

We Want a Reformation!

Global Age

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Grade Level	10th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	180 minutes
Course	World History		

Essential Question

How do theological movements influence history?

Summary

In this lesson, students examine the causes of the Protestant Reformation. Students reflect on the diversity of the churches in their community and consider how the Protestant Reformation affected what their community looks like today. Students investigate key figures in the Reformation, read about important events of the time period, and connect ideas from the Reformation to present day.

Snapshot

Engage

Students create a list of which types of churches they see in their communities.

Explore

Students explore the meaning of the Protestant Reformation and listen to a brief explanation of by a historian.

Explain

Students read articles about the events of the Protestant Reformation and discuss the articles with their classmates.

Extend

Students assume the roles of key Protestant Reformation figures and discuss their roles with classmates.

Evaluate

Students participate in a group discussion about the key members of the Protestant Reformation and complete a graphic organizer.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR401: Locate important details in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
REL403: Identify clear cause-effect relationships in somewhat challenging passages

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.2.3: Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society.

Attachments

- Historical Mingle Activity Cards - We Want a Reformation! - Spanish.docx
- Historical Mingle Activity Cards - We Want a Reformation! - Spanish.pdf
- Historical Mingle Activity Cards—We Want a Reformation.docx
- Historical Mingle Activity Cards—We Want a Reformation.pdf
- Historical Mingle Graphic Organizer - We Want a Reformation! - Spanish.docx
- Historical Mingle Graphic Organizer - We Want a Reformation! - Spanish.pdf
- Historical Mingle Graphic Organizer—We Want a Reformation.docx
- Historical Mingle Graphic Organizer—We Want a Reformation.pdf
- Jigsaw Graphic Organizer - We Want a Reformation! - Spanish.docx
- Jigsaw Graphic Organizer - We Want a Reformation! - Spanish.pdf
- Jigsaw Graphic Organizer—We Want a Reformation.docx
- Jigsaw Graphic Organizer—We Want a Reformation.pdf
- Lesson Slides—We Want a Reformation.pptx
- Reformation Documents Packet - We Want a Reformation! - Spanish.docx
- Reformation Documents Packet - We Want a Reformation! - Spanish.pdf
- Reformation Documents Packet—We Want a Reformation.docx
- Reformation Documents Packet—We Want a Reformation.pdf

Materials

- Lesson Slides (attached)
- Reformation Documents Packet (attached; one per five students)
- Jigsaw Graphic Organizer handout (attached; one per student)
- Historical Mingle Activity Cards (attached; one copy per eight students)
- Historical Mingle Graphic Organizer handout (attached; one per student)
- Pens or pencils
- Highlighters
- Chart paper, chalkboard, or whiteboard

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson.

Display **slide 2** and invite students to participate in a Collective Brain Dump. Ask students to respond to the first question on the slide: "How many churches do you see in your community?"

Then, invite students to respond to the next question on the slide: "What types of churches do you see in your community?" As students respond, record their responses on a chalkboard, whiteboard, or piece of paper.

Possible Student Responses

Students may respond with the following types of churches: Baptist, Methodist, Church of Christ, Episcopalian, Lutheran, Catholic, Mormon, Orthodox, etc.

Then, ask students to consider the final question on the slide: "Which churches might you have seen in European communities 500 years ago?" Ask students to consider this question and the others on the slide in relation to the Protestant Reformation as they participate in the lesson.

Display **slide 3** and introduce the title of the lesson. Then, display **slides 4–5** to share the essential question and learning objectives.

20 minutes

Explore

Write the words “Protestant Reformation” on a chalkboard, whiteboard, or chart paper.

Ask students to identify any words they can see within the two words. Then, ask students to hypothesize what happened during the Protestant Reformation based on the words they see. As they share, record their responses.

Teacher's Note: Guiding the Discussion.

As students hypothesize, point out the words “Protest” and “Reform,” if students have not noticed those words already. Ask students what those words mean, and ask what conclusions they can draw from those words.

Share that students should now watch a video related to the significance of the Protestant Reformation and the influence of early reformers. Tell students that the video features an interview with a theology professor who describes the work that history and theology professors do and what preparation is necessary to become a professor in those areas.

Encourage students to reflect on their hypotheses as they watch the video. Display **slide 6** and play the video on the slide, *K20 ICAP - Professor of History - We Want a Reformation*.

Embedded video

https://youtube.com/watch?v=6dutuZj765A

At the end of the video, ask students to share their thoughts. Ask students if their hypotheses were accurate and allow them time to respond. Explain that students should keep Professor Koeplin’s explanations in mind as they learn more about the Protestant Reformation.

60 minutes

Explain

Teacher's Note: Document Preparation

In this phase of the lesson, students each read one document from the attached **Reformation Documents Packet**. The packet includes five documents and a glossary of vocabulary words. The five articles include: "Ninety-Five Theses: The Disputation of the Power and Efficacy of Indulgences," "Diet of Worms," "Edict of Nantes," "Peace of Augsburg," and "Pope Clement VII."

You may choose how to assign documents to students. Consider giving each student one copy of the glossary along with one copy of their assigned document.

Give each student one document from the Reformation Documents Packet and one highlighter. Tell students that each document in the packet is about a specific person or event that is integral to understanding the Reformation. Explain that students will be responsible for becoming experts on their assigned articles.

Display **slide 7** and introduce the Why-Lighting strategy for text annotation. Share that students should highlight important facts in their assigned texts then explain why they chose to highlight that information in the margins. Allow ample time for students to individually read and annotate their documents.

Then, organize students into groups of five so that each student in a group has read a different document. You should likely have 3–4 groups depending on your class size.

Display **slide 8** and give each student one copy of the attached **Jigsaw Graphic Organizer** handout. Introduce the Jigsaw strategy. Share that each person should share information from their assigned document with others in their group, acting as an expert on the document. Tell students to take notes about each document on their handouts as each group member shares.

20 minutes

Extend

Teacher's Note: Lesson Prep

Prior to this portion of the lesson, print and cut apart copies of the attached **Historical Mingle Activity Cards**. There are eight cards, so you should print enough copies so that each student receives one card.

If you have a large class, you may consider dividing the class into smaller groups. You also consider printing each set of cards on a different color of paper. You could then invite students to mingle with others who have the same color of cards.

Consider printing the cards on heavy paper or cardstock so they can be used in multiple class periods.

Give each student one of the prepared Historical Mingle Activity Cards. Display **slide 9** and introduce the Historical Mingle strategy.

Ask students to carefully read the description on their cards and consider how they can assume the role of their given character. Encourage students to reflect on what they learned during the Jigsaw activity to help them. Start the 3-minute timer on the slide and allow students time to read.

Teacher's Note: John Calvin and Role Playing

All of the Historical Mingle Activity Cards relate to the readings from the Reformation Documents. However, the John Calvin role in particular can be a difficult role to assume. You may consider removing this card from the activity based on your students' knowledge of the topic.

As students prepare their roles, remind them to assume their roles in non-confrontational and non-stereotypical ways. Stress that they should take on their roles with the intent to learn, not offend.

Display **slide 10**. Invite students to stand and tell them to now mingle in their roles. Have them find another character in the class, introduce themselves, and ask questions of their partners. Start the 3-minute timer on the slide and allow students time to mingle.

When time is up, display **slide 11**. Have students find a new partner and repeat the process. Use the 3-minute timer on the slide. Repeat this process with **slides 12–13**, which both include a 2-minute timer.

Teacher's Note: Question Scaffolding

If students struggle to ask questions of their partners, consider sharing the following list of general questions. These can be used as prompts to have students consider their roles in the Reformation.

1. What is the significance of the Protestant Reformation?
2. Why did Martin Luther write his *Ninety-five Theses*?
3. What is your opinion of indulgences?
4. How did the Protestant Reformation change society?
5. What would have happened if Martin Luther's ideas had never been posted or never spread?
6. What would have happened if Martin Luther had recanted his *Ninety-five Theses*?
7. What would have happened if Martin Luther had been executed after the Diet of Worms?
8. Why did Henry IV convert from Protestantism to Catholicism?
9. What would you have done if you had been a Huguenot in 1865 when King Louis XIV revoked the Edict of Nantes?
10. What do you think happened to Jewish and Muslim citizens in Europe during the Middle Ages?
11. What was Henry VIII's motive for starting the Church of England?
12. What do you think people should know about the Protestant Reformation?

Once students have mingled with multiple other historical figures, have them return to their seats.

20 minutes

Evaluate

Distribute one copy of the attached **Historical Mingle Graphic Organizer** handout to each student.

Guide students in a discussion of the Historical Mingle. Display **slide 14** and invite students who assumed the role of Martin Luther to respond to the questions. As they respond, have the rest of the class add notes to their graphic organizers. Repeat this process with **slides 15–20**, inviting students who played each historical figure to respond to the questions.

Teacher's Note: Brainstorming Strategies

As students are filling out their graphic organizers, encourage students to circle, highlight, or underline any words or trends that stand out to them.

Optional Activity

If time allows, unhide and display **slide 21**. Have students create a Six-Word Memoir related to their Historical Mingle roles or the events they read about in their Jigsaw articles.

Consider having students turn in the Historical Mingle Graphic Organizer, Jigsaw Graphic Organizer, or Six-Word Memoir, if completed, for formative assessment.

Resources

- K20 Center. (n.d.). Collective brain dump. Strategies. https://learn.k20center.ou.edu/strategy/111
- K20 Center. (n.d.). Historical mingle. Strategies. https://learn.k20center.ou.edu/strategy/184
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- K20 Center. (n.d.). Six-word Memoir. Strategies. https://learn.k20center.ou.edu/strategy/75
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- K20 Center. (2021, March 21). *K20 ICAP - Professor of history - We want a reformation* [Video]. YouTube. https://youtu.be/6dutuZj765A?si=mvRLHDXAeGN4aPSN
- K20 Center. (2021, September 21). *K20 Center 3 minute timer* [Video]. YouTube. https://youtu.be/iISP02KPau0?si=wznvGKHPcfYcdu_v
- K20 Center. (2021, September 21). *K20 Center 2 minute timer* [Video]. YouTube. https://youtu.be/HcEEAnwOt2c?si=fAprml7tjhzWfPtu