

Name:

Date:

Class:

Block #:

HOOK:

Martin Luther: Was he a Rebel or a Victim?

Step 1: Pre Thinking/Brainstorming

Directions: Think of words/examples that come to mind when you think of these terms.

Rebel	Victim
1.	1.
2.	2.
3.	3.

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Rebel	Victim
1.	1.
2.	2.
3.	3.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

1. Parks was not the first African-American woman to be arrested for refusing to yield her seat on a Montgomery bus.

Nine months before Parks was jailed, 15-year-old Claudette Colvin was the first Montgomery bus passenger to be arrested for refusing to give up her seat for a white passenger. (Parks was involved in raising defense funds for Colvin.) Three other African-American women—Aurelia Browder, Mary Louise Smith and Susie McDonald—also ran afoul of the bus segregation law prior to Parks. The four were plaintiffs in the Browder v. Gayle case that resulted in the Supreme Court ruling bus segregation unconstitutional.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

2. Parks was a civil rights activist before her arrest.

Parks was a long-time member of the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP), which she joined in 1943. At the time of her arrest, she was a secretary of the local NAACP chapter, and the previous summer she had attended a workshop for social and economic justice at Tennessee's Highlander Folk School. Her political activism continued through the boycott and the rest of her life.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

3. Parks had a prior encounter with James Blake, the bus driver who demanded she vacate her seat.

In 1943, Blake had ejected Parks from his bus after she refused to re-enter the vehicle through the back door after paying her fare at the front. "I never wanted to be on that man's bus again," she wrote in her autobiography. "After that, I made a point of looking at who was driving the bus before I got on. I didn't want any more run-ins with that mean one." After the written order from the Supreme Court outlawing bus segregation arrived and the Montgomery Bus Boycott ended on December 21, 1956, one of the newly integrated buses that Parks boarded to pose for press photographs happened to be driven by Blake.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

4. Her act of civil disobedience was not premeditated.

Although Parks knew that the NAACP was looking for a lead plaintiff in a case to test the constitutionality of the Jim Crow law, she did not set out to be arrested on bus 2857. Parks wrote in her autobiography that she was so preoccupied that day that she failed to notice that Blake was driving the bus. "If I had been paying attention," she wrote, "I wouldn't even have gotten on that bus."

Source: Historychannel.com-Things You May Not Know About Rosa Parks

5. Parks was not sitting in a whites-only section.

Parks was sitting in the front row of a middle section of the bus open to African Americans if seats were vacant. After the “whites-only” section filled on subsequent stops and a white man was left standing, the driver demanded that Parks and three others in the row leave their seats. While the other three eventually moved, Parks did not.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

6. Parks did not refuse to leave her seat because her feet were tired.

In her autobiography, Parks debunked the myth that she refused to vacate her seat because she was tired after a long day at work. “I was not tired physically,” she wrote, “or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.”

Source: Historychannel.com-Things You May Not Know About Rosa Parks

7. Weeks after her arrest, Parks was jailed a second time for her role in the boycott.

Parks was on the executive board of directors of the group organizing the Montgomery Bus Boycott, and she worked for a short time as a dispatcher, arranging carpool rides for boycotters. On February 21, 1956, a grand jury handed down indictments against Parks and dozens of others for violating a state law against organized boycotting. She and 114 others were arrested, and The New York Times ran a front-page photograph of Parks being fingerprinted by police.

Source: Historychannel.com-Things You May Not Know About Rosa Parks

8. Parks was forced to move from Montgomery soon after the boycott.

Weeks after her arrest, Parks lost her department store job, although she was told by the personnel officer that it was not because of the boycott. Her husband quit his job after being told that there could be no discussion of the boycott or his wife in the workplace. Throughout the boycott and beyond, Parks received threatening phone calls and death threats. In 1957 she, along with her husband and mother, moved to Detroit, where she eventually worked as an administrative aide for Congressman John Conyers, Jr., and lived the rest of her life.

DBQ: PROTESTANT REFORMATION

BACKGROUND

The Protestant Reformation was a cultural and political change that splintered the Catholic Church in Europe, setting in place the structures and beliefs that would define the Protestant religion. Reformers like Martin Luther, John Calvin, and Henry VIII challenged papal authority and questioned the Catholic Church's ability to define Christian practice. In 1517 Martin Luther, a Catholic priest in Germany at the University of Wittenberg, appealed to the Pope to correct abuses in the Roman Catholic Church. Luther was excommunicated by the Pope for insubordination and religious dissent erupted in Europe, which continued intermittently for the next 200 years. Historians now refer to these events, in retrospect, as the Reformation.

During this period the Catholic Church was reformed and reorganized, and numerous "protestant" sects of Christianity were separately established. These included Lutheran, Anglican and Calvinist denominations. The Protestants were later subdivided by doctrinal differences into a variety of sects known as Congregationalists, Baptists, Methodists, Presbyterians, Puritans, Quakers, etc.

When each ruler attempted to enforce religious conformity within their domain, religious intolerance, already the norm, was intensified. Special police and courts were set up to investigate and penalize non-

conformity. Expulsion, imprisonment, torture, the death penalty, mass executions and massacres were tools of religious repression applied by both Catholics and Protestants.

Why was the struggle so bitter, long and deadly? Because the Protestant movement, as it evolved, sought not merely to reform the Catholic Church; it aimed to replace it with a church based on the Protestant interpretation of the Bible, shorn of traditional Catholic sacraments, ritual and ecclesiastical hierarchy for which the Protestants could find no scriptural justification. At



stake was the immense and pervasive power of the Pope and the Catholic Church. Finally, after 200 years, either Catholicism or Protestantism had achieved dominance in each European state. However, a state policy of religious toleration was rarely adopted until much later.

The Catholic Church retained its power and authority in Spain, Portugal, France, Ireland, and in southern and eastern Europe. Protestant denominations prevailed in central and northern Germany, Holland, the Scandinavian countries and in England and Scotland. Meanwhile, major political realignments and consolidations occurred within the nations of Europe, leading to establishment of strong secular states that progressively reduced the influence of religion in government.

Martin Luther Activity

Today we are going to examine a few documents that will help us get a better understanding for the reasons behind the Protestant Reformation that altered the history of the World.

Step 1: Read Document A-Read the passage and complete the questions that go along with it.

Step 2: Read Document B-Read the passage and complete the questions that go along with it.

Step 3: Review the timeline and the two documents to help you fill in the chart.

Document A: Martin Luther in 1517

Background: As a young man, Martin Luther became increasingly bothered by the practice of granting sinners indulgences to buy their way out of punishment for their sins. In 1517, Luther decided to write up his criticisms of indulgences and to send them to the Archbishop of Mainz. Luther's criticism, known as The 95 Theses against Indulgences, eventually made their way to the Pope, who responded by attacking Luther and eventually excommunicating him from the Catholic Church. The passage below is an excerpt from the letter Luther sent to the Archbishop of Mainz with the 95 Theses.

The grace of God be with you in all its fullness and power!

Spare me, Most Reverend Father in Christ and Most Illustrious Prince, that I, the dregs of humanity, have so much boldness that I have dared to think of [writing] a letter to someone of your Sublimity. . . .

Papal indulgences for the building of St. Peter's are circulating under your most distinguished name. I do not bring accusation against the outcries of the preachers, which I have not heard, so much as I grieve over the wholly false impressions which the people have conceived from [the indulgences]. The unhappy souls believe that if they have purchased letters of indulgence they are sure of their salvation.

Source: Martin Luther's letter to the Archbishop of Mainz, 1517.

Review Questions:

1. When was this document written? What was Luther's purpose in writing it?
2. How would you describe Luther's tone in this document? Select specific words from the text to support your claim.
3. According to this document, why did Luther challenge the Catholic Church?

Document B: Luther in 1535

Background: As Luther gained popularity, some of his followers began to write down things that Luther said in private. These notes were known as Luther's Table Talk and were collected and published in the 1560s. The following is presumed to be from Luther's Table Talk in 1535.

The main reason I fell out with the pope was this: the pope boasted that he was the head of the Church, and condemned all that would not be under his power and authority. He said, although Christ is the head of the Church, there must be a physical head of the Church upon earth. With this I could have been content, if he had taught the gospel pure and clear, and not introduced human inventions and lies. Further, he took power, rule, and authority over the Christian Church, and over the Holy Scriptures, the Word of God. No man can explain the Scriptures. The pope did and he made himself lord over the Church, proclaiming [the Church] at the same time a powerful mother, and empress over the Scriptures. This could not be tolerated. Those who, against God's Word, boast of the Church's authority are mere idiots. The pope gives more power to the Church, which is begotten and born, than to the Word [the Bible], which has conceived, and born the Church.

Source: From Luther's Table Talk, 1535.

Review Questions:

1. When was this document written? What was the purpose?
2. How would you describe Luther's tone in this document? Select specific words from the text to support your claim.
3. According to this document, why did Luther challenge the Church?

Document C: Luther in 1545

Background: This treatise, the most bitter of Luther's writings, is intimately related to the political power struggle between pope and emperor. The struggle reached its climax when Charles V made many concessions to the German Protestant princes.

"Until now we had to believe that the pope was the head of the church, the most holy, the savior of all Christendom. Now we see that he, with his Roman cardinals, is nothing but a desperate scoundrel, the enemy of God and man, the destroyer of Christendom, and Satan's bodily dwelling, who, through him, only harms both church and state, like a werewolf, and mocks and laughs up his sleeve when he hears that such hurts God or man.

Source: From Luther's *Against the Roman Papacy, an Institution of the Devil*, 1545.

Review Questions:

1. When was this document written? What was the purpose?
2. How would you describe Luther's tone in this document? Select specific words from the text to support your claim.
3. According to this document, why did Luther challenge the Church?

Reformation Timeline

1517 Johann Tetzel travels in Germany preaching on indulgences.

Oct. 31, 1517 Martin Luther sends his *95 Theses* with a letter to the Archbishop of Mainz (Doc A).

1518 Pope Leo calls on Luther to take back the *95 Theses*, but Luther refuses.

June 15, 1520 The Pope excommunicates Martin Luther from the Catholic Church.

1521 The Holy Roman Emperor, Charles V, declares Luther a criminal and attempts to arrest him.

1521 Frederick, a German prince, pledges his support to Luther and grants him protection at his castle.

1521-1545 Luther's ideas spread throughout Europe and gain more and more support. Over the next twenty years, it becomes clear that an irreversible break has occurred between the Catholic Church and the Protestant movement.

	1517	1545
Tone: Use specific language		
Place in Life: What was his life like at the time?		
Disagreement with Church: How did his issues change?		

Summary Questions:

1. Why do you think Luther's account of his break from the Church change?

2. Which source might you trust more? Why?

Part 3: Compare & Contrast Chart

Partner Work -- Document A

My partner said:

I asked:

1. So... what do you think?
2. What was especially interesting for you?
3. How did you know that your understanding was breaking down?
4. Can you point to certain areas in the text where you lost your comprehension?
5. Help us understand your thinking on that?
6. Can you tell me more?
7. What in the text makes you say that?

He/She said:

Partner Work -- Document B

My partner said:

I asked:

1. So... what do you think?
2. What was especially interesting for you?
3. How did you know that your understanding was breaking down?
4. Can you point to certain areas in the text where you lost your comprehension?
5. Help us understand your thinking on that?
6. Can you tell me more?
7. What in the text makes you say that?

He/She said:

Partner Work -- Document C

My partner said:

I asked:

1. So... what do you think?
2. What was especially interesting for you?
3. How did you know that your understanding was breaking down?
4. Can you point to certain areas in the text where you lost your comprehension?
5. Help us understand your thinking on that?
6. Can you tell me more?
7. What in the text makes you say that?

He/She said: