

# REFORMATION: Revolt and Redirection

**Grade Level:** Fifth Grade

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**Length of Unit:** Three Weeks

## I. ABSTRACT

This unit focuses on the key period of history that brought about major changes in the institution of organized religion. By studying this turbulent time period, students will delve into upper level thinking skills as they ponder how the emergence of discovery and influence from the Renaissance had a direct effect on the Catholic Church and the religious thought processes. A rich thread of reading, writing, listening and thinking skills will be woven into historical content. Ultimately, students will use critical thinking skills to compare and contrast Reformation ideas through hands on activities that make connections and tie themes together.

## II. OVERVIEW

### A. Concept Objectives

1. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. The student will understand how historical figures can be a catalyst for change.
3. Students will connect Reformation ideas with today's society.

### B. Content from the *Core Knowledge Sequence*

1. Gutenberg's printing press: the Bible made widely available
2. The Protestant Reformation
3. Martin Luther and *The 95 Theses*
4. John Calvin
5. The Counter Reformation
6. Copernicus and Galileo
7. Conflicts between science and the church
8. Ptolemaic (earth centered) vs. sun-centered models of the universe

### C. Skill Objectives

1. The student will identify the importance of the printing press and give present day applications for this invention as well as other inventions.
2. The student will compare the church during and after the Reformation as well as use reformation vocabulary within context.
3. The student will research key figures in the reformation and present this information in a variety of hands on and oral activities.
4. The student will create time lines of this period in chronological order.
5. The student will differentiate between literal and figurative language.
6. The student will use upper level thinking skills to discuss and debate ideas and use persuasive speech and writing to present topics.
7. The student will compare and contrast theories and ideas.
8. The student will summarize information in a concise manner with appropriate details.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, Jr. E.D. *What Your Fifth Grader Needs To Know*. New York: Dell Publishing, 1991. 0-385-31026-9

2. McNeese, T. *The Reformation*. MO: Milliken Publishing Company, 1999.
3. 0-7877-0392-3
4. Prum. D. M. *Core Knowledge Teacher's Guide: Rats, Bulls, and Flying Machines*. VA: Core Knowledge Foundation, 2001. 1-890517-18-6

B. For Students

1. Students should study the Renaissance before this unit.
2. Students should have a grasp on the concept of 'rebirth' of learning and ideas.
3. The Middle Ages is a prerequisite to this study.
4. The history of Christianity and World Religions

#### IV. RESOURCES

- A. *The Age of Discovery*, by Hazel Mary Martell
- B. *John Calvin: Father of Reformed Faith*, by Sam Wellman
- C. *Martin Luther: The Great Reformer*, by Edwin P. Booth
- D. *Renaissance Places*, by Sarah Howarth
- E. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
- F. *The Reformation*, by Tim McNeese
- G. *What Your 5<sup>th</sup> Grader Needs To Know*, by E.D. Hirsch Jr.

#### V. LESSONS

##### Lesson One: Gutenberg's Printing Press

A. *Daily Objectives*

1. Concept Objective
  - a. The student will gain an understanding of the reasons for change and the result that change can have on society.
  - b. The student will understand how historical figures can be catalyst for change.
2. Lesson Content
  - a. Johann Gutenberg
  - b. Printing press
3. Skill Objective(s)
  - a. The student will identify the importance of the printing press and the effect that it had on society.
  - b. The student will create a block type printing design.

B. *Materials*

1. Appendices A and B
2. *Renaissance Places* by Sarah Howarth
3. paper, pencil, glue and thick cardboard
4. scissors and tempura paint
5. blocks of rectangle shaped wood brushes and tray(cookie sheet will work)
6. *Gutenberg's Gift: A Book Lover's Pop-Up Book*, by Nancy Willard.

C. *Key Vocabulary*

1. scribe- a person who wrote things or printed/copies entire books
2. Johann Gutenberg- German goldsmith who was the inventor of first printing press
3. moveable type- individual letters made of metal that were moved around to form words

D. *Procedures/Activities*

1. Review some major changes that took place during the Reformation. Have students turn to their neighbor and brainstorm this topic.
2. Next, tell students that we are going to discuss an invention that took place during this same time period. The invention is called the printing press. Ask the children if they know what this is and take time to let them discuss ideas that they have.
3. Now read pages 16, 17, and 18 out of *Renaissance Places* to the students. This will help explain the invention of the printing press and it also has great pictures.
4. Discuss the issue of how the world changed immediately following this invention and in turn, how this invention has changed our lives today. When students develop an understanding of this, have them complete a Venn diagram depicting the immediate result, the modern result, and the overlapping results of this marvelous invention. (Appendix A)
5. Students will work in cooperative groups to create printing simulations with printing blocks. (Appendix B)
6. Have students regroup and share their prints. Then read, *Gutenberg's Gift: A Book Lover's Pop-Up Book*. This will be fun for them!

E. *Assessment/Evaluation*

1. A rubric will be used to assess the Venn diagram. (Appendix A) Cooperative learning and teacher observation will be used for the printing activity.

**Lessons Two and Three: Invention Convention**

A. *Daily Objectives*

1. Concept Objective
  - a. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. Lesson Content
  - a. Gutenberg's Printing Press
  - b. Inventions Then and Now (Student Research)
3. Skill Objectives
  - a. The student will research an invention from the Renaissance time period and give present day applications for this invention.
  - b. The student will illustrate his own invention in the form of a poster and persuade the class of the invention's importance.

B. *Materials*

1. Appendix C
2. computer lab with Internet
3. poster paper, markers
4. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
5. *Fine, Print: A Story About Johann Gutenberg*, by Joann Johansen Burch.

C. *Key Vocabulary*

1. clergy- men that worked in the Catholic Church
2. priest- a person who worked in the Catholic Church and was of high rank

D. *Procedures/Activities*

1. Review the invention of the printing press. Tell the children that the first book ever to be printed was the Bible. Ask them how the printing of the Bible may have caused changes in society since only the priests and clergy had access to the Bible up until this time. Read together pages 76-78 in the text, *Rats, Bulls, and Flying Machines* and discuss further details. Then read aloud, *Fine Print: A Story About Johann Gutenberg* to the students.

2. After this brainstorming activity, tell the students that there were other inventions during this time period that also brought about change. Pass out Appendix C and read about these inventions together. They are to pick one of the inventions that interest them and research it further at the computer lab and then answer the questions on Appendix C.
  3. When students finish this, they may begin to work with a partner on coming up with an idea for an invention that would help people today. They need to be completed with this by tomorrow and be prepared to present their invention to the class.
- E. Assessment/Evaluation*
1. This activity on researching inventions will be graded by straight percentage points.

#### **Lesson Four: Criticism and Change**

*A. Daily Objectives*

1. Concept Objective
  - a. Students will connect Reformation ideas with today's society.
2. Lesson Content
  - a. practices in the Catholic Church
  - b. conflict over religion
3. Skill Objective
  - a. The student will be able to define and give examples of several vocabulary words that were a part of the beginnings of the Protestant Reformation.
  - b. The student will compare Catholic Church practices to reformation ideas of change.

*B. Materials*

1. *The Reformation*, by Tim McNeese
2. white paper for folding
3. Appendices D, E, and F

*C. Key Vocabulary*

1. doctrine-something taught as the principles of a religion
2. John Huss- one of the earliest critics of the Catholic church who was burned at the stake for suggesting that having priests was unnecessary
3. pope- the head of the Catholic Church/this person has the most authority
4. selling indulgences- the practice of trading money for the forgiveness of a sin
5. piety- having a devotion or loyalty to religious duties
6. catalyst- something that causes something else to speed up or change
7. penance- to admit a wrong doing to a priest and then do what the priest says in order to be forgiven

*D. Procedures/Activities*

1. Pass out Appendix D and read together. Be sure to pause for explanations and student discussion of passage. As you come across vocabulary words from this passage, stop and allow students to write meanings in their own words on the paper folding activity paper. (Appendix E)
2. Explain the rest of the assignment. Students are to take the vocabulary words and put them in a sentence that will help them to understand the meaning along with a picture of their sentence.
3. Next, students will complete the church paper folding activity with the purpose contrasting the current church practices to desired change. (Appendix F)

*E. Assessment/Evaluation*

1. Teacher made rubrics will be used for both of these paper folding activities.

(Appendices E and F)

**Lessons Five and Six: Martin Luther and *The 95 Theses***

A. *Daily Objectives*

1. Concept Objective
  - a. The student will understand how historical figures can be a catalyst for change.
  - b. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. Lesson Content
  - a. Martin Luther
  - b. *The 95 Theses*
3. Skill Objectives
  - a. The student will research facts on Martin Luther and summarize their findings.

B. *Materials*

1. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
2. Appendices G and H
3. computer lab with Internet access/paper and pencil
4. *Martin Luther: The German Monk Who Changed The Church*, by Ben Alex

C. *Key Vocabulary*

1. Martin Luther- a monk who was a key figure in the Protestant Reformation
2. monk-a male in the Catholic Church who devotes his life to God/lives in monastery among other monks
3. theses- a written paper with statements that are defended and discussed

D. *Procedures/Activities*

1. First, read aloud some excerpts from the book, *Martin Luther: The German Monk Who Changed The Church*. Have students open up the text, (*Rats, Bulls, and Flying Machines*) and read pages 79-81 together to introduce Martin Luther. Discuss how his ideas called for a reform in the Catholic Church. Talk about the reasons why Luther was calling for a change. Tell the students that Luther nailed his ideas of change to the door of the church at Wittenberg and called them *The 95 Theses* because there were 95 reasons listed. The two most important ideas that Luther wanted to get across to the public regarding change in the Catholic Church are still held by the Protestant Religion today. These are Luther's ideas:  
#1 A person cannot "earn" their way to heaven by doing good works. A catchy phrase to help students remember this is: *Salvation is received, not achieved*. According to Luther, a person who truly believes in God WILL indeed have good works because change is the only true sign of repentance.  
#2 Priests are not a necessary part of repentance. A believer does not need the approval of a man, only the approval of God.  
It is also important to explain to children that Luther's motive was Not Trying to start a brand new religion. Luther felt that his ideas were directly from the Bible. He always quoted verses in his teaching: One of Luther's favorite verses is from Ephesians 2:8-9. It says: For it is by grace that you have been saved, through faith, and this not from yourselves, it is the gift of God, not by works, so that no one can boast. (This was his main argument against priests and earning one's way to heaven by doing good works.) Luther felt that The Church had gone astray over the years and he was trying to bring back the basic beliefs that he felt had changed.
2. When you think that students understand the basic ideas of Luther's teachings, pass out the Luther "Rap". (Appendix G) Get a catchy rhythm going with the

children and practice this together. Let children work in their cooperative learning groups to practice reading this quickly as a “rap”. Then allow each group to perform their version of the “rap”.

3. The children will now be taking this information with them to the computer lab And directed to research sites on Martin Luther for additional information. Each student should take a variety of notes on their findings. The following day, begin by practicing the rap as a class and reviewing any additional facts that the student gained from the computer lab.
4. Pass out Appendix H and explain the directions to making a people book of Martin Luther. Allow students about 40 minutes to complete this activity.

*E. Assessment/Evaluation*

1. Class participation is expected when performing the “rap”. A teacher made rubric will be used to assess the Martin Luther "people book". (Appendix H)

**Lessons Seven and Eight: The “Diet of Worms”**

*A. Daily Objectives*

1. Concept Objective
  - a. The student will understand how historical figures are a catalyst for change.
  - b. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. Lesson Content
  - a. The life of Martin Luther and the sequence of a time line
  - b. The “Diet of Worms”/literal and figurative language
3. Skill Objectives
  - a. The student will create a time line of the life of Martin Luther with the given events in chronological order.
  - b. The student will differentiate between literal and figurative language.

*B. Materials*

1. Appendices I and S
2. markers and large construction paper
3. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
4. *Dictionary of Idioms* (Scholastic)

*C. Key Vocabulary*

1. “Worms”- a city in Germany
2. “Diet”-name of an assembly of people in Germany
3. recant- take back what one previously said
4. literal language- when you say exactly what you mean
5. figurative language- when you use symbols to say what you mean
6. idioms-exaggerated sayings or phrases that are used to illustrate meaning
7. Papal Bull- official document written by the pope
8. heretic- a person whose beliefs go against the teaching of the church

*D. Procedures/Activities*

1. Review what we have learned about Martin Luther through each other’s presentations of “People Books.” Allow each student to share their “People Book” and read the facts that they discovered. Through this listening activity, they may discover more Martin Luther facts from others. Then, read pages 83-84 in *Rats, Bulls, and Flying Machines*. Discuss and summarize these pages by class discussion. This concludes the lesson. The steps below can serve as a supplementary extension type activity for Language Arts if so desired.
2. **(Supplementary Lesson):**

Explain that the terms Papal Bull and “Diet of Worms” can be misleading because today this language would be considered a symbol or figurative language. Go over and discuss all vocabulary words from this segment. Ask students if they can think of any other words or phrases that could be considered figurative language. After listening to their answers, remind them of the Core Knowledge sayings and phrases that your class has already covered this year.

3. Give each group of three children a copy of the Dictionary of idioms and explain their assignment. Students are to thumb through the book and find four idioms that are of interest to them. They are to fold their large construction paper in half two times and then mark the creases with a marker. They should have four squares. In each square, they are to draw a picture of the idiom and then write what it means in their own words.
4. On the following day of class, students will begin the day by sharing their four drawings of idioms, carefully explaining the meaning and origin of the idiom to the class.
5. Pass out Appendix I and explain that students will work together to put the events of Martin Luther’s life in chronological order. Next to each event, the students will draw a picture to illustrate the event and write one fact that they remember that helps describe the event.

*E. Assessment/Evaluation*

1. The time line will be graded by a teacher made rubric. (Appendix I) The figurative language assignment will be graded by the “Six Trait Writing Rubric”. (Appendix S)

**Lessons Nine and Ten: Another Person of Protest**

*A. Daily Objectives*

1. Concept Objective
  - a. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. Lesson Content
  - a. John Calvin
  - b. predestination
3. Skill Objectives
  - a. The student will identify John Calvin as a Protestant reformer.
  - b. The student will identify some of Calvin’s beliefs.

*B. Materials*

1. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
2. *John Calvin: Father of Reformed Theology*, by Sam Wellman
3. Appendices J, K, L, and S
4. M& M’s in a plastic cup for each group
5. *The Crayon Box That Talked*, by Shane Derolf

*C. Key Vocabulary*

1. John Calvin- one of the main Protestant reformers
2. predestination- the belief that a person’s eternal destiny is decided by God before that person is born.
3. sovereign- to have a rank of authority that is superior to all others
4. foreknowledge- to know the details of something before it actually happens
5. elect- according to Calvin, the elect are the people that God chose for eternal salvation

*D. Procedures/Activities*

1. Remind students what the word protest means. Ask students why they think the word “Protestant” came to be. After this discussion, tell them that they are going

to learn about another Protestant Reformer. His name is John Calvin. Tell the children a little bit about Calvin's childhood. Use the book, *John Calvin: Father of Reformed Theology* for your own information. Here is a list of basic facts to help you with the time line of Calvin's life. **These are included because this information is very difficult to find.** You might consider summarizing them on a chart or a time line to help students visually.

\*\*John Calvin was French and born in 1509

\*\*Calvin's father was named Gerard and was the secretary to a powerful bishop in a French city called Noyon.

\*\*His mother's name was Joan and she was a very hard worker (housewife)

\*\*John's parents were very religious and made him study Latin

\*\*In 1515, when John was only six, his mother died of the Black Plague and his father made arrangements for John to live with the d'Hangst family.

\*\*When John was nine, he heard for the first time of many, a sermon regarding death. The priest said that dead relatives waited in a place called Purgatory until a family member would give money to a priest to buy their way to heaven.

Because John's father worked for a bishop, he helped to take the money from the people. John didn't understand how this worked, so he asked his father about it and his father explained that the priests accepted money based on how much a person had. He also told John that the priests tried to get as much money as possible so that the church would have more. This angered John and he began to study the Bible to see if it talked about this. John wanted to get answers. John spent much of his life reading and studying alone.

\*\*1521, John was considered a genius by many people because he studied so much. At the age of 12, John received the title of a part time chaplain at a local Church.

\*\*In 1526, John agreed to study law instead of clergy. His father talked him into this because Mr. Calvin had participated in dishonest gain for the church with his money changing job and he feared John would suffer for his mistakes.

\*\*Soon after this his father died, and John left the study of law to study the Bible once again.

\*\*Calvin learned that he agreed with Luther's central teachings and set out to help reform the Catholic Church.

\*\*In 1536, he published his most famous work called *The Institutes of Christian Religion*, where he discussed issues of what the Christian religion was made of including predestination. (save this definition for tomorrow's lesson)

\*\*In 1538, Calvin was banished from Geneva because the people disagreed with him and called his ideas radical.

\*\*In 1541, Calvin was urged to come back to Geneva to organize the city around religion. (Geneva had become immoral and the people thought that they would give Calvin a chance even though his ideas were radical.)

\*\*Calvin ruled this city and Geneva became known as a "Model Christian City".

\*\*A major split occurred. Calvin's ideas spread to other parts of Europe. The Pilgrims that came to America on the Mayflower were Protestants and followers of Calvin's ideas including predestination. However, many people called Calvin an opinionated dictator and saw him as someone trying to take power away from the monarch class. He was known for having a bad temper. Calvin readily had people punished who did not accept his views of the Bible. One time, he even allowed someone to be burned at the stake.

\*\*In 1564, Calvin dies as leader of Geneva.

2. After telling the basic story of Calvin's life, have students discuss the things

during his life that were probably a difficult time for him as well as the times of goodness and prosperity. Discuss that the way we are raised or different situations that happen to people, often build bridges to beliefs and passions in life. Have children play the “M&M” game to reflect on situations in their own life. (Appendix M) Then pass out Appendix N which is titled, *What’s a Memory?* Students are to fill this chart out, based on experiences from their own life.

3. End this lesson by making a contrast to what life was like during Calvin’s days compared to the modern times of today.
4. Begin the next class period by briefly summarizing the time line of Calvin’s life That we explored yesterday. Then, have students read together pages 85-87 from the *Rats, Bulls, and Flying Machine* book.
5. Discuss text and meanings of vocabulary words. Use the following illustration to explain predestination as this is a difficult concept to try and explain: Read the book, *The Crayon Box That Talked* by Shane Derolf. After reading this book, ask children what they think the theme of lesson from this book is. Point out that each crayon is different and therefore has a different purpose to serve in the world of creating pictures. Now give students a piece of paper and each group a box of 64 crayons. (or a large amount) Tell them that they have five minutes to create any picture that they would like but that you expect them to carefully think about and plan their drawing before starting. It needs to be a picture that they want to draw and that they will be proud of.
6. At the end of 5 minutes allow students to share their drawings with their groups. Point out that they did not use every single crayon to make their picture. As the creator of the picture, they chose which crayons they would use and which crayons would be left out. Define the word sovereign using a dictionary and tell them that people are definitely sovereign over the box of crayons. Because of their rank over the box of crayons, they have the authority to choose which colors were used in their drawing. The crayons did not have authority to “get chosen.” Explain that you had them participate in this activity to help illustrate the concept of predestination. Calvin’s definition of predestination is that God has foreknowledge about where a person will spend their destiny. (point out the meaning of the word destiny as well as the prefix “pre” for a mini phonics lesson.) But Calvin goes beyond this. He says that not only does God have foreknowledge, but that He chose or “elected” people before the creation of the world. Calvin says that because God is sovereign over His creation, He plans in advance a person’s eternal destiny as well as opportunities for them to do good works.
7. Allow time for children to react and discuss their reactions as this topic usually stirs up much discussion. After giving children the opportunity to speak, review the part from today’s text reading about Calvin setting up the “model Christian city” in Geneva. Point out that the city was in an utter state of despair and crime before Calvin took over, and after he enforced his rules, the city changed dramatically for the better. Then, point out that the rules for the city were very strict. After discussing the rules with the children, have a class debate regarding this topic and see if the children think the price was too high to pay for a lower crime rate etc.  
Calvin’s rules were: **no**: smoking, drinking, gambling, dancing, swearing, loud laughing, or disruptive noises. Everybody had to attend Calvin’s church. A debate on this topic usually takes about 20 minutes.
8. Have children work in groups to design posters that describe a perfect classroom. They must have colorful illustrations and rules for the classroom environment.

(see rubric, Appendix L)

9. \*\*Note- Appendix N is included for teachers for further help on John Calvin and predestination.

*Assessment/Evaluation*

1. Creating an “ideal classroom” will be graded according to the “Six Trait Writing Rubric”. (Appendix S)
2. The debate will be graded according to the teacher made rubric. (Appendix M)

**Lesson Eleven: The Counter Reformation**

A. *Daily Objectives*

1. Concept Objective
  - a. The student will connect Reformation ideas with today’s society.
  - b. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. *Lesson Content*
  - a. The Counter Reformation
  - b. English monarchs
  - c. Saint Ignatius of Loyola
3. *Skill Objectives*
  - a. The student will define the Counter Reformation and give examples of this movement.

B. *Materials*

1. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum
2. Appendices O and S

C. *Key Vocabulary*

1. Counter Reformation- the movement within the Catholic Church to reform itself
2. Saint Ignatius of Loyola-a Spanish priest that founded the *Society of Jesuits*
3. *Society of Jesuits*- Catholic missionaries who lived lives of poverty and religious service that traveled all over to spread Catholicism.

D. *Procedures/Activities*

1. Read pages 86 and 87 in the *Rats, Bulls, and Flying Machine* text. Discuss how and why the Catholic Reformation took place.
2. Pass out Appendix O and explain that children need to complete this activity to show the changes that the Catholic Church made during this time period.

E. *Assessment/Evaluation*

1. The appendix will be graded on straight percentage points and the “Six Trait Writing Rubric”. (Appendix S)

**Lesson Twelve and Thirteen: Conflicts Between Science and Church**

A. *Daily Objectives*

1. Concept Objectives
  - a. The student will connect Reformation ideas with today’s society.
  - b. The student will gain an understanding of the reasons for change and the result that change can have on society.
2. Lesson Content
  - a. Copernicus and Galileo: sun centered model of universe
  - b. Ptolemaic theory- earth centered model of universe
  - c. Conflicts between science and the church
3. Daily Objectives
  - a. The student will compare the two theories and explain the conflict between church and science.

B. *Materials*

1. *Rats, Bulls, and Flying Machines*, by Deborah Mazzotta Prum

2. *Galileo*, by Jacqueline Mitton (10 copies) and *Starry Messenger*, by Peter Sis
  3. paper, pencils, pens, markers
  4. Appendices P, Q, and S
- C. *Key Vocabulary*
1. wrangling- arguing
  2. Galileo and Copernicus- astronomers who believed the universe was centered around the sun
  3. Ptolomy- an astronomer who believer that the universe was earth centered
  4. heliocentric- theory that sun is at the center of the universe
  5. geocentric- theory that earth is at the center of the universe
- D. *Procedures/Activities*
1. Have students read pages 88-94 together with you in the *Rats, Bulls, and Flying Machine* book. This is a longer text, so allow extra time today.
  2. Pass out Appendix P and go over the questions and answers together.
  3. Pass out the copies of *Galileo*, by Jacqueline Mitton to groups of three. Students are to read the book in their groups and create a pop out to summarize this book.
  4. At the beginning of the next period, the teacher is to review facts learned about yesterday’s astronomy lesson. Then, it is time for a read aloud. The title of the book to be read is called, *Starry Messenger*.
  5. Summarize the book together and then give the students an independent writing assignment. Each student is to make a “quadrama” that summarizes the book, *Starry Messenger*. (Appendix Q)
- E. *Assessment/Evaluation*
2. The pop out and “quadrama” will be graded according to Six Trait Writing Rubric. (Appendix S)

**Lesson Fourteen: Review for Reformation Test**

- A. Give students a copy of the test questions and go over answers with them. Then, give Each cooperative learning group a jumbo dice. They are to take turns asking each other test questions and keep score according to the points rolled on the dice. Be sure to collect the review sheets after the game. (Appendix R)

**Lesson Fifteen: Culminating Test**

- A. Students will take the test that covers the entire Reformation Unit. Straight percentage grade will be given from the graded test. (Appendix R)

**VI. CULMINATING ACTIVITY**

(Each student may choose one of the following activities to complete/Students may work alone or in groups of two or three)

- A. Have a friend trace their body on butcher paper. Use this body as a model for one of the key figures of the Reformation. Decorate it with construction paper and other supplies to make it look as authentic as possible. List 10 facts about this person on the back.
- B. Create a three dimensional invention that really works. (something new) Be prepared to share this invention with the class and give a persuasive speech as to why this invention is beneficial.

**VII. HANDOUTS/WORKSHEETS**

- |            |                                                                    |
|------------|--------------------------------------------------------------------|
| Appendix A | Printing Press                                                     |
| Appendix B | Simulations With Printing Blocks                                   |
| Appendix C | Inventions                                                         |
| Appendix D | Protestant Reformation, page 4, <i>Reformation</i> . McNeese, Tim. |

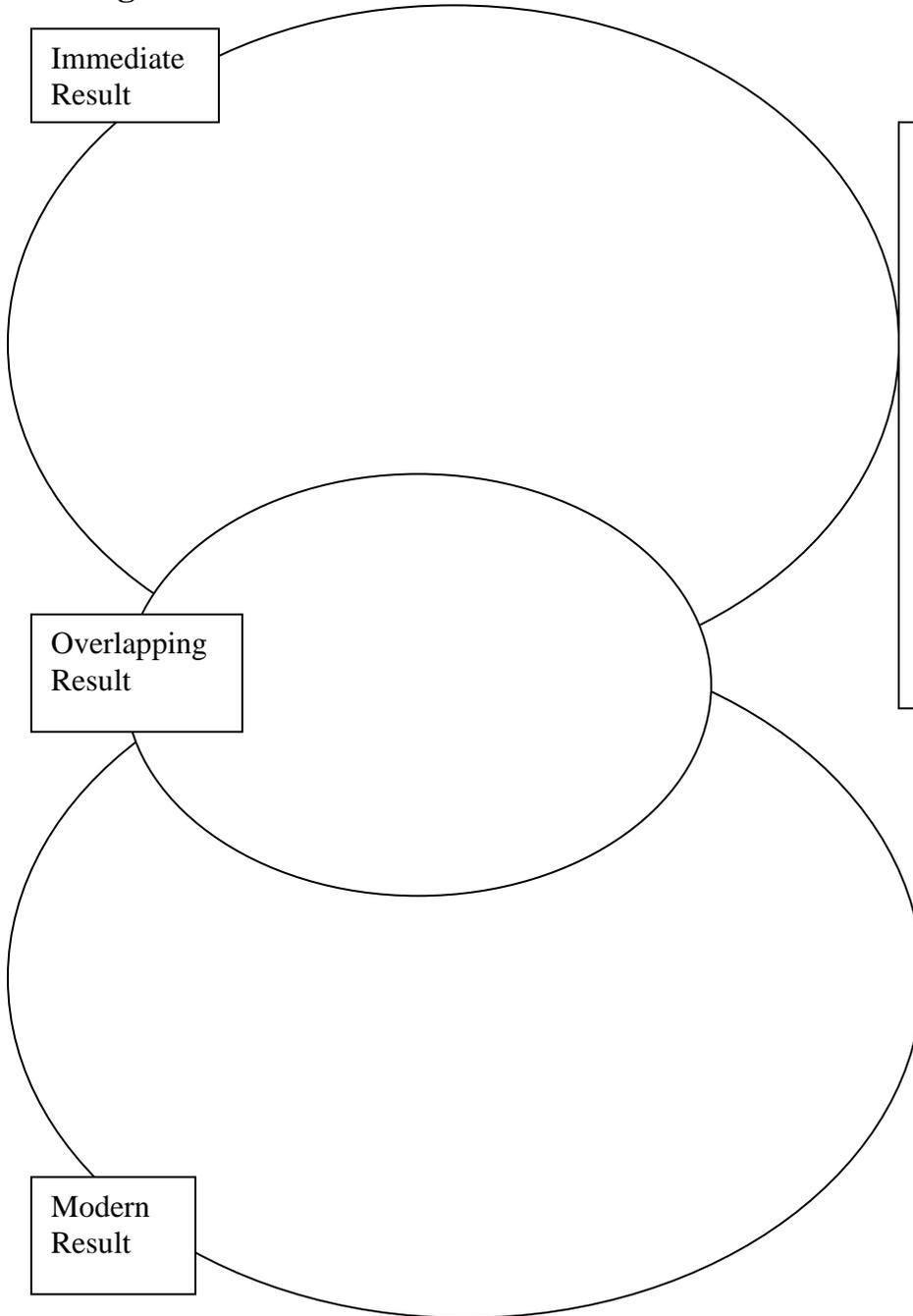
|            |                                                           |
|------------|-----------------------------------------------------------|
| Appendix E | MO: Milliken Publishing Company, 1999. ISBN 0-7877-0392-3 |
| Appendix F | Protestant Reformation Definitions                        |
| Appendix G | Folding Paper Activity #2                                 |
| Appendix H | Martin Luther “Rap”                                       |
| Appendix I | “People Book” Directions                                  |
| Appendix J | Time line/Life Of Martin Luther                           |
| Appendix K | M&M Sharing Activity                                      |
| Appendix L | What’s A MEMORY?                                          |
| Appendix M | The “Ideal” Classroom                                     |
| Appendix N | Rubric For Grading The Debate On Calvin’s “Ideal” City    |
| Appendix O | Predestination: Calvin’s View                             |
| Appendix P | Changes In The Catholic Church                            |
| Appendix Q | Galileo: Rebel With A Cause                               |
| Appendix R | Making A “Quadrama”                                       |
| Appendix S | Culminating Test                                          |
|            | Self Evaluating The Six Traits (Rubric)                   |

## VIII. BIBLIOGRAPHY

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Appendix A  
Reformation: Revolt and Redirection

**Printing Press**



**Rubric: 5 points each**

- \_\_\_\_\_ 3 ideas in immediate result
- \_\_\_\_\_ 3 ideas in overlapping result
- \_\_\_\_\_ 3 ideas in modern result
- \_\_\_\_\_ correct spelling conventions
- \_\_\_\_\_ complete sentences
- \_\_\_\_\_ neat and easy to read
- \_\_\_\_\_ colored picture at the bottom of the page of a printing press

**Total Points** \_\_\_\_\_

Appendix B  
Reformation: Revolt and Redirection

## Simulations With Printing Blocks

### Materials:

1. pencil and white paper
2. glue
3. thick cardboard
4. scissors
5. small blocks of wood cut into squares or rectangles
6. tempura paint and paintbrushes
7. trays such as a cookie cutter

### Directions:

1. On the cardboard, draw simple shapes or symbols that you want to print. (such as a heart)
2. Cut out the simple shapes and glue them on blocks of wood.
3. Let them dry before going to the next step.
4. Put small amount of paint into different trays.
5. Spread the paint around so that it covers the entire tray.
6. Press a block of wood with the shape side down into the tray of paint.
7. Press your painted block onto the paper.
8. Repeat step 6 until you get the design you want. You may want to use a few different shapes.



Appendix C  
Reformation: Revolt and Redirection

## **Inventions**

Clocks- Galileo discovered the pendulum that made it easier for constant movement of the hands of the clock.

Eyeglasses- The demand for eyeglasses increased after the printing press. They were first invented in Italy around 1287, but in the 1500's a better invention was made. The first eyeglasses were made of heavy materials.

Lenses- Hans Lippershey found that two lenses together could magnify images which led to the invention of the telescope.

Flushing Toilet- Sir John Harrington invented "the water closet". It was recommended that it only be flushed once or twice per day.

Wallpaper-In 1496 wallpaper began to be produced due to a paper mill coming into operation in England.

Musket- This was the first usable rifle. It was developed in Spain in the 1500's.

### **Directions:**

Choose an invention that interests you from above. **INVENTION:** \_\_\_\_\_  
Research this invention on the Internet and answer the following questions:

1. Who is given credit for having invented it?
2. What year was it invented?
3. What country was it invented in?
4. Describe how this invention has changed throughout the years.
  
5. How is this invention helpful today?
  
6. **Draw a picture of this invention on the back of this paper.**

Appendix E  
Reformation: Revolt and Redirection

**Protestant Reformation Definitions**

1. Get a small white piece of Xerox paper and fold it in half, four times.
2. Unfold it all the way and take note of the creases.
3. You will have 16 small squares.
4. Now, fold the paper in half “hamburger style”.
5. Cut along the open side on the creases, but only half way up.
6. Open your paper and fold the cut pieces inward like a scroll.
7. You should now have a scroll that lifts in 8 places.
8. Write the following 8 vocabulary words on the outside flaps, neatly in the middle: discontent, doctrine, pope, selling indulgences, piety, catalyst, penance, reform
9. Open the flap and in the first place next to the word, write its definition in your own words.
10. On the next space over, use the word in a sentence and draw a picture.

Example: flaps lift in the middle

|                     |          |
|---------------------|----------|
| discontent          | piety    |
| doctrine            | catalyst |
| pope                | penance  |
| Selling indulgences | reform   |

Rubric: 5 points each

\_\_\_\_\_ the eight words are written on outside flaps

\_\_\_\_\_ 8 inside flaps define the word properly

\_\_\_\_\_ 8 different inside flaps have a picture with a matching sentence

\_\_\_\_\_ sentences show mastery of vocabulary word

\_\_\_\_\_ conventions are correct

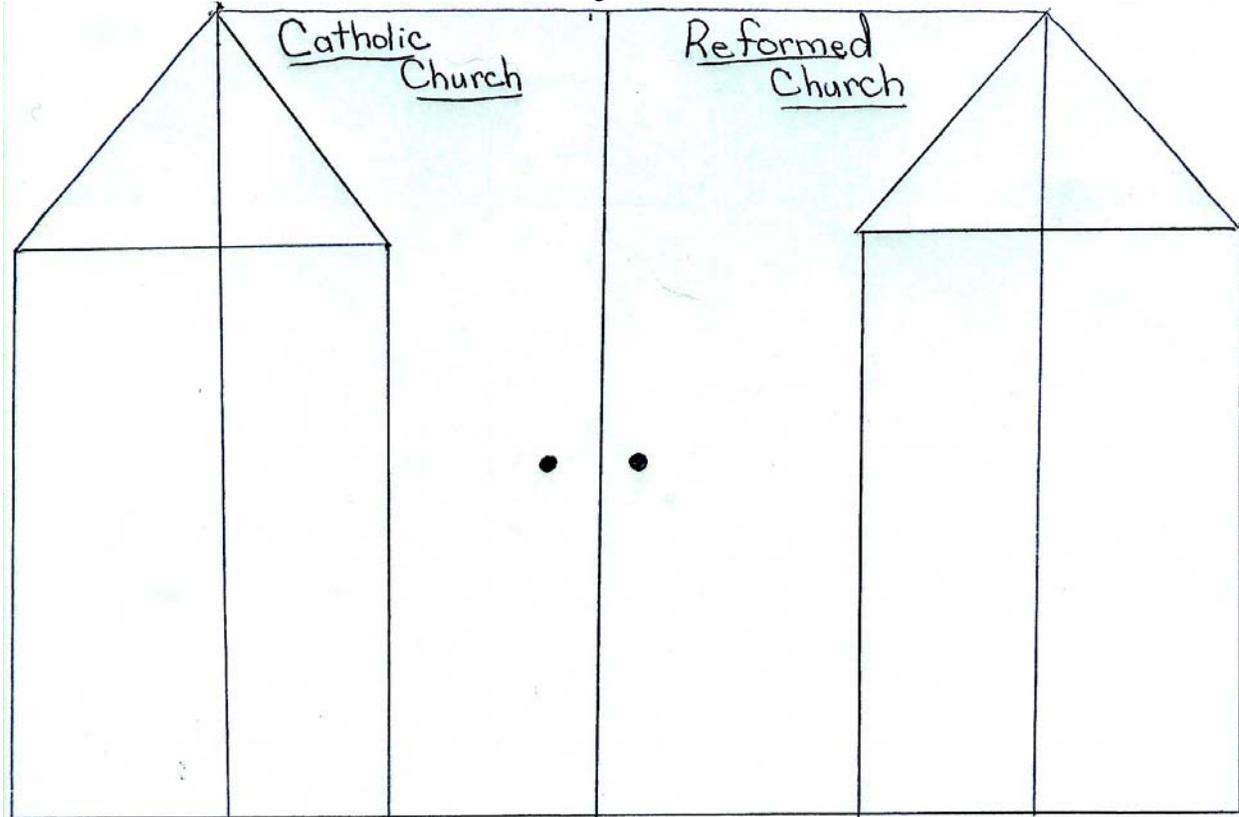
Total Points \_\_\_\_\_

Appendix F  
Reformation: Revolt and Redirection

- Rubric:** 5 points each  
\_\_\_ 3 facts about Catholic Church  
\_\_\_ 3 needed changes  
\_\_\_ spelling conventions  
\_\_\_ colored neatly  
\_\_\_ written neatly  
\_\_\_ labels and decorations  
Total Points \_\_\_\_\_

**Folding Paper Activity #2**

1. Fold a piece of Xerox paper in half two times.
2. Unfold so that it is folded in half once, "hamburger style".
3. Make a fold on each side one inch long and crease it.
4. Unfold these last folds and take each corner at the top and fold down.
5. Crease like you are making "doggie ears".
6. Now unfold the corner and open each side and press outward along the vertical creases.  
You should have two houses standing side by side. (see diagram below)
7. Decorate these two "house like" shapes to look like churches.
8. Color them and add creative designs.
9. Label one of them "Catholic Church" and the other one "Reformed Church".
10. Turn it over on the back and use a marker to emphasize the crease on the back.
11. Label the back of the churches as well.
12. Describe the Catholic Church on one side and changes for reform on the other side.



Appendix G  
Reformation: Revolt and Redirection

**Martin Luther “Rap”**

Written by: Linda Heck

November 10<sup>th</sup>, 1483  
Luther was born in Germany  
That’s right Luther...Martin was his name  
His family was poor, but to church they came

Discipline, Discipline, that’s what he got  
Growing up Catholic, he studied a lot

Paid his way through college  
By singing in the street  
After that became a monk  
Gave priests and leaders heat!

Some priest were drinking alcohol  
And paid for peoples’ sins  
Called, “Selling of Indulgences”  
So to heaven.....Enter In!

Blasphemy! Blasphemy!  
That’s what Martin cries  
Have faith and read the Bible  
Don’t listen to the lies!

If you want to be saved  
You’re saved by grace  
God will have mercy  
On your pretty little face!

Receive It! Receive It!  
Because You Can’t Achieve It!  
Receive It! Receive It!  
Because You Can’t Achieve It!

*The 95 Theses*  
He wrote it down and NAILED  
To the door of the church  
To tell them how they failed!

The Catholic Church was angry  
They wanted Martin dead!  
He went into hiding  
Translated the Bible to be read



***CHORUS (can be inserted after any stanza)***

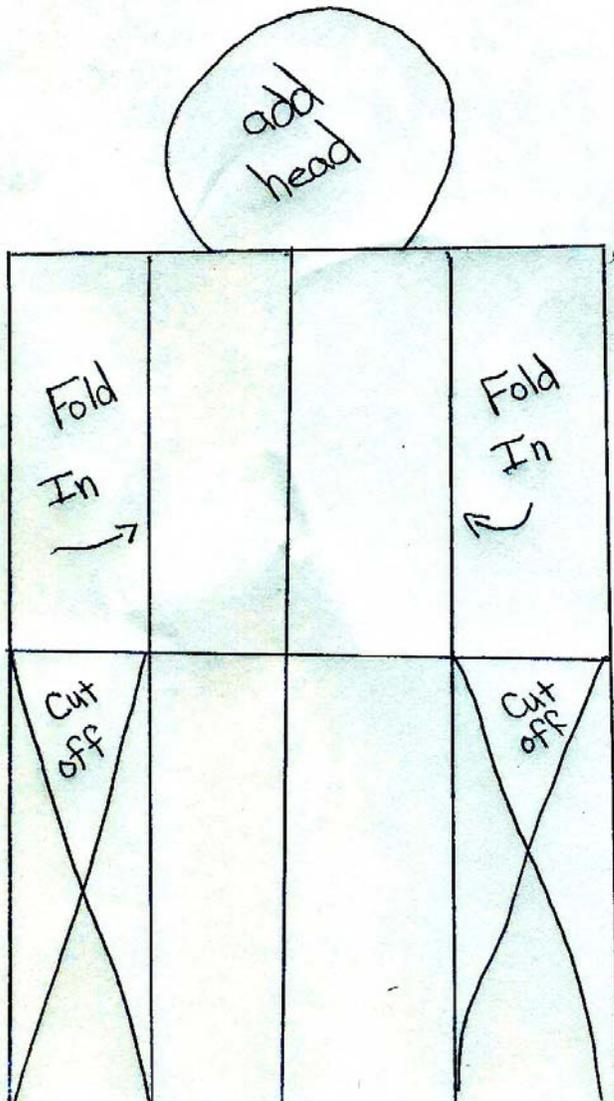
***NAIL IT! NAIL IT!  
NAIL THAT THESES DOWN  
TO THE DOOR OF THE CHURCH  
WITH A GREAT BIG SOUND!***

***NAIL IT! NAIL IT!  
BAM! BAM! BAM!  
HAVE FAITH AND READ THE BIBLE  
AND DON'T BELIEVE A “SHAM”!***

Appendix H  
Reformation: Revolt and Redirection

**“People Book” Directions**

1. Get a large piece of construction paper.
2. Fold it in half three times.
3. Unfold it and hold it “hamburger” style.
4. Cut off the 2 squares on the outside of the bottom. (see diagram)
5. Use these two pieces to glue on the back and stick out as arms.
6. Fold the 2 pieces that are sticking out inward so that it closes like a scroll.
7. Make a round head out of another piece of construction paper.
8. Decorate your people book to look like Martin Luther.
9. Use construction paper and be creative!
10. Unfold the scroll pieces and the inside is your book.
11. Write 5 facts that you learned about Martin Luther on the inside of this “people book”.



Rubric: 10 points each

\_\_\_ spelling conventions

\_\_\_ neat appearance

\_\_\_ clothes made out of construction paper

\_\_\_ 5 neatly written facts

\_\_\_ overall creativity

Total Points \_\_\_\_\_

Appendix I  
Reformation: Revolt and Redirection

**Time line/Life of Martin Luther**

Directions: (use the website [www.wels.net/sab/about/ml-kuske.html](http://www.wels.net/sab/about/ml-kuske.html) for help)

1. Match the events with the dates.
2. Trace the template, so that you have six different pieces.
3. Write the events and dates neatly on each template.
4. Write a fact learned to go with each event.
5. Draw a picture to go with your sentence.
6. Glue the time line onto pieces of construction paper in chronological order.

**Dates:**

1483, 1505, 1508, 1517, 1521, and 1546

**Events:**

Luther the monk  
Luther's return to Wittenberg and death  
Luther's *95 Theses*  
Luther's birth  
Luther at the "Diet of Worms"  
Luther at Wittenberg

**Rubric: 5 points each**

\_\_\_ dates and events match properly  
\_\_\_ neat writing  
\_\_\_ colorful pictures match sentence  
\_\_\_ correct spelling conventions  
\_\_\_ correct facts with each event  
\_\_\_ finished product is neatly organized  
Total Points \_\_\_\_\_

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| Date: <span style="border: 1px solid black; display: inline-block; width: 150px; height: 20px; vertical-align: middle;"></span> |
|                                                                                                                                 |



Appendix K  
Reformation: Revolt and Redirection

**WHAT'S A MEMORY?**

Directions: For each square, write and illustrate an appropriate memory.

|                                     |                                      |
|-------------------------------------|--------------------------------------|
| <p><b>A HAPPY MEMORY</b></p>        | <p><b>A SAD MEMORY</b></p>           |
| <p><b><i>A FUNNY MEMORY</i></b></p> | <p><b>AN EMBARRASSING MEMORY</b></p> |

Appendix L  
Reformation: Revolt and Redirection

**The “Ideal” Classroom**

Directions:

Your group is going to design a three dimensional classroom on foam board. Think of John Calvin’s ideal society. You are to think of what would make an ideal classroom. Get started and have fun, but **DON’T FORGET TO FOLLOW THE RUBRIC BELOW.**

RUBRIC: 10 POINTS EACH

\_\_\_\_\_three dimensional items are throughout the map

\_\_\_\_\_there is a list of classroom rules to help and make the classroom safe

\_\_\_\_\_correct spelling conventions

\_\_\_\_\_There is an attached persuasive essay that gives specific reasons to why this classroom could be considered “ideal”

\_\_\_\_\_color is used and at least 10 items are labeled

\_\_\_\_\_each person participated in the oral presentation

\_\_\_\_\_presentation was clear and lasted 5-10 minutes

\_\_\_\_\_TOTAL POINTS



Appendix M  
Reformation: Revolt and Redirection

**Rubric For Grading the Debate On Calvin’s “Ideal” City**

(Note- students should see this in advance, so they understand how they will be graded.)

|                                    | <b>Superior</b>                                                                      | <b>Good</b>                                                              | <b>Approaching</b>                                                              | <b>Beginning</b>                                                                            | <b>Score</b> |
|------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------|
|                                    | <b>12</b>                                                                            | <b>10</b>                                                                | <b>6</b>                                                                        | <b>3</b>                                                                                    |              |
| <b>Understanding<br/>The Topic</b> | The team clearly understood the topic and used forceful and persuasive words.        | The team understood the topic and presented their information well.      | The team seemed to understand the main points and presented with minor flaws.   | The team did not show adequate understanding of the topic discussed.                        |              |
| <b>Use of<br/>Facts/Examples</b>   | Most major points were supported with relevant details, facts, or examples.          | Major facts were supported with some facts, details, or examples.        | Facts were supported with details, but some may have been questionable.         | Points were not supported with adequate or relevant details or topic may have been unclear. |              |
| <b>Organization</b>                | Arguments were clearly tied to an idea in a logical fashion and were easy to follow. | Arguments were tied to an idea and most were logical and easy to follow. | Most arguments were tied to an idea although some may have been hard to follow. | Most arguments were not tied to an idea and were very hard to follow most of the time.      |              |

**\*\*\*Note- A team can score a 0 if no effort or attempt is made to participate.**

## Appendix N Reformation: Revolt and Redirection

\*\*\*Please note....this Appendix is **not** for the purpose of handing out to students. It is a reference to have. It came in helpful for me when parents asked where Calvin got his ideas. It is important to have research to back up where a person's ideas came from, especially when we are teaching a concept that we are not familiar with. Many people thought Calvin simply made up the terms "predestination" and "the elect". He actually got these terms from the Bible. Different people in The Church today, still continue to interpret these verses differently. It is still a "hot topic" of debate in the modern world.

These verses can be found on the website [www.predestinationverses.com](http://www.predestinationverses.com) or you can look them up in any Bible.

### **Predestination: Calvin's View**

**2 Thessalonians 2:13** – "God from the beginning chose you for salvation"

**Ephesians 1:3-4** "He chose us in Him before the foundation of the world

**2 Timothy 1:9** "He who has saved us and called us with a holy calling, not according to our works, but according to His own purpose and grace which was given to us in Christ Jesus before time began

**Acts 13:48** "Now when the Gentiles heard this, they were glad and glorified the word of the Lord. And as many as had been appointed to eternal life believed.

**Ephesians 1:5** "having predestined us to adoption as sons by Jesus Christ to Himself, according to the good pleasure of His will

**Romans 8:29** "For whom He foreknew, He also predestined to be conformed to the image of His son"

**Jeremiah 1:5** "Before I formed you in the womb I knew you, before you were born, I set you apart"

**Psalms 139:16** "All the days ordained for me were written in your book before one of them came to be."

**Proverbs 8:23** "I was appointed from eternity, from the beginning, before the world began."

**Ephesians 1:11** "In Him, we were also chosen, having been predestined according to the plan of Him who works out everything in the conformity with the purpose of His will."

**Romans 9:11** "God's purpose in election might stand"

**Mark 13:27** "He will gather His elect from the four winds."

Appendix O  
Reformation: Revolt and Redirection

**Changes in the Catholic Church**

(Use pages 86-87 in the *Rats, Bulls, and Flying Machines* text to help you find these answers.)

1. What was the Counter Reformation?
2. List the three main goals of the Counter Reformation.
  - a.
  - b.
  - c.
3. What was the “Council of Trent” and explain its purpose?
4. What was the “Index of Forbidden Books”?
5. Describe the goals of “The Society of Jesuits”?



Appendix P  
Reformation: Revolt and Redirection



## Galileo: Rebel With A Cause

(Questions take from page 32 of the Core Knowledge Teacher's Guide to:  
*Rats, Bulls, and Flying Machines*)

1. How did Galileo earn the nickname, "The Wrangler?"
2. What is the law of falling bodies, and how does it differ from Aristotle's ideas about falling objects?
3. What do the adjectives heliocentric and geocentric mean?
4. In the Middle Ages, which theory about the universe did people believe, the heliocentric theory or the geocentric theory and why?
5. Who was Copernicus and why did he keep quiet about his ideas?
6. How did people respond to the publication of Galileo's book, *The Starry Messenger*?
7. What did the Inquisition decide about Galileo's teachings, and how did he respond?
8. Galileo's star gazing led him to conclusions that went against the beliefs of his church, yet he considered himself a good Catholic. How was he able to reconcile these two beliefs?

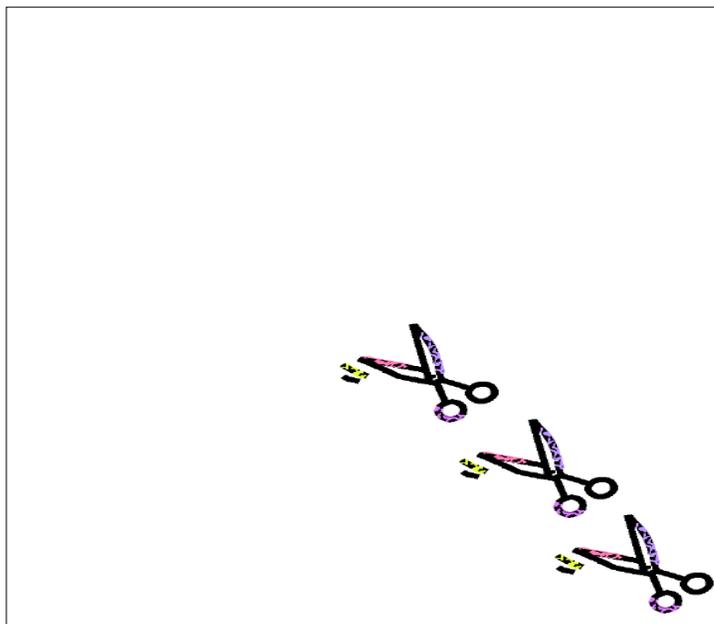
Appendix Q  
Reformation: Revolt and Redirection

## Making a “Quadrama”

1. Fold one corner all the way down to the edge to make a triangle.  
(like you are making a paper airplane)
2. Cut the bottom rectangular piece off.
3. Unfold it and cut along the crease half way.
4. Pull one piece over and glue it down.
5. Glue the back down as well.
6. You will now have a three dimensional triangle.
7. You will need to make four of these for this project.
8. Glue or staple all four together so that they are connected in a circular type shape.

**\*\*\*\*\*Note: Stop after step three to do your writing and drawing. When you are finished writing and drawing, continue with the rest of the steps.**

\*\*\*After reading the book, *The Starry Messenger*, select four scenes from this book that are of interest to you. Summarize each scene on the bottom of each “quadrama” paper and then illustrate it on the background. Use color and add construction paper for a 3-dimensional effect.



Appendix R  
Reformation: Revolt and Redirection

**Culminating Test**

1. What is a “scribe?”
2. Who invented the very first printing press?
3. Name the first book printed and summarize the change it caused in the world?
4. How did the Protestant religion get its name?
5. Name the 2 leading Protestant Reformers?
6. What is *The 95 Theses*, who wrote it, and what was this paper about?
  - a.
  - b.
  - c.
7. Who translated the New Testament into German and what was his motive for doing this?
8. Describe two of Calvin’s main beliefs.
  - a.
  - b.
9. Make a distinction between the Counter Reformation and the Protestant Reformation?
10. Describe one of the goals of the Counter Reformation.
11. Differentiate between and describe the two main theories of the universe during the Reformation period.
12. Who was the first person to discover that the sun was the center of the universe and what other astronomer developed this idea further?

Appendix S  
Reformation: Revolt and Redirection

## Self Evaluating the Six Traits

### IDEAS AND CONTENT (6 points)

- My paper is interesting. Once you start reading, you will not want to stop.
- My paper has a clear purpose and makes a point.
- I use clear details that are easy to understand. They are interesting and not everyone would think of my details.
- I stick to the main idea. I leave out details that do not matter.
- I have thought about my topic carefully and feel as if I know what I'm telling about.

### ORGANIZATION (6 points)

- My paper begins with a bang!
- I have told things in an order that makes sense. It is easy to follow.
- My details go together and lead up to the main point. It builds to the good parts.
- At the end, it feels finished and makes you think.

### VOICE (6 points)

- I have written in a way that shows how I think and feel about this topic.
- I like what I have written. I want you to read this and feel something.
- I've put something of myself into this paper and it sounds like me –not like someone else.
- I have given some thought to what the reader will feel when reading this paper.

### WORD CHOICE (6 points)

- It is easy to picture what I am talking about. The words paint a picture.
- I wasn't satisfied with words or phrases I've heard a lot. I tried to find my own way of saying things.
- Sometimes, I've tried saying something in a new or different way.
- I've had fun with the language. The words linger in the reader's mind.

### SENTENCE FLUENCY (6 points)

- My sentences make sense. The meaning of each one is clear and there are no words left out.
- My sentences have power and punch.
- My sentences have variety. Some are longer than others, and they do not all begin in the same way.
- I've read my paper over COMPLETELY and it just sounds good when I read it.

### CONVENTIONS (6 points)

- I've proofread my paper and corrected any errors in spelling, punctuation and grammar.
- My paragraphs begin in the right spots. If I used dialogue, I used quotations marks.
- Because there is correct spelling, grammar, and punctuation, it would be easy for someone else to read my paper out loud.