

Interact *with* History

Objectives

- Set the stage for studying the Renaissance by using a painting as a primary source.
- Help students understand how to gain insights into historical periods through art.

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. Students can examine parts of the painting in greater detail and will have the opportunity to think about the painting's significance.

EXAMINING *the* ISSUES

Answers

- The setting is rich and elegant. The chancellor is wearing a fur-trimmed robe, Mary's cloak is full and beautiful, and the floor design and the walls of the room are ornate.
- Mary presents the child to the kneeling Chancellor Rolin, who is clearly powerful and wealthy. The chancellor's hands are clasped in prayer, showing his respect. A hovering angel holds a crown over Mary's head. These details show that religion was a central part of the society.

Discussion

Ask students what they remember about the function of art in Egypt and India. (*In Egypt, much of the art was created to honor the ruler, who was considered a god. In India, many pieces of art depicted religious figures.*)

Interact
with
History

INTERACTIVE



▲ *The Madonna of Chancellor Rolin* (about 1435), Jan van Eyck

EXAMINING *the* ISSUES

- What can you infer about the setting of the painting?
- What details in the painting give you an idea of the role of religion in society?

As a class, discuss these questions to see what you can learn about this art. Also recall what you know about art in such places as Egypt and India. As you read about the Renaissance, notice what the art of that time reveals about European society.

What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.

- 1 Classical Art** Renaissance artists admired classical art. The columns show classical style.
- 2 Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.
- 3 Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.
- 4 The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.
- 5 Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

WHY STUDY THE RENAISSANCE AND REFORMATION?

- Paintings, sculpture, and architecture of the Renaissance are still admired and copied today.
- People still argue about the best way to attain and keep power, a topic Niccolò Machiavelli covered in his book *The Prince*.
- People still debate how to create the perfect society, a subject Thomas More wrote about in *Utopia*.
- Shakespeare's plays and poems continue to be popular (see the Connect to Today feature on page 49).
- Mass production of books, such as this textbook, began with the printing press invented by Johann Gutenberg (see the Global Impact feature on page 50).
- The Protestant and Catholic Reformations dramatically changed Christianity. Tensions between Catholics and Protestants still exist in many parts of the world.

Botticelli *Allegory of Spring*

Italian hill town

Italy: Birthplace of the Renaissance

MAIN IDEA

REVOLUTION The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

WHY IT MATTERS NOW

Renaissance art and literature still influence modern thought and modern art.

TERMS & NAMES

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

SETTING THE STAGE During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

Italy's Advantages

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance** (REHN•ih•SAHNS). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

City-States Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

Merchants and the Medici A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.

CALIFORNIA STANDARDS

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).

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

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

REP 2 Students identify bias and prejudice in historical interpretations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Italian Renaissance

- I. Italy's advantages
 - A.
 - B.
- II. Classical and worldly values

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OBJECTIVES

- Explain the conditions in Italy that gave rise to the Renaissance.
- Identify the values and ideas prized during the Renaissance.
- Describe the artistic breakthroughs and achievements of Renaissance artists.
- Summarize influential literary works and techniques of key Renaissance writers.

1 FOCUS & MOTIVATE

Explain that the Renaissance was a time of great creativity. Ask students to describe ways that they show their own creativity. (*Possible Answers: art, music, writing, type of clothing worn*)

2 INSTRUCT

Italy's Advantages

10.2.1

Critical Thinking

- What is your opinion of the Medici family? (*Positive—Supported arts and culture. Negative—Publicly executed enemies, ruled as dictators.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L9
 California Modified Lesson Plans for English Learners, p. 13
 California Daily Standards Practice Transparencies, TT1
 California Standards Enrichment Workbook, pp. 23–24
 California Standards Planner and Lesson Plans, p. L9
 California Online Test Practice
 California Test Generator CD-ROM
 California Easy Planner CD-ROM
 California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 18
- History Makers: Niccolò Machiavelli, p. 33

Formal Assessment

- Section Quiz, p. 21

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 18

Reading Study Guide (Spanish), p. 15

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 18
- Building Vocabulary, p. 22
- Reteaching Activity, p. 36

Reading Study Guide, p. 15

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 1

- Primary Sources: from *The Courtier*, p. 26; from *The Prince*, p. 27
- Literature: from *The Agony and the Ecstasy*, p. 30

- Connections Across Time and Cultures, p. 35
- Electronic Library of Primary Sources

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Electronic Library of Primary Sources

- "The Art of Painting," from *Notebooks*

World Art and Cultures Transparencies

- AT36 *The Last Supper*

- AT37 *Mona Lisa*

classzone.com

arts by financially supporting artists. Renaissance merchants and wealthy families also were patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

The Renaissance Man Renaissance writers introduced the idea that all educated people were expected to create art. In fact, the ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a “universal man.” Later ages called such people “Renaissance men.”

Baldassare Castiglione (KAHS•teel•YOH•nay) wrote a book called *The Courtier* (1528) that taught how to become such a person. A young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, and write poetry. In addition, he should be a skilled rider, wrestler, and swordsman.

The Renaissance Woman According to *The Courtier*, upper-class women also should know the classics and be charming. Yet they were not expected to seek fame. They were expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d’Este, did exercise power. Born into the ruling family of the city-state of Ferrara, she married the ruler of another city-state, Mantua. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release. ■

B. Possible Answer
Both were expected to be educated and knowledgeable of art and culture.

MAIN IDEA

Comparing

How were expectations for Renaissance men and Renaissance women similar?

➤ Analyzing Primary Sources

The Renaissance Man

In *The Courtier*, Baldassare Castiglione described the type of accomplished person who later came to be called the Renaissance man.

PRIMARY SOURCE



Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . .

I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

BALDASSARE CASTIGLIONE, *The Courtier*

DOCUMENT-BASED QUESTIONS

- Drawing Conclusions** Do the qualities called for in the ideal Renaissance man and woman seem to emphasize the individual or the group?
- Making Inferences** Isabella d’Este’s portrait was painted by Titian, and Castiglione’s by Raphael, two famous painters. What does this tell you about the subjects’ social status?

The Renaissance Woman

Although Renaissance women were not expected to create art, wealthy women often were patrons of artists, as this letter by Isabella d’Este demonstrates.

PRIMARY SOURCE

To Master Leonardo da Vinci, the painter: Hearing that you are settled at Florence, we have begun to hope that our cherished desire to obtain a work by your hand might be at length realized. When you were in this city and drew our portrait in carbon, you promised us that you would some day paint it in colors. But because this would be almost impossible, since you are unable to come here, we beg you to keep your promise by converting our portrait into another figure, which would be still more acceptable to us; that is to say, a youthful Christ of about twelve years . . . executed with all that sweetness and charm of atmosphere which is the peculiar excellence of your art.
Mantua, May 14, 1504



ISABELLA D’ESTE, *Letters*

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More About . . .

Isabella d’Este

Isabella d’Este had a privileged upbringing. She could speak Greek and Latin and was an accomplished musician and dancer. An avid collector of art and antiques, she turned her home into an art museum. She had several children but remained involved in politics, governing Mantua while her husband was away and for a short period after he died.

Analyzing Primary Sources

The Renaissance Man and Woman

Ask students to read the primary source from Baldassare Castiglione. Then ask them why he suggests that men should avoid ostentation and self-praise. (*Perhaps because in social settings, ostentation and self-praise would be considered impolite.*)

Answers to Document-Based Questions

- Drawing Conclusions** The qualities called for seem to emphasize individual achievement rather than group identity. In other words, the qualities require the individual to stand out from the crowd.
- Making Inferences** The fact that both had their portraits painted by famous painters suggests that Isabella d’Este and Castiglione were both important people of their time.

In-Depth Resources: Unit 1

- from *The Courtier*, p. 26

CONNECTIONS ACROSS TIME AND CULTURES

Government Support of the Arts

Class Time 20 minutes

Task Researching government support of the arts

Purpose To understand modern connections to Renaissance patrons of art

Instructions Tell students that President Franklin Roosevelt formed the Works Progress Administration (WPA) to help lift the country out of the Great Depression. Between 1935 and 1938 the WPA became the largest public arts program in the world. At one point, it employed 40,000 people. The program ended in 1943.

In 1965, Congress created the National Endowment for the Arts (NEA). Its goal was to fund art projects around the United States. The NEA’s budget

grew from \$16 million in 1970 to \$180 million in 1979. Congress supported strong funding for the NEA throughout the 1980s but reduced its funding in later years.

Have students research current government funding for the arts. Why would a government provide funding for art? Do students think arts funding is a good use of taxpayer money? Ask students to name some people who are art patrons. (*Bill Gates—purchased a manuscript by Leonardo da Vinci; the Rockefellers; Peggy Guggenheim; people whose names are on local museums or libraries*)

The Renaissance Revolutionizes Art

10.2.1

Critical Thinking

- In what ways was Renaissance art revolutionary? (*use of perspective; revealed the subject's personality*)
- How do you think Leonardo's scientific studies helped his art? (*would allow him to make his art even more realistic*)

Analyzing Art

Perspective

Point out to students that the location of the vanishing point in Raphael's painting is the opened door of the church. Explain that some Renaissance artists used grids and devices with peepholes to help calculate perspective.

SKILLBUILDER Answer

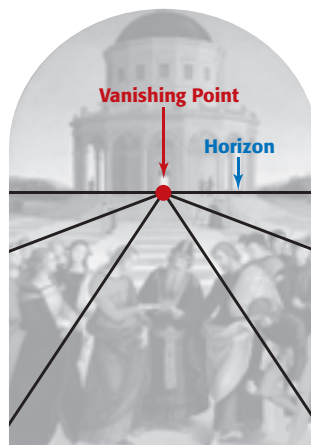
Contrasting The figures in the background are smaller; the figures in the foreground are larger. This makes the figures in the background seem farther away and the figures in the foreground seem closer to the viewer.

> Analyzing Art

Perspective

Perspective creates the appearance of three dimensions. Classical artists had used perspective, but medieval artists abandoned the technique. In the 1400s, Italian artists rediscovered it.

Perspective is based on an optical illusion. As parallel lines stretch away from a viewer, they seem to draw together, until they meet at a spot on the horizon called the vanishing point. The use of perspective was a feature of most Western painting for the next 450 years.



Marriage of the Virgin (1504), Raphael

SKILLBUILDER: Interpreting Visual Sources

Contrasting What is the major difference between the figures in the background of the painting and the figures in the foreground? What is the effect of this difference?

C. Possible Answer a focus on revealing the uniqueness of each person

MAIN IDEA

Synthesizing

What major change did a belief in individual merit bring about in art?

The Renaissance Revolutionizes Art

Supported by patrons like Isabella d'Este, dozens of artists worked in northern Italy. As the Renaissance advanced, artistic styles changed. Medieval artists had used religious subjects to convey a spiritual ideal. Renaissance artists often portrayed religious subjects, but they used a realistic style copied from classical models. Greek and Roman subjects also became popular. Renaissance painters used the technique of **perspective**, which shows three dimensions on a flat surface.

Realistic Painting and Sculpture Following the new emphasis on individuals, painters began to paint prominent citizens. These realistic portraits revealed what was distinctive about each person. In addition, artists such as the sculptor, poet, architect, and painter Michelangelo (MY•kuhl•AN•juh•LOH) Buonarroti used a realistic style when depicting the human body.

Donatello (DAH•nuh•TEHL•oh) also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s. It was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David (page 44) was a favorite subject.

COOPERATIVE LEARNING

Comparing and Contrasting Art

Class Time 20 minutes

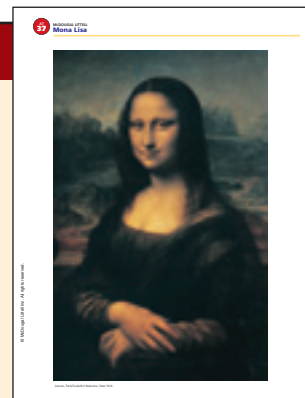
Task Comparing and contrasting medieval and Renaissance art

Purpose To better understand the art of the Renaissance

Instructions Divide students into groups of two or three. Display World Art and Cultures Transparency AT37, the *Mona Lisa*. Then have students use classroom or library resources to find an example of medieval portraiture. Ask groups to list similarities and differences for these two works of art. Suggest that groups focus on the following:

- facial expressions
- use of color
- amount of detail
- background
- use of light and shadow

As a class, discuss groups' results. Ask students, Based on this analysis and information in the text, what can you conclude about Renaissance art? (*Possible Answer: more realistic than medieval art, especially in use of light, shadow, and perspective*)



World Art and Cultures Transparencies

Leonardo, Renaissance Man Leonardo da Vinci (LAY•uh•NAHR•doh duh•VIHN•chee) was a painter, sculptor, inventor, and scientist. A true “Renaissance man,” he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa* (page 44). The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus’ disciples through facial expressions.

Raphael Advances Realism Raphael (RAHF•ee•uhl) Sanzio was younger than Michelangelo and Leonardo. He learned from studying their works. One of Raphael’s favorite subjects was the Madonna and child. Raphael often portrayed their expressions as gentle and calm. He was famous for his use of perspective.

In his greatest achievement, Raphael filled the walls of Pope Julius II’s library with paintings. One of these, *School of Athens* (page 45), conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

Anguissola and Gentileschi Renaissance society generally restricted women’s roles. However, a few Italian women became notable painters. Sofonisba Anguissola (ahng•GWEES•soh•lah) was the first woman artist to gain an international reputation. She is known for her portraits of her sisters and of prominent people such as King Philip II of Spain. Artemisia Gentileschi (JAYN•tee•LEHS•kee) was another accomplished artist. She trained with her painter father and helped with his work. In her own paintings, Gentileschi painted pictures of strong, heroic women.

Renaissance Writers Change Literature

Renaissance writers produced works that reflected their time, but they also used techniques that writers rely on today. Some followed the example of the medieval writer Dante. He wrote in the **vernacular**, his native language, instead of Latin. Dante’s native language was Italian. In addition, Renaissance writers wrote either for self-expression or to portray the individuality of their subjects. In these ways, writers of the Renaissance began trends that modern writers still follow.

Petrarch and Boccaccio Francesco Petrarch (PEE•trahrk) was one of the earliest and most influential humanists. Some have called him the father of Renaissance humanism. He was also a great poet. Petrarch wrote both in Italian and in Latin. In

History Makers



Leonardo da Vinci
1452–1519

Leonardo da Vinci’s notebooks—and life—are mysterious. Some 3,500 pages closely covered with writings and drawings survive. His writing is clear and easy to read, but only if you look at it in a mirror. No one knows why he wrote backwards.

Leonardo planned scholarly works and great feats of engineering that were never completed. Only 17 of his paintings survive. And yet the work that Leonardo did produce is so amazing that it confirms his genius.



Michelangelo Buonarroti
1475–1564

Like Leonardo, Michelangelo was a Renaissance man. He excelled as a painter, sculptor, architect, and poet.

Michelangelo is most famous for the way he portrayed the human body in painting and sculpture. Influenced by classical art, he created figures that are

forceful and show heroic grandeur.

Among his achievements are the dome of St. Peter’s, the paintings on the ceiling of the Sistine Chapel, and the statue of David.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Plan a Web site on Renaissance leaders that showcases these two artists. Go to classzone.com for your research.

History Makers

Leonardo da Vinci and Michelangelo Buonarroti

Why do you think that both artists are considered Renaissance men? (*Both were creative geniuses who excelled as painters, sculptors, and designers.*) Both Michelangelo and Leonardo were commissioned by the city of Florence to paint frescoes on the walls of a new city hall—in honor of the city’s many military victories.

INTEGRATED TECHNOLOGY

Rubric Web sites should

- give examples of the artist’s work.
- explain why the artist’s work was important.
- present information clearly and concisely.

Electronic Library of Primary Sources

- “The Art of Painting” from *Notebooks*

Renaissance Writers Change Literature

10.2.1

Critical Thinking

- Why was it important that writers began writing in the vernacular? (*more accessible to everyday people; possible to read literature without learning to speak Latin*)
- Why do you think Machiavelli’s writings remain popular? (*people still interested in getting and keeping power*)

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DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Leonardo’s Inventions

Class Time 45 minutes

Task Researching Leonardo da Vinci’s inventions

Purpose To show how Leonardo anticipated many modern scientific inventions

Instructions Like many other Renaissance humanists, Leonardo da Vinci believed in the limitless possibilities of human achievement. Leonardo’s faith in human creativity found expression in his notebooks, which were filled with drawings and descriptions of an astonishing range of inventions. Many of these inventions, such as a flying machine and an alarm clock,

have a somewhat modern look and purpose. Here are some other examples of Leonardo’s inventions:

- parachute
- power loom
- armored tank
- diving suit
- submarine
- construction crane

Have each student research one of Leonardo da Vinci’s inventions and find illustrations and descriptions of some of his drawings. Ask students to compare Leonardo’s invention with its modern version. Students should share their findings with the class.

More About . . .

Bubonic Plague

Within five years of its appearance in western Europe, the bubonic plague—so called because it causes a swelling of the lymph nodes, or buboes—killed about one-third of the population. Feudalism itself was threatened, as the value of labor rose and peasants began moving into towns in search of employment.

More About . . .

Machiavelli

“The end justifies the means” is one of the most widely known phrases from *The Prince*. Machiavelli is also probably best remembered for his defense of lies and trickery. “A prince never lacks legitimate reasons to break his promise,” he wrote, and “The fact is that a man who wants to act virtuously in every way necessarily comes to grief among so many who are not virtuous.” The word *Machiavellian* describes any crafty or deceitful action used for one’s own advantage.

In-Depth Resources: Unit 1

- Primary Source: from *The Prince*, p. 27
- History Makers: Niccolò Machiavelli, p. 33

Italian, he wrote sonnets—14-line poems. They were about a mysterious woman named Laura, who was his ideal. (Little is known of Laura except that she died of the plague in 1348.) In classical Latin, he wrote letters to many important friends.

The Italian writer Giovanni Boccaccio (boh•KAH•chee•oh) is best known for the *Decameron*, a series of realistic, sometimes off-color stories. The stories are supposedly told by a group of worldly young people waiting in a rural villa to avoid the plague sweeping through Florence:

PRIMARY SOURCE

In the year of Our Lord 1348 the deadly plague broke out in the great city of Florence, most beautiful of Italian cities. Whether through the operation of the heavenly bodies or because of our own iniquities [sins] which the just wrath of God sought to correct, the plague had arisen in the East some years before, causing the death of countless human beings. It spread without stop from one place to another, until, unfortunately, it swept over the West. Neither knowledge nor human foresight availed against it, though the city was cleansed of much filth by chosen officers in charge and sick persons were forbidden to enter it, while advice was broadcast for the preservation of health.

GIOVANNI BOCCACCIO, Preface, *Decameron*

The *Decameron* presents both tragic and comic views of life. In its stories, the author uses cutting humor to illustrate the human condition. Boccaccio presents his characters in all of their individuality and all their folly.

Machiavelli Advises Rulers *The Prince* (1513) by Niccolò Machiavelli (MAK•ee•uh•VEHL•ee) also examines the imperfect conduct of human beings. It does so by taking the form of a political guidebook. In *The Prince*, Machiavelli examines how a ruler can gain power and keep it in spite of his enemies. In answering this question, he began with the idea that most people are selfish, fickle, and corrupt.

To succeed in such a wicked world, Machiavelli said, a prince must be strong as a lion and shrewd as a fox. He might have to trick his enemies and even his own people for the good of the state. In *The Prince*, Machiavelli was not concerned with what was morally right, but with what was politically effective.

He pointed out that most people think it is praiseworthy in a prince to keep his word and live with integrity. Nevertheless, Machiavelli argued that in the real world of power and politics a prince must sometimes mislead the people and lie to his opponents. As a historian and political thinker, Machiavelli suggested that in order for a prince to accomplish great things, he must be crafty enough to not only overcome the suspicions but also gain the trust of others:



PRIMARY SOURCE

From this arises the question whether it is better to be loved more than feared, or feared more than loved. The reply is, that one ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared than loved, if one of the two has to be wanting. For it may be said of men in general that they are ungrateful, voluble [changeable], dissemblers [liars], anxious to avoid danger, and covetous of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their words, without making preparations, is ruined.

NICCOLÒ MACHIAVELLI, *The Prince*

MAIN IDEA

Analyzing Primary Sources

Does Machiavelli think that a prince should prefer to be loved or feared? Why? **D. Answer feared; people are more likely to respond to someone they fear**

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Analyzing a Primary Source

Class Time 30 minutes

Task Expressing the ideas of Machiavelli in everyday language

Purpose To better understand a primary source

Instructions Pair students and have them read the excerpt from *The Prince* by Machiavelli. Have them write down in their own words what they think each sentence means. For example, the first sentence might be rewritten as follows:

People wonder whether a leader should try to be loved or feared.

Have students discuss what they think of the ideas. Can they think of any rulers who are feared or loved? (*Students may mention current local, national, or international leaders, or they may cite retired leaders such as Nelson Mandela.*) Do they see any instances in the world today where leaders have misled the people? (*Students may mention wrongdoing in office or broken campaign promises.*)

For students who may need additional help, use the Guided Reading activity for this section.

Guided Reading: Italy: Birthplace of the Renaissance

1. Analyzing Main Idea As you read about the effects of learning and the arts in Italy, think about how you would answer the questions.

A. Analyzing Main Idea In Italy, thinking about leaders, a wealthy merchant class, and the classical heritage of Greece and Rome encouraged the development of new ideas and values.

1. How did humanism influence the growth of learning?	
2. How did ideas about patri and a simple life change?	
3. What role did patrons of the arts play in the development of Renaissance ideas?	

Styles in art and literature changed as artists and writers emphasized the individual.

4. What effects did the emphasis on individualism in art, science, and literature have?	
5. How did artists reflect Renaissance values in their work?	
6. How did the writings of Petrarch, Boccaccio, and Machiavelli demonstrate the values of humanism?	

B. Summarizing On the back of this paper, draw Renaissance, humanism, government, and humanism.

18 Unit 1, Classroom 1

In-Depth Resources: Unit 1

Vittoria Colonna The women writers who gained fame during the Renaissance usually wrote about personal subjects, not politics. Yet, some of them had great influence. Vittoria Colonna (1492–1547) was born of a noble family. In 1509, she married the Marquis of Pescara. He spent most of his life away from home on military campaigns.

Vittoria Colonna exchanged sonnets with Michelangelo and helped Castiglione publish *The Courtier*. Her own poems express personal emotions. When her husband was away at the Battle of Ravenna in 1512, she wrote to him:

PRIMARY SOURCE

But now in this perilous assault,
in this horrible, pitiless battle
that has so hardened my mind and heart,
your great valor has shown you an equal
to Hector and Achilles. But what good is
this to me, sorrowful, abandoned? . . .
Your uncertain enterprises do not hurt you;
but we who wait, mournfully grieving,
are wounded by doubt and fear.
You men, driven by rage, considering nothing
but your honor, commonly go off, shouting,
with great fury, to confront danger.
We remain, with fear in our heart and
grief on our brow for you; sister longs for
brother, wife for husband, mother for son.

VITTORIA COLONNA, *Poems*

Toward the end of the 15th century, Renaissance ideas began to spread north from Italy. As you will read in Section 2, northern artists and thinkers adapted Renaissance ideals in their own ways.

Global Patterns**Other Renaissances**

In addition to the Italian Renaissance, there have been rebirths and revivals in other places around the world. For example, the Tang (618–907) and Song (960–1279) dynasties in China saw periods of great artistic and technological advances.

Like the Italian Renaissance, the achievements of the Tang and the Song had roots in an earlier time, the Han Dynasty (202 B.C. to A.D. 220). After the Han collapsed, China experienced turmoil.

When order was restored, Chinese culture flourished. The Chinese invented gunpowder and printing. Chinese poets wrote literary masterpieces. Breakthroughs were made in architecture, painting, and pottery. The Song painting above, *Waiting for Guests by Lamplight*, was done with ink and color on silk.

Global Patterns**Other Renaissances**

Since the days of the Italian Renaissance, the word *renaissance* has been used to describe a period of great achievements in art, literature, and culture. During the Harlem Renaissance, which took place in the 1920s in New York City, African-American creativity flowered. Writers, painters, and musicians created works of art celebrating African-American culture. Some of the best-known artists of the Harlem Renaissance include Langston Hughes, Zora Neale Hurston, Paul Robeson, Duke Ellington, and Bessie Smith.

In-Depth Resources: Unit 1

- Connections Across Time and Cultures, p. 35

SECTION 1 ASSESSMENT

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

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

USING YOUR NOTES

2. What was Italy's most important advantage? Why? (10.2.1)

Italian Renaissance
I. Italy's advantages
A.
B.
II. Classical and worldly values

MAIN IDEAS

3. What are some of the characteristics of the "Renaissance man" and "Renaissance woman"? (10.2.1)
4. How did Italy's cities help to make it the birthplace of the Renaissance? (10.2.1)
5. What was the attitude of Church leaders and the wealthy toward the arts? Why? (10.2.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did study of the classics influence branches of learning such as history, literature, and philosophy? (10.2.1)
7. **MAKING INFERENCES** How is humanism reflected in Renaissance art? Explain with examples. (10.2.1)
8. **COMPARING** What were the differences between the Middle Ages and the Renaissance in the attitude toward worldly pleasures? (10.2.1)
9. **WRITING ACTIVITY** **REVOLUTION** How did the Renaissance revolutionize European art and thought? Support your opinions in a three-paragraph **essay**. (Writing 2.3.a)

CONNECT TO TODAY **WRITING A DESCRIPTION**

In a book on modern art, find an artist who worked in more than one medium, such as painting and sculpture. Write a **description** of one of the artist's works in each medium. (Writing 2.3.b)

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3 ASSESS**SECTION 1 ASSESSMENT**

Have students work in pairs to answer the questions and to note the location of the answers in the text.

Formal Assessment

- Section Quiz, p. 21

4 RETEACH

Use the Guided Reading worksheet for Section 1 to review the main ideas of the section.

In-Depth Resources, Unit 1

- Guided Reading, p. 18
- Reteaching Activity, p. 36

ANSWERS

1. Renaissance, p. 37 • humanism, p. 38 • secular, p. 38 • patron, p. 38 • perspective, p. 40 • vernacular, p. 41
2. **Sample Answer:** I. Advantages: A. thriving cities, B. wealthy merchants, C. classical heritage (most important). II. Values: A. citizens involved in politics, B. merchants dominated politics.
3. Man—Excelled in many fields, charming, witty, educated, politically powerful. Woman—Well educated in classics, charming, modest, knowledgeable in arts.
4. Cities offered wealth, talent, and new ideas.
5. They supported the arts because they wanted to beautify their communities and show their own importance.
6. Study of classical texts led to a different outlook on life, one emphasizing human potential and achievements.
7. Renaissance art such as *David* celebrates the human body and individual achievement.
8. In the Middle Ages, some people believed that denial of worldly pleasures would please God. During the Renaissance, many believed that God intended them to enjoy those things.
9. **Rubric** Essays should
- discuss how Renaissance scholars looked to classical writers for inspiration.
 - note the ways Renaissance artists revolutionized art by using perspective, a more realistic style, and glorifying individuals.
- CONNECT TO TODAY**
- Rubric** Descriptions should
- include artists such as Picasso or Matisse, who were both painters and sculptors.
 - identify examples of the artist's work.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

History *through* Art

OBJECTIVES

- Explain how Renaissance ideas were expressed in the art of the time.
- Identify some of the important Renaissance artists and their achievements.

FOCUS & MOTIVATE

Ask students how they respond to Leonardo's *Mona Lisa* or Michelangelo's *David*. What do they think the artists were trying to achieve? Ask students if they know anything about any of the artists in this feature.

INSTRUCT

Critical Thinking

- Why do you think the *Mona Lisa* has become such a famous work of art? (Possible Answers: realistic yet mysterious style, painted with a high degree of skill, people wonder about her half-smile)
- What characteristics of *David* and *School of Athens* indicate that Renaissance artists admired classical works? (*David* resembles Greek and Roman sculptures; *School of Athens* portrays Greek scholars and shows Greek architecture.)

Renaissance Ideas
Influence Renaissance Art

The Renaissance in Italy produced extraordinary achievements in many different forms of art, including painting, architecture, sculpture, and drawing. These art forms were used by talented artists to express important ideas and attitudes of the age.

The value of humanism is shown in Raphael's *School of Athens*, a depiction of the greatest Greek philosophers. The realism of Renaissance art is seen in a portrait such as the *Mona Lisa*, which is an expression of the subject's unique features and personality. And Michelangelo's *David* shares stylistic qualities with ancient Greek and Roman sculpture.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Renaissance art, go to classzone.com



▲ Portraying Individuals

Da Vinci The *Mona Lisa* (c. 1504–1506) is thought to be a portrait of Lisa Gherardini, who, at 16, married Francesco del Giocondo, a wealthy merchant of Florence who commissioned the portrait. *Mona Lisa* is a shortened form of *Madonna Lisa* (Madam, or My Lady, Lisa). Renaissance artists showed individuals as they really looked.

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RECOMMENDED RESOURCES

Books

Hibbard, Howard. *Michelangelo*. New York: Harper, 1985. A fine and readable introduction to the artist.

Brown, David Alan. *Leonardo da Vinci: Origins of a Genius*. New Haven: Yale University Press, 1998.

Labella, Vincenzo. *A Season of Giants: Michaelangelo, Leonardo, Raphael, 1492–1508*. Boston: Little, Brown, 1990.

Videos and Software

Renaissance Art and Music. Clearvue. 800-253-2788. Explores how Renaissance artists and composers developed new forms and techniques.

History Through Art: The Renaissance. DVD. Clearvue. 800-253-2788. Interactive format with high-quality images.

The Renaissance of Florence. CD-ROM for Windows. Social Studies School Service. 800-421-4246. A collection of narrated slide shows augmented by video clips, period music, and a hypertext dictionary of names and terms.



◀ Classical and Renaissance Sculpture

Michelangelo Influenced by classical statues, Michelangelo sculpted *David* from 1501 to 1504. Michelangelo portrayed the biblical hero in the moments just before battle. David's posture is graceful, yet his figure also displays strength. The statue, which is 18 feet tall, towers over the viewer.

▲ The Importance of Ancient Greece


Raphael The painting *School of Athens* (1508) for the pope's apartments in the Vatican shows that the scholars of ancient Greece were highly honored. Under the center arch stand Plato and Aristotle. To their right, Socrates argues with several young men. Toward the front, Pythagoras draws a lesson on a slate and Ptolemy holds a globe.



▲ Renaissance Science and Technology

Da Vinci Leonardo da Vinci filled his notebooks with observations and sketches of new inventions. This drawing from his notebooks shows a design for a spiral screw to achieve vertical flight. Leonardo's drawing anticipated the helicopter.

Connect to Today

- 1. Clarifying** How do the works of Renaissance artists and architects reflect Renaissance ideas? Explain.
 See Skillbuilder Handbook, page R4.
- 2. Synthesizing** Look through books on architecture to find examples of American architects who were influenced by the architects and buildings of the Italian Renaissance. Share your findings with the class.

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CONNECT TO TODAY: ANSWERS

1. Clarifying

The ideas of humanism, realism, and classicism are reflected in Renaissance art. Humanists, who focused on human potential and achievements, were interested in Greek values. Raphael even depicted Greek philosophers in *School of Athens*. Renaissance artworks glorify the individual and the human body and reflect classical influence. Classical art and architecture influenced Renaissance artists and architects.

2. Synthesizing

Rubric Students should

- provide examples of American architects and buildings that were influenced by the Italian Renaissance. One notable example is Monticello, the home designed by Thomas Jefferson. He was influenced by Andrea Palladio, a Renaissance architect.
- explain how the influence can be seen in the American buildings.

More About . . .

School of Athens

Raphael was only 27 when he painted this magnificent fresco in which great scholars of different ages are shown in a timeless academy. The figure of Plato at the center holds *Timaeus*, his writings about the origin of the world, while pointing his finger to the heavens. Aristotle holds a copy of *Ethics*, his moral teachings, while he gestures toward the earth in a sweeping horizontal movement.

More About . . .

Mona Lisa

Many viewers comment on how much Lisa del Giocondo seems to be alive, unlike the more wooden figures in paintings before this time. Leonardo invented a technique called *sfumato* to achieve his effect. In this technique, outlines are slightly blurred, colors are mellow, and forms merge with one another, always leaving something to the imagination. Notice how the corners of the mouth and the corners of the eyes are left deliberately indistinct as they merge into a soft shadow.

LESSON PLAN

OBJECTIVES

- Explain the origins and characteristics of the Northern Renaissance.
- Trace the impact of the Renaissance on German and Flemish painters.
- Profile key Northern Renaissance writers.
- Describe the origins of the Elizabethan Age and Elizabethan drama.
- Explain how printing spread ideas.

1 FOCUS & MOTIVATE

Have students read the Connect to Today feature on page 49. What do the posters indicate about why Shakespeare's plays are still performed today? (*adaptable to modern themes and settings*)

2 INSTRUCT

The Northern Renaissance Begins

10.2.1

Critical Thinking

- Why and how did an increase in wealth affect the spread of the Renaissance? (*Merchants and rulers could sponsor artists and writers.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L10
California Modified Lesson Plans for English Learners, p. 15
California Daily Standards Practice Transparencies, TT2
California Standards Enrichment Workbook, pp. 23–24
California Standards Planner and Lesson Plans, p. L11
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Bottecelli *Allegory of Spring*

Italian hill town

The Northern Renaissance

MAIN IDEA

CULTURAL INTERACTION In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.

WHY IT MATTERS NOW

Renaissance ideas such as the importance of the individual are a strong part of modern thought.

TERMS & NAMES

- utopia
- William Shakespeare
- Johann Gutenberg

CALIFORNIA STANDARDS

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).

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SETTING THE STAGE The work of such artists as Leonardo da Vinci, Michelangelo, and Raphael showed the Renaissance spirit. All three artists demonstrated an interest in classical culture, a curiosity about the world, and a belief in human potential. Humanist writers expanded ideas about individuality. These ideas impressed scholars, students, and merchants who visited Italy. By the late 1400s, Renaissance ideas had spread to Northern Europe—especially England, France, Germany, and Flanders (now part of France and the Netherlands).

The Northern Renaissance Begins

By 1450 the population of northern Europe, which had declined due to bubonic plague, was beginning to grow again. When the destructive Hundred Years' War between France and England ended in 1453, many cities grew rapidly. Urban merchants became wealthy enough to sponsor artists. This happened first in Flanders, which was rich from long-distance trade and the cloth industry. Then, as wealth increased in other parts of Northern Europe, patronage of artists increased as well.

As Section 1 explained, Italy was divided into city-states. In contrast, England and France were unified under strong monarchs. These rulers often sponsored the arts by purchasing paintings and by supporting artists and writers. For example, Francis I of France invited Leonardo da Vinci to retire in France, and hired Italian artists and architects to rebuild and decorate his castle at Fontainebleau (FAHN•tih•BLOH). The castle became a showcase for Renaissance art.

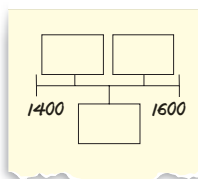
As Renaissance ideas spread out of Italy, they mingled with northern traditions. As a result, the northern Renaissance developed its own character. For example, the artists were especially interested in realism. The Renaissance ideal of human dignity inspired some northern humanists to develop plans for social reform based on Judeo-Christian values.

Artistic Ideas Spread

In 1494, a French king claimed the throne of Naples in southern Italy and launched an invasion through northern Italy. As the war dragged on, many Italian artists and writers left for a safer life in Northern Europe. They brought with them the styles and techniques of the Italian Renaissance. In addition, Northern European artists who studied in Italy carried Renaissance ideas back to their homelands.

TAKING NOTES

Following Chronological Order
On a time line, note important events of the Northern Renaissance.



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SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 19
- Geography Application, p. 24

Formal Assessment

- Section Quiz, p. 22

Integrated Assessment Book

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 19
- Geography Application, p. 23

Reading Study Guide (Spanish), p. 17

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 19
- Building Vocabulary, p. 22
- Geography Application, p. 24

Reading Study Guide, p. 17

Reading Study Guide Audio CD

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT38 Van Eyck's *Wedding Portrait*

classzone.com

German Painters Perhaps the most famous person to do this was the German artist Albrecht Dürer (DYUR•uhr). He traveled to Italy to study in 1494. After returning to Germany, Dürer produced woodcuts and engravings. Many of his prints portray religious subjects. Others portray classical myths or realistic landscapes. The popularity of Dürer's work helped to spread Renaissance styles.

Dürer's emphasis upon realism influenced the work of another German artist, Hans Holbein (HOHL•byn) the Younger. Holbein specialized in painting portraits that are almost photographic in detail. He emigrated to England where he painted portraits of King Henry VIII and other members of the English royal family.

Flemish Painters The support of wealthy merchant families in Flanders helped to make Flanders the artistic center of northern Europe. The first great Flemish Renaissance painter was Jan van Eyck (yahn van YK). Van Eyck used recently developed oil-based paints to develop techniques that painters still use. By applying layer upon layer of paint, van Eyck was able to create a variety of subtle colors in clothing and jewels. Oil painting became popular and spread to Italy.

In addition to new techniques, van Eyck's paintings display unusually realistic details and reveal the personality of their subjects. His work influenced later artists in Northern Europe.

Flemish painting reached its peak after 1550 with the work of Pieter Bruegel (BROY•guh)l the Elder. Bruegel was also interested in realistic details and individual people. He was very skillful in portraying large numbers of people. He captured scenes from everyday peasant life such as weddings, dances, and harvests. Bruegel's rich colors, vivid details, and balanced use of space give a sense of life and feeling. 🖼️

A. Answer rich colors, vivid details, balanced use of space

MAIN IDEA

Summarizing

🖼️ What techniques does Bruegel use to give life to his paintings?

Artistic Ideas Spread

10.2.1

Critical Thinking

- What factors might have influenced the trend toward a more realistic style of art? (*Artists could travel and thereby learn better techniques; oil paints made more realistic, subtle paintings possible.*)
- What can be learned about people's daily lives from examining the painting *Peasant Wedding*? (*Possible Answers: where ordinary people lived, what they ate, how they dressed, how they celebrated*)

World Art and Cultures Transparencies

- AT38 Van Eyck's *Wedding Portrait*

➤ Analyzing Art

Peasant Life

The Flemish painter Pieter Bruegel's paintings provide information about peasant life in the 1500s. *Peasant Wedding* (1568) portrays a wedding feast.

- **The Bride** The bride sits under the paper crown hanging on the green cloth.
- **The Servers** Men who may be her brothers are passing out plates.
- **The Guests** Several children have come to the party.
- **The Musicians** They are carrying bagpipes. One glances hungrily at the food.

SKILLBUILDER: Interpreting Visual Sources

Forming Generalizations
In what ways does this painting present a snapshot of peasant life?



Analyzing Art

Peasant Life

A comparison between this painting and Raphael's *Marriage of the Virgin* (shown in section 1) reveals differences between the northern and the southern versions of the Renaissance. While Raphael's painting is formal, solemn, and filled with idealized figures, Bruegel's *Wedding* is relaxed, humorous, and focused on ordinary people. Both painters, however, have used perspective and fully modeled human forms.

SKILLBUILDER Answer

Forming Generalizations People are shown in conversation or in mid-movement; the setting and objects are carefully observed and realistic.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

The Poetry of William Carlos Williams

Class Time 45 minutes

Task Comparing Renaissance paintings and poetry

Purpose To deepen understanding of the relationship between painting and literature

Instructions The American poet William Carlos Williams (1883–1963) found the paintings of Bruegel (also spelled Brueghel) a source of inspiration for his own work. Williams won the 1963 Pulitzer Prize in poetry for *Pictures from Brueghel, and other Poems*. In his book, Williams wrote a series of poems—"word pictures"—that captured the images and mood of several of Bruegel's paintings.

Bring a copy of Williams's book to class. Then ask students to find two or three of the following paintings on the Internet, in art history books, or in other reference materials: *The Wedding Dance in the Open Air*, *Kermess*, *Haymaking*, *The Harvesters*, *The Parable of the Blind*, *The Fall of Icarus*, *Children's Games*.

Have students analyze the paintings and read aloud the corresponding poems by Williams. Challenge students to write their own poems based on Bruegel's paintings.

Northern Writers Try to Reform Society

10.2.1

Critical Thinking

- What similarities were there in the works of Desiderius Erasmus and Thomas More? (*Both wanted to improve society; both believed that greed caused problems.*)
- What qualities made Christine de Pizan unusual for her time and place? (*few highly educated, outspoken women authors in Europe during the Renaissance*)

More About . . .

Utopia

The Republic by Plato (427–347 B.C.) provided Thomas More with many of his ideas for his own “utopia.” In Plato’s ideal society, the person with the greatest insight and intellect from the ruling class would be chosen philosopher-king. The goal of More’s *Utopia* was social and political equality for all.

Tip for Gifted and Talented Students

Encourage students to compare the Christian humanists’ view of society with that of Niccolò Machiavelli. Ask, Is it more effective to focus on how society could or should be or to concentrate on how life really is? (*Answers will vary, but students should support their opinions with examples from the text or other sources.*)

Northern Writers Try to Reform Society

Italian humanists were very interested in reviving classical languages and classical texts. When the Italian humanist ideas reached the north, people used them to examine the traditional teachings of the Church. The northern humanists were critical of the failure of the Christian Church to inspire people to live a Christian life. This criticism produced a new movement known as Christian humanism. The focus of Christian humanism was the reform of society. Of particular importance to humanists was education. The humanists promoted the education of women and founded schools attended by both boys and girls.

Christian Humanists The best known of the Christian humanists were Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) of Holland and Thomas More of England. The two were close friends.

In 1509, Erasmus wrote his most famous work, *The Praise of Folly*. This book poked fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests. Erasmus believed in a Christianity of the heart, not one of ceremonies or rules. He thought that in order to improve society, all people should study the Bible.

Thomas More tried to show a better model of society. In 1516, he wrote the book *Utopia*. In Greek, **utopia** means “no place.” In English it has come to mean an ideal place as depicted in More’s book. The book is about an imaginary land where greed, corruption, and war have been weeded out. In Utopia, because there was little greed, Utopians had little use for money:

PRIMARY SOURCE

Gold and silver, of which money is made, are so treated . . . that no one values them more highly than their true nature deserves. Who does not see that they are far inferior to iron in usefulness since without iron mortals cannot live any more than without fire and water?

THOMAS MORE, *Utopia*



▼ Christian humanist Thomas More

More wrote in Latin. As his work became popular, More’s works were translated into a variety of languages including French, German, English, Spanish, and Italian.

Women’s Reforms During this period the vast majority of Europeans were unable to read or write. Those families who could afford formal schooling usually sent only their sons. One woman spoke out against this practice. Christine de Pizan was highly educated for the time and was one of the first women to earn a living as a writer. Writing in French, she produced many books, including short stories, biographies, novels, and manuals on military techniques. She frequently wrote about the objections men had to educating women. In one book, *The Book of The City of Ladies*, she wrote:

▼ Christine de Pizan is best known for her works defending women.



PRIMARY SOURCE

I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores [morals] would be ruined as a result. . . . Here you can clearly see that not all opinions of men are based on reason and that these men are wrong.

CHRISTINE DE PIZAN, *The Book of The City of Ladies*

Christine de Pizan was one of the first European writers to question different treatment of boys and girls. However, her goal of formal education for children of both sexes would not be achieved for several centuries.

MAIN IDEA

Analyzing Primary Sources

What does de Pizan argue for in this passage?

B. Answer education for women

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Planning a Utopian Community

Class Time 45 minutes

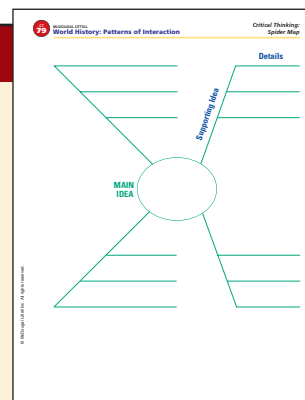
Task Describing and discussing a utopian community

Purpose To understand the problems involved in creating an ideal community

Instructions To be sure that students understand the meaning of the word *Utopia*, write the word on the chalkboard and ask students to brainstorm other ways to describe the same idea. (*Utopia = perfect place, ideal society, city with no problems*) Using the spider map provided in the Critical Thinking Transparencies (CT9), brainstorm different features of a perfect community. The

following questions can help you guide the discussion:

- What is special about the society More imagined? (*peaceful, no cheating or stealing, people don’t want more than they need*)
- What ideas of More’s should be added to the class’s utopian community? (*Possible Answers: no war, no greed, no corruption*)
- What new ideas should be added? (*Possible Answers: equality for all races, equality for men and women, free schooling for all*)
- What makes a utopian community difficult or impossible to create? (*People are selfish and imperfect.*)



Critical Thinking Transparencies

The Elizabethan Age

The Renaissance spread to England in the mid-1500s. The period was known as the Elizabethan Age, after Queen Elizabeth I. Elizabeth reigned from 1558 to 1603. She was well educated and spoke French, Italian, Latin, and Greek. She also wrote poetry and music. As queen she did much to support the development of English art and literature.

William Shakespeare The most famous writer of the Elizabethan Age was **William Shakespeare**. Many people regard him as the greatest playwright of all time. Shakespeare was born in 1564 in Stratford-upon-Avon, a small town about 90 miles northwest of London. By 1592 he was living in London and writing poems and plays, and soon he would be performing at the Globe Theater.

Like many Renaissance writers, Shakespeare revered the classics and drew on them for inspiration and plots. His works display a masterful command of the English language and a deep understanding of human beings. He revealed the souls of men and women through scenes of dramatic conflict. Many of these plays examine human flaws. However, Shakespeare also had one of his characters deliver a speech that expresses the Renaissance’s high view of human nature:

PRIMARY SOURCE

What a piece of work is a man, how noble in reason, how infinite in faculties, in form and moving, how express and admirable; in action how like an angel, in apprehension [understanding] how like a god: the beauty of the world, the paragon of animals.

WILLIAM SHAKESPEARE, *Hamlet* (Act 2, Scene 2)

Shakespeare’s most famous plays include the tragedies *Macbeth*, *Hamlet*, *Othello*, *Romeo and Juliet*, and *King Lear*; and the comedies *A Midsummer Night’s Dream* and *The Taming of the Shrew*.

C. Answer They drew from classic works and displayed a deep understanding of human beings.

MAIN IDEA

Summarizing

What are two ways in which Shakespeare’s work showed Renaissance influences?

The Elizabethan Age

10.2.1

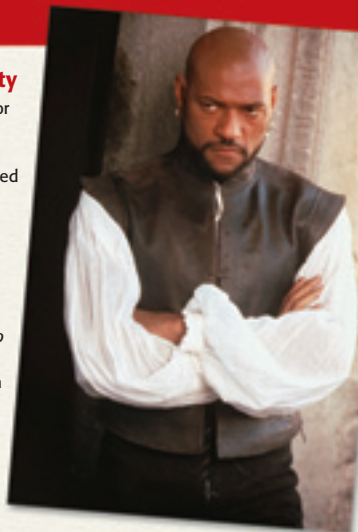
Critical Thinking

- How did Elizabeth I contribute to the Renaissance? (*She was well educated and supported writers and artists.*)
- How did the Elizabethan Age reflect the values of the Italian Renaissance? (*focus on art and literature, positive view of humans and human nature*)

Connect to Today

Shakespeare’s Popularity

Even though he has been dead for about 400 years, Shakespeare is one of the favorite writers of filmmakers. His works are produced both in period costumes and in modern attire. The themes or dialogue have been adapted for many films, including some in foreign languages. The posters at the right illustrate *Othello* (done in period costume); *Romeo and Juliet* in a modern setting; a Japanese film, *Ran*, an adaptation of *King Lear*; and *10 Things I Hate About You*, an adaptation of *The Taming of the Shrew*.



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Connect to Today

Shakespeare’s Popularity

Today, almost 400 years after his death, the language of Shakespeare is all around us. Whether we know it or not, we hear and use quotations from Shakespeare every day of our lives. Here are some of the phrases from Shakespeare’s plays that have become part of modern English: “at one fell swoop,” “foul play,” “good riddance,” “high time,” “lie low,” “mum’s the word,” “vanish into thin air,” “neither here nor there,” and “the game is up.”

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Question Words Used as Intensifiers

Class Time 30 minutes

Task Examining and rephrasing sentences in the primary source

Purpose To improve student understanding of the primary source

Instructions Students acquiring English may have trouble understanding the use of the words *what* and *how* in the Shakespeare quotation. Explain that the words *what* and *how* are usually found in questions. However, sometimes *what* and *how* are used in exclamations to emphasize something. For example, “What a piece of work is a man. . .” could be rewritten as “Man is an extraordinary piece of work!” without changing the meaning of the sentence. Divide students into groups of three or four. Assign each group part of the primary-source quotation. Direct them to rewrite the excerpt so that *what* or

how does not begin the phrase. Then have them explain its meaning in their own words. When groups are finished, combine their work into a chart:

Shakespeare	Restatement	Explanation
“how noble in reason”	Man is noble in reason.	Human beings are intelligent.
“in action how like an angel”	Man is like an angel in action.	Humans move beautifully and perfectly.

Printing Spreads Renaissance Ideas

10.2.1

Critical Thinking

- Why do you think the Bible was the first book printed with movable type? (*Many Europeans were religious.*)
- How would you compare and contrast the impact of the printing press with the impact of the Internet? (*Information easier to access, changes affect society, more ways to access information today, Internet spreads information faster*)

Printing Spreads Renaissance Ideas

The Chinese invented block printing, in which a printer carved words or letters on a wooden block, inked the block, and then used it to print on paper. Around 1045, Bi Sheng invented movable type, or a separate piece of type for each character in the language. The Chinese writing system contains thousands of different characters, so most Chinese printers found movable type impractical. However, the method would prove practical for Europeans because their languages have a very small number of letters in their alphabets.

Gutenberg Improves the Printing Process During the 13th century, block-printed items reached Europe from China. European printers began to use block printing to create whole pages to bind into books. However, this process was too slow to satisfy the Renaissance demand for knowledge, information, and books.

Around 1440 **Johann Gutenberg**, a craftsman from Mainz, Germany, developed a printing press that incorporated a number of technologies in a new way. The process made it possible to produce books quickly and cheaply. Using this improved process, Gutenberg printed a complete Bible, the Gutenberg Bible, in about 1455. It was the first full-sized book printed with movable type.

The printing press enabled a printer to produce hundreds of copies of a single work. For the first time, books were cheap enough that many people could buy them. At first printers produced mainly religious works. Soon they began to provide books on other subjects such as travel guides and medical manuals.

D. Possible Answer
It made books readily available and cheap enough for people to afford.

MAIN IDEA

Recognizing Effects

What were the major effects of the invention of the printing press?

Global Impact

The Printing Press

The history of book making is outlined below:

- 2700 B.C. Egyptians write books on papyrus scrolls.
- 1000 B.C. Chinese make books by writing on strips of bamboo.
- A.D. 300 Romans write on sheets of parchment (treated animal skin).
- A.D. 800 Irish monks hand-write and hand-illustrate *The Book of Kells*.
- About 1455 Gutenberg prints the first complete book on a printing press.

SKILLBUILDER Answers

1. **Drawing Conclusions** About 100
2. **Making Inferences** Europe and Asia

Global Impact

The Printing Press

Many inventions are creative combinations of known technologies. In 1452, Johann Gutenberg combined known technologies from Europe and Asia with his idea for molding movable type to create a printing press that changed the world.

Screw-type Press

An adaptation of Asian olive-oil presses made a workable printing press.

Movable Type

Letters that could be put together in any fashion and reused was a Chinese idea.

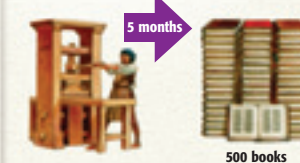
Paper Using paper mass-produced by Chinese techniques, rather than vellum (calf or lambskin), made printing books possible.

Ink Oil-based inks from 10th-century Europe worked better on type than tempera ink.

A copyist took five months to produce a single book.



One man and a printing press could produce 500 books in the same amount of time.



SKILLBUILDER: Interpreting Graphics

1. **Drawing Conclusions** About how many books could a printing press produce in a month?
2. **Making Inferences** Which areas of the world contributed technologies to Gutenberg's printing press?

CONNECTIONS TO MATHEMATICS

Comparing Book Production Methods

Class Time 45 minutes

Task Comparing methods of book production

Purpose To understand the revolutionary impact of the printing press

Have student pairs copy a paragraph from a book by hand and record how long it takes. Next, ask them to estimate the amount of time it would take to copy the entire page. Tell them to multiply this amount by the total number of book pages. Their answer represents the estimated number of hours required to create a handwritten version of the book. Challenge student pairs to estimate how long it

would take to reproduce a set of these books for the entire class.

Point out the part of the Global Impact feature that explains how a person with a printing press could do 500 times as much work as a copyist in the same amount of time. Ask students, What would be the effects of such an invention? (*Information could spread more widely and more quickly.*)

To relate the spread of information to geography, have students complete the Geography Application for this chapter.

Geography Application: Movement
Trade in Renaissance Europe

Directions: Read the paragraph below and study the map carefully. Then answer the questions that follow.

The routes to Venice and other coastal Italian cities were not a straight line to the sea. Instead, 15th-century European merchants in the north began organizing long-range, overland trade routes of their own.

As the Venetian Empire grew, it controlled the routes that led from the Baltic and North Sea regions of Europe to the Mediterranean Sea. In the 1450s, the Venetian merchant Marco Polo's son, Marco Polo, was one of the first to travel from Venice to the East Indies, which stretched from Russia in the north to Southeast Asia in the south. He returned to Venice in 1474, bringing back with him a wealth of information about the East Indies.

College and Bologna made up the League's printing press. The press was set up in the city of Bologna, Italy, and was the first to use movable type. The press was set up by Francesco Costantino and worked in Bologna from 1469 to 1474. The press was the first to use movable type in Europe. The press was the first to use movable type in Europe.

Map: Routes of Trade in Renaissance Europe

The map shows the Mediterranean Sea, the Black Sea, the Red Sea, and the Indian Ocean. It also shows the routes of trade from the Baltic and North Sea regions of Europe to the Mediterranean Sea, and from the Mediterranean Sea to the East Indies.

The Legacy of the Renaissance

The European Renaissance was a period of great artistic and social change. It marked a break with the medieval-period ideals focused around the Church. The Renaissance belief in the dignity of the individual played a key role in the gradual rise of democratic ideas. Furthermore, the impact of the movable-type printing press was tremendous. Some historians have suggested that its effects were even more dramatic than the arrival of personal computers in the 20th century. Below is a summary of the changes that resulted from the Renaissance.

Changes in the Arts

- Art drew on techniques and styles of classical Greece and Rome.
- Paintings and sculptures portrayed individuals and nature in more realistic and lifelike ways.
- Artists created works that were secular as well as those that were religious.
- Writers began to use vernacular languages to express their ideas.
- The arts praised individual achievement.

Changes in Society

- Printing changed society by making more information available and inexpensive enough for society at large.
- A greater availability of books prompted an increased desire for learning and a rise in literacy throughout Europe.
- Published accounts of new discoveries, maps, and charts led to further discoveries in a variety of fields.
- Published legal proceedings made the laws clear so that people were more likely to understand their rights.
- Christian humanists' attempts to reform society changed views about how life should be lived.
- People began to question political structures and religious practices.

Renaissance ideas continued to influence European thought—including religious thought—as you will see in Section 3.

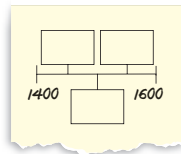
SECTION 2 ASSESSMENT

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

- utopia
- William Shakespeare
- Johann Gutenberg

USING YOUR NOTES

2. Which of the events listed do you think was most important? Explain. (10.2.1)



MAIN IDEAS

- How did Albrecht Dürer's work reflect the influence of the Italian Renaissance? (10.2.1)
- What was one way the Renaissance changed society? (10.2.1)
- Why was the invention of the printing press so important? (10.2.1)

CRITICAL THINKING & WRITING

- COMPARING** How were the works of German painters different from those of the Flemish painters? Give examples. (10.2.1)
- ANALYZING MOTIVES** What reasons did humanists give for wanting to reform society? Explain. (10.2.1)
- RECOGNIZING EFFECTS** How did the availability of cheap books spread learning? (10.2.1)
- WRITING ACTIVITY** **CULTURAL INTERACTION** Reread the primary source quotation from Christine de Pizan on page 48. Write a one paragraph **opinion piece** about the ideas expressed there. (Writing 2.4.c)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the number of books published in print and those published electronically last year. Create a **pie graph** showing the results of your research. (Writing 2.3.d)

INTERNET KEYWORD
book publishing statistics

European Renaissance and Reformation 51

The Legacy of the Renaissance

10.2.1

Critical Thinking

- In what ways did Renaissance art connect to the past? (*copied Greek and Roman styles, created religious works*) In what ways did it break with the past? (*increase in secular art, more realistic style, use of vernacular, emphasis on the individual*)
- How did printing and publishing affect social reforms? (*made social reforms more widespread because information, including Christian humanist works, was distributed more widely and freely*)

3 ASSESS

SECTION 2 ASSESSMENT

Have students work individually to answer the questions. Then have them share with the class their answers for item 2.

Formal Assessment

- Section Quiz, p. 22

4 RETEACH

Use the Reading Study Guide for Section 2 to review the main ideas of the section.

Reading Study Guide, pp. 17–18

In-Depth Resources: Unit 1

- Reteaching Activity, p. 37

ANSWERS

1. utopia, p. 48 • William Shakespeare, p. 49 • Johann Gutenberg, p. 50

- Sample Answer:** about 1440—Gutenberg invents printing press (most important); 1450s—Northern Renaissance begins; 1509—Erasmus writes *The Praise of Folly*; 1516—More writes *Utopia*; mid-1500s—Elizabethan Age begins; late 1500s—Shakespeare writes plays and poems.
- He portrayed classical myths, religious subjects, and realistic landscapes.
- Possible Answer:** More people were exposed to ideas because they could read the information in their own language.

- It made more information available not only to scholars but also to ordinary people.
- German painters such as Dürer used classic myths and religious subjects. Flemish painters such as Bruegel focused on ordinary subjects and used a great amount of detail.
- They wanted people to live a Christian life. To do so they had to give up greed, corruption, and war and provide education for women and children.
- More people could afford books and the ideas could be shared with those who could not

read. More information led to more discoveries. Literacy increased.

9. Rubric

- clearly state an opinion about de Pizan.
- support the opinion with facts and details.

INTEGRATED TECHNOLOGY

Rubric

- Pie charts should
- have a title.
- clearly label data for print and electronic books.
- cite at least two sources.

Social History

OBJECTIVES

- Describe what city life in Renaissance Europe was like.
- Understand the cost of living in Renaissance London.

FOCUS & MOTIVATE

Ask students to discuss the similarities and differences between city life in Renaissance London and cities in the United States today. (*Possible Answers: Crime, sanitation, food, transportation, and entertainment are still important. Garbage is picked up. Theatergoers do not throw things at the stage.*)

INSTRUCT

Critical Thinking

- How do the problems in London during the Renaissance compare to problems in cities today? (*Crime, pollution, and crowding still exist in many places.*)
- Consider the cost of living. What was the price of a chicken in today's dollars? (*about \$1.66*) a place to stay for a week? (*about \$7–\$14*) the wages of a skilled worker for a week? (*\$100*)

Social History

City Life in Renaissance Europe

CALIFORNIA STANDARDS
CST 1

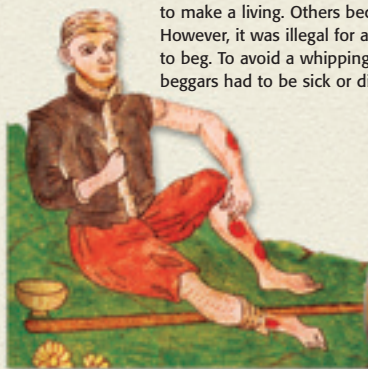
Throughout the 1500s, the vast majority of Europeans—more than 75 percent—lived in rural areas. However, the capital and port cities of most European countries experienced remarkable growth during this time. The population of London, for example, stood at about 200,000 in 1600, making it perhaps the largest city in Europe. In London, and in other large European cities, a distinctively urban way of life developed in the Renaissance era.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on life in Renaissance Europe, go to classzone.com

▼ Joblessness

Many newcomers to London struggled to find jobs and shelter. Some turned to crime to make a living. Others became beggars. However, it was illegal for able-bodied people to beg. To avoid a whipping or prison time, beggars had to be sick or disabled.



▲ Entertainment

Performances at playhouses like the Globe often were wild affairs. If audiences did not like the play, they booed loudly, pelted the stage with garbage, and sometimes attacked the actors.



▼ Sanitation

This small pomander (POH-man-durh), a metal container filled with spices, was crafted in the shape of orange segments. Well-to-do Londoners held pomanders to their noses to shield themselves from the stench of the rotting garbage that littered the streets.



RECOMMENDED RESOURCES

Books

What Life Was Like in the Realm of Elizabeth: England, A.D. 1533–1603. Alexandria, VA: Time-Life Books, 1998.

Elizabeth S. Cohen and Thomas V. Cohen. *Daily Life in Renaissance Italy.* Westport: Greenwood Press, 2001.

Patricia Fumerton and Simon Hunt, eds. *Renaissance Culture and the Everyday.* Philadelphia: University of Pennsylvania Press, 1999.

Videos

The Elizabethan Age. Video. Clearvue. 800-253-2788. The political and social life of the Elizabethan age.

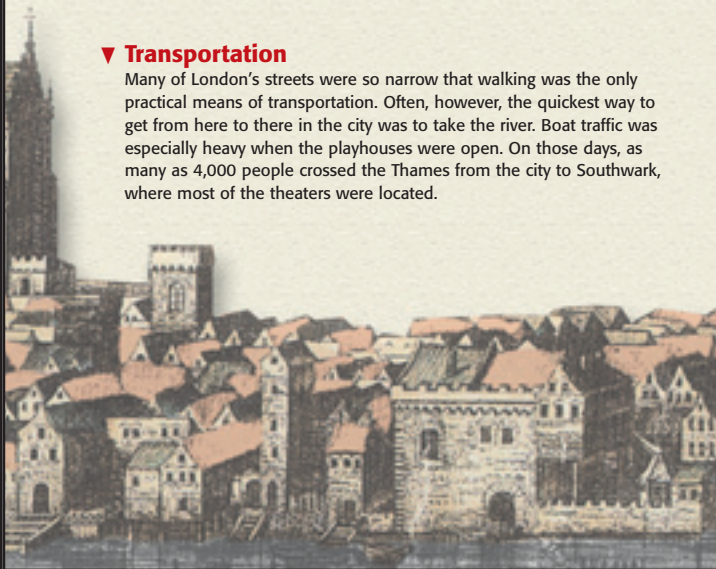
▼ Food

A typical meal for wealthy Londoners might include fish, several kinds of meat, bread, and a variety of vegetables, served on silver or pewter tableware. The diet of the poor was simpler. They rarely ate fish, meat, or cheese. Usually, their meals consisted of a pottage—a kind of soup—of vegetables. And the poor ate their meals from a trencher, a hollowed-out slab of stale bread or wood.



▼ Transportation

Many of London's streets were so narrow that walking was the only practical means of transportation. Often, however, the quickest way to get from here to there in the city was to take the river. Boat traffic was especially heavy when the playhouses were open. On those days, as many as 4,000 people crossed the Thames from the city to Southwark, where most of the theaters were located.



DATA FILE

COST OF LIVING IN RENAISSANCE LONDON

These tables show what typical Londoners earned and spent in the late 1500s. The basic denominations in English currency at the time were the pound (£), the shilling, and the penny (12 pence equaled 1 shilling, and 20 shillings equaled 1 pound). The pound of the late 1500s is roughly equivalent to \$400 in today's U.S. currency.

Typical Earnings

Merchant	£100 per year
Skilled Worker	£13 per year (about 5 shillings/week)
Unskilled Worker	£5 per year (about 4 pence/day)
Servant	£1 to £2 per year (plus food and lodging)

Typical Prices

Lodging	4 to 8 pence a week
Beef	3 pence per lb
Chickens	1 penny each
Eggs	2 pence per dozen
Apples	1 penny per dozen
Onions	1/2 penny a sack
Various Spices	10 to 11 shillings per lb

Connect to Today

1. Making Inferences Study the images and captions as well as the information in the Data File. What inferences about the standard of living of London's wealthy citizens can you make from this information? How did it compare to the standard of living of London's common people?

See Skillbuilder Handbook, page R9.

2. Comparing How does diet in the United States today compare to the diet of Renaissance Europeans? Cite specific examples in your answer.

53

More About . . .

Entertainment

A full house at the Globe probably meant around 3,000 paying customers, all expecting to interact with the performers and the play. The crowd might hurl oranges, nuts, apples, and gingerbread at the actors and sometimes got involved in scenes from the play. The noise from the audience was tremendous. Few props were used. Shakespeare asked audiences to "Think when we talk of horses that you see them, Printing their proud hoofs I' the receiving earth."

More About . . .

The Cost of Living

If a pound was worth \$400 in today's currency, then a shilling was worth \$20 and a penny was worth about \$1.66. This means, for example, that a skilled worker earned \$5,200 per year. A merchant would earn about \$40,000. The cost of a theater performance was 1 shilling (\$20) for the lords' room, 6 pence (\$10) for the gentlemen's rooms, 2 pence (\$3.30) for the galleries, and 1 penny (\$1.66) for the pit. Owning a theater could be profitable because Londoners were passionate theatergoers. One in every 10 people in London went to the theater at least once a week.

CONNECT TO TODAY: ANSWERS

1. Making Inferences

Merchants and other wealthy citizens had a very high standard of living because their yearly income put even luxuries, such as rare spices, easily within their reach. In comparison, it was a struggle for the common people to maintain a decent standard of living because even basic necessities like food took a huge share of their income.

2. Comparing

Rubric Comparisons should

- describe the diet of Renaissance Europeans.
- describe the diet of modern Americans.
- point out what the two diets have in common.

LESSON PLAN

OBJECTIVES

- Analyze historical forces and religious issues that sparked the Reformation.
- Trace Martin Luther's role in the movement to reform the Catholic Church.
- Analyze the impact of Luther's religious revolt.
- Explain the spread of the Protestant faith to England.

1 FOCUS & MOTIVATE

Ask students how people protest today.
(Possible Answers: picketing, marching, writing to representatives in government)

2 INSTRUCT

Causes of the Reformation

10.1.1

Critical Thinking

- Why did German rulers want to challenge the political power of the Church? (resented distant control; new ideas were weakening the Church)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L11
California Modified Lesson Plans for English Learners, p. 17
California Daily Standards Practice Transparencies, TT3
California Standards Enrichment Workbook, pp. 17–18
California Standards Planner and Lesson Plans, p. L13
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Bottecelli *Allegory of Spring*

Italian hill town

3

Luther Leads the Reformation

MAIN IDEA

REVOLUTION Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.

WHY IT MATTERS NOW

Nearly one-fifth of the Christians in today's world are Protestants.

TERMS & NAMES

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

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.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

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

SETTING THE STAGE By the tenth century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church had not won universal approval. Over the centuries, many people criticized its practices. They felt that Church leaders were too interested in worldly pursuits, such as gaining wealth and political power. Even though the Church made some reforms during the Middle Ages, people continued to criticize it. Prompted by the actions of one man, that criticism would lead to rebellion.

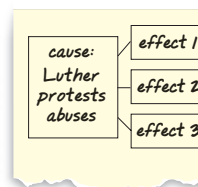
Causes of the Reformation

By 1500, additional forces weakened the Church. The Renaissance emphasis on the secular and the individual challenged Church authority. The printing press spread these secular ideas. In addition, some rulers began to challenge the Church's political power. In Germany, which was divided into many competing states, it was difficult for the pope or the emperor to impose central authority. Finally, northern merchants resented paying church taxes to Rome. Spurred by these social, political, and economic forces, a new movement for religious reform began in Germany. It then swept much of Europe.

Criticisms of the Catholic Church Critics of the Church claimed that its leaders were corrupt. The popes who ruled during the Renaissance patronized the arts, spent extravagantly on personal pleasure, and fought wars. Pope Alexander VI,

TAKING NOTES

Recognizing Effects
Use a chart to identify the effects of Martin Luther's protests.



Causes of the Reformation

Social	Political	Economic	Religious
<ul style="list-style-type: none">• The Renaissance values of humanism and secularism led people to question the Church.• The printing press helped to spread ideas critical of the Church.	<ul style="list-style-type: none">• Powerful monarchs challenged the Church as the supreme power in Europe.• Many leaders viewed the pope as a foreign ruler and challenged his authority.	<ul style="list-style-type: none">• European princes and kings were jealous of the Church's wealth.• Merchants and others resented having to pay taxes to the Church.	<ul style="list-style-type: none">• Some Church leaders had become worldly and corrupt.• Many people found Church practices such as the sale of indulgences unacceptable.

54 Chapter 1

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 20
- Skillbuilder Practice: Synthesizing, p. 23
- History Makers: Elizabeth I, p. 34

Formal Assessment

- Section Quiz, p. 23

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 20
- Skillbuilder Practice, p. 22

Reading Study Guide (Spanish), p. 19

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 20
- Building Vocabulary, p. 22
- Skillbuilder Practice: Synthesizing, p. 23
- Reteaching Activity, p. 38

Reading Study Guide, p. 19

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 1

- Primary Sources: Elizabeth I, p. 28; Reformation, p. 29

Electronic Library of Primary Sources

- from the Ninety-Five Theses

INTEGRATED TECHNOLOGY

eEdition Plus Online

eEdition CD-ROM

Electronic Library of Primary Sources

- from the Ninety-Five Theses

classzone.com

for example, admitted that he had fathered several children. Many popes were too busy pursuing worldly affairs to have much time for spiritual duties.

The lower clergy had problems as well. Many priests and monks were so poorly educated that they could scarcely read, let alone teach people. Others broke their priestly vows by marrying, and some drank to excess or gambled.

Early Calls for Reform Influenced by reformers, people had come to expect higher standards of conduct from priests and church leaders. In the late 1300s and early 1400s, John Wycliffe of England and Jan Hus of Bohemia had advocated Church reform. They denied that the pope had the right to worldly power. They also taught that the Bible had more authority than Church leaders did. In the 1500s, Christian humanists like Desiderius Erasmus and Thomas More added their voices to the chorus of criticism. In addition, many Europeans were reading religious works and forming their own opinions about the Church. The atmosphere in Europe was ripe for reform by the early 1500s.

Luther Challenges the Church

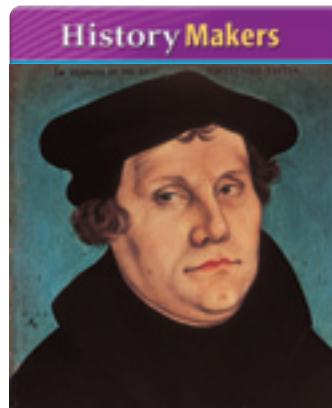
Martin Luther's parents wanted him to be a lawyer. Instead, he became a monk and a teacher. From 1512 until his death, he taught scripture at the University of Wittenberg in the German state of Saxony. All he wanted was to be a good Christian, not to lead a religious revolution.

The 95 Theses In 1517, Luther decided to take a public stand against the actions of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling indulgences. An **indulgence** was a pardon. It released a sinner from performing the penalty that a priest imposed for sins. Indulgences were not supposed to affect God's right to judge. Unfortunately, Tetzel gave people the impression that by buying indulgences, they could buy their way into heaven.

Luther was troubled by Tetzel's tactics. In response, he wrote 95 Theses, or formal statements, attacking the "pardon-merchants." On October 31, 1517, he posted these statements on the door of the castle church in Wittenberg and invited other scholars to debate him. Someone copied Luther's words and took them to a printer. Quickly, Luther's name became known all over Germany. His actions began the **Reformation**, a movement for religious reform. It led to the founding of Christian churches that did not accept the pope's authority.

Luther's Teachings Soon Luther went beyond criticizing indulgences. He wanted full reform of the Church. His teachings rested on three main ideas:

- People could win salvation only by faith in God's gift of forgiveness. The Church taught that faith and "good works" were needed for salvation.
- All Church teachings should be clearly based on the words of the Bible. Both the pope and Church traditions were false authorities.
- All people with faith were equal. Therefore, people did not need priests to interpret the Bible for them.



Martin Luther
1483–1546

In one way, fear led Luther to become a monk. At the age of 21, Luther was caught in a terrible thunderstorm. Convinced he would die, he cried out, "Saint Anne, help me! I will become a monk."

Even after entering the monastery, Luther felt fearful, lost, sinful, and rejected by God. He confessed his sins regularly, fasted, and did penance. However, by studying the Bible, Luther came to the conclusion that faith alone was the key to salvation. Only then did he experience peace.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Martin Luther, go to **classzone.com**

History Makers

Martin Luther

How did Luther's fears change him? (motivated him to become a monk and study the Bible, which in turn caused him to question Church practices)

Remind students that Luther's goal was to become a good Christian, not to stage a religious revolt. Have students use reference books, the Internet, and **classzone.com** to research Luther as a revolutionary. In a class discussion, have students give examples of Luther's break with tradition, his defiance of authority, and his role in launching a new era.

Electronic Library of Primary Sources

- from the Ninety-Five Theses

Luther Challenges the Church 10.1.1

Critical Thinking

- Why was Martin Luther unhappy with the sale of indulgences? (*People thought that buying an indulgence would get them into heaven.*)
- What caused Luther's ideas to spread throughout Germany? (*Someone had Luther's words printed; his ideas allowed people to think about and express their own dissatisfaction with the Church.*)

A. Answer belief in God's forgiveness; authority of the Bible; equality among all with faith

MAIN IDEA

Summarizing

What were the main points of Luther's teachings?

SKILLBUILDER PRACTICE: SYNTHESIZING

Learning to Form an Overall Picture

Class Time 30 minutes

Task Putting together information to support an overall understanding

Purpose To practice the skill of synthesizing

Instructions Like detective work, synthesizing involves putting together clues, facts, and ideas to form an overall picture of a historical event. To answer the question, "Why did Luther think it was all right to defy the Pope?" (a synthesis), suggest that students use the following strategy: Have them reread the bulleted list of Luther's teachings and look for information to support the synthesis. Then ask students to create a cluster diagram showing how the synthesis was formed. Have students use the Skillbuilder Practice activity for more examples and practice.

Synthesis:
Defying the pope is all right.

The pope is a false authority.

The pope does not have the power to judge people's salvation.

Since all people of faith are equal, the pope is not a supreme authority.



SKILLBUILDER PRACTICE Synthesizing

1 Synthesizing involves putting together different pieces of information to form an overall picture of a historical event. Use information from the passage together to answer the question, "Why did Luther think it was all right to defy the Pope?"

1 Read the passage. Then write a synthesis of the information you read.

2 Write down the main idea of the passage. Then write down the main idea of each paragraph. Then write down the main idea of each sentence.

3 Write down the main idea of each sentence. Then write down the main idea of each paragraph. Then write down the main idea of the passage.

4 Write down the main idea of each sentence. Then write down the main idea of each paragraph. Then write down the main idea of the passage.

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In-Depth Resources: Unit 1

The Response to Luther

10.1.1

Critical Thinking

- What in Luther’s teachings inspired the peasants to revolt? (*Luther taught that people were free to make their own decisions about religion. The peasants wanted more freedom.*)
- Why do you think Charles V could not force the Protestant princes back into the Catholic Church even after defeating them in war? (*Possible Answers: Luther’s ideas were too strong; the abuses in the Catholic Church caused people to lose faith.*)

Vocabulary Note: Roots and Affixes

Point out that the word *excommunication* can be broken into parts. The prefix *ex-* often means “outside” or “away from,” and the suffix *-tion* usually means “state of being.” The root comes from the Latin *communis*, which means “common, public, or general.” Challenge students to think of other words with the same root. (*community, Communion, Communist*)

Tip for English Learners

Remind students that a peasant is a farm laborer. Most peasants farmed land that belonged to the local lord. They had to provide goods and services in exchange for working the land. The lord had a great deal of control over their lives.

The Response to Luther

Luther was astonished at how rapidly his ideas spread and attracted followers. Many people had been unhappy with the Church for political and economic reasons. They saw Luther’s protests as a way to challenge Church control.

The Pope’s Threat Initially, Church officials in Rome viewed Luther simply as a rebellious monk who needed to be punished by his superiors. However, as Luther’s ideas became more popular, the pope realized that this monk was a serious threat. In one angry reply to Church criticism, Luther actually suggested that Christians drive the pope from the Church by force.

In 1520, Pope Leo X issued a decree threatening Luther with excommunication unless he took back his statements. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the pope’s decree into the flames. Leo excommunicated Luther.

The Emperor’s Opposition Holy Roman Emperor Charles V, a devout Catholic, also opposed Luther’s teaching. Charles controlled a vast empire, including the German states. He summoned Luther to the town of Worms (vawrmz) in 1521 to stand trial. Told to recant, or take back his statements, Luther refused:

PRIMARY SOURCE

I am bound by the Scriptures I have quoted and my conscience is captive to the Word of God. I cannot and I will not retract anything, since it is neither safe nor right to go against conscience. I cannot do otherwise, here I stand, may God help me. Amen.

MARTIN LUTHER, quoted in *The Protestant Reformation* by Lewis W. Spitz

A month after Luther made that speech, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and a heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. However, Prince Frederick the Wise of Saxony disobeyed the emperor. For almost a year after the trial, he sheltered Luther in one of his castles. While there, Luther translated the New Testament into German.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Instead of continuing to seek reforms in the Catholic Church, Luther and his followers had become a separate religious group, called **Lutherans**.

The Peasants’ Revolt Some people began to apply Luther’s revolutionary ideas to society. In 1524, German peasants, excited by reformers’ talk of Christian freedom, demanded an end to serfdom. Bands of angry peasants went about the countryside raiding monasteries, pillaging, and burning. The revolt horrified Luther. He wrote a pamphlet urging the German princes to show the peasants no mercy. The princes’ armies crushed the revolt, killing as many as 100,000 people. Feeling betrayed, many peasants rejected Luther’s religious leadership.

Germany at War In contrast to the bitter peasants, many northern German princes supported Lutheranism. While some princes genuinely shared Luther’s beliefs, others liked Luther’s ideas for selfish reasons. They saw his teachings as a good excuse to seize Church property and to assert their independence from Charles V.

In 1529, German princes who remained loyal to the pope agreed to join forces against Luther’s ideas. Those princes who supported Luther signed a protest against that agreement. These protesting princes came to be known as Protestants. Eventually, the term **Protestant** was applied to Christians who belonged to non-Catholic churches.

Vocabulary

Excommunication is the taking away of a person’s right to membership in the Church.

Vocabulary

A *heretic* is a person who holds beliefs that differ from official Church teachings.

MAIN IDEA

Analyzing Causes

Why did Luther’s ideas encourage the German peasants to revolt?

B. Possible Answer Luther’s ideas were revolutionary and reform-minded, which the peasants applied to their own demands.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding the Response to Luther

Class Time 30 minutes

Task Explaining the positions of historical figures in students’ own words

Purpose To summarize material from the text; to understand how different historical figures reacted to Luther’s teachings

Instructions Divide students into four heterogeneous groups. Assign each group one of the following roles to research: Martin Luther, Pope Leo X, Holy Roman Emperor Charles V, and Prince Frederick the Wise of Saxony. Have each group reread the subsections titled “The Pope’s Threat” and “The Emperor’s Opposition” and then summarize the viewpoint of their assigned historical figure. Examples of summaries are at right.

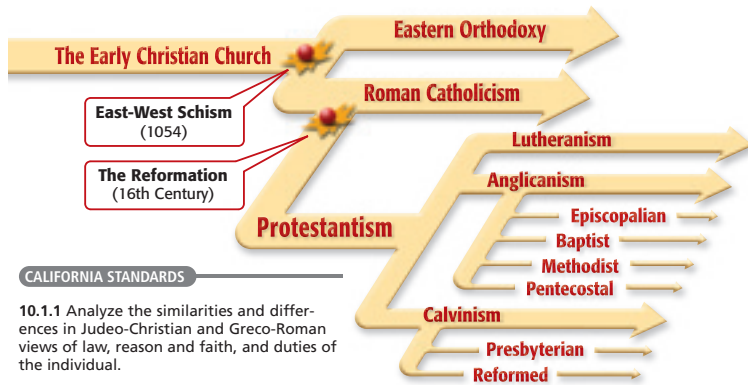
Luther:	The pope should not be part of the Church any more.
Pope Leo X:	If you don’t change your mind, I will take away your right to membership in the Church.
Charles V:	Luther, take back what you have said.
Luther:	No. I have to do what I believe is right.
Charles V:	You are an outlaw. Nobody in my lands is allowed to help you. All the books you have written will be burned.
Prince Frederick:	I will protect you, Luther.

> Analyzing Key Concepts

Protestantism

Protestantism is a branch of Christianity. It developed out of the Reformation, the 16th-century protest in Europe against beliefs and practices of the Catholic Church. Three distinct branches of Protestantism emerged at first. They were Lutheranism, based on the teachings of Martin Luther in Germany; Calvinism, based on the teachings of John Calvin in Switzerland; and Anglicanism, which was established by King Henry VIII in England. Protestantism spread throughout Europe in the 16th century, and later, the world. As differences in beliefs developed, new denominations formed.

The Division of Christianity



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.

Religious Beliefs and Practices in the 16th Century

	Roman Catholicism	Lutheranism	Calvinism	Anglicanism
Leadership	Pope is head of the Church	Ministers lead congregations	Council of elders govern each church	English monarch is head of the Church
Salvation	Salvation by faith and good works	Salvation by faith alone	God has predetermined who will be saved	Salvation by faith alone
Bible	Church and Bible tradition are sources of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth
Worship Service	Worship service based on ritual	Worship service focused on preaching and ritual	Worship service focused on preaching	Worship service based on ritual and preaching
Interpretation of Beliefs	Priests interpret Bible and Church teachings for believers	Believers interpret the Bible for themselves	Believers interpret the Bible for themselves	Believers interpret the Bible using tradition and reason

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Protestantism, go to classzone.com

> DATA FILE

PROTESTANTISM TODAY

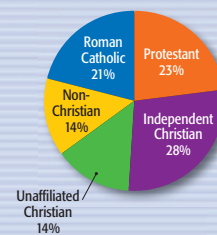
Membership:

- Nearly 400 million Protestants worldwide
- About 65 million Protestants in the United States

Branches:

- More than 465 major Protestant denominations worldwide
- Major denominational families worldwide: Anglican, Assemblies of God, Baptist, Methodist, Lutheran, and Presbyterian
- More than 250 denominations in the United States
- About 40 denominations with more than 400,000 members each in the United States

Religious Adherents in the United States:



Sources: *Britannica Book of the Year 2003*

Connect to Today

- 1. Comparing** Which of the branches on the chart at left are most different and which are most similar?
See Skillbuilder Handbook, page R7.
- 2. Developing Historical Perspective** Do research on Protestantism. Select a denomination not shown on this page and write a paragraph tracing its roots to Reformation Protestantism.

57

Analyzing Key Concepts

OBJECTIVES

- Compare and contrast religious beliefs and practices in the 16th century.
- Trace the development of Protestantism.

INSTRUCT

Introduce Protestantism to students as a key to understanding European history after the 16th century. The Reformation had an enduring impact on the religious, social, and political life of Europe. As students finish this chapter, have them list the impacts of the Reformation on the lives of the people of Europe.

More About . . .

Data on Religions

Although statistics on religious membership tend to be estimates, it is generally thought that the three largest religions are Christianity, Islam, and Hinduism. The two largest religious bodies, Catholics and Sunni Muslims, account for 33% of the world's population.

CONNECT TO TODAY: ANSWERS

1. Comparing

Of the three branches of Protestantism, the most different are Anglicanism and Calvinism. For example, Calvinists believe that God has predetermined who will be saved, and church leadership differs greatly among the branches. The most similar are Lutheranism and Anglicanism.

2. Researching

Rubric Paragraphs should

- clearly identify the denomination and explain its beliefs.
- trace the denomination's roots in the Protestant Reformation and provide facts and examples to support the explanation.

England Becomes Protestant
10.1.1

Critical Thinking

- Why did Henry VIII need either a divorce or an annulment? (*to marry a woman who could give him a son*)
- Elizabeth I came to power at a time of religious turmoil. How did she deal with the question of religion? (*She returned England to Protestantism and established a state church.*)

Still determined that his subjects should remain Catholic, Charles V went to war against the Protestant princes. Even though he defeated them in 1547, he failed to force them back into the Catholic Church. In 1555, Charles, weary of fighting, ordered all German princes, both Protestant and Catholic, to assemble in the city of Augsburg. There the princes agreed that each ruler would decide the religion of his state. This famous religious settlement was known as the **Peace of Augsburg**.

England Becomes Protestant

The Catholic Church soon faced another great challenge to its authority, this time in England. Unlike Luther, the man who broke England's ties to the Roman Catholic Church did so for political and personal, not religious, reasons.

Henry VIII Wants a Son When Henry VIII became king of England in 1509, he was a devout Catholic. Indeed, in 1521, Henry wrote a stinging attack on Luther's ideas. In recognition of Henry's support, the pope gave him the title "Defender of the Faith." Political needs, however, soon tested his religious loyalty. He needed a male heir. Henry's father had become king after a long civil war. Henry feared that a similar war would start if he died without a son as his heir. He and his wife, Catherine of Aragon, had one living child—a daughter, Mary—but no woman had ever successfully claimed the English throne.

By 1527, Henry was convinced that the 42-year-old Catherine would have no more children. He wanted to divorce her and take a younger queen. Church law did not allow divorce. However, the pope could **annul**, or set aside, Henry's marriage if proof could be found that it had never been legal in the first place. In 1527, Henry asked the pope to annul his marriage, but the pope turned him down. The pope did not want to offend Catherine's powerful nephew, the Holy Roman Emperor Charles V.

The Reformation Parliament Henry took steps to solve his marriage problem himself. In 1529, he called Parliament into session and asked it to pass a set of laws

History from Visuals

Analyzing the Time Line

Ask students to notice how many years are represented on the time line. (51) How many rulers of England are shown on the time line? (4) How many years did Mary reign as queen? (5)

Henry VIII Causes Religious Turmoil

Henry's many marriages led to conflict with the Catholic Church and the founding of the Church of England.



1509
Henry VIII becomes king; marries Catherine of Aragon.

1516
Daughter Mary is born.

1527
Henry asks the pope to end his first marriage; the pope refuses.

1529
Henry summons the Reformation Parliament; dismantling of pope's power in England begins.

1534
Act of Supremacy names Henry and his successors supreme head of the English Church.

1531
Parliament recognizes Henry as head of the Church.

1533
Parliament places clergy under Henry's control; Henry divorces Catherine, marries Anne Boleyn (at left); daughter Elizabeth born.



58 Chapter 1

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Tracing Religious Changes in England

Class Time 30 minutes

Task Creating a chart of English monarchs and their religious beliefs

Purpose To clarify the connection between Church and State

Instructions Have pairs of students read the "England Becomes Protestant" section and analyze the time line. Encourage students to look up difficult words in a glossary or dictionary. You may want to list challenging terms on the board. (*heir—someone who will be the next king or queen; oath—a very serious promise to take a certain action*) When students are finished, create a chart on the chalkboard that shows the rulers of England and their religions. An example is shown at right.

Ask students, What was the effect of all these changes? (*Possible Answers:*

Some people executed; religious confusion; government was becoming unstable.)

King or Queen	Religion	Reasons for Religious Beliefs
Henry VIII	Catholic, became Protestant	Political reasons; needed an heir
Edward VI	Protestant	Too young to rule by himself; advisers were Protestant
Mary I	Catholic	Very religious
Elizabeth	Protestant	Religious; wanted an end to extremes

that ended the pope's power in England. This Parliament is known as the Reformation Parliament.

In 1533, Henry secretly married Anne Boleyn (BUL•ihn), who was in her twenties. Shortly after, Parliament legalized Henry's divorce from Catherine. In 1534, Henry's break with the pope was completed when Parliament voted to approve the Act of Supremacy. This called on people to take an oath recognizing the divorce and accepting Henry, not the pope, as the official head of England's Church.

The Act of Supremacy met some opposition. Thomas More, even though he had strongly criticized the Church, remained a devout Catholic. His faith, he said, would not allow him to accept the terms of the act and he refused to take the oath. In response, Henry had him arrested and imprisoned in the Tower of London. In 1535, More was found guilty of high treason and executed.

Consequences of Henry's Changes Henry did not immediately get the male heir he sought. After Anne Boleyn gave birth to a daughter, Elizabeth, she fell out of Henry's favor. Eventually, she was charged with treason. Like Thomas More, she was imprisoned in the Tower of London. She was found guilty and beheaded in 1536. Almost at once, Henry took a third wife, Jane Seymour. In 1537, she gave him a son named Edward. Henry's happiness was tempered by his wife's death just two weeks later. Henry married three more times. None of these marriages, however, produced children.

After Henry's death in 1547, each of his three children ruled England in turn. This created religious turmoil. Henry's son, Edward, became king when he was just nine years old. Too young to rule alone, Edward VI was guided by adult advisers. These men were devout Protestants, and they introduced Protestant reforms to the English Church. Almost constantly in ill health, Edward reigned for just six years. Mary, the daughter of Catherine of Aragon, took the throne in 1553. She was a Catholic who returned the English Church to the rule of the pope. Her efforts met with considerable resistance, and she had many Protestants executed. When Mary died in 1558, Elizabeth, Anne Boleyn's daughter, inherited the throne.

More About . . .

Henry VIII

Most English people followed Roman Catholicism at the time of Henry's break with Rome. There was a small minority of English dissenters—people who wanted to reform the church. However, Henry was careful to change nothing about the way people worshiped. This explains why there was not greater outcry from his subjects about his actions.

Vocabulary Note: Words in Context Students may be unfamiliar with the meaning of the word *oath* in this context. Explain that oath can refer to cursing, but in this case it refers to a serious, formal promise that calls on God to witness what has been said.

1536 Anne Boleyn is beheaded.

1537 Henry's third wife, Jane Seymour, has son, Edward. She dies from complications.

1540-1542 Henry divorces Anne of Cleves, his fourth wife, and executes Catherine Howard (above), his fifth wife.

1547 Henry dies; Catherine Parr, his sixth wife, outlives him; Edward VI begins six-year rule; Protestants are strong.

1553 Mary I (at left) begins rule and restores the Catholic Church.

1558 Elizabeth I (at right) begins rule; she restores the Protestant Church.

1540 **1550** **1560**

European Renaissance and Reformation 59

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Forming and Supporting Opinions

Class Time 40 minutes

Task Investigating the character of Henry VIII

Purpose To learn more about this historical figure

Instructions Henry VIII is a well-known figure in history, but opinions of his character, actions, and personality still differ. For example, in 1515 the Venetian ambassador to Henry's court wrote, "Believe me, he is in every respect a most accomplished Prince . . ." Other sources state that Henry openly celebrated the death of his first wife, Catherine of Aragon.

Have students use the Research Links at classzone.com, other Internet sources, or books to find primary and secondary sources that express opinions about Henry. Once students have formed an opinion about him, they should write a paragraph expressing their opinion and supporting it with at least two sources.

When students have finished, distribute the Self-Assessment form from the Integrated Assessment book and ask them to evaluate their results.

NAME _____ DATE _____

PRODUCT AND PERFORMANCE ASSESSMENT

SELF-ASSESSMENT

Directions: After you have completed a project or made a presentation, use this form to reflect on your work. Fill in the boxes to answer the questions at the left.

1. Did you feel nervous from another student asking you about your project. How would you describe what you did?	
2. What steps did you take to get the project done?	
3. Do you feel good about the results? Why or why not?	
4. Did you work with others? If so, how did you divide the work? Did the group work well together?	
5. What was the best thing for you about the project?	
6. Are there any things you would do differently if you did the project again? Please explain.	
7. What advice would you give another student who is planning a group project in class?	

Integrated Assessment 19

Integrated Assessment Book

History Makers


Elizabeth I

Ask students to make a list of Elizabeth's strengths as a ruler. (Possible Answers: courage, intelligence, determination)

In-Depth Resources: Unit 1

- Primary Source: A Conference with Elizabeth I, p. 28
- History Makers: Elizabeth I, p. 34

History Makers



Elizabeth I
1533–1603

Elizabeth I, like her father, had a robust nature and loved physical activity. She had a particular passion for dancing. Her fondness for exercise diminished little with age, and she showed amazing energy and strength well into her sixties.

Elizabeth also resembled her father in character and temperament. She was stubborn, strong-willed, and arrogant, and she expected to be obeyed without question. And Elizabeth had a fierce and unpredictable temper. To her subjects, Elizabeth was an object of both fear and love. She was their "most dread sovereign lady."

Elizabeth Restores Protestantism Elizabeth I was determined to return her kingdom to Protestantism. In 1559, Parliament followed Elizabeth's wishes and set up the Church of England, or **Anglican** Church, with Elizabeth as its head. This was to be the only legal church in England.

Elizabeth decided to establish a state church that moderate Catholics and moderate Protestants might both accept. To please Protestants, priests in the Church of England were allowed to marry. They could deliver sermons in English, not Latin. To please Catholics, the Church of England kept some of the trappings of the Catholic service such as rich robes. In addition, church services were revised to be somewhat more acceptable to Catholics.

Elizabeth Faces Other Challenges By taking this moderate approach, Elizabeth brought a level of religious peace to England. Religion, however, remained a problem. Some Protestants pushed for Elizabeth to make more far-reaching church reforms. At the same time, some Catholics tried to overthrow Elizabeth and replace her with her cousin, the Catholic Mary Queen of Scots. Elizabeth also faced threats from Philip II, the Catholic king of Spain.

Elizabeth faced other difficulties. Money was one problem. In the late 1500s, the English began to think about building an American empire as a new source of income. While colonies strengthened England economically, they did not enrich the queen directly. Elizabeth's constant need for money would carry over into the next reign and lead to bitter conflict between the monarch and Parliament. You will read more about Elizabeth's reign in Chapter 5. In the meantime, the Reformation gained ground in other European countries.

MAIN IDEA

Recognizing Effects

How did Henry VIII's marriages and divorces cause religious turmoil in England?

C. Answer They led to the general abandonment of Catholicism in England and the creation of the Anglican Church.

3 ASSESS

SECTION 1 ASSESSMENT

Have pairs of students take turns quizzing each other on the questions.

Formal Assessment

- Section Quiz, p. 23

4 RETEACH

Use the chart on page 57 to review the Reformation and the religious beliefs and practices in the 16th century.

In-Depth Resources, Unit 1

- Guided Reading, p. 22
- Reteaching Activity, p. 38

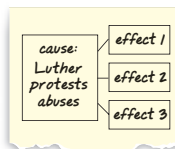
SECTION 3 ASSESSMENT

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

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

USING YOUR NOTES

2. Which effect do you think had the most permanent impact? Explain. (10.1.1)



MAIN IDEAS

3. What political, economic, and social factors helped bring about the Reformation? (10.1.1)
4. From where did the term *Protestantism* originate? (10.1.1)
5. What impact did Henry VIII's actions have on England in the second half of the 1500s? (10.1.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Explain how Elizabeth I was able to bring a level of religious peace to England. (10.1.1)
7. **COMPARING** Do you think Luther or Henry VIII had a better reason to break with the Church? Provide details to support your answer. (10.1.1)
8. **ANALYZING MOTIVES** How did the Catholic Church respond to Luther's teachings? Why do you think this was so? (10.1.1)
9. **WRITING ACTIVITY** **REVOLUTION** Imagine Martin Luther and a Catholic Church leader are in a public debate. Write a brief **dialogue** between the two. (Writing 2.1.c)

CONNECT TO TODAY CREATING A GRAPHIC

Use library resources to find information on the countries in which Protestantism is a major religion. Use your findings to create a **graphic** that makes a comparison among those countries. (HI 1)

ANSWERS

1. indulgence, p. 55 • Reformation, p. 55 • Protestant, p. 56 • Lutheran, p. 56 • Peace of Augsburg, p. 58 • annul, p. 58 • Anglican, p. 60

2. **Sample Answer:** 1. Luther excommunicated. 2. Peasants revolt. 3. Lutheran Church founded (most permanent effect).
3. Political—Rise of competing states; rulers resented pope's control. Economic—Rulers jealous of Church's wealth; merchants resented paying Church taxes. Social—People question Church; printing presses spread ideas critical of Church.
4. from German princes who protested

5. His children brought religious turmoil by switching from Protestant to Catholic and back.
6. Her church was acceptable to moderate Catholics and moderate Protestants. The church kept some elements of Catholic service.
7. **Possible Answers:** Luther had legitimate complaints about indulgences and other Church problems; Henry's annulment denied; he needed an heir to prevent another civil war.
8. excommunicated him; viewed his teachings as a threat

9. **Rubric** Dialogues should
 - explain the views of both sides.
 - cite facts and details from the text.

CONNECT TO TODAY

Rubric Graphics should

- have a title and be clearly labeled.
- cite source material.

 For help with pie charts, see the Skillbuilder Handbook.

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	

European Renaissance and Reformation 61

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.

European Renaissance and Reformation 63

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.

European Renaissance and Reformation **65**

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.

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)

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

ANSWERS

1. predestination, p. 61 • Calvinism, p. 61 • theocracy, p. 62 • Presbyterian, p. 62 • Anabaptist, p. 62 • Catholic Reformation, p. 64 • Jesuits, p. 65 • Council of Trent, p. 65

2. **Sample Answer:** Zwingli attacked abuses in Church; Calvin built on Luther's ideas, developed idea of predestination, and led a theocracy; Catholic reformers improved unity within Catholic Church and established high-quality education (most impact).
3. "Elect" were the few God chose to be saved. They had a high position in society.
4. Noblewomen, such as Marguerite of Navarre, protected reformers.
5. improve Catholic education, convert

6. **Possible Answers:** Protestant churches grew; Catholic Church became more unified and established schools and universities; strong nation-states developed.
7. If certain books were read, people might question authority and teachings of the Church.
8. Protestant reformers attacked abuses and developed new religious beliefs; reformers in Catholic Church stayed within the Church to correct abuses

9. **Rubric** Essays should
 - include a thesis.
 - support the student's evaluation with reasons.
 - have a clearly drawn conclusion.

CONNECT TO TODAY

- Rubric** Oral reports should
- mention three universities such as Harvard (1636), Yale (1701), U of PA (1740), Princeton (1746), or Columbia (1754).
 - explain how the founding of those schools related to religion.

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?

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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

DOCUMENT-BASED QUESTIONS: ANSWERS

1. Luther's letter denies the pope's right to interpret Scripture for others and states that the pope should not be exalted above other men. Steven Ozment focuses on the desire of people to have more local control of their affairs.
2. Germany's geographic location at the center of Europe and its position at the center of European trade made the spread of Reformation ideas quick and thorough. Merchants carried ideas and books all over Europe.
3. Many people in the 1500s could not read. The woodcut is a powerful visual statement against Luther.