

# Unit 3: The Reformation

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 3: The Reformation

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### Learning Objectives

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- Discuss how the Catholic Church tried to halt the spread of Protestantism
- Explain how Martin Luther's religious reforms led to Protestantism
- Explain why some people were unhappy with the Roman Catholic Church
- Identify and explain what different forms of Protestantism emerged in Europe as the Reformation spread

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

### Standards

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**NJ Student Learning Standards for High School Social Studies**

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics  
6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas  
6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **Career Education/ Life Skills Standards**

9.4.12.CI.3  
9.4.12.CT.2  
9.4.12.CT.3

### **Performing Arts Standards**

1.1.12 A  
1.5.12 A,B

### **Technological Literacy Standards**

9.4.12.IML.2  
9.4.12.IML.  
9.4.12.IML.8

SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

### **Instructional Tasks/Activities**

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- Analyze Luther's 95 Thesis to identify his criticisms of the church, then complete DBQ questions
- Analyze the resource: Luther – The life of a Monk, PBS website, to determine if it was an easy decision to choose the lifestyle of a monk
- Create your own 4 Thesis about a contemporary issue, then share solutions with partners
- Discuss Different Protestant religions and complete individual research to compare and contrast the beliefs of each
- Guided Reading / Outlining / Notes
- Watch the film Luther and complete the SOF form that accompanies the film Review game
- Watch the video The Reformation and identify Martin Luther's reasons for breaking away from the Catholic Church
- Write an essay describing the turmoil Luther went through while making the decision to criticize his

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Luther SOF
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson

- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ). Those DBQs include the following primary sources and an essay.

## **Resources**

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- ABC-CLIO online textbook ([www.worldhistory.abc-clio.com](http://www.worldhistory.abc-clio.com))
- AVA Video – The Reformation
- Film - Luther
- Internet research – primary source websites
- Teacher created notes and resources