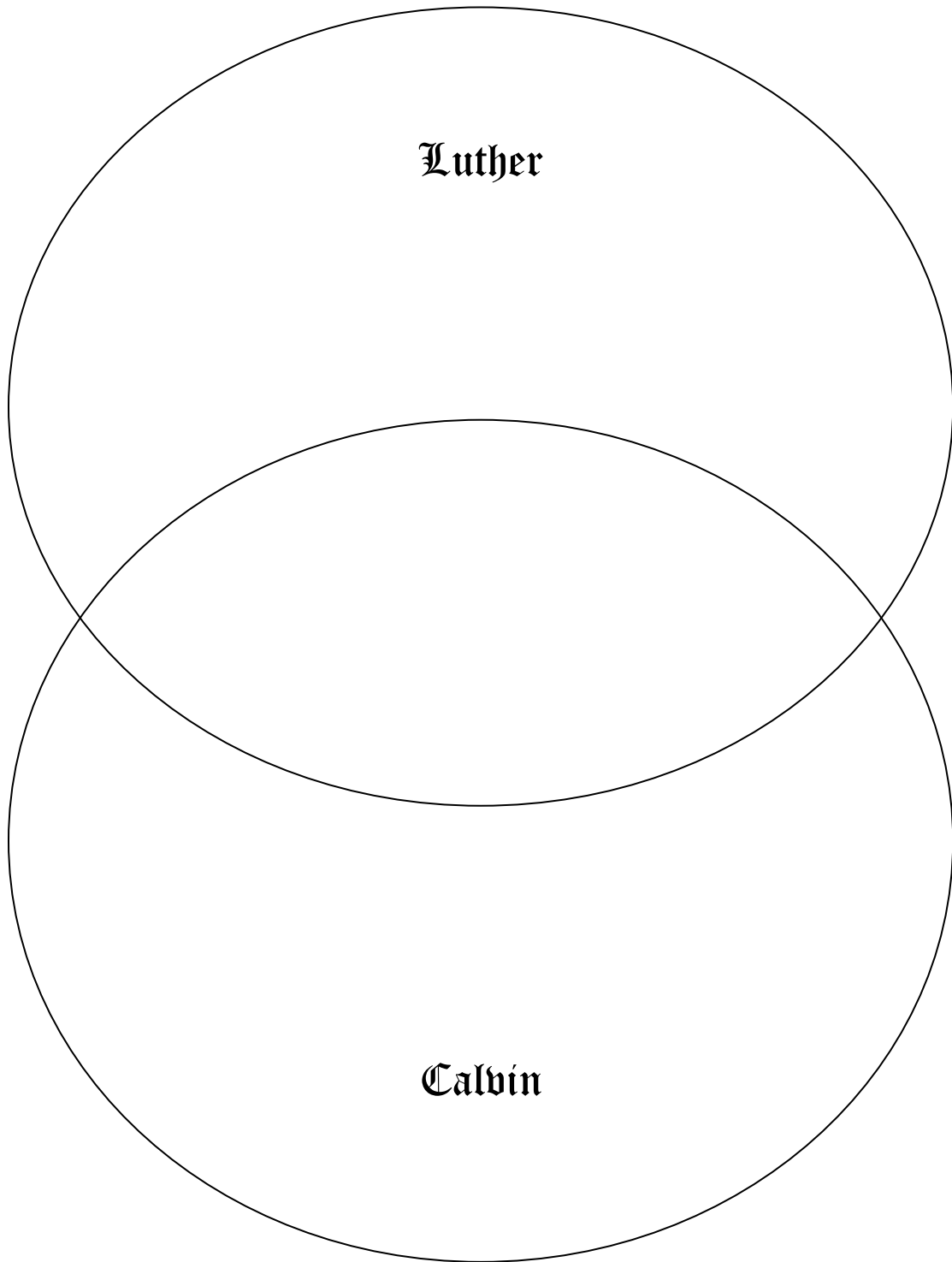
5. **A heresy** _____
(Heresies are the plural form of the word.)

6. **The Inquisition** _____

Appendix A, page 6
Reformation Student Notebook
Notes on Lesson Three

1. Not long after Martin Luther nailed his Ninety-five Theses to the church door in Wittenberg, another man took a leading role in the Reformation in Europe. He was a _____ named John Calvin.
2. He moved around and eventually settled in _____.
3. He believed that if the Bible did not tell you to do something in the church service, then you shouldn't do it. Compared to a Catholic cathedral, a Calvinist church was very _____ and _____.
4. Calvin emphasized an idea called "_____."
5. Calvin worked for better _____ and special care for _____ and _____ people.
6. In England, some religious groups studied Calvin's writings and agreed with him. One such group was the _____, who later settled in what is now America.
7. Meanwhile, someone else in England decided to break from the Catholic Church as well. The King, _____ did not do it for religious reasons.
8. He did it because he wanted a _____, but the Catholic Church did not allow it.
9. He did it anyway and made himself in charge of the _____ of _____, or the _____ Church.
10. The people who did not want the king to be in charge were, upon Henry's cold and merciless order, _____.

Appendix A, page 7
Reformation Student Notebook
Venn Diagram on Luther and Calvin



Appendix A, page 8
Reformation Student Notebook

Notes for Lesson Four

1. The Catholic Church decided to reform itself. They brought the church leaders together in a group called the _____ of _____.
2. The Counter-Reformation and the _____ Reformation are the same thing.
3. The Council of Trent was to weed out _____ with the church, to state clearly the beliefs that all _____ had to embrace, and to stop the spread of _____, by force if necessary.
4. Church leaders recognized the power of the printed word. The Council of Trent decided to control what Catholics could read. They made a list of banned publications called the _____ of _____.
5. Anyone caught reading, selling, or owning a banned book could be _____.
6. Ignatius of Loyola started a new group with the Church called the Society of Jesus, or _____.
7. He started out as a Spanish soldier, but one day a cannonball severely injured both of his legs. For months all he could do was lay flat on his back and read. He read about the life of _____, and his reading deeply changed his views on life.
8. He left the military and became a _____.
9. Jesuits also became great leaders in _____.

Appendix B
Quiz Over Lesson One

Name: _____

Match the word to its definition.

- | | |
|----------------|----------------------------|
| 1. contradict | a. people you work with |
| 2. illuminated | b. places that monks live |
| 3. colleagues | c. decorated pages |
| 4. monasteries | d. to go against something |

Answer the following questions.

5. What did Johann Gutenberg's original last name mean in English?
6. What country was he from?
7. What did he invent?
8. Why was this invention important?
9. How did people make books before?

Appendix C
Quiz Over Lesson Two

Name: _____

Fill in the definition with the correct term.

theses **bull** **papal** **incompetent** **diet** **reform**
indulgences **excommunicate**

1. To _____ is to change something, or to fix what is wrong.
2. _____ is to lack the ability to do something right; to be useless.
3. _____ were pardons that were sold to the people so that they could be forgiven.
4. _____ are statements or theories usually for debate or argument.
5. _____ is anything that has to do with the Pope.
6. A _____ in the Reformation, was an official document from the Pope.
7. To _____ means to take away someone's membership in the church.
8. _____ is used in this chapter as the name for an assembly of people in Germany.

Answer the following questions.

9. Martin Luther was from _____.
10. Martin was studying to be a lawyer when he was almost struck by _____.
11. He vowed that if he survived the storm he would give his life to God and become a _____.
12. He believed that a person could only be saved by his or her _____ in God.
13. He nailed a list of _____ to the church door at the University of Wittenberg.
14. He disagreed with the church selling _____ in order to be pardoned, or forgiven, and to have a better chance of being saved.
15. After Luther got in trouble with the Church his friend, the prince, had him _____ and hidden in a castle to protect him.

Appendix D
Quiz Over Lessons Three and Four

Name: _____

1. John Calvin emphasized an idea called “_____.”
2. In England, some religious groups studied Calvin’s writings and agreed with him. One such group was the _____, who later settled in what is now America.
3. The King of England, Henry the VIII, decided to break from the Catholic Church because he wanted a _____, not for religious reasons.
4. Anyone who did not agree with Henry’s plan was _____.
5. The Catholic Church decided to reform itself. This was called the _____ Reformation.
6. Church leaders recognized the power of the printed word. The Council of Trent decided to control what Catholics could read. They made a list of banned publications called the _____ of _____.
7. Ignatius of Loyola started a new group with the Church called the Society of Jesus, or the _____.
8. He read about the life of _____, and his reading deeply changed his views on life, so he decided to become a _____.

Appendix E, page 1
Final Exam

Name: _____

Section 1: Vocabulary

Directions: Match the letter of the correct term to its definition.

- | | | |
|-----------------|------------------|------------------------|
| A. heliocentric | B. reform | C. counter-reformation |
| D. inquisition | E. illuminated | F. indulgences |
| G. papal | H. excommunicate | I. executed |
| J. geocentric | K. colleagues | |

1. _____ means the page is decorated with designs and illustrations.
2. _____ are the people you work with at a job.
3. To _____ is to change something, or to fix what is wrong.
4. _____ were pardons that were sold to the people so that they could be forgiven.
5. _____ is anything that has to do with the Pope.
6. To _____ means to take away someone's membership in the church.
7. _____ means to be killed.
8. _____ was the movement within the Catholic Church to reform itself.
9. _____ means earth-centered; as in that the earth is the center of the universe.
10. _____ means sun-centered; as in that the sun is the center of the universe.
11. The _____ was another name for the Holy office, or court, of the Roman Catholic Church.

Section 2: Map of the Reformation

Fill in the blanks with the letter of the correct word from the list.

- | | | | |
|-------------|------------|---------------|---------------|
| A. Luther | B. Galileo | C. Copernicus | D. Henry VIII |
| E. Ignatius | F. Calvin | G. Poland | H. England |
| I. France | J. Germany | K. Italy | L. Spain |



Appendix E, page 2
Final Exam

Section 3: Questions

Fill in the blanks or write short answers as needed.

Ignatius of Loyola

Galileo

Gutenberg

Henry VIII

John Calvin

Martin Luther

23. _____ launched the Protestant Reformation by nailing his 95 Theses to the Wittenberg Church door.
24. _____ invented moveable type, which he used for the printing press.
25. _____ started his own church because he wanted a divorce.
26. _____ wanted to make the church plain and simple and believed in predestination.
27. _____ founded the Jesuits.
28. _____ challenged the idea that the sun revolves around the earth.
29. What was an effect of the printing press?
30. What book did Luther read for hours on end, which changed his way of thinking about the Roman Catholic Church?
31. Why didn't Luther like the selling of indulgences?
32. Was Luther executed by the Church?
33. What happened to people who disagreed with King Henry VIII about his new church?
34. Did the Roman Catholic Church like all the new books that were printed? Why or why not?
35. What invention helped Galileo to figure out how the planets and sun worked together?

Appendix F, page 1
Answer Keys for the Unit

Quiz Over Lesson One

1. D 2. C 3. A 4. B
5. Gooseflesh
6. Germany
7. Moveable type/printing press
8. It made it easier and faster to make and reproduce books.
9. They copied them by hand.

Quiz Over Lesson Two

1. reform
2. incompetent
3. indulgence
4. theses
5. papal
6. bull
7. excommunicate
8. diet
9. Germany
10. lightning
11. monk
12. faith
13. 95 Theses
14. indulgences
15. kidnapped

Notes on Lesson Three

1. Frenchman
2. Switzerland
3. plain and bare
4. predestination
5. hospitals, poor and handicapped people
6. Puritans
7. Henry VIII
8. divorce
9. Church of England, Anglican Church
10. executed

Notes on Lesson Four

1. Council of Trent
2. Catholic
3. corrupt practices, Catholics, Protestantism
4. Index of Forbidden Books
5. excommunicated
6. Jesuits
7. Christ
8. priest
9. education

Quiz Over Lessons Three and Four

1. predestination
2. Puritans
3. divorce
4. executed/killed
5. Counter/Catholic
6. List of Forbidden Books
7. Jesuits
8. Christ, priest

Appendix F, page 1
Answer Keys for the Unit

Final Exam

Vocabulary

1. E
2. K
3. B
4. F
5. G
6. H
7. I
8. C
9. J
10. A
11. D

Map

(For each pair of numbers the letters can be switched depending on if the student put the person or the country first.)

- | | |
|-------|-------|
| 1. D | 2. H |
| 3. F | 4. I |
| 5. E | 6. L |
| 7. B | 8. K |
| 9. A | 10. J |
| 11. C | 12. G |

Questions

23. Martin Luther
24. Johann Gutenberg
25. King Henry VIII
26. John Calvin
27. Ignatius of Loyola
28. Galileo
29. Many possible answers: books could be made faster, more people could have books, ideas were shared easier, etc.
30. the Bible
31. Many possible answers: He felt that people were forgiven directly by God, not priests. He believed that people are saved by grace and faith in God alone. He thought the money people were giving could be used in better ways to help people. He thought the Church was corrupt.
32. no
33. They were executed or killed.
34. No. They worried that ideas they disagreed with would spread.
35. telescope

Appendix G

Master Vocabulary List

Lesson One

Illuminated means the page is decorated with designs and illustrations.

Colleagues are the people you work with at a job.

Monasteries are places that monks (men devoted to the church) live and work.

To *contradict* something is to go against something, or say that it is wrong.

Lesson Two

To *reform* is to change something, or to fix what is wrong.

To be *incompetent* is to lack the ability to do something right; to be useless.

Indulgences were pardons that were sold to the people so that they could be forgiven.

Theses are statements or theories usually for debate or argument. Thesis is the singular form of the word.

Papal is anything that has to do with the Pope.

A *bull*, in the Reformation, was an official document from the Pope. He would make the document official by pressing his special signet ring in a lump of soft lead, called a bulla in Latin.

To *excommunicate* means to take away someone's membership in the church.

Diet is used in this chapter as the name for an assembly of people in Germany, including knights and representatives from various areas of the country.

Lesson Three

Predestination is the belief that God has chosen only certain people to be saved, or to go to heaven.

Executed means to be killed.

Lesson Four

Counter-reformation was the movement within the Catholic Church to reform itself. It was to get rid of corruption in the church, to make clear the beliefs necessary for Catholics, and to stop Protestantism.

Lesson Five

Spheres are balls or globes.

Geocentric means earth-centered; as in that the earth is the center of the universe.

Heliocentric means sun-centered; as in that the sun is the center of the universe.

A *heretic* is someone who believes in something that is considered wrong or something different from what they should believe.

A *heresy* is a different or dissenting belief. (*Heresies* are the plural form of the word.)

The *Inquisition* was another name for the Holy office, or court, of the Roman Catholic Church.