

## Lesson Plans - Therisa Rogers - Farmington High School

### The Reformation

Wednesday

on board as students enter classroom: sic enim dilexit Deus mundum ut Filium suum unigenitum daret ut omnis qui credit in eum non pereat sed habeat vitam aeternam

10 Min: "Good Morning, Students. Some of you have been wondering about the writing on the board." Teacher reads quotation aloud. What do you think it is?" Some students will guess Latin. "Okay, yes, it's Latin, but what does it say? No idea? It's a very famous quote from a book which was around in many places in the Late Middle Ages. Any guesses? I have a copy of it here in the classroom and some of you have one in your backpacks."

"Yes, it's the Bible. But you can't read it - Why?" Various student responses about Latin being a dead language, etc. Teacher uses a different color marker to begin writing above specific words in the Latin texts. Teacher should choose words which will be familiar to students from English or from their studies of Romance Languages. Eventually students will guess that it is John 3:16.

"In the late Middle Ages, Bibles in Western Europe were normally written in Latin. 90 % of the people were illiterate anyway, and they didn't speak Latin. So how did these people find out what the Bible said?" Students guess. "Yes, someone had to read it to them. But when I read it to you, it had no effect. So what must have had to happen?" "Correct! But who would explain it to them?" "The priests, of course!"

15 min: teacher tells story of the situation on the ground as the 16th century opens.

Some people were pious

There was a great amount of poverty

most people were involved in agriculture

one unified church in Western Europe, headed by the pope in Rome

explain concept of Heaven, Hell, Purgatory, Saints

explain practices of indulgences, pardons, viewing of relics

15 min: Teacher shows pictures of the Amiens cathedral and its floor plans, etc. These are available on wikimedia. Teacher explains the use of the stained glass, statues, individual chapels. Focus should be made on the fact that there was not a central focus to the cathedral. Amiens is one of the most important medieval cathedrals and would be used as an example and model for other cathedrals such as that of Koln. Teacher should emphasize that villagers might never see such a cathedral but that their local churches would be generally oriented in the same way and for the same purposes.

30 min: Martin Luther and Wittenberg

Who was Luther? Teacher should explain the events of his early life, how he grew up in a cityed business family, and his education. His positive experiences with the Church in his early life, his piety, and his decision to enter the monastery should be addressed. Teacher should explain Luther's piety and some of the practices in which he engaged in the monastery: fasting, prayer, pilgrimage, confessions.

Teacher should explain how Luther came to oppose the practice of indulgences and how he wrote the 95 theses. Emphasis should be made to the fact that Luther had no intention whatsoever to leave the Church - he wanted only to correct problems. Other people agreed with him and began to ask for changes and corrections to be made as well.

Distribute copies of the 95 theses. Give students time to glance through them but not necessarily to read every thesis carefully. Direct student attention to theses 36 and 62. Discuss these two theses with the students in detail.

Explain to students that the refusal to recant some of these theses, together with some of his other

writings, resulted in Luther's excommunication from the church. After being excommunicated, Luther began to express other ideas about changes in the way people believed and worshipped, and translated the Bible into German so that the regular people could read it.

Ask a student to come to the board and write John 3: 16 in English, using a classroom Bible or from memory.

Explain that the printing press with movable type, brought from China, and the use of paper, also from China and brought through the Arabs, would make it easier for people to buy a copy of the Bible, and that literate people could read it to others in their local communities.

Homework: With the student copy of the 95 theses, students should create a drawing which Luther's followers could use to support their point of view.

### **Thursday**

Show the film, "Luther" to the class. This will also extend into Friday's class.

### **Friday**

After watching the second part of the film, discuss with students and administer weekly quiz. There will be questions from Monday's and Tuesday's classes on the quiz, but the two essay questions from Wednesday and Thursday should be:

1. Describe in a paragraph or less the who, what, when, where, why, and how of the Reformation.

A. The Reformation took place in the 16th Century in Northern West Europe. It began because a Catholic monk named Martin Luther became dissatisfied with some practices of the Catholic Church, including indulgences and abuses of power. He complained about this and asked for the church to be "reformed". Instead, they expelled him from the church and he began his own.

2. How did trade of ideas and technology from Asia affect the development of the Reformation?

B. The printing press and paper, technological innovations from China allowed books and pamphlets to be printed instead of hand-written. They were therefore less expensive and more accessible to the common person. Luther's ideas and those of other reformers could be circulated more effectively.

**Questions about “Luther” film for students to answer while watching the film.**

1. Why is Luther unhappy in his cell?
2. Where is Luther sent on a mission? Why is he chosen?
3. What is being given to those who pay to see “the skull of John the Baptist”?
4. What is being sold at boxes below the steps? Why does Luther crumple his?
5. What has Luther never read before that he is to learn about in Wittenberg? Why would he not have read this?
6. What does Luther disagree with in the professor’s teaching at Wittenberg?
7. In the matter of the boy’s suicide, what is the position of the Church? What does Luther learn from this?
8. Who is being threatened by Luther’s preaching against relics and indulgences?
9. What is being sold in regards to 10,000 ducats “for Mainz?”
10. What motivates Luther to write to the Archbishop of Mainz and to post his 95 theses on the Church door?
11. What is the financial result to the Church of Luther’s teaching? What did they do about it?
12. What does Luther argue against the Cardinal?
13. Why does the father monk release Luther from his vows?
14. Why does the Lord Frederick refuse to repudiate or turn over Luther?
15. What is decided by the Pope about Luther’s status?
16. How do the common people feel about Luther in Wittenberg?
17. What previous legal decision does Frederick cite in refusing to send Luther to Rome? What does the Emperor therefore decide to do?

18. After an initial delay, what does Luther say at the trial of Worms?
19. Who is responsible for the kidnapping of Luther? What happens afterwards?
20. How do some people respond to Luther's ideas and make their own? How does this change the physical world?
21. What does Luther feel about the Peasant Revolt and the marauding?
22. Why did some nuns come to Wittenberg in herring barrels?
23. What does Luther do with Katarina von Bora which scandalizes the Church?
24. What happened to Luther's friend Ulrich when he was caught?
25. What was the end result of the meeting at Augsburg?