15.A.1a - Identify advantages and disadvantages of different ways to distribute goods and services
15.A.2a - Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.
15.B - Understand that scarcity necessitates choices by consumers.
15.C - Understand that scarcity necessitates choices by producers.
15.D - Understand trade as an exchange of goods or services.
15.E - Understand the impact of government policies and decisions on production and consumption in the economy.
17.A.1a - Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
17.A.2a - Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.
17.A.3a - Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).
17.C.2b - Describe the relationships among location of resources, population distribution and economic activities (e.g., transportation, trade, communications).
17.C.2c - Explain how human activity affects the environment.
17.C.3a - Explain how human activity is affected by geographic factors.
17.C.3c - Analyze how human processes influence settlement patterns including migration and population growth.
17.D - Understand the historical significance of geography.
18.A - Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
18.A.3b - Explain how social institutions contribute to the development and transmission of culture.
18.B.1b - Identify major social institutions in the community
18.B.2b - Describe the ways in which institutions meet the needs of society.
18.C.4a - Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades).
18.C.5 - Analyze how social scientists' interpretations of societies, cultures and institutions change over time.
Summary of Unit

This unit will look at the cultural and religious changes that occurred in Europe in the 14th and 15th centuries and their impact on society.

Resources

(In Binder)

Key Words

consent of the governed, commodity money, export, import, interest, investment, profit, quota, tariff, trade barriers, trade deficit, trade surplus, Columbian exchange, Diaspora, absolute location, mental maps,
STAGE 1: IDENTIFY DESIRED RESULTS

Enduring Understandings

Students will understand that

the rebirth of learning led to advancements in society and played a major role in shaping
the culture of Europe.
the misuse of the church's power led to the challenging of the church's authority.

Essential Questions

1. What does Renaissance Art reveal about the times in which they lived?
2. Can scientific advances affect people's religious beliefs?
3. What caused the motivation for Europeans to explore and discover distant lands?
4. What would it be like to walk in Christopher Columbus's shoes?
5. How are my views about Native Americans shaped by European history?

Knowledge and Skills

Students will know

Reformation
Martin Luther
Columbus
Henry VIII
Florence was the center of the Renaissance
Medici
Artist of the Renaissance (Donatello, Raphael, Michelangelo, and DaVinci)
Guttenberg
Humanism
Secularism
Capitalism
John Calvin
Anglicanism
Baptists
Lutherans
Elizabeth
Machiavelli

Students will be able to

explain the problems that existed in the church which brought about the reformation.
identify the scientific advancements that occurred in the Renaissance.
describe the factors that brought about the rebirth of learning at this time.
explain the factors that allowed for worldwide exploration.
Students will be familiar with

the political influences of the church
the industrial and political effects of the Renaissance
class systems and philosophy on explorations
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

*What evidence will show that students understand?*

**Required Assessments (brief description)**

| Creating Spoke Diagrams on the Religions of Reformation - History Alive |

**Other Assessments (brief description)**

- Renaissance Ball - History Alive
- Mapping the land and emerging cities of Europe - History Alive
- Dancing the Pavin - History Alive
PLAN LEARNING EXPERIENCES AND INSTRUCTION

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Learning Activities

**W** How will you ensure that all students know where they are headed in the unit, why they are headed there, and how they will be evaluated?
Students will be provided with an estimated timeline of assignments, projects, and readings. Daily objectives of the day and bell ringers will be used as introductory activities. Students will be assessed on performance assessments, tests, quizzes and discussions.

**H** How will you hook students at the beginning of the unit?
Students will examine recent cultural changes that have impacted modern day society.

**E** What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
Performance assessments and Socratic questioning will assist in students mastering needed skills. Teachers will provide a variety of instructional strategies, hands on exercises and research.

**R** How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
Meta cognition will be stressed by having students identify key aspects of the rubric before initiating the assessment. Pre and post assessments will also be included.

**E** How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
A combination of assessments, Socratic questioning, and the incorporation of EPAS reading scores.

**T** How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
Identifying reading levels and differentiating instruction to accommodate all levels of intelligence and learning styles.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students will receive numerous assessments throughout the unit to assess comprehension and mastery of skills.
Creating Spoke Diagrams on the Religions of the Reformation
Problem Solving Groupwork

Overview

In this Problem Solving Groupwork activity students work in groups of four to create visual spoke diagrams depicting the major features of Christian religions during the Reformation—Anabaptism, Lutheranism, Calvinism, Anglicanism, and Catholicism. Each group is given written and graphic information about the various features—origins, beliefs about sin and salvation, ultimate source of authority, rituals and worship, and community life—of one of the five sixteenth century Christian religions. Using this information, groups design a spoke diagram, complete with visuals, that depicts the features of the religion. Finally, students examine the spoke diagrams completed by the other groups and compare the features of the religions.

Procedures at a Glance

Tell students that they will work in groups of four to create a spoke diagram representing the features of Anabaptism, Lutheranism, Calvinism, Anglicanism, and Catholicism. Divide students into groups of four, and pass out Student Handout 3.3A. Project Overhead Transparency 3.3B, and review students' roles and the steps groups should take to complete their spoke diagrams. Have groups carefully read about their religious group and then brainstorm ideas for their spoke diagram. As students create their spoke diagrams, make sure they include visuals for each feature of the religion. After groups complete their spoke diagrams, have students post them in different areas of the classroom. Have students examine the spoke diagrams and make comparisons of the religions on Student Handout 3.3C. Project Slide 3.3A, and discuss the similarities and differences among the Protestant religions.
Procedures in Detail

1. Now that students have been introduced to the Protestant Reformation, it is time for them to learn about and make comparisons among four Protestant sects and the Catholic Church. To do this, groups will create spoke diagrams, complete with visuals, to represent the features of these sixteenth-century religions.

2. Place students into heterogeneous groups of four. Project a map of the classroom that shows where each student sits. Ask students to arrange their desks according to the projected classroom map. When students are in their correct groups, give each group information on one religious group from Student Handout 3.3A. (Note: Since there are only five religions included in Student Handout 3.3A, some groups will create visual spoke diagrams on the same religion.)

3. Before attempting this problem-solving task, it is critical that students understand what a spoke diagram is. Tell students that spoke diagrams are sometimes referred to as “webs” or “clusters.” Explain that a spoke diagram is one way of organizing a body of information or ideas. At the hub of a spoke diagram is the main idea or central topic. In this case, “Anabaptism,” “Lutheranism,” or “Anglicanism” might be at the hub of the diagram. Coming from the hub are “spokes”—the ideas and information that relate to the central topic. The spokes on the diagrams in this activity, for example, will be features of each religion like “Origins,” “Beliefs About Sin and Salvation,” and “Community Life.” The spokes are subtopics that represent details about the central topic. This activity requires that groups include visuals—illustrations, pictures, maps, symbols—in addition to the words describing each subtopic. Part of a spoke diagram for Lutheranism might look like this:
4. **Project Overhead Transparency 3.3B:** Groupwork Checklist for Creating Visual Spoke Diagrams. The transparency briefly explains the steps students should follow during groupwork to complete their spoke diagrams. It should be projected for the duration of the activity. (Option: You may want to make a copy of this handout for each student.)

5. Assign each student a role for this activity. Have students identify themselves by raising their hands when they hear their roles mentioned. Read and explain each role.

   **Historian:** Reads the information about the religion aloud to the group. Contributes ideas during the brainstorming session. Seeks additional information from the textbook or other resources. Makes sure group’s spoke diagram contains all the necessary information. Assists with the final production of the spoke diagram.

   **Graphic Designer:** Responsible for the “look” of the spoke diagram. Contributes ideas during the brainstorming session. Creates rough sketch of the spoke diagram to be approved by the teacher before group works on the final version. Assists with the final production of the spoke diagram.

   **Illustrator:** Has primary responsibility for creating the visuals on the spoke diagram. Contributes ideas during the brainstorming session. Works with the Graphic Designer to create both the rough sketch and final draft. Assists with the final production of the spoke diagram.

   **Copy Editor:** Produces written information on the spoke diagram. Contributes ideas during the brainstorming session. Checks to ensure that spelling and grammar is correct. Assists with the final production of the spoke diagram.

6. Once students understand their roles and their group’s task, have the Historian in each group read the information about the religion aloud to the group. Answer any questions that groups have about the information. Encourage groups to seek additional information about their religion from other sources.

7. After groups have an understanding of the various features of their religion, have them begin brainstorming ideas for their spoke diagrams. Review with students these guidelines for creating diagrams:

   • **Clear and understandable:** The spoke diagram must be easy to read and have powerful visuals that allow the viewer to gain a clear understanding of the features of the religion. Students who know little about a religion should be able to examine the spoke diagram and gain an understanding of it. Tell students this is the most important criteria on which the project will be evaluated.

   • **Complete and thorough:** Emphasize that the spoke diagram must include information on these features of the region: origins, beliefs about sin and salvation, ultimate source of authority, rituals and worship, and community life. Information on these features is
provided in Student Handout 3.3A. In addition, students may also include any other information about their religion they deem relevant.

- **Prominent use of visuals:** Remind groups that they must include visuals—illustrations, pictures, maps, symbols—for each of the religion’s features. A group diagramming Calvinism, for example, might draw a picture of a Bible next to their “Ultimate Source of Authority” spoke.

- **Proper materials:** Each group will use poster board or butcher paper that is at least 24” by 28”. Students should also use felt pens, crayons, or colored pencils to enhance the spoke diagram’s visual appeal.

- **Title:** Each spoke diagram should be titled “The Features of [religious group].”

8. Allow students adequate time to work on their spoke diagrams. Given that some students in the class may be practicing some of the religions represented in this activity, make sure student products treat each religion as even-handedly and as sensitively as possible. As they work, help groups locate additional resources, and answer any technical questions they might have about their project. Do not hover. Let groups come up with their own solutions to this problem-solving task. If groups reach a conceptual block, list some options for them, but do not solve the problem for them.

**Wrap Up**

1. When groups finish creating their spoke diagrams, it is time for students to compare the features of the different religions. Have all groups post their spoke diagrams on the classroom walls. Have groups that worked on the same religion post their spoke diagrams near each other.

   ![R](Image)

   **Idea for Class Notes:** Rather than having students record notes on Student Handout 3.3C, have them write the matrix headings on the right side of their notebooks and record notes there.

2. Tell students they will now have the opportunity to learn about the religious groups for which they did not create a spoke diagram. Pass out Student Handout 3.3C: Comparing the Features of Religions of the Reformation to each student. First, ask students to quickly complete the chart for the religion for which they created a spoke diagram. You may want to model one answer before students begin.
3. Next, tell students that they must complete the chart on Student Handout 3.3C for the four religions with which they are not familiar. Have students go to a spoke diagram on a religion other than the one they created. Explain that as they examine the spoke diagrams created by their classmates, they should record their findings on Student Handout 3.3C. After students complete their chart for one religion, have them move to another spoke diagram and repeat the process.

4. Once students complete Student Handout 3.3C, project Slide 3.3A, which shows a map of Europe and the locations of the major Christian religions at the time of the Reformation. Hold a class discussion comparing and contrasting the features of the religions. Center the discussion on these questions:

   • In what region(s) of Europe did Lutheranism flourish? Anglicanism? Anabaptism? Calvinism? Catholicism?
   • What were the key differences among the religions?
   • In what ways were they similar?
   • Which two religions were most alike? Least alike? Why?

5. Finally, project Overhead Transparency 3.3D: Branches of Christian Faith. Discuss with students how the Reformation helped spawn different sects of Christianity, many of which have changed and led to the formation of other churches.

6. After the class discussion, debrief students on the groupwork process. Elicit discussion on problems students experienced, talk about how well the roles worked, and point out cooperative behavior you saw. Finally, ask students to respond to this question: If you had to advise another group of students about how best to complete this groupwork task, what would you tell them?
Idea for Student Response: Have students create a diagram on the left side of their notebooks that compares and contrasts the five religions they studied in this activity. Have students label the five segments with a unique feature of Lutheranism, Calvinism, Anabaptism, Anglicanism, and Catholicism during the Reformation. At the center of the diagram, ask students to list four elements shared by the five religions.
Information About Lutheranism

Directions: Read this information about Lutheranism carefully. Then use the information to brainstorm ideas for your spoke diagram. Make sure your spoke diagram contains visuals for each of the features.

Origins of Lutheranism

The Lutheran religion was founded by a Catholic Augustinian monk, Martin Luther, who was born in Saxony, Germany. In 1512 he became a lecturer in theology (the study of God and religion) at the University of Wittenberg in Germany. As Martin Luther studied the Bible and compared its message with some of the teachings of the Roman Catholic Church, he became very troubled. He was also opposed to the corruption (dishonesty) he saw in the Church, particularly the sale of indulgences, and wanted the Church to reform. In 1517 he decided to force churchmen to listen to him by posting his ideas for change, called the Ninety-Five Theses, on the door of the Wittenberg church. This was the beginning of many years of protest against the Church by those who worked with Martin Luther to reform it. Luther’s ideas became the basis for a new Protestant religion known as Lutheranism.

Beliefs About Sin and Salvation

Lutherans believed people only had to have faith (belief) in God to earn salvation (be saved and enter heaven). Luther argued that salvation did not depend on doing good things for others. He based this belief on a passage he found in the New Testament of the Bible, in Paul’s letter to the Romans. It said, “The just shall live by faith.” Lutherans called this “justification by faith.” To Lutherans, this meant that praying, fasting, doing good works for others, and paying for a priest to say prayers were not the way to salvation, as the Catholic Church taught. Instead, Lutherans believed that people needed only to have sincere faith in Jesus Christ, have God’s grace (love and mercy), be sorry for their sins, and accept the words of the Bible.

Ultimate Source of Authority

According to Lutherans, the Bible was the highest source of authority for all believers. To accept the Bible, people needed to read the Bible for themselves, so the Bible must be translated into common languages, not just Latin, which only the highly educated could understand. The Bible taught Lutherans exactly what they needed to know to live good lives: have faith in Jesus Christ and be sorry for their sins. No one needed to ask a minister what to believe or how to live, because everything could be found in the Bible. Lutheran ministers helped teach people about the Bible through their preaching, since they were specially trained. In all other ways, though, ministers were equal in status with everyone else in the community, and they could even marry.
Rituals and Worship

Lutheran church services were a combination of both old Catholic and new Lutheran rituals. Lutherans kept many of the outward appearances of the Catholic Mass. Services were held in former Catholic churches. There was an altar, with a crucifix (representation of Christ on the cross) and candles. Ministers dressed in traditional vestments led people through the services.

Other parts of the ritual were different from Catholic traditions. All the prayers were written and said in German, not Latin, so that all people, especially the uneducated peasants, could participate. Martin Luther translated the Bible into German. Services included Bible readings and a sermon. The sermon was to explain the Bible lesson of the day to everyone, since the word of God was the center of the religion. Everyone was invited to sing the hymns. During the sharing of bread and wine, everyone was given both bread and wine. Before, only a priest had received wine. And instead of the seven sacraments (formal holy rituals) of the Catholic Church, Lutherans practiced only two of the sacraments, the ones they believed were clearly named in the Bible: baptism and communion.

Community Life

To help his followers adjust to living with a new set of beliefs, Luther made some new rules for Lutherans to follow. Over time, he preached less about the Bible and more about strict discipline and strong families. Luther told his followers that fathers were responsible to teach their children religion by having them pray before each meal and before bed, “and unless they [pray], they should be given neither food nor drink.” He also preached that women’s work in life was to be married and give birth to as many children as possible. Luther thought these rules would help Lutheran communities to grow and be strong and unified.
Information About Calvinism

**Directions:** Read this information about Calvinism carefully. Then use the information to brainstorm ideas for your spoke diagram. Make sure your spoke diagram contains visuals for each of the features.

### Origins of Calvinism

Calvinism was started in the 1530s by John Calvin, a young French theologian (one who studies God and religion) living in Geneva, Switzerland. He was living in Switzerland, where his radical religious ideas were more accepted than in France. Calvin believed in “predestination.” This was the idea that at the beginning of time, when God created the world and everything in it, God had already decided everyone who would ever be born and each person’s destiny (whether or not people would be allowed into heaven at their deaths). Therefore, faith (belief in God) was a gift from God and a person was either born with it or without it. Nothing a person could do would ever change that destiny. Calvin said, “Eternal life [in heaven] is ordained (decided) for some, eternal damnation [in hell] for others.” Anyone could say, “I believe in God,” but a person could figure out who “God’s chosen people” really were by looking for people’s correct and holy behavior. Between 1549 and 1559, over 5,000 foreigners moved to Geneva to join the Calvinist church.

### Beliefs About Sin and Salvation

Calvinists’ belief in predestination meant that everyone’s salvation was already decided. No matter how many kind, holy things some people might do, they would not earn their way into heaven if they hadn’t already been “chosen” by God before birth. Calvinists believed the world was full of opportunities for sin, but only those who were destined to go to hell would actually sin. To help people behave in a way that would show whether they were chosen or not, Calvin taught many rules to discipline people and keep them away from sin. Singing, dancing, card-playing, gambling, swearing, going to theaters, drinking alcohol, eating rich meals, and wearing jewelry and extravagant clothing were never allowed. Many people followed these strict rules to show that they believed they were saved. Others, however, who weren’t sure, tried to follow the rules to convince themselves that they, too, were saved.

### Ultimate Source of Authority

Calvinists believed that the faithful could have a direct relationship with God and that the Bible taught them all the rules they needed to know to live holy, faithful lives. The Bible’s teachings weren’t just rules for the church, however. Calvinists believed the rules should also be the laws for the government. According to Calvinists, committing sin was also committing a crime. Therefore, following God’s wishes meant following the government’s laws. Pastors (ministers) were teachers who helped teach people correct behavior, and elders or deacons enforced the rules of the church and the town. Once the church punished a
church member for breaking a rule, that member was handed over to the local court system for more punishment. Extremely harsh measures could be taken when a person did not go to church or committed blasphemy (showing disrespect for God).

Rituals and Worship

Calvinists met up to five times a week for church services, which included long sermons to teach people the proper way to behave according to the Bible. Church buildings reflected the Calvinist belief in simple surroundings: they were often paneled in plain wood, with long simple communion tables and benches for people to sit on. There were no stained-glass windows, gold altars, paintings, or statues. At the center of the room was a large pulpit where the minister stood to preach. People sat around him, men (always wearing hats) on one side of the room, women and children on the other. As part of their religious training, children had to be prepared at any time to answer any questions asked by the minister. Failing to know the answer would mean shame and even punishment. Preaching could go on for many hours. Calvinists celebrated two sacraments (formal holy rituals), baptism and the Eucharist (communion), because they were the only two sacraments found in the Bible.

Community Life

Calvinist communities were ruled by religious laws based on the Bible. Babies born in the town could only be named certain Christian, Biblical names. No taverns (bars) were allowed. Inns (small hotels) had to have a Bible available for all guests to read at any time and had to make sure all guests were in bed by nine. No guests in an inn could swear, dance, play cards or dice, or insult anyone in the inn. The owners inns were required to report any guest who broke these rules. Every home in the community could be inspected once each year by church elders to make sure that everyone in the house was obeying Calvinism’s strict regulations against alcohol, music, rich foods, cards, and so on. Anyone found disobeying was punished. No one in the community was allowed to speak to the offender. People being punished were not allowed to receive communion, though they were allowed to attend services and listen to sermons to help teach them the correct way to live. If, after 6 months, they didn’t improve their behavior, they were permanently banished from the town. Calvinists believed that correct behavior revealed who was destined to go to heaven.
Information About Anglicanism

Directions: Read this information about Anglicanism carefully. Then use the information to brainstorm ideas for your spoke diagram. Make sure your spoke diagram contains visuals for each of the features.

Origins of Anglicanism

The Anglican Church was started by Henry VIII of England in 1534. His first wife, Catherine of Aragon, had failed to give birth to a son to carry on Henry’s power. Henry, who was a Catholic, wanted to divorce her and marry another woman, but needed the pope’s permission. Pope Clement VII refused. Henry became angry that he, as a king, still had to obey the pope. In 1529 he asked Parliament (the English lawmakers council) to proclaim him “Supreme Head on Earth of the Church of England.” Since the early 1520s, people in England had been influenced by the Protestant teachings of Martin Luther of Germany, which encouraged them to break away from the Catholic Church. So the Parliament agreed with King Henry. Soon every church in England was required to own an English translation of the Bible and was holding church services in English, not Latin. All the English monasteries and their contents were sold to raise money for the king, and pilgrimage shrines (holy places) were destroyed. In 1534 King Henry established the Church of England, which later became known as the Anglican Church.

Beliefs About Sin and Salvation

Anglicans believed that all people were born sinful (with “original sin”), but that sin could be washed away through baptism. They believed in the “justification by faith” that Martin Luther taught to Lutherans. This idea was that people only had to have faith (belief) in God and have God’s grace (compassion) to earn salvation (be saved and enter heaven). They believed that salvation did not depend on doing good things for others. This meant that praying, fasting, and doing good works for others was not the way to salvation. Instead, people needed only to have faith in Jesus Christ, be sorry for any sins (according to the Ten Commandments in the Bible), and accept the word of the Bible.

Ultimate Source of Authority

The Anglicans based their beliefs on the Bible, but saw the King of England as the head of the Church, the person who should interpret what the Bible really meant. The King relied on the assistance of the Archbishop of Canterbury, the most important bishop (church official). Beneath him were bishops and priests to help pass on the King’s words about religion. Because the teachings of the Church filtered down through so many layers of people (from king to archbishop to bishops to priests to people), local parish priests had many opportunities to teach their own versions of Anglican Christianity. As long as the priest and
the members of his parish obeyed the laws of the land and were loyal to the King, they weren’t held to a strict interpretation of Church beliefs.

Rituals and Worship

There were two versions of the Anglican church service: the “High Church” service, which closely followed the Roman Catholic Mass, and the “Low Church” service, centered on preaching from the Bible, like the Lutheran service. This varied from parish to parish, usually depending on the personal beliefs of the local pastor. Services were held in former Catholic churches and monasteries, but most of the statues, paintings, and interior decorations had been removed. Now the inside of the buildings were painted completely white, with the Ten Commandments painted on the plain walls. Services were held in English rather than Latin, so everyone could participate. Over time, a Book of Common Prayer was written for all church members. It was filled with English translations of prayers so everyone, not just priests, could say the prayers.

Community Life

Anglican communities were not all alike. High Church communities tended to be made up of the wealthy class, and some lived in large mansions that had once been monasteries. Low Church communities were more often made up of the middle and lower classes. The people in Anglican church communities were flexible and believed in giving privacy to each person’s conscience (sense of obligation to do right), so all people could determine how best to live based on their religious beliefs. Queen Elizabeth I, in the 1560s, said that even though she was the head of the Church of England, she believed that no one’s conscience should be forced to believe or practice a certain version of Anglicanism. As long as people were obedient to English law and loyal to their queen, they could believe as they wanted.
Information About Catholicism

Directions: Read this information about Catholicism carefully. Then use the information to brainstorm ideas for your spoke diagram. Make sure your spoke diagram contains visuals for each of the features.

Origins of the Counter Reformation

The spread of Protestant religions led the Roman Catholic Church to make significant reforms during a period called the Counter Reformation, or Catholic Reformation. The series of reforms began in 1534 when Pope Paul III was elected. Troubled by the corruption within the Church, Pope Paul led a simpler life than other popes had to show people how to live. During his reign as pope, new religious orders were started. One order of priests, called the Society of Jesus, or Jesuits, was started by Ignatius of Loyola. These priests did not work secluded away in monasteries, but in towns, with the public. They ran schools, worked with the sick and the poor, and set up missions to spread the word of God. Priests and nuns were re-educated to be aware of the true message of the Church and to wipe out corruption. Through this work, the medieval Catholic Church was transformed into the modern Catholic Church.

Beliefs About Sin and Salvation

Pope Paul III called church leaders together in 1545 for the Council of Trent to clarify the beliefs of the Catholic Church. The Council reaffirmed the belief that all people were born sinful, with “original sin.” It stated that it was sinful to live in a way that didn’t follow the Bible’s teachings, especially the Ten Commandments. Catholicism taught that the way to salvation (to be saved and enter heaven) was to have faith in God, shown by being obedient to the will of God, and to be of service to others, shown by doing good works. The Church showed the importance of good works by encouraging more priests and nuns to work with the sick and the poor.

Ultimate Source of Authority

Catholic beliefs were based on the Bible and Church traditions, and the pope was considered the authority best able to interpret the Bible for all Catholics. The Council of Trent not only wrote out a clear statement about what all Catholics should believe and how they should behave, it also stated that the pope was in charge of the whole Church. This idea was based on the belief that the pope is a direct descendent of Jesus Christ’s apostle, Peter, and therefore, chosen by Jesus Christ, as Peter was chosen, to head the Church on earth. The pope was in charge of a large hierarchy (group divided into ranks), ruling over cardinals, who ruled over archbishops, who ruled over bishops, who ruled over monsignors, who ruled
over priests, who worked with church members. Through all these layers of the hierarchy, the Church emphasized that the message from the pope must stay the same and not be changed as it was delivered from person to person.

Rituals and Worship

The Catholic Church believed that rituals and the Mass (worship service) were outward signs of faith and good works. Priests celebrated Mass daily, in Latin, to reenact the Last Supper. During Mass there was a reading from the Bible, a sermon to teach people how to behave, and holy communion. Catholics practiced seven sacraments (baptism, communion, confession, confirmation, marriage, ordination of priests, and last rites for the dying). These traditions, along with the teachings of the Bible, were the basis of Catholic beliefs. Each time Catholics participated in any of these sacramental rituals, they believed they were receiving more grace (love and mercy) from God. All of these rituals were standardized. No matter where a Catholic went in the world, the rituals would be the same. Church buildings were often filled with religious art, such as gold and silver altars, statues, and paintings of religious scenes, all of which Catholics believed expressed the great glory of God. Luxurious ornamentation, richly clothed priests and altar boys, and large choirs led by booming organs were sometimes part of Masses conducted in larger churches or cathedrals.

Community Life

Catholic communities after the Counter Reformation were filled with a new spirit. A new emphasis was placed on the importance of priests and nuns working among common people, leading humble lives, doing good works, and educating people about Church teachings. Seminaries (schools that train priests) were established in every community to better educate priests and train them as religious persons. The Church faced its responsibility to lead its people, cut back on the extravagant lifestyle of some clergy, stopped paying armies to take over territory for the Church, and put an end to corruption, such as the selling of indulgences and Church offices. Worship services were standardized so that all over the world, all Catholics heard and spread the same teachings of Jesus Christ: to have faith in God and to do good works to earn salvation.
Information About Anabaptism

Directions: Read this information about Anabaptism carefully. Then use the information to brainstorm ideas for your spoke diagram. Make sure your spoke diagram contains visuals for each of the features.

Origins of Anabaptism

The first group of Anabaptists came together in Zurich, Switzerland, in 1525. They rebelled against Zwingli's reforms because they wanted more radical reform of the Catholic Church. Anabaptists did not believe in baptizing (a ritual, or ceremony, to admit a person into the church community) children like the Calvinists and others did. They thought only adult believers could be baptized. “Anabaptist” means “baptizing anew” (again), an act that was a crime at the time. All Anabaptist adults had to be re-baptized when they joined the church. Because Anabaptists’ beliefs were so radically different from the beliefs of all the other religions of the time, Anabaptists were often persecuted (harrassed and killed) and driven out of towns. Their beliefs spread from Switzerland into Germany, Poland, France, Russia, Holland, and other countries, mainly in the lower peasant class.

Beliefs About Sin and Salvation

Anabaptists believed that sin was everywhere in the secular (nonspiritual) world. Therefore, they believed that no one who lived in the world could go to heaven. Baptism could wash away the sin people were born with (original sin), but after baptism, people needed to avoid more sin. The only way to earn salvation was to stay away from the world. To stay away, Anabaptists lived secluded lives in small villages. There, they shunned the sinful world by avoiding involvement in government and wars, two of the most sinful aspects of the world.

Ultimate Source of Authority

Anabaptists believed the New Testament of the Bible was the source for all their rules for living. They believed in living a simple life exactly as it was led by people described in the Bible. If Anabaptists were called to testify in court, they didn’t think they needed to swear on the Bible because it was already the strongest influence in their lives, in court or out of court. Anabaptists thought that no one could decide to live a serious committed life until they were mature adults. This is why Anabaptists believed only adults could make the decision to be baptized and join their church. They believed the Bible told them to overcome evil with good. By living simple, loving lives based on the Bible, they believed they would defeat the evil in the world. Anabaptism also taught that they didn’t need priests to tell them what to do because every adult would know how to behave by reading the Bible.
Rituals and Worship

Just as Anabaptists shunned (avoided) the world outside of their community, they also shunned the religious practices of that world. They did not meet in churches, but had meetings in homes. They did not allow religious statues, paintings, crucifixes (crosses with representations of Jesus), or other decorations in their homes that might distract them from the Bible and their faith in God. They believed that a religious community did not need priests or ministers to lead their groups, so the groups led services themselves. Anabaptists believed in only two sacraments (formal holy rituals): baptism (for adults) and the Eucharist (communion). Though Anabaptists brought their children to meetings, they did not believe a person could really take part in ritual until, as an adult, that person clearly understood all the meaning in the ritual.

Community Life

Anabaptist communities were usually set apart from other people for two reasons. First, Anabaptists did not want to be part of the sinful world. Second, other religions attacked the Anabaptists for their beliefs. Because all Anabaptists were trying to live the same simple life, based on the Bible, all their communities followed the same rules. They did not get involved with the outside world, and they did not hold any government office. Most groups of Anabaptists did not use weapons or fight in wars, and they believed in freedom of religion for all people. They became known for being very tolerant of other religions, and their communities were often refuges (safe places) for people, such as the Jews, escaping religious persecution. Anabaptists believed in leading a simple life. Their homes were plain, not decorated, and they farmed using simple technology, no matter what new inventions came along.
Groupwork Checklist for Creating Visual Spoke Diagrams

1. Make sure your group has copies of Student Handout 3.3A.

2. Make sure each group member knows his or her role.

   **Historian:** Reads the information about the religion aloud to the group. Contributes ideas during the brainstorming session. Seeks additional information from the textbook or other resources. Makes sure group’s spoke diagram contains all the necessary information. Assists with the final production of the spoke diagram.

   **Graphic Designer:** Responsible for the “look” of the spoke diagram. Contributes ideas during the brainstorming session. Creates rough sketch of the spoke diagram to be approved by the teacher before group works on the final version. Assists with the final production of the spoke diagram.

   **Illustrator:** Has primary responsibility for creating the visuals on the spoke diagram. Contributes ideas during the brainstorming session. Works with the Graphic Designer to create both the rough sketch and final draft. Assists with the final production of the spoke diagram.

   **Copy Editor:** Produces written information on the spoke diagram. Contributes ideas during the brainstorming session. Checks to ensure that spelling and grammar is correct. Assists with the final production of the spoke diagram.

3. Read the information about the religion on the handout carefully. Brainstorm ideas for your spoke diagram. The Historian and Copy Editor should make sure the spoke diagram contains accurate and thorough information about the religion.

4. Make sure the spoke diagram contains illustrations and visuals for each of the features. Have the Graphic Designer and Illustrator create a rough sketch of the diagram. Have all group members offer suggestions for improvements.

5. Complete the final draft of the spoke diagram. Your diagram should allow viewers to clearly understand all the features of the religion.
### Comparing the Features of Religions of the Reformation

**Directions:** Use the chart below to summarize what you learned about the religion for which your group created a spoke diagram. Then, go to the area where your classmates hung the spoke diagrams of the religions you did not work on. Study the spoke diagrams the other groups made, and summarize your findings on the chart below.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Ultimate Source of Authority</th>
<th>Sin and Salvation</th>
<th>Rituals and Worship</th>
<th>Community Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anabaptism</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lutheranism</td>
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<tr>
<td>Calvinism</td>
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<tr>
<td>Anglicanism</td>
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<tr>
<td>Catholicism</td>
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</tbody>
</table>

WH-7-5, Activity 3.3, Page 18
# PERSUASIVE SCORING RUBIC

<table>
<thead>
<tr>
<th>Focus</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid purpose stated in opening and closing. Argument and events or documents stated in opening and closing are clear, maintained and historically accurate. Reaches closure with a valid summary of arguments.</td>
<td>Purpose stated somewhere in paper. Argument and events or documents are clear, maintained but may include several minor historical inaccuracies. Reaches closure.</td>
<td>Paper is prompt dependent, events or documents are not clear. Over-promised and under-deliver or vice versa. Lacks sufficient writing to focus on position.</td>
<td>Arguments and events or documents vague. Unrelated events to documents.</td>
<td>No problem or conflict or unclear argument. Confusing or no events or documents. Insufficient writing to establish a position.</td>
<td></td>
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</tr>
<tr>
<td><strong>Support and Elaboration</strong></td>
<td>All supports have second order elaboration (above 90%). All historical facts, concepts and analysis are valid and written in the time frame (above 90%).</td>
<td>Some supports have second order elaboration (50-60%). Most historical facts, concepts and analysis are valid and written in time frame (60-90%).</td>
<td>Some supports have second order elaboration (40-50%). Some historical facts, concepts and analysis are accurate and valid (40-60%).</td>
<td>Support/elaboration attempted. Ambiguous, inaccurate, redundant, confusing. Unrelated list. Insufficient writing to maintain support. Little accurate or valid historical information.</td>
<td>Insufficient support or no elaboration. Very confusing or repetitious. Insufficient writing to determine support. Little accurate or valid historical information.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Structure is evident. All points coherent (logical order) and cohesive (connectives).</td>
<td>Structure is evident. Most points connected (logical order) and cohesion (connectives) (60-90%). Most events or documents are appropriately paragraphed.</td>
<td>Structure (pattern of organization) evident. Some coherence (logical order) and cohesion (connectives) (40-60%). Plan clear.</td>
<td>Structure (pattern of organization) is attempted but hard to infer by reader. Plan is noticeable.</td>
<td>No plan. Insufficient writing to reveal plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Paper is fully developed with each writing feature evident in the explanation. Writing features are balanced in the explanation. No individual feature is rated a 3, 2 or 1 (or 1 on Conventions)</td>
<td>Paper is developed. Writing features are balanced in the explanation. No individual feature is rated a 3, 2 or 1 (or 1 on Conventions)</td>
<td>Somewhat developed paper. Writing features are balanced in the explanation. No individual feature is rated a 3, 2 or 1 (or 1 on Conventions)</td>
<td>Paper is partially developed. Some writing features are insufficient but all are present in the explanation. Reader is often required to infer.</td>
<td>Paper does not fully address assignment. Insufficient writing to meet requirements of assignment.</td>
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<tr>
<td><strong>Integration</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>32 — 30</td>
<td>29 — 27</td>
<td>26 — 0</td>
<td>Outstanding (Exceeds Expectations)</td>
<td>Successful (Meets Expectations)</td>
<td>Not Yet Successful (Does Not Meet Expectations)</td>
</tr>
</tbody>
</table>
Student Performance Task

Unit: Renaissance and Reformation
Course: World Civilizations

Task: Students will research, role play and debate their specific denomination for Christianity
Time Frame: 1-2 Days

Overarching Understanding:
- Students will understand that historical events can be viewed differently based on the perceptions of people involved and the person doing the analysis.

Enduring Understanding:
- Students will be able to explain the problems that existed in the church that brought about the reformation.

Essential Question:
- Can scientific advances effect people’s religious beliefs?

Vignette:
Students will produce materials that support debates amongst opposing denominations.

Standard:
You will be graded on the following scale:
See attached rubric

Performance Assessment (Writing Prompt):

Develop a persuasive essay explaining why this chapter should be entitled, “Protestant Reformation” or “Protestant Revolt”.

See attached rubric for grading/grading scale.