The Reformation:

Religious Intolerance and Social Activism



A comprehensive Unit Plan By:

Melissa Jackson

**Unit Reflection and Rational**

The Reformation was a period of time for Europe when religions and people were in constant disagreement. Society was consistently dictated by the monarchy and religious leaders; a leadership that provided minimal religious freedom. The concept of religious intolerance and injustice and its role on a society is a topic too familiar in history as well as to the present. Because of this recurring concept we decided to examine religious intolerance as our key concept and contemporary issue. Along with our contemporary issue of religious intolerance we also decided to include the concept of social activism. We decided to include social activism because many Reformation Individuals and reformers exemplify the characteristics of a social activist. For example, Martin Luther and John Calvin stood up for the injustices they faced due to religious intolerance. By exposing our students to the content of the Reformation we want to show students that religious intolerance is a contemporary issue that has occurred in the past. We also want to have students explore reformation individuals who were social activists, in order to inspire students to stand up for things they believe in and make positive changes to their community. By doing this, students can also discover ways that they can help and “Be the Change”.

The first lesson that introduces religious intolerance allows students find modern day contemporary examples of religious intolerance that they can relate to. A lot of modern day examples include Christianity in the Middle East, China, and India. Our final and concluding lesson allows students to revisit the examples they explored during the first lesson and apply the knowledge and skills they acquired throughout the unit to become a social activist.

The unit goals and desired results are more than just the SOL standards, content and the events of the Reformation. The Essential Questions we chose were to have students reflect on religious intolerance and the effects it has, especially on society. Our Essential Questions are as follows, Why does conflict cause change? What is religious intolerance? Why is there still religious intolerance today? How do religious conflicts impact a government and a society? What are some characteristics of a social activist? and How can I be a social activist? Our Unit Essential Questions all relate to the concepts of Religious Intolerance and Social Activism. Our Unit Understandings align with our Essential Questions and provide students with the understandings that will allow them to answer the Essential Questions; our Knows provide the specific content and our Do’s provide tailored learning tasks to have students reach our Unit Objectives. Our desired results are to have all students walk away from our unit learning about the Reformation and how history is a discipline of interconnected concepts. Our assessment evidence varies throughout the Unit, we have exit cards, presentations, projects, interactive classwork, web quests, class discussion, as well as our summative learning menu assessment that assesses our units learning goals and Essential Questions. Our Unit goals were chosen specifically to inform students about what religious intolerance is, how it is seen even today, and how social activism can help solve this issue. As explained previously, religious intolerance is something that is still occurring today and by connecting it to the Reformation, it sheds light on the current situation and also provides students with insight as to how historical concepts impact our present day lives.

The VA SOLs as well as the NCSS standards were used to guide us as to what we should specifically teach about the Reformation and how it relates to the overarching discipline of social studies concepts. The Virginia SOL’s we used are as followed, WHII.3a and WHII.3b, the NCSS standards we used throughout our unit are strands 2,3,4,6,9 and 10. Although these standards provided necessary support and guidance as to what to include in our unit, we took the liberty to make necessary instructional changes so that we could also focus on our contemporary concepts of religious intolerance and social activism.

The curriculum idea that we used in this unit is the “curse of coverage” from chapter six in the Daniels and Zemelman book. The authors discuss how there is too much information in a textbook for students to read, digest, and comprehend all of it. Although this chapter emphasizes more on how to use a textbook properly and pick through the information, we used the common teaching problem of what to cover more on a general basis. We knew we wanted to focus on the major individuals, religions and concepts of the Reformation. By doing so, we were able to think of ways to connect to students and have the themes of activism and religious intolerance without being tied down to teaching every little fact about the Reformation.

The class that we had in mind while creating this unit is a regular World History II classroom because we cover information from the year 1500 to the present. Our aim is for 10th grade because that is typically the time when students take World History II in Virginia. The class period is typically 90 minutes and is set on a block schedule. The number of students in the classroom is about twenty-two with a heterogeneous makeup. The school also gives classrooms access to laptops, tablets, and a decent Internet signal.

This unit will be differentiated for ELL and special education students by giving students options and opportunities to present their understanding in different ways. A lot of special education students need the opportunity to pick how they want to do an activity or learn which is what we provide for them. The ELL students need multiple ways and chances to express their understanding, which is done through giving students multiple activities and chances throughout the lessons. Using religious intolerance and connecting it to the Reformation can be difficult for students to understand which is why we use so many assessments and give opportunities to students to show what they know.

**Content Summary**

There is a lot of content that a teacher needs to be familiar with when teaching about the Reformation. There are so many different aspects, philosophies, surrounding the Reformation therefore it could easily be taught in a semester, not just two weeks. That being said the content we found was in textbooks and general overviews from reputable websites. The focus on the role of religion and religious intolerance gave us a concept to model our content around which helped us to make sure we teach everything we need to without having to go into detail about every single aspect of the Reformation. We used the content (terms, concepts, history etc.) surrounding key individuals including, Martin Luther, John Calvin and other protestant reformers, Henry VIII, Elizabeth I and Queen Mary to allow us to reach our unit objectives of learning about the Reformation through the lenses of our contemporary issues (and EQ’s) of Religious Intolerance and Social Activism. Because our lesson topics focus around these key individuals and their significance to the Reformation, as a teacher it is essential to know about these people and concepts in detail. We have gathered our necessary content through these references:

References

Holt, Rinehart, and Winston, inc. (2003). *Holt world history: The human journey*. Austin: Holt, Rinehart and Winston.

Jackson, M. (2014). WebQuest: Protestant Reformers: Created with Zunal WebQuest Maker. Retrieved from <http://zunal.com/webquest.php?w=267117>

Luther's 95 Theses. (n.d.). Retrieve from <http://www.spurgeon.org/~phil/history/95theses.htm>

Martin Luther’s 95 theses enough is enough and it’s time for a change. (n.d). Retrieved from <http://mrfrazier.weebly.com/uploads/2/3/4/2/23420268/95_theses_project.11.pdf>

The Origins of Calvinism Video. (n.d.). Retrieved December 8, 2014, from <http://www.history.com/topics/reformation/videos/the-origins-of-calvinism>

The Reformation. (n.d.). Retrieved December 3, 2014, from

<http://www.historylearningsite.co.uk/reformation.htm>

Queen Elizabeth I. (n.d.). Retrieved December 4, 2014, from

<http://www.reformationsa.org/index.php/history/104-queen-elizabeth-i>

Why did Henry VIII break with the Roman Catholic Church? (n.d.). Retrieved October 8, 2014, from http://shs-history.net/Break with Rome.pdf.

Henry VIII. (n.d.). Retrieved December 3, 2014, from <http://www.bbc.co.uk/history/people/henry_viii/>

Our content choices were very explicit because we needed to make sure the content we were teaching our students was building upon student understandings and answering the essential questions regarding our contemporary issues of Religious intolerance and Social activism. Our main goal was to not only let students learn buy inquiry and analysis of the content, but to also allow students to make connections to their lives and current events around the world. The best way to present our content was to focus on the major individuals of the Reformation, what caused them to reform and make the changes they did and how those changes affected their society. We decided to focus on individuals and the Reformation content that is associated with them because once students understand the historical perspectives and context of this time, they will better understand the Reformation as a whole and how the contemporary issues of religious intolerance and social activism relate. Other content not specifically regarding these individuals, their change they brought or their conflicts during the Reformation was excluded in order to focus on reaching our Unit Objectives in the least confusing way possible. Also learning about key individuals and their success in making change, will hopefully inspire all students that one person can make a difference. The information that we gathered from these sources was mostly based on the people of the Reformation with some idea of the public’s reactions. This helped us generate our own understanding of the historical perspectives and contexts so that we could better teach our students throughout our detailed and explicit learning plan that follows.

**Backwards Design Template of Stages 1 and 2**

**Desired Results, Assessment Evidence and the Learning Plan**

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| |  |  | | --- | --- | | **Title:** Reformation and its impacts on Western Civilization. | **Subject/Course:** World History II |  |  |  |  | | --- | --- | --- | | **Topic:** How does religious intolerance affect a society? | **Grade:** 10 | **Designer(s):** Melissa Jackson | | |
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| **Stage 1- Desired Results** | |
| **Established Goals:**  WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western  civilization by  a) explaining the effects of the theological, political, and economic differences that emerged,  including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;  b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation  on society and government actions;  c) describing changing cultural values, traditions, and philosophies, and assessing the role of  the printing press.  -Throughout learning about the Reformation students will be able to understand how religious intolerance is a common theme throughout history that still occurs today.  -They will also learn that things can be reformed and improved. Students will be inspired to become a social activist who will bring meaningful change to their society. | |
| **Students will Understand…**   1. How Religious conflict during the Reformation caused change. 2. How and why diverse religions were persecuted. 3. How societal changes are influenced by government and religious actions. 4. The characteristics that make Protestant reformers social activists. 5. How they can make a change in their community. | **Essential Questions:**   * Why does conflict cause change? * What is religious intolerance? * Why is there still religious intolerance today? * How do religious conflicts impact a government and a society? * What are some characteristics of a social activist? * How can I be a social activist?   (Many of these EQ’s are connected) |
| **Students will know…**   1. Theologies and religious practices during the Reformation. 2. The religious conflicts during the Reformation and how they caused change. 3. Key individuals and Reformers during the Reformation. 4. Examples of religious activists such as Martin Luther, John Calvin, Henry VIII, and Elizabeth I. 5. The social changes that occurred at the Edict of Nantes and the Council of Trent. 6. What it means to be an activist. 7. The definition of religious intolerance. 8. The theological ideas behind the Protestant and Catholic/ Counter Reformation. 9. The Social, Political, Economic and Religious influences of the Reformation. | **Students will be able to …**   1. Analyze and interpret the meanings of Martin Luther’s 95 Thesis with how it relates to religious intolerance and activism. 2. Explain the religious differences between Catholicism, Lutheran, and Calvinism. 3. Summarize the factors that encouraged the Protestant Reformation including practices of religious intolerance. 4. Analyze the causes for the Protestant and Catholic Reformation. 5. Analyze Luther’s role in shaping the Protestant Reformation 6. Justify why many groups face religious intolerance. 7. Interpret primary source documents 8. Explain and justify what religious intolerance and social activism is. |
| **Stage 2- Assessment Evidence**  **Next to each lesson assessment is the Unit objectives that these assessments will be meeting.**  (For specific information on how lesson activities are meeting the Unit and Lesson objectives see the assessment … how will you know if they learned it? Colum in each individual lesson plan.) | |
| **Week One**  **Religious Intolerance Lessons:**  **\*(*Contemporary issue lesson for week one)\****  PowerPoint Presentations (U2, U3, K7, D6, D8)  **Martin Luther Lessons:**  Concept Map (U1, K1-K4, K7,D3)  Graphic organizer (U1,D1,D5, D7)  Exit Card (U1, K2)  Gallery walk (U1, K7, D3)  GRASP (U1, U4, U5)  **John Calvin & Protestant reformers lesson:**  Webquest/ Graphic organizer (U1-U4, K1-K3,K8, D4, D6, D7)  Group presentations/ discussion (U1-U4, K1-K3, K6, K9, D3, D4, D6, D8) | **Week Two**  **Henry VIII and Social Activism Lesson:**  Venn Diagram (U3, K1, K3, K4)  Exit Card (K9)  Structured Academic Controversy (U4, K4, D8)  Graffiti Activity (K6, D8)  **Mary and Elizabeth Lesson**:  Jigsaw (U3, K2, K4, K9, D7)  Y-Diagram (K4, K8)  Political Cartoon (U3, K4, K8, D3)  3-2-1 Exit Card (U3, K2, K4, K8, K9, D3, D7)  **Religious Conflict and Social Activism Lessons:**  **\*(*Contemporary issue lesson for week two)\****  Visual graphic (U3, K2, K8)  Learning Profile Task (U1, U3, K1, D2)  Exit Card (U1, U5, K6, K7)  Graffiti Activity (U3-U5, K3,K6, D8)  Contemporary Issue Project (U1-U5, D8)  **(Summative Performance Assessment)**  Learning Menu (U1-U5, K1,K3- K5, K9, D1, D2, D4, D6-D8)  (Other learning objectives assessed in the individual lessons) |
| **Stage 3- Learning Plan**  Full lessons following outline and Unit Calendar | |
| Week One  Day 1: Religious Intolerance (Introduction to Religious Intolerance)  Day 2: Religious Intolerance (\*Contemporary issue discussed)  Day 3: Martin Luther (95 theses primary source analysis)  Day 4: Martin Luther (Social Activism GRASP)  Day 5: John Calvin and other protestant reformers (Web Quest)  Week Two  Day 6: Henry VIII  Day 7: Henry VIII  Day 8: Elizabeth I (Primary source and political cartoon analysis)  Day 9: Religious Conflict (Learning profile activity)  Day 10: Social Activism -Revisit \*contemporary Issue from lesson one (Contemporary Issue activity)  (Clarify due date for Learning Menu Performance Assessment Due next Monday or Day 11) | |

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| **Unit Calendar**  **Week one** | **Day 1**  Topic: Religious Intolerance | **Day 2**  Topic: Religious Intolerance | **Day 3**  Topic: Martin Luther | **Day 4**  Topic: Martin Luther | **Day 5**  Topic: John Calvin and Other Protestant Reformers |
| **Objective** | SOL: WHII.3b  NCSS: IX  CCSS.ELA-Literacy.RH.9-10.2 | SOL: WHII.3b  NCSS: IX  CCSS.ELA-Literacy.RH.9-10.1 | SOL: WHII. 3.a  NCSS:II, VI  CCSS.ELA-Literacy.RH.9-10.3 | SOL: WHII. 3.a  NCSS: II, VI  CCSS.ELA-Literacy.RH.9-10.9 | SOL: WHII. 3.a and WHII. 3.b  NCSS: II, III IV  CCSS.ELA-Literacy.RH.9-10.2 |
| **Aim** | Have students get a general understanding of what religious intolerance is. Students will research and connect with examples of religious intolerance. This will give students the background knowledge necessary to have the historical context and perspectives of the Reformation. | Have students present on what their example of religious intolerance. Students will show what they learned and their own opinions about what happened connecting them with the material | Have students brainstorm concepts that relate to religious intolerance  -Use these concepts to show how the Religious intolerance is present during the Reformation.  -Explore content about Reformer/ activist Martin Luther through Primary source analysis.  -Understand why Martin Luther is a Social Activist. | Have students revisit the concept map of Religious intolerance and its role during the reformation.  -Address why Martin Luther is considered a social activist and why.  -Explain activity in which students can practice social activism l through the concepts of a GRASP activity. | Have students explore the other protestant reformers including John Calvin to explain diverse religious beliefs, the influences these reformers had on society and the conflict that occurred because of this change.  -Have students research key reformation individuals and explain their significance and contributions to the Reformation. |
| **Teaching/**  **Learning Activities** | - Discussion on what religious intolerance is.  - Researching examples of religious intolerance. | Presentations on examples of religious intolerance. | Concept Map  -Primary source analysis of the 95 theses. (Graphic Organizer)  -Gallery Walk  -Exit Card | -Revisit/ add to previous days Concept map.  -GRASP  -GRASP presentation. | -Video clip  -Web quest/ Graphic organizer  -Group presentations/ discussion  -Exit Tweet Card |
| **Assessments** | - What the students talk about religious intolerance.  - Observing student research. | -Presentations  - Introduce Learning menu/ Unit performance assessment (due after the Unit is complete on a Monday) | - Concept Map (assessing prior knowledge)  -Graphic organizer (assessing content learned about Martin Luther)  -Exit Card (assessing connections of religious intolerance and the Reformation so far). | -GRASP/GRASP presentation (Assessing students understandings of the term and concept social activist). | -Web quest (collect graphic organizer & assess students contributions to group work and knowledge gained through this we quest) (rubric on web quest)  -Tweet exit card. (Assess student’s understandings of other reformers they didn’t research but learned about in the class discussion/ presentations. |

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| **Unit Calendar**  **Week Two** | **Day 6**  Topic: Henry VIII | **Day 7**  Topic: Henry VIII | **Day 8**  Topic: Mary and Elizabeth | **Day 9**  Topic: Religious Differences and Intolerances | **Day 10**  Topic: Contemporary Issue Application |
| **Objective** | SOL: WHII.3a  NCSS: VI  CCSS.ELA-Literacy.RH.9-10.2 | SOL: WHII.3a  NCSS: VI  CCSS.ELA-Literacy.RH.9-10.1 | SOL: WHII.3a  NCSS: III  CCSS.ELA-Literacy.RH.9-10.3 | SOL: WHII. 3.a and WHII. 3.b  NCSS: II, IX, X  CCSS.ELA-Literacy.RH.9-10.2 | SOL: WHII. 3.a and WHII. 3.b  NCSS: II, IX, X  CCSS.ELA-Literacy.RH.9-10.1 |
| **Aim** | Students understand who Henry VIII was and start gaining their own perspectives and opinions about him. | Students reflect on what they learned about Henry VIII and compare him to what a social activist is. This will show their understanding of both Henry VIII and social activism. | Students will examine and interpret the relationship between Mary and Elizabeth. This will give students insight on how much religion was tied up with government and swayed the monarchs’ opinions. | Students will reflect upon what they have learned throughout this unit so far and connect these ideas with the religious conflict and intolerances going on during the Reformation. And will explore differences between Catholicism, Protestantism and Calvinism. | Students will be connecting all the knowledge they gained from the unit.  -They will be reflecting on their key religious issue they discussed in lesson one day two which can help them create a social activism plan |
| **Teaching/Learning Activities** | - Web-Map Activity  - Direct Instruction  - Venn Diagram Activity | - Graffiti Activity  - Structured Academic Controversy  - Exit Card | - Jigsaw  - Y-Diagram  - Political Cartoon  - 3-2-1 Exit Card | -Visual graphic concept paper  -Learning Profile Task  -Exit card | -Graffiti activity  - Review Presentations from lesson 1 day 2  -Contemporary Issue Activity.  -Closure group discussion |
| **Assessments** | - Web-Map Activity: shows prior knowledge of Henry VIII  - Venn Diagram Activity: shows a surface level understanding of the content taught during the direct instruction. | - Graffiti Activity: students write what they know about social activism. This shows the teacher what prior knowledge students have.  - SAC: students have to take all the information they have learned in the past two days and apply social activism to Henry VIII.  - Exit Card: students predicting what the next lesson will be about shows how much they understand about what they have learned so far. | - Jigsaw: Have students examine primary source documents to understand the characteristics of Mary and Elizabeth. Discussing this shows the teacher their understanding of Mary and Elizabeth.  - Y-Diagram: compares and contrasts Mary and Elizabeth. This shows the teacher the level of understanding the students have.  - Political Cartoon: Have students in a critical and creative way to express what they have learned in class.  - 3-2-1 Exit Card: final reflection on what students have learned and shows the teacher what needs to be reviewed for the next class. | -Visual graphic concept paper (assesses knowledge of religious conflict during the Reformation up until this part of the unit)  -Learning Profile task (Assesses the different religious conflicts that occurred during the Reformation, and assesses students awareness of present day religious conflicts.  -Exit Card (assesses how students feel about becoming a social activist and what topic they would like to become a social activist for and why) | -Graffiti activity (Assesses student’s understandings of what makes a social activist? And how they can be a social activist)  -Contemporary issue Activity  - (Make students aware that the Performance Assessment learning Menu is due next Monday). (This assesses Unit objectives, the content behind the Reformation and the concepts of Religious Intolerance and Social Activism. |

**Lesson Plans**

**Lesson One**

**(Two Day Lesson)**

**Subject/Class:** \_World History II\_ **Grade Level: \_**10**\_\_ Topic:** Religious Intolerance

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| **Essential Question(s)/Big Ideas:**  What is religious intolerance?  What are some examples of religious intolerance? | |
| **SOLs/Standards addressed (# & letter):**  WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by:  b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation  on society and government actions. | **NCSS Strands addressed:**  IX: Global Connections  **CCSS addressed:**  CCSS.ELA-Literacy.RH.9-10.2 |

**Learning Outcomes/Objectives & Assessment chart**:

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| **Learning Outcomes/ Objectives:** | **Assessment: How will you know they know?** |
| **U 1: SWBAT... Understand why religious intolerance occurs.** | ***(PowerPoint Presentation)***  One of the questions that the students have to answer in their research and presentation is why their act of religious intolerance even happened. |
| **U 2: SWBAT… Understand morality is an issue regarding religious intolerance.** | ***(PowerPoint Presentation)***  One of the questions that the students have to answer in their research and presentation concerns the issue of morality of the case study. (Is it moral or not? Why or why not?) |
| **K 1: SWBAT… Know the definition of religious intolerance.** | **(Interactive Lecture)**  The teacher will give the students the definition of religious intolerance. The guiding questions make the students expand on the meaning of this definition which will check for their understanding of it.  The case studies/examples that the students find and do research on will reflect on their knowledge on the definition of religious intolerance. Students have to explain how their case study fits in with the definition. |
| **K 2: SWBAT… know various examples of religious intolerance.** | **(PowerPoint Presentations)**  Students have to find cases of religious intolerance and why their act fits into the definition of religious intolerance. |
| **D 1: SWBAT… analyze cases of religious intolerance.** | **(Research)**  Students must find cases of religious intolerance and answer the series of questions that will help them to analyze the case. These questions include: what the act was, who it was toward, why it was done, why this is considered religious intolerance, if it was morally just or not with an explanation, and what this means to you (the student). |
| **D 2: SWBAT... justify why modern day occurrences are examples of religious intolerance.** | ***(Research and PowerPoint Presentations)*** One of the questions students have to answer in their research and present in their PowerPoint is: “Why is this considered religious intolerance?” |
| **V 1: SW... appreciate the impact religious intolerance has on people involved.** | ***(Observed by teacher)***  ***(PowerPoint Presentations)***  Part of the presentation is the students own personal reflection on the act and how they feel about it.  **(Closure)**  Students discussing what they thought the most important aspect of the lesson will reflect how they feel about religious intolerance, or perhaps intolerance in general. |

**Background Content Overview/Justification:**

Religious intolerance is a topic that comes up a lot throughout history. It is the cause of many wars, crimes against human rights, and it is often overlooked. Teaching students what the definition is and have them find and present on cases of religious intolerance gives them hands-on learning about how terrible and shocking a lot of these acts of religious intolerance are. Having them question the morality of the act and personally reflect on it will give them a connection to the topic and make it more of a reality for them. The main aspect of this lesson is that while religious intolerance is a big part of our past, is it still in our present. Having this lesson taught to the students first will also hopefully help them better understand the historical context and perspectives of the Reformation.

**Instructional Plan**:

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| **Lesson Components** **& Time Frame** | **What the Teacher Will Do** |
| ***(Day 1)***  **Hook**  **5 min.** | -Show the video on anti-Semitism in Russia:<https://www.youtube.com/watch?v=EXHCdVpyx7Q>  - Wrap up video with questions such as:  “Do you think there is any sort of religious persecution and intolerance going on in Russia? Why? What do you think about this video?” |
| **Introduction 1 min.** | -Introduce the topic by explaining that today the students will define and look at religious intolerance.  - Emphasize that religious intolerance is something that still occurs today but is often is overlooked. |
| **Class Discussion / Interactive Lecture**  **15 min** | - Share with students the definition of religious intolerance (unwillingness or refusal to tolerate or respect contrary beliefs).  -Have them come up with examples of religious intolerance by asking questions such as...  “Can you think of any examples? Why would this be an example of religious intolerance?”  -Explain to students that Judaism is one of the most persecuted and least tolerated religions throughout history.  - Show students the website that has the timeline of acts of religious intolerance done to Jews (<http://whatreallyhappened.com/WRHARTICLES/HistoryPersecution.htm>).  -Ask about students’ reactions:  “Did you expect this? Why or why not? What did you find most surprising? How does this make you feel?”  -Lead into the rest of the lesson by asking:  “Do you think there is any religious intolerance today? If so, what kinds?” |
| **Adaption/Differentiation:**  - Have definition written on the board so students can write it down. Having a discussion/guiding questions about religious intolerance helps students teach each other and freely express their opinions.  -For the timeline, students can look at it on their own personal devices and share with others so they can read at look at the information at their own pace. |
| **Research**  **60 min.** | -On computers (checked out from the library), students will look up and research an act of religious intolerance. It can be something from the past or the present.  -Students must answer:  what the act was, who it was toward, why it was done, why this is considered religious intolerance, if it was morally just or not with an explanation, and what this means to you? (the student). |
| **Adaption/Differentiation:**  Students will research on the acts based on interest. If a pair of students have the same interest they may work together. Getting technology involved helps get the students interacting with the information and discover more about the topic independently. The teacher will provide proper websites to look at if students are struggling to find information. |
| ***(Day 2)***  **Creating PowerPoint & Presentations**  **80 min.** | -Students will create short PowerPoint presentations on Google Drive that shows what they discovered (what the act was, who it was toward, why it was done, why this is considered religious intolerance, if it was morally just or not with an explanation, and what this means to you). -Students should include citations on their last slide. Each presentation should take no more than five minutes.  -Inform the students that everyone will need to ask at least two questions. This will ensure that students pay attention and help the presenter show how knowledgeable they are about the subject. |
| **Adaption/Differentiation:** Students may work in pairs if they are interested in the same or similar topics. The number of questions students ask can be changed to one. Another way to ensure student attention/participation is to have students reflect on one of the case studies that they found the most interesting. |
| **Closure 5 min.** | -Ask students to reflect on the lesson today. What do they think the most important part of the lesson was?  - Be sure to ask the closure questions:  What is religious intolerance?  How is it still happening around the world today?  - Explain how the Reformation was full of religious intolerance, and how they will learn about key individuals, diverse religious beliefs and how they created intolerance and change for the society.  - Introduce the end of unit assessment (Learning Menus). Give students the assignment and explain what the expectations are. (See rubric) |

**Materials Needed for the Lesson**:

Laptops

projector

whiteboard

**References:**

Historical Timeline of the Persecution of the Jews Throughout History. (n.d.). Retrieved December 3, 2014, from<http://whatreallyhappened.com/WRHARTICLES/HistoryPersecution.htm>

JewishNewsOne. (2014, March 24). Russian TV Anti-Semitism: Kremlin flagship TV host says Jews

brought Holocaust on themselves. Retrieved December 3, 2014, from https://www.youtube.com/watch?v=EXHCdVpyx7Q

**Supplementary Materials for this lesson**

No supplementary Materials needed for this lesson (Refer to Instructional plan for lesson material)

**Lesson 2**

**(Two day lesson)**

**Subject**: World History II **Grade Level**: 10 **Topic:** Martin Luther’s 95 Theses

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| **Essential Question(s)/Big Ideas:**    **Why does conflict cause change?**    **What were the issues that provoked religious reforms in Western Christianity?** | |
| **SOLs/Standards addressed**  **(# & letter):**    STANDARD WHII.3a  The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I. | **NCSS Strands addressed:**    Strand 2: Time, Continuity and Change:    Strand 6: Power, Authority and Governance:    **CCSS Addressed:**  CCSS.ELA-Literacy.RH.9-10.1 |

Learning Outcomes/Objectives & Assessment chart:

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| Learning Outcomes/ Objectives: | Assessment: How will you know they know? |
| **U 1: SWBAT … *Understand religious intolerance can change a society.*** | ***(Concept Map)***  *-*Students will brainstorm terms about the Reformation. I will check students understanding by asking HOT questions as we go over the concept map as a class. We will make connections and understand how religious intolerance greatly impacted the reformation as well as the in the present day.  ***(Group Work)***  *-* While reading Martin Luther’s 95 Theses students will get a better understanding of Martin Luther’s philosophy and why he wanted to reform the church. |
| **U 2: SWBAT … *Understand Martin Luther’s motivation for reform.*** | ***(Group Work)***  *-*While reading Martin Luther’s 95 Theses students will get a better understanding of Martin Luther’s philosophy and why he was driven to reform the Catholic church. |
| **K 1: SWBAT …*Know key terms related to Martin Luther (i.e. Indulgences, Theocracy, Reformation)*** | **(*Concept Map)***  *-*Students will brainstorm and add key terms to the concept map. As a class we will review these terms and concepts and make connections. |
| **K 2: SWBAT … *Know major themes of Martin Luther’s 95 theses.*** | **(*Group Work)***  -Students will read a section of the 95 theses with their partner and pick out major concepts and write it on their graphic organizer.    ***(Group Discussion)***  *-*In our group discussion I will make sure students understand three major themes as we add to our concept map. |
| **D 1 (Skill): SWBAT… *Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life during the Reformation.*** | ***(Group Work)***  *-* In groups students will be reading sections of the 95 theses. They will read and interpret these documents and work as a group to analyze and summarize their findings. |
| **D 2: SWBAT… *Take key concepts from the Martin Luther’s 95 theses and create a visual/ graphic representation.*** | **(*Group Work)***  - With their group member, students will compile their thoughts and concepts they have made to the Reformation and make a visual or graphic representation.  -Students will participate in a gallery walk to analyze others work and |
| **D 3: SWBAT… *apply terms and concepts about the Reformation to a real life example.*** | **(*GRASP*)**  -Students will do a GRASP activity to make connections from the Reformation (standing up for what you believe in) with a personal example. |
| **V 1: SW *see how controversy impacts change.*** | ***(Observed by teacher)***  *(Possibly through GRASP ACTIVITY)* |

**Background Content Overview/Justification:**

I received my information mainly from my class textbook. The textbook provided me with background information about the Protestant and Catholic reformation. The book gave me insight to the specific causes and outcomes of the Reformation. This textbook gave me the frameworks of my understandings about Martin Luther and his 95 theses. It provided me with the terms I can use and the background information that I hope my students learn. In their concept map I hope we lay the groundwork of these terms and make deeper interdisciplinary connections. I also got the 95 theses from an online source, where they post accurate primary source documents. This website will be used for my differentiated sections of the 95 theses. This content will reach my Know objectives because these materials, and instruction will allow students to learn about key vocabulary via the concept map and know the major themes of the 95 theses via the primary source analysis and graphic organizer.

(See References below)

**Instructional Plan:**

|  |  |
| --- | --- |
| **Lesson Components & Time Frame** | **What the Teacher Will Do** |
| ***(Day One)***  ***Hook (10 min.)*** | -Students will take out a sheet of paper and will be asked to brainstorm any terms, pictures, ideas that come to mind when we think of religions not getting along/ Religious Intolerance.  -Students will also be asked to brainstorm ideas, terms or visuals that come to mind when students think of religious tolerance.  -As a whole group we will discuss what students wrote for Religious tolerance and intolerance. (This is geared to be a review of the first lesson, that can connect to todays lesson).  -Then as a group we will come to a conclusion to how religious tolerance differs from religious intolerance.  -We will call upon these ideas when our class constructs a concept map around the idea of Religious Intolerance. |
| **Adaption/Differentiation:**  Define Religious Intolerance as a group so that students are aware that Intolerance means. (From previous lesson this definition will probably be still written on the board). |
| ***Concept map***  ***(15 min.)*** | - With Religious Intolerance in the middle students will use their brainstorm notes in the hook and write one item they had for religious intolerance and write it on the concept map.  - Once every student has written on the concept map. I will try to make sense of the results. I will circle any ideas that are similar or relate to each other and go through each point and have students explain why they wrote that on our religious intolerance concept map.  - We will be referring back to our concept map later in the class so I will ask students to keep these thoughts in the back of their mind when we go through our primary source documents. |
| ***Introduction (5 min.)*** | - Assign groups based on readiness level.  - Pass out graphic organizers and readings to each group.  - Explain the group expectations.  - Lead them to interpret primary source documents. |
| ***Group work (primary source analysis) 40 min.*** | -In pairs students will be given a section of the 95 theses.  -These groups will be differentiated based on readiness. (This will be determined in the difficulty of reading level as well as how many theses I give to each group. Each group will have approximately 10).  - Students will have a graphic organizer that allows students to draw out major concepts of these theses. (See attached).    QUESTIONS ON THE GRAPHIC ORGANIZER  -1) Explain three concepts explained in your section of the 95 theses?  -2) How do these concepts help explain the ideas of Religious Intolerance?  -3) How do these concepts help explain the ideas of the Reformation?    - Students will be able to relate these concepts to the key terms they learned in a previous lesson and within these primary source documents. (i.e. Indulgences, Reformation, and Theology).  - Throughout this lesson students will interpret primary sources, draw out major concepts and draw their ideas, concepts, terms or main takeaways on an 8 ½ by 11 inch piece of paper per group.  - Students will be asked to take this assignment seriously because we will be sharing these with the class and will be using their ideas to add to our concept map on religious intolerance. |
| **Adaption/Differentiation:**  Students groups will be assigned and differentiated based on readiness, already pre- assessed in a previous class period. Students of higher ability will have more challenging/ slightly longer reading. While students who need scaffolding will have less challenging text that is a little bit shorter. For these groups I may add an additional person to aid these diverse learners. |
| ***Gallery Walk and class discussion (15 min)*** | -Students tape their artwork visual on the wall.  - Students will walk around, look at each drawing and write a question or comment about each piece of artwork on a sticky note and put that sticky note besides that group’s artwork.  -One of the questions that will be asked for students to answer is:  - How does this group’s visual aid your definition of religious intolerance?  - How do the concepts of this visual work together as one cohesive unit or piece of artwork? |
| **Adaptation/ Differentiation:**  This activity allows all students to get out of their seats, which helps ADHD students focus and allows everyone to stretch their legs as well as their minds. |
| ***Exit Card (5 Min)*** | -Teacher will pass out index cards for the exit tickets.  The exit card question will be…  -How has learning about Martin Luther and his 95 theses impacted your understanding of the concept religious intolerance? Explain… What textual evidence or visual concepts did you interact with today that has allowed you to make these connections?  -I will use this exit card to formatively assess where my students are in connecting the ideas of religious intolerance to the reformation. I will use these ideas to add to our concept map the second day of this lesson; this will connect my lessons and make it a smooth transition to the next day.  -Any remainder time will be given to students to work on their Learning Menus. |
| ***(Day 2)***  ***Hook 5 min.*** | -To begin the second day of the lesson I will have students reflect upon their exit cards and glance back up at the student’s gallery walks to spark their memory.  -This will allow a smooth transition into our group discussion and grasp activity. |
| ***Group discussion (add to concept map) 15 min.*** | - After reviewing the material taught the day before I will ask students to explain some trends they saw throughout their gallery walk.  - I will use student’s responses to add to our working concept map around Religious Intolerance.  - I will write key terms/ concepts on the map and as students how these ideas all make sense to them.  -We will use the content of the Reformation to show the concept of religious intolerance and its presence throughout history.  - HOT: Are these concepts still present today, where? Give an example? (Connecting to modern day)  - HOT: How do the visuals aid to your concept of reform or intolerance? (Trying to understand the concepts of reform and intolerance during the Reformation.  -Once the Concept map has been added to the teacher will review the main points…  -Martin Luther protested the catholic church when he posted his 95 theses. He was taking action on an issue that was affecting the daily lives of people in Europe. He was a social activist. |
| ***GRASP Activity (Formative performance assessment) (50 min)*** | (This prompt will be distributed to students as a handout)  -This grasp can be done individually, with a partner or in groups up to 4 people.  -The students will have 50 min to complete this assignment, and they will share their activity with the class at the end.    Imagine, your school has just passed a new rule that has just made you and your friends extremely upset. This new rule has made you so mad, that you have decided to lead a movement to reform your school! This is a difficult task, but you know that if you can get enough support behind you, you can successfully get rid of this new rule and bring back peace to the student body. You could even possibly become a school hero in the process.  Directions  1. Think of a school rule that either exists or if you have trouble thinking of one, create a realistic rule that could be put in place at school. Make sure that the rule you think of makes you mad enough that you would consider protesting the rule. This rule also needs to be appropriate and realistic!  2. Now, think of a way in which you could protest the rule that you are focusing on. Remember, just like Martin Luther, you want to draw attention to the problems with the rule and why it is wrong.  3. Time to protest! Now it is time to put your plan into action by doing the following steps on a sheet of paper:  a. Create a formal statement concerning your protest. What is the rule that you are protesting and why do you think it was put into effect in the first place? Answer this for your formal statement.  b. Come up with at least 5 well constructed criticisms of the rule. Why is it wrong? What are your major problems with it?  c. To reform this rule, now create at least 3 possible solutions that you think could fix this problem. Just saying that you want to abolish this rule does not count! How can you make this rule work and what concessions could you make with the school administration to help alleviate the problems that you have with this rule? Use these as a guide to help you come up with some solutions for the problem.  Remember, take your time and put effort into your criticisms and solutions because you want everyone in the class to go along with you. Martin Luther did not just post the 95 theses on the door of the church in Wittenberg just because he felt like it. He was tired of the policies of Johann Tetzel and wanted other people to rally behind him and you want other people in class to rally behind your criticism and solutions to your problem as well, just like Martin Luther wanted too.  Adapted from:<http://mrfrazier.weebly.com/uploads/2/3/4/2/23420268/95_theses_project.11.pdf>.  -Have students work for 50 min and then lead into class presentations in which students can share their work.  **Adaptation/ Differentiation**  **-**If students have not completed the grasp I would like them to share their projects, but they do not have to hand it in today. They can hand their GRASP in tomorrow and finish it for homework if they need extra time. |
| ***Group Presentations/ Wrap up 20 min*** | -The teacher will ask students to volunteer to present their GRASP’s.  -When students are presenting other students are actively listening and questions for the presenters to explain and justify their activity. (This will allow students to be actively engaged with others assignments).  -When all groups are finished the teacher will conclude the class by reminding students of the goals of this lesson were to reflect upon the characteristics that make Martin Luther a social activist and use these characteristics to shape how you reformed your personal issue and school rule.  -(This activity will expose students to becoming social activists, which will be touched upon, more deeply in our last lesson of this unit and specifically lesson 6 day 2).  -Any remainder time will be given to students to work on their Learning Menus. |

**Materials Needed for the Lesson:**

Concept Map – can be drawn on the board.

Selected sections of the 95 Theses

(Differentiated based on reading level/ Readiness that was pre-assessed previously).

Group Work Graphic organizer.

Grasp activity Hand – Out.

**References:**

Holt, Rinehart, and Winston, inc. (2003). *Holt world history: The human journey*. Austin: Holt, Rinehart and Winston.

Martin Luther’s 95 theses enough is enough and it’s time for a change. (n.d). Retrieved from <http://mrfrazier.weebly.com/uploads/2/3/4/2/23420268/95_theses_project.11.pdf>

Luther's 95 Theses. (n.d.). Retrieve from <http://www.spurgeon.org/~phil/history/95theses.htm>

**Supplementary Materials for this lesson:**

**95 theses excerpts**

Taken and adapted from this website:

<http://www.spurgeon.org/~phil/history/95theses.htm>

**Grasp activity hand out**



**Imagine, your school has just passed a new rule that has just made you and your friends extremely upset. This new rule has made you so mad, that you have decided to lead a movement to reform your school! This is a difficult task, but you know that if you can get enough support behind you, you can successfully get rid of this new rule and bring back peace to the student body. You could even possibly become a school hero in the process.**

**Directions**

1. Think of a school rule that either exists or if you have trouble thinking of one, create a realistic rule that could be put in place at school. Make sure that the rule you think of makes you mad enough that you would consider protesting the rule. This rule also needs to be appropriate and realistic!

2. Now, think of a way in which you could protest the rule that you are focusing on. Remember, just like Martin Luther, you want to draw attention to the problems with the rule and why it is wrong.

3. Time to protest! Now it is time to put your plan into action by doing the following steps on a sheet of paper:

a. Create a formal statement concerning your protest. What is the rule that you are protesting and why do you think it was put into effect in the first place? Answer this for your formal statement.

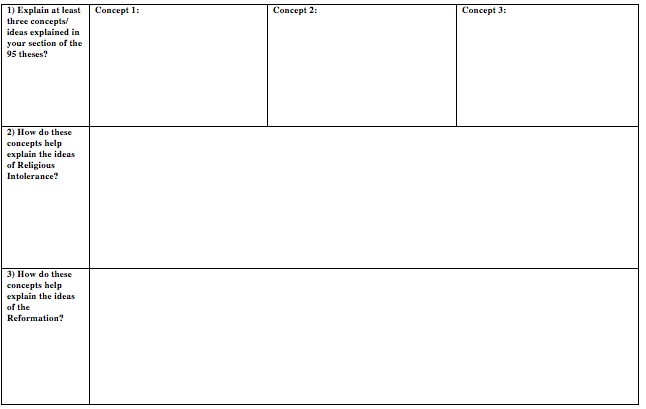
b. Come up with at least 5 well constructed criticisms of the rule. Why is it wrong? What are your major problems with it?

c. To reform this rule, now create at least 3 possible solutions that you think could fix this problem. Just saying that you want to abolish this rule does not count! How can you make this rule work and what concessions could you make with the school administration to help alleviate the problems that you have with this rule? Use these as a guide to help you come up with some solutions for the problem.

**Remember, take your time and put effort into your criticisms and solutions because you want everyone in the class to go along with you. Martin Luther did not just post the 95 theses on the door of the church in Wittenberg just because he felt like it. He was tired of the policies of Johann Tetzel and wanted other people to rally behind him and you want other people in class to rally behind your criticism and solutions to your problem as well, just like Martin Luther wanted too.**

Adapted from:<http://mrfrazier.weebly.com/uploads/2/3/4/2/23420268/95_theses_project.11.pdf>.

**Group work Graphic organizer**



**Lesson 3**

**(One-Day Lesson)**

**Subject:** World History II  **Grade Level:** 10  **Topic:** John Calvin and other Reformers

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| --- | --- |
| **Essential Question(s)/Big Ideas:**  **Why is their religious conflict?** | |
| **SOLs/Standards addressed (# & letter):**    STANDARD WHII.3a  The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.  STANDARD WHII.3b  The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions | **NCSS Strands addressed:**    Strand 2: Time, Continuity and Change:    Strand 3: People, Places and the Environment:  Strand 4:Individual development and identity:  **CCSS Assessed:**  CCSS.ELA-Literacy.RH.9-10.3 |

**Learning Outcomes/Objectives & Assessment chart:**

|  |  |
| --- | --- |
| **Learning Outcomes/ Objectives:** | **Assessment: How will you know they know?** |
| **U 1: SWBAT …Understand the conflict between different sects of Christians.** | ***(Web Quest)***  Through researching different protestant reformers students will learn the essential knowledge of diverse protestant religions and why their was so much conflict, during this time.  ***(Class presentations/ Discussion)***  Through group presentations and class discussion students will learn about different protestant reformers and get a better understanding of the conflict that occurred between the different sects of Christians. |
| **U 2: SWBAT …*Understand John Calvin's importance in inspiring other protestant reformers.*** | ***(Web Quest)***  Through investigating their reformers importance to the reformation, they will discover how important the reformer John Calvin was to inspiring other reformers.  ***(Class presentations/ Discussion)***  Group presentations and class discussion will reiterate John Calvin's importance in inspiring other protestant reformers. |
| **K 1: SWBAT …*Know key individuals involved with particular protestant reform. (Eg:John Calvin, Ulrich Zwingli, Martin Luther, John Huss, and John Wycliffe )*** | ***(Web Quest)***  Each group will research one protestant reformer and gather information about his beliefs, influences and conflicts he endured during the Reformation.  ***(Class presentations/ Discussion/ Graphic organizer)***  Students will learn about other protestant reformers by sharing each other’s reformer with the class, discussing commonalities and filling out their respective graphic organizers so that they have notes for other reformers. |
| **K 2: SWBAT … *Know the social and political implications that erupted because of differing religious ideas.*** | ***(Web Quest)***  Within the web quest students will discover the conflicts of their key reformer this question will lead them to discover the social and political conflicts that happened among people with differing religious beliefs.  ***(Class presentations/ Discussion)***  Within the class presentations and discussion I will really make sure that the conflicts are addressed and discuss how this conflict inspired change. |
| **D 1 (Skill): SWBAT… *Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life during the Reformation.*** | ***(Web Quest)***  Throughout the web quest students will encounter diverse primary and secondary sources, they will critically read these documents to make generalizations about events that occurred during the Reformation. |
| **D 2: SWBAT… Navigate through internet media to complete a web quest.** | **(Web Quest)**  **-**Students will have the link and access my designed web quest. By reading their task and process they will be aware of how they need to critically navigate through my attached links and read and interpret these sources to retrieve the answers on their group graphic organizer.  ***(Surveying class/ Graphic Organizers)***  While walking around and being a facilitator of learning I will check to make sure students are on task. Once I collect the graphic organizers I will be able to see how well students were able to perform on this web quest task. |
| **D 3: SWBAT…Justify diverse reformers and their importance to the Protestant Reformation.** | **(*Presentations/ Class Discussion)***  When presenting students will have to justify the importance of their researched reformer, their graphic organizer and web quest links will help prepare students to share the importance of each reformer. |
| **V 1: SW *see how controversy impacts change.*** | ***(Observed by teacher)*** |

**Background Content Overview/Justification:**

I received my information mainly from my class textbook. The textbook provided me with background information about the Protestant and Catholic reformation. I let the standards of learning and my classroom textbook guide me in searching for clear and detailed websites that will aid students in their learning of key protestant reformers. These sources provide the basic content about the reformers lives, beliefs, and influences to their society and the conflict they endured during the Reformation. With this information students will learn this content themselves through guided inquiry of my detailed and explicit graphic organize and web quest. Through facilitation and guided inquiry I will make sure students are learning about Key individuals involved with the protestant reformation, and the social and political implications that erupted because of differing religious ideas, Which satisfy my lessons Know objectives.

(See references bellow)

**Instructional Plan:**

|  |  |
| --- | --- |
| **Lesson Components & Time Frame** | **What the Teacher Will Do** |
| ***Hook***  ***15 min.*** | **-Anticipatory set up:** Collect any GRASP’s that were finished for homework.  -To introduce the discussion on John Calvin and other people who protested the Catholic Church we will watch this video that gives students some insight into the other religions and conflicts occurring at this time.   * <http://www.history.com/topics/reformation/videos/the-origins-of-calvinism>   -After watching the video the teacher will ask follow up questions such as…   1. Why do you think other people began to protest the Catholic Church after Martin Luther and his 95 theses? 2. How did John Calvin’s ideas differ from Martin Luther’s? 3. How did John Calvin inspire new protestant religions to form? 4. Why was there so much religious conflict between not only Catholics and Protestants but also between different protestant religions? |
| **Adaption/Differentiation:**  These questions provide connections to what they previously know about Religious intolerance and Martin Luther and give insight to what we will be learning in todays lesson. |
| ***Introduction (5 min.)*** | **-**Teacher will introduce that students will be completing a web quest, created to investigate the differences, beliefs and conflicts between the reformers and religions during the Reformation. Web quest link:  <http://zunal.com/webquest.php?w=267117>  -Teacher will put students into one of 5 groups (approx. 4 members per group). these groups will be researching.   1. Martin Luther (Differentiated for struggling learners) 2. John Calvin 3. John Huss 4. John Wycliffe 5. Ulrich Zwingli   -Teacher will pass out laptops and explain clear instructions as to how to get to the teacher web quest and how to access materials.  -Teacher will pass out graphic organizer for students to take notes in. (This graphic organizer link is provided under the task tab of the web quest)  -This graphic organizer will set students up for the group discussion later in the class, in which the teacher will have students share their findings and allow students to learn from each other and critically think about how it all fits together. |
| ***Webquest (40 min)*** | **-**Students will access webquest via this link..  <http://zunal.com/webquest.php?w=267117>  -Students will read the introduction, task and process tabs with their group.  -Students will choose their role within the group.   * roles include : * **Team Captain:** makes sure everyone is fulfilling their individual roles and staying on track. * **Recorder:** organizes and writes down notes * **Primary Researcher:** most skilled at researching via the Internet or library resources in case further resources are desired by group * **Presenter:** most skilled at creating or designing a presentation of your group's material.   -Once roles are chosen students will find their groups respected links and access them to begin learning and answering the questions on their graphic organizer.  -Students will complete Web quest (see web quest link).  -When students are working on their web quests the teacher will be circulating the room and answering any questions and clarifying any misconceptions.  - At the end of the class students will be evaluated on heir group collaboration, content, and participation in the group discussion as well as handing in materials in on time. (Guidelines and rubric explained within the Evaluation tab of the web quest).  -Once students finish the teacher will refocus everyone’s attention back to the front of the room and ask students to return their laptops and begin preparation for their group presentations about their specific reformers.  **Adaptation/ Differentiation:**  For struggling learners and ELL’s I will differentiate them into the Martin Luther group. With previous exposure to him in the previous lessons this will give students a head start to finding meaningful material and making connections.  -If students finish early they can prepare their presentation. |
| ***Group presentations (15 min)*** | **-**After students finish their Web Quest they will prepare to give a 3 min presentation to the class. Presentations will require students to come to the front of class explain how they contribute to their web quest and allow the presenter to lead the presentation.  -The presenter and fellow group members will explain their reformer they researched about and use their graphic organizer for guidance.  -When each group presents students will be taking notes in their graphic organizer regarding that key reformer. (Teacher will be passing out a graphic organizer for each reformer).  -The teacher will ask students if they have questions and promote an open dialogue between presentations to make sure each presentation flows and connects to the others.  -After all groups have presented the teacher will refocus the class and lead into a discussion about the major reformers beliefs, influences and conflict they faced. |
| ***Group Discussion (15 min)*** | **-** The teacher will lead a wrap up discussion that will reinforce each reformer.  -Some questions asked will be…   * How do these reformers relate… how do they differ? * What influences have these reformers had on Protestant religions today? * Why did this reform lead to so much conflict? * Why can’t with differing religious beliefs just get along? * How did these reformers individually change the religious practices, government or society where they lived?   -The teacher will allow students to use their background knowledge, material previously learned within this unit and lesson to support their responses.  -The teacher will ask follow up questions to deepen critical thinking.  -The teacher will come to a conclusion and lead into the exit card closure assignment. |
| ***Closure/ Wrap up exit card 5 min*** | **-**To bring this class to a closure the teacher will pass out an index card in which students will write a 140 character or less tweet from the perspective of another reformer they didn't research during their web quest assignment.  -In this tweet they will summarize their reformers beliefs, influences and conflicts they faced during the reformation  -The teacher will post these tweets on a class bulletin board to illustrate these different philosophies.  -The teacher will look to these to make sure students are understanding the philosophy of these reformers and are connecting the concept of religious intolerance and social activism to key reformation individuals.  -Any remainder time will be given to students to work on their Learning Menus. |

**Materials Needed for the Lesson:**

Video: <http://www.history.com/topics/reformation/videos/the-origins-of-calvinism>

Web quest: <http://zunal.com/webquest.php?w=267117>

Graphic Organizer - electronically attached in web quest Task Tab

Index cards for Exit Card tweets

**References:**

Holt, Rinehart, and Winston, inc. (2003). *Holt world history: The human journey*. Austin: Holt, Rinehart and Winston.

Jackson, M. (2014). WebQuest: Protestant Reformers: Created with Zunal WebQuest Maker. Retrieved from <http://zunal.com/webquest.php?w=267117>

The Origins of Calvinism Video. (n.d.). Retrieved December 8, 2014, from <http://www.history.com/topics/reformation/videos/the-origins-of-calvinism>

**Supplementary Materials for this lesson:**

(See Web Quest Task tab for graphic organizer)

Web quest materials: <http://zunal.com/webquest.php?w=267117>

**Lesson 4**

**(Two day Lesson)**

**Subject:** World History II\_\_ **Grade Level:** 10 **Topic:** Henry VIII and Social Activism

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| --- | --- |
| **Essential Question(s)/Big Ideas:**  **What are some characteristics of a social activist?**  **Would Henry VIII be considered a social activist?** | |
| **SOLs/Standards addressed (# & letter):**  WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  a) explaining the effects of the theological, political, and economic differences that emerged,  including the views and actions of Martin Luther, John Calvin, **Henry VIII**, and Elizabeth I | **NCSS Strands addressed:**  VI. Power, authority, and governance  **CCSS Addressed:**  CCSS.ELA-Literacy.RH.9-10.9 |

**Learning Outcomes/Objectives & Assessment chart**:

|  |  |
| --- | --- |
| **Learning Outcomes/ Objectives:** | **Assessment: How will you know they know?** |
| **U 1: SWBAT** understand that a social activist is someone who fights for the rights and freedoms of the mistreated in a society. | ***(Graffiti Activity*)**  Students will show their prior knowledge about what a social activist is. Using this prior knowledge, the teacher can expand upon the definition depending on student responses. Finding and highlighting common themes among their responses and coming up with a definition together will solidify their knowledge on what it means to be a social activist. |
| **U 2: SWBAT** understand that Henry VIII changed the main religion of England to promote religious freedom. | ***(Direct Instruction)***  Featuring discussion questions such as “Did Henry VIII have the right to do this? Why or why not?”  Conducting this type of formal assessment helps the teacher to gauge student understanding while they are teaching. This way, the teacher knows what areas they need to expand upon. |
| **U3: SWBAT understand the connection between Henry VIII and social activism.** | ***(Structured Academic Controversy)***  Students have to use their historical perspective skills to apply what they have learned about social activism and use it on Henry VIII. They will have to think outside of the box since Henry VIII isn’t typically thought of this way but this will show if they fully understand the definition or not since it does require more thinking. |
| **K 1: SWBAT identify the political and religious causes and effects of Henry VIII changing the Church of England.** | ***(Direct Instruction)***  Ask clarification questions to assess what areas they understand and what areas they need more help with. Questions include “How would this influence Henry VIII?”  Venn Diagram Activity: This shows student understanding on the cause and effects of changes during Henry VIII’s reign. During the group discussion the teacher can get a general assessment on what the whole class knows. |
| **K 2: SWBAT know the religious and political structures in England prior to Henry VIII’s changes.** | **(Direct Instruction)**  Ask clarification questions to assess what areas they understand and what areas they need more help with. Questions include “How much was religion involved in government?” or “How would this influence decisions made by Henry VIII?” |
| **D 1: SWBAT** **apply social activist characteristics to Henry VIII.** | ***(Structured Academic Controversy)***  Students have to use their historical perspective skills to apply what they have learned about social activism and use it on Henry VIII. They will have to think outside of the box since Henry VIII isn’t typically thought of this way but this will show if they fully understand the definition or not since it does require more thinking. |
| **D 2: SWBAT** **reflect on how individuals can initiate change.** | **(Exit Card)**  This gets students to think ahead about the consequences of Henry VIII’s actions. This assessment helps the teacher to gauge student readiness to continue on with the unit when we will discuss other key individuals and their role in the Reformation. |
| **V 1: SW value the role of religious freedom.** | ***(Observed by teacher)*** |

**Background Content Overview/Justification:**

Henry VIII is an interesting figure in history that changed a lot about how England was run. He went against the norm to do what he believed was right. This can be related to our main theme of social activism because it is about fighting for what you believe in. Having all the evidence/examples of what Henry VIII was about and did will give students the information they need to back up their arguments that will be presented in the lesson. Also, trying to show Henry VIII as a sort of social activist will allow students to get a different perspective of Henry VIII since history paints him as being a power-hungry and easily influenced man. Gaining this new perspective helps students to learn that there are different sides to every situation, which is a life skill that they need to learn (not everything is black and white).

**Instructional Plan**:

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| --- | --- |
| **Lesson Components** **& Time Frame** | **What the Teacher Will Do** |
| ***(Day 1)***  **Anticipatory Set-Up**  **5 min.** | -Collect assignments that are due.  -Write and go over the agenda for the day: Introduce Henry VIII, Web Map Activity, Direct Instruction, Venn Diagram Activity, Graffiti Activity, SAC. |
| **Adaption/Differentiation:** This gives students time to transition into class mode and prepare themselves mentally for what is to come. |
| **Hook – Web Map Activity**  **7 min.** | -Have students on a blank sheet of paper for one-minute brainstorm anything they know about Henry VIII.  - After the minute, have students write on the board what they know about Henry VIII in a web-map. If there is something there that other students already know they can put a star (\*) next to it.  (Most likely students will know Henry VIII as the king who beheaded his wives. )  -This should lead into a discussion about Henry VIII’s morals and rights. Ask questions such as: “What is your overall idea of Henry VIII?  Do you think he follows his morals or has any morals?”  - Discuss the areas that students knew the most about and ask them what they want to learn more about. |
| **Introduction 2 min.** | -Introduce Henry VIII. Give brief background information as a review for what the class already should know such as the role of the Catholic Church in England.  -Explain that while Henry VIII was not the most moral person, he did exercise his own freedom of doing what he believes in and what he thinks is right he stood up for what he believed in and was a social activist. (This includes changing the main religion of England) |
| **Direct Instruction**  **20 min.** | -Using a PowerPoint presentation  -Go over whom Henry VIII was, what influenced him to change religions, why he actually changed it, how people felt about this change, and the consequences of his actions.  -Check for any prior knowledge while lecturing by asking questions such as…  “What do you think this means Henry VIII will do?”  “What do you think the public’s reaction to this was?” |
| **Adaption/Differentiation:** For ELL students, vocabulary words/terms that need to be remembered will be bolded. Check for understanding on words that they might have trouble with. Enthusiasm, connecting to student lives (asking what they would have done or how this makes them feel), and asking questions will keep the interest of the students. |
| **Venn Diagram Activity**  **15 min.** | -Pass out the Venn Diagram handout to students.  -Have students compare the political and religious regions for Henry VIII creating the Church of England.  -Have students summarize the main points while checking for student understanding.  -Remind students that they can use their notes and each other for help.  -After about 8-10 minutes, have students write their answers on the board (put a blank Venn Diagram up on the white board so students can mark inside it).  -Have students explain their answers and give support from their prior knowledge and class notes.  -As a transition:  - Have students discuss what things on the venn diagram may cause tension among members of the society. Ask students what can be done to fix these problems? |
| **Adaption/Differentiation:** Categorizing the ideas/terms helps students to place everything accordingly in their mind. Having students get up and write on the board helps to make this interactive and get students moving around. Students working with each other allows students to be social and help one another, which builds the classroom community. |
| ***(Day 2)***  **Graffiti Activity**  **15 min.** | -Have students brainstorm (for 1 minute) the definition of “social activism” and have them in groups of 4 students will write it on a big piece of blank paper.  -Allow students to draw pictures words or symbols to reinforce their definition.  -Discuss the definitions and share the graffiti posters with the class, highlighting all the common ideas/themes that they had.  -As a class, come up with a collective definition for “social activism.” Tell them to start thinking about how this relates to Henry VIII (since this is part of the SAC activity.) |
| **Adaption/Differentiation**: Gets students to move around and actively participate in the classroom. If students want to draw something instead of write it they may but they will have to explain it (good for ELLs). |
| **SAC Activity**  **45 min.** | -Have students divide into four groups and move their desks so that they are facing each other (two on one side and two on the other).  -The groups of four will then break down into partners (a pro-statement group and an anti-statement group).  -The groups will consider the statement: “Henry VIII was a social activist.”  -Let students brainstorm and talk about their arguments with their partner for one minute. Then let each side discuss, uninterrupted for two minutes per side (four minutes total). After that first discussion, have students get up and switch sides to represent them switching viewpoints (i.e. the partners who were pro-statement are now anti-statement and vice versa).  -Give the students another minute to put together their argument (inform them to try to think of something different than what has already been said) and then give each side another two minutes each to discuss (four minutes total).  -Then each group should talk about what they think about the statement, come to an agreement, and be prepared to share with the class in a whole-group discussion.  **Adaptation/Differentiation:** Can group students together based on interest, points of view, or readiness level so that students can better see different perspectives. |
| **Wrap-Up/**  **Clean Up/Exit Cards**  **Remaining Time** | -Wrap up lesson by giving a brief overview about everything they learned that day:  Changes Henry VIII made, if they were good or bad, what the affected/influenced, what is social activism and if Henry VIII was a social activist and have students start brainstorming what kind of consequences occurred because of these factors and how it changed the Reformation. (5 min.)  -Have students put the desks back together and get the room cleaned up.  -Students will complete their Exit Cards and turn in by the end of class.  - Give students time to work on their Learning Menus. |

**Materials Needed for the Lesson**:

Markers, whiteboard, PowerPoint presentation, doc cam, XL sheets of white paper

**References:**

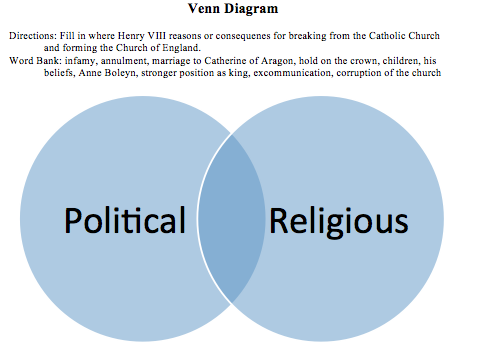
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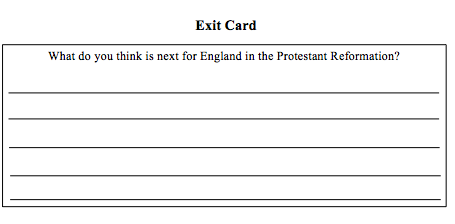
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**Supplementary Materials for this lesson:**





Power Point



**Lesson 5**

**(One Day Lesson)**

**Subject/Class:** World History II **Grade Level:** 10 **Topic:** Mary and Elizabeth

|  |  |
| --- | --- |
| **Essential Question(s)/Big Ideas:**  **How do religious conflicts impact a government and a society?** | |
| **SOLs/Standards addressed (# & letter):**  WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western  civilization by:  a) explaining the effects of the theological,  political, and economic differences that emerged,  including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I | **NCSS Strands addressed:**  III People, Places, and Environments  **CCSS addressed:**  CCSS.ELA-Literacy.RH.9-10.2 |

**Learning Outcomes/Objectives & Assessment chart**:

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| --- | --- |
| **Learning Outcomes/ Objectives:** | **Assessment: How will you know they know?** |
| **U 1: SWBAT understand the theoretical reasons why Mary and Elizabeth did not get along.** | **(Jigsaw)**  Students will analyze primary sources that depict the personalities of Mary and Elizabeth. From this, they can infer why Mary and Elizabeth had friction between each other. They will show this in their jigsaw graphic organizer so that the teacher can assess how much they know. |
| **U 2: SWBAT understand how the religious perspectives of Mary and Elizabeth had an impact on their ruling.** | **(Y-Diagram)**  The students compare Mary and Elizabeth they will also have to compare their ruling styles. How Mary and Elizabeth ruled and decisions they made are directly related to their religion. The things students write in their Y-Diagram will show the teacher this. |
| **K 1: SWBAT** **describe the relationship between Mary and Elizabeth.** | **(Political Cartoon)**  Students have to create a depiction of the relationship between Mary and Elizabeth. This will show the teacher how deep their understanding of this relationship is. |
| **K 2: SWBAT explain the impacts of religious decisions in government.** | **(Y-Diagram)**  Students will have gathered lots of information to fill out the Y-Chart. This will show how much the students took in and what they found to be important. It is hard to describe Mary and Elizabeth without mentioning their religion so if the students fails to do so in this chart then the teacher knows the student did not get it. |
| **D 1: SWBAT Illustrate the relationship of Mary and Elizabeth.** | **(Political Cartoon)**  Students have to create a depiction of the relationship between Mary and Elizabeth. This will show the teacher how deep their understanding of this relationship is.  Students have to create a political cartoon that shows their understanding of the relationship between Mary and Elizabeth. |
| **D 2: SWBAT** **analyze primary source documents regarding Mary and Elizabeth.** | (**Jigsaw)**  Students will analyze primary sources that depict the personalities of Mary and Elizabeth. From this, they can infer why Mary and Elizabeth had friction between each other. They will show this in their jigsaw graphic organizer so that the teacher can assess how much they know. |
| **V 1: SW appreciate the role religion plays in government.** | **(Observed by teacher)** |

**Background Content Overview/Justification:**

An important aspect of the Reformation is the period of time when England was transitioning from Mary to Elizabeth I. This is a time, similar to Henry VIII, when religion ruled a lot of decisions made by the monarchy and swayed public opinion about the monarch in rule. The relationship between Mary and Elizabeth is so strained because they have two completely different visions for England. By students analyzing their relationships and their beliefs, they will better understand how deeply rooted religion was in the English government.

**Instructional Plan**:

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| --- | --- |
| **Lesson Components** **& Time Frame**  *(examples)* | **What the Teacher Will Do** |
| ***Hook***  **5 min.** | -Show students this clip from the movie *Elizabeth*:<https://www.youtube.com/watch?v=itHVWrhsRSc>  -Explain that this is a theatrical example of the relationship between Mary Queen of Scots and Elizabeth I.  -Provide background information explaiing the religious differences of Queen Mary and Elizabeth I. (Mary was a Catholic like her mother, Catherine of Aragon, while Elizabeth was a Protestant like their father, King Henry VIII) |
| **Introduction**  **5 min.** | -Explain how we will look at the two daughters of Henry VIII and their battle over England. ( Mary Queen of Scots, daughter of Catherine of Aragon, and Elizabeth I, daughter of Anne Boleyn). -Explain how Mary and Elizabeth were brought up practicing different religions which influenced their rule over England. |
| **Jigsaw**  **30 min.** | -Give clear instructions on how and why we will do our Jigsaw activity.  -Students will break up into their expert groups and follow the guidelines to fill out their graphic organizer. The teacher will give students different primary sources (one source per group).  -The students will analyze primary source documents to interpret the characteristics and ruling styles of Mary and Elizabeth.  -The teacher will have the students come together in their home group and share the information that they found.  -The teacher will gather students attention back to the front of class and give instructions for the next activity. |
| **Adaption/Differentiation:**  Students will be given primary source documents that are parallel to their reading ability. |
| **Comparing Mary and Elizabeth**  **30 min.** | -The teacher will provide students with a Y-Diagram graphic organizer for the students to compare and contrast Mary and Elizabeth.  -The teacher will explain this assignment with the class and ask students to justify their reasoning.  -Students will work independently to start thinking critically about Mary and Elizabeth.  -Students may use their notes from the primary sources, the textbook, and each other.  -Teacher will review the Y diagram with the class, reinforce the major themes and clarify misconceptions. |
| **Adaption/Differentiation:**  If students are struggling they may work with others to help them. Discussing and going over the graphic organizer as a class afterward will help the auditory learners and clarify any misconceptions that may have occurred. |
| **Political Cartoon**  **30 min.** | -The teacher will show an example of a political cartoon that compares Mary and Elizabeth.  -The teacher will then ask the class to interpret the cartoon (What do you think this means? What is its significance? What do you think the author was trying to say?).  -The teacher will have students create political cartoons comparing Mary and Elizabeth. (Students may work independently, with a partner or with a group max 4 members). -The teacher will have the students present their cartoons to the class and explain what they did and why.  -Have students use the information they gathered in class to provide their rationale. |
| **Adaption/Differentiation:**  Drawing is a great way for ELLs to express their knowledge base. Modeling what to do before the students do it helps to clarify expectations. |
| **Closure – 3-2-1 Exit Card**  **Time remaining** | -The teacher will give students the 3-2-1 Exit Card to gather information about what the students learned today.  -This will help assess what the teacher should go over and review as part of the recap in the next lesson.  - Remind students to do their Learning Menus and the due date. |

**Materials Needed for the Lesson**:

Jigsaw graphic organizer, Y-Chart graphic organizer, political cartoon rubric, colored pencils/markers, primary source print-outs, 3-2-1 Exit Card, political cartoon example, textbook.

**References:**

Queen Elizabeth I. (n.d.). Retrieved December 4, 2014, from

<http://www.reformationsa.org/index.php/history/104-queen-elizabeth-i>

Hanson, M. (2004, April 11). Primary Sources: Eyewitness accounts of people and events in Tudor England. Retrieved December 4, 2014, from<http://englishhistory.net/tudor/primary.html>

Political Cartoon. (n.d.). Retrieved December 5, 2014, from http://elizabethtudor-

alisacruz.weebly.com/political-cartoon.html

**Supplementary Materials for this lesson:**

**Supplemental Materials:**

Primary Sources:

|  |  |  |
| --- | --- | --- |
| http://englishhistory.net/tudor/pcranmer.gif | | |
|  |  |  |
| This dramatic account of Archbishop Thomas Cranmer's execution was written by an anonymous bystander.  Cranmer was executed on 21 March 1556.  Imprisoned by the Catholic Queen Mary I, Cranmer wrote a recantation of Protestantism, but he denied that recantation before he died.  Mary had good cause to dislike Cranmer.  Not only was he the premier Protestant in England, he also annulled her parents' marriage and subsequently married King Henry VIII to Anne Boleyn. |  |  |

And here, being admonished of his recantation and dissembling, he said, 'Alas, my lord, I have been a man that all my life loved plainness, and never dissembled till now against the truth; which I am most sorry for it.'  He added hereunto, that, for the sacrament, he believed as he had taught in his book against the bishop of Winchester.  And here he was suffered to speak no more....   
Coming to the stake with a cheerful countenance and willing mind, he put off his garments with haste, and stood upright in his shirt: and bachelor of divinity, named Elye, of Brazen-nose college, labored to convert him to his former recantation, with the two Spanish friars.  And when the friars saw his constancy, they said in Latin to one another 'Let us go from him: we ought not to be nigh him: for the devil is with him.'  But the bachelor of divinity was more earnest with him: unto whom he answered, that, as concerning his recantation, he repented it right sore, because he knew it was against the truth; with other words more.  Whereby the Lord Williams cried, 'Make short, make short.'  Then the bishop took certain of his friends by the hand.  But the bachelor of divinity refused to take him by the hand, and blamed all the others that so did, and said, he was sorry that ever he came in his company.  And yet again he required him to agree to his former recantation.  And the bishop answered, (showing his hand), 'This was the hand that wrote it, and therefore shall it suffer first punishment.'   
Fire being now put to him, he stretched out his right hand, and thrust it into the flame, and held it there a good space, before the fire came to any other part of his body; where his hand was seen of every man sensibly burning, crying with a  loud voice, 'This hand hath offended.'  As soon as the fire got up, he was very soon dead, never stirring or crying all the while.   
His patience in the torment, his courage in dying, if it had been taken either for the glory of God, the wealth of his country, or the testimony of truth, as it was for a pernicious error, and subversion of true religion, I could worthily have commended the example, and matched it with the fame of any father of ancient time: but, seeing that not the death, but cause and quarrel thereof, commendeth the sufferer, I cannot but much dispraise his obstinate stubbornness and sturdiness in dying, and specially in so evil a cause.  Surely his death much grieved every man; but not after one sort.  Some pitied to see his body so tormented with the fire raging upon the silly carcass, that counted not of the folly.  Other that passed not much of the body, lamented to see him spill his soul, wretchedly, without redemption, to be plagued for ever.  His friends sorrowed for love; his enemies for pity; strangers for a common kind of humanity, whereby we are bound one to another.  Thus I have enforced myself, for your sake, to discourse this heavy narration, contrary to my mind: and, being more than half weary, I make a short end, wishing you a quieter life, with less honor; and easier death, with more praise.

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| --- | --- | --- |
| http://englishhistory.net/tudor/scot-letters.gif | | |
|  |  |  |
| The first letter was sent to Mary, queen of Scots at the opening of her trial at Fotheringhay on 12 October 1586.  It was written in French.  Four days after Mary's execution, Elizabeth sent the second letter to Mary's son, King James VI of Scotland.  In it, she asserts her innocence in his mother's death.  Although she signed the warrant for Mary's execution, Elizabeth tore it up.  Another copy was signed, and - before the queen could change her mind yet again - Burghley and others upon the council sent if off.  Elizabeth's life was in constant danger while Mary lived, as numerous plots attested.  Her councilors were determined to keep her safe.  As for Elizabeth, she was understandably torn between protecting her throne and taking the life of a fellow sovereign, even one she did not respect or like.  The second warrant was sent from London on 4th February, and reached Fotheringhay on the following evening.  On the 7th the Earls of Shrewsbury and Kent, who were in charge of the execution, warned Mary to prepare for death on the following day.  On the 9th news of the execution reached London, and was received by the Queen with surprise and horror.  She openly raged against her councilors; her capable secretary Davison, who had given her the second warrant, was sent to the Tower. |  |  |

***To Mary, queen of Scots, October 1586***

You have in various ways and manners attempted to take my life and to bring my kingdom to destruction by bloodshed. I have never proceeded so harshly against you, but have, on the contrary, protected and maintained you like myself. These treasons will be proved to you and all made manifest. Yet it is my will, that you answer the nobles and peers of the kingdom as if I were myself present. I therefore require, charge, and command that you make answer for I have been well informed of your arrogance.   
Act plainly without reserve, and you will sooner be able to obtain favour of me.

Elizabeth

***To King James VI of Scotland, 14th February 1587***

My dear Brother, I would you knew (though not felt) the extreme dolor that overwhelms my mind, for that miserable accident which (far contrary to my meaning) hath befallen. I have now sent this kinsman of mine, whom ere now it hath pleased you to favour, to instruct you truly of that which is too irksome for my pen to tell you. I beseech you that as God and many more know, how innocent I am in this case : so you will believe me, that if I had bid aught I would have bid by it. I am not so base minded that fear of any living creature or Prince should make me so afraid to do that were just; or done, to deny the same. I am not of so base a lineage, nor carry so vile a mind. But, as not to disguise, fits not a King, so will I never dissemble my actions, but cause them show even as I meant them. Thus assuring yourself of me, that as I know this was deserved, yet if I had meant it I would never lay it on others' shoulders; no more will I not damnify myself that thought it not.   
The circumstance it may please you to have of this bearer. And for your part, think you have not in the world a more loving kinswoman, nor a more dear friend than myself; nor any that will watch more carefully to preserve you and your estate. And who shall otherwise persuade you, judge them more partial to others than you. And thus in haste I leave to trouble you:  beseeching God to send you a long reign.

Your most assured loving sister and cousin,   
Elizabeth R.

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| --- | --- | --- |
| http://englishhistory.net/tudor/marydesc.gif | | |
|  |  |  |
| This description of Queen Mary I was written by Giovanni Michieli, the Venetian ambassador to her court.  He mentions Mary's infamous menstrual problems, the cause of great physical and psychological stress for the queen, as well as her near-sightedness. |  |  |

She is of low rather than of middling stature, but, although short, she has not personal defect in her limbs, nor is any part of her body deformed.  She is of spare and delicate frame, quite unlike her father, who was tall and stout; nor does she resemble her mother, who, if not tall, was nevertheless bulky.  Her face is well formed, as shown by her features and lineaments, and as seen by her portraits.  When younger she was considered, not merely tolerably handsome, but of beauty exceeding mediocrity.  At present, with the exception of some wrinkles, caused more by anxieties than by age, which makes her appear some years older, her aspect, for the rest, is very grave.  Her eyes are so piercing that they inspire not only respect, but fear in those on whom she fixes them, although she is very shortsighted, being unable to read or do anything else unless she has her sight quite close to what she wishes to peruse or to see distinctly.  Her voice is rough and loud, almost like a man's, so that when she peaks she is always heard a long way off.  In short, she is a seemly woman, and never to be loathed for ugliness, even at her present age, without considering her degree of queen.  But whatever may be the amount deducted from her physical endowments, as much more may with truth, and without flattery, be added to those of her mind, as, besides the facility and quickness of her understanding, which comprehends whatever is intelligible to others, even to those who are not of her own sex (a marvellous gift for a woman), she is skilled in five languages, not merely understanding, but speaking four of them fluently - English, Latin, French, Spanish, and Italian, in which last, however, she does not venture to converse, although it is well known to her; but the replies she gives in Latin, and her very intelligent remarks made in that tongue surprise everybody....

Internally, with the exception of certain trifles, in which, to say the truth, she is like other women, being sudden and passionate, and close and miserly, rather more so than would become a bountiful and generous queen, she in other respects has no notable imperfections; whilst in certain things she is singular and without an equal, for not only is she brave and valiant, unlike other timid and spiritless women, but she courageous and resolute that neither in adversity nor peril did she ever even display or commit any act of cowardice or pusillanimity, maintaining always, on the contrary, a wonderful grandeur and dignity, knowing what became the dignity of a sovereign as well as any of the most consummate statesmen in her service; so that from her way of proceeding and from the method observed by her (and in which she still perseveres), it cannot be denied that she shows herself to have been born of truly royal lineage.

[She is also subject to] a very deep melancholy, much greater than that to which she is constitutionally liable, from menstrous retention and suffocation of the matrix to which, for many years, she has been often subject, so that the remedy of tears and weeping, to which from childhood she has been accustomed, and still often used by her, is not sufficient; she requires to be blooded either from the foot or elsewhere, which keeps her always pale and emaciated.

Jigsaw:

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_**

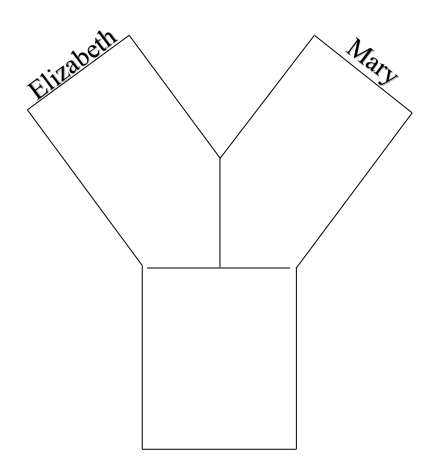
Directions: In your Expert Groups read your primary source, discuss, and fill out the graphic organizer. Be prepared to explain it in your Home Groups. The last box is for your Home Group to fill out together.

|  |  |
| --- | --- |
| **Execution of Thomas Cranmer**  Who:  What:  Where:  When:  Why:  Overall impressions: | **Letters from Queen Elizabeth I**  Who:  What:  Where:  When:  Why:  Overall impressions: |
| **Description of Queen Mary I**  Who:  What:  Where:  When:  Why:  Overall impressions: | **Group’s Opinion**  Be sure to include connections you made between the different readings and your opinions overall. |

Y-Chart:

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_**

Directions: Fill out the graphic organizer to compare and contrast. The top of the Y are differences and the bottom of the Y are similarities.



Political Cartoon Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria:** |  |  |  |
| Creative | The cartoon shows a unique comparison of Mary and Elizabeth. It reflects a great amount of effort put into it.  Effort includes color, good composition, and correct content. | The cartoon shows a relatively unique comparison of Mary and Elizabeth. It reflects some effort put into it. Effort includes color, good composition, and correct content. | The cartoon is similar to the one shown in class. It reflects that little effort was put into it. Effort includes color, good composition, and correct content. |
| Content | The content is correct and is used in the proper context. | The content is mostly correct and is mostly used in the proper context. | The content is mostly incorrect or is mostly not used in the proper context. |
| Understanding | The cartoon reflects a deeper understanding of the material. It shows the student’s opinion about Mary and Elizabeth. It also represents a deeper connection to the material. | The cartoon reflects a surface understanding of the material. It shows the student’s opinion about Mary and Elizabeth. It also represents a surface connection to the material. | The cartoon reflects very little understanding of the material. The student’s opinion about Mary and Elizabeth is absent. There is no connection to the material. |

Political Cartoon Example:



3-2-1 Exit Card:

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| --- |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_**  **3** Things you learned:  **2** Questions you still have:  **1** Thing that helped you or didn’t help you: |

**Lesson 6**

**(Two Day Lesson)**

**Subject:** World History II  **Grade Level:** 10 **Topic:** Religious Conflict/Social Activism

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| --- | --- |
| **Essential Question(s)/Big Ideas:**    **Why is there still religious intolerance today?**  **How can I be a Social Activist?** | |
| **SOLs/Standards addressed (# & letter):**    STANDARD WHII.3a  The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.  STANDARD WHII.3b  The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by  b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions | **NCSS Strands addressed:**    Strand 2: Time, Continuity and Change:    Strand 9: Global Connections:  Strand 10: Civic ideas and practices:  **CCSS Addressed:**  CCSS.ELA-Literacy.RH.9-10.2 |

**Learning Outcomes/Objectives & Assessment chart:**

|  |  |
| --- | --- |
| **Learning Outcomes/ Objectives:** | **Assessment: How will you know they know?** |
| **U 1: SWBAT … Understand that religious intolerance is a common theme throughout the Protestant Reformation that still occurs today.** | ***(Learning Profile Activity)***  The learning profile activity will allow students to explore the religious intolerance happening during the reformation between the Catholics, Protestants and Calvinists.  ***(Contemporary Issue Project)***  The Contemporary issue project allows students to connect the concept of religious intolerance to intolerances today as they make an action plan to become a social activist on an issue of their choice. |
| **U 2: SWBAT …The process of becoming a social activist.** | ***(Graffiti Activity)***  Students will reflect on what it means to be a social activist. They will answer questions regarding key Reformation individuals and how they were social activists and look at themselves to see how they can become a social activist through the 4 questions posted on the large sheets of poster paper.  ***(Contemporary Issue Project)***  Throughout the Contemporary Issue Project students will be guided into becoming social activists because they will be finding a topic they are passionate about, doing research, gathering information, seeing how they can help and setting up action plan to make a change in their community. |
| **K 1: SWBAT …Know the theological ideas behind the Protestant Reformation.** | ***(Learning Profile Activity)***  Through the learning profile activity students will be researching the theological ideas and differences between Catholics, Protestants and Calvinists to complete their task. |
| **K 2: SWBAT … Know current examples of Religious Intolerance.** | ***(Contemporary issue project reflection)***  Students will take class time to review their presentations they made for the first lesson on a contemporary religious issue. They will use this knowledge to connect these ideas and concepts to their contemporary issue project. |
| **D 1 (Skill): SWBAT… Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life during the Reformation.** | ***(Learning Profile Activity)***  During the Learning profile activity students will be using their textbook and internet sources to search for religious differences and how that impacted society during the Reformation. |
| **D 2: SWBAT… Students will be able to explain the religious differences between Catholicism, Protestantism and Calvinism.** | ***(Learning Profile Activity)***  Students in each learning profile activity will need to somehow explain the differences between Catholicism, Protestantism and Calvinism the way they go about it will be different because of the learning profile activity but the rubric will assess that students have explained these differences. |
| **D 3: SWBAT… apply terms and concepts about the Reformation to a real life example.** | ***(Learning Profile Activity)***  During the Learning profile activity students will have to think about and reflect upon a modern day example of religious intolerance, and use this example to finish their learning profile activity.  ***(Contemporary Issue project)***  Within students Contemporary Issue project they will need to reflect upon the topic and concepts addressed in our unit to prepare them for writing their action plan. |
| **V 1: SW see how controversy impacts change.** | ***Observed by teacher*** |

**Background Content Overview/Justification:**

I received my information mainly from my class textbook. The textbook provided me with background information about the Protestant and Catholic reformation. The book gave me insight to the specific causes and outcomes of the Reformation. This textbook gave me the frameworks of my understandings about the diverse religions and religious conflict. It provided me with the terms I can use and the background information that I hope my students learn. In their Learning profile task I allow students to explain they understand the content and issues that relate to religious intolerance. For this section students can use their textbook and Internet sources with my guidance to help them master these tasks. I also allow students to reflect on their previously researched projects from lesson one about their contemporary issue and add and research more about a key issue they are passionate to become a social activist about. This content will reach my Know objectives because these materials, and instruction will allow students to learn the theological diverse theological ideas behind the Protestant Reformation and also evaluate current examples of Religious Intolerance, to best bring a closure to our Unit plan.

(See references bellow)

**Instructional Plan:**

|  |  |
| --- | --- |
| **Lesson Components & Time Frame** | **What the Teacher Will Do** |
| ***(Day one)***  ***Hook***  ***10 min.*** | -Hand out a blank sheet of paper to each student.  **-**Ask students to write some words or a picture that summarize the religious differences that are occurring during Europe during the Reformation (This will give students a chance to combine all the knowledge they have gained from this unit so far and illustrate the religious conflicts that have occurred)  -Teacher will ask students to share their images or text to the class.  -Teacher will use these concepts and ideas to remind students of previous lessons content and how it will connect to our todays lesson on religious differences between Catholics, Protestants and Calvinists. |
| **Adaption/Differentiation:**  Having a concept sheet where students can connect unit concepts and illustrate it in their own way allows all learners to make personal connections to the content. This will also benefit visual, ELL or struggling learners. |
| ***Introduction (5 min)*** | -Teacher will explain how we will be learning about religious differences during the reformation by doing an activity. (Differentiated learning style activity).  -Teacher will bring up the three task options following sternberg's tri mind learning profiles. (Analytical, Practical and Creative)  -The students will not know which task is which they will simply choose the task that seems most interesting to them. (Task 1,2 or 3)  -All these tasks will be reaching the same learning goals and objectives shown on the rubric included, which will help assessment of the activity run smoothly. |
| ***Learning profile task (60 min)*** | **-** As students select which task they would like to do, they may work with partners, a group or individually.  -Computers and other classroom materials are accessible for students to use as well.  -the tasks are as followed…  **Analytical**  Use some form of visual or technological graphic to …  Compare and contrast the similarities and differences of the three religions (Catholicism, Protestantism and Calvinism), during the Protestant Reformation. Analyze at least 3 major differences between the religions, (Catholicism, Protestantism and Calvinism) and explain why these differences caused tension and conflict during the Protestant reformation. Use these three differences to come to an understanding of Religious Intolerance during the Protestant Reformation. Use this understanding to compare the themes of Religious Intolerance during the Protestant Reformation to the present day religious intolerances that occur around the world. Use at least one modern day example of Religious intolerance to analyze how religious intolerance still occurs today. Compare and contrast these religious intolerances (one Protestant Reformation example and one present day example) and explain why this theme is still a current issue. Be prepared to present this analysis to your class, (This can be done in multiple ways. You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.)  **Practical**  Think about the religions of Catholicism, Protestantism and Calvinism. Research their philosophies and history during the Protestant Reformation. Trace these religions to today's religions, and think how these are different or similar? Explain how so?  Using your knowledge of the religious intolerances of the Protestants, Calvinists and Catholics during the Protestant Reformation, come up with a plan to properly educate your peers on the differences of these religions in the Protestant Reformation to today. You must include three examples of religious intolerance during the Protestant Reformation to support your plan. Make a presentation of some sort (PowerPoint, poster etc.) explaining how religious intolerance was a problem in the past in the Protestant reformation as it is still today in the present And describe ways that religious intolerance is effecting us today. (Provide a present day example of religious intolerance.) Explain your action plan to solve or aid this issue of religious intolerance. Be prepared to present this plan to our class. (You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.)  **Creative**  Taking the Religions (Catholicism, Protestantism, and Calvinism into consideration). Write a children’s book (hand written or with technology, with illustrations provided) describing the differences between these religions. It is your task to create characters that are essential to the period or “setting” of the Protestant Reformation to explain the differences of these religions and why it caused so much conflict and change. Do research on religious intolerance during the Protestant reformation and Religious intolerance in today’s world to better understand the conflict your characters will have to endure through your story. Make sure you at least explain three specific examples of how there was religious intolerance during the Protestant Reformation. Use your creativity to explain the theological difference of these religions and why these caused so much conflict not only in the Protestant Reformation but also in your story. At the end of your story come to a conclusion or analysis of what people can do to resolve this conflict. (Conflict Resolution).Be prepared to present your story to our class. (You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.)  -Each task will be researching these learning objectives and will be assessed by the rubric below.  **U1-** U1 :Students will be able to understand that religious intolerance is a common theme throughout the Protestant Reformation that still occurs today.  -K1: Students will be able to know the theological ideas behind the Protestant Reformation.    **U**  -D2: Students will be able to explain the religious differences between Catholicism, Protestantism and Calvinism.    -When the students are working, the teacher will be facilitating and answering questions to guide individual students.  -Once the students are completed with their task the teacher will refocus the attention to her in the front of the room as she leads the group discussion bringing together the main ideas. |
| ***Group Discussion (20 min)*** | **-**Teacher will start group discussion connecting the main ideas and objectives within the learning profile tasks.  The questions in the group discussion will be..  1) 1) How do these three religions (Catholicism, Protestantism and Calvinism) similar and different?  2) 2) How did these diverse religious beliefs affect the people, society and government during the Protestant Reformation?  3) 3) Why does religious intolerance exist? Where do you see religious intolerance today? Why? What can we do to help?  -Students will use the knowledge gained from their learning profile task to aid their response during the class discussion.  -Students will contribute and can take notes if they choose. |
| ***Exit Card (5 min)*** | **-**After the class discussion students will be handed an index card exit ticket.  -on the card they will respond to the questions…  What are some modern day injustices that you would be inspired to research? Why are you passionate about this topic? What can you do to make a change in your society ?What characteristics do you possess that makes you a great leader that can cause change in your community?  -This exit card will give me insight to what students are passionate about which will allow me help them in our next day of our contemporary day example lesson. |
| ***(Day Two)***  ***Hook***  ***15 min*** | **-** Teacher will engage students and introduce our topic by leading a graffiti activity.  4 Graffiti posters with these questions listed   1. What qualities do reformation individuals have that make them a social activist? (Eg: Martin Luther, Elizabeth I, Henry VIII, John Calvin etc.) 2. Define Social activist… 3. What are characteristics of Social Activists? 4. How can I become a social activist?   - Students will move around the room and answer these four questions and jot down what ever ideas they feel answer the questions.  -Teacher will be moving throughout the room and facilitating the learning.  -In the end the teacher will walk around the room and read off students responses on the graffiti posters.  -The teacher will add insight and clarify any misconceptions.  this will lead nicely into lesson of the day of reflecting on our unit concepts of Religious intolerance and social activism. |
| ***Revisit presentations from lesson one -day two (10 min)*** | **-**The teacher will allow students to reflect and bring up their presentations on contemporary religious intolerance that they constructed in lesson one.  -The teacher will give students a few minutes to review their presentations and reflect upon the content.  -The teacher will introduce the contemporary issue activity that students will complete in class to assess their understandings of social activism. |
| ***Contemporary issue activity (45 min)*** | **-**Teacher will introduce Contemporary issue activity…  Become a social Activist!  We need you! With all the intolerance and chaos around the world today we need your help to make it a better and safer place! Since learning about the Reformation you have learned about reformers and their goals behind their change. It is now your turn to use what you have learned throughout our Unit to apply the concepts of religious intolerance and Social activism to stand up for something you believe in.    This is your task…  Your goal is to become a Social Activist and create an action plan for success.  You will need to  1) Find your motivation/ topic  (Can be lesson 1 topic but it doesn’t have to)  2) Research your topic – become an expert  3) Figure out what you can do to help?  4) Create an action plan    Action Plan must be in a PowerPoint format that includes 3 aspects…  1 An explanation of your modern day key issue that you that you are passionate about (Give a summary of your issue and explain why you want to become social activist for this issue. What characteristics make you social activists?  2. Explain what the research you have done has said about your issue? What are the main problems? What can you do to help? (MLA citations must be included).  3. Create an action plan to help this issue … for example for the issue regarding homeless Americans your action plan can be raising money and volunteering at a soup kitchen). These can vary and can be associated with your previously researched issue on a current religious intolerance happening today. Your action plan should at least have 5 steps with detailed explanations as to what you will be doing in each step.    Good Luck the future of our world rests in your hands.  -To inspire students to become social activists for a cause and not just a grade this assignment will not be graded, it will be used for the betterment of students and hopefully inspire them to make a change in their community.    -Students will get laptops provided and start to work on their contemporary issue activity with a group, in pairs or individually.  -Students can use the same issue they previously researched or they can create a social activist plan on another issue.  -Teacher will be walking around and facilitating learning and answering questions.  -Teacher will refocus students to the front when they have completed their activity. |
| ***Unit Closure (20 min)*** | **-**Students will share their presentations with the class.  -Teacher will have students reflect upon their journey of learning the Reformation through the lenses of religious intolerance and social activism.  -Teacher will collect all work.  -Teacher will inform the class that their performance assessment (Learning menu) is due This coming Monday. (Learning menu assignment, objectives and rubric attached below).  -(Learning menu is the summative and performance assessment for this unit.) |

**Materials Needed for the Lesson:**

**8 ½ by 11 inch paper -For Hook 1**

**Big sheets of paper and markers - For Hook 2**

**Learning profile Instructions and Rubric**

**Index cards for Exit cards**

**Laptops with pp. and Internet capabilities**

**Contemporary Issue activity prompt hand out**

**References:**

Holt, Rinehart, and Winston, inc. (2003). *Holt world history: The human journey*. Austin: Holt, Rinehart and Winston.

**Supplemental Materials for this lesson**

|  |  |  |
| --- | --- | --- |
| **TASK SELECTIONS** | | |
| **Task One** | **Task Two** | **Task Three** |
| - Use some form of visual or technological graphic to …    - Compare and contrast the similarities and differences of the three religions (Catholicism, Protestantism and Calvinism), during the Protestant Reformation.    - Analyze at least 3 major differences between the religions, (Catholicism, Protestantism and Calvinism) and explain why these differences caused tension and conflict during the Protestant reformation.    - Use these three differences to come to an understanding of Religious Intolerance during the Protestant Reformation.    - Use this understanding to compare the themes of Religious Intolerance during the Protestant Reformation to the present day religious intolerances that occur around the world.    - Use at least one modern day example of Religious intolerance to analyze how religious intolerance still occurs today. Compare and contrast these religious intolerances (one Protestant Reformation example and one present day example) and explain why this theme is still a current issue.    - Be prepared to present this analysis to your class, (This can be done in multiple ways. You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.) | - Think about the religions of Catholicism, Protestantism and Calvinism.    - Research their philosophies and history during the Protestant Reformation.    - Trace these religions to today's religions, and think how these are different or similar? Explain how so?    - Using your knowledge of the religious intolerances of the Protestants, Calvinists and Catholics during the Protestant Reformation, come up with a plan to properly educate your peers on the differences of these religions in the Protestant Reformation to today.    - You must include three examples of religious intolerance during the Protestant Reformation to support your plan.    - Make a presentation of some sort (PowerPoint, poster etc.) explaining how religious intolerance was a problem in the past in the Protestant reformation as it is still today in the present And describe ways that religious intolerance is effecting us today. (Provide a present day example of religious intolerance.)    - Explain your action plan to solve or aid this issue of religious intolerance.    - Be prepared to present this plan to our class. (You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.) | - Taking the Religions (Catholicism, Protestantism, and Calvinism into consideration). Write a children’s book (handwritten or with technology, with illustrations provided) describing the differences between these religions.    - It is your task to create characters that are essential to the period or “setting” of the Protestant Reformation to explain the differences of these religions and why it caused so much conflict and change.    - Do research on religious intolerance during the Protestant reformation and Religious intolerance in today’s world to better understand the conflict your characters will have to endure through you story.    - Make sure you at least explain three specific examples of how there was religious intolerance during the Protestant Reformation.    - Use your creativity to explain the theological difference of these religions and why these caused so much conflict not only in the Protestant Reformation but also in your story. At the end of your story come to a conclusion or analysis of what people can do to resolve this conflict. (Conflict Resolution).    - Be prepared to present your story to our class. (You may use technology and supplies provided to enhance your task, please run ideas by me if you have questions.) |

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3 Meets/ Exceeds Expectations** | **2 Developing** | **1 Needs Improvement** |
| **Content**    **(Knowledge and Understandings gained)**      **K1- Students will be able to Know the theological ideas behind the Protestant Reformation.**    **U1- Students will be able to understand religious intolerance is a common theme throughout The protestant reformation that still occurs today.** | -Student clearly and accurately describes the philosophies or themes behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student clearly and accurately explains 3 examples of how religious intolerance existed during the Protestant Reformation.    -Student shows knowledge of the theme *religious intolerance,* today and provides examples illustrate their task.    -Student uses accurate vocabulary and content to support his or her analysis. | -Student partially describes the philosophies or themes behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student partially explains 3 examples of how religious intolerance existed during the Protestant Reform      - Student shows minimal knowledge of the theme *religious intolerance,* today and provides few examples illustrate their task.    -Student uses accurate vocabulary and content to support his or her analysis. Yet few mistakes found. | -Student does not clearly and accurately describe the philosophies or themes behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student does not clearly and accurately explain 3 examples of how religious intolerance existed during the Protestant Reformation.    - Student shows no knowledge of the theme *religious intolerance,* today and does not provide examples to illustrate their task.      -Student does not use accurate vocabulary and content to support his or her analysis. |
| **Process**    **(Skills)**    **D1- Students will be able to explain the religious differences between Catholicism, Protestantism and Calvinism.** | --Student clearly and accurately describes the similarities and differences behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student accurately uses analytical skills to compare and contrast and understand the differences of these religions.    -Students uses critical thinking skills to accurately solve their task at hand.    -Student uses creativity or technology appropriately to enhance the content within their task. | -Student partially describes the similarities and differences behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student is developing analytical skills to compare and contrast and understand the differences of these religions.    -Students is developing critical thinking skills to accurately solve their task at hand.    -Student does not appropriately use creativity or technology to enhance the content within their task. | --Student does not describe the similarities and differences behind each religion during the Protestant Reformation. (Catholicism, Protestantism, and Calvinism).    -Student is developing analytical skills to compare and contrast and understand the differences of these religions. Considerable growth needed.    -Students is not implementing critical thinking skills to accurately solve their task at hand. Considerable growth needed.    -Student does not attempt to use creativity or technology to enhance the content within their task. |
| **Product**    **(Finished work)** | -Student submits finished neat and complete project on time.    -Student works collaboratively with a group, or effectively independently to complete his or her task.    -Student shows effort and cares for his or her work. | -Student partially submits finished neat and complete project on time.    -Student is developing skills to work well with a group, or effectively independently to complete his or her task.    -Student shows minimal effort for his or her work. | -Student does not submit a finished, neat or complete project on time.    -Student does not collaboratively work with a group or effectively independently to complete his or her task.    -Student does not show effort and a general care for his or her work, growth needed. |

**Contemporary Issue Activity**

**Become a Social Activist!**

We need you! With all the intolerance and chaos around the world today we need your help to make it a better and safer place! Since learning about the Reformation you have learned about reformers and their goals behind their change. It is now your turn to use what you have learned throughout our Unit to apply the concepts of religious intolerance and Social activism to stand up for something you believe in.

This is your task…

Your goal is to become a Social Activist and create an action plan for success.

You will need to

1) Find your motivation/ topic

(Can be lesson 1 topic but it doesn’t have to)

2) Research your topic – become an expert

3) Figure out what you can do to help?

4) Create an action plan

Action Plan must be in a PowerPoint format that includes 3 aspects…

1 An explanation of your modern day key issue that you that you are passionate about (Give a summary of your issue and explain why you want to become social activist for this issue. What characteristics make you social activists?

2. Explain what the research you have done has said about your issue? What are the main problems? What can you do to help? (MLA citations must be included).

3. Create an action plan to help this issue … for example for the issue regarding homeless Americans your action plan can be raising money and volunteering at a soup kitchen). These can vary and can be associated with your previously researched issue on a current religious intolerance happening today. Your action plan should at least have 5 steps with detailed explanations as to what you will be doing in each step.

Good Luck the future of our world rests in your hands.

**Unit Assessment: Leaning Menu**

***Purpose/ Summary of the Unit Assessment:***

*The purpose of this learning menu is to provide meaningful activities that appeal to student’s readiness and interest. This menu will be assigned at the beginning of the unit and will work on it throughout the unit for sidework or homework. Some projects are individual, partner or group activities, which give students the opportunity to do reflective work as well as collaborate work. The goal of this unit is to inform students of the Reformation but by doing so we want students to be inspired to become a social activist who will bring meaningful change to their society in one form or another and stand up for what they think is right and just. This thoughtful learning menu allows our students to learn about historical context, and use this context to bring meaning to their lives.*

**Learning Menu/ Unit Objectives:**

**(This is a teacher plan for the performance assessment that explains which task reaches each unit learning objective- look to stage 2 for more information)**

**(Not all unit objectives assessed in this performance assessment because they are assessed along the way in the lesson formative assessments: see lesson assessments)**

|  |  |
| --- | --- |
| *As a result of completing the assignments on this menu, students will:* | *“Course” In which each objective is addressed* |
| **GOAL for this unit:**    (Students will be inspired to become a social activist who will bring meaningful change to their society in one form or another and stand up for what they think is right and just). | (Dessert) |
| **Understand:**    -**U1-** Students will be able to understand religious intolerance is a common theme throughout history that still occurs today. | (Side Dish #2) |
| **-U 2-**Students will be able to understand that things can be reformed and improved. | (Appetizer) (Dessert) |
| **Know:**    - **K1:** The main players of the Reformation (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe). | (Main Dish #1) |
| - **K2:** What occurred at the Edict of Nantes, and the Council of Trent. | (Main Dish # 4) |
| - **K3:** The theological ideas behind the Protestant and Catholic/ Counter Reformation. | (Main Dish # 3) |
| - **K4:** The Social, Political, Economic and Religious influences of the Reformation. | (Side Dish # 1) |
| - **K5:** The significance of the 95 theses. | (Appetizer)(Main Dish # 3) |
| **Be able to…**    - **D1:** Explain the religious differences between Catholicism, Lutheran, and Calvinist. | (Main Dish # 2) |
| - **D2:** Analyze the causes for the Protestant and Catholic Reformation. | (Ma (Main Dish #3) |
| - **D3:** Interpret primary source documents | (A (Appetizer) |

**1. Appetizer: Whole Class Hook (Every Student will do this activity).**

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| --- | --- |
| Appetizer Description | Focus/ Unifying Idea |
| Independently brainstorm ideas of something they would want to reform or change in your society, community or school. (Examples include changing the lunch menu, dress code, or school attendance policy). Please make sure your idea is school appropriate. Once you have brainstormed your point write 5-10 clearly written sentences that describe your point. Each of these sentences should be written as individual sentences or theses that can stand-alone. Each sentence will state a different particular point you are making as you are rebelling against your issue. Model your theses or points on how Martin Luther wrote his 95 theses. (We will look at the style of these primary source documents on the projector so everyone understands how this should be written.) At the end of this class we will share our theses and get a sense to why students want to reform particular aspects of their lives and why. This will be a nice introduction to our discussion of the Protestant Reformation and Martin Luther. | - **Reform**  - **Change**  - **Compiling ideas into theses.**  - **They have power to change what they do not like.**  - **Analyzing primary sources**      **Learning Goals reached:**    **U2-**Students will be able to understand that things can be reformed and improved.    **K5:** The significance of the 95 theses.    **D3:** Interpret primary source documents. |

2. Main Dishes (Students complete ALL of these)

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| --- | --- |
| *Description of Main Dish #1* | *Objectives and notes about reediness variations, resources, etc.* |
| Individually or with a one partner, create storybook pages that describe each of our key players or people for our Unit on the Protestant and Catholic Reformation. You can do this using the Ipad application Story Kit. Or you can hand draw these pages. Each Story Book must have all 8 key people including (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe). Each person will take up at least one page each (or more if you wish). Therefore you must have at least 8 pages, with one person to a page. On your storybook pages provide a picture of that person, basic biographical information (Who, What, When, Where, Why How?) Provide 3 things this person did in his or her lifetime and why it is important. Provide one sentence describing a lasting legacy. Lastly if you had the opportunity to ask this person one HISTORICAL question, write that question. (Therefore try not to ask questions: like why do you have a weird beard?) | **Reediness:**    **Struggling Learner:** If struggling learners are having difficulty compiling these resources and clearly writing then I will provide them with a few websites that have the information clearly stated and help them with their research and project to make sure they are getting the information they need.    **ELL:** By working in partners ELL’s can partner up with another ELL student or non-ELL student so that they can work together. (They will also be able to use Nonlinguistic representation to better help the understand these people.    **Learning Goals reached:**    **K1:** The main players of the Reformation (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe). |

|  |  |
| --- | --- |
| *Description of Main Dish #2* | *Objectives and notes about readiness variations, resources, etc.* |
| Research in groups of 3 students the Religions of Catholicism, Lutheran and Calvinism. (Using class textbook and technology for educational purposes). Condense your understandings of each religion by completing a flow chart and writing 5 main points of each religion in its space provided. (These must be written in complete sentences).    After this…    In groups of 3, students will be given images of the 3 faiths as demonstrated by church building interiors or other objects and images (visuals of primary sources/ artifacts). Students will classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice. The pictures should be randomly mixed up before handing them out. Once handed out, each group will review several pictures at a time, and take notes in a graphic organizer explaining the three religions. | **Reediness:**    **Struggling learners:** This activity will allow struggling learners to break down complex religious practices and allow students to learn these diverse religions by sorting and discussing the differences of these religions.    **ELL’s:** By using a flow chart, and visual representations ELL’s will be able to understand these religious concepts deeper.    **Learning Goals reached:**    **D1:** Explain the religious differences between Catholicism, Lutheran, and Calvinism.    **D3:** Interpret primary source documents. |

|  |  |
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| Description of Main Dish #3 | Objectives and notes about readiness variations, resources, etc. |
| Students will read particular sections of the 95 Theses by Martin Luther. Students will analyze the significance of this document in starting the Protestant Reformation. Students will Write a 1-paragraph summary of the influence Martin Luther and the 95 theses had in igniting the Protestant Reformation.    Students will then research the causes of the Catholic or Counter reformation, students will be asked to find primary and secondary source documents that express the philosophy of the counter reformation. Students will explain their findings in a one-paragraph summary of the causes of the Protestant reformation.    Students will use these summaries to debate with one partner in the room. One person will be debating the theological ideas behind the Protestant Reformation and the other the Catholic Reformation.    Students will be asked to take effective notes on a graphic organizer so they can clearly refer back to this to remember the theological ideas behind the Protestant and Catholic reformation and what caused these movements. | **Reediness:**    **Struggling Learners:** may be given a simpler section of the 95 theses to interpret.    **ELL’s:** For the primary source analysis, ELL’s will be provided a short clipping of the 95 theses that has visual representations and a vocabulary list for students to look up on their own. ELL’s paragraphs will be graded with some leniency for spelling, grammar and sentence structure. ELL’s may be paired together so they can help each other better understand these ideas.    **Learning Goals reached:**    **K3:** The theological ideas behind the Protestant and Catholic/ Counter Reformation.    **D2:** Analyze the causes for the Protestant and Catholic Reformation.    **K5:** The significance of the 95 theses. |

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| Description of Main Dish #4 | Objectives and notes about readiness variations, resources, etc. |
| Make a movie trailer with a group of 3 students to recap the movies titled “Edict of Nantes” and “Council of Trent”. These should be two separate movie trailers. Your Movie trailer should be no more then 2 minutes but no less then 1 minute. Use the people in your group to write a script and act out the 5 key points or take always of the Meetings the Edict of Nantes and the Council of Trent. Make sure you hook your audience, and tell them why we need to learn more about the Edict of Nantes or the Council of Trent.  In order to do this you must pre record your script and perform your movie trailers to our class. You are encouraged to dress up and use props. | **Reediness:**    **Struggling Learners/ ELL’s:** These meetings are complex and difficult to understand. By having a movie trailer we are reaching the needs of these students because they are acting out these ideas and simplifying them so they can remember them for the future. We video record them so that students can look back and quickly recap the main takeaways.    **Learning Goals reached:**    **K2:** What occurred at the Edict of Nantes, and the Council of Trent. |

3. Side dishes (Complete All)

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| --- | --- |
| *Description of Side Dish #1* | *Objectives and notes about Interest/ Learning profile, resources, etc.* |
| Students will research the Social, Political, Economic and Religious influences of the Protestant Reformation, by using their book or educational technology. Students will take appropriate notes. They will use these notes to independently make their own info graphic of their choice via the computer to condense and remember this information. They will construct a 1-2 page info graphic with concise bullet points and visuals explaining each factor (Social, Political, Economic and Religious influence) of the Reformation. | **Interest/ Learning Profile**: By having students choose their info graphic and how they construct their information will tailor to student’s interests because they will get to select a format they like. This will increase technological literacy and better prepare my students for 21st century collaboration and work force.    **Learning Goals reached:**    **K4:** The Social, Political, Economic and Religious influences of the Reformation. |

|  |  |
| --- | --- |
| Description of Side Dish #2 | Objectives and notes about Interest/ Learning profile, resources, etc. |
| Research about a current (20th -21st century) religious dispute. Learn more about it and compile research notes. With these notes compile your findings in the means of a PowerPoint, poster, website, song/ poem, movie or dance to be presented to the class. (This is how you will inform the class on the research you have found on this topic.)  Make sure your presentation you explain why you wanted to research this religious dispute, how it relates to religious intolerance and what similarities and difference you have made to the religious intolerance you have learned about in the Protestant Reformation. | **Interest/ Learning Profile**: I provided free range on what method students would like to display their research, as long as students do so in an appropriate and through manner then they will receive full credit.    **Learning Goals reached:**    **U1-** Students will be able to understand religious intolerance is a common theme throughout history that still occurs today. |

4. Dessert (Students can complete if they have extra time and want to).

|  |  |
| --- | --- |
| *Description of Dessert* | *Objectives and notes about Interest/ Learning profile, resources, etc.* |
| Taking their 5-10 theses on the issue they wanted to reform for their appetizer into consideration, Write an action plan or explain the 5 – 10 steps that need to be done in order to reach your goal. You can construct a powerpoint presentation, brochure, or poster (some visual that you can present to someone that can help you reach your goal) for instance a presentation to the principal of our school about our student dress code for instance).  - If possible try to make one of your steps a reality, this can be a small task, for instance raising awareness of the need for more recycling bins in your community. The goal for this project is to try to make your dream a reality, I want you to become a social activist for something you want and realize that with small steps you can make this a reality. | **Interest/ Learning Profile**: Students will be interested in following through on this activity because it is a topic they are passionate about. This activity will hopefully make students understand that they can make change in their school, community or society with a great plan and the willingness to make a change.    **Learning Goals reached:**    **U2-**Students will be able to understand that things can be reformed and improved.    ***UNIT GOAL****: (Students will be inspired to become a social activist who will bring meaningful change to their society in one form or another and stand up for what they think is right and just).* |

Rubric

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| --- | --- | --- | --- |
|  | Expert | Developing | Redo |
| Criterion Assessed  Learning Goal      **U1: Students will be able to understand religious intolerance is a common theme throughout history that still occurs today** | Accurately …  - Creates a representation that describes clearly and accurately explains …  - Why you wanted to research this religious dispute  - How it relates to religious intolerance  - What similarities and difference you have made to the religious intolerance you have learned about in the Protestant Reformation. | Partially …  - Creates a representation that describes clearly and partially explains …  - Why you wanted to research this religious dispute  - How it relates to religious intolerance  - What similarities and difference you have made to the religious intolerance you have learned about in the Protestant Reformation. | Does not accurately …  - Create a representation that explains …  - Why you wanted to research this religious dispute  - How it relates to religious intolerance  - What similarities and difference you have made to the religious intolerance you have learned about in the Protestant Reformation |
| Criterion Assessed  Learning Goal            **U2: Students will be able to understand that things can be reformed and improved.** | Accurately …  - Constructs 5-10 theses on the issue they wanted to reform (Keeping the 95 Theses format in mind)  - Write a clear action plan or explain the 5 – 10 steps that need to be done in order to reach your goal.  - Construct (some visual that you can present to someone that can help you reach your goal)  - Tries to make one of your steps a reality. | Partially …  - Construct 5-10 theses on the issue they wanted to reform (Keeping the 95 Theses format in mind)  - Write partially composed action plan or explain the 5 – 10 steps that need to be done in order to reach your goal.  - Poorly or partially Constructs some visual that you can present to someone that can help you reach your goal.  - Does not try to make one of their steps a reality. | Does Not accurately …  - Construct 5-10 theses on the issue they wanted to reform (Keeping the 95 Theses format in mind)  - Write a clear action plan or explain the 5 – 10 steps that need to be done in order to reach your goal.  - Construct (some visual that you can present to someone that can help you reach your goal)  - Try to make one of your steps a reality. |
| Criterion Assessed  Learning Goal        **K1: The main players of the Reformation (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe).** | - Accurately describes…  - Each of our key players or people for our Unit on the Protestant and Catholic Reformation.  - Each Story Book must have all 8 key people including (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe).  - 1 person per page.  - On your storybook pages provide a picture of that person, basic biographical information (Who, What, When, Where, Why How?)  - Provide 3 things this person did in his or her lifetime and why it is important.  - Provide one sentence describing a lasting legacy.  - Write one historical question to ask each person. | - Partially describes …  - Each of our key players or people for our Unit on the Protestant and Catholic Reformation.  - Each Story Book must have all 8 key people including (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe).  - 1 person per page.  - On your storybook pages provide a picture of that person, basic biographical information (Who, What, When, Where, Why How?)  - Provide 3 things this person did in his or her lifetime and why it is important.  - Provide one sentence describing a lasting legacy.  - Write one historical question to ask each person. | - Does not accurately describe…  - Each of our key players or people for our Unit on the Protestant and Catholic Reformation.  - Each Story Book must have all 8 key people including (Martin Luther, John Calvin, Henry VIII, Elizabeth I, Cardinal Richelieu, Pope Leo X, John Huss and John Wycliffe).  - 1 person per page.  - On your storybook pages provide a picture of that person, basic biographical information (Who, What, When, Where, Why How?)  - Provide 3 things this person did in his or her lifetime and why it is important.  - Provide one sentence describing a lasting legacy.  - Write one historical question to ask each person. |
| Criterion Assessed  Learning Goal        **K2:**  **What occurred at the Edict of Nantes, and the Council of Trent**. | -Accurately…  - Makes two separate movie trailers to recap the movies titled “Edict of Nantes” and “Council of Trent”.  - No more then 2 minutes but no less then 1 minute. -Uses the people in your group to write a script and act out the 5 key points or take always of the Meetings the Edict of Nantes and the Council of Trent.  - Hooks audience, and tells them why we need to learn more about the Edict of Nantes or the Council of Trent.  - Pre-record your script and perform your movie trailers to our class. | Partially…  - Makes two separate movie trailers to recap the movies titled “Edict of Nantes” and “Council of Trent”.  - No more then 2 minutes but no less then 1 minute. -Uses the people in your group to write a script and act out the 5 key points or take always of the Meetings the Edict of Nantes and the Council of Trent.  - Hooks audience, and tells them why we need to learn more about the Edict of Nantes or the Council of Trent.  - Pre-record your script and perform your movie trailers to our class. | Does not Accurately…  - Makes two separate movie trailers to recap the movies titled “Edict of Nantes” and “Council of Trent”.  - No more then 2 minutes but no less then 1 minute.  -Uses the people in your group to write a script and act out the 5 key points or take always of the Meetings the Edict of Nantes and the Council of Trent.  - Hooks audience, and tells them why we need to learn more about the Edict of Nantes or the Council of Trent.  - Pre-record your script and perform your movie trailers to our class. |
| Criterion Assessed  Learning Goal      **K3:**  **The theological ideas behind the Protestant and Catholic/ Counter Reformation.** | Accurately…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Take effective notes on a graphic organizer. | Partially…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Take effective notes on a graphic organizer. | Does not accurately…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Take effective notes on a graphic organizer. |
| Criterion Assessed  Learning Goal    **K4: The Social, Political, Economic and Religious influences of the Reformation**. | Accurately…  - Research the Social, Political, Economic and Religious influences of the Protestant Reformation.  - Take appropriate notes.  - Independently make their own info graphic of their choice via the computer.  - Construct a 1-2 page info graphic with concise bullet points and visuals explaining each factor (Social, Political, Economic and Religious influence) of the Reformation. | Partially…  - Research the Social, Political, Economic and Religious influences of the Protestant Reformation.  - Take appropriate notes.  - Independently make their own info graphic of their choice via the computer  - Construct a 1-2 page info graphic with concise bullet points and visuals explaining each factor (Social, Political, Economic and Religious influence) of the Reformation. | Does not Accurately…  - Research the Social, Political, Economic and Religious influences of the Protestant Reformation.  - Take appropriate notes.  - Independently make their own info graphic of their choice via the computer.  - Construct a 1-2 page info graphic with concise bullet points and visuals explaining each factor (Social, Political, Economic and Religious influence) of the Reformation. |
| Criterion Assessed  Learning Goal      **K5**: **The significance of the 95 theses.** | Accurately…  - Reads particular sections of the 95 Theses by Martin Luther  - Analyzes the significance of this document in starting the Protestant Reformation.  - Writes a 1-paragraph summary of the influence Martin Luther and the 95 theses had in igniting the Protestant Reformation. | Partially…  - Reads particular sections of the 95 Theses by Martin Luther  - Analyzes the significance of this document in starting the Protestant Reformation.  - Writes a 1-paragraph summary of the influence Martin Luther and the 95 theses had in igniting the Protestant Reformation. | Does not Accurately…  - Read particular sections of the 95 Theses by Martin Luther  - Analyze the significance of this document in starting the Protestant Reformation.  - Write a 1-paragraph summary of the influence Martin Luther and the 95 theses had in igniting the Protestant Reformation. |
| Criterion Assessed  Learning Goal      **D1**: **Explain the religious differences between Catholicism, Lutheran, and Calvinism.** | Accurately…  - Researches the Religions of Catholicism, Lutheran and Calvinism.  - Condenses understandings of each religion by completing a flow chart and writing 5 main points of each religion in its space provided.  - Students will classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice.  - Take notes in a graphic organizer explaining the three religions. | Partially…  - Researches the Religions of Catholicism, Lutheran and Calvinism.  - Condenses understandings of each religion by completing a flow chart and writing 5 main points of each religion in its space provided.  - Students will classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice.  - Take notes in a graphic organizer explaining the three religions. | Does not Accurately…  - Researches the Religions of Catholicism, Lutheran and Calvinism.  - Condenses understandings of each religion by completing a flow chart and writing 5 main points of each religion in its space provided.  - Students will classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice.  - Take notes in a graphic organizer explaining the three religions. |
| Criterion Assessed  Learning Goal            **D2: Analyze the causes for the Protestant and Catholic Reformation.** | Accurately…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Takes effective notes on a graphic organizer. | Partially…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Takes effective notes on a graphic organizer. | Does not Accurately…  - Research the causes of the Catholic or Counter reformation  - Find primary and secondary source documents that express the philosophy of the Counter Reformation.  - Explain their findings in a one-paragraph summary of the causes of the Protestant reformation.  - Use their summaries to debate a partner.  - Takes effective notes on a graphic organizer. |
| Criterion Assessed  Learning Goal      **D3: Interpret primary source documents.** | Accurately…  - Read sections of the 95 theses.  - Model their personal theses or points on how Martin Luther wrote his 95 theses.  - Classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice. | Partially…  - Read sections of the 95 theses.  - Model their personal theses or points on how Martin Luther wrote his 95 theses.  - Classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice. | Does not accurately…  - Read sections of the 95 theses.  - Model their personal theses or points on how Martin Luther wrote his 95 theses.  - Classify what type of religion (Catholicism, Lutheran or Calvinism) the document is expressing and give a justification for their choice. |