Examples of differentiated lesson plans

3. The Reformation
   (Tiered activities)
### Learning and Teaching Resource Pack
for Secondary History Curriculum

#### JS History S2

<table>
<thead>
<tr>
<th>Topic</th>
<th>The Reformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Lessons</td>
<td>2 lessons (40 minutes per lesson)</td>
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</tbody>
</table>

#### Learning objectives

**Know**
- significant people and events of the Reformation
- the Roman Catholic Church and the Protestant Church

**Understand**
- the origin and the effects of the Reformation

**Do**
- explain Martin Luther’s action in the Reformation through discussion
- find out information about the split of Christianity after the Reformation

#### Tools for differentiation / Instructional strategies

**Tools for differentiation**
- Form A and B (Appendix 1)
- Equalizer (Appendix 2)

**Instructional strategies**
- Frayer Model
  * It is an assessment tool for understanding students’ prior knowledge and learning difficulties.
  * You may view chapter 2 in the animated video for reference.
- Tiered Questions
  * The questions will be asked about students’ daily life. Then questions will be projected to students’ experience in their school and society.
- Exit Card
  * It is an assessment tool for monitoring students’ learning progress.
  * You may view Chapter 2 in the animated video for reference.

#### Learning and Teaching Materials

**Pre-assessment**
- Frayer Model (Appendix 3)

**Classwork**
- Fact sheet about the Reformation (Appendix 4)
- Group Activity Worksheet (Appendix 5)
- Risk Evaluation Report (Appendix 6)
- Exit Card (Appendix 7)

**Home assignment**
- Worksheet (Appendix 8)

**Students’ work**
- Risk Evaluation Report (Appendix 9)
### Time | Steps in the lesson | Learning and teaching activities | Elements / strategies of Differentiated Instruction
--- | --- | --- | ---
Before lesson | Pre-assessment | • Conduct a survey to find out students’ learning interests and understand their knowledge of the teaching topic.  
• Distribute a worksheet to assess students’ prior knowledge of the Reformation.  
• Adjust the teaching focus according to the pre-assessment result. | Use the results of Form A and Form B to set the topic that interests students most.  
(Appendix 1)  
Equalizer (Appendix 2)  
Pre-assessment Task: Frayer Model (Appendix 3)  
Students give their impression and describe the features of the Reformation with examples.  
(From foundational to transformational)

#### Lesson 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps in the lesson</th>
<th>Learning and teaching activities</th>
<th>Elements / strategies of Differentiated Instruction</th>
</tr>
</thead>
</table>
| 5 mins | Review | • Review what students learned last lesson: Humanism affected different aspects of life. People began to develop critical thinking and challenge the Church’s teaching. | Teaching pace will be adjusted timely according to the response from students.  
Refer to Fact sheet about the Reformation (Appendix 4) |
| 10 mins | Clarifying concepts from pre-assessment results | • Teacher asks students, ‘What is the Reformation?’  
• Share the pre-assessment results and explain the concepts of ‘Catholic Church’ and ‘Protestant Church’.  
• Introduce the two branches of Christianity. | Teacher shares good work done by students and correct the wrong concepts identified from Frayer Model. |
| 15 mins | Teaching | • Introduce the background of the Reformation by using 5 WH-questions. (What, when, where, who and why did the Reformation start?) | Refer to Fact sheet about the Reformation (Appendix 4) |
| 20 mins | Discussion time | • Introduce the discussion question, ‘Do you agree with Martin Luther who set up a new Church during the Reformation?’ (To develop students’ empathy and critical thinking skill.)  
• Divide students into a group of 4 and ask them to present their views afterwards. | Group Activity Worksheet/Risk Evaluation Report (Appendix 5 and 6)  
Students are with mixed abilities. The high achiever(s) in each group may opt to complete the Risk Evaluation Report.  
(From structured to open) |
| 15 mins | Questioning and students’ responses | • Give feedback to students’ presentation. Relevant questions will be asked. | Tiered questions are asked to provoke students’ thinking and let them understand the split of Christianity. |
| 10 mins | Consolidation activity | **Follow-up Task:**  
Teacher asks students to complete the Exit Card. | Exit Card (Appendix 7)  
(From concrete to abstract)  
Teacher collects Exit cards from students to understand their learning progress and identify their learning difficulties to inform planning of next lesson. |
| 5 mins | Summary | • Assign home assignment.  
• There are two tasks for students to choose in order to cater for learning diversity.  
• Searching for information: extended learning to enrich students’ knowledge. | Home assignment (Appendix 8)  
Students’ work (Appendix 9) |
Data collected from Form A

Number of Students: 40

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
<th>Q12</th>
<th>Q13</th>
<th>Q14</th>
<th>Q15</th>
<th>Q16</th>
<th>Q17</th>
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<tbody>
<tr>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
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<td>5%</td>
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</table>

Data collected from Form B

<table>
<thead>
<tr>
<th>Reading level R(1-3)</th>
<th>Writing level W(1-3)</th>
<th>Group (G) / Solo (S)</th>
<th>Interests</th>
<th>Visual (V)</th>
<th>Auditory (A)</th>
<th>Kinesthetic (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 : 0%</td>
<td>W1 : 0%</td>
<td>G : 65%</td>
<td>Reading : 12%</td>
<td>V/A : 41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2 : 47%</td>
<td>W2 : 59%</td>
<td>S : 29%</td>
<td>Drama : 12%</td>
<td>V/A : 41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R3 : 53%</td>
<td>W3 : 41%</td>
<td>S&amp;G : 6%</td>
<td>Public speaking: 6%</td>
<td>V/A : 41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Drawing : 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Music : 18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dancing : 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Others : 28%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Critical thinking skills C1(1-3)

| C1-1 : 0% | C1-2 : 59% | C1-3 : 41% |

Collaboration skills C2(1-3)

| C2-1 : 0% | C2-2 : 25% | C2-3 : 75% |

Creativity C3(1-3)

| C3-1 : 0% | C3-2 : 53% | C3-3 : 47% |

Equalizer: A tool for differentiating process and product

Topic: The Reformation (S2)

**Foundational**
What were the characteristics of the Reformation in the 16th century?

**Transformational**
What was the relationship between the Renaissance and the Reformation?

**Structured**
Suggest some ways to stop corruption in the Roman Catholic Church in the 16th century.

**Open**
Evaluate the risk of possible responses of Martin Luther to the corruption in the Roman Catholic Church.

**Concrete**
Name some protestant countries after the Reformation.

**Abstract**
What is the meaning of the Protestant Reformation?

Please complete the following task.

**What is this movement about?**

**The Reformation**

**Characteristics**

Name the country/countries with the most Roman Catholics today.

Name the country/countries with the most Protestants today.

Name the country/countries with the most Roman Catholics today.
Fact sheet about the Reformation

1. How did the Renaissance affect religion?
   • Humanism → questions / freedom to express / independent thinking → the Reformation

2. 5 WH questions

<table>
<thead>
<tr>
<th>What is the Reformation?</th>
<th>A religious movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>AD 1517</td>
</tr>
<tr>
<td>Where?</td>
<td>Wittenberg, Germany</td>
</tr>
<tr>
<td>Who?</td>
<td>Martin Luther</td>
</tr>
<tr>
<td>Why?</td>
<td>See process of the Reformation</td>
</tr>
</tbody>
</table>

3. Process of the Reformation
   • What Churchman should NOT do?
     Not allowed _______ to get married, have children and own much money _______
     • If a person bought an indulgence, he would not be punished by God for his sins.
     • Martin Luther went to Rome. He found that the churchmen who sold _______ indulgence ________ were very corrupt.

   If you discovered corruption like what Martin Luther did, what would you do?
   You may wish to prepare a risk evaluation report too.

   • Martin Luther suggested reforming the Roman Catholic Church.
     - he nailed _______ 95 Theses _______ to a church door in Wittenberg
     - listing all the wrongdoings of the church
   • What was the response of the churchmen in the Roman Catholic Church?
     The churchmen were _______ angry _______, Martin Luther was _______ excommunicated _______ in 1521.
     He set up _______ protestant _______ Church (new church) and founded _______ protestantism _______
     (Name of the Christian faith).
   • Martin Luther’s new ideas:
     - If we believe in God, we can be saved. No rituals are needed. (i.e. need not buy indulgence!)
     - Believe what the Bible says instead of what the Pope said.
     - Anyone can be a _______ priest _______. No different religious classes.
4. Question for discussion
Do you agree with Martin Luther who set up a new church during the Reformation? Can you suggest another way to solve the problem? Explain your answer.

5. Effects of the Reformation
The Reformation spread from Germany to other places in Europe
- Split of the church
  (i) Roman Catholic Church
  (ii) Orthodox Church
  (iii) Protestant Church
- Reforms carried out by Pope Paul III (e.g. ban on selling indulgences, set up schools to train the priests.)
Part II : B. Contents
Junior secondary (S1-3)
3. The Reformation
(Tiered activities)

Group Activity Worksheet
Group No.: ________________

Group members:

Student A : ________________ (  ) , Group Leader
Student B : ________________ (  ) , Secretary
Student C : ________________ (  )
Student D : ________________ (  )

Do you agree with Martin Luther who set up a new church during the Reformation? Can you suggest another way to solve the problem? Explain your answer.
Group discussion: Risk Evaluation Report (Optional)
Evaluate the risk of possible responses of Martin Luther to the corruption in the Roman Catholic Church. Circle the response(s) that you choose and give reasons.

<table>
<thead>
<tr>
<th>Possible responses</th>
<th>Suggest possible consequence(s). Circle the appropriate one. Write on the given lines, if necessary.</th>
<th>Risk (Circle the appropriate one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not to do anything</td>
<td>Could / could not solve the problem of selling indulgences and corruption because</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>2. Negotiate / talk with the Roman Catholic Church</td>
<td>Could / could not solve the problem of selling indulgences and corruption because</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>3. Set up a new church</td>
<td>Could / could not solve the problem of selling indulgences and corruption because</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>4. others:</td>
<td>Could / could not solve the problem of selling indulgences and corruption because</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>
Exit Card

1. Name TWO protestant countries in Europe after the Reformation.
2. Write One person or thing in the Reformation that impressed you most and give reasons.

Home Assignment  Complete one of the following tasks

(a) Write at least 50 words to respond the discussion question, ‘Do you agree with Martin Luther who set up a new church in Reformation?’ Why?

(b) Search information from the internet on the split of Christianith (e.g. Martin Luther, the Reformation, etc.) and write down the effects of the Reformation on Europe.

I choose (a) or (b) (please circle the correct one) as my assignment
### 1. Risk Evaluation Report

**Risk Evaluation Report**

Assess the possible responses of Martin Luther’s discovery of corruption in the Roman Catholic Church. Tick the □ response(s) that you will choose.

<table>
<thead>
<tr>
<th>Possible Response</th>
<th>Suggest possible consequence(s)</th>
<th>Risk (Circle the appropriate one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Did not do anything</td>
<td>- Could/could not solve the problem of selling indulgences and corruption</td>
<td>High/Medium/Low</td>
</tr>
<tr>
<td>(b) Negotiate/talk with Roman Catholic Church</td>
<td>- Could/could not solve the problem of selling indulgences and corruption</td>
<td>High/Medium/Low</td>
</tr>
<tr>
<td>(c) Set up a new church</td>
<td>- Could/could not solve the problem of selling indulgences and corruption</td>
<td>High/Medium/Low</td>
</tr>
<tr>
<td>(d) Others:</td>
<td>- To write a book to reflect the abuse indulgences and corruption</td>
<td>High/Medium/Low</td>
</tr>
</tbody>
</table>

- *Independent*
2. Home assignment

History
Chapter 1: Impact of Renaissance - Reformation
Take-home Assignment

Complete one of the following tasks
(a) Write at least 50 words to respond to the discussion question, "Do you agree with Martin Luther who set up a new church in Reformation?"

(b) Search information from the internet on the split of Christianity (e.g. Martin Luther, Reformation, etc.) Then download the searched materials on the found websites.

I choose (a) or (b) (please circle the correct one) as my assignment.

I agree with Martin Luther who set up a new church in Reformation because it can prevent the churchmen were very corrupt and it also made the people didn’t waste money for buying indulgence. In addition, it made the atmosphere of the society become better and not many people to have a superstitious belief in buying indulgence.