Interact
Learn Through Experience

MARTIN LUTHER

A re-creation of his 1521 trial for heresy

ALLYSON STELLA, the author of MARTIN LUTHER, has written three other simulations for **Interact** in the American Health series: CIGARETTE ON TRIAL, CONGRESSIONAL HEARING ON MARIJUANA USE, and SCHOOL BOARD HEARING ON TEENAGE ALCOHOL ABUSE. She received her B.S. degree in health science and a supplementary credential in social studies from Cal State Long Beach and teaches American History at East Middle School. She serves as the social studies mentor teacher for the Downey Unified School District in Downey, California. In her spare time Allyson enjoys American history, antique shopping and spending time with her husband Rick and daughter Markie Ann.

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PURPOSE - 1

Martin Luther

In the history of the United States, we as Americans have enjoyed the freedom to challenge the philosophies and ideas of our government and, through our Constitution's amending process, to make changes in our government.

In other countries and in other times, freedoms haven't always been granted. During the 15th and 16th centuries Europeans lived under the Catholic Church doctrine. At that time many Christians lost confidence in the church's ability to provide leadership. Many church leaders became interested in world affairs and especially Italian politics. Some even led questionable lives, charging Christians large fees for baptism, marriages, and funerals, and then also selling indulgences for past sins. At this historical time many of the faithful began clamoring for reform.

In this context, Martin Luther, father of the Reformation, appeared and ignited the fiery controversies over controversial church teachings. In his 95 Theses, Luther attacked church practices as well as its leaders. For his efforts Martin Luther was excommunicated from the church and charged with heresy.

Your students will re-create Martin Luther's debate with Johann "John" Maler von Eck at Leipzig and his trial in Worms in 1521. During the preparation, the trial itself, and the follow-up students will learn the issues that confronted Luther and other Christians in the 16th century. Some students will assume roles such as Emperor Charles V, members of the Diet, Luther himself, and various townspeople or spectators inside the Bishop's Hall in Worms, Germany. This re-creation's purpose goes beyond understanding the 1521 trial. Your students will also understand Martin Luther's impact on later generations and the reforms that were made in church teachings and practices. Specifically your students will experience the following:

Knowledge

1. Understand the teachings, practices and influences of the Catholic Church on European Christian society in the 1520s.
2. Identify Martin Luther's contribution to the Reformation.
3. Know how one person can fight against unsavory practices and have a major impact on history.
4. Understand how a religious trial of the 16th century was conducted.

Skills

1. Outline major issues discussed in the trial.
2. Utilize oral skills to sway opinion toward one side or the other.

Feelings

1. Try to do one's best while playing a role which prosecutes or defends Martin Luther.
2. Take a stand for or against Martin Luther in his battle against Catholic Church doctrine.
3. Sense what it was like to live in the 1520s and deal with a dangerous issue such as religious heresy when the outcome could mean reform, banishment, or death.

OVERVIEW

The trial of Martin Luther is given but a few paragraphs in most history books. He and the battle he fought—reforming of the Catholic Church—deserve more study. For Martin Luther symbolizes the split within Christianity between Protestantism and Catholicism. This split affected all nations in Europe in their political, social, and economic development. Martin Luther also continues to be the source of strong influence in Christian thinking, and, in doing so, he has bequeathed to many Americans a rich and colorful religious heritage.

The trial of Martin Luther took place in the Bishop's Palace in Worms, Germany, from April 17 to April 26, 1521. The actual questioning and the speeches were made on April 17 and 18. Between April 18 and the day his fate was announced on April 26, Luther was counseled many times to take back at least a few of the statements he wrote in his books and pamphlets. Each time, he stood his ground and refused.

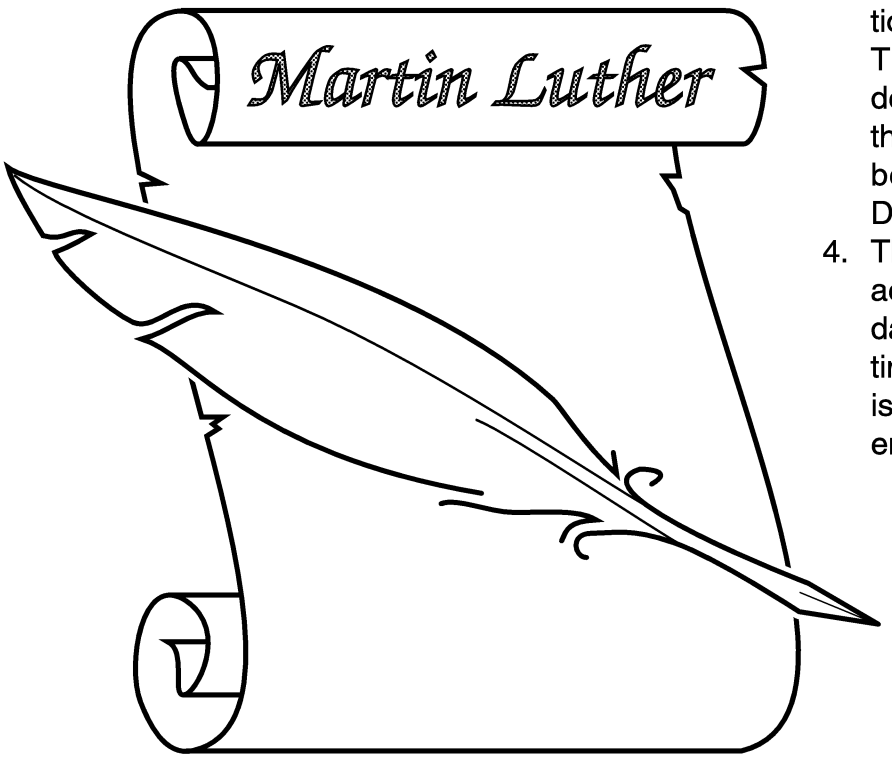
In this interactive activity, your students will participate first in a re-creation of the debate between Martin Luther and John Eck at Leipzig, which occurred two years prior to Luther's trial in Worms. Here, Luther and Eck will debate the theological issues stated in Luther's 95 Theses. On the following day (or the same day) your students will stage a re-creation of Martin Luther's trial before the Diet of Worms. A debriefing will follow the trial as townspeople (audience members) of Worms will be interviewed on the information discussed during the trial.

As a teacher you may want to add your own creative ideas to enhance this re-creation. The more you strive to make the trial seem realistic, the more your students will respond and play their roles with dramatic flair.

Teaching about religion will require care and tact on your part, but students do need opportunity during their identity crisis years to discuss the impact of religious beliefs upon history.

HISTORICAL ACCURACY

1. In the debate between Martin Luther and John Eck, your students will re-create this event the day before or on the same day of the trial. In actuality the debate occurred about two years prior to the trial. You may want to have a student pose as a stagehand who walks across the room with a sign that reads ***"Two years later!"***
2. Some of the persons serving on the Diet of Worms are fictitious. For educational purposes questions were created in order to extract Luther's theological beliefs. In the real trial Luther was asked few questions; he then responded with lengthy speeches.
3. In the actual trial in Worms, Luther was primarily questioned by the archbishop of Trier. To involve more students who are members of the Diet, the questioning has been divided among the Diet.
4. The Edict of Worms was actually issued a couple of days after the trial, but for time's sake, the emperor will issue Luther's fate at the end of the trial that day.



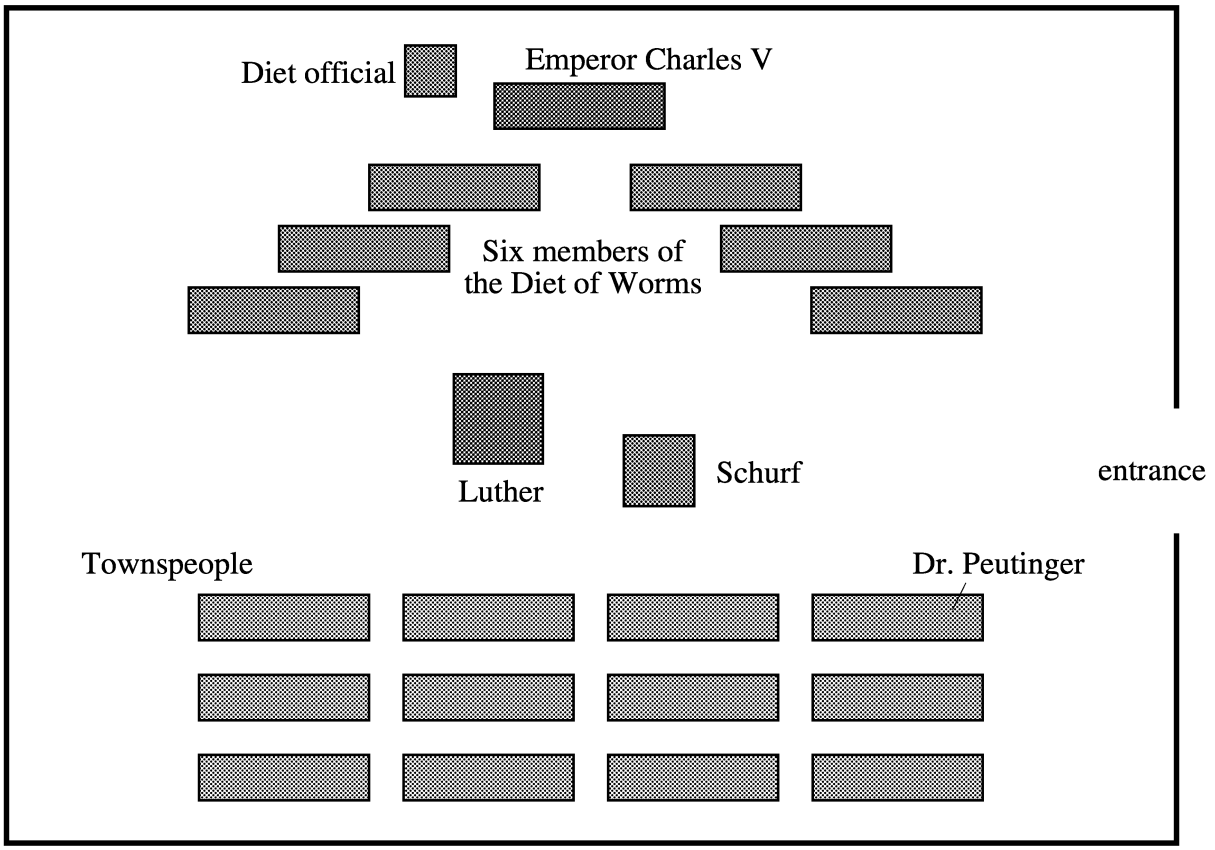
SETUP/TEACHING DIRECTIONS - 1

Before the debate

1. About a week before the debate, duplicate the following items in the quantities designated for each class:
   - ROLE SHEET FOR MARTIN LUTHER (1)
   - ROLE SHEET FOR JOHN ECK (1)
   - ROLE SHEET FOR MODERATOR/INTERVIEWER (1)
2. About four days before the debate is scheduled to begin, select students to assume the above roles. You may want to ask for volunteers.
3. If you wish to use the VOCABULARY and the CROSSWORD PUZZLE activities during your study, duplicate these items in the quantities designated for each class:
   - VOCABULARY (class set)
   - CROSSWORD PUZZLE (class set)

Before the trial

1. About one week before the trial is to begin, duplicate the following items in the quantities designated for each class:
   - TRIAL SEQUENCE AND PROCEDURE SHEET (20)
   - ROLE SHEET FOR MARTIN LUTHER (1)
   - ROLE SHEET FOR EMPEROR CHARLES V (1)
   - SUPPORTING ROLES 1 (7); 2 (3); 3 (2); 4 (2); 5 (2); 6 (2); 7 (1).
2. At least four days before the trial is to begin, assign roles for participants in the trial. You may want to ask for volunteers; however, it is suggested that you dictate the major roles of responsibility and allow volunteers to assume the minor roles.
3. Three days before the trial and debate is to begin, start leaving quotes on the chalkboard. (See Optional Creative Ideas.)
4. At least one day before the debate/trial, make sure that the members of the Diet and Luther have the opportunity to meet with each other to secure their plans.
5. Prepare lessons prior to the debate/trial which deal with the Reformation. (A film, video, filmstrip, or lecture would be appropriate.)
   - If you wish to use the VOCABULARY and CROSSWORD PUZZLE activities, hand them out and establish due dates. Both these activities are appropriate for cooperative learning. Consider pairing students to do these activities together.
6. The afternoon before the debate/trial begins, try to set up your class meeting hall. A suggested room arrangement appears at the top of the next page.



7. Use folded sheets of paper or posterboard to make individual name sheets to place on the long table or desks where the Diet members will sit.

8. Consider the Optional Creative Ideas on page 10.
9. Ask if any student involved in the trial has any questions.

Day 1

1. Introduce the whole class to the Reformation with a lecture, video segment, filmstrip, or some selected reading.
2. Pass out the BACKGROUND ESSAY. After the class has read the essay, go over its contents *carefully* so that those students who won't be actively participating in the debate/trial will mentally be ready. You may want to make a study guide with

questions about the reading. *Encourage students to learn how to use felt marking pens that college students are using so effectively in today's college classes.*

3. Allow 10-15 minutes for participants to meet with each other to take care of any last-minute questions.
4. Encourage role-players to dress up for their roles.
5. If you plan to use risers, have them delivered to your room.

Day 2: Martin Luther/John Eck debate

1. Make sure role-players are in their correct positions.
2. Just before the moderator begins the debate, ask if there are any questions about the material you handed out and discussed.
3. Remind the spectators observing the debate of their responsibility to take notes on the major issues of the debate. You may wish to use a variation of Interact's RESPONDING cross-disciplinary writing program that is partially demonstrated below and at the left.
4. Get the class quiet and allow the moderator to begin with the interview of Luther and follow with the debate.
5. If time permits, go over with the class the major issues brought up in the debate.

Research shows that the process *of writing in the classroom is as important as the* product...

If you are serious about helping your students learn more through the writing process, please contact ***Interact*** *about our powerful* RESPONDING *cross-disciplinary writing program. Hints about* Responding's *power can be found at the right under*

❶ *and*

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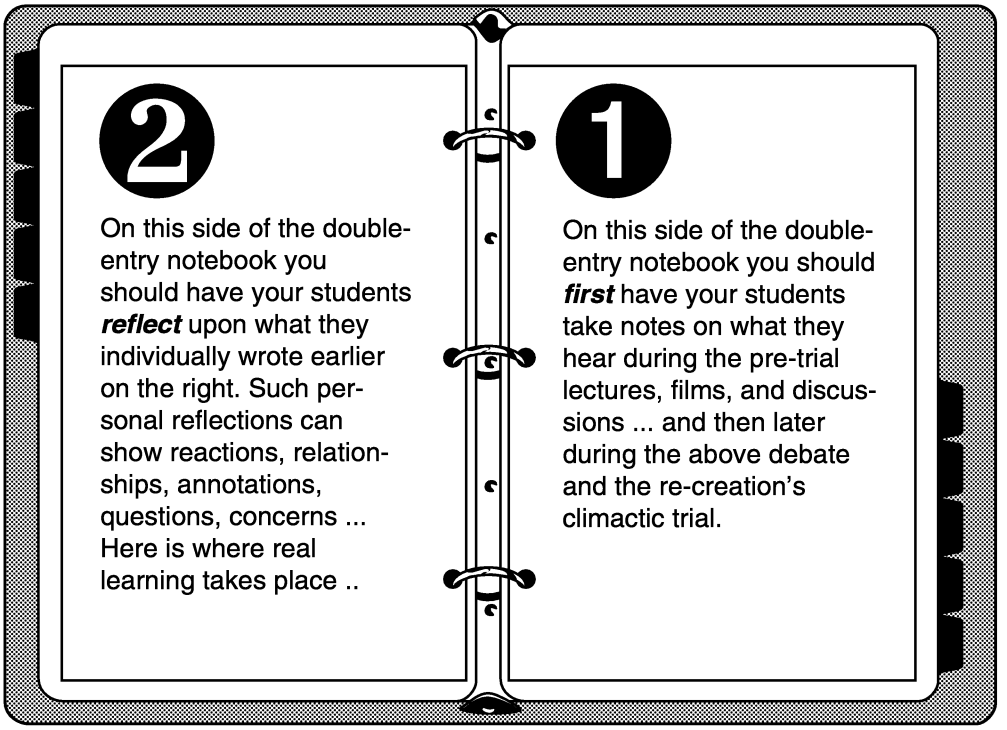
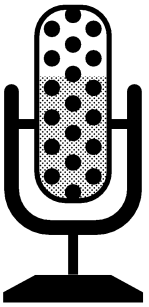


Day 3 (or the same day) **The trial of Martin Luther**

1. Make sure all role-players are dressed in costume and in their correct positions.
2. Just before Emperor Charles V begins the trial, ask if there are any questions.
3. Remind the observers in the Bishop's palace of their responsibility to take notes on the trial's procedures, the issues discussed, and the trial's outcome.
4. Get the class quiet and allow the trial to begin, following the TRIAL SEQUENCE sheet.
5. Hold the debriefing (Interviews with the townspeople).

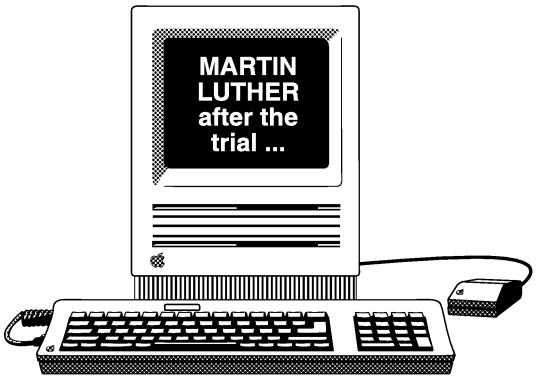
O P T I O N



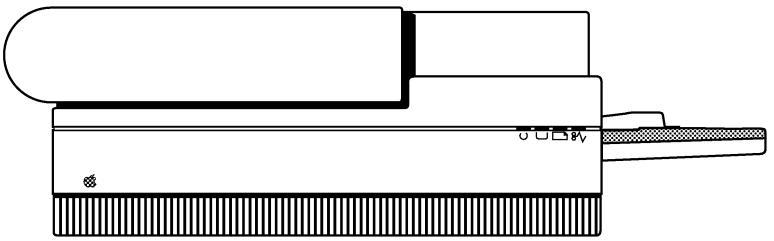
*Students today rarely **listen** to anything approximating the spoken word on radio. Giving them this experience could allow you to open up an interesting discussion on how the various media are affecting the way we gather and process information in a free society.*

Day 4

1. To inform the students of what happened to Martin Luther after the trial, you may duplicate the HISTORICAL AFTERMATH sheet and have students read it before a general discussion. Here is a recommended variation: The author has found it fun to audio tape record the HISTORICAL AFTERMATH as if Martin Luther were telling his fate. *Record a mature male voice with a German accent if possible.*

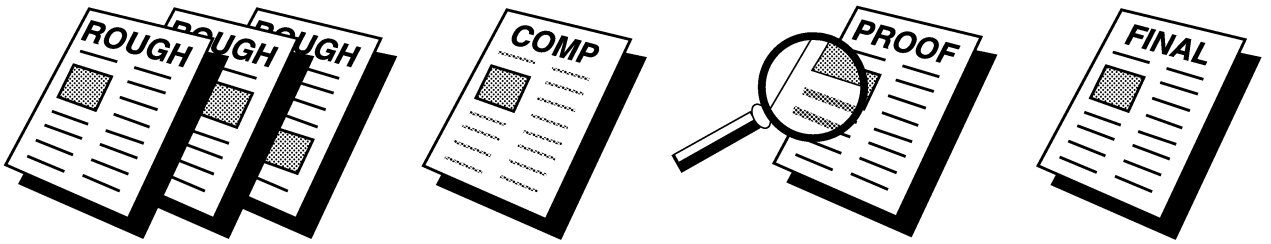


User-friendly computers, desktop publishing software, and LaserWriters put newspaper projects such as this easily within your capable students' reach. Stretch them!



Followup-activities

1. In lieu of the HISTORICAL AFTERMATH, you could assign the students a report on Martin Luther's life after the trial.
2. Have students in groups of four write a Reformation Newspaper, with articles about the events that led up to the trial, the trial itself, and the aftermath of the trial.
3. Students might also include in such a newspaper a horoscope, a crossword puzzle, a Dear Luther column, an obituary/wedding section, etc.—all referring to the period. The author has found this activity to be effective in tying together a specific unit of history. It will also allow your students to be creative as they work on the higher levels of Bloom's *Taxonomy*.

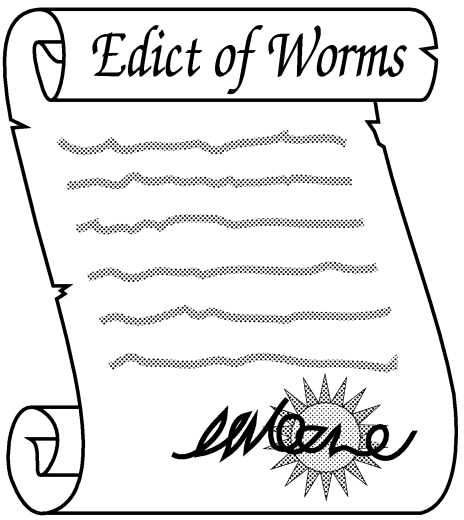


If you have ever worked with a group putting together a newspaper, you know how rewarding it can be as all of you struggle under pressure to meet a deadline ... And then when you hold the final copy in your hands and look at one another ... ***Wow!*** *Don't underestimate the amount of peer teaching and lasting learning that can result from such a project in your social studies class.*

A concern

See earlier comments in the margin on page 3.

Some communities are sensitive to the teaching of religion, even in a historical perspective. If you feel, as a teacher, that you would encounter objections from parents or community leaders, the author suggests that you seek the support of your administration, stressing the fact that this trial in world history does not attack Christianity or Roman Catholicism. Rather it explores Christianity and the role Luther played in world history.



Optional creative ideas

1. Build enthusiasm days before the trial by posting signs in the windows or writing phrases in colored chalk on the chalkboard “Into the fire with him,” or “Bundschuh” (a German password of peasant uprisings), or “Woe to the land whose king is a child,” or “Martin Luther is a heretic,” or “Luther speaks the word of the Scriptures.”
2. Use risers in the trial. Most schools have them around for assemblies. The author has found 16" to 24" risers are about the right height. Place the Diet members on the risers to intimidate Luther and his supporters.
3. As Luther entered the Bishop’s Hall, he recognized a friend in the crowd and called out happily: “Dr. Peutinger! Are you here, too?” You may want to plant in the crowd or audience a Dr. Peutinger who waves back at Luther. The author has included this role in the TRIAL SEQUENCE sheet.
4. You may want to stack several books and pamphlets on a desk so the members of the Diet may refer to them. On the TRIAL SEQUENCE sheet a Diet member reads a few of the titles that Luther claims to be his. Go to the library and check out the actual books. Or use covered history books, etc.
5. You may want to assign a couple of students to make a scroll with the Edict of Worms printed on it. That way when it is time for the members of the Diet to sign the Edict of Worms there is something really there to sign. (The edict is found at #53 in the TRIAL SEQUENCE sheet.)
6. You might have an artistic student create pretend torches to light the bishop’s palace.

UNIT TEST answers

1. b; 2. b; 3. a; 4. d; 5. a; 6. a; 7. d; 8. d; 9. b; 10. d.

REFORMATION CROSSWORD PUZZLE answers

Across clues:

1. excommunicate
3. edict
5. salvation
6. heretic
9. laity
11. theses
12. Diet
14. sacrament
15. papacy

Down clues:

1. ecclesiastical
2. theology
4. pagan
7. bull
8. reformation
10. indulgences
13. monk
15. papal

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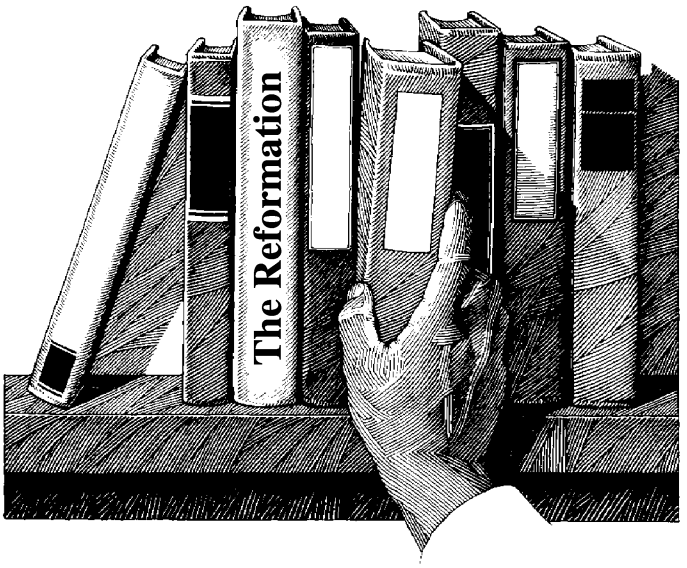


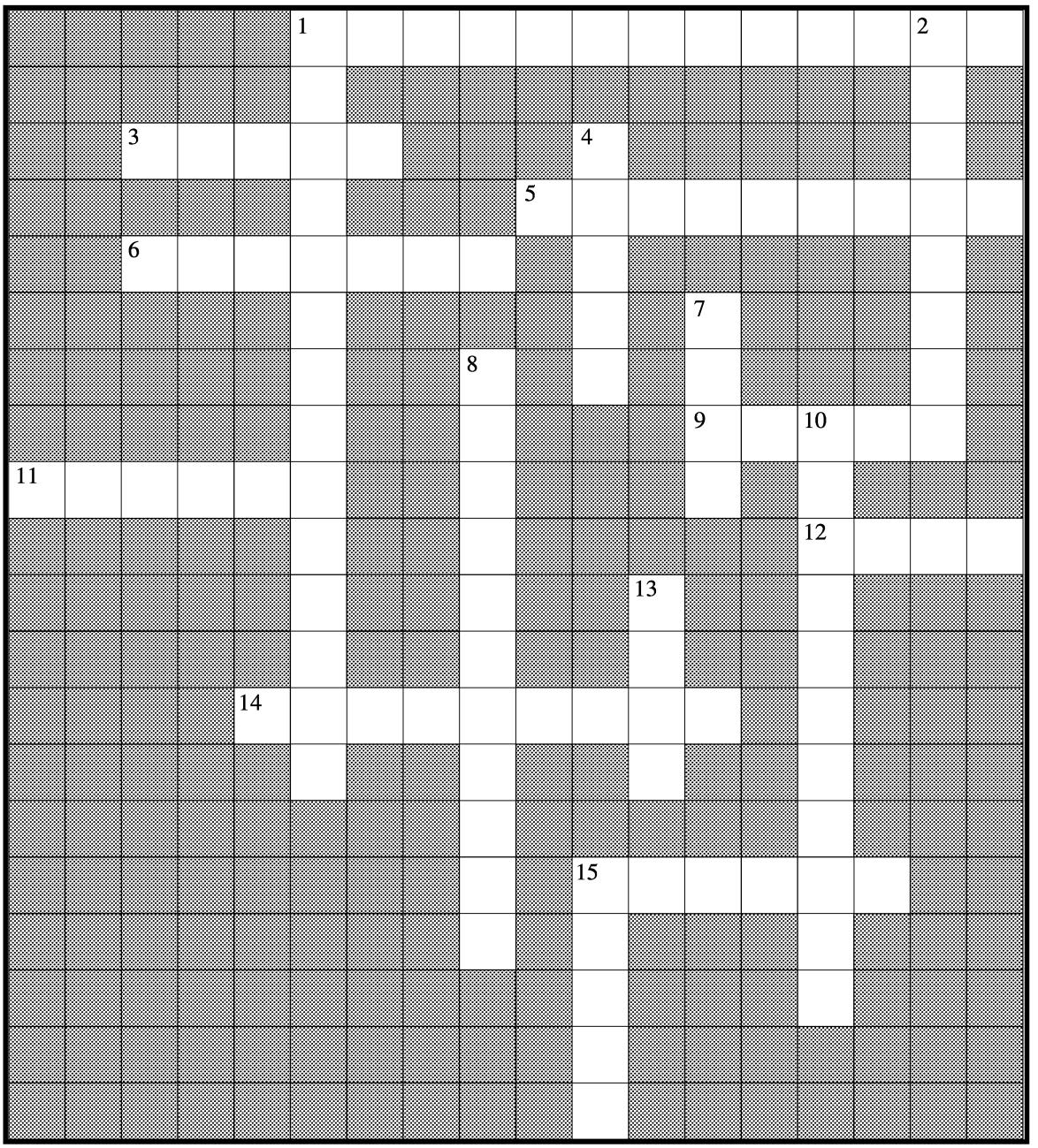
Work with your friendly school librarian to find books on Luther and his historical period. Possibly you two will want to set up a ***Reserve Shelf: LUTHER.***

VOCABULARY

Directions: Use a dictionary or your textbook's glossary to define the following words used in this unit on the reformation. Write definitions *in your own words* on this paper.

1. papal
2. edict
3. bull
4. Diet
5. indulgences
6. theses
7. reformation
8. heretic
9. monk
10. sacrament
11. pagan
12. laity
13. ecclesiastical
14. salvation
15. theology
16. excommunicate
17. papacy

REFORMATION CROSSWORD PUZZLE



Across clues

1. To exclude from a church
3. A public order
5. Spiritual rescue from sin
6. A person who speaks against church beliefs
9. Not of the clergy
11. Propositions to be defended in arguments
12. Official assembly
14. A Christian rite
15. Referring to the pope

Down clues

1. Of the church or clergy
2. The study of religion
4. One who has no religion
7. Official document from the pope
8. A religious movement that established protestant religions
10. These were sold for remission of sins
13. A man who joins a religious order living in retirement
15. Means of the pope

UNIT TEST - 1

Multiple choice

Your name: _____

1. An official statement issued by a pope is called:
   a. A heretic
   b. A bull
   c. A sacrament
   d. An indulgence

2. The emperor in charge of Luther's trial was:
   a. Leo X
   b. Charles V
   c. Frederick II
   d. Henry VIII

3. What influenced Luther to become a monk?
   a. His experience in a thunderstorm.
   b. His father.
   c. A friend.
   d. A meeting with the pope when he was a child.

4. Martin Luther's trial took place in:
   a. Saxony
   b. Berlin
   c. Wartburg
   d. Worms

5. Martin Luther believed all priests should be allowed to marry.
   a. True
   b. False

6. What event began the controversies surrounding Luther's ideas?
   a. The posting of the 95 Theses.
   b. The Leipzig debate with John Eck.
   c. The Diet of Worms.
   d. Luther's translation of the Bible from Latin to German.

7. Which of the following was *not* a belief held by Luther?
   a. Salvation could be reached by faith alone.
   b. The sale of indulgences for the remission of sins was wrong.
   c. Each person who had faith could have a personal relationship with God.
   d. Through "good works" a person could achieve salvation.

UNIT TEST - 2

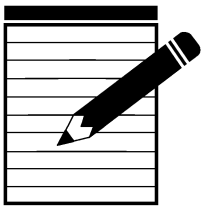
Your name: _____

8. Martin Luther:
   a. Was born in Saxony, Germany, in 1483.
   b. Lived in a god-fearing environment.
   c. Made his father proud when he became a monk.
   d. Answers a and b are correct.

9. The period which ran concurrently with and encouraged learning and art was:
   a. The Crusades.
   b. The Renaissance.
   c. The Westward Movement.
   d. The Age of Communism.

10. Martin Luther debated this man at Leipzig:
   a. John Staupitz
   b. Karlstadt
   c. John Huss
   d. John Eck

Essay questions



The notes you took during this unit should help your planning for this essay examination.

1. Do you consider Martin Luther a hero or a heretic? Explain your answer. (Start your essay with a thesis statement which lists separate reasons why Luther could be considered a hero or a heretic. Then support or explain each reason in a single paragraph. Sequence these paragraphs in the order in which you listed these reasons in your thesis statement. Note: Interact's STEPS program is very helpful in teaching students how to do this.)

2. "Martin Luther did more than speak against the practices and beliefs of the Catholic Church. He spoke for the practices in which he believed." In an essay, explain what Martin Luther's major beliefs were. (Start your essay with a thesis statement which lists several of Luther's beliefs. Then develop each belief in a single paragraph. Sequence your belief paragraphs in the order in which you listed Luther's beliefs in your thesis statement.)

3. In an essay, explain the impact Martin Luther's ideas and actions have had on future Western society and religion. (Start your essay with a thesis statement which lists several ways Luther's ideas and actions have influenced Western society and religion. Then develop each *way* in a separate paragraph. Sequence your *way* paragraphs in the order in which you listed Luther's impact in your thesis statement.)

HISTORICAL AFTERMATH - 1

"A single friar who goes counter to all Christianity for a thousand years must be wrong ... I will proceed against him as a notorious heretic."

On May 26, 1521, Emperor Charles V issued these words in the Edict of Worms. It declared Martin Luther an outlaw and heretic. According to Charles' order, no one in the empire could help Luther seek food or shelter. In addition, all of Luther's books were to be burned. Legally, Luther had nowhere to go.

As the emperor read the edict, Luther and a few of his supporters rode homeward in two carriages. At every town Luther and his fellow travellers received enthusiastic support. Soon, however, Luther found himself in the Thuringian forest with one travel companion, Brother Petzensteiner. Suddenly surprised, they encountered a band of horsemen which swept down upon them. Brother Petzensteiner jumped from the wagon and ran into the bushes. Luther was taken prisoner at Wartburg Castle, which overlooked the town of Eisenach.

> *"Rumors sprang up ..."*

Rumors sprang up: "Luther's corpse was found with a dagger in his heart" ... "He had been murdered by the pope's order!" However, the truth of the matter was that Luther had arranged the kidnapping with Elector Frederick the Wise, resident of the Wartburg Castle. Luther remained a willing prisoner at Wartburg Castle for 10 months.

During his stay at Wartburg, Luther suffered a nervous disorder. At night he began hearing sounds of mice and martens, creaking floors, and howling winds. Increasingly he was mentally depressed. During his long, sleepless nights, Luther went over and over the events that had brought him to his present situation. He often felt remorse. Luther reported several visits from Satan. "Are you the only wise one?" Satan whispered in Luther's ear. "Has God allowed the world to be in error for hundreds of years until you came?" the devil continued. "I learned then how it comes about that men are found dead in bed," Luther wrote. "The devil can strangle the body and terrify the soul with his arguments..."

Many of Luther's emotional problems stemmed from his physical condition. While at Wartburg, Luther feasted on rich foods and had little exercise. He was tormented by constipation and hemorrhoids. However, he did accomplish a few things during his stay at Wartburg. He translated the Bible into German and wrote a few pamphlets.

HISTORICAL AFTERMATH - 2

In 1522 Luther returned to Wittenberg. There he discovered that many of his beliefs had been accepted. Town priests had given up their colorful robes. They called themselves ministers and dressed in plain clothes. Services were led in German, not Latin. Some ministers even were married. Luther married in 1525 to a former nun, Katherine von Bora. Eventually, they were to have six children.

> *"Here I stand ..."*

Luther and his supporters worked diligently to reform the Catholic Church. Their hard work resulted in the Protestant Reformation and in a separate religious group called Lutherans, which spread throughout northern Europe. It was Martin Luther's faith and determination that led to reform. As Luther said: "Here I stand; I cannot do otherwise. God help me. Amen." Luther died in 1546.

BACKGROUND ESSAY - 1

...the printing press...

It is April 17, 1521. Martin Luther, dressed in a black robe, stands anxiously before the Imperial Diet (assembly) of the Holy Roman Empire. The young emperor Charles V glares from his throne at the 37-year-old Martin Luther. Torches light the great hall in Worms (Vawrms), Germany. The hall is crowded as many await the fate of Martin Luther, accused of heresy against the Roman Catholic Church. Luther, a simple, but dedicated priest, has caused a dramatic stir with his unorthodox ideas, ideas which conflict with church doctrine. As he prepares to answer this difficult interrogation, many supporters reflect on the events and factors which brought Luther to this legislative body.

The church In the later Middle Ages, weaknesses arose within the Catholic Church. Some of the clergy led sinful lives, forgetting their church vows and responsibilities. Many became interested in world affairs. Some popes, for example, became involved in Italian politics. In addition, the growing wealth of the church led to corruption. Men bought positions in the church so they could enjoy the luxuries in life. Many reformers tried to purify the church. They wanted to return to its old ideals of poverty and service. Because the church in Rome was distant from Germany, the opportunity to oppose the church seemed right. A strong leader was the only element needed to bring a revolution against the church's authority. Martin Luther became that leader, and the movement he began changed European history.

The Renaissance During the 1300s and 1400s society in Western Europe experienced many changes. People became interested in learning and art. Some people called for a change in the way the Catholic Church taught and practiced Christianity. Scholars, artists, musicians, playwrights, scientists, and inventors emerged during the Renaissance, a word literally meaning "rebirth." The Renaissance brought about a revolutionary invention—the printing press. Invented by Johann Gutenberg, the printing press prepared the way for a religious revolution. First, many writers criticized the corruption of the popes. Second, printed books on religion encouraged the strict devotion to religious duties. Third, the printing press made the Bible available to all Christians who could read. Some, like Luther, interpreted what they read differently than the church.

The need for reform Europeans in the 1500s expected higher standards and conduct from priests and church leaders. Groups of Christians throughout Europe had established strict standards for their own lives. However, the church had become worldly. To

pay for projects and wars the church increased the fees that Christians paid for baptism, marriage, and funerals. The church also allowed the sale of indulgences, which were pardons from the church for certain sins. Hoping to lessen God's punishment upon them, Christians bought the indulgences which were often for sale at the marketplace.

... the 95 Theses ...

Martin Luther Martin Luther was born in 1483 in Saxony, Germany. His strict parents raised him in a god-fearing environment. Luther escaped death at 21 in a thunderstorm, after a lightning bolt nearly struck him down. He cried, "St. Anne, help me! I will become a monk!" Luther began his religious career after this incident to the disappointment of his parents, who wanted their son to be a lawyer.

As a monk, Luther tried desperately to confess his sins through fasting and sleeping without a blanket in freezing temperatures. He still felt God rejected him. One night Luther was alone studying the Bible and became puzzled over the phrase, "The just shall live by faith." He realized that having a strong faith in God was all that mattered.

The 95 Theses Martin Luther was disturbed by the church practice of the sale of indulgences. He wrote 95 theses (formal statements written for argument) which attacked the priests who sold indulgences. He posted his theses on the door of All Saints Church in Wittenberg. He challenged anyone who disagreed with his theses to debate him. People became excited, and in a short time copies of Luther's theses were printed and disseminated all over Europe.

Reaction to the 95 Theses Pope Leo X became alarmed at Luther's beliefs. Pope Leo X warned Luther to take back his statements. When Luther refused, the pope excommunicated him from the Catholic Church. Emperor Charles V was told by the pope to put Luther on trial for heresy. Charles promised Luther and his supporters a fair trial and also promised Pope Leo X that Luther would be found guilty of heresy.

Conclusion Martin Luther's public stand against the Catholic Church and its practices eventually led to great changes throughout the world. For some, Martin Luther was a hero; for others, Luther was a dangerous heretic. Nevertheless, Luther's stand set the stage for future reform movements.

Leipzig Debate:
Role Sheet for the Moderator - 1

Who you are

You are Frederick von Trapp, a 37-year-old respected professor of Latin at the University of Leipzig. You will to serve as moderator for this debate. Before the debate begins, you will ask Martin Luther four questions. Then you will ask both Martin Luther and Johann "John" Eck six questions each in the debate. Try to be informal and relaxed and get the two guests to do the same.

A word on the debate procedure

1. You may want to begin the debate with an introduction similar to the following: "Good day to all of you! We are gathered here today in the year of our Lord 1519 to witness the conflicts in theological ideas as professed by Father John Eck, who claims that the ideas found in the 95 Theses were spoken of a true heretic, and Father Martin Luther, whose ideas suggest that the ideas of the Catholic Church have been wrong for a thousand years and that the papacy is a false authority in the church. Let us now explore the opposing viewpoint of these two respected men. Welcome fathers. We will begin the questioning with Father Eck."
2. Then proceed with the questioning. *(It is recommended that you meet earlier with the two students who will be role-playing Eck and Luther to decide how you want to proceed with the questioning.)* You may ask each character all of the questions at once or you may want to ask Eck one question, then ask Luther a question, etc. In any case, encourage both debaters *not* to read their suggested responses. Instead encourage both to *speak* what is on their handouts and then to elaborate on their answers. Such elaboration will help their classmates understand what's been said. Perhaps the two speakers could make some visuals to clarify their points.
3. When all was said and done, Eck actually won the debate at Leipzig. However, you may have the class vote on whom they think was the most persuasive in his responses to your questions. You may do this by a show of hands, or you may have them write down the name of the character they think did the better job.
4. You may want to conclude the debate by saying something such as this: "Thank you all for coming. I think you will all agree with me when I say that I have a feeling that this is just the beginning of the controversy surrounding the ideas that we have heard today. We shall see ...."

Be fair to each debater ...

Leipzig Debate:
Role Sheet for the Moderator - 2

Questions you will ask Martin Luther

1. Dr. Luther, welcome. Please tell us why debates are so popular in our society today.
2. Mr. Luther where were you born, and when is your birthday?
3. Martin, I understand your father wasn't pleased with your decision to become a monk. What did your father want you to do with your life?
4. And last, Mr. Luther, please share with the audience the circumstances surrounding your decision to become a monk.

(The two debaters will assume their places and you will start the questioning.)

Debate questions you will ask John Eck

1. Professor, how did you come to the conclusion that the pope should rule the church on earth as God rules in heaven? Was it from a quote of some sort? Please explain.
2. Why do you think the Turkish conquest happened in Greece recently?
3. What question do you often ask yourself and others who doubt you about tradition?
4. What did Saint Dionysius believe regarding the papacy? Do you agree?
5. Would you please shed some light on your convictions that Martin Luther is a Hussite or someone who supports the views of John Huss?
6. Finally, Professor Eck, tell us what you have heard Father Luther call the pope. Are you shocked, disappointed, angry...?

Be tough in maintaining order ...

Debate questions you will ask Martin Luther

1. Padre, please tell us how you can abandon the idea of tradition in the church.
2. Tell us, father, what you mean when you say the Scriptures are "divine law."
3. How do the Scripture and tradition contradict each other?
4. Explain the views of John Huss for us. Do you believe in Huss' statements?
5. How do you feel about Huss' conviction as a heretic?
6. You have been known to say that God has allowed men to err for centuries. What does this statement mean?

LEIPZIG DEBATE:

Role Sheet for Martin Luther - 1

Who you are

You are Martin Luther, father of the Reformation and one of the pivotal figures of Western civilization. Your actions, theological beliefs, and writings instigated a movement that led to reform in the powerful Catholic Church in the 16th century.

You were born on November 10, 1483, in Germany at Eisleben in Thuringian Saxony. Your parents Hans and Margarethe were peasants. Your father, a copper miner, had high aspirations for you to become a lawyer. Your honorable decision to become a monk and priest disappointed your parents. It was on the way home from visiting your parents that you decided to devote your life to religion. You were nearly struck down in a thunderstorm, and out of fear you cried, "Help, St. Anne, and I will become a monk." Out of your fear of God you kept your promise.

Your controversial beliefs about the Roman Catholic Church has led you to this famous debate with John Eck, a Dominican professor who feels your background and theological beliefs are heretical!

Stand tall ...

Radiate sincerity ...

Interview questions you will be asked

1. Martin, could you tell us why debates are so popular in our society today?
2. Tell us, padre, where were you born, and when is your birthday?
3. What did your father want you to do with your life?
4. And last, Martin, please share with the audience the circumstances surrounding your decision to become a monk.

Debate questions you will be asked

1. Father Martin, please tell us how you can abandon the idea of tradition in the church.
2. Tell us, Father Luther, what you mean when you say the Scriptures are "divine law."
3. How do the Scriptures and tradition contradict each other?
4. Explain the views of John Huss for us. Do you agree with the beliefs of John Huss?
5. How do you feel about Huss' conviction as a heretic?
6. You have been known to say that God has allowed men to err for centuries. Can you justify this shocking statement?

LEIPZIG DEBATE:

Role Sheet for Martin Luther - 2

What you will say

The moderator will ask you the four interview questions before the debate begins. This will allow the audience to get to know you a little better. Then in the debate you will be asked six other questions. Use the following information to help you prepare answers to the 10 questions.

1. The debate was the spectator sport of the 16th century. People clamored to see debates even if they had no notion of the topic, and they cheered excitedly for their champions.
2. You believe that current Christian religious tradition has many errors. For example, there were many copying errors in handwritten books that were stacked in libraries. Also, the literature from our ancient Christian past was filled with forgeries and mistaken identities. In fact, you are proud to present the fact that Eck's claim to Dionysius' belief of papal supremacy was found to be a forgery 20 years ago.
3. You believe the fathers of the church were but mortal men. They often disagreed among themselves. You dispute the idea that the pope is head of the church, and you use this quotation from the apostle Paul: "For other foundations can no man lay than that is laid, which is Jesus Christ."
4. You rely on the Scriptures that God wrote as the authority over the tradition that fallible men created. You call the Scriptures "divine law."
5. You believe that a good Christian can find God, getting all the theology he needs out of the Bible by himself, since the Scripture is closer to Christ than the fathers who had interpreted Christianity to the Catholics over the many centuries. A person seeking God might start with the book of Romans in the Holy Bible.
6. You feel that Scripture does contradict tradition in relation to the pope. The papacy is not in the text of the Scriptures, and therefore tradition cannot put it there. Tradition is the word of men, and we must allow the Word of God to prevail.
7. You will become outraged when John Eck labels you as a follower of John Huss, who lived years ago. You simply claim that Huss' ideas were good, not infallible.
   A few of John Huss and John Wycliffe's ideas:
   - Jesus Christ is head of church—not the pope.
   - The Bible and *nothing else is the word of God.*
   - Poverty rather than wealth is better for the church.
8. You also claim that mistakes were made when the church condemned John Huss and burned him at the stake for heresy.
9. In summary, you feel tradition is often wrong. God has allowed men of the church to err for centuries.

CHARACTERIZATION

See the suggestions found on your trial handout pages.

LEIPZIG DEBATE:
Role sheet for Johann "John" Eck - 1

Who you are

You are Johann "John" Eck, a professor at the University of Ingolstadt, a man who is learned, industrious, and quick on your feet. But you are also arrogant, superficial, and uncompromising. Your goal: Win this debate at any cost! You have attacked Martin Luther most of your life and have written critically of him at every opportunity.

You challenged one of Luther's associates, Karlstadt, to a debate of theological ideas. The University of Leipzig held some reservations of allowing Luther himself to speak, but Luther was invited to come along.

After a week of catastrophic debating with you, Karlstadt stepped down. The university then gave Luther permission to debate the ideas that ignited the fiery controversies in the Roman Catholic Church.

Questions you will be asked

Stand firm ...

Radiate intensity ...

1. How did you come to the conclusion that the pope should rule the Church on earth as God rules in heaven? Was it a quote of some sort? Please explain.
2. Why do you think the Turkish recently conquered Greece?
3. What question do you often ask yourself and others who doubt you about tradition?
4. What did Saint Dionysius believe regarding the papacy? Do you agree?
5. Would you please shed some light on your convictions that Martin Luther is a Hussite?
6. Finally, Professor Eck, tell us what you have heard Father Luther call the pope.

What you will answer

You will be asked the six questions above. Use the following information to prepare answers to the questions.

1. To prove that the fathers of the church who interpreted Christianity in the early centuries of its history had supported the divine intervention of the Roman See, official seat of the bishop, you quote many sayings. For example: *Matthew* 16:18 where Christ said: "Thou art Peter, and upon this rock I will build my church." You feel that what Christ meant was that Peter should be head of all the apostles.

LEIPZIG DEBATE:

Role sheet for Johann "John" Eck - 2

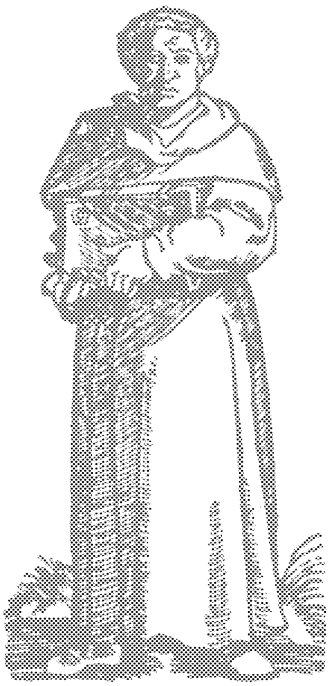
2. Tradition held that Peter had founded the church in Rome, and that Peter's high status was handed down to his successors, the popes, who ruled over bishops, who had authority that came from Christ's early apostles.
3. You are convinced that the recent Turkish conquest in Greece was God's punishment for the Greek church's swaying from the pope's supremacy.
4. You feel tradition is a part of divine inspiration. You ask this pointed question: *Why would God let so many past saints err only until Luther came along to correct everyone?*
5. You argue that Luther's beliefs are in direct conflict with Catholic teachings.
6. You believe the pope should rule the church on earth as God rules in heaven. This belief comes from Saint Dionysius, a disciple of Paul the Apostle.
7. You are convinced that Luther holds the beliefs of John Wycliffe and John Huss of a century before. Wycliffe and Huss also abandoned the papacy, saying Jesus Christ, not the pope, was head of the church on Earth. They also expressed their belief that poverty was better for the church than riches—just like Jesus and his disciples. And last, the Bible *alone*—not the pope—was the only authority for Christian life. You feel these beliefs to be spoken by true heretics.
8. You have even heard that in private Martin Luther has called the pope the Antichrist.

Enter the spirit of the re-creation and get yourself truly involved!

Characterization

Wear a friar's robe or even an old choir or graduation robe, and sandals. Speak aggressively. In the actual debate you won. So be forceful in your answers.

TRIAL ROLE SHEET: Martin Luther - 1



Who you are

You are Martin Luther, father of the Reformation and one of the pivotal figures of Western civilization. Your actions and theological beliefs and writings instigated a movement that led to reform in the powerful Catholic Church in the 16th century.

You were born on November 10, 1483, in Germany at Eisleben in Thuringian Saxony. Your parents Hans and Margarethe were peasants. Your father, a copper miner, had high aspirations for you to become a lawyer. Your honorable decision to become a monk and priest disappointed your parents. It was on the way home from visiting your parents that you decided to devote your life to religion. You were nearly struck down in a thunderstorm and out of fear you cried, "Help, St. Anne, and I will become a monk." Out of your fear of God you kept your promise.

Your controversial beliefs against the Roman Catholic Church has led you to this famous debate with John Eck, a Dominican professor who feels your background and theological beliefs are heretical!

What you will say

Following this guideline is important as it will create a more dramatic presentation.

As you begin to create your character of Martin Luther, you will find that one part of your role is partially scripted while the other part will require you to develop responses. The responses that are scripted in the TRIAL SEQUENCE sheet are the actual words spoken by Luther himself. *Try not to read the responses exactly. Paraphrase them as best you can so that there is some spontaneity.* Work diligently at all times to avoid putting your classmates to sleep. Reading a script verbatim is a 10-ounce sleeping pill! Never forget that you are the key role in this re-creation. Set an example by being well enough prepared so that you rely upon but do not laboriously repeat the script verbatim. Use the following information to develop responses for TRIAL SEQUENCE sheet #24 and #26.

Trial sequence #24

1. Some of your books deal with faith and life with a simple directness that even your enemies are compelled to regard as worthy of Christian reading. Even the bull (official document issued by the pope) itself doesn't treat all your books as being evil. If you should deny the truth you feel you spoke in all your books, you would be shunning friends and enemies alike. Point out you cannot be wrong and right at the same time.

TRIAL ROLE SHEET: Martin Luther - 2

2. A second class of your books makes a verbal attack against the abandonment of the Christian world by popes whose lives and teachings are evil.
3. You ask yourself and others: *Who can deny that the popes are evil where their own laws slant the consciences of men to evil? For example, how can popes justify charging a fee to absolve persons of sin? Does this not lead to persons buying their way out of sin—which is an evil thought on the face of it?*

Trial sequence #26

1. A third class of your books contains attacks on private individuals. You confess that you have been very sarcastic, but you feel that you are being judged not on your life but for your analysis of how Christ would judge the church leaders. Therefore, you cannot take back any of these works either. If you did, you would be allowing cruel and unjust use of power or lack of respect and reverence for Christ.

Characterization

Wear a friar's robe and sandals. Every once in awhile quietly confer with your attorney, Hieronymous Schurf, before you speak. In the actual trial, Luther made long speeches and the questions that were asked were by the Archbishop of Trier. However, to keep more class members involved, you will be questioned by all Diet members, and you will give two brief speeches based on the information in #24 and #26. You do bow when you speak to the emperor and other Diet members, however, to show you still respect them as symbols of civil authority.

SUPPORTING ROLES - 1

EMPEROR CHARLES V

Who you are and what you will say

You are in charge of this trial and will follow the TRIAL SEQUENCE sheet. At the end of the trial, you will issue the Edict of Worms, which will declare Luther a heretic according to the state.

Characterization

You may want to wear a purple, red, or blue robe (a choir or graduation robe will do) and a crown of some sort. Also seriously consider making a scroll that has the Edict of Worms printed on it, which is found on the TRIAL SEQUENCE sheet #53.

MEMBERS OF THE DIET OF WORMS

(Check your role)

_____ **Alexander**

_____ **Duke George, the Catholic**

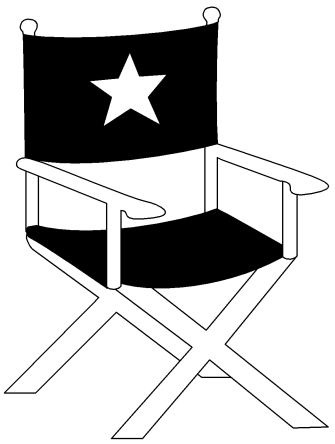
_____ **Frederick of Saxony**

_____ **Ludwig of the Palatinate**

_____ **Elector of Brandenburg**

_____ **Archbishop of Trier**

Even though you are playing a supporting part, play it like a star!



What you will say

Study the TRIAL SEQUENCE sheet. You will be responsible for asking Martin Luther various questions that appear by your name. Practice asking these so that you do not read them stiffly.

Characterization

All members of the Diet should dress in robes (black choir or graduation robe), sandals, and hats of the period. Use your textbook or other sources for pictures.

SUPPORTING ROLES - 2

HIERONYMOUS SCHURF

(Luther's attorney)

Who you are and what you will say/do

Your role will require you to follow the TRIAL SEQUENCE sheet and to lend Luther moral support.

Characterization

You may want to wear "knickers" with knee socks, a shirt and a bulky knee-length coat (fur), and hat of the period. Use your textbook or other sources for pictures.

DR. PEUTINGER

Who you are and what you will say/do

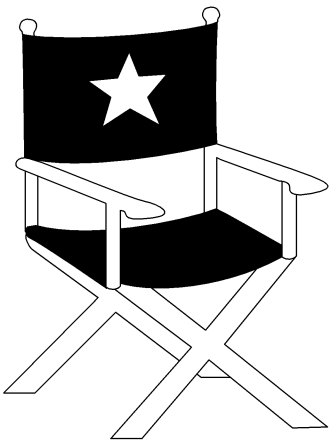
You are an old friend of Martin Luther who has come to see what all the fuss is about. Follow the TRIAL SEQUENCE sheet and carry out your role.

Characterization

Dress in peasant-merchant clothing ("knickers," peasant or large blouse/shirt, coat and hat). Use your textbook or other source for pictures.

DIET OFFICIAL

Even though you are playing a supporting part, play it like a star!



Who you are and what you will do

You are the official who will escort Martin Luther in and out of the Bishop's Hall (your classroom).

Characterization

Wear "knickers," shirt, large coat or even a robe. Escort Luther in and out by taking him by the arm.

SUPPORTING ROLES - 3

THOMAS KAISER

Who you are and what you will say/do
You are a reporter for the *Worms Tribune* newspaper who will ask eight "townspeople" their opinions of the trial. Follow the TRIAL SEQUENCE sheet to carry out your role.

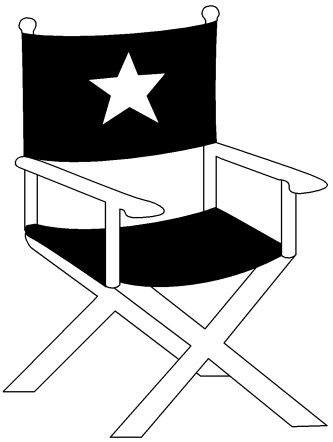
Characterization
Dress in peasant-merchant clothing ("knickers," large blouse, coat, "elf" shoes). You may also want to carry a clipboard and microphone to enhance your character's role. As the townspeople answer your questions, you may want to write down their responses. Ask your teacher, if, for extra credit, you could create a newspaper that highlights the events during the Reformation and include the townspeople's comments.

TOWNSPERSON #1

Who you are
You are Hilda Fritzinger a German peasant woman who, besides maintaining a home, works hard in the fields each day. You are married to Johann Fritzinger, and the two of you have nine children.

Question you will be asked
1. Fraulein Fritzinger, what is your reaction to this trial?

Even though you are playing a supporting part, play it like a star!



What you will say
You are a devout Catholic and are appalled at Martin Luther's accusations that the pope is a false authority in the church. (Elaborate on this point if you can.)

Characterization
Speak in a German accent and wear peasant clothing (long dress, apron, scarf, sandals). You may want to carry a basket of homemade rolls or loaf of bread.

TOWNSPERSON #2

Who you are
You are Carl von Staupin, a German merchant in the town of Worms. You are a family man raising five children with your beloved wife, Helga.

Question you will be asked
1. Mr. von Staupin, do you support Mr. Luther's claims?

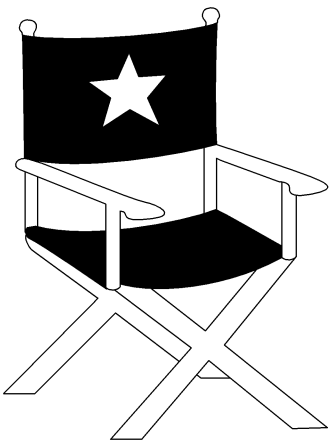
What you will say
You are a religious man and firmly believe in Catholic teaching. You can't imagine how Martin Luther could throw tradition out the window and claim that the past and its leaders have been wrong in their beliefs and teachings for a thousand years. (Elaborate if you can.)

Characterization
Speak with a German accent. Dress in trousers, peasant shirt, coat, cap, and "elf" shoes.

TOWNSPERSON #3

Who you are
You are Rolf Heinzmann, a German peasant farmer and a dedicated father to your three sons. Every week you go to the village marketplace to sell your crops.

Even though you are playing a supporting part, play it like a star!



Question you will be asked
1. Mr. Heinzmann, how do you feel about Mr. Luther's idea of the sale of indulgences being wrong and improper?

What you will say
At the marketplace each week you witness the sale of indulgences. Deep down you have felt that such an action wasn't proper, and so you agree with many of Martin Luther's ideas. (Elaborate if you can.)

Characterization
Speak with a German accent. Wear peasant clothing. Use your textbook for examples of clothing of the period.

SUPPORTING ROLES - 5

TOWNSPERSON #4

Who you are
You are Anne Hoffman, a young, single woman who grew up in a devoutly Catholic household. Your parents are peasant farmers who struggle to make ends meet. You have three brothers and a sister.

Question you will be asked
1. Fraulein Hoffman, do you support Martin Luther's ideas?

What you will say
You find it hard to believe Luther's idea that people don't need priests to interpret the scriptures in the Bible. You find Martin Luther to be a heretic. (Elaborate if you can.)

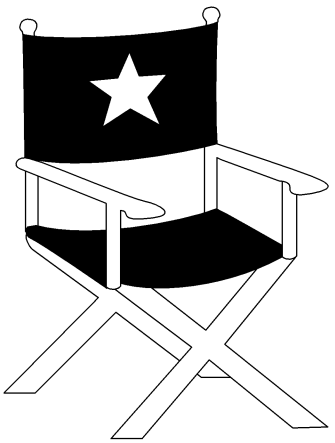
Characterization
Wear peasant clothing (long skirt, blouse, apron, sandals, and scarf over your head). Speak in a German accent.

TOWNSPERSON #5

Who you are
You are Bertha Bergman, a 37-year-old mother of 10 children. Your husband, a farmer, boasts of your delicious homemade apple strudel, a recipe that has been in your family for generations.

Even though you are playing a supporting part, play it like a star!

Question you will be asked
1. Mrs. Bergman, what amazes you about the ideas of Martin Luther?



What you will say
You feel Martin Luther should be condemned for his heretical beliefs. You find it astounding that God doesn't require "good works" alone for salvation, as Luther claims. (Elaborate if you can.)

Characterization
Wear peasant clothing (long skirt, blouse, sandals, apron, and scarf over your head). You may even want to make some homemade apple strudel and carry it in a bakery basket.

TOWNSPERSON #6

Who you are
You are John Eckermann, a 46-year-old miner. You and your wife, Helene, successfully raised your only son, who is now a lawyer in Wittenberg.

Question you will be asked
1. Mr. Eckermann, do you see Mr. Luther as a hero? Please explain.

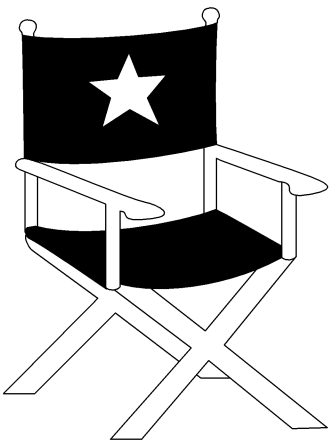
What you will say
You see Martin Luther as a hero who is trying to change the wrong-doings in the Catholic Church. You think it takes courage to speak out against the powerful church, and support Luther. (Elaborate if you can.)

Characterization
Dress in peasant clothing ("knickers," large blouse, coat, hat, "elf" shoes). Speak in a German accent.

TOWNSPERSON #7

Who you are
You are Frederick Gittel, a lawyer in Worms. You've come to see this Luther character you've heard so much about.

Even though you are playing a supporting part, play it like a star!



Question you will be asked
1. Mr. Gittel, explain why you support Mr. Luther.

What you will say
You've held many of the same ideas that Martin Luther had written about, but you've never had the courage to speak on your thoughts. You believe that each person can have a personal relationship with God. You support Mr. Luther. (Elaborate if you can.)

Characterization
Wear peasant clothing ("knickers," large blouse, coat, vest, knee socks, hat). Speak in a German accent.

TOWNSPERSON #8

Who you are

You are Helga Obermann, a 21-year-old mother of three children. You married Karl when you were 15. Karl is the town's doctor who has provided well for you and the children.

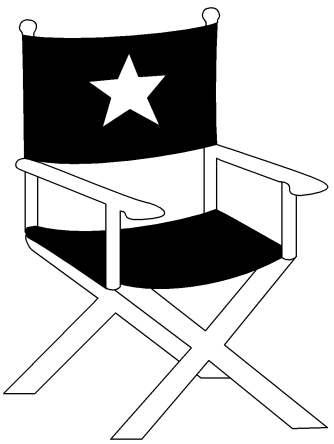
Question you will be asked

1. Mrs. Obermann, do you support Martin Luther's ideas? Please explain.

What you will say

You agree with Martin Luther's idea that *the Bible alone is the Word of God.* You find Mr. Luther a brave and courageous man, and you support his protest against the Catholic Church. (Elaborate if you can.)

Even though you are playing a supporting part, play it like a star!



Characterization

Wear a long skirt (floral print?), blouse, apron, sandals, hat. Speak with a German accent.

TRIAL SEQUENCE - 1

1. **Officials** (members of the Diet) come in and are seated.
2. **Martin Luther** comes in escorted by a Diet official.
3. **Martin Luther:** *(recognizing Dr. Peutinger)* "Dr. Peutinger, you're here too?"
4. **Dr. Peutinger:** "I'm with you all the way, Martin!"
5. **Martin Luther and Hieronymous Schurf** take their seats in front of the Diet.
6. **Townspeople** take their seats.
7. **Emperor Charles V:** *(glaring at Martin Luther)* "Martin Luther, you will never make a heretic of me!!"
8. **Emperor Charles V:** "Martin Luther, you have been excommunicated from this church. But, before you face God, the ultimate judge, we have given you this public hearing and trial.
9. **Archbishop of Trier:** *(pointing to the books stacked on the table and holding two books)* "Martin Luther, are these books yours?"
10. **Hieronymous Schurf:** "Let the titles be read!"
11. **Archbishop of Trier:** "Very well. Ludwig of the Palatinate, please read the titles."
12. **Ludwig of the Palatinate:** *"Concerning Christian Liberty, A Prelude Concerning the Babylonian Captivity, Ninety-Five Theses, Of Good Works, To Christian Nobility of the German Nation,* and *The Freedom of the Christian Man."*
13. **Archbishop of Trier:** "Well, Martin, now please answer my question. Are these books yours?"
14. **Martin Luther:** "The books are all mine, and I have written more!"
15. **Duke George the Catholic:** "Do you defend them all, or do you care to reject a part?"
16. **Luther and Schurf** *consult each other in a whisper.*
17. **Schurf:** "This question touches God and His Word affects the salvation of soul. To say too little or too much would be dangerous. Martin wishes to have until tomorrow to ponder this question.
18. **Elector of Brandenburg:** "Martin, I express amazement that a theological professor such as you is not prepared to defend himself on this very day!"
19. **Emperor Charles V:** "Very well, Dr. Luther. You have until four o'clock on the afternoon of tomorrow to ponder the question that has been asked of you today."
20. **Stagehand** *walks across the room with a sign that reads "April 18, 1521, 6 o'clock in the evening in Worms." or "The next day..."*

Emperor Charles V:

You are responsible for keeping order in this trial.

TRIAL SEQUENCE - 2

21. **Archbishop of Trier:** "Martin Luther, I will ask you the question the Duke George the Catholic asked you yesterday: 'Do you defend these books or do you care to reject a part?'"
22. **Luther:** "Most serene emperor, most illustrious princes, most merciful lords, if I have not given some of you your proper titles I beg you to forgive me. I am not an attendant of the royal court, but a monk. You ask me whether the books are all mine and whether I would care to reject any of them. I admit that they are all mine. But to reject them in whole or in part is difficult because they are not all of one sort."
23. **Alexander:** *(in hostile voice)* "Martin, your writings have led to your excommunication from the Catholic Church. For the state, perhaps you should clarify the ideas that you have written in these books."
24. **Luther** *responds in a brief speech from his rolesheet.*
25. **Emperor Charles V:** *(jumping out of his seat and exclaiming)* "No!"
26. **Luther:** *(continues unbothered by Charles' outburst) responds in a continued brief speech from his rolesheet.*
27. **Archbishop of Trier:** *(replies impatiently)* "Martin, you have not sufficiently distinguished your works. The earlier were bad and the latter worse."
28. **Ludwig of the Palatinate:** "Your plea to be heard from Scripture is the one always made by heretics. You do nothing but review the errors of Wycliffe and Huss who also fell away from the Catholic Church."
29. **Alexander:** "Yes. And now the Jews and the Turks will rejoice greatly to hear Christians discussing whether they have been wrong all these years!"
30. **Duke George the Catholic:** "Martin, how can you assume that you are the only one to understand the sense of Scripture? Would you put your judgment above that of so many famous men and claim that *you* know more than they do?" (Allow Luther to respond.)
31. **Duke Frederick of Saxony:** "Enough, father. We now wish to ask you a few simple questions regarding your beliefs. Please answer yes or no."
32. **Duke Frederick of Saxony:** "Martin, the Catholic Church believes that in order to receive salvation you must 'work' for it. Do you disagree with this long-standing idea?"
33. **Luther: "**Yes."
34. **Archbishop of Trier:** "You mean to tell us that you hold the belief that a person can reach salvation through faith alone?"
35. **Luther:** "Yes."

Emperor Charles V:

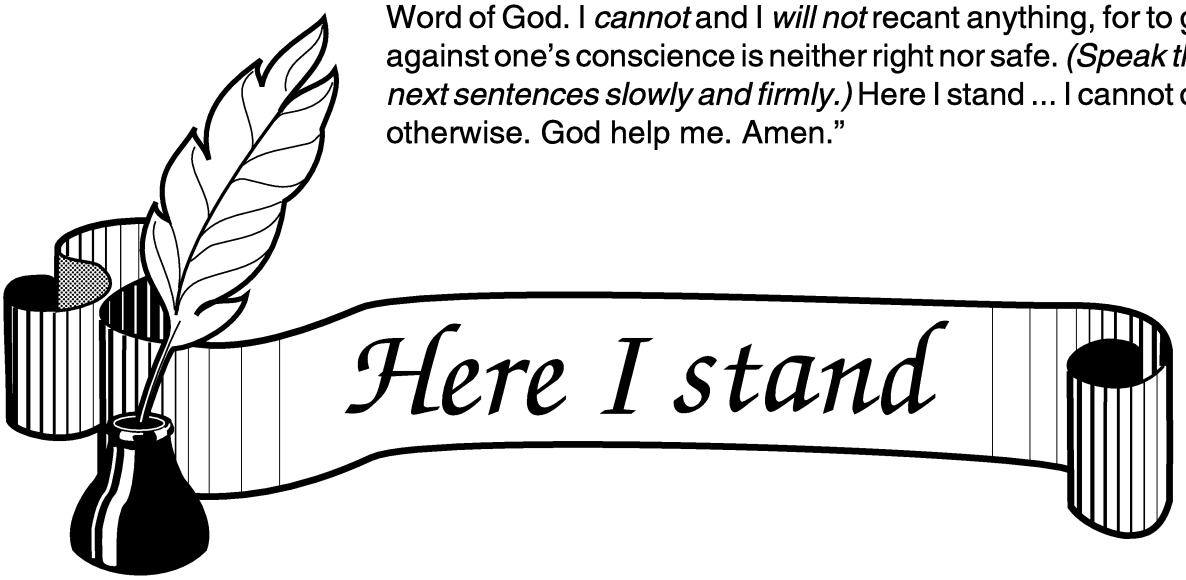
You are responsible for keeping order in this trial.

TRIAL SEQUENCE - 3

Emperor Charles V:

You are responsible for keeping order in this trial.

36. **Ludwig of the Palatinate:** "Martin, it has been said that you believe that church teachings should be based on only the Bible. Is this true?"
37. **Luther:** "Yes."
38. **Alexander:** "Are you saying then, that the pope is a false authority as are church traditions?"
39. **Luther:** "Yes, I am."
40. **Elector of Brandenburg:** "Do you feel that people need priests to interpret the Bible?"
41. **Luther:** "No. I do not—nor do they!"
42. **Duke George the Catholic:** "Do you mean to say then that people can have a personal relationship with God and that all people with faith are equal?"
43. **Luther:** "Yes!"
44. **Alexander:** "I have heard rumors that in private you have labeled the pope as an Antichrist. Is this rumor true?"
45. **Luther:** "Yes, I have said that!"
46. **Members of the Diet:** *(acting surprised and disgusted)* "Uhhhh!"
47. **Frederick of Saxony:** "One last question, Martin. Do you feel that priests should be allowed to marry?"
48. **Luther:** "Yes, I do."
49. **Archbishop of Trier:** "I ask you, Martin, candidly and without horns. Do you or do you not take back your books and the errors which they contain?"
50. **Luther:** "Since your majesty and your lordships desire a simple reply, I will answer without horns and without teeth. Unless I am convicted by Scripture and plain reason, I do not accept the authority of popes and councils, for they have contradicted each other. My conscience is captive to the Word of God. I *cannot* and I *will not* recant anything, for to go against one's conscience is neither right nor safe. *(Speak the next sentences slowly and firmly.)* Here I stand ... I cannot do otherwise. God help me. Amen."



TRIAL SEQUENCE - 4

Emperor Charles V:

You are responsible for keeping order in this trial.

51. **Emperor Charles V:** "So be it. We are ready to issue the Edict of Worms.
52. **Luther** *stands before the Diet.*
53. **Emperor Charles V:** (*reads the edict)* "After hearing the evidence in these proceedings I proclaim that:
    - Martin Luther has denied the body and blood of our Lord. He makes the sacraments depend on faith of the recipient.
    - This devil in the habit of a monk has brought together ancient errors into one stinking puddle and has invented new ones.
    - He denies the power of the clergy.
    - His teachings make for rebellion, division, war, robbery, arson, and the collapse of Christendom.
    - He lives the life of a beast. Martin Luther recognizes only the authority of Scripture, which he interprets in his own sense. May all of Germany hear and obey my order that Luther is to be regarded as a convicted heretic. No one is to harbor him. His followers also are to be condemned. His books are to be eradicated from the memory of man."
54. **Members of the Diet,** *with the exception of Ludwig of the Palatinate and Duke Frederick of Saxony, sign the edict.*
55. **Emperor Charles V:** "This Imperial Diet is dismissed."
56. **Diet official** *escorts Luther outside.*
57. **Thomas Kaiser** *proceeds with the interviews with the townspeople of Worms.*

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