

# LUTHER the movie Teacher's Study Guide

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# LUTHER

IN CINEMAS IN AUSTRALIA - FROM MARCH 3 AND  
NEW ZEALAND FROM MAY 2005

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The author of this LUTHER movie curriculum is Anne Dohnt from Lutheran Education Australia. The distributors of LUTHER in Australia and New Zealand – Polyphony Entertainment and HERITAGE HM gratefully acknowledge Anne’s commitment to this project. We would also like to make special note of Adrienne Jericho, Executive Director of Lutheran Education Australia for his support of this project.



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The film study guide is organised to provide a menu of ideas and activities from which teachers can choose appropriate for their students. This study guide is intended for secondary students and provides suggestions for introductory, development and response activities. The guide provides opportunities for students to consider a biographical film set in a historical period. It explores such areas as intended audience, representation, context, production and a number of religious themes. A Student Viewing Log is also provided for using as students view the film.

*Luther* is more than a history of Lutheranism as it provides insight into a significant time in the history of the Christian church that has greatly influenced western culture and society. As young people today often express an interest in spirituality, the film, *Luther* provides an opportunity to consider the spiritual journey of one man and his search for understanding and truth.

## Synopsis

*Luther* is the story of Martin Luther, the monk and reformer whose personal struggle set about significant changes for the Christian church. The film begins with Luther, the law student, pleading with God to spare his life in a thunderstorm and takes us on his spiritual journey from monk to his defiant 95 theses, to his trial in Rome, excommunication and translation of the Bible for the common people.

See the *Luther* web site for a more detailed synopsis.

## Curriculum perspectives

### English

Students use a range of reading and viewing strategies to consider a complex text.

Students make predictions, critically interpret and respond to a visual text.

### SOSE

Students analyse their social and cultural worlds, and question and challenge belief systems.

Students investigate how and why societies and cultures develop and change over time. They explore the effects of these changes on individual and group identities.

Students use historical examples to critically examine the concept of change and its initiation, impact and management. Students evaluate varying inputs and responses to change and how these shape futures.

### Religious Education

Students investigate a period and significant person in the history of the Christian church.

Students consider the ways the Christian church and its message has been presented at different times in the past.

Students explore the spiritual journey of one person and consider key questions and discoveries on this journey.

Students explore the key beliefs of the Christian church and how these have been represented and interpreted at different times in the church's history.

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## Introductory activities

The introductory activities provide opportunities to establish what students know about Martin Luther, the history of the Christian Church and the genre of historical biography. The activities develop students' interest in the film and provide some directions for viewing. Teachers are encouraged to help students develop an understanding of some religious language (heretic, judgement, indulgences, relics) and the relationship between the church and state (see The Church in the middle ages handout) so that the most meaning can be derived from the film. Teachers may choose to view the film in a number of ways including watching it in its entirety to viewing it in segments. Students will need to review section of the film to develop deeper understandings about its themes and production.

### Genre

Look at the poster of the film (available on the promotional CD Rom) and read the synopsis. Ask the students to form groups and discuss:

- What genre of film is this?
- How does the poster suggest what the film will be about?

Collect film advertisements and posters from the newspaper to identify films of similar and different genres. Discuss:

- Are there any genre specific characteristics?

Students create a collage to show their understanding of film genre.

### Film representing history

Discuss whether students consider film to be a good source of information about history.

- What historical films have you seen? How factual do you think the film/s were? How do you know?
- What responsibilities, if any, do filmmakers have in presenting movies based on factual events?
- How can moviegoers discern fact from fiction in historical films?

### Luther

Prior to viewing the film, students use a range of electronic and print resources to develop a profile of Martin Luther that answers the questions:

- Who is Martin Luther? Why is he an important historical figure?

As a class develop a mind map of the information gathered. Discuss:

- What words would you use to describe Luther? What do you think he might have been like?
- If you were conducting the casting of Martin Luther who would you choose?

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## Predictions

Show students the homepage for the film or a poster for the film. Ask the students to look carefully at the image to consider what is in the forefront and background.

Ask the students to discuss in groups

- What sort of film or genre is this?
- When do you think the film takes place?
- What details are used to establish the period? What do you know about other people or events in this period?
- The filmmakers choose images carefully to communicate key characters and themes of the film. What are the most important images from the poster?
- What can you tell about the key characters and themes of this film from the promotional poster?
- Who do you think is the intended audience of the film? Explain your decision.

Ask students to record their initial impressions about the film in their film study journal.

## Revolution

Ask students to discuss, define and find an example of someone they might consider to be a revolutionary figure, eg Nelson Mandela

Students share their information and compare it with the dictionary definition of a revolution.

Discuss: What might someone need to do to be called a revolutionary figure in the Christian church?

## Church History

Discuss with students their knowledge of the Christian church's history.

- What do you know about the origin of the Christian church?
- What do you know about how the Christian Church came to be made up of many different groups called denominations?
- What changes has the Christian church undergone over the centuries?
- What questions do you have about the history of the Christian Church?

Provide time for students to conduct a brief investigation in the school library to gather some information about the church in the middle ages. Alternatively the Handout included in the pack may be helpful.

## Historical Context

As Luther is set in the past, filmmakers need to research and recreate how people lived, what they wear and what the towns and villages looked like. Discuss:

- What sources may have been used to investigate the period in which the film was set?

Either provide students with some information about the 1500s or provide some time for the students to conduct brief research on the time.

After viewing the opening scenes of the film, discuss:

- What conveys the period in which the film is set? Is it the buildings, costumes, style of filming?

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## Development Activities

### Historical perspectives in film

Exploring historical people and events can present a number of challenges for filmmakers. Filmmakers must consider whose point of view is represented and what is included or excluded. Historians can find many issues with films representing historical events.

Discuss in groups:

- In what ways are feature films reliable sources for historians and in what ways are they unreliable sources?
- How important is historical accuracy when making a film about someone's life?
- Do you think it is more important for a filmmaker to be historically accurate or to excite and satisfy the filmgoer? Why?

View the scene where Luther makes his 'Here I stand, I can do no other..' speech. Discuss:

- What are some ways we can check the historical accuracy of such a scene?

Read the notes in the production section of the Luther web site to explore some of the challenges the filmmakers faced in recreating the settings for the Luther film.

After viewing the film discuss:

- What did you learn about life in the Middle Ages from the film?
- What did the film help you to understand about the church in the Middle Ages?

Students develop a guide that includes key questions that viewers can use for considering an historical film.

### Guides and protectors

Luther has two significant guides that nurture his spiritual journey and search for truth. Describe the characters of John von Staupitz and Frederick the Wise. Discuss with students:

- How did each character guide and protect Luther?

Ask students to reflect in writing on whether they have had a significant protector, guide or advisor and what important messages have inspired them?

### Change in the church

Students identify the practices of the church that Luther questioned. Interview local religious leaders from the Catholic and Lutheran tradition to consider what the church practices today and how it may have changed over time. What does each leader think about Luther and his contribution to the history of the church?

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## Children

Luther's care for children is highlighted in the film.

- Which scenes draw our attention to the care and priority Luther gave to children?

Luther wrote The Small Catechism for parents to use with their children to teach them basic Christian beliefs.

- Why do you think Luther thought it was important to do this?

## Hero and Protagonists

Luther is presented as a hero and inspiration to his followers.

- What characteristics do people expect in hero-type characters? Which of these characteristics is developed in this film's representation of Luther?
- How are Luther's protagonists, the key characters in the Catholic Church, presented? Consider differences in the way they are dressed, the way they relate to others, their actions and the language that they use, the music associated with them.
- What does Luther value?
- What does the Catholic Church at the time value?
- Which values are most appealing to people today?

## Spiritual Journey

The film Luther depicts the spiritual journey of Martin Luther. What other great spiritual leaders have had their life depicted in film?

View one of these films and identify key elements in a person's spiritual search.

## Audience

All films present a particular view of reality or history.

- If you were developing the film from the viewpoint of the Catholic Church how might Luther have been portrayed?
- Can you identify scenes from the film that try to capture alternative view of Luther?

Students work in pairs to download different reviews of the film. They compare the reviews and identify the different points made.

## Luther in film

Students compare the representation of Luther in Luther and another film such as Martin Luther (re-released in 2003). Students identify which events in Luther's life are included and why. The time line may be helpful in providing an overview of Luther's life. They also consider the way in which the character of Luther is presented and developed.

Students work in pairs to prepare a 'Movie Show' skit to share their critique of each film.

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## Response activities

### Marketing the film

Students are given the task of marketing the film, Luther. Students can choose from one of the options below:

1. Students identify the audience for the film and develop a poster to promote the film in Australia. Encourage them to skim newspaper advertisements for films to consider a range of film posters. Their poster must convey in words and pictures the central character and theme/s of the film. Students must also include standard information of film posters, eg, the name of the film and the stars of the film and a headline to capture people's attention.
2. Students imagine they are a film distribution board whose task it is to promote and distribute the film. They must identify the primary audience groups and develop a marketing plan for the launch and distribution of the film. The marketing plan will be presented to the class via a PowerPoint presentation.

### Themes

Discuss with students:

- Are there any aspects of the film, either the story or central characters that are similar to other film texts?

Students brainstorm the central themes of the film and record their response to the following questions:

- What do you think is the most important message of the film?
- What does the film suggest is the most important message of Luther?

They work in groups of three to share their responses and two develop a subtitle for the film based on their ideas about the theme and message of the film.

### Viewpoints

Students individually record their responses to

- What does the film suggest about;
  - Luther?
  - The reformation?
  - Christian history?
- Who do you think will react positively to the film? Why?
- Who will find the film challenging? Why?

Write an argument between two people who hold these opposing views as they try to defend his or her opinions about the film. Refer to specific details of the film to support their different views about the film.

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## Characterisation

Dramatic films attempt to develop believable characters that develop as the story progresses. Ask students to identify which characters develop most during the course of the film. Discuss with students how Luther's character develops through the film. Ask the students to use words, pictures and symbolic images to describe the way Luther's character is depicted at the beginning and end of the film.

## Film reviews

Search the web to find at least four different film reviews of the film that represent both positive and negative responses to the film. Write a brief reaction to each review sharing your views on their comments. Write your own review for the film including your ideas about the film, its message and representation of this historical figure.

## World torn apart

Von Staupitz describes the impact of Luther's writings on the church as 'the world torn apart'.

- Why do you think the rise of Protestantism may have been seen as one of the greatest challenges to Christianity?

Ask students to discuss the statement and question in groups and to share the main points of their discussion.

As a class discuss

- What challenges face the Christian church today?
- What do you know about the way the church is facing these challenges?
- How do you think these challenges can be addressed?

Students could draft an action plan for a small local church community or Christian church leaders.

## Images of God

Students respond to the statement: A person's view of God impacts on his or her relationship with God.

Students draw or paint two artworks to convey Luther's view of and relationship with God in the beginning of the film and later parts of the film. Encourage students to carefully consider the colours and symbolism.

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## FILM WEBSITE

[www.lutherthemovie.com.au](http://www.lutherthemovie.com.au)

## ABOUT LUTHER

*The Life of Martin Luther* (Susan Lynn Peterson)

<http://www.susanlynnpeterson.com/luther/home.html>

*Luther: biography of a reformer* Nohl, F. Concordia, 2003 (with photos from the movie)

*Martin Luther: a life* Nestigen, J. Augsburg Fortress, 2003

*Luther history*

<http://www.elca.org/co/Luther/lutherhistory.html>

*The Reformation Guide* website provides links to websites about Luther and other reformers.

<http://www.educ.msu.edu/homepages/laurence/reformation/Luther/Luther.htm>

## Viewing resources

*Martin Luther* with Timothy West, PBS documentary (As seen on SBS)

Pt 1 "Martin Luther: driven to defiance" Pt 2: "Martin Luther: revolutionary of heretic?" 2003. PBS website: <http://www.pbs.org/empires/martinluther/index.html>

*Martin Luther* 1953 re-packaged as 50th anniversary edition in 2003

## RESOURCES: LUTHER'S WRITINGS

Selected Luther's works

<http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-luther.html#sw-sinsbe>

Lutheran Confessions

<http://www.lcms.org/pages/internal.asp?NavID=522>

*Luther's Small Catechism* Openbook, 1996.

Prayers and Quotes from Martin Luther <http://www.lca.org.au/resources/webmanager/prayersluther.pdf>

<http://www.lca.org.au/resources/webmanager/quotesluther2.pdf>

<http://www.lca.org.au/resources/webmanager/quotesluther1.pdf>

## RESOURCES: ABOUT LUTHERANISM

About Lutherans

<http://www.lca.org.au/lutherans/>

## MORE WEBSITES

The church in the middle ages <http://www.learner.org/exhibits/middleages/religion.html>

*Catholic Resources for Educators* website provides access to Catholic perspectives on the reformation

<http://www.silk.net/RelEd/index.htm>

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## Reflections on the film

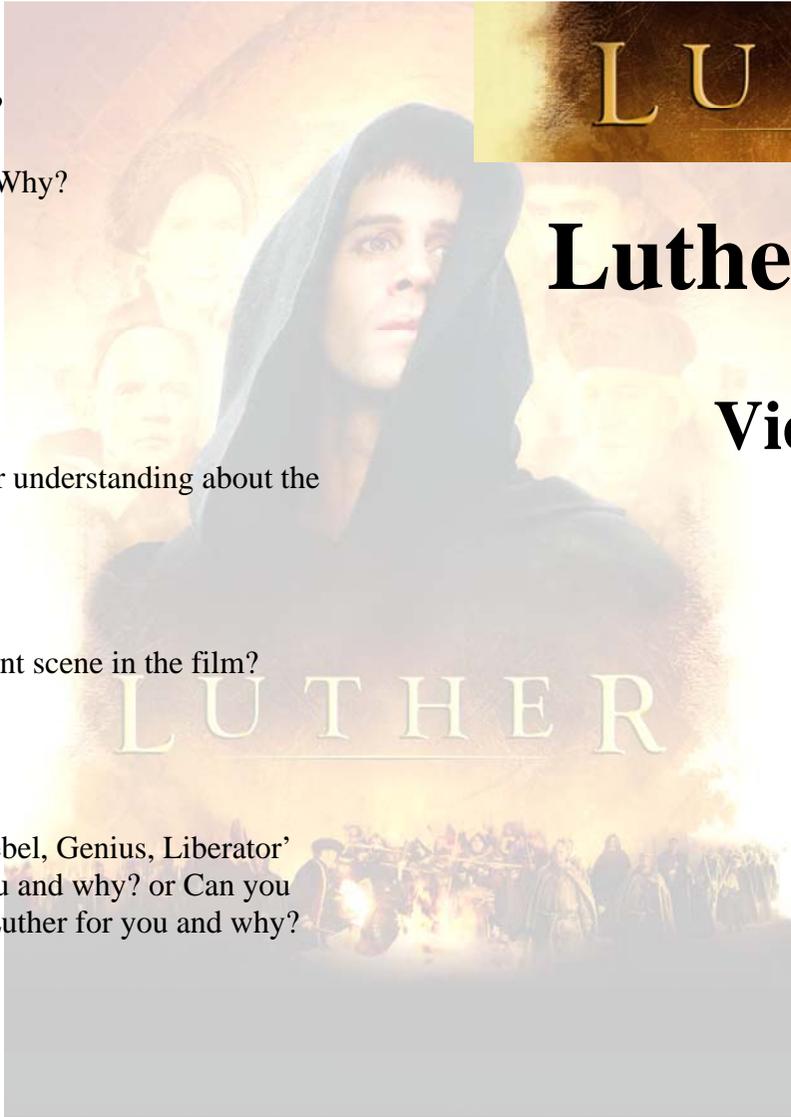
Who was your favourite character? Why?  
or  
What character interested you the most? Why?

What did you learn about Luther?

In what ways has the film developed your understanding about the history of the Christian Church?

What did you think was the most important scene in the film?

The poster for Luther had the subtitle 'Rebel, Genius, Liberator'  
Which word best describes Luther for you and why? or Can you think of another title that best describes Luther for you and why?



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# Luther the movie

## Viewing Log

Name  
Date

1

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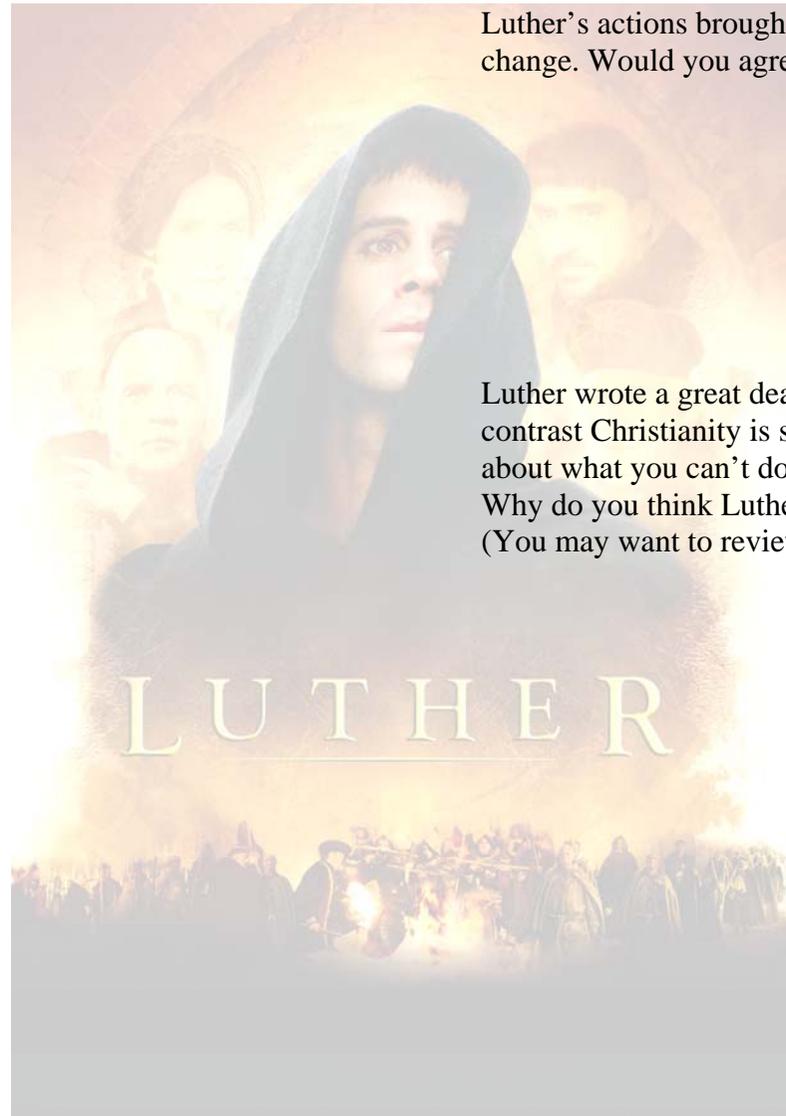
[www.lutherthemovie.com.au](http://www.lutherthemovie.com.au)

Prior to viewing the film

Luther's actions brought about religious freedom and social change. Would you agree with this statement? Why or why not?

Luther wrote a great deal about the freedom of the Christian. In contrast Christianity is sometimes perceived today as a set of rules about what you can't do.

Why do you think Luther said a Christian was free?  
(You may want to review some of Luther's sermons)



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Describe Rome as seen through the eyes of the naïve Luther?

What was the message of John Tetzel?

What can you learn about life in the middle ages from these scenes?

What effect do you think his message would have had on the people of the time?

What image of the church is conveyed in these scenes?

If you heard someone preaching like that today how would you respond?

What spiritual questions do you think the visit to Rome raised for Luther?



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What was the role of the church in the lives of people in Luther's time?

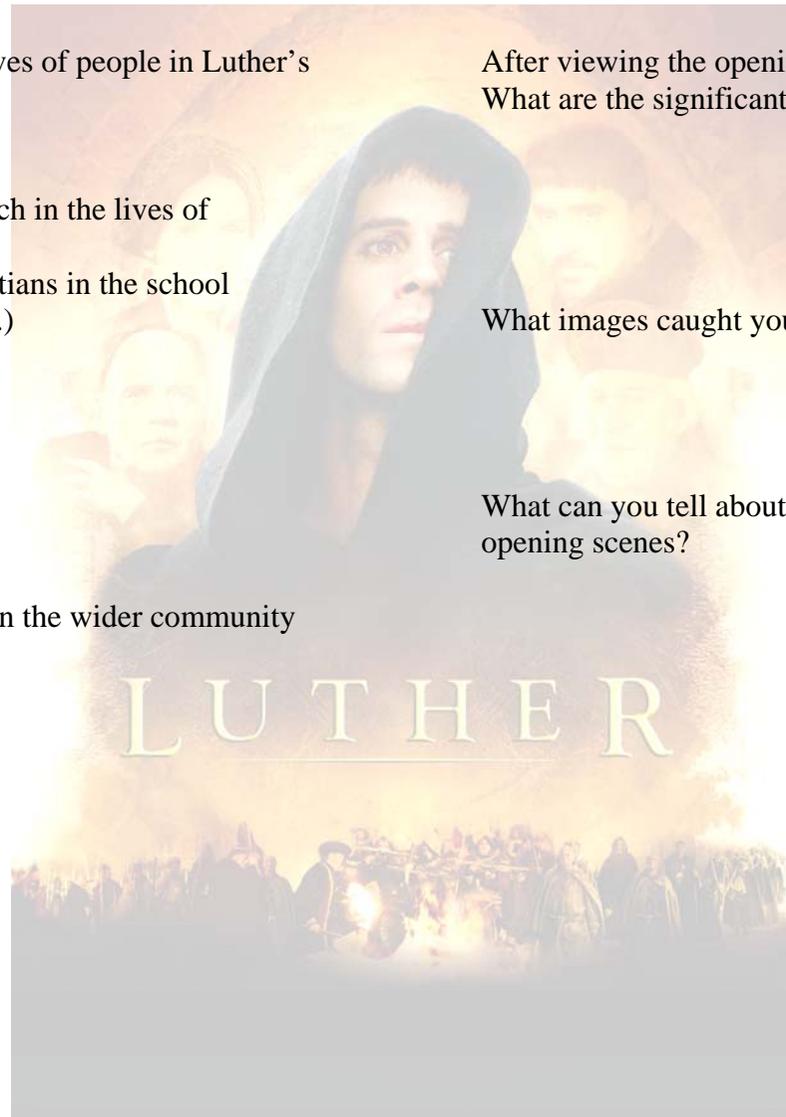
What do you think is the role of the church in the lives of Christians today?  
(You may want to interview some Christians in the school community to compare your perceptions.)

What is the role of the Christian church in the wider community today?

After viewing the opening scenes of the film:  
What are the significant colours of the first two scenes?

What images caught your attention?

What can you tell about Luther's relationship with God from these opening scenes?



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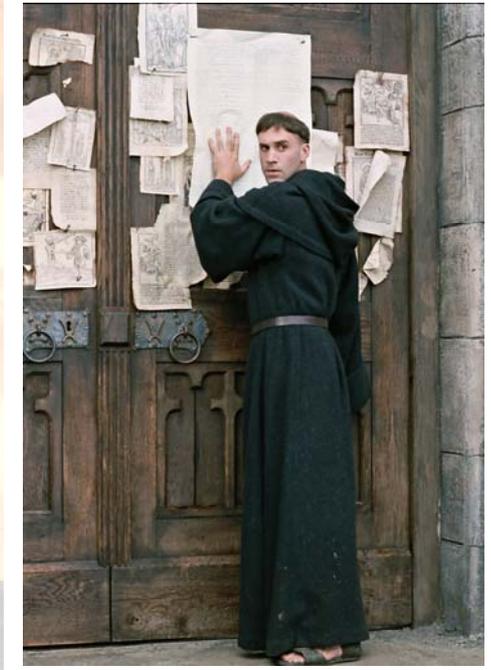
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# LUTHER

## MARTIN LUTHER

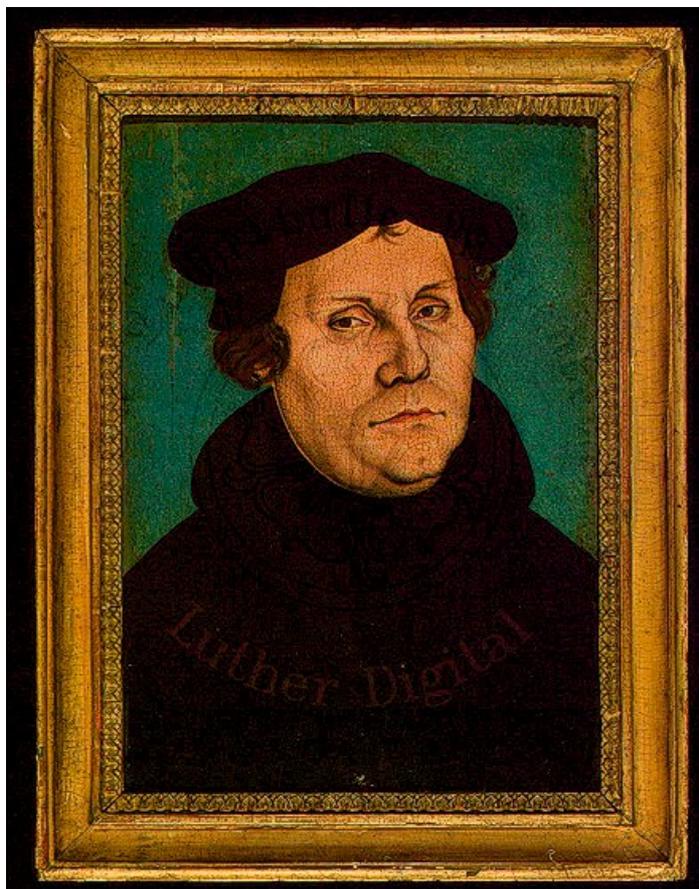
- 1483 Born at Eisleben to Hans and Margaretha Luder.
- 1484 Family moves to Mansfeld, father works in copper mines.
- 1501 Enters university of Erfurt
- 1505 Earns BA at Erfurt, begins law studies.  
During thunderstorm on July 2 vows to become a monk; enters order of Augustinian Hermits
- 1507 Ordained and celebrates first mass
- 1509 Becomes bachelor of Bible
- 1510 Visits Rome for the first time and is somewhat disillusioned with some of the practices of the church and its priests
- 1511 Transferred to Augustinian house at Wittenberg
- 1512 Becomes Doctor of Theology
- 1515 Appointed district vicar over ten monasteries
- 1517 Posts 95 Theses on indulgences
- 1518 October, appears before Cardinal Cajetan at Augsburg, but refuses to recant  
December, Frederick the wise protects Luther from being handed over to Rome
- 1519 Debates Professor John Eck at Leipzig and denies supreme authority of popes and councils
- 1520 Papal Bull Exsurge Domine gives Luther 60 days to recant or be excommunicated; writes three seminal documents: To the Christian Nobility, On the Babylonian Captivity of the Church and The Freedom of the Christian, burns papal bull and canon
- 1521 Excommunicated by the papal bull Decretum Romanum; at Diet of Worms in April, he refuses to recant writings, and edict condemns him as heretic and outlaw; he's kidnapped and hidden at Wartburg Castle; begins translating the New Testament
- 1522 March comes out of hiding and returns to Wittenberg
- 1524 Debates Karlstadt on the Lord's Supper, Staupitz dies
- 1525 Writes Against the Heavenly Prophets; writes Against the Robbing and Murdering Hordes, criticising the Peasant's revolt; marries Katherine von Bora
- 1526 Writes German Mass; becomes a father to son Hans
- 1527 Fights sickness and intense depression; writes A Mighty Fortress; daughter Elizabeth born; writes against Zwingli's views on the Lord's Supper
- 1528 Grieves death of Elizabeth; visits churches



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- 1529 Attends Marburg Colloquy with Zwingli, but no agreement reached on the Lord's Supper; publishes the Large Catechism and Small Catechism; daughter Magdalena born
- 1530 Luther's father dies as outlaw cannot attend the Diet of Augsburg, held in attempt to end religious division in the empire; Melancthon presents Augsburg Confession, a statement of Lutheran beliefs
- 1531 Son, Martin born; mother, Margaretha dies
- 1532 Is given the Augustinian cloister in Wittenberg for his home
- 1533 Son, Paul born
- 1534 Publishes German Bible, daughter Margaret born
- 1536 Agrees to Wittenberg concord on the Lord's Supper, in attempt to resolve differences with other reformers, but Zwinglians do not accept it
- 1537 Draws up Schmalkaldic Articles as his 'theological last will and testament'
- 1542 Daughter Magdalena dies
- 1546 Dies in Eisleben, February 18
- 1552 Katherine von Bora dies



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# THE CHURCH IN THE MIDDLE AGES

- Most European people in the middle ages were very religious.
- The church had a great influence on the lives of people through public rituals and ceremonies.
- Religion was strong and of great importance in the beliefs and practise of the ordinary communities.
- The Pope had considerable power at his disposal and the ability to appoint archbishops, bishops, abbots and other clerical offices.
- The Pope had authority to reserve or forgive sins and to threaten excommunication to anyone who resisted the many taxes and fees that were levied upon clergy and church activities. Church benefits were essentially up for sale.
- The rich could afford to have their family members appointed to influential church positions and could ensure that church rules could be placed aside for the person who paid the right fee.
- The Bible was in Latin as the words themselves were powerful and had to be preserved.
- The Latin liturgy was considered to possess the same power as the Bible. They came from God and conveyed power to those who used them even if they were not understood.



'This disparity between a desire for genuine religious life on the part of the simple people, and the decaying political games of the church hierarchy, became a source of great stress. The church was not providing what people anxious for salvation wanted.'

*The essence of the reformation*, Birkett, K 1998 Matthias Media, p31

## Political context

- Germany as known today did not exist but there were German-speaking territories of the Holy Roman Empire.
- The emperor of the Holy Roman Empire was elected from the ranks of the powerful. The emperor had nominal control over most of Europe, as there was no central government.
- German cities and princes had a great deal of independence.
- As the church was both a political and religious body, the bishops had a great deal of power. They could be territorial rulers and as powerful as the princes.

## Social context

- The German states were experiencing problems in relation to order and public peace.
- Country areas were plagued with feuds and bandits.
- There was no official legal system. Nobility believed they were above the law.
- German universities were flourishing.
- Number of jobs was not increasing at the same rate.
- Printing was invented.

# TIME LINE

	1450	1480	1500	1510	1520	1530	1540
<b>Martin Luther</b>		<p><b>1483</b> born at Eiselben to Hans and Margaretha Luder.</p> <p><b>1484</b> family moves to Mansfield, father works in copper mines.</p>	<p><b>1501</b> Enters university of Erfurt</p> <p><b>1505</b> earns BA at Erfurt, begins law studies.</p> <p>Thunderstorm on July 2 vows to become a monk; enters order of Augustinian Hermits</p> <p><b>1507</b> ordained and celebrates first mass</p> <p><b>1509</b> becomes bachelor of Bible</p>	<p><b>1510</b> visits Rome</p> <p><b>1511</b> transferred to Augustinina house at Wittenberg</p> <p><b>1512</b> becomes doctor of theology</p> <p><b>1515</b> appointed district vicar over ten monasteries</p> <p><b>1517</b> posts 95 Theses on indulgences</p> <p><b>1518</b> October, appears before Cardinal Cajetan at Augsburg, but refuses to recant</p> <p>December, Frederick the wise protects Luther from being handed over to Rome</p> <p><b>1519</b> debates professor JohnEck at Leipzig and denies supreme authority of popes and councils</p>	<p><b>1520</b> Papal Bull Exsurge Domine gives Luther 60 days to recant or be excommunicated; burns papal bull and canon</p> <p><b>1521</b> Excommunicated by the papal bull Decet Romanum Ponticem; at Diet of Worms in April, he refuses to recant writings, and edict condemns him as heretic and outlaw; he's kidnapped and hidden at Wartburg Castle; begins translating the New Testament</p> <p><b>1522</b> March comes out of hiding and returns to Wittenberg</p> <p><b>1524</b> Staupitz dies</p> <p><b>1525</b> writes Against the Robbing and Murdering Hordes, criticising the Peasant's revolt; marries Katherine von Bora</p> <p><b>1526</b> writes German Mass</p> <p><b>1527</b> fights sickness and intense depression; writes A Mighty Fortress;</p> <p><b>1529</b> publishes the Large Catechism and Small Catechism;</p>	<p><b>1530</b> Luther's father dies as outlaw cannot attend the Diet of Augsburg, held in attempt to end religious division in the empire;</p> <p>Melancthon presents Augsburg Confession, a statement of Lutheran beliefs</p> <p><b>1531</b> mother, Margaretha dies</p> <p><b>1532</b> given the Augustinian cloister in Wittenberg for his home</p> <p><b>1534</b> publishes German Bible</p> <p><b>1536</b> agrees to Wittenberg concord on the Lord's Supper, in attempt to resolve differences with other reformers, but Zwinglians do not accept it</p> <p><b>1537</b> draws up Schmalkaldic Articles as his 'theological last will and testament'</p>	<p><b>1546</b> dies in Eiselben, February 18</p> <p><b>1552</b> Katherine von Bora dies</p>



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	1450	1480	1500	1510	1520	1530	1540
<b>Other reformers</b>		<p><b>1484</b> Ulrich Zwingli born</p> <p><b>1491</b> Henry VIII born</p> <p><b>1497</b> Melancthon born</p>	<p><b>1505</b> John Knox born</p> <p><b>1509</b> John Calvin born</p> <p>Henry VIII begins reign and marries Catherine of Aragon</p>	<p><b>1516</b> Erasmus published Greek New Testament</p> <p><b>1518</b> Melancthon becomes Professor of Greek at Wittenberg</p> <p><b>1519</b> Zwingli begins New Testament sermons; Swiss reformation is born</p>	<p><b>1521</b> religious unrest in Wittenberg; private masses abolished; Karlstadt serves communion in both elements, religious statues destroyed; Pope titles Henry VIII 'Defender of the Faith' for attacking Luther's view of the sacraments</p> <p><b>1522</b> Zwingli's first Reformation debates</p> <p><b>1523</b> first two Reformation martyrs burned at the stake in Belgium</p> <p><b>1525</b> Anabaptist movement begins in Zurich, spreads to Germany</p> <p>1526 Reformation spreads to Sweden and Denmark</p> <p><b>1527</b> first Protestant university (Marburg) founded</p> <p>1528 Bern, Switzerland becomes Protestant</p> <p>1529 Name Protestant first used</p>	<p><b>1531</b> Zwingli killed in battle</p> <p><b>1534</b> Henry VIII becomes the supreme head of Church of England</p> <p><b>1535</b> Anabaptist uprising at Muster put down and Anabaptists executed</p> <p><b>1536</b> first edition of Calvin's Institutes; William Tyndale, Bible translator, burned at stake; Denmark and Norway become Lutheran; Erasmus dies</p> <p><b>1538</b> Calvin expelled from Geneva</p>	<p><b>1540</b> Society of Jesus (Jesuits) formed</p> <p><b>1541</b> Calvin returns to Geneva from exile</p> <p><b>1547</b> Henry VIII dies</p>



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	1450	1480	1500	1510	1520	1530	1540
<b>World events</b>	<p><b>1452</b> Leonardo da Vinci born</p> <p><b>1453</b> Turks capture Constantinople</p> <p><b>1455</b> Gutenberg completes printing the Bible using movable type</p> <p><b>1470</b> Portuguese explorers discover Gold Coast of Africa</p> <p><b>1473</b> Copernicus born</p> <p><b>1478</b> Spanish Inquisition set up</p>	<p><b>1485</b> Treaty of Leipzig divides Saxony</p> <p><b>1492</b> Columbus' first voyage to the Americas</p> <p><b>1493</b> the pope divides the New World between Spain and Portugal</p> <p><b>1495</b> Leonardo da Vinci's 'Last Supper'</p> <p><b>1497</b> Vasco de Gama discovers west coast of India</p> <p><b>1499</b> Swiss gain independence</p>	<p><b>1502</b> Frederick, elector of Saxony founds the Wittenberg University</p> <p><b>1506</b> Pope Julius orders work on St Peter's dome</p> <p>De Vinci's Mona Lisa</p> <p><b>1508</b> Michelangelo begins painting Sistine Chapel ceiling</p>	<p><b>1510</b> first shipload of African slaves arrives in Hispaniola (Haiti)</p> <p><b>1513</b> Leo X (Giovanni Medici) pope; Balboa discovers the Pacific Ocean</p> <p>Albert of Brandenburg becomes elector and archbishop of Mainz</p> <p><b>1516</b> Thomas More publishes Utopia</p> <p><b>1517</b> Tetzel hired by Albert of Mainz to sell indulgences</p> <p><b>1519</b> Charles I of Spain is elected Holy Roman Emperor Charles V; Cortes enters Aztec capital, Tenochtitlan</p>	<p><b>1520</b> Suleiman I becomes sultan of the Ottoman Empire (Turks)</p> <p><b>1521</b> Pope Leo X dies, succeeded Hadrian VI</p> <p><b>1522</b> Magellan's expedition completes circumnavigation of the globe; German knights organise against the emperor, France attacks Charles V</p> <p><b>1523</b> Clement VII becomes pope</p> <p><b>1524</b> Peasant wars begin; Diet of Nuremberg fails to enforce Edict of Worms condemning Luther</p> <p><b>1525</b> Charles V defeats Francis I; Elector Frederick the Wise dies; France makes pact with Suleiman I</p> <p><b>1527</b> Imperial troops sack Rome; plague strikes Wittenberg</p> <p><b>1529</b> Turks lay siege to Vienna</p>	<p><b>1531</b> Schmalkaldic League, a body of German Protestant groups forms in self defence against Charles V</p> <p><b>1532</b> Diet of Regensburg and Peace of Nuremberg guarantee religious toleration in the face of Turkish threat</p> <p><b>1533</b> Ivan 'the Terrible' (age 3) ascends the Russian throne</p> <p><b>1534</b> Paul becomes pope</p> <p><b>1539</b> Frankfurt Truce declared between Catholic and Protestant territories</p>	<p><b>1540</b> Conferences at Hagenau and Worms fail to reconcile Protestants and Catholics</p> <p><b>1541</b> at Conference of Regensburg, Melancthon and Bucer reach agreement with Catholics on most doctrines, but Luther and Rome reject their work,</p> <p><b>1543</b> Copernicus writes that earth revolves around sun; John Eck dies</p> <p><b>1545</b> Ferdinand I and Suleiman I agree to truce; Council of Trent, for reform of Catholic Church, opens</p> <p><b>1555</b> Peace of Augsburg allows rulers to determine religion of their region</p>

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