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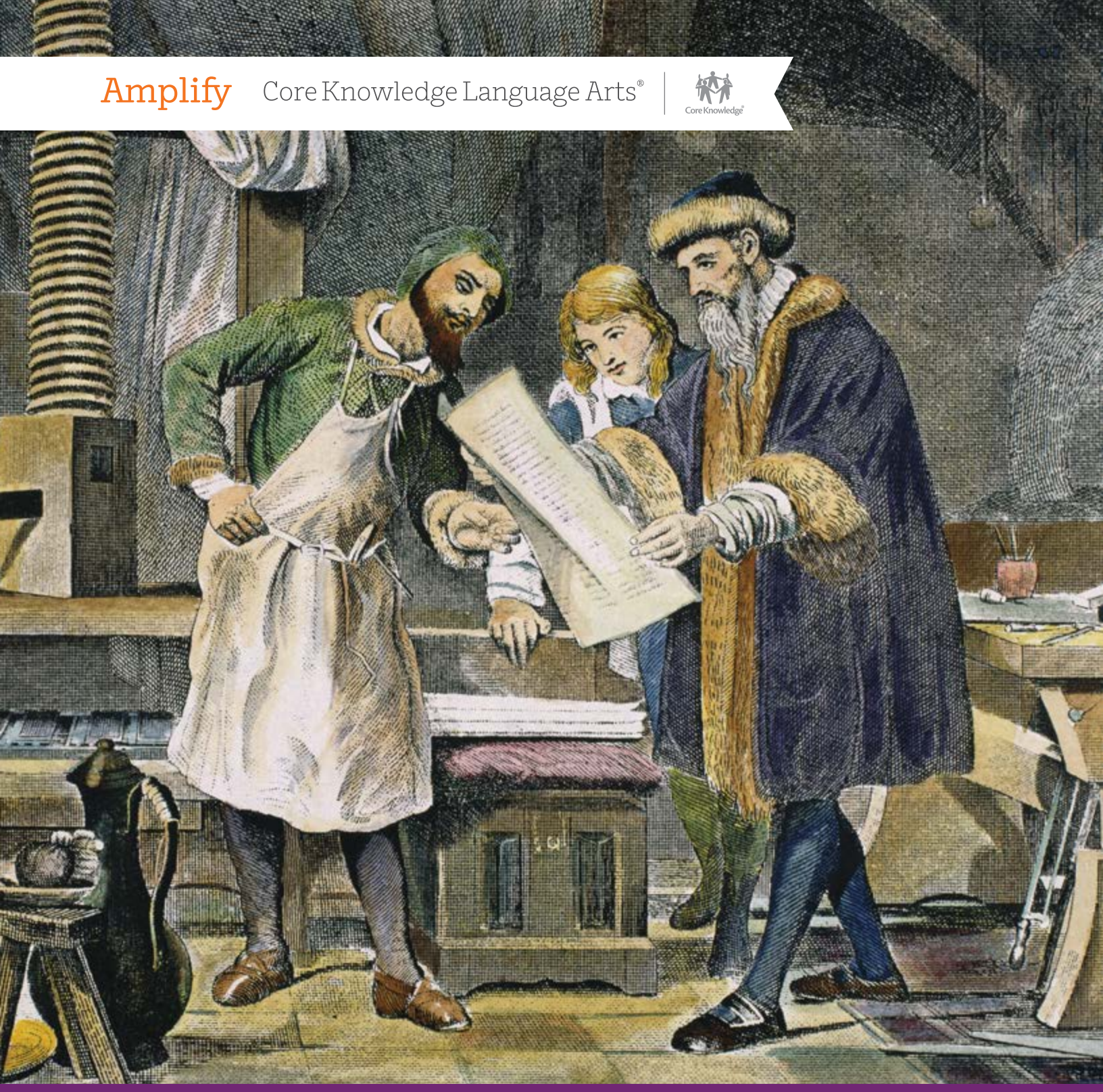

Unit 6

Teacher Guide | Grade 5

The Reformation

Grade 5 | Unit 6

The Reformation

Teacher Guide

Amplify Core Knowledge Language Arts

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Grade 5 | Unit 6

Introduction

THE REFORMATION

This introduction includes the necessary background information to teach The Reformation unit. This unit contains 10 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. Lessons and activities address various aspects of a comprehensive language arts curriculum aligned: reading, writing, spelling, grammar, and morphology. Each entire lesson will require a total of 90 minutes. Lesson 10 is devoted to a unit assessment.

As noted, four days are intended to be used as Pausing Point days. You may choose to use all four days at the end of the unit, or you may use one day immediately after Lesson 6 and three days at the end of the unit. If you use one Pausing Point day after Lesson 6, you may administer Activity Page PP.1 to assess students' understanding of the content at this midpoint, or you may use the day to focus on writing, spelling, grammar, or morphology skills covered in Lessons 1–6. It is recommended that you spend no more than 14 days total on this unit.

WHY THE REFORMATION UNIT IS IMPORTANT

Note: To prepare for this unit, read this entire introduction, preview the unit and content assessments, and preview the "Teacher Resources" section of this Teacher Guide. You may wish to collect assessment Activity Pages 10.2, PP.1, and PP.2 from students before beginning the unit.

The Big Idea of this unit is that the Reformation was a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church.

Prior Knowledge from CKLA™

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives that follow will be presented in the Core Connections lesson in Lesson 1.

Columbus and the Pilgrims (Kindergarten)

Early World Civilizations (Grade 1)

- Identify Judaism, Christianity, and Islam as monotheistic world religions.
- Define monotheism as the belief in one God.
- Explain that Christianity developed after Judaism.
- Explain that followers of Christianity are called Christians.
- Identify the Bible as the Christian holy book.
- Identify that a Christian house of worship is called a church.

Astronomy (Grades 1 and 3)

- Recognize the sun in the sky.
- Explain that the sun, moon, and stars are located in outer space.
- Identify Earth as a planet and our home.
- Explain that Earth orbits the sun.
- Describe stars as large, although they appear small in the night sky.
- Explain that astronomers study the moon and stars using telescopes.
- Explain that our solar system includes the sun and the planets that orbit around it.
- Describe tools and methods used to study space and share information.
- Describe the life and contributions of Copernicus.
- Recall key details about the history of space exploration (e.g., Galileo's invention of the telescope; *Sputnik I; Apollo 11;* and the Hubble Space Telescope).

The Ancient Greek Civilization (Grade 2)

- Define the term *civilization*.
- Describe how the contributions of the ancient Greek civilization have influenced the present.
- Identify Socrates, Plato, and Aristotle as famous philosophers of ancient Greece.

The Ancient Roman Civilization (Grade 3)

- Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began.
- Define the terms *BC/BCE* and *AD/CE*.
- Describe the development of Christianity during the Roman Empire, including the persecution of Christians.
- Identify Latin as the language of ancient Rome and the origin of the Romance languages.

The Middle Ages (Grade 4)

- Identify the Middle Ages as the approximately 1,000-year time period in Europe between ancient and modern times.
- Describe the Middle Ages as a time that had both negative aspects, such as conflict and hardship, and positive aspects, such as creation and innovation.
- Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages.
- Describe the power and wealth of the Church during the Middle Ages and its influence over kings and political decisions.
- Describe the role of monks in the Middle Ages.
- Identify the Middle Ages as a time of transformation.

The Renaissance (Grade 5)

- Describe patrons as wealthy merchants who supported artists during the Renaissance movement.
- Explain that the Renaissance was marked by an interest in the natural world.
- Identify the Medici family in Florence and the popes in Rome as patrons of the arts and learning.
- Explain that patrons' motivation for supporting art was linked to the fame it brought them.

READER

The Reader for this unit, *Shifts in Power*, includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades. *Shifts in Power* focuses on the Reformation as a movement in which religious and political upheaval weakened the power of the Catholic Church in Europe and led to the creation of Protestantism. It addresses Gutenberg's invention of a printing press, as well as great advances in science, such as the heliocentric theory.

The Reader also includes three selections that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students' needs and the time available in your school day.

WRITING

In the writing lessons for this unit, students will write a friendly letter as well as plan and create a slide presentation. In the friendly letter lessons, students will review the parts of a friendly letter, consider the audience, clarify a purpose, and practice using strong verbs. In the slide presentation lessons, students will be introduced to the concept that both text and images can be effective in presenting information; that the structure of a slide presentation is similar to that of an informational essay, including an introduction, a body, and a conclusion; and that slide presentations often include sentence fragments in bulleted lists.

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in "Teacher Resources" in this Teacher Guide and in "Student Resources" in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used spelling to least frequently used spelling.

Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally (see Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse [2012] for additional research-based recommendations about writing in the elementary grades).

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, the CKLA program provides numerous writing opportunities. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and on individual sentence construction. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

MIDDLE-OF-YEAR ASSESSMENT

In this unit a Middle-of-Year (MOY) Assessment is provided and should be administered at the end of the unit. You should spend no more than two days total on the MOY Assessment. There are three main group components of the assessment: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components, the oral reading of words in isolation and the fluency assessments, are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on MOY Assessment Day 1. The grammar and morphology assessments are meant to be completed during one 50-minute block and one 40-minute block of time on MOY Assessment Day 2.

In addition you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment to students who scored 13 or fewer on the Reading Comprehension Assessment. As time allows you may also administer the Word Reading in Isolation Assessment to students who scored between 14 and 17 on the Reading Comprehension Assessment. Administer the Fluency Assessment to all students.

After administering the MOY Assessment, you will complete an analysis summary of individual student performance using the Grade 5 MOY Assessment Summary Sheet, found in each individual student's Activity Book (Activity Page A.2).

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available for download on the Amplify website. This component was created to accompany Core Knowledge Language Arts (CKLA) materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section information is included about the following:

- Renaissance Timeline Card
- Pronunciation Guide for *Shifts in Power*
- Glossary for *Shifts in Power*
- Slide Presentation Rubric
- Slide Presentation Editing Checklist
    - The editing checklist found in the "Teacher Resources" is the teacher version of the one found in "Student Resources" in the Activity Book. You may wish to use the teacher version of the editing checklist for assessment of students' Slide Presentation.
- Resources for the Enrichment Selections in *Shifts in Power*
    - The enrichment selections in *Shifts in Power* are intended to be used at your discretion. They are intended for more advanced readers, as they include more advanced vocabulary than Chapters 1–6. You may decide to assign these selections to students who need more challenging reading material. An introduction to these selections appears in the "Teacher Resources" section of this Teacher Guide. Core vocabulary words for these selections are also listed in the "Teacher Resources" section. They are bolded in the Reader and appear in the glossary.
- Activity Book Answer Key

DIGITAL COMPONENTS

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available as digital components at CoreKnowledge.org/CKLA-files and at ckla.amplify.com.

LESSON

1

The Power of Shared Ideas

PRIMARY FOCUS OF LESSON

Core Connections

Students will identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to explain the significance of the Church during these times. **[RI.5.2; RI.5.3; SL.5.4]**

Reading

Students will listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period's shifts. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

FORMATIVE ASSESSMENT

Timeline	**Timeline** Formulate a couple of sentences to briefly describe the time periods and their relationship to one another. **[RI.5.2; RI.5.3; SL.5.4]**
Three-Column Chart	**Three-Column Chart Core Connection** Compare and contrast the Middle Ages and Renaissance and explain how the Church was an important part of these periods. **[RI.5.3; SL.5.2]**
Reading Wrap-Up Discussion	**Three-Column Chart Read-Aloud** Describe and discuss three time periods, the shifts that began to occur during the Reformation, and how the printing press was a part of these shifts. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

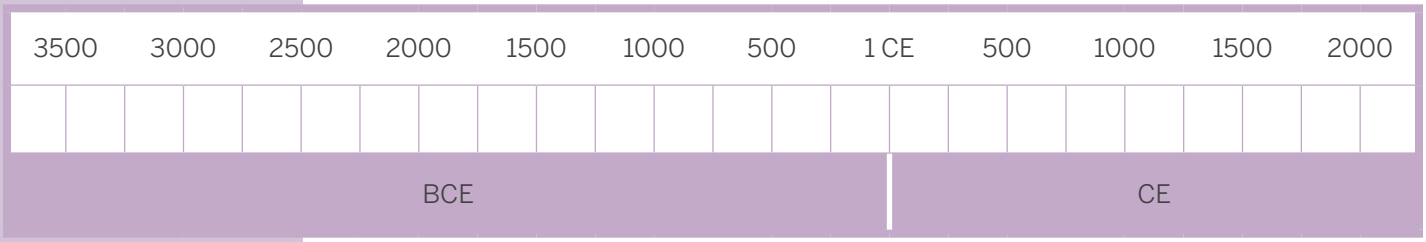
LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (45 min.)			
Review Prior Knowledge	Small Group	5 min.	❑ Map of western Europe ❑ Unit 6 timeline ❑ Renaissance Timeline Card ❑ Three-Column Chart ❑ Activity Page 1.1
Introduce the Reformation	Whole Group	5 min.	
Whole Group Reading: "The Power of the Church"	Whole Group	30 min.	
Wrap-Up	Partner	5 min.	
Reading (45 min.)			
Read-Aloud: Chapter 1	Whole Group	30 min.	❑ *Shifts in Power* ❑ Activity Page 1.2 ❑ Three-Column Chart ❑ Notebook paper
Reading Wrap-Up Discussion	Whole Group	10 min.	
Word Work: *Revolutionize*	Whole Group	5 min.	
Take-Home Material			
Reading			❑ Activity Pages 1.3, 1.4 ❑ Fluency Supplement selection (optional)

ADVANCE PREPARATION

Core Connections

- Display a map of western Europe. Alternatively, you may access a digital version in the digital components for this unit.
- Ensure the Unit 6 timeline created in the Core Connections lesson in The Renaissance is posted in the room. Locate the Renaissance Timeline Card in the Teacher Resources section of the Teacher Guide.



- Prepare a **Three-Column Chart** on the board/chart paper with space to the left for a short vertical list for the Roman Empire. You may fill in the three headers now, or wait to do it together as a class: *Middle Ages, Renaissance, Reformation*.
- This lesson contains Think-Pair-Share activities.

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5.

Universal Access

Timeline

- Create the following sentence frames:
  - The Roman Empire fell before the ____, ____, and ____ time periods.
  - The Middle Ages occurred after ____ and before ____.
  - The Renaissance preceded, or came before, ____.
  - The Renaissance occurred between the ____ and ____ time periods.

- The Reformation followed and overlapped with the ____.
- The first time period on the timeline is ____, and the last time period on the timeline is ____.

Three-Column Chart

- Create the following sentence starters/frames:
  - The three time periods being discussed are ____, ____, and ____.
  - The Middle Ages and Renaissance are similar because ____.
  - The Middle Ages and Renaissance are different because ____.
  - The Renaissance and Reformation are similar because ____.
  - The Middle Ages, Renaissance, and Reformation have the following things in common: ____.
  - The Middle Ages, Renaissance, and Reformation time periods are unique in the following ways: ____.
  - The printing press influenced the ____ time period in the following ways: ____.

ACADEMIC VOCABULARY

approach, n. a method of handling or solving something

argue, v. to give reasons for or against something

argument, n. a statement or reasons for or against something

common, adj. shared or belonging to two or more individuals, groups of people, or ideas

relationship, n. the way in which people or groups behave and interact with each other

> **Note:** *Common* is a multiple-meaning word, and students may be more familiar with it meaning *typical, prevalent*, or *ordinary*. During this unit, please focus on using *common* to describe something shared or belonging to two or more individuals, groups of people, or ideas.

Spanish Cognates for Academic Vocabulary

- argumentar
- argumento
- común

Lesson 1: The Power of Shared Ideas

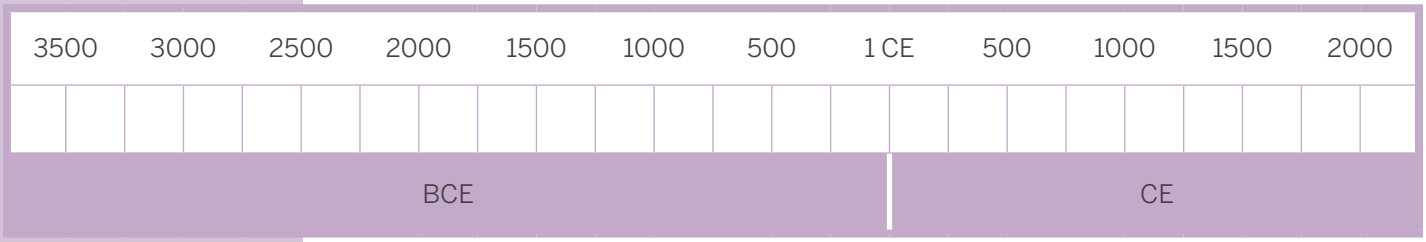
Core Connections

45M

Primary Focus: Students will identify the setting and chronology of the Middle Ages, Renaissance, and Reformation, and read informational text to explain the significance of the Church during these times. **[RI.5.2; RI.5.3; SL.5.4]**

REVIEW PRIOR KNOWLEDGE (5 MIN.)

- Remind students who participated in CKLA in previous grades that they learned about the Roman Empire in Grade 3 and the Middle Ages in Grade 4. Ask students what they remember about these time periods. Use the three-column chart you created on the board/chart paper to capture a few main concepts in the first column titled "Middle Ages." Write any pertinent information about the Roman Empire to the left of the chart to emphasize the chronology and include a few influences, but keep the main focus on the Middle Ages and forward.
- Have students locate and identify the modern-day countries of Spain, France, England, Germany, and Italy on the map of western Europe. Remind them that parts of the Roman Empire included at least parts of each of these western European countries. Remind students that the time period in the history of western Europe after the fall of the Roman Empire is called the Middle Ages.
- Ask students what they recall about the Renaissance. Have them share in small groups and then share out with the class. Capture a few main concepts in the second column on the board/chart paper titled "Renaissance." Tell students that they will add to the columns of the chart throughout the lesson.
- Direct students' attention to the Unit 6 timeline on display.



- Ask which two ancient civilizations inspired the humanists of the Renaissance period.
  - » the Greek and Roman civilizations

- Ask students if the Roman Empire and the Middle Ages preceded, or came before, the Renaissance movement or if they occurred after. Remind students that the Renaissance took place after the Roman Empire fell and after the Middle Ages began, generally from the mid-1300s until the early 1600s. Have a student place the Renaissance Timeline Card on the timeline between 1300 and 1600 CE. Tell students that the Middle Ages occurred between about 500 and 1500 CE and is considered the "middle time" between ancient and modern history. Clarify that there was some overlap between the Middle Ages and Renaissance time periods.

Check for Understanding

Poll the class to ask what *BCE* and *CE* stand for. Have students raise their hands if:

- they think *BCE* stands for "before the Common Era" and if *CE* stands for "of the Common Era"
  - » yes
- they think BCE came after CE
  - » no
- they think BCE is the time period which is counted backward from the year 1
  - » yes

Timeline

- Have students study the timeline and formulate a couple of sentences to briefly describe the time periods and their relationship to one another using sequencing words such as *first, next, precedes, follows*, etc. Allow several students to share with the class.

INTRODUCE THE REFORMATION (5 MIN.)

- Tell students they will begin a unit called The Reformation, which is about a movement in European history that came toward the end of the Renaissance. Label the Reformation on the timeline between 1500 and 1600 CE.
- Ask students what root word appears in the word *reformation*.
  - » *reform*

Speaking and Listening
Presenting

Entering/Emerging
Provide 1:1 support when reviewing key information on the timeline and the relationship among the periods. Provide sentence frames and sequence words to guide students in sharing.

Transitioning/Expanding
Allow students to partner with a classmate for support in reviewing key information on the timeline, and in sharing.

Bridging
Provide support as needed in reviewing key information on the timeline, and in sharing.

Timeline

Support

Remind students that when you add the prefix *re-* to a word, it often means to do something again. *Reform* is to form, or make, again.

Challenge

Have students list types of reform they may know, such as political, education, or budget reform. Have them list other words with *re-* that mean to do something again.

Activity Page 1.1

- Ask students what the word *reform* means. You may have a student look it up. Clarify that *reform* means to form again, or to change in order to improve or make something better; *reformation* is the act of improving something or making something better. This unit will focus on a time period in European history in which some people decided that something needed to be improved, and they took steps to try to reform it.

WHOLE GROUP READING: "THE POWER OF THE CHURCH" (30 MIN.)

- Tell students they will read an excerpt of a chapter from the Grade 4 unit The Middle Ages, entitled "The Power of the Church," to review some information about the Christian Church in the Middle Ages. Using Activity Page 1.1, have students take turns reading the text aloud as you guide them with the following guided reading supports. Tell students to listen to see if what they remember about this time period is accurate, and to listen for information that may be added to the Middle Ages column of the three-column chart.

Chapter 5

The Power of the Church

THE BIG QUESTION
What practices in the Middle Ages show the influence and power of the Church?

It is 6:00 a.m. The church bells are ringing to welcome the day and to ***summon*** *you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is* ***anchored*** *to the Church.*

Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

38

- Read the title and The Big Question aloud, asking students to listen carefully to the selection as it is read in order to answer The Big Question. Point out that when the word *Church* is written with an uppercase 'C', it is a proper noun that refers to a specific church, the Christian Church.
- Have a student read page 38 aloud.

  Inferential. Describe the image at the bottom of this page and identify the type of building depicted.

  » Answers may vary, but should include a description of the ornate rose window, the stained-glass windows, and the elaborate high arched ceiling; the building is a cathedral.

Support

The word *anchored* means "tied to."

Inferential. Based on the title of this excerpt, on the text, and on the image, what can you tell about the Church in Europe during the Middle Ages?

» Answers may vary, but may include that the Church was powerful, wealthy enough to build elaborate buildings, and an important part of the lives of people in Europe.

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.

Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal.

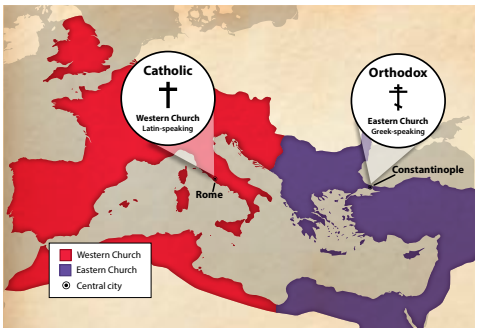
- Have students take turns reading page 39 aloud.

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

  » the Christian Church

  Literal. During the Middle Ages, the Christian Church split into two different parts. The eastern Church was called the Orthodox Church. What was the western Church called, and in what city was it based? Who was the leader of the western Church?

  » The western Church, called the Catholic Church, was based in Rome and led by the pope.



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday. In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.

Chartres Cathedral

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Support

The word *holiday* comes from the term holy day. A *holy day* is a day marking an important event in the life of Jesus and his followers. People did not work on holy days or "holidays."

- Have students take turns reading page 40 aloud.

  Inferential. 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 almost every village and town had a church; most people attended church on Sunday and other holy days; architects and craftsmen built beautiful cathedrals that sometimes took hundreds of years to complete.

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.

Medieval pilgrims

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

Sénanque Abbey in Provence, France, was founded in 1148 CE.

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- Have students take turns reading page 41 aloud.

  Inferential. 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.

Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

A painting from the 1400s shows nuns kneeling in prayer.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.

Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

42

- Have students take turns reading the first three paragraphs on page 42 aloud.

  Literal. In what ways did the Church become powerful and influential?

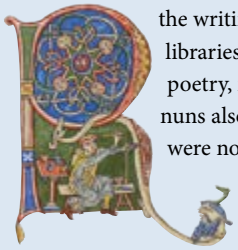
  » The Church became powerful by becoming wealthy. It did this by raising taxes, owning land, getting donations from wealthy people who held powerful positions in the Church, and getting *tithes,* or one-tenth of their earnings, from all Christians. The Church became influential in politics, taking sides, and agreeing or disagreeing with the decisions of different kings.

- Have a student read the last paragraph on page 42 aloud.

  Literal. During the Middle Ages, how did the Christian Church respond if people disagreed with, or had different ideas from, the pope or other Church leaders?

  » The Church called those who expressed ideas that conflicted with the Church's ideas *heretics*, and it treated heretics cruelly.

Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books. By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.

Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

43

- Have students take turns reading page 43 aloud.

  Inferential. 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.

  Inferential. 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.

Support

Followers of the humanist movement were very interested in the teachings of the ancient Greek and Roman civilizations.

Three-Column Chart

WRAP-UP (5 MIN.)

Three-Column Chart

- Have students review the three-column chart created earlier. Adjust information as necessary together, adding some main concepts. Ask: "In what ways were the Middle Ages and Renaissance similar? In what ways were they different? How was the Church an important part of these periods?"
    - Think-Pair-Share. Circulate through pairs and listen as students discuss. Ask several pairs to share with the class. Tell students that they will add more information after reading more about the Reformation.

Lesson 1: The Power of Shared Ideas

Reading

45M

Primary Focus: Students will listen to informational text to describe the Reformation as compared with the earlier time periods, and explain how the Gutenberg press influenced this period's shifts. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

Student Reader: *Shifts in Power*

READ-ALOUD: CHAPTER 1 (30 MIN.)

Introduce the Reader

- Ensure each student has a copy of the Reader, *Shifts in Power*.
- Read the title of the Reader with students: *Shifts in Power*. Ask students what the word *shifts* means. Have students discuss with a partner. Provide examples as needed, such as "a shift in weight from one foot to the other" or "a shift in the wind." Clarify that *shift* means "a move or transfer" or "a change," so the Reader title means "changes in power."
- Tell students that this Reader mostly includes informational chapters. It is an informative or explanatory book that provides facts about real topics. However, the Reader also contains a literary chapter that tells the story of a boy working in a printing shop during the Reformation.
- Give students a few moments to flip through the Reader and comment on the images they see. Students may comment on the hand-made books, the moveable type, or the printing press.
- Ask students to share any comments they have about the Reader. Have students turn to the table of contents and read several titles from the table of contents.

Introduce the Chapter

- Tell students you will read aloud Chapter 1, "The Power of the Printed Word." They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *secular*.
- Have them find the word on page 4 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *secular*, then have a student read the definition.
- Explain the following:
    - the part of speech
    - alternate forms of the word
- Have students reference Activity Page 1.2 while you read each word and its meaning.

Activity Page 1.2

Vocabulary

secular, adj. not connected to religion (4)

parchment, n. material made from animal skin and used as a writing surface (4)

bind, v. to fasten two or more things together (4)

clergy, n. people who are religious leaders and who perform religious ceremonies (4)

revolutionize, v. to completely change something (revolutionized) (10)

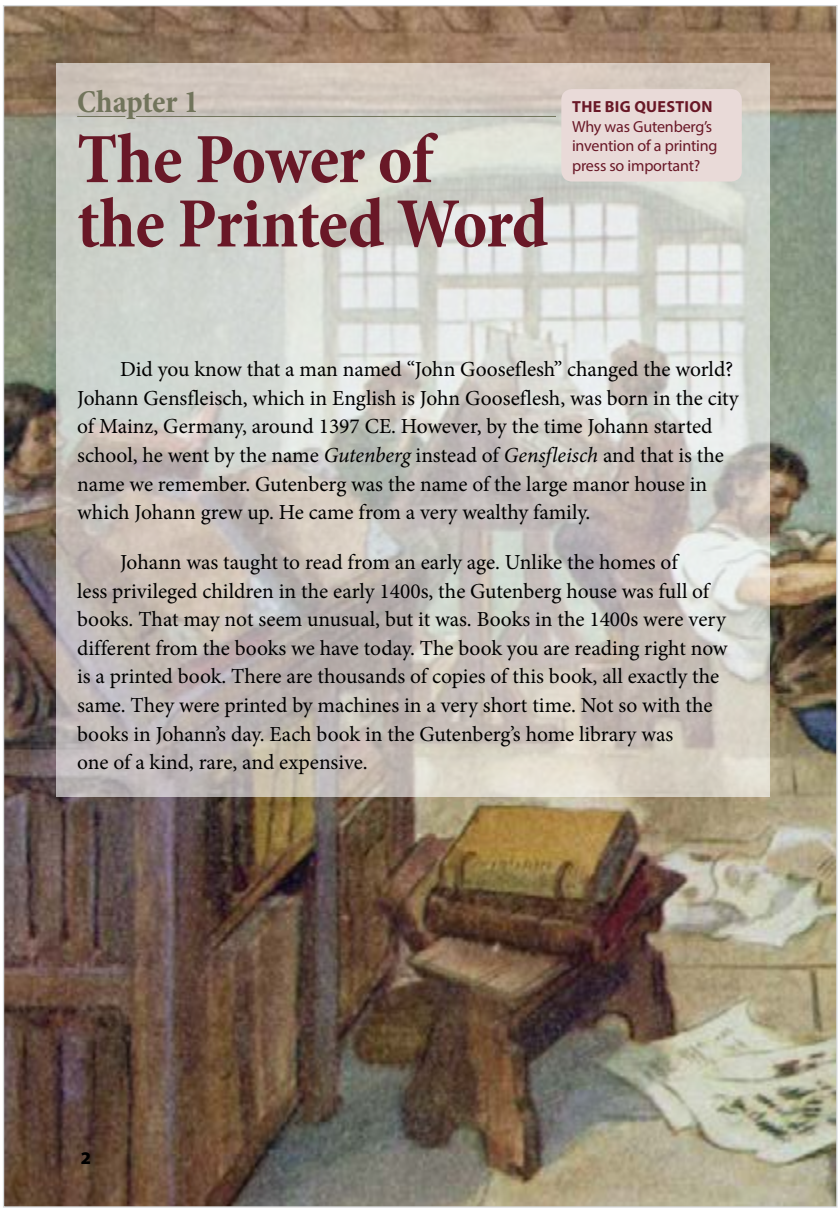
doctrine, n. a belief or set of beliefs held by a group of people (10)

Vocabulary Chart for Chapter 1, "The Power of the Printed Word"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary	secular parchment clergy doctrine	bind revolutionize
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	one of a kind turn of events big changes [certainly did] lie ahead stop the presses	

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
    - Why was Gutenberg's invention of a printing press so important?

Read "The Power of the Printed Word"

- Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.



Chapter 1

The Power of the Printed Word

THE BIG QUESTION
Why was Gutenberg's invention of a printing press so important?

Did you know that a man named "John Gooseflesh" changed the world? Johann Gensfleisch, which in English is John Gooseflesh, was born in the city of Mainz, Germany, around 1397 CE. However, by the time Johann started school, he went by the name *Gutenberg* instead of *Gensfleisch* and that is the name we remember. Gutenberg was the name of the large manor house in which Johann grew up. He came from a very wealthy family.

Johann was taught to read from an early age. Unlike the homes of less privileged children in the early 1400s, the Gutenberg house was full of books. That may not seem unusual, but it was. Books in the 1400s were very different from the books we have today. The book you are reading right now is a printed book. There are thousands of copies of this book, all exactly the same. They were printed by machines in a very short time. Not so with the books in Johann's day. Each book in the Gutenberg's home library was one of a kind, rare, and expensive.

2

Pronunciation Table	
Word(s)	**CK Code**
Johann Gensfleisch	/yoe*hon/ /genz*fliesh/
Johann Gutenberg	/yoe*hon/ /goo*ten*berg/
Mainz	/mienz/

- Read page 2 aloud.

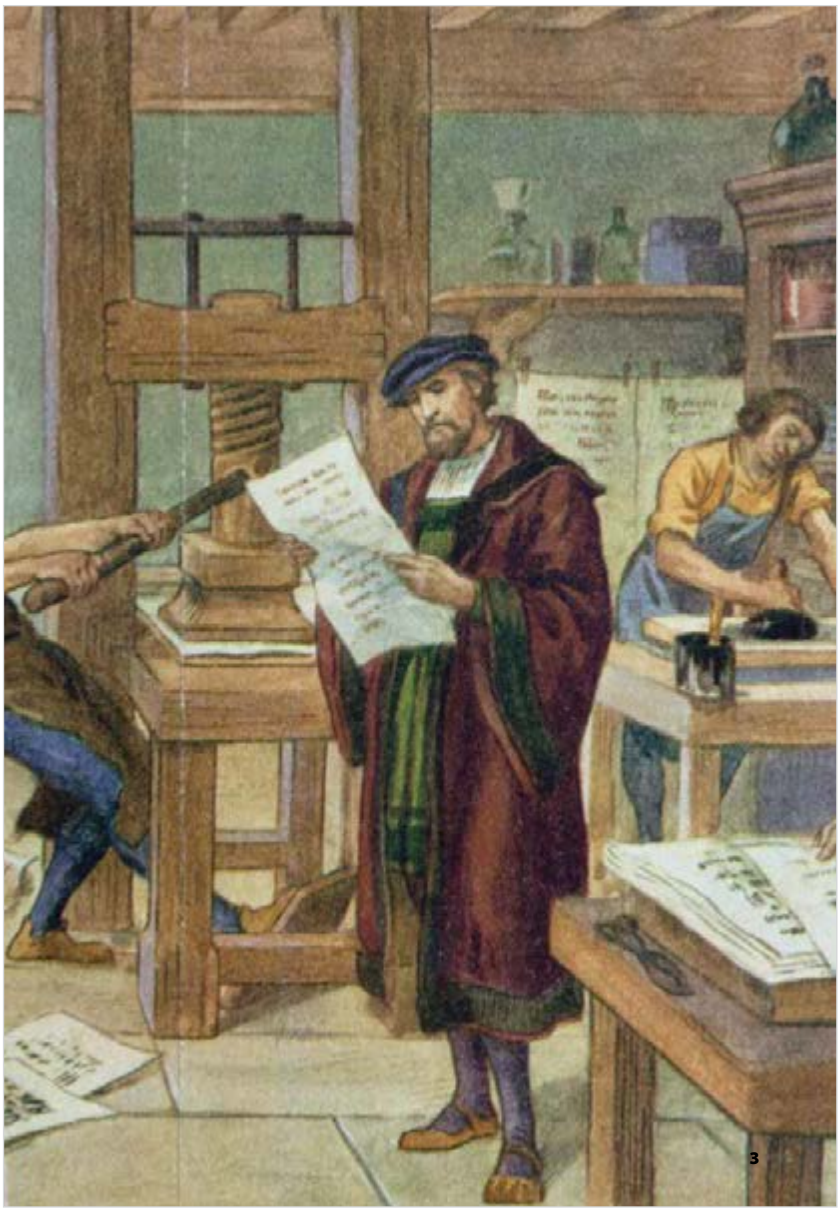
Support

What does the word *privileged* mean?

» having more advantages, opportunities, or rights than most people

Inferential. 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.


3

Books in the Middle Ages

Throughout the Middle Ages, books were made by hand. Much of the writing was done by monks working in monasteries, although the craft of making books also took place in some universities and **secular** schools. Primarily existing books such as the Bible and great works authored by ancient Greek and Roman scholars were copied. The monks painstakingly copied the text with pen and ink on thin sheets of **parchment**.

Flemish illuminated manuscript, 1365 CE

It typically took monks many weeks or months to complete the pages of an entire book. The highest quality books were illustrated. This task was accomplished by a skilled artist called an illuminator. An illuminator decorated the pages with colorful, ornate designs and small pictures. Bits of gold, pounded very thin, were applied to the pages of the most expensive books to make the text and illustrations shine.

When the manuscript was finished, the final step was to **bind** the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather.

An enormous amount of time and effort went into creating each book. Only the wealthiest members of society, scholars, and Church **clergy** could afford to own such treasures. Throughout the Middle Ages, of course, these were typically the only people who were able to read.

4

Support

What would you have to do to put the words and illustrations in the book?

» I would have to hand-write the words and draw the illustrations.

Support

What would you have to do to bind the book?

» To bind the book, I would have to sew the pages together and put it between two boards to press it.

- Read page 4 aloud.

Inferential. 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

Inferential. Pretend you are a monk living in the Middle Ages. Describe what it would be like to make a book.

» If I were a monk in the Middle Ages, I would make a book by hand. First I would copy the text by hand with pen and ink. Then I would have an illuminator illustrate the book. Finally, I would bind the book by sewing the pages together and sandwiching them between wooden boards. It would take me many months to complete.

Lead and Letters

When Johann Gutenberg finished school, he went to work at the mint in Mainz. His father was in charge of the mint, which coined money for the city. Johann learned how to melt and cast metal in molds to form precise shapes. He liked working with metal, and he was skilled at metal casting.

As Johann Gutenberg grew older and became a master metalsmith, he thought a lot about the growing demand for books. His experience working with metal gave him an idea: what if he cast letters out of a metal such as lead? He could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, he could print those pages.

Gutenberg set out to try. First, he developed a way to pour melted lead into molds in the shapes of the letters of the alphabet. Each letter (piece of type) was cast as a mirror image of how it would look when printed. For example, "R" was cast as "Я," and "C" was cast as "Ↄ." Gutenberg made many copies of each letter, both capital and lowercase, plus every punctuation mark. Because his collection of metal type was made up of individual pieces that could be moved around to form endless combinations of letters, it was called movable type.

Movable type

5

- Read page 5 aloud.

  Inferential. Based on the way it is used on page 5, what does the word *cast* mean?

  » *Cast* means to pour melted or liquid metal into a hollow or empty mold of a certain shape and then let the metal become hard again to form a solid shape.

Challenge

Point out that the word *cast* is a multiple-meaning word. What are some other meanings of the word *cast*?

» *Cast* also refers to the sturdy structure used to keep broken bones in place while they heal. *Cast* is also a verb meaning to toss or throw (such as, "to cast a net" or "to cast a fishing line"). The word *cast* also refers to the group of people in a play, movie, or other performance.

Literal. After working as a master metalsmith at the mint, what idea did Johann have?

» He wondered, "[W]hat if [I] cast letters out of a metal such as lead? [I] could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, [I] could print those pages."

Evaluative. The text says "Gutenberg made many copies of each letter, both capital and lowercase …." Why do you think he made so many copies of each letter?

» Many of the same letters were needed over and over in order to spell all of the words that might be included on just one page of text.

Gutenberg's printing press, 1430 CE

6

Gutenberg didn't truly invent movable type. The Chinese and Koreans had used a form of movable type hundreds of years earlier. He didn't invent printing, either. Different printing techniques had also existed for centuries. In Europe, people had begun printing with ink on paper using blocks of wood. This technique called woodblock or woodcut printing began around 1400 CE. The surface of a block of wood was carved to create raised letters and images. Ink was then applied to the carved surface. Finally, the block was pressed onto paper to make a print. If you've ever pressed your thumb onto an inkpad and then touched it to paper, you've created a "thumbprint" in much the same way. Woodblock printing was a complex and time-consuming process. It wasn't much faster than copying pages of text by hand!

Movable type from China

A woodcut print, 1480 CE

What Johann Gutenberg did invent was a machine that greatly improved the process of printing with movable type. He may have gotten the idea for his press from a winepress, a machine used to press the juice out of grapes. Gutenberg's printing press worked in a similar way. Instead of squeezing grapes, though, his press squeezed paper against the inked surface of metal type to make a clear, dark imprint of words on paper. Once he had perfected both his metal type and his press, he was able to print—with help from a number of assistants—several hundred pages a day.

7

Support

What is movable type?

» Movable type is made up of individual pieces of type, or letters and other symbols, which can be organized to spell words and print whole pages.

- Read page 7 aloud.

Inferential. What did Gutenberg's method of printing have in common with Chinese and Korean methods of printing?

» Gutenberg, the Chinese, and the Koreans all used movable type.

Evaluative. Compare the length of time it took monks to make a single book to the length of time it might have taken Gutenberg to print a single book.

» It took monks many months to make a single book. Gutenberg could print hundreds of pages in a single day, so he may have been able to make an entire book in one day.

Gutenberg's Bible

After experimenting with printing a few official documents and small, simple books of grammar, Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. He hoped to make a lot of money. Gutenberg started printing his Bible around 1450 CE. He may have cast more than 100,000 pieces of type for it. Several times during the process he ran out of money and had to borrow more. He completed the first edition of roughly 180 copies of the Bible (the exact number isn't really known) in 1454 or 1455 CE. Gutenberg's Bible was the first large book printed with movable metal type in Europe.

The Power of Communication

Gutenberg didn't make much money from his Bible or his new printing process. But as you read at the beginning of this chapter, he did change the world. Gutenberg's printing press and the availability of inexpensive paper made it possible to produce many copies of books and documents quickly. This dramatically lowered the price of books and other printed materials. Suddenly, people had a way to distribute ideas and information from person to person, and place to place, much faster than ever before.

Soon printing presses just like Gutenberg's were producing hundreds and then thousands of books in cities throughout Europe. At first, most books were printed in Latin. But it wasn't long before books were being printed in more familiar languages including French, English, Italian, Spanish, and German.

At this time too, literacy, or the ability to read and write, increased across Europe. A growing middle class of merchants and craftsmen gained both wealth and influence. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased. Books and other printed materials were more readily available for those people who could read.

Today, you can walk into a library or bookstore and choose from thousands of books. You can download books from the Internet to laptops, tablets, and phones. So you have to use your imagination to really appreciate

8

- Read the first paragraph on page 8 aloud.

  Inferential. Why did Gutenberg choose the Bible as the first large book printed on his press?

  » Gutenberg printed the Bible hoping to make a lot of money. Because religion was so important to people at the time, he may have thought many people wanted copies of the Bible so he would be able to sell many copies.

- Read the rest of page 8 and all of page 10 aloud.

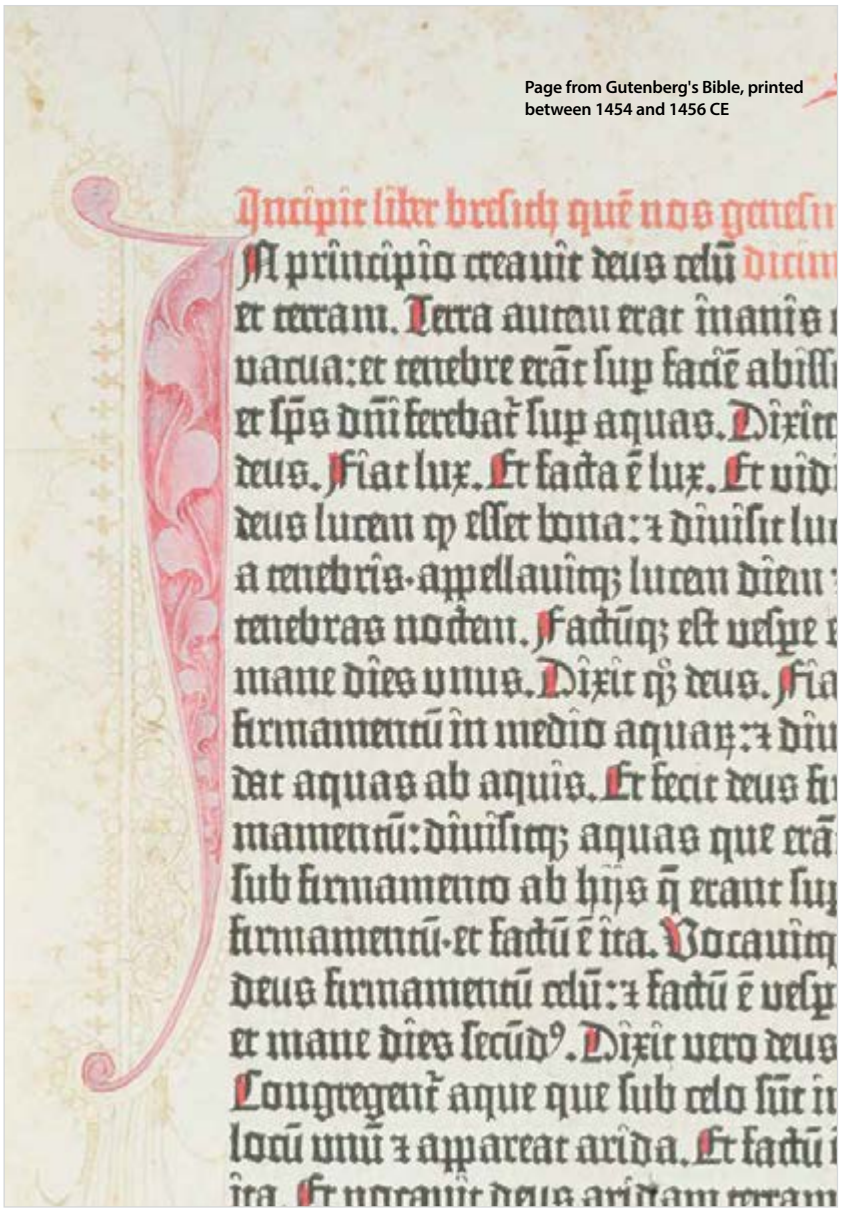
Challenge

Why were most books at first printed in Latin?

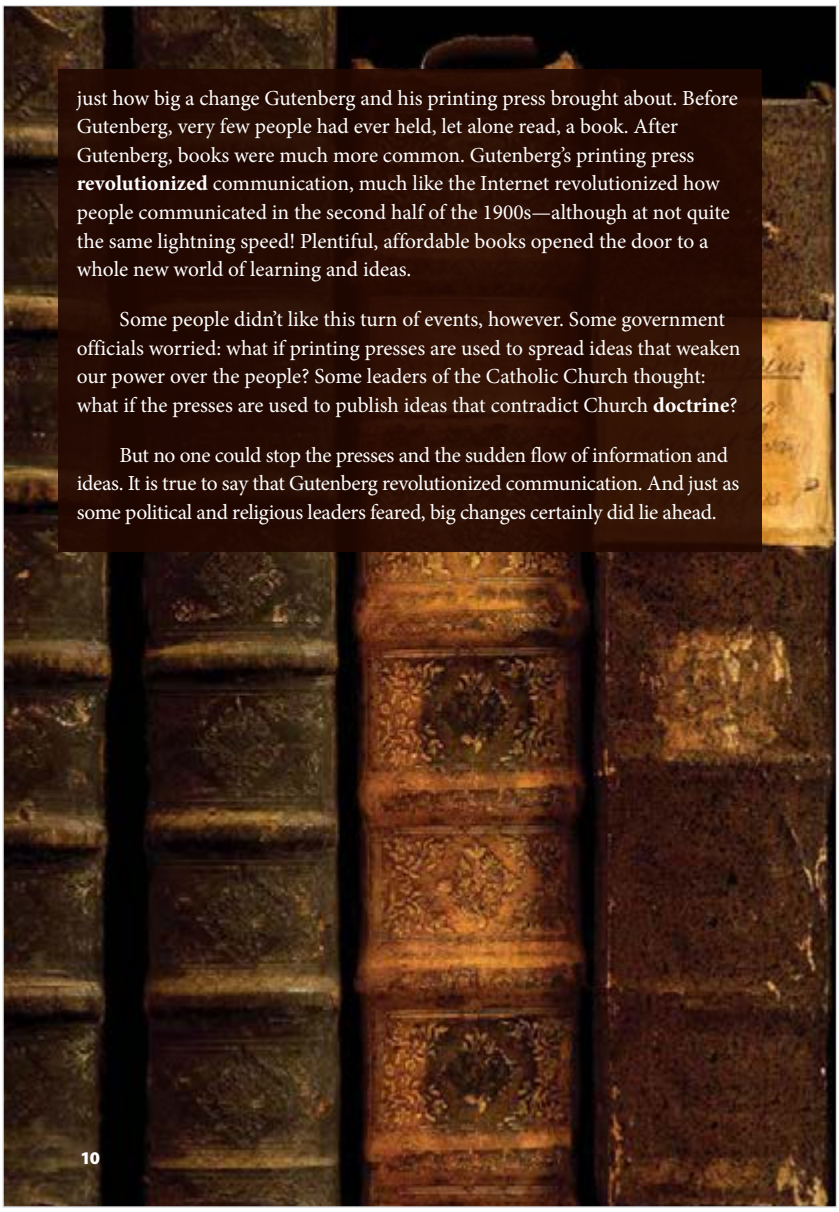
» Latin was the language of the Catholic Church and of scholars and monks who created books.

Inferential. What are some reasons more people were able to read books in Europe during this time period?

» Literacy, or the ability to read and write, was increasing in part because of a growing middle class of merchants and craftsmen; more people wanted and needed to learn to read; books were being printed in languages more familiar than Latin; and books and other printed materials became more readily available for those people who could read.



Page from Gutenberg's Bible, printed between 1454 and 1456 CE



just how big a change Gutenberg and his printing press brought about. Before Gutenberg, very few people had ever held, let alone read, a book. After Gutenberg, books were much more common. Gutenberg's printing press **revolutionized** communication, much like the Internet revolutionized how people communicated in the second half of the 1900s—although at not quite the same lightning speed! Plentiful, affordable books opened the door to a whole new world of learning and ideas.

Some people didn't like this turn of events, however. Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the Catholic Church thought: what if the presses are used to publish ideas that contradict Church **doctrine**?

But no one could stop the presses and the sudden flow of information and ideas. It is true to say that Gutenberg revolutionized communication. And just as some political and religious leaders feared, big changes certainly did lie ahead.

10

Support

What is doctrine?

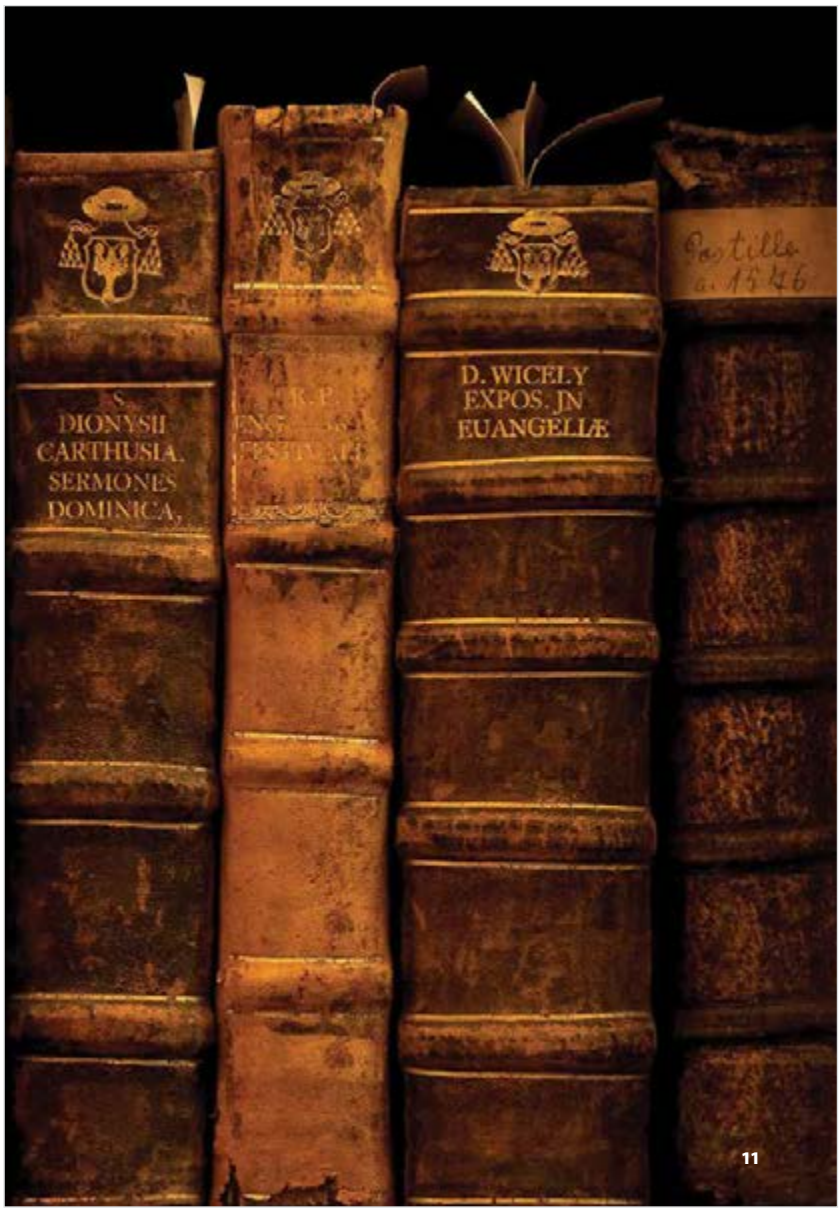
» a belief or a set of beliefs held by a group of people

Literal. What do Gutenberg's printing press and the Internet have in common?

» Both Gutenberg's printing press and the Internet revolutionized, or completely changed, the way and the speed with which ideas could be communicated to many people.

Inferential. On page 10 it says, "Some people didn't like this turn of events, however." The saying "turn of events" means a big change. What was the turn of events, or big change, that some people didn't like?

» The turn of events that some people didn't like was the wide availability of affordable books that provided new ideas to many people.



11

Inferential. Why were government officials and the Catholic Church worried about the printing press?

» They were afraid the printing press would lead to the spread of ideas that could weaken the government's power or the Church's power or contradict Church doctrine, making it much more difficult to stop the spread of information that might weaken the government or the Church.

Inferential. The last sentence of this chapter states, "And just as some political and religious leaders feared, big changes certainly did lie ahead." Based on what we have read, what changes likely lie ahead?

» Answers may vary, but should include the weakening of government officials' political power and the publication of ideas that contradicted Church doctrine.

Upper and Lowercase

Have you ever heard someone call capital letters "uppercase" letters or small letters "lowercase" letters? These terms got their start in early printing shops like Gutenberg's. A person called a typesetter arranged the individual pieces of type into the whole block of type that would be printed to create a page of text. This person grabbed pieces of type from two boxes, or cases, usually stacked one on top of the other. The upper case held the capital letters, while the lower case held the small letters. The names *uppercase* and *lowercase* caught on, and have survived for more than 500 years!

Type stored in cases

12

- Read page 12 aloud.

Parchment vs. Paper

The ancient Egyptians produced paper from the stems of the papyrus plant. Much later, the Chinese developed another way of producing paper. The Chinese method involved placing plant fibers in water to produce a pulp that could be pressed and dried into thin sheets. The art of papermaking slowly made its way across Asia into Europe. By the 1200s, there were paper mills in Spain and Italy.

In medieval Europe, paper was made primarily from linen rags. The rags were repeatedly soaked in water and beaten to create a pulp of tiny linen fibers. Papermakers dipped frames made of wire mesh into the pulp to capture a thin layer of these fibers, forming a sheet of paper. The sheets were dried and pressed, and sometimes polished with a smooth stone to create a soft, shiny surface. Compared to parchment, paper was lightweight and relatively inexpensive. Paper was often used for making small volumes of sermons and low-cost textbooks, whereas high-quality books were almost always produced using parchment. However, after the invention of the printing press, paper largely replaced parchment.

German papermakers in the 1600s

13

- Read page 13 aloud.

  Inferential. Why was the invention of the Gutenberg printing press so important?

  » Gutenberg's printing press made printing books easier, cheaper, and faster. In turn, this made books—full of new learning and ideas—more widely available to more people in Europe.

Check for Understanding

Ask students: "How did Gutenberg's printing press influence the Church and the Reformation movement? How is the title of the last section of the Reader, 'The Power of Communication,' related to your answer?"

- Think-Pair-Share. Circulate through pairs and listen as students discuss. Ask several pairs to share with the class.

WRAP-UP (10 MIN.)

Three-Column Chart

- Review the three-column chart created earlier. Adjust information as needed and add some main concepts in the "Reformation" column. Have students capture the information in their own words in a three-column chart on notebook paper.
- Think-Pair-Share. Have students discuss the three time periods, the shifts that began to occur during the Reformation, and how the printing press was a part of these shifts. Circulate through pairs and listen as students discuss. Ask several pairs to share with the class. Allow students to add more ideas to their charts. Collect at a later time to use as an assessment tool.

WORD WORK: *REVOLUTIONIZE* (5 MIN.)

1. In the chapter you read, "Gutenberg's printing press revolutionized communication, much like the Internet revolutionized how people communicated in the second half of the 1900s—although at not quite the same lightning speed!"
2. Say the word *revolutionize* with me.
3. *Revolutionize* means to completely change something.
4. Cell phones have revolutionized the way people communicate with each other on a daily basis.
5. What are some examples of things that have revolutionized life today? Be sure to use the word *revolutionize* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "The ____ revolutionized ____."

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support in reviewing the three-column chart. Provide sentence starters and frames to help students summarize and present information.

Transitioning/Expanding
Redirect students to the three-column chart for information. Provide further support as needed.

Bridging
Provide support for summarizing and presenting as needed.

Support

The word *revolutionize* is similar to the words *shift* and *reform*. They all describe the many types of changes that were occurring during these time periods.

6. What part of speech is the word *revolutionize*?
    » verb

- Use a Discussion activity for follow-up. "Talk with your partner about an object, invention, or tool that has revolutionized life as we know it compared to life long ago. Describe how it has revolutionized life. Be sure to use the word *revolutionize* in complete sentences as you discuss this with your partner."

End Lesson

Lesson 1: The Power of Shared Ideas

Take-Home Material

READING

- Have students take home Activity Page 1.3 to read and complete for homework.
- Have students take home Activity Page 1.4 to use as a reference throughout the unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Challenge

Have students use the words *revolutionize, shift*, and *reform* in sentences to try to demonstrate the slight nuances, or differences, in their meaning.

Activity Pages 1.3–1.4

LESSON

2

Changes in Everyday Life

PRIMARY FOCUS OF LESSON

Reading

Students will read historical fiction to describe the printing process from the fictional characters' points of view, and explain how the printing press changed everyday lives. **[RL.5.1; RL.5.2; RL.5.3; RL.5.6]**

Grammar

Students will identify interjections, describe their types, and use them correctly in sentences. **[L.5.1; L.5.1a]**

Morphology

Students will distinguish between root words and words with the prefix *–en* and use those words correctly in sentences. **[L.5.4; L.5.4b]**

Writing

Students will identify the structure and purpose of a friendly letter. **[RL.5.4; RL.5.5; RL.5.6]**

FORMATIVE ASSESSMENT

Activity Page 2.2	**"Letters Come Alive!" Reading Comprehension** Answer questions about the historical fictional narrative and the impact of the printing press on everyday life. **[RL.5.1; RL.5.2; RL.5.3; RL.5.6]**
Activity Page 2.3	**Excerpt from "Letters Come Alive!": How To Use a Printing Press** Reread excerpt and use key word bank to fill in blanks describing the printing press process. **[RL.5.1; RL.5.2]**
Activity Page 2.4	**Interjections** Identify interjections, choose from a word bank to complete sentences, and create sentences with interjections using example and prompts. **[L.5.1a]**

Activity Page 2.5	**The Prefix *en-*** Choose *en-* words from word bank to complete sentences, and write two sentences using provided *en-* words. **[L.5.4b]**
Activity Page 2.6	**Friendly Letter** Read sample letter in small groups and study structure to identify the five parts. Share out and adjust parts and labels after discussion and further instruction. **[RL.5.4; RL.5.5; RL.5.6]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Small Group Reading: Chapter 2	Partner/ Small Groups	30 min.	❑ *Shifts in Power* ❑ Activity Pages 2.1, 2.2
Wrap-Up	Small Groups	10 min.	
Word Work: *Mechanism*	Whole Group	5 min.	
Language (30 min.)			
Grammar: Interjections	Whole Group	15 min.	❑ Interjection Poster ❑ Sentence strips/index cards ❑ Activity Page 2.4
Morphology: Introduce Prefix *en–*	Whole Group	15 min.	❑ Activity Page 2.5
Writing (15 min.)			
Introduce a Friendly Letter	Small Groups/ Partner	15 min.	❑ Activity Page 2.6 ❑ Highlighters or small sticky notes in five colors
Take-Home Material			
Reading; Grammar; Morphology			❑ Activity Pages 2.3–2.5

ADVANCE PREPARATION

Reading

- Collect Activity Page 1.3, which was completed for homework, to review and grade at a later time.
- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- This lesson includes Think-Pair-Share activities.

Language

Grammar

- Prepare and display the Interjection Poster. Alternatively, you may access a digital version in the digital components for this unit.

  Interjection

  An interjection is a word or group of words that shows feeling or emotion. An interjection can be strong or mild and is usually placed at the beginning of, or just before, a sentence.

Strong	Mild
followed by an exclamation point	followed by a comma
Example: Wow! That was amazing!	Example: Oh no, my shoelace came untied.

- Write the following examples on the board/chart paper:

  Hooray! Our team won the soccer game.

  Oh, I thought we were going to play outside after school, but then it rained.

  Ouch! I stubbed my toe on the chair leg!

- Plan to have students work in groups of four for the activity in this lesson.
- Write the following sentences on sentence strips or index cards. You may wish to come up with your own situations. Be sure there are enough sentence strips or index cards for each group to get one.
  - The class is going on a field trip.
  - Your friend won a writing contest.
  - You bumped your head on the shelf.

- Your uncle gave you a new bicycle.
- Your family decided not to go on vacation this summer.
- Your little brother hid your shoes again.
- It is silent reading time, but the person next to you keeps talking.
- You bit into a moldy cheese sandwich.
- You forgot that the spelling assessment is today.
- You are not sure if you want to swim in the deep end of the pool.

Morphology

- You will use the Prefixes Poster on display from earlier units.
- Write the following sentences on the board/chart paper:
  - Eating a healthy breakfast enables you to focus better at school.
  - The printing press enabled people to spread their ideas quickly.

Writing

- Prepare and display an enlarged version of the sample letter. Alternatively, you may access a digital version in the digital components for this unit. Leave on display for use during Lessons 3 and 5.

---

26 Rue des Cordonniers
Paris, France
June 21, 1460

Dear Cousin,

My priest, Father Pichot, has graciously agreed to pen this letter on my behalf. Our meeting last November at the inn reminded me of the importance of family and how much fun we had as children playing together. I enjoyed hearing about your exciting new printing business and wondered if you might have a job for my son, Jacques.

Jacques is now 13 and a very hard worker. He helps his mother and me at home and recently has begun doing chores and errands for our elderly neighbor. Of my seven children, Jacques has always been the one for whom I've had the highest hopes. He is responsible, quick-witted, strong, and cautious. His mother has made sure he is polite!

Jacques is willing to do any sort of job you have available. It would be a tremendous opportunity for him to learn from a successful businessman like you. Please send word if you have a place for my son, Jacques.

Your Cousin,
Peter
P.S. Please give Marie and the children our best.

Universal Access

Activity Page 2.2

- Create the following sentence frames/starters:
    - The author uses the fictional characters ___ and ___ to show how the printing press changed everyday lives in the real world.
    - The author does this by showing ___ and ___ doing, thinking, and saying the following things ___.
    - The character who shows that many people would want to learn how to read is ___.
    - The character who predicts that the printing press would change the world is ___.
    - The everyday changes that would begin to happen were ___.

Activity Page 2.4

- Provide the following scaffolding for writing responses in Section 3:
    - Create a word bank of interjections for students to use to write their sentences (as a whole, or separated by section) including words such as *ah, uh,* and *well*; for the first; *ouch, oh*, and *oh no* for the second; and *wow, yippee*, and *cool* for the third.
    - Create sentence frames and starters as needed:

        ___, I am not going on that ride because ___.

        ___! There's no way I'm going on that ride!

        ___! My stomach is hurting, so ___.

        ___, My stomach is bothering me.

        ___! That was awesome!

        ___, I'm glad I tried that ride.

Activity Page 2.5

- Write out the pertinent parts of the *en-* chart on the board/chart paper for students to reference.
- Provide additional scaffolding by writing the word bank words on the board/chart paper to show the separate prefix and possible tenses:
    - en/sure(s)(d)
    - en/close(s)(d)
    - en/able(s)(d)
    - en/liven (s)(ed)
    - en/lighten (s)(ed)

Activity Page 2.6

- Mark up a copy of the sample letter with arrows pointing to each of the five sections, and blank lines beside arrow for students to fill in.
- Provide a word bank with the names of the five parts: *heading; greeting,* or *salutation; body; closing;* and *signature*.
- Provide sentence frames/starters to help students write the purpose of the letter in their own words:
    - The purpose of this friendly letter is ___.
    - The person making an argument is ___.
    - It is a good argument because he includes the following evidence: ___.

Start Lesson

Lesson 2: Changes in Everyday Life

Reading

45M

Primary Focus: Students will read historical fiction to describe the printing process from the fictional characters' points of view, and explain how the printing press changed everyday lives. **[RL.5.1; RL.5.2; RL.5.3; RL.5.6]**

SMALL GROUP READING: CHAPTER 2 (30 MIN.)

Review

- Review the previous chapter by asking the following questions and having students respond in complete sentences in a Think-Pair-Share activity.

Circulate to listen to pairs as they share. Allow a few pairs to share out with the class.

1. How were books made during the Middle Ages, before the invention of Gutenberg's printing press?
    - » Books were made by hand. Monks had to copy the text by hand with pen and ink, and it took many months to complete one book.
2. How did Gutenberg's printing press with movable type work?
    - » Movable type was made of small metal letters that could be arranged in lines to spell words and make sentences. These were placed on a press that squeezed the paper against the inked surface of the metal type to make an imprint of words on paper.
3. How did Gutenberg's invention of a printing press change Europe during the Renaissance?
    - » Gutenberg's printing press made printing books easier, cheaper, and faster. In turn, this made books, full of new learning and ideas, more widely available to more people in Europe.

Introduce the Chapter

- Tell students they will read Chapter 2, "Letters Come Alive!"
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students this chapter is a special type of literary text known as historical fiction that is meant to give the reader a sense of what it was like to live around the time Gutenberg's printing press was invented. Historical fiction is a genre of writing in which fictional characters are set in a real place and time.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *contraption.*
- Have them find the word on page 16 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *contraption*, and then have a student read the definition.
- Explain the following:
    - the part of speech
    - alternate forms of the word
- Have students reference Activity Page 2.1 while you read each word and its meaning.

Support

Remind students that the more widespread books became, the more widespread many powerful ideas also became—which started to cause changes throughout Europe and in the Church.

Challenge

Ask students how the translation of many books into other languages besides Latin had a part in causing changes in Europe and in the Church.

Activity Page 2.1

Vocabulary

contraption, n. a machine or device that is strange and/or complex (16)

mechanism, n. 1. a piece of machinery; 2. parts that work together in a machine (17)

lever, n. a strong, solid bar used to move or lift something (17)

descend, v. to come down (descended) (19)

rhythm, n. a regularly repeated motion or sound (20)

shame, n. a negative feeling of embarrassment or regret (22)

Vocabulary Chart for Chapter 2 "Letters Come Alive!"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary		contraption mechanism lever descend rhythm shame
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	hawking their wares care for him mark my words	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - How did the printing press affect the lives of ordinary people?

Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
    - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 2.2 with your support during reading.

- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 2.2.

Activity Page 2.2

Read "Letters Come Alive!"

- The following guided reading supports are intended for use with Small Group 1.
- Share the pronunciations for the following words and tell students they are listed on Activity Page 2.1.

Pronunciation Table		
Word(s)	**CK Code**	**Page Number**
Jacques	/zhjok/	14
Monsieur Lafarge	/mə*syer/ /lə*farj/	14
Henri	/on*ree/	17
Philippe	/fil*eep/	17
Jean-Claude	/zhjon-klawd/	17

Chapter 2

Letters Come Alive!

THE BIG QUESTION
How did the printing press affect the lives of ordinary people?

"Hurry up, Jacques. We can't afford to keep Monsieur Lafarge waiting," came the sound of a stern voice.

Jacques tried to match his father's long strides as they walked through the narrow back streets of Paris. From time to time they came upon merchants who stood in their doorways, hawking their wares: cloth, pots and pans, leather goods, and books. As they passed a stack of books on a bookseller's table, Jacques couldn't help but stop. He ran his fingertips across the covers with their mysterious markings.

"What do you fancy, young man?" asked the shopkeeper, stepping up. "A book of prayers, or stories of brave knights and their incredible adventures?"

Jacques shook his head and backed away. Even if he had a few coins, there was no point in buying books. The markings—the letters—made no sense to him. He had begged his parents to send him to school so he could learn to read and write, but there was never enough money.

"Jacques!" His father's voiced boomed out above the noise of the street.

Jacques sprinted to catch up. "Sorry, Father, I was just—" said Jacques, panting as he spoke.

"You must make a good impression. A chance like this won't come again," his father explained.

Jacques nodded as they turned a corner. He knew what an opportunity this was. His father's cousin, Lafarge, owned a printing shop, one of the

14

Word(s)	CK Code
Jacques	/zhjok/
Monsieur Lafarge	/mə*syer/ /lə*farj/

- Have a student read aloud the chapter title. Read the first two paragraphs aloud.
- Have students read the rest of page 14 silently.

  Literal. Who are the characters in the story so far?

  » Jacques; Jacques's father; the bookseller/shopkeeper; Monseiur Lafarge

Literal. Describe the setting at the beginning of this chapter.

» the narrow back streets of Paris where merchants stood in their doorways hawking their wares

Support

Based on the text, what does the phrase *hawking their* wares mean?

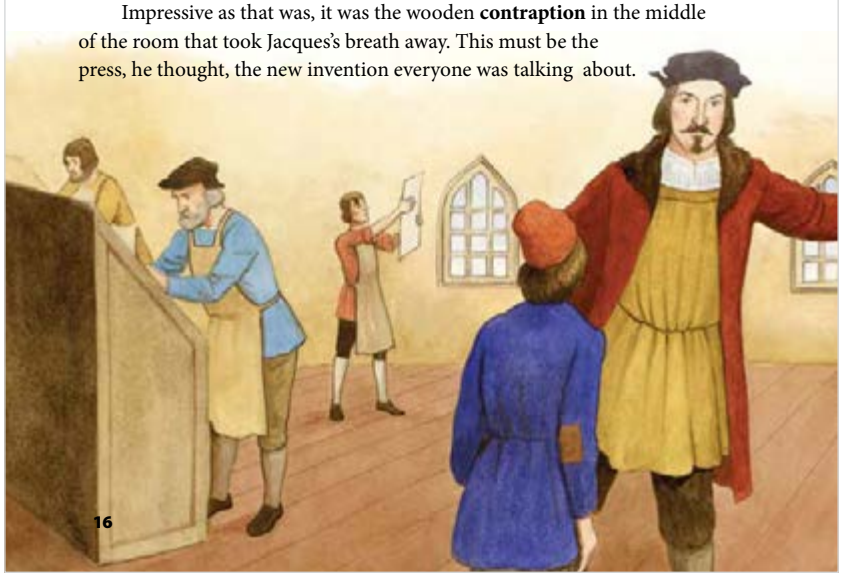
» selling things

newest in the city. Lafarge had agreed to take Jacques on. Jacques would be cleaning, running errands, and doing whatever he was told, but he would also get to see a printing press in action and learn how books were made. This job might even lead to an apprenticeship. The thought filled Jacques with excitement. But it terrified him, too. What if reading was essential to working at the shop? What would happen if Lafarge found out that he couldn't read?

Jacques tried to put that thought out of his mind as his father stopped abruptly in front of a large wooden door. Jacques's fingers tightened around the bag that contained the few possessions he owned. Gripping it with white-knuckled hands, he followed his father into the shop.

Light from a number of windows lit the spacious interior. A sharp smell, like paint or varnish, filled the air. A dark-haired boy carried a huge stack of paper in his arms. He looked a few years older than Jacques, perhaps sixteen. A large desk with a slanted top stood on one side of the room. A stooped, gray-haired man stood in front of it. He was picking out small squares of metal from cases above the desk and assembling them in a long, wooden tray. His fingers moved very quickly.

Impressive as that was, it was the wooden **contraption** in the middle of the room that took Jacques's breath away. This must be the press, he thought, the new invention everyone was talking about.



16

Word(s)	CK Code
Henri	/on*ree/
Philippe	/fil*eep/
Jean-Claude	/zhjon-klawd/

- Have students read pages 16 and 17 silently.

He'd heard rumors that it could print whole pages at a time—and make many copies in minutes. Jacques thought the press looked a little like the winepresses he had seen in the countryside. It had a large, screw-like **mechanism** in the center and a wooden **lever** as thick as Jacques's arm. Two men—one tall, one short—were huddled around the press, studying something Jacques could not see. The tall man looked up and caught sight of them. He grinned broadly at Jacques's father.

"Cousin!" he shouted, coming toward them. He shook hands with Jacques's father and looked down at Jacques with piercing eyes. "You would be Jacques, of course," the tall man continued. "I hope you will prove to be as good a worker as your father promised me you would be."

"I will work extremely hard, Monsieur," Jacques said, "at whatever task you give me."

"Excellent! Now meet your fellow workers," Lafarge replied. His muscular arm swept toward the gray-haired man. "My typesetter, Henri. The best in the business," he exclaimed loudly. Turning toward the press, Lafarge gestured toward a young man and the dark-haired boy. "Philippe, my head printer, and his apprentice, Jean-Claude," Lafarge exclaimed. Then he gave a short nod, as if enough time had been wasted. "Jean-Claude will show you what to do," Lafarge concluded before marching away.

17

Support

How does Jacques feel about his new job in the printing shop?

» Jacques is excited and "terrified," or frightened.

Inferential. 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."

- Have students record the answer(s) to question 1 on Activity Page 2.2.

Literal. Who are the characters in the printing shop, and what jobs do they hold?

» Monsieur Lafarge: printing shop owner; Henri: typesetter; Philippe: head printer; Jean-Claude: apprentice printer; Jacques: the main character who is going to work in the printing shop

- Have students begin to complete the chart in question 2 on Activity Page 2.2. Tell them they will fill in more information on Jacques later, after they learn more about all his jobs.

  Literal. The last paragraph on page 17 contains three incomplete sentences. What are the incomplete sentences and how can you tell they are not complete sentences?

  » My typesetter, Henri; The best in the business; and Philipe, my head printer and his apprentice, Jean-Claude are not complete sentences because they do not have verbs.

  Inferential. When people are having a conversation, they often use incomplete sentences and less formal language. Written language, however, is usually in complete sentences. Why does this paragraph have incomplete sentences, even though it's written?

  » This paragraph has dialogue, which often includes less formal language and incomplete sentences. The dialogue is written in incomplete sentences because Lafarge is talking to people and using informal language in his conversation.

Jacques hardly had time to say goodbye to his father before Jean-Claude was leading him toward a back room. He pointed toward a corner where a broom stood beside a pail and a pile of clean rags.

"Monsieur insists on a spotless shop. The rags are for cleaning type," explained Jean-Claude.

Jacques wasn't sure what type was or how it was to be cleaned, but he just nodded. He didn't want to look foolish.

Broom in hand, Jacques started sweeping in a far corner of the shop. As he worked, Jacques observed what was happening around him. He hoped to learn as much as he could. Each time customers came in, Lafarge rushed over to greet them. He guided them into a small office where a discussion ensued. Jacques caught snatches of conversations about books, pamphlets, law certificates, and decrees. People wanted all sorts of things printed.

Jacques swept his way over to where Henri was working and watched the old man out of the corner of his eye. He had filled a large wooden frame with rows and rows of the little pieces of metal. Jacques realized they must be letters, what Jean-Claude had called type. Henri's job seemed to be to arrange the letters—the type—to form words. Obviously Henri knew how to read. The thought made Jacques uneasy.

Henri suddenly lifted up the frame full of type and spun around, nearly knocking into Jacques. "Out of the way, boy," the typesetter yelled.

18

Support

What is type?

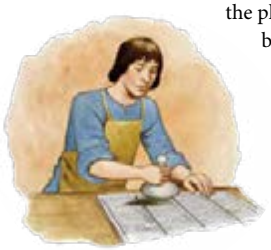
» the small metal letters used in a printing press to create words

- Have students read page 18 and the first three paragraphs on page 19 silently.

  Literal. What does a typesetter do?

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

Jacques flattened himself against the nearest wall. But he watched as Philippe helped Henri set the tray of metal pieces into the press and clamp it into place. Behind them, Jean-Claude smeared what looked like shiny black paste onto a board. "Ink!" thought Jacques. Jean-Claude then grabbed two rounded balls of leather topped with handles. He pressed the balls against the plate of ink, and then dabbed their blackened bottoms on the type held tightly in the frame. Jacques could see the surface of the type turn dark as the layer of ink grew thicker.



Philippe stepped in, holding a large sheet of cream-colored paper by its edges. Working together, the three men gently fitted the paper into the press so it lay on top of the type. Then Philippe grabbed the huge lever that jutted out from the side of the press. He pulled it toward him with a powerful, even stroke. The great screw in the center of the press turned. A flat, wooden board **descended**, pressing the paper down onto the inked type beneath it.

Jacques forgot all about staying out of the way. He sensed something remarkable was about to happen. He stepped closer to the press as Philippe released the lever. Jean-Claude reached in and lifted up the paper. Perfect rows of black letters stood out against its creamy surface. Jacques thought it was the most beautiful thing he had ever seen.

"That's amazing!" he blurted out. "It's like magic."

Both Philippe and Jean-Claude grinned at him. But Henri scowled and shook his finger. "Get to work, boy. If Monsieur Lafarge sees you dawdling, you'll be out of a job," he barked.

Inferential. 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

- Have students record the answer(s) to question 3 on Activity Page 2.2.
- Have students read the last two paragraphs on page 19 silently.

Inferential. Based on the way Henri treats Jacques when Jacques gets in his way, and later when he is watching the printing process, how do you think Henri feels about Jacques?

» Henri seems to dislike Jacques.

Support

What words or phrases in the text give you clues as to the way Henri feels about Jacques?

» Henri yelled "Out of the way, boy"; Henri scowled and shook his finger; and "Get back to work, boy. If Monsieur Lafarge sees you dawdling, you'll be out of a job," he barked.

Jacques flushed with embarrassment and went back to sweeping. Jean-Claude and Philippe seemed nice enough. But Henri obviously didn't care for him. He would need to stay out of the old man's way.

Jacques grew used to the flow of the work and the captivating **rhythm** of the press. One printed sheet after another came to life inside it. Each sheet of paper was hung up to dry, clipped to cords that ran across the back of the shop like laundry lines. Once, when he was sure Henri was not looking, Jacques stepped up and stared closely at one. The letters were perfectly aligned and elegantly shaped. But he had no idea what was written on that beautiful page because he didn't know which letters were which or how they could be combined into words. He stared and stared at the mysterious shapes, feeling more hopeless than ever.

When Jacques finished sweeping, he helped Jean-Claude bring in a load of paper that had just arrived. After lunch, Philippe asked him to stir a new batch of ink. The stuff was as dark and sticky as tar, but Jacques liked the smell of it. "It's made of lampblack, varnish, and egg white," Philippe explained. "There's also powdered metals that help the ink to cling to the type and not spread into the fibers of the paper."

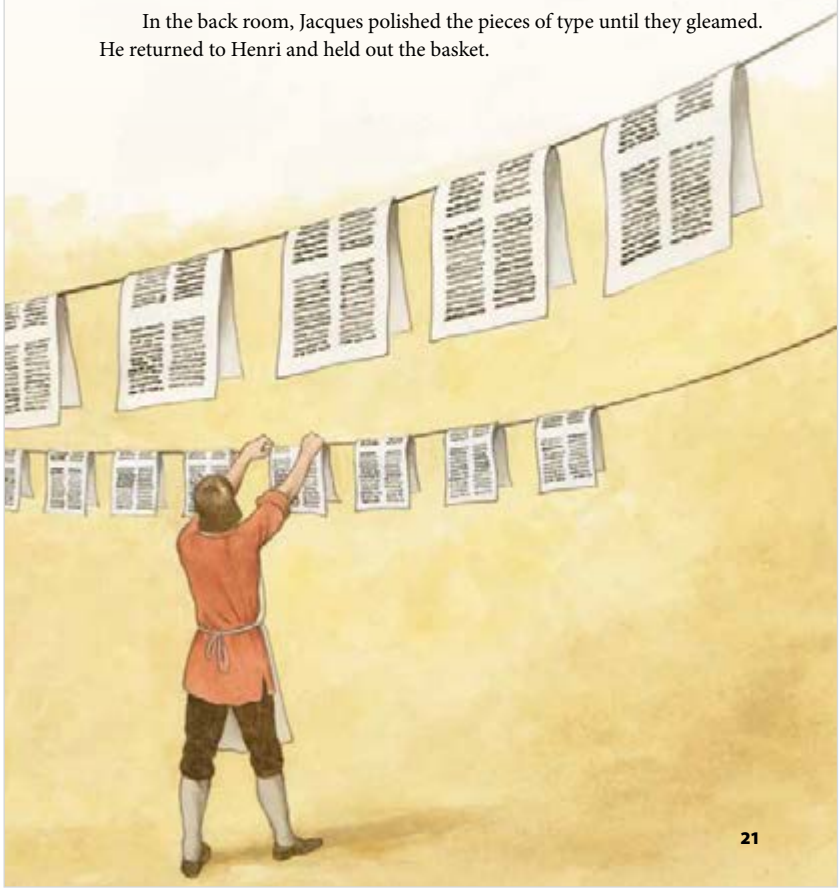
20

- Have students read pages 20 and 21 silently.

Jacques stirred the ink until the muscles in his arms ached. But he forgot the pain when Philippe praised his good work. By late afternoon Jacques was feeling good about his first day. Then suddenly Henri called to him from across the room. "Boy, come here!" he yelled. Nervously, Jacques went over and stood beside the typesetter's slanted desk.

"This type needs cleaning," Henri said, handing Jacques a basket of metal pieces thick with ink. "Wipe them until they shine."

In the back room, Jacques polished the pieces of type until they gleamed. He returned to Henri and held out the basket.



21

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

» carrying paper, stirring ink, cleaning type

- Have students add this information to the chart in question 2 on Activity Page 2.2.

Inferential. Why does Jacques feel nervous when Henri calls him over?

» Jacques is nervous because Henri "barked" at him earlier in the day, and because Jacques is afraid of Henri.

"All done, sir," announced Jacques proudly.

But Henri didn't take the basket. Instead he gestured toward the many small compartments in the cases above his desk. "Put the letters back where they belong," he ordered.

Jacques's heart sank. He glanced up at the cases and then down at the basket of type in his hands. He had no idea which letters were which. He set the basket on the desk, plucked out a piece of type, and pretended to study it while **shame** turned his cheeks crimson. He knew the typesetter was watching him even more closely. Finally, Jacques summoned up the courage to look the old man in the eyes. "I'm sorry. I can't do it, sir," he said in a voice that was almost a whisper.

Henri took the piece of type from Jacques. "I knew that already. This was a test," Henri replied.

"You knew? How? I tried so hard!" said Jacques, all the while struggling to stop his voice from trembling.

The old man's reply was quiet and kind. "Yes, you did. But when you gazed up at the drying sheets of paper, you simply stared at them. If you'd been reading the words printed on them, your eyes would have moved from side to side," he explained.

"I see," Jacques sighed, feeling his shoulders sag. "And now I have failed your test as well."

"Oh, no, Jacques, you passed my test quite nicely," said the old man with a smile.

Jacques looked up sharply. "But I . . . ," he stuttered.

"You were truthful," Henri said, interrupting. "That is as important as being able to read. At least as far as I am concerned."

"But I can't see how I can learn to read, sir," exclaimed Jacques. "I have no money for school."

22

- Have students read page 22 silently.

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

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

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

  » being truthful

- Have students record the answer(s) to question 4 on Activity Page 2.2.

"Then it's a good thing you have me," Henri replied. The old man picked a piece of type from the case. He dabbed a bit of ink onto its surface and pressed it gently against the back of Jacques's hand.

"That is the letter 'J.' It is the first letter of your name. Tomorrow you will begin learning all the others," he said calmly.

Jacques touched the ink mark on his hand. "Why?" he asked. "Why would you do this for me?"

"Because I remember how it felt not to be able to read," the old man replied. Then Henri put a hand on Jacques's shoulder. "This morning, when you saw your first sheet come off the press, you said it was magic. It is, in a way. But the greater magic is reading. The ability to read will change the world. You mark my words, Jacques!"

- Have students read page 23 silently.
- Have students work independently to answer question 5 on Activity Page 2.2. Have students compare their answers with a partner.

Check for Understanding

Say to students: Henri tells Jacques, "The ability to read will change the world. You mark my words, Jacques!" What does Henri mean when he says "mark my words"? Think-Pair-Share. Allow a few pairs to share out. Confirm the meaning of the saying as "remember what I'm saying because it will be true."

Evaluative. How does Jacques and Henri's relationship change over the course of the story?

- » At first Henri is strict and Jacques is afraid of him. At the end of the story, however, Henri and Jacques get along, and Henri offers to help teach Jacques to read.

- Have students record the answer(s) to question 6 on Activity Page 2.2.

WRAP-UP (10 MIN.)

- Have students discuss the following question(s) in small groups. Allow several groups to share out. Have students record the answer(s) to question 7 on Activity Page 2.2.

1. **Evaluative.** What point do you think the author is trying to make through the characters of Jacques and Henri 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, as well as how, as Henri states, it changed the world.
2. **Support.** If Henri was a real person living at the time of Gutenberg's printing press, would he have been correct about the impact the printing press would have on the world? Support your answer with evidence from the text.
    - » He would have been correct because, according to Chapter 1, the printing press changed the lives of many people in Europe by providing more people with greater access to printed material, which gave them greater access to new ideas.

- Conclude by reminding students that, as a result of Gutenberg's printing press, Jacques is exposed to books and is planning to learn to read.
- Remind students that this story is historical fictional, meaning that, while the characters are made up, they are set in a real place and time. This story shows an example of what many people at the time experienced: they were exposed to more books as a result of the printing press, and these books spread many new ideas far and wide.
- Have students take Activity Page 2.3 home to read and complete for homework.

WORD WORK: *MECHANISM* (5 MIN.)

1. In the chapter you read, "It had a large, screw-like mechanism in the center and a wooden lever as thick as Jacques's arm."
2. Say the word *mechanism* with me.

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support for question 7 on Activity Page 2.2 to guide student in explaining the author's purpose, and how it is expressed by the fictional characters. Use sentence frames and starters as needed.

Transitioning/Expanding
Allow student to partner with a classmate to complete question 7 on Activity Page 2.2. Offer guidance as needed.

Bridging
Offer guidance on question 7 as needed as student completes Activity Page 2.2.

Challenge

Have students write a paragraph describing the printing process without using the word bank or sentence prompts.

Activity Page 2.3

3. *Mechanism* means a piece of machinery or parts that work together in a machine.

4. When the camera's flash mechanism broke, we could no longer take pictures in the dark.

5. Find the screw-like mechanism in the illustration on page 17 of the Reader and describe the purpose of this mechanism. Be sure to use the word *mechanism* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "The mechanism pictured on page 17 . . ."

6. What part of speech is the word *mechanism*?

    » noun

- Use a Making Choices activity for follow-up.
- "I am going to give you two word choices. Then I am going to read a sentence. Decide which mechanism I am describing. Then restate the sentence using the name of the mechanism described in the sentence."

1. Keyboard or mouse? This mechanism allows someone to type words into a computer.

    » A keyboard is a mechanism that allows someone to type words into a computer.

2. Hole punch or stapler? This a mechanism that attaches papers together.

    » A stapler is a mechanism that attaches paper together.

3. Trunk or engine? This is a mechanism that makes a car move.

    » An engine is the mechanism that makes a car move.

4. Lever or switch? This is a mechanism that presses paper onto inked type in Gutenberg's printing press.

    » A lever is a mechanism that presses paper onto inked type.

Lesson 2: Changes in Everyday Life

Language

30M

GRAMMAR: INTERJECTIONS (15 MIN.)

Primary Focus: Students will identify interjections, describe their types, and use them correctly in sentences. **[L.5.1, L.5.1a]**

- Tell students that today they will focus on a type of word called an *interjection*.
- Direct students' attention to the poster you prepared in advance. Call on a student to read the definition of interjection from the poster.
- Have students brainstorm a list of possible interjections.
  - Answers may vary, but may include *oh no, wow, hey, yes, well, cool*, and *ah*.
- Using the example sentences you prepared in advance, have students identify the word or phrase in each sentence that is an interjection.

  Hooray! Our team won the soccer game.
  » hooray

  Oh, I thought we were going to play outside after school, but then it rained.
  » oh

  Ouch! I stubbed my toe on the chair leg!
  » ouch
- Point out the two types of interjections listed on the Interjection Poster: strong and mild. Ask several students to read what follows each type of interjection. Point out that looking for an exclamation point or comma in a sentence after an interjection can help them determine the type of interjection being used.
  - When the interjection expresses a strong feeling, it is followed by an exclamation point. When the feeling is not so strong, it is followed by a comma and the rest of the sentence.
- Note that an interjection does not represent a complete sentence. It does not play the role of a subject or a verb.

Challenge

Have students create a list of more interjections, including stand-alone interjections that may use an exclamation point (Wow!) or period (Oh.). Have them use others in sentences.

Language

Modifying to add details

Entering/Emerging
Provide 1:1 support on Activity Page 2.4. Have students raise their arms above their heads for strong interjections, and out in front of them for mild interjections. Use additional scaffolding of word banks and sentence frames and starters for the third section.

Transitioning/Expanding
Allow student to partner with a classmate to complete Activity Page 2.4. Offer guidance as needed.

Bridging
Offer guidance on Activity Page 2.4 as needed.

Activity Page 2.4

Check for Understanding

Ask students if they know what the word *interject* means, and what it has to do with the word *interjection*. Think-Pair-Share. Circulate and listen as students discuss. Clarify that when someone interjects, they say something that usually interrupts another person or ongoing conversation—similar to the way an interjection 'stick outs' or interrupts a sentence.

- Redirect students' attention to the example sentences you prepared in advance. For each interjection identified in these sentences:
  - Ask students to identify the type of interjection, strong or mild. Ask them how they determined the type. (first sentence: strong, because it is followed by an exclamation point; second sentence: mild, because it is followed by a comma; third sentence: strong, because it is followed by an exclamation point)
  - Ask students what feeling or emotion the example is expressing, such as anger, frustration, happiness, etc. (first sentence: joy, happiness; second sentence: disappointment; third sentence: anger, frustration, reaction to pain)
- Guide students in using the process of elimination to help identify the words in the sentences that "stick out" and that are not subjects, verbs, nouns, adjectives, prepositions, etc.
- Tell students they will work in small groups to create an interjection and sentence in response to an example of a situation.
- Arrange students in groups and pass out the sentence/index cards you prepared in advance.
- Tell students to read the situation on their sentence/index card and think of a response to it that uses an interjection.
- Give students a few moments to work in their groups.
- As time permits, call on groups to share their situation and their response. Ask the rest of the class to decide whether the interjection is strong or mild, what feeling or emotion is being expressed, and what punctuation mark should be added after the interjection.
- Have students turn to Activity Page 2.4. Read the directions for each section with students and review the example given for each section. Have students complete the activity page for homework.

MORPHOLOGY: INTRODUCE PREFIX *EN-* (15 MIN.)

Primary Focus: Students will distinguish between root words and words with the prefix *–en* and use those words correctly in sentences. **[L.5.4, L.5.4b]**

- Refer to the Prefixes Poster displayed in the classroom. Remind students that prefixes are added to the beginning of root words to make new words.
- Briefly review the prefixes from the previous unit. Remind students that they learned about the prefixes *in–* and *im–*, both meaning "not" (e.g., *incorrect, inaudible, impatient,* etc.). They also learned about the prefix *ex–*, meaning "away" or "out" (e.g., *exit, exhale, exclude,* etc.). Remind students that they heard the prefix *re-* in the previous lesson in the word *reformation* to mean "to form again."
- Tell students that today they will learn about the prefix *en–*.
- Write the prefix *en–* on the Prefixes Poster and point out that it is pronounced /en/.
- Explain that *en–* means "put into" or "to make." Add the meaning to the Prefixes Poster.
- Tell students that when the prefix *en–* is added to root words, the part of speech of the new words changes to a verb. The prefix *en–* can be added to root words with different parts of speech. Explain that something the root word is already a verb, such as *close* and *enclose*.
- Write the word *able* on the board/chart paper. Briefly discuss its part of speech and the meaning of the word. Then use it in a sentence.
  - » *Able* is an adjective meaning "can do something." For example, "I am able to tie my own shoes."
- Add the prefix *en–* to able and have students read the new word; then discuss the meaning of the new word.
  - » *Enable* means to make something possible.
- Share the following examples of *enable* used in a sentence:
  - ◦ Eating a healthy breakfast enables you to focus better at school.
  - ◦ The printing press enabled people to spread their ideas quickly.
- Ask students to provide sentences using the word *enable*.
  - » Answers may vary.
- Continue in this manner with the remaining *en–* words, using the following chart as a guide:

  Note: You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction. Complete as many examples as time permits.

Support

Review parts of speech with students as needed: verb as action; adjective as descriptive; noun as a person, place, or thing; etc.

Challenge

Have students list *en-* words created on their own before viewing the chart by adding the prefix to nouns, adjectives, and verbs.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
Close	(verb) to move so things cannot pass through	Enclose	(verb) to surround or close in	Castle walls enclosed small buildings, like a little town.
Danger	(noun) the possibility that something bad will happen	Endanger	(verb) to put in danger	The drought endangers crops in the Midwest.
Force	(noun) strength or power	Enforce	(verb) to use strength or power to make something happen	The student helpers stand in the hallway to enforce the rule about no running.
N/A	Lighten is an English root word but it does not apply to this context.	Enlighten	(verb) to teach or explain something to someone	This novel enlightened me about European history.
N/A	Liven is an English root word but it means the same thing as the affixed word in this context, so it will not be addressed as a root word.	Enliven	(verb) to make something more interesting, lively, or enjoyable	She enlivened the party with colorful steamers and dance music.
Rage	(noun) very strong anger	Enrage	(verb) to make very angry	The changes in the law enraged the citizens.
Sure	(adjective) certain, having no doubt	Ensure	(verb) to make sure, certain, or safe	Studying hard and getting extra help are two ways to ensure you are prepared for the test.

Check for Understanding

Explain that not all words beginning with *en-* are verbs created by adding the prefix to a root word. Say some *en-* words and have students give a "thumbs up" for verbs with a prefix and root, and a "thumbs down" for others. (*entertain, engine, energy*—no; *enjoy, encircle, encompass*—yes) You may write the words on the board/chart paper.

- Have students turn to Activity Page 2.5. Read the directions with students and complete the first question together. Point out that the sentence is written in the past tense because it refers to the 1500s.
- Have students complete Activity Page 2.5 for homework.

Activity Page 2.5

Lesson 2: Changes in Everyday Life

Writing

15M

Primary Focus: Students will identify the structure and purpose of a friendly letter. **[RL.5.4, RL.5.5, RL.5.6]**

Activity Page 2.6

INTRODUCE A FRIENDLY LETTER (15 MIN.)

- Tell students they will read and study a friendly letter, and will write their own letters later.
- Have students turn to Activity Page 2.6. Direct students' attention to the Sample Letter you displayed in advance.
- Have students work in small groups to read and study the letter. Have them share what they notice about its layout. Tell them that this letter has five parts. Have them use highlighters or small sticky notes to color-code what they think the five parts are.
- Circulate to listen to groups as they work. Guide them as needed.
- Allow groups to share out their ideas with the class.
- Explain the five parts of a typical friendly letter: heading; greeting, or salutation; body; closing; and signature. Have students correct their color-coding on Activity Page 2.6 as needed and add labels for each part.
- Ask students to describe what information appears in the heading, and to point out where on the letter the heading is located. The writer's address and the date the letter is written; in the upper right corner.
- Explain that the greeting, or salutation, usually starts with Dear, followed by the name of the person the letter is written to, followed by a comma. In this example, the salutation is *Dear Cousin*, because Jacques's father is writing to his cousin, Monsieur Lafarge.
- Explain that the body of the letter comes next. The number of paragraphs in the body of a letter varies, but the purpose of the letter is often stated in the first paragraph of the body.

Reading For Information
Reading/Viewing Closely

Emerging
Provide 1:1 support on Activity Page 2.5. Provide scaffolding to separate prefix and show possible tenses. Review the *en-* chart as needed.

Transitioning/Expanding
Allow student to partner with a classmate on Activity Page 2.5. Offer guidance and direct student to *en-* chart as needed.

Bridging
Offer guidance on Activity Page 2.5 as needed.

- Ask students what they think the purpose of this sample letter is, and have them find the sentence that announces the purpose.
- Think-Pair-Share. Circulate as pairs discuss, and have a few share out with the class. Clarify that the purpose of the letter is to ask Monsieur Lafarge to give Jacques a job in the printing shop, and that the purpose appears in the last sentence of the first paragraph: I enjoyed hearing about your exciting new printing business and wondered if you might have a job for my son, Jacques.
- Tell students some letters try to convince the reader of something by offering an argument and evidence.
- Ask students to identify the argument in the sample letter and the sentence in which it appears.
- Think-Pair-Share. Circulate as pairs discuss, and have a few share out with the class. Clarify that Jacques's father argues that his son is old enough to handle a job and is a hard worker. Evidence: "Jacques is now 13 and a very hard worker."
- Ask students to identify the evidence that Jacques is a hard worker.
- Think-Pair-Share. Circulate as pairs discuss, and have a few share out with the class. Clarify that in the second paragraph, Jacques's father says Jacques "is responsible, quick-witted, strong, and cautious." He mentions that Jacques does chores and errands for an elderly neighbor.

Check for Understanding

Call on several students to share what some other purposes could be for a letter. Ask:

- How is this letter different from a business letter?
- Have students raise their hands if they think a friendly letter is usually written to someone the person knows.
  - » yes
- Have students raise their hands if they think a business letter is usually written to someone the person does not know as closely.
  - » yes

- Explain that most letters have a conclusion at the end of the body of the letter. Sometimes it might be a sentence at the end of the last paragraph that wraps up the letter; other times it might be instructions to do something.

- Ask students whether the sample letter body has a conclusion, and, if so, what that conclusion is.
    - » Yes; Jacques is willing to do any sort of job you have available. It would be a tremendous opportunity for him to learn from a successful businessman like you. Please send word if you have a place for my son, Jacques.
- Explain that friendly letters should always include a closing and explain that a closing is a word or phrase after the body followed by a comma. Ask students to identify the closing in the sample letter.
    - » Your Cousin,
- Ask students to name other closings they may have seen.
    - » Answers may vary, but may include: *sincerely, love, best wishes, warmly, your friend,* etc.
- Explain that the final part of a friendly letter is often the signature of the person writing the letter. Ask students to identify the signature in the example letter.
    - » Peter
- Explain that this sample letter contains another part after the signature that can be, but is not always, included in a friendly letter. Ask students to identify the part that is contained in this letter.
    - » PS
- Explain that *PS* means postscript, which comes from the Latin words for "after the writing." Sometimes authors add a postscript, or note, that comes after the signature at the end of the letter.
- Have students identify what Jacques's father asks Monsieur Lafarge to do in the postscript.
    - » Jacques's father asks Monsieur Lafarge to give his best to his wife, Marie, and the children.
- Have students once again review Activity 2.6 to correct or add information about the five sections. Tell them to also write the purpose of the letter in their own words at the bottom. Some students may need a clean copy. Collect and return at a later time with feedback.
- Tell students they will write their own friendly letter from the perspective of Jacques later in the unit.
- If time permits, ask students to brainstorm ideas about the person to whom Jacques might write.
    - » Ideas may include a family member, a friend, or a future coworker.

Support

Explain that postscripts were once needed because people could not add something in the middle of a letter like today on a computer. It had to go at the bottom.

Challenge

Have students compare and contrast letters with other forms of writing such as email and texting to include that letters are usually more formal and part of a longer process.

Reading for Information
Evaluating Language Choices

Entering/Emerging
Provide 1:1 support on Activity Page 2.6. Mark up a sample letter for student to fill in and provide a word bank with the five parts. Provide sentence frames and starters for writing the purpose.

Transitioning/Expanding
Allow student to partner with a classmate on Activity Page 2.6. Offer guidance as needed.

Bridging
Offer guidance on Activity Page 2.6 as needed.

End Lesson

Lesson 2: Changes in Everyday Life

Take-Home Material

Activity Pages 2.3–2.5

READING

- Have students take Activity Page 2.3 home to read and complete for homework.

GRAMMAR; MORPHOLOGY

- Have students complete Activity Pages 2.4 and 2.5 for homework.

LESSON

3

The Influence and Practices of the Church

PRIMARY FOCUS OF LESSON

Reading

Students will read informational text to describe the Church's influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

Writing

Students will plan a friendly letter with a clear purpose from Jacques's point of view. **[RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10]**

FORMATIVE ASSESSMENT

Reading Discussion Wrap-Up	**Small Group Work** Answer questions about the Church, why reform was needed, and how Martin Luther and the printing press were involved. **[RI.5.2; RI.5.3; SL.5.2]**
Activity Page 3.2	**Excerpt Reading and Summary** Reread excerpt from Chapter 3 for homework and write a summary using two of four vocabulary words. **[RI.5.2; W.5.2d]**
Activity Page 3.3	**Planning a Friendly Letter** Plan a friendly letter in small groups by answering questions about Jacques, choosing a recipient, and creating a clear purpose. **[RL.5.2; RL.5.6; W.5.4; W.5.5; W.5.10]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Review	Partner	5 min.	❑ Answer Key for Activity Page 2.3 ❑ Activity Pages 2.3, 3.1 ❑ *Shifts in Power*
Whole Group Reading: Chapter 3	Whole Group	25 min.	
Wrap-Up	Small Groups	10 min.	
Word Work: *Recant*	Whole Group	5 min.	
Writing (45 min.)			
Plan a Friendly Letter	Partner/ Small Groups	35 min.	❑ Activity Pages 2.6, 3.3 ❑ Sample Letter ❑ *Shifts in Power*
Lesson Wrap-Up	Whole Group	10 min.	
Take-Home Material			
Reading			❑ Activity Page 3.2

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- This lesson includes Think-Pair-Share activities.

Writing

- Plan to put students in pairs to complete Activity Page 3.3.

Language

Grammar; Morphology

- Collect Activity Pages 2.4 and 2.5 to review and grade, as there are no grammar or morphology lessons today.

Universal Access

Reading Wrap-Up Discussion

- Create the following sentence starters and frames:
    - Many people believed the Church needed to be reformed, or changed, because ___.
    - Some of the Church practices that some people thought were corrupt were ___.
    - The Church had become too rich and powerful in the following ways: ___.
    - ___ was one of the people who wanted reform, or change.
    - The invention of the printing press helped Martin Luther to fight against the Church practices by ___.

Activity Page 3.3

- Reference marked-up copy of sample letter, Activity Page 2.6, and word bank from Lesson 2 as needed to guide students in planning the five parts of the letter.
- Review the definition of *purpose* as the reason someone is doing something. Point out that the purpose of the sample letter was for Jacques's father to ask Monsieur Lafarge to give Jacques a job in the printing shop.

- Create sentence frames and starters to help students write the purpose of their letter from Jacques to another recipient:
    - The recipient of this letter, or the person to whom Jacques is writing, is ___.
    - The purpose of, or reason for, Jacques's letter is ___.
- Create sentence frames and starters to help students answer questions about Jacques to determine what to include in their letter:
    - I decided to work in the print shop because ___.
    - I liked ___ about the job, but I found ___ to be challenging, or difficult.
    - I worked with ___ in the print shop, and ___ was ___.
    - In the future, I would like to ___.
    - My experience at the print shop helped to teach me ___.
    - One problem I noticed about the print shop was ___.
    - An advantage, or good thing, about the print shop was ___.

Start Lesson

Lesson 3: The Influence and Practices of the Church

Reading

45M

Primary Focus: Students will read informational text to describe the Church's influence and practices during the 1400s and 1500s and why Martin Luther and others wanted reform. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.3, which was assigned for homework.
- Remind students that in the first lesson, in the Core Connections activity, they read a chapter about the Catholic Church titled "The Power of the Church."
- Have students complete a Think-Pair-Share to answer the following review questions from the previous chapter. Have several pairs share out with the class.

Activity Page 2.3

1. An empire existed throughout Europe for a long period of time, during which that empire unified much of the continent. What empire was that?
    - » the Roman Empire
2. After the Roman Empire fell apart, the Church became more powerful in Europe, but it later split into two parts: the Orthodox Church and the Catholic Church. Which one of those was located in the western part of Europe and was based in Rome?
    - » the Catholic Church
3. What adjectives would you use to describe the Catholic Church during the Middle Ages and the Renaissance movement?
    - » Answers may vary, but should include *wealthy, powerful,* and *influential*.
4. How did the invention of Gutenberg's printing press change everyday life?
    - » Answers may vary, but should include that it made the production of printed material cheaper and easier, so more people had access to printed material, which enabled more people to learn to read and write and to share new ideas.

WHOLE GROUP READING: CHAPTER 3 (25 MIN.)

Introduce the Chapter

- Tell students they will read Chapter 3, "Setting the Stage for Reform."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have a student read aloud the title of the chapter, "Setting the Stage for Reform." Remind students that they discussed the meaning of the word *reform* in the first lesson in this unit. Ask students what the word *reform* means.
    - » to improve or make something better
- Tell students that the phrase *setting the stage* means to make something likely to happen. Therefore, the title of this chapter means something will make reform, or an improvement, likely to happen.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *institution*.
- Have them find the word on page 24 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *institution*, then have a student read the definition.

- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 3.1 while you read each word and its meaning.

Activity Page 3.1

Vocabulary

institution, n. an organization set up for a specific purpose (24)

congregation, n. the members of a church gathered for a religious ceremony (26)

recant, v. to publicly take back an opinion expressed in the past (26)

heresy, n. beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power (26)

bequeath, v. to pass on property to someone in a will (*bequeathed*) (28)

sin, n. an action that is considered morally wrong or that goes against religious teachings (28)

confess, v. to admit you did something wrong (*confessed*) (28)

reform, n. an improvement (reformers; reformation) (28)

devout, adj. devoted, especially to a specific religion or point of view (29)

salvation, n. the act of being saved from sin or danger (29)

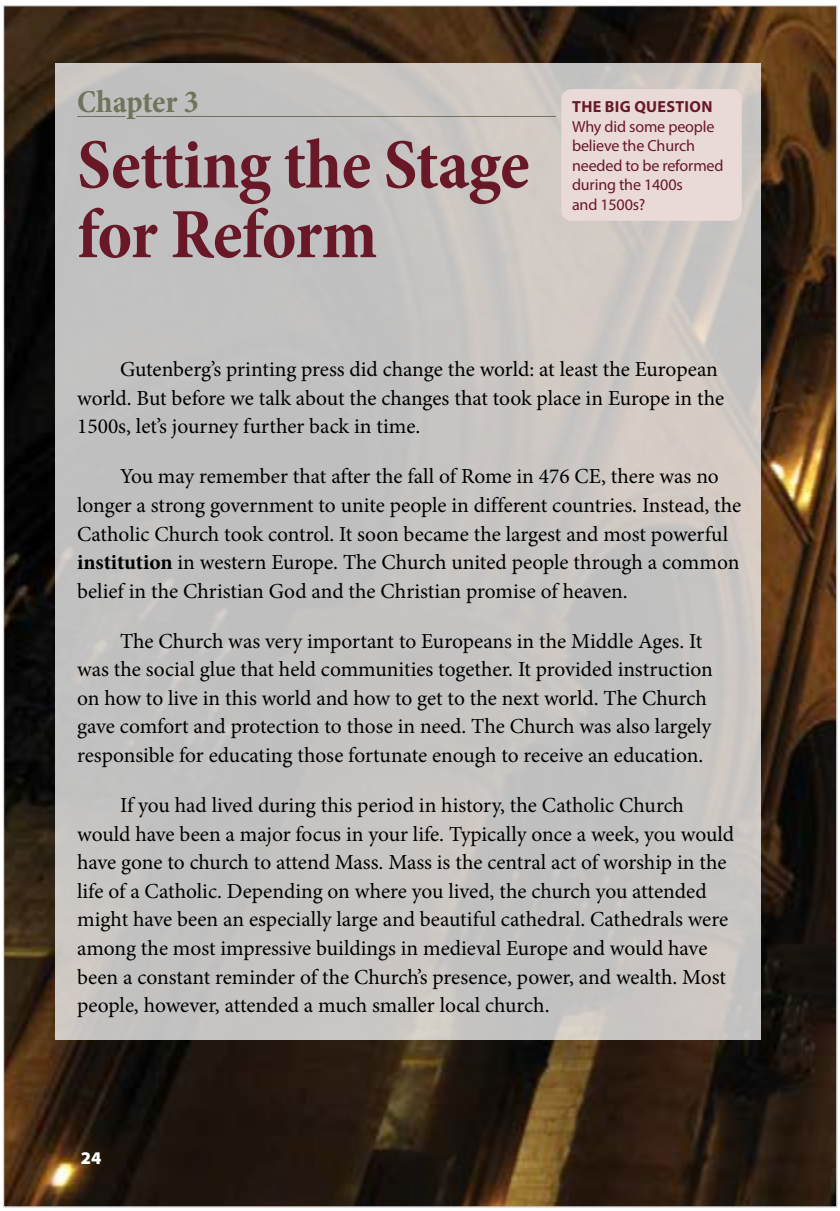
persecution, n. the act of treating someone unfairly or cruelly because of his or her religious beliefs (30)

Vocabulary Chart for Chapter 3, "Setting the Stage for Reform"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary	congregation heresy bequeath sin devout salvation persecution	institution recant confess reform
Multiple-Meaning Core Vocabulary Words		institution
Sayings and Phrases	setting the stage	

- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
    - Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

Read "Setting the Stage for Reform"

Pronunciation Table	
Word(s)	**CK Code**
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/



Chapter 3

Setting the Stage for Reform

THE BIG QUESTION
Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

Gutenberg's printing press did change the world: at least the European world. But before we talk about the changes that took place in Europe in the 1500s, let's journey further back in time.

You may remember that after the fall of Rome in 476 CE, there was no longer a strong government to unite people in different countries. Instead, the Catholic Church took control. It soon became the largest and most powerful **institution** in western Europe. The Church united people through a common belief in the Christian God and the Christian promise of heaven.

The Church was very important to Europeans in the Middle Ages. It was the social glue that held communities together. It provided instruction on how to live in this world and how to get to the next world. The Church gave comfort and protection to those in need. The Church was also largely responsible for educating those fortunate enough to receive an education.

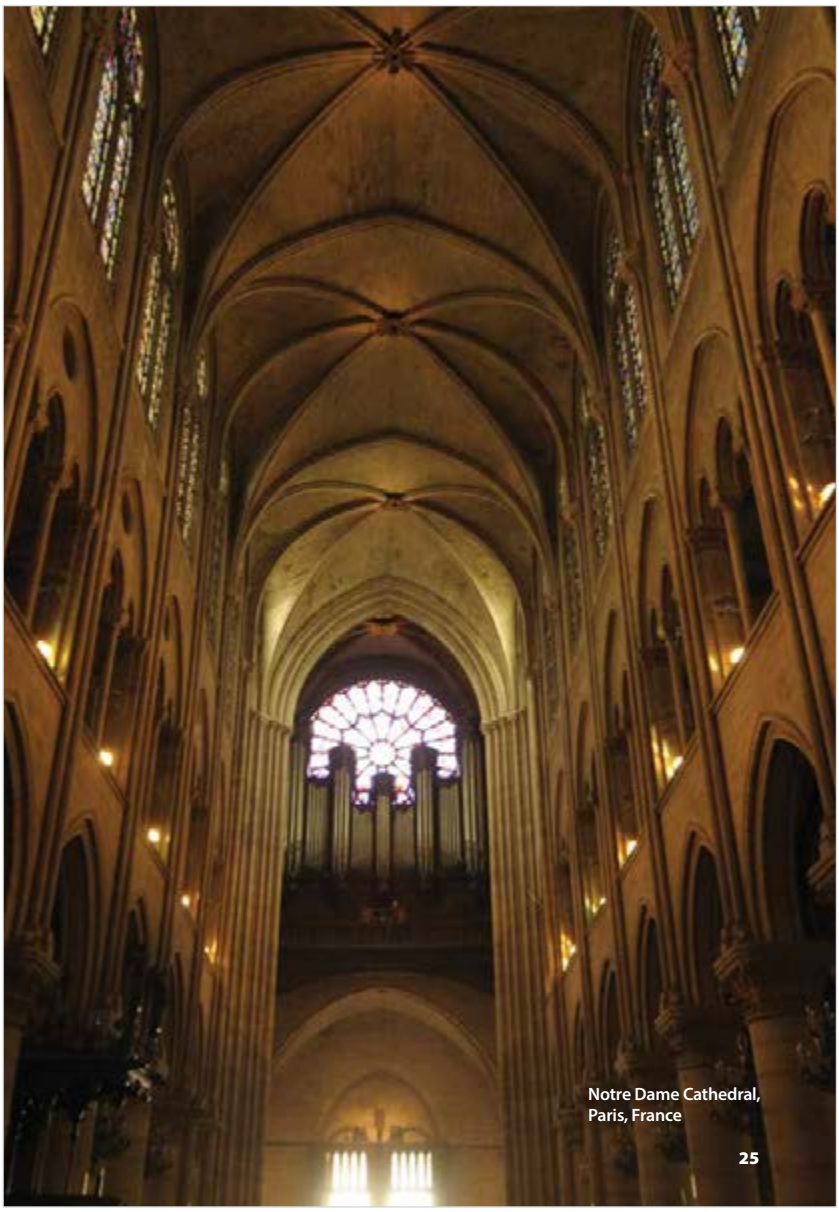
If you had lived during this period in history, the Catholic Church would have been a major focus in your life. Typically once a week, you would have gone to church to attend Mass. Mass is the central act of worship in the life of a Catholic. Depending on where you lived, the church you attended might have been an especially large and beautiful cathedral. Cathedrals were among the most impressive buildings in medieval Europe and would have been a constant reminder of the Church's presence, power, and wealth. Most people, however, attended a much smaller local church.

24

- Have a student read page 24 aloud.

  Literal. 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.



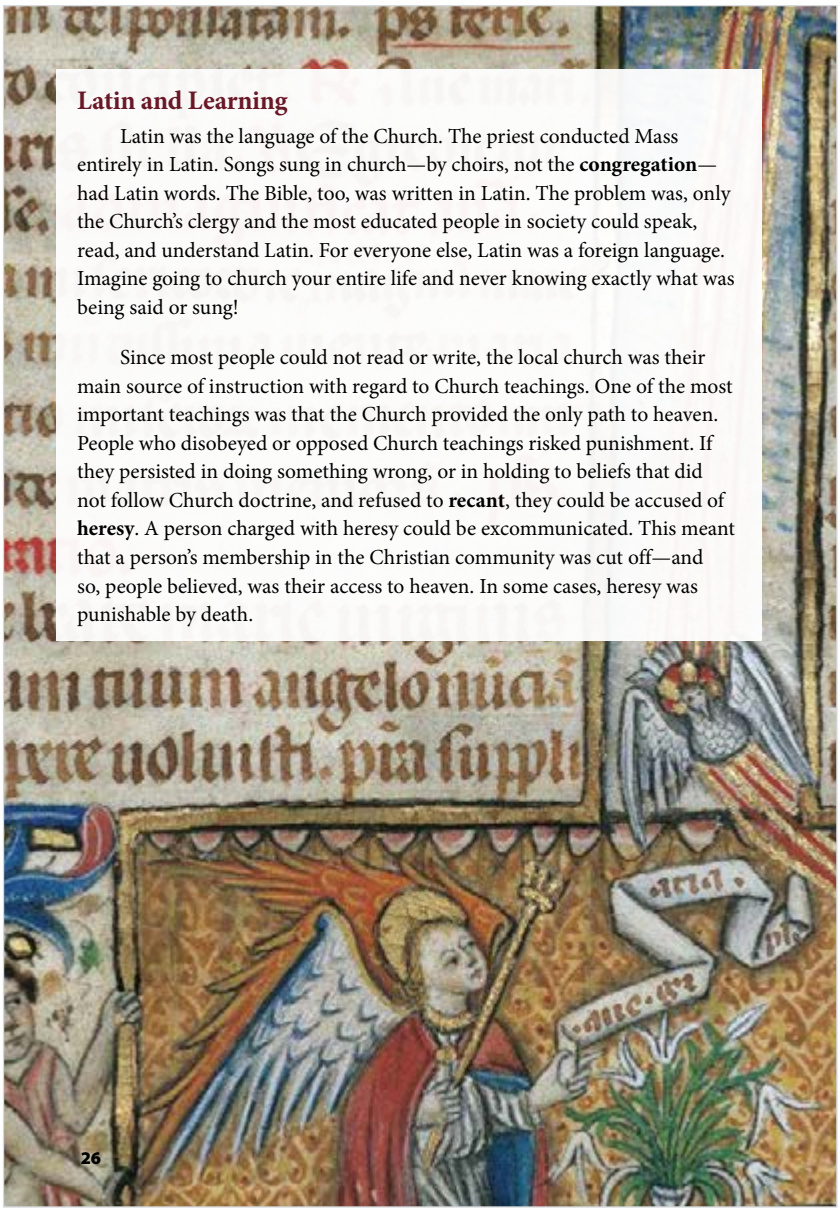
Notre Dame Cathedral, Paris, France

25

- Have students look at the image on pages 24 and 25.

  Inferential. 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.



Latin and Learning

Latin was the language of the Church. The priest conducted Mass entirely in Latin. Songs sung in church—by choirs, not the **congregation**—had Latin words. The Bible, too, was written in Latin. The problem was, only the Church's clergy and the most educated people in society could speak, read, and understand Latin. For everyone else, Latin was a foreign language. Imagine going to church your entire life and never knowing exactly what was being said or sung!

Since most people could not read or write, the local church was their main source of instruction with regard to Church teachings. One of the most important teachings was that the Church provided the only path to heaven. People who disobeyed or opposed Church teachings risked punishment. If they persisted in doing something wrong, or in holding to beliefs that did not follow Church doctrine, and refused to **recant**, they could be accused of **heresy**. A person charged with heresy could be excommunicated. This meant that a person's membership in the Christian community was cut off—and so, people believed, was their access to heaven. In some cases, heresy was punishable by death.

26

- Have a student read page 26 aloud.

  Inferential. 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.

Support

What does *recant* mean?

» *Recant* means to publicly take back an opinion expressed in the past.

Support

What does it mean to be excommunicated, and why might someone want to avoid this punishment?

» To be excommunicated means to be cut off from the Christian community (i.e., to no longer be welcome as part of the Church). Christians believed their only path to heaven was through the Church, and if they were excommunicated, their access to heaven was also cut off.

Latin manuscript from the Middle Ages, 1470 CE, Spain 27

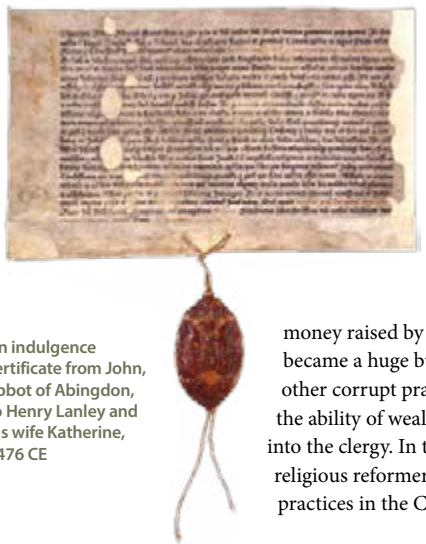
Growing Power and Influence

Throughout the Middle Ages, the power of the Church continued to grow. Part of the reason behind this increasing power was money. Christians were not simply supposed to obey the Church, but they were also expected to support it financially. Everyone was expected to give a portion of their yearly earnings to the Church. The money (or goods, such as crops and livestock) was paid like a tax and called a tithe.

Over time, the Church became very rich. It owned land, buildings, and even parts of towns. Wealthy people **bequeathed** land and money to the Church. This wealth gave the pope, who was the leader of the Church, political as well as religious power.

Questionable Practices

For some time, the Church had raised money by issuing certificates that could release or pardon people from penance. Penance was the punishment that the Church taught was due after a **sin** was **confessed** and forgiven. Previously, penance had to be performed *before* a sin was forgiven. These certificates were called indulgences. Technically, indulgences weren't sold; they were given in exchange for donations of money. Nevertheless, the money raised by the issuing of indulgences became a huge business for the Church. Many other corrupt practices also increased, such as the ability of wealthy people to buy their way into the clergy. In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform.



An indulgence certificate from John, abbot of Abingdon, to Henry Lanley and his wife Katherine, 1476 CE

28

- Have students read pages 28 and 29 silently.

  Literal. 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.

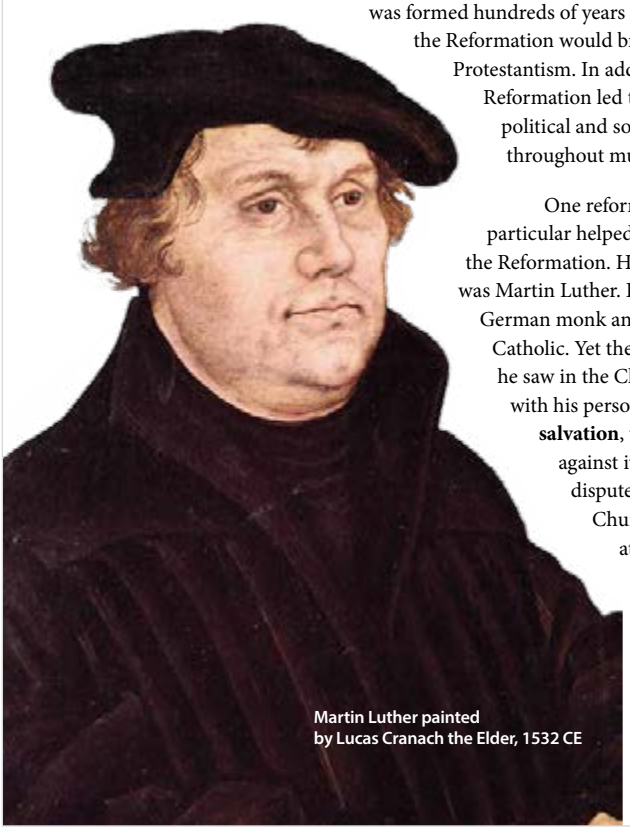
Support

What were indulgences?

» Indulgences were certificates that released or pardoned people from punishment the Church thought was due after a sin was confessed and forgiven.

The Beginning

The word *reform* means to make changes to something in order to improve it. In European history, the Reformation, or the Protestant Reformation as it is also called, was a reform movement that challenged the Catholic Church. The movement challenged the Church's teachings and authority and demanded the reform of certain practices. The Reformation began as a religious debate but quickly grew into something much larger. It laid the foundation for what would eventually become known as Protestantism—one of the three major branches of Christianity. The other branch of Christianity, the Orthodox Church, was formed hundreds of years earlier. Now the Reformation would bring about Protestantism. In addition, the Reformation led to great political and social change throughout much of Europe.



Martin Luther painted by Lucas Cranach the Elder, 1532 CE

One reformer in particular helped usher in the Reformation. His name was Martin Luther. Luther was a German monk and a **devout** Catholic. Yet the corruption he saw in the Church, along with his personal ideas about **salvation**, turned him against it. Luther's dispute with the Church succeeded, at least in part, because of the printing press.

29

Support

What prompted Luther to attempt to reform the Church?

» He saw that there was corruption in the Church, and he had his own ideas about salvation that differed from those of the Church.

Literal. 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.

Literal. What is Protestantism?

» It is one of the three major branches of Christianity, started during the Reformation, when certain groups broke away from the Catholic Church.

Support

What helped Luther in his attempt to reform the Church?

» the invention of the printing press

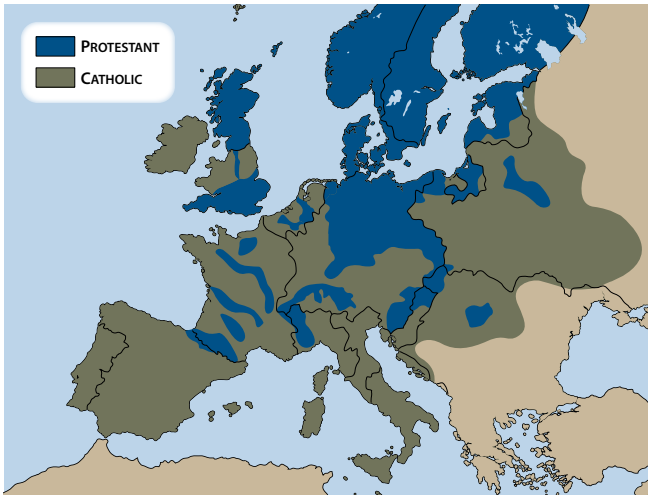
Inferential. Why might it be surprising to some that Martin Luther was an early reformer who wanted to reform the Catholic Church?

» Answers may vary, but should include that he was a German monk who was a devout Catholic who may have known that trying to reform the Church could be considered heresy, which was punished by the Church.

Shifts in Power

As a result of the Reformation, Europe experienced unrest, **persecution**, and several wars. However, Europe emerged from this period in history as a very different place. In some countries, religious reform was accompanied by political reform. A number of European monarchs challenged age-old traditions of power in relation to the Church. They seized and then redistributed power, shifting it from the Church—and its leader, the pope—to the state. This shift in power made monarchs more powerful. Over time, new forms of government were created in which more people had a voice.

In time, the Catholic Church listened to the critics and began to reform itself from within. It became a more unified institution, despite having lost some of its political influence. To a large extent, much of northern Europe and England became a stronghold of Protestantism. However, most other western European states remained Catholic. As a result, European society was divided along religious lines in a way it had never been before. These divisions would continue to shape European history for many years to come.



Catholic and Protestant areas of Europe in the 1500s

30

- Have students read page 30 and the first paragraph on page 31 silently.

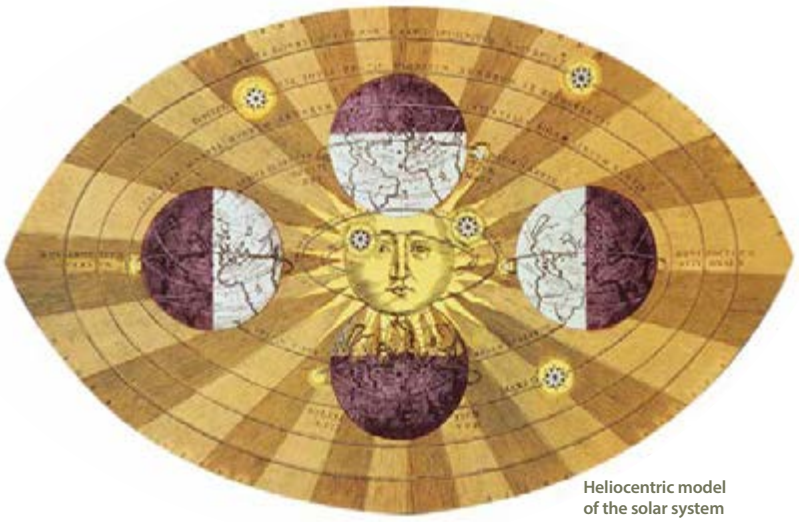
  Inferential. Why is this section of the text called "Shifts in Power"?

  » 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.

- Have students look at the map on the bottom of page 30.

Support

The word *state* in this paragraph does not refer to a state such as New York, California, or Virginia. The word *state*, as it is used here, refers to the government of an area.



Heliocentric model of the solar system showing the sun, not Earth, at the center

Against this backdrop, scientific advances were being made. Scientists such as Nicolaus Copernicus and Galileo Galilei made discoveries that led them to reject the long-held belief that Earth lay at the center of the universe. Instead, they proposed a new view of the solar system, with the sun and not Earth at its center.

Of Princes and Protestants

When many people hear the word *Protestant*, they think about Martin Luther and other religious reformers of the Reformation. However, the word actually originated as a result of several German princes protesting a ruling by the Church that Luther be arrested and punished for his rebellious actions and ideas. These princes were the original "Protestants." Over time, however, the term came to be associated with religious reformers, like Luther, who protested against certain teachings and practices of the Church during the Reformation.

31

Support

How did the Catholic Church respond to the calls for reform?

» It listened to its critics and began to reform itself from within.

Inferential. 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.

- Have a student read the last paragraph on page 31 aloud.

Inferential. Is the way most people use the word *Protestant* today true to the original meaning of the term? Why or why not?

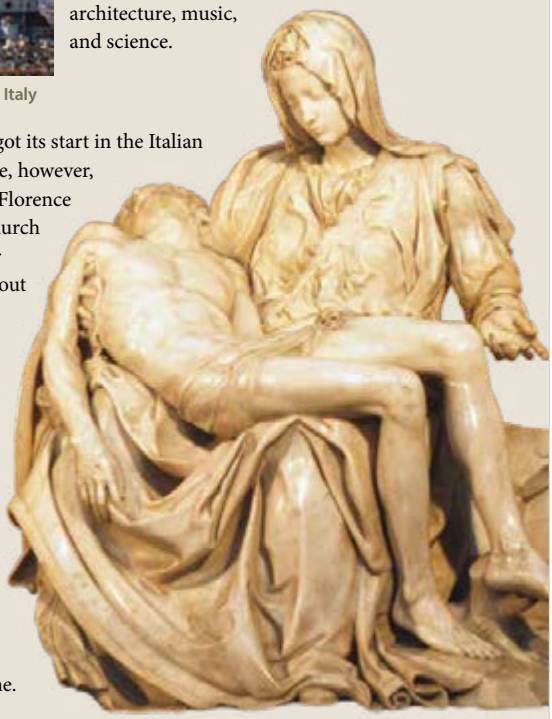
» No, the meaning of *Protestant* today is not the original meaning of the word. Most people think of Martin Luther and other religious reformers of the Reformation as Protestants. The original Protestants, however, were a group of German princes who protested a ruling by the Church to arrest and punish Luther for his rebellious ideas and actions.

Renaissance and Rebirth

As you know, the Renaissance was a cultural movement in Europe characterized by renewed interest in ancient Greek and Roman civilization and learning. This revival of ancient ideas and ideals—the word *Renaissance* means "rebirth"—took hold during the latter part of the Middle Ages. The Renaissance sparked enormous creativity and experimentation in European art, literature, architecture, music, and science.

The Cathedral of Florence, Italy

The Renaissance got its start in the Italian city of Florence. In time, however, the focus shifted from Florence to Rome, where the Church had its papal offices, or headquarters. From about 1450 CE onward, one pope after another decided to support great Renaissance artists and architects, just like the wealthy residents of Florence did. The popes called artists to Rome and set them to work creating some of the most magnificent paintings, sculptures, and buildings of all time.



Michelangelo's *Pietà*, located in St. Peter's Basilica in Rome, 1499 CE

32

- Have students read pages 32 and 33 silently.

Raphael's *The School of Athens*, located in the Apostolic Palace, 1510 CE

The popes justified these artistic undertakings by claiming that when people saw majestic buildings, gorgeous paintings, and beautiful sculptures, they would be in awe. They would ponder the glory of God. They would also appreciate the splendor and power of the Church and be thankful to be a part of it. But its power and role in people's lives was about to be seriously threatened.

33

Inferential. 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.

WRAP-UP (10 MIN.)

- Have students work in small groups to answer the following questions about the chapter. Have all groups share out with the class.

1. **Literal.** Why did some people believe the Church needed to be reformed during the 1400s and 1500s?
    - » Some people believed the Church became too rich, powerful, and corrupt during the Middle Ages and needed to be reformed. The Church raised some of its money by exchanging indulgences for donations of money, and wealthy people were able to buy their way into the clergy—practices which some saw as corrupt.
2. **Inferential.** On page 29 of the Reader, the author says that Luther's attack on the Church succeeded, at least in part, because of the invention of the printing press. Why might the invention of the printing press have helped Luther's attack on the Church?
    - » Answers may vary, but should include that, as was predicted by the Church, the printing press made it easier for people to spread ideas, including ideas that went against Church doctrine.

Check for Understanding

Clarify that although some of the practices of the Church were seen as corrupt, there were also some positive practices that were considered helpful.

- » Say some practices and have students give a "thumbs up" for positive practices (beautiful buildings, inspirational art, education, community, comfort, guidance, etc.) and a "thumbs down" for negative practices (indulgences, excommunication, too much power, etc.).

- Have students take home Activity Page 3.2 to read and complete for homework.

Speaking and Listening
Presenting

Entering/Emerging
Provide 1:1 support in answering chapter questions. Provide sentence starters and frames to help students summarize and present information.

Transitioning/Expanding
Redirect students to the evidence in the Reader for information. Provide further support as needed.

Bridging
Provide support for summarizing and presenting as needed.

Activity Page 3.2

Support

Review the meaning of the vocabulary words on Activity Page 3.2 to help students choose two words for their summary: *institution*, *recant*, *heresy*, and *devout*. Offer examples as needed.

Challenge

Have students use all four vocabulary words in their summary. Some students may use additional domain vocabulary.

WORD WORK: *RECANT* (5 MIN.)

1. In the chapter you read, "If they persisted in doing something wrong, or in holding to beliefs that did not follow Church doctrine, and refused to recant, they could be accused of heresy."
2. Say the word *recant* with me.
3. *Recant* means to publicly take back an opinion expressed in the past.
4. In the Middle Ages, the Church wanted people to recant their statements if those statements conflicted with Church doctrine.
5. Have you ever expressed an opinion that you later had to recant?

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I once stated ___, but I later had to recant because ___."

6. What part of speech is the word *recant*?
    - » verb

- Use a Synonyms and Antonyms activity for follow-up. "What does *recant* mean? What are some synonyms of, or words that have a similar meaning to, *recant*?" (Prompt students to provide words like *deny*, *take back*, and *withdraw*.) "What are some words or phrases that are antonyms, or words that have the opposite meaning, of *recant*?" (Prompt students to provide words like *affirm*, *confirm*, and *restate*.) As students discuss synonyms and antonyms, guide them to use the word *recant* in a complete sentence: "An antonym of *recant* is *affirm*."

Lesson 3: The Influence and Practices of the Church

Writing

45M

Primary Focus: Students will plan a friendly letter with a clear purpose from Jacques's point of view. **[RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10]**

PLAN A FRIENDLY LETTER (35 MIN.)

- Tell students they will plan a friendly letter from Jacques, the young boy they read about in Chapter 2 of the Reader.
- Direct students' attention to the sample letter on display from Jacques's father to Monsieur Lafarge.
- Ask students to identify the five parts of a friendly letter. Have students reference Activity Page 2.6 as needed.
    - Think-Pair-Share**.** Circulate as students discuss. Have a few pairs share out.
- Clarify the five parts of a letter: heading, greeting, body, closing, and signature. Remind students that letters may also contain a postscript, or a note that comes after the signature.
- Explain that students will write a friendly letter from Jacques's point of view after he has learned to read and write. The letter will contain each of the parts of a friendly letter, as well as a clear purpose.
- Tell students to imagine themselves as Jacques, the young boy in the fictional story in Chapter 2. Ask them to imagine to whom Jacques might write.
    - » Answers may vary, but may include: a friend, family member, or a future coworker.

Activity Page 2.6

Support

If students have difficulty deciding on a recipient of their letter, you may want to suggest they write to Jacques's father.

Challenge

Have students plan two different letters to showcase a variety of recipients and purposes.

Challenge

Students may answer questions 11 and 12 to make their letters more interesting.

Activity Page 3.3

Range of Writing

Writing

Entering/Emerging
Provide 1:1 support on Activity Page 3.3. Reference materials from Lesson 2 as needed: marked-up sample letter, word bank, and Activity Page 2.6. Provide additional sentence starters/frames to help answer questions about Jacques and to determine the purpose.

Transitioning/Expanding
Redirect student to Activity Page 2.6 and sections of Chapters 1 and 2 as needed to complete Activity Page 3.3.

Bridging
Provide support on Activity Page 3.3 as needed.

Check for Understanding

Ask what *purpose* means. Have students raise their hands if they think a purpose is a reason for doing something.

» yes

Share some different purposes for Jacques to write a letter. Have students raise their hands if they think a letter's purpose is always the same.

» no

Guide students in understanding that the purpose often changes according to the recipient.

- Have students work in small groups to complete Activity Page 3.3. Encourage students to gather information from Activity Page 2.6 and Chapters 1 and 2 of the Reader to use in planning the layout, content, and purpose of their letter.
- Have all students complete questions 1–4 on Activity Page 3.3. It is not necessary for them to answer all of questions 5–10, but they do need to answer at least two.
- Circulate and check in with students to ensure they are using their knowledge of a friendly letter, information from Chapters 1 and 2, and their imagination.

LESSON WRAP-UP (10 MIN.)

- Ask students to share some of their responses to Activity Page 3.3, including to whom they are writing and the purpose of their letter.
- Tell students that they will draft, or write, their letters from Jacques in a later lesson.

End Lesson

Lesson 3: The Influence and Practices of the Church

Take-Home Material

READING

- Have students take Activity Page 3.2 home to read and complete for homework.

Activity Page 3.2

LESSON

4

The Influence and Practices of the Church: A Closer Look

PRIMARY FOCUS OF LESSON

Reading

Students will reread portions of informational text to examine the author's words, phrases, and devices used to describe the Church's influence and the practices challenged by reformers. **[RI.5.8; SL.5.4; L.5.5]**

Grammar

Students will review how to make subjects and linking verbs agree in the present and past tenses. **[L.5.1c; L.5.1d]**

Morphology

Students will practice distinguishing between root words and words with the prefix *en–* and correctly use those words in sentences. **[L.5.4b]**

Writing

Students will replace weak verbs with strong verbs in sample sentences. **[W.5.2d; L.5.3; L.5.3a; L.5.5]**

FORMATIVE ASSESSMENT

Reading Wrap-Up Discussion	**Reading Wrap-Up Discussion** Review text in small groups to answer questions and share out about the influence and practices of the Church, why reform was needed, and how the author uses certain details and sayings and phrases to express this information. **[RI.5.8; SL.5.4; L.5.5]**
Activity Page 4.1	**Subject–Linking Verb Agreement** Insert linking verbs to match the subject and tense; write two sentences using one present and one past linking verb. **[L.5.1c; L.5.1d]**

Activity Page 4.2 **Prefix *en-*** Choose *en-* and other words to complete sentences, and write four sentences using *en-* and other words. **[L.5.4b]**

Activity Page 4.3 **Strong Verbs** Produce strong verbs to replace weak verbs in five sentences. **[W.5.2d; L.5.3a; L.5.5]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Close Reading: Chapter 3	Whole Group/ Small Group/ Partner	30 min.	❏ Answer Key for Activity Page 3.2 ❏ Activity Page 3.2 ❏ *Shifts in Power*
Wrap–Up	Small Group	10 min.	
Word Work: *Devout*	Partner	5 min.	
Language (30 min.)			
Grammar: Subject-Linking Verb Agreement	Whole Group	15 min.	❏ Subject–Linking Verb Agreement in the Present Tense Poster ❏ Subject–Linking Verb Agreement in the Past Tense Poster ❏ Activity Page 4.1
Morphology: Prefix *en–*	Whole Group	15 min.	❏ Activity Page 4.2
Writing (15 min.)			
Strong Verbs	Partner/ Small Groups	15 min.	❏ Activity Page 4.3
Take-Home Material			
Grammar			❏ Activity Page 4.1

ADVANCE PREPARATION

Reading

- Write The Big Idea on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- This lesson includes Think-Pair-Share activities.

Language

Grammar

- Prepare and display the Subject–Linking Verb Agreement in the Present Tense Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject (Noun or Pronoun)		**Agreement for Linking Verbs in the Present Tense**	
		to be	**to feel, look, taste, smell, sound**
Singular	I	am	feel, look, taste, smell, sound
	you	are	feel, look, taste, smell, sound
	he, she, it, (singular noun)	is	feels, looks, tastes, smells, sounds
Plural	we	are	feel, look, taste, smell, sound
	you	are	feel, look, taste, smell, sound
	they, (plural noun)	are	feel, look, taste, smell, sound

- Prepare and display the Subject–Linking Verb Agreement in the Past Tense Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject (Noun or Pronoun)		**Agreement for Linking Verbs in the Past Tense**	
		to be	**to feel, look, taste, smell, sound**
Singular	I	was	felt, looked, tasted, smelled, sounded
	you	were	felt, looked, tasted, smelled, sounded
	he, she, it, (singular noun)	was	felt, looked, tasted, smelled, sounded
Plural	we	were	felt, looked, tasted, smelled, sounded
	you	were	felt, looked, tasted, smelled, sounded
	they, (plural noun)	were	felt, looked, tasted, smelled, sounded

- Write the following sentences on the board/chart paper.
  - (present/to be) The printing press ___ an important invention.
  - (past/to feel) Jacques ___ nervous about his first day of work at the printing shop.
  - (present/to smell) The ink ___ strong like varnish.
  - (past/to be) During the Middle Ages, most people ___ not able to read or write.

Writing

- Write the following sentence on the board/chart paper:
  - The student walked into the room.

Universal Access

Reading Wrap-Up Discussion

- Create sentence starters and frames for discussing and presenting:
  - The author uses the following details to describe the Church's influence and practices: _____.
  - Some interesting details and sayings and phrases used by the author are _____.

- The Church was an important part of people's lives because _____.
- Some of the positive parts of the Church were _____.
- Many people believed the Church needed to be reformed, or changed, because _____.
- Some of the Church practices that some people thought were corrupt were _____.
- The Church had become too rich and powerful in the following ways: _____.
- _____ was one of the people who wanted reform, or change.

Activity Page 4.1

- Create a word bank of linking verbs for the first section: *are, look, sounded, were, feels, was* (used twice), *felt, smells, am*.
- Guide students in referencing the Present Tense and Past Tense posters.
- Color-code the different types of linking verbs: being, and the senses verbs.
- Have students pantomime the looking, seeing, tasting, smelling, sounding verbs and add a "thumbs up" for sentences with a linking verb and adjective and a "thumbs down" for sentences with an action verb and noun.
- Have student turn their heads to look over their shoulder while they say past tense verbs, and face forward while they say present tense verbs.
- Provide sentence frames to guide students in creating sentences. Refer them to the previous word bank or create a new word bank.
  - (past/to be) Martin Luther ___ brave to try to change some of the Church practices.
  - (present/to be) The Church ___ different in some ways today because of the Reformation.
  - (past/to feel) Many people ___ disconnected from the Mass and the Bible because of the unknown language.

Activity Page 4.2

- Write out the pertinent parts of the *en-* chart on the board/chart paper for students to reference.
- Create a word bank for the six words used in Part I, and discuss the "odd one out" and why it is different from the rest.
  - *case, enlivened, encase, ensure, enclosed, enlightened*

Note: *Enlightened* in this section is used as an adjective, which may need further explanation.

- Create sentence frames and/or starters for Part II. Point out that the tense may change to fit the sentence (for example, *enabled*).
  - People who did not recant believed they were in ___ of not going to heaven.
  - Reformers ___ themselves by speaking out against the Church and risking punishment.
  - Many people were not ___ to read during the Middle Ages.
  - The printing press ___ people to translate and print books in other languages besides Latin.
  - The danger of ___ is ___.
  - ___ started to endanger ___ because
  - _____ was able to ___.
  - The beauty of the cathedrals ___ people to feel inspired.

Activity Page 4.3

- Gather and prepare images of the actions: *said, went, ran, took, put*. For the sentences about Jacques and Henri, you may wish to refer to images in the Reader.
- Create a word web for each action and guide students in listing strong alternates. Point out that the alternates also need to be in past tense.
- Have students pantomime the actions and their alternates to show the levels of emphasis.

Lesson 4: The Influence and Practices of the Church: A Closer Look

Reading

45M

Primary Focus: Students will reread portions of informational text to examine the author's words, phrases, and devices used to describe the Church's influence and the practices challenged by reformers. **[RI.5.8; SL.5.4; L.5.5]**

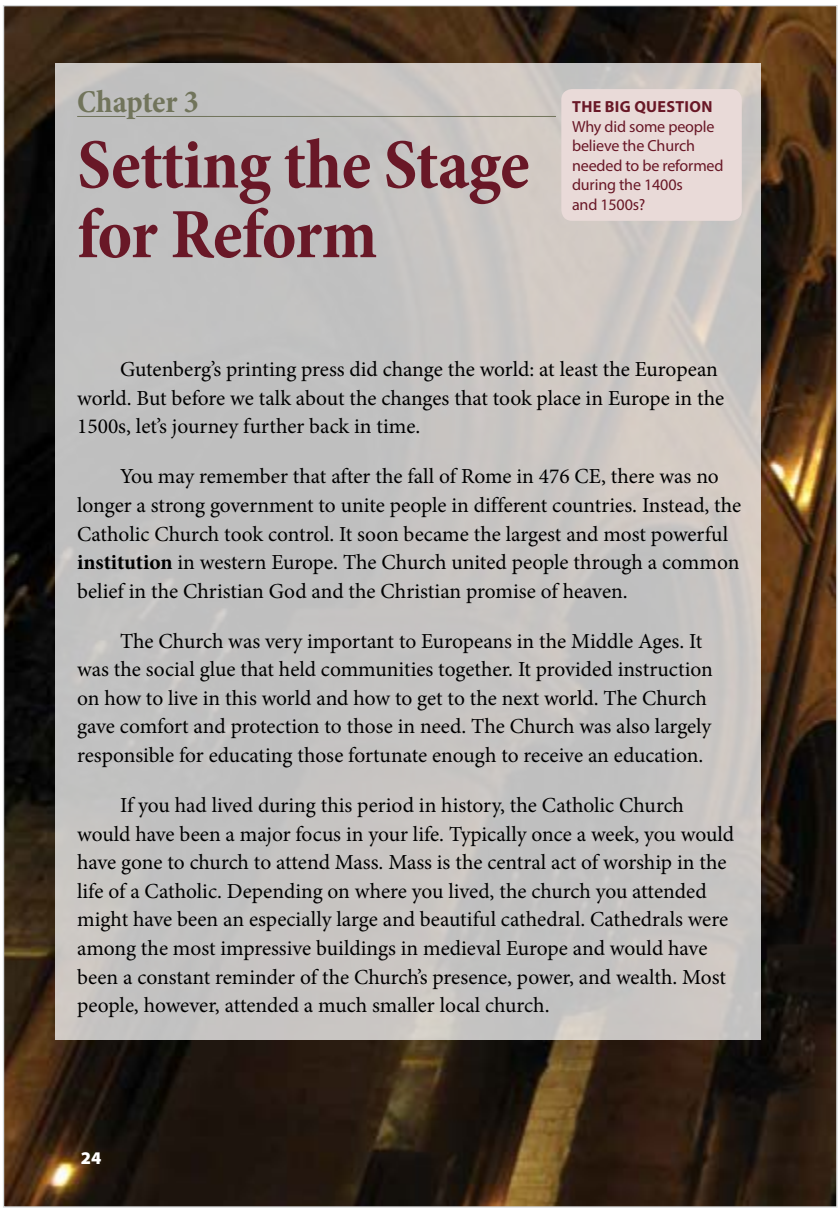
CLOSE READING: CHAPTER 3 (30 MIN.)

Review the Chapter

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 3.2, which was assigned for homework.
- Tell students they will reread parts of Chapter 3, "Setting the Stage for Reform." Explain that during this second reading they will focus on the details used by the author, such as certain vocabulary words and sayings and phrases, to gain a deeper understanding of the influence and practices of the Church, and why some practices needed to be reformed.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

Read "Setting the Stage for Reform"

- Read the title of the chapter as a class, "Setting the Stage for Reform." As you read portions of the chapter, pause to explain or clarify the text at each point indicated. You may have students answer individually, as partners, or in groups.



Chapter 3

Setting the Stage for Reform

THE BIG QUESTION
Why did some people believe the Church needed to be reformed during the 1400s and 1500s?

Gutenberg's printing press did change the world: at least the European world. But before we talk about the changes that took place in Europe in the 1500s, let's journey further back in time.

You may remember that after the fall of Rome in 476 CE, there was no longer a strong government to unite people in different countries. Instead, the Catholic Church took control. It soon became the largest and most powerful **institution** in western Europe. The Church united people through a common belief in the Christian God and the Christian promise of heaven.

The Church was very important to Europeans in the Middle Ages. It was the social glue that held communities together. It provided instruction on how to live in this world and how to get to the next world. The Church gave comfort and protection to those in need. The Church was also largely responsible for educating those fortunate enough to receive an education.

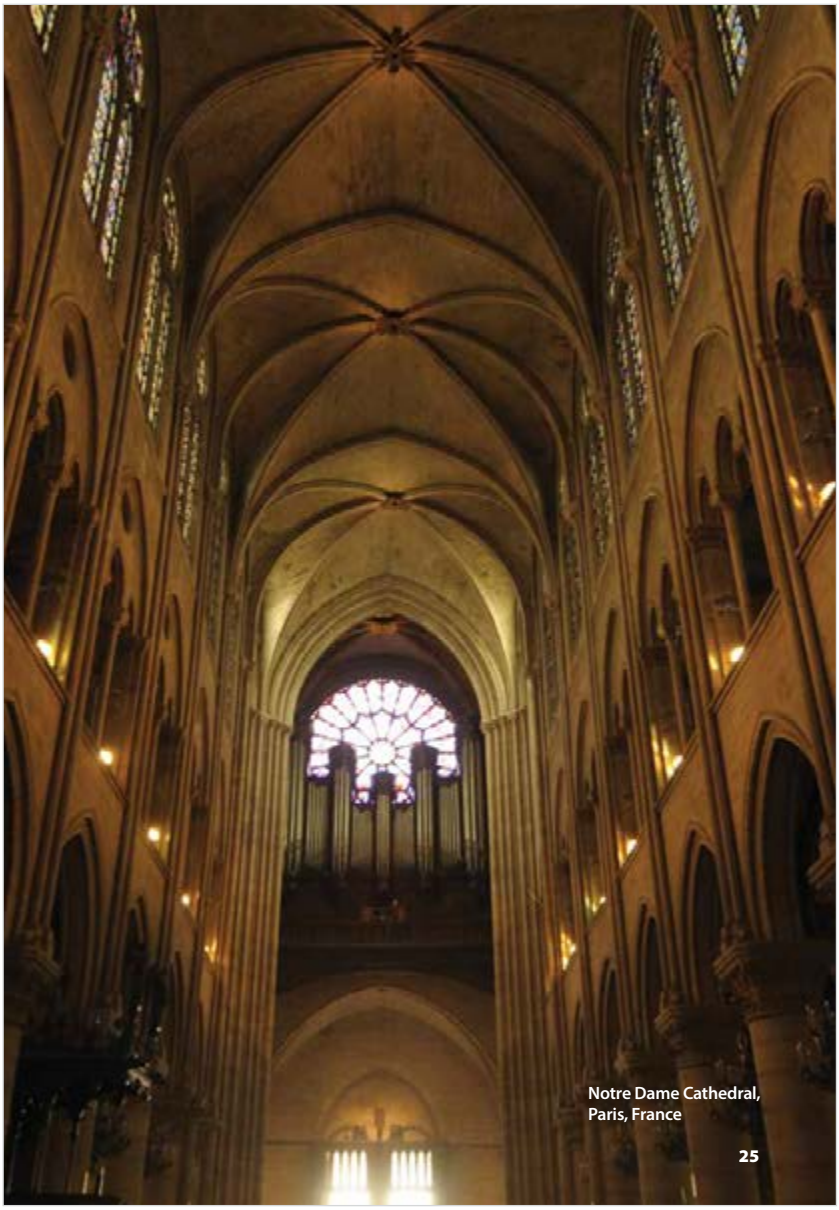
If you had lived during this period in history, the Catholic Church would have been a major focus in your life. Typically once a week, you would have gone to church to attend Mass. Mass is the central act of worship in the life of a Catholic. Depending on where you lived, the church you attended might have been an especially large and beautiful cathedral. Cathedrals were among the most impressive buildings in medieval Europe and would have been a constant reminder of the Church's presence, power, and wealth. Most people, however, attended a much smaller local church.

24

- Have a student read the third paragraph on page 24 aloud.

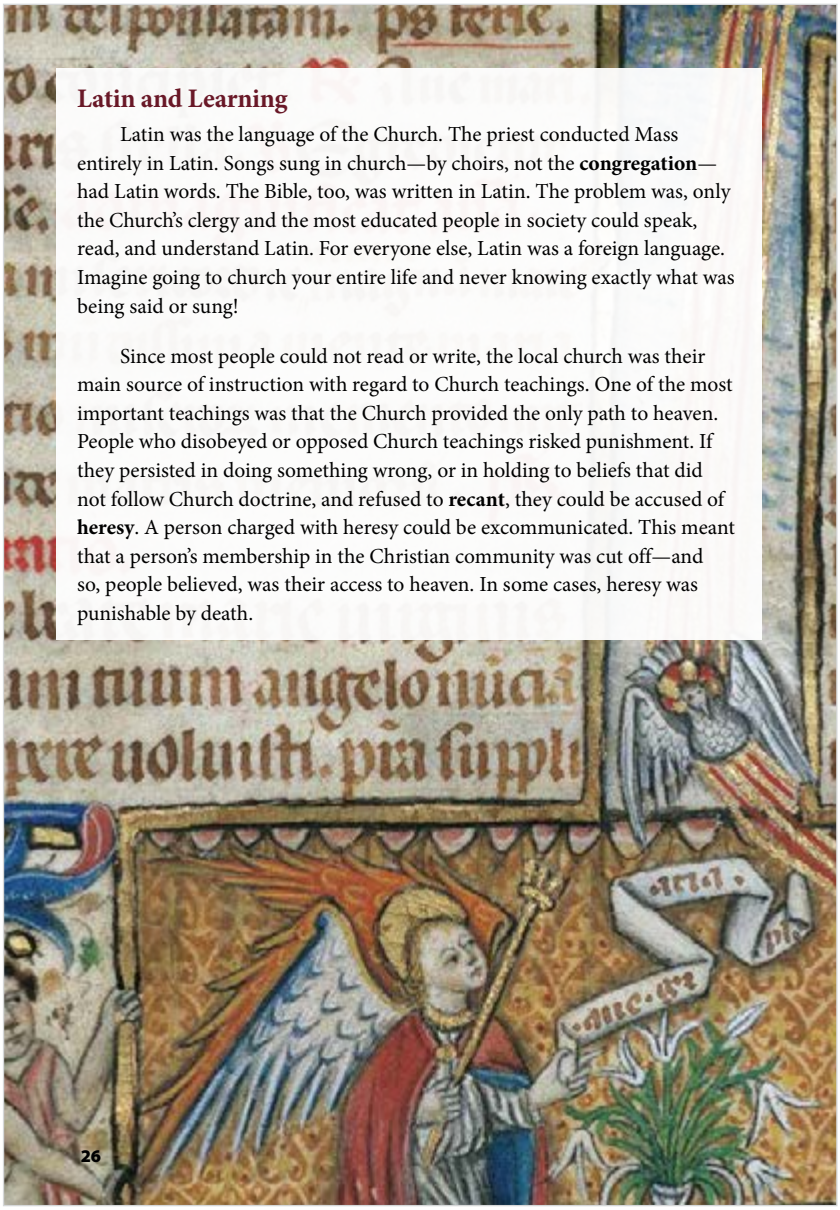
  Inferential. In the second sentence in this paragraph, the author calls the Church the social glue that held communities together. What do you think this means?

  » Because glue is something that holds things together, this statement means that the Church held communities together.



Notre Dame Cathedral,
Paris, France

25



Latin and Learning

Latin was the language of the Church. The priest conducted Mass entirely in Latin. Songs sung in church—by choirs, not the **congregation**—had Latin words. The Bible, too, was written in Latin. The problem was, only the Church's clergy and the most educated people in society could speak, read, and understand Latin. For everyone else, Latin was a foreign language. Imagine going to church your entire life and never knowing exactly what was being said or sung!

Since most people could not read or write, the local church was their main source of instruction with regard to Church teachings. One of the most important teachings was that the Church provided the only path to heaven. People who disobeyed or opposed Church teachings risked punishment. If they persisted in doing something wrong, or in holding to beliefs that did not follow Church doctrine, and refused to **recant**, they could be accused of **heresy**. A person charged with heresy could be excommunicated. This meant that a person's membership in the Christian community was cut off—and so, people believed, was their access to heaven. In some cases, heresy was punishable by death.

26

- Have a student read page 26 aloud.

  Evaluative. The author says Latin was the language of the Church, but that most Europeans could not speak, read, or understand Latin. Because they didn't know or understand the language used by the Church, how do you think this impacted the relationship between those Europeans and the Church?

  » Answers may vary, but should include that, although the Church was an important part of their lives, they could not fully understand what was happening during the Mass, nor could they read for themselves what was written in the Bible. This may have made them feel somewhat distant, or disconnected, from the Church. It also may have made them feel that they needed to rely more on the Church to tell them about what they should believe and how they should live their lives.

Support

What does it mean when it says "Latin was a foreign language"?

» It means Latin was a language most didn't understand.

Latin manuscript from the Middle Ages, 1470 CE, Spain 27

Check for Understanding

Have students raise their hands if they think the printing press helped with this language problem. (yes) Have a few students explain that the press allowed books to be translated and printed in languages people knew, such as German, clarifying answers as needed.

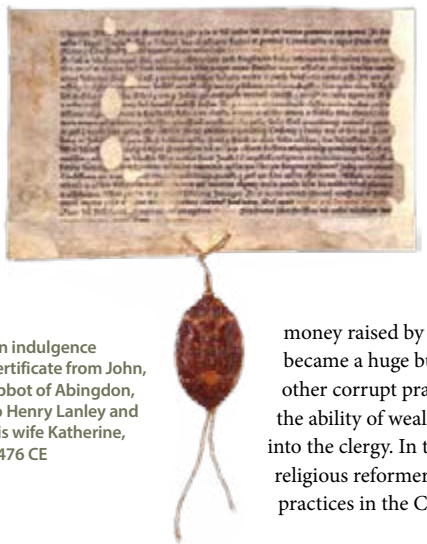
Growing Power and Influence

Throughout the Middle Ages, the power of the Church continued to grow. Part of the reason behind this increasing power was money. Christians were not simply supposed to obey the Church, but they were also expected to support it financially. Everyone was expected to give a portion of their yearly earnings to the Church. The money (or goods, such as crops and livestock) was paid like a tax and called a tithe.

Over time, the Church became very rich. It owned land, buildings, and even parts of towns. Wealthy people **bequeathed** land and money to the Church. This wealth gave the pope, who was the leader of the Church, political as well as religious power.

Questionable Practices

For some time, the Church had raised money by issuing certificates that could release or pardon people from penance. Penance was the punishment that the Church taught was due after a **sin** was **confessed** and forgiven. Previously, penance had to be performed *before* a sin was forgiven. These certificates were called indulgences. Technically, indulgences weren't sold; they were given in exchange for donations of money. Nevertheless, the money raised by the issuing of indulgences became a huge business for the Church. Many other corrupt practices also increased, such as the ability of wealthy people to buy their way into the clergy. In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform.



An indulgence certificate from John, abbot of Abingdon, to Henry Lanley and his wife Katherine, 1476 CE

28

- Have a student read the second paragraph on page 28 aloud.

  Literal. What does "Wealthy people bequeathed land and money to the Church" mean?

  » It means people left their land and money to the Church after they died.

  Inferential. What words or phrases in this paragraph describe the source of the pope's political power?

  » Over time, the Church became very rich. It owned land, buildings, and even parts of towns. Wealthy people bequeathed land and money to the Church.

- Have a student read the third paragraph on page 28 aloud.

Support

What is the difference between political and religious power?

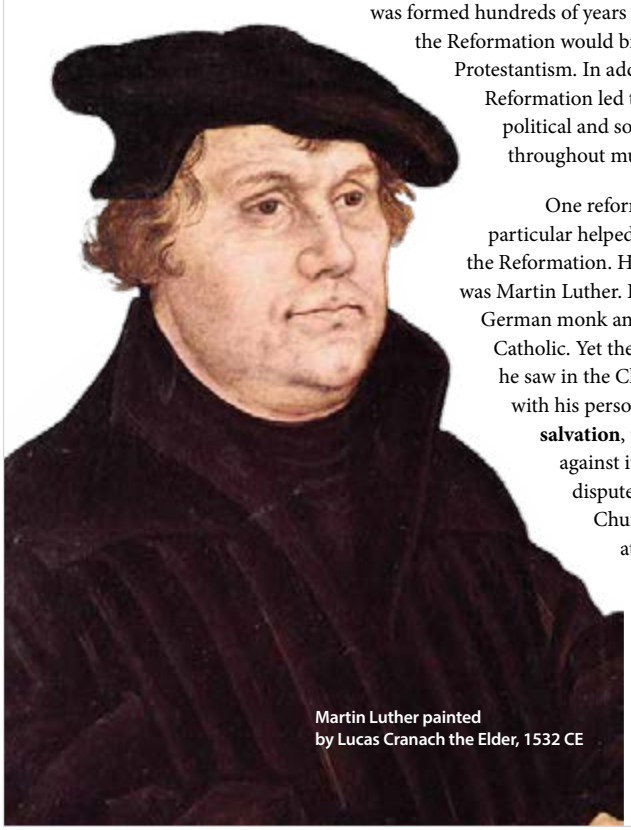
» Political power is the power governments have over people's everyday lives, whereas religious power is the power churches or other religious groups have over people's religious or spiritual lives.

Inferential. The author says, "Technically, indulgences weren't sold; they were given in exchange for donations of money." The word *technically* means according to a strict interpretation of something. Why does the author use the word *technically* in this sentence?

» The strict interpretation of the word *sold* doesn't apply; indulgences weren't put up for sale for a certain price and then purchased by people. Instead, money was given as a donation, and, in exchange, the person received the indulgence; this is very similar to a sale of the indulgence but was not technically a sale.

The Beginning

The word *reform* means to make changes to something in order to improve it. In European history, the Reformation, or the Protestant Reformation as it is also called, was a reform movement that challenged the Catholic Church. The movement challenged the Church's teachings and authority and demanded the reform of certain practices. The Reformation began as a religious debate but quickly grew into something much larger. It laid the foundation for what would eventually become known as Protestantism—one of the three major branches of Christianity. The other branch of Christianity, the Orthodox Church, was formed hundreds of years earlier. Now the Reformation would bring about Protestantism. In addition, the Reformation led to great political and social change throughout much of Europe.



Martin Luther painted by Lucas Cranach the Elder, 1532 CE

One reformer in particular helped usher in the Reformation. His name was Martin Luther. Luther was a German monk and a **devout** Catholic. Yet the corruption he saw in the Church, along with his personal ideas about **salvation**, turned him against it. Luther's dispute with the Church succeeded, at least in part, because of the printing press.

29

- Have a student read the first paragraph on page 29.

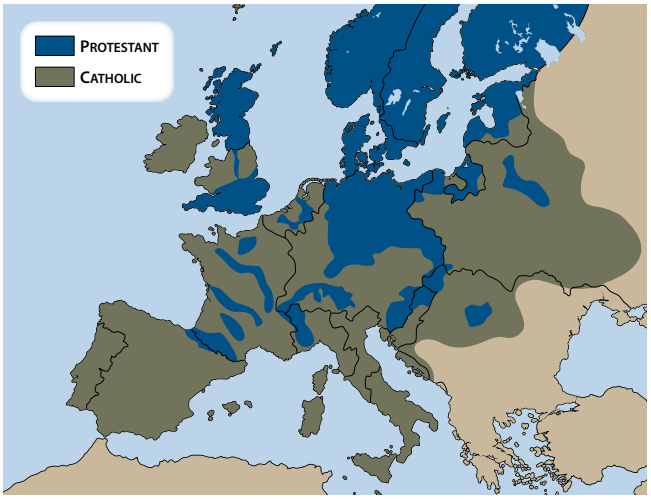
  Inferential. What does it mean when the text says "The movement challenged the Church's teachings and authority . . . "?

  » It means that people questioned what the Church taught about religion and about how people should live their lives, and they questioned the Church's right to exert power over people.

Shifts in Power

As a result of the Reformation, Europe experienced unrest, **persecution**, and several wars. However, Europe emerged from this period in history as a very different place. In some countries, religious reform was accompanied by political reform. A number of European monarchs challenged age-old traditions of power in relation to the Church. They seized and then redistributed power, shifting it from the Church—and its leader, the pope—to the state. This shift in power made monarchs more powerful. Over time, new forms of government were created in which more people had a voice.

In time, the Catholic Church listened to the critics and began to reform itself from within. It became a more unified institution, despite having lost some of its political influence. To a large extent, much of northern Europe and England became a stronghold of Protestantism. However, most other western European states remained Catholic. As a result, European society was divided along religious lines in a way it had never been before. These divisions would continue to shape European history for many years to come.



Catholic and Protestant areas of Europe in the 1500s

30

- Have a student read the first paragraph on page 30 aloud.

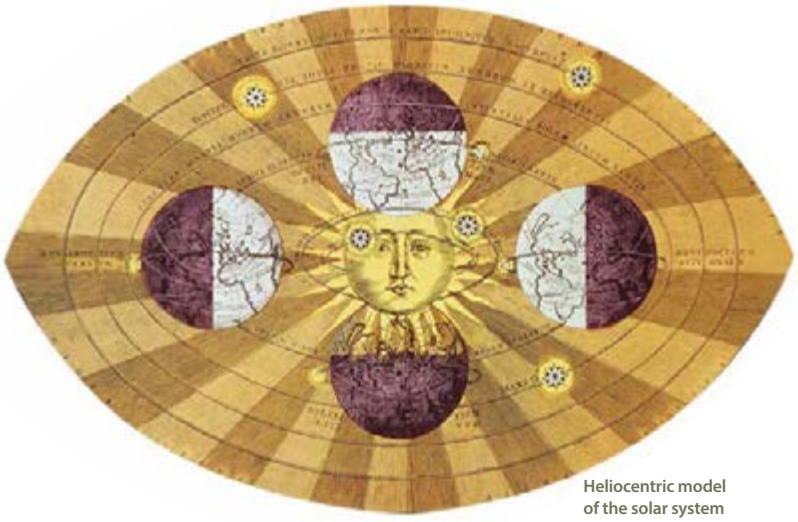
  Inferential. What is the relationship between religious reform and political reform in Europe during the Reformation?

  » In some European countries, political reform and religious reform were connected. The religious reform caused some monarchs to take some power from the Church and redistribute it to the state, making the monarchs more powerful.

- Have a student read the second paragraph on page 30 aloud.

  Inferential. A stronghold is an area where most people have the same values, beliefs, etc. What does the word *stronghold* mean in the sentence *To a large extent, much of northern Europe and England became a stronghold of Protestantism*?

  » an area in which Protestantism was the major religion



Heliocentric model of the solar system showing the sun, not Earth, at the center

Against this backdrop, scientific advances were being made. Scientists such as Nicolaus Copernicus and Galileo Galilei made discoveries that led them to reject the long-held belief that Earth lay at the center of the universe. Instead, they proposed a new view of the solar system, with the sun and not Earth at its center.

Of Princes and Protestants

When many people hear the word *Protestant*, they think about Martin Luther and other religious reformers of the Reformation. However, the word actually originated as a result of several German princes protesting a ruling by the Church that Luther be arrested and punished for his rebellious actions and ideas. These princes were the original "Protestants." Over time, however, the term came to be associated with religious reformers, like Luther, who protested against certain teachings and practices of the Church during the Reformation.

31

Pronunciation Table	
Word(s)	**CK Code**
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/

- Have a student read the first paragraph on page 31 aloud.

  Inferential. A backdrop is the setting or conditions within which something happens. What does the phrase *"against this backdrop"* at the beginning of the paragraph mean?

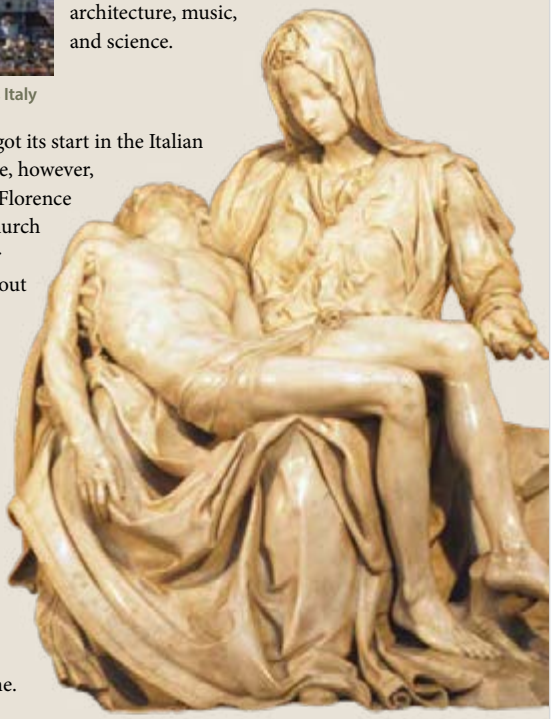
  » In this case, it means that while people like Martin Luther were beginning to question the Church's teachings and authority, people like Copernicus and Galileo were questioning the long-held belief that Earth was at the center of the universe.

Renaissance and Rebirth

As you know, the Renaissance was a cultural movement in Europe characterized by renewed interest in ancient Greek and Roman civilization and learning. This revival of ancient ideas and ideals—the word *Renaissance* means "rebirth"—took hold during the latter part of the Middle Ages. The Renaissance sparked enormous creativity and experimentation in European art, literature, architecture, music, and science.

The Cathedral of Florence, Italy

The Renaissance got its start in the Italian city of Florence. In time, however, the focus shifted from Florence to Rome, where the Church had its papal offices, or headquarters. From about 1450 CE onward, one pope after another decided to support great Renaissance artists and architects, just like the wealthy residents of Florence did. The popes called artists to Rome and set them to work creating some of the most magnificent paintings, sculptures, and buildings of all time.



Michelangelo's *Pietà*, located in St. Peter's Basilica in Rome, 1499 CE

32

Raphael's *The School of Athens*, located in the Apostolic Palace, 1510 CE

The popes justified these artistic undertakings by claiming that when people saw majestic buildings, gorgeous paintings, and beautiful sculptures, they would be in awe. They would ponder the glory of God. They would also appreciate the splendor and power of the Church and be thankful to be a part of it. But its power and role in people's lives was about to be seriously threatened.

33

- Have a student read the paragraph on page 33 aloud.

  Inferential. Foreshadowing is a literary device authors use to give a warning or suggestion about events to come before those events happen. What does the author foreshadow in the last sentence of this page?

  » Something that seriously threatened the power and role of the Church in people's lives will be revealed in future chapters.

Support

Foreshadowing is often used by an author to keep the reader interested in and wondering about what will happen next.

Challenge

Have students research the word parts of *foreshadow* and their meanings. Have them create another example of foreshadowing. Ask them to predict what is being foreshadowed in the next chapter.

Reading Wrap-Up Discussion

Speaking and Listening
Presenting

Entering/Emerging
Provide 1:1 support in rereading, answering questions, and identifying details used by the author. Provide sentence starters and frames to guide student in presenting.

Transitioning/Expanding
Redirect student to the text as needed to aid in answering chapter questions and presenting.

Bridging
Provide support in answering questions and presenting as needed.

WRAP-UP (10 MIN.)

- Have students work in small groups to answer the following chapter questions. Question 2 restates The Big Question in a slightly different way, and part of the answer is repeated from Lesson 3. Have all groups share out with the class.

1. **Literal.** 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 author uses vocabulary such as *bequeathed*, phrases such as *social glue*, and devices such as foreshadowing to describe the Church's influence and practices. The Church held communities together by teaching people 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.
2. **Inferential.** Although the Church had some positive influences on many people's lives, why did some people, such as Martin Luther, seek to reform the Church during the 1400s and 1500s? What were some of the negative practices of the Church?
    - » Some people believed the Church became too rich, powerful, and corrupt during the Middle Ages and needed to be reformed. The Church raised some of its money by exchanging indulgences for donations of money, and wealthy people were able to buy their way into the clergy, practices which some saw as corrupt. Because the Mass was held in Latin, people could not fully understand the meaning of the service, nor could they read for themselves what was written in the Bible. This may have made them feel somewhat distant, or disconnected, from the Church. It also may have made them feel that they needed to rely more on the Church to tell them about what they should believe and how they should live their lives.

WORD WORK: *DEVOUT* (5 MIN.)

1. In the chapter you read, "Luther was a German monk and a devout Catholic."
2. Say the word *devout* with me.
3. *Devout* means devoted, especially to a specific religion or point of view.
4. Most monks in the Middle Ages were devout Catholics, devoting their entire lives to the Church.

5. Do you know of anyone who is a devout follower of something? Be sure to use the word *devout* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "___ is a devout ___."

6. What part of speech is the word *devout*?

    » adjective

- Use a Synonyms and Antonyms activity for follow-up.
- Think-Pair-Share. "What does *devout* mean? What are some synonyms, or words that have a similar meaning, of *devout*?"
    - Prompt pairs to provide words like *dedicated, loyal,* and *committed*.
- "What are some antonyms, or words that have the opposite meaning, of *devout*?"
    - Prompt pairs to provide words like *unfaithful, disloyal,* and *indifferent*. As students discuss synonyms and antonyms, guide them to use the word *devout* in a complete sentence: "An antonym of devout is indifferent."

Lesson 4: The Influence and Practices of the Church: A Closer Look

Language

30M

GRAMMAR: SUBJECT-LINKING VERB AGREEMENT (15 MIN.)

Primary Focus: Students will review how to make subjects and linking verbs agree in the present and past tenses. **[L.5.1c; L.5.1d]**

- Remind students that they have learned about subject–linking verb agreement in the present and past tenses. Review that a linking verb connects the subject to words in the predicate that describe the subject.
- Remind students that a linking verb does not show action. For example, *are*, which is the form of the verb *to be* in the present tense, is an example of one linking verb. Share the following example sentences with students using *are*:
    - The castles are large.
    - The children are tired.

- Remind students that there are a small number of other verbs that may also function as linking verbs, in addition to forms of the verb *to be*. Verbs associated with the five senses, such as *to feel, to look, to taste, to smell,* and *to sound,* can also act as linking verbs connecting the subject to words in the predicate that describe the subject. These linking verbs are typically followed by an adjective (e.g., I felt tired. You looked happy).

Check for Understanding

Clarify for students that when a senses verb is used as action followed by a noun rather than an adjective, it is not a linking verb.

- Direct students' attention to the Subject–Linking Verb Agreement in the Present Tense Poster. Invite students to give examples of singular and plural nouns, preferably examples from this unit's content (e.g., the printing press, Gutenberg, Martin Luther, the Church, books, cathedrals). Write their examples on the board/chart paper. Review the following:
    - When the singular pronoun *I* is the subject, the correct verb form is *am*.
    - When a singular noun or one of the pronouns *he, she,* or *it* is the subject, the correct verb form is *is*.
    - All plural subjects and the singular pronoun *you* use the verb form *are*.
    - The present tense of the linking verbs *to feel, to look, to taste, to smell*, and *to sound* is formed by adding *–s* to the end of the verb when a singular noun or the pronouns *he, she*, or *it* is the subject.
- Direct students' attention to the Subject–Linking Verb Agreement in the Past Tense Poster. Invite students to give examples of singular and plural nouns, preferably examples from this unit's content (e.g., the Middle Ages, Rome, monks, reformers). Write their examples on the board/chart paper. Review the following:
    - When the subject is the pronoun *I* or one of the pronouns *he, she,* or *it*, the correct form is *was*.
- All plural subjects and the singular pronoun *you* use the verb form *were*.
- The past tense of the linking verb *to feel* is felt for all subjects. The past tense of the linking verbs *to look, to taste, to smell,* and *to sound* are *looked, tasted, smelled,* and *sounded* for all subjects.

- Point to the first sentence you prepared in advance.
  - (present/to be) The printing press ___ an important invention.
- Note that the information in brackets before the sentence gives students direction about the verb for this sentence.
- Ask students for the correct linking verb. Refer to the posters as necessary. Explain that the sentence is written in the present tense and that the subject is singular. The correct linking verb is *is*.
- Have students provide the correct linking verbs and forms for the remaining sentences, referring to the posters as needed.
  - (past/to feel) Jacques ___ nervous about his first day of work at the printing shop. (felt)
  - (present/to smell) The ink ___ strong like varnish. (smells)
  - (past/to be)During the Middle Ages, most people ___ not able to read or write. (were)
- Have students turn to Activity Page 4.1. Read the directions with students and complete the first item together. Have students complete the rest of the activity page for homework.

MORPHOLOGY: PREFIX *EN–* (15 MIN.)

Primary Focus: Students will practice distinguishing between root words and words with the prefix *en–* and correctly use those words in sentences. **[L.5.4b]**

- Refer to the Prefixes Poster and remind students that prefixes are added to the beginning of root words to make new words.
- Point to the prefix *en–* and ask students to read what it means. (to put into or to make)
- Tell students you will give them two word choices. Some words are root words and some are affixed words. Then you will read a statement and students must decide which of the word choices the statement demonstrates.

Support

Guide student in turning a few present tense example sentences into past tense sentences, and vice-versa, showing how the subject and verbs change form.

Challenge

Have students create a compound, complex, or compound-complex sentence about this unit in which they use both present and past tense linking verbs.

Activity Page 4.1

Language
Using Verbs and Verb Phrases

Entering/Emerging
Provide 1:1 support on Activity Page 4.1. Provide a word bank and sentence frames for completing and creating sentences. Have students pantomime senses linking verbs and past and present tenses.

Transitioning/Expanding
Allow student to work with a partner to complete Activity Page 4.1. Redirect student to the Present and Past Tense posters and the example sentences as needed.

Bridging
Provide support on Activity Page 4.1 as needed.

Activity Page 4.2

Support

Display the fully revised sentence with the correct word/phrase to confirm understanding (e.g., building a highway through the valley might endanger).

Check for Understanding

Ask students the difference between a root word and an affixed word. Define *affix* as needed. Say a few root words and a few affixed words (*en-* and others) and have students raise their hands to identify each.

- Danger or endanger? Building a highway through the valley might ruin the habitat of the animals that live there.
  - » endanger
- Closed or enclosed? Grandma shut the jewelry box after showing us her valuable necklaces.
  - » closed
- Able or enable? Jingyi's younger brother knows how to read now.
  - » able
- Enlighten or enliven? Rhys learned something new about the earth after reading a book she borrowed from the library.
  - » enlighten

- Have students turn to Activity Page 4.2. Read the directions and complete the first item together. Have students complete the rest of the activity page independently. Either review the answers as a class or collect the pages and grade them at a later time.

Lesson 4: The Influence and Practices of the Church: A Closer Look

Writing

15M

Primary Focus: Students will replace weak verbs with strong verbs in sample sentences. **[W.5.2d; L.5.3; L.5.3a; L.5.5]**

STRONG VERBS (15 MIN.)

- Tell students they will learn how choosing strong verbs will improve their writing.
- Strong verbs not only describe an action, they also express the emotion, attitude, or nature of the action. The strength of a verb is determined by how precisely it depicts the emotion, attitude, or nature of an action.
- Share the following examples with students: If you tell someone "John said, 'I am excited about recess,'" then the person you are speaking to doesn't know precisely how he said it. But, if you tell someone "John *exclaimed,* 'I am excited about recess,'" then the person knows more precisely how he *said* it; he said it with great emotion because *exclaimed* is a stronger verb than *said*. It means *said* in an enthusiastic or forceful way.
- Tell students that the verbs *exclaim, scream,* and *whisper* are all stronger verbs than the verb *says*.
- Explain that when students write, they should try to capture the reader's attention and convey their point precisely by choosing strong verbs.
- Direct students' attention to the sentence you wrote on the board:
  - The student walked into the room.
- Have students take two minutes to think of and discuss more interesting verbs for *walked*. Think-Pair-Share. Have pairs act out their favorite choices and see if the other students can guess the word.
  - Student choices may vary, but may include: *limped, ambled, strutted, strolled, skipped, hopped, plodded, trudged, glided, wandered, roamed, prowled, sauntered,* and *traipsed*.

Challenge

Have students create sentences using the other words provided to further demonstrate the nuance of meaning.

Reading for Information

Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support on Activity Page 4.2. Provide a word bank and sentence frames and/or starters. Direct student to *en-* chart as needed.

Transitioning/Expanding
Allow student to partner with a classmate on Activity Page 4.2. Offer guidance and direct student to the *en-* chart as needed.

Bridging
Offer guidance on Activity Page 4.2 as needed.

Support

Define or illustrate words as needed. Provide examples, such as "She put the book down" and guide in asking *how* she did this action (e.g., threw, placed, slammed, etc.).

Challenge

Have students draw or find images that illustrate the various alternates for *walk* and other words.

Activity Page 4.3

Writing
Selecting Language Resources

Entering/Emerging
Provide 1:1 support on Activity Page 4.3. Show student images illustrating actions. Create a word web of alternates in the past tense. Have students pantomime actions and alternates.

Transitioning/Expanding
Allow student to work with a partner on Activity Page 4.3. Provide further support as needed.

Bridging
Provide support on Activity Page 4.3 as needed.

- Have students turn to Activity Page 4.3. Read the directions and complete the first item together. Have students complete the rest of the activity page independently.

Check for Understanding

Explain that using strong verbs is especially important when speaking. Clarify that when writing, one may use punctuation to help show exclamation or emotion (e.g., "I'm excited about recess!" John said.). Clarify that although variety and emotion for many verbs is important, it is not always necessary to replace the word *said* when writing. Say a few verbs and have students give a "thumbs up" for strong verbs and "thumbs down" for weak verbs.

End Lesson

Lesson 4: The Influence and Practices of the Church

Take-Home Material

GRAMMAR

- Have students complete Activity Page 4.1 for homework.

Activity Page 4.1

LESSON

5

The Rise of Reformers

PRIMARY FOCUS OF LESSON

Reading

Students will read an informational text to identify and describe key events and people of the Reformation. **[RI.5.1; RI.5.2; RI.5.3]**

Writing

Students will draft a friendly letter with a clear purpose from Jacques's point of view. **[RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10]**

FORMATIVE ASSESSMENT

Activity Page 5.2	**The Reformation Movement Timeline** Attach two pages together to form a timeline and fill in sequential information with page numbers about Martin Luther, the pope, and Frederick III. **[RI.5.1; RI.5.2; RI.5.3]**
Activity Page 5.3	**A Letter from Jacques** Reference Activity Pages 2.6 and 3.3, and use a template to draft a letter with a clear purpose from Jacques's point of view **[RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10]**

Writing Studio

If you are using Writing Studio, you may begin Unit 5, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Whole Group Reading: Chapter 4	Whole Group	30 min.	❏ *Shifts in Power* ❏ Activity Pages 5.1, 5.2 ❏ Sequence of Events: Martin Luther, the Pope, and Frederick III
Wrap-Up	Small Groups	10 min.	
Word Work: *Self-Disciplined*	Partner	5 min.	
Writing (45 min.)			
Review	Partner	5 min.	❏ Sample Letter ❏ Activity Pages 2.6, 3.3, 5.3
Draft a Friendly Letter	Whole Group	30 min.	
Lesson Wrap-Up	Partner	10 min.	

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- At the end of the reading lesson, you may wish to display the Sequence of Events: Martin Luther, the pope, and Frederick III, located in the digital components for this unit, to discuss the activity page.

Writing

- Display the sample letter from Jacques's father to Monsieur Lafarge prepared in Lesson 2. Alternatively, you may access a digital version in the digital components for this unit.
- Plan to put students in pairs to discuss Activity Page 3.3.

Language

Grammar

- Collect Activity Page 4.1 to review and grade, as there is no grammar lesson today.

Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Universal Access

Activity Page 5.2

- To provide historical context and review of *BCE/CE*, reference Timeline from Lesson 1, and the Sequence of Events: Martin Luther, the pope, and Frederick III found in the digital components.

Activity Page 5.3

- Reference Activity Pages 2.6 (marked-up copy) and 3.3, as well as sentence frames/starters from Lessons 2 and 3, to aid students in drafting a letter.

Lesson 5: The Rise of Reformers

Reading

45M

Primary Focus: Students will read an informational text to identify and describe key events and people of the Reformation. **[RI.5.1; RI.5.2; RI.5.3]**

WHOLE GROUP READING: CHAPTER 4 (30 MIN.)

Introduce the Chapter

- Tell students they will read Chapter 4, "The Reformation Movement."
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *ponder*.
- Have them find the word on page 34 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate ponder, and then have a student read the definition.
- Explain the following:
    - the part of speech
    - alternate forms of the word
- Have students reference Activity Page 5.1 while you read each word and its meaning.

Activity Page 5.1

Vocabulary

ponder, v. to think about deeply (pondered) (34)

theology, n. the study of religion (36)

superior, n. a person in a higher position (superiors) (36)

thesis, n. a statement or idea (theses) (36)

intervene, v. to come between; to prevent from happening (intervened) (38)

extravagance, n. something that is expensive or wasteful and not a necessity (38)

defy, v. to go against; to refuse to obey (defying) (39)

sect, n. a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group (42)

self-disciplined, adj. the ability to make yourself do what is necessary on your own without being told by someone else (43)

Vocabulary Chart for Chapter 4 "The Reformation Movement"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary	theology sect	ponder superior thesis intervene extravagance defy self-disciplined
Multiple-Meaning Core Vocabulary Words		superior
Sayings and Phrases	change of heart give his life to God cause a stir	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - What did Martin Luther, John Calvin, and others contribute to the Reformation movement?

Read "The Reformation Movement"

Pronunciation Table	
Word	**CK Code**
Erfurt	/aer*fort/

Chapter 4

The Reformation Movement

THE BIG QUESTION
What did Martin Luther, John Calvin, and others contribute to the Reformation movement?

Martin Luther sparked the Reformation, a movement that brought about great religious and political changes. As a young boy growing up in Germany, he could not have known that he would be responsible for such change.

Martin Luther was born into a relatively wealthy German family. His father prospered in the copper mining business. His family had enough money to send him to good schools and eventually to the University of Erfurt, one of the best universities in Germany. Luther was an excellent student and earned two degrees. In 1505 CE, at age 21, he decided to pursue a third degree, in law. But six weeks later he had a sudden change of heart.

What happened? As Luther later told the story, he was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther vowed that if he survived, he would give his life to God and become a monk.

Luther did survive. True to his promise, but much to his father's dismay, he stopped studying law and entered the Augustinian monastery in Erfurt.

Growing Doubts

Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess his sins, and follow its teachings. But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He **pondered** biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to

34

- Have students read the first four paragraphs on page 34 silently.

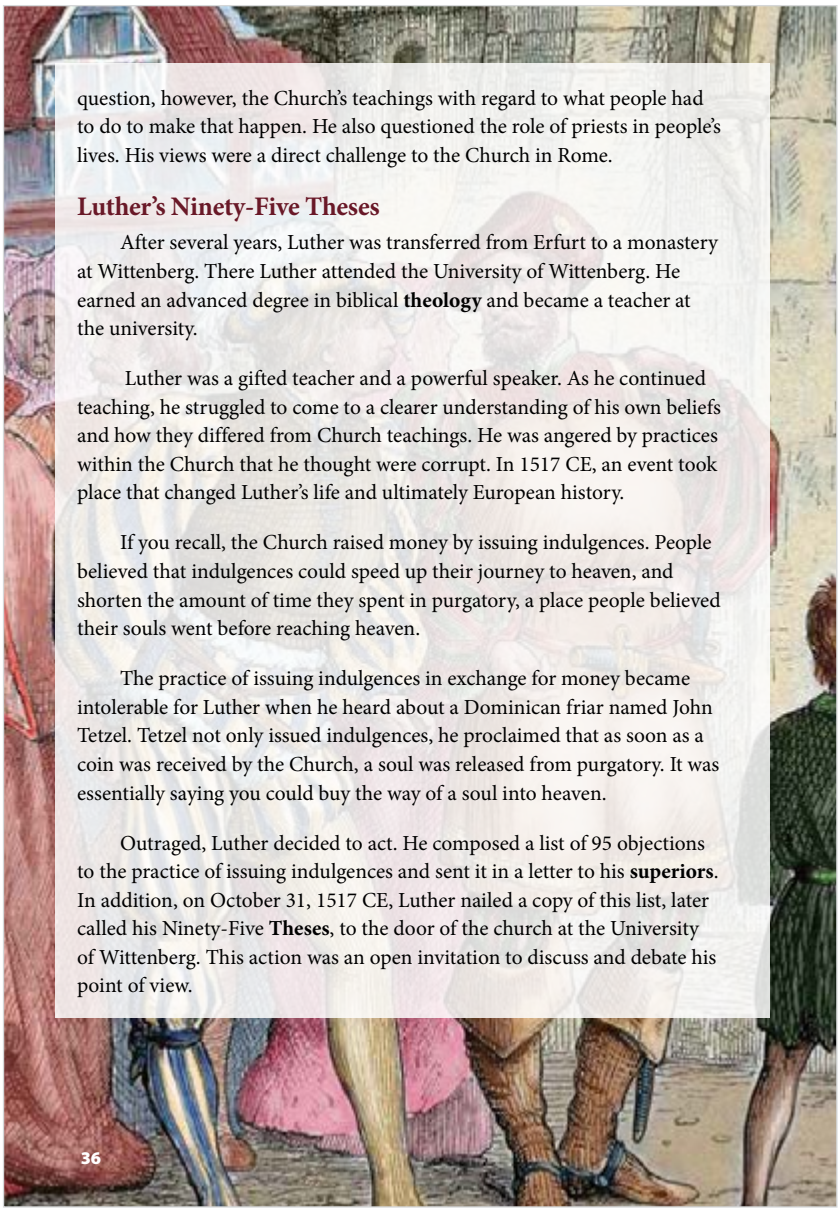
  Inferential. The text states, "As the storm raged around him, the terrified Luther vowed that if he survived, he would give his life to God and become a monk." What does *give his life to God* mean?

  » to commit to God for the rest of his life by becoming a monk

- Have students silently read the section "Growing Doubts" on the bottom of page 34 and top of page 36.

Luther at Erfurt by Sir Joseph Noel Paton, 1861

35



question, however, the Church's teachings with regard to what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome.

Luther's Ninety-Five Theses

After several years, Luther was transferred from Erfurt to a monastery at Wittenberg. There Luther attended the University of Wittenberg. He earned an advanced degree in biblical **theology** and became a teacher at the university.

Luther was a gifted teacher and a powerful speaker. As he continued teaching, he struggled to come to a clearer understanding of his own beliefs and how they differed from Church teachings. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history.

If you recall, the Church raised money by issuing indulgences. People believed that indulgences could speed up their journey to heaven, and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven.

The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard about a Dominican friar named John Tetzel. Tetzel not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy the way of a soul into heaven.

Outraged, Luther decided to act. He composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his **superiors**. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five **Theses**, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view.

36

Literal. 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.

Support

The word *theses* is the plural form of the word *thesis*. A thesis is a statement or claim that you defend with reasons, like a topic sentence in your writing.

Support

What were indulgences?

» Indulgences were certificates issued in exchange for donations of money to the Church.

Support

Intolerable means too bad or severe to be acceptable.

- Have students read the rest of page 36 silently.

  Evaluative. 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.

Martin Luther nails the
Ninety-Five Theses to the church door.

37

Another Storm Brewing

Luther was trying to start a discussion with his theses, not a revolution. But people who were unhappy with the Church were energized by Luther's actions. Luther's theses were quickly translated from Latin into German and—thanks to the printing press—thousands of copies were distributed across Europe in just a few months.

Encouraged, Luther began speaking out more openly against other Church teachings. He also wrote essays in which he discussed the importance of faith and the fact that all believers, wealthy or poor, were equal. These writings, including *On Christian Liberty*, *On the Freedom of a Christian [Man]*, and *An Open Letter to the Christian Nobility of the German Nation*, were also translated, printed, and widely distributed across Europe.

As you can imagine, not everyone was pleased about the stir Luther was causing. In 1518 CE, the pope summoned Luther to Rome to explain his actions. Fortunately for Luther, Frederick III, the elector, or ruler, of Saxony, **intervened**.

Frederick was in a tricky position. He had received a letter from the pope urging him to turn Luther over to Church officials in Rome. Frederick didn't necessarily agree with Luther's ideas on religion. However, as ruler of the region in which Luther lived, he didn't like the pope telling his subjects what to do, either. In fact, Frederick wanted to increase the power of the German nobility. Not only that, he was tired of sending German money to Rome to pay for perceived papal **extravagance**. He also suspected that Luther, a German, would not be treated fairly in Rome.

Instead of sending Luther to Rome, Frederick had his hearing moved to a city in southern Germany. There, Luther was questioned by Church officials about his beliefs. He refused to change his mind.

Luther's refusal to back down made the pope even angrier. In 1520 CE, the pope issued an official document called a papal bull. In his bull, the pope attacked Luther and said his writings were those of a heretic. Luther was ordered to recant, or take back, all that he'd said about the Church and its teachings.

38

Challenge

The author uses the metaphor "Another Storm Brewing" as the title of this section. What does the heading "Another Storm Brewing" suggest?

» The heading suggests that Luther's publications and actions were making people upset and angering the Catholic Church. The word *brewing* means making or developing. Everyone getting more and more upset was like seeing a storm coming (or brewing).

Challenge

Have students use the phrase "storm brewing" in a sentence.

- Have students read page 38 silently.

Inferential. Pretend you are Frederick III of Saxony. Explain why you refused to obey the pope's request and send Martin Luther to Rome.

» I didn't send Martin Luther to Rome because I don't like the pope telling my subjects what to do. I'm also afraid Luther will not be treated fairly in Rome. In fact, I think the pope has too much power. Plus, I am sick of sending him money that then goes toward extravagant things.

A Papal What?

Important orders issued by the pope were written on parchment and sealed with a lump of lead. To make the document official, the pope pressed his signet ring into the lump of metal while it was still warm and soft. The lead lump was called a *bulla* in Latin, which is why these papal documents came to be called *bulls*.

How did Luther respond? On December 10, 1520 CE, students, professors, and some of the townspeople of Wittenberg gathered before a blazing bonfire. They watched as Martin Luther defiantly dropped a copy of the papal bull into the blaze. In doing so, Luther was publicly **defying** the pope. It was a bold and dangerous move. A month later, the pope formally labeled Luther a heretic and excommunicated him from the Church.

Luther Burning the Papal Bull by Freidrich Paul Thumann, 1872

39

- Have students read page 39 silently.

  Literal. What did Martin Luther do in response to the pope's papal bull?

  » He defied the pope by burning the papal bull in public.

Support

What is a papal bull?

» an official order issued by the pope

Support

What does the word *defy* mean?

» to go against or refuse to obey

Refusal and Refuge

Many Germans, including some German noblemen, did not think Luther had been given a fair hearing. In 1521 CE, Luther was ordered to appear before a special assembly, called a diet, in the German city of Worms. The Diet of Worms included knights, Church officials, and representatives from various towns and regions. When Luther arrived, he thought he would get a chance to defend his ideas. Instead, Church officials piled his writings in front of him and again ordered him to denounce his ideas. Luther refused.

The Diet of Worms declared Luther to be not just a heretic, but also a criminal. Since it was common to kill heretics and criminals, Luther's life was in danger. Once again, Frederick III of Saxony came to his aid.

40

Support

Based on how it is used in the text, what does the word *denounce* mean?

» to take back or say something is bad or wrong

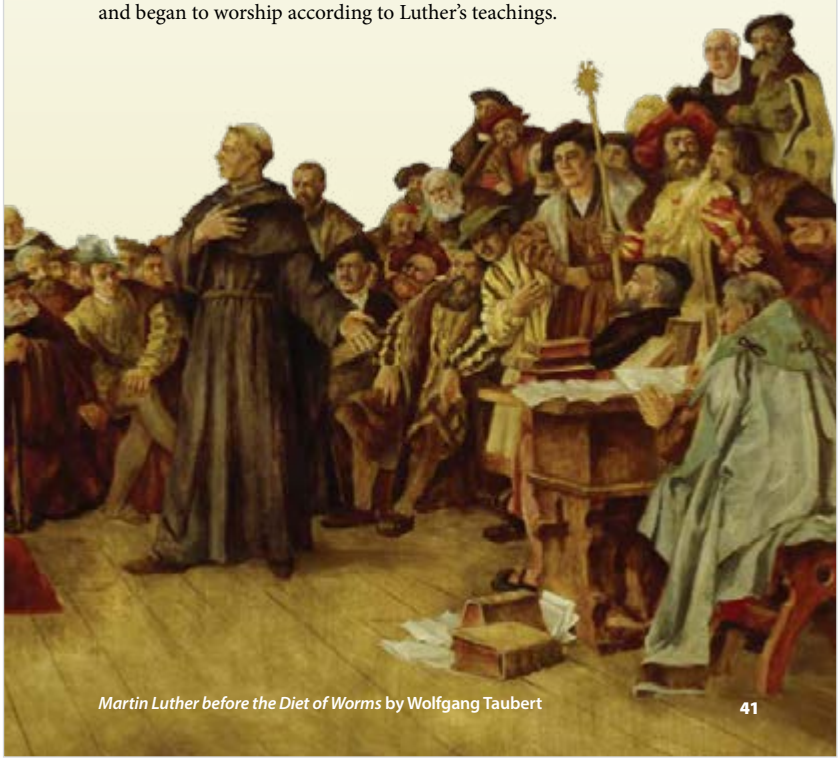
- Have students read pages 40 and 41 silently.

Literal. 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.

As Luther traveled back to Wittenberg, the elector arranged for masked horsemen to pretend to kidnap Luther. Frederick did not believe Luther was guilty of any crime that warranted death. He was also well aware that Luther had gained the support of many of Frederick's own subjects. Luther was whisked off to a castle where he remained in hiding and under Frederick's protection for 10 months. During that time Luther began translating the New Testament into German, setting a style of language that was more accessible to people.

By the time Luther came out of hiding, his push for **reform** had turned into a religious and political movement that had been greatly strengthened. The power of the printing press was evident as his ideas and beliefs spread far and wide. Those people who believed in his ideas left the Catholic Church and began to worship according to Luther's teachings.



Martin Luther before the Diet of Worms by Wolfgang Taubert 41

Evaluative. Why was Luther's translation of the New Testament so important?

» The New Testament was in Latin, a language many people could not read or understand. Luther translated it into German, a language that was more accessible to people. Having a more accessible language meant more people could read and understand the New Testament and did not have to rely on the Church to tell them what was said in the New Testament.

Evaluative. Ultimately, what was the result of Luther's Ninety-Five Theses?

» The Ninety-Five Theses sparked a religious and political movement called the Reformation. Some people left the Catholic Church and began to worship according to Martin Luther's teachings.

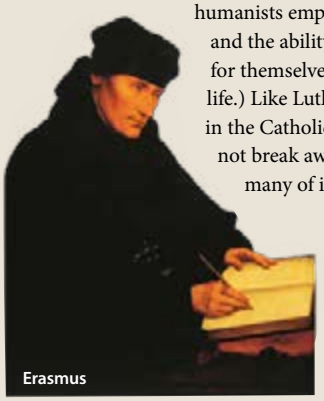
Support

How was Luther kept safe after he was deemed a criminal in Germany?

» Frederick III arranged a fake kidnapping and hid Luther in a castle.

Luther and Erasmus

Martin Luther continued to write about his religious ideas for the rest of his life. In the 1520s, he got into a debate with Desiderius Erasmus, a Dutch Renaissance humanist and scholar. (Renaissance humanists emphasized learning and scholarship and the ability of human beings to figure out for themselves what is true and important in life.) Like Luther, Erasmus wanted to see reform in the Catholic Church. Unlike Luther, he did not break away from the Church and respected many of its teachings and traditions.


Erasmus

In their writings, the two men debated many topics, including what free will was and whether human beings have it. Were people free to choose to be good, or not?

Other Protestant Reformers

Martin Luther set the Reformation in motion. Other religious reformers soon followed. Each reformer had his own ideas and his own vision of reform. Each gained his own set of followers. Disputes, even fighting, arose between some of these groups.

One radical **sect**, labeled Anabaptists by those who viewed them negatively, took control of the city of Münster, Germany, in 1534 CE. This sect established an independent community, or commune of believers. They set themselves apart from the world that existed outside the city walls. A Dutch tailor declared himself "king" of the community. In some ways they were social rebels, challenging the social order. The Münster Rebellion, as it was later known, didn't last much more than a year. The Anabaptists were either executed or forced out of the city. But it was a sign of how the

42

Support

What was the Munster Rebellion?

» In 1534 CE a radical sect, or group, took control of the city of Munster, Germany, and established a commune of believers. They were seen as rebels, and their actions later became known as the Munster Rebellion.

Pronunciation Table	
Word(s)	**CK Code**
Desiderius Erasmus	/des*ee*daer*ee*oos/ /ee*ras*moos/

- Have students read pages 42 and 43 silently.

  Literal. What did the Münster Rebellion signify?

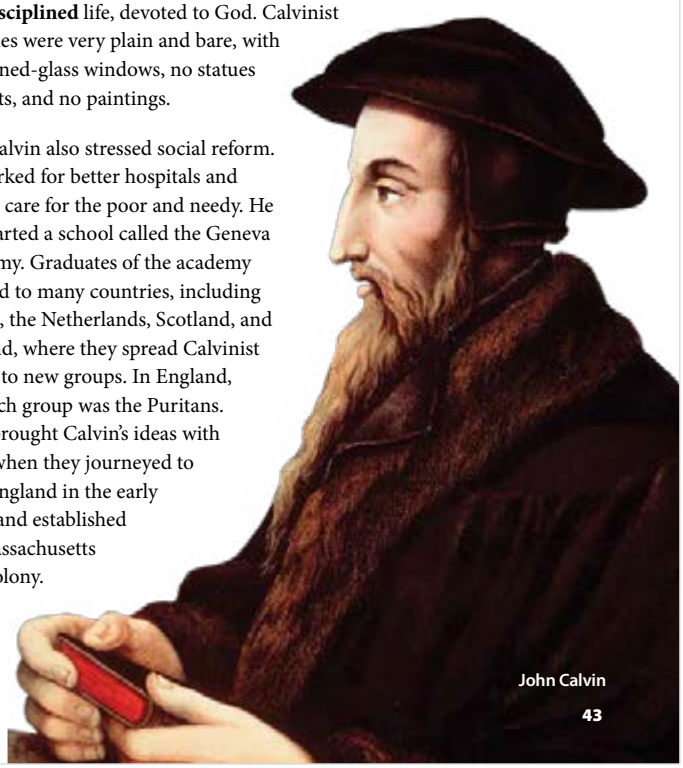
  » It was a sign of how the Reformation was changing not only people's religious beliefs, but also their ideas about politics and government.

Reformation was changing not only people's religious beliefs, but their ideas about politics and governments, too.

One of the most influential religious reformers in addition to Luther was a Frenchman named John Calvin. Calvin settled in Switzerland, in the city of Geneva. His ideas and teachings attracted many followers, and soon Geneva became the center of the religious reform movement known as Calvinism.

Calvin was opposed to many of the traditions and teachings of the Catholic Church. He believed that if the Bible did not specifically tell you to do something in a church service, then you shouldn't do it. He also believed in "predestination." This is the belief that some people have already been chosen by God for salvation. Those chosen, said Calvin, would lead a simple, **self-disciplined** life, devoted to God. Calvinist churches were very plain and bare, with no stained-glass windows, no statues of saints, and no paintings.

Calvin also stressed social reform. He worked for better hospitals and special care for the poor and needy. He also started a school called the Geneva Academy. Graduates of the academy traveled to many countries, including France, the Netherlands, Scotland, and England, where they spread Calvinist beliefs to new groups. In England, one such group was the Puritans. They brought Calvin's ideas with them when they journeyed to New England in the early 1600s and established the Massachusetts Bay Colony.



John Calvin

43

Literal. Describe John Calvin's beliefs.

» He believed that if the Bible did not specifically tell you to do something in a church service, then you shouldn't do it. He believed in predestination. He believed people should live a simple life devoted to God. He stressed social reform.

Inferential. What was the relationship between Calvin's ideas and the land that eventually became the United States?

» The Puritans in England brought Calvin's ideas to the land that eventually became the United States in the 1600s when they established the Massachusetts Bay Colony.

Support

What is predestination?

» The belief that some people have already been chosen by God for salvation

Check for Understanding

Have students think about the four key people they read about in this chapter. Say the names of a variety of historical figures from different time periods and have students raise their hands when they hear an important figure from The Reformation. (Martin Luther, the pope, Frederick III, and John Calvin)

WRAP-UP (10 MIN.)

- Have students turn to Activity Page 5.2.
- Have students follow the directions to cut out and tape or glue together the timeline.
- Students will work in small groups to summarize the major events of the chapter by recording events on a timeline on Activity Page 5.2. For each event completed on the timeline, have students cite the specific passage in the text that provides the information needed to describe the event.
- Have all groups share out and discuss. Review the answers for Activity Page 5.2 as a class using the Sequence of Events: Martin Luther, the Pope, and Frederick III found in the digital components.

WORD WORK: *SELF-DISCIPLINED* (5 MIN.)

1. In the chapter you read, "'Those chosen,' said Calvin, 'would lead a simple, self-disciplined life, devoted to God.'"
2. Say the word *self-disciplined* with me.
3. *Self-disciplined* means the ability to make yourself do what is necessary on your own, without being told to do so by others.
4. To master an instrument, you must be self-disciplined and practice every day.
5. What are some other examples of things you must be self-disciplined to achieve? Be sure to use the word *self-disciplined* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "You must be self-disciplined in order to . . . "

Activity Page 5.2

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support on Activity Page 5.2. Review BCE and CE and the chronology of events in the context of other events studied. Guide student in using the sentence frames, finding evidence, and citing page numbers.

Transitioning/Expanding
Allow student to work with a partner to complete Activity Page 5.2. Provide guidance for the timeline and citing evidence as needed.

Bridging
Provide support on Activity Page 5.2 as needed.

6. What part of speech is the word *self-disciplined*?
    » adjective

- Use a Discussion activity for follow-up. Talk with your partner about someone you know who is/was self-disciplined. Describe how being self-disciplined helped that person achieve something. Give students an example of someone you know who is self-disciplined and how his or her self-discipline has contributed to success. Be sure to use the word *self-disciplined* in complete sentences as you discuss this with your partner.

Lesson 5: The Rise of Reformers

Writing

45M

Primary Focus: Students will draft a friendly letter with a clear purpose from Jacques's point of view. **[RL.5.2; RL.5.3; RL.5.6; W.5.4; W.5.5; W.5.10]**

REVIEW (5 MIN.)

- Put students in pairs, and refer to the Sample Letter. Remind students they may also reference the Sample Letter on Activity Page 2.6.
- Have students discuss questions 5–10 on Activity Page 3.3 with their partner.

Activity Pages
2.6, 3.3, 5.3

DRAFT A FRIENDLY LETTER (30 MIN.)

- Have students work independently, using Activity Pages 3.3 and 5.3 to draft their friendly letter from Jacques.
- Remind them to include all the parts of a friendly letter.
- Tell students their letter should have a clear purpose and supporting details.
- Remind students that friendly letters can include humor and casual language.
- Encourage students to use strong verbs in their writing.
- Circulate and check in with students, offering support as they draft their letter.

LESSON WRAP-UP (10 MIN.)

- Ask students to return to their partners and read their letters to each other.
- Ask students to listen for the purpose of the letter and repeat it to the writer at the end of the reading.

Check for Understanding

Remind students that strong verbs show emotion or *how* someone is doing something, such as the word *shouted* instead of *said*. They are more specific and make writing more interesting. Share a few sample excerpts from student letters and have students raise their hands when they hear a strong verb. Allow a few students to suggest a strong verb to replace a weak verb.

Support

Guide students in recalling the five parts of a friendly letter. (heading, greeting, body, closing, signature)

Support

Ask students if their purpose is clear enough for them and their partners to summarize. If not, guide students to make their purpose more specific by adding details as needed.

- Circulate and check in with students to ensure students are sharing their letters and offering appropriate feedback.
- Feedback. Collect letters to review and provide written feedback. Written feedback may include comments such as:
    - You have used good strong verbs that express emotion, attitude, or the nature of the action, making your letter more interesting.
    - You have included a purpose in your letter but it comes near the end of the body of the letter. Move it to earlier in the letter so the purpose is clearly stated near the beginning.
    - You state an argument for something in the letter but the evidence supporting this argument is missing. What evidence could you add to support your argument?

End Lesson

Challenge

Have students trade papers and underline all the strong verbs in the letter. Have them circle weak verbs that could be changed.

Range of Writing

Writing

Entering/Emerging
Provide 1:1 support on Activity Page 5.3. Reference the marked-up sample letter and sentence frames/starters from Lessons 2 and 3. Guide students in finalizing a purpose and transferring content to the new letter template.

Transitioning/Expanding
Allow student to work with a partner to complete Activity Page 5.3. Redirect student to Activity Page 2.6 and 3.3 as needed.

Bridging
Provide support on Activity Page 5.3 as needed.

LESSON

6

The Rise of Reformers: A Closer Look

PRIMARY FOCUS OF LESSON

Reading

Students will reread informational text to review key events of the Reformation and to summarize the motives of key figures. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**

Grammar

Students will review the function of prepositions and prepositional phrases and use them correctly in sentences. **[L.5.1a]**

Morphology

Students will distinguish between root words and words with the suffix *–ist* and use those words correctly in sentences. **[L.5.4b]**

Spelling

Students will practice spelling targeted words and review definitions and parts of speech. **[L.5.2e; L.5.4]**

FORMATIVE ASSESSMENT

Activity Page 6.1	**The Reformation Movement** Summarize the motives of Reformation figures, cite page numbers, and act out roles while answering questions aloud. **[RI.5.1; RI.5.2; RI.5.3; SL.5.2]**
Activity Page 6.2	**Prepositions** Choose prepositions from a word bank to complete and create sentences and label preposition type. **[L.5.1a]**
Activity Page 6.3	**Suffix**: ***–ist*** Choose *–ist* words from a work bank to complete sentences and riddles, create a riddle using an *–ist* word, and compare/contrast a novelist and artist. **[L.5.4b]**
Activity Page 6.5	**Practice Spelling Words** Match spelling words to definitions and identify parts of speech. **[L.5.2e]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Partner Reading: Chapter 4	Partner	20 min.	❑ *Shifts in Power* ❑ Activity Page 6.1 ❑ Answer Key for Activity Page 6.1 ❑ Notebook paper ❑ Highlighters in four colors ❑ Costumes and props (optional)
Act It Out	Partner/ Small Groups	20 min.	
Word Work: *Defy*		5 min.	
Language (45 min.)			
Grammar: Prepositions and Prepositional Phrases	Partner/ Small Groups	15 min.	❑ Prepositional Phrases Poster ❑ Activity Page 6.2
Morphology: Suffix *-ist*	Whole Group	15 min.	❑ Activity Page 6.3
Spelling	Whole Group	15 min.	❑ Activity Pages 6.4, 6.5, SR.1
Take-Home Material			
Morphology; Spelling			❑ Activity Pages 6.3–6.5 ❑ Fluency Supplement selection (optional)

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Plan to divide students into three groups before the lesson. Each group will be assigned a historical figure for the activity page while reading. One historical figure, Martin Luther, will require students to answer six questions; the other two will require students to answer two to three questions. Therefore, the group assigned to Martin Luther should include students who are capable of reading and comprehending text and answering several short answer questions without guided support. Other students should be assigned to one of the other two groups. Alternatively, you may divide students into four groups and assign two of the groups two to three items each on Martin Luther.
- You may wish to gather costumes and props for students to use when acting out the chapter. You might have students wear attire typical of their historical figure. Those representing Martin Luther could wear a black hat and/or a monk's robe. Those representing the pope may wear a red skullcap and/or a red coat. Those representing Frederick III might wear fancy things such as a hat with a feather or large jewelry.
- Plan to provide a copy of the Answer Key for Activity Page 6.1 to each group. Alternatively, you may access a digital version of this in the digital components for this unit.

Language

Grammar

- Create and display an enlarged version of the following Prepositional Phrases Poster on the board/chart paper. Alternatively, you may access a digital version of this in the digital components for this unit.

Function	Prepositional Phrases
Place	on the front door
	in the grand cathedral
Time	every Sunday
	in 1517
Partner	with his devoted students

- Write the following sentences on the board/chart paper:
    - On October 31, 1517, Luther nailed a copy of his *Ninety-Five Theses* to the door of the church.
    - In 1518, the pope summoned Luther to Rome.
    - The pope wrote his orders on parchment and sent it with a messenger.
    - After receiving the parchment from the pope, Luther dropped it into the blaze.
- This lesson includes Think-Pair-Share activities.

  Note: Prepositions and prepositional phrases were taught in Lessons 6 and 9 in the Renaissance unit.

Fluency (Optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10.

Universal Access

Activity Page 6.2

- Have students pantomime prepositions by using their hands or objects to show relationships, such as one hand *over, under, in,* or *on* another to show place; or a block before or after another to show time sequence or place. Be sure to distinguish between place and time for tricky prepositions such as *in* and *on*.
- Create a word web on the board/chart paper for the three prepositional types and guide students in listing words for each category. Highlight the three types using different colors, labeling the tricky prepositions that may be in different categories.
- Create sentence frames/starters to guide students in creating sentences with prepositions from the word bank. Add prepositions to the bank as needed.
    - Our school is located ___ (in) the city ___ (of). It is between ___ and ___, and beside ___.
    - Our classroom is ___ (next to) ___ and around the corner from ___.

Activity Page 6.3

- Create sentence frames/starters for Part III to guide students in writing a riddle:
  - I am ___, and I spend my days doing the following things: ___.
  - My job is to ___.
  - I like my job because I get to ___.
- Create sentence frames/starters for Part IV to guide students in comparing and contrasting a novelist and an artist.
  - I think being a(n) artist/pianist would be more challenging than being a(n) artist/pianist because ___.
  - Artists and pianists are similar in the following ways: ___.
  - Artists and pianists are different because ___.
  - I think I would like to be a(n) ___ because ___.

Activity Page 6.5

- Create a copy of the word bank on the board/chart paper showing separated prefixes to guide students in focusing on the root words and the changes in meaning caused by the prefixes:
  - im/measurable im/mobile im/patient im/possible
  - in/correct in/definite in/dependent in/complete
  - excavate exclude exterior export
- Guide students in reviewing the spelling word chart to recall word definitions and parts of speech.
- Create a word bank on the board/chart paper for parts of speech with examples as needed:
  - noun (town)
  - adjective (silly)
  - article (the)
  - pronoun (she)
  - adverb (quickly)
  - interjection (Ow!)
  - verb (run)
  - preposition (on)

Lesson 6: The Rise of Reformers: A Closer Look

Reading

45M

Primary Focus: Students will reread informational text to review key events of the Reformation and to summarize the motives of key figures.

[RI.5.1, RI.5.2, RI.5.3; SL.5.2]

PARTNER READING: CHAPTER 4 (20 MIN.)

Review the Chapter

- Tell students that they will reread parts of Chapter 4, "The Reformation Movement," to review the key events and focus on the motives, or reasons, why key figures of the Reformation did the things they did.
- Ask students how Johann Gutenberg, Martin Luther, Frederick III, and John Calvin contributed to the Reformation movement.
  - » Gutenberg invented a printing press, which gave more people access to printed information and ideas. Martin Luther wrote the *Ninety-Five Theses,* which opposed some of the Church's practices and sparked the Reformation movement. Frederick III protected Martin Luther from the pope's punishment. John Calvin spread Calvinist beliefs, which included the belief that people should lead a simple life of self-discipline, devoted to God.
- You may wish to review the following vocabulary words before you reread the chapter:

Vocabulary

ponder, v. to think about deeply (*pondered*) (34)

theology, n. the study of religion (36)

superior, n. a person in a higher position (*superiors*) (36)

thesis, n. a statement or idea (*theses*) (36)

intervene, v. to come between; to prevent from happening (*intervened*) (38)

extravagance, n. something that is expensive or wasteful and not a necessity (38)

defy, v. to go against; to refuse to obey (*defying*) (39)

sect, n. a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group (42)

self-disciplined, adj. able to make yourself do what is necessary on your own without being told by someone else (43)

- Remind students that they can look up a word in the glossary if they forget its meaning.
- Have one student read The Big Question at the beginning of the chapter. Ensure that students understand the meaning of The Big Question before reading the chapter.
    - What did Martin Luther, John Calvin, and others contribute to the Reformation movement?

Read "The Reformation Movement"

- Pair students within the groups you prepared in advance to read and complete Activity Page 6.1.
- Using established procedures, have students read the chapter in pairs. Students may ask their partner for help sounding out or defining words, as necessary. Have students make a note of vocabulary, phrases, or concepts they do not understand, noting the page number, so they may seek clarification.
- Have students turn to Activity Page 6.1.
- Assign students one of three historical figures (Martin Luther, the pope, or Frederick III) and have them record the name on the first sheet of Activity Page 6.1. Students will complete Activity Page 6.1 for their assigned historical figure by writing in first person from the point of view of the historical figure.
- Review Activity Page 6.1 with students by reading the instructions and helping them identify which events apply to their assigned historical figure. You might have students highlight or star the boxes in which they should write. Students assigned Martin Luther will complete questions 1, 2, 4b, 6, 8, and 10. Students assigned the pope will complete questions 3, 5, and 7. Students assigned Frederick III will complete questions 4a and 9.
- Tell students they will use Activity Page 6.1 to act out historic events in this lesson, so it is important that they complete it accurately.

Activity Page 6.1

Support

Remind students that *first-person* means writing from the perspective of the person, using the pronoun *I*. Provide some examples of first-and third-person to demonstrate the differences.

Challenge

Have students change an example sentence from third-person to first-person, and vice versa. Ask for an example of second-person.

Check for Understanding

Point out the two columns on Activity Page 6.1: *events* and *argument*. Ask students what an argument is. Give examples, and have students raise their hands to indicate an event (e.g., the nailing of the *Ninety-Five Theses* to the Church door) or an argument (to protest certain practices; etc.)

ACT IT OUT (20 MIN.)

- Students will prepare and act out the events of the Reformation involving Martin Luther, the pope, and Frederick III.
- Group students according to the historical figure on whom they focused for Activity Page 6.1. Give each group time to share their notes. Then give each group a copy of the Answer Key for Activity Page 6.1 to check their work. You may also display a digital version of the Answer Key for Activity Page 6.1 provided in the digital components for this unit for students to check their work. Choose one student from each group to act as the historical figure. This student will read his or her answers from Activity Page 6.1 aloud.
- Have students keep Activity Page 6.1 in front of them during this activity, and reference the displayed digital version of the Answer Key.
- Tell students you will say the events aloud and ask students questions. Students acting as each of these historical figures should physically act out the events as you say them. Then they will explain the events verbally by answering your questions.
- Students who are not acting should follow along on Activity Page 6.1 and continue to add to their explanations as they listen and observe. Repeat the exercise a few times with different students acting out the parts to allow for a broader assessment.
- Use the following to facilitate the three selected students in acting out one of the events of the Reformation involving Martin Luther, the pope, and Frederick III of Saxony. Refer to the Answer Key for Activity Page 6.1 to provide support to students as they answer.

1. Once Luther became dissatisfied with the Catholic Church, he wrote the *Ninety-Five Theses* and posted them for all to see. Why did you write the *Ninety-Five Theses*, Martin Luther?
    - » Student acting as Martin Luther reads his or her response to question 1 on the activity page.
2. After posting the *Ninety-Five Theses*, Luther's views became more popular, and he wrote more essays. Why did you do this, Luther?
    - » Student acting as Martin Luther reads his or her response to question 2 on the activity page.
3. The pope was upset by Martin Luther's writing. He summoned Luther to Rome. The pope also wrote a letter to Frederick III urging him to turn Luther over to the Church. Why did you summon Luther, Pope?
    - » Student acting as pope reads his or her response to question 3 on the activity page.

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support on Activity Page 6.1. Guide students in rereading, clarifying questions, recording and citing information, and acting out information about Frederick.

Transitioning/Expanding
Redirect students to particular excerpts of text to record and cite information about Frederick or the pope. Allow students to practice sharing with a partner.

Bridging
Offer guidance on Activity Page 6.1 as needed.

4a. Frederick III refused to send Luther to Rome. Instead, he sent Luther to southern Germany for trial. Why did you send Luther to southern Germany, Frederick?

» Student acting as Frederick III reads his or her response to question 4a on the activity page.

4b. The officials in southern Germany asked Luther to change his mind and take back what he had said about the Church. Luther refused to change his mind. Why didn't you recant, Luther?

» Student acting as Martin Luther reads his or her response to question 4b on the activity page.

5. The pope heard of Luther's trial and was unhappy with the result. The pope issued a papal bull calling Luther a heretic. Why did you issue a papal bull, Pope?

» Student acting as pope reads his or her response to question 5 on the activity page.

6. Luther publicly defied the pope by burning the papal bull in a bonfire. Why did you burn the papal bull, Luther?

» Student acting as Martin Luther reads his or her response to question 6 on the activity page.

7. In response, the pope excommunicated Luther. Why did you excommunicate Luther, Pope?

» Student acting as pope reads his or her response to question 7 on the activity page.

8. A group of German noblemen were called to assemble at the Diet of Worms. There, Church officials asked Luther to denounce ideas. Luther refused and was labeled a criminal. Why did you again refuse to recant, Luther?

» Student acting as Martin Luther reads his or her response to question 8 on the activity page.

9. Frederick III organized a fake kidnapping of Luther and hid him in a castle. Why did you do such a thing, Frederick?

» Student acting as Frederick III reads his or her response to question 9 on the activity page.

10. While in hiding, Luther began translating the New Testament into German, setting a style of language that was more accessible to people. Why did you spend all that time translating the New Testament, Luther?
    - » Student acting as Martin Luther reads his or her response to question 10 on the activity page.
11. Luther came out of hiding; the Reformation had become a religious and political movement with many supporters.

WORD WORK: *DEFY* (5 MIN.)

1. In the chapter, you read, "They watched as Martin Luther defiantly dropped a copy of the papal bull into the blaze. In doing so, Luther was publicly defying the pope."
2. Say the word *defy* with me.
3. *To defy* means "to go against" or "to refuse to obey."
4. I defied my father's rule that I eat everything on my plate; instead I fed my dog my dinner roll.
5. What are some examples of times when you defied someone or something? Be sure to use the word *defy* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I defied ___ when I ___."

6. What part of speech is the word *defy*?
    - » verb

- Use a Describing activity for follow-up: "Describe Martin Luther's actions using the word *defy*. Who or what did he defy? Be sure to use the word *defy* in your response."
    - » Ensure that students use the word *defy* in complete sentences in their descriptions.

Lesson 6: The Rise of Reformers: A Closer Look

Language

45M

GRAMMAR: PREPOSITIONS AND PREPOSITIONAL PHRASES (15 MIN.)

Primary Focus: Students will review the function of prepositions and prepositional phrases and use them correctly in sentences. **[L.5.1a]**

Review Prepositions and Prepositional Phrases

- Remind students that they have learned about a part of speech called a preposition. Ask students what a preposition does and have them give some examples.
- Think-Pair-Share**.** Have a few pairs share out. Clarify that a preposition gives more information about where something happens, when something happens, or with whom or what the subject or object of the sentence is. A preposition often answers the questions *Where?, When?,* or *With whom/what?*
- Remind students about prepositional phrases. A prepositional phrase contains a preposition and other words that could include an article, a noun, a possessive noun or pronoun, adjectives, and adverbs.
- Refer to the Prepositional Phrases Poster as you review the following:
  - Prepositional phrases give information about place—about where something happens or about the location of an object.
  - Prepositional phrases also give information about time—about when something happens.
  - Prepositional phrases also tell about partners—about the people or things that are with the subject or object of the sentence.
- Direct students' attention to the first sentence you prepared in advance.
  - On October 31, 1517, Luther nailed a copy of his *Ninety-Five Theses* to the door of the church.
- Have students help you to identify a prepositio n and its prepositional phrase. Then have them tell you the function of that prepositional phrase. Invite a volunteer to circle the first preposition (On), underline the prepositional phrase (On October 31, 1517), and write whether the function is place, time, or partner (time).

Support

Briefly review articles, nouns, possessive pronouns, adjectives, and adverbs and guide students in identifying and providing examples.

Challenge

Have students identify all of the parts of speech in an example sentence.

- Invite another volunteer to circle another preposition in this sentence (to), underline the prepositional phrase (to the door), and write whether the function is place, time, or partner (place).
- Have students work in small groups to continue this activity, using the following information as a guide. Prepositions are in bold, and prepositional phrases are underlined. The functions of the prepositional phrases are in parentheses at the end.
    - **In** 1518, the pope summoned Luther **to** Rome. (time, place)
    - The pope wrote his orders **on** parchment and sent it **with** a messenger. (place, partner)
    - **After** receiving the parchment **from** the pope, Luther dropped it **into** the blaze. (time, partner, place)

Check for Understanding

Clarify for students that some prepositions have different functions depending upon the phrase. Provide example sentences for *on* and *in* and have students raise their hands to first indicate place (e.g., on the table; in the classroom) and then to indicate time (e.g., on the last day; in the year 2015).

- Have students turn to Activity Page 6.2. Read the directions and example with students. Then complete the first item together. Have students complete the rest of the activity page independently. Either review the answers as a class or collect the pages and grade them at a later time.

MORPHOLOGY: SUFFIX *-IST* (15 MIN.)

Primary Focus: Students will distinguish between root words and words with the suffix *–ist* and use those words correctly in sentences. **[L.5.4b]**

Introduce Suffix *–ist*

- Refer to the Suffixes Poster that was previously posted in the classroom. Remind students that a *suffix* is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.

Language
Modifying to Add Details

Entering/Emerging
Provide 1:1 support on Activity Page 6.2. Have students pantomime prepositions. Provide sentence frames/starters as needed. Refer to the Prepositional Phrases Poster and word web of three prepositional types.

Transitioning/Expanding
Allow students to work with a partner to complete Activity Page 6.2. Redirect students to the Prepositional Phrases Poster as needed.

Bridging
Offer guidance on Activity Page 6.2 as needed.

Activity Page 6.2

Support

Review the terms *root word, affix, prefix,* and *suffix* as needed. Guide students in producing examples.

Challenge

Have students list their own *–ness* words to demonstrate "the state or condition of being." Ask students to explain the difference among the terms *root word, affix, prefix,* and *suffix*.

- Briefly review the suffix *–ness* from a previous unit. Remind students that the suffix *–ness* means "the state or condition of being" (e.g., *kindness, sickness, drowsiness,* etc.).
- Tell students that today they will learn about the suffix *–ist*.
- Write the suffix *–ist* on the Suffixes Poster and point out that it is pronounced /ist/.
- Explain that *–ist* means "a person who." Add this meaning to the Suffixes Poster.
- Tell students that the suffix *–ist* is added to nouns, and it does not change the part of speech of the root word. Adding the suffix *–ist* does change the meaning of the root word.
- Write the word *novel* on the board/chart paper. Ask students if they know what the word means. Explain that, as an adjective, *novel* means "new." As a noun, which is the focus of this lesson, a novel is a fictional book. Have a couple student volunteers use the word in a sentence (e.g., the school's library received a box of new novels; Someday I want to write a novel; etc.)
- Add the suffix *–ist* to *novel* and have students read the new word. Ask students what the word *novelist* means. Explain that a *novelist* is a person who writes fictional books. Ask students if the part of speech changed from *novel* to *novelist*. Clarify that both words are nouns.
- Share the following example of *novelist* used in a sentence:
    - The novelist will be signing copies of her book at the bookstore on Saturday.
- Ask students to provide sentences using the word *novelist*. (Answers may vary.)
- Continue in this manner with the remaining *–ist* words, using the following chart as a guide:

  Note: You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction. Complete as many examples as time permits.

Root Word	Meaning	Affixed Word	Meaning and Synonyms	Sentence
art	(noun) something created with imagination and skill for others to enjoy or to express ideas	Artist	(noun) a person who makes art	The artist sold his watercolor painting at the art festival.
N/A	The Latin root *dentum* means tooth.	Dentist	(noun) a person who takes care of people's teeth	We visit the dentist twice a year to get our teeth checked and cleaned.
science	(noun) the study of the natural world through experiments and observations	Scientist	(noun) a person who works in a branch of science	The scientist was patient as she waited for the results of her experiment.
piano	(noun) a large musical instrument with a keyboard that produces music when you press the keys	pianist (pronounced /pee*an*ist/)	(noun) a person who plays the piano	The pianist practiced many hours a day for his concert.
solo	(noun) a performance by one person	Soloist	(noun) a person who performs a musical solo	The audience watched as the soloist walked on the stage for the performance.

Check for Understanding

Explain that sometimes, when the suffix *–ist* is removed, the full root word remains, and sometimes only part of the word remains. Using examples in the chart, have students make a circle with their hands to indicate a full root word (*art* in *artist*), or a half-circle with one hand to indicate a partial word (*piano* becomes *pian*.)

- Have students turn to Activity Page 6.3. Briefly review the directions and complete the first question as a teacher-guided activity. Have students complete the rest of the activity page for homework.

Activity Page 6.3

SPELLING (15 MIN.)

Primary Focus: Students will practice spelling targeted words and review definitions and parts of speech. **[L.5.2e; L.5.4]**

Introduce Spelling Words

- Explain that students will practice 12 words related to prefixes they have studied in morphology. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

  Note: Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

1. immeasurable
2. immobile
3. impatient
4. impossible
5. incorrect
6. indefinite
7. independent
8. incomplete
9. excavate
10. exclude
11. exterior
12. export

- As you introduce and write each word, it may be helpful to point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *immeasurable* includes a schwa sound (/ə/) in the last syllable of the word (i.e., the last syllable is pronounced /bəl/ but spelled 'ble') and then point out the 'le' spelling for /əl/ that is included on the Individual Code Chart.

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support on Activity Page 6.3. Guide students in adding 's' as needed. Provide sentence frames/starters for creating riddles and comparing/contrasting a novelist and artist. Direct students to the *–ist* chart as needed.

Transitioning/Expanding
Allow students to partner with a classmate on Activity Page 6.3. Offer guidance and direct students to the *–ist* chart as needed.

Bridging
Offer guidance on Activity Page 6.3 as needed.

Support

Repeat the words and syllables as needed. Redirect students to the pronunciation chart.

Challenge

Have students identify the prefixes in some of the spelling words and explain how the prefix changes the meaning of the word.

Pronunciation/Syllabication Table		
Word	**CK Code**	**Syllable Type**
immeasurable	/im*mezsh*er*ə*bəl/	closed*closed*r-controlled*ə*ə
immobile	/im*moe*bəl/	closed*open*ə
impatient	/im*pae*shənt/	closed*open*ə
impossible	/im*pos*ə*bəl/	closed*closed*ə*ə
incorrect	/in*kə*rekt*/	closed*ə*closed
indefinite	/in*def*ə*nit*/	closed*closed*ə*digraph
independent	/in*də*pen*dənt/	closed*ə*closed*ə
incomplete	/in*kəm*pleet/	closed*ə*digraph
excavate	/ex*kə*vaet/	closed*ə*digraph
exclude	/ex*klood/	closed*digraph
exterior	/ex*teer*ee*er/	closed*r-controlled*open*r-controlled
export	/ex*port/	closed*r-controlled

Check for Understanding

Instruct students to raise their hands if: there are more affixed words than root words (yes); all of the words are the same part of speech (no); there are more adjectives than any other part of speech (yes); there are any adverbs (no); and the prefixes *in-* and *im-* have similar meaning and effect on the root words (yes).

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence. Have students check their understanding again as needed after reviewing the chart.

Spelling Word	Definition	Example Sentence
immeasurable	(adjective) too large in size or amount; impossible to measure	The love the solider had for his country was immeasurable.
immobile	(adjective) not able to move	I was in such shock after falling that I was immobile for a few seconds.
impatient	(adjective) not able to be calm while waiting	The little girl was so impatient while waiting in line for ice cream that her aunt decided to leave the store.
impossible	(adjective) not able to happen	It is impossible to be in two places at the same time.
incorrect	(adjective) having errors or mistakes	Two quiz answers were incorrect, but my teacher let me redo the problems at home for extra credit.
indefinite	(adjective) not already decided; likely to change	Our field trip will last for an indefinite amount of time, so we are not sure when we will return to the school.
independent	(adjective) does not need something or somebody else for support; can function on its own	My cousin is independent from her parents—she lives on her own and pays her own bills.
incomplete	(adjective) not finished; lacking some part	I had to turn in an incomplete project because I waited until the last minute to work on it and I didn't finish it.
excavate	(verb) to uncover something by digging it out and removing dirt that covers it	My aunt studies dinosaur bones—she excavates sites to find evidence of dinosaurs.
exclude	(verb) to leave something out	The teacher reminded the students not to exclude important information from their paragraph.
exterior	(noun) an outer part or surface	We had to use special paint to paint the exterior of our house—the paint had to be able to withstand the weather.
export	(verb) to send a product out of a country to be sold in another country	Brazil exports many products to the United States, including coffee beans.

- Tell students that the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 6.4 and 6.5. Explain that they will take home Activity Page 6.4 to practice spelling the words and complete Activity Page 6.5 for homework.

End Lesson

Lesson 6: The Rise of Reformers: A Closer Look

Take-Home Material

MORPHOLOGY; SPELLING

- Have students take home Activity Pages 6.3 and 6.5 to complete.
- Have students take home Activity Page 6.4 to practice the spelling words.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Mid-Unit Content Assessment

Note: This is a good opportunity to use the Tens Scoring System to gather formative assessment data.

Note: You may wish to pause one day before proceeding to Lesson 7 so that you can assess students' comprehension of the domain content presented in the Reader thus far. During your next ELA period, administer the Mid-Unit Content Assessment (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment, including having students reread Reader chapters or read Fluency Supplement selections.

Activity Page 6.4

Activity Page 6.5

Language
Selecting Language Resources

Entering/Emerging
Provide 1:1 support on Activity Page 6.5. Provide a copy of the word bank showing separated prefixes. Create a word bank for parts of speech with examples as needed. Guide students in reviewing the spelling word chart.

Transitioning/Expanding
Redirect students to the spelling word chart. Offer additional guidance on Activity Page 6.5 as needed.

Bridging
Offer guidance on Activity Page 6.5 as needed.

LESSON

7

Revolutionary Thinking

PRIMARY FOCUS OF LESSON

Reading

Students will read informational text to describe and summarize the new scientific theories proposed by Copernicus, Kepler, and Galileo, as well as and the Church's response to those theories. **[RI.5.1; RI.5.2; RI.5.3]**

Writing

Students will reference informational text to plan a slide presentation about key events and figures of the Reformation. **[W.5.2; W.5.4; W.5.5]**

FORMATIVE ASSESSMENT

Activity Page 7.2	**"What Is at the Center of the Universe?"** Answer questions about the chapter while reading and discussing, using complete sentences, citing evidence, and listing page numbers. **[RI.5.1; RI.5.2; RI.5.3]**
Activity Page 7.3	**Excerpt from "What Is at the Center of the Universe?"** Reread text and summarize content using three of five provided vocabulary words. **[RI.5.2; W.5.2]**
Activity Page 7.4	**Slide Presentation** Choose three related slide titles from list and begin to plan slide show by referencing Reader to answer questions in bullet/phrase form. **[W.5.2; W.5.4; W.5.5]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Small Group Reading: Chapter 5	Small Groups/ Partner	30 min.	❏ *Shifts in Power* ❏ Activity Pages 7.1, 7.2
Reading Wrap-Up Discussion	Small Groups	10 min.	
Word Work: *Contradict*	Whole Group	5 min.	
Writing (45 min.)			
Plan a Slide Presentation	Small Groups	40 min.	❏ Activity Pages 7.4, SR.2 ❏ Slide Presentation Rubric ❏ Sample Slide Presentation
Lesson Wrap-Up	Whole Group	5 min.	❏ *Shifts in Power* ❏ Slide Titles List
Take-Home Material			
Reading			❏ Activity Page 7.3

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version of The Big Question in the digital components for this unit.
- Ensure that the unit timeline is displayed.
- This lesson contains Think-Pair-Share activities.

Writing

- Prepare to display the Sample Slide Presentation found in the digital components for this unit. This will also be used during Lesson 8.
- If students do not have access to computers or the appropriate presentation software, prepare for them to create slides on individual sheets of paper using Activity Page 7.4.
- If students are using computers, arrange for them to have access to them to create the slide presentations during Lesson 8.
- Prepare and display an enlarged version of the Slide Presentation Rubric. Alternatively, you may access a digital version in the digital components for this unit.

Slide Presentation Rubric				
Introduction	**Exemplary**	**Strong**	**Developing**	**Beginning**
	Topic is clearly stated on introduction slide.	Topic is stated on introduction slide, but could benefit from further revision.	Topic is stated on introduction slide, but is unclear.	Topic is not stated on introduction slide.
	Image(s) carefully selected and effectively arranged to grab the viewer's attention.	Interesting image(s) included, but arrangement could benefit from revision.	An image is included, but selection and/ or arrangement do not add to or enrich introduction slide.	Image not included on introduction slide.
	The image(s) and text work together effectively to convey an overview of the topic of the slide presentation.	The image(s) and text somewhat work together to convey the topic of the slide presentation.	The image(s) and text do not work together to convey the topic of the slide presentation.	Parts of the text or image(s) are missing.
Body	The titles on each slide effectively grab the viewer's attention.	Some titles on some slides grab the viewer's attention.	The titles on each slide do not grab the viewer's attention.	Titles are not included on each slide.
	The text on each slide clearly relates to the topic.	The text on most slides relates clearly to the topic.	The text on the slides relates loosely to the topic.	The text on the slides does not relate to the topic.
	The images clearly support the ideas stated in the text.	Most images clearly support the ideas stated in the text.	Only a few images support the ideas stated in the text.	The images do not support the ideas stated in the text.
Conclusion	The title on the conclusion slide clearly summarizes the topic.	The title on the conclusion slide summarizes the topic.	The title on the conclusion slide loosely summarizes the topic.	The title on the conclusion slide does not summarize the topic.
	The image clearly contributes to the meaning.	The image contributes to the meaning.	The image does not contribute to the meaning.	The conclusion slide does not include an image.
	The conclusion provides one final, new thought about the topic.	The conclusion provides one final thought about the topic.	The connection of the final thought to the topic is unclear.	No final thought is included.
Structure of the Piece	All slides follow a logical sequence.	Most slides follow a logical sequence.	Some slides follow a logical sequence.	Connections between slides are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.

- Prepare and display the Slide Titles List. Alternatively, you may access a digital version in the digital components for this unit.

  Slide Titles List

  Choose from the following titles to create your "body" slides about the Reformation. These titles have been grouped according to topics that might work well together in a presentation.

  - What Was the Reformation?
  - Who Was Martin Luther?
  - Why Did Martin Luther Nail the Ninety-Five Theses to the Door?
  - Why Was Martin Luther Angry with the Catholic Church?
  - What Were the Effects of Martin Luther's Actions?
  - What Were Some Scientific Changes During the Reformation?
  - Who Were Some of the Scientists During the Reformation?
  - What Is at the Center of the Universe?
  - Galileo Galilei
  - Nicolaus Copernicus
  - Johannes Kepler and Tycho Brahe
  - What Was the Relationship Between the Church and Scientific Discovery?
  - Who Was Johann Gutenberg?
  - How Did Gutenberg's Background Prepare Him to Invent a Printing Press?
  - How Did Gutenberg's Printing Press Work?
  - What Was the First Book Gutenberg Printed?
  - Why Was Gutenberg's Printing Press Important?
  - How Did the Reformation Change the World?

Language

Morphology; Spelling

- Collect Activity Pages 6.3 and 6.5 to review and grade, as there are no morphology or spelling lessons today.

Universal Access

- Create sentence starters to guide students in turning questions into complete statements. Guide students in finding evidence and citing page numbers. You may wish to point out pertinent reader images.
    - People in the past believed in the geocentric model of the universe because ___.
    - The heliocentric model of the universe differs from the geocentric model in the following ways: ___.
    - Copernicus feared the Church's reaction to his book because ___.
    - The Church was concerned about a heliocentric explanation of the universe because ___.
    - The reason the Church was concerned with scientific theories was ___.
    - The invention of the telescope helped Galileo contradict the ideas of Aristotle and Ptolemy by ___.
    - Galileo did not think his ideas contradicted the Church's teachings because ___.
    - The reason Galileo recanted his views supporting the heliocentric model was ___.
- Create a marked-up copy of the Slide Titles List that is color-coded according to similar topics (or guide student in helping you to do so.) For example, highlight the four questions about Martin Luther in the same color:
    - Who Was Martin Luther?
    - Why Did Martin Luther Nail the Ninety-Five Theses to the Door?
    - Why Was Martin Luther Angry with the Catholic Church?
    - What Were the Effects of Martin Luther's Actions?
- Guide student in choosing three titles from a highlighted list for the body of their presentation. Help them make connections across topics that may not be as obvious.
- Direct students to the text of the Reader to answer the questions.
- Create examples of how each question would be answered by using bullets/phrases. First, use sentence frames to show how a complete sentence would answer the question, and then direct students to take the word from each blank to create bullet points and/or phrases.

1. Who Was Martin Luther?
    - » Martin Luther was ___, ___, and ___.
      a German monk
      a Catholic scholar who read the Bible
      a reformer who wanted to change the Church

Start Lesson

Lesson 7: Revolutionary Thinking

Reading

45M

Primary Focus: Students will read informational text to describe and summarize the new scientific theories proposed by Copernicus, Kepler, and Galileo, as well as the Church's response to those theories. **[RI.5.1; RI.5.2; RI.5.3]**

SMALL GROUP READING: CHAPTER 5 (30 MIN.)

Introduce the Chapter

- Tell students they will read Chapter 5, "What Is at the Center of the Universe?"
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *contradict*.
- Have them find the word on page 48 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader, locate *contradict*, and then have a student read the definition.
- Explain the following:
    - the part of speech
    - alternate forms of the word
- Have students reference Activity Page 7.1 while you read each word and its meaning.

Activity Page 7.1

Vocabulary

contradict, v. to disagree with and go against a statement or action (*contradicted*) (48)

theory, n. an explanation for why something happens based on evidence (*theories*) (49)

contemporary, n. a person living in the same time period and/or who is the same age as another person (*contemporaries*) (49)

condemn, v. to say in a strong or definite way that something is wrong or bad (51)

speculation, n. an educated guess about something; not proven beyond doubt (53)

Vocabulary Chart for Chapter 5, "What Is at the Center of the Universe?"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		contradict theory contemporary condemn speculation
Multiple-Meaning Core Vocabulary Words		contemporary
Sayings and Phrases	the naked eye beyond all doubt on his deathbed on to something	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

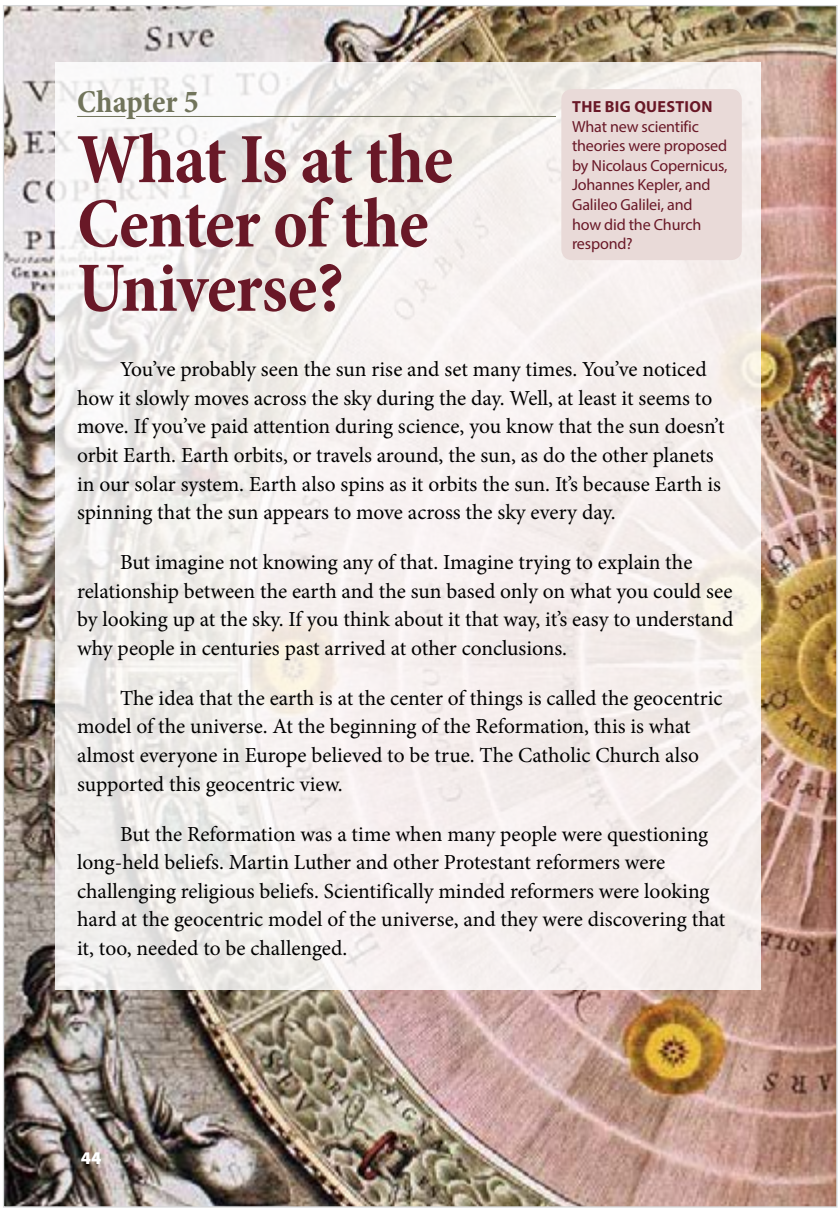
Establish Small Groups

- Before reading the chapter, divide students into two groups using the following guidelines:
    - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 7.2 with your support during reading.
    - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. As noted earlier in this unit, we encourage you to vary how you assign students to read independently or with partners. Likewise, you may want to ask some or all students to complete Activity Page 7.2 independently, which can then be used as a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 7.2 correctly.

Activity Page 7.2

Read "What Is at the Center of the Universe?"

- The following guided reading supports are intended for use with Small Group 1.



Chapter 5

What Is at the Center of the Universe?

THE BIG QUESTION
What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

You've probably seen the sun rise and set many times. You've noticed how it slowly moves across the sky during the day. Well, at least it seems to move. If you've paid attention during science, you know that the sun doesn't orbit Earth. Earth orbits, or travels around, the sun, as do the other planets in our solar system. Earth also spins as it orbits the sun. It's because Earth is spinning that the sun appears to move across the sky every day.

But imagine not knowing any of that. Imagine trying to explain the relationship between the earth and the sun based only on what you could see by looking up at the sky. If you think about it that way, it's easy to understand why people in centuries past arrived at other conclusions.

The idea that the earth is at the center of things is called the geocentric model of the universe. At the beginning of the Reformation, this is what almost everyone in Europe believed to be true. The Catholic Church also supported this geocentric view.

But the Reformation was a time when many people were questioning long-held beliefs. Martin Luther and other Protestant reformers were challenging religious beliefs. Scientifically minded reformers were looking hard at the geocentric model of the universe, and they were discovering that it, too, needed to be challenged.

44

- Have a student read page 44 aloud.

  Literal. Why did people in the past believe in the geocentric model of the universe?

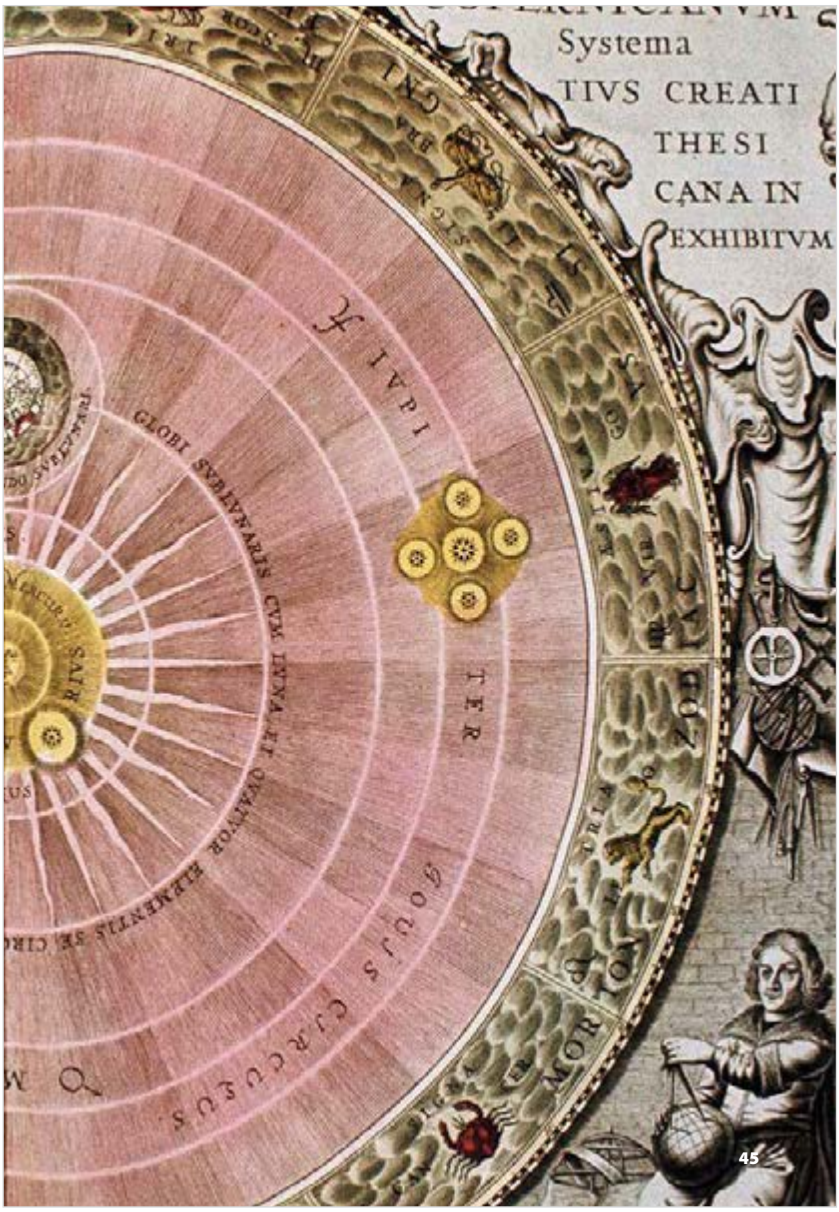
  » Answers may vary, but should include that people could only explain the relationship between the earth and the sun based only on what they could see by looking up at the sky. They saw the sun appear to move across the sky every day and thought that was all the knowledge they needed.

- Have students record the answer(s) to question 1 on Activity Page 7.2.

Support

What is the geocentric model of the universe?

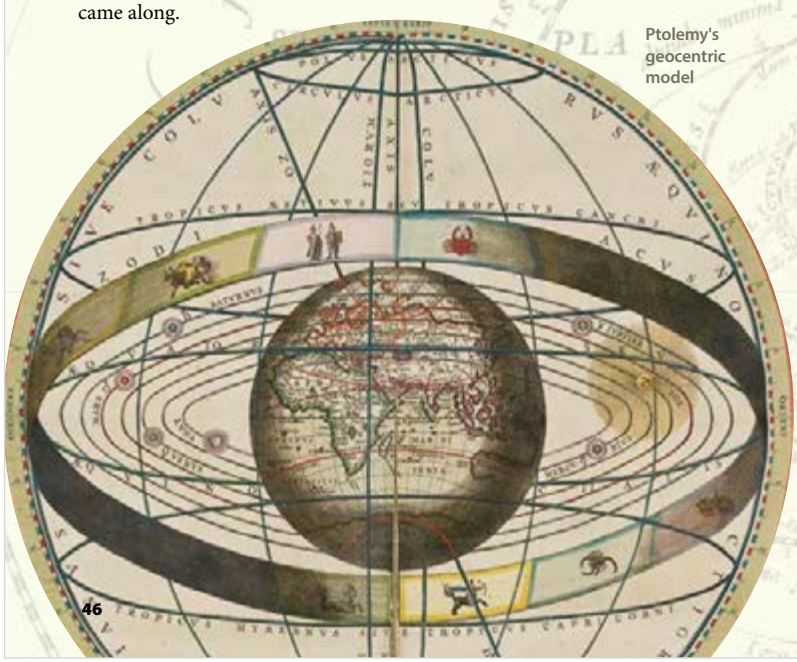
» The geocentric model of the universe states that the earth is at the center of the universe and the sun moves around it.


Systema
TIVS CREATI
THESI
CANA IN
EXHIBITVM
IVPI
TER
GLOBI SVBLVNARIS CVM LVNA ET QVATVOR ELEMENTIS SE CIRC
GOVIS CIRCVEVS
45

From Earth-Centered to Sun-Centered: Ptolemy and Copernicus

The idea that the earth was at the center of the universe seems to have had its start in ancient Greece. The Greek philosopher Aristotle wrote about it as early as the fourth century BCE. During the second century CE, a Greek astronomer and mathematician named Claudius Ptolemy expanded on Aristotle's ideas. In fact, the geocentric model is sometimes called the Ptolemaic model.

Ptolemy supported Aristotle's view that Earth stood still at the center of the universe, while the sun, moon, and planets all revolved around it. He thought these heavenly bodies were located in different spheres—something like gigantic, crystal-clear bubbles—with the bigger spheres around the smaller spheres, and Earth at the very center. For many hundreds of years, people accepted Ptolemy's model of the universe. No one questioned his views—no one, that is, until a Polish astronomer named Nicolaus Copernicus came along.



Ptolemy's geocentric model

46

Word(s)	CK Code
Aristotle	/aer*ə*sto*təl/
Claudius Ptolemy	/klawd*ee*əs/ /tol*ə*mee/
Ptolemaic	/tol*ə*mae*ik/

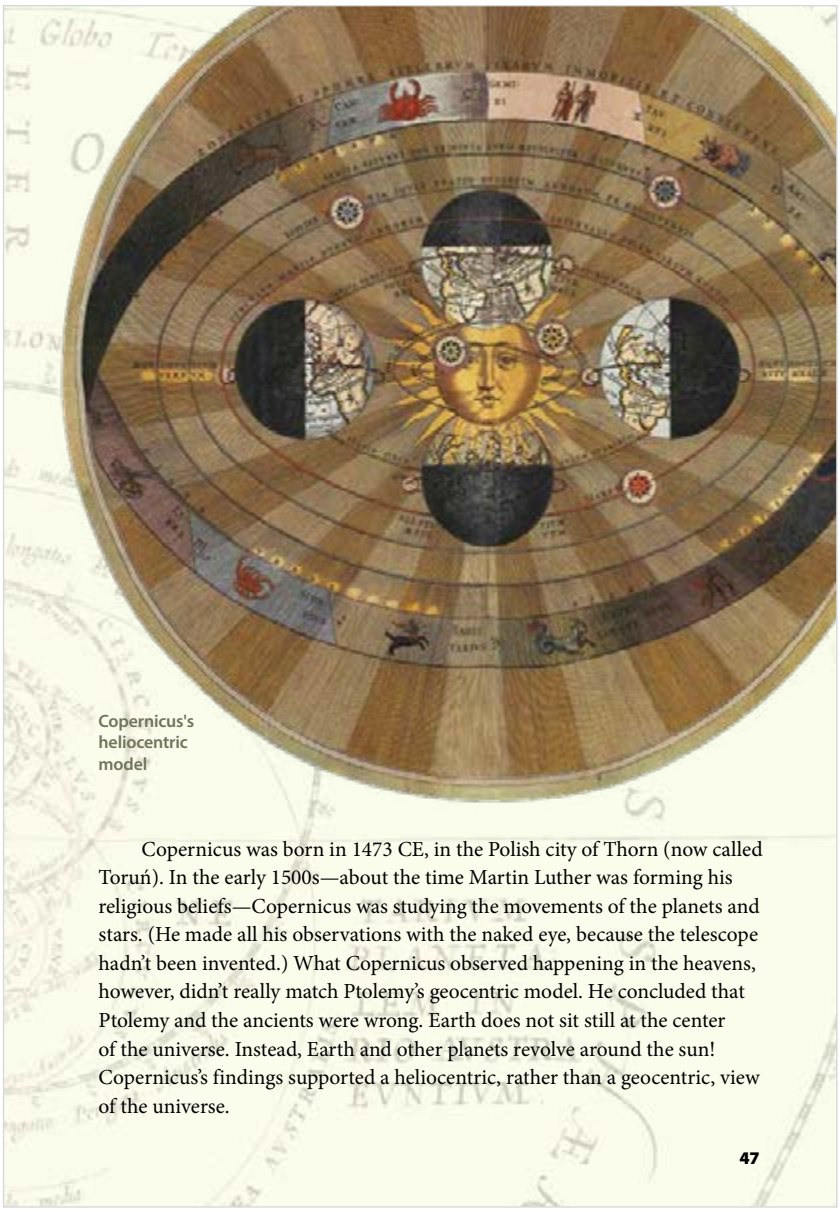
- Have students read pages 46 and 47 silently.

Support

Use the unit timeline on display to help students understand when Aristotle wrote about the earth as the center of the universe, as early as the 4th century BCE, and when Ptolemy expanded on Aristotle's ideas, during the 2nd century CE.

Literal. 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.



Copernicus's heliocentric model

Copernicus was born in 1473 CE, in the Polish city of Thorn (now called Toruń). In the early 1500s—about the time Martin Luther was forming his religious beliefs—Copernicus was studying the movements of the planets and stars. (He made all his observations with the naked eye, because the telescope hadn't been invented.) What Copernicus observed happening in the heavens, however, didn't really match Ptolemy's geocentric model. He concluded that Ptolemy and the ancients were wrong. Earth does not sit still at the center of the universe. Instead, Earth and other planets revolve around the sun! Copernicus's findings supported a heliocentric, rather than a geocentric, view of the universe.

47

Literal. Who was Nicolaus Copernicus, and what did he study?

» He was a Polish astronomer who studied the movement of the planets and stars around the same time Martin Luther was forming his religious beliefs.

Inferential. How does the heliocentric model of the universe differ from the geocentric model?

» The heliocentric model states that the sun is at the center of the universe, whereas the geocentric model states that the earth is at the center.

- Have students record the answer(s) to question 2 on Activity Page 7.2.

Support

The author says that Copernicus "made all his observations with the naked eye because the telescope had not yet been invented." What does the phrase *with the naked eye* mean in this context?

» It means just using his eyes without the help of any tool such as a telescope.

Support

What is the name of the model of the universe supported by Copernicus's findings?

» the heliocentric model

Challenge

Compare and contrast the terms *geo* and *helio*. What are some other words that you can find and define that use these terms, and how are they related to the earth and sun? (e.g., geo—geology, geode, geography; helio—heliotrope, helioscope, heliosis)

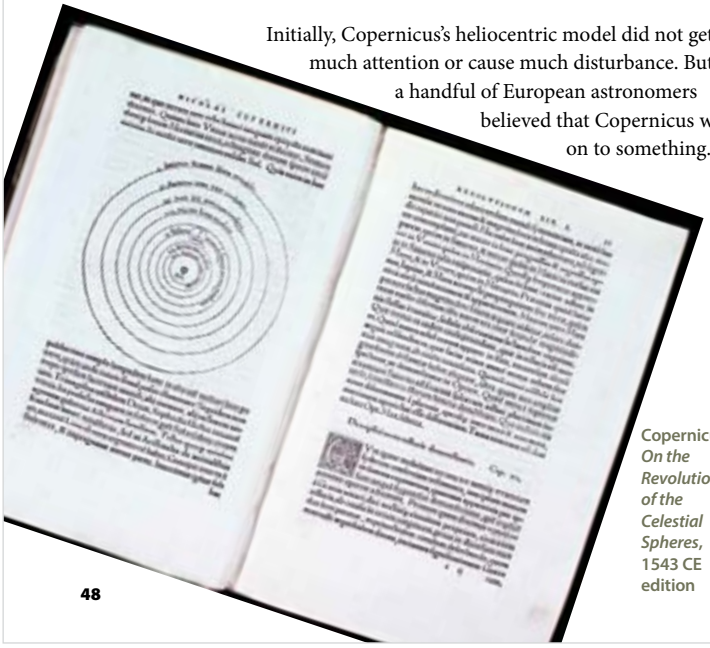
Copernicus had made a great discovery. But he did not run out and shout it from the rooftops. In fact, he kept quiet about his work. Why? For one thing, he did not have enough evidence to prove his ideas beyond all doubt. Copernicus may also have feared what would happen to him if he publicly **contradicted** the Church's beliefs about the nature of the universe and the earth's place in it.

It wasn't until 1543 CE, at the very end of his life, that Copernicus published his findings in a book called *On the Revolutions of the Celestial Spheres*. According to some accounts, Copernicus was handed the first printed copy of his book while on his deathbed. Once again the power of printing helped to spread new ideas, this time in the area of science.

Greek Roots

The word *geocentric* comes from the Greek words *geo*, which means "the earth," and *kentrikos*, which means "as or of the center." So, *geocentric* means having the earth as the center. *Helios* is the Greek word for sun, so *heliocentric* means having the sun as the center.

Initially, Copernicus's heliocentric model did not get much attention or cause much disturbance. But a handful of European astronomers believed that Copernicus was on to something.



Copernicus's *On the Revolutions of the Celestial Spheres*, 1543 CE edition

48

Support

What are two reasons Copernicus did not publicly announce his discovery about the universe right after he made the discovery?

» He did not have a great deal of proof to support his theory, and he feared the Church's reaction if he contradicted its beliefs about the earth's place in the universe.

Word(s)	CK Code
Johannes	/yoe*hon*es/
Tübingen	/too*bee*nən/
Tycho Brahe	/chee*goe/ /bro/
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/

- Have students read page 48 silently.

Inferential. 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.

- Have students record the answer(s) to question 3 on Activity Page 7.2.
- Think-Pair-Share. Have students discuss the answer(s) to question 4 and revisit in the Reading Wrap-Up to write on Activity Page 7.2.

Support

What does it mean to contradict someone or something?

» It means to say the opposite of something someone has said.

Challenge

What difference would a heliocentric approach to explaining the universe—instead of a geocentric approach—make, as far as the Church was concerned? Why was the Church concerned with scientific theories?

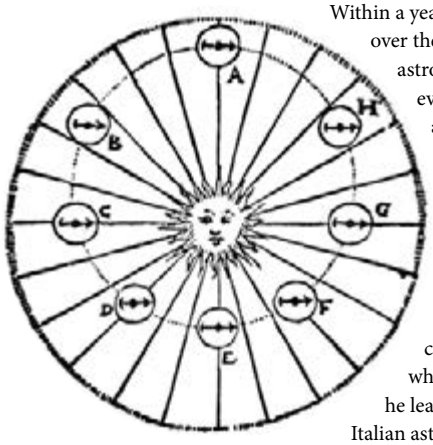
» The Church had established itself as the sole authority on all matters, particularly how the universe worked, how man gained access to heaven, etc., since the Middle Ages. Scientists offering a different explanation posed a threat to the Church's authority. Furthermore, in the geocentric explanation of the universe in which the earth was at the center of everything, man was also at the center of everything—everything happened and revolved around the earth and man. A heliocentric explanation of the universe seemed to suggest that man was not all-important, but just one part of the universe.

Johannes Kepler

German mathematician and astronomer Johannes Kepler was one of these people. While studying at the University of Tübingen in the 1590s, Kepler's mathematics professor introduced him to Copernicus's heliocentric theory. Being a mathematician, Kepler was able to understand and appreciate Copernicus's observations and calculations. Over the next few years, Kepler pursued his own studies of the night sky, eventually publishing a book, *Misterium Cosmographicum* or *The Cosmographic Mystery*. In this book he presented a mathematical model that explained the relative distances of the planets from the sun based on his—and Copernicus's—observations.

Johannes Kepler

Kepler's book impressed another astronomer, Tycho Brahe. In 1600 CE, Brahe invited Kepler to come to Prague to help him calculate planetary orbits. Within a year, Brahe died and Kepler took over the work. Kepler continued his astronomical observations and eventually formulated **theories** about the way the different planets orbit the sun. These theories later came to be called Kepler's laws of planetary motion.



Kepler's diagram of planetary orbits from his work *Epitome Astronomiae Copernicanae*, published between 1617–1621 CE

Most of Kepler's **contemporaries** had not changed their thinking, which is why Kepler was so excited when he learned about the discoveries of Italian astronomer Galileo Galilei.

49

Support

What did most of Kepler's contemporaries think about the heliocentric model?

» Most of Kepler's contemporaries did not believe in the heliocentric model; they still believed the geocentric model was correct.

Support

What does the word *contemporaries* mean?

» people living in the same time period and/or who are close in age to another person

- Have students read page 49 silently.

  Inferential. What was the relationship between Nicolaus Copernicus and Johannes Kepler?

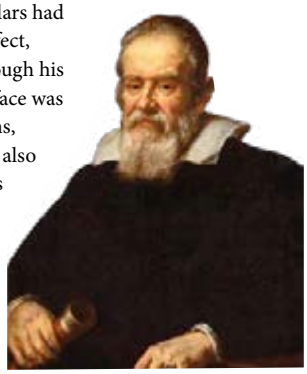
  » Kepler studied Copernicus's heliocentric theory and then created a mathematical model that explained the relative distances of the planets from the sun.

Galileo and the Telescope

Born in Pisa, Italy, in 1564 CE, Galileo Galilei (many people refer to him just by his first name, Galileo) started his career thinking he might become a doctor. At the age of 17, Galileo headed off to the University of Pisa with that plan in mind. But after only a couple of years, he left medical school to study—and then later teach—mathematics.

Galileo was a brilliant mathematician. He made many calculations and discoveries about how objects move. As a well-educated man, he was very familiar with the writings of Aristotle and Ptolemy and the geocentric model of the universe. But he had also read Copernicus's book. Like Copernicus, however, Galileo recognized that no one had yet found conclusive proof that Earth and the other planets orbited the sun. At the time, Galileo was more interested in explaining how things worked on Earth, rather than out in space. But within a few years, his interests changed, thanks to a new invention.

In 1608 CE, a Dutch glassmaker named Hans Lippershey constructed one of the first telescopes. Galileo learned about the invention and very quickly improved on the design. Within a year, he was using a telescope to scan the night sky. He saw much that directly contradicted the ideas of Aristotle and Ptolemy. These ancient scholars had believed that all heavenly bodies were perfect, with smooth, unmarked surfaces. But through his telescope, Galileo saw that the moon's surface was rough and uneven, marked with mountains, valleys, and craters. Aristotle and Ptolemy also believed the knowledge of the heavens was complete; in other words, what they could see was what existed. With his telescope, Galileo discovered four new moons orbiting Jupiter.



Portrait of Galileo Galilei by Justus Sustermans, 1636 CE

In 1610 CE, Galileo published a book, *Sidereus Nuncius*, or *The Starry Messenger*, in which he described what

50

Word(s)	CK Code
Pisa	/pee*zə/
Hans Lippershey	/hons/ /lip*er*shae/

- Have students read pages 50 and 51 silently.

Inferential. 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.

- Have students record the answer(s) to question 5 on Activity Page 7.2.

he had seen through his telescope. These discoveries clearly contradicted the geocentric model of the universe, and that made quite a few people nervous. Several Church scholars went so far as to say that Galileo's findings couldn't possibly be true.

Yet as use of the telescope spread, other scientists in other countries (including Kepler) made similar observations of Earth's moon and the moons of Jupiter. Encouraged, Galileo continued to study the night sky with his telescope, making discoveries and writing and speaking about them. Although Galileo was a devout Catholic, he didn't think his findings challenged the Church or the Bible. He thought science and religion answered different questions. He said the purpose of the Bible was to show "how one goes to heaven, not how the heavens go."

But that's not how the Church scholars felt who had spoken out against Galileo earlier. They labeled him a heretic and encouraged priests and monks to **condemn** him.

Galileo's early telescopes and lenses, 1609–1610 CE

51

Literal. 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."

- Have students record the answer(s) to question 6 on Activity Page 7.2.

Support

How did Church scholars feel about Galileo's views?

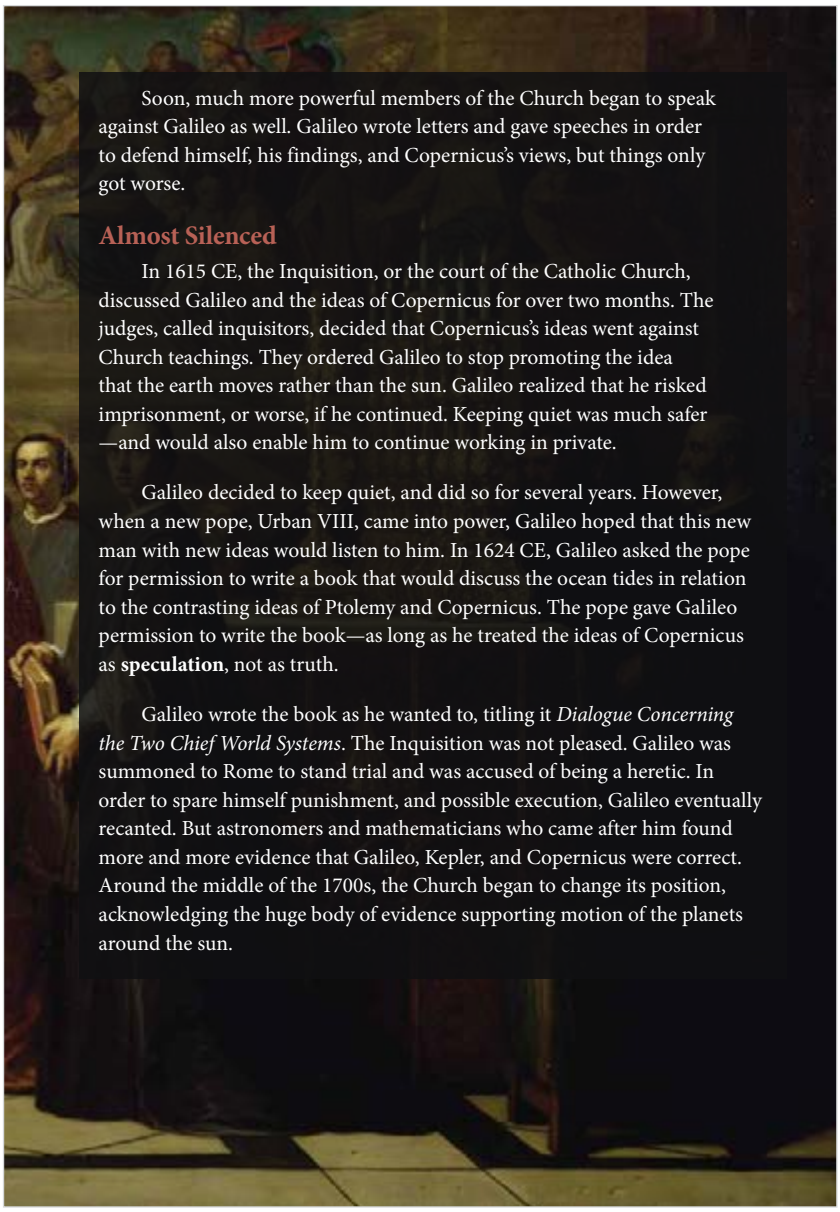
» They labeled him a heretic and encouraged priests and monks to *condemn* him.

Support

What does the word *condemn* mean?

» To condemn someone or something means to say in a strong or definite way that that person or thing is wrong or bad.

Galileo before the Inquistion by Robert Fleury, 1847



Soon, much more powerful members of the Church began to speak against Galileo as well. Galileo wrote letters and gave speeches in order to defend himself, his findings, and Copernicus's views, but things only got worse.

Almost Silenced

In 1615 CE, the Inquisition, or the court of the Catholic Church, discussed Galileo and the ideas of Copernicus for over two months. The judges, called inquisitors, decided that Copernicus's ideas went against Church teachings. They ordered Galileo to stop promoting the idea that the earth moves rather than the sun. Galileo realized that he risked imprisonment, or worse, if he continued. Keeping quiet was much safer —and would also enable him to continue working in private.

Galileo decided to keep quiet, and did so for several years. However, when a new pope, Urban VIII, came into power, Galileo hoped that this new man with new ideas would listen to him. In 1624 CE, Galileo asked the pope for permission to write a book that would discuss the ocean tides in relation to the contrasting ideas of Ptolemy and Copernicus. The pope gave Galileo permission to write the book—as long as he treated the ideas of Copernicus as **speculation**, not as truth.

Galileo wrote the book as he wanted to, titling it *Dialogue Concerning the Two Chief World Systems*. The Inquisition was not pleased. Galileo was summoned to Rome to stand trial and was accused of being a heretic. In order to spare himself punishment, and possible execution, Galileo eventually recanted. But astronomers and mathematicians who came after him found more and more evidence that Galileo, Kepler, and Copernicus were correct. Around the middle of the 1700s, the Church began to change its position, acknowledging the huge body of evidence supporting motion of the planets around the sun.

- Have students read page 53 silently.

  Inferential. 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.

Support

What does it mean to *recant*?

» It means to take back a statement made in the past.

Support

What role did the Inquisition play in the debate between the heliocentric and geocentric models of the universe?

» The Inquisition was the court of the Catholic Church, and it discussed Galileo's and Copernicus's ideas. It decided that Copernicus's ideas went against Church teachings.

- Have students record the answer(s) to question 7 on Activity Page 7.2.

Check for Understanding

Write these words on the board: *idea/hypothesis, speculation, theory, law*. Clarify that scientists begin with an idea/hypothesis through observation. After collecting data, studying patterns, and conducting experiments, scientists form theories explaining the data. Without enough data/evidence, an idea remains speculation and does not become a theory/law. Give examples. Have students raise their hands to indicate an idea, theory, or law.

WRAP-UP (10 MIN.)

- Have students work in small groups to answer the following chapter questions. Have all groups share out and allow them to readjust their information on Activity Page 7.2 as needed.

1. **Literal.** 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.

2. **Literal.** 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.

3. **Evaluative.** Compare and contrast the scientific discoveries made by Copernicus, Kepler, and Galileo with the reforms Luther and others were seeking in the Catholic Church.
    - » Answers may vary, but should include that the scientific discoveries and the Church reforms were similar because both were challenging Church doctrine that existed at the time. They are different because the scientific discoveries were eventually proven using scientific experiments; whereas reformers like Luther were challenging Church practices not based on scientific principles, so there was no scientific evidence to support those challenges.

- Have students revisit this earlier question, discuss, and fill out question 4 on Activity Page 7.2.

4. What difference would a heliocentric approach to explaining the universe—instead of a geocentric approach—make, as far as the Church was concerned? Why was the Church concerned with scientific theories?
    - » The Church had established itself as the sole authority on all matters, particularly how the universe worked, how man gained access to heaven, etc., since the Middle Ages. Scientists offering a different explanation posed a threat to the Church's authority. Furthermore, in the geocentric explanation of the universe in which the earth was at the center of everything, man was also at the center of everything—everything happened and revolved around the earth and man. A heliocentric explanation of the universe seemed to suggest that man was not all-important, but just one part of the universe.

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support on Activity Page 7.2. Guide student in rewording questions into statements, finding evidence, citing page numbers, and sharing. Indicate pertinent reader images.

Transitioning/Expanding
Guide student in rewording questions on Activity Page 7.2 into statements using sentence frames as needed. Offer additional guidance and redirect student to evidence/images.

Bridging
Provide support on Activity Page 7.2 as needed.

5. Did the Church keep to its geocentric belief, or did it begin to change its position?
    - » By the 1700s the Church began to change its position as more and more evidence came to light supporting the heliocentric theory.

- Have students take Activity Page 7.3 home to read and complete for homework.

Activity Page 7.3

WORD WORK: *CONTRADICT* (5 MIN.)

1. In the chapter, you read, "Copernicus may also have feared what would happen to him if he publicly contradicted the Church's beliefs about the nature of the universe and the earth's place in it."
2. Say the word *contradict* with me.
3. To contradict means "to disagree with and go against a statement or action."
4. One weather forecast said it would snow tonight, but that was contradicted by another forecast that said it would not snow.
5. Was there ever a time you contradicted something someone said, or someone contradicted what you said?
    - Ask two or three students to use *contradict* in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I once contradicted ___ by saying ___."
6. What part of speech is the word *contradict*?
    - » verb

- Use a Synonyms and Antonyms activity for follow-up.
- "I am going to read several words. If the word is a synonym of, or word with a similar meaning to, *contradict*, say, 'That is a synonym of *contradict*.' If the word I read is an antonym, or word with the opposite meaning, of *contradict*, say, 'That is an antonym of *contradict*.'"

1. challenge
    - » That is a synonym of *contradict*.
2. dispute
    - » That is a synonym of *contradict*.
3. confirm
    - » That is an antonym of *contradict*.

Support

Review the meaning of the vocabulary words on Activity Pages 7.3 to help students choose three words for their summary: *contradict, theory, contemporary, condemn, speculation*.

Challenge

Have students use all five vocabulary words in their summary. Some students may use additional domain vocabulary.

4. oppose
    - » That is a synonym of *contradict*.
5. support
    - » That is an antonym of *contradict*.

Lesson 7: Revolutionary Thinking

Writing

45M

Primary Focus: Students will reference informational text to plan a slide presentation about key events and figures of the Reformation.
[W.5.2; W.5.4; W.5.5]

PLAN A SLIDE PRESENTATION (40 MIN.)

Model Planning a Slide Presentation

- Tell students that they will plan a slide presentation about the Reformation. Explain you will show a sample presentation first.
- Have students turn to Activity Page SR.2. Refer to the Slide Presentation Rubric on display. Explain that this rubric is a guide that shows what should be included in the slide presentation and how it will be assessed.
- Explain that an informational essay and a slide presentation have a lot in common.
    - Both are used primarily to convey information.
    - Both need to be organized so information is presented logically, starting with an introduction and leading to a conclusion.
- Explain that informational essays and slide presentations also differ in important ways.
    - Slide presentations use less writing and include images.
    - Slide presentations often use bullet points and phrases rather than complete sentences.

Activity Page SR.2

- Explain that slide presentations use technology to provide visual aids, such as photographs or illustrations, to support the information the author is trying to convey to the audience. Slide presentations allow the author to insert images and special effects easily. They help the audience better understand the material presented because they can see the text and images while listening to the presenter.
- Tell students a slide presentation has two main components: the slides and the presenter's oral delivery of information from the slides.
- Direct students' attention to the Sample Slide Presentation you prepared in advance.
- Turn to the introduction slide. Directing students to the first column labeled "Exemplary" on Activity Page SR.2, explain that students should always work toward the description contained in the "Exemplary" column of the rubric.
- Note that the introduction slide should clearly state the topic of the presentation. Explain that the introduction slide should capture the audience's attention and give a visual overview of the presentation.
- Ask students to identify the images they see in the sample introduction slide. (Clockwise from upper left: Copernicus's heliocentric model, Martin Luther, Galileo's telescope, moveable type, a printing press)
- Have students read the next two cells in the "Exemplary" column on the rubric to understand how the text and images work together on the sample introduction slide.
- Ask students what they think this presentation will be about, based on the introduction slide. (Answers may vary, but may include the Reformation or advances/improvements/inventions made during the Reformation.)
- Ask students to explain what the title "The Reformation: Ideas That Rocked the World" means. (Answers may vary, but should include that the Reformation was characterized by revolutionary ideas in many areas, including religion, philosophy, and science that changed the way people thought about the world and their place in it.)
- Turn to the second slide, and have students read the "Body" section in the "Exemplary" column on Activity Page SR.2.
- Tell students that each slide after the introduction slide should contain a title, text (either in sentence form or in bullet points), and/or an image.
- Explain that the title of a slide may be a question. The text in the slide should provide the answer to that question.

- Explain that text in slide presentations is often in the form of phrases, rather than complete sentences, listed as bullet points. Phrases are often used so information is not repeated and because there is limited space on each slide. For example, on slide 2 the author uses a phrase to answer the question posed in the title of the slide: *What Was the Reformation?* The writer simply answers the question: "A religious movement that sought to change or reform the Church." If the author had written a complete sentence, the beginning would simply repeat the question: "The Reformation was a religious movement that sought to change or reform the Church." The beginning portion unnecessarily repeats information.
- Note that the answer to the question on the slide is set off by a bullet point, or a visual symbol that makes the information easy to read and retain.
- Tell students that when they are deciding whether to use a phrase or a complete sentence, they should remember that the presentation is meant to be given orally. Recommend that students read the slide aloud and ask themselves the following question: Do I need a complete sentence, or will a phrase that answers the question asked in the title on the slide suffice?
- Explain that phrases do not have a period at the end. Often, shorter phrases are more effective in slide presentations because the viewer can absorb the information and images more easily while the presenter explains the information on the slide.
- Tell students that effective presentations do not overwhelm the audience with too much text on each slide. Note that students can use complete sentences on their slides if it makes sense to do so.
- Have students read the "Structure of the Piece" section in the "Exemplary" column on Activity Page SR.2.
- Explain that the slides should have a logical order and be organized by theme. Move through the slides of the sample presentation, stopping to show students that some slides have very little text and others have more depending on the theme.
- Explain that visual images should be used to convey the author's message.

Plan Slides for a Slide Presentation

- Explain to students that they will create five slides: an introduction slide, three body slides, and a conclusion slide.
- Tell students the information they need to plan their slide presentation can be found in the Reader, *Shifts in Power.*
- Refer to the Slide Titles List you prepared in advance.

- Tell students to choose three slide titles from the list to work with. These will be the body slides of their presentation. In the next lesson, they will work on the introduction and conclusion slides as well as choose images.
- Explain that titles are grouped to help with organization. However, students may stray from the groupings if they see other connections between the ideas they want to pursue, as was done in the Sample Slide presentation.

  Note: The instruction in this lesson and the writing lesson in Lesson 8 is for creating a slide presentation on paper. If students have access to computers, have them write the text for each slide in a text document or slide presentation file instead of on Activity Page 7.4. Be sure students save the electronic file in an appropriate place so they can access it again in Lesson 8.
- Remind students to refer to the "Structure of the Piece" section in the "Exemplary" column on Activity Page SR.2.
- Explain that students should choose three titles that seem interesting and that fit together. When students have chosen three titles, they should write answers to the questions. This will be the text of each slide. Guide students as needed, providing examples of possible title groupings.
- Tell students they should use bullet points to visually separate each complete idea.
- Encourage students to use core vocabulary in their text.

Activity Page 7.4

Check for Understanding

Display the Sample Slide Presentation again and have students raise their hands to identify each part: the introduction slide, the body slides, the conclusion slide, the titles/questions, the answers in bullets/phrases, and the images. Clarify any confusion about how these parts work together.

Support

Decrease the number of slides a student creates or have students work in pairs to create slides.

Challenge

Increase the number of slides a student creates.

- Have students complete Activity Page 7.4 in small groups, using the displayed list to help them choose titles and the Reader to help them create text for each slide. If possible, group students together by similarly chosen topics.
- Circulate and check in with students to ensure the titles they selected fit together and the answers to the questions include information from the Reader.

LESSON WRAP-UP (5 MIN.)

- Ask for volunteers to share the titles they chose for their slides. Comment on organization, grouping, and sequence of topics, and allow students to exchange ideas.
- **Feedback.** Collect Activity Page 7.4 to review and monitor student progress. This will be returned during the next writing lesson. Written feedback may include such comments as:
    - Your body slides provide a lot of information. How could you simplify information by using phrases instead of sentences?
    - I notice you have the slides arranged in a particular order. How did you decide to order them in this way? How could you rearrange the order to present the slides in a more logical sequence?

End Lesson

Lesson 7: Revolutionary Thinking

Take-Home Material

READING

- Have students take home Activity Page 7.3 to read and complete for homework.

Writing
Writing

Entering/Emerging
Provide 1:1 support on Activity Page 7.4. Guide student in grouping related titles and in choosing three from the group. Create sentence frames. Show how to answer questions using bullets/phrases. Guide student in referencing the Reader.

Transitioning/Expanding
Allow student to work with a partner to complete Activity Page 7.4. Redirect student to the Reader for content as needed.

Bridging
Provide support on Activity Page 7.4 as needed.

Activity Page 7.3

LESSON

8

Revolutionary Thinking: A Closer Look

PRIMARY FOCUS OF LESSON

Reading

Students will reread portions of informational text to examine the details the author used to describe the relationships among Copernicus, Kepler, Galileo, and the Church. **[RI.5.8; SL.5.4; L.5.5]**

Writing

Students will reference informational text and images to create a slide presentation about key events and figures of the Reformation. **[SL.5.5; W.5.2; W.5.4; W.5.5]**

FORMATIVE ASSESSMENT

Reading Wrap-Up Discussion	**Partner Work** In pairs, answer questions about Copernicus, Kepler, Galileo, and the Church. **[RI.5.8; SL.5.4; L.5.5]**
Activity Page 7.4	**Slide Presentation** Create introduction and conclusion slides with partner; select and insert images; finalize slide show. **[SL.5.5; W.5.2; W.5.4; W.5.5]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Close Reading: Chapter 5	Whole Group	35 min.	❏ Answer Key for Activity Page 7.3 ❏ Activity Page 7.3 ❏ *Shifts in Power*
Wrap-Up	Partner	5 min.	
Word Work: *Contemporary*	Partner	5 min.	
Writing (45 min.)			
Create a Slide Presentation	Small Groups/ Partner	40 min.	❏ Activity Pages 7.4, SR.2 ❏ Image bank
Lesson Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

Reading

- Write The Big Idea on the board/chart paper. Alternatively, you may access a digital version of this in the digital components for this unit.

Writing

- Return Activity Page 7.4 to students with teacher feedback.
- Prepare to display the Sample Slide Presentation from the digital components for this unit.
- Prepare an image bank for students to use for their slide presentations. If students will be working on computers, save the images in a folder where they can access them. If students will be working on paper, print copies of the images for them to use. Consult appropriate websites to collect images related to the Reformation. Check your school policy for guidelines about using websites and images. Be sure to check the image–use policy of the websites you choose for any limitations or restrictions to the download and use of images made available through the site.
- Plan to put students in pairs to create introduction and conclusion slides.

Universal Access

Reading Wrap-Up Discussion

- Review the terms *author, details, words, phrases,* and *devices* with students and provide examples.
- Create sentence starters to guide students in summarizing and presenting information about the content:
    - Copernicus, Kepler, and Galileo were related in the following ways: ___.
    - Kepler found Copernicus's studies interesting because ___.
    - Galileo expanded upon Kepler's research by ___.
    - The Church did not approve of the scientists' new theories because ___.
    - The author uses the following words to describe the relationships between Copernicus, Kepler, Galileo, and the Church: ___.
    - Some interesting phrases and devices used by the author are ___.
    - Scientists need other scientists to help them in their discoveries because ___.

Lesson 8: Revolutionary Thinking: A Closer Look

Reading

45M

Primary Focus: Students will reread portions of informational text to examine the details the author used to describe the relationships between Copernicus, Kepler, Galileo, and the Church. **[RI.5.8; SL.5.4; L.5.5]**

CLOSE READING: CHAPTER 5 (35 MIN.)

Review the Chapter

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 7.3, which was assigned for homework.
- Tell students they will reread parts of Chapter 5, "What Is at the Center of the Universe?" to examine how the author uses certain words, phrases, and devices to describe the relationships between Copernicus, Kepler, Galileo, and the Church during the Reformation.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - What new scientific theories were proposed by Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei, and how did the Church respond?

Read "What Is at the Center of the Universe?"

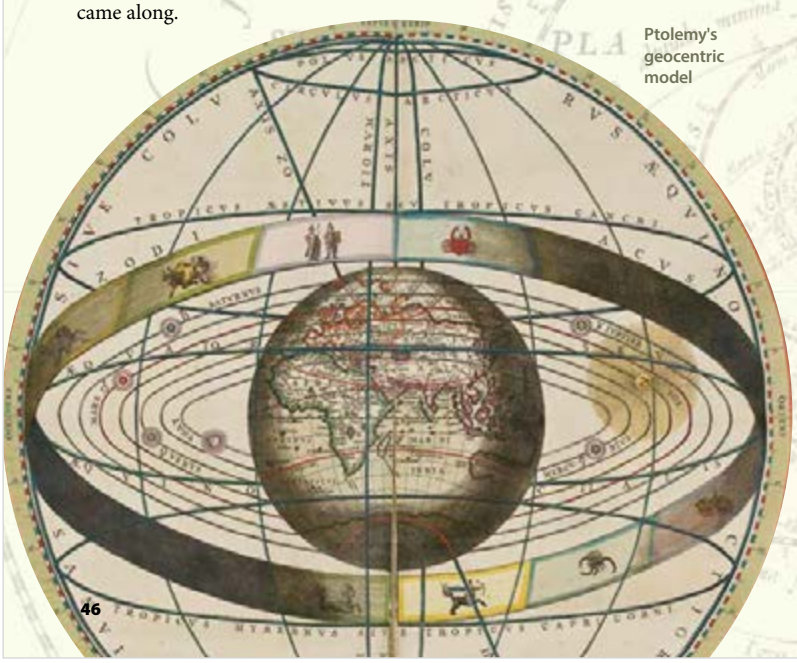
- Read the title of the chapter as a class, "What Is at the Center of the Universe?" As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Activity Page 7.3

From Earth-Centered to Sun-Centered: Ptolemy and Copernicus

The idea that the earth was at the center of the universe seems to have had its start in ancient Greece. The Greek philosopher Aristotle wrote about it as early as the fourth century BCE. During the second century CE, a Greek astronomer and mathematician named Claudius Ptolemy expanded on Aristotle's ideas. In fact, the geocentric model is sometimes called the Ptolemaic model.

Ptolemy supported Aristotle's view that Earth stood still at the center of the universe, while the sun, moon, and planets all revolved around it. He thought these heavenly bodies were located in different spheres—something like gigantic, crystal-clear bubbles—with the bigger spheres around the smaller spheres, and Earth at the very center. For many hundreds of years, people accepted Ptolemy's model of the universe. No one questioned his views—no one, that is, until a Polish astronomer named Nicolaus Copernicus came along.



Ptolemy's geocentric model

46

Word(s)	CK Code
Aristotle	/aer*ə*sto*təl/
Claudius Ptolemy	/klawd*ee*us/ /tol*ə*mee/
Ptolemaic	/tol*ə*mae*ik/

- Have a student read the first paragraph on page 46 aloud.

  Inferential. Explain what the word *seems* indicates in the following sentence: "The idea that the earth was at the center of the universe *seems* to have had its start in ancient Greece."

  » The word *seems* signals that we do not know for sure that the information in this sentence is true—it just appears, or seems, that this idea started in ancient Greece.

- Have a student read the second paragraph on page 46 aloud.

  Inferential. Why do you think the author calls the sun, moon, and planets "heavenly bodies" in this paragraph?

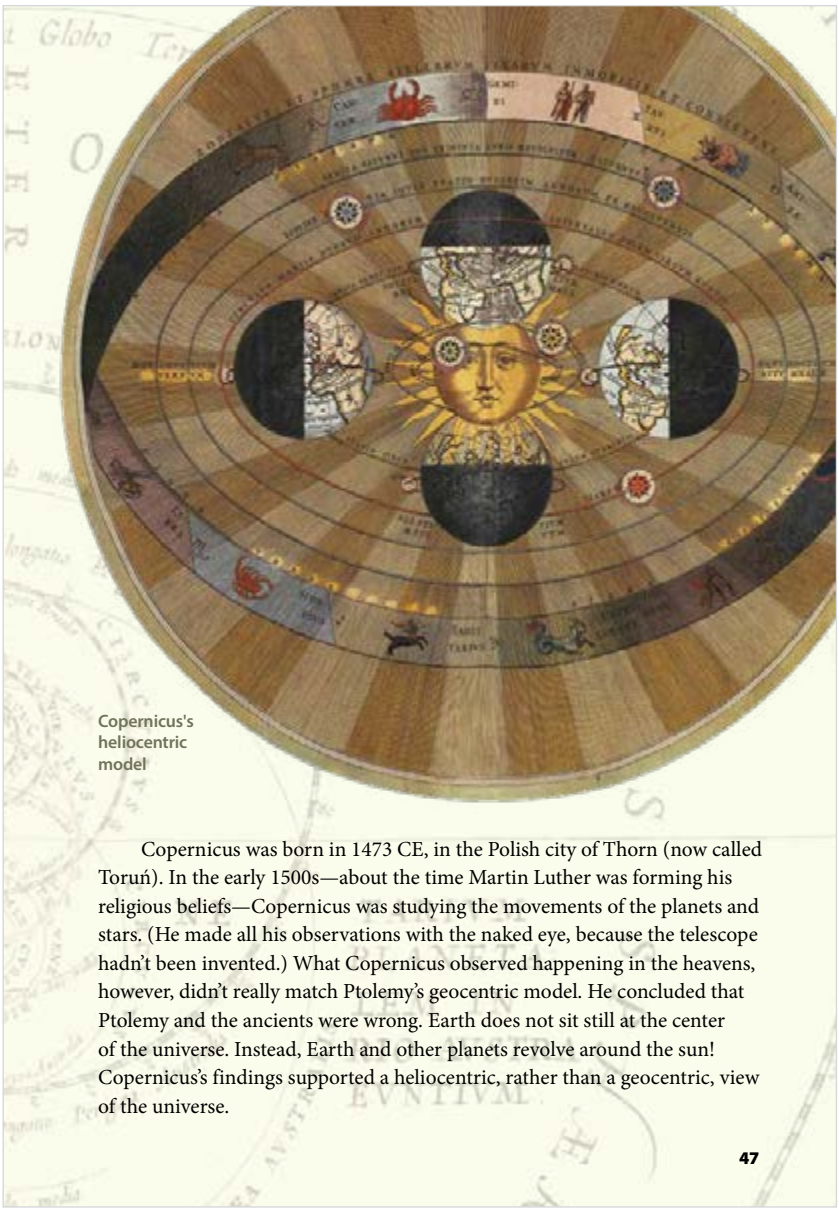
  » During the Reformation, people referred to the sky as "heaven"; because the sun, moon, and planets appeared to be located in heaven, they were referred to as "heavenly bodies."

  Inferential. What does the word *spheres* mean in this paragraph?

  » round objects, such as basketballs, soccer balls, etc.

  Literal. What words or phrases in this paragraph give you a clue to the meaning of the word *spheres*?

  » "something like gigantic, crystal-clear bubbles"



Copernicus's heliocentric model

Copernicus was born in 1473 CE, in the Polish city of Thorn (now called Toruń). In the early 1500s—about the time Martin Luther was forming his religious beliefs—Copernicus was studying the movements of the planets and stars. (He made all his observations with the naked eye, because the telescope hadn't been invented.) What Copernicus observed happening in the heavens, however, didn't really match Ptolemy's geocentric model. He concluded that Ptolemy and the ancients were wrong. Earth does not sit still at the center of the universe. Instead, Earth and other planets revolve around the sun! Copernicus's findings supported a heliocentric, rather than a geocentric, view of the universe.

47

- Have a student read page 47 aloud.

  Inferential. Why do you think the sentence, "Instead, Earth and other planets revolve around the sun!" ends with an exclamation point instead of a period?

  » It indicates that this discovery was amazing to people of Copernicus's time.

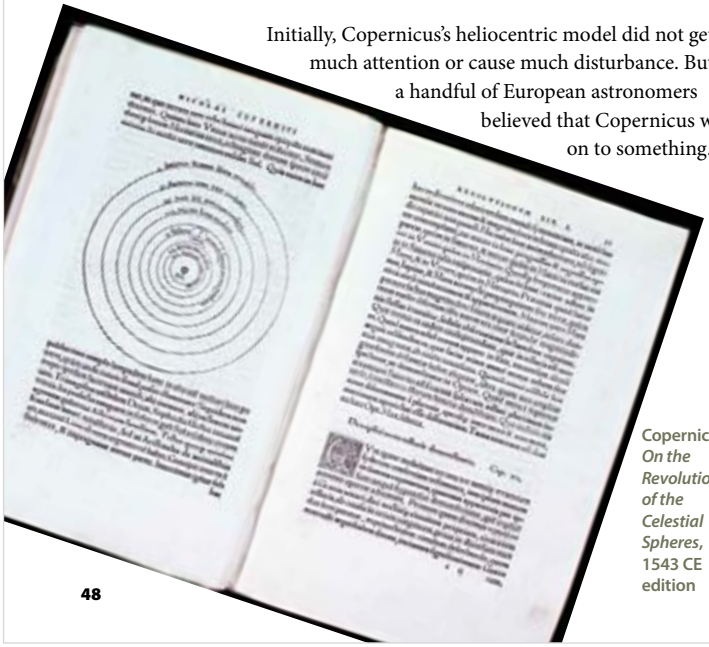
Copernicus had made a great discovery. But he did not run out and shout it from the rooftops. In fact, he kept quiet about his work. Why? For one thing, he did not have enough evidence to prove his ideas beyond all doubt. Copernicus may also have feared what would happen to him if he publicly **contradicted** the Church's beliefs about the nature of the universe and the earth's place in it.

It wasn't until 1543 CE, at the very end of his life, that Copernicus published his findings in a book called *On the Revolutions of the Celestial Spheres*. According to some accounts, Copernicus was handed the first printed copy of his book while on his deathbed. Once again the power of printing helped to spread new ideas, this time in the area of science.

Greek Roots

The word *geocentric* comes from the Greek words *geo*, which means "the earth," and *kentrikos*, which means "as or of the center." So, *geocentric* means having the earth as the center. *Helios* is the Greek word for sun, so *heliocentric* means having the sun as the center.

Initially, Copernicus's heliocentric model did not get much attention or cause much disturbance. But a handful of European astronomers believed that Copernicus was on to something.



Copernicus's *On the Revolutions of the Celestial Spheres*, 1543 CE edition

48

- Have a student read page 48 aloud.

  Inferential. Why might it be important to Copernicus that he have enough evidence to prove his ideas beyond all doubt?

  » Answers may vary, but should include that people would not believe or trust Copernicus if there were some doubts about his ideas, especially when his ideas contradicted what the Church believed. If there was some doubt about his ideas, he may have felt that the Church could use that to show he was wrong and its views were right.

Support

What does the phrase *beyond all doubt* mean?

» It means that, after hearing all the evidence, no one would be able to doubt, or question, his ideas.

Support

The phrase *on his deathbed* can mean someone who is in bed and is sick and dying. It can also refer to someone who is nearing the end of his or her life.

Evaluative. Why do you think Copernicus waited until the end of his life to publish a book about his findings?

» Answers may vary, but should include that he may no longer have feared the reaction of the Church to his views, and that he may have felt he had more evidence to support his theory.

Inferential. *On to something* is an idiom meaning that one has an idea or information that is likely to lead to an important discovery. What does it mean when the author says that astronomers believed Copernicus was "on to something"?

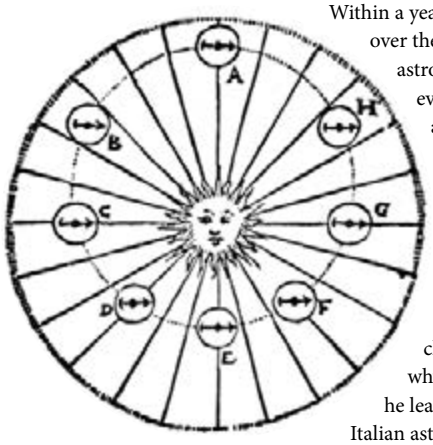
» It means they believed Copernicus had an idea or information that might lead to an important discovery.

Johannes Kepler

German mathematician and astronomer Johannes Kepler was one of these people. While studying at the University of Tübingen in the 1590s, Kepler's mathematics professor introduced him to Copernicus's heliocentric theory. Being a mathematician, Kepler was able to understand and appreciate Copernicus's observations and calculations. Over the next few years, Kepler pursued his own studies of the night sky, eventually publishing a book, *Misterium Cosmographicum* or *The Cosmographic Mystery*. In this book he presented a mathematical model that explained the relative distances of the planets from the sun based on his—and Copernicus's—observations.

Johannes Kepler

Kepler's book impressed another astronomer, Tycho Brahe. In 1600 CE, Brahe invited Kepler to come to Prague to help him calculate planetary orbits. Within a year, Brahe died and Kepler took over the work. Kepler continued his astronomical observations and eventually formulated **theories** about the way the different planets orbit the sun. These theories later came to be called Kepler's laws of planetary motion.



Kepler's diagram of planetary orbits from his work *Epitome Astronomiae Copernicanae*, published between 1617–1621 CE

Most of Kepler's **contemporaries** had not changed their thinking, which is why Kepler was so excited when he learned about the discoveries of Italian astronomer Galileo Galilei.

49

- Have a student read the first paragraph on page 49 aloud.

  Inferential. The word *appreciate* has several different meanings. The word can mean to be grateful for something. For example, most people would *appreciate* it if someone held a door open for them while their hands were full of books. It can also mean to understand the worth or importance of something or someone. How is the word *appreciate* used in this paragraph?

  » In this paragraph it means "to understand the worth or importance of something."

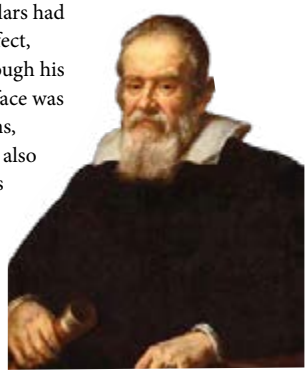
Word(s)	CK Code
Johannes	/yoe*hon*es/
Tübingen	/too*bee*nən/
Tycho Brahe	/chee*goe/ /bro/
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/

Galileo and the Telescope

Born in Pisa, Italy, in 1564 CE, Galileo Galilei (many people refer to him just by his first name, Galileo) started his career thinking he might become a doctor. At the age of 17, Galileo headed off to the University of Pisa with that plan in mind. But after only a couple of years, he left medical school to study—and then later teach—mathematics.

Galileo was a brilliant mathematician. He made many calculations and discoveries about how objects move. As a well-educated man, he was very familiar with the writings of Aristotle and Ptolemy and the geocentric model of the universe. But he had also read Copernicus's book. Like Copernicus, however, Galileo recognized that no one had yet found conclusive proof that Earth and the other planets orbited the sun. At the time, Galileo was more interested in explaining how things worked on Earth, rather than out in space. But within a few years, his interests changed, thanks to a new invention.

In 1608 CE, a Dutch glassmaker named Hans Lippershey constructed one of the first telescopes. Galileo learned about the invention and very quickly improved on the design. Within a year, he was using a telescope to scan the night sky. He saw much that directly contradicted the ideas of Aristotle and Ptolemy. These ancient scholars had believed that all heavenly bodies were perfect, with smooth, unmarked surfaces. But through his telescope, Galileo saw that the moon's surface was rough and uneven, marked with mountains, valleys, and craters. Aristotle and Ptolemy also believed the knowledge of the heavens was complete; in other words, what they could see was what existed. With his telescope, Galileo discovered four new moons orbiting Jupiter.



Portrait of Galileo Galilei by Justus Sustermans,1636 CE

In 1610 CE, Galileo published a book, *Sidereus Nuncius*, or *The Starry Messenger*, in which he described what

50

Support

Beyond all doubt means no one would be able to doubt or question someone's ideas.

Word(s)	CK Code
Pisa	/pee*zə/
Hans Lippershey	/hons/ /lip*er*shae/

- Have a student read the second paragraph on page 50 aloud.

  Inferential. What word in this paragraph is a synonym for the phrase *beyond all doubt*?

  » *conclusive*

- Have a student read aloud the last paragraph at the bottom of page 50, continuing to the end of the first full paragraph on page 51.

he had seen through his telescope. These discoveries clearly contradicted the geocentric model of the universe, and that made quite a few people nervous. Several Church scholars went so far as to say that Galileo's findings couldn't possibly be true.

Yet as use of the telescope spread, other scientists in other countries (including Kepler) made similar observations of Earth's moon and the moons of Jupiter. Encouraged, Galileo continued to study the night sky with his telescope, making discoveries and writing and speaking about them. Although Galileo was a devout Catholic, he didn't think his findings challenged the Church or the Bible. He thought science and religion answered different questions. He said the purpose of the Bible was to show "how one goes to heaven, not how the heavens go."

But that's not how the Church scholars felt who had spoken out against Galileo earlier. They labeled him a heretic and encouraged priests and monks to **condemn** him.

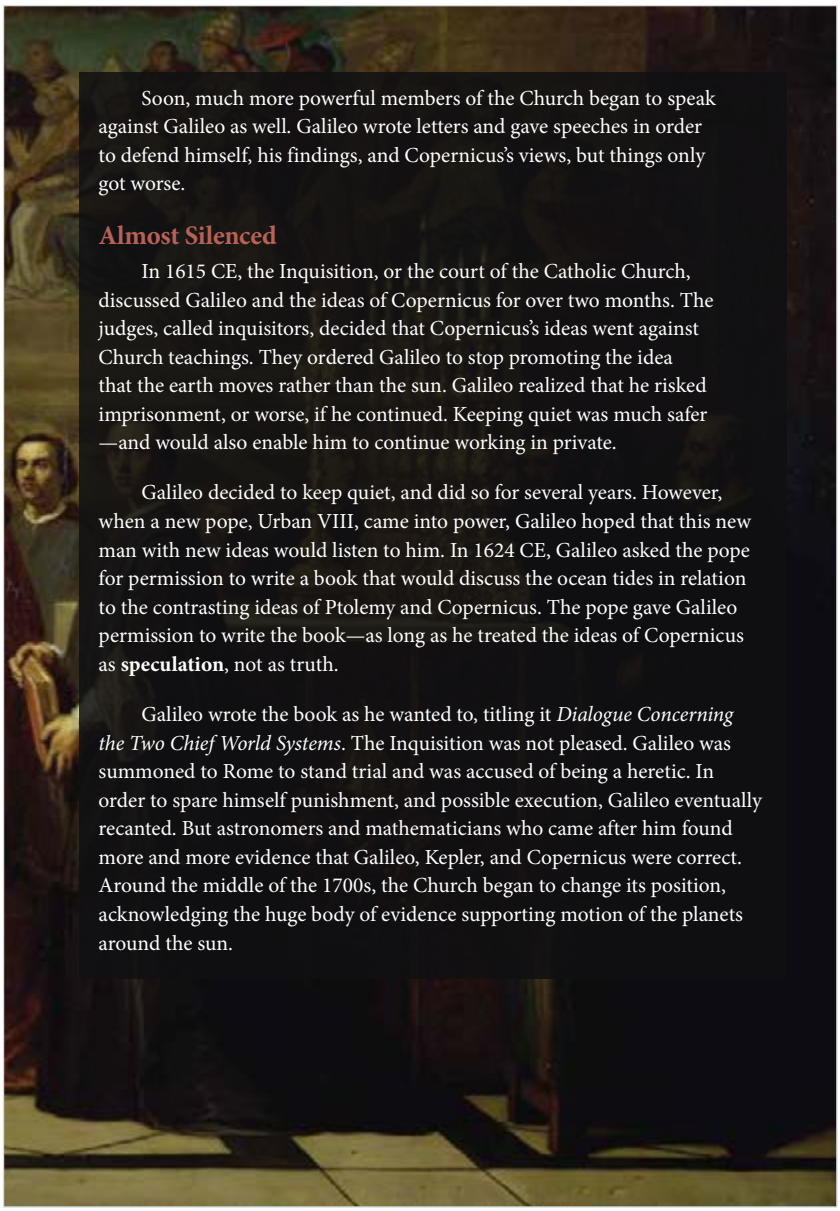
Galileo's early telescopes and lenses, 1609–1610 CE

51

Evaluative. Why might Galileo have been encouraged when other scientists made observations similar to his own?

» Answers may vary, but may include that knowing other scientists were making similar observations showed him that he was on to something, and was not entirely wrong.

Galileo before the Inquistion by Robert Fleury, 1847



Soon, much more powerful members of the Church began to speak against Galileo as well. Galileo wrote letters and gave speeches in order to defend himself, his findings, and Copernicus's views, but things only got worse.

Almost Silenced

In 1615 CE, the Inquisition, or the court of the Catholic Church, discussed Galileo and the ideas of Copernicus for over two months. The judges, called inquisitors, decided that Copernicus's ideas went against Church teachings. They ordered Galileo to stop promoting the idea that the earth moves rather than the sun. Galileo realized that he risked imprisonment, or worse, if he continued. Keeping quiet was much safer —and would also enable him to continue working in private.

Galileo decided to keep quiet, and did so for several years. However, when a new pope, Urban VIII, came into power, Galileo hoped that this new man with new ideas would listen to him. In 1624 CE, Galileo asked the pope for permission to write a book that would discuss the ocean tides in relation to the contrasting ideas of Ptolemy and Copernicus. The pope gave Galileo permission to write the book—as long as he treated the ideas of Copernicus as **speculation**, not as truth.

Galileo wrote the book as he wanted to, titling it *Dialogue Concerning the Two Chief World Systems*. The Inquisition was not pleased. Galileo was summoned to Rome to stand trial and was accused of being a heretic. In order to spare himself punishment, and possible execution, Galileo eventually recanted. But astronomers and mathematicians who came after him found more and more evidence that Galileo, Kepler, and Copernicus were correct. Around the middle of the 1700s, the Church began to change its position, acknowledging the huge body of evidence supporting motion of the planets around the sun.

- Have a student read page 53 aloud.

  Inferential. *To promote* means to make people aware of something and convince them of something. Based on the way in which it is used in the paragraph, explain the meaning of the following sentence: "They ordered Galileo to stop promoting the idea that the earth moves rather than the sun"?

  » It means the Inquisition ordered Galileo to stop trying to make people aware of his idea that the earth moves rather than the sun, and to stop trying to convince people his idea was correct.

Evaluative. Why do you think this section is called "Almost Silenced"?

» Although Galileo was silenced by the Inquisition and recanted his views, he still published a book of his theories with permission from the new pope, which was eventually proven correct, and the Church later acknowledged the heliocentric model was correct. Therefore, Galileo was silenced for a time, but not forever.

Check for Understanding

Create sentences using the words listed below. Ask students to give a "thumbs up" for sentences that make sense in the context of this chapter, and a "thumbs down" for sentences that don't make sense in context: *heavenly bodies, spheres, beyond all doubt, on his deathbed, on to something, contemporaries,* and *almost silenced*.

WRAP-UP (5 MIN.)

- Have students use Think-Pair-Share to answer the following questions. Allow several pairs to share out.

1. **Inferential.** Describe the relationships between Copernicus, Kepler, Galileo, and the Church during the Reformation.
    - » Answers may vary, but should include that Copernicus was among the first to question the geocentric model of the universe, and that Kepler took Copernicus's theory and provided a mathematical support for it. Later, Galileo used a telescope to support and expand on Kepler's theories. At first, the Church resisted accepting the theories of Copernicus, Kepler, and Galileo, but later, after a large body of evidence supported the heliocentric model, the Church began to accept that view.
2. How does the author use specific words, phrases, and devices to describe the relationships between Copernicus, Kepler, Galileo, and the Church during the Reformation?
    - » Answers may vary, but should include words and phrases such as *heavenly bodies* and *spheres* to describe what the scientists were studying; phrases such as *beyond all doubt, on his deathbed*, and *on to something* to describe what Copernicus experienced as he waited until the end of his life to share his theories because of the Church's disapproval; the word *contemporaries* to describe Kepler's fellow scientists, many of whom disagreed with his theories; the use of an exclamation mark after the sentence about the earth and planets revolving around the sun; and the title, *Almost Silenced,* to describe how Galileo was almost quieted by the Church, but proved correct in the end.

Reading Wrap-Up Discussion

Support

Explain that most scientific discoveries and inventions are built upon the people and observations that have come before them, which is how Copernicus, Kepler, and Galileo are connected.

Challenge

Ask students for examples of other scientific discoveries and inventions that have been based upon earlier studies/ research. Allow them to research to expand upon their knowledge.

WORD WORK: *CONTEMPORARY* (5 MIN.)

Speaking and Listening
Presenting

Entering/Emerging
Support students 1:1 as they reread, answer questions, and identify devices used by the author. Define terms as needed and provide sentence starters.

Transitioning/Expanding
As needed, redirect students to the text to aid in answering chapter questions, identifying the author's details, and presenting.

Bridging
Provide support in answering questions and presenting as needed.

1. In the chapter, you read, "Most of Kepler's contemporaries had not changed their thinking . . . ."
2. Say the word *contemporary* with me.
3. A contemporary is a person living in the same time period and/or who is about the same age as another person.
4. Martin Luther and Nicolaus Copernicus were contemporaries, because both were born in the mid-1400s.
5. Who are some of your contemporaries? Be sure to use the word *contemporary* in your response.
   - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "___ is a contemporary of mine."
6. What part of speech is the word *contemporary*?
   - » noun
   - Follow up with a discussion activity: "You recently read about many people who were important in Europe during the Renaissance. With your partner, discuss the contributions made by these people who were contemporaries of one another. Be sure to use the word *contemporary* in complete sentences as you discuss this with your partner."

Lesson 8: Revolutionary Thinking: A Closer Look

Writing

Primary Focus: Students will reference informational text and images to create a slide presentation about key events and figures of the Reformation.
[SL.5.5; W.5.2; W.5.4; W.5.5]

Activity Page 7.4

CREATE A SLIDE PRESENTATION (40 MIN.)

Review

- Review Activity Page 7.4, and discuss any overarching problems or successes you noticed.

- Ask students how slide presentations are similar to essays. Clarify the following:
    - Essays use a thesis—or theme—and topic sentence(s) to structure the main ideas clearly and logically.
    - Similarly, a slide presentation uses an introduction slide (similar to a thesis statement) and slide titles (similar to topic sentences) to organize information.
- Remind students that the slides they create should be organized by theme and sequence.
- Explain that the introduction slide announces the thesis, or main theme. Explain that theme also refers to the subject or topic on each slide. All slides should relate clearly to the introduction slide.
- Explain that the conclusion slide summarizes the main theme again in a slightly different way and provides one final thought.
- Explain that sequence refers to the overall structure of the presentation and the material on each slide.

Check for Understanding

Display the Sample Slide Presentation again and have students raise their hands to identify each part: the introduction slide, the body slides, the conclusion slide, the thesis/theme, the titles/topic sentences or questions, the answers in bullets/phrases, and the images. Clarify any confusion about how these parts work together.

Create Introduction and Conclusion Slides

Note: Have students create the introduction and conclusion slides in the same format they used to create the body slides, either on paper or using the computer.

- Have students turn to Activity Page SR.2, and remind them to refer to the rubric as they work.
- Tell students to create their introduction and conclusion slides.
- Have students read the "Introduction" section in the "Exemplary" column, and tell them these are the goals they should keep in mind when creating their slides.

Support

Remind students that they heard the word *thesis* earlier when reading about Luther's ninety-five statements. Ask students what a thesis statement is in an essay or slide presentation. (the main idea)

Activity Page SR.2

- Tell students that, like an essay, the introduction slide should have a catchy title that sums up the main theme of the presentation. Remind students that the title of the sample slide presentation displayed yesterday was "The Reformation: Ideas That Rocked the World."
- Note that the introduction slide will not have bullet points like the body slides they worked on in the last lesson.
- Tell students they will create a conclusion slide as well. Remind them that the conclusion should contain a memorable fact, image, or observation.
- Have students work in small groups to create the titles and text for their introduction and conclusion slides using Activity Page 7.4.
- Have students read their introduction slides to a partner within the group. The partner should then try to guess what the body slides will discuss.
- Tell students if their partner guessed correctly, they have likely created an organized presentation so far. Tell students if their partner guessed incorrectly, they may wish to revise the introduction slide to more clearly reflect what is discussed in the body slides.

Choose Images for Slides

- Have students refer to Activity Page SR.2 for guidelines on choosing images that contribute to the meaning of the text.
- Direct students' attention to the Sample Slide Presentation to illustrate how the images support and add to the ideas presented in the text.
- Explain to students that you have already gathered images they may use in their slides. Explain to students how and where you found the images.
- Using the image bank you created, have students choose one image for each slide. Remind students that the images should match or complement the text on the slide.
    - If students have created their slide presentation on the computer, direct them to copy and paste image files onto the slides.
    - If students have created their slide presentation on paper, tell them to cut out and glue images to their slides.
- If time permits, students may choose more than one image per slide.
- Circulate among the students, guiding and supporting them with their image choices and showing them how to insert images into the slides, if necessary.
- Collect completed slide presentations to evaluate using the Slide Presentation Rubric and the Slide Presentation Editing Checklist found in Teacher Resources.

Support

If students are struggling to find images, allow them to use the ones found in the Sample Slide Presentation on display.

Challenge

Tell students to include several images for each slide. They may also create additional topics/body slides as time permits.

LESSON WRAP-UP (5 MIN.)

- Have a few students share their slide presentations with the class. Allow other students to present later as time allows.
- You may wish to share the Slide Presentation Editing Checklist and have students edit their own work before submitting.

End Lesson

Writing
Writing

Entering/Emerging
Provide 1:1 support on Activity Page 7.4. Review Activity Page SR.2 and Sample Slide Presentation. Guide students in creating introduction and conclusion slides, finalizing body slides, and navigating online to choose/insert images. Review terms and provide examples as needed.

Transitioning/Expanding
Redirect students to Activity Page SR.2 and Sample Slide Presentation. Guide students in creating slides and choosing/inserting images.

Bridging
Provide support on Activity Page 7.4 as needed.

LESSON

9

Changes in the Church and Beyond

PRIMARY FOCUS OF LESSON

Reading

Students will read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. **[RI.5.1; RI.5.2; RI.5.3]**

Grammar

Students will review how correlative conjunctions work together, and will correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. **[L.5.1e; SL.5.1; SL.5.1c]**

Morphology

Students will gain additional practice distinguishing between root words and words with the suffix *–ist*, and will correctly use those words in sentences. **[L.5.4b]**

Spelling

Students will gain additional practice spelling targeted words. **[L.5.2; L.5.2e; L.5.4]**

FORMATIVE ASSESSMENT

Activity Page 9.2	**"The Catholic Church Responds"** Take notes summarizing text about the Catholic Reformation and the actions of the Catholic Church in response to the Protestant Reformation, using vocabulary words and citing page numbers. **[RI.5.1; RI.5.2; RI.5.3]**
Activity Page 9.4	**Correlative Conjunctions** Interview partners using provided questions, and record information. Describe partner in writing, and then use four correlative conjunctions to write an additional paragraph about partners. **[L.5.1e; SL.5.1c]**

Activity Page 9.5 **Suffix *–ist*** Choose root words and *–ist* words from word bank to complete sentences, and write a sentence using the word *novelist*. **[L.5.4b]**

Activity Page 9.6 **Practice Spelling Words** Choose spelling words from word bank to complete sentences; use three words to create sentences. **[L.5.2e; L.5.4]**

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Small Group Reading: Chapter 6	Small Groups/ Partner	30 min.	❑ *Shifts in Power* ❑ Activity Pages 9.1, 9.2
Wrap-Up	Small Groups	10 min.	
Word Work: *Revitalize*	Partner	5 min.	
Language (45 min.)			
Grammar: Correlative Conjunctions	Partner	15 min.	❑ Correlative Conjunctions Poster ❑ Activity Page 9.4
Morphology: Suffix *-ist*	Whole Group	15 min.	❑ Activity Page 9.5
Spelling	Partner/ Whole Group	15 min.	❑ Activity Pages 9.6, SR.1
Take-Home Material			
Reading; Grammar			❑ Activity Pages 9.3, 9.4

ADVANCE PREPARATION

Reading

- Write The Big Question on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.
- This lesson includes Think-Pair-Share activities.

Language

Grammar

- Create and display an enlarged version of the Correlative Conjunctions Poster. Alternatively, you may access a digital version in the digital components for this unit.

Correlative Conjunctions	Function	Example
either/or	alternative	During the weekend, Alisha likes to either go swimming or play basketball.
neither/nor	alternative	Alisha neither likes spiders nor does she like scary stories.
both/and	addition	Both Devon and Nadia are Alisha's good friends.
not only/but also	addition	Alisha is not only active, but also smart.

- Plan to have students work in pairs for the interview activity in this lesson.

Universal Access

- Create sentence starters/frames to guide students in using correlative conjunctions to describe the partners they have interviewed:
  - My partner enjoys both ___ and ___ as activities.
  - Either ___ or ___ would be a favorite activity of my partner's.
  - My partner likes neither ___ nor ___.
  - Not only is ___ a good friend to my partner, but ___ is also a good friend because ___.
- Gather images to illustrate the word bank words: *piano, dentist, scientist, soloist, pianist, solo, art, science*, and *artist.* Clarify the difference between the noun (*piano*) and the person using the object or doing the action (*pianist*).
- Create a marked-up copy of the word bank (together with students or before the lesson) with the root words in one color and the affixed words in another.

- Reference/review Lesson 6 content and supports as needed.
- Create sentence starters/frames to guide students in using the word *novelist* in a sentence:
    - A novelist is one who ___.
    - The words *novel* and *novelist* are related because ___.
    - A novel is created by a _____.
    - I think being a novelist would be a great experience because ___.
- Create a copy of the word bank on the board/chart paper, showing separated prefixes to guide students in focusing on the root words and the changes in meaning caused by the prefixes:
    - im/measurable im/mobile im/patient im/possible
    - in/correct in/definite in/dependent in/complete
    - excavate exclude exterior export(s)
- Create sentence starters/frames to guide students in using the three unused word bank words in sentences: *exclude, independent*, and *indefinite* or *incomplete*.
    - The teacher reminded us not to ___ our names from our papers so that we would receive credit for our work. (exclude)
    - It is not kind to exclude others, because ___.
    - America became an ___ country in 1776. (independent)
    - The reason it is important to become independent as you grow older is___.
    - The number of snow days for this year is ___ because winter is not over yet. (indefinite)
    - When things are indefinite, or uncertain, it can be difficult because ___.
    - If you do not show your work on your math test, your answer will be marked as ___. (incomplete)
    - The job remained incomplete because ___.

Lesson 9: Changes in the Church and Beyond

Reading

45M

Primary Focus: Students will read and summarize informational text to explain how the Catholic Church responded to the Protestant Reformation movement. **[RI.5.1; RI.5.2; RI.5.3]**

SMALL GROUP READING: CHAPTER 6 (30 MIN.)

Introduce the Chapter

- Tell students they will read Chapter 6, "The Catholic Church Responds."
- Have students turn to the table of contents, locate the chapter, and turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *embrace*.
- Have them find the word on page 54 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Have students refer to the glossary at the back of the Reader and locate *embrace*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 9.1 while you read each word and its meaning.

Activity Page 9.1

Vocabulary

embrace, v. to hug or welcome wholeheartedly (embraced) (54)

convert, n. a person who has changed his or her belief system or changed religions (converts) (54)

Note: The following is the noun form of *convert*, so stress the first syllable, *con–*, when saying it aloud.

cardinal, n. a leader in the Catholic Church who is chosen by the pope (cardinals) (54)

order, n. a religious group with specific beliefs and practices (orders) (54)

calling, n. a strong urge to pursue a specific profession or way of life (56)

spiritual, adj. of or related to religious beliefs and feelings (56)

decree, n. an official order that must be followed (decrees) (58)

revitalize, v. to give fresh life to or energize again (revitalizing) (58)

censor, v. to examine and control the content of materials (censored) (60)

immoral, adj. going against the principles of right and wrong that are generally accepted by most members of a group (61)

persecute, v. to treat someone unfairly or cruelly, often because of his or her religious beliefs (persecuted) (61)

Vocabulary Chart for Chapter 6 "The Catholic Church Responds"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary	convert cardinal order spiritual persecute	embrace calling decree revitalize censor immoral
Multiple-Meaning Core Vocabulary Words	cardinal order	calling
Sayings and Phrases	laid plans for called by God reverted back to rooting out	

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.
    - How did the Catholic Church respond to the Protestant Reformation movement?

Establish Small Groups

Note: Students will take open-ended notes on Activity Page 9.2. This note-taking form is deliberately less scaffolded than forms used in earlier units in Grade 5, as students should begin to assume more responsibility for parsing appropriate notes from the text.

Activity Page 9.2

Support

Remind students that note-taking usually entails using short phrases, lists, and/or bullet points instead of complete sentences—similar to the content on their slides—to capture information more quickly.

Challenge

Have students take free-form notes on notebook paper without the scaffolded activity page. Ask them to organize information according to the words *cause, actions*, and *outcome*.

- Before establishing small groups, review Activity Page 9.2 with the whole class by reading the directions aloud.
- Explain to students that they will be taking notes on the cause, actions, and outcomes of the Catholic Reformation.
- Encourage students to use the vocabulary words listed at the side of each box in that box's notes.
- Tell students to record the pages containing the text supporting their notes.
- Before reading the chapter, divide students into two groups using the following guidelines:
    - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete the chart on Activity Page 9.2 with your support during reading.
    - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. As noted earlier in this unit, we encourage you to vary how you assign students to read independently or with partners. Likewise, you may want to ask some or all students to independently complete Activity Page 9.2, which can then be used in a formative assessment to determine how well each student understood what was read. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 9.2 correctly.

Read "The Catholic Church Responds"

- The following guided reading supports are intended for use with Small Group 1.

Chapter 6

The Catholic Church Responds

THE BIG QUESTION
How did the Catholic Church respond to the Protestant Reformation movement?

In the early 1500s, probably no one—not even Martin Luther—imagined how much Europe would change as a result of the Reformation. But as the religious reform movement gained strength, many people left the Catholic Church and **embraced** the teachings of various Protestant reformers.

Before Luther wrote his Ninety-Five Theses, western Europe had been largely united by a single religion: Catholicism. After Luther, northern and northwestern Europe became strongholds for Lutheran, Calvinist, and other Protestant believers. Southern Europeans, especially those in Spain, France, and Italy, remained primarily Catholic. By the 1530s, Europe was deeply divided by religion.

As the number of **converts** to Protestantism grew, leaders in the Catholic Church realized they needed to take action. The Catholic Church's response to the Reformation is called the Catholic Reformation, or the Counter-Reformation. It opposed, or countered, the Protestant-driven Reformation.

Several popes were involved with the Catholic Reformation, but the man who started things moving was Pope Paul III.

The Catholic Reformation Gets Underway

In 1536 CE, Pope Paul III appointed a group of **cardinals** to investigate what was right—and wrong—with the Church. The cardinals identified many problems. These included corrupt practices such as issuing indulgences for money. Their findings also revealed a relatively uneducated priesthood, and monasteries and religious **orders** that were not following Church teachings.

Word(s)	CK Code
Jesuits	/jez*oo*its/
Ignatius	/ig*nae*shəs/
Loyola	/loi*oe*lə/

Support

The word *counter* has several different meanings. It can refer to a high, flat surface at which people prepare food, eat, or do business. It can also mean "to oppose or to do something in response to something else." What does the word *counter* mean in this context?

» to oppose or to do something in response to something else

- Have students read the first four paragraphs on page 54 silently.

  Inferential. 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.

- Have students read the rest of page 54 and page 55 silently.

  Literal. What action did Pope Paul III take at the start of the Catholic Reformation/Counter-Reformation?

  » He appointed a group of cardinals to identify what was right and what needed to be reformed in the Catholic Church.

- Have students record notes in the "Actions" box of Activity Page 9.2. Encourage students to use vocabulary from the side of the box in their notes. Have students record the pages containing text that supports their notes.

After considering the cardinals' report, the pope and his advisors laid down plans for reform. They decided to focus on weeding out corrupt practices within the Church. They saw the need to more clearly state Catholic beliefs and teachings. They also hoped to halt the spread of Protestantism and bring former Catholics back into the faith.

The goals seemed clear. Now the challenge was to accomplish them.

Ignatius of Loyola and the Jesuits

One of the first things Pope Paul III did was to encourage new religious orders within the Church to help promote reform. Perhaps the most influential of these Catholic organizations was the Society of Jesus, or the Jesuits, as they were also known. Ignatius of Loyola, a Spanish priest, had founded the Jesuits several years earlier.

Ignatius as a soldier at the Battle of Pamplona in 1521 CE

Ignatius had taken a long and unusual path to the priesthood. Born in 1491 CE—the year before Christopher Columbus sailed for the New World—he had spent his early adult years in the Spanish military. While defending a Spanish fort from an invading French army, Ignatius was hit by a cannonball. The cannonball shattered the bones in one of his legs. His recovery was slow and painful. He was forced to spend a lot of time lying down while his leg healed. To pass the days, Ignatius read. However, the only available reading materials in the place where he was recovering were religious books. There was an illustrated book that told the story of Christ's life and a book about Catholic saints.

55

Inferential. What was the cause of the Catholic Reformation/Counter-Reformation?

» The Catholic Church saw a need to more clearly state its beliefs and teachings and to root out corrupt practices; many people converted to Protestantism as a result of the Protestant Reformation, and the Catholic Church wanted to bring people back to Catholicism.

- Have students record notes in the "Cause" box of Activity Page 9.2.

Inferential. What is the relationship between the Society of Jesus and the Catholic Reformation?

» At the beginning of the Catholic Reformation, Pope Paul III encouraged new religious orders, and the Society of Jesus became one of the most influential of these orders.

- Have students record notes in the "Actions" box of the activity page.

As Ignatius read, he felt he was being called by God to a new life of good works. After his leg healed, he left the military and studied to become a priest.

While studying for the priesthood, Ignatius kept detailed journals in which he wrote about the challenges of his new **calling**. Later in life, he turned his journals into an inspirational text called *Spiritual Exercises*, complete with prayers and meditations. Ignatius thought the book might help guide others on their own **spiritual** journeys. *Spiritual Exercises* became quite popular and was translated into many different languages.

Ignatius was elected the first leader of the Society of Jesus, after it officially became a Catholic religious order. He counseled his fellow Jesuits to serve "without hard words or contempt for people's errors." Ignatius died in 1556 CE. He was declared a saint by the Catholic Church in the early 1600s, and so became St. Ignatius of Loyola.

Ignatius of Loyola

56

Support

How did Ignatius decide to become a priest?

» He hurt his leg in battle, and while he was recovering he read many religious books. He felt he was being called by God to live the life of a priest performing good works.

- Have students read pages 56 and 57 silently.

  Evaluative. 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.

Ireland and southern European countries remained primarily Catholic.

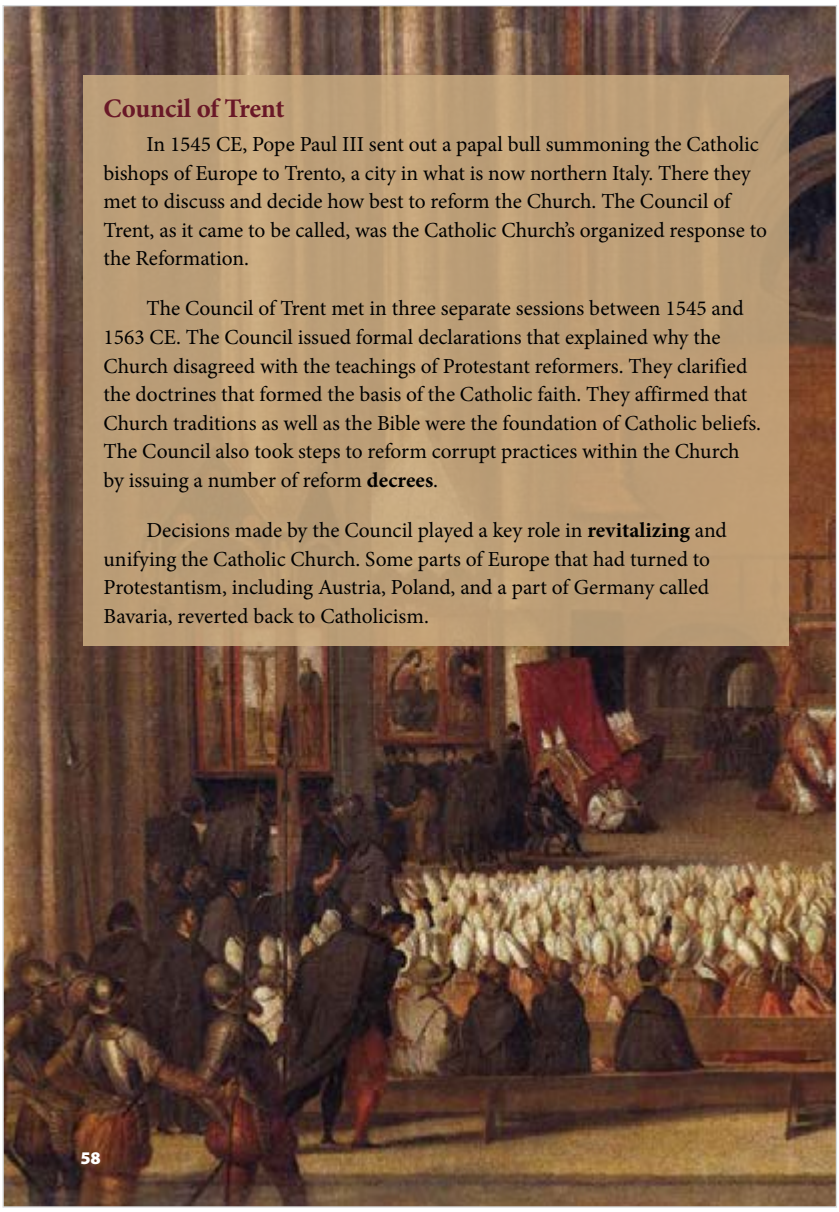
How did the Jesuits help the Catholic Reformation? They worked to revive Catholicism in Europe and spread the faith to the New World. The members of the Jesuit order were well-educated. They were dedicated to teaching as well as preaching, and they built many schools and universities. Jesuits became tutors to the children of princes and noblemen in many European countries. Jesuits traveled far and wide as missionaries, bringing education and Catholic beliefs to the Americas and parts of Asia. Although the Catholic Church had lost power and influence in Europe during the Reformation, the Jesuits helped the Church regain some of what had been lost. They also helped the Church grow in parts of the world beyond Europe.

57

Inferential. 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.

- Have students record notes in the "Actions" box of Activity Page 9.2.



Council of Trent

In 1545 CE, Pope Paul III sent out a papal bull summoning the Catholic bishops of Europe to Trento, a city in what is now northern Italy. There they met to discuss and decide how best to reform the Church. The Council of Trent, as it came to be called, was the Catholic Church's organized response to the Reformation.

The Council of Trent met in three separate sessions between 1545 and 1563 CE. The Council issued formal declarations that explained why the Church disagreed with the teachings of Protestant reformers. They clarified the doctrines that formed the basis of the Catholic faith. They affirmed that Church traditions as well as the Bible were the foundation of Catholic beliefs. The Council also took steps to reform corrupt practices within the Church by issuing a number of reform **decrees**.

Decisions made by the Council played a key role in **revitalizing** and unifying the Catholic Church. Some parts of Europe that had turned to Protestantism, including Austria, Poland, and a part of Germany called Bavaria, reverted back to Catholicism.

58

Support

Based on the text, what is a *council*?

» a group of important people who meet and make decisions

- Have students read page 58 silently.

  Literal. Why did Pope Paul III call together the Council of Trent?

  » to decide how to respond to the Protestant Reformation and how to reform the Catholic Church

- Have students record notes in the "Actions" box of Activity Page 9.2.

  Inferential. 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.

- Have students record notes in the "Outcomes" box on Activity Page 9.2.

Council of Trent, December 1563 CE
59

Other Actions of the Council

In Chapter One, you read about Johann Gutenberg and the invention of a printing press. By the early 1500s, hundreds of thousands of books and pamphlets were in print and being read by Europeans. Leaders of the Catholic Church recognized the power of the printed word. In an attempt to stop the spread of anti-Catholic writings, the Council of Trent decided to try to control what Catholics were allowed to read. The Council had Church leaders review new publications. If those materials went against Church teachings, they were **censored**.

Burning of heretical books by Pedro Berruguete

60

- Have students read page 60 and the first two paragraphs on page 61 silently.

Furthermore, the Council created the *Index of Forbidden Books*, a list of publications that were banned, or forbidden. By creating the index, the Church hoped to keep heretical or what they considered **immoral** writings from corrupting the minds of its faithful followers. Nearly all books written by Protestants were banned. Even the writings of some reform-minded Catholics, such as Desiderius Erasmus, were banned as well. Anyone caught reading, selling, or owning a banned book faced punishment.

Pope Paul III also revived the Inquisition as part of the Church's response to the Reformation. As you have discovered, the Inquisition was the court system of the Catholic Church. It was tasked with rooting out heresy. The *Index of Forbidden Books* and the Inquisition were the two primary tools that the Church used to counteract Protestant ideas.

Results of the Reformations

By the second half of the 1500s, many of the problems in the Catholic Church that had triggered the Reformation had been corrected or greatly reduced. The Council of Trent had purged the Church, leaving it stronger and more united. However, it was clear that Catholic and Protestant sects, though now reconciled on some issues, would never be united again.

The Reformation and the Catholic Reformation left Christians in Europe bitterly divided. In Catholic-controlled areas, Protestants were **persecuted** as heretics. In Protestant strongholds, Catholics were persecuted with equal brutality. Some conflicts flared into terrible wars that lasted many years. In fact, these two religious reformations sparked many years of warfare in Europe.

But there also were positive outcomes as a result of these two reform movements. Ordinary people—not just the wealthy nobility—had access to Bibles and other texts that were printed in their native language. To some extent, people had a choice about which religion they could follow. They were able to associate more freely with others who shared the same beliefs. Kings gained greater control over their kingdoms. And over time, their subjects began to identify more with countries and empires rather than with a particular religion.

61

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

» The Church responded by censoring printed materials it 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.

- Have students record notes in the "Actions" box on Activity Page 9.2.

Support

What impact did Gutenberg's printing press have on the Catholic Church?

» Gutenberg's printing press allowed many anti-Catholic writings to be printed quickly and cheaply, and be distributed widely, which caused more and more people to stand up against the Church.

- Have students read the rest of page 61 silently.

  Literal. As a result of the Catholic Reformation/Counter-Reformation, what was the condition of the Catholic Church in the second half of the 1500s?

  » It was stronger and more united, but any hope of unifying into a single Church had been lost.

- Have students record notes in the "Outcomes" box on Activity Page 9.2.

  Evaluative. Think-Pair-Share. Pretend you are an ordinary person living in Europe in the second half of the 1500s. What is life like for you? Use evidence from the text to support your answer.

  » My fellow people are divided between Catholicism and Protestantism, and they fight with each other constantly. I can also now read the Bible because it has been printed in the language I know instead of Latin. To some extent I feel that I can choose my own religion. I can associate more freely with others who share my beliefs. I feel people are starting to identify more with the country where we live rather than with a religion.

WRAP-UP (10 MIN.)

Check for Understanding

Create a three-column chart on the board/chart paper with the following headings: "Cause," "Actions," and "Outcomes." Recite some key facts from the chapter and have students raise their hands to identify the column in which each belongs.

- Have students work in small groups to review their notes on Activity Page 9.2 and adjust any necessary information regarding the cause, actions, and outcomes of the Catholic Reformation/Counter-Reformation.
- On the back of Activity Page 9.2, have students write a paragraph summarizing the Catholic Reformation/Counter-Reformation. Encourage students to use their notes from Activity Page 9.2 to help them write the paragraph. Explain that they will take these short phrases, lists, and/or bullet points and turn them into complete sentences. Remind students to include the cause, actions, and outcomes of the Catholic Reformation/Counter-Reformation.
- Students who finish the summary paragraph may go on to answer the Challenge question.
- Have some students share their paragraphs with the class.
- Collect Activity Page 9.2 to review and grade later.
- Have students take home Activity Page 9.3 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

WORD WORK: *REVITALIZE* (5 MIN.)

1. In the chapter, you read, "Decisions made by the Council played a key role in revitalizing and unifying the Catholic Church."
2. Say the word *revitalize* with me.
3. *Revitalize* means "to give fresh life to or reenergize something."
4. *Revitalize* has a Latin root word and prefix. *Vita* means "life" in Latin. The prefix *re–* means "to do again." If you know the meaning of the prefix and root, you can figure out the meaning of revitalize: "to give life to again." When Lauren is

Activity Page 9.3

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support for Activity Page 9.2. Guide students in note-taking by using phrases, lists, and/or bullet points to summarize key information. Review vocabulary and the terms *cause, actions*, and *outcomes*. Demonstrate how to turn abbreviated notes into complete sentences for the paragraph summary.

Transitioning/Expanding
Redirect student to text excerpts to complete Activity Page 9.2. Offer additional guidance as needed.

Bridging
Provide support on Activity Page 9.2 as needed.

exhausted at half time in her soccer games, she depends on a bottle of water and an orange slice to *revitalize* her.

5. What are some other examples of people or things that can be *revitalized*? Be sure to use the word *revitalize* in your response.

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "___ is *revitalized* by ___."

6. What part of speech is the word *revitalize*?

    » verb

- Use a Discussion activity for follow-up.
- Say, "Talk with your partner about something in our school or in your neighborhood that you would like to revitalize, and how you would give new life to it. For example, I would like to revitalize the plain wall just outside our door by putting new student artwork on display. Be sure to use the word *revitalize* in complete sentences as you discuss this with your partner."

Lesson 9: Changes in the Church and Beyond

Language

45M

GRAMMAR: CORRELATIVE CONJUNCTIONS (15 MIN.)

Primary Focus: Students will review how correlative conjunctions work together, and will correctly use correlative conjunctions in sentences to describe partners whom they have interviewed. **[L.5.1e; SL.5.1; SL.5.1c]**

Review Correlative Conjunctions

- Remind students that they have learned about sets of words that go together called correlative conjunctions.
- Write "correlative" on the board. Circle *co*. Tell students that *co–* means "together." Share examples such as *company, co-op*, and *cooperative*. Explain that correlative conjunctions are words that work together in pairs to relate one part of a sentence to another part of that sentence.
- Refer to the Correlative Conjunctions Poster you prepared in advance. Explain that the examples listed are just four examples of correlative conjunctions that are commonly used. There are others, but they will not be discussed in this lesson.

- Have different students read the example sentences on the poster. After each sentence, discuss the corresponding fact:
  - The correlative conjunction *either/or* shows an alternative. Alisha likes to go swimming or play basketball.
  - The correlative conjunction *neither/nor* also shows an alternative but both alternatives are negative. Alisha does not like spiders or scary stories.
  - The correlative conjunction *both/and* shows addition by adding two subjects or objects together. Devon and Nadia are Alisha's good friends.
  - The correlative conjunction *not only/but also* shows addition by adding two nouns, two verbs, or two adjectives together. Alisha is active and smart.
- Have students turn to Activity Page 9.4. Tell students that they will interview their partner using questions 1–3 on the activity page. Then, for homework, they will use the information from the interview to answer questions 4 and 5. Question 5 asks students to write a paragraph about their partner. Tell students they will use all four correlative conjunctions in their paragraph.

Check for Understanding

Tell students that they may ask their partners more questions if they would like, to help in their descriptions. Ask students for some other examples of questions that could be answered using the four correlative conjunctions. Record examples on the board/chart paper and have students raise their hands to identify whether they use alternative or addition functions. Point out the negative alternatives as applicable.

- Be sure students are able to complete the interview questions during the lesson time. Have students take Activity Page 9.4 home to finish writing their paragraph for homework.

Support

Review the terms *alternative* and *addition* as needed and provide more examples of *or* and *and* pairs. Clarify what makes an alternative negative.

Challenge

Have students research/list other correlative conjunctions and use them in sentences.

Activity Page 9.4

Language

Connecting Ideas

Entering/Emerging
Provide 1:1 support on Activity Page 9.4. Provide sentence starters/frames to guide students in using correlative conjunctions to describe the partner they have interviewed. Provide further clarification about when to use alternative or additional functions.

Transitioning/Expanding
Allow student to work with a partner to complete Activity Page 9.4. Offer additional guidance as needed.

Bridging
Provide support on Activity Page 9.4 as needed.

Activity Page 9.5

Support

Have students work in pairs, and offer additional guidance as needed.

Challenge

Have students answer the Challenge question. Note that it contains a new word students haven't seen before.

Reading for Information
Reading/Viewing Closely

Entering/Emerging
Provide 1:1 support for Activity Page 9.5. Provide images to illustrate word bank words. Color-code the root words and *–ist* words. Repeat content/supports from Lesson 6 as needed. Provide sentence starters/frames for creating a sentence with *novelist*.

Transitioning/Expanding
Allow student to partner with a classmate on Activity Page 9.5. Offer guidance and repeat content/supports from Lesson 6 as needed.

Bridging
Offer guidance on Activity Page 9.5 as needed.

MORPHOLOGY: SUFFIX *-IST* (15 MIN.)

Primary Focus: Students will gain additional practice distinguishing between root words and words with the suffix *–ist*, and will correctly use those words in sentences. **[L.5.4b]**

Practice Suffix *-ist*

- Refer to the Suffixes Poster and remind students that a *suffix* is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.
- Point to the suffix *–ist* and ask students what it means. ("a person who")

Check for Understanding

Review the terms *root word, suffix, prefix,* and *affix.* Point to some examples and have students raise their hands to identify each. Clarify that *affix* can refer to either a prefix or a suffix, so an affixed word can contain either or both. Provide examples as needed.

- Have students turn to Activity Page 9.5. Read the directions for each section with students and complete the first item together. Then have students complete the rest of the activity page independently.
- Circulate around the room to check in with students as they complete the rest of the activity page.

SPELLING (15 MIN.)

Primary Focus: Students will gain additional practice spelling targeted words. **[L.5.2; L.5.2e; L.5.4]**

Practice Spelling Words

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.1 as they practice.
- Have students turn to Activity Page 9.6, explaining that the spelling words are listed in the word bank on the activity page and on the board/chart paper from Lesson 6.

- Have students work with a partner to read the first sentence silently and fill in the blank. After students complete the first sentence, call on one pair to read the sentence aloud with the spelling word in the blank. (*immobile*)
- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.

Check for Understanding

Remind students that the prefix *im–* makes the word *mobile* have the opposite meaning. So instead of meaning "moveable," it means "not moveable." Say some spelling words, some with a prefix and some without, and have students raise their hands if the meaning of the word is changed to its opposite by a prefix.

- Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their pages over.
- Have students say the word, spell it, and say it again without looking at their papers. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Turn the page over and repeat the steps for the remaining items.
- As time allows, complete the "say, spell, say again" step for the unused words: *independent, incomplete* or *indefinite*, and *exclude*.

  Note: Number 6 has two possible answers: *incomplete* and *indefinite*.
- Then students may work independently to write their own sentences.
- Remind students to study the spelling words for the spelling assessment in the next lesson.
- Collect completed Activity Page 9.6 to review and grade later.

Activity Page SR.1

Activity Page 9.6

Support

Have students listen repeatedly as needed to a recording (one that you or the student creates) of the spelling words being said, spelled, and said again in a sentence.

Challenge

Have students research/list other *im–* and *in–* words and write them out in sentences.

End Lesson

Lesson 9: Changes in the Church and Beyond

Take-Home Material

READING; GRAMMAR

- Have students take home Activity Page 9.3 to read for fluency.
- Have students take home Activity Page 9.4 to complete for homework.

Language
Selecting Language Resources

Entering/Emerging
Provide 1:1 support for Activity Page 9.6. Provide a copy of the word bank showing separated prefixes. Point out that *export* will need to change form. Provide sentence starters/frames to guide students in creating sentences with three unused word bank words.

Transitioning/Expanding
Allow students to work with partners to complete Activity Page 9.6. Offer additional guidance as needed.

Bridging
Offer guidance on Activity Page 9.6 as needed.

Activity Page 9.3

Activity Page 9.4

LESSON

10 Unit Assessment

LESSON AT A GLANCE

	Time	Materials
Spelling		
Assessment	15 min.	❑ Activity Page 10.1
Unit Assessment		
Unit Assessment	75 min.	❑ Activity Page 10.2
Optional Fluency Assessment	(optional)	❑ Student Copy of Fluency Assessment text ❑ Recording Copy of Fluency Assessment text, one for each student ❑ Fluency Scoring Sheet, one for each student

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of *Galileo* and the Fluency Scoring Sheet.

Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Grammar

- Collect Activity Page 9.4 to review and grade because there is no accompanying grammar lesson.

Start Lesson

Lesson 10: Unit Assessment

Spelling

ASSESSMENT

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

  Note: This is a good opportunity to use the Tens Scoring System to gather formative assessment data.

1. exclude	The teacher reminded us not to exclude any commas from our lists.
2. independent	The city-states were independent from each other.
3. incorrect	He double-checked his work to make sure none of his answers were incorrect.
4. impatient	It is difficult not to get impatient while waiting in a long line.
5. excavate	The crew is being very careful as they excavate the dinosaur bone.
6. exterior	After the storm, the exterior of the building was damaged and had to be repaired.
7. incomplete	My science project is incomplete because I have not yet added charts to explain my experiment.
8. immobile	The car had two flat tires, which made it immobile.
9. export	The farmers export grapes to another country.
10. immeasurable	Galileo's love for science was immeasurable.
11. indefinite	Scientists warn that further research is necessary as the findings of their study are still indefinite.
12. impossible	It is impossible to learn to swim if you do not get into the water and try.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.
    - The exterior walls of the large palace seemed immeasurable to the young child.
- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. The recommended action is to use the template provided at the end of this lesson to identify and analyze students' errors.

Lesson 10: Unit Assessment

Unit Assessment

75M

UNIT ASSESSMENT

Note: This is a good opportunity to use the Tens Scoring System to gather formative assessment data.

- Make sure each student has a copy of Activity Page 10.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is about the causes and outcomes of the Reformation, and the second selection is about England's King Henry VIII.

Optional Fluency Assessment

- You may wish to assess students' fluency in reading by using the *Galileo* selection.

Administration Instructions

- Turn to the student copy of *Galileo* that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of *Galileo* for each student, create a running record as you listen to each student read orally.
- Have the student you will assess sit near you.

- Explain that you are going to ask him or her to read a selection aloud and you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection.
- As the student reads aloud, use the following guidelines to make a running record on the Recording Copy:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word *omitted*.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an *X* above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an *SC*.
Teacher-supplied words	Write a *T* above the word (this counts as an error).

- After one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. **Inferential.** What type of people did Galileo spend his childhood with? How do you know?
    - » Galileo spent his time with great people. The text says that he, "... sat on the knees of greatness," meaning he spent time close to great people.
2. **Literal.** To whom did friends and family compare Galileo?
    - » Leonardo da Vinci
3. **Inferential.** 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.

4. **Literal.** What did Galileo create as a result of sitting in the cathedral in Pisa?
    » An astronomical clock for measuring movements of the stars

- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute had elapsed.

SPELLING ASSESSMENT ANALYSIS

Spelling Analysis Chart												
Student	1. exclude	2. independent	3. incorrect	4. impatient	5. excavate	6. exterior	7. incomplete	8. immobile	9. export	10. immeasurable	11. indefinite	12. impossible

Word	CK Code	Syllable Type
immeasurable	/im*mezsh*er*ə*bəl/	closed*closed*r-controlled*ə*ə
immobile	/im*moe*bəl/	closed*open*ə
impatient	/im*pae*shənt/	closed*open*ə
impossible	/im*pos*ə*bəl/	closed*closed*ə*ə
Incorrect	/in*kə*rekt*/	closed*ə*closed
indefinite	/in*def*ə*nit*/	closed*closed*ə*digraph
independent	/in*də*pen*dənt/	closed*ə*closed*ə
incomplete	/in*kəm*pleet/	closed*ə*digraph
eExcavate	/ex*kə*vaet/	closed*ə*digraph
exclude	/ex*klood/	closed*digraph
exterior	/ex*teer*ee*er/	closed*r-controlled*open*r-controlled
export	/ex*port/	closed*r-controlled

- Students might make the following errors:
  - *immeasurable:* using 'zher' instead of 'sur' for /zsher/; using 'u' instead of 'a' for /ə/; using 'bul' or 'bull' instead of 'ble' for /bəl/
  - *immobile:* using 'bul' or 'bull' instead of 'bile' for /bəl/
  - *impatient:* using 'sh' instead of 't' for /sh/; using 'e' instead of 'ie' for /ə/
  - *impossible:* using 'bul' or 'bull' instead of 'ble' for /bəl/
  - *indefinite:* using 'i' instead of 'i_e' for the second /i/
  - *independent:* using 'u' instead of the second and third 'e' for /ə/
  - *incomplete:* using 'ee' instead of 'e_e' for /ee/
  - *excavate:* using 'k' instead of 'c' for /k/; using 'u' instead of the first 'a' for /ə/; using 'a' instead of 'a_e' for /ae/
  - *exclude:* using 'oo' instead of 'u_e' for /oo/

- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
    - Is the student consistently making errors on specific vowels? Which ones?
    - Is the student consistently making errors at the ends of the words?
    - Is the student consistently making errors in multi-syllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of the Text

The informational texts used in the reading comprehension assessment, "Causes and Outcomes of the Reformation" and "Henry VIII and the English Reformation," have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts and Literacy: Supplement to Appendix A, "New Research on Text Complexity" (www.CoreStandards.org/resources). Both selections fall within the Common Core Grade 4–Grade 5 Band.

Reading Comprehension Item Annotations and Correct Answers			
Item	**Correct Answer**		**Standards**
1 ***Inferential***	*The Church was powerful because it provided much of the education and social welfare. It had absolute authority in religious matters, and it was very wealthy.*		RI.5.1, RI.5.2, RI.5.10, W.5.2, W.5.2d
2 ***Inferential***	C		RI.5.4, RI.5.10, L.5.4a
3 ***Literal***	B, E, F		RI.5.1, RI.5.4, RI.5.10
4 ***Literal***	A		RI.5.1, RI.5.4, RI.5.10
5 ***Inferential***	**Challenges Facing the Catholic Church During Reformation**	**How the Catholic Church Responded to Challenges**	RI.5.1, RI.5.3, RI5.10, W.5.2, W.5.2d
	the teachings of Martin Luther and other reformers	*rejected Luther's and other reformer's arguments*	
	misunderstanding of Church doctrine	*tried to educate people about Church doctrine; Jesuits opened schools and universities*	
	The printing press had spread the teachings of Luther.	*used the printing press to publish its books and banned other books*	
	Answers may vary.	*Answer should be supported with evidence from the text.*	
6 ***Evaluative***	*Yes and no. The Church did emerge with a better educated clergy. It stopped some corruption and remained a big part of people's lives. It did not regain the religious and political power it once had.*		RI.5.1, RI.5.2, RI.5.10, W.5.2, W.5.2d
7 ***Inferential***	A		RI.5.8, RI.5.10
8 ***Inferential***	D		RI.5.4, RI.5.10
9 ***Literal***	A		RI.5.10
10 ***Inferential***	B		RI.5.8, RI.5.10

Writing Prompt Scoring

The writing prompt addresses Common Core State Standards (CCSS) **W.5.2, W.5.2a-e, W.5.4, L.5.1, L.5.2, L.5.6.**

Score	4	3	2	1
Criteria	The roles that both King Henry VIII and Martin Luther played in the Reformation are both clearly identified. The answer states how their roles/ motivations are similar to and different from one another. The motivations for challenging the Church are clearly identified. Information is clearly supported with evidence from the text.	The role played in the Reformation is identified for one person, but not both. The answer addresses the motivations for one person, but not both. The answer provides at least some evidence from the texts supporting the answer.	The answer misidentifies the men's roles and motivations in the Reformation or the roles and motivations are incorrect. The answer lacks appropriate supporting evidence from the texts.	The answer does not identify the roles and motivations of either King Henry VIII or Martin Luther in the Reformation. The answer lacks supporting evidence from the texts.

Grammar Answer Key

1. hooray; type: strong
2. oh; type: mild
3. gross; type: mild
4. stop; type: strong
5. was
6. look
7. sounded
8. After: time
9. up: place; in: place
10. around: place

Morphology Answer Key

1. enlighten
2. enable
3. enclosed
4. novelist
5. dentist

Optional Fluency Assessment

- The following is the text for the Optional Fluency Assessment, titled, *Galileo*. Turn to this copy of the selection each time you administer this assessment.
- You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make copies of the Recording Copy and the Fluency Scoring Sheet so that you have one for each student you assess.

Galileo

Galileo Galilei was born in 1564 in Pisa, Italy. He was of noble blood. As a child, Galileo often sat on the knees of greatness.

At age 18, he graduated from the University of Pisa. His family and friends compared him to a genius from Tuscany: Leonardo da Vinci.

Galileo's mother had a beautiful dream that her son might be the savior of the world. As he grew to manhood, her faith in him did not subside.

Even in childhood, Galileo showed great skill as an inventor. He made curious toys with cogs and wheels; he whittled out violins and transformed simple reeds into lutes, upon which he played music of his own composition.

Galileo loved painting and would work on a canvas for months. He gave lectures on art, and taught painting by actual example. The spirit of the Renaissance certainly inspired young Galileo.

There are really only two things to see in Pisa: one is the Leaning Tower, from which Galileo made some of his most interesting experiments, and the other is the cathedral. At the cathedral, a great bronze lamp is suspended from the vaulted ceiling. When Galileo was about 21, sitting in the silence of this church, he noticed that there was a slight swinging motion to this lamp and it was never still. Galileo set to work timing and measuring these motions. He found that the motions were always done in exact measure and in perfect rhythm. This led him to perfect an astronomical clock for measuring movements of the stars. He was not able to complete a pendulum

clock before his death, but his design provided the basis for this invention, which made depending on sundials no longer necessary.

Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count words read in one minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the uncorrected mistakes in one minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract uncorrected mistakes in one minute from words read in one minute to get words correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

- As you evaluate W.C.P.M. scores, here are some factors to consider.
    - It is normal for students to show a wide range in fluency in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms Jan Hasbrouck and Gerald Tindal established from their 2006 study. Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 5, and a student scored 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Student Name_____Date_____

Fluency Scoring Sheet

	Words Read in One Minute
—	Uncorrected Mistakes in One Minute
	W.C.P.M.

W.C.P.M.	National Percentiles for Fall, Grade 5
166	90th
139	75th
110	50th
85	25th
61	10th
Comprehension Total _____/4	

Student Name_____Date_____

Recording Copy
Galileo

Galileo Galilei was born in 1564 in Pisa, Italy. He was of noble 13
blood. As a child, Galileo often sat on the knees of greatness. 25

At age 18, he graduated from the University of Pisa. His family and 38
friends compared him to a genius from Tuscany: Leonardo da Vinci. 49

Galileo's mother had a beautiful dream that her son might be 60
the savior of the world. As he grew to manhood, her faith in him 74
did not subside. 77

Even in childhood, Galileo showed great skill as an inventor. He 88
made curious toys with cogs and wheels; he whittled out violins and 100
transformed simple reeds into lutes, upon which he played music of his 112
own composition. 114

Galileo loved painting and would work on a canvas for months. He 126
gave lectures on art, and taught painting by actual example. The spirit 138
of the Renaissance certainly inspired young Galileo. 145

There are really only two things to see in Pisa: one is the Leaning 159
Tower, from which Galileo made some of his most interesting 169
experiments, and the other is the cathedral. At the cathedral, a great 181
bronze lamp is suspended from the vaulted ceiling. When Galileo 191

was about 21, sitting in the silence of this church, he noticed that 204
there was a slight swinging motion to this amp and it was never still. 218
Galileo set to work timing and measuring these motions. He found 229
that the motions were always done in exact measure and in perfect 241
rhythm. This led him to perfect an astronomical clock for measuring 252
movements of the stars. He was not able to complete a pendulum 264
clock before his death, but his design provided the basis for this 276
invention, which made depending on sundials no longer necessary. 285

Word Count: 285

Middle-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
Middle-of-Year Assessment		
Reading Comprehension Assessment	90 min.	❑ Activity Pages A.1, A.2
Fluency Assessment	Ongoing	❑ Activity Pages A.2, A.6 ❑ stopwatch

ADVANCE PREPARATION

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Plan to have reading material available for students to select from and read independently as they finish the MOY Assessment.

MIDDLE-OF-YEAR (MOY) ASSESSMENT

During the first day of the two-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes four passages and corresponding comprehension questions. After students complete this portion of the assessment, use the MOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the MOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the MOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3) and the Morphology Assessment (Activity Page A.4).

In addition you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment to students who scored 13 or less on the Reading Comprehension Assessment (and, as time allows, to students who scored 14–17). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.5 (Word Reading in Isolation Assessment Scoring Sheet), which you will have collected from students, as well as the Word Reading in Isolation Assessment under MOY Assessment Day 2 in this Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included under MOY Assessment Day 2.

The Fluency Assessment uses Activity Pages A.2 and A.6 (which you may have collected from students), as well as the student copy of the Fluency Assessment text "Pegasus for a Summer," located under MOY Assessment Day 2 in the Teacher Guide. You will use Activity Page A.6 (MOY Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (MOY Assessment Summary) includes a Fluency Assessment Scoring Sheet.

READING COMPREHENSION ASSESSMENT (90 MIN.)

- Ensure each student has a copy of Activity Page A.1. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. Answers are provided on the next page. After you have scored the assessment, record individual scores on each student's MOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—"Flying" and "Reverend Abbott and Those Bloodshot Eyes"—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards (CCSS) for English Language Arts Supplement to Appendix A, "New Research on Text Complexity" (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general the selected-response items address Reading standards and the constructed-response items address Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Reading Comprehension Item Annotations and Correct Answers

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

"Flying"

Item	Correct Answer(s)	Standards
1. **Inferential**	D	**5.3, 5.1, 5.10**
2. **Inferential**	C	**5.6, 5.1, 5.10**
3. **Inferential**	Part A = A, Part B = A, E	**5.6, 5.1, 5.10**
4. **Inferential**	A	**5.4, 5.1, 5.10**
5. **Inferential**	*The author's family members feel differently about flying. Her father and mother enjoy flying. Her older brother is adventurous and appreciates not only flying but also skydiving. The author's youngest brother appears a bit apprehensive about flying, and the author and her sister both seem somewhat indifferent to flying and do not like the noise that the plane produces.*	**5.6, 5.1, 5.10**
6. **Literal**	A	**5.1, 5.10**
7. **Inferential**	A	**5.2, 5.1, 5.10**
8. **Evaluative**	A	**5.5, 5.1, 5.10**
9. **Inferential**	C	**5.1, 5.10**

"Reverend Abbott and Those Bloodshot Eyes"

Item	Correct Answer(s)	Standards (RL)
10. **Inferential**	D	5.3, 5.10, 5.10
11. **Inferential**	D	5.3, 5.1, 5.10
12. **Inferential**	B	5.1, 5.103
13. **Literal**	B	5.1, 5.103
14. **Inferential**	C	5.1, 5.10
15. **Inferential**	D	5.3, 5.10, 5.10
16. **Inferential**	A	5.3, 5.1, 5.10
17. **Evaluative**	A	5.5, 5.1, 5.10
18. **Inferential**	D	5.1, 5.10
19. **Evaluative**	*The narrator values his community. He looks back on his childhood days at church and on the streets of Harlem fondly. He has positive thoughts about the people in his community, including the minister, even though the children pulled a prank on the minister because they didn't like all of his actions, including canceling their dances.*	5.2, 5.1, 5.10, W.5.4
20. **Evaluative**	A	5.6, 5.1, 5.10

Reading Comprehension Assessment Analysis

Students who answered 13 or fewer questions correctly out of 20 total questions may have significant skill deficits. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Administer the Fluency Assessment and, as time permits, the Word Reading in Isolation Assessment to students who answered 14–17 questions correctly out of 20 total questions. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings.

You do not need to administer the Word Reading in Isolation Assessment to

students who answered 18–20 questions correctly out of 20 total questions. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	**Remediation**
13 or fewer	Administer Word Reading in Isolation Assessment and Fluency Assessment.
14–17	Administer Word Reading in Isolation Assessment as time permits; administer Fluency Assessment.
18–20	Do not administer Word Reading in Isolation Assessment; administer Fluency Assessment.

Middle-of-Year Assessment

Assessment Day 2

LESSON AT A GLANCE

	Time	Materials
Middle-of-Year Assessment		
Grammar Assessment	50 min.	❑ Activity Pages A.3
Morphology Assessment	40 min.	❑ Activity Pages A.4
Fluency Assessment; Word Reading in Isolation Assessment	Ongoing	❑ Activity Pages A.2, A.5, A.6 ❑ stopwatch

MIDDLE-OF-YEAR (MOY) ASSESSMENT

During the second day of the two-day assessment, all students will independently complete the Grammar Assessment and Morphology Assessment. Together these assessments include 25 items. After students complete these portions of the assessment, enter their scores on the Grammar Assessment Scoring Sheet and Morphology Assessment Scoring Sheet in this Teacher Guide, making additional copies if needed. Answers for the Grammar and Morphology Assessments are provided in the Activity Book Answer Key in the Teacher Resources section of this Teacher Guide.

Administer the Word Reading in Isolation Assessment based on students' performance on the Reading Comprehension Assessment. Continue to administer the Fluency Assessment to all students.

Grammar Assessment

- Make sure each student has a copy of Activity Page A.3. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores into the Grammar Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

Grammar Assessment Scoring Sheet

Skill	Subject and Predicate	Sentence Fragments	Run-on Sentences	Words and Phrases that Compare and Contrast	Action Verbs and Linking Verbs	Action Verbs and Linking Verbs	Subject-Verb Agreement: Present Tense	Subject-Verb Agreement: Present Tense	Commas: Items in a Series	Subject-Verb Agreement: Past Tense	Subject-Verb Agreement: Past Tense	Prepositions and Prepositional Phrases	Prepositions and Prepositional Phrases	Correlative Conjunctions	Interjections
Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student															

Morphology Assessment

- Make sure each student has a copy of Activity Page A.4. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.4. Record all student scores into the Morphology Assessment Scoring Sheet.

Morphology Assessment Scoring Sheet										
Skill	Prefixes *il-* and *ir-*	Prefix *inter-*	Root *tract*	Suffix *-ness*	Root *vac*	Prefixes *im-* and *in-*	Prefix *ex-*	Root *serv*	Prefix *en-*	Suffix *-ist*
Question	1	2	3	4	5	6	7	8	9	10
Student										

WORD READING IN ISOLATION ASSESSMENT (ONGOING)

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 13 or fewer on the Reading Comprehension Assessment and, as time permits, to students who scored 14–17, in order to gain further insight as to possible weaknesses.

This section of the MOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment on the next page. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.5 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an 'X' above the word on the scoring sheet.

Middle-of-Year Assessment Materials

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowlful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for further CKLA instruction. A Word Reading in Isolation Analysis chart and a Word Reading in Isolation Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who correctly score 43 or fewer words out of 65 appear to have significant deficits in decoding and word recognition.
- Students who correctly score 44–51 out of 65 words appear to have adequate decoding and word recognition skills.
- Students who correctly score 52–65 out of 65 words appear to have outstanding decoding and word recognition skills.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
Consonants						Totals
/b/	/d/	/f/	/g/	/h/		166/208
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/th/	/ng/	/qu/		
Vowels						108/136
/a/	/e/	/i/	/o/	/u/		39/49
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/oo/	/oo/	/aw/	/ou/		19/23
/oi/	/ar/	/er/	/or/	/aer/		27/33
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
–le Syllable						4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header in the following chart. Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (Item numbers in parentheses)		
/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	**/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)**	**/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)**
/g/ (4e, 6d, 13a)	**/h/ (9b)**	**/j/ (1c, 12c, 12d)**
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	**/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)**	**/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)**
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	**/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)**	**/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)**
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	**/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)**	**/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)**
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	**/x/ (1c, 7b)**	**/y/ (7a, 13d)**
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	**/ch/ (6b, 10e, 11a)**	**/sh/ (2b, 12b)**
/th/ (1e, 9e, 13d)	**/th/ (7c)**	**/ng/ (7a, 9d, 11d, 11e)**
/qu/ (6e)		

Phonemes—Vowels (Item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)

Syllabication (words with 2 or more syllables; Item numbers in parentheses)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	**Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)**	**Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)**
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	**ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)**	**–le Syllable (3b, 11d, 13a, 13e)**

FLUENCY ASSESSMENT

This section of the MOY Assessment assesses students' fluency in reading by using the selection "Pegasus for a Summer" (literary text) located in the Teacher Resources section of this Teacher Guide.

Administration Instructions

- Turn to the student copy of "Pegasus for a Summer" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Pegasus for a Summer" (Activity Page A.6) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an 'X' above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an 'SC'.
Teacher-supplied words	Write a 'T' above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

Student Name_____Date_____

Middle-of-Year Fluency Assessment

Pegasus for a Summer

Michael J. Rosen

1 Outside school, I did two things better than most kids (and doing 12
better probably meant as much to me as it meant to everyone else): 25
swimming and horseback riding. Yet without a pool or a stable at 37
school, I could never prove those talents to anyone. But the day camp 50
I attended each summer provided for both. 57

2 Oh, one year, I did compete on a swim team with my best friend 71
Johnny. I swallowed a teaspoon of honeyenergy before each event with 82
the others in my relay. All season, my eyes bore racoon rings from the 96
goggles. Ribbons hung from my bedroom corkboard. But I hated it, 109
hated it just as I hated every sport that had fathers barking advice from 121
the sidelines, or hotshot classmates divvying the rest of us into shirts 133
and skins, or coaches always substituting in their favorite players, and 144
team members who knew every spiteful name for someone who missed 155
a catch, overshot a goal, slipped out of bounds, fouled, fumbled, or 167
failed them personally in a zillion ways. 174

3 But I didn't give up swimming, as I had baseball, football, and 186
basketball. (Their seasons were so brief, how could a person master 197
one skill before everyone switched to the next sport?) And I devoted 209
myself to horseback riding. 213

4 The whole idea of camp, which represented the whole idea of summer, 225
hinged on those few hours each week at the camp stable, just as the 239
whole of the school year merely anticipated the coming summer 249
vacation. At camp, it was simply me against—no one. It was me with 263
the horse. The two of us composed the entire team, and we competed 276
with greater opponents than just other kids. We outmaneuvered 285
gravity, vanquished our separate fears, and mastered a third language: 295
the wordless communication of touch and balance. 302

Word Count: 302

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. **Inferential.** Did the author's classmates at school appreciate his talents in swimming and horseback riding?
    - » No. The text suggests that the author's classmates at school did not appreciate these talents.
2. **Inferential.** Did the author perform well on the swim team?
    - » Yes. He won ribbons that hung in his bedroom
3. **Literal.** What sports did the author give up?
    - » Baseball, football, and basketball.
4. **Inferential.** What did the author dislike about many organized sports?
    - » The author disliked the very competitive nature of the sports and that the athletes often treated each other unkindly.

- Continue administering the Fluency Assessment as time permits.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears on each student's MOY Assessment Summary (Activity Page A.2). To calculate a student's Words Correct Per Minute (W.C.P.M) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)

3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grades 4 and 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 4, and a student scored 129 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

Percentile	Spring Grade 5 W.C.P.M.	Fall Grade 6 W.C.P.M.
90	194	177
75	168	153
50	139	127
25	109	98
10	83	68

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

INTERPRETING MIDDLE-OF-YEAR (MOY) ASSESSMENT SCORES

To determine students' skill level for ongoing Grade 5 CKLA instruction, use the results of three assessments: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 Middle-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most challenging to analyze results for students with ambiguous or borderline scores. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not other passages, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the Reading Comprehension Assessment, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the Word Reading in Isolation Assessment, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught in CKLA.

Grade 5 | Unit 6

Pausing Point

END-OF-UNIT CONTENT ASSESSMENT

Activity Page PP.2

Use the first day of the Pausing Point to administer the assessment of content knowledge acquired by reading *Shifts in Power*. Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned about the Reformation. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Content Assessment Answer Key

1. C
2. B, D, E
3. Answers may vary, but may include wealthy, influential, and powerful.
4. Martin Luther was a Roman Catholic monk who disagreed with some of the Church's practices. He wrote the Ninety-Five Theses, which helped spark the Reformation.
5. A
6. The Ninety-Five Theses helped spark the Reformation by getting people to think critically about the Church's practices.
7. Answers may vary, but may include that Martin Luther helped spark the Reformation; the Anabaptists tried to start a new political community of people who believed the same things they did; and John Calvin helped spark a new branch of Christianity called Calvinism, which focused on the ideas of predestination and self-discipline.
8. B

9. Part A: C; Part B: The Church accused Galileo of being a heretic.
10. D
11. C, D
12. B, C, E, F

PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use the final four days of this unit (or three days if you chose to pause one day after Lesson 6) to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and spelling assessments. Activity Pages PP.3–PP.8 provide additional practice in the grammar and morphology content covered in the unit.

Activity Pages PP.3–PP.8

REMEDIATION

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

Writing

Use time during the Pausing Point to return to the slide presentation that each student completed, along with the completed Slide Presentation Rubric (Activity Page SR.2) and Editing Checklist (Activity Page SR.3). Meet briefly with individual students to discuss where they need to improve. You may want to allow students additional time to revise and edit their slide presentation. You may choose to have students present their slide presentations in a small group setting or to the entire class. They may need time to practice presenting their work.

Activity Pages SR.2–SR.3

You may suggest that students needing more practice write a new slide presentation on a different topic. They may use the slide titles they didn't incorporate the first time to create a new presentation. Provide additional structure and guidance for students, making copies of both the Slide Presentation Rubric and Editing Checklist available (see Student Resources in the Activity Book), and circulate and check in with students as they write. You may also make additional images available through the image bank.

You may also wish to have students share the letters they wrote during the first week. Students might share their writing in either a small group or a whole group setting. Consider pairing students and having them answer each other's letters.

Enrichment

If students have mastered the content and skills in The Reformation unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. "Erasmus and the Reformation" describes the life and beliefs of Renaissance scholar and Catholic reformer Desiderius Erasmus. "Life and Achievements of Copernicus" describes Nicolaus Copernicus's scientific discoveries, how these discoveries conflicted with the Catholic Church's teachings, and how Copernicus and his colleagues dealt with this conflict. "Life and Achievements of Galileo" shows why Galileo is often called the father of modern astronomy by telling the story of the many scientific discoveries he made in his lifetime. It also describes how Galileo's publications conflicted with the Catholic Church's teachings and the impact they had despite being banned by the Inquisition. The Activity Book contains activity pages students may complete as they read these selections (Activity Pages E1.1, E2.1, and E3.1).
- Students may share, either with a small group or with the class, the writing they generated in this unit.
- Help students understand how printing with movable type works by getting a few sets of letter stamps. Have students set and print a class newspaper or brief message.

Activity Pages
E1.1, E2.1, E3.1

Grade 5 | Unit 6

Teacher Resources

In this section, you will find:

- Renaissance Timeline Card
- Pronunciation Guide for *Shifts in Power*
- Glossary
- Slide Presentation Rubric
- Slide Presentation Editing Checklist
- Resources for the Enrichment Selections in *Shifts in Power*
- Activity Book Answer Key

The Renaissance Movement

Approximately 1300–1600 CE

PRONUNCIATION GUIDE FOR *SHIFTS IN POWER*

The following are pronunciations for unique words in the order they first appear in *Shifts in Power*, translated into Core Knowledge code. Syllables are divided with an asterisk (*).

Chapter 1	
Johann Gensfleisch	/yoe*hon/ /genz*fliesh /
Johann Gutenberg	/yoe*hon/ /goo*ten*berg/
Mainz	/mienz/

Chapter 2	
Jacques	/zhjok/
Monsieur Lafarge	/mə*syer/ /lə*farj/
Henri	/on*ree/
Philippe	/fil*eep/
Jean-Claude	/zhjon-klawd/

Chapter 3	
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/

Chapter 4	
Erfurt	/aer*fort/
Desiderius Erasmus	/des*ee*daer*ee*oos/ /ee*ras*moos/

Chapter 5	
Aristotle	/aer*ə*sto*təl/
Claudius Ptolemy	/klawd*ee*əs/ /tol*ə*mee/
Ptolemaic	/tol*ə*mae*ik/
Johannes	/yoe*hon*es/
Tübingen	/too*bee*nən/
Tycho Brahe	/chee*goe/ /bro/
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/
Pisa	/pee*zə/
Hans Lippershey	/hons/ /lip*er*shae/

Chapter 6	
Jesuits	/jez*oo*its/
Ignatius	/ig*nae*shəs/
Loyola	/loi*oe*lə/

Enrichment: "Erasmus and the Reformation"	
Desiderius Erasmus	/des*ee*daer*ee*oos/ /ee*ras*moos/
Basel	/boz*əl/

Enrichment: "Life and Achievements of Copernicus"	
Aristotle	/aer*ə*sto*təl/
Ptolemy	/tol*ə*mee/
Frauenberg	/frown*baerg/
Georg Rheticus	/gae*org/ /ret*ee*koos/
Andreas Osiander	/on*drae*əs/ /oe*son*der/

Enrichment: "Life and Achievements of Galileo"	
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/
Aristotle	/aer*ə*sto*təl/
Pisa	/pee*zə/
Johannes	/yoe*hon*es/
Ptolemy	/tol*ə*mee/

Grade 5 | Unit 6

Glossary

A

advocate, v. to act in favor of or on behalf of someone or something (advocated)

B

bequeath, v. to pass on property to someone in a will (bequeathed)

bind, v. to fasten two or more things together

C

calling, n. a strong urge to pursue a specific profession or way of life

cardinal, n. a leader in the Catholic Church who is chosen by the pope (cardinals)

censor, v. to examine and control the content of materials (censored)

clergy, n. people who are religious leaders and who perform religious ceremonies

condemn, v. to say in a strong or definite way that something is wrong or bad

confess, v. to admit you did something wrong (confessed)

congregation, n. the members of a church gathered for a religious ceremony

contemporary, n. a person living in the same time period and/or who is the same age as another person (contemporaries)

contradict, v. to disagree with and go against a statement or action (contradicted)

contraption, n. a machine or device that is strange and/or complex

convert, n. a person who has changed his or her beliefs or changed religions (converts)

D

decree, n. an official order that must be followed (decrees)

defy, v. to go against; to refuse to obey (defying)

descend, v. to come down (descended)

devout, adj. devoted, especially to a specific religion or point of view

doctrine, n. a belief or set of beliefs held by a group of people

E

embrace, v. to welcome wholeheartedly (embraced)

endow, v. to give a quality or ability to (endowed)

extravagance, n. something that is expensive or wasteful and not a necessity

F

foe, n. enemy

H

heresy, n. beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power

I

immoral, adj. going against the principles of right and wrong that are generally accepted by most members of a group

institution, n. an organization set up for a specific purpose

intervene, v. to come between; to prevent from happening (intervened)

L

lever, n. a strong, solid bar used to move or lift something

M

mechanism, n. 1. a piece of machinery; 2. parts that work together in a machine

O

order, n. a religious group with specific beliefs and practices (orders)

P

parchment, n. material made from animal skin and used as a writing surface

pendulum, n. a weight that swings regularly back and forth, often used to measure time in a clock (pendulums)

persecute, v. to treat someone unfairly or cruelly because of his or her religious beliefs (persecuted)

persecution, n. the act of treating someone unfairly or cruelly because of his or her religious beliefs

ponder, v. to think about deeply (pondered)

proof, n. 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct (proofs)

R

radical, adj. very disruptive to a widely accepted belief or idea

recant, v. to publicly take back an opinion expressed in the past

reform, n. an improvement (reformers; reformation)

revered, adj. looked up to; held in high esteem

revitalize, v. to give life to or energize again (revitalizing)

revolutionize, v. to completely change something (revolutionized)

rhythm, n. a regularly repeated motion or sound

S

salvation, n. the act of being saved from sin or danger

sect, n. a smaller group of people united by common religious beliefs that often contradict the beliefs of a larger group

secular, adj. not connected to religion

self-disciplined, adj. the ability to make yourself do what is necessary on your own without being told by someone else

shame, n. a negative feeling of embarrassment or regret

sin, n. an action that is considered morally wrong or that goes against religious teachings

speculation, n. an educated guess about something; not proven beyond doubt

spiritual, adj. of or related to religious beliefs and feelings

superior, n. a person in a higher position (superiors)

T

theology, n. the study of religion

theory, n. an explanation for why something happens based on evidence (theories)

thesis, n. a statement or idea (theses)

SLIDE PRESENTATION RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	Topic is clearly stated on introduction slide.	Topic is stated on introduction slide, but could benefit from further revision.	Topic is stated on introduction slide but is unclear.	Topic is not stated on introduction slide.
	Image(s) carefully selected and effectively arranged to grab the viewer's attention.	Interesting image(s) included, but arrangement could benefit from revision.	An image is included, but selection and/or arrangement do not add to or enrich introduction slide.	Image not included on introduction slide.
	The image(s) and text work together effectively to convey an overview of the topic of the slide presentation.	The image(s) and text somewhat work together to convey the topic of the slide presentation.	The image(s) and text do not work together to convey the topic of the slide presentation.	Parts of the text or image(s) are missing.
Body	The titles on each slide effectively grab the viewer's attention.	Some titles on some slides grab the viewer's attention.	The titles on each slide do not grab the viewer's attention.	Titles are not included on each slide.
	The text on each slide clearly relates to the topic.	The text on most slides relates clearly to the topic.	The text on the slides relates loosely to the topic.	The text on the slides does not relate to the topic.
	The images clearly support the ideas stated in the text.	Most images clearly support the ideas stated in the text.	Only a few images support the ideas stated in the text.	The images do not support the ideas stated in the text.
Conclusion	The title on the conclusion slide clearly summarizes the topic.	The title on the conclusion slide summarizes the topic.	The title on the conclusion slide loosely summarizes the topic.	The title on the conclusion slide does not summarize the topic.
	The image clearly contributes to the meaning.	The image contributes to the meaning.	The image does not contribute to the meaning.	The conclusion slide does not include an image.
	The conclusion provides one final, new thought about the topic.	The conclusion provides one final thought about the topic.	The connection of the final thought to the topic is unclear.	No final thought is included.
Structure of the Piece	All slides follow a logical sequence.	Most slides follow a logical sequence.	Some slides follow a logical sequence.	Connections between slides are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.

Guidance for Teacher Use of Rubrics

Rubrics are provided for evaluation of the content and structure of student writing composed within each unit. The criteria within the descriptions correspond to what is taught in the writing lessons. "Exemplary" to "Beginning" performance columns provide graduated descriptions for each criterion. The columns for "Strong," "Developing," and "Beginning" performance are shaded to help students initially attend to the description for "Exemplary" performance. The rubrics allow teachers and students to identify graduated steps for improvement when aspects of the writing do not meet all the taught criteria. To do this, teachers (and students) may highlight the language from each row that best describes the student writing.

SLIDE PRESENTATION EDITING CHECKLIST

Editing Checklist	Notes
Meaning	
Is correct grammar used?	
• Sentences are complete with subject and predicate.	
• Sentences are appropriate length (no run-ons).	
• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structure.	
Format	
Does the student use appropriate formatting for the piece of writing?	
• Each slide has a title.	
• Each slide has at least one image.	
• Bullet points have been used where appropriate.	
• Slides are logically sequenced.	
Spelling	
Are all words spelled correctly?	
• Words using Core Knowledge Code are spelled appropriately.	
• Words from spelling and morphology lessons are spelled accurately.	
• The student has been supported with identifying misspellings to be looked up in reference sources as needed.	
Punctuation	
Is punctuation appropriately applied?	
• All sentences have appropriate ending punctuation.	
• Commas, quotation marks and apostrophes are used correctly for the ways they have been taught.	

Guidance for Teacher Use of Editing Checklists

Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics; rubrics measure the extent to which students apply specific instructional criteria they have been building toward across the unit whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students' command of language conventions and writing mechanics only when students have received the appropriate instructional support and specific opportunity to review their writing for that purpose.

Evaluating Student Writing

Make enough copies of the rubric and editing checklist found in this section for evaluating each student's writing piece.

RESOURCES FOR THE ENRICHMENT SELECTIONS IN *SHIFTS IN POWER*

The enrichment selections in *Shifts in Power* are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–6. You may want to assign these selections to students who need more challenging reading material. An introduction to the selections is provided here. Core vocabulary is also listed for each selection; these words are bolded in the Reader and appear in the glossary. Following the vocabulary chart, pronunciations are provided for words that may be challenging to decode.

Core Vocabulary for "Erasmus and the Reformation"

"Erasmus and the Reformation" describes the life and beliefs of Renaissance scholar and Catholic reformer Desiderius Erasmus. Erasmus's ideas are said to have paved the way for Martin Luther and other Protestant reformers. Encourage students to explore how, despite being a reformer, Erasmus maintained his neutrality during the religious upheaval of the Reformation. Activity Page E1.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if needed.

1. **foe, n.** enemy (66)

2. **advocate, v.** to act in favor of or on behalf of someone or something (advocated) (68)

Vocabulary Chart for "Erasmus and the Reformation"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary		foe advocate
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Pronunciation Guide for "Erasmus and the Reformation"	
Desiderius Erasmus	/des*ee*daer*ee*oos/ /ee*ras*moos/
Basel	/boz*əl/

Core Vocabulary for "Life and Achievements of Copernicus"

"Life and Achievements of Copernicus" describes Nicolaus Copernicus's many scientific discoveries. It also describes how Copernicus's astronomical discoveries conflicted with the Catholic Church's teachings and how Copernicus and his colleagues dealt with this conflict. This enrichment selection also contains a primary source text, The Little Commentary, a short list of fundamental conclusions published by Copernicus. Activity Page E2.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if needed.

1. **radical, adj.** very disruptive to a widely accepted belief or idea (70)

2. **proof, n.** 1. evidence that something is true or correct; 2. a test showing that a mathematic calculation is correct (proofs) (71)

Vocabulary Chart for "Life and Achievements of Copernicus"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary		radical proof
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Pronunciation Guide for "Life and Achievements of Copernicus"	
Aristotle	/aer*ə*sto*təl/
Ptolemy	/tol*ə*mee/
Frauenberg	/frown*baerg/
Georg Rheticus	/gae*org/ /ret*ee*koos/
Andreas Osiander	/on*drae*əs/ /oe*son*der/

Core Vocabulary for "Life and Achievements of Galileo"

"Life and Achievements of Galileo" shows why Galileo is often called the father of modern astronomy by telling the story of his life and many scientific discoveries. It also describes how Galileo's publications conflicted with the Catholic Church's teachings and the impact they had despite being banned by the Inquisition. Activity Page E3.1 corresponds to this enrichment selection.

The following core vocabulary words are bolded in the selection and appear in the glossary. Remind students they can look up a word in the glossary if needed.

1. **revered, adj.** looked up to; held in high esteem (77)

2. **pendulum, n.** a weight that swings regularly back and forth, often used to measure time in a clock (pendulums) (79)

3. **endow, v.** to give a quality or ability to (endowed) (81)

Vocabulary Chart for "Life and Achievements of Galileo"		
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**
Core Vocabulary	pendulum	revered endow
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

Pronunciation Guide for "Life and Achievements of Galileo"	
Galileo Galilei	/gal*ə*lae*oe/ /gal*ə*lae/
Aristotle	/aer*ə*sto*təl/
Pisa	/pee*zə/
Johannes	/yoe*hon*es/
Ptolemy	/tol*ə*mee/

ANSWER KEY

NAME: _____

DATE: _____

1.3 CONTINUED — TAKE-HOME

The following words or phrases were used in Chapter 1, "The Power of the Printed Word." For each word or phrase, pick an activity and complete the chart below

parchment bind revolutionize doctrine turn of events	**Vocabulary Activities** 1. Write a definition in your own words. You may use your glossary as a reference. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word or phrase makes you think of and explain why. (*Apple* makes me think of bananas because they are both fruits.) 6. Think of an example of the word or phrase and write about it. (An example of *fruit* is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)

Word or Phrase	Activity	Activity Response
parchment		Answers may vary, but should reflect a correct usage of the word.
bind		Answers may vary, but should reflect a correct usage of the word.
revolutionize		Answers may vary, but should reflect a correct usage of the word.
doctrine		Answers may vary, but should reflect a correct usage of the word.
turn of events		Answers may vary, but should reflect a correct usage of the word.

NAME: _____

DATE: _____

2.2 ACTIVITY PAGE

Letters Come Alive!

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each answer. Remember to answer in complete sentences, and to restate the question in your answer whenever possible.

1. 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.

   Page(s) 16

2. Write the name of each character and/or the job(s) he does in the printing shop.

Character	Job(s)
Monsieur Lafarge	printing shop owner
Henri	typesetter
Philippe	head printer
Jean-Claude	apprentice printer
Jacques	*Hint: Jacques does many things around the printing shop. List as many of his duties as you can.* carrying paper, stirring ink, cleaning type

3. There are many steps in the printing process described in this chapter. What is the next thing the workers do after Henri arranges the type to form words and sentences?
   - A. push the lever to press the paper onto the type
   - B. lay the paper on the press
   - (C.) place ink on the type
   - D. set the tray of type into the press

   Page(s) 19

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A**: What does Henri know about Jacques when he asks him to put away the type into the case?

   Henri knows Jacques can't read.

   Page(s) 22

   Part B: Why does Henri ask Jacques to put away the type anyway?

   Henri wants to see if Jacques will tell the truth about not knowing how to read.

   Page(s) 22

NAME: _____

DATE: _____

2.2 CONTINUED — ACTIVITY PAGE

5. Write the correct word from the first box describing one of Henri's character traits in the row in the second box that matches the text describing that trait.

kind	hardworking	strict

Quotes from "Letters Come Alive!"	Henri's character traits
"He was picking out small squares of metal from cases above the desk and assembling them in a long wooden tray. His fingers moved very quickly." (page 16)	hardworking
"'Get to work, boy. If Monsier Lafarge sees you dawdling, you'll be out of a job,' he barked." (page 19)	strict
"'That is the letter J. It is the first letter of your name. Tomorrow you will begin learning all the others,' he said calmly." (page 23)	kind

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: Describe how the relationship between Henri and Jacques changes over the course of Jacques's first day working in the printing shop.

   At first, Henry is strict and Jacques is afraid of him. At the end of the story, however, Henry and Jacques get along, and Henri offers to help teach Jacques to read.

Part B: The following sentences appear in Chapter 2. Circle the sentence(s) that support(s) your description of Henri and Jacques's relationship at the beginning of the story.

(A.) "Out of the way, boy," the typesetter yelled. (page 18)

(B.) Henri scowled and shook his finger. (page 19)

C. The old man's reply was quiet and kind. (page 22)

D. He dabbed a bit of ink onto its surface and pressed it gently against the back of Jacques's hand. (page 23)

7. What point is the author trying to make about the impact of the printing press on people's lives during this time period?

Answers may vary, but should include that the invention of a 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.

NAME: _____

DATE: _____

2.3 TAKE-HOME

Excerpt from "Letters Come Alive!"

Read the excerpt from "Letters Come Alive!" Then, based on what you read, help Jacques write instructions for using the printing press.

1 Jacques swept his way over to where Henri was working and watched the old man out of the corner of his eye. He had filled a large wooden frame with rows and rows of the little pieces of metal. Jacques realized they must be letters, what Jean-Claude had called type. Henri's job seemed to be to arrange the letters—the type—to form words. Obviously Henri knew how to read. The thought made Jacques uneasy.

2 Henri suddenly lifted up the frame full of type and spun around, nearly knocking into Jacques. "Out of the way, boy," the typesetter yelled.

3 Jacques flattened himself against the nearest wall. But he watched as Philippe helped Henri set the tray of metal pieces into the press and clamp it into place. Behind them, Jean-Claude smeared what looked like shiny black paste onto a board. "Ink!" thought Jacques. Jean-Claude then grabbed two rounded balls of leather topped with handles. He pressed the balls against the plate of ink, and then dabbed their blackened bottoms on the type held tightly in the frame. Jacques could see the surface of the type turn dark as the layer of ink grew thicker.

4 Philippe stepped in, holding a large sheet of cream-colored paper by its edges. Working together, the three men gently fitted the paper into the press so it lay on top of the type. Then Philippe grabbed the huge lever that jutted out from the side of the press. He pulled it toward him with a powerful, even stroke. The great screw in the center of the press turned. A flat, wooden board descended, pressing the paper down onto the inked type beneath it.

5 Jacques forgot all about staying out of the way. He sensed something remarkable was about to happen. He stepped closer to the press as Philippe released the lever. Jean-Claude reached in and lifted up the paper. Perfect rows of black letters stood out against its creamy surface. Jacques thought it was the most beautiful thing he had ever seen.

How to Use a Printing Press

By Jacques

Help Jacques write instructions for using the printing press. Fill in each blank with the correct word from the word bank. Each word is used only once. Then write the number of the paragraph from the text that best supports your answer. The last instruction is supported by an image rather than by text.

press	printing press	dry
ink	type	paper

1. Arrange the ___type___ to form words. (paragraph ___1___)
2. Set the tray of type onto the ___printing press___. (paragraph ___3___)
3. Smear the ___ink___ onto the surface of the type. (paragraph ___3___)
4. Lay a large sheet of ___paper___ on top of the type. (paragraph ___4___)
5. Pull down the lever to ___press___ the paper down onto the inked type. (paragraph ___4___)
6. Lift the sheet of paper off the press and hang it to ___dry___. (image)

NAME: _____

DATE: _____

2.4 TAKE-HOME

Interjections

Underline the interjection in each sentence.

Example: Wow! That magic trick was cool.

1. Ow! That really hurt.
2. Oh, that was easy.
3. Yuck, my shoes are muddy.
4. Hurry! You'll miss the bus.

Fill in each blank with an interjection from the word box that best fits each sentence. Then write the type of interjection (strong or mild) on the line that follows.

Shh	Oops	Ah
Oh no	Hooray	

Example: Hooray! We won the kickball game.
Type: Strong

1. ___Oops___! I accidently spilled my milk.
   Type: ___Strong___
2. ___Shh___, do not disturb the class.
   Type: ___Mild___

3. Oh no ! I forgot to bring my library book to school, and it is due today.

   Type: Strong

4. Ah , so that is why she is angry.

   Type: Mild

Write a response to each situation that includes an interjection. Remember to include the correct punctuation following the interjection.

Example: You can't wait to go to the amusement park.
Great! We go to the amusement park today!

1. You are a little bit scared to ride on the roller coaster.

   Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

2. You pretend to have a stomachache so you do not have to ride on the roller coaster.

   Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

3. In the end, you ride on the roller coaster and really enjoy it.

   Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

NAME: _____
DATE: _____

2.5 TAKE-HOME

en–: Prefix Meaning "to put into" or "to make"

Write the correct word to complete each sentence. You may need to add –ed, –ing, *or* –s *to make the word correctly fit in the sentence.*

ensure	enclose	enable
enliven	enlighten	

1. The printing press enabled people in the 1500s to spread their ideas quickly.
2. I felt enlightened after reading about Gutenberg and the importance of his invention.
3. During the Middle Ages, tall concrete walls enclosed the castle.
4. The flight crew took steps to ensure that all the passengers were safe.
5. The colorful paintings enlivened the room.

For each of the following words, write a sentence using the word.

1. *enclosed*

   Answers may vary but should correctly use the word *enclosed*.

2. *ensure*

   Answers may vary but should correctly use the word *ensure*.

Challenge: The root word *case* means "a box or container." Based on what you know about the prefix *en–*, what do you think the word *encased* means? Here is a sentence that may help you:

> The monks encased the completed book in a special box to keep it safe.

Meaning of *encased*:

to put into a box or container

NAME: _____
DATE: _____

3.2 CONTINUED TAKE-HOME

Summarize the excerpt using at least two of the following four vocabulary words: institution, recant, heresy, *and/or* devout.

Answers may vary, but should include a summary of the excerpt that correctly uses at least two of the following four words: *institution*, *recant*, *heresy*, or *devout*.

NAME: _____

DATE: _____

4.1 TAKE-HOME

Subject-Linking Verb Agreement

Fill in each blank with the correct linking verb.

1. [present/*to be*] The books in the special collection _____are_____ expensive.
2. [past/*to be*] During the Middle Ages, books _____were_____ difficult to make.
3. [present/*to feel*] Parchment _____feels_____ heavy compared to paper.
4. [present/*to smell*] The new book _____smells_____ fresh, like fresh ink printed on paper.
5. [past/*to sound*] Henri _____sounded_____ scary when he yelled at Jacques.
6. [past/*to be*] In the end, Henri _____was_____ kind to Jacques.
7. [present/*to look*] The cathedrals _____look_____ beautiful and spacious.
8. [past/*to be*] During the Middle Ages, the Church _____was_____ very powerful.
9. [past/*to feel*] Martin Luther _____felt_____ angry about the corruption in the Church.

10. [present/*to be*] I _____am_____ interested in learning more about Gutenberg's printing press.

Write two sentences with linking verbs. One sentence should use a linking verb in the present tense, and one sentence should use a linking verb in the past tense.

1. Answers may vary, but should correctly use a linking verb in the present tense or the past tense.
2. Answers may vary, but should correctly use a linking verb in the verb tense not used in the first sentence, present or past.

NAME: _____

DATE: _____

4.2 ACTIVITY PAGE

Prefix *en–*

Write the correct word to complete each sentence.

1. The monks placed the ancient book into a wooden _____case_____. (close, enclose, case, encase)
2. The colors and designs made by an illuminator really _____enlivened_____ the pages of the book. (ensured, endangered, enabled, enlivened)
3. Henri told Jacques to _____encase_____ the pieces of type in the correct boxes. (case, encase, close, enforce)
4. The pope appointed leaders to _____ensure_____ that all Christians followed the Church's teachings. (sure, ensure, enlighten, enliven)
5. The tall stone walls _____enclosed_____ the castle and kept it safe from attack. (close, enclosed, case, encased)
6. With the invention of Gutenberg's printing press, and the spread of books, many people became more _____enlightened_____ about many new ideas. (sure, ensured, enclosed, enlightened)

For each word, write a complete sentence using the word.

1. *danger*

   Answers may vary, but should correctly use the word *danger*.

2. *endanger*

   Answers may vary, but should correctly use the word *endanger*.

3. *able*

   Answers may vary, but should correctly use the word *able*.

4. *enable*

   Answers may vary, but should correctly use the word *enable*.

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

The Reformation Movement

Name of historical figure: _____

Events	Argument
1517 CE Luther wrote and posted the Ninety-Five Theses. Martin Luther	1. I wrote the Ninety-Five Theses because… I opposed the Catholic Church's issuance of indulgences. Page(s) 36
Luther's views became more popular and he wrote more essays. Martin Luther	2. I wrote more essays because… I felt encouraged after my Ninety-Five Theses were published and widely distributed. I wanted to speak out more openly about the importance of faith. Page(s) 38
1518 CE The pope summoned Luther to Rome. The pope also wrote a letter to Frederick III urging him to turn Luther over to Church officials.	3. I summoned Luther to Rome because… I was not pleased with the stir Luther was causing. I wanted him to explain why he was criticizing the Church! the Pope Page(s) 38

Events	Argument
Frederick sent Luther to southern Germany for trial; Luther refused to recant.	4a. I sent Luther to trial in southern Germany because… I didn't think Luther would be treated fairly in Italy. It's not that I agreed with what Luther said, but he has a right to think what he wants! Plus, I was tired of sending money to the pope and I wanted more power for fellow German nobility. Frederick III Page(s) 38
	4b. I refused to change my mind because… I believed in what I wrote. The Church officials in southern Germany just wanted me to recant my beliefs! Martin Luther Page(s) 38
1520 CE The pope issued a papal bull calling Luther a heretic.	5. I issued a papal bull calling Luther a heretic because… Luther refused to stop committing heresy. He would not back down! I had to tell people once and for all that Luther is a heretic and that he must recant. the Pope Page(s) 38

NAME: _____

DATE: _____

ACTIVITY PAGE

Events	Argument
Luther publicly defied the pope by burning the papal bull in a bonfire. Martin Luther	1. I burned the papal bull because… I wanted to defy the pope publicly. He was not treating me fairly or listening to what I had to say about the Catholic Church. Page(s) 39
The pope excommunicated Luther.	2. I excommunicated Luther because... he would not recant and amend his heretical ways. He was causing unrest and distracting people from their faith. the Pope Page(s) 39
1521 CE German noblemen called the Diet of Worms; Church officials asked Luther to recant; Luther refused and was labeled a criminal. Martin Luther	3. I refused to recant because… rather than discuss my beliefs at the Diet of Worms, Church officials just piled my writings in front of me and again ordered me to denounce my ideas. I don't care if they call me a criminal! I am writing what I believe. Page(s) 40

Events	Argument
Frederick organized the fake kidnapping of Luther and hid him in a castle.	1. I organized a fake kidnapping of Martin Luther because… I did not believe Luther was guilty of a crime that warranted death just for writing about his beliefs. I also knew that Luther had the support of many of my subjects, and I didn't want to make them angry, so I protected him. Frederick III Page(s) 41
While in hiding, Luther began translating the New Testament into German, setting a style of language that was more accessible to people.	2. I translated the New Testament into German so that… more everyday people could read it and understand the word of God. Until that point, everything in the Catholic Church was in Latin. I thought it was important for everyone to be able to read the New Testament to know for themselves what was written in it. Martin Luther Page(s) 41
Luther came out of hiding; the Reformation had become a religious and political movement with many supporters.	

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

Prepositions

Use the prepositions from the word box to complete the sentences. Some prepositions will be used more than once. Then write the function (place, time, *or* partner) *in the box below the preposition.*

on	with	after	around
to	in	at	

Example: In (time) 1518 CE, the pope summoned Luther to go to (place) Rome.

1. Martin Luther lived with (partner) his family in (place) Germany.

2. Luther went to (place) good schools and eventually to one of the best universities in (place) Germany.

3. One night, a terrible storm raged around (place) Luther and he was knocked to (place) the ground.

4. After (time) surviving the storm, Luther spent many years in (place) a monastery.

5. Luther discussed passages in (place) the Bible with (partner) his students.

6. In (time) 1517 CE, Luther nailed his writing to (place) the door of the church.

Answer the following questions using the prepositions provided in the word box. You do not need to use all of the prepositions from the word box. Underline the preposition(s) in your sentences.

next to	between	on
at	beside	around
after	before	in

1. Where is our school located?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

2. Where is our classroom located?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

NAME: _____

DATE: _____

6.2 CONTINUED ACTIVITY PAGE

3. When do you usually do your homework?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

4. What is your favorite time of day?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

NAME: _____

DATE: _____

6.3 TAKE-HOME

–ist: Suffix Meaning "a person who"

Write the correct word to complete each sentence. You may need to add –s to make the word correctly fit in the sentence.

artist	dentist	soloist	pianist
scientist			

1. Michelangelo and Raphael were artists during the Renaissance.

2. The concert will begin with a soloist playing the violin.

3. The scientist looked into the microscope to observe the cells splitting.

Write the correct word from the word box above to answer each riddle.

4. My job is to care for your teeth. Who am I? dentist

5. I am very skilled at playing the piano. Who am I? pianist

Write your own riddle where the answer is a word with the suffix –ist.

6. Answers may vary, but should correctly use a word with the suffix *–ist*.

Answer the following question.

7. Which seems like a more challenging career, a novelist or an artist? Why?

Answers may vary, but should demonstrate understanding of the affixed word chosen.

Challenge: You have learned about John Calvin and his role in the Reformation. Based on what you know about the suffix *–ist*, what do you think the word *Calvinist* means? Here is a sentence that may help you:

> Calvinists traveled to France, the Netherlands, and Scotland to spread their beliefs to new groups.

Meaning of *Calvinist*:

a person who supports and spreads the teachings of John Calvin

NAME: _____

DATE: _____

6.5 TAKE-HOME

Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech.

immeasurable	immobile	impatient	impossible
incorrect	indefinite	independent	incomplete
excavate	exclude	exterior	export

1. not able to move
   Spelling Word: immobile
   Part of Speech: adjective

2. to uncover something by digging it out
   Spelling Word: excavate
   Part of Speech: verb

3. having errors or mistakes
   Spelling Word: incorrect
   Part of Speech: adjective

4. not able to happen
   Spelling Word: impossible
   Part of Speech: adjective

5. not able to be calm while waiting
   Spelling Word: impatient
   Part of Speech: adjective

6. to leave something out
   Spelling Word: exclude
   Part of Speech: verb

7. an outer part or surface
   Spelling Word: exterior
   Part of Speech: noun

8. not already decided
   Spelling Word: indefinite
   Part of Speech: adjective

9. not finished
   Spelling Word: incomplete
   Part of Speech: adjective

10. to send a product out of a country to be sold in another country
    Spelling Word: export
    Part of Speech: verb

11. does not need something or somebody else for support
    Spelling Word: independent
    Part of Speech: adjective

12. impossible to measure
    Spelling Word: immeasurable
    Part of Speech: adjective

NAME: _____

DATE: _____

7.2 ACTIVITY PAGE

What Is at the Center of the Universe?

Answer each question thoughtfully, citing evidence from the text and the page number(s) where you found evidence for each answer. Remember to answer in complete sentences, and to restate the question in your answer whenever possible.

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 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.

Page(s) 44

2. How does the heliocentric model of the universe differ from the geocentric model?

The heliocentric model states that the sun is at the center of the universe, whereas the geocentric model states that the earth is at the center.

Page(s) 47

3. 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.

Page(s) 48

4. **Challenge** Why might the Church be concerned about a heliocentric explanation of the universe? Why was the Church concerned with scientific theories?

The Church had established itself as the sole authority on all matters, particularly how the universe worked, how man gained access to heaven, etc., since the Middle Ages. Scientists offering a different explanation posed a threat to the Church's authority. Furthermore, in the geocentric explanation of the universe in which the earth was at the center of everything, man was also at the center of everything—everything happened and revolved around the earth and man. A heliocentric explanation of the universe seemed to suggest that man was not all-important, but just one part of the universe.

Page(s) 48

NAME: _____

DATE: _____

7.2 CONTINUED ACTIVITY PAGE

5. 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.

Page(s) 50

6. Why did Galileo think his discoveries did not contradict 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.

Page(s) 51

7. Why did Galileo 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.

Page(s) 53

NAME: _____

DATE: _____

7.3 CONTINUED TAKE-HOME

Excerpt from "What Is at the Center of the Universe?"

Read the following excerpt from "What Is at the Center of the Universe?" and answer the question that follows.

Summarize this excerpt using at least three of the following core vocabulary words correctly: contradict, theory, contemporary, condemn, *or* speculation.

Answers may vary, but should include a summary of the excerpt that correctly uses at least three of the following five words: *contradict*, *theory*, *contemporary*, *condemn*, or *speculation*.

NAME: _____

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9.2 ACTIVITY PAGE

The Catholic Church Responds

As you read, take notes on the cause of the Catholic Reformation, actions of the Catholic Church, and the outcomes of the Catholic Reformation in the appropriate boxes. Use as many of the vocabulary words listed as you can in your notes for that box. Record the page number containing the text that supports your notes.

Cause of Catholic Reformation

Vocabulary:	Notes (1 note):	Page(s):
converted Protestantism	• the Catholic Church saw a need to more clearly state its beliefs and teaching to root out corrupt practices • many people had converted to Protestantism, the Catholic Church wanted to bring people back to Catholicism	54, 55

↓

Actions of the Catholic Church

Vocabulary:	Notes (4–6 notes):	Page(s):
reform religious orders Jesuits doctrine banned corruption heresy	• the pope appointed team of cardinals to identify what was right and what reforms were needed in the Church • the pope encouraged new religious orders—Society of Jesuits formed • Ignatius and Jesuits worked to revive Catholicism in Europe—built schools and universities, traveled as missionaries • the pope called together Council of Trent to respond to Protestant Reformation; Church censored printed materials and banned books	54, 55, 57, 58, 61

↓

Outcomes of Catholic Reformation

Vocabulary:	Notes (2–4 notes):	Page(s):
revitalized	• Council of Trent helped revitalize and unify the Catholic Church, brought some countries back to Catholicism • Catholic Church was stronger and more united (but Catholics and Protestants would never be united again) • hope of reuniting into a single church was lost	58, 61

Write a paragraph summarizing the Catholic Reformation. Be sure to include the cause, actions, and outcomes of the Catholic Reformation.

Answers may vary, but should be supported with evidence from the text.

Challenge: What is the relationship between the Protestant Reformation and the Catholic Reformation?

The Protestant Reformation started when people began to question some of the Church's corrupt practices. The Catholic Reformation was in response to the Protestant Reformation in which the Catholic Church reformed itself.

NAME: _____

DATE: _____

9.5 ACTIVITY PAGE

Suffix *–ist*

Write the correct word to complete each sentence.

piano	soloist	art
dentist	pianist	science
scientist	solo	artist

1. There are several examples of ___art___ from the Renaissance movement that are still well-known today, such as da Vinci's *Mona Lisa*.
2. Advances made in ___science___ during the time of the Reformation showed that the earth was not at the center of the universe.
3. Mia walked up to the ___piano___ and began pressing on its black and white keys to listen to the different sounds they make.
4. Many people prefer to perform as part of a large orchestra, but Vanessa prefers to be a(n) ___soloist___.
5. Javier visited the ___dentist___ to get the pain in his tooth checked out.

6. The ___artist___ lived with the patron as he worked on a piece of art for the patron's family.
7. The ___pianist___ did not miss a note as she performed the difficult piano piece.
8. Brooklyn was nervous as she walked onto the stage to sing her ___solo___.
9. Copernicus was the ___scientist___ who observed that the earth and other planets revolve around the sun.

Write a sentence using the following word.

10. *novelist*

Answers may vary, but should correctly use the word *novelist*.

Challenge Using your knowledge of the suffix *–ist*, determine the meaning of the following word with the suffix *–ist*.

Root Word: *meteorology*
Meaning: a science dealing with the study of Earth's atmosphere and weather
Affixed Word: *meteorologist*
Meaning: a person who works in the field of study dealing with Earth's atmosphere and weather

NAME: _____

DATE: _____

9.6 ACTIVITY PAGE

Practice Spelling Words

Write the correct word to complete each sentence. You may need to add –s to make the word correctly fit in the sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.

immeasurable	immobile	impatient	impossible
incorrect	indefinite	independent	incomplete
excavate	exclude	exterior	export

1. The lever of the printing press became stuck and ___immobile___, so the shopkeeper needed to repair it.
2. Henri told Jacques, "If you do not know the letters, it is ___impossible___ to read."
3. The power of the Church during the Middle Ages was ___immeasurable___; it affected the lives of every person.
4. Luther argued that the Catholic Church was ___incorrect___ in many of its practices and teachings.
5. The pope grew ___impatient___ and upset as he waited for Luther to come to Rome for trial.

6. At first, Copernicus's findings were incomplete; he wanted to do more observation of the night sky before coming to a conclusion.

7. The team of archeologists dug into the canyon for several months to excavate the dinosaur bones.

8. The exterior of the castle tumbled down during the attack.

9. The United States exports machines and engines to other countries.

For each of the spelling words that has not been used, write a sentence. Be sure to use correct capitalization and punctuation.

10. Answers may vary, but there should be one sentence correctly using each of the following words: *indefinite*, *independent*, and *exclude*.

11.

12.

NAME: _____

DATE: _____

10.2 ASSESSMENT

Unit Assessment—*The Reformation*

Reading Comprehension

Today you will read two selections about the Reformation movement. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.

Causes and Outcomes of the Reformation

1 Throughout the Middle Ages, the Catholic Church was the most powerful institution in western Europe. It was a focal point in the lives of nobles and commoners alike. It provided much of the education and social welfare in medieval society. The authority of the Church was absolute in religious matters and therefore had great influence over people's lives.

2 The Church was also a wealthy institution. Power and wealth can be corrupting influences in any organization, and the Church was no exception. As people became more aware of corruption in the Church, dissatisfaction grew. In time, critics of the Church became increasingly outspoken in calling for reform.

3 In the 1500s, a wave of revolutionary religious reformers challenged the Church's teachings and authority. These Protestant reformers, as they came to be called, broke away from the Catholic Church. With their followers they established their own form of Christianity—Protestantism.

4 Martin Luther (1483–1546 CE) is one of the most influential figures of the Reformation. Luther felt the Church had strayed from the Bible's teachings, and saw no need for many of the Church's long-held traditions. Some of its practices, such as the selling of indulgences, also prompted Luther to speak out against the Church.

5 Luther was a persuasive speaker who knew how to stir up people's emotions. He also had a flair for drama. For example, once, the pope ordered Luther to recant statements he had made that contradicted Church teaching. Luther tossed the papal bull he had received onto a bonfire in front of a crowd.

Questions

1. What are the main factors that made the Catholic Church the most powerful institution in western Europe during the Middle Ages?

The Church was powerful because it provided much of the education and social welfare. It had absolute authority in religious matters and it was very wealthy.

2. In paragraph 2, the author writes, "As people became more aware of corruption in the Church, dissatisfaction grew." Which of the following phrases describes the meaning of the word *corruption* in this sentence?
   - A. truthful actions by those in power
   - B. social welfare actions to help others
   - (C.) dishonest behavior by those in power
   - D. social welfare actions to harm others

3. What are three reasons Martin Luther was such an influential figure of the Reformation?
   - A. He did not believe in the Church's teachings.
   - (B.) He was a persuasive and dramatic speaker.
   - C. People were no longer educated by the Church.
   - D. The Church was not challenged by religious reformers.
   - (E.) German princes supported Luther.
   - (F.) The printing press helped him reach a large audience.
   - G. Protestant reformers broke away from the Church.

NAME: _____

DATE: _____

10.2 CONTINUED ASSESSMENT

4. What was one of John Calvin's main beliefs?
   - (A.) God has already decided who will go to heaven.
   - B. People work to earn their way into heaven.
   - C. The Catholic Church was wrong in its teaching.
   - D. Church traditions should be upheld.

5. The first column of the following chart lists the challenges the Catholic Church faced during the Reformation. In the second column, write how the Church responded to the challenges. The last row is blank; find one more challenge the Church faced and provide its response.

Challenges Facing the Catholic Church During Reformation	How the Catholic Church Responded to Challenges
the teachings of Martin Luther and other reformers	rejected Luther's and other reformers' arguments
misunderstanding of Church doctrine	tried to educate people about Church doctrine; Jesuits opened schools and universities
the printing press had spread the teachings of Luther	used the printing press to publish own books and banned other books
Answers may vary	Answers should be supported with evidence from the text.

6. Were the Church's reform efforts during the Reformation effective? Why or why not? Use information from the text to support your answer.

Yes and no. The Church did emerge with a better educated clergy. It stopped some corruption and remained a big part of people's lives. It did not regain the religious and political power it once had.

Selection 1 Reading Comprehension Score: _____ /6 points.

NAME: _____
DATE: _____

10.2 CONTINUED ASSESSMENT

Henry VIII and the English Reformation

1 Martin Luther triggered the Reformation in Europe. In England, it was King Henry VIII who made the break with the Catholic Church.

2 Henry became king in 1509 CE, when his father died, leaving him next in line to the throne. Just 18 years old at the time, the young king was far more interested in jousting, hunting, and dancing than running a country.

3 England was a Catholic country, and initially, relations were good between Henry and the pope in Rome. Not long after he took the throne, however, Henry asked the pope's permission to marry Catherine of Aragon. Catherine had been married to Henry's brother Arthur, who died in 1502 CE. Why did Henry need to ask the pope's permission? He was a king, after all. According to a passage in the Bible, a man was not supposed to marry his brother's widow. The Church maintained that their position was clear on this point, and therefore prohibited a marriage like the one Henry was proposing. But Henry insisted. He asked the pope to grant a special dispensation, or an exception, to the law banning his marriage to Catherine. Eventually the pope agreed, the dispensation was granted, and the marriage took place.

The King's Historic Decision

4 As much as Henry had wanted to marry Catherine, he had wanted a son—a male heir to the English throne—even more. Following the marriage, Catherine gave birth to several children, but only one, Mary, survived infancy. As the years passed, the king grew increasingly frustrated and concerned that they did not have a son.

5 It seemed to Henry that there was only one solution: he would divorce Catherine and marry someone else. There was, however, a major problem with this plan. The Catholic Church prohibited divorce.

Yet Henry was determined to get his way. He reasoned that if the pope could grant him one dispensation, why not two? There was now a new pope in Rome, Clement VII, successor to the one who had granted the first dis-

NAME: _____
DATE: _____

10.2 CONTINUED ASSESSMENT

pensation. When Questions

7. The second section of this text is titled "The King's Historic Decision." What is the meaning of this title?
   - (A.) The king broke away from the Catholic Church.
   - B. The king supported the Catholic Church.
   - C. The king spread the teachings of the Catholic Church.
   - D. The king communicated and worked closely with the pope.

8. In paragraph 3, the author writes that Henry insisted that he be allowed to marry Catherine of Aragon. What is the meaning of the word "insisted"?
   - A. requested
   - B. hoped
   - C. asked
   - (D.) demanded

9. Which of the following was a reason for the ending of more than one of Henry's marriages?
   - (A.) execution of wife
   - B. wife moved away
   - C. natural death of Henry
   - D. natural death of a child

10. Based on the text, what inference can be made about King Henry VIII?
    - A. He was respectful of others.
    - (B.) He would not give up and had to have and do things his way.
    - C. He was fearful of the Catholic Church and its leaders.
    - D. He easily accepted people's answers and advice.

NAME: _____
DATE: _____

10.2 CONTINUED ASSESSMENT

Writing Prompt

Compare and contrast the roles that Martin Luther and King Henry VIII had in the Reformation and Catholic Church. What were their motivations for challenging the Catholic Church? How did each man go about challenging the Catholic Church? Be sure to use information from the texts to support your answer.

Answers may vary, but should clearly identify the roles that both King Henry VIII and Martin Luther played in the Reformation, explain how their roles/motivations are similar to and different from one another, and clearly identify the motivations for challenging the Church. All information is clearly supported with evidence from the text.

Writing Prompt Score: _____ /4 points.

Grammar

Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong *or* mild.

1. Hooray! We get to have ice cream after dinner tonight.

Type: strong

2. Oh, I'll just wait here for my friend.

Type: mild

3. Gross, I stepped on a piece of gum.

Type: mild

4. Stop! A car is coming.

Type: strong

Fill in the blanks of the sentences with the correct linking verb.

5. [past/*to be*] My sister was excited when she learned to read.

6. [present/*to look*] The flowers blooming in the garden look pretty.

7. [past/*to sound*] The thunder last night sounded very loud.

NAME: _____

DATE: _____

10.2 CONTINUED ASSESSMENT

Write the correct preposition to complete each sentence. Some prepositions may not be used at all. Then write the function (place, time, *or* partner) *in the box below the preposition.*

in	to	with	for
up	after	around	on

8. After playing basketball, I like to drink a big glass of water.
   time
9. The astronomer used the powerful telescope to look up at the planets in the sky.
   place (up) place (in)
10. The colorful ribbon was wrapped around the gift box.
    place

Write a sentence for each of the correlative conjunctions pair.

11. *both/and*

Answers may vary, but should correctly use the correlative conjunctions *both/and*.

12. *not only/but also*

Answers may vary, but should correctly use the correlative conjunctions *not only/but also*.

Grammar Total: _____ of 12 points.

NAME: _____

DATE: _____

10.2 CONTINUED ASSESSMENT

Morphology

Write the correct word to complete each sentence.

1. Bai asked her friend to enlighten (lighten, enlighten, close, enclose) her about the Reformation, a topic she knew nothing about.

2. Reviewing his homework will enable (danger, endanger, enable, able) Louis to do well on his test tomorrow.

3. Shanti took pictures of the old, strong walls that enclosed (sure, ensured, closed, enclosed) the city and helped to keep invaders away.

4. The novelist (pianist, scientist, novelist, dentist) has written over 20 books during her career.

5. I visit the dentist (scientist, dentist, novelist, pianist) twice a year to have my teeth cleaned.

Morphology Total: _____ /5 points.

NAME: _____

DATE: _____

PP.1 ASSESSMENT

The Reformation Mid-Unit Content Assessment

1. _____ invented a printing press with _____ type.
   - A. John Calvin; movable
   - B. Martin Luther; woodblock
   - C. Johann Gutenberg; handwritten
   - (D.) Johann Gutenberg; movable

2. The column on the left lists key features of the different approaches to bookmaking in Europe. Put a check mark beside the feature in the correct column for how books were made.

Key Features	Books Made by Hand	Books Made by Printing Press
A. took months to make	✓	
B. took days to make		✓
C. used type arranged to form words		✓
D. handwritten	✓	
E. affordable		✓
F. made by monks	✓	
G. expensive	✓	

3. How did Gutenberg's invention of a printing press impact the everyday lives of people during this time period?

   It made printed material like books more accessible to more people, which changed their lives by giving them greater access to new ideas.

4. Think of one adjective to describe the Catholic Church during the Middle Ages and Renaissance. Write the adjective in the first blank and then explain your choice of adjective by completing the sentence.

   The Catholic Church was Answers may vary during the Middle Ages and Renaissance because Answers may vary, but should include appropriate reasoning for why the word chosen for the blank is an adjective that accurately describes the Catholic Church during the Middle Ages and Renaissance.

5. The reformer named _____ viewed the Catholic Church as _____ because of the issuing of indulgences.
   - A. Johann Gutenberg; moral
   - B. Martin Luther; peaceful
   - (C.) Martin Luther; corrupt
   - D. John Calvin; faithful

NAME: _____

DATE: _____

PP.1 CONTINUED ASSESSMENT

6. What is the relationship between Martin Luther's Ninety-Five Theses and the Reformation?

   Luther's Ninety-Five Theses sparked a religious and political movement known as the Reformation. They got people thinking about Church practices.

7. How did Martin Luther, the Anabaptists, and John Calvin challenge the Catholic Church?

   Martin Luther challenged the corrupt practices of the Catholic Church. The Anabaptists challenged the Catholic Church's political and governmental influence, establishing an independent community in Munster, Germany, with their own 'king'. John Calvin challenged many of the Catholic Church's traditions and beliefs and believed in predestination.

NAME: _____

DATE: _____

PP.2 ASSESSMENT

The Reformation End-of-Unit Content Assessment

1. _____ changed Europe when he invented a printing press with movable type. This press aided in the distribution of texts written by _____, the man credited with sparking the _____.
   - A. Johann Gutenberg; John Calvin; Catholic Reformation
   - B. Martin Luther; Johann Gutenberg; Protestant Reformation
   - (C.) Johann Gutenberg; Martin Luther; Protestant Reformation
   - D. Martin Luther; Erasmus; Catholic Reformation

2. Gutenberg's invention of a printing press was important because it _____. (Select all that apply).
   - A. translated books into English
   - (B.) made books more readily available to people
   - C. allowed monks to press books more slowly
   - (D.) could print several hundred pages a day
   - (E.) promoted the spread of new knowledge and ideas

3. List three adjectives that describe the Catholic Church during the Middle Ages and the Renaissance.

   Answers may vary, but may include *wealthy*, *influential*, and *powerful*.

4. Who was Martin Luther?

Martin Luther was a Catholic monk who disagreed with some of the practices of the Catholic Church. He wrote the Ninety-Five Theses, which helped spark the Reformation.

5. The Ninety-Five Theses were _____.

(A.) Luther's objections to the issuing of indulgences
B. names of the people who led the Reformation movement
C. books printed for the Catholic Church
D. beliefs held by John Calvin

6. Explain the relationship between the Ninety-Five Theses and the Reformation.

The Ninety-Five Theses helped spark the Reformation as they got people thinking about Church practices.

NAME: _____

DATE: _____

PP.2 CONTINUED ASSESSMENT

7. Choose one of the following and write about the role the person or group played in the Reformation movement: Martin Luther, the Anabaptists, or John Calvin.

Answers may vary, but may include that Martin Luther helped spark the Reformation; the Anabaptists tried to start a new political community of people who believed the same things they did; and John Calvin helped spark a new branch of Christianity called Calvinism, which focused on the ideas of predestination and self-discipline.

8. How are the geocentric model and the heliocentric model of the universe different from one another?

A. The geocentric model states that the sun is the center of the universe; the heliocentric model states the earth is the center of the universe.
(B.) The geocentric model states the earth is the center of the universe; the heliocentric model states the sun is the center of the universe.
C. The geocentric model states Jupiter's moons are the center of the universe; the heliocentric model states the sun is the center of the universe.
D. The geocentric model states the earth is the center of the universe; the heliocentric model states the moon is the center of the universe.

The following question has two parts. Answer Part A and then answer Part B.

9. **Part A**: How did the scientific theories of Nicolaus Copernicus, Johannes Kepler, and Galileo Galilei challenge the views of the Church during the Reformation?

A. Copernicus, Kepler, and Galileo all supported the Church's views that the earth is at the center of the universe.
B. The work of Copernicus, Kepler, and Galileo did not challenge the views of the Church during the Reformation.
(C.) The work of Copernicus, Kepler, and Galileo showed evidence that the Church's view that the earth is at the center of the universe was incorrect.
D. Kepler and Galileo worked to disprove Copernicus's work showing the sun was the center of the universe.

Part B: How did the Church respond to Galileo's challenge?

The Church accused Galileo of being a heretic.

10. The Jesuits, led by _____, helped the Catholic Reformation by reviving Catholicism in Europe and spreading the faith to the New World.

A. Martin Luther
B. Christopher Columbus
C. John Calvin
(D.) Ignatius of Loyola

11. Which of the following were actions the Catholic Church took to reform itself? Circle all that apply.

A. created the *Index of Forbidden Books*
B. built walls around major Catholic cities to keep out Protestants
(C.) took steps to reform corrupt practices within the Church
(D.) established new religious orders such as the Jesuits

NAME: _____

DATE: _____

PP.2 CONTINUED ASSESSMENT

12. How did the Protestant and Catholic Reformations impact Europe? Circle all that apply.

A. The Catholic Church weakened further.
(B.) Conflicts flared between Christians that led to wars lasting many years.
(C.) More people had access to Bibles printed in their native language.
D. Kings lost control over their kingdoms as the Church took more control of people and land.
(E.) People began to identify more with countries and empires rather than with a particular religion.
(F.) Europe was bitterly divided between Protestants and Catholics.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Interjections

Underline the interjection in each sentence.

1. Bravo! You played the flute very well.
2. Yikes, the test is today?
3. Hmm, let me think about that and get back to you.
4. Oh no! I forgot my keys.
5. Grr! Stop interrupting while I am talking.

*Write the interjection that best fits each sentence. Then write the type of interjection (*strong *or* mild*) on the line that follows.*

Ew	Yay	Shh
Wow	Ow	Oh

1. Ow ! I stubbed my toe against the wall.

Type: strong

2. Wow ! Those fireworks look amazing.

Type: strong

3. Shh , don't say it so loudly; mom might hear about the surprise.

Type: mild

4. Yay ! Spring break is next week.

Type: strong

5. Oh , I did not know that I hurt your feelings.

Type: mild

Write a response to each situation that includes an interjection. Remember to include the correct punctuation following the interjection.

1. You tasted something awful.

Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

2. Your friend won the spelling bee.

Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

3. The book you wanted to borrow is finally available at the library.

Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

4. You accidentally spilled water on the book.

Answers may vary, but should include appropriate use of an interjection and correct punctuation following the interjection.

NAME: _____

DATE: _____

PP.4 ACTIVITY PAGE

Subject-Linking Verb Agreement

Fill in the blanks of the sentences with the correct linking verb.

1. [past/*to be*] Martin Luther was unhappy with the Catholic Church.
2. [past/*to be*] During the Middle Ages, most people were illiterate.
3. [past/*to feel*] The Church felt responsible for changing their ways.
4. [past/*to feel*] The Catholic Church felt threatened by Martin Luther's ideas.
5. [past/*to look*] The pope looked furious when Luther refused to change his mind about his beliefs.
6. [present/*to sound*] The letter from the pope sounds serious.
7. [present/*to be*] Rome is popular because of its historical sites.
8. [past/*to be*] The monks were patient as they copied books with pen and ink on thin sheets of paper.

9. [present/*to be*] The stained glass windows are colorful and decorative.
10. [present/*to be*] I am amazed with Galileo's discoveries.

Write two sentences with linking verbs. One sentence should use a linking verb in the present tense and one sentence should use a linking verb in the past tense.

1. Answers may vary, but should correctly use a linking verb in the present tense or the past tense.
2. Answers may vary, but should correctly use a linking verb in the verb tense not used in the first sentence, present or past.

NAME: _____

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PP.5 ACTIVITY PAGE

Prepositions

Write the correct preposition to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, *or* partner) *in the box below the preposition.*

with	up	to	in
after	for	around	

Example: Before (time) the Reformation, many people believed that the earth was at (place) the center of the universe.

1. Galileo was born in (time) 1564 CE in (place) the city of Pisa, Italy.

2. He used a telescope to look up (place) at the night sky and saw craters on (place) the moon's surface. Galileo also saw four moons orbiting around (place) Jupiter.

3. In (time) 1610 CE, Galileo published a book called *The Starry Messenger*, in which he wrote about what he observed with (partner) his telescope.

4. Galileo was summoned to (place) Rome where he was ordered to stop talking about his ideas, so he decided to keep quiet for (time) a few years.

5. Astronomers and mathematicians who came after (time) Galileo found more evidence that he was correct. In (time) the middle of the 1700s, the Church began acknowledging the evidence that the planets circle around the sun.

Answer the following questions in complete sentences, using the prepositions in the word box. You will not need to use all of the prepositions. Underline the preposition(s) in your sentence.

next to	with	on	at
around	after	before	in

1. When do you leave your home to come to school?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

2. Where do you usually spend recess and who do you usually spend it with?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

3. What is your favorite place in the community and when do you usually go there?

   Answers may vary, but should correctly use a preposition from the box and the preposition should be underlined.

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PP.7 ACTIVITY PAGE

Prefix *en–*

Write the correct word to complete each sentence.

1. After Jacques cleaned the letters, they were encased (enforced, forced, encased, cased) in a box.

2. Jacques was able (able, enable, sure, ensure) to read after a few months of working at the printing shop.

3. During his time at the monastery, Luther may have enclosed (cased, encased, closed, enclosed) himself in a room to read the Bible.

4. Studying biblical passages likely enlightened (enlivened, enlightened, endangered, enforced) Luther to see the corruption in the Church.

5. Church leaders worried that the spread of Luther's ideas would put their authority in danger (danger, endanger, rage, enrage).

6. Pope Paul III appointed leaders to enforce (force, enforce, able, enable) Church teachings.

Write the meaning of the root word. Then, add the prefix en– *to the word. Determine the part of speech and meaning of the new word. Write a sentence using the new word.*

1. *sure*

   Meaning: (*adj.*) certain, having no doubt

   Add *en–*: ensure

   New meaning: (*v.*) to make sure, certain, or safe

   Sentence:

   Answers may vary but should correctly use the word *ensure*.

2. *rage*

   Meaning: (*n.*) very strong anger

   Add *en–*: enrage

   New meaning: (*v.*) to make very angry

   Sentence:

   Answers may vary but should correctly use the word *enrage*.

NAME: _____

DATE: _____

PP.8 ACTIVITY PAGE

Suffix *–ist*

Write the correct word to complete each sentence.

science	novelist	dentis
piano	scientist	novel
pianist	art	

1. *The House on Mango Street* is a ___novel___ by Mexican-American writer Sandra Cisneros.
2. Our ___piano___ used to belong to my grandfather, who gave it to us so I could learn to play.
3. The ___scientist___ put on her white lab coat and safety goggles before starting the experiment.
4. My last visit to the ___dentist___ went very well—no cavities!
5. Biology, chemistry, and geology are all branches of ___science___.
6. The ___pianist___ spent months practicing famous piano pieces before his audition to play a solo.
7. Poems, paintings, and sculptures are all types of ___art___.

Write the correct word from the word box from the previous page to answer each riddle.

8. I work in a branch of science and gather evidence from various sources to learn more about what I study. Who am I?

   scientist

9. I write fictional books. Who am I?

   novelist

Challenge Using your knowledge of the suffix *–ist*, determine the meaning of the following words with the suffix *–ist*.

Root Word: *archeology*
Meaning: a science that studies the past human life and activities of ancient people by studying bones, tools, and other artifacts
Affixed Word: *archeologist*
Meaning:

a person who studies the past human life and activities of ancient people by studying bones, tools, and other artifacts

Root Word: *percussion*
Meaning: musical instruments that are played by hitting or shaking, such as drums and cymbals
Affixed Word: *percussionist*
Meaning:

a person who plays musical instruments by hitting or shaking them

NAME: _____

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E1.1 ACTIVITY PAGE

Erasmus and the Reformation

As you read the enrichment selection, "Erasmus and the Reformation," answer the following questions using complete sentences.

1. Describe Erasmus's relationship with the Catholic Church.

   He was a devout Catholic and respected the Catholic faith, but he was dismayed by the corruption and abusive use of power he saw among some Church leaders. He wanted to use the power of the written word to stimulate reform.

   Page(s) 64

2. Why is the title of the section on page 66 "Caught in the Middle?"

   Although Erasmus's ideas were supported by Luther and his supporters, Erasmus did not want to take sides in the conflict between Luther and the reformers and the Catholic Church. Erasmus was caught in the middle between the reformers and the Catholic Church.

3. Why did Erasmus move away from Basel in 1529 CE and then move back to Basel in 1535 CE?

   Protestants took control of Basel's city government and Erasmus felt morally obligated to leave because he objected to living where Catholic worship was legally and forcefully suppressed. He moved back to be closer to his publisher and oversee the printing of his last edition of the New Testament.

   Page(s) 68, 69

4. How did Erasmus likely help save Martin Luther's life?

   Erasmus wrote to Frederick III of Saxony saying he didn't think Luther was a heretic and urged Frederick to protect Luther. Frederick took Erasmus's advice and made sure Luther remained safe.

   Page(s) 69

5. From the following list, choose the adjective you think best describes Erasmus. Then, in a few sentences, make an argument for why that adjective best describes him. Be sure to use evidence from the text to support your argument.

   stubborn, ***adj.*** being determined not to change your mind or opinion
   principled, ***adj.*** always acting in accordance with your morals and/or beliefs
   generous, ***adj.*** showing kindness and a readiness to give things to others
   peace-loving, ***adj.*** showing an aversion to fighting and conflict; supporting non-violence

   Answers may vary, but should include evidence from the text to support the adjective choice.

NAME: _____ **E2.1** ACTIVITY PAGE

DATE: _____

Life and Achievements of Copernicus

As you read the selection, "Life and Achievements of Copernicus," take notes on each section. Use the questions in the right-hand column as hints to guide your note-taking, though you might take notes on important information that is not covered by the questions. Incorporate as many vocabulary words into your notes as possible. Then, answer the question to the right of your notes.

Section	Notes and Page Numbers	Question
The Polish Astronomer	in school: • mathematics, astronomy (70) • medicine, law (71) from observation: • planets moved in ways that didn't agree with the geocentric model (72)	What did Copernicus learn in school and what did he learn from observation?
The Little Commentary	outlined Copernicus's new heliocentric theory (73)	What was *The Little Commentary*?

Section	Notes and Page Numbers	Question
A Life's Work	• collected enormous amounts of data (74) • may have been wary of the Church's reaction to his radical new view (74) • lived in remote part of Poland, didn't travel or interact much with other scientists and scholars (74)	Why did it take Copernicus so long to publish *On the Revolutions*?
The Truth Comes Out	• many Protestant and Catholic scholars dismissed the book (76) • many astronomers rejected Copernicus's theory initially (76) • other astronomers realized the importance of Copernicus's work and were inspired (76)	What impact did Osiander's "letter to the reader" have on the public's reception of *On the Revolutions*?

NAME: _____ **E3.1** ACTIVITY PAGE

DATE: _____

Life and Achievements of Galileo

As you read the selection, "Life and Achievements of Galileo," answer the following questions using complete sentences.

1. Galileo was known for proving people wrong by providing evidence. What important discoveries did he make, and how did he prove them with evidence?

   objects fall at the same rate regardless of weight; Copernicus's heliocentric theory was correct; he conducted experiments and observations to gather evidence to prove his discoveries were correct

   Page(s) 78, 79, 81

2. Galileo wrote in a letter to Kepler: "…I accepted the Copernican position several years ago…" What is the Copernican position Galileo accepted?

   the heliocentric model of the universe

   Page(s) 80

   Later in the same letter Galileo wrote that he was "…warned by the fortunes of Copernicus…" What does he mean by that statement?

   Copernicus's book wasn't well-received because it went against Church teachings. The preface to the book had been replaced so nobody took his book seriously. Galileo was wary of the Church's reaction to his work as well.

   Page(s) 76, 80

3. What did Galileo do to ensure that many people would read his book, *Dialogue Concerning the Two Chief World Systems*?

   He wrote the book in Italian rather than Latin so that all Italians who could read could understand it, not just highly educated scholars and specialists. In addition he presented the information in a clear and humorous way so people wanted to read it.

   Page(s) 81, 82

4. The text states "Galileo is often called the father of modern astronomy, even of modern science." Why is he called this?

   His discoveries and writings changed the world of science forever.

   Page(s) 83

NAME: _____

DATE: _____

A.3 ASSESSMENT

Middle of Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. Underline the subject and circle the predicate in the following two sentences.
   A. Grandma and Grandpa loved to tell stories about the days before the Internet.
   B. A fish riding a bicycle is an unusual sight.

2. Indicate whether the following sentence fragments are subjects or predicates. Then add the missing part to form a complete sentence.

> **Example:** Fragment: came in second place in the relay race.
>
> The fragment is a: subject (predicate)
>
> Full sentence: My team came in second place in the relay race.

   A. Fragment: All the nurses
   The fragment is a: (subject) predicate
   Full sentence: Answers will vary.
   B. Fragment: Don Quixote and Sancho
   The fragment is a: (subject) predicate
   Full sentence: Answers will vary.
   C. Fragment: always spreads rumors.
   The fragment is a: subject (predicate)
   Full sentence: Answers will vary.

3. Rewrite the following run-on sentences as two complete sentences.
   A. Native Americans first settled California later it was claimed by the Spanish Empire.

Native Americans first settled California. Later it was claimed by the Spanish Empire.

   B. Last summer I visited Mount Rushmore this summer I will visit the Alamo.

Last summer I visited Mount Rushmore. This summer I will visit the Alamo.

4. Read each pair of sentences. If the information in the two sentences is similar, rewrite the sentences using one of the words or phrases that compare. If the information in the two sentences is different, rewrite the sentences using one of the words or phrases that contrast.

Words and Phrases that Compare	Word and Phrases that Contrast
similarly	however
likewise	in contrast
in the same way	alternatively
just as	whereas
resemble	instead
also	on the other hand
	but

   A. When I was young, I only ate pasta. Now I'm interested in trying all kinds of new food.

Answers will vary.

NAME: _____

DATE: _____

A.3 CONTINUED ASSESSMENT

   B. Cesar is excited about starting middle school. Stephanie is excited about starting high school.

Answers will vary.

   C. My sister loves to watch the summer Olympic Games. My brother is only interested in the winter Olympics.

Answers will vary.

   D. My father only roots for California baseball teams. I only root for California baseball teams.

Answers will vary.

5. Underline the action verbs and circle the linking verbs in the following sentences
   A. Ms. Kessler reads to us three times a week. She is my favorite teacher.
   B. Christopher was shorter than his father. Then he grew six inches. Now he is almost as tall as his father.
   C. My friends and I were excited for summer vacation. We planned to swim every day.
   D. I made a card for my mother so that I will be ready for her birthday.

6. **Part A:** Write a sentence using an action verb.

Answers will vary.

Part B: Write a sentence using a linking verb.

Answers will vary.

7. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Present Tense* column so that the subject and verb are in agreement in the present tense. An example is provided.

Subject	Verb	Agreement in the Present Tense
they	to be	they are
the brothers	to explore	the brothers explore
she	to dance	she dances
we	to study	we study
the yard	to be	the yard is

NAME: _____

DATE: _____

A.3 CONTINUED ASSESSMENT

8. Write a sentence using one of the subject-verb combinations you created in Question 7.

Answers will vary.

9. Write sentences that include the following items in a series. Be sure to use commas correctly.

A. salt pepper sugar

Answers will vary but should show correct use of commas to separate items in a series.

B. Tom Jose Cody

Answers will vary but should show correct use of commas to separate items in a series.

10. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Past Tense* column so that the subject and verb are in agreement in the past tense. An example is provided.

Subject	Verb	Agreement in the Past Tense
my friends	to play	my friends played
Sancho	to follow	Sancho followed
she	to be	she was
we	to be	we were
the flag	to be	the flag was

11. Write a sentence using one of the subject-verb combinations you created in Question 10.

Answers will vary.

12. Circle the prepositions and underline the prepositional phrases in the following sentences.

A. Living in the city can be fun.

B. My dad wakes up before anyone else.

C. Her favorite hiding place is behind the sofa.

D. She shared secrets with her brother.

E. Ms. O'Donnell began her lesson after the bell rang.

NAME: _____

DATE: _____

A.3 CONTINUED ASSESSMENT

13. Choose the preposition from the word box that best completes each of the following sentences. Then circle the function of the preposition (place , time , or partner) below the sentence. An example is provided.

with	from	her	in

Example:
I ran away from home, but not for long.
place *time* *partner*

A. I have band rehearsal after school today.
place *time* *partner*

B. The salesman put the shoes in the box.
place *time* *partner*

C. I always sit with my friend on the school bus.
place *time* *partner*

14. Write sentences using the following correlative conjunctions.

either/or

Answers will vary.

both/and

Answers will vary.

12. Underline the interjection in each sentence. Then write the type of interjection (*strong* or *mild*) on the line that follows.

A. Oh, I seem to have misplaced my pencil.
Type: mild

B. Wait! There's a shark in the pool.
Type: strong

NAME: _____

DATE: _____

A.4 ASSESSMENT

Middle-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. Choose and write the word that best completes the following sentences.

These one-of-a-kind earrings are handmade and **irreplaceable**.

A. replaceable
(B.) irreplaceable
C. responsible
D. irresponsible

The time Javier spent working on his handwriting paid off when his teacher told him his school work was **legible** and a pleasure to read.

A. regular
B. irregular
(C.) legible
D. illegible

2. Choose one of the following word pairs and write two sentences using each word.

action interaction national international section intersection personal interpersonal

First sentence:

Answers will vary.

Second sentence:

Answers will vary.

3. **Part A**. What does the root *tract* mean?
(A.) to pull or draw out
B. to push in
C. to empty
D. to protect

NAME: _____

DATE: _____

A.4 CONTINUED ASSESSMENT

Part B. Choose and write the word that best completes the following sentence.

The cloudy weather did not _____ from the beautiful view of the valley.

A. attract
B. extract
C. tractor
(D.) detract

4. Choose and write the word that best completes the following sentences.

empty	emptiness	bright	brightness	drowsy	drowsiness	steady	steadiness

A. When I saw how **bright** the morning was, I decided to wear my sunglasses.
B. After all the furniture was removed, the **emptiness** of the house made Jin feel sad.
C. My **drowsiness** caused me to yawn and put my head down.
D. Dr. McWilliam's **steady** hand helps him to be a good surgeon.

5. **Part A**. Choose a word with a root that means "to empty."
A. attract
B. irresponsible
C. encircle
(D.) evacuate

Part B. Write a sentence using the word you chose in Part A.

Answers will vary.

6. **Part A.** Add the prefix *im-* to the word *patient* to change the meaning of the word. Then write a sentence using the new word.

patient–adj., able to remain calm while waiting
new word: **impatient**
sentence using new word:

Answers will vary.

Part B. Add the prefix *in-* to the word *audible* . Then define the new word

audible–adj. able to be heard
new word: **inaudible**
sentence using new word:

not able to be heard

7. If a construction worker excavates a piece of land, what does the construction worker do?
A. He builds on the land.
(B.) He takes away dirt from the land.
C. He adds dirt to the land.
D. He pours cement on the land.

NAME: _____

DATE: _____

A.4 CONTINUED ASSESSMENT

8. Which word has a root that means "to save" or "to protect"?
   A. extract
   B. evacuate
   C. servant
   D. biography

9. Choose and write in the word that best completes the following sentences.
   A. The cloudy weather did not _____ from the beautiful view of the valley.
      attract, extract, tractor, detract
   B. Unjust laws might _____ the citizens.
      rage, enrage, force, enforce
   C. Mountain climbing without the proper equipment placed Whitney in great _____.
      courage, encourage, danger, endanger

10. A word ending with the suffix *ist* most likely describes:
   A. a place or location
   B. a strong action
   C. a job or occupation
   D. a time or era

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