

Botticelli *Allegory of Spring*

Italian hill town

The Reformation Continues

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS As Protestant reformers divided over beliefs, the Catholic Church made reforms.

WHY IT MATTERS NOW

Many Protestant churches began during this period, and many Catholic schools are the result of reforms in the Church.

TERMS & NAMES

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

SETTING THE STAGE Under the leadership of Queen Elizabeth I, the Anglican Church, though Protestant, remained similar to the Catholic Church in many of its doctrines and ceremonies. Meanwhile, other forms of Protestantism were developing elsewhere in Europe. Martin Luther had launched the Reformation in northern Germany, but reformers were at work in other countries. In Switzerland, another major branch of Protestantism emerged. Based mainly on the teachings of John Calvin, a French follower of Luther, it promoted unique ideas about the relationship between people and God.

Calvin Continues the Reformation

Religious reform in Switzerland was begun by Huldrych Zwingli (HUL•drykh ZWIHNG•lee), a Catholic priest in Zurich. He was influenced both by the Christian humanism of Erasmus and by the reforms of Luther. In 1520, Zwingli openly attacked abuses in the Catholic Church. He called for a return to the more personal faith of early Christianity. He also wanted believers to have more control over the Church.

Zwingli's reforms were adopted in Zurich and other cities. In 1531, a bitter war between Swiss Protestants and Catholics broke out. During the fighting, Zwingli met his death. Meanwhile, John Calvin, then a young law student in France with a growing interest in Church doctrine, was beginning to clarify his religious beliefs.

Calvin Formalizes Protestant Ideas When Martin Luther posted his 95 Theses in 1517, John Calvin had been only eight years old. But Calvin grew up to have as much influence in the spread of Protestantism as Luther did. He would give order to the faith Luther had begun.

In 1536, Calvin published *Institutes of the Christian Religion*. This book expressed ideas about God, salvation, and human nature. It was a summary of Protestant theology, or religious beliefs. Calvin wrote that men and women are sinful by nature. Taking Luther's idea that humans cannot earn salvation, Calvin went on to say that God chooses a very few people to save. Calvin called these few the "elect." He believed that God has known since the beginning of time who will be saved. This doctrine is called **predestination**. The religion based on Calvin's teachings is called **Calvinism**.

CALIFORNIA STANDARDS

10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

TAKING NOTES

Comparing Use a chart to compare the ideas of the reformers who came after Luther.

| Reformers | Ideas |
|--------------------|-------|
| Zwingli | |
| Calvin | |
| Anabaptists | |
| Catholic Reformers | |

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OBJECTIVES

- Explain Calvin's Protestant teachings
- Describe the beliefs of other reformers and the roles of women in the Reformation.
- Trace reforms in the Catholic Church.
- Summarize the legacy of the Reformation.

1 FOCUS & MOTIVATE

Have students turn to page 62 and skim the first two paragraphs. Ask, How would your life be different if you lived in a theocracy like Geneva? (*no colorful clothing, no card games, perhaps no computer games, stricter punishments*)

2 INSTRUCT

Calvin Continues the Reformation

10.1.1

Critical Thinking

- Why is John Calvin important today? (*His ideas influenced the development of many different Protestant churches.*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L12
- California Modified Lesson Plans for English Learners, p. 19
- California Daily Standards Practice Transparencies, TT4
- California Standards Enrichment Workbook, pp. 17–18, 23–24
- California Standards Planner and Lesson Plans, p. L15
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 21

Formal Assessment

- Section Quiz, p. 24

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 21

Reading Study Guide (Spanish), p. 21

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 21
- Building Vocabulary, p. 22
- Reteaching Activity, p. 39

Reading Study Guide, p. 21

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

Electronic Library of Primary Sources

- "The St. Bartholomew's Day Massacre"
- "Luther: Giant of His Time and Ours"

INTEGRATED TECHNOLOGY

eEdition Plus Online

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT17 Reformation: Lutheranism and Calvinism

Critical Thinking Transparencies

- CT17 The Protestant and Catholic Reformations
- CT53 Chapter 1 Visual Summary

Electronic Library of Primary Sources

classzone.com

History Makers

John Calvin

Why did Calvin and his followers want to regulate morality? (*They believed that people were naturally sinful and could not regulate themselves.*)

Calvinist ritual, or religious ceremony, differed from that of Catholics and Lutherans. Calvin forbade the clergy to wear rich, colorful religious garments. Many traditional religious objects, such as statues, incense, altars, candles, chants, organ music, and stained-glass windows, were not allowed in Calvinist churches.

Electronic Library of Primary Sources

- “The St. Bartholomew’s Day Massacre”

History Makers



John Calvin
1509–1564

A quiet boy, Calvin grew up to study law and philosophy at the University of Paris. In the 1530s, he was influenced by French followers of Luther. When King Francis I ordered Protestants arrested, Calvin fled. Eventually, he moved to Geneva.

Because Calvin and his followers rigidly regulated morality in Geneva, Calvinism is often described as strict and grim. But Calvin taught that people should enjoy God’s gifts. He wrote that it should not be “forbidden to laugh, or to enjoy food, or to add new possessions to old.”

Calvin Leads the Reformation in Switzerland Calvin believed that the ideal government was a **theocracy**, a government controlled by religious leaders. In 1541, Protestants in Geneva, Switzerland, asked Calvin to lead their city.

When Calvin arrived there in the 1540s, Geneva was a self-governing city of about 20,000 people. He and his followers ran the city according to strict rules. Everyone attended religion class. No one wore bright clothing or played card games. Authorities would imprison, excommunicate, or banish those who broke such rules. Anyone who preached different doctrines might be burned at the stake. Yet, to many Protestants, Calvin’s Geneva was a model city of highly moral citizens.

Calvinism Spreads One admiring visitor to Geneva was a Scottish preacher named John Knox. When he returned to Scotland in 1559, Knox put Calvin’s ideas to work. Each community church was governed by a group of laymen called elders or presbyters (PREHZ•buh•tuhrs). Followers of Knox became known as **Presbyterians**. In the 1560s, Protestant nobles led by Knox made Calvinism Scotland’s official religion. They also deposed their Catholic ruler, Mary Queen of Scots, in favor of her infant son, James.

Elsewhere, Swiss, Dutch, and French reformers adopted the Calvinist form of church organization. One reason Calvin is considered so influential is that many Protestant churches today trace their roots to Calvin. Over the years, however, many of them have softened Calvin’s strict teachings.

In France, Calvin’s followers were called Huguenots. Hatred between Catholics and Huguenots frequently led to violence. The most violent clash occurred in Paris on

August 24, 1572—the Catholic feast of St. Bartholomew’s Day. At dawn, Catholic mobs began hunting for Protestants and murdering them. The massacres spread to other cities and lasted six months. Scholars believe that as many as 12,000 Huguenots were killed.

Other Protestant Reformers

Protestants taught that the Bible is the source of all religious truth and that people should read it to discover those truths. As Christians interpreted the Bible for themselves, new Protestant groups formed over differences in belief. 📖

The Anabaptists One such group baptized only those persons who were old enough to decide to be Christian. They said that persons who had been baptized as children should be rebaptized as adults. These believers were called **Anabaptists**, from a Greek word meaning “baptize again.” The Anabaptists also taught that church and state should be separate, and they refused to fight in wars. They shared their possessions.

Viewing Anabaptists as radicals who threatened society, both Catholics and Protestants persecuted them. But the Anabaptists survived and became the fore-runners of the Mennonites and the Amish. Their teaching influenced the later Quakers and Baptists, groups who split from the Anglican Church.

Women’s Role in the Reformation Many women played prominent roles in the Reformation, especially during the early years. For example, the sister of King

MAIN IDEA

Analyzing Causes

📖 How did Protestant teaching lead to the forming of new groups?

A. Possible Answer It encouraged people to discover their own truths in the Bible.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Persuading People to Come to Geneva

Class Time 40 minutes

Task Creating and performing a radio commercial for the city of Geneva

Purpose To explain what made Geneva different and important; to hone persuasive writing skills

Instructions Divide students into small groups. Have groups reread the subsection “Calvin Leads the Reformation in Switzerland.” Remind students that many people of the time admired the way Calvin ran the theocracy (religious government) of Geneva. Ask students to imagine that they have been hired by John Calvin to write a radio advertisement encouraging people to visit Geneva. Each group should write a script for a radio

commercial lasting 30 to 90 seconds. Groups should consider the following questions when writing:

- What makes Geneva different from other cities?
- What activities might you find its citizens doing?
- What activities are not allowed in Geneva? Why?
- What happens to people who break the rules?

Encourage students to be persuasive—using vivid, descriptive language and perhaps even sound effects. When groups are finished, have each one perform its commercial for the class.

Religions in Europe, 1560

INTERACTIVE



History from Visuals

Interpreting the Map

Point out the complex color code in the legend. Have students find an example of each religion on the map that is explained in the legend. Ask, Why was Elizabeth I constantly on guard against a Catholic invasion? (*Most of the nations bordering England were Catholic.*)

SKILLBUILDER Answers

- Region** Mostly Protestant—England, Scotland, Denmark-Norway, Sweden. Mostly Roman Catholic—Ireland, Spain, France, Italy.
- Location** Possible Answer: in the German states, and the Swiss Confederation, where there was a mixture of faiths

Geography Transparencies

- G17 The Protestant and Catholic Reformations

INTEGRATED TECHNOLOGY

Interactive This map is available in an interactive format on the eEdition. Students can view the locations of the dominant and minority religions one at a time or all at once.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which European countries became mostly Protestant and which remained mostly Roman Catholic?
- Location** Judging from the way the religions were distributed, where would you expect religious conflicts to take place? Explain.

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COOPERATIVE LEARNING

Data on Religious Groups

Class Time 20 minutes

Task Surveying community religious groups

Purpose To explore the impact the Reformation had on the United States

Instructions Divide the class into groups of 3 to 4 students. Have them use the local Yellow Pages to count the houses of worship in their community. Then have them create a chart listing 8 to 10 of the religious groups. For each group, have them note its religious affiliation. You may want to refer to the section on World Religions, pp. 700–715, for help. An example is shown at right.

| House of Worship | Religious Affiliation |
|------------------------------------|-----------------------|
| United Methodist Church | Protestant |
| Trinity Lutheran Church | Protestant |
| St. Nicholas Roman Catholic Church | Catholic |
| Calvary Baptist Church | Protestant |
| Congregation Beth Shalom | Jewish |
| Zen Buddhist Temple | Buddhist |

Have students note the Protestant churches in the community and remind them of the direct connection to the Reformation.

The Catholic Reformation
10.1.1

Critical Thinking

- How did Jesuit reforms help the Catholic Church keep its members from becoming Protestant? (*Their schools helped educate priests to do better work; students learned more about Catholic theology; missionaries did good works and made converts.*)
- Why did the Catholic Church feel the need for reforms, and what did church leaders do? (*Protestantism was reducing Catholic membership; Church investigated corruption; supported Jesuits; used Inquisition; called Council of Trent; created Index of Forbidden Books*)

Tip for English Learners

“Counter” in this context means “to go against.” So the Counter Reformation was a movement against the Reformation. Tell students to think of the related word, “counterclockwise.”



▲ Although Catholic, Marguerite of Navarre supported the call for reform in the Church.

Francis I, Marguerite of Navarre, protected John Calvin from being executed for his beliefs while he lived in France. Other noblewomen also protected reformers. The wives of some reformers, too, had influence. Katherina Zell, married to Matthew Zell of Strasbourg, once scolded a minister for speaking harshly of another reformer. The minister responded by saying that she had “disturbed the peace.” She answered his criticism sharply:

PRIMARY SOURCE

Do you call this disturbing the peace that instead of spending my time in frivolous amusements I have visited the plague-infested and carried out the dead? I have visited those in prison and under sentence of death. Often for three days and three nights I have neither eaten nor slept. I have never mounted the pulpit, but I have done more than any minister in visiting those in misery.

KATHERINA ZELL, quoted in *Women of the Reformation*

Katherina von Bora played a more typical, behind-the-scenes role as Luther’s wife. Katherina was sent to a convent at about age ten, and had become a nun. Inspired by Luther’s teaching, she fled the convent. After marrying Luther, Katherina had six children. She also managed the family finances, fed all who visited their house, and supported her husband’s work. She respected Luther’s position but argued with him about woman’s equal role in marriage.

As Protestant religions became more firmly established, their organization became more formal. Male religious leaders narrowly limited women’s activities to the home and discouraged them from being leaders in the church. In fact, it was Luther who said, “God’s highest gift on earth is a pious, cheerful, God-fearing, home-keeping wife.”

The Catholic Reformation

While Protestant churches won many followers, millions remained true to Catholicism. Helping Catholics to remain loyal was a movement within the Catholic Church to reform itself. This movement is now known as the **Catholic Reformation**. Historians once referred to it as the Counter Reformation. Important leaders in this movement were reformers, such as Ignatius (ihg•NAY•shuhs) of Loyola, who founded new religious orders, and two popes—Paul III and Paul IV—who took actions to reform and renew the Church from within.

Ignatius of Loyola Ignatius grew up in his father’s castle in Loyola, Spain. The great turning point in his life came in 1521 when he was injured in a war. While recovering, he thought about his past sins and about the life of Jesus. His daily devotions, he believed, cleansed his soul. In 1522, Ignatius began writing a book called *Spiritual Exercises* that laid out a day-by-day plan of meditation, prayer, and study. In it, he compared spiritual and physical exercise:

PRIMARY SOURCE

Just as walking, traveling, and running are bodily exercises, preparing the soul to remove ill-ordered affections, and after their removal seeking and finding the will of God with respect to the ordering of one’s own life and the salvation of one’s soul, are Spiritual Exercises.

IGNATIUS OF LOYOLA, *Spiritual Exercises*

MAIN IDEA

Making Inferences

Why was it easier for women to take part in the earlier stages of the Reformation than in the later stages?

B. Possible Answer In the earlier stages, most churches did not have formal leaders who could tell women what to do.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Making Inferences

Class Time 10 minutes

Task Discussing a primary source

Purpose To make inferences about a person based on her writings

Instructions In a letter to the minister Ludwig Rabus, Katherina Zell wrote, “Ever since I was ten years old I have been a student and a sort of church mother, much given to attending sermons. I have loved and frequented the company of learned men, and I conversed much with them, not about dancing, masquerades and worldly pleasures but about the kingdom of God . . .”

Based on this excerpt and the primary source quotation on this page, have students make inferences about how Katherina Zell views her religious role and her relationship to men. Use the Standards for Evaluating a Group Discussion chart once the class has finished the discussion.

| Precision Assessment Standards for Evaluating a Group Discussion | | | |
|---|-----------|------------|------------|
| Criteria | Exemplary | Accomplish | Proficient |
| 1. Freely participates in discussion | | | |
| 2. Listens carefully and respectfully to others | | | |
| 3. Shares personal opinions | | | |
| 4. Displays tolerance for different opinions | | | |
| 5. Contributes appropriate ideas and suggestions | | | |
| Individual Performance | | | |
| 6. Is prepared | | | |
| 7. Stays on task during discussion | | | |
| 8. Communicates ideas clearly | | | |
| 9. Supports own point of view with reasons or evidence | | | |
| 10. Shows confidence in own judgment | | | |
| 11. Demonstrates ability to modify thinking | | | |
| Comments: | | | |
| Overall rating: | | | |



▲ Church leaders consult on reforms at the Council of Trent in this 16th-century painting.

For the next 18 years, Ignatius gathered followers. In 1540, the pope created a religious order for his followers called the Society of Jesus. Members were called **Jesuits** (JEHZH•oo•ihts). The Jesuits focused on three activities. First, they founded schools throughout Europe. Jesuit teachers were well-trained in both classical studies and theology. The Jesuits' second mission was to convert non-Christians to Catholicism. So they sent out missionaries around the world. Their third goal was to stop the spread of Protestantism. The zeal of the Jesuits overcame the drift toward Protestantism in Poland and southern Germany.

Reforming Popes Two popes took the lead in reforming the Catholic Church. Paul III, pope from 1534 to 1549, took four important steps. First, he directed a council of cardinals to investigate indulgence selling and other abuses in the Church. Second, he approved the Jesuit order. Third, he used the Inquisition to seek out heresy in papal territory. Fourth, and most important, he called a council of Church leaders to meet in Trent, in northern Italy.

From 1545 to 1563, at the **Council of Trent**, Catholic bishops and cardinals agreed on several doctrines:

- The Church's interpretation of the Bible was final. Any Christian who substituted his or her own interpretation was a heretic.
- Christians needed faith and good works for salvation. They were not saved by faith alone, as Luther argued.
- The Bible and Church tradition were equally powerful authorities for guiding Christian life.
- Indulgences were valid expressions of faith. But the false selling of indulgences was banned.

The next pope, Paul IV, vigorously carried out the council's decrees. In 1559, he had officials draw up a list of books considered dangerous to the Catholic faith. This list was known as the Index of Forbidden Books. Catholic bishops throughout Europe were ordered to gather up the offensive books (including Protestant Bibles) and burn them in bonfires. In Venice alone, followers burned 10,000 books in one day.

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Vocabulary

The *Inquisition* was a papal judicial process established to try and punish those thought to be heretics.

More About . . .

The Inquisition

In Catholic countries, the Inquisition stepped up its activities, threatening Protestants and heretics with imprisonment or death. Even the most faithful believers might be reported to the Inquisition by their enemies. Ignatius of Loyola himself was brought before the Inquisition several times. However, he was always found innocent.

More About . . .

The Council of Trent

The Catholic hierarchy called the Council of Trent to counter the Protestant Reformation and protect the Church. Some significant results of the Council of Trent were:

- disregard for Christian humanism and liberal movements within the church
- better educated Catholic bishops and clergy
- clearly defined Catholic doctrine

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

The Catholic Church and the Reformation

Class Time 45 minutes

Task Identifying reforms made by the Catholic Church

Purpose To learn more about how the Catholic Church responded to the Reformation

Instructions Remind students that many Catholics were leaving the church and becoming Protestant. The Catholic Church needed to do something to keep its members. Review with your students the steps the Church took to respond to the Reformation. Have students make a chart like the one here to identify the responses.

To get more help, have students work through the Reading Study Guide in Spanish, p. 21.

| Actions by the Catholic Church | Reason |
|---|---|
| Set up a meeting of Cardinals (called a council) | To investigate the selling of indulgences and other abuses |
| Set up a meeting of church leaders (the Council of Trent, which met for more than 10 years) | To state Catholic beliefs clearly |
| Approved the order of Jesuits | To support this new religious order which established schools and did missionary work |
| Started the Inquisition | To punish people who broke the rules of the Church |

The Legacy of the Reformation
10.2.1

Critical Thinking

- How did education benefit from the Reformation? (*schools established, clergy better educated*)
- What political changes started by the Reformation are present today? (*Nations developed that exist today; wars to expand territory began; church political power declined.*)

Global Impact

Jesuit Missionaries

The Jesuits were like a spiritual army, willing to go anywhere in the world in the service of the pope. Jesuit missionaries in Asia adapted their religious teachings to fit the culture of each country. Church officials criticized the missionaries for this approach. Matteo Ricci, for instance, was accused of allowing idolatry when he permitted the Chinese to conduct traditional rituals of reverence for their ancestors.



Jesuit Missionaries

The work of Jesuit missionaries has had a lasting impact around the globe. By the time Ignatius died in 1556, about a thousand Jesuits had brought his ministry to Europe, Africa, Asia, and the Americas. Two of the most famous Jesuit missionaries of the 1500s were Francis Xavier, who worked in India and Japan, and Matteo Ricci, who worked in China.

One reason the Jesuits had such an impact is that they founded schools throughout the world. For example, the Jesuits today run about 45 high schools and 28 colleges and universities in the United States. Four of these are Georgetown University (shown above), Boston College, Marquette University, and Loyola University of Chicago.

The Legacy of the Reformation

The Reformation had an enduring impact. Through its religious, social, and political effects, the Reformation set the stage for the modern world. It also ended the Christian unity of Europe and left it culturally divided.

Religious and Social Effects of the Reformation Despite religious wars and persecutions, Protestant churches flourished and new denominations developed. The Roman Catholic Church itself became more unified as a result of the reforms started at the Council of Trent. Both Catholics and Protestants gave more emphasis to the role of education in promoting their beliefs. This led to the founding of parish schools and new colleges and universities throughout Europe.

Some women reformers had hoped to see the status of women in the church and society improve as a result of the Reformation. But it remained much the same both under Protestantism and Roman Catholicism. Women were still mainly limited to the concerns of home and family.

Political Effects of the Reformation As the Catholic Church's moral and political authority declined, individual monarchs and states gained power. This led to the development of modern nation-states. In the 1600s, rulers of nation-states would seek more power for themselves and their countries through warfare, exploration, and expansion.

The Reformation's questioning of beliefs and authority also laid the groundwork for the Enlightenment. As you will read in Chapter 6, this intellectual movement would sweep Europe in the late 18th century. It led some to reject all religions and others to call for the overthrow of existing governments.

3 ASSESS

SECTION 4 ASSESSMENT

Assign pairs of students to answer the questions and find supporting information in the text.

Formal Assessment

- Section Quiz, p. 24

4 RETEACH

Use the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT53 Chapter 1 Visual Summary

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

USING YOUR NOTES

2. Which Catholic reform do you think had the most impact? (10.1.1)

| Reformers | Ideas |
|--------------------|-------|
| Zwingli | |
| Calvin | |
| Anabaptists | |
| Catholic Reformers | |

MAIN IDEAS

3. What was Calvin's idea of the "elect" and their place in society? (10.1.1)
4. What role did noblewomen play in the Reformation? (10.1.1)
5. What were the goals of the Jesuits? (10.1.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the Reformation set the stage for the modern world? Give examples. (10.1.1)
7. **MAKING INFERENCES** Why do you think the Church wanted to forbid people to read certain books? (10.1.1)
8. **COMPARING** How did steps taken by Paul III and Paul IV to reform the Catholic Church differ from Protestant reforms? Support your answer with details from the text. (10.1.1)
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a two-paragraph **essay** on whether church leaders should be political rulers. (Writing 2.4.a)

CONNECT TO TODAY **PRESENTING AN ORAL REPORT**

Research the religious origins of a university in the United States. Then present your findings to the class in an **oral report**. (HI 4)

INTERACTIVE

The Reformation

Martin Luther's criticisms of the Catholic Church grew sharper over time. Some Catholics, in turn, responded with personal attacks on Luther. In recent times, historians have focused less on the theological and personal issues connected with the Reformation. Instead, many modern scholars analyze the political, social, and economic conditions that contributed to the Reformation.

A PRIMARY SOURCE

Martin Luther

In 1520, Martin Luther attacked the whole system of Church government and sent the pope the following criticism of the Church leaders who served under him in Rome.

The Roman Church has become the most licentious [sinful] den of thieves. . . . They err who ascribe to thee the right of interpreting Scripture, for under cover of thy name they seek to set up their own wickedness in the Church, and, alas, through them Satan has already made much headway under thy predecessors. In short, believe none who exalt thee, believe those who humble thee.

B SECONDARY SOURCE

Steven Ozment

In 1992, historian Steven Ozment published *Protestants: The Birth of a Revolution*. Here, he comments on some of the political aspects of the Reformation.

Beginning as a protest against arbitrary, self-aggrandizing, hierarchical authority in the person of the pope, the Reformation came to be closely identified in the minds of contemporaries with what we today might call states' rights or local control. To many townspeople and villagers, Luther seemed a godsend for their struggle to remain politically free and independent; they embraced his Reformation as a conserving political force, even though they knew it threatened to undo traditional religious beliefs and practices.

CALIFORNIA STANDARDS

10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

C SECONDARY SOURCE

G. R. Elton

In *Reformation Europe*, published in 1963, historian G. R. Elton notes the role of geography and trade in the spread of Reformation ideas.

Could the Reformation have spread so far and so fast if it had started anywhere but in Germany? The fact that it had its beginnings in the middle of Europe made possible a very rapid radiation in all directions. . . . Germany's position at the center of European trade also helped greatly. German merchants carried not only goods but Lutheran ideas and books to Venice and France; the north German Hanse [a trade league] transported the Reformation to the Scandinavian countries.

D PRIMARY SOURCE

Hans Brosamer

"Seven-Headed Martin Luther" (1529) The invention of the printing press enabled both Protestants and Catholics to engage in a war of words and images. This anti-Luther illustration by German painter Hans Brosamer depicted Martin Luther as a seven-headed monster—doctor, monk, infidel, preacher, fanatic swarmed by bees, self-appointed pope, and thief Barabbas from the Bible.



Document-Based QUESTIONS

1. In what way does Luther's letter (Source A) support the point of view of the historian in Source B?
2. Based on Source C, why was Germany's location important to the spread of Reformation ideas?
3. Why might Hans Brosamer's woodcut (Source D) be an effective propaganda weapon against Martin Luther?

Different Perspectives

OBJECTIVE

- Understand that the Reformation can be examined from more than one perspective.

INSTRUCT

Help students see that each primary source on this page takes a different approach to the Reformation. Luther focuses on the excesses of the priests. Ozment examines people's desire to be independent of Church control. Elton understands how trade spread new ideas, and Brosamer draws a powerful picture, a bit like present-day advertising.

More About . . .

Attacks on Luther

Henry VIII of England also had unkind words for Martin Luther: "What serpent so venomous as he who calls the pope's authority tyrannous?" Though Henry later rejected the pope's authority, he never changed his opinion of Luther.

Electronic Library of Primary Sources

- "Luther: Giant of His Time and Ours"

INTEGRATED TECHNOLOGY

Interactive This feature is available in an interactive format on the eEdition.

Inclusion Tip

Students who are visually impaired may benefit from the larger version of the Brosamer illustration, available on the eEdition at classzone.com