



Language Studio

Volume 3

Grade 5

Language Studio 6–7

Volume 3

Activity Book



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Language Studio 6

The Reformation





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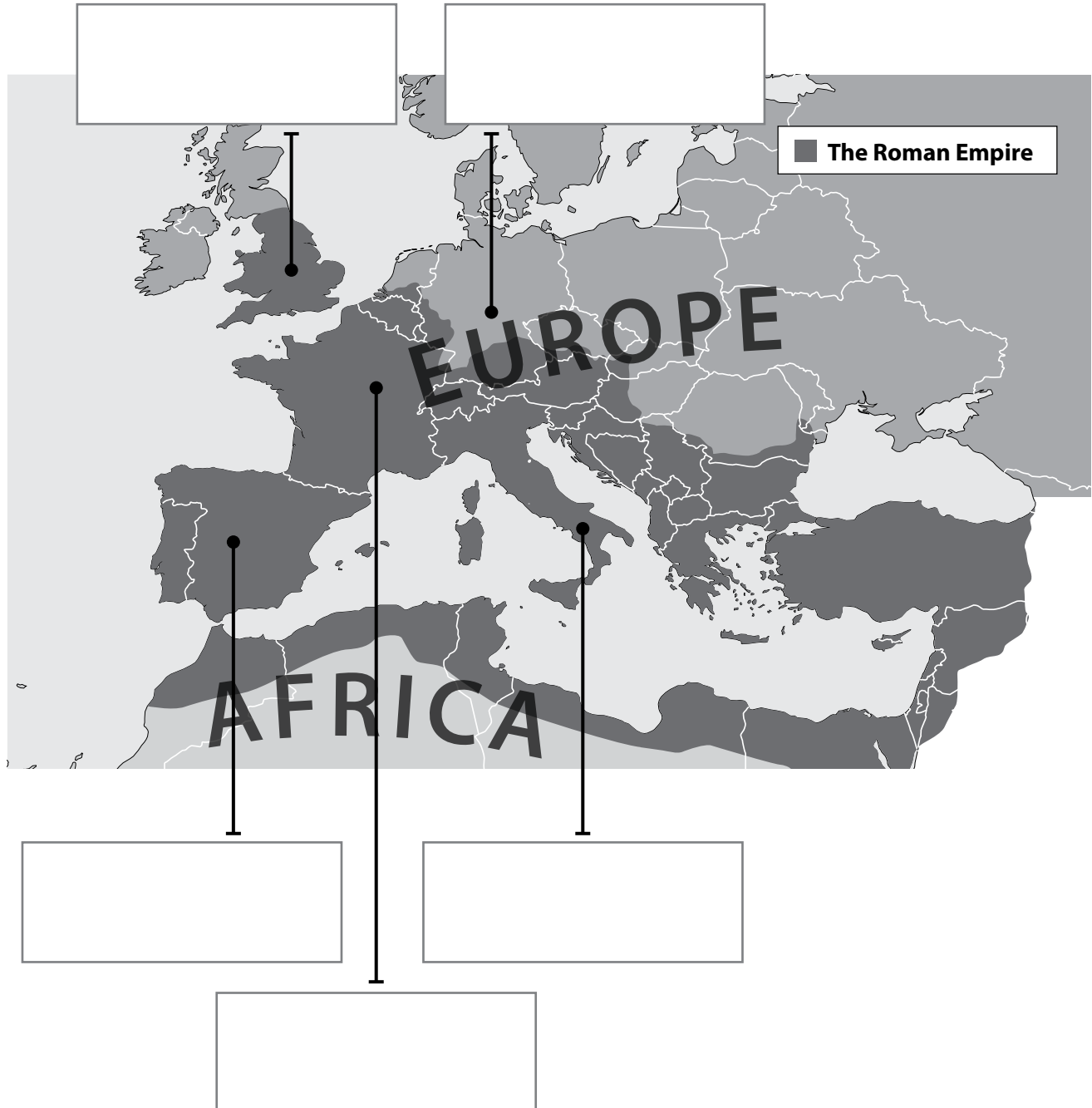
1.1

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LANGUAGE STUDIO 6: REFORMATION

Map of Western Europe

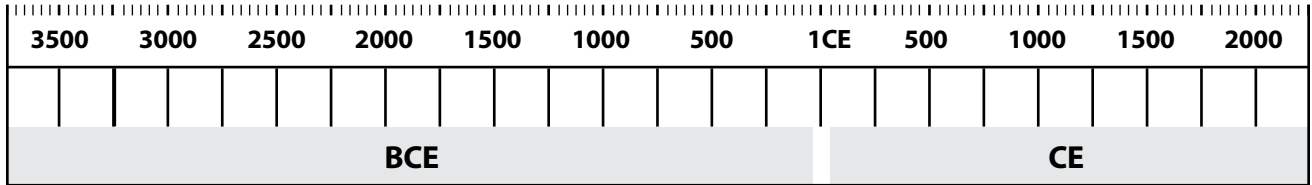
Directions: Label the following modern-day countries of Western Europe: Spain, France, England, Germany, and Italy.





LANGUAGE STUDIO 6: REFORMATION

Timeline



Directions: Study the time line and answer the following questions.

1. Label the current year on the timeline. _____
2. What year does the Common Era begin? _____
3. Which time period—BCE or CE—is counted backward going forward in time?

4. Which event would have occurred first: one that took place in 750 BCE or one that took place in 1000 BCE? _____
5. Label the time period during which the Middle Ages occurred.

6. Label the time period during which the Renaissance occurred.

7. Label the time period during which the Reformation occurred.

Challenge: Label the time period during which the Roman Empire existed.



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LANGUAGE STUDIO 6: REFORMATION

Setting the Stage: The Church in the Middle Ages



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

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.

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. Monasteries were usually contained within high walls that provided a certain amount of protection. 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.

As the Church grew in power and influence, it became very wealthy. The





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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. 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.



LANGUAGE STUDIO 6: REFORMATION

Setting the Stage: The Church in the Middle Ages

Paragraph 1: It may be impossible for us to understand just how important the Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Christian Church did, too. The power of the Church had grown gradually over a long period of time. Almost every village and town had a church. Most people attended church on Sunday. Since the Christian Church was based on the historical figure Jesus, 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.

Key Ideas:

Paragraph 2: 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.



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LANGUAGE STUDIO 6: REFORMATION**Key Ideas:**

Paragraph 3: 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.

Key Ideas:

Paragraph 4: 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. Monasteries were usually contained within high walls that provided a certain amount of protection. 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.

Compare and Contrast:	
Men Devoted to Church	Women Devoted to Church

Paragraph 5: 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. 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.



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Key Ideas:

Paragraph 6: 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.

Key Ideas:

Key Question:

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

[illegible]



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ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION

The Gutenberg Printing Press

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. 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.

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. The monks painstakingly copied the text with pen and ink on thin sheets of parchment. It typically took monks many weeks or months to complete the pages of an entire book. 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. 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.

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. 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.” 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.



Although Johann Gutenberg did not invent movable type or printing, what he 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.



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LANGUAGE STUDIO 6: REFORMATION

Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. 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. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased.



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!

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.



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LANGUAGE STUDIO 6: REFORMATION

The Gutenberg Printing Press

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. Johann Gutenberg 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.

1. Instead of Johann Gensfleisch, what is the name we remember today?

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. The monks painstakingly copied the text with pen and ink on thin sheets of parchment. It typically took monks many weeks or months to complete the pages of an entire book. 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. 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.

2. Why did it take so long to make a book in the Middle Ages? What were the steps needed to make a book? (Continue writing your answer on the next page.)

3. What do you think this had to do with people learning to read and being able to afford books?



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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. 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.

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4. How did Johann’s experience as a metalsmith influence his ideas about printing and movable type?

Although Johann Gutenberg did not invent movable type or printing, what he 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.

5. What did Johann Gutenberg invent? Why does the author compare it to a wine press?

Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. 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.



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LANGUAGE STUDIO 6: REFORMATION

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. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased.

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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 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.

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

7. Why do you think this section is called “The Power of Communication”?



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8. Key Question: Why was the invention of the Gutenberg printing press important?

9. Were your predictions correct about what a printing press is and how it would be related to reform? Why or why not?

**LANGUAGE STUDIO 6: REFORMATION****Idioms: “Stop the Presses”**

Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the 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.

Directions: Draw a picture below to show a literal meaning of “Stop the presses.”

Directions: Draw a picture below to show a figurative meaning of “Stop the presses.”



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Directions: Write “literal” or “figurative” for each situation.

When President Lyndon Johnson announced on March 31, 1968, that he would not run for re-election, the newspapers had already started printing for the following day. The decision was made to stop the presses and start over to include this big news.

Answer: _____

Carlie ran into the science classroom and exclaimed, “Stop the presses!” Everyone stopped what they were doing and turned to look at her. “I got the scholarship!” she yelled excitedly.

Answer: _____



LANGUAGE STUDIO 6: REFORMATION

Jacques and the Print Shop

“Hurry up, Jacques. We can’t afford to keep Monsieur Lafarge waiting,” came the sound of a stern voice. “You must make a good impression. A chance like this won’t come again.”

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 newest in the city. 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. 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





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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.

But 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. 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.



“Cousin!” Monsieur Lafarge 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. “Philippe, my head printer, and his apprentice, Jean-Claude,” Lafarge exclaimed. “Jean-Claude will show you what to do,” Lafarge concluded before marching away.

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. 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. 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





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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 jugged 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 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.

“Amazing!” he blurted out. “It’s like magic.”



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. 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.”

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!” 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.

“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.



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“You knew? How?” asked Jacques, all the while struggling to stop his voice from trembling.

The old man’s reply was quiet and kind. “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. “You were truthful,” Henri said. “That is as important as being able to read. At least as far as I am concerned.”



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.

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!”



LANGUAGE STUDIO 6: REFORMATION

Jacques and the Print Shop: Story Map

Directions: Fill in the story map with the characters, setting, plot, and other details from the story.

Characters (Who are the people in the story?)	Setting (When and where is the story taking place?)



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LANGUAGE STUDIO 6: REFORMATION

Plot

(What happens in the story?)

Other details/descriptions

(How does the author use paragraphs and dialogue?

What information do you see in the images?)

Key Question: How did the invention of the Gutenberg printing press change people's everyday lives?



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LANGUAGE STUDIO 6: REFORMATION

Interjections

Directions: Underline the interjection in each sentence.

Example: Ow! That ice cream is cold on my teeth.

1. Wow! I love this song!
2. No, I don't think I will go.
3. Oh. I didn't know you felt that way.
4. Yikes! That wind is strong!

Directions: Fill in each blank with an interjection from the word box that best fits each sentence.

Shh	Oops	Oh no	Hooray	Yes
-----	------	-------	--------	-----

Example: Hooray! We won the kickball game!

5. Oops, I accidentally tore my paper.
6. Yes, I think I will join you!
7. Oh no! I forgot my homework.
8. Shh! I'm trying to focus!

Write two sentences: one with an interjection followed by an exclamation point, and one with an interjection followed by a comma or period.

9. _____

10. _____



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4.1

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Jacques and the Print Shop: Comic Strip

Directions: Use six to eight of the boxes below to depict a scene from the story “Jacques and the Print Shop.” Include characters, setting, events, and details. Use dialogue bubbles with quotation marks to show conversation or thoughts. Include at least two interjections in your dialogue/thoughts. Be sure to reference the narrative and your story map for ideas.



LANGUAGE STUDIO 6: REFORMATION

Vocabulary: Nouns

Part I

Directions: Read the word, part of speech, and definition. Look and listen for each word in the text as it is being read aloud. Write the paragraph number next to the definition where the word appears. Some words may appear in more than one paragraph.

1. **Mass, n.** a Catholic church service (Paragraph # _____)
2. **clergy, n.** people who are religious leaders and who perform religious ceremonies (Paragraph # _____)
3. **doctrine, n.** a belief or set of beliefs held by a group of people (Paragraph # _____)
4. **heresy, n.** beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power in the Church (Paragraph # _____)
5. **tithe, n.** the money (or goods, such as crops and livestock) paid like a tax to the Church (Paragraph # _____)
6. **pope, n.** the leader of the Catholic Church (Paragraph # _____)
7. **penance, n.** the punishment given by the Church after a sin was confessed and forgiven (Paragraph # _____)
8. **monk, n.** a man who lives apart from society and devotes his life to the Church (Paragraph # _____)



NAME: _____

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5.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION**Part II: Adjectives***Directions: Choose the best adjective from the word bank to describe each noun.*

powerful

Latin

angry

unpleasant

foundational

German

larger

criminal

9. During the Middle Ages, churchgoers had a hard time understanding the _____ **Mass**.
10. Some wealthy people tried to buy their way into the _____ **clergy**.
11. People were afraid to go against the Church's _____ **doctrine**.
12. Martin Luther was found guilty by the Church of _____ **heresy**.
13. Some people choose to give a _____ **tithe** than others.
14. The _____ **pope** excommunicated Luther from the Church after he publicly defied him.
15. Some people paid indulgences to avoid an _____ **penance**.
16. Martin Luther was a _____ **monk**.



LANGUAGE STUDIO 6: REFORMATION

The Church Is Challenged

As you have read, 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. If you had lived during this time, 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**. The priest conducted Mass entirely in Latin, the language of the Church. Songs sung by the choirs 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 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. 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



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LANGUAGE STUDIO 6: REFORMATION

Church **doctrine**—and refused to recant, or take back their words—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.

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 owned land, buildings, and even parts of towns. Wealthy people bequeathed land and money to the Church. This wealth gave the **pope**, the leader of the Church, political as well as religious power.



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. These certificates were called indulgences. Some people began to believe 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. 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. One German reformer in particular helped usher in the Reformation. His name was Martin Luther. As a young man, Luther 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 made a vow that if he survived, he would give his life to God and become a **monk**. Luther did survive. True to his promise, he entered the monastery.

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 sins, and follow the Church’s teachings. But during the years Luther spent in the monastery, 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 question, however, the Church’s teachings about 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. 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. The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard that one man in the clergy 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 your way into heaven. Outraged, Luther decided to act.



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LANGUAGE STUDIO 6: REFORMATION

Luther 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. 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 were also translated, printed, and widely distributed.

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 ruler of Saxony, intervened. Frederick had received a letter from the pope urging him to turn Luther over to Church officials in Rome. As ruler of the region in Germany in which Luther lived, Frederick didn't like the pope telling his subjects what to do. In fact, Frederick wanted to increase the power of the German nobility. 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.

How did Luther respond? On December 10, 1520 CE, 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. 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. As Luther traveled back to Wittenberg, the ruler 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 continued to write about his religious ideas for the rest of his life.



NAME: _____

DATE: _____

5.3

ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION

The Church Is Challenged

Paragraph 1: As you have read, 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. If you had lived during this time, 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**. The priest conducted Mass entirely in Latin, the language of the Church. Songs sung by the choirs 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 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!

Key Details and Vocabulary:

Paragraph 2: Since most people could not read or write, the local church was their main source of instruction. 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, or take back their words—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.

Key Details and Vocabulary:

Paragraph 3: 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 owned



NAME: _____

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LANGUAGE STUDIO 6: REFORMATION

land, buildings, and even parts of towns. Wealthy people bequeathed land and money to the Church. This wealth gave the **pope**, the leader of the Church, political as well as religious power.

Key Details and Vocabulary:

Paragraph 4: 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. These certificates were called indulgences. Some people began to believe 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. 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.

Key Details and Vocabulary:

Paragraph 5: In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform. One German reformer in particular helped usher in the Reformation. His name was Martin Luther. As a young man, Luther 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 made a vow that if he survived, he would give his life to God and become a **monk**. Luther did survive. True to his promise, he entered the monastery.

Key Details and Vocabulary, and Drawing:



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LANGUAGE STUDIO 6: REFORMATION

Paragraph 6: 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 sins, and follow the Church’s teachings. But during the years Luther spent in the monastery, 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 question, however, the Church’s teachings about 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. 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. The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard that one man in the clergy 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 your way into heaven. Outraged, Luther decided to act.

Key Details:

Paragraph 7: Luther 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. 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 were also translated, printed, and widely distributed.

Key Details and Drawing:



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Paragraph 8: 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 ruler of Saxony, intervened. Frederick had received a letter from the pope urging him to turn Luther over to Church officials in Rome. As ruler of the region in Germany in which Luther lived, Frederick didn't like the pope telling his subjects what to do. In fact, Frederick wanted to increase the power of the German nobility. 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.

Key Details:

Paragraph 9: How did Luther respond? On December 10, 1520 CE, 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. 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.

Key Details:



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LANGUAGE STUDIO 6: REFORMATION

Paragraph 10: Once again, Frederick III of Saxony came to his aid. As Luther traveled back to Wittenberg, the ruler 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 continued to write about his religious ideas for the rest of his life.

Key Details:

Key Questions:

Why did some people want reform in the Church?

How did Martin Luther contribute to the Reformation?



NAME: _____

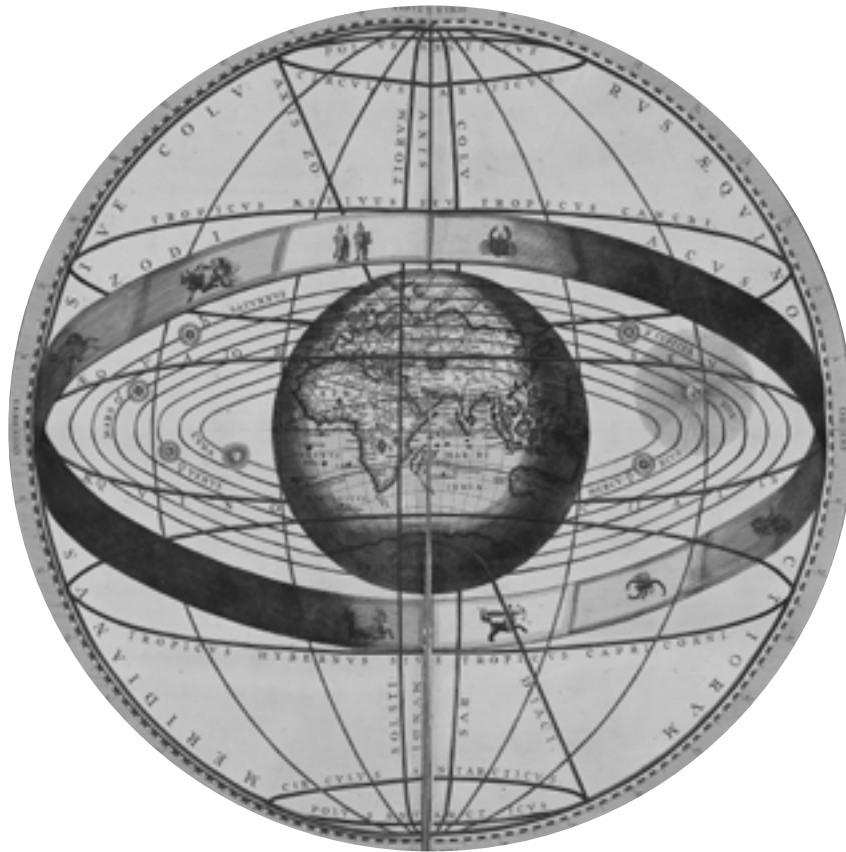
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6.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION

Threatening Theories

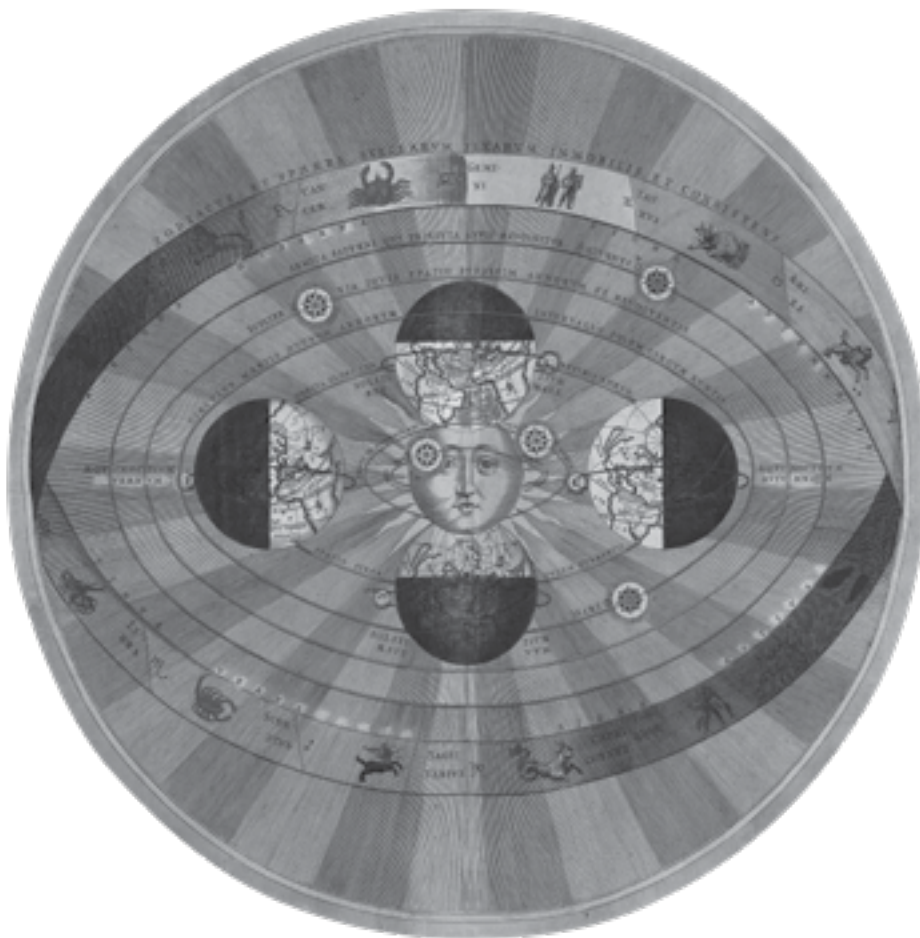


You've probably seen the sun rise and set many times. You've noticed how it slowly moves across the sky during the day. Well, at least it seems to move. If you've paid attention during science class, you know that the sun doesn't orbit Earth. Earth orbits, or travels around, the sun, as do the other 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 reformers were challenging religious beliefs. Scientists were looking hard at the geocentric model of the universe, and they were discovering that it, too, needed to be challenged.

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





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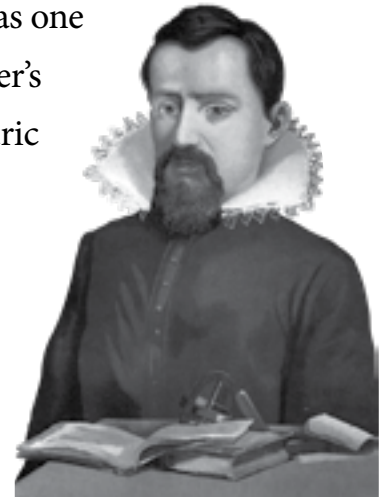
sometimes called the Ptolemaic model. Ptolemy supported Aristotle's view that Earth stood still at the center of the universe, while the sun, moon, and planets all revolved around it. He thought these heavenly bodies were located in different spheres—something like gigantic, crystal-clear bubbles—with 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.

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. 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. 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. 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.

Johannes Kepler

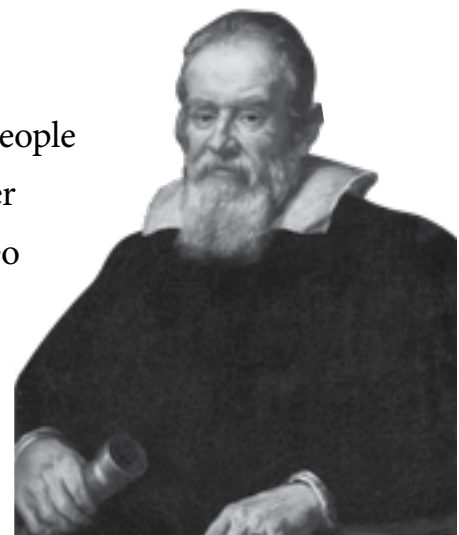
German mathematician and astronomer Johannes Kepler was one of these people. While studying at a university in the 1590s, Kepler's mathematics professor introduced him to Copernicus's heliocentric theory. Being a mathematician, Kepler was able to understand and appreciate Copernicus's observations and calculations. Over the next few years, Kepler pursued his own studies of the night sky, eventually publishing a book. 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. 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. 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.



Johannes Kepler

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



Portrait of Galileo Galilei by Justus Sustermans, 1636 CE



NAME: _____

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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. In 1610 CE, Galileo published a book in which he described what 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. 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, and 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.

In the years following, astronomers and mathematicians found more and more evidence that Copernicus, Galileo, and Kepler had been 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. Change was continuing to happen—in the Church and in the world.



NAME: _____

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6.2

ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION**Threatening Theories**

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 class, 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.

1. Why did people once think the Earth was at the center of the universe?

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 reformers were challenging religious beliefs. Scientists were looking hard at the geocentric model of the universe, and they were discovering that it, too, needed to be challenged.

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.

- ~~~~~
2. Which two historical figures wrote about the geocentric model, or the belief that the Earth was at the center of the universe?
- _____
- _____
- _____



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ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION

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. 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.

3. How did Copernicus come to disagree with Ptolemy's geocentric model?

4. What is the name for Copernicus's theory?

5. Why did Copernicus keep his theory to himself?

It wasn't until 1543 CE, at the very end of his life, that Copernicus published his findings in a book. 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. 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.

Johannes Kepler

German mathematician and astronomer Johannes Kepler was one of these people. While studying at a university 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. 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. 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



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LANGUAGE STUDIO 6: REFORMATION

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. 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.

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6. How did Johannes Kepler build upon the work of Copernicus?

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7. What did Kepler's theories later become known as?

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### 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. In 1610 CE, Galileo published a book in which he described what 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.

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8. What invention allowed Galileo to study space more closely?

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## LANGUAGE STUDIO 6: REFORMATION

9. What did Galileo discover with his telescope?

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10. How did Galileo's discoveries disprove Aristotle and Ptolemy, and prove Copernicus correct?

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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. 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.

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11. How did the Church respond to Galileo's ideas?

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### **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, and 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.

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CONTINUED

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## LANGUAGE STUDIO 6: REFORMATION

12. Describe the ongoing struggle Galileo experienced with the Church.

[illegible]

13. Key Question: What new theories were proposed by Copernicus, Kepler, and Galileo, and how did the Church respond?

[illegible]

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## 6.2

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## LANGUAGE STUDIO 6: REFORMATION

[illegible]

**LANGUAGE STUDIO 6: REFORMATION****The Suffix –ist**

*Directions: Choose the best word from the word bank to complete the sentence.  
Add descriptive adjectives to five nouns of your choosing, as shown in the example.*

|           |            |            |           |
|-----------|------------|------------|-----------|
| scientist | cartoonist | cyclist    | activist  |
| ecologist | idealist   | biologist  | hygienist |
| tourist   | geologist  | specialist | motorist  |

1. **Example:** The (reckless) motorist received a ticket for speeding.
2. The \_\_\_\_\_ was known for her speeches about conserving water.
3. My dental \_\_\_\_\_ is really gentle when she cleans my teeth.
4. The \_\_\_\_\_ stopped to ask for directions since he was a stranger to the city.
5. The \_\_\_\_\_ finished first in the race and used the money to buy a new bike.
6. I met a \_\_\_\_\_ when I went to see the rock collection at the science museum.
7. My favorite type of \_\_\_\_\_ is one that draws pictures that need no words.
8. After visiting the doctor, we were sent to a \_\_\_\_\_ to find out more about my allergies.
9. Copernicus was a \_\_\_\_\_ who first expressed the heliocentric model of the universe.



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## LANGUAGE STUDIO 6: REFORMATION

10. My aunt is a(n) \_\_\_\_\_ who is always busy participating in her community.
11. When I grow up, I want to be a marine \_\_\_\_\_ and study ocean life.
12. Some people call me a(n) \_\_\_\_\_, but I think a positive outlook in life is important.

Think of two *-ist* words that mean “a person who” and use them in two sentences. Include a descriptive adjective in each.

13. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_



## LANGUAGE STUDIO 6: REFORMATION

### Divisions and Changes

In the early 1500s, no one imagined how much Europe—and the world—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 reformers. The Reformation laid the foundation for what would eventually become known as Protestantism, (one of three major branches of Christianity), which became



known for its *protest* against the practices of the Catholic Church. Before Martin 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.

### The Catholic Reformation Gets Underway

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,



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## LANGUAGE STUDIO 6: REFORMATION

the Protestant-driven Reformation.

Several popes were involved with the Catholic Reformation, but the man who started things moving was Pope Paul III. 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 not only included corrupt practices such as issuing indulgences for money, but also a relatively uneducated priesthood, and monasteries and religious orders that were not following Church teachings. After considering the cardinals' report, the pope and his advisors 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.



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 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. His choices were either an illustrated book that told the story of Christ’s life or a book about Catholic saints. Ignatius read both. As he read, Ignatius 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, Ignatius 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.

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.



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## LANGUAGE STUDIO 6: REFORMATION

### 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, Bavaria, reverted back to Catholicism.

### Other Actions of the Council

Because of 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. 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 were banned as well. Anyone caught reading, selling, or owning a banned book faced punishment.

Pope Paul III also revived the Inquisition, the court system of the Catholic Church, as part of the Church's response to the Reformation. It was tasked with rooting out heresy. Both the Index of Forbidden Books and the Inquisition were two primary tools the Church used to counteract Protestant ideas.

## **Results of the Reformation**

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. However, it was clear that Catholic and Protestant sects, though now reconciled on some issues, would never be united again. The Protestant 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. 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.



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## LANGUAGE STUDIO 6: REFORMATION

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, shifting power from the Church—and its leader, the pope—to the state. And over time, more people began to have a voice and identify more with countries and empires rather than with a particular religion.

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LANGUAGE STUDIO 6: REFORMATION

Divisions and Changes

In the early 1500s, no one imagined how much Europe—and the world—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 reformers. The Reformation laid the foundation for what would eventually become known as Protestantism (one of three major branches of Christianity), which became known for its *protest* against the practices of the Catholic Church. Before Martin 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.

1. Before the Reformation, what was the main religion of western Europe?

2. What new branch of Christianity came out of the Reformation as people were protesting the practices of the Catholic Church?

The Catholic Reformation Gets Underway

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,



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LANGUAGE STUDIO 6: REFORMATION

but the man who started things moving was Pope Paul III. 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 not only included corrupt practices such as issuing indulgences for money, but also a relatively uneducated priesthood, and monasteries and religious orders that were not following Church teachings. After considering the cardinals' report, the pope and his advisors 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.

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3. What was the Catholic Church's response to the Protestant Reformation called?

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4. Describe what Pope Paul III and the Catholic Church did to reform the Church, and why.

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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 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. His choices were either an illustrated book that told the story of Christ’s life or a book about Catholic saints. Ignatius read both. As he read, Ignatius 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.

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## LANGUAGE STUDIO 6: REFORMATION

5. What was one of the most influential religious orders during the Catholic Reformation?

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6. What Spanish priest was the founder of the Jesuits?

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7. Describe how Ignatius came to be a priest.

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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.

8. How did the Jesuits help the Catholic Reformation?

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, Bavaria, reverted back to Catholicism.



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LANGUAGE STUDIO 6: REFORMATION

9. What was the role of the Council of Trent during the Reformation?

Other Actions of the Council

Because of 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. 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 were banned as well. Anyone caught reading, selling, or owning a banned book faced punishment.

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10. Key Question: How did the Reformation change the Church and Europe—both negatively and positively?

Results of the Reformation

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. However, it was clear that Catholic and Protestant sects, though now reconciled on some issues, would never be united again. The Protestant 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. 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.

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, shifting power from the Church—and its leader, the pope—to the state. And over time, more people began to have a voice and identify more with countries and empires rather than with a particular religion.

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LANGUAGE STUDIO 6: REFORMATION

11. Key Question: How did the Reformation change the Church and Europe—both negatively and positively?

[illegible]



LANGUAGE STUDIO 6: REFORMATION

Correlative Conjunctions

Correlative Conjunctions	Example
either/or	During the weekend, Alisha likes to <u>either</u> go swimming <u>or</u> play basketball.
neither/nor	Alisha <u>neither</u> likes spiders <u>nor</u> does she like scary stories.
both/and	<u>Both</u> Devon <u>and</u> Nadia are Alisha's good friends.
not only/but also	Alisha is <u>not only</u> active, <u>but also</u> smart.

Directions: Choose the best correlative conjunction pair to complete the following sentences.

1. Ignatius of Loyola was _____ a writer _____ a priest.
2. The name of the Catholic response to the Protestant Reformation can be called _____ the Catholic Reformation _____ the Counter-Reformation.
3. The Catholic Church used _____ the Index of Forbidden Books _____ the Inquisition as tools to counteract Protestantism.
4. Pope III and the Catholic Church wanted _____ the Catholic Church to remain corrupt _____ for people to keep leaving the Church.

Directions: Choose one correlative conjunction pair and use it in a sentence.



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LANGUAGE STUDIO 6: REFORMATION

Reformation Review Chart

Lesson/ Station	Text Excerpts/ Questions	Key Question(s)	Key Figure(s)	Images	Grammar	Other/Notes
Lesson 1 – “Setting the Stage: The Church in the Middle Ages”	Activity Page 1.4	What practices in the Middle Ages show the power and influence of the Church?	pope; clergy; monks; nuns	Activity Page 1.3		Activity Page 1.1 (Map); Activity Page 1.2 (Timeline)
Lesson 2 – “The Gutenberg Printing Press”	Activity Page 2.2	Why was the invention of the Gutenberg press so important?	Johannes Gutenberg	Activity Page 2.1		
Lesson 3 (Grammar only)					Activity Page 3.3 – Interjections	
Lesson 5 – “The Church Is Challenged”	Activity Page 5.3	Why did some people want reform in the Church? How did Martin Luther contribute to the Reformation?	Martin Luther; Frederick III; pope	Activity Page 5.2	Activity Page 5.1 – Nouns and Adjectives	

Lesson/ Station	Text Excerpts/ Questions	Key Question(s)	Key Figure(s)	Images	Grammar	Other/Notes
Lesson 6 – “Threatening Theories”	Activity Page 6.2	What new theories were proposed by Copernicus, Kepler, and Galileo, and how did the Church respond?	Aristotle; Ptolemy; Copernicus; Kepler; Brahe; Galileo; Pope Urban VIII	Activity Page 6.1	Activity Page 6.3 – Suffix – <i>ist</i>	
Lesson 7 – “Divisions and Changes”	Activity Page 7.2	How did the Church respond to the Reformation, and how were the Church and Europe changed?	Pope Paul III; Ignatius of Loyola; Jesuit Society	Activity Page 7.1	Activity Page 7.3 – Correlative Conjunctions	



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LANGUAGE STUDIO 6: REFORMATION**Reformation Poster Rubric**

	Reformation Content	Grammar Content	Presentation
3	Includes all required details, including a creative title, a clear topic, three thorough facts about the topic, and three images with detailed captions.	Includes all required grammar elements used correctly, including two of the four: interjection, noun with descriptive adjective, <i>-ist</i> word, and/or correlative conjunction.	Speaks clearly at an appropriate pace, tone, and volume. Shares all sections of the poster using complete sentences. Includes formal language greeting and closing.
2	Includes some required details, including a title, topic, facts, and images with captions.	Includes two required grammar elements, but used incorrectly.	Speaks clearly most of the time at an appropriate pace, tone, and volume. Shares few sections of the poster using incomplete sentences. Includes formal language greeting or closing.
1	Includes few required details, including a title, unclear topic, some facts, and some images but without captions.	Includes fewer than two required grammar elements used incorrectly.	Speaks in an unclear manner at an inappropriate pace, tone, and volume. Shares only one or two sections of the poster using incomplete sentences. Does not include formal language greeting and closing.



LANGUAGE STUDIO 6: REFORMATION

Reformation Poster Plan

My Creative Title	My Topic (Person and/or Event)
My Three Detailed Facts	
My Three Images	My Three Image Captions
My Grammar Element #1	My Grammar Element #2
Other Ideas	



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ACTIVITY PAGE

LANGUAGE STUDIO 6: REFORMATION

Listening Note Guide

Presenting Pair: _____

Something I thought was interesting is:

Something I'd like to know more about is:

Something I would like to add is:

One question I have is:

Language Studio 7

A Midsummer Night's Dream





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1.1

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LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

A Midsummer Night's Dream

A Midsummer Night's Dream is a comedy play written by William Shakespeare. A comedy has lots of jokes and is funny. This comedy is also about love and has three plots, or stories. One plot is about four young people from Athens who are in love. One plot is about the marriage of a duke to the woman he loves. The third plot is about a group of actors who get tricked by fairies that live in the forest.

William Shakespeare was born in 1564, and many people think he is one of the greatest writers who ever lived. He wrote poems and plays and even acted too. People all over the world have read his plays. *A Midsummer Night's Dream* is one of his most famous plays.

When the play begins, we meet Hermia who is in love with Lysander. Her father, Egeus, wants her to marry Demetrius, not Lysander. The law in Athens, where they live, is very strict. If Hermia disobeys her father, she could be killed or have to become a nun. A nun never gets married and spends her life praying and doing good works.

While this is going on, a group of workers are planning a play to celebrate the wedding of the Duke and his Queen. Peter Quince is the head of the group. He wrote the play and decides who will be in the play. Nick Bottom is the lead actor and arrogant, or big-headed. Bottom believes he is so good that he should play all six parts in the play. He likes to brag a lot.

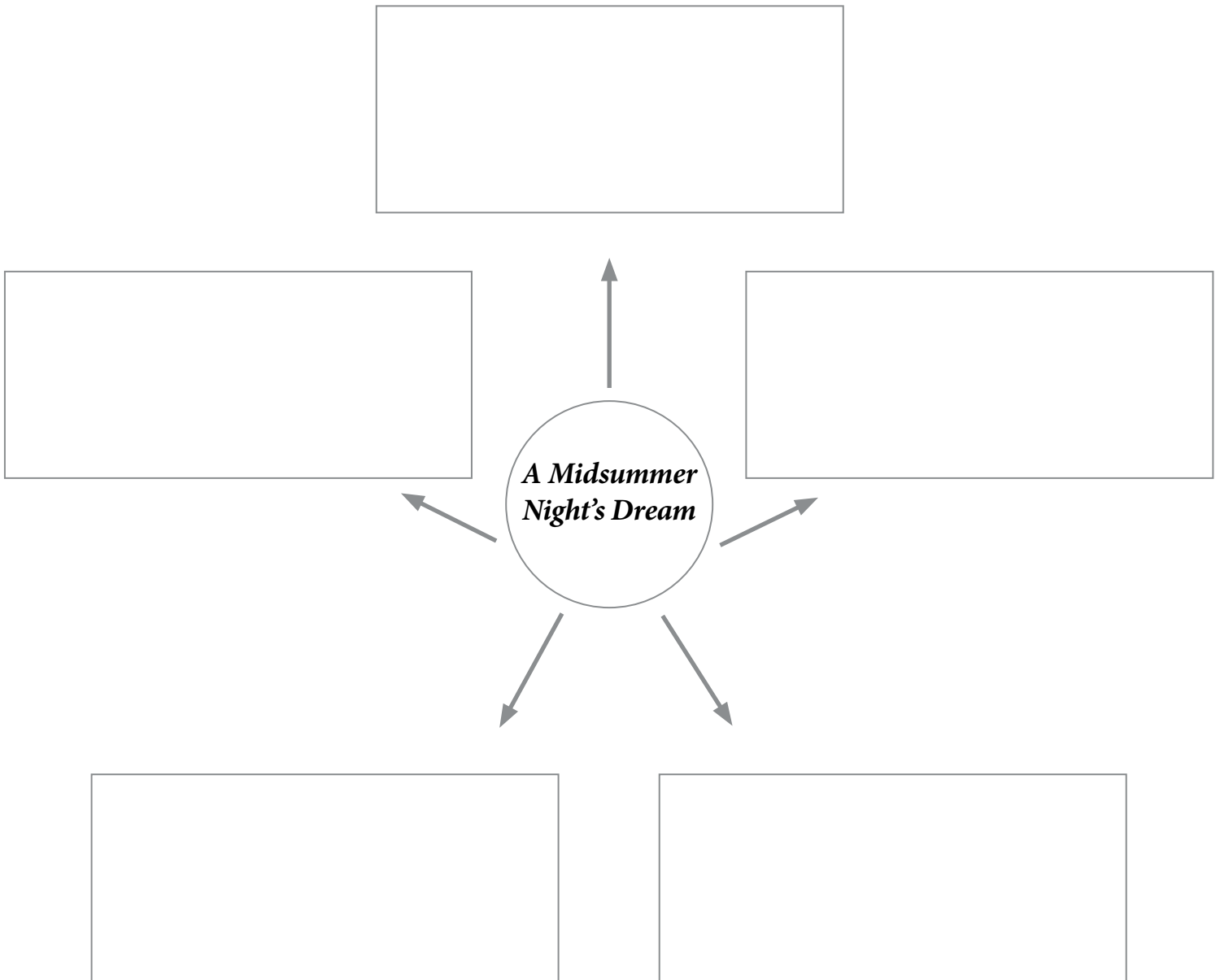
In the forest with the actors are fairies who will play tricks on the other characters. We meet Oberon, king of the fairies, and his queen, Titania. Titania has a child she has taken care of that Oberon wants for a servant. Titania is against this, so Oberon wants to get back at her. Robin "Puck" Goodfellow helps Oberon play a mean trick on Titania and others.



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Identifying Key Details in *A Midsummer Night's Dream*

Directions: Use this graphic organizer to identify five important facts you learned from the A Midsummer Night's Dream Read-Aloud.





NAME: _____

DATE: _____

2.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Act 1 Scene 1

HERMIA. I do **entreat** your grace to pardon me.

entreat, v. plead; beg

I know not by what power I am made bold,

But I **beseech** your grace that I may know

beseech, v. beg; ask

The worst that may befall me in this case,

If I refuse to wed Demetrius.

THESEUS. Either to die the death or to **abjure**

abjure, v. stay away from

Forever the society of men.

HERMIA. So will I grow, so live, so die, my lord,

Ere I will marry with Demetrius.

THESEUS. Take time to pause, and, by the next new moon—

Upon that day either prepare to die

For disobedience to your father's will,

Or else to wed Demetrius, as he would.

DEMETRIUS. Relent, sweet Hermia; and, Lysander, yield

Thy crazèd claiming of my certain right.

Act 1 Scene 1

LYSANDER. You have her father's love, Demetrius;
Let me have Hermia's. Do you marry him.

EGEUS. Scornful Lysander! True, he hath my love,
And what is mine my love shall **render** him.
And she is mine, and all my right of her
I do estate unto Demetrius.

render, v. give

LYSANDER. I am, my lord, from family good as his,
As rich in land; my love is more than his;
And, which is more than all these boasts can be,
I am beloved of beauteous Hermia.
Demetrius, I'll declare it to his face,
Wrote songs for Nedar's daughter, Helena,
And won her soul; and she, sweet lady, **dotes**,
Upon this wicked and unfaithful man.

dote, v. show great affection



NAME: _____

DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Act 1 Scene 1

THESEUS. I must confess that I have heard so much,
And with Demetrius thought to have spoke thereof;
But, being over-full of self-affairs,
My mind did lose it. But, Demetrius, come;
And come, Egeus. You shall go with me,
For you, fair Hermia, look you arm yourself
To fit your fancies to your father's will;
Or else the law of Athens gives you up—
Demetrius and Egeus, go along.

EGEUS. With duty and desire we follow you.

THESEUS, EGEUS, DEMETRIUS and HIPPOLYTA exit.



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Hermia's Choice Exit Slip



Hermia



Egeus



Demetrius



Lysander

Directions: Read each question. Show your answer by placing a checkmark in the column labeled "Yes" or "No."

Question		Yes	No
1	<p>Hermia asks her father:</p> <p><i>"But I beseech your grace that I may know the worst that may befall me in this case, If I refuse to wed Demetrius."</i></p> <p>She asks her father what is the worst thing that could happen to her if she does NOT marry Demetrius.</p> <p>Is Hermia disrespectful to her father by asking this question?</p>		
2	<p>Demetrius tells Hermia and Lysander:</p> <p><i>"Relent, sweet Hermia: and, Lysander, yield."</i></p> <p>Demetrius thinks they should just give up and that Hermia should marry him. Do you agree with Demetrius?</p>		
3	<p>Lysander says:</p> <p><i>"You have her father's love, Demetrius. Let me have Hermia's: do you marry him."</i></p> <p>Lysander believes that since Hermia's father loves Demetrius, he should be happy with that. He believes that he should have Hermia and her love. Do you agree with Lysander?</p>		
4	Should Hermia obey her father?		



NAME: _____

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3.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Video Viewing Guide**

Directions: There are four things to watch for in this video. Make notes of your observations as you watch the video. Then compare answers with a partner.

Watch For	My Observations
Egeus, Hermia's father	
Lysander	
Confrontations: who and why	
Hermia	



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Compare and Contrast: Act 1, Scene 1

Directions: Think about the video you just watched. With a partner, reflect on how you initially answered these questions. After watching the video of the play, think about whether your answers changed—are they the “same” or “different”? After sharing with your partner, complete the chart by writing one sentence to explain your reasoning. Have your perceptions changed?

Question	Initial Thoughts	Same	Different
<p>Hermia asks her father: <i>“But I beseech your grace that I may know the worst that may befall me in this case, If I refuse to wed Demetrius.”</i></p> <p>She asks her father what is the worst thing that could happen to her if she does NOT marry Demetrius.</p> <p>Is Hermia disrespectful to her father by asking this question?</p>	<p>Circle Initial Thoughts</p> <p>Yes or No</p>		
<p>Demetrius tells Hermia and Lysander: <i>“Relent, sweet Hermia: and, Lysander, yield.”</i></p> <p>Demetrius thinks they should just give up and that Hermia should marry him.</p> <p>Do you agree with Demetrius?</p>	<p>Circle Initial Thoughts</p> <p>Yes or No</p>		
<p>Lysander says: <i>“You have her father’s love, Demetrius. Let me have Hermia’s: do you marry him.”</i></p> <p>Lysander believes that since Hermia’s father loves Demetrius, he should be happy with that. He believes that he should have Hermia and her love.</p> <p>Do you agree with Lysander?</p>	<p>Circle Initial Thoughts</p> <p>Yes or No</p>		



NAME: _____

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4.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Summary 1.2

**QUINCE****BOTTOM****WORKMEN**

- 1 After a wedding in Athens at this time, instead of a rock band or a DJ, groups would perform songs, dances, or short plays. If the performers did a good job, wealthy brides and grooms would offer them money as a reward.
- 2 While Hermia and Lysander are planning their escape, a group of six workmen gather to plan the play they will offer at the evening entertainment after Theseus and Hippolyta's wedding. Peter Quince, a carpenter, is the leader of the group, and Nick Bottom, the **weaver**, is their excitable star actor. The other actors in their club are workmen named Flute, Snug, Snout and Starveling.
- 3 Quince announces that the play they will perform is called "The most **lamentable** comedy and most cruel death of Pyramus and Thisbe." Quince then begins assigning roles to the men, starting with giving Bottom the part of Pyramus. Bottom is excited to play a suitor, but as Quince continues to distribute the

Summary 1.2

parts, Bottom wants those roles, too! Thisbe, the dangerous lion—
Bottom wants all the parts.

- 4 This almost causes Quince to lose his temper, but he manages to convince Bottom that he must play Pyramus and only Pyramus. The casting decided, the men agree that they will meet in the woods to rehearse the next night.



NAME: _____

DATE: _____

4.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Soliloquy or Monologue**

Directions: Read the definitions for these terms that describe how characters talk in the play A Midsummer Night's Dream. Answer the questions in complete sentences.

Soliloquy	Monologue
A soliloquy is a lengthy speech.	A monologue, like a soliloquy, is a lengthy speech.
One character—usually alone onstage—expresses their thoughts to the audience.	One character talks to other characters onstage, not to the audience.
Involves one speaker.	Involves one speaker.
The speaker is thinking out loud.	The speaker is making an announcement of fact or feeling to the audience.

1. Who might want to give a soliloquy in this play? Give one reason to support your answer.

2. Who might want to give a monologue in this play? Give one reason to support your answer.

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Characters

ATHENIANS _____

Theseus



Hippolyta



Egeus



Hermia



Lysander



Helena



Demetrius



NAME: _____

DATE: _____

4.3
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

WORKMEN



Quince

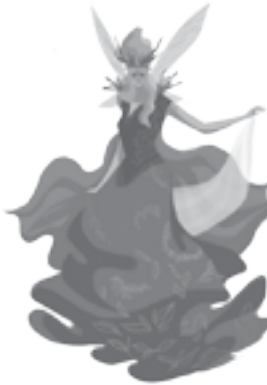


Bottom



Workmen

FAIRIES



Titania



Oberon



Puck



Fairies



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Act 1 Scene 2

QUINCE. Answer as I call you. Nick Bottom, the weaver.

BOTTOM. Ready. Name what part I am for, and proceed.

QUINCE. You, Nick Bottom, are set down for Pyramus.

BOTTOM. What is Pyramus, a suitor, or a **tyrant**?

QUINCE. A suitor, that kills himself most **gallant** for love.

BOTTOM. That will ask some tears in the performing of it.
If I do it, let the audience look to their eyes; I will
move storms. To the rest: yet my chief humor is for
a tyrant. I could play a part to **tear a cat in**.

The raging rocks
And shivering shocks
Shall break the locks
Of prison gates.

This was lofty! Now name the rest of the players.
This is a tyrant's vein; a suitor is more **condoling**.

tyrant, n. harsh ruler

gallant, adv. in a noble way

tear a cat in, v. shout and behave
wildly

condoling, adj. sympathetic



NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Bottom's Words

Directions: Use these pages to define the phrase tear a cat in and the words tyrant and condoling. Use one page per word.

Definition in my own words	Drawing of this word
<div>Tear a cat in: shout and behave wildly</div>	
A synonym of this word	An antonym of this word

Directions: Use these pages to define the phrase tear a cat in and the words tyrant and condoling. Use one page per word.

Definition in my own words	Drawing of this word
<div data-bbox="472 1010 1117 1255">Tyrant: harsh ruler; bully; dictator</div>	
A synonym of this word	An antonym of this word



NAME: _____

DATE: _____

5.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Directions: Use these pages to define the phrase tear a cat in and the words tyrant and condoling. Use one page per word.

Definition in my own words	Drawing of this word
<div>Condoling: to express sympathy with a person who is suffering sorrow, misfortune, or grief</div>	
A synonym of this word	An antonym of this word



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Summary 2.1a



TITANIA



OBERON



PUCK

Oberon and Titania, the king and queen of the fairies, are in the woods having a huge argument over the custody of a little Indian boy. Their fight is so bad that it is causing incredible chaos in the fairy kingdom, and the only way to fix it is for them to stop arguing. But Oberon wants to punish Titania. He tells his assistant, Puck, who is also called Robin Goodfellow, to go fetch a rare flower, the juice of which, when dropped into someone's eyes, makes that person fall in love with the first thing that they see. He plans on using it on Titania because she refuses to give him that Indian boy.

*On this night, the king and queen of the fairies
meet in a meadow near the woods.*

ill met, v. came upon, or
encounted, unhappily

1 **OBERON.** **Ill met** by moonlight, proud Titania.

TITANIA. What, jealous Oberon?

2 **OBERON.** Am not I thy lord?



NAME: _____

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6.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Summary 2.1a

TITANIA. Then I must be thy lady.

3 **OBERON.** Why should Titania cross her Oberon?

I do but beg a little **changeling** boy

To be my **henchman**.

TITANIA. Set your heart at rest:

The fairy land buys not the child of me.

4 **OBERON.** Give me that boy and I will go with thee.

TITANIA. Not for thy fairy kingdom. Fairies, away.

TITANIA and her fairies exit.

changeling, n. child switched by fairies for another

henchman, n. assistant; attendant

Act 2 Scene 1a



TITANIA



OBERON



PUCK

OBERON, PUCK, TITANIA and fairies are in the woods outside Athens.

5 OBERON. Why should Titania cross her Oberon?

I do but beg a little changeling boy

To be my henchman.

TITANIA. Set your heart at rest;

The fairy land buys not the child of me.

His mother was a priestess of my order;

And, in the spiced Indian air, by night,

Full often hath she gossip'd by my side.

But she, being **mortal**, of that boy did die;

And for her sake do I rear up her boy,

And for her sake I will not part with him.

moral, *adj.* human; non-magical



NAME: _____

DATE: _____

6.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Act 2 Scene 1a

6 **OBERON.** How long within this wood intend you stay?

TITANIA. **Perchance** till after Theseus' wedding-day.

If you will patiently dance in our **round**,

And see our moonlight **revels**, go with us;

If not, **shun** me, and I will spare your haunts.

7 **OBERON.** Give me that boy and I will go with thee.

TITANIA. Not for thy fairy kingdom. Fairies, away!

We shall **chide** downright if I longer stay.

TITANIA exits with her train.

8 **OBERON.** Well, go thy way; thou shalt not from this grove

Till I torment thee for this injury.

My gentle Puck, come hither. Thou rememb'rest

That very time I saw, but thou couldst not,

Cupid, all arm'd; a certain aim he took

And loos'd his love-shaft smartly from his bow.

**LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM*****Midsummer Night's Matching Challenge***

Directions: Write the letter of the correct match next to each numbered phrase.

- | | |
|--|---|
| 1. ____ King of the fairies | a. Robin Goodfellow |
| 2. ____ Oberon's bride and queen | b. Hermia |
| 3. ____ The fairies live here | c. Theseus |
| 4. ____ Puck's real name | d. Oberon |
| 5. ____ Where you pour the love potion | e. Titania |
| 6. ____ King of Athens | f. flower |
| 7. ____ Princess of Athens | g. fall in love with first person or animal you see |
| 8. ____ Where you find the love potion | h. mortal |
| 9. ____ Result of love potion | i. forest |
| 10. ____ Means human, not a fairy | j. eyelids |
| | k. death |
| | l. mouth |
| | m. Bottom |
| | n. Lysander |
| | o. tree branch |
| | p. henchman |



NAME: _____

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7.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Upper Class Athenian Characters of *A Midsummer Night's Dream*

*Directions: There are many characters in A Midsummer Night's Dream. The characters who are described as the **upper class Athenians** include Theseus, Hermia, Lysander, and Demetrius. Think of these characters as you answer the questions.*

1. What type of costume or clothing do you think the upper class Athenians might wear?

2. How would the upper class Athenians spend their day?

3. What do these characters contribute to the play?



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Workmen Characters of *A Midsummer Night's Dream*

*Directions: There are many characters in A Midsummer Night's Dream. The characters who are described as the **workmen** include Peter Quince and Bottom. Think of these characters as you answer the questions.*

1. What type of costume or clothing do you think the workmen might wear?

2. How would the workmen spend their day?

3. What do these characters contribute to the play?



NAME: _____

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7.3

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Fairy Characters of *A Midsummer Night's Dream*

*Directions: There are many characters in A Midsummer Night's Dream. The characters who are described as the **fairies** include Oberon and Titania. Think of these characters as you answer the questions.*

1. What type of costume or clothing do you think the upper class Athenians might wear?

2. How would the fairies spend their day?

3. What do these characters contribute to the play?

**LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**

Summary 2.1b



FAIRY



PUCK

Now we turn our attention to Puck, or as he is sometimes called, Robin Goodfellow. He plays jokes for Oberon and makes him smile. Puck loves to create mischief. Here are just a few of his mean tricks. Sometimes he goes into a dairy and steals the tasty cream from the milk. Sometimes he interferes with a maid making butter so that no matter how hard she churns, she gets no butter. Other times he makes people's cream turn sour, takes away a stool when someone is about to sit down, or spills hot drinks on the necks of old ladies when they are about to have a sip.

During the argument between Oberon and Titania, this merry wanderer of the night has been watching from the side. After Titania leaves, Oberon calls Puck forward and gives him a mischievous order. He tells him to go to a faraway place where they once saw a purple pansy with magical powers. It is a special flower that unmarried women call "love-in-idleness" because if you squeeze the juice into someone's eyes while they are sleeping,



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8.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Summary 2.1b

they fall madly in love with the first live creature that they see. He plans to put the juice of that flower in Titania's eyes, so that when she wakes, she will love the first thing she sees. He hopes it will be some animal like a lion, bear, wolf, bull, monkey, or ape. Puck says he will fetch it and return in forty minutes.

Act 2 Scene 1b



FAIRY



PUCK

shrewd, *adj.* clever
knave, *adj.* rascally

FAIRY. Either I mistake your shape and making quite,
Or else you are that **shrewd** and **knave** sprite
Call'd Robin Goodfellow. Are not you he
That frights the maidens of the villagery,
Skim milk, and sometimes labor in the **quern**,
And bootless make the breathless housewife churn,
And sometime make the cream to bear no **barm**,
Mislead night-wanderers, laughing at their harm?
Those that **Hobgoblin** call you, and sweet Puck,
You do their work, and they shall have good luck.
Are not you he?

PUCK. Thou speakest aright:
I am that merry wanderer of the night.



NAME: _____

DATE: _____

8.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Adjective Action: Describing Puck**

Adjectives are words that describe nouns. The adjectives on this page describe Robin Goodfellow, or Puck from *A Midsummer Night's Dream*. A synonym is a word or phrase that means exactly or nearly the same as another word. A synonym for the word *great* might be *excellent* or *abundant*. You might describe your friend as a great swimmer; or you might say that you read a book that you had great interest in. An antonym is a word or phrase that means exactly or nearly the opposite of another word.



Puck

Part A

Directions: Read the words in the chart. Each column has an adjective that describes Puck. As you read down each column, you will find both synonyms and antonyms for the adjective. Circle all the synonyms you find in each column. Put a box around all of the antonyms you find in each column.

Mischievous	Sneaky	Knavish	Shrewd	Merry
Naughty	Sly	Dishonest	Sharp	Cheerful
Kind	Tricky	Truthful	Perceptive	Pleasant
Nice	Honest	Deceitful	Sensible	Joyful
Playful	Open	Fraudulent	Foolish	Gloomy
Wicked	Trustworthy	Virtuous	Stupid	Amusing

Part B

Directions: Select one word from each column in the chart in Part A. Write a sentence using that word. Share your sentences with a partner.

1.
2.
3.
4.
5.



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DATE: _____

9.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**A Love Potion**

Hermia



Helena



Lysander



Demetrius

*Directions: Read the **Character and Description** column. Think about each character and how they might react if they got the love potion from Puck. Next to each character, make a prediction: to whom would they want to give a love potion; and to whom would they not want to give a love potion.*

Character and Description	Wants to give love potion to ____	Does not want to give love potion to ____
Helena: friend of Hermia, loves Demetrius but he does not love her		
Hermia: daughter of Egeus; loves Lysander and he loves her; father wants her to marry Demetrius		
Lysander: loves Hermia and wants to marry her; her father Egeus is against the marriage		
Demetrius: the man Egeus wants Hermia to marry; he loves Hermia		

Who do you think will get the love potion? _____

Who will this person fall in love with? _____

**LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**

Summary 2.2



OBERON



PUCK



HELENA



DEMETRIUS



LYSANDER

- 1 While Puck is fetching the flower, Demetrius enters looking for Hermia. But he is followed by Helena, who is in love with him. Oberon sees them and makes himself invisible. Demetrius insists that he doesn't love Helena, but she says that his refusal only makes her love him more. She even tells him that he can treat her like she is a dog. After a long argument Demetrius leaves, followed by Helena.
- 2 Puck returns with the flower and Oberon tells him that he will use it on Titania. But he tells Puck to take some of it and seek out the young Athenians and squeeze the love juice into the young man's eyes so that he will fall in love with the woman.
- 3 Meanwhile, Hermia and Lysander have been wandering through the woods heading to Lysander's aunt's house. They are exhausted and have lost their way, so they decide to take a nap. When they fall asleep, Puck shows up and, thinking that these are the Athenians that Oberon told him about, he puts the juice into Lysander's eyes. When Lysander wakes up, the first person he sees



NAME: _____

DATE: _____

9.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Summary 2.2

is Helena, and he instantly falls in love with her. He leaves Hermia asleep and follows Helena farther into the woods. Hermia awakens and is frightened when she realizes that Lysander has left her alone. She heads off to find him.

Act 2 Scene 2

- 1 **HELENA.** Do not say so, Lysander; say not so
 What though he love your Hermia? Lord,
 what though?
 Yet Hermia still loves you: then be content.
- 2 **LYSANDER.** Content with Hermia! No, I do repent
 The tedious minutes I with her have spent.
 Not Hermia but Helena I love:
 Who will not change a raven for a dove?
 The will of man is by his reason sway'd;
 And reason says you are the worthier maid.
- 3 **HELENA.** Wherefore was I to this **keen mockery** born?
 When at your hands did I deserve this scorn?
 Is't not enough, is't not enough, young man,
 That I did never, no, nor never can,
 Deserve a sweet look from Demetrius' eye?



NAME: _____

DATE: _____

10.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Video Viewing Guide**

Directions: As you watch the video, take notes on what Peter Quince does to organize the wedding play.



Workmen

Title or description of play	
Choosing actors	
Dealing with the actors	
Dealing with Bottom	
Rehearsal plans	



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

A Presentation Fit for a King



Quince

Directions: The workmen are going to present a play during the wedding celebration. A play is just one way to entertain the wedding guests. Pretend you are Peter Quince and you have been hired to organize entertainment for a special event. What kind of entertainment would you present?

1. Brainstorm a list of activities to entertain a wedding party.



NAME: _____

DATE: _____

10.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

2. What will be the hardest job for you as the manager of the event?

3. What do you think will be the most fun as you plan your event?

4. Name one important thing to remember that will make the entertainment successful.



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Presenting to a King

Directions: Your group will work together like the workmen in A Midsummer Night's Dream. Your group will create a 3–5 minute entertainment performance that would be fit for a king. Below is a list of options for you to choose from. You may also consider the list you made on Activity Page 10.2 (A Presentation Fit for a King). You will create your own performance! Be creative!

Part I: Circle one form of entertainment your group would like to perform.

Song	Dance	Essay	Poem
Rap	Video	Drawing/Poster	
Diorama	Perform a Play		

Part II: Add another option listed on Activity Page 10.2 (A Presentation Fit for a King).

Part III: After talking, our group has made a decision. Our group performance will be ____.

Part IV: _____ will be the leader of our group like Peter Quince.



NAME: _____

DATE: _____

11.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Organizing a Presentation

Directions: Work with your group and plan how you will organize your presentation.

Members of the group:

Name	Job

Who will be the leader of our group like Peter Quince?

What is our presentation about?



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Discussion Questions to Plan a Presentation

Directions: Use these guiding questions to help your group plan your presentation. The leader of your group should be in charge of this activity. The leader should ask the questions. One member of your group should record the answers. If you cannot answer a question right away, skip it and move on. Come back to the question later so that your group does not waste any time.

1. What is the title of our presentation?

2. Do we need to write a script? If so, who will write it?

3. Have we decided how to introduce our presentation? Who will do this? How?

4. Who will be our timer to make sure our presentation is between 3 and 5 minutes?



NAME: _____

DATE: _____

12.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

5. How many parts do we have in our presentation? ____ Let's put them in order; who is first, second, and so on:

6. Do we need any materials? Props? Costumes? Computer? Stereo?



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT’S DREAM

Group Participation Rubric I

Directions: Rate your participation. How well did I work with my group today?

Question	3 Great	2 Okay	1 Not my best
Did I respect the group by having a positive attitude?			
Did I pay attention to our task?			
Did I contribute ideas for our task?			
Did I listen to and support the other members of my group?			
Was I prepared?			
Did I do my best work today?			



NAME: _____

DATE: _____

13.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Group Participation Rubric II***Directions: Rate your participation. How well did I work with my group today?*

Question	3 Great	2 Okay	1 Not my best
Did I respect the group by having a positive attitude?			
Did I pay attention to our task?			
Did I contribute ideas for our task?			
Did I listen to and support the other members of my group?			
Was I prepared?			
Did I do my best work today?			



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Performance Self-Assessment Rubric SAMPLE

	4	3	2	1
Category	Excellent	Good	Fair	Poor
Eye Contact	Always has eye contact with audience.	Most of the time has eye contact with the audience.	Sometimes has eye contact with the audience.	Does not have eye contact with the audience.
Organization	Very prepared and organized during the presentation.	Most of the time prepared and organized during the presentation.	Somewhat prepared and organized for the presentation.	Does not appear to have prepared for the presentation.
Delivery	Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest.	Most of the time speaks clearly. Easy for the audience to understand. The volume is not too low or too loud, and the rate is not too fast or too slow.	Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud, and the rate is too fast or too slow.	Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials/media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials/media.
Enthusiasm	Very enthusiastic, excited, and eager about the topic during the presentation.	Most of the time enthusiastic, excited, and eager about the topic during the presentation.	Sometimes enthusiastic, excited, and eager about the topic during the presentation.	Does not appear enthusiastic, excited, and eager about the topic during the presentation.



NAME: _____

DATE: _____

14.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM**Group Participation Rubric III***Directions: Rate your participation. How well did I work with my group today?*

Question	3 Great	2 Okay	1 Not my best
Did I respect the group by having a positive attitude?			
Did I pay attention to our task?			
Did I contribute ideas for our task?			
Did I listen to and support the other members of my group?			
Was I prepared?			
Did I do my best work today?			



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

While Rehearsing ... the Play Goes On!

While the workmen rehearsed their presentation in the woods, the play *A Midsummer Night's Dream* continued. Puck played tricks on some of the characters, and four young people fell in and out of love. One character even lost their head! What has happened while your group has been rehearsing your presentation?

Directions: Your group will be assigned to read one part of the play summary below. Your group will become the experts on this part. Underline important details while you read. Divide your part into sections so that each person in your group has a turn to read. When prompted by your teacher, read your part aloud to the whole class.

Part 1

Puck sees Bottom in the woods. He turns Bottom's head into that of a donkey. When Bottom returns to the rehearsal with the other workmen, they look at him, scream and run. Bottom is confused, so he sits down and sings to himself. Determined to wait for his friends to come back, Bottom begins to sing to himself. Titania, Oberon's queen, was under a spell and fast asleep. She wakes up when she hears Bottom singing. She falls in love with him because Puck had given her the love potion. Bottom was the first person she saw, so Titania fell in love with him. While Titania is busy being in love with Bottom, Oberon takes the Indian child he wanted. Remember, Titania told Oberon he could not have the child; she was taking care of the child for his mother. Oberon got mad at her, and made Puck put a love potion on her eyes as a punishment. That love potion put Titania under a magical spell.



NAME: _____

DATE: _____

14.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Part 2

Since Oberon got the child and what he wanted, he felt bad about what he did to his wife, Titania. He got rid of the spell on her and told Puck to give Bottom his real head back. Bottom was under a spell and went to sleep. Oberon arranges for Hermia, Lysander, Demetrius, and Helena to believe that they were dreaming the whole time. So nothing really happened to them; it was all a dream. But remember, Demetrius did fall in love with Helena and he still loves her. Remember that Helena always loved Demetrius. The fairies leave, and Theseus and Hippolyta arrive in the woods because they had been hunting. They wake up Hermia, Lysander, Demetrius, and Helena and invite them all to get married. So off they go to Athens for a group wedding.

Part 3

After they all leave, Bottom wakes up and has his head back! He thinks that all of this must have just been a really bad dream. But, he also thinks his friends have abandoned him in the woods. He decides that he will get Peter Quince to write a ballad or poem about everything that happened to him called "Bottom's Dream." Bottom returns to Athens. Meanwhile, the wedding parties watch the six workmen perform their play. Since they didn't prepare enough, they were terrible! The wedding party and guests start laughing very loudly. They even make fun of the poor workmen. After all of this, the party ends and everyone goes to bed. The fairies enter and decide to send good fortune on everyone. Puck apologizes for the mischief he has caused. In fact, Puck talks to the audience to say that if someone did not like the play, then they should imagine that it was all a dream . . . a midsummer night's dream.



LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

Performance Self-Assessment Rubric

Category	4 Excellent	3 Good	2 Fair	1 Poor
Eye Contact	Always has eye contact with audience.	Most of the time has eye contact with the audience.	Sometimes has eye contact with the audience.	Does not have eye contact with the audience.
Organization	Very prepared and organized during the presentation.	Most of the time prepared and organized during the presentation.	Somewhat prepared and organized for the presentation.	Does not appear to have prepared for the presentation.
Delivery	Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest.	Most of the time speaks clearly. Easy for the audience to understand. The volume is not too low or too loud, and the rate is not too fast or too slow.	Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud, and the rate is too fast or too slow.	Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials/media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials/media.
Enthusiasm	Very enthusiastic, excited, and eager about the topic during the presentation.	Most of the time enthusiastic, excited, and eager about the topic during the presentation.	Sometimes enthusiastic, excited, and eager about the topic during the presentation.	Does not appear enthusiastic, excited, and eager about the topic during the presentation.

Total Points: _____



NAME: _____

DATE: _____

15.2

ACTIVITY PAGE

Performance Group Assessment Rubric

Group Members: _____

Category	4 Excellent	3 Good	2 Fair	1 Poor
Eye Contact	Always has eye contact with audience.	Most of the time has eye contact with the audience.	Sometimes has eye contact with the audience.	Does not have eye contact with the audience.
Organization	Very prepared and organized during the presentation.	Most of the time prepared and organized during the presentation.	Somewhat prepared and organized for the presentation.	Does not appear to have prepared for the presentation.
Delivery	Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest.	Most of the time speaks clearly. Easy for the audience to understand. The volume is not too low or too loud and the rate is not too fast or too slow.	Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud and the rate is too fast or too slow.	Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message.

Category	4 Excellent	3 Good	2 Fair	1 Poor
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials/ media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials/ media.
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Total Points: _____

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Patricia Beam Portney, Project Coordinator
Tamara Morris, Project Coordinator

Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

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Contributors to Earlier Versions of These Materials

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Schools

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Credits

Language Studio 6

Lesson 2 (Press letters): Science and Society / Science and Society / SuperStock; (Printing Press): Science and Society / Science and Society / SuperStock; (Man reading paper): The Invention by Gutenberg of Moveable Type printing, illustration from 'First Book of French History' by A. Aymard, published by Hachette, 1933 (colour litho), Beuzon, J. L. (fl.1933) / Private Collection / Archives Charmet / Bridgeman Images; Lesson 3 (Boy man talking): Martin Hargreaves; (press workers): Martin Hargreaves; (picking letters): Martin Hargreaves; (stirring a pot): Martin Hargreaves; (J stamp): Martin Hargreaves; Lesson 5 (Notre Dame Cathedral): imageBROKER / imageBROKER / SuperStock; (Luther at Erfurt): Dawn: Luther at Erfurt, 1861, Paton, Sir Joseph Noel (1821–1901) / © Scottish National Gallery, Edinburgh / Bridgeman Images; (Monks and boy): Album / Prisma / Album / SuperStock; (Man throwing paper): SuperStock / SuperStock; Lesson 6 (Ptolemy's geocentric model): DeAgostini / DeAgostini / SuperStock; (Copernicus's heliocentric model): DeAgostini / DeAgostini / SuperStock; (Johannes Kepler): Kepler's concept of an attractive force from the sun — a 'virtue'. His idea of 'gravity' by which he hoped to account for his elliptical planetary orbits was to some extent analogous to magnetism. From Johannes Kepler Epitome Astronomiae Images; (Portrait of Galileo): Fine Art Images / Fine Art Images / SuperStock; (Galileo before Inquisition): Peter Willi / Peter Willi / SuperStock; Lesson 7 (Council of Trent): Iberfoto / Iberfoto / SuperStock; (Battle of Pamplona): DeAgostini / DeAgostini / SuperStock; (Burning Books): Burning of heretics books, detail from by San Domenico and Albigenses, by Pedro Berruguete (circa 1450 – circa 1504) / De Agostini Picture Library / G. Dagli Orti / Bridgeman Images; (Cathedral of Florence): Alexei Fateev / age fotostock / SuperStock

