

Social Studies
European History
Unit 2: Protestant Reformation

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will investigate the crisis of the RCC in the 14th century focusing special attention to the concept of popular piety. Students will investigate the previous attempts of reform and understand why these were ineffective. Students will consider the other causal factors involved with special attention paid to the development of printing. Students will conduct a thorough investigation of Martin Luther’s early life in Wittenburg and up to his writing of a German Bible. Other Protestant reformers will be compared to Luther concurrently as events unfold prior to the Thirty Years’ War.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What is an indulgence? How did it become a major reform issue by the late 15th century? ▪ What aspects of Luther’s personality and experience contributed to his reforming zeal? ▪ What was Luther’s core theological premise? Make a list of his major ideas. ▪ How did the church initially react to the printing and dissemination of Luther’s 95 Theses in Wittenberg? Why did they have such a strong appeal in Germany? ▪ What contributed to the enormous success of Lutheranism? ▪ What were the religious and political implications of Luther’s reforms? ▪ Why did the Holy Roman Empire, Charles V, in collaboration with the Pope, issue the Edict of Worms in 1521? What were the implications of this move? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ Why did many German political authorities (especially the nobility) support Luther’s cause? Why was their support so essential to his success? ▪ What were the causes of the Peasants’ Revolt of 1525-1526? What was Luther’s position in this upheaval? Why did he take that position? ▪ Where was Lutheranism most successful in the 16th century? ▪ What role did the Holy Roman Emperor, Charles V, play in the Protestant Reformation? ▪ What were the provisions of the Peace of Augsburg of 1555? How was it a religious compromise? What issues were left unresolved?

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Essential Knowledge	<ul style="list-style-type: none"> ▪ The Protestant Reformation had its origins in the development of Popular Piety present in common worship during the medieval period. ▪ The Protestant Reformation was initiated in Saxony due to the nature of the Holy Roman Empire and could not have occurred in any other country in Europe. ▪ The Protestant Reformation was supported by the German Princes which legitimized the reformation and fractured the RCC. ▪ Radical elements of the Protestant Reformation were extremists and for the most part unsuccessful, yet less radical elements quickly established themselves in the courts of Europe.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ nominalism, William of Ockham, Marsilius of Padua, Defensor Pacis, Avignon Papacy, indulgence, Purgatory, dispensations, Great Schism, Conciliarism, Council of Constance, mysticism, confraternities, Catherine of Siena, Meister Eckhart, Brethren of the Common Life, Devotio Moderna, Thomas à Kempis, The Imitation of Christ, John Wycliffe, Lollards, Peter's Pence, transubstantiation, Jan Hus, Martin Luther, 95 Theses, Johann Tetzel, Edict of Worms, Charles V, consubstantiation, Peasant's War (1524-1525), Schmalkaldic League, Peace of Augsburg, cuius region, ejus religio, Ulrich Zwingli, Swiss Confederation, cantons, Anabaptists, Millenarianism, Amish, John Calvin, Institutes of the Christian Religion, predestination, the elect, Ecclesiastical Ordinances, Consistory (mid-page), theocracy, Henry VIII, Catherine of Aragon, Anne Boleyn, Act of Supremacy 1534, Mary I, Edward VI, Book of Common Prayer, Sir Thomas More, Thomas Cramer, Thomas Cromwell, Mary Stuart of Scotland, John Knox, Catholic (Counter) Reformation, simony, Vulgate, Pope Paul III, Council of Trent, Index of Prohibited Books, Inquisition, St. Theresa of Avila, Capuchins, Ursulines, St. Ignatius Loyola, Society of Jesus (Jesuits), St. Francis Xavier, Baroque, Caravaggio, Peter Paul Rubens, Diego Velazquez, GianLorenzo Bernini, Artemisia Gentileschi, Claudio Monteverdi
Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater reading comprehension. ▪ Develop competent note taking skills. ▪ Develop sources analysis for both primary and secondary. ▪ Create and deliver oral presentations. ▪ Develop narrative/argumentative essay writing. ▪ Demonstrate geographical awareness.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">a. Develop research questions related to a current social studies issue.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

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	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns</p> <p>Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ After establishing Martin Luther as the prime and moving force behind the Protestant Reformation students will read his writings contemporary with the on set of the Protestant Reformation. Students will read excerpts from <i>Address to the Christian Nobility of the German Nation, On Christian Freedom, and On the Babylonian Captivity of the Church</i> – all 1520. Having done so the students will find elements within these excerpts which the Church would have found offense and would have considered heretical. Students will use this evidence as well as the other factors involved with Martin Luther’s Trial and assess to what extent the Church was punishing him for doctrinal reasons.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Students will reenact the Diet of Worms (1521) after having thoroughly reviewed all sides of this historic event. Students will be arranged in three groups: supporters of ML, supporters of the Papacy, and supporters of Charles V. A script will be used as a guide whereupon each side will state evidence/interpretations they have derived in support of their particular group. Groups/students will be assessed according to their presentation of evidence as analyzed/weighed against the other group’s arguments.

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<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University○ Primary documents of the writings of Luther, Calvin, etc.▪ <u>Other Resources:</u><ul style="list-style-type: none">○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline○ Protestant Reformation Powerpint▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>Luther</u>
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