

Year 10 Unit 2a: The Church in History

Standards

By the end of this unit it is intended that students:

- appreciate the relevance of a theme or historical period to the life and mission of the Church today
- demonstrate knowledge of the key aspects of an important theme or period within Church history
- pose questions, research and communicate information about key aspects of an important theme or period within Church history.

Indicators of Learning

	Values and Attitudes	Knowledge	Skills
	<i>It is intended that students will be able to:</i>		
1	reflect on those events and movements which significantly affected the history of the Church and its people	outline the major events and shifts in focus which provide an overview of Church history	construct a timeline showing an overview of Church history
2	discuss the importance of social context in understanding events and ideas in Church history	describe the social, political and cultural background to the period/ theme being studied	analyse the causes which led to a shift in the ideas and/or teachings of a significant period in Church history
3	analyse the significance of cultural aspects as illustrations of both the tradition and the changing nature of the Church	understand how artistic expressions led to a significant development in Church practice and organisation	research and compile information on significant cultural aspects or theme in a period of Church history
4	empathise with the differing experiences and opinions of personalities from a particular period/theme in Church history	identify significant historical figures, their background, motivation and ideas, and what they hoped to achieve	analyse sources of information relating to the main personalities being studied
5	reflect on the effects of evangelisation/mission on ideas, teachings or practices in today's Church	identify distinctive ideas, teachings or practices which arose from this significant event in Church history	illustrate examples of religious, social, political or ideological developments in Church teachings and/or practices

Spiritual Reflection for Teachers

The Church exists in order to make God known through the life and teachings of Jesus Christ. The Church has developed over the centuries as generations of followers have responded and struggled to live the Gospel in their own particular context.

The Church is more than a structure or an organisation. It is a relationship in which all of us are involved. Vatican II affirmed the role of the laity in the Church. In teaching this unit, you too are part of the mission of the Church.

Some points to ponder in your preparation:

- What is my experience of the Church?
- What do I admire in the Church?
- What do I hope the Church will be?
- How do I contribute to the work of the Church?
- What are some of the great events and occasions I associate with the Church?

Links with Students' Life Experience

Connection between past events and lives of students

- To make the connection between past events and the lives of the students, the following questions might be considered:
 - How do popular ideas and events interconnect?
 - Why are some ideas worth defending?
 - What are some ideas you might find worth defending?
 - How do ideas and events change us, and make us grow?
 - Why do some events get remembered, making them key events?
 - In society, whose story gets told/doesn't get told? Why?
- The value in examining the past is that we can relate it to our own, and learn from it. How does the theme or period being studied relate to the lives of the students? Are there any parallels between their lives and the lives of past people?

The Church's Teaching and Lived Tradition

To further the work of Jesus Christ

- The Church's understanding of itself is that it has a dynamic mission, which is to further the work of Jesus Christ, by teaching, preaching and service – 'to bring the good news to the afflicted, to proclaim liberty to captives, sight to the blind, to let the oppressed go free' (Luke 4:18).
- The Church's history has been the story of the people who took part in this hope-filled mission, of their efforts to turn this vision into reality.
- While the Church is not an immovable, monolithic institution, neither is it something whose basic laws can change to suit the mood of the moment. The divinely revealed truths of the faith cannot change; Church law and practices can change.
- Vatican II expressed this hope when it said that the Church had the duty of scrutinising the signs of the times and of interpreting them in the light of the Gospel, recognising and understanding the world in which we live. Growth is an intrinsic part of the life of the Church (*Pastoral Constitution on the Church in the Modern World*, n. 4).

Catechism of the Catholic Church

The Profession of the Catholic Church

In preparation for the teaching of this unit the following references are recommended:

Part One, Section Two: The Profession of the Christian Faith

748-975 I Believe in the Holy Catholic Church

- 752 In Christian usage, the word 'church' designates the liturgical assembly, but also the local community or the whole universal community of believers. These three meanings are inseparable. 'The Church' is the People that God gathers in the whole world. She exists in local communities and is made real as a liturgical, above all a Eucharistic, assembly. She draws her life from the word and the Body of Christ and so herself becomes Christ's Body.
- 768 So that she can fulfill her mission, the Holy Spirit bestows upon (the Church) varied hierarchic and charismatic gifts, and in this way directs her. Henceforward the Church, endowed with the gifts of her founder and faithfully observing his precepts of charity, humility and self-denial, receives the mission of proclaiming and establishing among all peoples the kingdom of Christ and of God. And she is on earth the seed and the beginning of that kingdom.

Explanation of Scripture used in this unit

- Much of Scripture is about the remembered events of a small group of believers. These key events made clear the ideas and attitudes which were important to the society remembering them.
- There are parallels here between the stories of these ancient people, and the story of the Catholic Church. In choosing the events to remember, we make a statement about what we hold to be important, what we choose to see as significant, and how we see ourselves.
- A return to the study of the Scriptures was one of the main reforms suggested by the Protestant leaders. Moreover, scriptural references became the source of many of the ideas and teachings of individual Protestant groups.
- For example, Calvin's source for what the authentic Church was came in part from his study of Ephesians 2:20 and Matthew 18:20; Luther's belief in the primacy of the Gospels and faith was inspired in part by Romans 1:16.

Psalm 46:10 *Listening to God* (Indicator 5)

The first phrase in this verse is the command to know God through stillness and contemplation, a form of prayer used among other places, in modern and medieval monasteries. We cannot know God if we are continually rushing from one place to the next. God dwells in stillness, and we are most likely to experience God in quiet. We have to learn to say 'no' to some of the demands of life, so that we have time to listen to God and to our own thoughts. The words of this verse command us to set priorities, so that we can at some moments of each day be still in the presence of God.

The writer of this psalm describes struggles with empires and armies. There is a parallel in Paul's letter to the Ephesians (6:10-20) where he writes about spiritual warfare. Beside these descriptions, the battle for a moment for personal spirituality may seem unimportant: the psalm states firmly that it is not.

Matthew 25:40 *The least of my little ones* (Indicator 5)

This verse is a basis for much of the charitable work carried out by the Church. The parable that precedes it (the sheep and the goats) emphasises the importance of good works. We will, it says, be judged on our care or neglect of those who are hungry, thirsty, strangers, naked, sick or imprisoned. This does not mean that all we need is good works. The preceding parable, on the readiness of the five wise young women, is about the importance of new birth and faith. Christians must have faith, but it must be an active faith, rounded out by good works. See James 2:14-17 for this same idea. There is an unbreakable connection between what we believe and what we do.

The emphasis in the Church's charitable works has always been on practical help for those in most need. See also Matthew 10:42 for a similar instruction.

People in the early Church recognised the fact that different people have different skills, and that a wise organisation takes advantage of this. In Acts 6:1-5 we read of the decision to allocate people to particular tasks. Some did practical acts of charity (distribution of food to widows and orphans) and others devoted themselves to prayer and study.

The Acts of the Apostles 4:32-35 *Early Church* (Indicator 2)

The early, infant Church in Jerusalem is shown in a very idealistic light. They were united and shared 'everything they owned'. Money was distributed to those in need. Indeed Barnabas generously donated the proceeds of a sale of land to the community (Acts 4:36-37). The picture presented here is one of complete harmony.

But the author of the Acts of the Apostles was realistic and honest. Two chapters later we read of tension within the community over the distribution of food (6:1-6). Later Paul and Barnabas had a disagreement - 'a violent quarrel' - and parted company with each other (15:36-40). It is important to see all these texts in context and to realise that human nature was the same then as it is now. But the ideal remains the same: to be loving and united, so that when times and relationships are tense we remember the teachings of Jesus and try to live them. Even the saints had to do this.

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STANDARDS

By the end of this unit it is intended that students:

- appreciate the relevance of a theme or historical period to the life and mission of the Church today
- demonstrate knowledge of the key aspects of an important theme or period within Church history
- pose questions, research and communicate information about key aspects of an important theme or period within Church history.

Indicators of Learning (Incorporating Values, Knowledge and Skills)	Essential Reading for Teachers	Suggested Learning/Teaching Strategies	Possible Assessment
<p>I. It is intended that students will be able to:</p> <p>V reflect on those events and movements which significantly affected the history of the Church and its people</p> <p>K outline the major events and shifts in focus which provide an overview of Church history</p> <p>S construct a time-line showing an overview of Church history.</p>	<p>Please read 'Essential Reading for Teachers' in Year 8, Unit 2b, Early Christian Communities, and Year 9, Unit 2a, Key Church Teachings, to become familiar with historical material already covered by the students.</p> <ul style="list-style-type: none"> • There are two ways in which this module can be designed: <ol style="list-style-type: none"> 1. as a study of a theme running through the history of the Church from its beginning to the present day, or 2. as a study of a seminal episode in the history of the Church, one which has been so important that it continues to have an impact long after its initial events. <p>Images of the Church A particular vision of the Church should infuse this unit, that of a balance of stability and change. The Church has a central core of truths which provide an enduring stability. It is, as well, a living, growing, constantly changing institution, with a mission to further the work of Jesus Christ, in teaching, preaching and service.</p>	<ul style="list-style-type: none"> • Students will reflect in a personal journal, major events or significant occasions and changes in their own lives. The following may be included: Baptism, birthdays, starting school, First Communion, Confirmation, holidays, etc. Follow-up activity is possible at the end of this Indicator. • Read 'The Challenge of Change' and complete activities on KWL p. 44. • Group work: Students use newspapers and magazines to create a collage, over a double page, of images related to Church and its community. These are presented to the class. • Students write a glossary of words as they are encountered throughout this unit. These can be displayed in the classroom for the duration of the unit. • Group work: Major events in Church History. Each group is allocated a significant event or movement in the history of the Church. Students read the pages from KWL that are related to their event/movement, then present the main points to the class either by poster or by PowerPoint presentation. The group also draws up an activity sheet that will be completed by the rest of the class. 	<p>Teacher Assessment Observation of students' reflections on major events in their own lives.</p> <p>Peer Assessment Explore qualities of Worksheets and assess by using the Plus, Minus, Interesting (PMI) model.</p> <p>Teacher Assessment Observation of students during group work activity. Assessment of oral component of major events Marking of time-line of major events.</p>

<p>2. <i>It is intended that students will be able to:</i></p> <p>V discuss the importance of social context in understanding events and ideas in Church history</p> <p>K describe the social, political and cultural background to the period/theme being studied</p> <p>S analyse the causes which led to a shift in the ideas and/or teachings of a significant period in Church history.</p>	<p>Ideally, the Church is at the forefront of social change, guiding society with the unique perspective of Jesus Christ, in areas such as education, social reform, and health care. It sometimes takes an independent initiative in society; at other times it makes a response to the needs of society.</p> <p>Church history has usually been written from the perspective of the official Church, concentrating on people in leadership and decision-making roles, rather than on the achievements of the people who made up the Church congregations. This is a reality we need to keep in mind as we study the history of world Christianity, so that we focus on all the people who contributed to the development of the Catholic Church.</p>	<p>Teacher assesses the oral component and then activities are completed and assessed by peers in jigsaw groups:</p> <ul style="list-style-type: none"> – the Plague/the Black Death, KWL p. 46 – the Reformation, KWL p. 51 – the Council of Trent, KWL p. 55 – saints and leaders of the Catholic Reform, KWL p. 57 – the Council of Chalcedon, KWL p. 64 – the First Vatican Council, KWL p. 65 – the Second Vatican Council, KWL p. 67 <ul style="list-style-type: none"> • On a double page in their workbooks, students draw a timeline of major events in Church History using the information from the above activity. 	
	<p>An overview of Church history</p> <p>This should include:</p> <ul style="list-style-type: none"> – the early Christian communities, the spread of Christianity – the early Councils – the early medieval Church – Christian Europe – the Protestant and Catholic Reformations – Catholicism as a world religion – the Second Vatican Council. <p>A list of suggested topics</p> <p>The standards give a framework for studying a selected period or theme. Some suggested topics to fulfil the standards might be:</p> <ul style="list-style-type: none"> • the Schisms and the East-West Split • the Roman and the Orthodox Churches • differences in language, theology and Church practice • the question of Church authority • theological differences • Vatican II and efforts at ecumenism. 	<ul style="list-style-type: none"> • Christian life in the first three centuries: KWL pp. 100–108. Students work in pairs and construct a front page of a 3rd century newspaper that includes banner, headline story, other stories and appropriate advertisements. • KWL p. 48: Thinking about our work. Initiate discussion of human reaction to health disasters such as the Black Death, AIDS virus, meningococcal, followed by Mapping Exercise which traces the spread of the plague. • Monasticism, its origins: KWL p. 76. Read and discuss. • Daily life in a monastery. Read KWL p. 77, a balance of work and prayer. • Students read Matthew 25:34–40 and complete poster activity on KWL p. 78. Do an illuminated 'diary entry'. • KWL p. 84: The Buildings in a Monastery. Complete the illustration of the ground plan of the monastery, activity p. 87. 	<p>Peer Assessment</p> <p>In pairs, students check the accuracy of the mapping exercise.</p> <p>Students offer feedback on how well the posters capture the meaning of Matthew 25:34–40.</p> <p>Teacher Assessment</p> <p>Marking of magazine article using criteria set by teacher.</p>

<p>3.</p> <p>It is intended that students will be able to:</p> <p>V analyse the significance of cultural aspects as illustrations of both the tradition and the changing nature of the Church</p> <p>K understand how artistic expression led to a significant development in Church practice and organisation</p> <p>S research and compile information on significant cultural aspects or theme in a period of Church history.</p>	<ul style="list-style-type: none"> • Monasticism – daily life in a monastery focus on contemplation and practical Christianity organisation of aid to socially disadvantaged (good works) guardian of civilisation (Lindisfarne, Book of Kells) • Art and architecture – religious ideas expressed visually in the early Church (e.g. house, churches, icons) in the medieval Church (Gothic, Renaissance, Counter-reformation) modern Christian art and architecture (especially post-Vatican II developments). 	<ul style="list-style-type: none"> • Using the content from the monasticism theme, students add to glossary displayed in the classroom. • Students read KWL pp. 109–119 and discuss the factors that led to the divisions between the East and Western Churches. • Students to complete the table on KWL p. 115. (Useful resource: <i>To Breathe Again with Two Lungs</i> – see Resources at the end of the unit.) • Webquest, KWL p. 125. Websites are provided in the text. 	
	<ul style="list-style-type: none"> • The story of Christian music: <ul style="list-style-type: none"> – the monastic tradition – Gregorian chant – music of the Reformation – revival in the 19th century – European, Australian and American hymns of the 20th century. • Mystery and morality plays – religious ideas through drama: <ul style="list-style-type: none"> – the place of religious stories in European drama – cycle plays (the Church year) – morality plays based on the Old and the New Testaments – passion plays – the development of scripted drama, e.g. Everyman. 	<ul style="list-style-type: none"> • Students research an example of Christian music, e.g. Gregorian chant, 19th century hymn, a mystery or morality play and present it to the class, either as a performance or a listening activity. Student exposition: How does this piece reflect the religious ideas and/or musical development of the period it came from? • Suggested celebration based on Acts 2:2–4, see the end of this unit. 	<p>Peer Assessment</p> <p>Students share their findings on an area of Christian music or drama.</p>

<p>4. It is intended that students will be able to:</p> <p>V empathise with the differing experiences and opinions of personalities from a particular period/theme in Church history</p> <p>K identify significant historical figures, their background, motivation and ideas, and what they hoped to achieve</p> <p>S analyse sources of information relating to the main personalities being studied.</p>	<ul style="list-style-type: none"> The Protestant Reformation and the Catholic Reformation: <ul style="list-style-type: none"> social context of the Protestant Reformation popular interest in study of the Scriptures the leaders of the Reformation and their ideas the development of the Protestant denominations. The Catholic Church's response to the crisis – the Catholic Reformation. Women and religion: <ul style="list-style-type: none"> an overview of scriptural, medieval and modern women who contributed to the life of the Church. 	<ul style="list-style-type: none"> KWL pp. 51–55: Students create timeline of the rise of Protestantism. Students choose a figure associated with the Protestant Reformation and the Catholic Reformation and write a character profile. Possible choices include: Martin Luther, John Calvin, Huldrych (also known as Ulrich) Zwingli, King Henry VIII, Thomas More, Ignatius of Loyola, Teresa of Avila, and other significant women of the time. See REsource website and Extension Activity on KWL p. 53, for other web addresses. Research activity, KWL p. 62. In pairs, students prepare an oral presentation in the form of an interview with a significant historical figure, for example, a scriptural, medieval or modern-day man and woman who contributed to the life of the Church. Students continue to add to glossary. 	<p>Peer Assessment</p> <p>Check each other's timelines.</p> <p>Teacher Assessment</p> <p>Marking of character profiles or oral presentation.</p>
<p>5. It is intended that students will be able to:</p> <p>V reflect on the effects of evangelisation/mission on ideas, teachings or practices in today's Church</p> <p>K identify distinctive ideas, teachings or practices which arose from this significant event in Church history</p> <p>S illustrate examples of religious, social, political or ideological developments in Church teachings and/or practices.</p>	<ul style="list-style-type: none"> The foundations of Christian evangelisation/mission: <ul style="list-style-type: none"> evangelisation as a sharing of the message and ideals of the Gospels the beginnings of the Christian Church in various countries, e.g. northern and southern Europe the beginnings of Christianity in the countries of origin of class members missionary enterprises in modern times. The Church in the modern world: <ul style="list-style-type: none"> being a Catholic before the Second Vatican Council (1962–65), context in the post-World War II world events of Vatican II, reforms proposed at Vatican II, Vatican II documents, e.g. role of the laity, liturgy being a Catholic after Vatican II, results of the Council religious life in the modern world Australian Catholicism the current initiatives of the Church. 	<ul style="list-style-type: none"> KWL p. 64: 'Fully Human and Fully Divine' activity. KWL p. 68: Students discuss agenda for Second Vatican Council. Students read Psalm 46:10, 'Listening to God' which could be used as a prayer at the beginning of a lesson. Discuss how the message within Psalm 46 relates to the goals of the Council, KWL p. 70. Students read KWL p. 72 and complete class presentation activity on p. 73. Write an agenda for a possible third Vatican Council relating to issues of the 21st century. Read KWL pp. 268–273 and do the activity on p. 274. At the end of this unit a test could be given on the concepts covered on Church and mission. 	<p>Teacher Assessment</p> <p>Test.</p> <p>Teacher/Peer Assessment</p> <p>Teacher and/or students offer feedback on a one-minute presentation related to a topic covered by the Second Vatican Council.</p>

Celebration: Prayer and Liturgy

- Students may wish to experience prayer forms which are not as common in today's Church as previously, for example, a decade of the rosary, or a litany.
- Students may also wish to celebrate their own time, and what it can mean to be a member of the Catholic community in 21st century Australia.

Suggested celebration based on Acts 2:2-4

Opening hymn

'City of God' – Dan Schutte, *As One Voice*, Book 1, No. 57.

Introduction

One of the pictures God has given us to help us understand the Holy Spirit is a bright flame. Today we celebrate the coming of the Holy Spirit and we will think about flames of fire as we try to understand the work of the Holy Spirit in our lives.

Lighting of candle – perhaps the school candle.

Opening prayer

KWL p. 64.

Leader: Come, Holy Spirit, fill the hearts of your faithful.

Response: And kindle in them the fire of your love.

Leader: Send forth your Spirit and they shall be created.

Response: And you will renew the face of the earth.

Leader: Let us pray. Lord, by the light of the Holy Spirit you have taught the hearts of your faithful. In the same Spirit help us to relish what is right and always rejoice in your consolation. We ask this through Christ, our Lord.

Response: Amen.

Reading: Acts 2:2-4. This reading comes from the story of the apostles. It tells us about the first time the Holy Spirit came to live in us and filled us with courage to face the challenges that life gives us.

The followers of Jesus were sitting together in one room, when suddenly they heard the sound of a strong wind blowing through the whole house, and they could see something like flames of fire everywhere, that came and touched each one of them. In this way they were all filled with the Holy Spirit. At once, they went outside and began to tell everyone the story of Jesus. There were people there from every country in the world, and they all heard the good news of Jesus! The Word of the Lord.

Response: Thanks be to God.

Litany of thanksgiving

Quiet reflective music is played in the background.

Leader: God is thinking about us all the time and has given us the Holy Spirit to guide us and light our way through the challenges of life. God our Father, thank you for giving us your Holy Spirit to show us how to love. We pray that we may listen to the Holy Spirit guiding us all on our way to you.

Student 1: The Holy Spirit comes to us when our love and faith are tested by others making fun of us. **Response: Thank you God.**

Student 2: The Holy Spirit comes to comfort us when we are sick and suffering, worried or scared. **Response.**

Student 3: The Holy Spirit comes to us when we try to give good example to others. **Response.**

Student 4: The Holy Spirit comes to us when we care for someone who is sad or lonely. **Response.**

Final prayer

God, our Father, fill us with your Holy Spirit who, like wind and fire, fills us with your power. Make us generous, so that we can listen to your Spirit, and follow you with courage and love. **Amen.**

Final hymn: 'Celebrate', Monica Brown, *As One Voice*, Book 1, No. 44.

Possible Assessment Tasks

Task 1: Research Activity – Monasticism

PURPOSE

To discover how monasticism benefited the Church.

ACTIVITY

- Students use Chapter 5 on monasticism from KWL and the library and/or Internet for this activity.
- Write a magazine feature article of 800 to 1000 words on 'Life as a Medieval Monk or Nun'.

In your article you may include any of the following:

- architecture
 - art
 - music, e.g. Gregorian chants
 - agriculture
 - maintenance of European culture
 - theology
 - books and writing
 - vestments and linens
 - tasks in the monastery
- Comment briefly on monasticism in today's Church, commenting on three ways that monasticism has affected the Church.

ASSESSMENT

- Evaluate the importance of monasticism for the Church and for society.
Attach a bibliography listing all materials used from books and websites. Downloaded or photocopied images must be acknowledged next to the image.

TASK 2: Interview

PURPOSE

To learn about the major changes made by Vatican II.

ACTIVITY

Students research the major changes made by Vatican II. They will need to do background reading using KWL p. 67 and other resources. They will also draw information from an interview with an older person who was familiar with the pre-Vatican II Catholic Church (a grandparent, an older teacher or relative, a neighbour, etc.)

They present their findings in a Question and Answer format of about 700–800 words.

Possible interview questions could be:

- What prayers did you say or hear when you were a child?
- What prayers and religious images can you remember from your school?
- What do you remember about your First Communion, your Confirmation, and your Marriage?
- What do you remember about the churches you attended when you were young? How different was the Mass?
- Were you allowed to attend other churches? What did you know about other faiths?
- Were you taught by nuns or brothers? What did you learn from them? What do you remember about them?
- Were there particular religious festivals/saints' days celebrated by your cultural group? What are your memories of these?
- Did you have favourite saints or prayers?
- What are the most obvious ways that today's Catholic Church differs from the church experience of your youth?

ASSESSMENT

Appropriateness of interview questions and relevant answers. Students should be encouraged to draw up criteria in consultation with the teacher.

Resources

Essential Reading

Recommended editions of the Bible are:

Catholic Bible Press 1993, *The New Revised Standard Version: Catholic Edition*. Catholic Bible Press, a division of Thomas Nelson Inc., Nashville, Tennessee.

Darton, Longman & Todd 1985, *The New Jerusalem Bible*. Darton, Longman & Todd Ltd and Doubleday, London.

Flannery, Austin OP (GE) 1975, Vatican Council II, The Conciliar and Post Conciliar Documents: *Lumen Gentium*, Dogmatic Constitution on the Church; *Unitatis Redintegratio*, Decree on Ecumenism. Liturgical Press, Collegeville.

John Paul II 2001, *Novo Millennio Ineunte*, At the Beginning of the New Millennium, 'A Pilgrim Church', n. 8. St Pauls Publications, Strathfield.

Teacher Resources

Bozanich, D et al. 2001, *Living Our Faith: Church History*, Leader's Guide. Harcourt Religion Publishers, Orlando.

Comby, J 2000, *How to read Church History* (2 volumes). SCM Press, London.

Liddy, S & Welbourne, L 1999, *Strategies for Teaching Religious Education*. Social Science Press, Sydney.

Lowney, C 2003, *Heroic Leadership*. Loyola Press, Chicago.

Olsen, G 2002, *Beginning at Jerusalem*. Ignatius Press, San Francisco.

Rasmussen, M 2004, *The Catholic Church, the first 2000 Years*. Ignatius Press, San Francisco.

Ray, S 1999, *Upon This Rock*. Ignatius Press, San Francisco.

Steiner, R 1999, *Studies in Gregorian Chant*. Ashgate, Aldershot.

Classroom Resources

Driedger, P 1999, *The Church: Our Story*. Ave Maria Press, Notre Dame, Indiana.

Morrissey, J et al. 1998, *Out of the Desert*, Book 3, Ch. 6. Longman, Melbourne.

National Centre for Religious Studies 1991, *Understanding Faith: The Church's Story, The Middle Ages (800–1500AD)*. National Centre for Religious Studies, Port Macquarie.

National Centre for Religious Studies 1992, *Understanding Faith: The Church's Story, Reformation and Beyond (1500–1750)*. National Centre for Religious Studies, Port Macquarie.

National Centre for Religious Studies 1993, *Understanding Faith: Christian Art, Architecture and Music*. National Centre for Religious Studies, Port Macquarie.

National Centre for Religious Studies, (1993), *Understanding Faith: Inspiring Men and Women*. National Centre for Religious Studies, Port Macquarie.

O'Connell, M & Stoutzenberger, J 2002, *The Church Through History*. Harcourt Religion Publishers, Orlando.

Videos

A Man For All Seasons; Martin Luther: The Protestant Reformer; Good Pope John

Website

<www.resource.melb.catholic.edu.au> (Luther)

Unit Evaluation

In evaluating the indicators of learning the teacher could consider the following:

- How well have students appreciated the relevance of a theme or historical period to the life and mission of the Church today?
- How effectively did students demonstrate knowledge of the key aspects of an important theme or period in Church history?
- How well have students posed questions, researched and communicated information about key aspects of an important theme or period in Church history?
- To what extent did students demonstrate achievement of classroom standards?
- Are there standards that were not achieved?
- What changes (if any) would you make if you were teaching this unit again?