

OCR – AS GCE  
European History  
Enquiries  
F 964

Unit 2 Luther and the Diet of Worms

SOURCES  
ACCOMPANYING  
EXEMPLAR  
QUESTION 1

SOURCE A

*A sympathetic report of Luther's appearance at the Diet of Worms.*

**Martin Luther arrived in Worms under an imperial safe-conduct. Many a pious Christian found comfort and encouragement in Luther's courageous appearance despite the fact that the Emperor had condemned him. His enemies hoped that the condemnation would keep him away but the good man came and behaved in a Christian manner, showing no fear and proving that he would die rather than withdraw anything that he had written.**

*A German newspaper account, 1521*

SOURCE B

*Luther's answer to the demand that he should answer the charges against him at the Diet of Worms.*

**Since your Majesty and your Lordships demand a simple answer, I will give it. Unless I shall be contradicted by the Bible or by evident reason (for I believe neither in the Pope nor in Church Councils alone, since it is agreed that they have frequently been mistaken and have contradicted themselves), I must obey the Bible. I am not able to withdraw my writings. I do not want to do whatever is neither safe nor upright, since it goes against my conscience. God help me.**

*Luther's speech to Charles V and the Princes at the Diet of Worms, 18 April 1521*

**SOURCE C**

*Charles V's spokesman replies to Luther's speech in Source B.*

**Martin Luther, you have spoken more impudently than befits your rank. If you had withdrawn those books that are most at fault, His Imperial Majesty, because of his undoubted mercy, would not have allowed the persecution of your other books, which are good. But you wish to revive matters that a previous Church council, drawn from the entire German nation, has condemned, and you wish to be proved wrong from the Bible. You are clearly out of your wits. For what is the use of holding another debate about matters that have been condemned over so many centuries by the Church and its councils?**

*Johannes Eck, speech at the Diet of Worms, 18 April 1521*

**SOURCE D**

*Charles V's condemns Luther at the Diet of Worms.*

**None of you can be in any doubt about the errors and heresies, which depart from Christian belief and which Martin Luther seeks to spread. Therefore it is our duty to proceed against this dangerous disease. Martin Luther shall be treated as someone who is cut off from the Church of God. He is an obstinate heretic. The Bull, which our Holy Father the Pope has issued in his capacity as Judge of religious controversies, should be put into effect. If you meet Luther, you should take him prisoner or at least send us information where he may be captured. You should attack and seize the property of his friends and supporters. Nobody should dare to buy, sell, copy or print Luther's books that the Pope has condemned. They should be burned.**

*The Edict of Worms, May 1521*

**SOURCE E**

*A modern historian comments on Luther's conduct at the Diet of Worms.*

**Luther arrived at Worms on 16 April 1521, having been given safe conduct by the Emperor. The following day he appeared before the assembled diet. He was presented with a pile of books and asked if he was prepared to acknowledge his authorship. He did so and was then asked if he would recant his teachings contained in them. Luther asked for time to consider and was given twenty-four hours. In all probability Luther was not being evasive, but was rather taken by surprise. He was expecting a list of statements to repudiate, not his entire literary output. Even at this stage Luther could have pursued a middle course by repudiating the *Babylonian Captivity* and concentrating attention on the power of the papacy in Germany. Jean Glapion, the Emperor's confessor, had wanted Luther to adopt such a position, but he was not prepared to do so.**

*A. Johnston, The Protestant Reformation in Europe, 1991*

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## Luther and the Diet of Worms

### QUESTION 1 PART (a)

#### Examiner's Specific Advice

You should discuss any similarities and differences of the sources point by point and not sequentially, and use the authorship and target audience to develop an answer that assesses the reliability and provenance of the sources.

[Click Here For Sources Relating to this Question](#)

#### Exemplar Question

1 (a) Study Sources B and C.

How far does Source C support Source B as evidence for Luther's attitude to the authority of the Roman Catholic Church?

[30 marks]

[Click Here for a Chronology Relating to this Topic](#)

## Examiner's Exemplar Plan and Answer 1

### Plan

Source B: Luther's unwillingness to agree with the Pope  
Reliance on the Bible and conscience

Source C agrees

Difference: Charles V in Source C, not in Source B

Reliability of sources

In Source B, Luther shows his unwillingness to accept the sole authority of the Roman Catholic Church and his preference to follow only the teachings of the Bible and his own conscience. Source C agrees that Luther would not obey the order to withdraw his views. It claims that he was relying on views that had long been condemned as heretical. A slight difference is that Source C claims that Charles V did not wish to enforce extreme punishment but there is no evidence in Source C that Luther could have changed the attitude of the Church. Both sources are reliable evidence because they are primary sources (1). Source B is a speech by Luther himself whilst Eck, in Source C, acts as the spokesman of Charles V (2).

(1) This is not true. Some primary sources are reliable but others are unreliable. However, both reliable and unreliable sources might be useful. Why?

(2) The comments on provenance (authorship) are weak.

### Examiner's Assessment

Generally accurate use of terms, mostly coherent and clearly communicated. The answer has been given a Level II AO1a mark of 5.

A mixture of internal analysis and discussion of similarities and differences but uneven understanding of some concepts. The answer has been given a Level III AO1b mark of 5.

It provides a comparison but makes limited links with the sources and the comment is largely sequential. It has been given a Level IV AO2a mark of 8.

The answer merits an overall mark of 18 (low Grade C).

## Examiner's Exemplar Plan and Answer 2

### Plan

Sources mostly agree in spite of different origins

Both sources reliable:

Personal view of Luther and official view of Charles

Written at same time

Some difference

Overall, Luther is hostile to Church authorities

Although the attitudes of Luther in Source B and Eck in Source C are very different, they mostly agree about Luther's attitude to the authority of the Roman Catholic Church (3). His defiance and refusal to conform are common to both sources.

(3) Good start – immediate focus on agreement and disagreement.

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There are some minor differences that are less important than the extent to which the sources support each other. Source C claims that Luther was rejecting the offer of Charles V to be moderate when the Emperor insisted only on the withdrawal of Luther's most extreme views. On behalf of Charles V, Eck is even willing to concede that some of Luther's writings are 'good'.

The sources can be accepted as reliable accounts of the views of their authors. There is no reason to doubt, at this stage in the Diet of Worms, that Luther was expressing his fundamental view in Source B that the Bible and personal conscience were more important than the authority of the Pope and Church councils. Eck was the spokesman of Charles V and was able also to represent the views of the Roman Catholic Church. The sources are linked because they come from the same day - Eck was replying to Luther – and they are probably accurate accounts of the speeches of the two men (4).

(4) Good points about reliability. Compare this with the comment on reliability in Answer 1.

### Examiner's Assessment

The answer demonstrates accurate use of a range of appropriate terms, is clearly structured and coherently communicated. It has been given a Level I AO1a mark of 6. It shows a very good level of understanding key concepts; judgements are supported by appropriate references to both content and provenance. It has been given a Level IB AO1b mark of 7.

The response provides an effective comparison and evaluates a range of qualities, but would have been improved if the first paragraph had been developed in more detail. It received a Level IB AO2a mark of 14.

The overall mark is 27 (Grade A).

[Click here for a Mark Scheme that accompanies the exemplar answers provided above](#)

### Mark Scheme

Examiners use Mark Schemes to determine how best to categorise a candidate's response and to ensure that the performances of thousands of candidates are marked to a high degree of consistency. Few answers fall neatly into the mark levels indicated below: some answers will provide good comparisons but offer little internal provenance; others may rely heavily on own knowledge. Examiners therefore try to find the 'best fit' when applying the scheme. Each answer has a final mark based on three Assessment Objectives (AO1a, AO1b and AO2a) worth 6 + 8 + 16 = 30 marks.

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As the standard of the two answers lies between Level 1 and Level IV, only the descriptors and marks for these levels have been tabulated below.

**Marking Grid for Enquiries Question (a)**

<b>Assessment Objectives</b>	<b>AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively</b>	<b>AO1b Demonstrate understanding of the past through explanation and analysis</b>	<b>AO2a Analyse and evaluate a range of appropriate source material with discrimination</b>
<b>LEVEL IA</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>6 marks</b>	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. <b>8 marks</b>	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. <b>16 marks</b>
<b>LEVEL IB</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>6 marks</b>	Judgements are supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. <b>7 marks</b>	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. <b>13–15 marks</b>
<b>LEVEL II</b>	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. <b>5 marks</b>	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. <b>6 marks</b>	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. <b>11–12 marks</b>
<b>LEVEL III</b>	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. <b>4 marks</b>	Mixture of internal analysis and discussion of similarities and/or differences; uneven understanding of key concepts and significance of issues. <b>5 marks</b>	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. <b>9–10 marks</b>
<b>LEVEL IV</b>	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. <b>3 marks</b>	Mostly satisfactory understanding of key concepts and significance of issues; some unlinked though relevant assertions, description/narrative but without a judgement. <b>4 marks</b>	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/ difference of content. <b>7–8 marks</b>

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## Luther and the Diet of Worms

## QUESTION 1 PART (b)

### Examiner's Specific Advice

This question requires you to pull together an answer which includes some of the analysis you have had to do for part (a) and then go further by considering all the sources. Make sure you allow half the time allocated for the whole paper (that makes 60 minutes for this question). Do a brief plan to remind yourself of agreement/disagreement with the proposition in the question. Identify themes which the sources pick up on; these should emerge in questions set by the examiners. The first two sources are supportive of Luther whereas the last three are more critical. Explain why this is the case and whether or not the sources can be trusted individually and as a set.

[Click Here For Sources Relating to this Question](#)

### Exemplar Question

1 (b) Study all the Sources.

Use your own knowledge to assess how far the Sources support the interpretation that Luther was more responsible than Charles V for the failure to reach an agreement at the Diet of Worms.

[Click Here for a Chronology Relating to this Topic](#)

[70 marks]



## Examiner's Exemplar Plan and Answer 1

### Plan

Source A: supports Luther  
Source B: supports Luther  
Source C: critical of Luther  
Source D: critical of Luther  
Source E: critical of Luther  
Own knowledge: causes of quarrel with Papacy  
Attempts to solve problem before Diet of Worms  
Charles V's view

Source A is a favourable account of Luther and contradicts the claim that Luther was more responsible for the failure to reach an agreement at the Diet of Worms. It states that Charles V had already condemned him and therefore the outcome of the Diet was a foregone conclusion. Source B also contradicts the claim (1) in the question. It is a defence by Luther of his actions at Worms. He stated that the Roman Catholic authorities were wrong and more responsible for the quarrel because they paid less attention to the teaching of the Bible and individual conscience than to the views of Popes and Church councils.

Source C is different (2). It blames Luther. Eck, who was an eminent Catholic Churchman, believed that Luther's claims against the Papacy and the rest of the Church had already been settled. The reformer was only reviving old disputes. Source C also criticises Luther for his refusal to compromise. Source D agrees with Source C (3) in condemning Luther. Charles V backed the Pope and his Edict of Worms condemned Luther as a heretic. Source E also takes the view that Luther was unwilling to compromise. Luther's obstinacy caused the failure to reach an agreement (4).

Other knowledge (5) shows that both sides were to blame for the outcome of the Diet of Worms. Luther began the dispute when he produced the 95 Theses in 1517. Although they were directly a criticism of indulgences, they were indirectly a criticism of the Papacy because indulgences were authorised by the Pope. Luther briefly seemed willing to accept the authority of the Pope but he did not withdraw any of his views in the debates with Cajetan and Eck. He also refused to moderate his opinions at the Diet of Worms.

On the other hand, Charles V was also responsible. He was elected as Holy Roman Emperor in 1519, only two years before the Diet of Worms, and so knew little of Germany. He was young, only 19 years of age. As the ruler of many territories, Spain in particular, he could give little time to Germany and probably did not understand the complications of the dispute with Luther.

(1) Good comparison of two sources.

(2) Points out differences between sources.

(3) More comparison of sources is needed.

(4) The references to the sources could be more exact and explained.

(5) The other knowledge is relevant but it could be more directly linked to the sources.

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Overall, the sources are divided whether Luther or Charles V was more responsible and other knowledge confirms that they were both responsible. There was no possibility that the Diet of Worms could have solved the dispute between Luther and the authorities of the Roman Catholic Church.

### Examiner's Assessment

AO1a – Level II mark of 7: accurate and relevant evidence that reveals a competent command of the topic; clearly organised and communicated.

AO1b – Level II mark of 8: good attempt at explanation and analysis but uneven overall judgement.

AO2a – Level III mark of 17: illustrates an argument rather than evaluates the evidence.

AO2b – Level III mark of 13: sound analysis and evaluation of the interpretation but some unevenness between use of own knowledge and use of sources.

The answer received an overall mark of 45 (Grade C).

### Examiner's Exemplar Plan and Answer 2

#### Plan

Introduction: who was more to blame?

Sources in two groups: A and B; C, D and E

Knowledge of developments to 1521 - linked to sources

Luther's attitude

Charles V's attitude

Conclusion

(6) The introduction is direct and relevant. It also states the argument that the answer will pursue.

The outcome of the Diet of Worms might have been a foregone conclusion and both Luther and Charles V share the responsibility for the failure to reach a settlement but Luther was more responsible (6). There is evidence that Charles V did not wish to be too harsh on Luther and would have accepted some of Luther's opinions if Luther had been willing to withdraw his more extreme books. However, Luther refused to give any concessions and claimed that he was completely in the right.

(7) Good attempt to see the sources as groups as well as individual extracts.

The sources can be divided into two groups (7). Sources A and B support Luther whilst Sources C, D and E criticise him. Each is a reliable reflection of the viewpoints of its authors although their attitudes are very different. Source A shows that Luther was unwilling to change any of his views when he went to Worms ('he would rather die than withdraw anything that he had written') and this is confirmed in Source B ('I am not able to withdraw my writings').

(8) Answer combines comment on a source and own knowledge.

Although Eck, in Source C, was the Emperor's spokesman,

## Access to History – Online OCR European History Enquiries – The German Reformation 1517–55 – Standard AS Question

there is no reason to doubt his statement that Charles V wished Luther to deny only some of his writings and that others could be accepted ('If you had withdrawn those books that are most at fault ... other books, which are good'). Other developments support the claim (8) that Charles V was willing to compromise, for example the Diets of Speyer (1526) and Augsburg (1530). It is also known that Luther was intolerant of any criticism, even from other Protestants such as Zwingli.

Also a sound comment on reliability.

Source D is extreme in its condemnation of Luther but the Edict of Worms was issued after Pope Leo X's Bull of Excommunication, Exsurge Domine (1521) (9). The Diet of Worms was held to give Luther the chance to avoid the punishment in the Bull. In addition, Charles V did not take the advice of those who wished Luther to be arrested at Worms because the Emperor's safe-conduct should not apply to heretics. Charles V did what he could to avoid a split between the Church and Luther. To some extent, Charles was caught in the middle between the Papacy and Luther but, as a faithful defender of the Church, he had to support the Papacy against Luther, whose obstinacy at Worms is proved in Source B. Source E reflects on the events at Worms and asserts that Luther chose not to compromise his position, although he had less than 24 hours to determine his response to the charges laid before him. The conduct of the court and Charles was not unreasonable but Luther was in no mood to back down.

(9) Another good link between source and own knowledge.

The Papacy over-reacted to Luther's claims. The debates with Cajetan and Eck were designed to force Luther to withdraw, not to reach a balanced compromise. The Bull of Excommunication was an extreme and hasty punishment. It can be argued that Pope Leo X was more responsible for the split than either Luther or Charles V and that the attitude of the Church authorities was the fundamental reason for the failure to reach an agreement at Worms (10).

(10) Slightly off-focus. Always end by answering the question set.

### Examiner's Assessment

AO1a – Level IA mark of 10: uses a wide range of accurate, detailed and relevant evidence, clearly structured and written answer.

AO1b – Level IA mark of 12: clear and accurate understanding of key concepts and significance of issues; provides consistently analytical and clear judgements.

AO2a – Level IB mark of 24: focused analysis of all the sources with discrimination; evaluates the limitations but could have said more. The conclusion is not irrelevant but, in a brief answer, it introduces side issues. A better conclusion would have continued to focus on the key issue in the question: Luther and Charles V.

AO2b – Level IB mark of 19: understands that some sources support and others refute the interpretation; uses own knowledge and evaluation to reach a clear conclusion.

Overall the answer merits a mark of 65 (Grade A).

**Click here for a Mark Scheme that accompanies the exemplar answers provided above**

## Mark Scheme

Examiners are told *not* to look for a set answer. The interpretation in the question may be agreed with or rejected – but it must be considered seriously, even if the claim is then rejected. Answers need to use *all five Sources*, evaluating them as to their strengths and limitations as evidence and testing them against contextual knowledge. This collection of Sources shows the three pieces of evidence that are critical of Luther (C, D and E), and two (Sources A and B) that support the proposition. Indeed, this should prompt answers towards bringing in a range of wider knowledge to fully test and thus question the proposition.

Each answer has a final mark based on four Assessment Objectives (AO1a, AO1b AO2a and AO2b) worth 10 + 12 + 28 + 20 marks = 70 marks. As the standard of the two answers lies between Level I and Level IV, only the descriptors and marks for these levels have been tabulated below.

### Marking Grid for Enquiries Question (b)

Assessment Objectives	AO1a Recall, select and deploy historical knowledge and communicate clearly and effectively	AO1b Demonstrate understanding of the past through explanation and analysis	AO2a Analyse and evaluate a range of appropriate source material with discrimination	AO2b Analyse and evaluate how aspects of the past have been interpreted and represented
<b>Level IA</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>9–10 marks</b>	Consistently relevant and analytical answer; clear and accurate understanding of key concepts and significance of issues. <b>11–12 marks</b>	Provides a focused comparison of both content and provenance; evaluates qualities and limitations of sources. <b>26–28 marks</b>	Excellent analysis and evaluation of the interpretation, using all sources and own knowledge to reach a conclusion. <b>20 marks</b>

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<b>Level IB</b>	Uses a range of appropriate historical terms; clearly and coherently structured and communicated answer. <b>8 marks</b>	Judgements supported by appropriate references to content and provenance; very good understanding of key concepts and significance of issues. <b>9–10 marks</b>	Provides an effective comparison of both content and provenance; evaluates qualities and limitations of sources. <b>23–25 marks</b>	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion. <b>17–19 marks</b>
<b>Level II</b>	Uses historical terms accurately; clearly and mostly coherently structured and clearly communicated answer. <b>7 marks</b>	Good attempt at explanation/analysis but uneven overall judgements; mostly clear understanding of key concepts and significance of issues. <b>8 marks</b>	Provides a relevant comparison of both content and provenance; evaluation lacks completeness and may be confined to the conclusion or second half of the answer. <b>20–22 marks</b>	Focused analysis and evaluation of interpretation, using all sources and own knowledge to reach a clear conclusion; some imbalance between use of own knowledge and sources. <b>14–16 marks</b>
<b>Level III</b>	Uses relevant historical terms but not always accurately or extensively; mostly structured and clearly communicated answer. <b>6 marks</b>	Mixture of internal analysis and discussion of similarities and differences; uneven understanding of key concepts and significance of issues. <b>6–7 marks</b>	Provides a comparison; makes limited links with the sources by focusing too much on content or provenance. <b>17–19 marks</b>	Sound analysis and evaluation; there may be some description and unevenness between use of own knowledge and sources. <b>11–13 marks</b>
<b>Level IV</b>	Some evidence that is tangential or irrelevant; some unclear, under-developed or disorganised sections but satisfactorily written. <b>4–5 marks</b>	Mostly satisfactory understanding of key concepts; some unlinked though relevant assertions, description/narrative but without a judgement. <b>4–5 marks</b>	Attempts a comparison but comments are largely sequential; makes few points of comparative provenance or similarity/difference of content. <b>14–16 marks</b>	Some analysis and evaluation with increasing amounts of description; imbalanced use of own knowledge and sources. <b>8–10 marks</b>

### Chronology: Key Events in *The German Reformation, 1517–55*

- 1517 Sale of indulgences by Tetzel (1).  
1517 Martin Luther: 95 Theses posted at Wittenberg (2).  
1518 Meeting with Cardinal Cajetan, the Papal representative, at Augsburg.  
1519 Debate with Johannes Eck at Leipzig (3).  
1519 Charles V elected as Holy Roman Emperor.  
1520 Papal Bull of Leo X condemning Luther, *Exsurge Domine*.  
1520 Luther's response to the Papal Bull, *Against the Accursed Bull of Antichrist*. Papal Bull burned at Wittenberg.  
1520 Luther's pamphlets, *To the Christian Nobility of the German Nation*, *The Babylonian Captivity of the Church*, *On the Liberty of the Christian Man*.  
1521 Diet of Worms convened by Charles V, the Holy Roman Emperor.  
1521 Imperial Ban on Luther (Edict of Worms) issued by Charles V.  
1521–22 Luther protected by Frederick the Wise at the Wartburg castle (4).  
1522 Luther's translation of the New Testament.  
1522–23 Knights' War led by Hutten and Sickingen.  
1524–5 Peasants' Revolt (5).  
1525 Luther's pamphlet, *Against the Murdering and Plundering Hordes of Peasants*.  
1527 Development of Anabaptists, a radical Protestant group mostly in Germany and Switzerland (6).  
1529 Diet of Speyer, an attempt to implement the Edict of Worms.  
1529 Marburg Colloquy (Conference), an unsuccessful attempt to reconcile Luther and Zwingli, a Swiss reformer.  
1530 Diet of Augsburg an unsuccessful attempt to resolve disputes between Catholics and Lutherans.  
1530 The Augsburg Confession, statement of Lutheran views, mostly drawn up by Philip Melancthon (7). Formation of the Schmalkaldic League.  
1534 Luther produces the first German Bible.  
1541 Failure of the Diet of Regensburg.  
1546 Death of Luther.  
1547 Battle of Mühlberg: victory of Charles over Schmalkaldic League.  
1548 Augsburg Interim: Charles V attempts a religious settlement.  
1551 Maurice of Saxony deserts the imperial cause.  
1552 Treaty of Chambord between Henry II and German Protestants.  
1555 Peace of Augsburg: 'cuius regio, eius religio' in the Empire (8).

(1) Indulgences had long been used by the Church as a means by which Christians could obtain forgiveness for their sins. By 1517, the emphasis had changed to the payment of money for indulgences. They were a major source of income for the Papacy.

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- (2) Posting one's views on a church door was not unusual; it was similar to a modern academic sending a letter to a newspaper or writing an article in a journal. Luther wrote in Latin. He was probably only seeking publicity among other academics. However, the 95 Theses were quickly translated into German and distributed widely through the new printing press.
- (3) Eck linked Luther with Jan/John Huss, from Bohemia in the fifteenth century. He had been condemned as a heretic and was executed. Anybody with similar ideas was therefore also a heretic. During the debate with Eck, Luther admitted that his views were similar.
- (4) Frederick the Wise, the Elector of Saxony, was not a Lutheran but protected Luther for political reasons because Luther was his subject. He shows Charles V's difficulty in controlling the German princes.
- (5) The causes of the Peasants' Revolt were mostly social and economic but rebels saw Luther as a champion. He was initially sympathetic to their grievances but became hostile as disorder grew.
- (6) Luther's break with the Roman Catholic Church was soon followed by the growth of other Protestant groups, especially in Germany, Switzerland (Zwingli) and France (John Calvin). The Anabaptists were very radical. They did not have a unified programme but most believed in adult baptism rather than the baptism of children, and millenarianism (the end of the world would come soon). Some had unorthodox views about marriage. Thomas Müntzer was one of the leaders. He led a violent movement that was brutally crushed in 1523–25.
- (7) Philip Melanchthon was a leading follower of Luther and a brilliant scholar. Luther remained the leader of his movement but Melanchthon was important in coordinating Luther's ideas. His Augsburg Confession was an important statement of Lutheran beliefs.
- (8) Charles could not bring himself to sign the peace treaty with the German Lutheran princes. Instead his brother Ferdinand agreed that each prince would decide the faith of his own principality. However, by a special clause known as the 'ecclesiastical reservation', Catholic princes were not permitted to convert their state to Protestantism though Protestants could change to Catholicism if they so desired.

## **Teaching Activities**

Using the sources and the exemplar answers, discuss the following questions with your students.

- (1) How can we decide if a source is (a) reliable or (b) unreliable?
- (2) Is there a difference between reliability and usefulness?
- (3) As an example of Question (a), compare Sources A and D as evidence of Luther's reputation in 1521.
- (4) As an example of Question (b), plan an answer to the question, 'Discuss the claim that Luther was an intolerant religious leader'.
- (5) Find other sources, especially from websites, and secondary accounts of the events leading to the Edict of Worms and assess their usefulness.



## Resources

- M. Greengrass, *The Longman Companion to the European Reformation, c. 1500–1618* (Pearson, 1998)
- A. Johnston, *History at Source: The Reformation In Europe* (Hodder and Stoughton, 1996)
- M. Mullett, *Luther* (Lancaster Pamphlets, Routledge, 1986)
- K. Randell, *Access to History: Luther and the German Reformation, 1517–55* (second edition, Hodder and Stoughton, 2000)
- E. G. Rupp and B. Drewery ed., *Martin Luther* (Arnold, 1970)

## Weblinks

[www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)

<http://history.hanover.edu/early/prot.html>

[www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home.html](http://www.iclnet.org/pub/resources/text/wittenberg/wittenberg-home.html)