

7 THE REFORMATION

Teaching Timeframe: 4 weeks (12 × 40-minute classes or 8 × 1-hour classes)

- 3.8** Consider the historical importance of religion, with particular reference to the Reformation and the actions of one reformer.
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- 1.4** Demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space.
- 1.7** Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.
- 1.10** Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras.

Learning Intentions

Students will be able to:

- Identify the main causes of the Reformation.
- Compare and contrast the beliefs of the Catholic Church and the Lutheran Church.
- Analyse the consequences of the Reformation on the history of Europe.
- Evaluate the contribution of Martin Luther to the Reformation.

Integration of Numeracy

- Connection in Time **Timeline**, TB p. 98
- Sequence chart on the life of Martin Luther, SB p. 40

Integration of Literacy

- Scaffolded writing task on the life of a reformer, SB p. 44
- Analysis of written sources

Cross-Curricular Opportunities

- **Art:** Painting and woodcut analysis
- **Religion:** Distinguishing between the origins and beliefs of different branches of Protestantism and Catholicism

Integration of Digital Technologies to Support Learning

- **Multiple Choice interactive quiz:** FolensHive.ie
- A fun animated history of the Reformation and the man who started it all, Martin Luther. By National Geographic (<https://youtu.be/FhGGjRjvq7w>)

Differentiation Strategies

- Use the mind map on p. 39 of the Skills Book to help with identifying causes of the Reformation. Colour-coding these may help some learners.
- For visual learners, the Key Events sequence chart could be altered to be a cartoon chronology of the life of Martin Luther.
- Use the Think-Pair-Share strategy for some of the more challenging Check Your Progress questions.

Assessment

- As this topic is scheduled to be covered at the end of First Year, it is featured heavily in the Summer exam (see sample at end of book).
- Assessment for Learning is integrated into the Research task on p. 44 of the Skills Book. The 'Things to Note' are really a list of success criteria phrased in simple, student-friendly language. These can be used by students to either self-correct or peer-correct their work on completion.
- A quick Assessment of Learning can be done using the FolensHive.ie interactive quiz.
- Self-reflection questions are provided at the end of each PowerPoint.

Solutions and Suggestions for Textbook Questions

Page 101 Check Your Progress

1. The Catholic Church could raise money through a church tax known as the tithe, the sale of religious offices and the sale of indulgences.
2. The ownership of vast wealth, corrupt practices, and being engaged in politics and war could seem deeply unchristian to the Pope's critics.
3. Groups that criticised the Pope before the Reformation included the Lollards and the Hussites. The Franciscans maintained a vow of poverty but did not criticise the Pope.
4. The abuses associated with the Church included nepotism, simony, absenteeism and pluralism.
5. As more and more people learned to read, the ban on translating the Bible could seem very unfair.
6. Indulgences were letters sold by the Church that claimed to reduce the amount of time a Christian would have to spend in Purgatory.

Page 102 Examine the Evidence

1. Luther described the Basilica as 'insatiable'.
2. Luther thinks local churches should be built instead.
3. Luther points out that Germans cannot attend Saint Peter's.
4. Luther complains that it would be better for the Pope to appoint 'one good pastor to a church' than to build Saint Peter's.
5. There is quite a lot of anger in this piece. Luther says the Pope is as 'rich as Croesus'. He says the people of Germany are being 'fleeced' and Saint Peter's is being built with their 'blood'.

Page 102 Check Your Progress

1. Luther was an Augustinian monk and university teacher.
2. John Tetzel was selling indulgences to raise money for the building of Saint Peter's Basilica.
3. Luther did not believe that indulgences could get you into heaven more quickly.
4. Among the arguments made by Luther were that indulgences could not save you from Purgatory, the Pope had no control over people in Purgatory, the Pope could not forgive sins, and the Pope should pay for Saint Peter's himself.
5. Luther's views quickly spread throughout Germany due to the influence of printing.

Page 103 Check Your Progress

1. Luther was challenged by a theologian called Jan Eck.
2. The Papal Bull was a letter issued by the Pope. It was called *Exsurge Domine* and it demanded that Luther recant his views.
3. Luther was called to the Diet of Worms by Emperor Charles V.
4. The Edicts of Worms declared Luther an outlaw and his life forfeit, meaning anyone could now kill him.
5. Luther was protected by Frederick, the Elector of Saxony.
6. After the Diet of Worms, Luther translated the Bible into German and developed his own version of the mass.

Page 106 Check Your Progress

1. Zwingli and Luther disagreed on the Eucharist, which Zwingli considered to be entirely symbolic.
2. The rules Calvin instituted in Geneva included locking churches outside of services, compulsory attendance at services, closing of pubs during service and whitewashing the walls of churches.
3. Predestination was the idea that God had already selected who would be saved before anyone was born. These People were known as the 'elect'.
4. The Catholic Church ended nepotism, simony, pluralism and absenteeism at the Council of Trent.
5. The Catholic Church argued that good works and faith were needed to get into heaven. There was no change from its original position.
6. The Jesuits were a highly trained order of priests who educated Catholic leaders and argued against the Reformation.

Page 107 Check Your Progress

1. The Pope called Henry VIII 'Protector of the Faith'.
2. Henry VIII broke with Rome, as the Pope would not grant him a divorce.
3. Henry was further separated from the Church when he abolished the monasteries and took their land.
4. Queen Mary tried to bring England back to Catholicism from 1553 to 1558.
5. Under Elizabeth, the Church of England adopted Calvinist theology but retained a structure similar to the Catholic Church.

Page 108 Examine the Evidence

1. Luther accuses the peasants of breaking oaths, robbing, murdering and blaspheming.
2. Luther says they deserve death in body and soul.
3. The German rulers are entitled to have subjects that are 'submissive and obedient'.

Page 109 Examine the Evidence

1. Among the details in this painting are people (including women) being stabbed, being hung from lampposts and being thrown from windows.
2. After the Saint Bartholomew's Massacre, McCulloch argues that Protestants feel Catholics simply cannot be trusted.
3. There are different explanations for the massacre. Some believe it was a deliberate attempt to kill as many Protestants as possible, while others argue that it was an assassination that got out of control. The deepening hatred between Catholic and Protestant was in the context of the massacre.

Page 110 Examine the Evidence Source 1

1. The faces of the figures have been removed.
2. Calvinists regarded statues as a form of idolatry.
3. Catholics regarded these attacks as blasphemous.

Page 110 Examine the Evidence Source 2

1. The entire population of the city was attacked regardless of age or sex.
2. The writer claims that 53 women were burned to death in a church and that children thrown on the flames.
3. Magdeburg horrified Germany so much that the name 'Magdeburg' became a verb that described a violent attack.
4. Schiller has been accused of exaggerating, but most historians now agree that the attack on Magdeburg was a uniquely horrible event.

Page 110 Check Your Progress

1. The peasants were inspired to challenge their lords after Luther had challenged the Pope.
2. The Treaty of Augsburg allowed German princes to choose between Catholicism and Lutheranism. Calvinism was not included.
3. The Pope said a mass in praise of the killing of Protestants in Paris in 1572.
4. The Dutch rebels who fought the Spanish were mainly Calvinist.

Page 112 Examine the Evidence

1. Chancellor Merkel said the Reformation was based on a notion of freedom that leads to modern democracy.
2. Chancellor Merkel says the intellectual, cultural and religious heritage of the Reformation needs to be kept alive.
3. The New Yorker says that Luther bears some of the responsibility for the Thirty Years War because he didn't replace the structure of the Church.

Page 112 Check Your Progress

1. The main Catholic powers in Europe at the end of the Reformation were Spain, France and Austria. The main Protestant powers were England, the Netherlands, Sweden and Prussia.
2. Reformation Day is a celebration of the 95 Theses that is marked every year in Germany.
3. Areas that were settled by Protestants included North America, Northern Ireland and South Africa.

Page 113 Revision Questions

A: Show What You Know

1. The Catholic Church was unpopular because of church abuses, corruption, the concentration of power and wealth in Rome and the refusal to allow the translation of the Bible into vernacular languages.
2. Luther argued that indulgences had no power over entering heaven. He argued that the Pope couldn't decide who got into heaven. He also believed that faith alone secured a Christian's place in heaven.
3. Frederick of Saxony had some sympathy for Martin Luther's religious arguments, but he also saw that Luther could help weaken the power of both the Pope and the Emperor in Germany.
4. The Council of Trent was called by the Catholic Church to address the challenges of the Reformation. The council decided to end corrupt practices such as simony, nepotism and absenteeism. It also stipulated that priests needed to be properly trained in seminaries. On the issue of theology, the council made no changes to Catholic doctrines such as transubstantiation, good works and infant baptism.

B: History in Action

1. **Abuses:** Include references to simony, nepotism, absenteeism and indulgences.
Contrast Justification by Faith Alone with Catholic doctrine.
Promote what it means to be free from the Church in Germany.
2. **Promote** the elimination of corrupt practices.
Argue why Catholic theology does not need to be changed.
Criticise elements of the Reformation.

Solutions and Suggestions for Skills Book Questions

Page 39 Get Thinking: Causes of the Reformation

Any of the abuses or theological differences from Table 7.1 are acceptable here. Students might also identify tithes, indulgences, Church wealth, the use of Latin or the invention of the printing press as other contributory causes.

Page 40 Organise Your Thoughts: Identify Key Events in the Life of Martin Luther

The key instruction here is that the events must have contributed to the Protestant Reformation. This is trying to train students to include only relevant information. Nine separate cells are included in the chart. Please ensure sufficient time is allocated for students, firstly, to narrow down the information, and secondly, to present it chronologically.

This is a good activity to differentiate. It offers opportunities for pair work and could also be presented in cartoon format with captions.

Page 41 Source Question: The Counter-Reformation

1. The Council of Trent was set up to respond to the Protestant Reformation. The Council identified corrupt practices in need of reform and clarified the beliefs of the Catholic church.
2. The painting is a secondary source, as it was painted in the eighteenth century, long after the Council of Trent was over.
3. Indulgences are Church documents that promised to reduce time in Purgatory in exchange for money.
4. A heretic is someone who preaches religious ideas that contradict the teachings of the Catholic Church.
5. The use of ... (ellipses) and [] (square brackets) indicates that the extract has been heavily edited. The ... shows that words have been removed, and the use of [] shows that words have been inserted to help with the flow of sentences.
6. Historians must be careful when using edited sources, as the meaning and content of the source could have been altered by the removal of words or the addition of new terms. Sometimes sources have words in them that are no longer in use, and publishers insert what they understand the word to mean in its place. However, this can completely alter the meaning of the sentence.

7. Other actions the Catholic Church took during the Counter-Reformation were to establish new religious orders to help spread the Catholic faith and convert people to Catholicism. The Jesuits are an example of one of these orders. Another action the Church took was to set up religious courts of inquiry called 'Inquisitions' in Spain and Italy to investigate heresy.

8. **Short-term consequence of the Reformation:** Wars of religion broke out between Catholics and Protestants. The persecution of Huguenots in France is an example of this.

Long-term consequences of the Reformation: Europe became divided along religious lines, with many northern countries such as England and Germany becoming Protestant, while the southern countries of Spain and Italy remained Catholic. This led to long-term political division.

8 SETTLEMENT AND PLANTATION: THE ULSTER PLANTATION

Teaching Timeframe: 3 weeks (9 × 40-minute classes or 6 × 1-hour classes)

Note: This topic must be taught in conjunction with Chapter 3 (Early Christian Ireland) in order to fulfil all the requirements for Strand 2.1.

- 2.1** Recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation.
- 1.2** Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world.
- 1.3** Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated.
- 1.6** Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence. Specifically, look at visual evidence in this chapter, with a focus on maps and murals.

Learning Intentions

Students will be able to:

- Describe Ireland in the sixteenth and seventeenth centuries.
- Identify reasons why the policy of plantation came about.
- Recognise how the plantation of Ulster influenced identity on the island of Ireland and, in particular, in the province of Ulster under the following headings: Religious, political and cultural.
- Describe the usefulness and limitations of maps as a primary source.

Integration of Numeracy

- Connection in Time **Timeline**, TB p. 114
- **Venn diagram** on colonisation, TB p. 122
- **Venn diagram** on similarities and differences, SB p. 45
- **Rank** the causes of the plantation, SB p. 45
- **Chronology** activity: PowerPoint, Slide 4

Integration of Literacy

- Speech-writing/Oral presentation activity, TB p. 123
- New word definitions, SB p. 48

Cross-Curricular Opportunities

- **Geography:** Map reading and analysis, TB p. 119; SB pp. 48–50
- **Religion:** Distinguishing between the origins and beliefs of different branches of Protestantism and Catholicism
- **CSPE:** International relations and interdependence: The origins of political division on the island of Ireland

Integration of Digital Technologies to Support Learning

- **Video analysis:** PowerPoint, Slide 3: Mise Éire – Deciphering propaganda
- **Google Earth:** Use Google Earth and compare contemporary cartography with the Bartlett maps on pp. 49 & 50 of the Skills Book
- **Multiple Choice interactive quiz:** FolensHive.ie

Differentiation Strategies

- Content** **Vary the content of lessons:**
- Incorporate and emphasise the murals, maps, paintings and photographs for **visual learners**. These are evident in the textbook, Skills Book and PowerPoint.
 - Assign the Venn diagram tasks and Ranking activity to the kinaesthetic learners.
- Process**
- Use the **Anticipation activity** in advance of the **Video analysis** (PowerPoint, Slide 3) – this will help activate prior knowledge and promote interest in the idea of cultural identity.
 - **Think-Pair-Share** activity on p. 117 of textbook incorporated into the **Think historically** activity. Also, the Organise Your Thoughts activity on p. 45 of the Skills Book. These are a form of co-operative learning designed to help students process their thoughts and check their ideas with a partner. Students are then more likely to feel comfortable sharing their ideas with a larger group.
- Product**
- Permit students to present answers to Q6, p. 49 of the Skills Book and the Reflection activity p. 50 in a mind map, rather than in paragraph form.
 - Offer the choice of doing the Check Your Progress p. 116/p. 120 and Examine the Evidence p. 118 as collaborative oral activities.

Assessment

- Student Self-Reflection task, SB p. 50. These short tasks are designed to support students engaging in reflective practice and will aid with the completion of the Student Reflection Note at the end of CBAs 1 & 2.
- An end-of-topic Class Test is enclosed on the following pages. As this is an early topic in Second Year, comment-only marking might be appropriate in order to incorporate **Assessment For Learning**. An appropriate **Formative Assessment** technique to use here would be the three-strand feedback technique. A box outlining this has been included at the end of the class test.

What has been done well	
Key areas to work	
The next steps to be taken to improve from here	

Solutions and Suggestions for Textbook Questions

Page 116 Check Your Progress

1. King of Leinster who invited Anglo-Normans to Ireland to help him regain his power, having been defeated by Ireland's high king, Rory O'Connor.
2. Plantation of Laois-Offaly/Plantation of Munster. Students should include a brief description of: a) which English monarch initiated it, b) why the plantation was initiated and c) how successful/unsuccessful the plantation was.
3. Area of English control around Dublin and surrounding areas, stretching from Louth in the north as far south as Dalkey.
4. Rebellion, led by Ulster Gaelic lords, against English rule in Ireland. It ended with the Battle of Kinsale and the subsequent 'Flight of the Earls'.
5. To seek Spanish or other Catholic aid in an attempt to regain their lost power in Ireland.

Page 118 Examine the Evidence

1. a) 'Woodkerne' could attack or steal from the planters and b) the terrain is difficult with 'inaccessible woods' and 'impassable bogs'.
2. A network of large, fortified towns should be built, according to Blennerhasset. These towns should be well garrisoned (occupied by soldiers), with 'five-hundred men at arms' in each, ready to defend.
3. He does not trust the Gaelic Irish. He says that they 'smile at you happily,' but he believes that they could attack or steal from the planters 'at any hour'.
4. This is a good primary source for understanding a planter's point of view. There is a good deal of detail in relation to defensive structures and the relationship between the Gaelic Irish and the planters. As such, this is a valuable source for giving historians a good understanding of planter attitudes towards the Irish and the reasoning behind their building of defensive structures. As with any source, information should be cross-checked with other sources and a broad sample of such personal accounts and letters should be gathered, if possible.
5. Museums/archives in United Kingdom and Ireland

Page 119 Examine the Evidence

1. Central square; grid pattern streets; defensive walls; built near a river
2. Cartographers were used by planters to map lands to take for the English crown. Gaelic Irish would have felt threatened when they saw people mapping out their land.
3. Primary

Page 120 Check Your Progress

1. Large defensive walls; located on a river; grid streets
2. The city was divided among the London guilds, who were given a portion of the city in return for investing in it.
3. Market
4. A group of unionist/loyalist supporters of the original Apprentice Boys who quickly shut the gates of Derry to stop the Catholic army of King James II from entering the city. They hold commemorative marches to celebrate this event every year.
5. Undertakers – large, richer landlords
Servitors – soldiers granted land as a reward for fighting
Loyal Irish – Gaelic Irish who were loyal to the crown during the Nine Years War

Page 123 Revision Questions

A: Show What You Know

1. When Gaelic Irish lords, defeated in the Nine Years War, fled to Europe to seek help for a Catholic rebellion in Ireland.
2. The Nine Years War showed him that he needed to conquer and pacify Ulster, eliminate the threat from a Spanish army landing in Ireland, and give lands to soldiers who fought for the crown in that conflict.
3. End of Brehon law; decline in Irish language and culture as Gaelic lords lost their power; new farming methods in Ireland; new towns; loss of Gaelic Irish customs and ways of dressing, etc.; conflict over religion and national identity, which continues in Ulster today
4. Grid streets; located on a river; central diamond or square; defensive walls, etc.
5. **Another conquest** = Spanish conquests in the New World.
 - **Similarities:** Loss of culture and language; death and destruction; new farming methods; increased wealth for the colonising country.
 - **Differences:** Ulster is much closer to England than the New World is to Spain; this made maintaining control and dominance easier.

Spanish conquest saw growth of tobacco/sugar farming, etc. These crops do not grow in Ulster. Two sects of Christianity involved in conflict in Ulster (Protestant vs. Catholic).

B: History in Action

1. Include background information (other plantations; previous Norman towns or Viking towns, etc.; the Nine Years War and the Flight of the Earls)
 - **Key events** (information from 'How the Plantation Happened' on p. 117)
 - **Long-term impact** (farming, law, religious and political conflict, new customs, new language and culture, etc.)

Given that these are Spanish students, students could emphasise the link with Spain in the Battle of Kinsale.

2. **For motion:** Emphasise the development of towns, economic development, new technologies, improved farming methods, growth in population, etc.

Against motion: Emphasise negative impacts – loss of culture and language, widespread conflict that has had an enduring legacy, destruction of Brehon legal system, did not succeed in converting Ireland to Protestantism, so was not entirely successful in the long-term but caused a great deal of pain, etc.

Solutions and Suggestions for Skills Book Questions

Page 45 Get Thinking: Similarities and Differences

This Venn diagram has numerous potential answers. The solution to this is actually less important than the process of getting the students to think of some examples and to be able to justify their statements.

For example, some students might answer in the 'Similarities' section that Ireland is/was quite progressive in relation to gender equality, as Brehon law permitted women to keep their property and wealth once married. Equally, some students might identify a difference in this area, as with the introduction of English common law, women were required to give their property and wealth to their husband. So long as they can explain their reasoning, both answers are correct.

Page 45 Organise Your Thoughts: Rank the Causes of the Plantation

Again, the answers to this activity are less important than the process. Each student will relate differently to the reasons outlined. It is important that students have sufficient time to engage with the reasons and decide on their ranking before placing them in groups to discuss their decision. This collaborative activity works on the key skills of communication and working with others. Assigning specific group roles might be helpful in this activity:

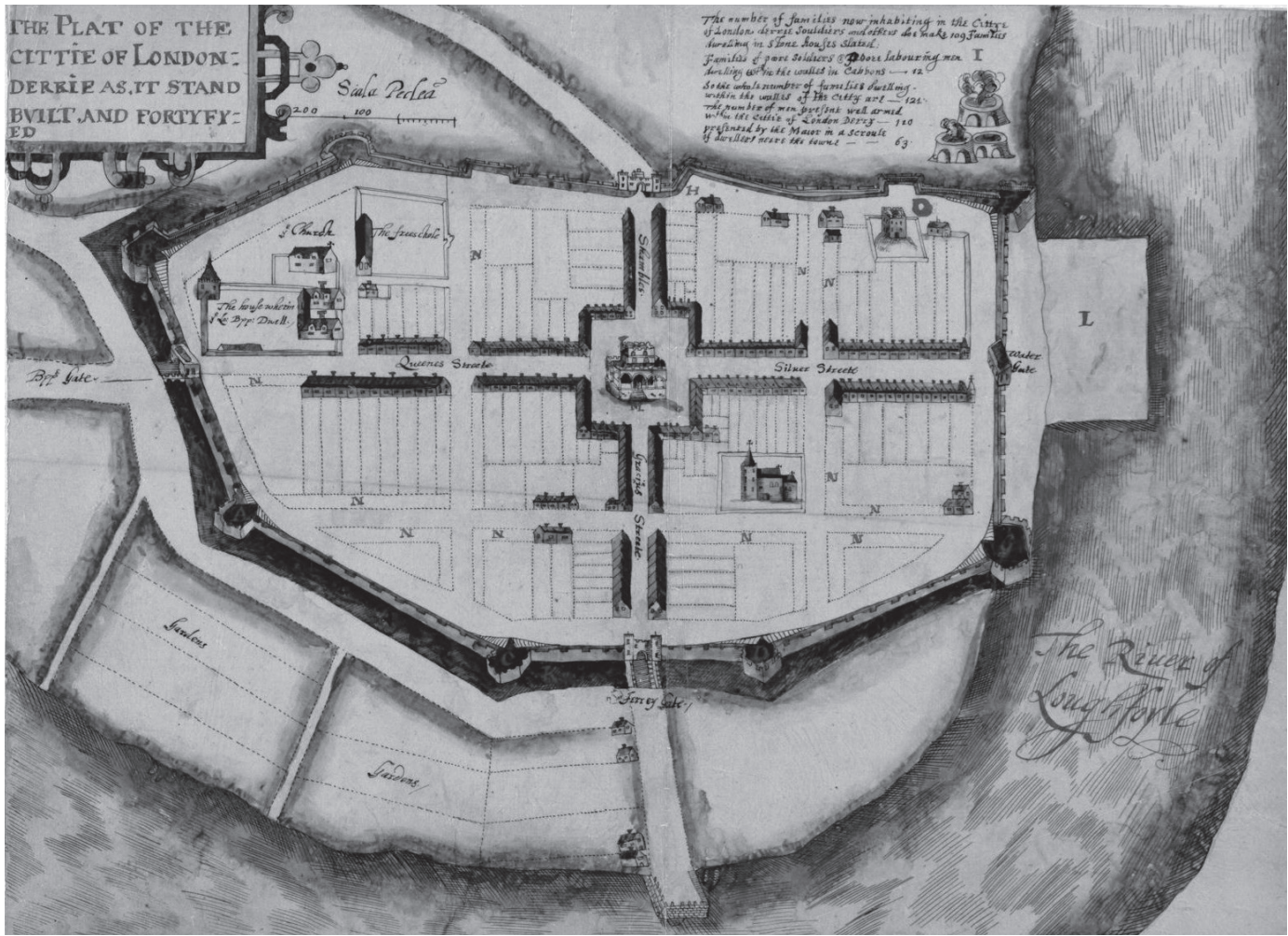
- **Chairperson:** The chairperson leads the group work and is responsible for ensuring that each student's voice in the group is heard.
- **Recorder:** The recorder writes down the key decision or conclusions that have been reached by the group.
- **Timekeeper:** The timekeeper ensures that the group remains focused on the task and reminds them of how much time they have left.
- **Speaker:** The speaker presents the findings or conclusions of the group's work to the whole class.

Page 46 Source Question: A Book of the Plantation of Ulster

1. This is a primary source, as it comes from the time period in question and provides first-hand information about events.
2. John Hamilton has met the requirement of a settler, as he has built a stone bawn with two round towers to defend the site. He has also brought English tenants with him, and they are living beside the bawn in a village.
3. The person who wrote this account has an English background, as they ... [any of the following reasons are acceptable]:
 - Are writing this due to being commissioned under the Great Seal of Ireland, dated 28 Nov. 1618.
 - Are conducting a survey of the land, and at that point in history the only people interested in surveying Ireland were the English intent on conquering it.
 - Use phrases like 'after the manner of England' and 'have performed their buildings and plantations' – this shows us that they are familiar with the terms of the plantation and what is expected of English settlers. **Please note that this is a difficult question and not all students will be able for it. This is ok. At Common Level, some questions are used to enable the more capable students to show their skills.**
4. The Ulster Plantation
5. King James I of England
6. Note that the question is in the plural (changes), so at least two if not three different answers are expected here. Any of the following points are acceptable so long as they give examples of how this was different after the plantation: Farming methods; religion; settlement patterns such as towns; the abolition of Brehon law and introduction of English common law; change of spoken language from Gaelic Irish to English; societal division and rising conflict, etc.

Class Assessment – Settlement and Plantation: The Ulster Plantation

Examine this map of Londonderry, 1622 by cartographer Thomas Raven and answer the questions that follow.



1. Using evidence from the map, why do you think this site was chosen for the location of a town?

2. What features of a plantation town are evident in the map?

3. Explain the term 'cartographer'.

4. Is this map a primary or secondary source? Explain your answer.

5. Explain the term 'plantation' as it relates to Ireland.

6. Name a plantation that you have studied and the monarch who organised it.

Plantation:
Monarch:

7. From the perspective of the English, was this plantation a success? Give **two** reasons for your answer.

8. Identify **two** consequences of this plantation for the island of Ireland.

Assessment for Learning

What has been done well	
Key areas to work	
The next steps to be taken to improve from here	