

## Geography Skills

Study the map below and answer the following questions.

- Human/Environment Interaction** Why do you think the Inca built stone walls in parts of Cuzco?
- Location** What natural defenses existed around Cuzco?
- Movement** What do the roads leading out of Cuzco reveal about the contact between the capital city and the rest of the empire?

## Using Technology

- Preparing a Report** Use the Internet and your library to gather information about the Mound Builders. Note their reasons for mound building and the shapes of mounds. Then prepare an illustrated report on the computer to compare the mounds to other structures of early civilizations.

## Linking Past and Present

- Evaluating Information** What impact have Native American ways of the past had on present-day life in the Americas?
- Building Citizenship Skills** The Iroquois League was an important confederation of the early Americas. Do confederations exist today? Do they serve the same purpose as the Iroquois League?



## Read to Write

- Persuasive Writing** Suppose you are a Native American during the Spanish conquests. Write a letter to the conquistadors to persuade them to trade with your culture rather than conquer it. Your letter should state the ways Europeans and Native Americans can learn from each other.
- Using Your FOLDABLES** Create an outline map of the Americas on poster board. It should be big enough for the entire class to work together. Label each country and the location of each civilization from your chapter. Then use your foldables to write facts about each civilization on the map.

## Primary Source Analyze

Some Europeans, including this Dominican friar, worked to protect the Native Americans by writing about their cultures.

"They [Native American leaders] issued public edicts and personal commands to all nobles and provincial governors, of whom there were many, that all poor, widows and orphans in each province should be provided for from their own royal rents and riches."

—Bartolomé de las Casas, "Apologetic History of the Indies"

### DBQ Document-Based Questions

- What does this tell you about Native American leaders' attitude toward those in need?
- Do you think the nobles and provincial governors supported this edict? Why or why not?

Chapter

17

# The Renaissance and Reformation

▼ The Duomo, or Cathedral of Santa Maria del Fiore, in Florence, Italy

NATIONAL GEOGRAPHIC

When & Where?



1350

● c. 1350  
Renaissance begins in Italy

1450

● 1434  
Medici family begins rule of Florence

1550

● 1517  
Martin Luther writes Ninety-Five Theses

1650

● 1648  
Thirty Years' War ends

# Chapter Preview

New ideas brought the Middle Ages to an end. Read this chapter to find out how advances in the arts and learning and dramatic changes to Christianity led to the beginning of modern times in Europe.



View the Chapter 17 video in the *World History: Journey Across Time* Video Program.

## Section 1



### The Renaissance Begins

During the Renaissance, new values and new art developed in wealthy Italian city-states.

## Section 2



### New Ideas and Art

Wealthy leaders in Italian city-states supported talented artists and writers, and Renaissance art and ideas spread from Italy to northern Europe.

## Section 3



### The Reformation Begins

Martin Luther and other reformers, such as John Calvin, broke from the Catholic Church and began a new Christian movement that came to be called Protestantism.

## Section 4



### Catholics and Protestants

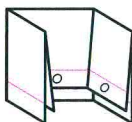
While the Catholic Church attempted to carry out reforms, Catholics and Protestants fought bloody religious wars across Europe.

## FOLDABLES™ Study Organizer

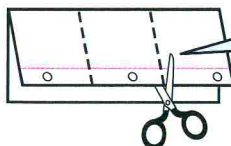
**Compare-Contrast** Make this foldable to help you compare and contrast what you learn about the Renaissance and Reformation.

**Step 1** Fold a sheet of paper in half from side to side.

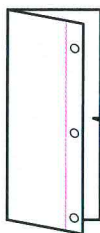
**Step 2** Turn the paper and fold it into thirds.



**Step 3** Unfold and cut the top layer only along both folds.

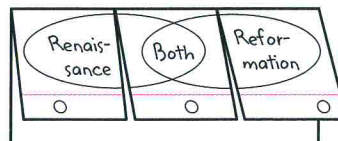


This will make three tabs.



Fold it so the left edge lies about  $\frac{1}{2}$  inch from the right edge.

**Step 4** Label as shown.



### Reading and Writing

As you read the sections on the Renaissance and Reformation, record important concepts and events under the appropriate tabs. Then record ideas similar to both under the middle tab.

# Reading Social Studies



Reading  
Skill

Analyze and  
Clarify

## 1 Learn It!

### Go Beyond the Words

Analyzing a passage means going beyond the definition of the words. It is a way of reading for deep understanding, not just memorizing or studying to pass a test. Read the following paragraph from Section 2.

Renaissance painters also used new techniques. The most important was perspective, a method that makes a drawing or painting look three-dimensional. Artists had tried to use perspective before, but Renaissance artists perfected it. Using perspective, objects in a scene appear to be at different distances from the viewer. The result is a more realistic image.

—from page 623

### Reading Tip

When reading, break the text into smaller parts to help you understand the whole.

How can you analyze this passage? Here are some suggestions:

1. Look at the drawing on page 626. Is the drawing realistic as described by the paragraph?
2. Look at another painting or drawing in this book. Compare the perspective to the drawing on page 626. Which is more realistic? Why?
3. With a partner, sketch a view of your classroom. Exchange sketches and see if you can tell where your partner was standing when he or she made the sketch. Based on your experience, what are some difficulties an artist might encounter in trying to draw a large area realistically?

## 2 Practice It!

### Analyze as You Read

Read this paragraph from Section 2.

To make their paintings more realistic, Renaissance artists also used a technique called chiaroscuro. Chiaroscuro softened edges by using light and shadows instead of stiff outlines to separate objects. In Italian, *chiaro* means “clear or light,” and *oscuro* means “dark.” Chiaroscuro created more drama and emotion in a painting.

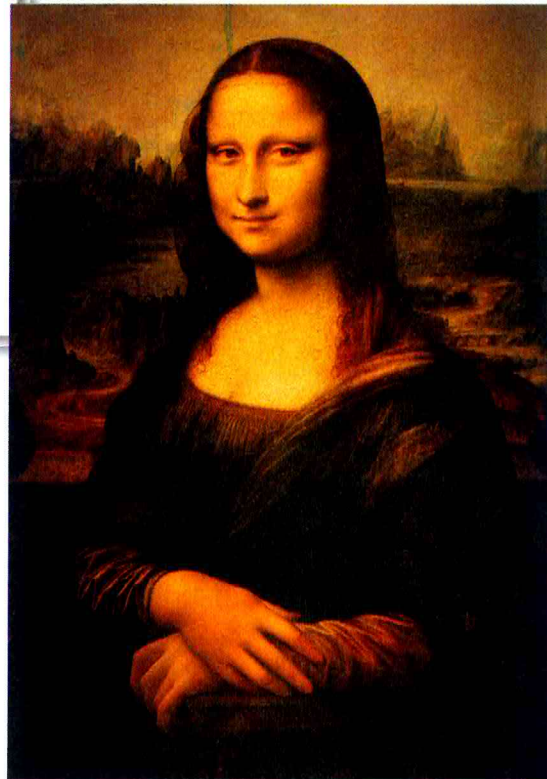
—from page 623

#### Read to Write

Choose any painting or drawing in this book and analyze, in writing, what is taking place. Use the questions *who*, *what*, *when*, or *how* to help you get started.

Analyze the above paragraph by doing the following:

1. Look at the painting of Mona Lisa from page 622. Do you see the use of chiaroscuro? If so, in what way does it create drama or emotion?
2. Choose another painting in this or a different text. Look at it carefully to see if the technique of chiaroscuro was used. Describe to a partner the light and dark areas that you see.
3. Try your hand at drawing an object or scene using the technique of chiaroscuro.



▲ The *Mona Lisa*

## 3 Apply It!

As you read this chapter, choose at least one section to study and analyze for deeper meaning. Exchange your analysis with a classmate who has analyzed a different passage.

# Section

# 1

# The Renaissance Begins

## Get Ready to Read!

### What's the Connection?

Previously, you learned about life in medieval Europe. In this section, you will see how Europeans began to look to the ideals of the ancient Greeks and Romans as they left the Middle Ages behind.

### Focusing on the Main Ideas

- The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe. (page 609)
- Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers. (page 611)
- Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life. (page 614)

### Locating Places

**Florence** (FLAWR•uhns)

**Venice** (VEH•nuhs)

### Meeting People

**Marco Polo** (MAHR•koh POH•loh)

**Medici** (MEH•duh•chee)

**Niccolò Machiavelli** (NEE•koh•LOH  
MA•kee•uh•VEH•lee)

### Building Your Vocabulary

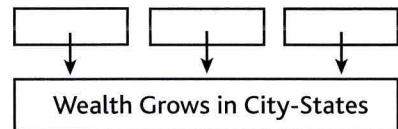
**Renaissance** (REH•nuh•SAHNS)

**secular** (SEH•kyuh•luhr)

**diplomacy** (duh•PLOH•muh•see)

### Reading Strategy

**Summarizing Information** Complete a chart like the one below showing the reasons Italian city-states grew wealthy.



NATIONAL GEOGRAPHIC

## When & Where?



1350

**c. 1350**  
Renaissance begins in Italy

1450

**1434**  
Medici family begins rule of Florence

1550

**1513**  
Machiavelli writes *The Prince*

# The Italian Renaissance

**Main Idea** The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe.

**Reading Focus** Hollywood makes many of the world's movies. Why is it the center of the movie industry? Read to learn why the city-states of Italy became the center of art during the Renaissance.

**Renaissance** (REH•nuh•SAHNS) means "rebirth." The years from about 1350 to 1550 in European history are called the Renaissance because there was a rebirth of interest in art and learning.

In some ways the Renaissance was a rebirth of interest in the same subjects the

Greeks and Romans had studied. After the horrible years of the Black Death, Europeans began looking to the past when times seemed better. They wanted to learn how to make their own society better.

During the Renaissance, Europeans also began to stress the importance of the individual. They began to believe that people could make a difference and change the world for the better.

People were still very religious during the Renaissance, but they also began to celebrate human achievements. People became more **secular** (SEH•kyuh•luhr). This means they were more interested in this world than in religion and getting to heaven.

NATIONAL GEOGRAPHIC

Italy c. 1500



## Using Geography Skills

Many Italian city-states prospered during the Renaissance.

1. In which territory was Rome located?
2. Why do you think the city-state of Venice spread out along the coastline?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

Why did the Renaissance begin in Italy? First of all, Italy had been the center of the Roman Empire. Ruins and art surrounded the Italians and reminded them of their past. It was only natural that they became interested in Greek and Roman art and tried to make their own art as good.

Another reason the Renaissance began in Italy was because by the 1300s, Italy's cities had become very wealthy. They could afford to pay painters, sculptors, architects, and other artists to produce new works.

A third reason was because the region was still divided into many small city-states. **Florence** (FLAWR•uhns), **Venice** (VEH•nuhs), Genoa, Milan, and Rome were some of the most important cities of the Renaissance.

The Italian city-states competed with each other. This helped bring about the

Renaissance. Wealthy nobles and merchants wanted artists to produce works that increased the fame of their cities.

In most of Europe, the vast majority of people lived in the country, including the knights and nobles who owned estates. In Italy's city-states, the population was becoming more urban. That means more people were living in the city, rather than in the country. So many people living together in a city meant more customers for artists and more money for art.

The large number of people living in cities also led to more discussion and sharing of ideas about art. Just as the city-states of ancient Greece had produced many great works of art and literature, so too did urban society in Italy.

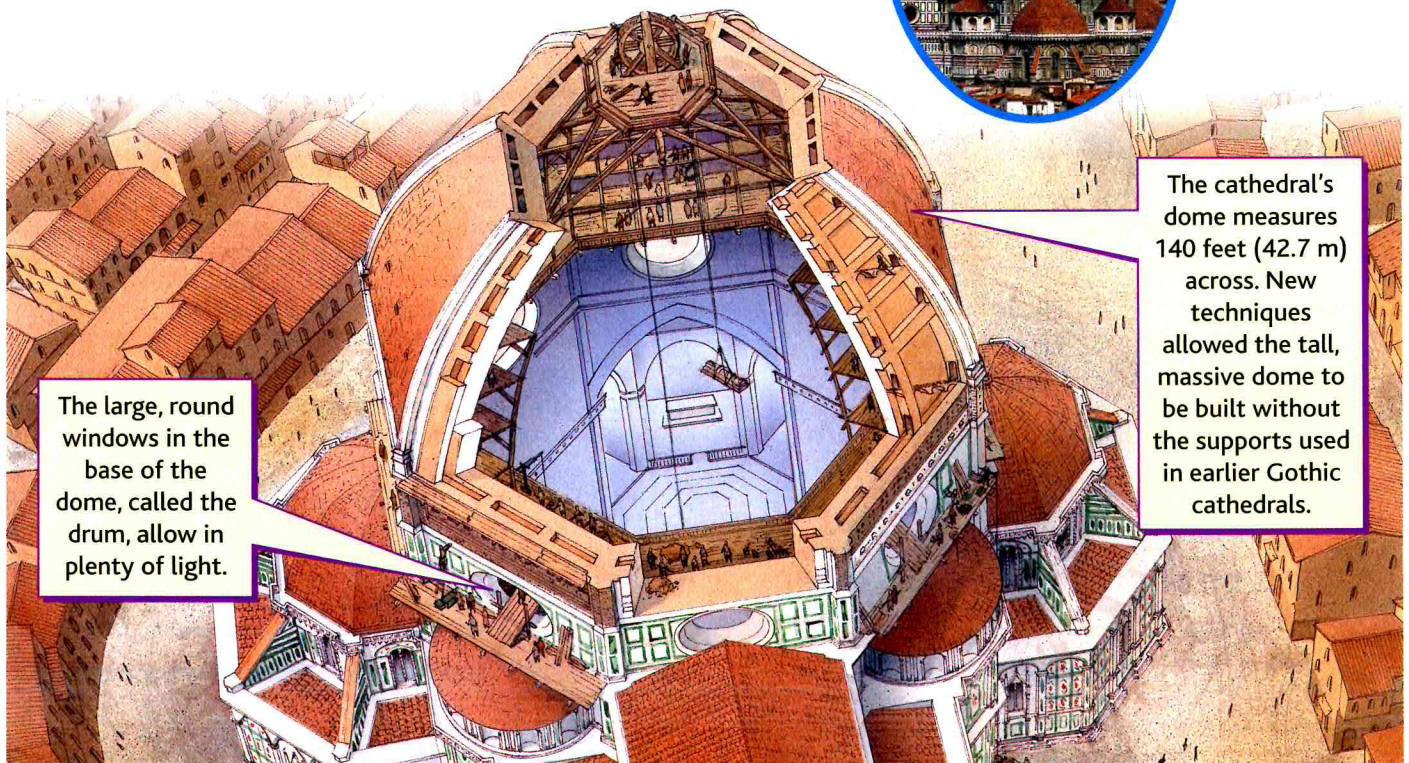
 **Reading Check Explain** Why did the Renaissance start in Italy?

## Florence Cathedral

Florence, Italy, was one of the centers of the Renaissance. The Florence Cathedral became a symbol of the city, as well as one of the finest examples of Renaissance architecture. **What were other important Italian Renaissance cities?**



◀ The Florence Cathedral today



The large, round windows in the base of the dome, called the drum, allow in plenty of light.

The cathedral's dome measures 140 feet (42.7 m) across. New techniques allowed the tall, massive dome to be built without the supports used in earlier Gothic cathedrals.



## The Rise of Italy's City-States

**Main Idea** Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers.

**Reading Focus** Do you have a bank account? What are banks for? Read to learn how banking helped to make the Italian city-states wealthy and powerful.

During the Middle Ages, no ruler was able to unite Italy into a single kingdom. There were several reasons for this. First of all, the Roman Catholic Church did everything it could to stop the rise of a powerful kingdom in Italy. Church leaders were afraid that if a strong ruler united Italy, that same ruler would be able to control the pope and the Church.

At the same time, the city-states that developed in Italy were about equal in strength. They fought many wars and often captured territory from each other, but no state was able to defeat all the others.

Probably the most important reason the city-states stayed independent was because they became very wealthy. With their great wealth, they could build large fleets and hire people to fight in their armies. A person who fights in an army for money is called a mercenary. The city-states also loaned money to the kings of Europe. The kings left the city-states alone so they could borrow more money in the future.

### Italy's City-States Grow Wealthy

The Italian city-states became wealthy through trade. The geography of the long Italian peninsula meant that most of the city-states had a coastline and ports where merchant ships could dock. They were also perfectly located on the Mediterranean Sea. Spain and France lay to the west,

and the Byzantine and Ottoman Empires lay to the east. North Africa was only a short trip to the south.

From the Byzantines, Turks, and Arabs, the Italians bought Chinese silk and Indian spices and sold them to people in Western Europe for very high prices. At the same time, from the Spanish, French, Dutch, and English, they bought goods such as wool, wine, and glass that they could sell in the Middle East. The Italian cities also had many skilled artisans, who could take raw materials the merchants bought and make goods that could be sold for high prices.

Geography was not the only reason for the success of the Italians. Several events led to trade becoming even more important in the city-states. First, the Crusades brought Italian merchants into contact with Arab merchants. Second, the rise of the Mongol Empire united almost all of Asia into one vast trade network.

The Mongols encouraged trade and protected the Silk Road from China to the Middle East. This made it cheaper and easier for caravans to carry goods from China and



▲ This painting shows a wealthy Italian family during the Renaissance. **How did competition between the city-states lead to great works of art?**

India to Muslim and Byzantine cities. As more and more silk and spices were shipped from Asia, the price of these goods fell. More Europeans could afford the luxuries, and demand for the items greatly increased. In turn, business for Italian merchants continued to grow.

**Who Was Marco Polo?** Europeans were fascinated with Asia and its goods after reading a book written by **Marco Polo** (MAHR•koh POH•loh), a merchant from the city of Venice. In the 1270s, Marco Polo went on an amazing journey with his father and uncle to China. They set off to meet Kublai Khan, the ruler of the Mongol Empire.

When the Polo family finally made it to the khan's court, the great emperor was impressed with Marco Polo. He sent Marco Polo on business all over China. Marco Polo asked many questions and learned more about Asia than any other European. When he returned to Europe, he published a book about his travels. His stories helped increase interest in China and made many people want to buy China's goods.

**The Wealth of Florence** No city was more famous in the Renaissance than Florence. It was the first to grow wealthy, and it produced many famous artists. It sat on the banks of the Arno River surrounded by beautiful hills. It was walled and had many tall towers for defense. Its people were known for their love of elegant clothing.

At first, Florence's wealth came from trading cloth, especially wool. The city's merchants sailed to England to get sheep's wool. Artisans in Florence then wove it into fine fabrics. Florentines also found another way to make money—banking.

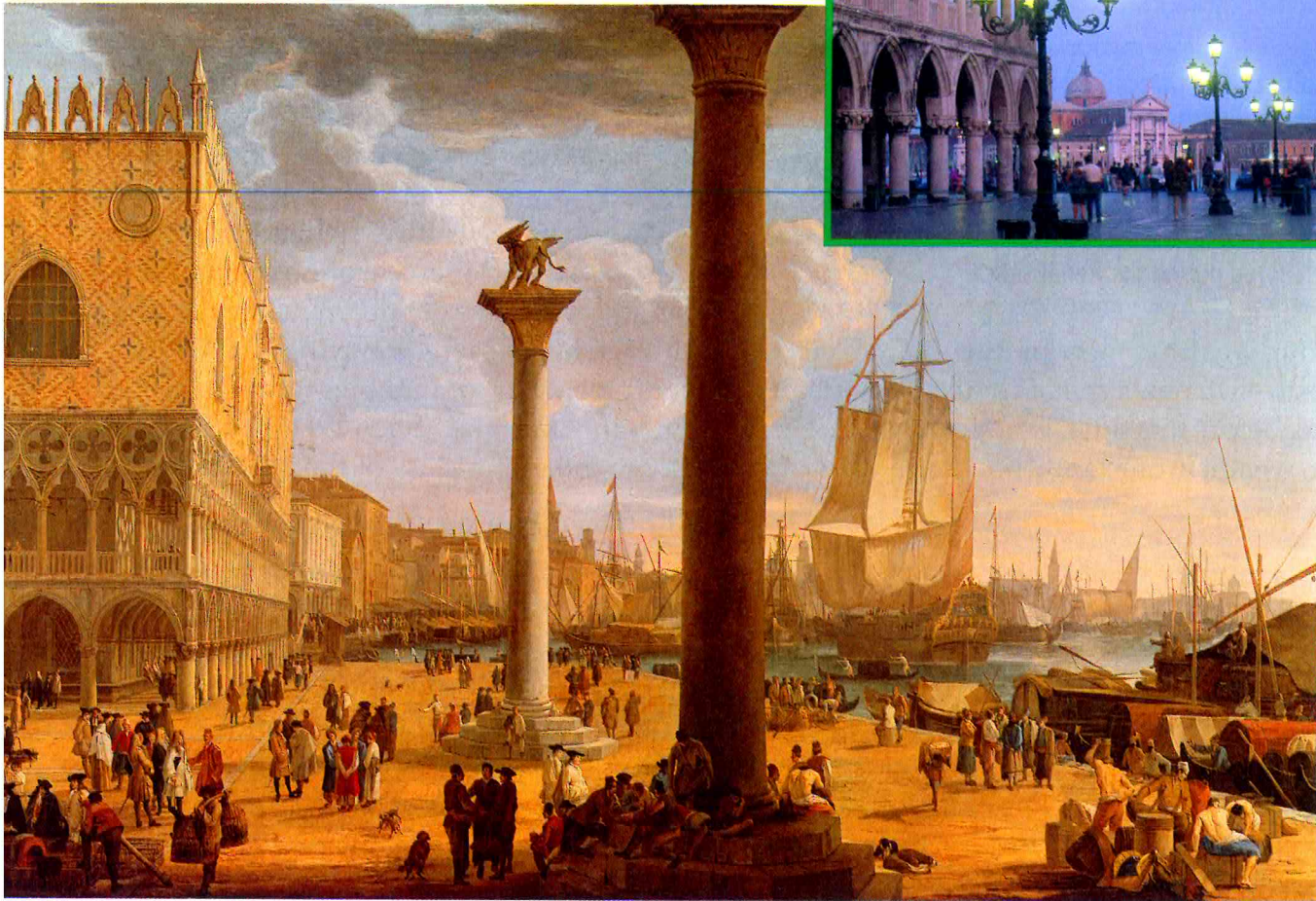
With goods pouring into Italy from around the world, merchants needed to know the value of coins from different countries. Florentine bankers became the experts. They used the florin, the gold coin of Florence, to measure the value of other money. Bankers also began lending money and charging interest. Florence's richest

▼ Lorenzo de' Medici



▲ This painting shows bankers in Florence doing business at a counter topped with brightly embroidered cloth. **Why did banking become so important in Florence?**

The Ducal Palace today ▶



▲ This painting from Renaissance Italy shows the busy pier and the Ducal Palace in Venice. **What industry provided some of Venice's wealth?**

family, the **Medici** (MEH•duh•chee), were bankers. They had branch banks as far away as London.

**The Rise of Venice** The wealthiest city-state of all was Venice, where Marco Polo was born. Venice is at the northern end of the Adriatic Sea. The Venetians were great sailors and shipbuilders. They built their city on many small, swampy islands just off the coast. Early Venetians learned how to drive long wooden poles into mud to support their buildings.

Instead of paving roads, the Venetians cut canals through their swampy islands and used boats to move about. Even today,

many of the streets in the older parts of Venice are canals and waterways. Gondolas—a type of long, narrow boat—still carry people along these canals.

Some of Venice's wealth came from building ships. Artisans worked on ships at a shipyard known as the Arsenal. Teams of workers cut the wood, shaped it into hulls, caulked (or sealed) the wood, and made sails and oars. Sometimes Venetians needed ships quickly. When the Turks tried to take a Venetian colony in the Mediterranean, the Arsenal built 100 ships in only two months to prepare for battle.

✔ **Reading Check Describe** How did Florence and the Medici family become so wealthy?

## The Urban Noble

**Main Idea** Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life.

**Reading Focus** How does our society measure wealth? Before the Renaissance, wealth was based on the amount of land a person owned. Read to learn how that changed during the Renaissance.

The wealthy men of the Italian city-states were a new type of leader—the urban noble. Before this time, European nobles got their wealth from land, not trade. In fact,

they looked down on trade and believed themselves to be above the town merchants.

In the Italian city-states, old noble families moved to the cities. They mixed with wealthy merchants and decided that money from trade was just as good as money from land.

Meanwhile, wealthy merchants copied the manners and lifestyle of noble families. Soon, the sons and daughters of nobles and rich merchants were marrying each other. Eventually, the old nobles and wealthy merchant families blended together to become the upper class of the city-states.

**How Were Italian City-States Run?** At first, many of the city-states were republics. A republic is a government controlled by its citizens. Not everyone was a citizen, however, only the artisans and merchants who had membership in the city's guilds.

From your study of the ancient Romans, you might recall that when their cities faced war or rebellion, they gave power to a dictator. The Italian city-states did something similar. In many cases, the cities were ruled by one powerful man who ran the government.

In Venice, the head of state was the duke, or doge (DOHJ). At first, the doge had great power over his council of nobles. Later, he lost power to a small group of nobles.

In Florence, the powerful Medici family gained control of the government in 1434. The Medici ran Florence for many decades. Lorenzo de' Medici ruled the city from 1469 to 1492. Known as "the Magnificent," Lorenzo used his wealth to support artists, architects, and writers. Many of Italy's Renaissance artists owed their success to his support.

Politics in Italy was complicated. Within each city, the rulers had to keep the poor from

### Primary Source

#### The Prince

In Machiavelli's masterpiece, he explains his theories about human nature.

"You should consider then, that there are two ways of fighting, one with laws and the other with force. The first is properly a human method, the second belongs to beasts. But as the first method does not always suffice [meet your needs], you sometimes have to turn to the second. Thus a prince must know how to make good use of both the beast and the man."

—Niccolò Machiavelli,  
*The Prince*



▲ Niccolò Machiavelli

### DBQ Document-Based Question

Why must a good leader know more than one way to fight?

rebelling and prevent other wealthy people from seizing power. They had to make deals with merchants, bankers, landlords, church leaders, and mercenaries. At the same time, they had to deal with the leaders of the other city-states.

To deal with the other states around them, the Italians developed **diplomacy** (duh•PLOH•muh•see). Diplomacy is the art of negotiating, or making deals, with other countries. Each city-state sent ambassadors to live in the other city-states and act as representatives for their city. Many of the ideas of modern diplomacy first began in Italy's city-states.

How could a ruler maintain power in the Italian city-states? **Niccolò Machiavelli** (NEE•koh•LOH MA•kee•uh•VEH•lee), a diplomat in Florence, tried to answer this question when he wrote *The Prince* in 1513. Machiavelli claimed that people were



▲ This palace served as a government building in Rome for hundreds of years. **What form of government did many of the city-states have at first?**

greedy and self-centered. Rulers should not try to be good, he argued. Rather, they should do whatever is necessary to keep power and protect their city, including killing and lying. Today when we say someone is being Machiavellian, we mean they are being tricky and not thinking about being good.

✓ **Reading Check** **Compare** How were medieval and Renaissance nobles different?

## Section 1 Review

**History**  **online**

**Study Central™** Need help with the material in this section? Visit [jat.glencoe.com](http://jat.glencoe.com)

### Reading Summary

#### Review the **Main Ideas**

- A rebirth of learning called the Renaissance began in wealthy Italian city-states in the 1300s.
- Italian city-states, including Florence and Venice, grew wealthy through trade, manufacturing, and banking.
- In the Italian city-states, a noble's wealth was based on trade, rather than the amount of land owned.

### What Did You Learn?

1. Why is the era from 1350 to 1550 in Europe called the Renaissance?
2. Why did the Renaissance begin in Italy?
4. **Economics Link** How did Renaissance cities gain their wealth? Give several examples.
5. **Summarize** Describe the governments of Italian city-states during the Renaissance.

#### Critical Thinking

3. **Organizing Information** Draw a diagram like the one below. Add details about the characteristics of the Italian Renaissance.



6. **Analyze** Who were the Medicis and why were they important?
7. **Persuasive Writing** Write a letter to the editor of a Renaissance newspaper telling whether you agree or disagree with Machiavelli's beliefs about rulers and power during the Renaissance.

# You Decide . . .

## The Value of City-States

During the Renaissance, Italy was divided into more than 20 city-states. Some people think that the city-state form of government was a good idea. The leaders and wealthy nobles of the city-states encouraged the arts and sciences. This produced masterpieces by Michelangelo, Raphael, Leonardo, and others. Would this rebirth of arts and sciences have happened if Italy's independent city-states had not existed?

Other people, such as Girolamo Savonarola, were against the city-state form of government. After the fall of the Medici family in Florence, Savonarola spoke out in favor of a new type of leadership:

*"I tell you that you must select a good form for your new government, and above all no one must think of making himself head if you wish to live in liberty."*

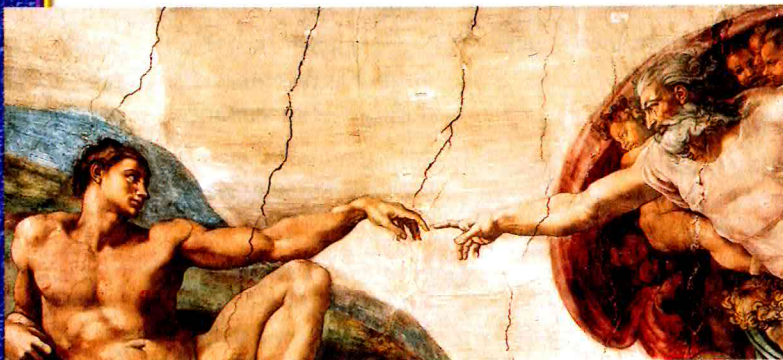
—Girolamo Savonarola,

*"This Will Be Your Final Destruction"*

Examine the advantages and disadvantages of the city-state form of government. Then decide whether you think this system is primarily beneficial or primarily harmful.

### Advantages:

- Because of their independent governments, each territory on the Italian peninsula was able to have its own culture.
- Some city-states were led by wealthy families, but most were led by a single leader. Almost all supported cultural and scientific advancement. The competition among city-states also encouraged the development of art and science.
- City-state rulers helped preserve the values and teachings of the ancient Greeks and Romans. They gave their own artists, architects, scholars, and writers opportunities to study classical works and interpret them in their own ways.



▲ A detail from the ceiling of the Sistine Chapel painted by Michelangelo



▲ Renaissance nobles

- Many citizens liked their city-state and wanted to help it. This encouraged patriotism.
- Some rulers were generous to the citizens of their city-states. For example, Duke Federigo da Montefeltro (1422–1482), a popular ruler in Urbino, built schools, hospitals, churches, and a library with his own money. He was known for talking to the commoners and helping the poor.
- The city-states helped bring an end to feudalism by making merchants, as well as landowners, wealthy and ending the relationship between lords and vassals.

#### Disadvantages:

- Many city-states were led by one man. The common people were often mistreated until they revolted and threw out their leaders. This happened to Florence's Medici family in 1527.
- The divided city-states were weaker than a united Italy would have been, so they were often invaded by foreign groups.
- Smaller territories did not always have enough soldiers to defend their cities and land. They hired mercenaries—generals and armies from outside their city—to help them fight. Sometimes mercenaries took over the city-states that had hired them.
- Because many Italians were poor, there were noticeable class differences in the city-states. These differences often led to bloody conflicts between the social classes.
- Wealthy families often battled with each other for control of the city-states.
- Some city-state rulers became even wealthier by overseeing banking and trade. These leaders lived in luxury, while many citizens were very poor.

#### You Be the Historian

##### Checking for Understanding

1. Do you think that the art of the Renaissance would have been created if Italy had not been divided into individual city-states? Why or why not?
2. Do you think Italian artists had more artistic freedom under this form of government? Why or why not?
3. Would you have enjoyed living during the Renaissance? Would you have wanted to be a ruler, noble, artist, or commoner? Why?

# New Ideas and Art

## Get Ready to Read!

### What's the Connection?

In Section 1, you learned about the growth of Italian city-states. In this section, you will learn how the wealth of the city-states led to an age of artistic achievements.

### Focusing on the Main Ideas

- Humanists studied the Greeks and Romans, and the development of the printing press helped spread their ideas. (page 619)
- Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way. (page 623)
- Renaissance ideas and art spread from Italy to northern Europe. (page 625)

### Locating Places

Flanders (FLAN•duhrz)

### Meeting People

**Dante Alighieri** (DAHN•tay  
A•luh•GYEHR•ee)

**Johannes Gutenberg** (yoh•HAHN•  
uhs GOO•tuhn•BUHRG)

**Leonardo da Vinci** (LEE•uh•NAHR•  
doh duh VIH•chee)

**Michelangelo Buonarroti** (MY•kuh•  
LAN•juh•LOH BWAW•nahr•RAW•  
tee)

**William Shakespeare** (SHAYK•SPIHR)

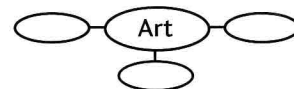
### Building Your Vocabulary

**humanism** (HYOO•muh•NIH•  
zuhm)

**vernacular** (vuhr•NA•kyuh•luhr)

### Reading Strategy

**Organizing Information** Create a diagram to show features of Renaissance art.



1400



c. 1455  
Johannes Gutenberg  
uses printing press  
to print the Bible



1494  
Leonardo  
begins painting  
*The Last Supper*

1500



1512  
Michelangelo finishes  
painting Sistine  
Chapel's ceiling

1600



1601  
Shakespeare  
writes  
*Hamlet*



## Renaissance Humanism

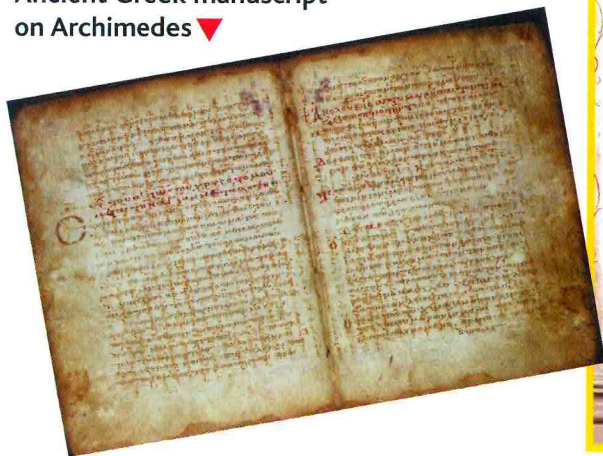
**Main Idea** Humanists studied the Greeks and Romans, and the development of the printing press helped spread their ideas.

**Reading Focus** Have you ever tried to draw a copy of a painting you like? Is it harder to copy what other people have done or to come up with new ideas for your own pictures? Read to learn how Renaissance writers borrowed ideas from the past but tried to be original too.

In the 1300s, a new way of understanding the world developed in medieval Europe. This new approach was called **humanism** (HYOO • muh • NIH • zuhm). It was based on the values of the ancient Greeks and Romans. Humanists believed that the individual and human society were important. Humanists did not turn away from religious faith, but they wanted a balance between faith and reason. Their new ideas encouraged men to be active in their cities and achieve great things.

**Ancient Works Become Popular** In the 1300s, Italians began to study early Roman and Greek works. For most of the Middle Ages, Western Europeans knew little about ancient Greek and Roman writings. When they went on the Crusades, however, they opened trade with the Middle East and began to get information from the Arabs. Arab scholars knew classic Greek and

Ancient Greek manuscript on Archimedes ▼



Roman works very well. In addition, when the Turks conquered Constantinople in 1453, many Byzantine scholars left and moved to Venice or Florence.

One famous scholar of the ancient works was Petrarch (PEH • TRAHRK). Francesco Petrarch was a poet and scholar who lived in the 1300s. He studied Roman writers like Cicero and wrote biographies of famous Romans.

Petrarch encouraged Europeans to search for Latin manuscripts in monasteries all over Europe. In time, his efforts paid off and new libraries were built to keep the manuscripts. The largest was the Vatican Library in Rome.

Italians studied more than ancient books. They studied the old buildings and statues all around them. All over Rome, one could see workers cleaning the dirt and rubble from broken columns and statues. Italian artists eagerly studied the proportions of the ancient works. If they knew how long a statue's arms were compared to its height, they would be able to understand why it looked so perfect.



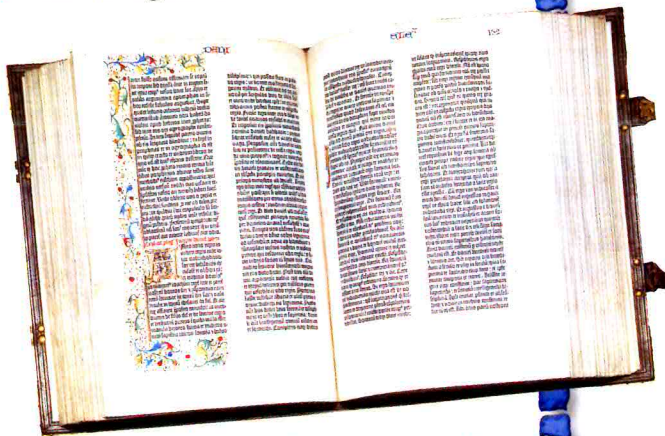
◀ Francesco Petrarch has been called the father of Italian Renaissance humanism. **How did Petrarch contribute to the preservation of Roman knowledge?**

# HISTORY MAKERS

## Movable Type c. 1450

Johannes Gutenberg, a German goldsmith, built a printing press modeled after a winepress. Once the press was completed, Gutenberg spent two years printing his first book. For each page, he set metal letters in a frame, rolled ink over the frame, and pressed the frame against paper. Around 1455, he completed printing what is now known as the Gutenberg Bible, or the 42 Line Bible. This was the first book printed using movable metal type, sparking a revolution in publishing and reading.

### ▼ Gutenberg Bible



**Changes in Literature** During the Renaissance, educated people wrote in “pure” Latin, the Latin used in ancient Rome. Petrarch thought classical Latin was the best way to write, but when he wanted

to write poems to the woman he loved, he wrote in the **vernacular** (vuhr•NA•kyuh•luhr). The vernacular is the everyday language people speak in a region—Italian, French, or German, for example. When authors began writing in the vernacular, many more people could read their work.

In the early 1300s, **Dante Alighieri** (DAH•N•tay A•luh•GYEHR•ee), a poet of Florence, wrote one of the world’s greatest poems in the vernacular. It is called *The Divine Comedy*. As a young man, Dante was active in politics, but when noble families began fighting over power, he had to leave Florence. That was when he wrote his long poem—more than 14,000 lines. *The Divine Comedy* tells the gripping tale of the main character’s journey from hell to heaven. The horrible punishments for different sins were vividly described.

Another important writer who used the vernacular was Chaucer. Chaucer wrote in English. In his famous book, *The Canterbury Tales*, he describes 29 pilgrims on their journey to the city of Canterbury. *The Canterbury Tales* describes the levels of English society, from the nobles at the top to the poor at the bottom. The English Chaucer used in his writing is the ancestor of the English we speak today.

## The Printing Press Spreads Ideas

The printing press was a key to the spread of humanist ideas throughout Europe. In the early 1450s,

**Johannes Gutenberg** (yoh•HAHN•uhs GOO•tuhn•BUHRG) developed a printing press that used movable metal type. This type of printing press made it possible to print many books much more quickly. With more books available, more people learned to read. Scholars could read one another’s works and debate their ideas in letters.

Ideas grew and spread more quickly than ever before in Europe.

The Chinese had already invented movable type, but it did not work well with their large alphabet of characters. For Europeans, the printing press was a big improvement. It was easy to use with linen paper, another Chinese invention.

Gutenberg's Bible, printed in the 1450s, was the first European book produced on the new press. Soon books flooded Europe. About 40,000 books were published by 1500. Half of these were religious works like the Bible or prayer books.

### How Did Humanism Affect Society?

Humanist scholars studied the Greeks and Romans to increase their knowledge of many different topics. They were curious about everything, including plants and

animals, human anatomy and medicine, and the stars and planets. Their study of mathematics helped them in many subjects.

One of the best Renaissance scientists was also a great artist, **Leonardo da Vinci** (LEE • uh • NAHR • doh duh VIHN • chee). Leonardo dissected corpses to learn anatomy and studied fossils to understand the world's history. He was also an inventor and an engineer.

Most of what we know about Leonardo comes from his notebooks. Leonardo filled their pages with sketches of his scientific and artistic ideas. Centuries before the airplane was invented, Leonardo drew sketches of a glider, a helicopter, and a parachute. Other sketches show a version of a military tank and a scuba diving suit.

**Reading Check Explain** What was the benefit of writing in the vernacular?

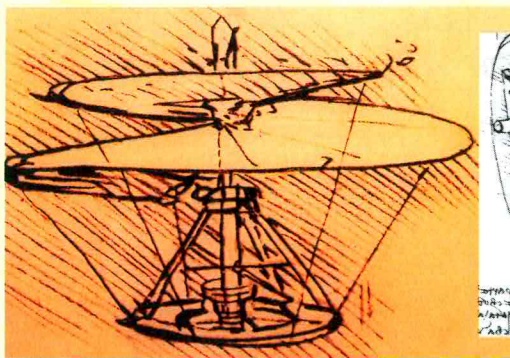
## Primary Source

### Leonardo's Inventions

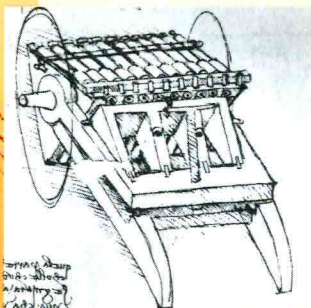
Leonardo da Vinci's notebooks contained sketches of inventions that would not be produced for hundreds of years.

### DBQ Document-Based Question

Compare Leonardo's sketches of a helicopter and subway to their modern counterparts. How accurate was Leonardo?

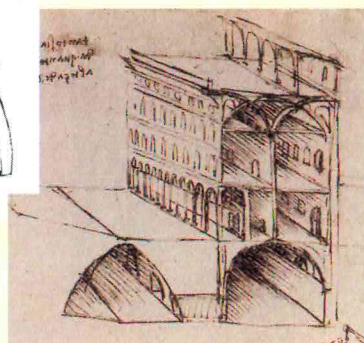


▲ A helicopter-like flying machine



► Cross section of a palace with subways for carriages

◀ A multibarreled artillery piece



# Biography

## LEONARDO DA VINCI

1452–1519

Leonardo was born in Vinci, Italy, to a peasant woman named Caterina. Shortly after Leonardo's birth, she left the boy in the care of his father. By the time Leonardo was 15 years old, his father knew his son had artistic talent. He arranged for Leonardo to become an apprentice to the famous painter Andrea del Verrocchio.

By 1472, Leonardo had become a master in the painters' guild of Florence. He worked in Florence until 1481, and then he went to the city of Milan. There he kept a large workshop and employed many apprentices. During this time, Leonardo began keeping small pads of paper tucked in his belt for sketching. Later he organized the drawings by theme and assembled the pages into notebooks.

Seventeen years later, Leonardo returned to Florence, where he was welcomed with great honor. During this time, Leonardo painted some of his masterpieces. He also made scientific studies, including dissections, observations of the flight of birds, and research on the movement of water currents.

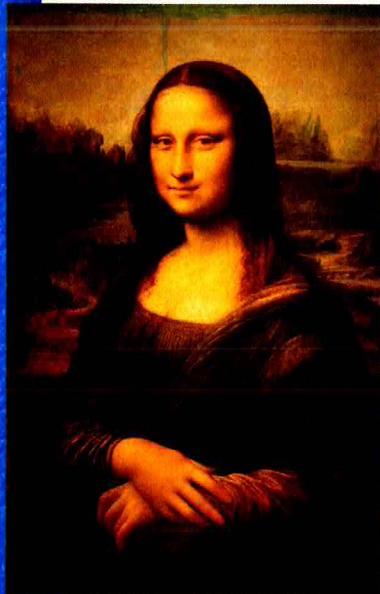
In 1516 Leonardo accepted an invitation to live in France. The king admired Leonardo and gave him freedom to pursue his interests. During the last three years of his life, Leonardo lived in a small house near the king's summer palace. He spent most of his time sketching and working on his scientific studies.



▲ Leonardo da Vinci

**“Nothing can be loved or hated unless it is first known.”**

—Leonardo da Vinci



▲ The *Mona Lisa* by Leonardo da Vinci

### Then and Now

Leonardo's curiosity fueled his creativity and interest in science. What invention created in the last 100 years do you think would impress Leonardo the most? Why?

## Artists in Renaissance Italy

**Main Idea** Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way.

**Reading Focus** Have you ever had trouble making your drawings look real and three-dimensional? Read to learn how Renaissance artists learned to make their art look natural and real.

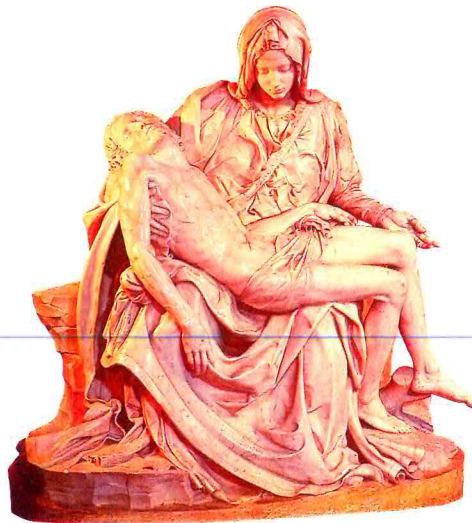
During the Renaissance, wealthy Italian families and church leaders paid artists to create paintings, sculptures, and buildings for display throughout their cities. The pope himself funded many works of art to decorate the Vatican. Renaissance artists followed the models of the ancient Romans and Greeks but expressed humanist ideas.

### What Was New About Renaissance Art?

If you compare medieval and Renaissance paintings, you will see major differences in their styles. Renaissance art tries to show people as they would appear in real life. It also tries to show people's emotions. When a medieval artist depicted the birth of Jesus, he wanted to remind Christians about their belief that Jesus was born to save the world. A Renaissance artist painting the same scene might try to show how tender Mary looked with her tiny baby.

Renaissance painters also used new techniques. The most important was perspective (puhr • SPEHK • tihv), a method that makes a drawing or painting look three-dimensional. Artists had tried to use perspective before, but Renaissance artists perfected it. Using perspective, objects in a scene appear to be at different distances from the viewer. The result is a more realistic image.

To make their paintings more realistic, Renaissance artists also used a technique called *chiaroscuro* (kee • AHR • uh • SKYUR • oh).



▲ The sculpture, *La Pieta*, by Michelangelo shows Mary holding the body of Jesus after his death. **What did Renaissance artists try to portray in their works?**

*Chiaroscuro* softened edges by using light and shadows instead of stiff outlines to separate objects. In Italian, *chiaro* means “clear or light,” and *oscuro* means “dark.” *Chiaroscuro* created more drama and emotion in a painting.

**The Peak of the Renaissance** The artistic Renaissance lasted from about 1350 to 1550, but it hit its peak between 1490 and 1520. At that time, three great artists were producing their masterpieces—Leonardo da Vinci, Raphael Sanzio, and **Michelangelo Buonarroti** (MY • kuh • LAN • juh • LOH BAW • nahr • RAW • tee).

Although Leonardo also became a great scientist and inventor, he trained as an artist. Born in 1452, he began his training in Florence at a young age. Training in workshops was an old tradition, but during the Renaissance, individual artists began to do something no medieval artist had done—they signed their own work.

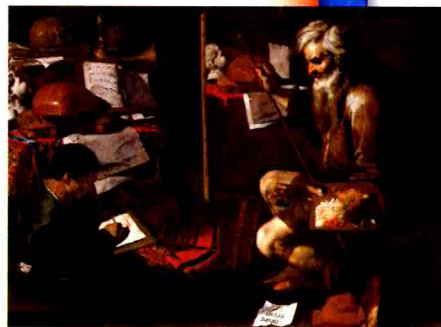
One of Leonardo's most famous works is *The Last Supper*, which he began painting in 1494 on a wall behind a church altar. He painted on wet plaster with watercolor paint. A painting done this way is called a

# The Way It Was

## Focus on Everyday Life

**The Life of a Renaissance Artist** If a young boy in Renaissance Italy wanted to be an artist, he would become an apprentice at a workshop run by an established artist. The main job of apprentices was preparing materials for the master artist and his assistants. Apprentices used minerals, spices, egg yolk, and other everyday materials to mix paints. They readied wax and clay for sculpture modeling. Eventually, apprentices became assistants. Talented assistants could become masters of their own workshops.

Master artists could afford to have workshops because of the patronage system in Italy. Patrons—people who pay to support someone else’s work—would commission, or hire, an artist to complete a project. That artist was usually helped by his assistants and apprentices. Patrons were usually political and church leaders, organizations, and wealthy bankers and merchants.



▲ Renaissance painter and apprentice

### Connecting to the Past

1. What was the main job of apprentices?
2. Does the patronage system or the apprentice system exist today? If so, in what fields?

fresco (FREHS•koh), which in Italian means “fresh.” Frescoes were painted in churches all over Italy.

One of Leonardo’s great artistic skills is visible in *The Last Supper*. In this painting of Jesus and his disciples, Leonardo was able to show human emotions through small differences in how each apostle held his head or the apostle’s position in relation to Jesus. Leonardo showed this skill again in the *Mona Lisa*. People still argue about what the woman in the portrait is thinking—what is the mystery behind her smile?

Although Raphael worked at the same time as Leonardo, he was much younger. Even as a young man, Raphael worked with ease and grace and became known as one of Italy’s best painters. Italians especially loved the gentle Madonnas he painted. He also painted many frescoes in the Vatican Palace. Perhaps his best-known painting is the *School of Athens*, which depicts a number of Greek philosophers.

The third great Renaissance artist was Michelangelo. Like many other artists of the time, Michelangelo painted, sculpted, and designed buildings. He painted one of the best-known Renaissance works—the ceiling of the Sistine Chapel in Rome.

Although he painted many outstanding works, Michelangelo was a sculptor at heart. He believed his talents were inspired by God. He carved his statues to show perfect versions of human beings as a symbol of God’s beauty and perfection. Michelangelo’s best-known sculpture is the 13-foot-tall statue *David*. The sculptor made David seem calm, yet ready for action. Also impressive is Michelangelo’s statue of the biblical Moses. The huge figure appears both wise and powerful.

**Reading Check** Compare and Contrast What were some of the differences between medieval and Renaissance artists?

# The Renaissance Spreads

**Main Idea** Renaissance ideas and art spread from Italy to northern Europe.

**Reading Focus** If you were a Canadian artist, would your painting look different than if you lived in Arizona? Read to learn how the Renaissance changed as it moved into northern Europe.

In the late 1400s, the Renaissance spread to northern Europe and later to England. The printing press helped humanist ideas to spread, as did people who traveled.

**What Is the Northern Renaissance?** The Northern Renaissance refers to the culture in places we know today as Belgium, Luxembourg, Germany, and the Netherlands. Like Italian artists, northern artists wanted their works to have greater realism, but they used different methods. One important method they developed was oil painting. First developed in **Flanders** (FLAN•duhrz)—

a region that is in northern Belgium today—oils let artists paint intricate details and surface textures, like the gold braid on a gown.

Jan van Eyck was a master of oil painting. In one of his best-known paintings, a newly married couple stands side by side in a formal bedroom. Van Eyck showed every fold in their rich gowns and every detail of the chandelier above their heads.

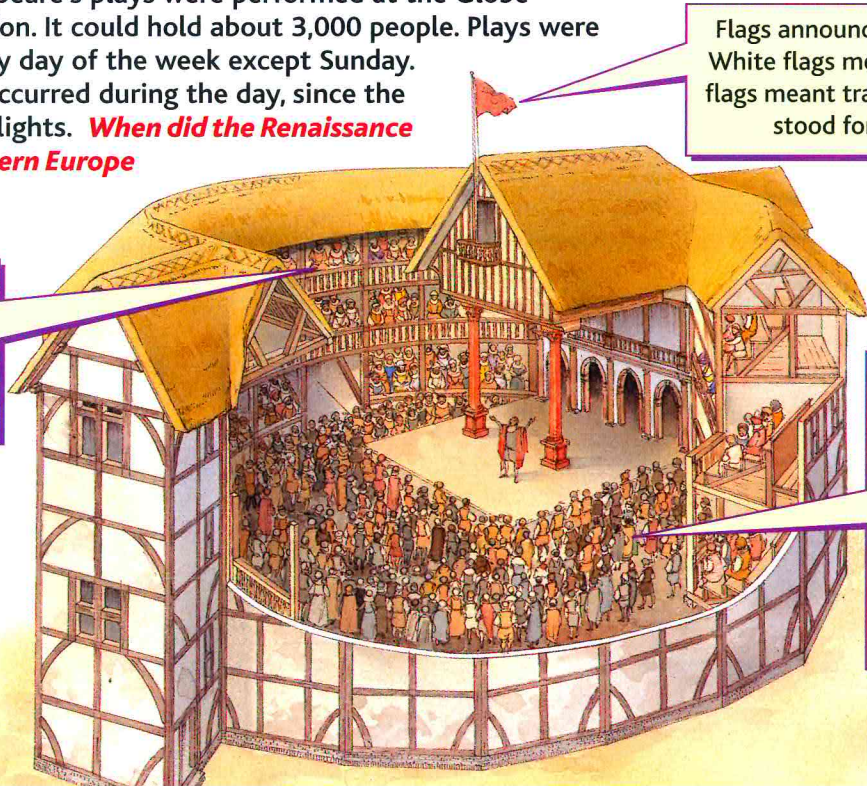
Albrecht Dürer (AHL•breht DUR•uhr) is perhaps one of the greatest artists of the Northern Renaissance. Dürer was able to master both perspective and fine detail. He is best known for his engravings. An engraving is made from an image carved on metal, wood, or stone. Ink is applied to the surface, and then the image is printed on paper.

Dürer's *Four Horsemen of the Apocalypse* is an outstanding example of a woodcut, a print made from carved wood. In it, four fierce horsemen ride to announce the end of the world.

## Globe Theater

William Shakespeare's plays were performed at the Globe Theater in London. It could hold about 3,000 people. Plays were performed every day of the week except Sunday. Performances occurred during the day, since the theater had no lights. **When did the Renaissance spread to northern Europe and England?**

Wealthy and important people sat beneath the covered section.



Flags announced the type of play. White flags meant comedies, black flags meant tragedies, and red flags stood for history plays.

Poor commoners, called groundlings, stood on the ground for the show. They often brought fruit and vegetables to throw at actors they did not like.

**Who Was William Shakespeare?** In England, the Renaissance took place in writing and theater more than in art. The Renaissance began in England in the later 1500s, during the rule of Elizabeth I.

Theater was popular in England in the 1500s. Admission was only one or two cents, so even the poor could attend. English playwrights, or writers who create plays, wrote about people's strengths, weaknesses, and emotions.

The greatest English writer of that era was **William Shakespeare** (SHAYK • SPIHR). He wrote tragedies, comedies, and historical plays. Some of his great tragedies include *Hamlet*, *Macbeth*, and *Romeo and Juliet*. In each tragedy, the characters' flaws cause their downfall. Among his most famous comedies are *A Midsummer Night's Dream*, *Twelfth Night*, and *Much Ado About Nothing*. His best-known historical plays include



▲ Dürer's *Four Horsemen of the Apocalypse*

*Henry V* and *Richard III*. Shakespeare's plays are still performed today and remain very popular.

**Reading Check** **Compare** How did the northern Renaissance differ from the Italian Renaissance?

## Section 2 Review

**History**  **online**

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### Reading Summary

#### Review the Main Ideas

- During the Renaissance, scholars examined the ancient works of the Greeks and Romans, began to write in the vernacular, and explored many scientific fields.
- Italian Renaissance artists employed new techniques and created masterpieces of painting and sculpture.
- As the Renaissance spread to northern Europe and England, artists and writers, such as Dürer and Shakespeare, created great works.

### What Did You Learn?

1. Explain the beliefs of humanists during the Renaissance.
2. Explain the artistic technique of perspective.

#### Critical Thinking

3. **Summarizing Information**  
Draw a chart like the one below. Use it to describe the artistic work and techniques of each artist listed.

Leonardo da Vinci	
Michelangelo	
Jan van Eyck	
Shakespeare	

4. **Evaluate** What was the importance of the printing press on Renaissance society?
5. **Science Link** Describe the scientific efforts and contributions of Leonardo da Vinci.
6. **Explain** How were the ideals of the Renaissance expressed in England? Provide examples in your answer.
7. **Expository Writing** Choose a painting or sculpture shown in this section. In a short essay, describe the work and explain how it demonstrates Renaissance techniques or characteristics.



## A MIDSUMMER NIGHT'S DREAM

By William Shakespeare,  
Adapted by E. Nesbit

### Before You Read

**The Scene:** This story takes place in Athens, Greece, in a legendary time when magical creatures lived among humans.

**The Characters:** Hermia and Lysander are in love. Demetrius loves Hermia, and Helena loves Demetrius. Oberon and Titania are the King and Queen of the Fairies.

**The Plot:** Hermia and Lysander run away to be married. Demetrius follows them because he loves Hermia. Helena follows Demetrius because she loves him. The fairies they encounter try to use magic to help the four humans.

### Vocabulary Preview

**betrayed:** gave to an enemy

**mortal:** human

**quarrel:** argument

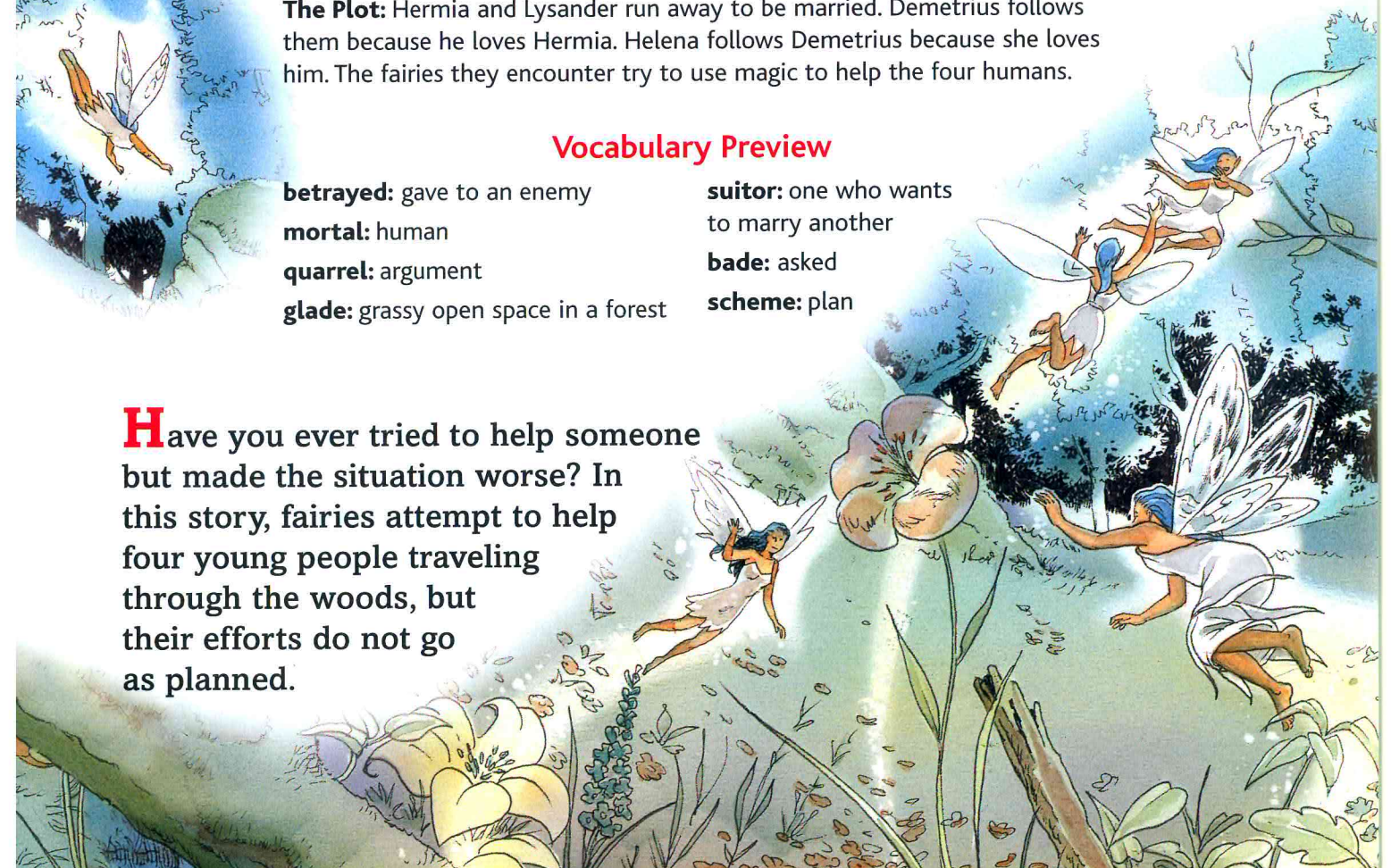
**glade:** grassy open space in a forest

**suitor:** one who wants to marry another

**bade:** asked

**scheme:** plan

**H**ave you ever tried to help someone but made the situation worse? In this story, fairies attempt to help four young people traveling through the woods, but their efforts do not go as planned.



## As You Read

*Keep in mind that William Shakespeare wrote this story as a play. E. Nesbit rewrote the story in paragraph form to make it shorter and easier to read.*

**H**ermia and Lysander were [in love]; but Hermia's father wished her to marry another man, named Demetrius.

Now in Athens, where they lived, there was a wicked law, by which any girl who refused to marry according to her father's wishes, might be put to death. . . .

Lysander of course was nearly mad with grief, and the best thing to do seemed to him for Hermia to run away to his aunt's house at a place beyond the reach of that cruel law; and there he would come to her and marry her. But before she started, she told her friend, Helena, what she was going to do.

Helena had been Demetrius' sweetheart long before his marriage with Hermia had been thought of, and being very silly, like all jealous people, she could not see that it was not poor Hermia's fault that Demetrius wished to marry her instead of his own lady, Helena. She knew that if she told Demetrius that Hermia was going, as she was, to the wood outside Athens, he would follow her, "and I can follow him, and at least I shall see him," she said to herself. So she went to him, and betrayed her friend's secret.

Now this wood where Lysander was to meet Hermia, and where the other two had decided to follow them, was full of fairies,<sup>1</sup> as most woods are, if one only had the eyes to see them, and in this wood on this night were the King and Queen of the fairies, Oberon and Titania. Now fairies are very wise people, but now and then they can be quite as foolish as mortal folk. Oberon and Titania, who might have been as happy as the days were long, had thrown away all their joy in a foolish quarrel. . . .

So, instead of keeping one happy Court and dancing all night through in the moonlight, as is fairies' use, the King with his attendants wandered through one part of the wood, while the Queen with hers kept state in another. And the cause of all

<sup>1</sup>**fairies:** imaginary beings, usually having small human form and magic powers



At the top of the page, there is a decorative yellow banner with a red border containing faint, handwritten-style text in yellow ink.

this trouble was a little Indian boy whom Titania had taken to be one of her followers. Oberon wanted the child to follow him and be one of his fairy knights; but the Queen would not give him up.

On this night, in a glossy moonlight glade, the King and Queen of the fairies met.

"Ill<sup>2</sup> met by moonlight, proud Titania," said the King.

"What! jealous, Oberon?" answered the Queen. "You spoil everything with your quarreling. Come, fairies, let us leave him. I am not friends with him now."

"It rests with you to make up the quarrel," said the King. "Give me that little Indian boy, and I will again be your humble servant and suitor."

"Set your mind at rest," said the Queen. "Your whole fairy kingdom buys not that boy from me. Come fairies."

And she and her train rode off down the moonbeams.<sup>3</sup>

"Well, go your ways," said Oberon. "But I'll be even with you before you leave this wood."

Then Oberon called his favorite fairy, Puck. Puck was the spirit of mischief. . . .

"Now," said Oberon to this little sprite,<sup>4</sup> "fetch me the flower called Love-in-idleness. The juice of that little purple flower laid on the eyes of those who sleep will make them when they wake to love the first thing they see. I will put some of the juice of that flower on my Titania's eyes, and when she wakes, she will love the first thing she sees, were it lion, bear, or wolf, or bull, or meddling monkey, or a busy ape."

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<sup>2</sup>ill: causing suffering or distress

<sup>3</sup>moonbeams: rays of light from the moon

<sup>4</sup>sprite: fairy

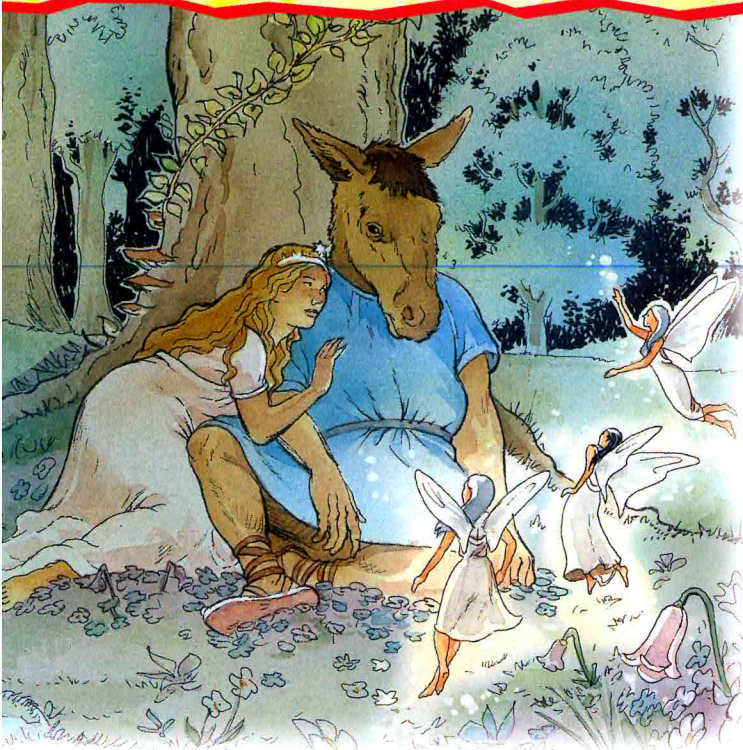


While Puck was gone, Demetrius passed through the glade followed by poor Helena, and still she told him how she loved him and reminded him of all his promises, and still he told her that he did not and could not love her, and that his promises were nothing. Oberon was sorry for poor Helena, and when Puck returned with the flower, he bade him follow Demetrius and put some of the juice on his eyes, so that he might love Helena when he woke and looked on her, as much as she loved him. So Puck set off, and wandering through the wood found, not Demetrius, but Lysander, on whose eyes he put the juice; but when Lysander woke, he saw not his own Hermia, but Helena, who was walking through the wood looking for the cruel

Demetrius; and directly he saw her he loved her and left his own lady, under the spell of the crimson flower.

When Hermia woke she found Lysander gone, and wandered about the wood trying to find him. Puck went back and told Oberon what he had done, and Oberon soon found that he had made a mistake, and set about looking for Demetrius, and having found him, put some of the juice on his eyes. And the first thing Demetrius saw when he woke was also Helena. So now Demetrius and Lysander were both following her through the wood, and it was Hermia's turn to follow her lover as Helena had done before. The end of it was that Helena and Hermia began to quarrel, and Demetrius and Lysander went off to fight. Oberon was





very sorry to see his kind scheme to help these lovers turn out so badly. So he said to Puck:

“These two young men are going to fight. You must overhang the night with drooping fog, and lead them so astray, that one will never find the other. When they are tired out, they will fall asleep. Then drop this other herb on Lysander’s eyes. That will give him his old sight and his old love. Then each man will have the lady who loves him, and they will all think that this has been only a Midsummer Night’s Dream. Then when this is done all will be well with them.”

So Puck went and did as he was told, and when the two had fallen asleep without meeting each other, Puck poured the juice on Lysander’s eyes. . . .

Meanwhile Oberon found Titania asleep on a bank. . . . There Titania always slept a part of the night, wrapped in the

enameled<sup>5</sup> skin of a snake. Oberon stooped over her and laid the juice on her eyes. . . .

Now, it happened that when Titania woke the first thing she saw was a stupid clown, one of a party of players who had come out into the wood to rehearse their play. This clown had met with Puck, who had clapped<sup>6</sup> [a donkey’s] head on his shoulders so that it looked as if it grew there. Directly Titania woke and saw this dreadful monster, she said, “What angel is this? Are you as wise as you are beautiful?”

“If I am wise enough to find my way out of this wood, that’s enough for me,” said the foolish clown.

“Do not desire to go out of the wood,” said Titania. The spell of the love-juice was on her, and to her the clown seemed the most beautiful and delightful creature on all the earth. “I love you,” she went on. “Come with me, and I will give you fairies to attend on you.”

So she called four fairies, whose names were Peaseblossom, Cobweb, Moth, and Mustardseed.

“You must attend this gentleman,” said the Queen. “Feed him with apricots, and dewberries, purple grapes, green figs, and mulberries. Steal honey-bags for him from the humble-bees, and with the wings of painted butterflies fan the moonbeams from his sleeping eyes.” . . .

“Would you like anything to eat?” said the fairy Queen.

<sup>5</sup>**enameled:** coated with a glassy substance

<sup>6</sup>**clapped:** forcefully put

“I should like some good dry oats,” said the clown—for his donkey’s head made him desire donkey’s food—and some hay to follow.”

“Shall some of my fairies fetch you new nuts from the squirrel’s house?” asked the Queen.

“I’d rather have a handful or two of good dried peas,” said the clown. “But please don’t let any of your people disturb me, I am going to sleep.”

Then said the Queen, “And I will wind thee in my arms.”

And so when Oberon came along he found his beautiful Queen lavishing kisses and endearments on a clown with a donkey’s head. And before he released her from the enchantment, he persuaded her to give him the little Indian boy he so much desired to have. Then he took pity on her, and threw some juice of the disenchanting flower on her pretty eyes; and then in a moment she saw plainly the donkey-headed clown she had been loving, and knew how foolish she had been.

Oberon took off the [donkey’s] head from the clown, and left him to finish his



sleep with his own silly head lying on the thyme and violets.

Thus all was made plain and straight again. Oberon and Titania loved each other more than ever. Demetrius thought of no one but Helena, and Helena had never had any thought of anyone but Demetrius. As for Hermia and Lysander, they were as loving a couple as you could meet in a day’s march, even through a fairy-wood. So the four [mortals] went back to Athens and were married; and the fairy King and Queen live happily together in that very wood at this very day.



## Responding to the Reading

1. How did Demetrius and Lysander fall in love with Helena?
2. How did the story get its title, *A Midsummer Night’s Dream*?
3. **Cause and Effect** Why were Lysander and Demetrius preparing to fight?
4. **Predict** What do you think might have happened if Oberon had not interfered with the conflict among the four young people?
5. **Reading Read to Write** Reread the last paragraph in the story, then write another ending to the story that could replace that paragraph.

# Section

# 3

# The Reformation Begins

## Get Ready to Read!

### What's the Connection?

During the Middle Ages, all of Western Europe's Christians were Catholic. The movement called the Reformation, however, questioned Catholic beliefs and power.

### Focusing on the Main Ideas

- The reforms of Martin Luther led to the creation of new Christian churches. (page 634)
- Political leaders often supported Protestantism because they wanted more power. (page 639)
- John Calvin's Protestant teachings spread across Europe and into North America. (page 640)

### Locating Places

**Wittenberg** (WIH•tuhn•BUHRG)  
**Geneva** (juh•NEE•vuh)

### Meeting People

**Martin Luther**

**Desiderius Erasmus** (DEHS•ih•DIHR•ee•uhs ih•RAZ•muhs)

**John Calvin**

### Building Your Vocabulary

**Reformation**

(REH•fuhr•MAY•shuhn)

**indulgence** (ihn•DUHL•juhns)

**denomination**

(dih•NAH•muh•NAY•shuhn)

**theology** (thee•AH•luh•jee)

**predestination**

(pree•DEHS•tuh•NAY•shuhn)

### Reading Strategy

**Cause and Effect** Create a diagram to show some of the reasons for the Reformation.



NATIONAL GEOGRAPHIC

## When & Where?



1500

1530

1560

1517

Martin Luther writes Ninety-Five Theses

1519

Charles V becomes Holy Roman Emperor

1555

Peace of Augsburg signed

## Calls for Church Reform

**Main Idea** The reforms of Martin Luther led to the creation of new Christian churches.

**Reading Focus** Can you think of any reformers in the United States? Read to learn how some Europeans set out to reform the Catholic Church and ended up starting a new church instead.

In 1517 a young monk named **Martin Luther** challenged the Roman Catholic Church. He publicly argued that the pope could not decide what a person had to do to get into heaven. Eventually, his challenge to the pope's authority led to the creation of new churches in Western Europe.

At first, Luther only wanted to reform the Catholic Church. This is why we call these events the **Reformation** (REH • fuhr • MAY • shuhn). The Reformation, however, became the beginning of a movement in



▲ Desiderius Erasmus, the most famous Christian humanist, criticized the wealth and power of Catholic leaders. **What change did Erasmus want to make to the Bible?**

Christianity known as Protestantism. By the end of the Reformation, many new Christian churches had appeared in Europe. The religious unity the Catholic Church had created in Western Europe, and which had lasted for hundreds of years, had been broken.

**What Ideas Led to the Reformation?** In the last section, you read about humanism. When humanism spread to northern Europe, it led to a new movement in Christianity called Christian humanism. Its best-known leader was a scholar and clergyman named **Desiderius Erasmus** (DEHS • ih • DIHR • ee • uhs ih • RAZ • muhs).

Erasmus wrote that human beings could use their reason to become better Christians and thereby improve the Church. He studied ancient Christian works for inspiration.

One of Erasmus's goals was to translate the Bible into the vernacular. He wanted a farmer working in the fields to be able to stop and read the Bible. Erasmus also wrote that what mattered was that people be good in their everyday lives. It was not enough to participate in religious activities, like going to church on Sunday.

**The Church Upsets Reformers** By the 1300s, many people believed that the Church had problems. It taxed people heavily, and some bishops behaved like they were kings. They built palaces, spent money on fine art, and made sure that their relatives had good jobs. In many villages, priests could barely read or give a good sermon.

Many Catholics became angry at the Church's focus on money. One Church practice that especially angered them was the selling of indulgences. An **indulgence** (ihn • DUHL • juhns) was a pardon from the Church for a person's sins. The Church had given out indulgences before, but it did not usually sell them. In the 1500s, however, the



pope needed money to repair the church of St. Peter's in Rome. To get that money, he decided to sell indulgences in northern Germany.

The sale of indulgences outraged Martin Luther. Luther had looked in the Bible and found nothing that said an indulgence could pardon sin. The whole idea of selling God's forgiveness seemed unholy to him.

Martin Luther was not the first person to question the pope's power. As early as the 1370s, an English priest named John Wycliffe (WIH • KLIHF) had opposed Church policies. He preached that Christians needed only to recognize Jesus Christ as a power above them, not the pope.

Wycliffe and Luther both challenged the pope's power, but they had something else in common—their respect for the Bible. Wycliffe wanted everyone to read the Bible. After Wycliffe died, his followers translated the Bible into English for the first time.

**Who Was Martin Luther?** Martin Luther became one of the most famous men in history. His break with the Catholic Church led to a revolution in Christianity. Why would a religious man disagree with his faith? First of all, Luther was angered by the behavior of Church leaders. Secondly, he was worried about his own soul.

Luther was born in 1483 in a small German village. A bright and sensitive boy, he grew up in a disciplined family. His father wanted him to study law, but Luther often thought about serving the Church. One day, he was out riding when a bolt of



▲ This painting shows indulgences being sold in a village marketplace. **Why was the Church selling indulgences?**



▲ Indulgence box

lightning knocked him to the ground. According to legend, Luther made up his mind to be a monk at that moment.

When Luther went to Rome on a pilgrimage, he was shocked at the behavior of the Roman clergy. Back home in Germany, he taught at a university in the town of **Wittenberg** (WIH • tuhn • BUHRG). He worried about the Church's problems and also about his own soul. With the plague killing people all around him, it is not surprising that Luther worried about whether he would go to heaven when he died.

The Church said that Luther would be saved and would go to heaven if he performed good works and received the sacraments. Still Luther worried that this was not true. He prayed and fasted long hours as he searched for answers to his



▲ Martin Luther began the Reformation when he made public his Ninety-Five Theses. *How did the Catholic Church react to Luther's actions?*

questions. He prayed so long that sometimes he fell unconscious on the cold church floor.

Luther found his answers by studying the Bible. He concluded that only faith, not good works, brought salvation. He believed that salvation was a gift from God, not something earned by doing good works.

In 1517, when the Church began selling indulgences, Luther was astonished. How could the Church tell peasants that buying an indulgence would save them? He angrily prepared a list of 95 arguments against indulgences and sent them to his bishop. Some accounts say that Luther also nailed them to the door of Wittenberg

Cathedral for everyone to read. The list became known as the Ninety-Five Theses. Thousands of copies were printed and read all across the German kingdoms.

**Revolt Leads to New Churches** At first the Church did not take Luther very seriously. Soon, though, Church leaders saw that Luther was dangerous. If people believed Luther, they would rely on the Bible, not priests. Who would need priests if the sacraments were not needed to get to heaven?

The pope and Luther argued for several years, but Luther refused to change his position. Finally, the pope excommunicated Luther. This meant Luther was no longer a member of the Church and could no longer receive the sacraments. He was also no longer considered a monk.

In the following years, Luther's ideas led to the creation of a new **denomination** (dih • NAH • muh • NAY • shuhn), or organized branch of Christianity. It was known as Lutheranism and was the first Protestant denomination.

Lutheranism has three main ideas. The first is that faith in Jesus, not good works, brings salvation. The second is that the Bible is the final source for truth about God, not a church or its ministers. Finally, Lutheranism said that the church was made up of all its believers, not just the clergy.

**Peasant Revolts** Luther's debate with the pope was so famous that even peasants in the countryside had heard about it. They liked what they heard about Luther.

The life of a peasant had always been hard, but in the 1520s, it was terrible. The crops had been poor for several years. On top of that, noble landowners increased the taxes that peasants had to pay.

Because of their suffering, Luther's ideas stirred the peasants to revolt. If

## History online

**Web Activity** Visit [jat.glencoe.com](http://jat.glencoe.com) and click on *Chapter 17—Student Web Activity* to learn more about the Reformation.

Luther had a right to rebel against an unjust pope, then the peasants must have a right to stand up to greedy nobles.

The peasants began by listing their demands. Like Luther, they based their ideas on the Bible. One leader said the peasants would no longer work for the nobles, “unless it should be shown us from the Gospel that we are serfs.”

When the nobles did not give in, huge revolts broke out. It was not long, however, before the peasants were defeated. The

nobles had better weapons and horses and won easily, killing thousands of peasants.

At first Luther sympathized with the peasants, but he soon changed his mind. He was afraid of what might happen without a strong government. Luther used his powerful sermons to tell peasants that God had set the government above them and they must obey it.

 **Reading Check Cause and Effect** What was the result of the Church’s decision to sell indulgences in 1517?

## Linking Past & Present

### The Anabaptists, Amish, and Mennonites

**THEN** One Protestant group that formed during the Reformation was called the Brethren. Others called them Anabaptists, which means “to baptize again.” They believed that adults should be baptized. The Mennonites and the Amish, many of whom came to the United States, developed from the Anabaptists.



▲ A Mennonite couple in the 1600s



▼ The Amish today

**NOW** Today most Amish and Mennonite groups are located in Pennsylvania, Ohio, and a few other states. They emphasize the value of community. Old Order Amish reject modern technology, such as electricity, cars, and television. *What, if anything, might prompt you to give up a modern lifestyle?*

# Biography

## MARTIN LUTHER

1483–1546

Long before Martin Luther struggled with the Catholic Church, he faced difficult issues. Luther was born in Eisleben, Germany, in 1483 to a family of miners. Both his parents beat Luther as a child. Martin Luther and his father had terrible tempers. Luther later said his father's beatings caused him to feel bitter and hateful toward his family.

To avoid his abusive home life, Luther focused on his education. He was a student at the Latin School in Mansfield in 1488. As a teenager he went to two other schools away from home. At his father's urging, he considered studying law but instead earned a bachelor's degree in philosophy in 1502.

Later, Luther entered a monastery to separate himself from his abusive past. In 1505 he traveled to Erfurt and became a monk. He then went to Wittenberg in 1508 and stayed with a group of Augustinian hermits. There he continued his study of theology.

Luther was a determined young man. Although he was a priest, he began to question the practices of the Catholic Church. His reforms resulted in a break with the Church. In 1525 he married a former nun named Katharine von Bora. They had six children and lived in a former monastery.

Although known for his hot temper—which cost him many friendships—Luther and his wife cared for as many as 20 orphans whose parents died from the plague. In his later years, Luther enjoyed gardening and music, and continued his lifelong love of writing. He died in 1546, probably of a heart attack.



▲ Martin Luther

**“He who gives to a poor man, or lends to a needy man, does better than if he bought pardons.”**

—Martin Luther,  
“The Ninety-five Theses (1517)”



▲ Wittenberg today

### Then and Now

Martin Luther was willing to stand up for his beliefs, even if that meant offending people. Can you think of anyone in the news who has shown that same willingness?

## Politics and Lutheranism

**Main Idea** Political leaders often supported Protestantism because they wanted more power.

**Reading Focus** Under the United States Constitution, the government cannot favor any one religion. Read to learn what happened in Europe during the Reformation when kings decided what faith people had to follow.

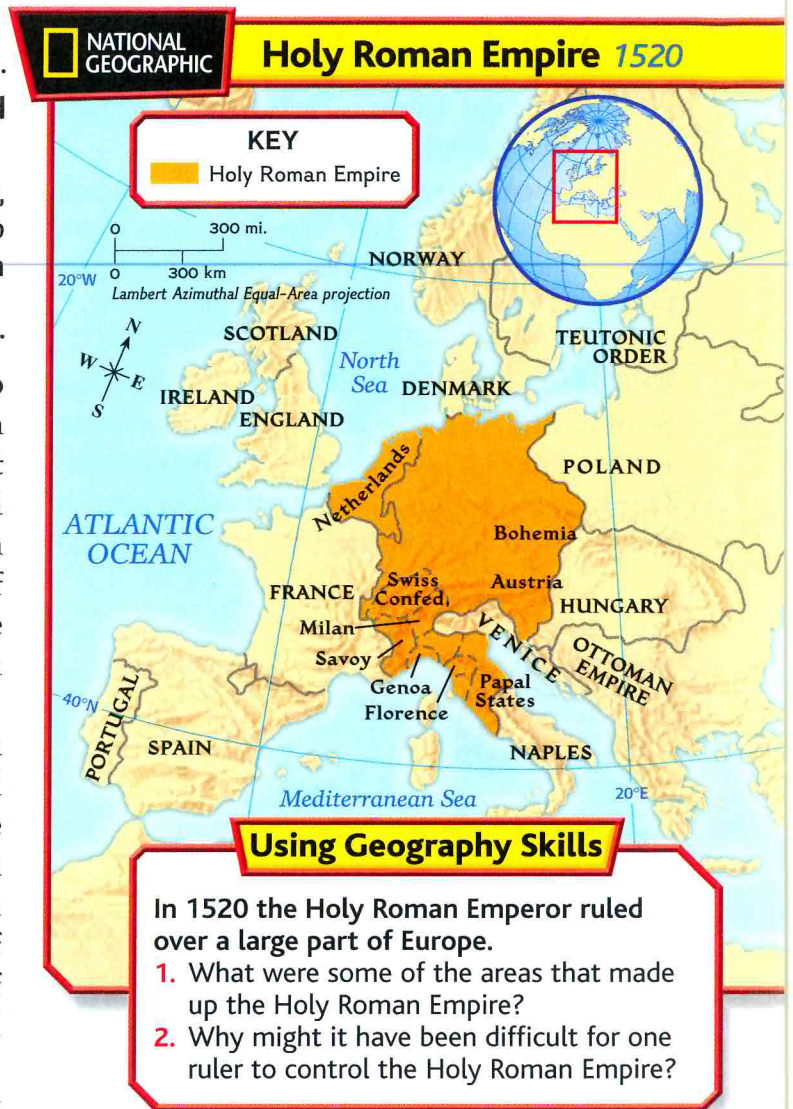
In the past, there had been thinkers who challenged Catholic beliefs, but the Church had always remained in control. What had changed in the 1500s that allowed Protestantism to take hold? One reason Protestantism succeeded is that some of Europe's kings realized they could increase their power by supporting Lutheranism against the Catholic Church.

You read earlier about the Holy Roman Empire, which covered much of central Europe. The heart of the empire was made up of about 300 small German kingdoms. In 1519 Charles V became the Holy Roman Emperor. His empire included the lands of the Holy Roman Empire, as well as all of Spain, the Netherlands, parts of Italy, and territories in the Americas.

The local rulers and nobles of the Holy Roman Empire were concerned about Charles V's power. They did not want a strong central ruler. They wanted to keep ruling their own little kingdoms.

Many German rulers decided to become Lutherans for religious and political reasons. By doing so, their kingdom also became Lutheran. After breaking with the Catholic Church, these rulers seized lands owned by Catholic monasteries in their kingdoms. Now they, and not the Church, would earn income from those lands.

At the same time, when the Catholic Church left a kingdom, it meant that church taxes no longer flowed out of the kingdom.



Rulers could impose their own church taxes and keep the money for themselves. This made rulers who became Protestants stronger and the Church weaker.

Charles V eventually went to war with the German rulers who converted to Lutheranism, but he was unable to defeat them. In 1555 the fighting ended with the Peace of Augsburg. This agreement let each German ruler decide whether his kingdom would be Lutheran or Catholic. As a result most of northern Germany became Protestant, while the south stayed Catholic.

**Reading Check** Explain Why did many German princes support Martin Luther's ideas?

## Calvin and Calvinism

**Main Idea** John Calvin's Protestant teachings spread across Europe and into North America.

**Reading Focus** Are there some things you are sure are true? Read to learn how some Protestants developed a faith where everyone agreed that some people were going to heaven and others were not.

**Who Was John Calvin?** John Calvin was born in France in the early 1500s. Everyone in his hometown expected that such a dutiful and intelligent boy would become a priest. When he reached the right age, he

went off to Paris to study **theology** (thee•AH•luh•jee). Theology is the study of questions about God.

Calvin was very interested in religion. He got up early to read books on theology. During the day, he debated ideas with other students and then went home to read late into the night.

Although Calvin lived in France, he began to hear about the ideas of Martin Luther. Secretly, Calvin began to read about Luther at his college. He and the other students were careful to whisper when they discussed Luther's ideas. The more Calvin read, the more he was convinced by Luther's new ideas.

Eventually, Calvin had to leave Paris because it became too dangerous to talk about Lutheranism. Sometimes he hid out at friends' houses. Once he dared to return to his hometown, but he was arrested and spent months in a damp jail. Calvin finally found safety in **Geneva** (juh•NEE•vuh), Switzerland, a Protestant city. There his powerful preaching convinced many people to follow him.

**What Is Calvinism?** Calvin agreed with Luther that faith was more important than good works, but he added other ideas too. Calvinism became the basis of many Protestant churches, including the churches of Puritans and Presbyterians in England and Scotland.

Calvin's main idea was that God's will is absolute and decides everything in the world in advance. God has decided who will go to heaven and who will not. This belief is called **predestination** (pree•DEHS•tuh•NAY•shuhn), meaning that no matter what people do, the outcome of their life is already planned.

### Primary Source Knowledge of God

John Calvin's writings helped Europeans accept Protestantism.

"What help is it . . . to know a God with whom we have nothing to do? Rather, our knowledge should serve first to teach us fear and reverence [respect]; secondly, with it as our guide and teacher, we should learn to seek every good from him, and having received it, to credit it to his account. . . . Again, you cannot behold him clearly unless you acknowledge him to be the fountainhead [source of life] and source of every good."

—John Calvin, *Institutes of the Christian Religion*



▲ John Calvin

### DBQ Document-Based Question

According to Calvin, what is needed for believers to understand God clearly?

Some people could say that if their life's outcome were already determined, then why would it matter if they were good or bad? However, most people decided that they were probably among the saved. To prove it, they worked hard, behaved well, and obeyed the laws of their towns. In this way, Calvinism became a powerful tool in society. It encouraged people to work hard at their business and to behave themselves.

Another important idea of Calvinism is that neither kings nor bishops should control the Church. Calvinists believed that congregations should choose their own elders and ministers to run the church for them.

This idea had a strong impact on England and on many of the English settlers in America. The idea that a congregation should be allowed to choose its own



▲ In this picture, John Calvin is shown speaking before leaders in Geneva. **Which Protestant churches were based on Calvinism?**

leaders helped support the idea that the people should also be allowed to elect their own political leaders.

**Reading Check Compare** How did Calvin's ideas differ from those of Luther?

## Section 3 Review

**History Online**

**Study Central™** Need help with the material in this section? Visit [jat.glencoe.com](http://jat.glencoe.com)

### Reading Summary

#### Review the Main Ideas

- Many Christians, including Martin Luther, believed the Catholic Church was becoming corrupt. This led people to leave the Church and create new Christian churches.
- Many European rulers and nobles supported Luther's reforms for political as well as religious reasons.
- John Calvin's Protestant teachings inspired his followers to work hard and live good lives.

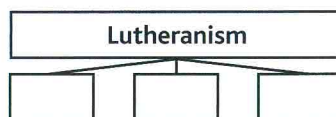
### What Did You Learn?

1. What were indulgences, and why did they become controversial?
2. What were John Calvin's basic beliefs about God's will?
3. **Organizing Information** Draw a diagram to list the three main ideas of Lutheranism.
4. **Explain** What were the Ninety-Five Theses?
5. **Cause and Effect** Who was Erasmus, and how were his ideas about Christianity affected by humanism?
6. **Analyze** How did Germany's peasants react to Luther's teachings, and what was Luther's response?
7. **Creative Writing** Write a script for a play about an imaginary meeting between Martin Luther and John Calvin. Think about what the two men may have discussed concerning their beliefs and how they differed.

#### Critical Thinking

##### 3. Organizing Information

Draw a diagram to list the three main ideas of Lutheranism.



4. **Explain** What were the Ninety-Five Theses?

# Catholics and Protestants

## Get Ready to Read!

### What's the Connection?

In the last section, you learned about the rise of Protestantism. In this section, you will read about the Catholic Church's attempts at reform and the struggle between Europe's Protestants and Catholics.

### Focusing on the Main Ideas

- Catholics and Protestants fought religious wars across Europe. (page 643)
- Henry VIII created the Anglican Church in England. (page 648)
- As part of the Counter-Reformation, Catholic kingdoms began sending missionaries overseas to convert people to Christianity. (page 650)

### Locating Places

Trent

Navarre (nuh•VAHR)

Paris

London

### Meeting People

**Ignatius of Loyola** (ihg•NAY•shuhs uhv loy•OH•luh)

**Henry of Navarre**

**Henry VIII**

**Mary I**

**Elizabeth I**

### Building Your Vocabulary

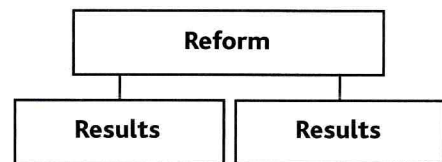
**seminary** (SEH•muh•NEHR•ee)

**heresy** (HEHR•uh•see)

**annul** (uh•NUHL)

### Reading Strategy

**Cause and Effect** Create a diagram to show the results of the Catholic Church's attempts at reform.



## When & Where?



1550

1545  
Pope Paul III opens the Council of Trent

1600

1593  
Henry of Navarre becomes Catholic to win French throne

1650

1648  
The Thirty Years' War ends



## Counter-Reformation

**Main Idea** Catholics and Protestants fought religious wars across Europe.

**Reading Focus** Have you visited Protestant and Catholic churches? Could you see any differences? Read to learn the reasons for those differences.

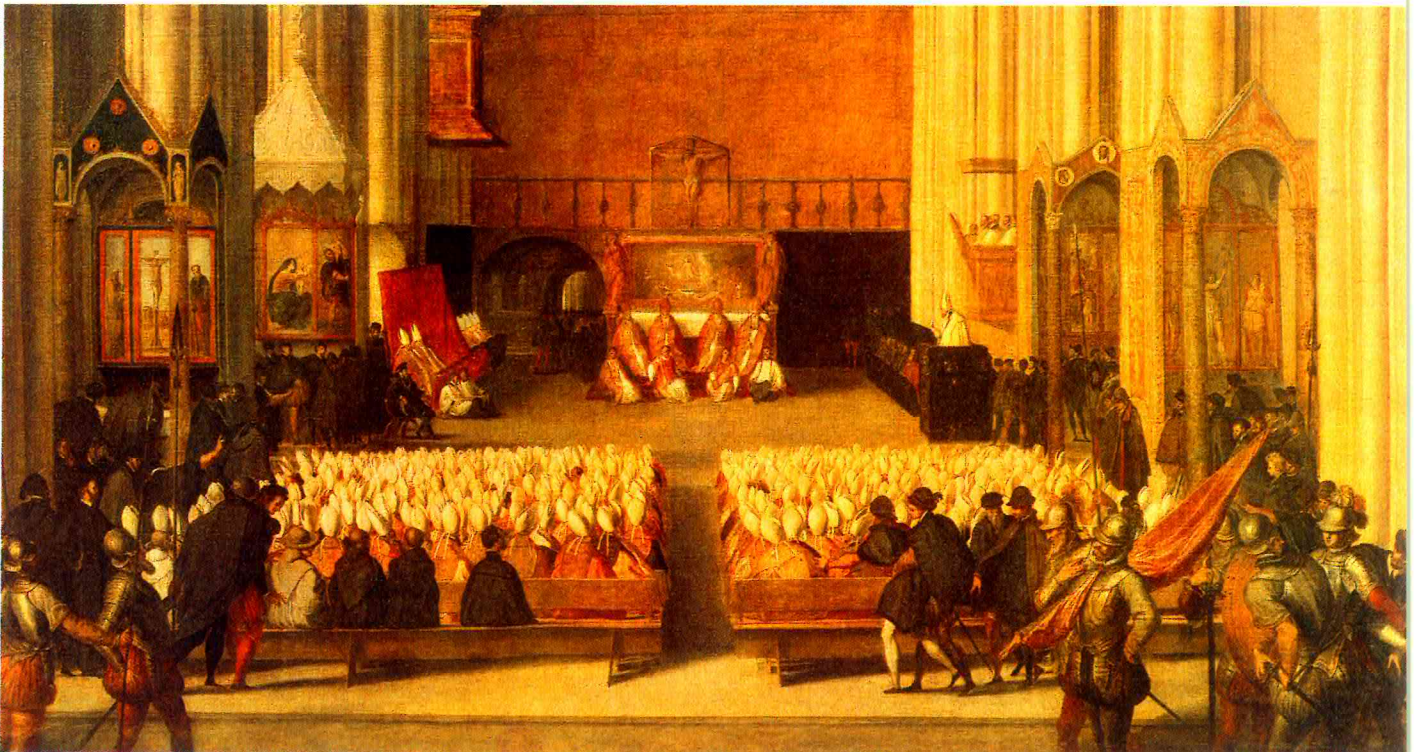
In the 1500s and 1600s, the Catholic Church set out to defeat Protestantism and convince people to return to the Church. This effort came to be called the Counter-Reformation. As you learned earlier, the Reformation also triggered a series of bloody wars in Europe between Catholic and Protestant rulers. When the last was ended in 1648, Europe was divided into Catholic and Protestant areas.

**The Church Tries to Reform Itself** The Catholic Church waged a war against Protestantism, but it knew it needed to

reform itself. Pope Paul III understood this need. After becoming pope, Paul called a church council at **Trent**, near Rome. The council held meetings for 20 years, from the 1540s to the 1560s.

The Council of Trent made Catholic beliefs clear. It also set up strict rules for how bishops and priests should behave. The Catholic clergy were told to work even harder at instructing people in the faith. To train new priests, seminaries were set up. A **seminary** (SEH•muh•NEHR•ee) is a special school for training and educating priests.

In 1540 Pope Paul III took another important step. He recognized a new order of priests, the Society of Jesus, known as the Jesuits. Jesuits were the pope's agents in Europe. They taught, preached, and fought **heresy** (HEHR•uh•see). A heresy is a religious belief that contradicts what the Church says is true.



▲ The Council of Trent is believed to be the basis for the Catholic Counter-Reformation. **What did the Council of Trent accomplish?**

## Primary Source

### Ignatius and Christianity

Ignatius of Loyola became devoted to the Christian religion while recovering from an injury.

"In everything else he was healthy except that he could not stand easily on his leg and had to stay in bed. As he was much given to reading . . . when he felt better he asked to be given some of them [books] to pass the time. But in that house none of those that he usually read could be found, so they gave him a Life of Christ and a book of the lives of the saints in Spanish. As he read them over many times, he became rather fond of what he found written there."

—*The Autobiography of St. Ignatius Loyola*,  
Joseph F. O'Callaghan, trans.

### DBQ Document-Based Question

Why do you think Ignatius read the religious books even though they were not the type of book he usually read?

The man who founded the Jesuits was a Spaniard, **Ignatius of Loyola** (ihg•NAY•shuhs uhv loy•OH•luh). He was a daring soldier, but his life changed when he was wounded in battle. While recuperating, he read about Christian saints who performed brave deeds to defend their faith. Ignatius decided he would be a soldier for Jesus Christ.

**The Religious Wars in France** John Calvin was originally from France, and many French people became interested in his ideas. As Calvinism spread in France, French Protestants became known as Huguenots.



▲ Ignatius of Loyola

Only about seven percent of the French people became Protestants, but almost half of France's nobles did, including the Bourbon family. The Bourbons were the second most powerful family in France. They ruled a kingdom in southern France called **Navarre** (nuh•VAHR) and were also in line for the throne of France.

Many French nobles wanted to weaken the king. The Huguenot nobles especially wanted the king weak so they could practice their religion freely. At the same time, France's king, Henry II, wanted to build a strong central government.

Henry II died in 1559, and his son Francis II died the following year. This meant that Francis's brother Charles, a 10-year-old boy, was now king. Since Charles was too young to rule, his mother ran the government for him. His mother was Catherine de' Medici—the daughter of Lorenzo de' Medici, the powerful Italian leader of Florence.

Catherine was determined to keep the French kingdom strong for her son. She believed the Huguenots were a threat to the king's power and refused to compromise with them. In 1562 a civil war that would last more than 30 years began in France between Protestants and Catholics.

In 1589 **Henry of Navarre**, the leader of Huguenot forces and head of the Bourbon family, became King Henry IV of France. For the next few years, the war continued because Catholic nobles would not accept a Protestant as king. Henry won most of his battles but was unable to capture **Paris**.

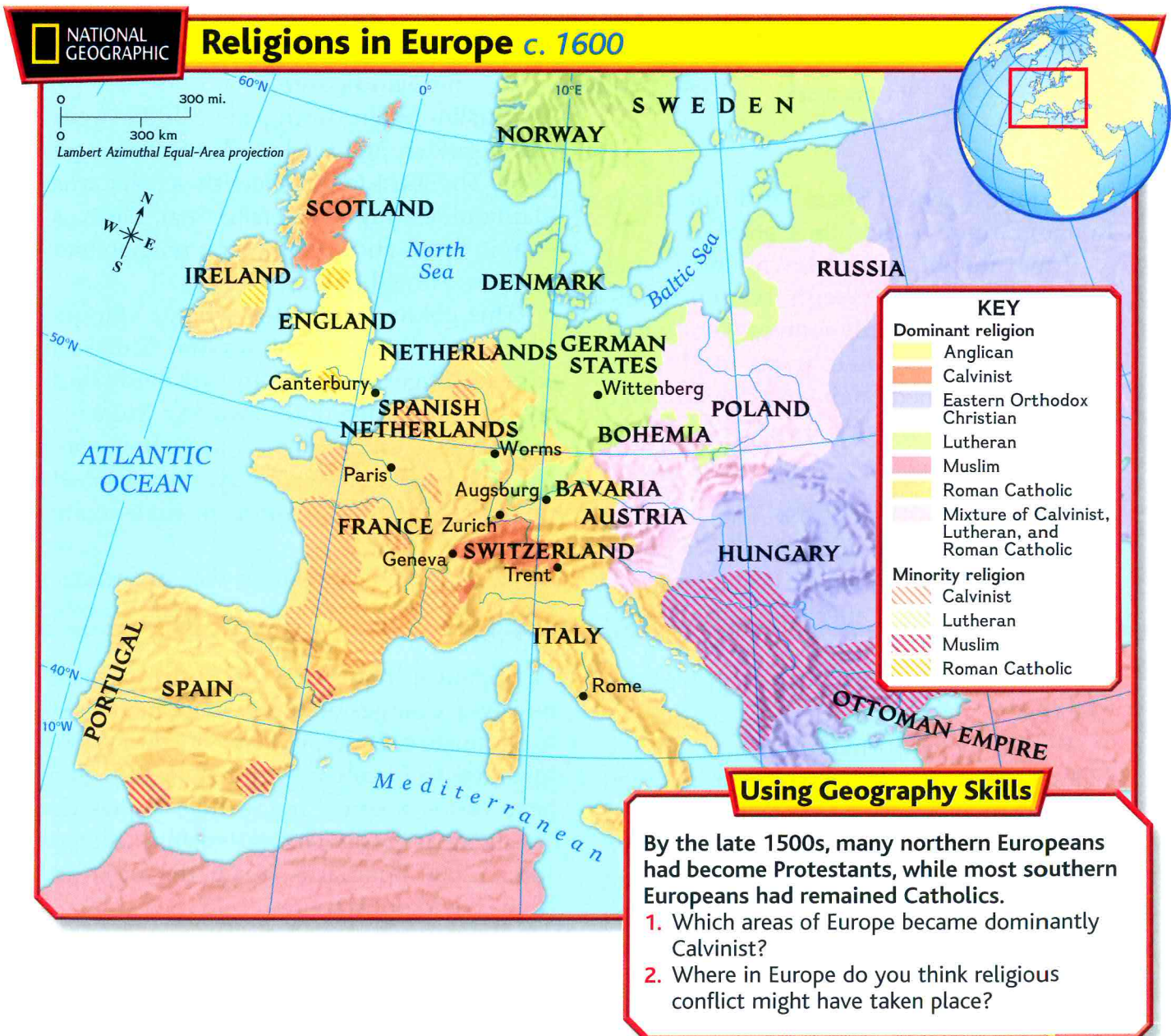
Henry IV then made a famous deal. He knew most French people were Catholic and that they demanded a Catholic king. Henry agreed to become a Catholic so the French people would accept him as king.

In 1593 Henry went to Paris and put on white satin for the Catholic ceremony. As he passed through the church doors, he smiled and, according to tradition, said that Paris was “worth a mass.” He meant it was worth becoming a Catholic to rule all of France.

Henry IV did not forget his Huguenot followers, however. He issued an edict, or order, while visiting the city of Nantes in 1598. The Edict of Nantes said Catholicism was France’s official religion, but it also gave Huguenots the right to worship freely.

**What Was the Thirty Years’ War?** The worst religious war of the Reformation era was fought in the Holy Roman Empire in the 1600s. The war began in Bohemia—today known as the Czech Republic. Protestant nobles in Bohemia rebelled against their Catholic king. Other Protestant kings in Germany decided to help the rebels, and the war expanded throughout the empire.

The war lasted 30 years, from 1618 to 1648, and quickly became a war of kingdoms. France, Sweden, Denmark, England, and the Netherlands sent troops to help the





▲ This photo shows the Alhambra, a Muslim palace and fortress in Granada, Spain. **What happened to Spanish Muslims after Ferdinand and Isabella took power?**



Maimonides ▶

Protestants, while Spain and the Holy Roman Empire backed the Catholics.

Town fought against town, and roving troops murdered peasants on the roads. When it was over, only wolves were found wandering where some towns used to be. The war weakened Spain and helped make France one of Europe's most powerful countries.

**The Reformation in Spain** The ideas of Luther and Calvin never became very popular in Spain. Still, when Protestants began fighting in Europe, it affected Spain. Spanish rulers became suspicious of Protestant countries and of anyone in Spain who was not Catholic.

When the Reformation began in the 1500s, Spain was a young nation. It had been founded in 1469 when King Ferdinand and Queen Isabella married and joined their two kingdoms. These monarchs wanted a strong nation. They felt that all their subjects should be Catholic, because that would keep Spain's citizens loyal and united.

When Ferdinand and Isabella began to rule, many Muslims still lived in Spain. As you read in earlier chapters, Muslims ruled Spain from about A.D. 700 to 1200. During those years, people of different religions lived together in relative harmony.

The Muslims made non-Muslims pay special taxes and limited their rights, but they did not seek to kill or expel nonbelievers. Jews, for example, found life in Muslim Spain better than other places in Europe. As you read in earlier chapters, Jews were persecuted throughout Europe during the Middle Ages.

Muslim Spain during the Middle Ages was a golden age for Jewish thinkers and poets. The most famous Jewish scholar was Maimonides (my•MAH•nuh•DEEZ). He was born in Spain and his books on religion and medicine earned him great respect.

This golden age ended when Catholics took control of Spain. Jews and Muslims were no longer welcome. In 1492 Ferdinand and Isabella ordered all Jews and Muslims to convert to Catholicism or leave the country. To ensure religious unity, they also set up the Spanish Inquisition to investigate people's beliefs.

The Spanish Inquisition was a Catholic court, similar to the one the Catholic Church had set up in Europe to investigate heresy. The Spanish Inquisition was much crueler, however. Charges of heresy were made just to eliminate enemies. Horrible tortures were invented to force confessions of guilt. The head of the Spanish Inquisition, Tomás de Torquemada (TAWR•kuh•MAH•duh), executed some 2,000 Spaniards. Even the pope in Rome could not stop him.

**Reading Check Identify** What deal earned Henry of Navarre the French throne?

# Biography

## CATHERINE DE' MEDICI

1519–1589

Catherine de' Medici was an Italian woman who played an important role in French history. She was born in Florence to Lorenzo de' Medici and Madeleine de la Tour d' Auvergne. Catherine was orphaned as a baby and was raised by relatives. At age 14, Catherine was married to Henry, a French prince. Catherine took Italian artists, musicians, writers, and dancers with her to the French court. She was never fully accepted in France, however, because she was Italian and was not from a royal family.

In 1547 Catherine's husband became King Henry II. After he died in a jousting accident in 1559, their three oldest sons—Francis II, Charles IX, and Henry III—succeeded each other as king. Although Catherine was no longer queen, she still had much influence over her sons.

Catherine is blamed for many of the conflicts between French Catholics and French Protestants, called Huguenots. In 1568 she outlawed freedom of worship. In 1572 Catherine arranged the murder of a Huguenot adviser. His death sparked the Saint Bartholomew's Massacre, which resulted in the deaths of about 6,000 Huguenots. Catherine was not always opposed to Huguenots. In fact, she arranged the marriage of her daughter Margaret to Henry of Navarre, a former Protestant Huguenot who became King Henry IV of France.

Views on Catherine's accomplishments are mixed. Some blame her entirely for the French religious wars. Others remember her efforts to protect her sons. Still others remember her as a Renaissance woman because she supported the arts, added to the royal library, and sponsored a dance and theater pageant that is considered to be the first ballet. Catherine died in 1589 of pneumonia.



▲ Catherine de' Medici

**"God and the world  
will have reason  
to be satisfied  
with me."**

—Catherine de' Medici,  
*Biography of a Family*

◀ Catherine de' Medici meets  
with foreign ambassadors



### Then and Now

If Catherine de' Medici were running for political office today, do you think she would be a popular candidate? Why or why not?

# The English Reformation

**Main Idea** Henry VIII created the Anglican Church in England.

**Reading Focus** You have probably heard about the Pilgrims. Do you know why the Pilgrims left England to come here? Read to learn how the Reformation came to England and why some Protestants decided to leave England and go to America.

Because England is an island, ideas from Europe sometimes took longer to get there. Surprisingly, though, England broke away from the Catholic Church earlier than the rest of Europe. That change was based on a political decision by the English king. Later, however, the English people strongly debated Reformation ideas.

**Henry VIII Starts His Own Church** In the history of England, no king is more famous than **Henry VIII**. He ruled England from 1509 to 1547. He was stubborn, impatient, and cruel. Henry married six queens, divorced two, and beheaded two more. He imprisoned bishops and nobles in the Tower of **London** (LUHN•duhn) for disagreeing with him. They also were eventually beheaded.



◀ In his attempt to divorce his wife and marry another woman, Henry VIII broke away from the Catholic Church and created the Church of England.

**Why did the pope refuse to annul Henry VIII's marriage?**

Henry and his father were members of the Tudor family. In the 1400s, before the Tudors came to the throne, England's nobles had been at war with each other. Henry was determined to keep the peace and to keep the Tudors on the throne.

To do this he needed a son to succeed him, but Henry had no son. His wife Catherine had given birth only to one surviving daughter. Henry asked the pope to **annul** (uh•NUHL), or cancel, his marriage to Catherine.

An annulment is not the same as a divorce. If the pope annulled the marriage, it would be as if the marriage had never happened. It would mean that Henry could find a new wife to give birth to sons. Those sons would be heirs to the throne, not the daughter Catherine had given him.

Popes had annulled marriages before, but this time the pope refused. Catherine was the daughter of Ferdinand and Isabella of Spain. Her nephew was the Holy Roman Emperor. Spain was the strongest Catholic kingdom at that time, and the pope did not want to make Catherine's family angry.

Henry had the archbishop of Canterbury—the highest bishop in England—annul the marriage. In response, the pope excommunicated Henry from the Church. Henry then declared that the king, not the pope, was the head of the Church in England.

Henry ordered all the priests and bishops in England to accept him as the new head of their church. Some refused and were killed. The most famous was Sir Thomas More, who was executed in 1535. Henry then seized the Catholic Church's land in England and gave some of it to his nobles. This kept the nobles loyal to the king and to the Church of England. If they ever let the Catholic Church regain power in England, they would have to give up their land.



Mary I (above) attempted to restore the Catholic religion in England, and she married Philip II (right), the Catholic king of Spain. **Why was Mary I known as "Bloody Mary"?**



**Who Was Bloody Mary?** The Church of England came to be known as the Anglican Church. It kept most of the rituals and sacraments of the Catholic Church. However, many English Catholics were not satisfied. They wanted to stay Catholic. They backed Henry and Catherine's daughter Mary when she became Queen **Mary I** in 1553. Mary had been raised Catholic and wanted to make England a Catholic kingdom again.

Mary restored the Catholic Church in England and arrested Protestants who opposed her. In her struggle to make England Catholic again, Mary burned 300 people at the stake. The English were horrified and called her "Bloody Mary."

Mary ruled about five years, then died. Her half-sister Elizabeth took over the throne, becoming Queen **Elizabeth I**. Elizabeth was a Protestant. She restored the Anglican Church and went on to become one of the greatest rulers in English history.

## How Did Calvinism Affect England?

Although the Catholics were defeated, the religious battles were not over. A new fight began to make the Anglican Church more Protestant in its beliefs and rituals.

By the late 1500s, the ideas of John Calvin had reached England. Many educated people read Calvin's works and became convinced that he was right. They began to demand that the Anglican Church give up its Catholic ways of doing things. These reformers became known as Puritans because they wanted to purify the Anglican Church of Catholic ideas.

Puritans began to form their own congregations. These congregations were independent. They made their own decisions about what their congregations should and should not do. They did not report to a bishop of the Anglican Church, and they chose their own ministers.

Queen Elizabeth I tolerated the Puritans, but when James I became king in 1603, the Puritans faced harder times. James refused to allow anyone to disagree with the Anglican Church. The king headed the Anglican Church and appointed its leaders. The leaders, in turn, chose the priests for the congregations. James believed that by choosing their own ministers, the Puritans were challenging the king's power.

James I and the king who came after him, Charles I, persecuted the Puritans. They shut down Puritan churches and jailed Puritan leaders. Many Puritans decided to move to America to practice their religion freely. There they founded colonies that eventually became the states of Massachusetts, Connecticut, New Hampshire, and Rhode Island.

 **Reading Check Cause and Effect** Why did Henry VIII create the Anglican Church?

## Missionaries Go Overseas

**Main Idea** As part of the Counter-Reformation, Catholic kingdoms began sending missionaries overseas to convert people to Christianity.

**Reading Focus** Do you think spreading democracy is important? Read to learn how Catholic missionaries tried to spread their religion to other people in the world.

When the Counter-Reformation began, many Catholics became committed to spreading their faith. As part of this new energy and determination, Catholic kingdoms began sending missionaries overseas to America and Asia.

The Jesuits were active missionaries in the 1500s and 1600s. French and Spanish Jesuits headed to America and Asia. In America, the Native Americans called them the “Black Robes.”

The first Jesuit missionary to Japan, Francis Xavier, arrived in 1549. The Japanese at first welcomed the Jesuits. By 1600, the Jesuits had converted thousands of Japanese to Christianity.

Eventually the Jesuits clashed with people who believed in Buddhism and Shintoism. The Japanese Shogun, or military ruler, banned Christianity in Japan and expelled all missionaries.

Spanish missionaries had much greater success in the Philippine Islands. Most of the people there eventually became Catholic. Today the Philippines are the only Asian country with a Catholic majority. French missionaries tried to convert the people of Vietnam but were expelled by Vietnam’s emperor.

**Reading Check Identify** In what parts of the world did Catholic missionaries teach?

## Section 4 Review

**History Online**  
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### Reading Summary

Review the **Main Ideas**

- Across Europe, religious wars between Catholics and Protestants were fought in the 1500s and 1600s, while the Spanish monarchs tried to make Spain an exclusively Catholic country.
- In England, Henry VIII broke with the Catholic Church and created the Anglican Church. Puritans later tried to reform the Anglican Church and then fled to America.
- Catholic missionaries tried to spread their religion to Asia and America.

### What Did You Learn?

1. What was the Council of Trent, and what did it accomplish?
2. Why was the Edict of Nantes important?
3. **Organizing Information**  
Draw a chart like the one below. Fill in details about the steps the Catholic Church took to counter the Reformation.
4. **Analyze** Why did Henry VIII form the Anglican Church?
5. **Explain** Who were the Puritans, and what were their beliefs and practices?
6. **Predict** How do you think conflicts over religion affected the world outside of Europe?
7. **Expository Writing** Write a short essay summarizing the history of Catholicism in Spain in the 1400s and 1500s.

**Church’s Efforts to Stop Protestantism**




## Section 1 The Renaissance Begins

### Vocabulary

Renaissance  
secular  
diplomacy

### Focusing on the Main Ideas

- The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe. (page 609)
- Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers. (page 611)
- Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life. (page 614)

## Section 2 New Ideas and Art

### Vocabulary

humanism  
vernacular

### Focusing on the Main Ideas

- Humanists studied the Greeks and Romans, and the development of the printing press helped spread their ideas. (page 619)
- Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way. (page 623)
- Renaissance ideas and art spread from Italy to northern Europe. (page 625)

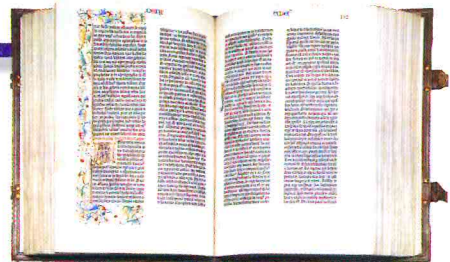
## Section 3 The Reformation Begins

### Vocabulary

Reformation  
indulgence  
denomination  
theology  
predestination

### Focusing on the Main Ideas

- The reforms of Martin Luther led to the creation of new Christian churches. (page 634)
- Political leaders often supported Protestantism because they wanted more power. (page 639)
- John Calvin's Protestant teachings spread across Europe and into North America. (page 640)



▲ Gutenberg Bible

## Section 4 Catholics and Protestants

### Vocabulary

seminary  
heresy  
annul

### Focusing on the Main Ideas

- Catholics and Protestants fought religious wars across Europe. (page 643)
- Henry VIII created the Anglican Church in England. (page 648)
- As part of the Counter-Reformation, Catholic kingdoms began sending missionaries overseas to convert people to Christianity. (page 650)

# Assessment and Activities

## Review Vocabulary

Write **True** beside each true statement. Replace the word in *italics* to make false statements true.

- \_\_\_ 1. *Diplomacy* is the art of negotiating.
- \_\_\_ 2. When the pope needed money in the 1500s, he sold *indulgences*.
- \_\_\_ 3. The Renaissance belief that the individual and human society were important was known as *theology*.
- \_\_\_ 4. A *heresy* is a special school for training and educating priests.
- \_\_\_ 5. *Predestination* encouraged Calvinists to prove they were among the saved.
- \_\_\_ 6. Writers began to write in the *secular*, the everyday language of a region.

## Review Main Ideas

### Section 1 • The Renaissance Begins

- 7. What set the stage for the Renaissance in Italy?
- 8. What made nobles of the Renaissance different from nobles of previous times?

### Section 2 • New Ideas and Art

- 9. What did the humanists believe?
- 10. How did Renaissance art differ from the art of the Middle Ages?

### Section 3 • The Reformation Begins

- 11. What happened when Martin Luther tried to reform the Catholic Church?
- 12. Describe John Calvin's teachings.

### Section 4 • Catholics and Protestants

- 13. Where and why did the Thirty Years' War begin?
- 14. What changed England from a Catholic to a Protestant country?

## Critical Thinking

- 15. **Analyze** Do you think banking played a role in the wealth and art of the Italian city-states? Explain.
- 16. **Conclude** Some Puritans moved to North America to practice their religion without interference from European leaders. How was that desire for religious freedom reflected in the U.S. Constitution?

Review

Reading Skill

Analyze and Clarify

## Go Beyond the Words

17. Read this passage about the importance of the printing press. Then answer the questions at the right to help you analyze and clarify how the printing press affected Europe.

In the early 1450s, Johannes Gutenberg developed a printing press that used movable metal type. This type of printing press made it possible to print many books much more

quickly. With more books available, more people learned to read. Scholars could read one another's work and debate their ideas in letters. Ideas grew and spread more quickly than ever before in Europe.

Who? \_\_\_\_\_ Where? \_\_\_\_\_  
 What? \_\_\_\_\_ Why? \_\_\_\_\_  
 When? \_\_\_\_\_

To review this skill, see pages 606–607.

## Geography Skills

Study the map below and answer the following questions.

- 18. Location** What geographical advantage does Venice have over Milan?
- 19. Human/Environment Interaction** Why might Mantua have been at a disadvantage in terms of trade?
- 20. Movement** If you traveled from the city of Florence to the city of Venice, in what direction would you be going?

## Using Technology

- 23. Researching** The Renaissance revived the Greek idea that a well-rounded person took part in a variety of activities, including sports. Use the Internet and your local library to research one of the following sports of the Renaissance: javelin hurling, tennis, archery, fencing, boxing, or hunting. Present your findings to your classmates. Discuss who participated and any resemblances to modern-day sports.

## Linking Past and Present

- 24. Inferring** Renaissance artists, architects, and writers were greatly influenced by ancient Greek and Roman culture. Do you think people in those professions today are equally influenced by artists and writers of the past? Why or why not?



## Read to Write

- 21. Expository Writing** Research the life of Renaissance nobles, merchants, shopkeepers, or peasants. Then write an essay describing the lifestyle and position of the group you chose.
- 22. Using Your FOLDABLES** Use information in your completed foldable to create a poster about one of the changes that occurred during the Renaissance and Reformation. Draw pictures, write captions, create titles, and so on. Present your poster to the class.

## Primary Source

### Analyze

These are two of Luther's Ninety-Five Theses.

"37. Every true Christian, whether living or dead, has a share in all the benefits of Christ and of the Church, . . . even without letters of pardon. . . ."

45. Christians should be taught that he who sees any one in need, and, passing him by, gives money for pardons, is not purchasing for himself the indulgences of the Pope but the anger of God. . . ."

—Martin Luther, "Ninety-five Theses"

### DBQ Document-Based Questions

25. According to Luther, is the buying of indulgences necessary?
26. What does Luther say is a use for money that will please God?

Chapter

18

# Enlightenment and Revolution

◀ A statue of Louis XIV on horseback outside of the palace of Versailles in France

NATIONAL GEOGRAPHIC

When & Where?



1500

1492 ●  
Columbus reaches the Americas

1600

1543 ●  
Copernicus supports idea of sun-centered universe

1700

1690 ●  
John Locke writes about government

1800

1776 ●  
Declaration of Independence is signed