

## Martin Luther and the Reformation – In einem Rollenspiel auf dem Reichstag zu Worms argumentieren (Klasse 7)

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Martin Luther defending himself at the 'Diet of Worms'

Von Papst Leo X. ursprünglich noch vorwiegend als „Mönchs-zänk“ angesehen, veränderten und beeinflussten Luther's Lehren und religiöse Überzeugungen den Verlauf der Geschichte Europas für seine Zeitgenossen und die Nachwelt grundlegend. Was aber genau waren seine Kritikpunkte an der katholischen Kirche und wieso widerrief Luther auf dem Wormser Reichstag seine Schriften nicht?

Diese und weiteren Fragen gehen Ihre Schülerinnen und Schüler anhand vieler kreativer und schüleraktivierender Methoden, beispielsweise in Form eines Rollenspiels, in der vorliegenden Unterrichtseinheit näher auf den Grund.

**Klassenstufe:** 7 (G8)

**Dauer:** 4 Unterrichtsstunden mit Lernerfolgskontrolle

**Bereich:** Frühe Neuzeit, Reformation, Martin Luther, Missstände der Kirche, Ablass, Wormser Reichstag, Augsburger Religionsfriede

## Verlaufsübersicht zur Reihe

- 1. Stunde:** The Catholic Church on the eve of the Reformation  
**2. Stunde:** Martin Luther and his religious beliefs  
**3. Stunde:** The Diet of Worms  
**4. Stunde:** The Peace of Augsburg

## Verlaufsübersicht zu den Stunden

### 1. Stunde: The Catholic Church on the eve of the Reformation

Material	Verlauf
M 1 (auf Folie kopieren)	<b>Lead-in into Protestantism</b> / Folienvorlage: Auswertung einer Grafik zum Glaubensverständnis von Katholiken und Protestanten aus einer zeitgenössischen Spiegel-Umfrage von 1994 als Einstieg
M 2	<b>Inconsistencies of the Catholic Church</b> / Partnerschaft zu Anspruch und Wirklichkeit der katholischen Kirche am Vorabend der Reformation; Zusammenfassen der Ergebnisse aus zwei Textsorten in einer Tabelle
M 3	<b>Analysing a caricature of indulgences</b> / Beschreiben und Auswerten einer Karikatur Tetzels zum Thema Ablasshandel; Umsetzung der Kritik an der katholischen Kirche in einen Dialog
M 3, M 4	<b>Homework:</b> <i>Gather information on Martin Luther's private life, his education and his religious beliefs and arrange your results in a mind-map.</i>

### 2. Stunde: Martin Luther and his religious beliefs

Material	Verlauf
M 4	<b>Mind-mapping information on Luther</b> / Organisieren und Strukturieren von Informationen zu Martin Luther in einer Mindmap
M 4, M 5	<b>Adding more information on Luther</b> / Erweitern der Mindmap anhand eines Textes zum Lebenslauf und den religiösen Ansichten Luthers als Vertiefung, Richtungen, Fragen an Luther
M 6 (auf Folie kopieren)	<b>Analysing Luther's theses</b> / Folienvorlage: Auseinandersetzung mit Luthers 95 Thesen und Bewerten der Kernaussagen; „Umschreiben“ der Thesen in eine modernere Fassung
M 7	<b>Contrasting Luther's beliefs and Catholicism</b> / Tabellarisch-kontrastives Zusammenfassen der Hauptunterschiede zwischen Luthers Glauben und dem der katholischen Kirche
M 8	<b>Homework:</b> <i>Creative writing / It's 1521. Imagine you are a reporter working for the "Wittenberg Chronicle". You have received many requests from interested readers to find out more about Martin Luther and his religious beliefs. Luckily, Martin Luther has agreed to grant you an interview. You have already written down your questions and eagerly await Luther's answers.</i> <ol style="list-style-type: none"> <li>1. Write down Martin Luther's answers to your questions and ask two more questions.</li> <li>2. Based on your interview with Martin Luther, compose an informative and interesting newspaper article entitled: "Rebellion, revolution or reform? – A German monk sets out to change the world forever!" Do not forget to include pictures and bear in mind the layout and language of a newspaper article.</li> </ol>

**3. Stunde: The Diet of Worms**

Material	Verlauf
M 8	<b>Journalists from the "Wittenberg Chronicle" on Luther</b> / Vortragen der Interviews und Zeitungsartikel aus der Hausaufgabe
M 9	<b>Setting up a trial</b> / Planen, Durchführen und Präsentieren einer Gerichtsverhandlung auf dem Wormser Reichstag mithilfe von Rollenkarten und des Textes „ <i>The Diet of Worms – A trial</i> “

**4. Stunde: The Peace of Augsburg**

Material	Verlauf
	<b>Revising the milestones in Luther's life</b> / Wiederholen und Sichern wichtiger Etappen in Luthers Leben durch Karten mit Schlüsselwörtern
M 10	<b>Writing an obituary</b> / Lesen eines Überblickstextes zum Augsburger Religionsfrieden, Zusammenfassendes Bewerten der Bedeutung Martin Luthers für die Nachwelt durch das Verfassen eines Nachrufes
M 11	<b>Interpreting the Peace of Augsburg</b> / Deuten der Verteilung von Protestanten und Katholiken anhand einer Karte
	<b>Quiz</b> / Spielerisches Überprüfen des Wissens über Martin Luther und die Reformation anhand eines Quiz

**Materialübersicht****1. Stunde: The Catholic Church on the eve of the Reformation**

- M 1 (Bi/Ab) Survey – Purgatory and Hell
- M 2 (Ab/Tx) The claims and reality of the Catholic Church on the eve of the Reformation
- M 3 (Bi/Ab) Indulgences
- M 4 (Ab) Martin Luther – A mind-map

**2. Stunde: Martin Luther and his religious beliefs**

- M 5 (Ab/Tx) Martin Luther – A short biography
- M 6 (Ab/Tx) Martin Luther's 95 Theses
- M 7 (Ab) Differences between the Catholic Church and Martin Luther's beliefs
- M 8 (Ab/Tx) Month of the month: Martin Luther

**3. Stunde: The Diet of Worms**

- M 9 (Ab/Tx) The Diet of Worms – A trial

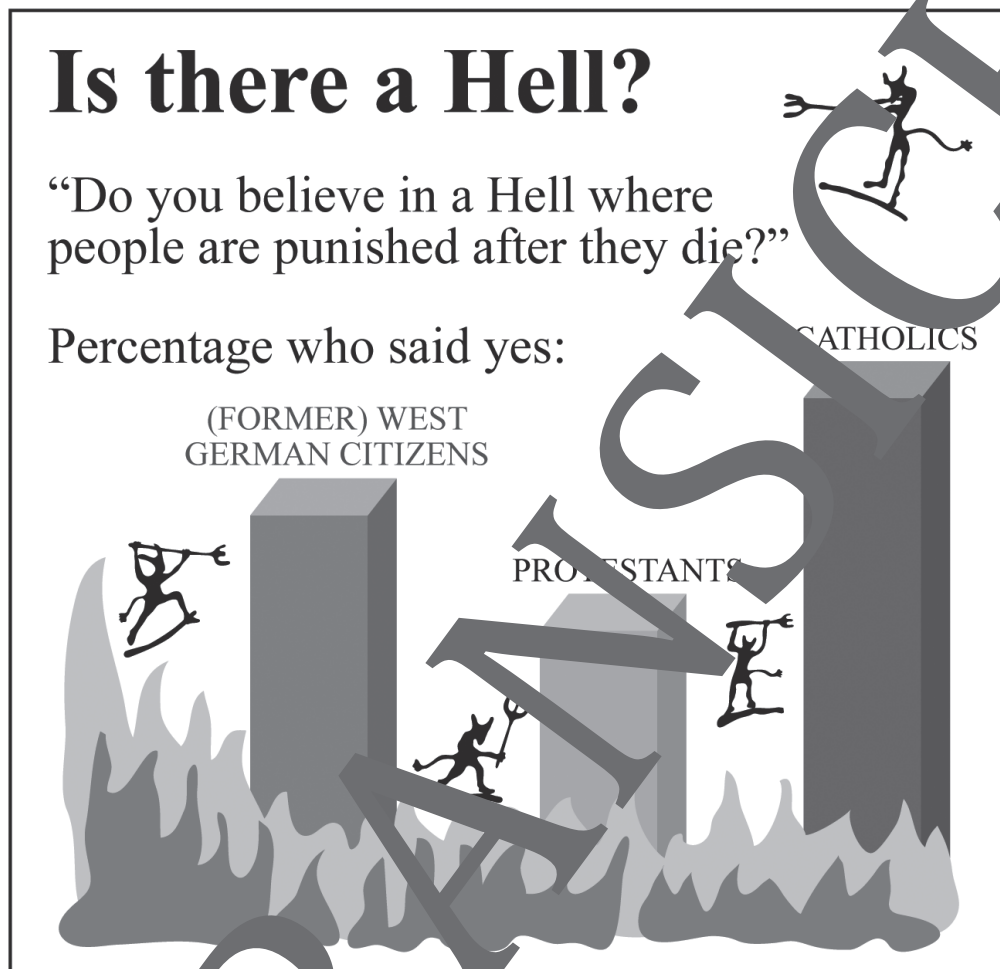
**4. Stunde: The Peace of Augsburg**

- M 10 (Ab/Tx) The Peace of Augsburg
- M 11 (Bi/Fo) Religious denominations in Germany – In the past and today
- (Qu) Quiz: Are you an expert on Martin Luther and the Reformation by now?

**Ab:** Arbeitsblatt – **Bi:** Bild – **Fo:** Folie – **Ha:** Hausaufgabe – **Tx:** Text – **Zl:** Zeitleiste – **Qu:** Quiz

## M 1 Survey – Purgatory and Hell

A survey in 1994 shows the differences between Catholics and Protestants in Germany concerning an important aspect of religious belief – more important even during the Middle Ages. Can you imagine why?



Survey carried out by the magazine *DER SPIEGEL* in 1994.

A survey by the German magazine *DER SPIEGEL* showing the belief in Hell and Purgatory divided according to denomination!

### Annotation

1 **denomination**: a recognized branch of a church or religion e.g. Protestantism

### Tasks

1. Comment on the information presented by the survey.
2. What do you think the percentages will be for Catholics and Protestants? Explain your decision.
3. If you transferred this survey back to the Middle Ages, what would the results have been then and why?

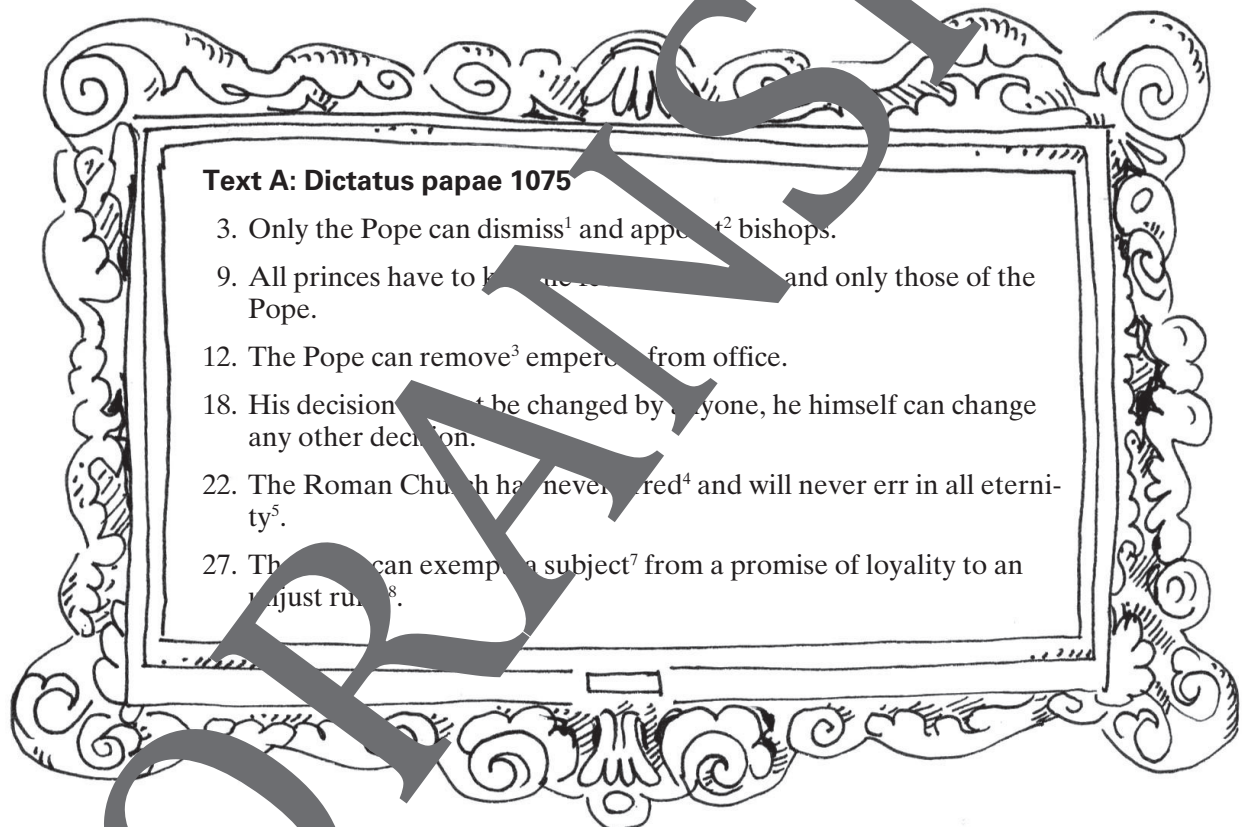
Adapted and translated from: Spiegel No. 52, 12/1994, p. 79

## M 2 The claims and reality of the Catholic Church on the eve of the Reformation

*The Catholic Church has always played an important part in people's lives – back in the Middle Ages as well as on the Eve of the Reformation. Work together with your neighbour and either read the information presented by the Pope in his Dictatus papae (Text A) or the text on the situation of the Catholic Church on the eve of the Reformation (Text B).*

### Tasks

1. Outline the role of the Pope and the Catholic Church as presented in the Dictatus papae (Text A).
2. Note down the criticisms of the Catholic Church (Text B).
3. Compare your results with your neighbour.
4. In the table below, write the claims made by the Catholic Church as well as the criticisms of it.



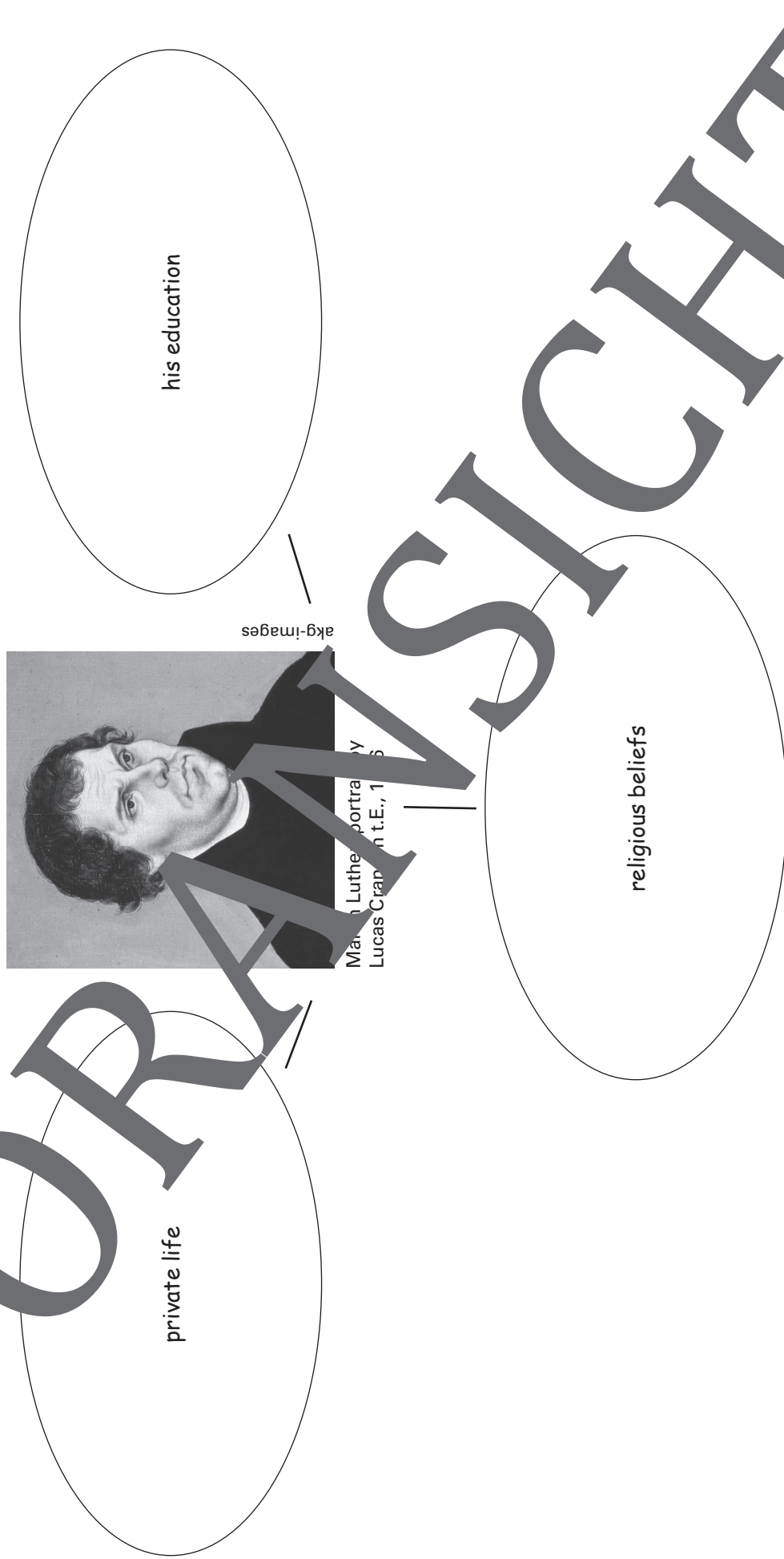
Abridged and adapted from: <http://www.thenagain.info/Classes/Sources/DictatusPapae.html>

### Annotations

1 **to dismiss**: entlassen – 2 **to appoint**: ernennen – 3 **to remove**: entfernen, entlassen – 4 **to err**: sich irren – 5 **eternity**: Ewigkeit – 6 **to exempt sb. from sth.**: jmdn. von etw. befreien – 7 **subject**: hier: Untertan – 8 **ruler**: hier: Herrscher

### M 4 Martin Luther – A mind-map

Arrange the information you have gathered on Martin Luther in this mind-map. Decide whether the results best fit Luther's private life, his education or his religious beliefs. It helps you to concentrate on what is most important and to remember your knowledge. Later you can add even more information on your own.

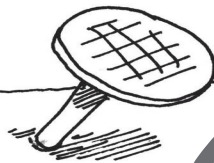
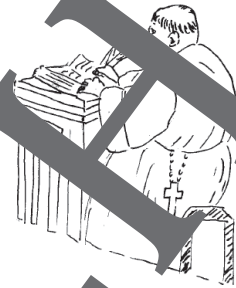


## M 6 Martin Luther's 95 Theses

Martin Luther was very angry when Tetzel and his assistants continued preaching and selling indulgences in Wittenberg. He was so angry in fact that he sat down and wrote a long list of arguments against the sale of indulgences which on October 31<sup>st</sup> 1517 he nailed to the door of the church of Wittenberg Castle. This list was later called "The 95 Theses".

### Tasks

1. Read some of Luther's 95 Theses and nail a modern and shortened version to the door of the church of Wittenberg Castle.
2. In what way do the 95 Theses heavily question the authority of the Catholic Church?



### Wittenberg 1517 I, Martin Luther, declare that ...

5. The Pope does not intend to remit<sup>1</sup>, and cannot remit any penalties<sup>2</sup> other than those which he has imposed<sup>3</sup> either by his own authority or by that of the Canons<sup>4</sup>.
21. Therefore those preachers of indulgences are in error<sup>5</sup>, who say that by the Pope's indulgences a man is freed from every penalty and saved.
37. Every true Christian, whether living or dead, has part in all the blessings<sup>6</sup> of Christ and the Church; and this is granted him by God even without letters of pardon.
86. Again: – "Why does not the pope, whose wealth is to-day greater than the riches of the richest, build just this one church of St. Peter with his own money rather than with the money of poor believers?"

### Annotations

1 to remit: to free so. from punishment – 2 penalty: punishment – 3 to impose sth.: to introduce a new law, tax, rule etc. – 4 Canon: Christian priest – 5 to be in error: to be wrong – 6 blessing: God's help and protection – 7 to be granted by: given

## M 10 The Peace of Augsburg

*Martin Luther never lived to see the religious conflict between Roman Catholics and Lutherans officially settled.*

### Task

Based on the text you are going to read write an obituary (German: Nachruf) for Martin Luther. Start your article as follows: "Martin Luther: dead – yet immortal". You may want to consider the following ideas:

"Cuius regio, eius religio"	-	religious freedom	-
impact on world's history	-	religious tolerance	-
weakened status of Catholic Church	-	Luther: a rebel or reformer?	

At the Diet of Worms in 1521 (a diet is a formal assembly<sup>1</sup> of princes), Emperor Charles V outlawed<sup>2</sup> Lutheranism. But he was unable to stamp out<sup>3</sup> the reform movement at the time because of other crises. Not until 1529 was Charles able to follow up on the Lutheran issue<sup>4</sup>. He sent word that Catholicism was to be restored<sup>5</sup> everywhere in Germany. Many princes and cities protested. These were called "protesting estates" and from them we got the name "Protestant". However, having had to face some difficult years of an increasing<sup>6</sup> military opposition, Charles accepted the existence of the evangelical Church at the

Peace of Passau (1529) and promised to hold a "diet" to settle the controversy<sup>7</sup>.

The diet did not take place until 1555. It was held in Augsburg. A treaty<sup>8</sup> was arranged between the Lutherans and the Catholics on September 25<sup>th</sup>, 1555. The treaty<sup>8</sup> gave Lutheranism official status within the Holy Roman Empire. According to the concept "*cuius regio, eius religio*" ("whose reign, that religion" or "in the Prince's land, the religion of its people") the region's ruler determined<sup>9</sup> the religion of its people. During a grace<sup>10</sup> period, families could choose to move to a region where their faith was practiced.

### Annotations

1 **assembly**: a group of people come together in a meeting – 2 **to outlaw**: to make sth. no longer legal – 3 **to stamp out**: to get rid of sth. forever – 4 **issue**: topic – 5 **to restore**: to bring back sth. to a former condition – 6 **increasing**: growing – 7 **controversy**: public discussion and argument about sth. that many people strongly disagree about or disapprove of – 8 **treaty**: formal agreement between two or more countries – 9 **to determine**: to officially decide or to arrange sth. – 10 **grace period**: a period of time left or allowed before sth. happens or before sth. must be done

### Martin Luther: dead – yet immortal

1483–1546




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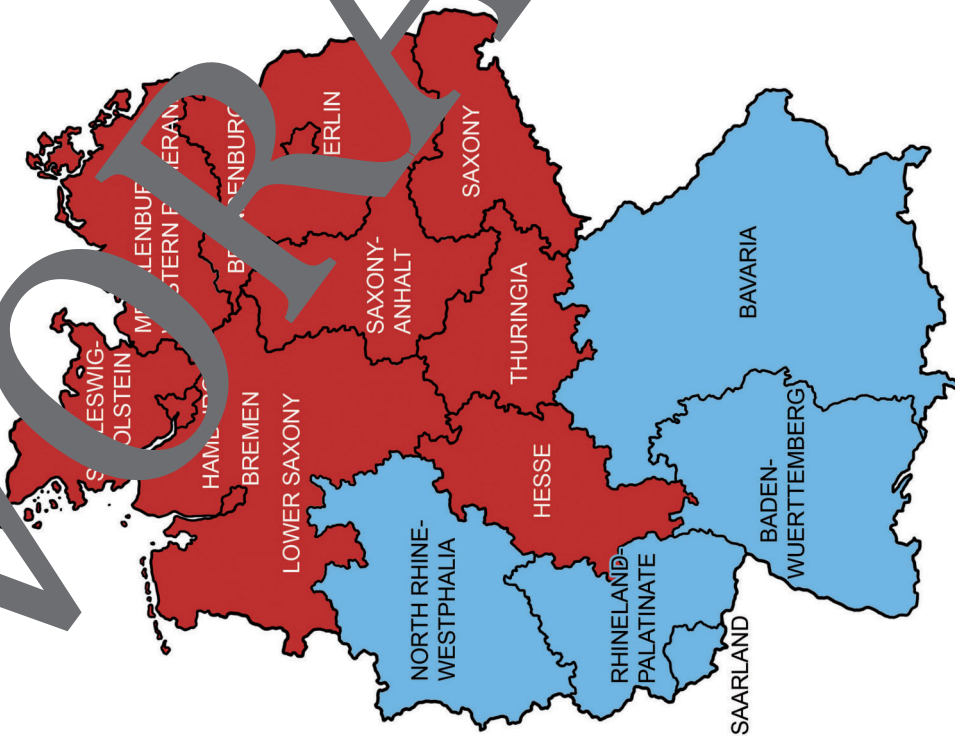
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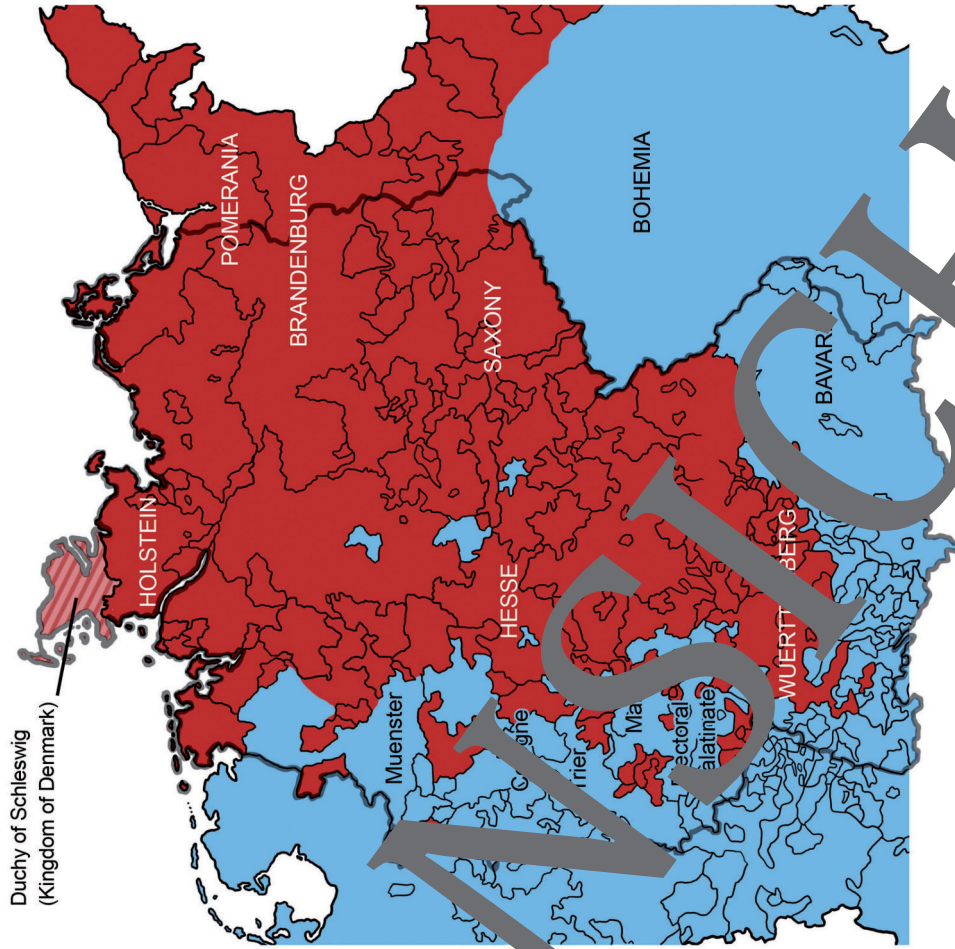
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M 11 Religious denominations in Germany – In the past and today



Map 1 – today



Map 2 – around 1560

Religious denominations: ■ predominantly Protestant ■ predominantly Catholic

— present-day border

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