

History
UNFOLDING

MARTIN LUTHER AND THE REFORMATION



MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY

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Introduction

Martin Luther and the Reformation

The Reformation was not just a turning point for Europe. True, it was of immediate concern only to people in Europe, and to those Europeans settling other parts of the world. Yet it was also a key event in world history. Why? The Reformation was a huge experiment, one that in time would affect every other society on earth. It was an experiment in which the basic values and beliefs of an entire civilization were challenged from within that same civilization. Could such a self-critical perspective settle down to become the norm without tearing that civilization apart? During a century of bitter religious warfare, that question definitely remained open to debate. Perhaps it still has not been entirely settled. But out of the Reformation, new conceptions of religion, belief, the individual, and the state emerged. So too did the idea of tolerance and pluralism. These are concepts of importance to the entire world. And in this sense, that world still lives in the shadow of the European Reformation.

The 12 illustrations in this booklet focus on a number of central themes in the history of the Protestant Reformation launched by Martin Luther in the year 1517. The illustrations are presented in four lessons. Each lesson uses three of the illustrations to explore one broad topic in the overall story. Briefly, the four lessons are as follows:

The Troubled Church

The illustrations in this lesson focus on the crisis of the Roman Catholic Church, a crisis that had been building for two centuries by the time Martin Luther nailed his famous 95 Theses to the church door in Wittenberg.

Martin Luther's Revolt

Luther was a man driven by his own sense of sin. Yet he was also a man of iron will and confidence. He was a supreme individualist who defended liberty of conscience in ringing terms. Yet he was also quite authoritarian, ready to use the power of the princes to enforce his views. The illustrations for this lesson highlight these contradictory traits in Luther's personality.

The Spreading Spirit of Protest

The movement Luther launched exhibited many of the same contradictory traits. The new printing presses made ideas available to masses of people as never before. In doing so, they encouraged open debate and a wider participation in public affairs. Yet many religious reformers feared this new reality and sought to contain it. As a result, Protestants fought one another as often as they fought their Catholic opponents.

Church and State After the Reformation

At first, Catholics were unable to act or change in the face of Luther's challenge. But soon, Catholic reformers launched a vigorous Counter-Reformation. In doing so, they adopted the same crusading spirit as their opponents. And yet, they and the Protestants together slowly came to terms with a new reality. Neither side was going to eliminate the other. They would have to learn to live together within a new and constantly shifting balance between church and state.

Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

A BACKGROUND INFORMATION SHEET This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

DIGITAL IMAGES The booklet's PDF allows you to project the images for use in your class discussions.

DISCUSSION-ACTIVITY SHEETS

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.

OBJECTIVES

1. Students will understand why many Europeans were unhappy with the Catholic Church in the early 1500s.
2. Students will better understand Luther's ideas about faith and the need to reform the Church.

The Troubled Church

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

By 1500, trouble had been building in the Catholic Church for centuries. In the 1300s, the Popes lived at Avignon, where the king of France could more easily control them. Then for a time, two Popes at once claimed to be the true head of the Catholic Church. By the late 1400s, a single Pope again ruled the Church from Rome. But the great wealth and power of the Renaissance Popes shocked many ordinary priests and other Christians who were paying high church taxes. One such Pope was Julius II, shown here. He was Pope from 1503 to 1513. He began construction of the beautiful St. Peter's Basilica, patronized famous artists and was as involved in political matters as spiritual ones.

Illustration 2

One issue sparked the "explosion" we call the Reformation—the sale of indulgences to raise funds for the Church. An indulgence was an official Church pardon that allowed a Christian to avoid some punishment in the next life for his sins. In 1517, a man passed through Wittenberg, Germany, selling indulgences, just as the monks in this drawing are doing. Martin Luther was a monk and a theology teacher there. He believed that only a strong and true faith in Christ could give a soul any hope of salvation. The sale of indulgences seemed like a cruel hoax to him. To protest it, Luther nailed his 95 *Theses* to the door of the church in Wittenberg. It was this act that set off the Reformation.

Illustration 3

Protests against Church practices had arisen in the past. Why did Luther's protest spark one of the most important upheavals in history? One reason is suggested by this page from the Gutenberg Bible, the first book known to have been printed on Johannes Gutenberg's new printing press with movable type. The Gutenberg Bible was printed between 1450 and 1456. Luther's ideas stressed direct knowledge of Scripture and personal faith. Only printing gave the masses access to the Bible. It also allowed Luther and his supporters to voice their views in hundreds of tracts and pamphlets printed in large quantities. The printed word helped weaken religious authority by giving ordinary people a means to learn and develop ideas on their own.

Lesson 1 — The Troubled Church

Illustration 1



The Granger Collection, New York

Discussing the Illustration

1. Starting in the 1300s, people in Europe began to get very upset about the great power and wealth under the control of the leader of the Catholic Church. What name is used for the leader of the Catholic Church?
2. One Catholic Pope, Julius II, is shown here. He was Pope from 1503 to 1513. He is known as one of the Renaissance Popes of the 15th and 16th centuries. What was the Renaissance?
3. Many Renaissance Popes were great patrons of Renaissance artists. They built magnificent buildings in Rome. They were often wealthy aristocrats, as involved with politics and military affairs as with spiritual and church matters. Why might this have upset many devout Christians elsewhere in Europe?
4. Does this portrait of Julius II fit with Question 3's description of the Renaissance Popes? Answer by referring to various aspects of the portrait, such as color, composition, clothing, mannerisms, etc.

Follow-up Activities

1. Pope Julius II was born Giuliano della Rovere in 1443. Both his early church career and his reign as Pope involved him in a good deal of political conflict and intrigue. Read more about this Renaissance Pope and the political battles he engaged in beginning in the 1480s and lasting the rest of his life. Create a timeline of key events in his life. Use this timeline as a guide in a presentation to the class about the political aspects of this Renaissance Pope's life and his reign.
2. Pope Julius II began the construction of St. Peter's Basilica and he patronized several artists, including Michelangelo. Michelangelo painted the ceiling of the Sistine Chapel at Julius's request. Find several photos of the ceiling of the Sistine Chapel. Share them in class and discuss them as works of art. As a class, discuss how you think Martin Luther might have reacted to Michelangelo's work had he seen it when he visited Rome in 1510.

Lesson 1 — The Troubled Church

Illustration 2



The Granger Collection, New York

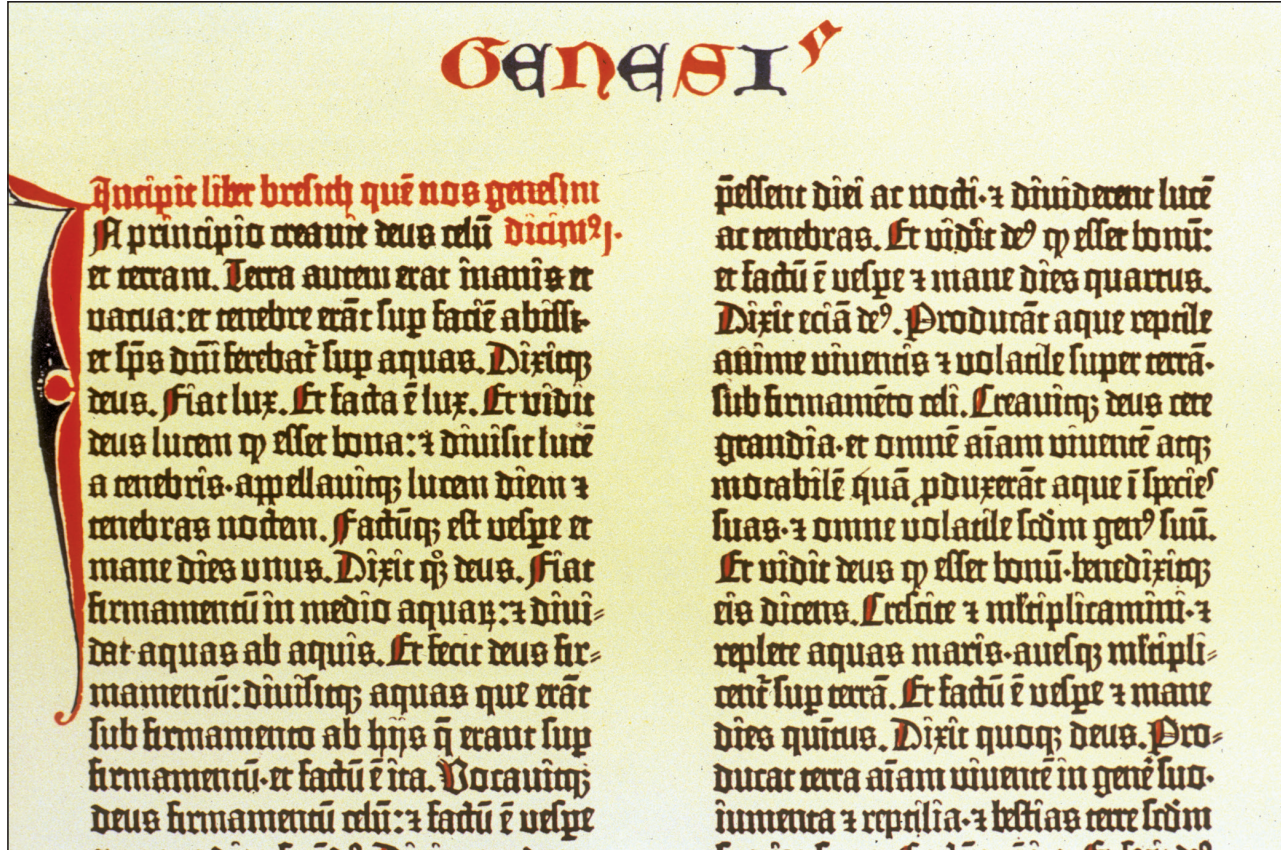
Discussing the Illustration

1. This drawing shows priests in the 1500s raising money for the Roman Catholic Church. They are doing this by selling special pardons that allowed Christians to avoid some punishment for their sins. What word is usually used for these special pardons?
2. In 1517, a monk selling indulgences came to Martin Luther's town of Wittenberg, Germany. That monk, Tetzel, claimed his indulgences would release souls from Purgatory—either the buyer's own soul or those of relatives already dead. Can you explain what Tetzel meant by winning "release" from Purgatory?
3. Luther believed that only a true faith in Christ could win God's salvation. He used the words "justification by faith alone" for his idea that faith is the only way to win salvation. This idea about faith led him to angrily oppose indulgences. Can you explain why?
4. Did the artist who created this illustration also oppose indulgences, or did he accept them? Explain your answer by referring to details in the drawing.

Follow-up Activities

1. The monk Tetzel was traveling in Germany selling indulgences in 1517 for two very specific reasons: He was raising money to help an archbishop pay a debt, and to help the Pope build St. Peter's Church in Rome. Find a list of the 95 *Theses* Luther posted in reaction against this sale of indulgences. Choose a few that seem most important to you. Use them in an essay explaining further what Luther was so upset about and why.
2. Luther's belief in "justification by faith alone" came to him after many doubts about his own sinful nature. He got the idea from the phrase, "the just shall live by faith," in Paul's *Epistle to the Romans*. Read about Luther's early life and spiritual struggle. Write an essay explaining why this phrase was such a key one for Luther in helping him overcome his doubts.

Illustration 3



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Discussing the Illustration

1. This is the first page of Genesis in the Gutenberg Bible, printed sometime in the 1450s. Why is this particular Bible so important in history? What about the illustration suggests its importance? What, if anything, can you infer from the illustration about the place of books in European life at this time?
2. Many historians say Gutenberg's invention of a printing press with movable type helped Luther's reform effort succeed where others had failed. Can you explain why? Why was the ability to print Bibles especially important to Luther's movement?
3. Aside from religion, five areas of life were deeply affected by printing: science, art, music, education, and business. Explain how the printing press might have affected these five areas of life.
4. Luther may actually have had mixed feelings about the printing press. From what you know about Luther and the Reformation, why do you think this might have been so?

Follow-up Activities

1. Luther could not completely control the effects of his ideas on others throughout Europe. In the age of the printing press, pamphlets, books, and other tracts could be easily produced in larger numbers. Read a biography of Luther or a long article on his life. As you read, take notes and make two lists. First, list all of the ways in which the invention of movable type and the printing press helped Luther. Then make a second list showing the ways in which these things only added to trends Luther did not like. Share your two lists with the class in a discussion about Luther and the age of the printing press.
2. Printing presses spread rapidly throughout Europe in the 1500s. How easy was it to set up a print shop then? Write a report answering this question. First learn more about typical printing presses of the time, as well as about such tasks as preparing type and setting it into galleys, inking plates, operating the press, drying paper, etc. Create a diagram of a press to go along with your report.

OBJECTIVES

1. Students will better appreciate Luther's personal courage in launching the Reformation.
2. Students will discuss the ideas of freedom, the individual, and the written word, and their role in Luther's revolt.

Martin Luther's Revolt

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

By speaking out against indulgences in 1517, Luther made himself an enemy of the Pope and the Catholic leadership in Rome. For the next three years, he continued to question many Church practices and beliefs. He said the Popes and other high church officials should not live in great wealth. He said that many Church rituals were not needed, and that priests were just ordinary people without special powers. Above all he stressed his central idea of justification by faith alone. By 1520, Pope Leo X had heard enough. He ordered Luther to give up his ideas or face excommunication. His order to Luther came in the form of a papal bull called *Exsurge Domine*. But in a historic act of disobedience, Luther burned this document—a scene dramatically pictured in this illustration.

Illustration 2

Another enemy of Luther was Charles V, Emperor of the Holy Roman Empire. In 1521, Charles V called together a meeting of the princes and other officials making up the Holy Roman Empire. This meeting, called a “diet,” met at the city of Worms on the Rhine River in April. At this Diet of Worms, Luther was asked to take back his ideas and his teachings. He refused. Some traditions say he ended his speech with the words, “Here I stand. I cannot do otherwise. God help me. Amen.” Whatever Luther actually said, these words do accurately convey his sense of duty. They also sum up the spirit of individualism and the rather strict ideas about liberty that were at the heart of the “protests” that thereby came to be known as the “Protestant” Reformation.

Illustration 3

Luther could not have succeeded without the help of many other religious reformers and political leaders, some of who are shown here. From left to right in the front row: Philip Melanchthon, Martin Luther, and John Hus. In the middle row: John Calvin, King Gustavus Adolphus of Sweden, and Ulrich Zwingli of Zurich, Switzerland. Top and back: Johannes Bugenhagen of Pomerania, and Ulrich von Hutten of Germany. These figures played very different roles, either as earlier reformers, as Luther's friends, as other religious reformers, or as secular rulers who aided the Lutheran revolt as a political movement.

Lesson 2—Martin Luther's Revolt

Illustration 1



Library of Congress, Prints and Photographs Division

Discussing the Illustration

1. This drawing shows a huge turning point in history in 1520. It shows Luther burning a piece of paper called a “papal bull.” What is a papal bull? The image is from a later time. What details does the artist include to help dramatize this action and show its importance? Notice the way Luther is posed, the way others are drawn arranged around him, the background, etc.
2. This particular papal bull was called *Exsurge Domine*, and it threatened Luther with “excommunication.” What does that mean?
3. By 1520, Luther had written several pamphlets about indulgences and many other Church practices and beliefs that he felt were wrong. The Pope threatened to excommunicate him for his views. What point do you think Luther was trying to make by burning this papal bull in public as he is shown doing here?
4. Why do you think Luther’s act seemed so shocking to many in Europe in 1520? Do you think Luther was right to take this step? Why or why not?

Follow-up Activity

1. **Small-group activity:** This illustration shows Luther standing up to the Pope. The Pope was one of the most powerful leaders in Europe at the time. For this reason, the scene is a good example of an ordinary person defying the most powerful leaders of his day. In recent times, several people have taken stands against powerful leaders or governments in similar ways. Your group’s task is to learn more about some of these people and compare their actions to what Luther did in the above drawing. Have each group member read a biography of one of the following:

Lech Walesa	Martin Luther King
Andrei Sakharov	Aung San Suu Kyi
Corazon Aquino	Mohandas Gandhi

Have each group member write two paragraphs on the figure they studied—one on that figure’s key accomplishments, and one comparing that figure to Luther. Create a bulletin board display using these paragraphs, along with any pictures you can collect, and the above illustration of Luther.

Illustration 2



The Granger Collection, New York

Discussing the Illustration

1. This illustration shows Luther at the 1521 Diet of Worms (pronounced *vohrmz*). What does the word “diet” mean in this case?
2. From your knowledge of the Reformation, can you explain what the Diet of Worms was and why Luther was called to come and speak at it?
3. The Diet of Worms was called together by the Emperor of the Holy Roman Empire, who was also the king of Spain and the ruler of several other lands. Can you name him?
4. At the Diet of Worms, Luther was asked to give up some of his own beliefs about the Catholic Church. He refused to do that. Why do you suppose this was a bold thing for him to do?
5. How does this illustration stress the danger Luther was in at the Diet and the courage it took for him to stand up against it? Notice where he stands, how the others are positioned, their dress and gestures, etc.

Follow-up Activity

1. At the Diet of Worms, Luther refused to give up his own beliefs. Here is the final part of the famous statement he made at the Diet:

“My conscience is captive to the Word of God. I cannot and will not recant anything, for to go against conscience is neither safe nor honest. Here I stand. I cannot do otherwise. God help me. Amen.”

It seems that Luther’s idea here is that to be truly free a person must obey something—one’s own ideas about right and wrong. In other words, being free and being controlled by duty are one and the same. Is this your idea of what it means to be free? Write an essay about the above statement by Luther. Make sure you understand all the words in the statement. Rephrase his statement in words of your own. Explain why you do or do not agree with it. Then finally, give one or two examples of what you think it means to be free. Read and discuss some of these essays in class.

Illustration 3



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Discussing the Illustration

1. After the Diet of Worms, the Pope and the Emperor Charles V declared Luther a heretic and an outlaw. What is a heretic?
2. Luther escaped capture because a German prince, the Elector of Saxony, hid him in a castle where he translated the Bible into German. The Elector was only one of many key Reformation leaders. This illustration shows Luther with several others. Luther is at center in the front row. To the left of him is a man who was his friend, often spoke for him, systematized his ideas, and helped him translate the Bible into German. Can you name that man?
3. Why do you think it was so important to these two men that the Bible be translated into German?
4. To the right of Luther is John Hus, a Czech religious figure who died long before Luther was even born. What do you know about him and why do you think the artist included him in this illustration?

Follow-up Activities

1. **Small-group activity:** Along with Melancthon, Luther, and Hus, the other figures here are: (middle row) John Calvin, King Gustavus Adolphus of Sweden, and Ulrich Zwingli; (in back) Johannes Bugenhagen of Pomerania, and Ulrich von Hutten of Germany. Have each group member do research on one of these men. As a group, explain to the class why you think these men were chosen to be in this illustration?
2. The head of the Holy Roman Empire, Charles V, wanted to stop Luther. But other problems distracted him. These problems mainly had to do with France and the Ottoman Turks. As a group, read more about Charles V. Then prepare a brief talk to give to the rest of the class explaining why it was hard for Charles V to stop Luther. To help in your talk, create two visual aids: (1) a map showing all the lands Charles V held in Europe, and (2) a timeline listing the key events in Charles V's rule from 1517 and 1555. Use the visual aids in your talk to the class.

OBJECTIVES

1. Students will understand that Luther triggered a vast protest movement he could not control.
2. Students will discuss the often contradictory views about liberty and order held by leaders of the Reformation.

The Spreading Spirit of Protest

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

This illustration shows a service in one Protestant church, the Reformed Church of the United Provinces. Like all Protestants, these Dutch Protestants rejected much of the elaborate Roman Catholic liturgy, which they saw as far too mystifying a spectacle. They also rejected many Catholic beliefs not based clearly or literally on Biblical teachings. In this illustration, the members of this church are celebrating Communion in a simple and austere setting. In doing so, they have rejected the idea that Christ is truly present in the bread and wine of the Communion rite, as Catholics are taught.

Illustration 2

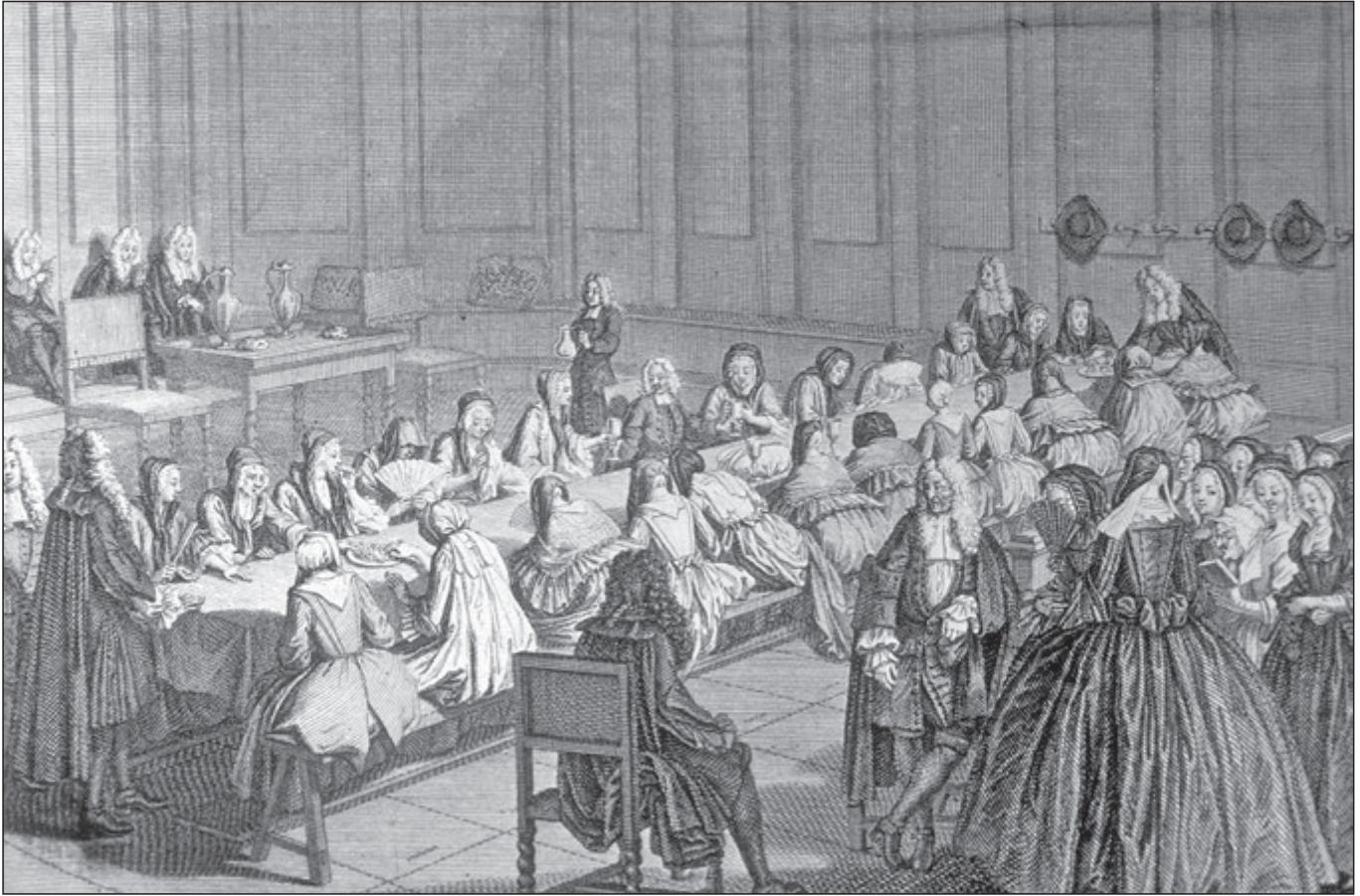
Luther's ideas only started the Reformation. Once he spoke against the Pope and the Church authorities in Rome, it was easier for many others to do the same. Luther still favored some aspects of Catholic practice and ritual. But others reformers wanted much stricter, more sweeping changes. John Calvin, shown here, believed in God's awesome power and humanity's helplessness. God chose who would be saved and who would be damned. Humans could do nothing to alter God's decisions. However, they could try to follow the laws of God as set down in the Bible. And if they succeeded, this *might* show that they had in fact been chosen by God to receive his grace. Calvin said it was these elect who should rule society. And they should rule as strictly as God would. In Geneva, Switzerland, he created a theocracy, a society in which religious leaders controlled the government completely.

Illustration 3

Luther insisted on standing up for what he believed in; so, too, did Calvin. But neither they nor most Protestant reformers or rulers gave that right to other believers—nor did many Catholic Church leaders or rulers. In 1568, for example, the mostly Protestant Dutch in the Low Countries (in what are now Belgium and the Netherlands) revolted against Catholic Spain, the country that controlled them. Early in the revolt in 1573, Spanish forces ended a long siege of the city of Haarlem and then executed many Protestants. This illustration shows the gruesome results of this religiously fueled hatred. More than a century of religious warfare of this sort would dominate Europe in the wake of the Protestant Reformation.

Lesson 3—The Spreading Spirit of Protest

Illustration 1



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Discussing the Illustration

1. Soon after Luther spoke out against the Church leaders in Rome, many others began to do the same. Among the many things they objected to, these Protestants all disliked the elaborate Catholic liturgy. What is a church's liturgy?
2. Most Protestants considered the Catholic liturgy mystifying and ostentatious, or showy. Why do you think they felt that way about Catholic rituals and church practices?
3. This drawing shows members of the Protestant Reformed Church of the United Provinces taking part in the Communion ceremony. How do the details of the ceremony shown here help to illustrate the big changes the Protestant Reformation was seeking to bring about in church practice and belief? What else do you know about the many changes Protestants wanted to make in Catholic liturgy and church organization?

Follow-up Activities

1. **Small-group activity:** Find books with illustrations showing the interiors of various Protestant and Catholic churches throughout Europe. Look for as many photos of as wide a range of churches as you can find. Learn more about the liturgy used by some of these churches. Make copies of the photos and share them with the class. Discuss what you know about these churches and how their architectural choices do or do not reflect their religious ideas.
2. Luther said it was wrong for Christians to depend so heavily on priests, ceremonies, and church rituals to save them. He said these things were not magic and could not take the place of a true knowledge of and faith in God. His most famous way of putting this was to say that the soul is "justified by faith alone and not any works." What do you think he meant? Read more about Luther's concept of justification by faith and write a brief essay about how this idea helps explain the way Protestants changed church ceremony and ritual.

Illustration 2

“We say, then, that Scripture clearly proves this much, that God by his eternal and immutable counsel determined once for all those whom it was his pleasure one day to admit to salvation, and those whom, on the other hand, it was his pleasure to doom to destruction. We maintain that this counsel, as regards the elect, is founded on his free mercy, without any respect to human worth, while those whom he dooms to destruction are excluded from access to life by a just and blameless, but at the same time incomprehensible judgment.”

***Institutes of the Christian Religion,
Book 3, Chapter 21, Section 7***



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Discussing the Illustrations

1. Luther wanted to end many Catholic rituals and practices. But soon, some reformers began to say that Luther was not going far enough. One of them was this man. He grew up in France. But in 1541, he began to put his religious ideas into practice in Geneva, Switzerland. Can you name him?
2. Calvin agreed with Luther about many things. But Calvin had stricter ideas than Luther did about what the Bible meant. His view of “predestination” is often said to be especially harsh, though Luther shared it to some degree also. Calvin sums up his view here. In your own words, explain what the Calvinist idea of predestination was.
3. To Calvin, predestination was logical given his view that all humans are sinful and God is all-powerful. Yet his followers were not plunged into despair about this. In fact, many were very active in seeking God’s grace and trying to live a holy life. How do you explain their sense of free will about this even while accepting predestination?

Follow-up Activities

1. Luther and Calvin both seemed to share one very important feeling: both had a strong sense of God’s total power and man’s complete helplessness in the face of this power. And it’s clear that many in Europe in the 1500s shared these feelings. Why do you think that was so? Look for clues in your textbook or other history sources. Read or reread accounts of the key changes in Europe since 1300. List changes that you think might have increased feelings of helplessness and of God’s awesome power. Discuss your lists with the entire class.
2. One writer says: “Luther gave the state greater control over the church, but Calvin gave the church complete control over the state.” What do you think this writer meant? Learn more about Luther’s dealings with the princes who supported him. Also learn more about the government set up under Calvin’s guidance in Geneva, Switzerland. Then write a brief essay agreeing or disagreeing with this writer’s statement.

Lesson 3—The Spreading Spirit of Protest

Illustration 3



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Discussing the Illustration

1. The Reformation did not bring change to Europe peacefully. In fact, it led to a great deal of bloodshed. This drawing depicts one small example of this. Why do you think arguments over religion in the 1500s so often led to killings of this sort?
2. The victims here are Dutch Protestants in Haarlem, in the Low Countries. What nation ruled the Dutch, and why did this make religion such a powerful source of violent conflict? Who are the Spaniards in this scene? What do you think the priest in the lower right is doing? What mood do you think this image is meant to convey? Why?
3. The Dutch Revolt is only one example of violent religious conflict that swept Europe in the century after Luther began the Reformation. Luther's protests against the Catholic Church's practices inspired new ideas and ideals, a growing sense of individual freedom, and powerful forces of hatred and violence. Why do you think all of these things together were products of the Protestant Reformation?

Follow-up Activities

1. The Dutch Revolt is also known as the "Eighty Years' War," since it lasted from 1568 to 1648. Learn more about this revolt and the role that religious conflict played in it. Some historians say the Dutch Revolt paved the way for later challenges to the concept of the divine right of kings, and ultimately led to representative government and greater protection of individual rights. Read more about the Dutch Revolt. Create a timeline of its key events. Use the timeline in a brief presentation in which you give your own view as to whether the Dutch Revolt did what these historians suggest.
2. Many radical Protestant sects opposed any use of force. But some did support violence by the poor in the Peasants' War. This was an uprising of peasants in Germany from 1524 to 1525. Luther spoke out against this uprising. Read more about the Peasants' War and Luther's views on it. Based on what you learn, write a brief essay explaining Luther's views on the Peasants' War.

OBJECTIVES

1. Students will understand how the Reformation forced the Catholic Church to change and even strengthen itself.
2. Students will understand that the wars of religion added to the growing power of the state.

Church and State

After the Reformation

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

At first, the Catholic Church could do little to stop Luther and the other leaders of the Protestant Reformation. But in 1545, the Church began to fight back when the Council of Trent began to meet. A “Catholic Counter-Reformation” began with this meeting of top Catholic officials. They discussed ways to stop the Reformation, as well as plans to reform the Catholic clergy and the top Church government at Rome. The Church hoped to win back Protestants, but it also took a strong stand against their ideas. Finally, it renewed and strengthened efforts to spread Catholic teachings in Europe and in many other parts of the world.

Illustration 2

The Counter-Reformation did not make Catholics more cautious. In some ways, it made them more forceful. In 1524, for example, the Society of Jesus was formed by a former soldier, St. Ignatius Loyola. Called Jesuits, members of this order were spiritual soldiers willing to give their lives to win people back to the Catholic faith. They did this in Europe through education and close cooperation with the Pope. And they did it abroad through missionary work around the world. This illustration of Jesuit missionary St. Francis Xavier suggests the bold, confident, forceful nature of the Catholic Counter-Reformation—a spirit it actually shared with the Reformation it hoped to combat.

Illustration 3

The Reformation led to terrible clashes between Protestants and Catholics. It also fueled political rivalries and warfare between states. Centralized states had begun to grow in power starting in the late Middle Ages. The Reformation fueled this development by weakening the Catholic Church as a Europe-wide institution, and by splitting Europe into Catholic and Protestant states, each of which exercised tight control over its religious institutions. Spain was the most powerful Catholic country, governed by Catholic kings who ruled many other lands as well. England was a rising Protestant state. During the reign of England’s Queen Elizabeth, its rivalry with Spain led to war. In 1588, Spain’s King Philip II sent his huge Spanish Armada to conquer England and restore Catholicism there. This illustration shows part of the battle, which ended in disaster for Spain.

Illustration 1



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Discussing the Illustration

1. At first, the Catholic Church was able to do little to stop Luther and the other leaders of the Protestant Reformation. But in 1545, the Church began trying to stop him and to strengthen the Catholic Church. From this drawing and your knowledge of this period in history, can you explain what big step the Catholic Church took that year?
2. This illustration of the Council of Trent should give you an idea of what the main meetings of the entire Council of Trent looked like. In what ways does this illustration help you to see what the Catholic Church as an organization was like?
3. The Council of Trent actually met at three different times between 1545 and 1563. Historians usually say the work done by this council was the start of the “Catholic Counter-Reformation.” Why do you suppose that term is used for what the Council of Trent tried to do?

Follow-up Activities

1. Read more about how the Council of Trent was set up and what its meetings were like. Based on what you learn, decide how accurate this illustration is. What does it show about the Council of Trent? What does it leave out? Report your findings to the rest of the class.
2. Ask your librarian or your teacher to help you find books or articles to read on the Council of Trent and what it did between 1545 and 1563. Also read more about the efforts the Church took to put its ideas into effect during the rest of the 1500s. Based on what you learn, make up a chart listing these key actions making up the Catholic Counter-Reformation:

Actions to stop the Protestant Reformation
Actions to reform the Catholic Clergy
Changes in the top Church government at Rome
Efforts to spread Catholic teachings

Use your chart to sum up the Counter-Reformation in a brief talk to the rest of your class.

Illustration 2



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Discussing the Illustration

1. The Counter-Reformation brought about many changes in the Catholic Church. One change was a greatly expanded effort to do missionary work. This drawing shows a famous Catholic missionary of the mid-1500s. In this case, what do the terms “missionary” and “missionary work” mean?
2. This missionary is St. Francis Xavier. What details in this painting show that the artist greatly admired the work St. Francis Xavier did? Notice the use of light, the scene in the sky, St. Francis’s posture, etc.
3. St. Francis Xavier was an early member of the Society of Jesus. This group was key in helping the Popes to carry out the Counter-Reformation. What single word is also used for the Society of Jesus?
4. The Jesuits worked closely with the Popes to reform the Church and spread its teachings. Many admired them, but others feared them. From what you know about them, can you explain why they might have been both admired and feared?

Follow-up Activities

1. Historians say the Reformation was caused in part by a growing “spirit of individualism.” That is, it was a time when strong individuals spoke out against unfair authority and in favor of freedom. Some even say this same spirit of individualism also affected the Counter-Reformation. Write a brief essay about this by using three illustrations from this booklet—Luther at the Diet of Worms (page 10), Calvin (page 14), and the above illustration. Using just these three illustrations, describe the spirit of individualism in the European Reformation.
2. Watch the movie *Black Robe* (1991). The movie is about Jesuit missionaries among the Indians in Canada in the 1600s. Write a review of this movie. In your review, describe the way the movie portrays the Indians, the Jesuit missionaries, and the other colonists. Do you think it portrays the Indians accurately? Do you think it portrays the Jesuits accurately? Why or why not? Give your answers to these questions in your movie review.

Illustration 3



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Discussing the Illustration

1. This illustration is of a great sea battle off the coast of Western Europe in 1588. The battle was between two of the strongest of the growing central states of Europe at the time. What was this battle, what two states fought it, and what was its outcome? What questions about naval warfare does this illustration raise in your mind?
2. This fight between Spain and England had many causes, but the Reformation was central to it. For one thing, England's Protestant Queen Elizabeth had just put to death Mary, Queen of Scots, a Catholic who also claimed the English throne. This probably angered Spain's King Philip II, but English support for the Low Countries worried him even more. How do these two factors help explain Philip's decision to go to war with England, and what do they have to do with religious rivalry fueled by the Reformation?
3. What other factors besides religion might help explain the rivalry between Spain and England in these years?

Follow-up Activities

1. The Spanish Armada was a fleet of 130 ships. It was intended to carry thousands of soldiers across the English Channel to invade England. Its defeat resulted from many factors, including Spanish errors, the British navy, and the weather. Read more about the defeat of the Spanish Armada. Create a map and a timeline detailing the course of the battle from the time the Spanish Armada left Spain until what was left of it returned. Use these in a brief talk to the class.
2. **Small-group activity:** The wars of religion fueled by the Reformation largely ended with the end of the "Thirty Years' War" (1618–1648). This war began between Protestants and Catholics on the European continent. But most historians say it was much less a religious conflict and more a purely political one by its end. Find maps and illustrations of this war and create a bulletin-board display about it. Organize the display so as to show why historians say the conflict changed over time.

Image Close-ups

The Troubled Church

Illustration 1



The Granger Collection, New York

The Troubled Church

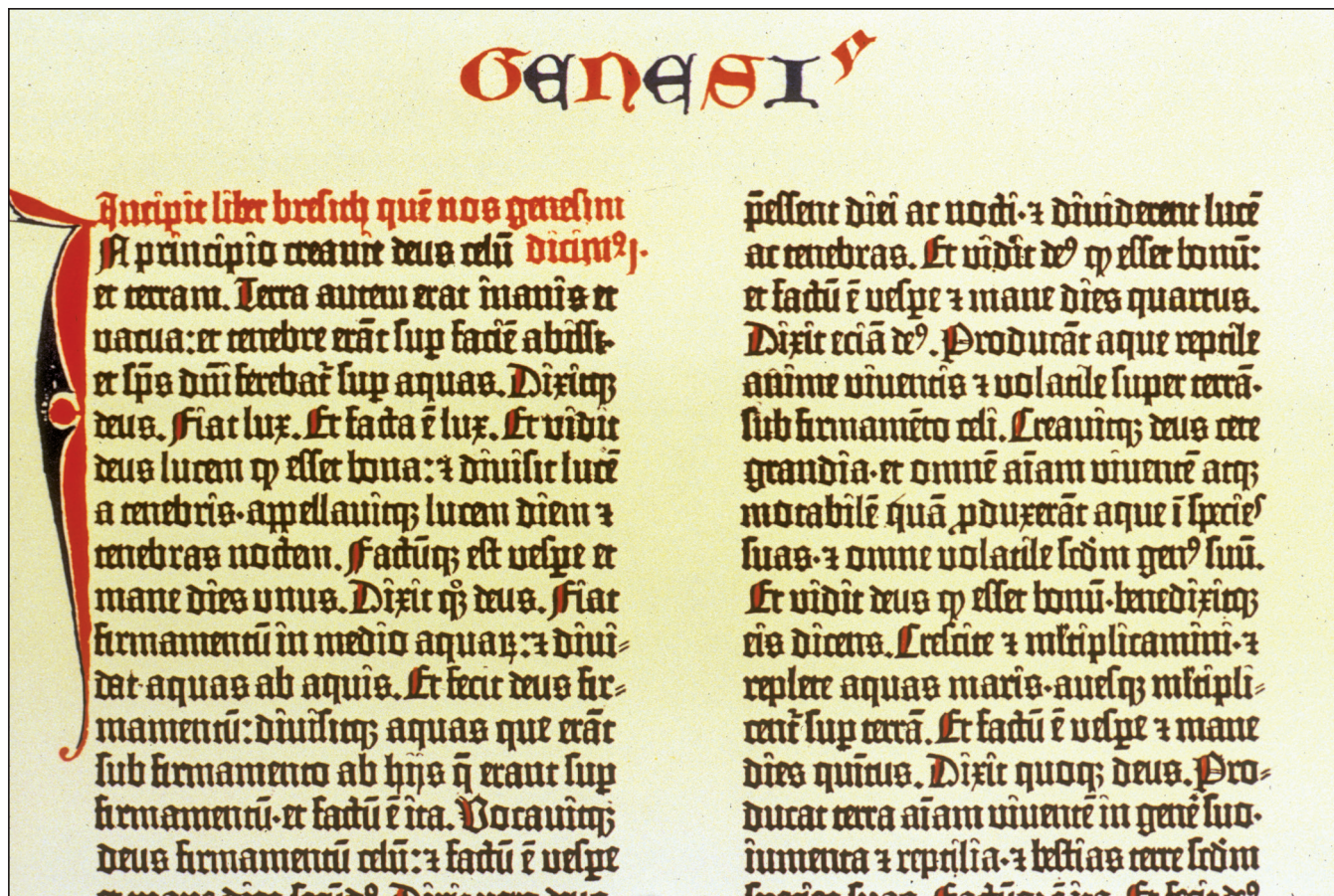
Illustration 2



The Granger Collection, New York

The Troubled Church

Illustration 3



© Instructional Resources Corporation

Martin Luther's Revolt

Illustration 1



Library of Congress, Prints and Photographs Division

Martin Luther's Revolt

Illustration 2



The Granger Collection, New York

Martin Luther's Revolt

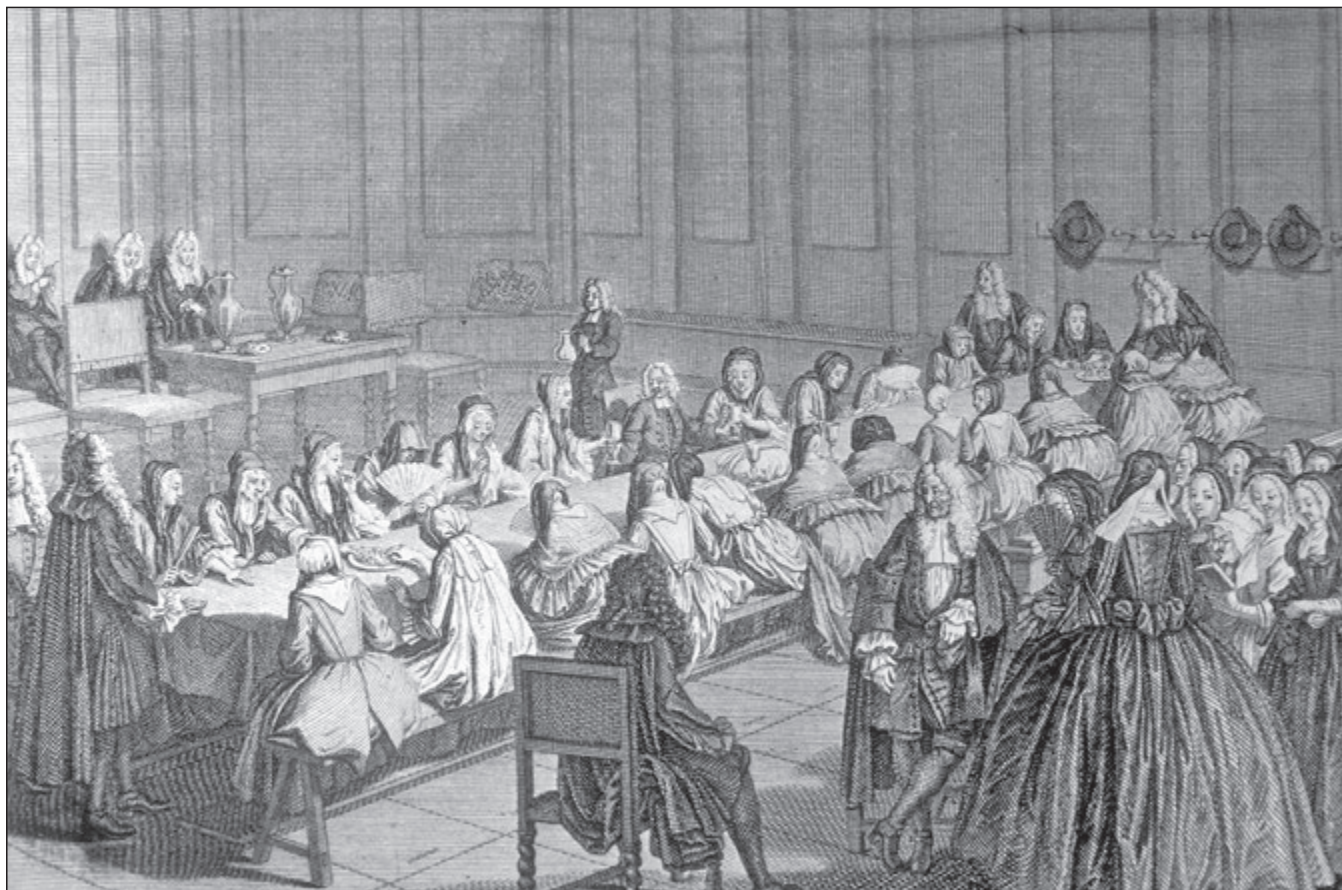
Illustration 3



© Instructional Resources Corporation

The Spreading Spirit of Protest

Illustration 1



© Instructional Resources Corporation

The Spreading Spirit of Protest

Illustration 2

“We say, then, that Scripture clearly proves this much, that God by his eternal and immutable counsel determined once for all those whom it was his pleasure one day to admit to salvation, and those whom, on the other hand, it was his pleasure to doom to destruction. We maintain that this counsel, as regards the elect, is founded on his free mercy, without any respect to human worth, while those whom he dooms to destruction are excluded from access to life by a just and blameless, but at the same time incomprehensible judgment.”

*Institutes of the Christian Religion,
Book 3, Chapter 21, Section 7*



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The Spreading Spirit of Protest

Illustration 3



© Instructional Resources Corporation

Church and State After the Reformation

Illustration 1



© Instructional Resources Corporation

Church and State After the Reformation

Illustration 2



© Instructional Resources Corporation

Church and State After the Reformation

Illustration 3



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