

LESSON PLAN

OBJECTIVES

- Analyze historical forces and religious issues that sparked the Reformation.
- Trace Martin Luther's role in the movement to reform the Catholic Church.
- Analyze the impact of Luther's religious revolt.
- Explain the spread of the Protestant faith to England.

1 FOCUS & MOTIVATE

Ask students how people protest today.
(Possible Answers: picketing, marching, writing to representatives in government)

2 INSTRUCT

Causes of the Reformation 10.1.1

Critical Thinking

- Why did German rulers want to challenge the political power of the Church? (resented distant control; new ideas were weakening the Church)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L11
California Modified Lesson Plans for English Learners, p. 17
California Daily Standards Practice Transparencies, TT3
California Standards Enrichment Workbook, pp. 17–18
California Standards Planner and Lesson Plans, p. L13
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Bottecelli *Allegory of Spring*

Italian hill town

Luther Leads the Reformation

MAIN IDEA

REVOLUTION Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.

WHY IT MATTERS NOW

Nearly one-fifth of the Christians in today's world are Protestants.

TERMS & NAMES

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

CALIFORNIA STANDARDS

10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SETTING THE STAGE By the tenth century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church had not won universal approval. Over the centuries, many people criticized its practices. They felt that Church leaders were too interested in worldly pursuits, such as gaining wealth and political power. Even though the Church made some reforms during the Middle Ages, people continued to criticize it. Prompted by the actions of one man, that criticism would lead to rebellion.

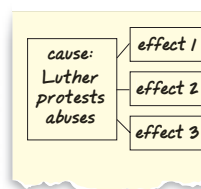
Causes of the Reformation

By 1500, additional forces weakened the Church. The Renaissance emphasis on the secular and the individual challenged Church authority. The printing press spread these secular ideas. In addition, some rulers began to challenge the Church's political power. In Germany, which was divided into many competing states, it was difficult for the pope or the emperor to impose central authority. Finally, northern merchants resented paying church taxes to Rome. Spurred by these social, political, and economic forces, a new movement for religious reform began in Germany. It then swept much of Europe.

Criticisms of the Catholic Church Critics of the Church claimed that its leaders were corrupt. The popes who ruled during the Renaissance patronized the arts, spent extravagantly on personal pleasure, and fought wars. Pope Alexander VI,

TAKING NOTES

Recognizing Effects
Use a chart to identify the effects of Martin Luther's protests.



Causes of the Reformation

Social	Political	Economic	Religious
<ul style="list-style-type: none">• The Renaissance values of humanism and secularism led people to question the Church.• The printing press helped to spread ideas critical of the Church.	<ul style="list-style-type: none">• Powerful monarchs challenged the Church as the supreme power in Europe.• Many leaders viewed the pope as a foreign ruler and challenged his authority.	<ul style="list-style-type: none">• European princes and kings were jealous of the Church's wealth.• Merchants and others resented having to pay taxes to the Church.	<ul style="list-style-type: none">• Some Church leaders had become worldly and corrupt.• Many people found Church practices such as the sale of indulgences unacceptable.

54 Chapter 1

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 20
- Skillbuilder Practice: Synthesizing, p. 23
- History Makers: Elizabeth I, p. 34

Formal Assessment

- Section Quiz, p. 23

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 20
- Skillbuilder Practice, p. 22

Reading Study Guide (Spanish), p. 19

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 20
- Building Vocabulary, p. 22
- Skillbuilder Practice: Synthesizing, p. 23
- Reteaching Activity, p. 38

Reading Study Guide, p. 19

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 1

- Primary Sources: Elizabeth I, p. 28; Reformation, p. 29

Electronic Library of Primary Sources

- from the Ninety-Five Theses

INTEGRATED TECHNOLOGY

eEdition Plus Online

eEdition CD-ROM

Electronic Library of Primary Sources

- from the Ninety-Five Theses

classzone.com

for example, admitted that he had fathered several children. Many popes were too busy pursuing worldly affairs to have much time for spiritual duties.

The lower clergy had problems as well. Many priests and monks were so poorly educated that they could scarcely read, let alone teach people. Others broke their priestly vows by marrying, and some drank to excess or gambled.

Early Calls for Reform Influenced by reformers, people had come to expect higher standards of conduct from priests and church leaders. In the late 1300s and early 1400s, John Wycliffe of England and Jan Hus of Bohemia had advocated Church reform. They denied that the pope had the right to worldly power. They also taught that the Bible had more authority than Church leaders did. In the 1500s, Christian humanists like Desiderius Erasmus and Thomas More added their voices to the chorus of criticism. In addition, many Europeans were reading religious works and forming their own opinions about the Church. The atmosphere in Europe was ripe for reform by the early 1500s.

Luther Challenges the Church

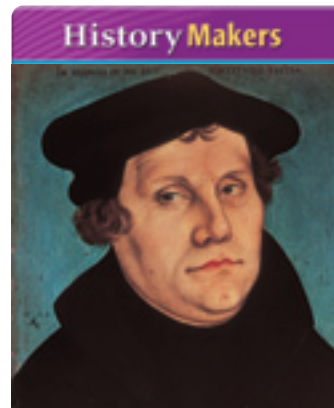
Martin Luther's parents wanted him to be a lawyer. Instead, he became a monk and a teacher. From 1512 until his death, he taught scripture at the University of Wittenberg in the German state of Saxony. All he wanted was to be a good Christian, not to lead a religious revolution.

The 95 Theses In 1517, Luther decided to take a public stand against the actions of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling indulgences. An **indulgence** was a pardon. It released a sinner from performing the penalty that a priest imposed for sins. Indulgences were not supposed to affect God's right to judge. Unfortunately, Tetzel gave people the impression that by buying indulgences, they could buy their way into heaven.

Luther was troubled by Tetzel's tactics. In response, he wrote 95 Theses, or formal statements, attacking the "pardon-merchants." On October 31, 1517, he posted these statements on the door of the castle church in Wittenberg and invited other scholars to debate him. Someone copied Luther's words and took them to a printer. Quickly, Luther's name became known all over Germany. His actions began the **Reformation**, a movement for religious reform. It led to the founding of Christian churches that did not accept the pope's authority.

Luther's Teachings Soon Luther went beyond criticizing indulgences. He wanted full reform of the Church. His teachings rested on three main ideas:

- People could win salvation only by faith in God's gift of forgiveness. The Church taught that faith and "good works" were needed for salvation.
- All Church teachings should be clearly based on the words of the Bible. Both the pope and Church traditions were false authorities.
- All people with faith were equal. Therefore, people did not need priests to interpret the Bible for them.



Martin Luther
1483–1546

In one way, fear led Luther to become a monk. At the age of 21, Luther was caught in a terrible thunderstorm. Convinced he would die, he cried out, "Saint Anne, help me! I will become a monk."

Even after entering the monastery, Luther felt fearful, lost, sinful, and rejected by God. He confessed his sins regularly, fasted, and did penance. However, by studying the Bible, Luther came to the conclusion that faith alone was the key to salvation. Only then did he experience peace.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Martin Luther, go to **classzone.com**

History Makers

Martin Luther

How did Luther's fears change him? (motivated him to become a monk and study the Bible, which in turn caused him to question Church practices)

Remind students that Luther's goal was to become a good Christian, not to stage a religious revolt. Have students use reference books, the Internet, and **classzone.com** to research Luther as a revolutionary. In a class discussion, have students give examples of Luther's break with tradition, his defiance of authority, and his role in launching a new era.

Electronic Library of Primary Sources

- from the Ninety-Five Theses

Luther Challenges the Church 10.1.1

Critical Thinking

- Why was Martin Luther unhappy with the sale of indulgences? (*People thought that buying an indulgence would get them into heaven.*)
- What caused Luther's ideas to spread throughout Germany? (*Someone had Luther's words printed; his ideas allowed people to think about and express their own dissatisfaction with the Church.*)

A. Answer belief in God's forgiveness; authority of the Bible; equality among all with faith

MAIN IDEA

Summarizing

What were the main points of Luther's teachings?

SKILLBUILDER PRACTICE: SYNTHESIZING

Learning to Form an Overall Picture

Class Time 30 minutes

Task Putting together information to support an overall understanding

Purpose To practice the skill of synthesizing

Instructions Like detective work, synthesizing involves putting together clues, facts, and ideas to form an overall picture of a historical event. To answer the question, "Why did Luther think it was all right to defy the Pope?" (a synthesis), suggest that students use the following strategy: Have them reread the bulleted list of Luther's teachings and look for information to support the synthesis. Then ask students to create a cluster diagram showing how the synthesis was formed. Have students use the Skillbuilder Practice activity for more examples and practice.

Synthesis:
Defying the pope is all right.

The pope is a false authority.

The pope does not have the power to judge people's salvation.

Since all people of faith are equal, the pope is not a supreme authority.



SKILLBUILDER PRACTICE Synthesizing

1 Synthesizing involves putting together different pieces of information to form an overall picture of a historical event. Use information from the passage together to answer the question, "Why did Luther think it was all right to defy the Pope?"

1 Read the passage. Then write a synthesis of the information you read.

2 Write down the main idea of the passage. Then write down the main idea of each paragraph. Use the information you wrote to form a synthesis of the passage.

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In-Depth Resources: Unit 1

The Response to Luther

10.1.1

Critical Thinking

- What in Luther’s teachings inspired the peasants to revolt? (*Luther taught that people were free to make their own decisions about religion. The peasants wanted more freedom.*)
- Why do you think Charles V could not force the Protestant princes back into the Catholic Church even after defeating them in war? (*Possible Answers: Luther’s ideas were too strong; the abuses in the Catholic Church caused people to lose faith.*)

Vocabulary Note: Roots and Affixes

Point out that the word *excommunication* can be broken into parts. The prefix *ex-* often means “outside” or “away from,” and the suffix *-tion* usually means “state of being.” The root comes from the Latin *communis*, which means “common, public, or general.” Challenge students to think of other words with the same root. (*community, Communion, Communist*)

Tip for English Learners

Remind students that a peasant is a farm laborer. Most peasants farmed land that belonged to the local lord. They had to provide goods and services in exchange for working the land. The lord had a great deal of control over their lives.

The Response to Luther

Luther was astonished at how rapidly his ideas spread and attracted followers. Many people had been unhappy with the Church for political and economic reasons. They saw Luther’s protests as a way to challenge Church control.

The Pope’s Threat Initially, Church officials in Rome viewed Luther simply as a rebellious monk who needed to be punished by his superiors. However, as Luther’s ideas became more popular, the pope realized that this monk was a serious threat. In one angry reply to Church criticism, Luther actually suggested that Christians drive the pope from the Church by force.

In 1520, Pope Leo X issued a decree threatening Luther with excommunication unless he took back his statements. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the pope’s decree into the flames. Leo excommunicated Luther.

The Emperor’s Opposition Holy Roman Emperor Charles V, a devout Catholic, also opposed Luther’s teaching. Charles controlled a vast empire, including the German states. He summoned Luther to the town of Worms (vawrmz) in 1521 to stand trial. Told to recant, or take back his statements, Luther refused:

PRIMARY SOURCE

I am bound by the Scriptures I have quoted and my conscience is captive to the Word of God. I cannot and I will not retract anything, since it is neither safe nor right to go against conscience. I cannot do otherwise, here I stand, may God help me. Amen.

MARTIN LUTHER, quoted in *The Protestant Reformation* by Lewis W. Spitz

A month after Luther made that speech, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and a heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. However, Prince Frederick the Wise of Saxony disobeyed the emperor. For almost a year after the trial, he sheltered Luther in one of his castles. While there, Luther translated the New Testament into German.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Instead of continuing to seek reforms in the Catholic Church, Luther and his followers had become a separate religious group, called **Lutherans**.

The Peasants’ Revolt Some people began to apply Luther’s revolutionary ideas to society. In 1524, German peasants, excited by reformers’ talk of Christian freedom, demanded an end to serfdom. Bands of angry peasants went about the countryside raiding monasteries, pillaging, and burning. The revolt horrified Luther. He wrote a pamphlet urging the German princes to show the peasants no mercy. The princes’ armies crushed the revolt, killing as many as 100,000 people. Feeling betrayed, many peasants rejected Luther’s religious leadership.

Germany at War In contrast to the bitter peasants, many northern German princes supported Lutheranism. While some princes genuinely shared Luther’s beliefs, others liked Luther’s ideas for selfish reasons. They saw his teachings as a good excuse to seize Church property and to assert their independence from Charles V.

In 1529, German princes who remained loyal to the pope agreed to join forces against Luther’s ideas. Those princes who supported Luther signed a protest against that agreement. These protesting princes came to be known as Protestants. Eventually, the term **Protestant** was applied to Christians who belonged to non-Catholic churches.

Vocabulary

Excommunication is the taking away of a person’s right to membership in the Church.

Vocabulary

A *heretic* is a person who holds beliefs that differ from official Church teachings.

MAIN IDEA

Analyzing Causes

Why did Luther’s ideas encourage the German peasants to revolt?

B. Possible Answer Luther’s ideas were revolutionary and reform-minded, which the peasants applied to their own demands.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding the Response to Luther

Class Time 30 minutes

Task Explaining the positions of historical figures in students’ own words

Purpose To summarize material from the text; to understand how different historical figures reacted to Luther’s teachings

Instructions Divide students into four heterogeneous groups. Assign each group one of the following roles to research: Martin Luther, Pope Leo X, Holy Roman Emperor Charles V, and Prince Frederick the Wise of Saxony. Have each group reread the subsections titled “The Pope’s Threat” and “The Emperor’s Opposition” and then summarize the viewpoint of their assigned historical figure. Examples of summaries are at right.

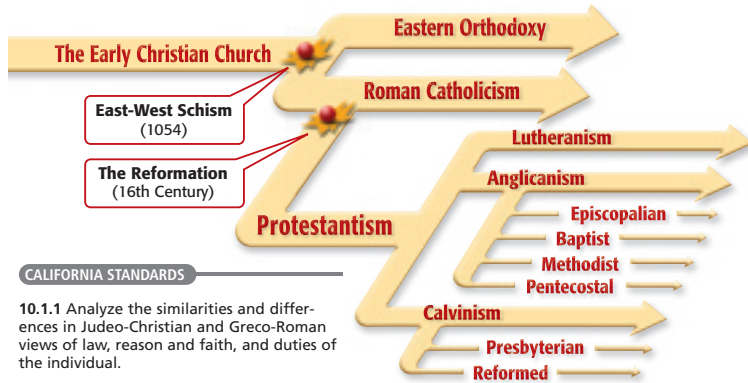
Luther:	The pope should not be part of the Church any more.
Pope Leo X:	If you don’t change your mind, I will take away your right to membership in the Church.
Charles V:	Luther, take back what you have said.
Luther:	No. I have to do what I believe is right.
Charles V:	You are an outlaw. Nobody in my lands is allowed to help you. All the books you have written will be burned.
Prince Frederick:	I will protect you, Luther.

> Analyzing Key Concepts

Protestantism

Protestantism is a branch of Christianity. It developed out of the Reformation, the 16th-century protest in Europe against beliefs and practices of the Catholic Church. Three distinct branches of Protestantism emerged at first. They were Lutheranism, based on the teachings of Martin Luther in Germany; Calvinism, based on the teachings of John Calvin in Switzerland; and Anglicanism, which was established by King Henry VIII in England. Protestantism spread throughout Europe in the 16th century, and later, the world. As differences in beliefs developed, new denominations formed.

The Division of Christianity



CALIFORNIA STANDARDS

10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

Religious Beliefs and Practices in the 16th Century

	Roman Catholicism	Lutheranism	Calvinism	Anglicanism
Leadership	Pope is head of the Church	Ministers lead congregations	Council of elders govern each church	English monarch is head of the Church
Salvation	Salvation by faith and good works	Salvation by faith alone	God has predetermined who will be saved	Salvation by faith alone
Bible	Church and Bible tradition are sources of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth
Worship Service	Worship service based on ritual	Worship service focused on preaching and ritual	Worship service focused on preaching	Worship service based on ritual and preaching
Interpretation of Beliefs	Priests interpret Bible and Church teachings for believers	Believers interpret the Bible for themselves	Believers interpret the Bible for themselves	Believers interpret the Bible using tradition and reason

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Protestantism, go to classzone.com

> DATA FILE

PROTESTANTISM TODAY

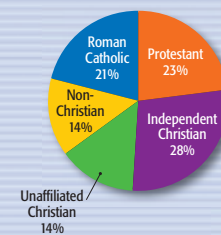
Membership:

- Nearly 400 million Protestants worldwide
- About 65 million Protestants in the United States

Branches:

- More than 465 major Protestant denominations worldwide
- Major denominational families worldwide: Anglican, Assemblies of God, Baptist, Methodist, Lutheran, and Presbyterian
- More than 250 denominations in the United States
- About 40 denominations with more than 400,000 members each in the United States

Religious Adherents in the United States:



Sources: *Britannica Book of the Year 2003*

Connect to Today

- 1. Comparing** Which of the branches on the chart at left are most different and which are most similar?
See Skillbuilder Handbook, page R7.
- 2. Developing Historical Perspective** Do research on Protestantism. Select a denomination not shown on this page and write a paragraph tracing its roots to Reformation Protestantism.

57

Analyzing Key Concepts

OBJECTIVES

- Compare and contrast religious beliefs and practices in the 16th century.
- Trace the development of Protestantism.

INSTRUCT

Introduce Protestantism to students as a key to understanding European history after the 16th century. The Reformation had an enduring impact on the religious, social, and political life of Europe. As students finish this chapter, have them list the impacts of the Reformation on the lives of the people of Europe.

More About . . .

Data on Religions

Although statistics on religious membership tend to be estimates, it is generally thought that the three largest religions are Christianity, Islam, and Hinduism. The two largest religious bodies, Catholics and Sunni Muslims, account for 33% of the world's population.

CONNECT TO TODAY: ANSWERS

1. Comparing

Of the three branches of Protestantism, the most different are Anglicanism and Calvinism. For example, Calvinists believe that God has predetermined who will be saved, and church leadership differs greatly among the branches. The most similar are Lutheranism and Anglicanism.

2. Researching

Rubric Paragraphs should

- clearly identify the denomination and explain its beliefs.
- trace the denomination's roots in the Protestant Reformation and provide facts and examples to support the explanation.

England Becomes Protestant
10.1.1

Critical Thinking

- Why did Henry VIII need either a divorce or an annulment? (to marry a woman who could give him a son)
- Elizabeth I came to power at a time of religious turmoil. How did she deal with the question of religion? (She returned England to Protestantism and established a state church.)

Still determined that his subjects should remain Catholic, Charles V went to war against the Protestant princes. Even though he defeated them in 1547, he failed to force them back into the Catholic Church. In 1555, Charles, weary of fighting, ordered all German princes, both Protestant and Catholic, to assemble in the city of Augsburg. There the princes agreed that each ruler would decide the religion of his state. This famous religious settlement was known as the **Peace of Augsburg**.

England Becomes Protestant

The Catholic Church soon faced another great challenge to its authority, this time in England. Unlike Luther, the man who broke England's ties to the Roman Catholic Church did so for political and personal, not religious, reasons.

Henry VIII Wants a Son When Henry VIII became king of England in 1509, he was a devout Catholic. Indeed, in 1521, Henry wrote a stinging attack on Luther's ideas. In recognition of Henry's support, the pope gave him the title "Defender of the Faith." Political needs, however, soon tested his religious loyalty. He needed a male heir. Henry's father had become king after a long civil war. Henry feared that a similar war would start if he died without a son as his heir. He and his wife, Catherine of Aragon, had one living child—a daughter, Mary—but no woman had ever successfully claimed the English throne.

By 1527, Henry was convinced that the 42-year-old Catherine would have no more children. He wanted to divorce her and take a younger queen. Church law did not allow divorce. However, the pope could **annul**, or set aside, Henry's marriage if proof could be found that it had never been legal in the first place. In 1527, Henry asked the pope to annul his marriage, but the pope turned him down. The pope did not want to offend Catherine's powerful nephew, the Holy Roman Emperor Charles V.

The Reformation Parliament Henry took steps to solve his marriage problem himself. In 1529, he called Parliament into session and asked it to pass a set of laws

History from Visuals

Analyzing the Time Line

Ask students to notice how many years are represented on the time line. (51) How many rulers of England are shown on the time line? (4) How many years did Mary reign as queen? (5)

Henry VIII Causes Religious Turmoil

Henry's many marriages led to conflict with the Catholic Church and the founding of the Church of England.



1509
Henry VIII becomes king; marries Catherine of Aragon.

1516
Daughter Mary is born.

1527
Henry asks the pope to end his first marriage; the pope refuses.

1529
Henry summons the Reformation Parliament; dismantling of pope's power in England begins.

1534
Act of Supremacy names Henry and his successors supreme head of the English Church.

1531
Parliament recognizes Henry as head of the Church.

1533
Parliament places clergy under Henry's control; Henry divorces Catherine, marries Anne Boleyn (at left); daughter Elizabeth born.



58 Chapter 1

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Tracing Religious Changes in England

Class Time 30 minutes

Task Creating a chart of English monarchs and their religious beliefs

Purpose To clarify the connection between Church and State

Instructions Have pairs of students read the "England Becomes Protestant" section and analyze the time line. Encourage students to look up difficult words in a glossary or dictionary. You may want to list challenging terms on the board. (heir—someone who will be the next king or queen; oath—a very serious promise to take a certain action) When students are finished, create a chart on the chalkboard that shows the rulers of England and their religions. An example is shown at right.

Ask students, What was the effect of all these changes? (Possible Answers:

Some people executed; religious confusion; government was becoming unstable.)

King or Queen	Religion	Reasons for Religious Beliefs
Henry VIII	Catholic, became Protestant	Political reasons; needed an heir
Edward VI	Protestant	Too young to rule by himself; advisers were Protestant
Mary I	Catholic	Very religious
Elizabeth	Protestant	Religious; wanted an end to extremes

that ended the pope's power in England. This Parliament is known as the Reformation Parliament.

In 1533, Henry secretly married Anne Boleyn (BUL•ihn), who was in her twenties. Shortly after, Parliament legalized Henry's divorce from Catherine. In 1534, Henry's break with the pope was completed when Parliament voted to approve the Act of Supremacy. This called on people to take an oath recognizing the divorce and accepting Henry, not the pope, as the official head of England's Church.

The Act of Supremacy met some opposition. Thomas More, even though he had strongly criticized the Church, remained a devout Catholic. His faith, he said, would not allow him to accept the terms of the act and he refused to take the oath. In response, Henry had him arrested and imprisoned in the Tower of London. In 1535, More was found guilty of high treason and executed.

Consequences of Henry's Changes Henry did not immediately get the male heir he sought. After Anne Boleyn gave birth to a daughter, Elizabeth, she fell out of Henry's favor. Eventually, she was charged with treason. Like Thomas More, she was imprisoned in the Tower of London. She was found guilty and beheaded in 1536. Almost at once, Henry took a third wife, Jane Seymour. In 1537, she gave him a son named Edward. Henry's happiness was tempered by his wife's death just two weeks later. Henry married three more times. None of these marriages, however, produced children.

After Henry's death in 1547, each of his three children ruled England in turn. This created religious turmoil. Henry's son, Edward, became king when he was just nine years old. Too young to rule alone, Edward VI was guided by adult advisers. These men were devout Protestants, and they introduced Protestant reforms to the English Church. Almost constantly in ill health, Edward reigned for just six years. Mary, the daughter of Catherine of Aragon, took the throne in 1553. She was a Catholic who returned the English Church to the rule of the pope. Her efforts met with considerable resistance, and she had many Protestants executed. When Mary died in 1558, Elizabeth, Anne Boleyn's daughter, inherited the throne.

More About . . .

Henry VIII

Most English people followed Roman Catholicism at the time of Henry's break with Rome. There was a small minority of English dissenters—people who wanted to reform the church. However, Henry was careful to change nothing about the way people worshiped. This explains why there was not greater outcry from his subjects about his actions.

Vocabulary Note: Words in Context Students may be unfamiliar with the meaning of the word *oath* in this context. Explain that oath can refer to cursing, but in this case it refers to a serious, formal promise that calls on God to witness what has been said.

1536 Anne Boleyn is beheaded.

1537 Henry's third wife, Jane Seymour, has son, Edward. She dies from complications.

1540-1542 Henry divorces Anne of Cleves, his fourth wife, and executes Catherine Howard (above), his fifth wife.

1547 Henry dies; Catherine Parr, his sixth wife, outlives him; Edward VI begins six-year rule; Protestants are strong.

1553 Mary I (at left) begins rule and restores the Catholic Church.

1558 Elizabeth I (at right) begins rule; she restores the Protestant Church.

1540 **1550** **1560**

European Renaissance and Reformation 59

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Forming and Supporting Opinions

Class Time 40 minutes

Task Investigating the character of Henry VIII

Purpose To learn more about this historical figure

Instructions Henry VIII is a well-known figure in history, but opinions of his character, actions, and personality still differ. For example, in 1515 the Venetian ambassador to Henry's court wrote, "Believe me, he is in every respect a most accomplished Prince . . ." Other sources state that Henry openly celebrated the death of his first wife, Catherine of Aragon.

Have students use the Research Links at classzone.com, other Internet sources, or books to find primary and secondary sources that express opinions about Henry. Once students have formed an opinion about him, they should write a paragraph expressing their opinion and supporting it with at least two sources.

When students have finished, distribute the Self-Assessment form from the Integrated Assessment book and ask them to evaluate their results.

NAME _____ DATE _____

PRODUCT AND PERFORMANCE ASSESSMENT

SELF-ASSESSMENT

Directions: After you have completed a project or made a presentation, use this form to reflect on your work. Fill in the boxes to answer the questions at the left.

1. Did you feel nervous from another student asking you a question? How would you describe what you did?	
2. What steps did you take to get the project done?	
3. Do you feel good about the results? Why or why not?	
4. Did you work with others? If so, how did you divide the work? Did the group work well together?	
5. What was the best thing for you about the project?	
6. Are there any things you would do differently if you did the project again? Please explain.	
7. What advice would you give another student who is planning a group project in class?	

Integrated Assessment 19

Integrated Assessment Book

History Makers

Elizabeth I

Ask students to make a list of Elizabeth's strengths as a ruler. (*Possible Answers: courage, intelligence, determination*)

In-Depth Resources: Unit 1

- Primary Source: A Conference with Elizabeth I, p. 28
- History Makers: Elizabeth I, p. 34



Elizabeth I
1533–1603

Elizabeth I, like her father, had a robust nature and loved physical activity. She had a particular passion for dancing. Her fondness for exercise diminished little with age, and she showed amazing energy and strength well into her sixties.

Elizabeth also resembled her father in character and temperament. She was stubborn, strong-willed, and arrogant, and she expected to be obeyed without question. And Elizabeth had a fierce and unpredictable temper. To her subjects, Elizabeth was an object of both fear and love. She was their "most dread sovereign lady."

Elizabeth Restores Protestantism Elizabeth I was determined to return her kingdom to Protestantism. In 1559, Parliament followed Elizabeth's wishes and set up the Church of England, or **Anglican** Church, with Elizabeth as its head. This was to be the only legal church in England.

Elizabeth decided to establish a state church that moderate Catholics and moderate Protestants might both accept. To please Protestants, priests in the Church of England were allowed to marry. They could deliver sermons in English, not Latin. To please Catholics, the Church of England kept some of the trappings of the Catholic service such as rich robes. In addition, church services were revised to be somewhat more acceptable to Catholics. 📖

Elizabeth Faces Other Challenges By taking this moderate approach, Elizabeth brought a level of religious peace to England. Religion, however, remained a problem. Some Protestants pushed for Elizabeth to make more far-reaching church reforms. At the same time, some Catholics tried to overthrow Elizabeth and replace her with her cousin, the Catholic Mary Queen of Scots. Elizabeth also faced threats from Philip II, the Catholic king of Spain.

Elizabeth faced other difficulties. Money was one problem. In the late 1500s, the English began to think about building an American empire as a new source of income. While colonies strengthened England economically, they did not enrich the queen directly. Elizabeth's constant need for money would carry over into the next reign and lead to bitter conflict between the monarch and Parliament. You will read more about Elizabeth's reign in Chapter 5. In the meantime, the Reformation gained ground in other European countries.

MAIN IDEA

Recognizing Effects

📖 How did Henry VIII's marriages and divorces cause religious turmoil in England?

C. Answer They led to the general abandonment of Catholicism in England and the creation of the Anglican Church.

3 ASSESS

SECTION 1 ASSESSMENT

Have pairs of students take turns quizzing each other on the questions.

Formal Assessment

- Section Quiz, p. 23

4 RETEACH

Use the chart on page 57 to review the Reformation and the religious beliefs and practices in the 16th century.

In-Depth Resources, Unit 1

- Guided Reading, p. 22
- Reteaching Activity, p. 38

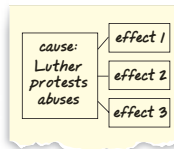
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

USING YOUR NOTES

2. Which effect do you think had the most permanent impact? Explain. (10.1.1)



MAIN IDEAS

3. What political, economic, and social factors helped bring about the Reformation? (10.1.1)
4. From where did the term *Protestantism* originate? (10.1.1)
5. What impact did Henry VIII's actions have on England in the second half of the 1500s? (10.1.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Explain how Elizabeth I was able to bring a level of religious peace to England. (10.1.1)
7. **COMPARING** Do you think Luther or Henry VIII had a better reason to break with the Church? Provide details to support your answer. (10.1.1)
8. **ANALYZING MOTIVES** How did the Catholic Church respond to Luther's teachings? Why do you think this was so? (10.1.1)
9. **WRITING ACTIVITY** **REVOLUTION** Imagine Martin Luther and a Catholic Church leader are in a public debate. Write a brief **dialogue** between the two. (Writing 2.1.c)

CONNECT TO TODAY CREATING A GRAPHIC

Use library resources to find information on the countries in which Protestantism is a major religion. Use your findings to create a **graphic** that makes a comparison among those countries. (HI 1)