

Grade 5 Reading & Writing

Unit 6: The Reformation

11 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60–90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Chapter 1, “The Power of the Printed Word”	PDF pages 8–19	AP 1.1, AP 1.2, AP 1.3, AP 1.4, SR 1, SR 2, SR 3
☐	Lesson 2: Chapter 2, “Letters Come Alive!”	PDF pages 20–29	AP 2.1, AP 2.2, AP 2.3, AP 2.4, AP 2.5, AP 2.6
☐	Lesson 3: Chapter 3, “Setting the Stage for Reform”	PDF pages 30–39	AP 3.1, AP 3.2, AP 3.3
☐	Lesson 4: Chapter 3, “Setting the Stage for Reform”	PDF pages 30–39	AP 4.1, AP 4.2, AP 4.3
☐	Lesson 5: Chapters 4–5: “The Reformation Movement” and “What Is at the Center of the Universe?”	PDF pages 40–59	AP 5.1, AP 5.2, AP 5.3
☐	Lesson 6: Chapter 4, “The Reformation Movement”	PDF pages 40–49	AP 6.1, AP 6.2, AP 6.3, AP 6.4, AP 6.5
☐	Lesson 7: Chapter 5, “What Is at the Center of the Universe?”	PDF pages 50–59	AP 7.1, AP 7.2, AP 7.3, AP 7.4
☐	Lesson 8: Chapter 5, “What Is at the Center of the Universe?”	PDF pages 50–59	—
☐	Lesson 9: Chapter 6, “The Catholic Church Responds”	PDF pages 60–90	AP 9.1, AP 9.2, AP 9.3, AP 9.4, AP 9.5, AP 9.6
☐	Lesson 10: Grammar and Spelling	—	AP 10.1, AP 10.2
☐	Pausing Point: Review, extra practice and answer keys	—	PP 1, PP 2, PP 3, PP 4, PP 5, PP 6, PP 7, PP 8
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Chapter 1, “The Power of the Printed Word”

THE BIG QUESTION

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

Words to know

- **bind** — to fasten two or more things together
- **clergy** — people who are religious leaders and who perform religious ceremonies
- **contradict** — to disagree with and go against a statement or action
- **doctrine** — a belief or set of beliefs held by a group of people
- **parchment** — material made from animal skin and used as a writing surface
- **secular** — not connected to religion

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 14–41: the steps, materials and timing for this lesson.

Read

Read Chapter 1, “The Power of the Printed Word”: PDF pages 8–19. Look at the pictures and maps together.

Talk it over

1. Which Church was important to Europeans in the Middle Ages?
2. What information on this page supports the argument that the Church was an important part of people’s lives during the Middle Ages?
3. In the unit on the Renaissance, you read about the humanist movement. How did the work of monks and nuns during the Middle Ages prepare the way for the humanist movement that came later during the Renaissance?
4. During the Middle Ages, why might only the higher social classes be able to own their own prayer books?
5. What practices in the Middle Ages showed the influence and power of the Catholic Church?
6. Think back to the unit you just studied about the Renaissance. In what ways did the art created during the Renaissance show the influence and power of the Catholic Church?
7. Why would only privileged families, such as the Gutenbergs, have books in their homes?
8. Based on the way it is used on page 4, what does the word manuscript mean?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: Excerpt from “The Power of the Church” — Activity Book, PDF pages 7–12
- Activity Page 1.2: Vocabulary for “The Power of the Printed Word” — Activity Book, PDF pages 13–14
- Activity Page 1.3: Excerpt from “The Power of the Printed Word” — Activity Book, PDF pages 15–22
- Activity Page 1.4: Glossary for Shifts in Power — Activity Book, PDF pages 23–26
- Student Resource 1: Individual Code Chart — Activity Book, PDF pages 171–178
- Student Resource 2: Slide Presentation Rubric — Activity Book, PDF pages 179–180
- Student Resource 3: Slide Presentation Editing Checklist — Activity Book, PDF pages 181–184

Check for understanding

- Answer the Big Question in a sentence or two: Why was Gutenberg’s invention of a printing press so important?
- Use one of today’s words in a sentence of your own.

Lesson 2: Chapter 2, “Letters Come Alive!”

THE BIG QUESTION

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

Words to know

- **contraption** — a machine or device that is strange and/or complex
- **lever** — a strong, solid bar used to move or lift something
- **mechanism** — 1. a piece of machinery; 2. parts that work together in a machine
- **rhythm** — a regularly repeated motion or sound
- **shame** — a negative feeling of embarrassment or regret

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 42–67: the steps, materials and timing for this lesson.

Read

Read Chapter 2, “Letters Come Alive!”: PDF pages 20–29. Look at the pictures and maps together.

Talk it over

1. Who are the characters in the story so far?
2. Why is Jacques nervous about his new job in the printing shop?
3. What does a typesetter do?
4. There are many steps in the printing process described in the chapter. What is the next thing the workers do after Henri and Philippe clamp the tray of metal pieces into place?
5. What jobs performed by Jacques are described in this part of the text?
6. Why does Henri ask Jacques to put away the type?
7. What does Henri think is just as important as being able to read?
8. What point do you think the author is trying to make about the impact of the printing press on people’s everyday lives during this time period?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.1: Vocabulary for “Letters Come Alive!” — Activity Book, PDF pages 27–28
- Activity Page 2.2: Letters Come Alive! — Activity Book, PDF pages 29–32

- Activity Page 2.3: Excerpt from “Letters Come Alive!” — Activity Book, PDF pages 33–34
- Activity Page 2.4: Interjections — Activity Book, PDF pages 35–36
- Activity Page 2.5: en–: Prefix Meaning “to put into” or “to make” — Activity Book, PDF pages 37–38
- Activity Page 2.6: Sample Letter — Activity Book, PDF pages 39–40

Check for understanding

- Answer the Big Question in a sentence or two: How did the printing press affect the lives of ordinary people?
- Use one of today’s words in a sentence of your own.

Lesson 3: Chapter 3, “Setting the Stage for Reform”

Words to know

- **clergy** — people who are religious leaders and who perform religious ceremonies
- **congregation** — the members of a church gathered for a religious ceremony
- **devout** — devoted, especially to a specific religion or point of view
- **doctrine** — a belief or set of beliefs held by a group of people
- **heresy** — beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power
- **institution** — an organization set up for a specific purpose
- **order** — a religious group with specific beliefs and practices
- **persecution** — the act of treating someone unfairly or cruelly because of his or her religious beliefs
- **ponder** — to think about deeply
- **recant** — to publicly take back an opinion expressed in the past

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 68–84: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “Setting the Stage for Reform”: PDF pages 30–39. Look at the pictures and maps together.

Talk it over

1. In what ways was the Catholic Church important to Europeans in the Middle Ages?
2. [Have students look at the image on pages 24 and 25.] Based on what you see in this image, and what you read in the text, what was the relationship between cathedrals and the Church’s power and wealth?
3. What would happen to someone who refused to recant a view that did not follow Church doctrine?
4. What were some ways the Church became wealthier in the Middle Ages?
5. What were some of the Church practices some people thought were corrupt?
6. Why is this section of the text called “Shifts in Power”?
7. [Have students look at the map on the bottom of page 30.] Based on what you see in this map, how would you describe the religious divisions in Europe in the 1500s?
8. What was the relationship between the Church and the Renaissance movement?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 3.1: Vocabulary for “Setting the Stage for Reform” — Activity Book, PDF pages 41–42
- Activity Page 3.2: Excerpt from “Setting the Stage for Reform” — Activity Book, PDF pages 43–50
- Activity Page 3.3: Plan a Friendly Letter — Activity Book, PDF pages 51–54

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 4: Chapter 3, “Setting the Stage for Reform”

Words to know

- **clergy** — people who are religious leaders and who perform religious ceremonies
- **congregation** — the members of a church gathered for a religious ceremony
- **devout** — devoted, especially to a specific religion or point of view
- **doctrine** — a belief or set of beliefs held by a group of people
- **heresy** — beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power
- **institution** — an organization set up for a specific purpose
- **order** — a religious group with specific beliefs and practices
- **persecution** — the act of treating someone unfairly or cruelly because of his or her religious beliefs
- **ponder** — to think about deeply
- **recant** — to publicly take back an opinion expressed in the past

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 85–104: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “Setting the Stage for Reform”: PDF pages 30–39. Look at the pictures and maps together.

Talk it over

1. Think Pair Share What details does the author use to support his/ her claim that the Catholic Church was very important to Europeans in the Middle Ages?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.1: Subject-Linking Verb Agreement — Activity Book, PDF pages 55–56
- Activity Page 4.2: Prefix en- — Activity Book, PDF pages 57–58
- Activity Page 4.3: Strong Verbs — Activity Book, PDF pages 59–60

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 5: Chapters 4-5: “The Reformation Movement” and “What Is at the Center of the Universe?”

Words to know

- **condemn** — to say in a strong or definite way that something is wrong or bad
- **confess** — to admit you did something wrong
- **devout** — devoted, especially to a specific religion or point of view
- **extravagance** — something that is expensive or wasteful and not a necessity
- **order** — a religious group with specific beliefs and practices
- **parchment** — material made from animal skin and used as a writing surface
- **proof** — 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct
- **radical** — very disruptive to a widely accepted belief or idea
- **recant** — to publicly take back an opinion expressed in the past
- **reform** — an improvement (reformers; reformation)

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 105–121: the steps, materials and timing for this lesson.

Read

Read Chapters 4–5: “The Reformation Movement” and “What Is at the Center of the Universe?”: PDF pages 40–59. Look at the pictures and maps together.

Talk it over

1. What aspects of the Catholic Church did Luther begin to question or doubt?
2. Why did Luther write his Ninety-Five Theses?
3. What happened at the Diet of Worms?
4. What did the Münster Rebellion signify?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.1: Vocabulary for “The Reformation Movement” — Activity Book, PDF pages 61–62
- Activity Page 5.2: The Reformation Movement — Activity Book, PDF pages 63–66
- Activity Page 5.3: A Letter from Jacques — Activity Book, PDF pages 67–68

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 6: Chapter 4, “The Reformation Movement”

Words to know

- **confess** — to admit you did something wrong
- **extravagance** — something that is expensive or wasteful and not a necessity
- **order** — a religious group with specific beliefs and practices
- **parchment** — material made from animal skin and used as a writing surface
- **radical** — very disruptive to a widely accepted belief or idea
- **recant** — to publicly take back an opinion expressed in the past
- **reform** — an improvement (reformers; reformation)
- **salvation** — the act of being saved from sin or danger
- **sect** — a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group
- **self-disciplined** — the ability to make yourself do what is necessary on your own without being told by someone else

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 122–134: the steps, materials and timing for this lesson.

Read

Read Chapter 4, “The Reformation Movement”: PDF pages 40–49. Look at the pictures and maps together.

Activity Book pages

- Activity Page 6.1: The Reformation Movement — Activity Book, PDF pages 69–72
- Activity Page 6.2: Prepositions — Activity Book, PDF pages 73–76
- Activity Page 6.3: -ist: Suffix Meaning “a person who” — Activity Book, PDF pages 77–78
- Activity Page 6.4: Spelling Words — Activity Book, PDF pages 79–80
- Activity Page 6.5: Practice Spelling Words — Activity Book, PDF pages 81–82

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 7: Chapter 5, “What Is at the Center of the Universe?”

Words to know

- **condemn** — to say in a strong or definite way that something is wrong or bad
- **devout** — devoted, especially to a specific religion or point of view
- **order** — a religious group with specific beliefs and practices
- **proof** — 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct
- **speculation** — an educated guess about something; not proven beyond doubt
- **theory** — an explanation for why something happens based on evidence

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 135–157: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “What Is at the Center of the Universe?”: PDF pages 50–59. Look at the pictures and maps together.

Talk it over

1. Why did people in the past believe in the geocentric model of the universe?
2. Why is the geocentric model of the universe also sometimes called the Ptolemaic model?
3. Based on what you read in earlier chapters, why might Copernicus have feared the Church’s reaction to his book?
4. How did the invention of the telescope help Galileo contradict the ideas of Aristotle and Ptolemy?
5. Why did Galileo think his discoveries did not challenge the Church’s teachings?
6. Why did Galileo eventually recant his views supporting the heliocentric model?
7. What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei during the time of the Reformation?
8. How did the Church respond to Galileo’s book on the heliocentric model of the universe?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Vocabulary for “What Is at the Center of the Universe?” — Activity Book, PDF pages 83–84

- Activity Page 7.2: What Is at the Center of the Universe? — Activity Book, PDF pages 85–88
- Activity Page 7.3: Excerpt from “What Is at the Center of the Universe?” — Activity Book, PDF pages 89–98
- Activity Page 7.4: Slide Presentation — Activity Book, PDF pages 99–104

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 8: Chapter 5, “What Is at the Center of the Universe?”

Words to know

- **condemn** — to say in a strong or definite way that something is wrong or bad
- **devout** — devoted, especially to a specific religion or point of view
- **order** — a religious group with specific beliefs and practices
- **proof** — 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct
- **speculation** — an educated guess about something; not proven beyond doubt
- **theory** — an explanation for why something happens based on evidence

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 158–172: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “What Is at the Center of the Universe?”: PDF pages 50–59. Look at the pictures and maps together.

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 9: Chapter 6, “The Catholic Church Responds”

THE BIG QUESTION

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

Words to know

- **calling** — a strong urge to pursue a specific profession or way of life
- **confess** — to admit you did something wrong
- **contemporary** — a person living in the same time period and/or of the same age as another person
- **devout** — devoted, especially to a specific religion or point of view
- **doctrine** — a belief or set of beliefs held by a group of people
- **foe** — enemy
- **heresy** — beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power
- **immoral** — going against the principles of right and wrong that are generally accepted by most members of a group
- **order** — a religious group with specific beliefs and practices
- **pendulum** — a weight that swings regularly back and forth, often used to measure time in a clock

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 173–189: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “The Catholic Church Responds”: PDF pages 60–90. Look at the pictures and maps together.

Talk it over

1. What was the religion of western Europe before and after Martin Luther wrote the Ninety-Five Theses?
2. What did Martin Luther and Ignatius have in common?
3. How did Ignatius and the Jesuits help the Catholic Reformation/Counter-Reformation?
4. What was the outcome of the Council of Trent?
5. How did the Catholic Church respond to the impact of Gutenberg’s printing press?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.1: Vocabulary for “The Catholic Church Responds” — Activity Book, PDF pages 105–106
- Activity Page 9.2: The Catholic Church Responds — Activity Book, PDF pages 107–108
- Activity Page 9.3: The Catholic Church Responds — Activity Book, PDF pages 109–116
- Activity Page 9.4: Correlative Conjunctions — Activity Book, PDF pages 117–118
- Activity Page 9.5: Suffix -ist — Activity Book, PDF pages 119–120
- Activity Page 9.6: Practice Spelling Words — Activity Book, PDF pages 121–122

Check for understanding

- Answer the Big Question in a sentence or two: How did the Catholic Church respond to the Protestant Reformation movement?
- Use one of today’s words in a sentence of your own.

Lesson 10: Grammar and Spelling

Words to know

- **clergy** — people who are religious leaders and who perform religious ceremonies
- **doctrine** — a belief or set of beliefs held by a group of people
- **pendulum** — a weight that swings regularly back and forth, often used to measure time in a clock
- **rhythm** — a regularly repeated motion or sound

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 190–203: the steps, materials and timing for this lesson.

Talk it over

1. To whom did friends and family compare Galileo?
2. On what did Galileo's mother base her belief that he would grow up to save the world?
3. What did Galileo create as a result of sitting in the cathedral in Pisa?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 10.1: Spelling Assessment — Activity Book, PDF pages 123–124
- Activity Page 10.2: Unit Assessment—The Reformation — Activity Book, PDF pages 125–140

Check for understanding

- Use one of today's words in a sentence of your own.

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 204–207: the steps, materials and timing for this lesson.

Activity Book pages

- Pausing Point page 1: The Reformation Mid-Unit Content Assessment — Activity Book, PDF pages 141–144
- Pausing Point page 2: The Reformation End-of-Unit Content Assessment — Activity Book, PDF pages 145–150
- Pausing Point page 3: Interjections — Activity Book, PDF pages 151–152
- Pausing Point page 4: Subject-Linking Verb Agreement — Activity Book, PDF pages 153–154
- Pausing Point page 5: Prepositions — Activity Book, PDF pages 155–156
- Pausing Point page 6: Correlative Conjunctions — Activity Book, PDF pages 157–158
- Pausing Point page 7: Prefix en- — Activity Book, PDF pages 159–160
- Pausing Point page 8: Suffix -ist — Activity Book, PDF pages 161–170

For the teacher

- Teacher Resources (answer keys and extra materials) — Teacher Guide, PDF pages 208–242

Check for understanding

WORDS QUIZ

The Reformation

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “the act of being saved from sin or danger”?
 - a) rhythm
 - b) salvation
 - c) clergy
 - d) heresy
2. Which word means “beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power”?
 - a) persecution
 - b) heresy
 - c) shame
 - d) congregation
3. Which word means “to admit you did something wrong”?
 - a) confess
 - b) heresy
 - c) recant
 - d) radical
4. Which word means “to completely change something”?
 - a) foe
 - b) heresy
 - c) revolutionize
 - d) salvation
5. Which word means “a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group”?
 - a) superior
 - b) revered
 - c) salvation
 - d) sect
6. Which word means “to act in favor of or on behalf of someone or something”?
 - a) bequeath
 - b) institution
 - c) advocate
 - d) immoral

7. Which word means “to say in a strong or definite way that something is wrong or bad”?

- a) theology
- b) condemn
- c) speculation
- d) ponder

8. Which word means “to treat someone unfairly or cruelly because of his or her religious beliefs”?

- a) ponder
- b) censor
- c) descend
- d) persecute

9. Which word means “an organization set up for a specific purpose”?

- a) institution
- b) revered
- c) reform
- d) endow

10. Which word means “to give a quality or ability to”?

- a) doctrine
- b) intervene
- c) endow
- d) speculation

11. Which word means “not connected to religion”?

- a) secular
- b) sin
- c) decree
- d) revolutionize

12. Which word means “a strong urge to pursue a specific profession or way of life”?

- a) calling
- b) sin
- c) persecution
- d) foe

Answers

Lesson 1: Chapter 1, “The Power of the Printed Word”

1. **Which Church was important to Europeans in the Middle Ages?**

the Christian Church

2. **What information on this page supports the argument that the Church was an important part of people’s lives during the Middle Ages?**

Answers may vary, but should include that most Christians hoped to go on a pilgrimage, or religious journey, to a shrine at least once during their lives, even though that meant walking or riding long distances far from home; some men became monks and devoted their lives to the Church.

3. **In the unit on the Renaissance, you read about the humanist movement. How did the work of monks and nuns during the Middle Ages prepare the way for the humanist movement that came later during the Renaissance?**

Monks and nuns copied ancient Greek and Roman writings by hand to preserve these writings, which were later used by humanists to support their ideas during the Renaissance.

4. **During the Middle Ages, why might only the higher social classes be able to own their own prayer books?**

Answers may vary, but should include that only members of the higher social classes were educated, so only they were likely to be able to read; because books were written or copied by hand, they were time-consuming to produce, making them too expensive for anyone other than members of the higher social classes to buy.

5. **What practices in the Middle Ages showed the influence and power of the Catholic Church?**

People went to church often and created holy days to mark important religious events; they built large cathedrals; they went on pilgrimages; some people devoted their lives to the Church; the Church grew wealthy; and the Church influenced political decisions and supported or opposed kings.

6. **Think back to the unit you just studied about the Renaissance. In what ways did the art created during the Renaissance show the influence and power of the Catholic Church?**

Answers may vary, but should include that since the Church was such an important part of life, the subjects of many paintings and sculptures during the Renaissance were often religious subjects, such as Leonardo da Vinci’s *The Last Supper* or Raphael’s *Madonna*. Also, because the Church was wealthy, Church officials and/or the pope often commissioned works of art, such as Michelangelo’s *Pietà* and the ceiling of the Sistine Chapel, or Brunelleschi’s dome on the cathedral in Florence.

7. **Why would only privileged families, such as the Gutenbergs, have books in their homes?**

Because books were one of a kind, they were rare and expensive, and only privileged

families could afford to buy them.

8. **Based on the way it is used on page 4, what does the word manuscript mean?**

a book or other type of document written by hand

Lesson 2: Chapter 2, “Letters Come Alive!”

1. **Who are the characters in the story so far?**

Jacques; Jacques’s father; the bookseller/ shopkeeper; Monseieur Lafarge

2. **Why is Jacques nervous about his new job in the printing shop?**

He is nervous because he doesn’t know how to read and is afraid that knowing how to read will be “essential to working at the shop.”

3. **What does a typesetter do?**

arranges the letters, or type, in order to form words

4. **There are many steps in the printing process described in the chapter. What is the next thing the workers do after Henri and Philippe clamp the tray of metal pieces into place?**

put ink on the type

5. **What jobs performed by Jacques are described in this part of the text?**

carrying paper, stirring ink, cleaning type

6. **Why does Henri ask Jacques to put away the type?**

He asks Jacques to put away the type as a test see if he will tell the truth about his inability to read.

7. **What does Henri think is just as important as being able to read?**

being truthful

8. **What point do you think the author is trying to make about the impact of the printing press on people’s everyday lives during this time period?**

The author is making the point that the invention of the printing press made printed material like books more accessible to more people and even changed their lives. The author uses Jacques to show us this. Jacques, like many other people of the time, wants to learn to read and, because of the printing press, is exposed to many new books and ideas. Even though this is a fictional story, it represents reality at that time and is an example of how the printing press changed people’s everyday lives.

Lesson 3: Chapter 3, “Setting the Stage for Reform”

1. **In what ways was the Catholic Church important to Europeans in the Middle Ages?**

Answers may vary, but should include that, after the fall of the Roman Empire, there was no longer a strong government, so the Church took control of many things and became important to Europeans in the following ways: it taught people how to live in this world and get into the next world; it helped people in need; it helped educate some people; and it provided regular religious ceremonies.

2. **[Have students look at the image on pages 24 and 25.] Based on what you see in this image, and what you read in the text, what was the relationship between cathedrals and the Church's power and wealth?**

Answers may vary, but should include that only a wealthy and powerful institution could build such large and impressive buildings throughout Europe, so the cathedrals were a visual reminder of the Church's power and wealth.

3. **What would happen to someone who refused to recant a view that did not follow Church doctrine?**

That person would be charged with heresy, and he or she could be punished either by excommunication or death.

4. **What were some ways the Church became wealthier in the Middle Ages?**

Wealthy people left their land and money to the Church; everyone was expected to contribute a portion of their yearly earnings to the Church (called a tithe); and indulgences were exchanged for donations of money.

5. **What were some of the Church practices some people thought were corrupt?**

Answers may vary, but should include that the Church raised money by exchanging indulgences for donations of money, and by allowing wealthy people to buy their way into the clergy.

6. **Why is this section of the text called "Shifts in Power"?**

Answers may vary, but should focus on the fact that, during the Reformation, there was a redistribution of power in Europe away from the Church and to monarchs and forms of government in which more people had a voice.

7. **[Have students look at the map on the bottom of page 30.] Based on what you see in this map, how would you describe the religious divisions in Europe in the 1500s?**

Northern Europe and England became Protestant, whereas most other western European areas remained Catholic.

8. **What was the relationship between the Church and the Renaissance movement?**

Although the Renaissance movement began in Florence, Italy, the focus of the movement shifted to the headquarters of the Church— Rome—where artists received support from many different popes. The popes argued that the works of art they commissioned honored God and showed the power and splendor of the Church. They argued that people would be thankful to be a part of such an institution.

Lesson 4: Chapter 3, "Setting the Stage for Reform"

1. **Think Pair Share What details does the author use to support his/ her claim that the Catholic Church was very important to Europeans in the Middle Ages?**

Answers may vary, but should include that the Church influenced people's daily lives by teaching them how to live in this world and get to the next one; it provided an education to some people; it provided religious ceremonies; it built some of the most

impressive buildings in medieval Europe that were a constant reminder of the Church's presence and power; it provided instruction about Church doctrine; and it held the power to excommunicate someone if he or she disobeyed or opposed Church teachings.

Lesson 5: Chapters 4-5: "The Reformation Movement" and "What Is at the Center of the Universe?"

1. **What aspects of the Catholic Church did Luther begin to question or doubt?**
Luther questioned what the Church said people had to do to get into heaven and the role of priests in people's lives.
2. **Why did Luther write his Ninety-Five Theses?**
Luther was angered by corrupt Church practices. He was pushed to act on this anger after learning that John Tetzel proclaimed that as soon as a coin was received for an indulgence, a soul was released from purgatory, implying people could buy their way into heaven. Luther wrote a list of 95 objections to the practice of issuing indulgences and nailed a copy of the list to the church door at the University of Wittenberg, hoping to start a discussion about his point of view.
3. **What happened at the Diet of Worms?**
Officials piled all of Luther's writing in front of him and asked him to denounce his ideas, which Luther refused to do.
4. **What did the Münster Rebellion signify?**
It was a sign of how the Reformation was changing not only people's religious beliefs, but also their ideas about politics and government.

Lesson 7: Chapter 5, "What Is at the Center of the Universe?"

1. **Why did people in the past believe in the geocentric model of the universe?**
Answers may vary, but should include that people could only explain the relationship between the earth and the sun based only on what they could see by looking up at the sky. They saw the sun appear to move across the sky every day and thought that was all the knowledge they needed.
2. **Why is the geocentric model of the universe also sometimes called the Ptolemaic model?**
Although the idea behind this model seems to have begun with the ancient Greek philosopher Aristotle, a Greek astronomer and mathematician named Claudius Ptolemy expanded on Aristotle's ideas.
3. **Based on what you read in earlier chapters, why might Copernicus have feared the Church's reaction to his book?**
The Church typically reacted strongly to anyone questioning its beliefs by accusing them of heresy and threatening them with excommunication.
4. **How did the invention of the telescope help Galileo contradict the ideas of Aristotle and Ptolemy?**
Galileo used the telescope to make observations that proved Aristotle's and Ptolemy's theories were incorrect. For example, he saw that the moon had mountains, valleys,

and craters, which contradicted Aristotle and Ptolemy's belief that all heavenly bodies were perfect. Aristotle and Ptolemy also believed that the heavens they detailed were complete, but the telescope allowed Galileo to see that there were four moons orbiting Jupiter that had not been seen before.

5. **Why did Galileo think his discoveries did not challenge the Church's teachings?**

He thought science and religion answered different questions. He believed that the purpose of the Bible was to teach people how one goes to heaven, not how the heavens go.

6. **Why did Galileo eventually recant his views supporting the heliocentric model?**

When he was declared a heretic, in order to avoid punishment (and possible execution), he decided it was better to recant his previous statements.

7. **What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei during the time of the Reformation?**

Copernicus, using just the naked eye, believed the sun was at the center of the universe and the planets, including Earth, revolved around it. Kepler was a mathematician who took Copernicus's theory and created a mathematical model that explained it in more detail. Galileo used the telescope to contradict the geocentric model of the universe.

8. **How did the Church respond to Galileo's book on the heliocentric model of the universe?**

The Church's court, the Inquisition, discussed Galileo's views and decided that they contradicted Church teachings. They accused Galileo of being a heretic.

Lesson 9: Chapter 6, "The Catholic Church Responds"

1. **What was the religion of western Europe before and after Martin Luther wrote the Ninety-Five Theses?**

Before the Ninety-Five Theses, western Europe was united by Catholicism. After the Ninety-Five Theses, Europe was divided between Protestantism and Catholicism.

2. **What did Martin Luther and Ignatius have in common?**

They were both priests; both wrote religious texts; both were reformers; both started out in different professions but were inspired to be priests by difficult life events.

3. **How did Ignatius and the Jesuits help the Catholic Reformation/Counter-Reformation?**

They worked to revive Catholicism in Europe; they built schools and universities to educate people; and they traveled far and wide as missionaries to spread Catholicism in Europe and to the rest of the world.

4. **What was the outcome of the Council of Trent?**

It helped revitalize and unify the Catholic Church and brought some countries (Austria, Poland, part of Germany) back to Catholicism.

5. **How did the Catholic Church respond to the impact of Gutenberg's printing press?**

The Church responded by censoring printed materials they deemed immoral or against Church doctrine and by creating the Index of Forbidden Books, which listed books that were banned. Its goal was to keep heretical ideas from spreading. The Church also revived the Inquisition to try people for heresy.

Lesson 10: Grammar and Spelling

1. **To whom did friends and family compare Galileo?**

Leonardo da Vinci

2. **On what did Galileo's mother base her belief that he would grow up to save the world?**

As a child, he invented many things and seemed to be a genius like Leonardo da Vinci.

3. **What did Galileo create as a result of sitting in the cathedral in Pisa?**

astronomical clock for measuring movements of the stars

Unit quiz key

1. b 2. b 3. a 4. c 5. d 6. c 7. b 8. d 9. a 10. c 11. a 12. a