

SECTION 3

Luther is shown tacking his 95 Theses to a church door in Wittenberg. At top right is a print block from a printing press.



WITNESS HISTORY AUDIO

A Monk Rebels

“I have cast the die. . . I will not reconcile myself to them [the Roman Catholic Church] for all eternity. . . Let them condemn and burn all that belongs to me; in return I will do as much for them. . . Now I no longer fear, and I am publishing a book in the German tongue about Christian reform, directed against the pope, in language as violent as if I were addressing the Antichrist.”
—Martin Luther, 1520

Focus Question How did revolts against the Roman Catholic Church affect northern European society?

The Protestant Reformation

Objectives

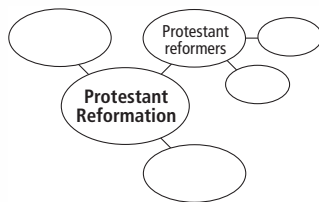
- Summarize the factors that encouraged the Protestant Reformation.
- Analyze Martin Luther’s role in shaping the Protestant Reformation.
- Explain the teachings and impact of John Calvin.

Terms, People, and Places

indulgences	John Calvin
Martin Luther	predestination
Wittenberg	Geneva
Charles V	theocracy
diet	

Note Taking

Reading Skill: Identify Main Ideas Use a concept web like the one below to record main ideas about the Reformation. Add circles as necessary.



In the 1500s, the Renaissance in northern Europe sparked a religious upheaval that affected Christians at all levels of society. Northern European calls for church reform eventually unleashed forces that would shatter Christian unity. This movement is known as the Protestant Reformation.

Background to the Reformation

Many northern Europeans faced a great deal of uncertainty in their lives. As in Renaissance Italy, most people were poor and life could be violent. Fixed medieval economies were giving way to more uncertain urban, market-based economies, and wealth was distributed unequally. Renaissance humanist ideas found fertile ground in this uncertain society. Spread by the printing press, humanist ideas such as a return to classical education and an emphasis on social reform quickly took root. Many people looked for ways to shape a society that made more sense to them. Increasingly, they used humanist ideas to question a central force in their lives—the Church.

Church Abuses Beginning in the late Middle Ages, the Church had become increasingly caught up in worldly affairs. Popes competed with Italian princes for political power. They fought long wars to protect the Papal States against invasions by secular rulers. They plotted against powerful monarchs who tried to seize control of the Church within their lands. The Church also fought to expand its own interests.

3

SECTION

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Summarize the factors that encouraged the Protestant Reformation.
- Analyze Martin Luther’s role in shaping the Protestant Reformation.
- Explain the teachings and impact of John Calvin.

Prepare to Read

Build Background Knowledge L3

Ask students to predict how the changing religious worldview expressed in Renaissance art would affect the practice of religion in Europe.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.
AUDIO **Witness History Audio CD, A Monk Rebels**

Ask **What kind of language does Luther use to make his points?**

(*He uses dramatic language, talking of “casting the die for all eternity.”*)

What was Luther’s purpose in using such language? (*He is making it clear that reconciliation with the Catholic Church is impossible.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web showing the main ideas about the Reformation.

Reading and Note Taking Study Guide, p. 123

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

All in One Teaching Resources, Unit 3, p. 7; Teaching Resources, Skills Handbook, p. 3

High-Use Words

radical, p. 425

doctrine, p. 425

Definitions and Sample Sentences

adj. extreme; calling for change

They decided that **radical** changes were necessary to solve the organization’s many problems.

n. practice; teaching

She always followed the **doctrine** of “listen and learn.”

Teach

Background to the Reformation

L3

Instruct

- **Introduce** Read aloud the paragraph under the red heading Background to the Reformation. Discuss with students why people leading such a life would crave stability and order. Then ask students to write short phrases that a person a hundred years from now might use to describe students' lives today.
- **Teach** Ask students to find the word *worldly* in the text under the black heading Church Abuses. Help them explore the meaning of the term by using the context of the related sentences. Then explore why people were so opposed to the Church's involvement in worldly affairs. Ask **Why did people begin to question the Church at this time?** (*Renaissance thought encouraged people to question and examine the world around them.*)
- **Analyzing the Visuals** Have students examine the woodcut on this page. In groups, have them discuss what the woodcut says about indulgences and other Church abuses.

Independent Practice

Biography Have students look back to the biography of Erasmus. Have them use what they have learned about him to write a short summary of his critique of the Catholic Church.

All in One Teaching Resources, Unit 3, p. 12

Monitor Progress

As students fill in their concept webs, circulate to make sure students understand the major causes of the Protestant Reformation. For a completed version of the concept web see

Note Taking Transparencies, 116

Answers

Analyzing Art

1. Protestantism
 2. Possible details: The Protestant scene is orderly, with peaceful baptisms and communion taking place; the Catholic scene is disorderly, showing an angry God and greedy churchmen.
- ✓ anger about Church practices such as selling indulgences; societal upheaval as a result of a changing economy; the ability of the printing press to spread ideas quickly



Analyzing Art

Protestant Art German artist Lucas Cranach the Elder expressed his views of Protestantism (left panel) and Catholicism (right panel) in this woodcut made in 1545. He wrote that the work was meant to show the difference between the “true religion” and the “false idolatrous teaching.”

- A Angels float peacefully in the sky above Luther.
- B A preaching Martin Luther is shown as having a direct connection to God above.
- C A Catholic clergyman sells indulgences.
- D The pope counts bags of money.

1. According to Cranach, which of the religions shown is the “true religion”?
2. Find another detail in the painting that expresses the artist's opinion.

Like other Renaissance rulers, popes led lavish lives, supported the arts, and hired artists to beautify churches. To finance such projects, the Church increased fees for services such as marriages and baptisms. Some clergy also sold **indulgences**. According to Church teaching, an indulgence was a lessening of the time a soul would have to spend in purgatory, a place where souls too impure to enter heaven atoned for sins committed during their lifetimes. In the Middle Ages, the Church had granted indulgences only for good deeds. By the late 1400s, however, indulgences could be bought with money.

Many Christians protested such practices, especially in northern Europe. Christian humanists such as Erasmus urged a return to the simple ways of the early Christian church. They stressed Bible study and rejected what they saw as the worldliness of the Church.

Early Revolts Against the Church Long before the Protestant Reformation, a few thinkers protested against the Church more strongly. In England in the 1300s, John Wycliffe launched a systematic attack against the Church, using sermons and writings to call for change. After his death, his followers met secretly to keep alive the movement he started. Jan Hus, born about 40 years after Wycliffe in what is now the Czech Republic, led a reform movement for which he was executed.

✓ **Checkpoint** What factors set the stage for the Protestant Reformation?

Martin Luther: Catalyst of Change

In 1517, protests against Church abuses erupted into a full-scale revolt. The man who triggered the revolt was a German monk and professor of theology named **Martin Luther**.

Differentiated

Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Help students understand why someone who had dedicated his life to the Church would then decide to protest against it. First, ask students to think about groups that they belong to. Then ask them to think of a time when they disagreed with the group's decision. How did they feel about the group? Did they speak

out? If so, what was their motivation? (*Sample: to bring about change*) How is it different when someone outside the group criticizes it? Reinforce that Luther's goal was not to bring down the Church but rather to change it, as he did not agree with some of its practices.

As a young man, Luther prayed and fasted and tried to lead a holy life. He once remarked that “. . . if ever a monk got into heaven by monkery, so should I also have gotten there.” Still, he found himself growing disillusioned with what he saw as Church corruption and worldliness. At last, an incident in the town of Wittenberg prompted him to take action.

Writing the 95 Theses In 1517, a priest named Johann Tetzel set up a pulpit on the outskirts of **Wittenberg**, in Germany. He offered indulgences to any Christian who contributed money for the rebuilding of the Cathedral of St. Peter in Rome. Tetzel claimed that purchase of these indulgences would assure entry into heaven not only for the purchasers but for their dead relatives as well.

To Luther, Tetzel’s actions were the final outrage, because they meant that poor peasants could not get into heaven. He drew up 95 Theses, or arguments, against indulgences. Among other things, he argued that indulgences had no basis in the Bible, that the pope had no authority to release souls from purgatory, and that Christians could be saved only through faith. In accordance with the custom of the time, he may have posted his list on the door of Wittenberg’s All Saints Church.

Igniting a Firestorm Almost overnight, copies of Luther’s 95 Theses were printed and distributed across Europe, where they stirred furious debate. The Church called on Luther to recant, or give up his views. Luther refused. Instead, he developed even more **radical new doctrines**. Before long, he was urging Christians to reject the authority of Rome. He wrote that the Church could only be reformed by secular, or non-Church, authorities.

In 1521, Pope Leo X excommunicated Luther. Later that year, the new Holy Roman emperor, **Charles V**, summoned Luther to the **diet** at the city of Worms. The word diet, or assembly of German princes, comes from a Middle English word meaning “a day for a meeting.” Luther went, expecting to defend his writings. Instead, the emperor simply ordered him to give them up. Luther again refused to recant.

Charles declared Luther an outlaw, making it a crime for anyone in the empire to give him food or shelter. Still, Luther had many powerful supporters and thousands hailed him as a hero. They accepted his teachings and, following his lead, renounced the authority of the pope.

Vocabulary Builder

radical—(RAD ih kul) *adj.* extreme; calling for change
doctrine—(DAHK trin) *n.* practice; teaching

Martin Luther: Catalyst of Change

L3

Instruct

- **Introduce: Vocabulary Builder**
Have students read the Vocabulary Builder terms and definitions. Who do they think will be called **radical**? What **doctrines** in the text will most likely be described as radical?
- **Teach** Discuss the reasons that compelled Luther to draw up his 95 Theses. Ask **What were Luther’s main objections to the Catholic Church?** (*the sale of indulgences; the unquestioned authority of the pope; the secondary role of the Bible*) **Why did Luther gain an immediate following?** (*Some people genuinely wanted to end Church corruption; others wanted to take power from the Church to make themselves more powerful.*)
- **Quick Activity** Ask students to read the biography of Martin Luther in their text. In groups, have them discuss the Church’s response. Ask **What did the Church do when he refused to take back his statements?** (*burned his books*) Remind students of the importance of the printing press in spreading Reformation ideas. Ask each group to predict what Luther’s impact might have been if the printing press had not yet been invented. Use the Numbered Heads strategy (TE, p. T23) to have groups of students share their findings with the class.

Independent Practice

Primary Source To help students better understand Luther’s main objections to the Catholic Church, have them read the selection *From the 95 Theses of Martin Luther, 1517* and answer the questions on the worksheet.

All in One Teaching Resources, Unit 3, p. 13

Monitor Progress

Ask students to select one of Luther’s 95 Theses and explain how it directly challenges a Catholic doctrine.

Answer

BIOGRAPHY He believed that the salvation of Christians was at stake.

BIOGRAPHY

Martin Luther

“I am rough, boisterous, stormy, and altogether warlike,” concluded Martin Luther (1483–1546). Luther’s strong personality allowed him to take on the powerful Catholic Church. As a monk, Luther closely studied the Bible and came to believe that only its words—and not the pope or the Catholic Church—should dictate a person’s actions.

When he appeared at the Diet of Worms, Luther (right) was 37 years old. Though depressed and fearful about the confrontation, he is said to have affirmed, “Here I stand, I cannot do otherwise.” When he refused to retract his statements, an order was given to destroy his books. Yet his influence grew, leading to a deep division within Christianity and the founding of a new church that took his name. **Why did Luther refuse to retract his statements?**



History Background

Luther’s German Bible Luther’s translation of the Bible into German has been called his noblest achievement. Luther spent many years on this translation. In order to get just the right German words for describing animal sacrifices in the Old Testament, he visited butcher shops and asked what the various parts of a goat or sheep were called. Luther also wrestled with the names of birds and animals. He wrote a

friend, “I can handle the stag, roebuck, and chamois [kinds of deer], but what in the Devil am I to do with the tragelaphus, pygargus, oryx, and camelopard?”

In describing Biblical events, Luther often made them seem as if they had taken place in the forests and castles of Germany. His work made the Bible come alive to people for whom it had previously been distant and strange.

Switzerland's Reformation

L3

Instruct

- Introduce: Key Terms** Explain to students that once the idea of challenging the Catholic Church took hold, people like John Calvin looked beyond Luther to develop their own Protestant ideas and doctrines. Point out the key term **predestination** (in blue) in the text. Explain that this belief was one of the core beliefs of Calvinism.
- Teach** Ask **Why did Calvinists believe that they were the “chosen people”?** (*They believed that God had chosen them specifically to build a true Christian society.*) **What aspects of Calvinism might have appealed to people in a time of uncertainty?** (*the idea that if they lived good lives, that meant that God had already chosen them to gain salvation*)
- Analyzing the Visuals** Have students look at the image of the Calvinist Temple in Lyon. Have groups brainstorm a list of clues in the photo that demonstrate the break between Calvin and the Catholic Church. Then have groups share their lists with the class.

Independent Practice

Have students review the chart on this page comparing the tenets of Catholicism, Lutheranism, and Calvinism. Have them turn the material in the chart into a narrative form—an essay, an article, or another format of their choice.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding of how the Reformation spread.

Comparing Catholicism, Lutheranism, and Calvinism

	Catholicism	Lutheranism	Calvinism
Salvation	Salvation is achieved through faith and good works.	Salvation is achieved through faith.	God alone predetermines who will be saved.
Sacraments	Priests perform seven sacraments, or rituals—baptism, confirmation, marriage, ordination, communion, anointing the sick, and repentance.	Accepts some of the sacraments, but rejects others because rituals cannot erase sin—only God can.	Accepts some of the sacraments, but rejects others because rituals cannot erase sin—only God can.
Head of Church	Pope	Elected councils	Council of elders
Importance of the Bible	Bible is one source of truth; Church tradition is another.	Bible alone is source of truth.	Bible alone is source of truth.
How Belief Is Revealed	Priests interpret the Bible and Church teachings for the people.	People read and interpret the Bible for themselves.	People read and interpret the Bible for themselves.

Chart Skills *Who was the head of the Lutheran church? Why was this an important difference from the organization of the Catholic Church?*

Luther's Teachings At the heart of Luther's teachings were several beliefs, shown in the chart at left. All Christians, he said, have equal access to God through faith and the Bible. Like Erasmus and other humanist scholars, Luther wanted ordinary people to be able to read and study the Bible, so he translated parts of it into German. He also wanted every town to have a school so that all children could learn to read the Bible. Luther wanted to change other church practices. He banned indulgences, confession, pilgrimages, and prayers to saints. He simplified the elaborate ritual of the mass and instead emphasized the sermon. And he permitted the clergy to marry.


Luther's Ideas Spread The new printing presses spread Luther's writings throughout Germany and Scandinavia, prompting him to declare that “Printing was God's highest act of grace.” Fiery preachers denounced

Church abuses. By 1530, the Lutherans were using a new name, Protestant, for those who “protested” papal authority.

Many clergy saw Luther's reforms as the answer to Church corruption. A number of German princes, however, embraced Lutheran beliefs for more selfish reasons. Some saw Lutheranism as a way to throw off the rule of both the Church and the Holy Roman emperor. Others welcomed a chance to seize Church property in their territories, and use it for their own purposes. Still other Germans supported Luther because of feelings of national loyalty. They were tired of German money going to support churches and clergy in Italy.


The Peasants' Revolt Many peasants also took up Luther's banner. They hoped to gain his support for social and economic change. In 1524, a Peasants' Revolt erupted across Germany. The rebels called for an end to serfdom and demanded other changes in their harsh lives. However, Luther strongly favored social order and respect for political authority. As the Peasants' Revolt grew more violent, Luther denounced it. With his support, nobles suppressed the rebellion, killing tens of thousands of people and leaving thousands more homeless.

The Peace of Augsburg During the 1530s and 1540s, Charles V tried to force Lutheran princes back into the Catholic Church, but with little success. Finally, after a number of brief wars, Charles and the princes reached a settlement. The Peace of Augsburg, signed in 1555, allowed each prince to decide which religion—Catholic or Lutheran—would be followed in his lands. Most northern German states chose Lutheranism. The southern German states remained largely Catholic.

 **Checkpoint** How did Luther's teachings affect people and society in northern Europe?

Answers

Chart Skills elected councils; because it means that members of the church derived their own authority from God and the Bible rather than from the pope

-  Luther's teachings lead to the establishment of a new church and sparked a period of social upheaval and violence as people fought over religious beliefs.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs **L2 Less Proficient Readers** **L2 English Language Learners**

To help students master vocabulary, have them make a list of this section's Vocabulary Builder terms and Key Terms and People. Encourage students to include in the list additional terms that may be new to them, such as *theology* and *persecution*. Then have them create flashcards with the term on one side and its

definition (or, in the case of Key People, an identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other using the flashcards.

Switzerland's Reformation

Swiss reformers also challenged the Catholic Church. Ulrich Zwingli, a priest and an admirer of Erasmus, lived in the Swiss city of Zurich. Like Luther, he stressed the importance of the Bible and rejected elaborate church rituals. Many of his ideas were adopted by Zurich's city council. The other reformer was **John Calvin**, who would profoundly affect the direction of the Reformation.

Calvin was born in France and trained as a priest and lawyer. In 1536, he published a widely-read book that set forth his religious beliefs and explained how to organize and run a Protestant church. Calvin shared many of Luther's beliefs. But he put forth a number of ideas of his own. He preached **predestination**, the idea that God had long ago determined who would gain salvation. To Calvinists, the world was divided into two kinds of people—saints and sinners. Calvinists tried to live like saints, believing that only those who were saved could live truly Christian lives.

In 1541, Protestants in the Swiss city-state of **Geneva** asked Calvin to lead their community. Calvin set up a **theocracy**, or government run by church leaders. Calvin's followers in Geneva came to see themselves as a new "chosen people" entrusted by God to build a truly Christian society. Calvinists stressed hard work, discipline, thrift, honesty, and morality. Citizens faced fines or other harsher punishments for offenses such as fighting, swearing, laughing in church, or dancing. To many Protestants, Calvinist Geneva seemed like a model community.

Reformers from all over Europe visited Geneva and then returned home to spread Calvin's ideas. By the late 1500s, Calvinism had taken root in Germany, France, the Netherlands, England, and Scotland. This new challenge to the Roman Catholic Church set off bloody wars of religion across Europe. In Germany, Catholics and Lutherans opposed Calvinists. In France, wars raged between French Calvinists and Catholics. Calvinists in the Netherlands avoided persecution by preaching in the remote countryside. In England, some Calvinists sailed to the Americas in the early 1600s to escape persecution at home. In Scotland, a Calvinist preacher named John Knox led a religious rebellion, overthrowing the Catholic queen.

Checkpoint How were Calvin's ideas put into practice?

SECTION 3 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Main Ideas**
Use your completed concept web to answer the Focus Question: How did revolts against the Roman Catholic Church affect northern European society?

Comprehension and Critical Thinking

3. **Synthesize Information** Why did the sale of indulgences become a critical issue during the Renaissance but not during the Middle Ages?
4. **Compare Points of View** How did Luther's ideas differ from those expressed by the Catholic Church?
5. **Draw Inferences** How might Luther have felt about the Calvinist theocracy in Geneva?



A Calvinist Church, 1564

The Calvinist belief in simplicity is reflected in the design of this church. No images other than scriptures and coats of arms decorate the church, and the preacher's pulpit is the center of focus.

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1331

Writing About History

Quick Write: Choose Strongest Argument Consider this thesis statement: The Reformation was the most important event in European history. List possible arguments for a persuasive essay that supports this thesis. Review each one and choose the strongest. Make sure that factual points in the text support your argument.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 3, p. 4

- To further assess student understanding, use **Progress Monitoring Transparencies**, 55

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 124

L3

Adapted Reading and Note Taking Study Guide, p. 124

L1 L2

Spanish Reading and Note Taking Study Guide, p. 124

L2

Extend

L4

Have student groups prepare a newspaper that reports on events in 1517. Tell students that the focus of the newspaper should be Luther's attack on the Church. Newspapers should include news stories, interviews, and profiles of the personalities involved. There might also be editorials, letters to the editor, and cartoons about the controversy.

Answer

- ✓ In Geneva, Calvinists set up a theocracy; in other places, Calvinists established churches and led rebellions.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. People began to question specific practices of the Church and the role and practice of religion in general, leading to the spread of Protestantism.
3. In medieval times, people accepted the authority of the Church without question.

4. Luther placed great emphasis on direct examination of the Bible and people's personal relationship to God. The Church placed greater emphasis on the authority of the pope and Church officials.
5. Luther probably would have opposed it, because a theocracy added another layer between people and God.

Writing About History

Responses should show specific, compelling reasons that support the student's thesis and should include details from the text. Responses should also indicate student understanding of what makes a strong argument.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1331**.