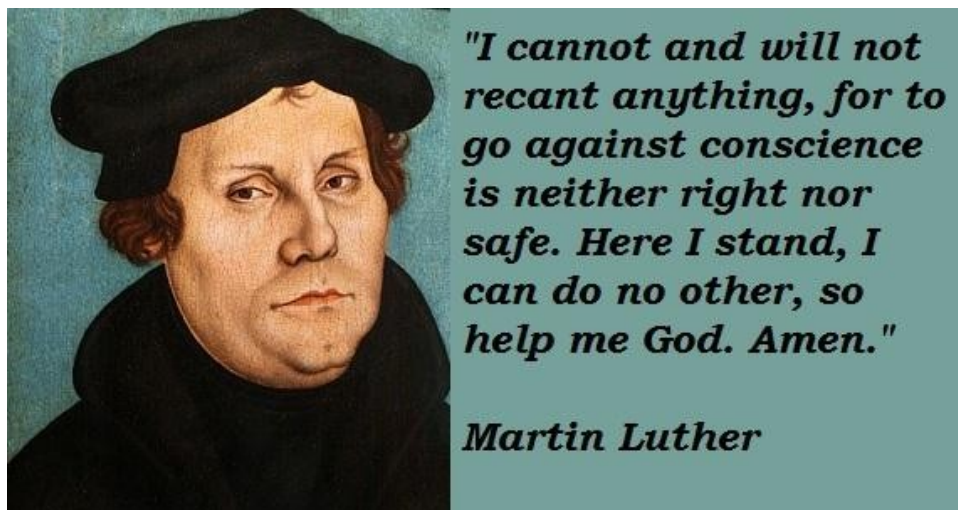


# A NEW VISION of HUMANITY– Cycle One

‘Teacher Guide and Document Package’

Permalink at <https://goo.gl/WECyab>



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Note: This related Cartograf Scenario "[Reformation in Europe factors](#)" uses these resources too!



# TARGETED QEP and INQUIRY STRUCTURES



## Intellectual Operations:

(See Evaluation Frameworks from MELS)

1. Situate in Space and Time
2. Establish Facts
3. Determine Elements of Continuity and Change
4. Establish Connections Between Facts
5. Establish Causal Connection
6. Determine Explanatory Factors and Consequences
7. Characterize the Evolution of a Society



## Progressions of Learning:

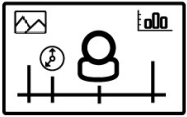
(see Progression of Learning from MELS)

### A New Vision of Humanity:

Humanism deeply changed the culture of European societies during the Renaissance. Critical thinking gradually replaced adherence to traditions transmitted by the Church. The study of the Renaissance allows students to understand the main characteristics of humanism and to identify some of the foundations of Western culture.

The following concepts will be covered:

- art
- criticism
- humanism
- individual
- freedom
- philosophy
- Reformation
- Renaissance
- Responsibility
- Science



## HISTORICAL CONTEXT / OVERVIEW: (from Britannica)

The term **Middle Ages** was coined by scholars in the 15th century to designate the interval between the downfall of the Classical world of Greece and Rome and its rediscovery at the beginning of their own century, a revival in which they felt they were participating. Indeed, the notion of a long period of cultural darkness had been expressed by Petrarch even earlier. Events at the end of the Middle Ages, particularly beginning in the 12th century, set in motion a series of social, political, and intellectual transformations that culminated in the Renaissance. These included the increasing failure of the Roman Catholic Church and the Holy Roman Empire to provide a stable and unifying framework for the organization of spiritual and material life, the rise in importance of city-states and national monarchies, the development of national languages, and the breakup of the old feudal structures.

While the spirit of the **Renaissance** ultimately took many forms, it was expressed earliest by the intellectual movement called **humanism**. Humanism was initiated by secular men of letters rather than by the scholar-clerics who had dominated medieval intellectual life and had developed the Scholastic philosophy. Humanism began and achieved fruition first in Italy. Its predecessors were men like Dante and Petrarch, and its chief protagonists included Gianozzo Manetti, Leonardo Bruni, Marsilio Ficino, Pico della Mirandola, Lorenzo Valla, and Coluccio Salutati. The fall of Constantinople in 1453 provided humanism with a major boost, for many eastern scholars fled to Italy, bringing with them important books and manuscripts and a tradition of Greek scholarship.

**Humanism** had several significant features. First, it took human nature in all of its various manifestations and achievements as its subject. Second, it stressed the unity and compatibility of the truth found in all philosophical and theological schools and systems, a doctrine known as syncretism. Third, it emphasized the dignity of man. In place of the medieval ideal of a life of penance as the highest and noblest form of human activity, the humanists looked to the struggle of creation and the attempt to exert mastery over nature. Finally, humanism looked forward to a rebirth of a lost human spirit and wisdom. In the course of striving to recover it, however, the humanists assisted in the consolidation of a new spiritual and intellectual outlook and in the development of a new body of knowledge. The effect of humanism was to help men break free from the mental strictures imposed by religious orthodoxy, to inspire free inquiry and criticism, and to inspire a new confidence in the possibilities of human thought and creations.

**Reformation**, the religious revolution that took place in the Western church in the **16th century**. Its greatest leaders undoubtedly were **Martin Luther** and **John Calvin**. Having far-reaching political, economic, and social effects, the Reformation became the basis for the founding of **Protestantism**, one of the three major branches of Christianity.

The world of the late medieval Roman Catholic Church from which the **16th-century** reformers emerged was a complex one. Over the centuries the church, particularly in the office of the **papacy**, had become deeply involved in the political life of western Europe.

Source, video & more information at: <http://www.britannica.com/EBchecked/topic/495422/Reformation> April 24th, 2014





## **Learning Outcomes:**

By the end of this module students will be able to:

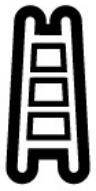
1. Locate Europe and significant European cities on a world map
2. Understand the chronology of important events throughout the period of The Renaissance
3. Understand the concept of human beings in medieval Christian thought
4. Know the names and work of some of the famous humanists of the Renaissance, including Erasmus, Leonardo da Vinci, Montaigne, and others.
5. Understand the characteristics of humanist thought (including reason, observation, experimentation, and other characteristics)
6. Understand innovations related to Renaissance art
7. Understand elements that characterize Renaissance architecture
8. Understand the impact of new scientific theories on certain fields during the Renaissance
9. Understands the reaction of the church to new astronomical theories
10. Understands the impact of the printing press
11. Understands factors that led individuals to challenge the authority of the Pope and the Catholic Church in the Renaissance
12. Name Protestant Churches
13. Understand actions taken by the Catholic Church to fight against the Reformation



## START-UP STRATEGIES:

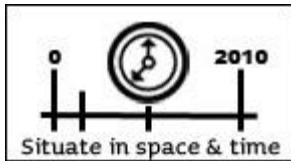
The teacher could activate prior knowledge and peak interest in a number of possible ways. Any of the following activities could be used to introduce the topics in this learning unit, or just to start discussion.

1. Compare side-by-side images of lavish [Catholic cathedrals](#) to images of [austere church](#) interiors. What is different about these two places of worship? What are good things and bad things about each?
2. Share stories about travel in Europe. Has anyone ever been to Europe? What sort of places are there to visit?  
(Note: You could use the [Cartograf Reformation scenari](#) or just a blank Cartograf map to zoom in and view key areas.)
3. View various works of Renaissance [art](#) or [architecture](#) and discuss subject matter, styles and themes.
4. There are certainly some "[funny](#)" [videos out there on the Reformation](#). One *might* have segments to start conversations!
5. An interesting idea from <http://sse6348-renaissance.weebly.com/lesson-planprocedures.html> that begins: "tudents will write a diary entry for the time period by answering the following prompt: "Imagine that you have live in Florence, Italy immediately following the Black Death. You have survived, but many around you have not. Describe your environment. How do you feel?""

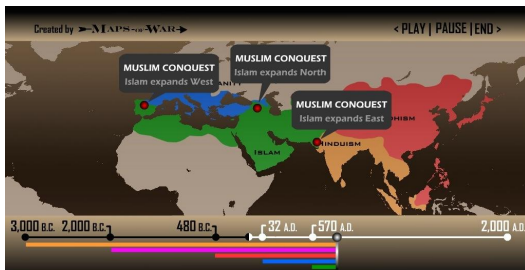


# Learning Phases:

## 1. Situate in space and time... the spread of Christianity



Students view the animation on Religion by Maps of War website.



<http://www.mapsofwar.com/images/Religion.swf>

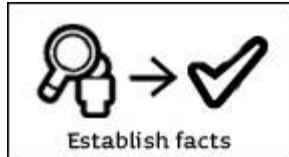
<https://www.youtube.com/watch?v=qAyuyf3wRY0>

- The teacher can stop animation to help students to identify key historical events and contexts (example: Jesus during time of Rome, Crusades during Medieval times)
- The students in small groups can then identify 5 key events they noticed (wars, migrations, religion foundings, etc.) and indicate them on a separate timeline.
- On a main timeline in front of class, mark each event, verify exact time, compare to other events at same time. (timeline can be hands or on a smartboard)

## 2. Examine ... The Reformation and the different religions involved

Examine the phenomena surrounding the Reformation's beginnings

Establish Facts as to why each church system (Anglican, Calvinist, Lutheran, Anglican) developed



**Students view** (in whole or part) the video The Protestant Reformation (1517-1565) on Discovery Education



**Instructions:** First log in at LEARN, then click Vodzone button to log in at Discovery Streaming.

**NOTE:** Vodzone is no longer available at LEARN.

Other videos are available online, for example this one on Youtube at <https://www.youtube.com/watch?v=h025a8GFlyI>

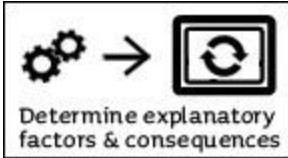
**Tasks: Students observe and note:**

- What events and inventions helped to change and spread ideas about the world during this time? (knowledge based question)
- What did Martin Luther oppose? (knowledge based question)
- What practice (s) did Luther specifically criticize in his 95 Theses (Objections)? (knowledge based question)
- Why did Lutheranism take hold in Germany? (analysis based question)
- How did Protestantism begin in Switzerland (i.e. Calvinism) and how was it different? (analysis based question)
- How did Protestantism begin in England (i.e. Anglicanism) and how was it different? (analysis based question)

Alternative (simpler) video source. Log in to LEARN, click the Vodzone icon, then return to this link:

Just the Facts: World History: The Reformation <http://app.discoveryeducation.ca/player/view/assetGuid/F5C9F3DA-98A9-4FF6-985E-30BB2B55B623>

### 3. Determine explanatory factors (causes)... by analyzing documents



#### Teacher:

Discuss what is a factor (cause).

Model interpretation of each document (see documents below) in terms in the tasks, and methods for using technology. Modelling interpretation could include circling aspects of the document, making notes and comments on the sidebar, and tracking thoughts and questions while looking at and analyzing the documents as a class.

**Objective:** Indicate and explain factors that inspired (or facilitated!) people to challenge the authority of the Pope and the Catholic Church in the Renaissance.

**General Tasks:** Examine each document carefully, and for each document

- a) Identify the actors (person or group) that challenged the Catholic church, and
- b) Identify the specific factor(s) represented in the documents.

#### Technology option for ONE or MORE of the documents:

The teacher can circle and mark different aspects of the document, using symbols or textboxes, to draw attention to actor(s) and factor(s). By doing this he/she can model the active interpretation of documents by focusing in on its specific attributes. The teacher could use image editing software like Gimp, Google Draw or even Powerpoint to mark the image. Note that images in the Cartograf Scenario "[Reformation in Europe factors](#)" can be edited and marked up directly in the application itself.



## DOCUMENTS SECTION:



### Document: The Papal Schism (1378-1415)



[Location in Cartograf Reformation Scenario >>](#)

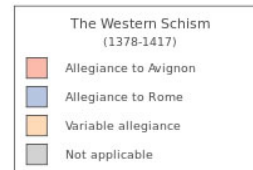
Clement V, a French pope, refused to leave France and conduct his papacy in Rome. In 1309 he moved the conclave to Avignon, France. Here the Papacy was under the powerful King of France. The popes and cardinals lived like kings. There were seven Avignon popes. Immorality became rampant. Simony (selling clerical offices) was standard. Greed, lust, and scandal became associated with the Papacy. When some attempted to correct the problem by moving the Papacy back to Rome, the result was not good. The deposed popes refused to recognize their deposition. At one time there were three popes. This served to destabilize the institution of the Church and in many ways began to bring to light the illegitimacy of the office of the Papacy. Perhaps God was not as concerned about the chair of Saint Peter after all.

Source for text :

<http://www.reclaimingthemind.org/blog/2012/11/why-the-reformation-happened-when-it-did/>

See also:

<http://www.greatschism.org/Great-Western-Schism.html>



### Papal Schism

1378 to 1418

Three Popes vying for power!



Image adapted by LEARN from source:

[http://commons.wikimedia.org/wiki/File:Western\\_schism\\_1378-1417.svg](http://commons.wikimedia.org/wiki/File:Western_schism_1378-1417.svg)



## Document 2: Pope as the Antichrist



[Location in Cartograf Reformation Scenario >>](#)

**Pope Leo X** was **Pope** from 9 March 1513 to his death in 1521.

He is probably best remembered for granting **indulgences** for those who donated to reconstruct **St. Peter's Basilica**, which practice was challenged by **Martin Luther's 95 Theses**. He seems not to have taken seriously the array of demands for church reform that would quickly grow into the **Protestant Reformation**. His **Papal Bull** of 1520, ***Exsurge Domine***, simply condemned Luther on a number of areas and made ongoing engagement difficult.

He borrowed and spent heavily. A significant patron of the arts, upon election Leo is alleged to have said, "Since God has given us the papacy, let us enjoy it". Under his reign, progress was made on the rebuilding of **Saint Peter's Basilica** and artists such as **Raphael** decorated the **Vatican** rooms.



The Pope as the Antichrist, signing and selling indulgences, from Luther's 1521 *Passional Christi und Antichristi*, by [Lucas Cranach the Elder](#)

Source: <http://en.wikipedia.org/wiki/Indulgence>

Source de l'image : <http://en.wikipedia.org/wiki/File:Antichrist1.jpg>



## Document 3: Printing Press



[Location in Cartograf Reformation Scenario >>](#)

"Johannes Gutenberg invented the printing press with replaceable/moveable wooden or metal letters in 1436 (completed by 1440). This method of printing can be credited not only for a revolution in the production of books, but also for fostering rapid development in the sciences, arts and religion through the transmission of texts."

Source: Gutenberg and the Printing Press at

<http://inventors.about.com/od/qstartinventors/a/Gutenberg.htm>

See also: [http://en.wikipedia.org/wiki/Johannes\\_Gutenberg](http://en.wikipedia.org/wiki/Johannes_Gutenberg)

"In 1518, the German translation of Martin Luther's 95 Theses was published and during the course of the next two years an additional twenty-two German editions were printed.(1) If it had not been for the efficiency of movable type printing for duplicating the document, his reforming work and influence on other reformers would have developed differently."

Source:

<http://www.reformation21.org/articles/the-importance-of-the-printing-press-for-the-protestant-reformation-part-two.php>

This attached image shows a woodcut from 1568. It shows the left printer removing a page from the press while the one at right inks the text-blocks. Such a duo could reach 14,000 hand movements per working day, printing around 3,600 pages in the process

Source for text : [http://en.wikipedia.org/wiki/Printing\\_press](http://en.wikipedia.org/wiki/Printing_press)





#### Document 4: Luther's German printed bible



[Location in Cartograf Reformation Scenario >>](#)

"Luther translated the [New Testament](#) into German to make it more accessible to the commoners and to erode the influence of priests. He used the recent critical Greek edition of [Erasmus](#), a text which was later called [Textus Receptus](#). During his translation, he would make forays into the nearby towns and markets to hear people speak, so that he could write his translation in the language of the people. It was published in 1522."

Source for text: [http://www.theopedia.com/Martin\\_Luther](http://www.theopedia.com/Martin_Luther)

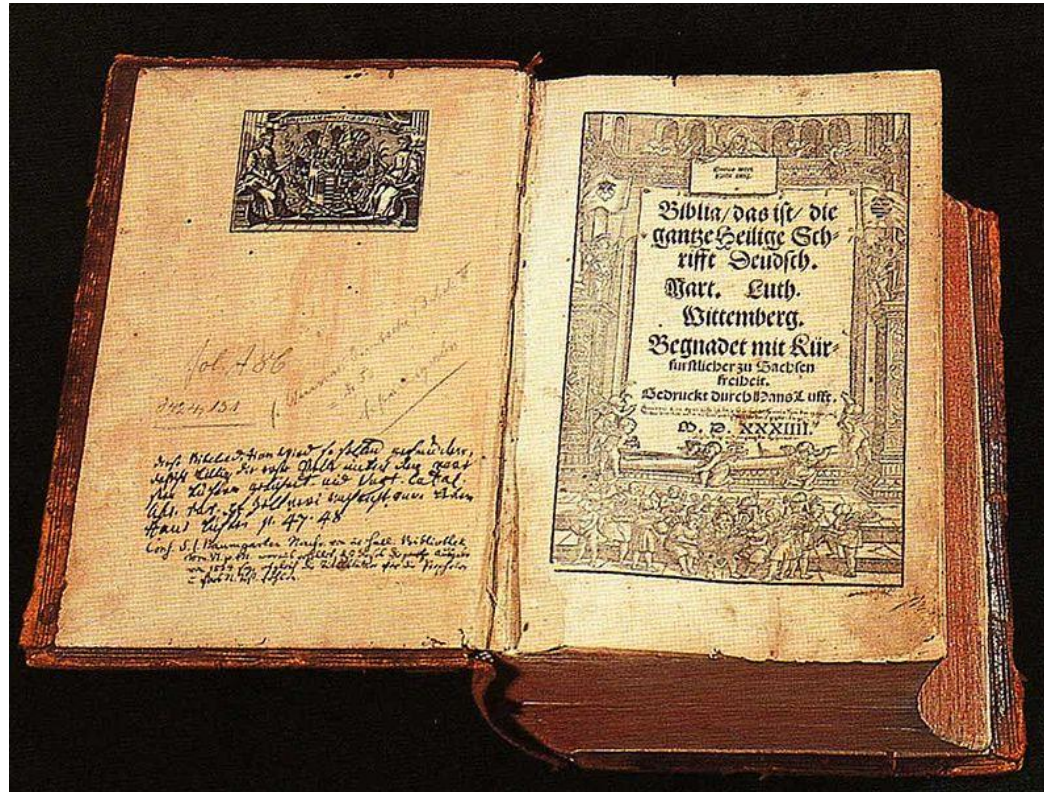


Image source: <http://en.wikipedia.org/wiki/File:Lutherbibel.jpg>



## Document 5: Savonarola and his execution



[Location in Cartograf Reformation Scenario >>](#)

*“Savonarola preached on the [First Epistle of John](#) and on the [Book of Revelation](#) [...] Without mentioning names, he made pointed allusions to tyrants who usurped the freedom of the people, and he excoriated their allies, the rich and powerful who neglected and exploited the poor.<sup>1</sup> Complaining of the evil lives of a corrupt clergy, he now called for repentance and renewal before the arrival of a divine scourge.”*

*“Savonarolan religious ideas found a reception elsewhere. In Germany and Switzerland the early Protestant reformers, most notably [Martin Luther](#) himself, read some of the friar’s writings and praised him as a martyr and forerunner whose ideas on faith and grace anticipated Luther’s own doctrine of justification by faith alone. In France many of his works were translated and published and Savonarola came to be regarded as a precursor of evangelical, or [Huguenot](#) reform.”*

Source for text:

[http://en.wikipedia.org/wiki/Girolamo\\_Savonarola](http://en.wikipedia.org/wiki/Girolamo_Savonarola)



Image source:

[http://en.wikipedia.org/wiki/File:Hanging\\_and\\_burning\\_of\\_Girolamo\\_Savonarola\\_in\\_Florence.jpg](http://en.wikipedia.org/wiki/File:Hanging_and_burning_of_Girolamo_Savonarola_in_Florence.jpg) [Primary Document File]



## Document 6: "Broadsheet" on the 100th anniversary of the Reformation



[Location in Cartograf Reformation Scenario >>](#)

"This broadsheet commemorates the 100th anniversary of the Protestant Reformation of the Christian Church. It depicts Martin Luther nailing his thesis to the door of Wittenberg Cathedral in 1517. Protestants regarded this moment as the start of the Reformation, when the new Protestant Church, opposed to the power of the pope, split from the Roman Catholic Church. Luther is shown writing on the door with a huge feather pen that knocks off the pope's hat. The lion is a reference to the pope's name - Leo X."

Source for text:

[http://www.bbc.co.uk/ahistoryoftheworld/objects/jpso\\_ADfSSiY2cucqAGgow](http://www.bbc.co.uk/ahistoryoftheworld/objects/jpso_ADfSSiY2cucqAGgow)



Image source © Trustees of the British Museum at

[http://www.britishmuseum.org/explore/a\\_history\\_of\\_the\\_world/objects.aspx#85](http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#85)

Annotations in available zoom feature by BBC at

[http://www.bbc.co.uk/ahistoryoftheworld/objects/jpso\\_ADfSSiY2cucqAGgow](http://www.bbc.co.uk/ahistoryoftheworld/objects/jpso_ADfSSiY2cucqAGgow)



## Document: Johannes Tetzel sells indulgences



[Location in Cartograf Reformation Scenario >>](#)

Tetzel was born in Pirna, Saxony, and studied **theology** and **philosophy** at the **University of Leipzig**. [...]

He acquired the degree of **Licentiate of Sacred Theology** in the **University of Frankfurt an der Oder** in 1517, and then of **Doctor of Sacred Theology** in 1518, by defending in two disputations, the doctrine of indulgences against **Martin Luther**.

The *accusation* that he had sold full forgiveness for sins not yet committed caused a great scandal. Luther began to preach openly against him and inspired him to write his famous **Ninety-Five Theses**, in part, due to Tetzel's actions,<sup>[1]</sup> in which Luther states,

27. They preach only human doctrines who say that as soon as the money clinks into the money chest, the soul flies out of purgatory.

28. It is certain that when money clinks in the money chest, greed and avarice can be increased; but when the church intercedes, the result is in the hands of God alone.

Source for above:

[http://en.wikipedia.org/wiki/Johann\\_Tetzel](http://en.wikipedia.org/wiki/Johann_Tetzel)

See also clarifications on Tetzel's role, and his questionable practice of selling indulgences for dead souls:

<http://www.newadvent.org/cathen/14539a.htm>



Image source: [http://spot.colorado.edu/~alester/Courses/History\\_1010/L26slides.pdf](http://spot.colorado.edu/~alester/Courses/History_1010/L26slides.pdf)

Author and copyright status unknown.



## Document: Luther nails his 95 Theses to church door in Wittenberg



[Location in Cartograf Reformation Scenario >>](#)

“On Saturday, October 31, 1517, a 33-year-old theology professor at Wittenberg University walked over to the Castle Church in Wittenberg and nailed a paper of 95 theses to the door, hoping to spark an academic discussion about their contents. In God’s providence and unbeknownst to anyone else that day, it would become a key event in igniting the Reformation.”

Source:

<http://thegospelcoalition.org/blogs/justintaylor/2012/10/31/what-was-luther-doing-when-he-nailed-his-95-theses-to-the-wittenberg-door/>

“Born in Eisleben, Germany, in 1483, Martin Luther went on to become one of Western history’s most significant figures. ...In 1517 Luther penned a document attacking the Catholic Church’s corrupt practice of selling “indulgences” to absolve sin. His “95 Theses,” which propounded two central beliefs—that the Bible is the central religious authority, and that humans may reach salvation only by their faith and not by their deeds—was to spark the Protestant Reformation. Although these ideas had been advanced before, Martin Luther codified them at a moment in history ripe for religious reformation. The Catholic Church was ever after divided, and the Protestantism that soon emerged was shaped by Luther’s ideas. His writings changed the course of religious and cultural history in the West.”

Source:

<http://www.history.com/topics/martin-luther-and-the-95-theses>



**Title:** Luther lässt 95 sätze gegen den ablass an die scholsskirche zu wittenberg anschlagen den 31 octobr. 1517 / W. Br. v. Löwenstern del. et exc. ; Küstner lith. **Date Created/Published:** [1830]

**Summary:** A small crowd has gathered to watch as Martin Luther directs the posting of his 95 theses, protesting the practice of the sale of indulgences, to the door of the castle church in Wittenberg.

Image source: Library of Congress. **Reproduction Number:** LC-USZ62-127649. No known restrictions

URL Source: <https://www.loc.gov/resource/cph.3c27649/>

[Primary Document File]

**Other Resources on Luther's Theses:**

<http://www.history.com/topics/martin-luther-and-the-95-theses>

[http://en.wikipedia.org/wiki/The\\_Ninety-Five\\_Theses](http://en.wikipedia.org/wiki/The_Ninety-Five_Theses)

<http://thegospelcoalition.org/blogs/justintaylor/2012/10/31/what-was-luther-doing-when-he-nailed-his-95-theses-to-the-wittenberg-door/>

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

<http://www.historylearningsite.co.uk/95trans.htm>



## Document: Rejection of Idolatrous Teaching of Catholicism



[Location in Cartograf Reformation Scenario >>](#)

In this woodcut, Lucas Cranach seeks to illustrate the fundamental differences between the church of Rome and the evangelical teaching of Luther and his followers. Like many other such broadsheets, the argument is conveyed through visual parallelism and contrast. The panel on the left depicts the world of reformed preaching, the right-hand panel its Catholic counterpart.”

For more information see text source at <http://pages.uoregon.edu/dluebke/Reformations441/ReformationSatires.html>

Unterscheid zwischender wahren Religion Christi vnd falschen Abgötischen Lehr des Antichristi in den fürnemsten stücken.



Title: Lucas Cranach the Younger: The Difference Between the True Religion of Christ and the False, Idolatrous Teaching of Antichrist

Image sources:

<http://pages.uoregon.edu/dluebke/Reformations441/ReformationSatires.html> and <http://www.calvin.edu/meeter/educational-resources/Sorensen,%20Robert%20-%20Lesson%20Plan.pdf>



## Document: Removal of idolatry in Churches



[Location in Cartograf Reformation Scenario >>](#)

Some of the **Protestant** reformers, in particular **Andreas Karlstadt**, **Huldrych Zwingli** and **John Calvin**, encouraged the removal of religious images by invoking the **Decalogue's** prohibition of idolatry and the manufacture of graven (sculpted) images of God. As a result, individuals attacked statues and images, and others were lost during unauthorised iconoclastic riots. However, in most cases, civil authorities removed images in an orderly manner in the newly reformed Protestant cities and territories of Europe.

Source:

<http://en.wikipedia.org/wiki/Iconoclasm>



MAIN Image Source:

[http://en.wikipedia.org/wiki/File:Destruction\\_of\\_icons\\_in\\_Zurich\\_1524.jpg](http://en.wikipedia.org/wiki/File:Destruction_of_icons_in_Zurich_1524.jpg)



## Document: Calvin and his puritan theology



[Location in Cartograf Reformation Scenario >>](#)

"Though educated in law, Calvin published a short manual of religious instruction, Institutes of the Christian Religion, in 1536, 2 years after leaving the Roman Catholic Church. Later he enlarged the Institutes several times until it became a major theological treatise adopted by most Reformed churches; it also influenced LUTHERAN and ANGLICAN theology."

Source:

<http://www.thecanadianencyclopedia.ca/en/article/calvinism/>

## About Location:

"The Calvin Auditorium or Calvin Auditory (French Auditoire de Calvin), originally the Notre-Dame-la-Neuve Chapel, is a chapel in Geneva, Switzerland which played a significant role in the Protestant Reformation. It is associated with John Calvin, Theodore Beza and John Knox. ... From 1536, the time of Geneva's Reformation, it became a lecture hall where Calvin actively expounded his reformed theology."

Source: [http://en.wikipedia.org/wiki/Calvin\\_Auditory](http://en.wikipedia.org/wiki/Calvin_Auditory)



Calvinism has been known at times for its simple, unadorned churches and lifestyles, as depicted in this painting by Emanuel de Witte c.1661

Source: <http://en.wikipedia.org/wiki/Calvinism>  
[Primary Document File]



**Document: Lollards: followers of Wycliffe who preached bible**



[Location in Cartograf Reformation Scenario >>](#)

### **Lollardism predates reformation in England**

Lollardy (Lollardry, Lollardism) was a political and religious movement that existed from the mid-14th century to the English Reformation. The term "Lollard" refers to the followers of John Wycliffe,<sup>1</sup> a prominent theologian who was dismissed from the University of Oxford in 1381 for criticism of the Church, especially in his doctrine on the Eucharist. The Lollards' demands were primarily for reform of Western Christianity.

Source: <http://en.wikipedia.org/wiki/Lollardy>

"In this 19th-century illustration, John Wycliffe is shown giving the Bible translation that bore his name to his Lollard followers."

Image source:  
[http://en.wikipedia.org/wiki/File:WycliffeYeamesLollards\\_01.jpg](http://en.wikipedia.org/wiki/File:WycliffeYeamesLollards_01.jpg)



Image source [http://en.wikipedia.org/wiki/File:WycliffeYeamesLollards\\_01.jpg](http://en.wikipedia.org/wiki/File:WycliffeYeamesLollards_01.jpg)



## Document: Lavish Cathedrals and shrines sacked: Durham



[Location in Cartograf Reformation Scenario >>](#)

"One of the key policies of the Reformation was the dissolution of the monasteries between 1536-1540, supposedly to put an end to the alleged corruption of the religious establishment.

... In reality, financial motivation was one of the key reasons behind this policy, which led to the state appropriating the assets of the Church. ... Much of the land taken from monasteries was sold to the common people, making them beneficiaries of the Reformation and thus less likely to resist it too strongly. ...

Monastic treasures, such as the elaborate shrines of important saints such as Cuthbert, were stripped – and the gold, silver and jewels used to replenish the royal coffers (and those of the king's cronies). ... Durham Cathedral – a prime target, given its wealth and importance – was stripped of its wealth between 1537 and 38."

Source:

<http://www.durhamworldheritagesite.com/history/reformation>



Image source: <http://www.durhamworldheritagesite.com/history/reformation> © Jeffrey Veitch



## Document: King Henry VIII marries Anne Boleyn, Divorces Catherine



[Location in Cartograf Reformation Scenario >>](#)

"Henry was acutely aware of the importance of securing a male heir during his reign. He was worried that he had only one surviving child, Mary, to show for his marriage to Catherine, who was now in her 40s. So the king asked Cardinal Wolsey to appeal to Pope Clement VII for an annulment and it soon became clear he wanted to marry Anne Boleyn, who had been a lady-in-waiting to his first wife .... But, unwilling to anger Catherine of Aragon's nephew – the most powerful ruler in Europe, the Holy Roman Emperor Charles V – the Pope refused. .... In 1533, Henry VIII broke with the church and married the now pregnant Anne Boleyn in a secret ceremony [At Holbein Gate at Whitehall Palace](#). Henry was excommunicated by the Pope. The English reformation had begun."

Source: [http://www.bbc.co.uk/history/people/henry\\_viii](http://www.bbc.co.uk/history/people/henry_viii)



Image by Danie Maclise 1836 at:

[http://commons.wikimedia.org/wiki/File:Daniel\\_Maclise\\_Henry\\_VIII's\\_first\\_interview\\_with\\_Anne\\_Boleyn.jpg](http://commons.wikimedia.org/wiki/File:Daniel_Maclise_Henry_VIII's_first_interview_with_Anne_Boleyn.jpg)



Document: **Henry VIII breaks from Rome, becomes church leader**



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"The Act of Supremacy of November 1534 (26 Hen. VIII c. 1) was an Act of the Parliament of England under King Henry VIII declaring that he was "the only supreme head on earth of the Church of England" and that the English crown shall enjoy "all honours, dignities, preeminences, jurisdictions, privileges, authorities, immunities, profits, and commodities to the said dignity."<sup>1</sup> The wording of the Act made clear that Parliament was not granting the King the title (thereby suggesting that they had the right to withdraw it later); rather, it was acknowledging an established fact. In the Act of Supremacy, Henry abandoned Rome completely. He thereby asserted the independence of the Ecclesia Anglicana. He appointed himself and his successors as the supreme rulers of the English church."

Source: [http://en.wikipedia.org/wiki/Acts\\_of\\_Supremacy](http://en.wikipedia.org/wiki/Acts_of_Supremacy)



Image information: King Henry VIII, Thomas Cranmer, Thomas Cromwell, John Fisher, Pope Clement VII after Unknown artist line engraving, possibly 17th century. Source: National Portrait Gallery, UK at <http://tinyurl.com/ksy3c9p> under CC BY-NC-ND 3.0 for personal projects

## **CULMINATING TASK: ESSAY PRODUCTION**

Students will write an essay that addresses the main question stated at the outset.

The essay question is associated with the evaluation criterion Rigour of his/her historical reasoning. It requires the student to draw on one or more elements of historical knowledge and it evaluates the student's ability to provide an explanation pointing out major social, political, economic, cultural and territorial changes that occurred in the past (see the tables on pages 5 and 6). The essay question respects the designated focus of the social phenomenon it deals with.

***What were the causes the reformation?***

## Additional General Resources

(In addition to above resources and links):

List of seven causes

<http://www.reclaimingthemind.org/blog/2012/11/why-the-reformation-happened-when-it-did/>

BBC History: English Reformation [http://www.bbc.co.uk/history/british/tudors/english\\_reformation\\_01.shtml](http://www.bbc.co.uk/history/british/tudors/english_reformation_01.shtml)

History.com The Reformation articles and videos

<http://www.history.com/topics/reformation>

Calvinism <http://www.thecanadianencyclopedia.ca/en/article/calvinism/>

Khan Academy lectures: The Protestant Reformation

<http://www.khanacademy.org/humanities/art-history/art-history-1500-1600-end-of-the-renaissance-and-the-reformation/new-topic/a/the-protestant-reformation>

Protestant Reformation through maps (teacher PPT)

<http://www.pptpalooza.net/PPTs/EHAP/ProtReformationThroughMaps.ppt>

Protestant Reformation and Printing (teacher PPT)

[http://spot.colorado.edu/~alester/Courses/History\\_1010/L26slides.pdf](http://spot.colorado.edu/~alester/Courses/History_1010/L26slides.pdf)

Humanism in the Renaissance [http://www.renaissanceconnection.org/lesson\\_social\\_humanism.html](http://www.renaissanceconnection.org/lesson_social_humanism.html)

The Geography of the Renaissance [http://www.renaissanceconnection.org/lesson\\_social\\_geography.html](http://www.renaissanceconnection.org/lesson_social_geography.html)

KS3 The Renaissance

[https://www.tes.co.uk/teaching-resources/secondary-44354/history-45917/ks3-the-renaissance-45989/?page=1&SFBC\\_FilterOption=8](https://www.tes.co.uk/teaching-resources/secondary-44354/history-45917/ks3-the-renaissance-45989/?page=1&SFBC_FilterOption=8)

The Renaissance and Reformation: <http://sse6348-renaissance.weebly.com/lesson-planprocedures.html>

