

Domain 3:

Instruction



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Domain 3: Instruction

3a: Communicating with Students

Remind.com

This website is a simple way to communicate to my students. It might be reminders for tests, projects, or homework. It could be an encouraging note for the class or even a goodbye for breaks. Students have communicated to me this has been quite helpful in helping them stay organized. The attached artifacts is an example of some of the messages sent to students. It doesn't need to be often, but it is valuable.

3c: Engaging Students in Learning

The Trial of Martin Luther

This year, the 10th grade group has been more challenging to engage. What I've found is when they are given creative freedom within some specific boundaries, they come up with some very impressive work. Last semester when doing our Reformation unit, I had students re-enact the trial of Martin Luther. They were all given various characters from the trial and different roles. To be successful, they had to both deeply understand the ins and outs of the Reformation, along with knowing the perspective of their character. Taking this and responsibility for their role, we reenacted the trial. The students were incredibly involved and truly understood the content in their own ways.

3d: Using Assessment in Instruction

Bellringers

Each day, once the door closes to my room, students know to begin their bellringer. It might be a review question from the day before, directions of material to get out, or fun scenario questions that connect to the content we will be discussing in class that day. The purpose is to quickly engage students and get them focused and moving forward for class that day. The beauty is if they are not working once the door closes, I walk up to the board and erase three point (behavior system), and they immediately get back on task. After they have worked a few minutes on the bellringer, we then discuss the material in small or large groups, depending on their energy levels. So it is expected for them to have something written, because they might be called on randomly to talk. This style, in my opinion, holds them accountable to being engaged right from the beginning of class, setting the tone for the day.

3e: Demonstrating Flexibility and Responsiveness

Teacher Observations

This piece is two observations, one from my observation and another from being observed by a teacher. From the reflection piece within, it shows my willingness to observe how others do things, take what is good and will work for me specifically, and then apply within my own teaching.





The Trial of Martin Luther

Pan

Background:

Due to a quirk in time, you have been transported back to the year 1520 and the city of Worms. Here, you find yourself involved in the trial of the German Monk, Martin Luther, who has given himself up to the authority of the Catholic Church to address the charges that he is, in two words, a heretical revolutionary.

The specific charges are as follows:

- Count 1 Development and preaching of heretical doctrines
- Count 2 Inciting members of the Catholic Church to rebel against the authority and established doctrines of the universal Church
- Count 3 Willful denial of the authority of the Pope and Catholic Church

Roles in the Simulation:

Characters will be assigned by lottery. All character assignments are final after the drawing.

Character Roles in the Trial Simulation:

| The Prosecution | Student: |
|-------------------------|----------|
| Prosecution Attorney #1 | Jordan |
| Prosecution Attorney #2 | Raven |

| Prosecution Witnesses | Student: |
|-----------------------|----------|
| Sir Thomas More | Michael |
| German Commoner #1 | Ben S. |
| Anabaptist | Megan |
| Leo X | Cruz |
| Charles V | Jasper |
| John Tetzel | Sarah |
| Ignatius | Trace |

| The Defense | Student: |
|---------------------|----------|
| Defense Attorney #1 | Clay |
| Defense Attorney #2 | Maddy |

| Defense Witnesses | Student: |
|-------------------|----------|
| | |

| | |
|--------------------|---------|
| Martin Luther | Jaden |
| German Commoner #2 | Mandy |
| Henry VIII | Dominic |
| John Calvin | Hannah |
| Erasmus | Bel |
| Anne Boleyn | Andie |
| John (Jan) Huss | Noah |

| News Staff | Student: |
|---------------|----------|
| News Staff #1 | JayLea |
| Cardinal #2 | Val |
| Cardinal #3 | Kylee |

Martin Luther

1. Is the defendant in the trial.
2. Will testify in his defense before the tribunal (court).
3. Must be able to answer questions consistently with Luther's theological views and be familiar with specific aspects of his life.

Prosecution Team

1. The prosecution shall consist of two attorneys.
2. The prosecution will prepare its case to prove that Martin Luther is guilty under each of the three counts of the indictment listed above.
3. Each attorney for the prosecution will prepare a four minute speech (2) introducing and (2) summarizing the prosecution's case against Luther.
4. The prosecution will be allowed to ask four primary questions and four follow up questions as part of its examination of Luther and three primary and follow-up questions of each of the other witnesses (time not to exceed five minutes).

Defense Team

1. The defense team shall consist of two attorneys.

2. The defense team will prepare its case to prove that Martin Luther is not guilty of any of the charges as outlined by the general indictment above
3. Each attorney for the defense will prepare a four minute speech (2) introducing and (2) summarizing the defense team's case for Luther's acquittal (discharge) on all three counts
4. The defense will be allowed to ask four primary questions and four follow up questions as part of its examination of Luther and three primary and follow-up questions of each of the other witnesses (time not to exceed five minutes).

Witnesses

1. In addition to Luther's testimony, there will be other witnesses available for questioning; they will be witnesses for the prosecution and for the defense.
2. The prosecution witnesses will be Pope Leo X, Emperor Charles V of the Holy Roman Empire, Sir Thomas More, Anabaptist, John Tetzel, Ignatius Loyola, and a German commoner.
3. The defense witnesses will be Martin Luther, Jon Huss, Henry VIII, John Calvin, Erasmus, Anne Boleyn, and a German Commoner.
4. Each witness must be familiar with the issues that would have concerned their character and be familiar with the general ideas and issues of the Protestant Reformation. Each witness will be questioned by members of both the prosecution and the defense.

Judges

1. There are three judges on the Church tribunal. All are members of the College of Cardinals. While they are devout Catholics, they are also aware that there have been many concerns about various doctrines and practices within the Church in the past several years. They will have to judge Luther's case on the basis of the issues presented and decide whether or not he should be excommunicated. One of the three will also act as the chief justice of the court and direct the trial.
 2. The Judges will:
 - a. preside over the trial
 - b. evaluate and rule on admissibility of evidence and arguments
 - c. maintain order and decorum in the court
 - d. reach verdict and impose sentence
 - Each judge shall read one of the verdicts for a specific charge
 - The chief justice shall deliver the sentence that the tribunal agrees upon
 - If the verdict is not unanimous a majority and dissenting opinion will also be presented
 3. The only sentence possible in the event of a guilty verdict will be Luther's excommunication and the transfer of his case to civil authorities for a civil trial and a sentence to be administered thereafter (most likely to be burned at the stake)

News Staff

1. Will observe and report on pretrial, trial, and post trial events.
2. May interview various members of the defense and prosecution teams and speculate as to strategy and tactics and opinion, ie. Editorials, cartoons etc.

3. May choose either print or broadcast media.

Trial Procedure

1. Chief Justice reads the charges against Martin Luther
2. Opening statement for the Prosecution (8 minutes)
3. Opening statement for the defense (8 minutes)
4. Testimony of witnesses (prosecution and defense teams have five minutes for examination of each witness)
5. Closing statement for the prosecution (8 minutes)
6. Closing statement for the defense (8 minutes)
7. Judges deliberate and reach/read verdict and sentence

Assignment / Grade

1. This simulation assignment will be due for presentation on (date to be announced).
2. Because this assignment requires application of research and writing skills as well as role-playing, the grade will be determined by the following:

Attorneys- Case briefs (summary of the facts of the case) submitted for each attorney's primary speech and general case.

Cardinals- The written decision of the judges and their sentence and its justification.

Witnesses- A written deposition by each witness outlining their position on the Protestant Reformation and how well each participant plays the part he/she has been assigned

News Staff- Written articles, editorials, cartoons etc.

No written aspect of this assignment is to be less than one nor longer than two typed pages in length - Effective character performance may also include the use of documents as evidence, costumes, language usage, etc.

History Standard- Student demonstrates a contextual understanding of the Protestant Reformation and its impact through explanation and analysis in written and oral form based on character perspective.

**ANY outside sources used as evidence/support, whether directly quoted or not, but be cited on a works cited page using MLA format. You may use easibib.com to help form your citations.*

Wednesday- 12/16

First off, please make sure you are on task and respectful to the sub. Today is your final day to prepare in class for the Trial on Friday. There is a lot to prepare. And make sure to have finished the Time Machine by the end of this weekend.

Attorneys, you have a lot of work to do. Speak with your witnesses, make sure they know your questions and you are using the strengths and weaknesses of your witnesses to help your arguments. Most of your writing should be completed by Friday.

News Staff, you need to begin posting things on the Schoology discussion board, and continue to interview attorneys and witnesses in the case. Build the story!

Cardinals, organize your background knowledge and get ahead on the Time Machine so you don't need to stress about it after the trial.

Witnesses, know your character/role. Attorneys are depending on you to have your part down and correct. Their arguments depend on your answers. Make sure you know your role in the reformation and why you are on the prosecuting or defense side. If unsure, ask for help from your peers. Depositions should be completed by Friday.

If any of you are really stuck, please email me or see me tomorrow during your advisory.

Get your costumes, accents, and material together for Friday!! The Trial will begin and it will be awesome!



The Trial of Martin Luther- Writing

Globally Perspectives- Student demonstrates an understanding of the Reformation and its through application in the form of character writing for an in-class mock trial.

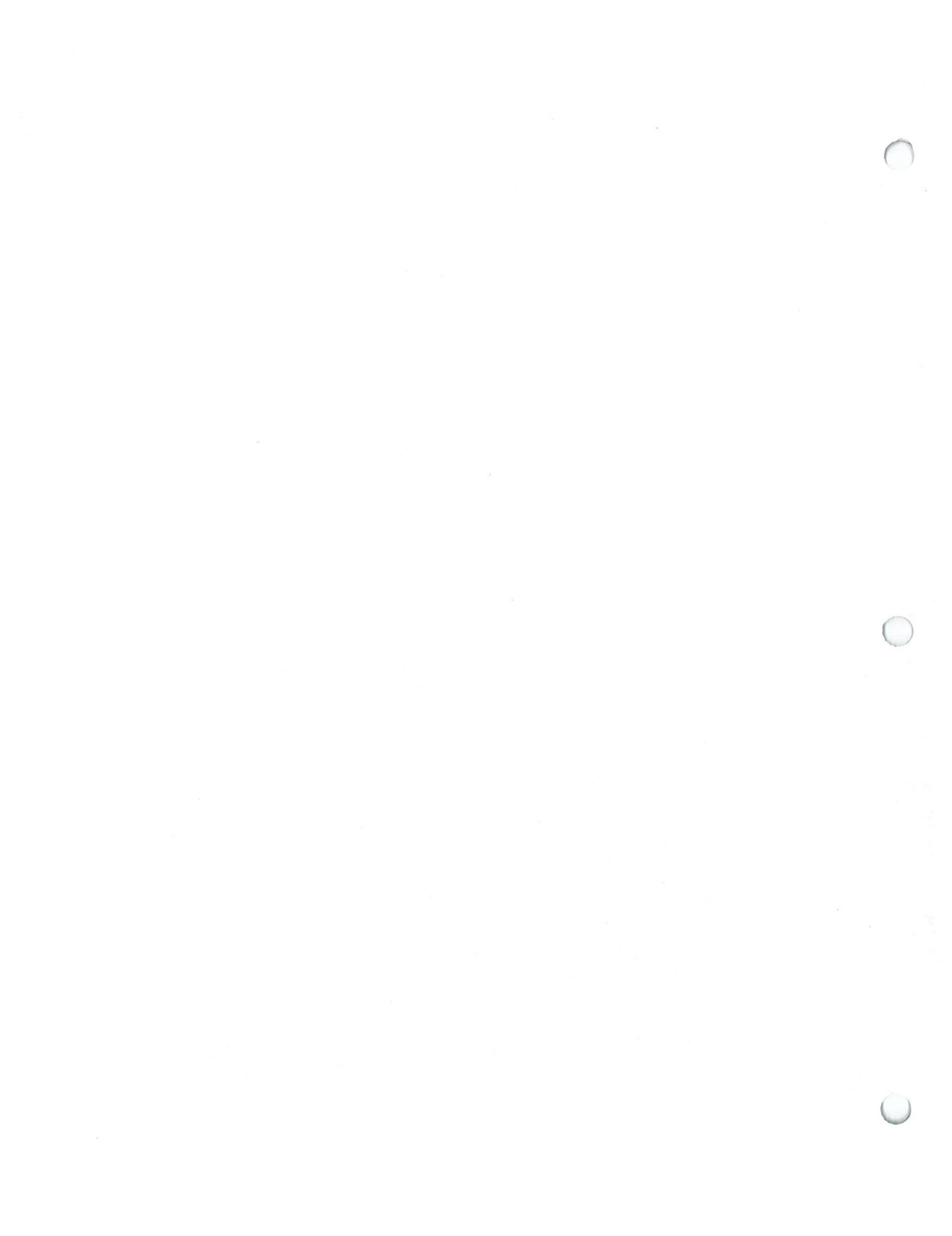
| Score | Description: The Trial Presentation of Martin Luther | Additional Notes: |
|-------|---|-------------------|
| 4 | In addition to a level 3 score, the student demonstrates in-depth inferences and applications such as: <ul style="list-style-type: none"> - Student connects the facts of the case or their character to their role and perspective in the Reformation and the details of Martin Luther - Student shows a unique, creative approach to their role. | |
| 3.5 | <i>In addition to a level 3 score, the student demonstrates in-depth inferences and applications with partial success.</i> | |
| 3 | While engaged in grade appropriate tasks, the student demonstrates an ability to: <ul style="list-style-type: none"> - Student stays in character throughout the writing, and it is clear to understand, lacking any grammatical errors. - Writing is fully developed, completely consistent with historical record or outcome of the trial, accurately written and analyzed. - Attorney case arguments are relevant, logical, and clear; argument and details are properly formed and delivered. - Writing connects to the Reformation and its effects on those in society, proven through character perspective. - Student answers all questions throughout their writing. No major errors or omissions with level 2 or 3 elements. | |
| 2.5 | The student demonstrates no major errors or omissions regarding level 2 elements and a partial knowledge of level 3 elements. | |
| 2 | The student demonstrates no major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Student demonstrates most of the elements in 3, but is lacking. However, there are major errors or omissions with level 3 elements. | |
| 1.5 | The student demonstrates understanding of all level 2 elements with help and independent understanding of some level 2 elements. | |
| 1 | With help, the student demonstrates understanding of all level 2 elements or some level 2 and 3 elements. | |
| 0.5 | The student demonstrates understanding of some level 2 elements. | |
| 0 | Even with help, the student demonstrates no understanding or skill. | |



The Trial of Martin Luther-Presentation

Global Perspectives- Student demonstrates an understanding of the Reformation and its through application in the form of character role play during an in-class mock

| Score | Description: The Trial Presentation of Martin Luther | Additional Notes: |
|--|--|-------------------|
| 4 | In addition to a level 3 score, the student demonstrates in-depth inferences and applications such as: | |
| | <ul style="list-style-type: none"> - Student stays in character the whole time, able to adapt their role to the court setting and interactions between other characters. - Student shows a unique, creative approach to their role. | |
| 3.5 | <i>In addition to a level 3 score, the student demonstrates in-depth inferences and applications with partial success.</i> | |
| 3 | While engaged in grade appropriate tasks, the student demonstrates an ability to: | |
| | <ul style="list-style-type: none"> - Student stays in character throughout, is clear to understand and uses facial expressions. - Witness statement fully developed, completely consistent with historical record, accurately performed. Attorney questions relevant, logical, and clear; questions properly formed and delivered. - Witness or Attorney has appropriate interactions with other characters, based on their roles. - Student uses appropriate eye contact for the situation and setting. | |
| No major errors or omissions with level 2 or 3 elements. | | |
| 2.5 | The student demonstrates no major errors or omissions regarding level 2 elements and a partial knowledge of level 3 elements. | |
| 2 | The student demonstrates no major errors or omissions regarding the simpler details and processes such as: | |
| | <ul style="list-style-type: none"> • Student demonstrates half the elements in 3, but is lacking. However, there are major errors or omissions with level 3 elements. | |
| 1.5 | The student demonstrates understanding of all level 2 elements with help and independent understanding of some level 2 elements. | |
| 1 | With help, the student demonstrates understanding of all level 2 elements or some level 2 and 3 elements. | |
| 0.5 | The student demonstrates understanding of some level 2 elements. | |
| 0 | Even with help, the student demonstrates no understanding or skill. | |



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https://app.schoolology.com/course/1153152402/materials?f=106688185

org bookmarks M Email S Schoology P PowerTeacher T Padlet M Mileposts C Staff Portal W World Standards US Standards Remind YouTube

Q Home Courses Groups Resources ▾

The Trial of Martin Luther

World History: Section 1001 ▾ Semester One ▾ The Reformation

◀ Prev ▶

Add Materials Options ▾

Helpful Starting Links

The Trial of Martin Luther 1A.docx 10 KB

The Reformation Gazette
Due Thursday, December 14, 2017 at 11:59 pm

Wednesday- 12-6.docx 7 KB

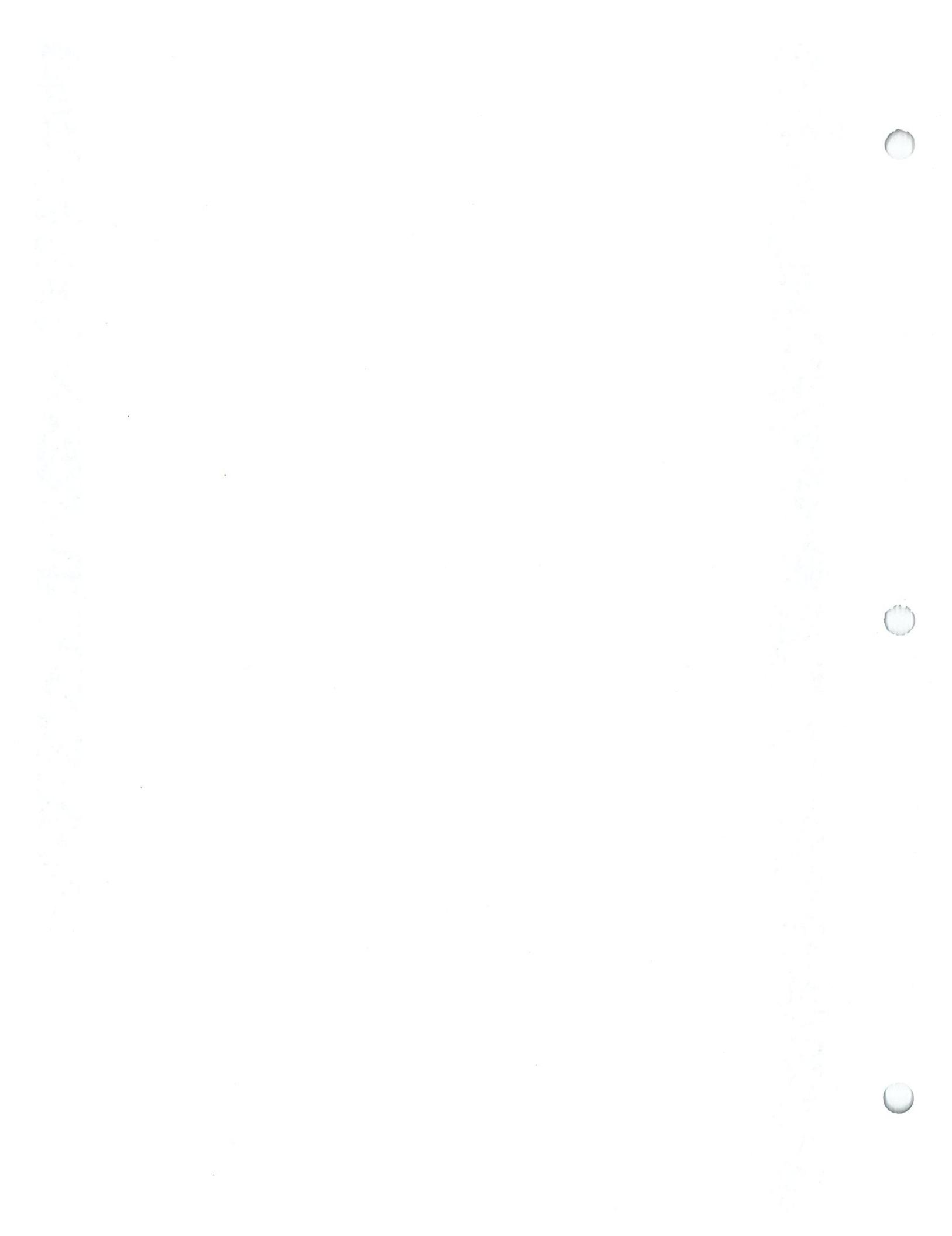
Trial of Martin Luther Writing Rubric.docx 343 KB

Trial of Martin Luther Presentation Rubric.docx 343 KB

Writing for the Trial of Martin Luther
Due Thursday, December 14, 2017 at 11:59 pm

Reset

search



Quarter 3

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Monday- 1/16/2017

EQ: How do people develop their personalities?

Prompt

What are some things you did during break while snow apocalypse 2017 came into town?

Monday- 1/17/2017

EQ: How did the North and the South Split

Prompt

What was your favorite memory during Christmas break? And you can't say, "not being in school!"

Monday- 1/17/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt

What was your favorite memory during Christmas break? And you can't say, "not being in school!"

Wednesday- 1/18/2017

EQ: Why are "open" questions important?

Prompt

Imagine you were being interviewed for your opinions on public schooling. What could the interviewer do to make you feel more comfortable to open up and be honest?
Why would it help?

Thursday- 1/19/2017

EQ: How did the North and the South Split

Prompt

Which one was the primary cause of differences between the North and the South:

- Economic
- Social
- Political
- WHY?

Thursday- 1/19/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt

Imagine the school put in a new rule handling behavior issues. Whenever a student blurts something out in class, they have to put their nose on the board in front of the class for 30 minutes.
1. Why would the school implement this rule?
2. How would you respond to it and why?

Friday- 1/20/2017

EQ: How did the North and the South Split

Prompt

What happened in the Constitutional Convention of 1787 that made slavery an issue during the 19th century? Why does this matter?

Friday- 1/20/2017

EQ: Why does Body Language matter?

Prompt

Write two open-ended questions and two close-ended questions. Be ready to share.

Friday- 1/20/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt:

“The Reformer is always right about what's wrong. However, he's often wrong about what is right.”

- G.K. Chesterton
- Martin Luther started a reformation in the Church. Was his reformation right or wrong and why?

Wednesday- 1/25/2017

EQ: How did the North and the South Split

Prompt:

Which one was the primary cause of differences between the North and the South?

- Economic
- Social
- Political
- WHY?

Monday- 1/23/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt:

When you come in, please get out a sheet of paper and write your name on it. You will be watching President Trump's speech when inaugurated. Mrs. Bullock will let you know what to write about.

Monday- 1/23/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt:

Read pages 2-5 on your own on Discovery Education. You are on chapter 20.1 as a reminder, the Reformation. Fill out the cause/events/effects sheet while reading. Keep with you for later.

Wednesday- 1/25/2017

EQ: How did the North and the South Split

Prompt:

If you could choose to be on a sports team, would you prefer to be on the team that had a better coach and owned the field/court on which you played? OR would you rather be on the team that has more than double the number of players and LOTS more money (for sports camps, new equipment, better uniforms, etc.) Give 3+ reasons why.

- When completed, get out your Cornell notes from last time

Wednesday- 1/25/2017

EQ: How did the Reformation change the balance of power in Europe?

Prompt:

“The Reformer is always right about what's wrong. However, he's often wrong about what is right.”

- G.K. Chesterton
- Martin Luther started a reformation in the Church. Was his reformation right or wrong and why?

Thursday- 1/26/2017

EQ: How did the North and South compare?

Prompt:

What are three hand or face gestures we use in our society to communicate a thought or feeling without actually saying anything?