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Unit 4 The Renaissance, the Reformation, and the Counter-Reformation

Overview

Now that the students understand the developments of the Church in the High Middle Ages, they will examine the Church in the Renaissance era. In particular, the students will learn about the abuses within the Church that led to Martin Luther's protests and eventually to the Reformation that divided Christendom, as well as the Catholic Reformation led by the Council of Trent. The students will also study religious orders founded in the 1500s.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.
- The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.
- The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.
- The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.

Upon completing the unit, the students will have answered the following questions:


- How did the society and culture of the Renaissance period reflect the revival of classical learning?
- How did the abuses relating to indulgences provoke protests by Martin Luther and other Catholic theologians of the era?
- How did the Council of Trent clarify and reform Church doctrine?
- How did the Church's reforms in the sixteenth century lead to the founding of new religious orders?

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 4" (Document #: TX002948)
- handout "Rubric for Final Performance Tasks for Unit 4" (Document #: TX002949)
- handout "Unit 4 Test" (Document #: TX002957)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from "Section 3: An Age of Renewal and Growth" and are as follows:

- "The Renaissance" (article 27)
- "Luther's Complaint" (article 28)
- "Religious Confessions in Europe" (article 29)
- "The Council of Trent" (article 30)
- "The Catholic Reformation and New Religious Orders" (article 31)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to begin their study of the Renaissance as an age of renewal, reformation, and growth in the Church. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already know about the Renaissance, the Protestant Reformation, and the Catholic Reformation by having the students write ten-word summaries.



Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 4" (Document #: TX002948) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TX002949).

- Perceive** **Step 3:** Help the students to understand *humanism* by guiding them in exploring human abilities and achievements.
- Understand** **Step 4:** Invite the students to explore Renaissance expressions of humanism by guiding them through a Web quest and having them create PowerPoint presentations.
- Explain** **Interpret** **Step 5:** Introduce the students to the popes of the Renaissance by having them create poster presentations.
- Understand** **Step 6:** Invite the students to examine the practice of indulgences and Martin Luther's concerns by leading them through a think-pair-share exercise.
- Explain** **Step 7:** Invite the students to research the development of a specific Protestant religious confession in Europe and to present their findings in a skit.
- Perceive** **Reflect** **Step 8:** Show the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G), and invite the students to reflect on the example of Saint Thomas More in an essay.
- Explain** **Step 9:** Introduce the Council of Trent to the students through a presentation and guided notes.
- Apply** **Interpret** **Step 10:** Invite the students to learn about modern-day Lutheran-Catholic dialogue on the doctrine of justification by having them examine a primary source and engage in a fishbowl exercise.
- Apply** **Interpret** **Step 11:** Invite the students to create a brochure promoting one of the religious orders founded in the sixteenth century, during the period of reform in the Church.
- Understand** **Step 12:** Invite the students to learn more about key saints of the Catholic Reformation by having them create poster presentations.
- Understand** **Step 13:** Make sure the students are all on track with their final performance tasks, if you have assigned them.
- Reflect** **Step 14:** Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- "Dialogue with Others" (Document #: TX002947)
- "The Council of Trent" (Document #: TX002946)
- "Christian Unity and Ecumenical Dialogue" (Document #: TX001529)

The Web site also includes information on these and other teaching methods used in the unit:

- "Treating Sensitive Topics" (Document #: TX001335)
- "Web Quest" (Document #: TX001525)
- "Guidelines for Assigning and Assessing PowerPoint Presentations" (Document #: TX001534)
- "Using the Think-Pair-Share Method" (Document #: TX001019)
- "Using Video in Your Classroom" (Document #: TX002102)
- "The Fishbowl Method" (Document #: TX001530)
- "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011)
- "Using Rubrics to Assess Work" (Document #: TX001012)

Scripture Passage

The Scripture passage featured in this unit is as follows:

- John 17:21 (that all may be one)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 4" (Document #: TX002950), one for each student.

<i>apocrypha</i>	justification
college of cardinals	merit
deuterocanonical	predestination
grace	theocracy
humanism	

Learning Experiences

Teacher Note

If your class includes students who belong to a Protestant denomination, as well as Catholic students, this unit may include sensitive subjects for your Protestant students. You may want to address this issue at the start of the unit. Remind all the students that you are engaging in a study of history, and reassure them that the material in this unit is not intended to be an attack on modern expressions of the Christian faith. The method article "Treating Sensitive Topics" (Document #: TX001335) may be helpful in preparing to teach this unit.

Teacher Note

You may find it useful to collect the students' individual ten-word summaries at this time to assess what they already know and what they need to learn during the unit. You may also repeat this exercise later in the unit so the students can compare what they know and understand at the end of the unit with their preassessment knowledge.

Explain

Step 1

Preassess what the students already know about the Renaissance, the Protestant Reformation, and the Catholic Reformation by having the students write ten-word summaries.

1. **Prepare** by gathering blank index cards, one for each student.
2. **Tell** the students that they will now move from the medieval Church into the Church of the Renaissance, which included the Protestant Reformation and the Catholic Reformation, sometimes also called the Counter-Reformation. Distribute the index cards, and invite the students to write a ten-word summary on one side of the card describing what they know and understand about the Renaissance. On the reverse side of the card, direct them to write another ten-word summary outlining what they know and understand about the Protestant Reformation.
3. **Ask** the students to form groups of four or five, and have each group identify a recorder and a reporter. Invite the students to share the responses on their cards with their group members, and explain that the groups must then create two new ten-word summaries—one for the Renaissance and one for the Protestant Reformation—summarizing and combining the points they have raised while sharing their individual ten-word summaries. Allow 10 to 15 minutes for the groups to work.
4. **Invite** the reporter from each small group to share the group's new summaries with the large group. Observe which points were raised by multiple groups and which (if any) were raised by a single group. Conclude by inviting the students to identify what they want to learn about these periods in the Church.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a documentary video about the Protestant Reformation and the Catholic Reformation, and writing a journal from the perspective of someone witnessing the Reformation. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at [smp.org/LivingInChrist](#) for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose either option. If you wish to work in a group of up to three students, you may choose option 1.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
- 5. Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the developments in the Church during the Renaissance, Protestant Reformation, and Catholic Reformation.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.



Article
27

Perceive**Step 3**

Help the students to understand *humanism* by guiding them in exploring human abilities and achievements.

1. **Prepare** by gathering sheets of poster board or newsprint and markers, or gather dry-erase boards and markers, for each group of four. Links to more information about Renaissance humanism may be found at smp.org/LivingInChrist.
2. **Assign** the students to read article 27, "The Renaissance," in the student book as preparation for this learning experience.
3. **Begin** by explaining that the students will consider questions to shed light on principles of humanism. Introduce *humanism* in these or similar words:
 - *Humanism* was a movement that emphasized human achievements and abilities. Renaissance humanism looked beyond the realms of theology and natural science, which had been the focus of medieval scholasticism. Instead humanists emphasized development in art, architecture, music, and scholarship based on classical principles that originated with the Greek and Roman philosophers.
 - Today we sometimes hear the word *humanism* in the context of "secular humanism," a system of ethics partly grounded in separation from religious belief. In the Renaissance, however, those who considered themselves *humanists* did not necessarily view human abilities and achievements as separate from God. Many pursued humanist endeavors in the service of the Catholic Church.
4. **Ask** the students to form groups of four. Distribute the art supplies to each group. Invite the groups to brainstorm a list of human characteristics and achievements using the following prompt questions:
 - What physical abilities does a human person have?
 - What mental abilities does a human person have?
 - What creative abilities does a human person have?
 - What are some examples of great achievements in music? the visual arts? architecture?

After each question, allow 3 to 5 minutes for the students to brainstorm in their groups.

5. **Invite** a reporter from each group to share some of the qualities from the group's list for each question. Compile these into a class list on the board. Then lead a large-group discussion on the unique characteristics and abilities of the human person.

6. **Conclude** by inviting the students to review article 27, "The Renaissance," in the student book individually and to write a one-page reflection in their notebooks, answering the following question:

- How do some of the Renaissance achievements discussed in the student book reflect the characteristics and abilities of the human person we discussed today?

Teacher Note

You may assign the one-page reflection as an in-class project or as an individual writing assignment for the students to complete as homework.



Article
27

Understand**Step 4**

Invite the students to explore Renaissance expressions of humanism by guiding them through a Web quest and having them create PowerPoint presentations.

1. **Prepare** by providing computers or tablets with Internet access and PowerPoint for four groups. Download and print the handout "Web Quest on Renaissance Culture" (Document #: TX002951), one for each small group. Arrange to use an LCD projector in your classroom on the day the groups share their PowerPoint presentations.
2. **Begin** by reviewing with the students the various ways in which people in the Renaissance began to express humanist ideas: scholarship, art, architecture, or music. Explain that today the students will study these humanist expressions in greater depth by engaging in a Web quest and creating a PowerPoint presentation for the rest of the class.
3. **Ask** the students to form four groups. Distribute the handout "Web Quest on Renaissance Culture" (Document #: TX002951). Assign each group one of the topics listed on the handout: scholarship, art, architecture, or music in the Renaissance. Go over the handout instructions, and ask the groups to begin by reviewing article 27, "The Renaissance," in the student book, giving particular attention to the section that corresponds to their assigned topic. Then allow 20 to 30 minutes for the groups to do their online research and complete the handout. Links to more information about Renaissance humanist culture may be found at smp.org/livingInChrist.

Teacher Note

Further prepare for this learning experience by referring to the method articles "Web Quest" (Document #: TX001525) and "Guidelines for Assigning and Assessing PowerPoint Presentations" (Document #: TX001534) at smp.org/livingInChrist for background information.

Teacher Note

If you have a large class, consider asking the students to form eight groups. Then you may assign two groups to each of the four topics listed on the handout "Web Quest on Renaissance Culture" (Document #: TX002951).

Teacher Note

You may want to encourage the group working on Renaissance music to locate audio files or links to music from the Renaissance. If you choose this option, ensure that the group will be able to share its PowerPoint presentation using a computer equipped with speakers.

4. **Ask** each group to use its online research to create an informative and engaging PowerPoint presentation about its assigned topic. Remind the groups to include images in their presentations, especially the groups working on Renaissance art and architecture. Allow 20 to 30 minutes for the groups to create their PowerPoint presentations.
5. **Invite** each group to share its PowerPoint presentation with the class. Allow the other students to comment or ask follow-up questions after each presentation. Conclude by asking the students to summarize what they have learned about human achievements during the Renaissance.

Explain**Interpret****Step 5**

Invite the students to learn about the popes of the Renaissance by having them create poster presentations.

1. **Prepare** by downloading the PowerPoint presentation "The Popes of the Renaissance" (Document #: TX002961) and arranging to use an LCD projector in your classroom. Provide computers or tablets with Internet access for ten groups. Gather sheets of poster board or newsprint and markers. Write the following list of Renaissance popes on the board, to provide the students with the exact spelling of names for their research:
 - Nicholas V (d. 1455)
 - Callistus III (d. 1458)
 - Pius II (d. 1464)
 - Paul II (d. 1471)
 - Sixtus IV (d. 1484)
 - Innocent VIII (d. 1492)
 - Alexander VI (d. August 1503)
 - Pius III (d. October 1503)
 - Julius II (d. 1513)
 - Leo X (d. 1521)
2. **Begin** by explaining to the students that the Popes of the Renaissance played a key role in defending and promoting the Church in the face of protest—even as some popes instituted or engaged in practices that did not have the Church's best interests at heart. Today the students will learn more about the life and achievements of the Popes of the Renaissance.

3. **Share** the PowerPoint presentation "The Popes of the Renaissance" (Document #: TX002961). Encourage the students to ask any questions during or after the presentation.
4. **Ask** the students to form ten groups, and assign one group to each of the Renaissance popes listed on the board. Explain that each group will research its assigned Pope online and create a poster to present the Pope to the class. Ask the groups to include the following information on their posters:
 - the Pope's name
 - the years of the Pope's reign
 - two or more significant details or accomplishments from the Pope's reign
 - one way in which the Pope's life or work is representative of the Renaissance or humanism

Distribute the art supplies, and allow 20 to 30 minutes for the groups to research and create their posters.

5. **Invite** each group to present its assigned Pope to the class, following the order listed on the board. After all groups have finished presenting, lead the students in a discussion of what insights they gained about the Church during the Renaissance by studying the work of the Renaissance Popes.



Article
28

Understand

Step 6

Invite the students to examine the practice of indulgences and Martin Luther's concerns by leading them through a think-pair-share exercise.

1. **Prepare** by downloading and printing the handouts "Reviewing Martin Luther's Complaint and the Church's Response" (Document #: TX002952) and "Reflecting on Luther's Theses" (Document #: TX002953), one of each for each student. Also download the PowerPoint presentation "Martin Luther and His Complaint against the Church" (Document #: TX002960), and arrange to use an LCD projector in your classroom. Links to more information about indulgences and Martin Luther may be found at smp.org/LivingInChrist.
2. **Assign** the students to read article 28, "Luther's Complaint," in the student book as preparation for this learning experience.

Teacher Note

Further prepare for this learning experience by referring to the method article "Using the Think-Pair-Share Method" (Document #: TX001019) at smp.org/LivingInChrist for background information.

3. **Begin** by asking the students to describe what they know about indulgences. Remind the students that selling indulgences was one abusive practice that led, in part, to the Protestant Reformation, beginning with Martin Luther's *Ninety-five Theses*. Explain that today the students will examine some of Luther's concerns in greater depth.
4. **Distribute** the handout "Reviewing Martin Luther's Complaint and the Church's Response" (Document #: TX002952). Ask the students to use the handout to take notes as you present information about the sale of indulgences, Luther's doctrine, and the Church's response. Share the Power-Point presentation "Martin Luther and His Complaint against the Church" (Document #: TX002960). After the presentation, allow another 5 to 10 minutes for the students to complete their handouts. Inform them that they may also review article 28, "Luther's Complaint," in the student book to flesh out any answers.
5. **Distribute** the handout "Reflecting on Luther's Theses" (Document #: TX002953), and explain that the students will now read and reflect on a few examples from Luther's *Ninety-five Theses*. Allow 15 to 20 minutes for the students to work individually on this handout.
6. **Invite** the students to find a partner, and ask the pairs to discuss their answers from the handout "Reflecting on Luther's Theses" (Document #: TX002953). Remind the students to be respectful speakers and listeners during their discussion with their partners, and explain that they may wish to expand their answers on their own handouts as their thinking evolves during the discussion. Allow 10 to 15 minutes for the pairs to share their thoughts.
7. **Bring** the students' attention back to the large group. Review with the class each question on the handout, and invite volunteer pairs to share their responses. Invite volunteers to also discuss their general impressions of Luther's theses, based on this sampling. Conclude by asking the students to evaluate how their thinking expanded or changed during their discussions with their partner. Call on several volunteers to share their responses to this reflection.



Article
29

Explain**Step 7**

Invite the students to research the development of a specific Protestant religious confession in Europe and to present their findings in a skit.

- 1. Prepare** by providing computers or tablets with Internet access for four groups. Write the following topics on four slips of paper, and place the slips in a bowl or hat:
 - Germany: Lutheranism (Martin Luther)
 - Switzerland: Calvinism (John Calvin) and the work of Ulrich Zwingli
 - British Isles: Church of England (under King Henry VIII)
 - British Isles: Calvinism and Scots Presbyterianism (John Knox)
- 2. Assign** the students to read article 29, "Religious Confessions in Europe," in the student book as preparation for this learning experience.
- 3. Begin** by reminding the students that the Protestant Reformation did not end with Luther. Many other scholars at the time were questioning Church teachings, especially practices that they found abusive or unhelpful for promoting Christian living. Explain that today the students will create skits to present other Protestant developments to the class.
- 4. Ask** the students to form four groups, and ask each group to draw a slip of paper. Explain that each group will gather information on a Protestant religious confession as it developed in a particular area of Europe and will then develop a 5- to 8-minute skit to introduce its assigned Protestant confession to the class. Emphasize that some of the religious confessions developed differently in different countries, so the group must focus on how its assigned religious confession developed in its assigned country. Allow 20 to 30 minutes for the groups to research their topics online. Then allow another 15 to 20 minutes for the groups to develop their skits.
- 5. Invite** each group to present its skit to the class. Allow the other students to ask questions after each skit. When all groups have presented, engage the students in a large-group discussion about the causes of the Protestant Reformation and the similarities and differences between the various religious confessions that developed in Europe during this period.

Teacher Note

The students may use their books as a starting point to guide their online research. You may wish to provide guidance as to appropriate online sources for their research.



Article
29

Perceive

Reflect

Step 8

Show the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G), and invite the students to reflect on the example of Saint Thomas More in an essay.

1. **Prepare** by locating a copy of the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G) and reserving any necessary equipment to show the film in your classroom.

Teacher Note

Further prepare for this learning experience by referring to the method article "Using Video in Your Classroom" (Document #: TX002102) at smp.org/LivingInChrist for background information.

Teacher Note

This film runs 120 minutes. You may need two or three class periods to show the film in its entirety.

2. **Assign** the students to review article 29, "Religious Confessions in Europe," in the student book as preparation for this learning experience. Ask them to give particular attention to the sidebar "The Execution of Saint Thomas More," on page 131 of the student book.

3. **Begin** by explaining that the students will watch a biographical film on Saint Thomas More, who was martyred for following his conscience when King Henry VIII of England sought to establish himself as head of the Church in England.

If you choose, inform the students that *A Man for All Seasons* is based on a play by Robert Bolt and that it was released in 1966 and won six Academy Awards. A link to more details about the film is available at smp.org/LivingInChrist.

4. **Show** the film *A Man for All Seasons*. After the film ask the students to spend 5 to 10 minutes brainstorming a list of insights they gained about the importance of standing up for one's beliefs.

5. **Conclude** by asking the students to write a two- to three-page essay in response to the following reflection questions:

- Do you think Saint Thomas More made the right decision when he chose to stand up for his beliefs rather than recognize Henry VII as the head of the Catholic Church in England? Why or why not?
- What details of the struggle between Saint Thomas More and the king made the greatest impression on you? What lesson for your own life can you take away from them?



Article
30

Explain**Step 9**

Introduce the Council of Trent to the students through a PowerPoint presentation and guided notes.

1. **Prepare** by downloading the PowerPoint presentation "The Council of Trent" (Document #: TX002959) and arranging to use an LCD projector in your classroom. Download and print the handout "Guided Notes: The Council of Trent" (Document #: TX002954), one for each student.
2. **Assign** the students to read article 30, "The Council of Trent," in the student book as preparation for this learning experience.
3. **Begin** by explaining that the Protestant Reformation touched off the Catholic Counter-Reformation. Tell the students that the Catholic Church's efforts to reform from within began with the Ecumenical Council of Trent.
4. **Distribute** the handout "Guided Notes: The Council of Trent" (Document #: TX002954), and ask the students to answer the questions as you present information on the Council of Trent. Share the PowerPoint presentation "The Council of Trent" (Document #: TX002959). Note that the final slide invites the students to compare some of the Council decisions to what they know about Church doctrine and practices today.
5. **Invite** the students to write one question they still have about the Council of Trent. Then assign the students to research their question and to write a paragraph answering it for homework. When the class meets again, ask the students to share their question and its answer with the class.

Teacher Note

A link to the full texts of documents issued by the Council of Trent is available at smp.org/LivingInChrist.



Article
28

Apply**Interpret****Step 10**

Invite the students to learn about modern-day Lutheran-Catholic dialogue on the doctrine of justification by having them examine a primary source and engage in a fishbowl exercise.

1. **Prepare** a handout containing paragraphs 25–27 of the 1999 *Joint Declaration on the Doctrine of Justification*, from the Pontifical Council for Promoting Christian Unity and the Lutheran World Federation. A link to the online text is available at smp.org/LivingInChrist. In addition, download and

Final Performance Task Options for Unit 4

Important Information for Both Options

The following are the main ideas you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you have learned the most essential content:

- The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.
- The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.
- The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.
- The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.

Option 1: A Video about the Protestant Reformation and the Catholic Reformation

Your small group will create an original documentary video about the Protestant Reformation and the Catholic Reformation (or Counter-Reformation). Working with one or two other students, create a 7- to 10-minute documentary describing significant historical events and key people from these periods in the Church.

You may combine reenactment skits, photos, music, and text to create your video. The video must contain or demonstrate each of the following elements:

- an understanding of the four main concepts of unit 4, as listed at the beginning of this handout
- creative reflection on and explanation of the Protestant Reformation and the Catholic Reformation
- appropriate content and maturity level for a high school religion class

Option 2: A Journal from the Perspective of Someone Witnessing the Protestant Reformation and the Catholic Reformation

Working alone, imagine that you are a Catholic during the Renaissance who witnesses the changes brought about by the Protestant Reformation and Catholic Reformation. Write a personal journal that reflects on your faith life and the happenings in the Church during your time. Be creative. Be sure to include your thoughts on how the events of the era have affected you personally, as well as how they have affected the Church as a whole.



Rubric for Final Performance Tasks for Unit 4

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 4

apocrypha: Writings about Jesus or the Christian message not accepted as part of the canon of Sacred Scripture.

college of cardinals: A Church body made up of all the cardinals whose function is to advise the Pope about Church matters and to elect a successor following the death of a pope.

deuterocanonical: Books of the Old Testament that do not appear in the Hebrew Scripture but are accepted by the Church as part of the canon of Scripture.

grace: The free and undeserved gift of God's loving and active presence in our lives, empowering us to respond to his call and to live as his adopted sons and daughters. Grace restores our loving communion with the Holy Trinity, lost through sin.

humanism: A cultural and intellectual movement that emphasized classical learning, such as Latin and Greek literary and historical texts, and that focused on human achievements rather than on the divine.

justification: An invitation toward conversion, which happens as a response to God through the active life of faith. It involves the removal of sin and the gift of God's sanctifying grace to renew holiness. Justification was accomplished by Christ's Paschal Mystery, in his sacrificial death for all humanity.

merit: God's reward to those who love him and by his grace do good works. We cannot "merit" justification or eternal life, which are a free gift of God. The source of any merit we have before God is due to the grace of Christ in us.

predestination: The belief that each person's fate after death is predetermined by God and that no one can do anything to change it.

theocracy: A form of government in which God is understood to be head of the state, ruling by divine guidance granted to its clergy or other ruling officials.

