



Unit 7
The Reformation
Digital Components

GRADE 5

Core Knowledge Language Arts®



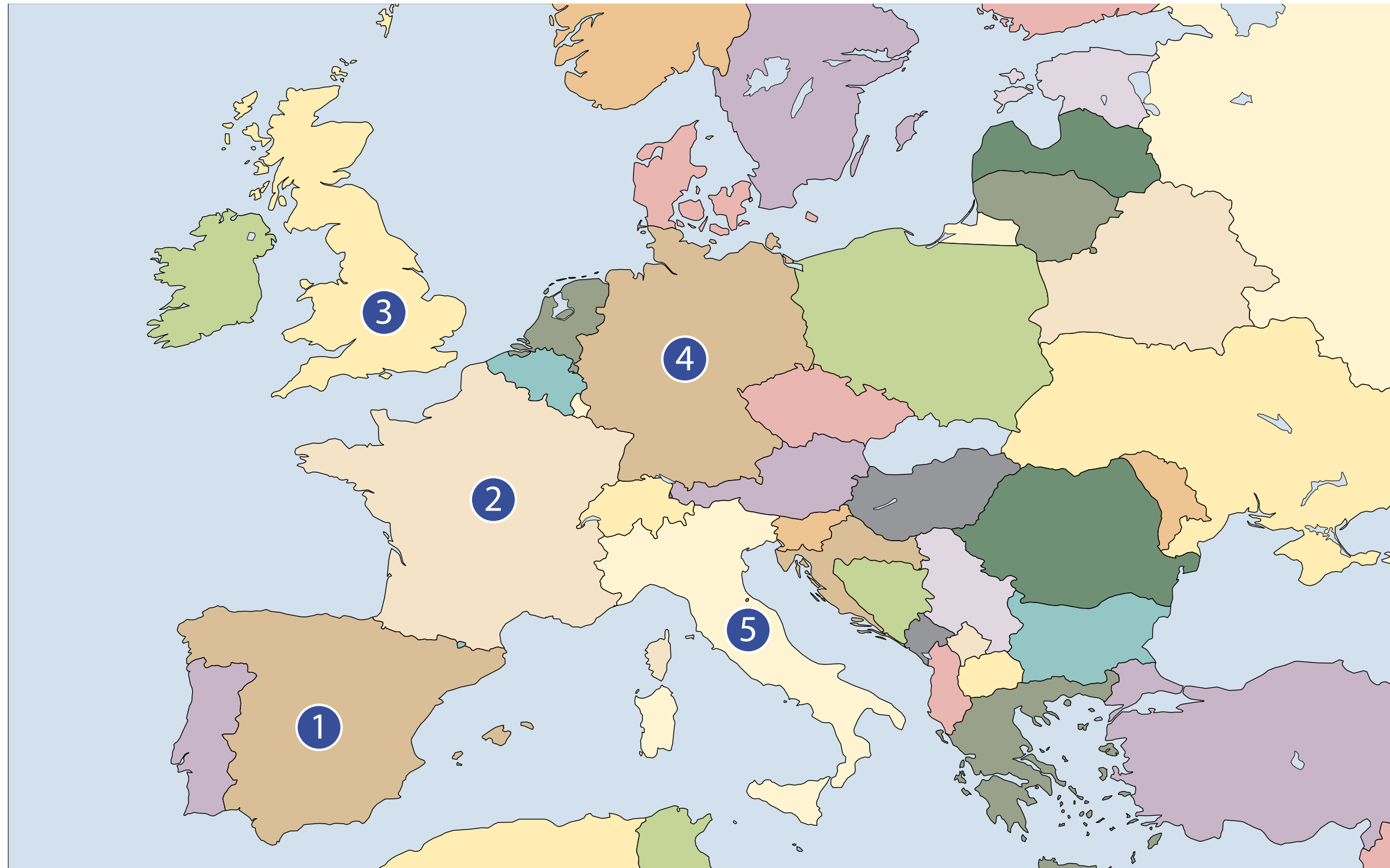
Contents

The Reformation

Digital Components

Lesson 1	Map of Western Europe	1	Lesson 6	Purpose for Reading/The Big Question	12
Lesson 1	Purpose for Reading/The Big Question	2	Lesson 6	Answer Key for Activity Page 6.1	13
Lesson 2	Purpose for Reading/The Big Question	3	Lesson 6	Prepositional Phrases Poster	15
Lesson 2	Interjection Poster	4	Lesson 7	Purpose for Reading/The Big Question	16
Lesson 2	Sample Letter: Jacques's Father to Monsieur Lafarge	5	Lesson 7	Slide Presentation Rubric	17
Lesson 3	Purpose for Reading/The Big Question	6	Lesson 7	Sample Slide Presentation	18
Lesson 4	Purpose for Reading/The Big Question	7	Lesson 7	Slide Titles List	27
Lesson 4	Subject-Linking Verb Agreement in the Present Tense Poster	8	Lesson 8	Purpose for Reading/The Big Question	28
Lesson 4	Subject-Linking Verb Agreement in the Past Tense Poster	9	Lesson 9	Purpose for Reading/The Big Question	29
Lesson 5	Purpose for Reading/The Big Question	10	Lesson 9	Correlative Conjunctions Poster	30
Lesson 5	Sequence of Events	11		Recommended Resources for <i>The Reformation</i>	31

MAP OF WESTERN EUROPE



PURPOSE FOR READING

Read to learn why Gutenberg's invention of a printing press was important.

THE BIG QUESTION

Why was Gutenberg's invention of a printing press so important?

PURPOSE FOR READING

Read to find out how the printing press affected the lives of ordinary people.

THE BIG QUESTION

How did the printing press affect the lives of ordinary people?

Interjection

An **interjection** is a word or group of words that shows feeling or emotion. An interjection can be strong or mild and is usually placed at the beginning of, or just before, a sentence.

Strong

followed by an exclamation point

Example: Wow! That was amazing!

Mild

followed by a comma

Example: Oh no, my shoelace came untied.

SAMPLE LETTER: JACQUES'S FATHER TO MONSIEUR LAFARGE

26 Rue des Cordonniers

Paris, France

June 21, 1460

Dear Cousin,

My priest, Father Pichot, has graciously agreed to pen this letter on my behalf. Our meeting last November at the inn reminded me of the importance of family and how much fun we had as children playing together. I enjoyed hearing about your exciting new printing business and wondered if you might have a job for my son, Jacques.

Jacques is now 13 and a very hard worker. He helps his mother and me at home and recently has begun doing chores and errands for our elderly neighbor. Of my seven children, Jacques has always been the one for whom I've had the highest hopes. He is responsible, quick-witted, strong, and cautious. His mother has made sure he is polite!

Jacques is willing to do any sort of job you have available. It would be a tremendous opportunity for him to learn from a successful businessman like you. Please send word if you have a place for my son, Jacques.

Your Cousin,

Peter

PS Please give Marie and the children our best.

PURPOSE FOR READING

Read to learn about the power, influence, and some corrupt practices of some members of the Catholic Church during the Middle Ages and the Renaissance.

THE BIG QUESTION

Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

PURPOSE FOR READING

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of the practices challenged by reformers in “Setting the Stage for Reform.”

THE BIG QUESTION

Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

SUBJECT-LINKING VERB AGREEMENT IN THE PRESENT TENSE POSTER

Subject (Noun or Pronoun)

Agreement for Linking Verbs in the Present Tense

to be

*to feel, look, taste,
smell, sound*

Singular

I

am

feel, look, taste, smell,
sound

you

are

feel, look, taste, smell,
sound

he, she, it, [singular noun]

is

feels, looks, tastes,
smells, sounds

Plural

we

are

feel, look, taste, smell,
sound

you

are

feel, look, taste, smell,
sound

they, [plural noun]

are

feel, look, taste, smell,
sound

Subject (Noun or Pronoun)		Agreement for Linking Verbs in the Past Tense	
		<i>to be</i>	<i>to feel, look, taste, smell, sound</i>
Singular	I	was	felt, looked, tasted, smelled, sounded
	you	were	felt, looked, tasted, smelled, sounded
	he, she, it, [singular noun]	was	felt, looked, tasted, smelled, sounded
Plural	we	were	felt, looked, tasted, smelled, sounded
	you	were	felt, looked, tasted, smelled, sounded
	they, [plural noun]	were	felt, looked, tasted, smelled, sounded

PURPOSE FOR READING

Read to learn what Martin Luther, John Calvin, and others contributed to the Reformation movement.

THE BIG QUESTION

What did Martin Luther, John Calvin, and others contribute to the Reformation movement?

SEQUENCE OF EVENTS: MARTIN LUTHER, THE POPE, AND FREDERICK III

1517 CE

Luther wrote and posted the Ninety-Five Theses, which were objections to the Church's practice of issuing indulgences.



Luther's views became more popular and he wrote more essays.



1518 CE

The pope summoned Luther to Rome. The pope also wrote a letter to Frederick III urging him to turn over Luther to Church officials.



Frederick sent Luther to southern Germany for trial. Luther refused to change his mind.



1520 CE

The pope issued a papal bull calling Luther a heretic.



Luther responded by publicly defying the pope and burning the papal bull in a bonfire.



The pope responded by excommunicating Luther.



German noblemen assembled the Diet of Worms; Church officials asked Luther to recant; Luther refused and was labeled a criminal.



Frederick took Luther under his protection by organizing a fake kidnapping of Luther and hiding him in a castle.



While in hiding, Luther began translating the New Testament into German, a language that was more accessible to people.



When Luther came out of hiding, the Reformation had become a religious and political movement with many supporters.



PURPOSE FOR READING

Read to understand the motives of Martin Luther, Frederick III, and the pope in the Reformation.

THE BIG QUESTION

What did Martin Luther, John Calvin, and others contribute to the Reformation movement?

ANSWER KEY FOR ACTIVITY PAGE 6.1: MARTIN LUTHER, THE POPE, AND FREDERICK III

Events	Argument	Page
<p>1517 CE</p> <p>Luther wrote and posted the Ninety-Five Theses.</p>	<p>1. I wrote the Ninety-Five Theses because...</p> <p><i>I opposed the Catholic Church's issuance of indulgences.</i></p>	<p>36</p>
<p>Luther's views became more popular and he wrote more essays.</p>	<p>2. I wrote more essays because...</p> <p><i>I felt encouraged after my Ninety-Five Theses were published and widely distributed. I wanted to speak out more openly about the importance of faith.</i></p>	<p>38</p>
<p>1518 CE</p> <p>The pope summoned Luther to Rome. The pope also wrote a letter to Frederick III urging him to turn Luther over to the Church officials.</p>	<p>3. I summoned Luther to Rome because...</p> <p><i>I was not pleased with the stir Luther was causing. I wanted him to explain why he was criticizing the Church!</i></p>	<p>38</p>
<p>Frederick sent Luther to southern Germany for trial; Luther refused to change his mind.</p>	<p>4a. I sent Luther to trial in southern Germany because...</p> <p><i>I didn't think Luther would be treated fairly in Italy. It's not that I agreed with what Luther said, but he has a right to think what he wants! Plus, I was tired of sending money to the pope and I wanted more power for fellow German nobility.</i></p>	<p>38</p>
	<p>4b. I refused to change my mind because...</p> <p><i>I believed in what I wrote. The Church officials in southern Germany just wanted me to recant my beliefs!</i></p>	<p>38</p>
<p>1520 CE</p> <p>The pope issued a papal bull calling Luther a heretic.</p>	<p>5. I issued a papal bull calling Luther a heretic because...</p> <p><i>Luther refused to stop committing heresy. He would not back down! I had to tell people once and for all that Luther is a heretic and that he must recant.</i></p>	<p>38</p>

ANSWER KEY FOR ACTIVITY PAGE 6.1: MARTIN LUTHER, THE POPE, AND FREDERICK III; CONTINUED

Events	Argument	Page
Luther publicly defied the pope by burning the papal bull in a bonfire.	6. I burned the papal bull because... <i>I wanted to defy the pope publicly. He was not treating me fairly or listening to what I had to say about the Catholic Church.</i>	39
The pope excommunicated Luther.	7. I excommunicated Luther because... <i>he would not recant and amend his heretical ways. He was causing unrest and distracting people from their faith.</i>	39
1521 CE German noblemen called the Diet of Worms; Church officials asked Luther to recant; Luther refused and was labeled a criminal.	8. I refused to recant because... <i>rather than discuss my beliefs at the Diet of Worms, Church officials just piled my writings in front of me and again ordered me to denounce my ideas. I don't care if they call me a criminal! I am writing what I believe.</i>	40
Frederick organized the fake kidnapping of Luther and hid him in a castle.	9. I organized a fake kidnapping of Martin Luther because... <i>I did not believe Luther was guilty of a crime that warranted death just for writing about his beliefs. I also knew that Luther had the support of many of my subjects, and I didn't want to make them angry, so I protected him.</i>	41
While in hiding, Luther began translating the New Testament into German.	10. I translated the New Testament into German so that... <i>more everyday people could read it and understand the word of God. Until that point, everything in the Catholic Church was in Latin. I thought it was important for everyone to be able to read the Bible to know for themselves what was written in it.</i>	41
Luther came out of hiding; the Reformation had become a religious and political movement with many supporters.		

PREPOSITIONAL PHRASES POSTER

Function	Prepositional Phrases
Place	on the front door
	in the grand cathedral
Time	every Sunday
	in 1517
Partner	with his devoted students

PURPOSE FOR READING

Read to learn about the new scientific theories that were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei during the time of the Reformation, and how the Church responded to these theories.

THE BIG QUESTION

What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

SLIDE PRESENTATION RUBRIC

Introduction	Exemplary	Strong	Developing	Beginning
	Topic is clearly stated on introduction slide	Topic is stated on introduction slide, but could benefit from further revision	Topic is stated on introduction slide but is unclear	Topic is not stated on introduction slide
	Image(s) carefully selected and effectively arranged to grab the viewer's attention	Interesting image(s) included, but arrangement could benefit from revision	An image is included, but selection and/or arrangement do not add to or enrich introduction slide	Image not included on introduction slide
	The image(s) and text work together effectively to convey an overview of the topic of the slide presentation	The image(s) and text somewhat work together to convey the topic of the slide presentation	The image(s) and text do not work together to convey the topic of the slide presentation	Parts of the text or image(s) are missing
Body	The titles on each slide effectively grab the viewer's attention	Some titles on some slides grab the viewer's attention	The titles on each slide do not grab the viewer's attention	Titles are not included on each slide
	The text on each slide clearly relates to the topic	The text on most slides relates clearly to the topic	The text on the slides relates loosely to the topic	The text on the slides does not relate to the topic
	The images clearly support the ideas stated in the text	Most images clearly support the ideas stated in the text	Only a few images support the ideas stated in the text	The images do not support the ideas stated in the text
Conclusion	The title on the conclusion slide clearly summarizes the topic	The title on the conclusion slide summarizes the topic	The title on the conclusion slide loosely summarizes the topic	The title on the conclusion slide does not summarize the topic
	The image clearly contributes to the meaning	The image contributes to the meaning	The image does not contribute to the meaning	The conclusion slide does not include an image
	The conclusion provides one final, new thought about the topic	The conclusion provides one final thought about the topic	The connection of the final thought to the topic is unclear	No final thought is included
Structure of the Piece	All slides follow a logical sequence	Most slides follow a logical sequence	Some slides follow a logical sequence	Connections between slides are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased



The Reformation

Ideas That Rocked the World



What Was the Reformation?

- a religious movement that sought to change or reform the Catholic Church



What Event Launched the Reformation?

- when Martin Luther posted his **Ninety-Five Theses** on the door of the church at the **University of Wittenberg**

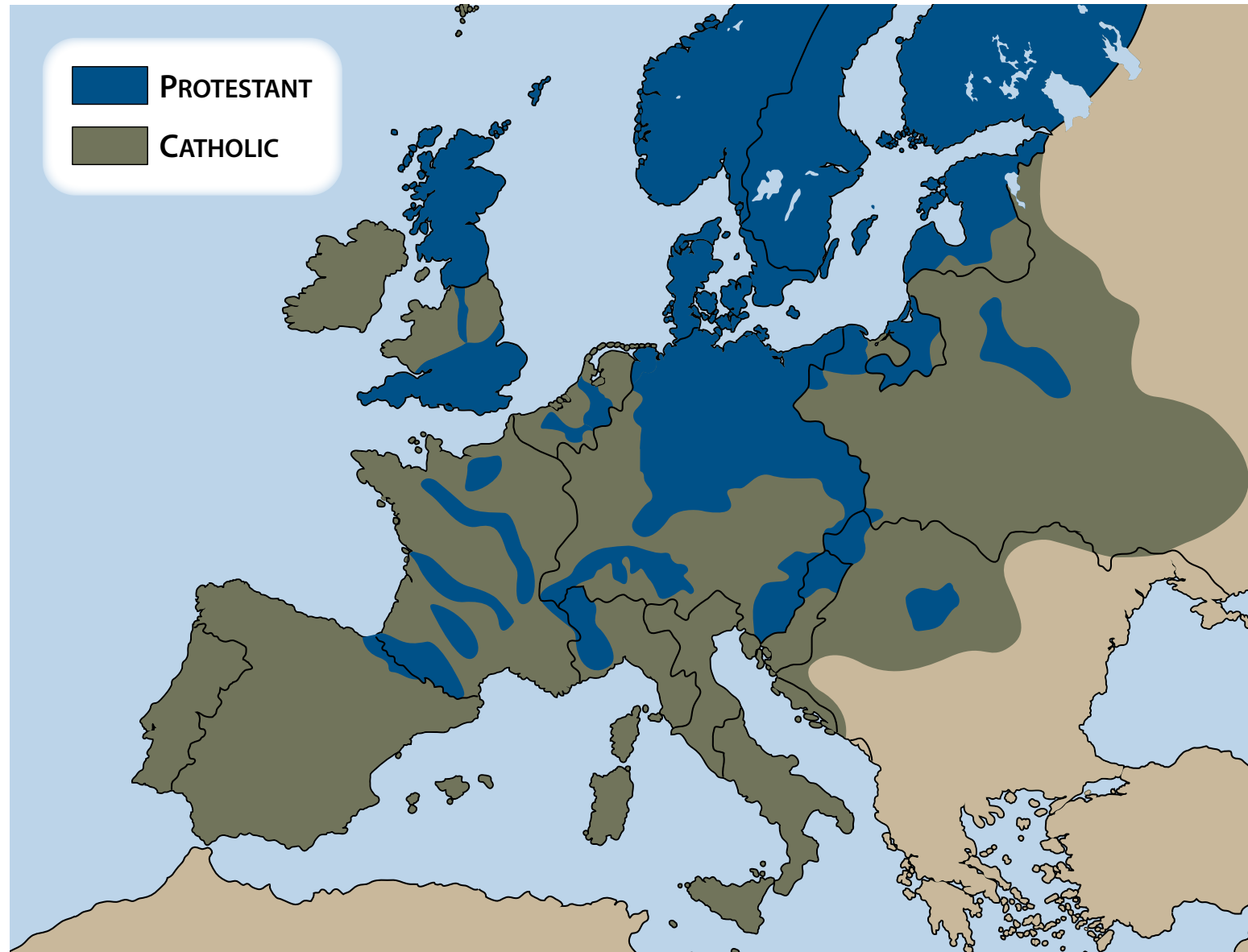


What Was Martin Luther So Upset About?

- The Catholic Church had become very powerful and corrupt.
- Priests were issuing indulgences or promises that people believed shortened the time people spent in purgatory before entering heaven.
- Indulgences became very expensive, which meant that the wealthy had quicker access to heaven.
- Luther (and many others) saw indulgences as proof of corruption within the Church.



Why Does the Reformation Matter?



- Protestantism formed
- Europe divided between Catholicism and Protestantism
- sparked years of warfare in Europe

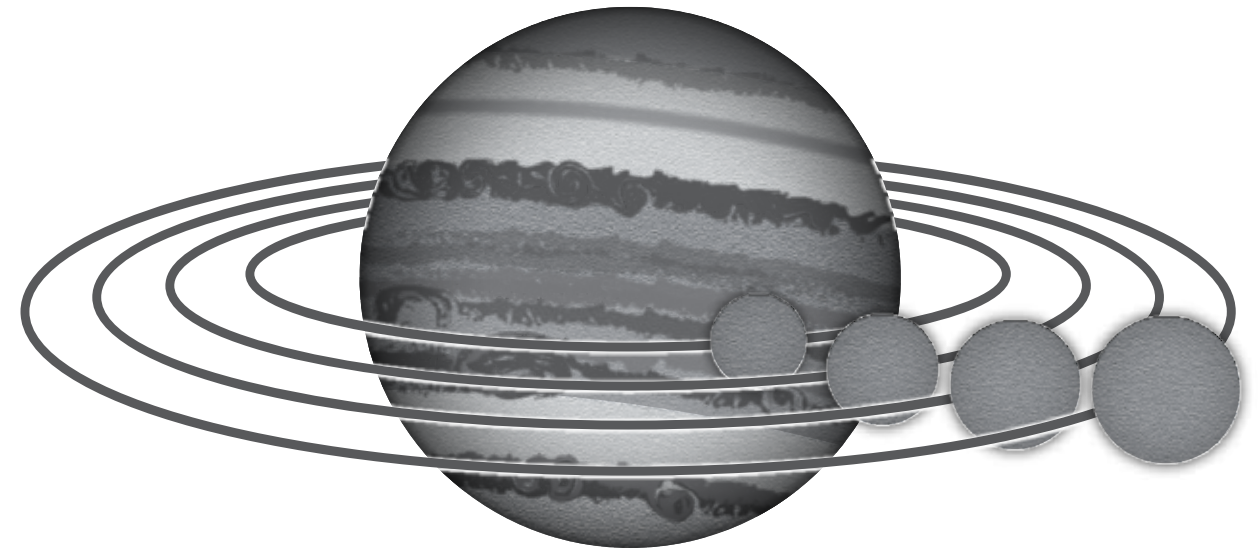
Science and the Reformation

- **atmosphere of protest got people thinking**
- **scientific discovery, invention flourished**
- **ideas of Copernicus, Galileo, Brahe, and Kepler changed people's worldview forever**



Galileo Galilei

- **perfected the telescope**
- **proved Copernicus's heliocentric model using math and evidence from his observations with the newly perfected telescope**
- **first to describe bumpy surface of the moon**
- **discovered four moons orbiting Jupiter**



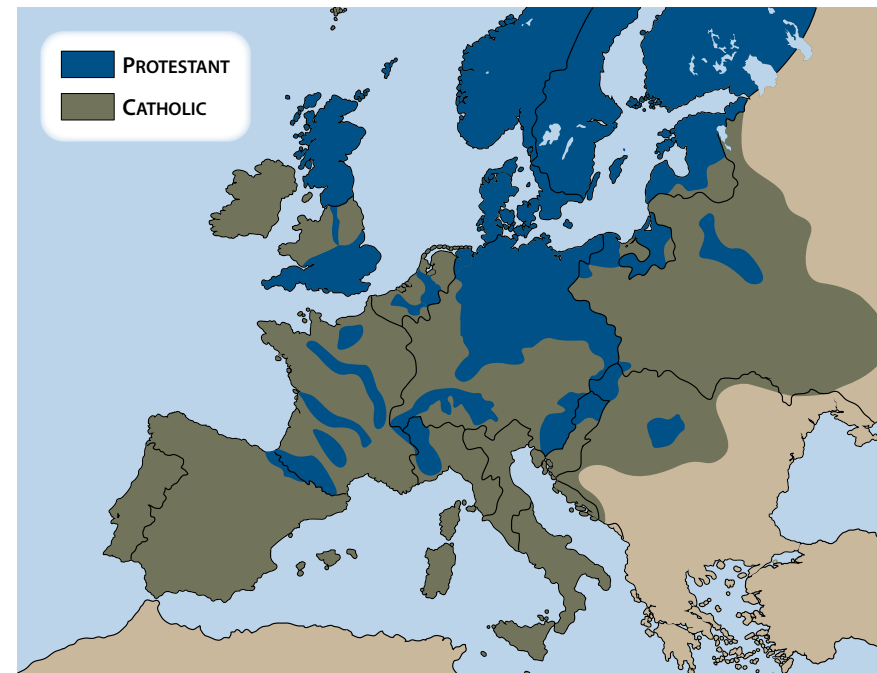
Daily Life During the Reformation

- invention of a printing press
- books were more widely available
- more people of all social classes were learning to read



How Did the Reformation Transform the World?

- changed religion, science, politics, and daily life forever



SLIDE TITLES LIST

Choose from the following titles to create your “body” slides about the Reformation. These titles have been grouped according to topics that might work well together in a presentation.

What Was the Reformation?

Who Was Martin Luther?

Why Did Martin Luther Nail the Ninety-Five Theses to the Door?

Why Was Martin Luther Angry with the Catholic Church?

What Were the Effects of Martin Luther’s Actions?

What Were Some Scientific Changes During the Reformation?

Who Were Some of the Scientists During the Reformation?

What Is at the Center of the Universe?

Galileo Galilei

Nicolaus Copernicus

Johannes Kepler and Tycho Brahe

What Was the Relationship Between the Church and Scientific Discovery?

Who Was Johann Gutenberg?

How Did Gutenberg’s Background Prepare Him to Invent a Printing Press?

How Did Gutenberg’s Printing Press Work?

What Was the First Book Gutenberg Printed?

Why Was Gutenberg’s Printing Press Important?

How Did the Reformation Change the World?

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "What Is at the Center of the Universe?"

THE BIG QUESTION

What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

PURPOSE FOR READING

Read to learn how the Catholic Church responded to the Protestant Reformation.

THE BIG QUESTION

How did the Catholic Church respond to the Protestant Reformation movement?

CORRELATIVE CONJUNCTIONS POSTER

Correlative Conjunctions	Function	Example
either/or	alternative	During the weekend, Alisha likes to either go swimming or play basketball.
neither/nor	alternative	Alisha neither likes spiders nor does she like scary stories.
both/and	addition	Both Devon and Nadia are Alisha's good friends.
not only/but also	addition	Alisha is not only active, but also smart.

Recommended Resources for *The Reformation*

Johann Gutenberg and the Printing Press

For Students

From the Good Mountain: How Gutenberg Changed the World, by James Rumford (Roaring Brook Press, 2012) ISBN 978-1596435421

Inventing the Printing Press, by Lisa Mullins (Crabtree Publishing Company, 2007) ISBN 978-0778728191

Johann Gutenberg and the Printing Press, by Kay Melchisedech Olson and illustrated by Tod G. Smith (Capstone Press, 2007) ISBN 978-0736896443

Johannes Gutenberg: Inventor of the Printing Press, by Fran Rees (Compass Point Books, 2006) ISBN 978-0756509897

Johannes Gutenberg: Printing Press Innovator, by Sue Vander Hook (ABDO Publishing Company, 2010) ISBN 978-1604537628

Marguerite Makes a Book, by Bruce Robertson (Oxford University Press, 1999) ISBN 978-0892363728

The Printing Press, by Richard and Louise Spilsbury (Heinemann-Raintree, 2012) ISBN 978-1432948764

The Printing Press: An Information Revolution, by Joanne Mattern (Rosen Publishing Group, 2003) ISBN 978-0823964888

Weird Book Machine, by Geronimo Stilton (Papercutz, 2012) ISBN 978-1597072953

History Channel: Video on Gutenberg's printing press
<http://www.history.com/topics/middle-ages/videos/mankind-the-story-of-all-of-us-the-printing-press>

History Channel: Video of large modern newspaper printing press
<http://www.history.com/topics/middle-ages/videos/printing-press>

Create your own newspaper, brochure, or flyer
http://www.readwritethink.org/files/resources/interactives/Printing_Press/

For Teachers

Exploring Gutenberg's Bible
<http://www.hrc.utexas.edu/educator/modules/gutenberg/invention/>

Additional teacher resources about Gutenberg and the Gutenberg Bible
<http://www.hrc.utexas.edu/educator/modules/gutenberg/resources/>

The evolution of printing with illustrations
<http://www.hrc.utexas.edu/educator/modules/gutenberg/books/printing/>

British Library: Treasures in Full, Gutenberg Bible
<http://www.bl.uk/treasures/gutenberg/homepage.html>

The Reformation

For Students

Martin Luther: A Reforming Spirit, by Tamara Hollingsworth (Teacher Created Materials, Incorporated, 2013) ISBN 978-1433350108

Martin Luther: Father of the Reformation, by Barbara A. Somervill (Compass Point Books, 2006) ISBN 978-0756515935

The Reformation: A Religious Revolution, by Tamara Hollingsworth (Teacher Created Materials, Incorporated, 2013) ISBN 978-1433350092

History Channel: Video and article about Martin Luther and the Ninety-Five Theses
<http://www.history.com/topics/martin-luther-and-the-95-theses>

For Teachers

History Channel: Article about the Reformation
<http://www.history.com/topics/reformation>

BBC History: An overview of the Reformation
http://www.bbc.co.uk/history/british/tudors/reformation_overview_01.shtml

BBC History: Competing historians' views on the Reformation
http://www.bbc.co.uk/history/british/tudors/reformation_debate_01.shtml

The Metropolitan Museum of Art: Slideshow of art during the Reformation
http://www.metmuseum.org/toah/hd/refo/hd_refo.htm

Science During the Reformation

For Students

Along Came Galileo, by Jeanne Bendick (Beautiful Feet Books, 1999) ISBN 978-1893103016

Copernicus and Modern Astronomy, by Josh Sakolsky (Rosen Publishing Group, 2005) ISBN 978-1404203051

Copernicus: Founder of Modern Astronomy, by Catherine M. Andronik (Enslow Publishers, Incorporated, 2009) ISBN 978-0766030138

Galileo: Astronomer and Physicist, by Paul W. Hightower (Enslow Publishers, Incorporated, 2008) ISBN 978-0766030084

Galileo for Kids: His Life and Ideas, 25 Activities, by Richard Panchyk (Chicago Review Press, 2005)
ISBN 978-1556525667

Galileo: The Genius Who Faced the Inquisition, by Philip Steele (National Geographic Society, 2005)
ISBN 978-0792236566

I, Galileo, by Bonnie Christensen (Alfred A Knopf Incorporated, 2012) ISBN 978-0375867538

Starry Messenger: Galileo Galilei, by Peter Sís (Square Fish, 2012) ISBN 978-0374470272

The Sun-Centered Universe and Nicolaus Copernicus, by Fred Bortz (Rosen Publishing Group, 2014)
ISBN 978-1477718018

History Channel: Video—Beyond the Big Bang: Copernicus
<http://www.history.com/topics/nicolaus-copernicus/videos/beyond-the-big-bang-copernicus>

PBS NOVA: The Galileo Games/Galileo's Experiments
<http://www.pbs.org/wgbh/nova/pisa/galileo.html>

Video—100 Greatest Discoveries: Theory of Copernicus
<http://science.howstuffworks.com/29275-100-greatest-discoveries-theory-of-copernicus-video.html>

Video—Copernicus and Galileo
<http://www.watchknowlearn.org/Video.aspx?VideoID=2506>

The Counter-Reformation

For Teachers

BBC Radio: The Siege of Muenster
<http://www.bbc.co.uk/programmes/b00nkqrv>

Primary source document: The Council of Trent
<http://history.hanover.edu/texts/trent.html>

Biography of Ignatius
<http://www.xavier.edu/mission-identity/heritage-tradition/Who-was-St-Ignatius-Loyola.cfm>



Core Knowledge Language Arts®

Series Editor-In-Chief

E.D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Khara Turnbull, Editorial Director

Sarah Zelinke, Lesson Development Director

Rosie McCormick, Content Director

Deborah Samley, Managing Editor

Sara Hunt, Senior Editor

Erin Kist, Senior Editor

Angelica Blanchette, Associate Editor

Laura Drummond, Associate Editor

Liz Pettit, Associate Editor

Kate Stephenson, Associate Editor

Cate Whittington, Associate Editor

Editorial-Design Coordination

Robin Blackshire, Director, Editorial-Design Coordination

Mick Anderson, Senior Copy Editor

Nathan Baker, Copy Editor

Maggie Buchanan, Copy Editor

Emma Earnst, Web Content Manager

Lucinda Ewing, Copy Editor

James Kendley, Revisions and Documentation Specialist

Design and Graphics Staff

Scott Ritchie, Creative Director

Liza Greene, Art Coordinator

Liz Loewenstein, Print Production Artist

Bridget Moriarty, Content Designer

Lauren Pack, Content Designer

Amy Siever, Print Production Artist

Consulting Project Management Services

ScribeConcepts.com

Reader Authors

Rebecca L. Johnson

Deborah Mazzotta Prum

Expert Reviewer

Gerald P. Fogarty

Illustration and Photo Credits

Album / Prisma / Album / SuperStock: 11/20

Core Knowledge Staff: 24

Fine Art Images / Fine Art Images / SuperStock: 25, 26

Iberfoto / Iberfoto / SuperStock: 18, 18/23

Martin Luther before the Diet of Worms, 1965 (colour litho), Taubert, Wolfgang (fl.1965) / Deutsches Historisches Museum, Berlin, Germany / © DHM / Bridgeman Images: 11

Mary Evans / INTERFOTO / A. Koch: 11/11/11/11/11/18/19/26

Mary Evans / The National Archives, London, England: 21

Photononstop / Photononstop / SuperStock: 11/11/11/19

Science and Society / Science and Society / SuperStock: 18, 18, 18, 18/26

Stock Montage / Stock Montage / SuperStock: i

SuperStock / SuperStock: 11, 11/11

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

to Share — to copy, distribute and transmit the work

to Remix — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative

Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright ©2014 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts is a trademark of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.