

**CONCORDIA UNIVERSITY
RIVER FOREST, IL**

LESSON PLANNING

Teacher: Matthew T. Frick **Date(s):** 7-10-09 **Plan #** 1

Topic(s): Iconoclasm as it pertains to the Reformation **Time allotted:** 42 min

Grade: 9/10 **Subject:** Theology 9/10: Church History, God's Plan Through His Church

CONSIDERATIONS

(Describe all those that apply.)

A. Materials: Supplies – Equipment – Technology

DVD Player

Luther film (2004)

Projector/Smart Board

Iconoclasm images: icons, statues, etc plus pictures illustrating actual removal of items

Actual icons/other images as available

B. Physical Environment: Safety -- Physical Space --Procedural Rules

Standard, traditional classroom setting.

C. Diverse Learning

- **Learning Styles:** Auditory – Tactile/Kinesthetic – Visual

Auditory— Lecture and discussion

Visual— Lack of images on classroom wall, numerous image examples

Tactile/Kinesthetic— “Real life” examples of icon and other church imagery if possible

- **Multiple Intelligences:** Visual/Spatial – Logical/Mathematical – Verbal/Linguistic – Musical – Interpersonal – Intrapersonal – Naturalistic – Bodily/Kinesthetic

- **Grouping:** Individual – Cooperative – Competitive – Collaborative

Individual—Question/Response

Cooperative—Student discussion

Collaborative—Students and teacher aiding one another in identifying characteristics of iconoclasm

- **Multicultural strategies:** Cultural sharing – Multiple perspectives – Bridging communities – Enhancing tolerance/Reducing prejudice – Promoting social justice – multicultural infusion

Cultural Sharing—Asking students what their church's decorative heritage and purpose is (if they know)

Promoting Social Justice—Were those causing the destruction of property held accountable? Why or why not?

Multiple Perspectives— Why did some of the reformers want to completely do away with images, while others wanted to keep them and use them for different purposes? How are images used in churches today?

Enhancing tolerance/Reducing prejudice—Students will understand the differences between liturgical art and the theological purpose behind it to reduce their tendency to mock or label other liturgical traditions.

D. Adaptive considerations: Environmental – Individual – Instructional

Environmental—Altered classroom environment would perhaps create a different classroom dynamic. The goal is to feed off of how students respond to the altered environment and draw conclusions based on those responses.

Individual— Reactions, responses, journaling

Instructional— Students' understanding of the visual, give hand outs of images for students to see up close

E. Key Terms: Definitions – Names – Symbols -- Formulas

| | |
|------------------|-------------------------------|
| Icons | Martin Luther (already known) |
| Iconoclasm | John Calvin |
| Idolatry | Frederick the Wise |
| Relics/Reliquary | |

THE LESSON

Introductory Activities: Warm-up – Review -- Previous Homework -- Prerequisite skills

This lesson is intended to fall somewhere in the middle of a larger unit on the “Cultural Impact of the Reformation”. Students will need to already have a context of what the Reformation was, the basic ideas and general social impact. They will also need have background on Roman Catholic beliefs, specifically in terms of the theological use of icons, how they developed and why there were used.

The lesson will start by students walking into a classroom that has been entirely stripped bare. All posters, signs, flags, pictures and any other kind of decoration will have been removed. Teacher will quietly observe the immediate, knee-jerk response of the students. Teacher will then engage students in a brief discussion of their response to the change of the physical appearance of the classroom. What is different? Why is it different? How does it make you feel? What do you think caused, brought about, or was the reason for this change? etc

Lesson Development:

Anticipatory Set: Engage – Motivate – Build on prior knowledge – Show need for lesson

Show several familiar photographs/pictures, and have students respond to their first impression of them.
(Current celebrities, historical events/people, “iconic” memorable images)

Discuss the sports stadium example of all the images that are seen (include souvenirs as relics)

Lead into how images affect us. Discuss whether or not an image or relic is something real or what if any power it has. Introduce Mosaic story of the snake and the staff, ask students for other examples of images being connected to a belief system (graven images concept, etc) Transition to Roman Catholic understanding of icons, the importance they had to the faith of the people and the church. Show clips from *Luther* showing Luther's pilgrimage to Rome and Fredrik the Wise amongst his reliquary collection. Convey importance of relics in medieval Europe.

Instructional sequence based on content: Explore -- Demonstrate – Explain – Question – Elaborate

Ask students what the primary reason Luther or other Reformers might have had a problem with icons and reliquary. What would they (the students) respond to medieval uses of such items.

Introduce concept of the Reformation as a transition from visual to auditory. What is the difference? Is it better or worse? Why?

Impact on the art form, like music, all of it was religious in nature up to this point, and from here on diverges to differing extents into secularism.

Variation on way iconoclasm was carried out, violent versus peaceful. Is one more right than the other?

Discuss patrons, returning of icons to families, storing in church basements and how that ebbed and flowed based on theological practices changing

How this impacted the people, worship practices, etc.

Show clips from *Luther* that demonstrates his frustration/agonies during the German iconoclasm/Peasants'

Revolt

Discuss technology, uses of imagery in scriptural and other texts (compare and contrast to political cartoons of today)

Compare and contrast the Catholic crucifix with the Lutheran Crucifix.

Check for understanding: On-going analysis -- Assess/(Re-teach) – Practice -- Evaluate

Practice/Evaluation--Have students journal as if a modern-day iconoclasm were going on, for whatever circumstance they choose. What direction would their response take? How would their lives change? What specific impact would it have?

On-going analysis/Assess—Throughout the lesson students will be viewing, discussing and responding. As part of ongoing unit, this lesson will incorporate ideas that have already been introduced and connections will be made.

Assessment: Informal -- Formal

Informal—Question students at end of lesson for basic, general understanding: principle conflicts, theological and otherwise, behind iconoclasm and what the results were.

Formal—Comes at a later time as a conclusion to the overall unit. Reinforce how cultural impact of the Reformation had an affect on peoples' everyday lives.

Closure (Student activity relating to the objective): Share – Process – Review/Reflect/Focus on Lesson Objective(s) -- Journal – Student self-assessment

Share/Process—Students will break up into groups to summarize the three main ideas (in their view) of the lesson. This will include the theological bases and implications of iconoclasm and the longer-term impact it has had on churches today. This is part of an on-going “living journal” that students will be keeping throughout the unit for review purposes. Focus on today’s lesson should be the “everyday” impact that iconoclasm would have had on the parishioners’ faith and lives.

Flexible Planning (Consideration of time, activities, and resources): Modify – Adapt -- Extend

Extension: students illustrate their own before, during and after images, based on either violent or peaceful iconoclasm (perhaps making a collage/timeline using images from the internet, etc)

For further extension, educating on the reliquary collection of Frederick the Wise and show the before and after clips from the *Luther* film, including Luther’s pilgrimage to Rome to encapsulate the importance of such items to the Roman Catholics of Luther’s day.

If time (or perhaps for Honors students) go more in-depth into the differences of opinions between Luther and Calvin on icons/religious imagery.

Modify/Adapt—be sure to leave plenty of time for individual student questions/discussion, especially pertaining to images provided.

REFLECTIVE EVALUATION OF THE LESSON

Date Lesson Taught: _____ Title of Lesson: _____

| Category | Strengths | Suggestions for Improvements |
|---|------------------|-------------------------------------|
| Introductory Activities | | |
| Lesson Development Anticipatory Set Instructional Sequence Check for Understanding | | |
| Assessment | | |
| Closure | | |
| Ending | | |
| Flexible Planning | | |