

Dinner With Charles V

March 1521

Lesson Objectives:

New Jersey Core Content Standards:

6.2.12.B.2.b: Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics.

NY Global Studies Learning Standards:

G2: 2. Martin Luther's Ninety-Five Theses: the challenge to the power and authority of the Roman Catholic Church

Common Core Standards: (Grades 9-10)

Reading in History 9-10:1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of information.

Reading in History 9-10:2 Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Reading in History 9-10:8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Common Core Standards: (Grades 11-12)

Reading in History 11-12:1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Reading in History 11-12:2 Determine the central ideas of information of a primary or secondary source; provide an accurate summary that makes clear the relationship among key details and ideas.

Writing in History 11-12:8 Draw evidence from informational texts to support analysis, reflection, and research.

Historical Background:

Charles may have been the luckiest teenager in the 16th century. Due to the death of his maternal grandfather, Ferdinand II in 1516, he became King Charles I of Spain. Thanks to Columbus' voyages and the Pope's generous terms in the Line of Demarcation and the Treaty Tordesillas, Spain controlled the resource-rich colonies of the New World. The Spanish treasury was benefitting from the rewards of sugar, silver, and gold! In the 16th century, most of Europe, except for Italy, experienced an economic crisis as a result of attacks from the Muslims, plagues, church taxes, and periodic revolts by the peasants. However, Spain was fortunate to have money and in the expansion of their navy (the armada), they dominated the Atlantic Ocean.

The rival nation-states for Charles would be Portugal, France, and England. The rulers of these three states were also quite young - Henry VIII (age 28), Francis I (age 25) and Charles I (age 19). Portugal was exploring the African coast and colonizing South Asia, particularly India. France was benefitting from the fur trade of North America and developing a silk manufacturing industry. England did not have any revenue colonies but was closely allied to Spain through the political marriage of Catherine of Aragon to Arthur (Henry VII) and later to Henry VIII.

The support of the Roman Catholic Church and the pope was very important to Charles, since he was a young king who faced many challengers. Upon the death of his grandfather, Maximilian I in 1519, Charles became King Charles V of the Holy Roman Empire, which included the German states and Austria- Hungary. His biggest challenger was Francis I, who was also ruler of the Italian city-state of Milan. Francis I had the support of several electors (and the pope) for the prestigious position of Holy Roman Emperor. The election cost about 900,000 gold guildens in bribes, with about half of this amount going to the unanimous vote of the seven electors. Clearly, the wealth of the Fuggers (from Germany), made Charles the king! (Harold J. Grimm. *The Reformation Era*. p. 119)

The international scene was one of conflict and, with his conquest of Milan, Charles V quickly gained an advantage over Francis I of France. On the domestic scene, Charles faced pressure from the outspoken nobles in the German states who wanted to use the German language in all government meetings, to have more Germans appointed to positions in the empire, to keep foreigners out of the imperial army, and to ensure that the German-controlled Council of Regency would make the decisions in the absence of Emperor Charles V. With this spirit of nationalism, Charles V did not need the heresy of the Rev. Dr. Martin Luther to become widespread in the province of Saxony or beyond. Charles V became emperor the day after the Leipzig Debate, on June 28, 1519

Classroom Activity: Charles is hosting a dinner for invited guests of the empire. The year 1521 is a good time because just a few months ago he was crowned emperor by Pope Clement VII at Aachen, in the tradition of Charlemagne, dating back to the year 800. Furthermore, Magellan is on a voyage to circumnavigate the world, and Martin Luther will be facing excommunication in a formal meeting in just a few months. The Diet at Worms will be the first major public meeting for Charles V as emperor! - Good Luck Charles!



To begin, assign the students individual roles below allowing them the flexibility to stay in their role as a group rather than limiting their contributions to only the statements of their assigned character.

Supporters of Martin Luther:

- Ulrich von Hutton
- Georg Spalatin
- Professor Staupitz
- Philip Melanchton
- Optional – John Calvin Ullrich Zwingli

Supporters of the Roman Catholic Church:

- Cardinal Cajetan,
- Johan Prerias
- Aleander
- Carlstadt
- Optional – Cochlaeus, Miltitz

Invited Guests: (Neutral)

Thomas More (England)
Desiderius Erasmus (Netherlands and England)
Frederick the Wise (Saxony)
Niccolo Machiavelli (Italy)

Press: (The press will ask questions) Select a minimum of 4 students.

Nuremberg Press
London Times
Paris Gazette
Geneva News
Amsterdam Post
Others may be added.

The Appetizer: Which problems do you want me to handle first?

The press will ask questions relating to meeting the demands of the peasants, yielding to the political demands of the German nobles/princes, continuing the wars to weaken the power of France, deciding if the trial for Martin Luther should be conducted in Rome or an area within the Holy Roman Empire (Town of Worms) and if the jury for Luther should be members of the clergy, political leaders from the German states, or a combination of the two.

The Dinner: What should I do about Martin Luther?

Charles V's recent election as emperor involved many "corrupt" political deals and arrangements with both Church and State officials. Charles V sees Martin Luther as a rebel whose popularity threatens the stability of the interests of the people living in the provinces of Germany. In addition, Charles V has to be concerned about the power of France, especially in the area of the Italian states, and the military threat of the Ottomans in the East, particularly in Austria and Hungary. Although this will not happen until a few months after the Diet of Worms on October 17, 1521, Pope Leo X will name King Henry VIII of England as the "Defender of the Faith." Pope Leo X will also die later this year on December 1, 1521.

In your discussion, prioritize the options for Charles V, giving particular attention to the possible impact of each choice.

- Support the anticipated decision of the Pope to excommunicate Martin Luther as a heretic.
- Place Martin Luther under house arrest.
- Listen to Martin Luther and continue to encourage him to cooperate with the leaders of the Roman Catholic Church.
- Secretly work with Frederick the Wise or another noble to keep Luther alive but isolated from the people.
- Aggressively denounce the spread of Luther's ideas and arrest and execute rebel religious enthusiasts who organize public worship as an alternative to the Roman Catholic Church.
- Other

Dessert: Will Luther’s ideas continue even if he is executed?

This should be a general discussion based on the significance of the printing press, the ability of Luther and others to quickly translate the *Holy Bible* from Latin into vernacular languages, the role of the university, and the interests of the people in humanism, the liberal arts, and Luther’s new idea of Christian humanism which emphasized the standard of the Word of God in the Holy Bible as the basis for truth. In addition, the criticisms against the Roman Catholic Church have been present in northern Europe for the past century, since Jan Hus was executed in Prague.

Assessment:

Develop an Executive Report of this dinner meeting representing the position of either Martin Luther or the Roman Catholic Church (Cardinal Cajetan) and include the concerns or criticisms of the invited guests and the press. The format can be an essay, editorial, PowerPoint, video, newspaper report, etc. depending on the class and your preferences.

Rubric: (Teacher may determine points for each part of the rubric)

Understanding of the political interests of Charles V and the core facts. (Common Core-Research)

Analysis of the differences between the Roman Catholic Church and the Protestants.

Explanation of cause and effect relationships. (Historical Skill)

Understanding the importance of the outside influences (printing press, humanist ideas, economy, other states, peasants and nobles in German states, etc.)

Ability to evaluate a point of view or perspective on an issue relevant to the Protestant Reformation. (Common Core – Literacy)

Clarity of written expression (Common Core – Writing)

Analysis of documents or historical texts. (Common Core -Literacy)

Research Sources for Students:

<http://www.projectwittenberg.org/>

An evolving project of documents and resources on Martin Luther and the Protestant Reformation. This is a useful source for student research projects.

<http://christianityinview.com/protestant/timeline.html>

Timeline of Reformation events, including background information on the religious denominations and biographies of the reformers.

<http://martinluther.ccws.org/index.html>

Primary and secondary sources relating to Martin Luther and the Protestant Reformation

<http://www.history.com/topics/reformation>

Collection of video programs on Reformation Era events from The History Channel series.

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ad03>

A concise outline of the events and issues relating to the Protestant Reformation beginning in the 15th century. This information is general and accurate but not recommended for research based essays or papers.

