European Renaissance and Reformation, 1300–1600

Previewing Main Ideas

CULTURAL INTERACTION Trade with the East and the rediscovery of ancient manuscripts caused Europeans to develop new ideas about culture and art. This period was called the "Renaissance," which means rebirth.

Geography *Study the time line and the map. In which countries did the Renaissance begin?*

RELIGIOUS AND ETHICAL SYSTEMS Martin Luther began a movement to reform practices in the Catholic Church that he believed were wrong. That movement, the Reformation, led to the founding of non-Catholic churches.

Geography *Locate Wittenberg, the city where the Reformation began. What geographical features helped the Reformation spread from there?*

REVOLUTION The invention of the printing press allowed books and pamphlets to be made faster and more cheaply. This new technology helped spread the revolutionary ideas of the Renaissance and Reformation.

Geography *Printing spread from Mainz to other parts of Europe. How might the location of Mainz have helped the spread of printing?*

INTEGRATED / TECHNOLOGY

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• Interactive Visuals
• Interactive Primary Sources

INTERNET RESOURCES
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• Internet Activities   • Test Practice
• Primary Sources   • Current Events
• Chapter Quiz

EUROPE

1300
In the 1300s the Renaissance begins in Italian city-states such as Florence, Milan, and Mantua.

1434
◄ Medici family takes control of Florence. (bust of Lorenzo Medici)

1300   **1400**

WORLD

1324
Mali king Mansa Musa makes a pilgrimage to Mecca.

1368
◄ Hongwu founds Ming Dynasty in China. (vase from that period)

1405
Chinese explorer Zheng He begins exploration of Asia and Africa.

Europe, 1500

SCOTLAND

IRELAND

ENGLAND

London

NORWAY-DENMARK

SWEDEN

TEUTONIC ORDER

North Sea

Baltic Sea

Rotterdam

FLANDERS

Wittenberg

BRANDENBURG

LITHUANIA

POLAND

HOLY ROMAN EMPIRE

Mainz

Worms

Prague

ATLANTIC OCEAN

Paris

Nantes

FRANCE

Augsburg

AUSTRIA

HUNGARY

SWISS CONFEDERATION

Geneva

Trent

Milan

Mantua

VENETIAN REPUBLIC

Adriatic Sea

AVIGNON (Papal State)

CORSICA

Florence

PAPAL STATES

OTTOMAN EMPIRE

MONTENEGRO

Rome

KINGDOM OF NAPLES

Naples

PORTUGAL

Madrid

SPAIN

SARDINIA

KINGDOM OF SICILY

Mediterranean Sea

N W E S

0   150   300 Miles

0   300   600 Kilometers

Conic Projection

1455
Gutenberg Bible printed in Mainz. ▶

1517
Martin Luther begins the Reformation in Wittenberg.

1534
English king Henry VIII starts the Church of England.

1563
Council of Trent mandates reforms in Catholic Church.

1500

1600

1453
Ottoman Turks capture Constantinople.

1492
Columbus reaches the Americas.

1526
Babur establishes Mughal Empire in India. (Mughal noble) ▶

What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.
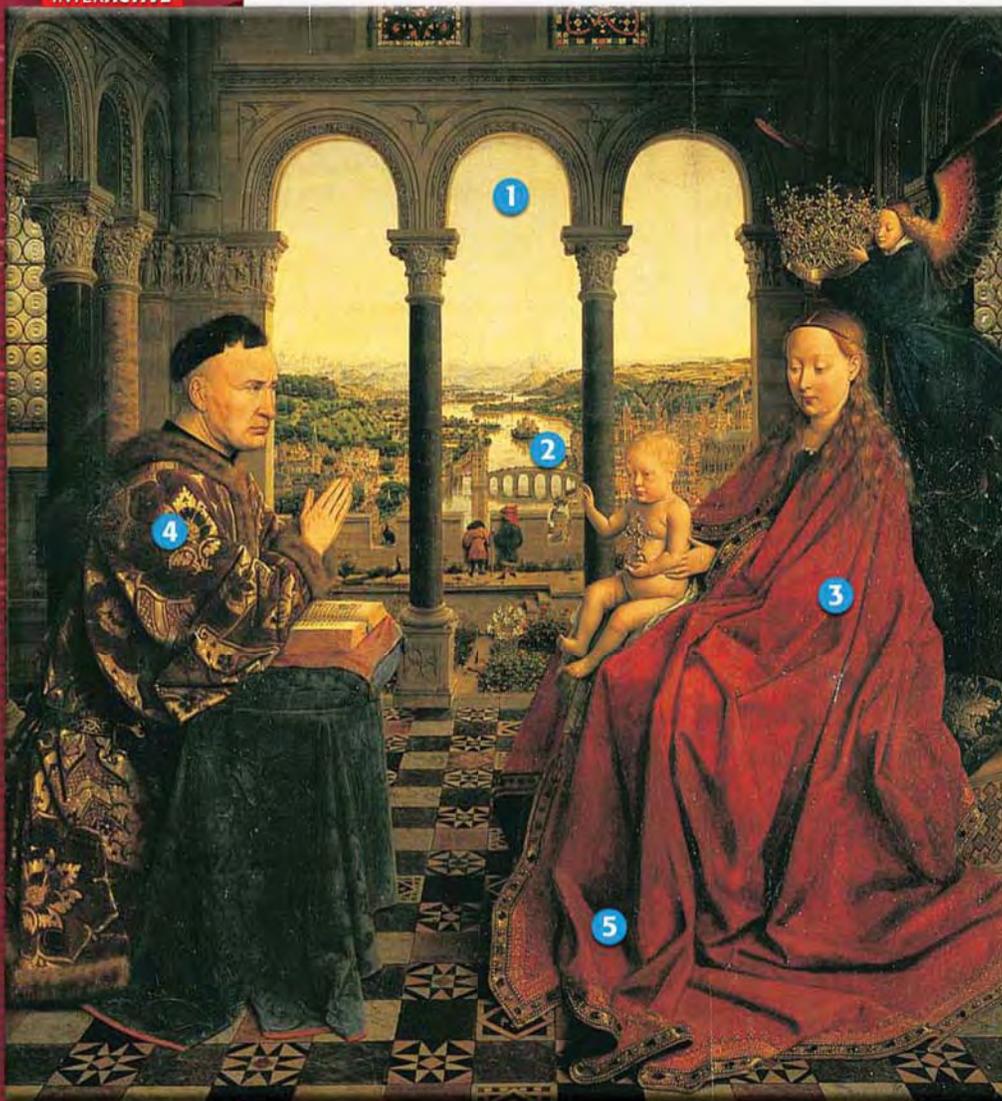
1 **Classical Art** Renaissance artists admired classical art. The columns show classical style.

2 **Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.

3 **Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.

4 **The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.

5 **Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

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

EXAMINING *the* ISSUES

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

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

Italy: Birthplace of the Renaissance

1

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
REVOLUTION The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.	Renaissance art and literature still influence modern thought and modern art.	• Renaissance • patron • humanism • perspective • secular • vernacular

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

Italy's Advantages

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

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

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

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

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

Medici Family

A rival family grew so jealous of the Medici that they plotted to kill Lorenzo (above) and his brother Giuliano. As the Medici attended Mass, assassins murdered Giuliano at the altar. Drawing his sword, Lorenzo escaped to a small room and held off his attackers until help arrived. Later, he had the killers brutally, publicly executed.

More positively, Lorenzo was a generous patron of the arts who collected many rare manuscripts. Eventually the Medici family made their library available to the public.

Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their individual merit. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of Florence had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici (MEHD•ih•chee). The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence's government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he ruled as a dictator yet kept up the appearance of having an elected government.

Looking to Greece and Rome Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453. **(A)**

MAIN IDEA

Analyzing Causes
(A) What three advantages fostered the Renaissance in Italy?

Classical and Worldly Values

As scholars studied these manuscripts, they became more influenced by classical ideas. These ideas helped them to develop a new outlook on life and art.

Classics Lead to Humanism The study of classical texts led to **humanism**, an intellectual movement that focused on human potential and achievements. Instead of trying to make classical texts agree with Christian teaching as medieval scholars had, humanists studied them to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions. Also, humanists popularized the study of subjects common to classical education, such as history, literature, and philosophy. These subjects are called the humanities.

Worldly Pleasures In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Most people remained devout Catholics. However, the basic spirit of Renaissance society was **secular**—worldly rather than spiritual and concerned with the here and now. Even church leaders became more worldly. Some lived in beautiful mansions, threw lavish banquets, and wore expensive clothes.

Patrons of the Arts Church leaders during the Renaissance beautified Rome and other cities by spending huge amounts of money for art. They became **patrons** of the

Vocabulary
The words *humanist* and *humanities* come from the Latin word *humanitas,* which refers to the literary culture that every educated person should possess.

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

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

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

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

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

MAIN IDEA

Comparing

B How were expectations for Renaissance men and Renaissance women similar?

> Analyzing Primary Sources

The Renaissance Man

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

PRIMARY SOURCE

Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . .
I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

BALDASSARE CASTIGLIONE, *The Courtier*

The Renaissance Woman

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

PRIMARY SOURCE

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

ISABELLA D'ESTE, *Letters*

DOCUMENT-BASED QUESTIONS

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

The Renaissance Revolutionizes Art

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

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

Donatello (DAHN•uh•TEHL•oh) also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s. It was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David (page 478) was a favorite subject.

MAIN IDEA

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

> Analyzing Art

Perspective

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

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

Vanishing Point

Horizon
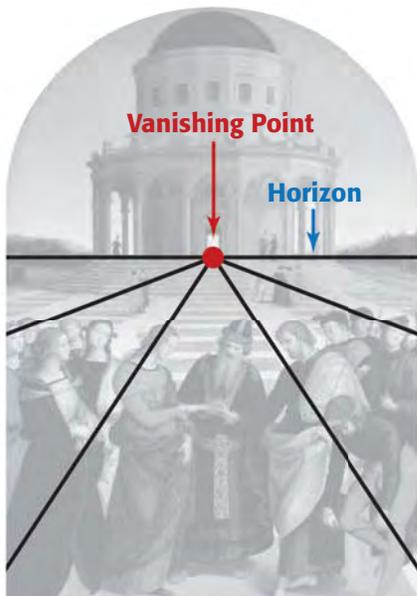
Marriage of the Virgin (1504), Raphael

SKILLBUILDER: Interpreting Visual Sources
Contrasting *What is the major difference between the figures in the background of the painting and the figures in the foreground? What is the effect of this difference?*

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

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa* (page 478). The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus' disciples through facial expressions.

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

In his greatest achievement, Raphael filled the walls of Pope Julius II's library with paintings. One of these, *School of Athens* (page 479), conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

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

History Makers

Leonardo da Vinci
1452–1519

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

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

Michelangelo Buonarroti
1475–1564

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

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

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

INTEGRATED TECHNOLOGY

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

Renaissance Writers Change Literature

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

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

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

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

PRIMARY SOURCE

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

GIOVANNI BOCCACCIO, Preface, *Decameron*

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

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

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

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

PRIMARY SOURCE D

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

NICCOLÒ MACHIAVELLI, *The Prince*

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

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

PRIMARY SOURCE

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

VITTORIA COLONNA, *Poems*

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

Global Patterns

Other Renaissances

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

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

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

SECTION ❶ ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
• Renaissance   • humanism   • secular   • patron   • perspective   • vernacular

USING YOUR NOTES	MAIN IDEAS	CRITICAL THINKING & WRITING
2. Which of Italy's advantages was most important? Why?	3. What are some of the characteristics of the "Renaissance man" and "Renaissance woman"?	6. **DRAWING CONCLUSIONS** How did study of the classics influence branches of learning such as history, literature, and philosophy?
Italian Renaissance *I. Italy's advantages* * A.* * B.* *II. Classical and* * worldly values*	4. How did Italy's cities help to make it the birthplace of the Renaissance? 5. What was the attitude of Church leaders and the wealthy toward the arts? Why?	7. **MAKING INFERENCES** How is the humanism of the Renaissance reflected in its art? Explain with examples. 8. **COMPARING** What were the differences between the Middle Ages and the Renaissance in the attitude toward worldly pleasures? 9. **WRITING ACTIVITY** REVOLUTION How did the Renaissance revolutionize European art and thought? Support your opinions in a three-paragraph **essay.**

CONNECT TO TODAY **WRITING A DESCRIPTION**

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

Renaissance Ideas Influence Renaissance Art

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

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

INTEGRATED TECHNOLOGY

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

▼ Classical and Renaissance Sculpture

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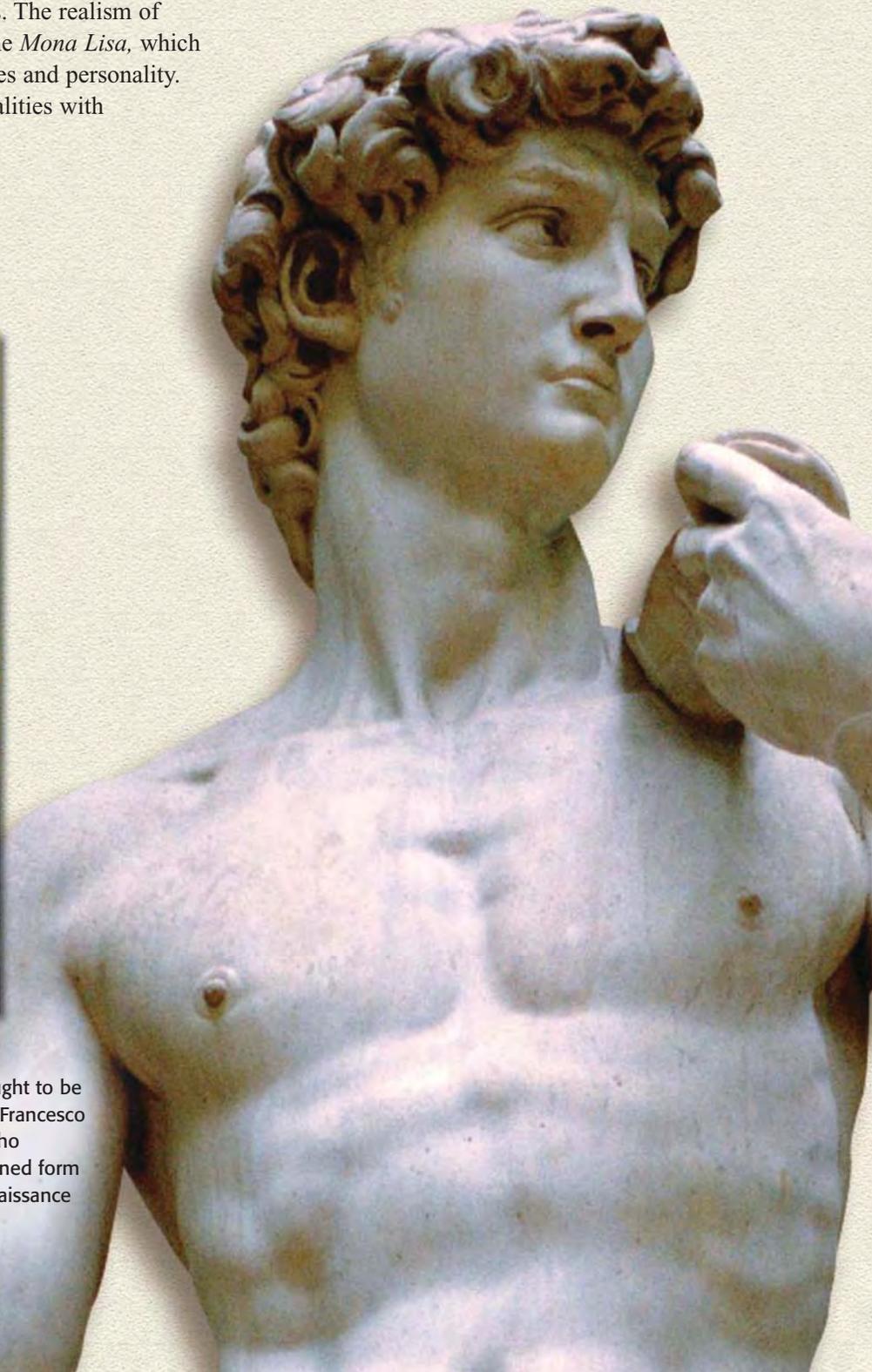
▲ Portraying Individuals

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

▲ The Importance of Ancient Greece

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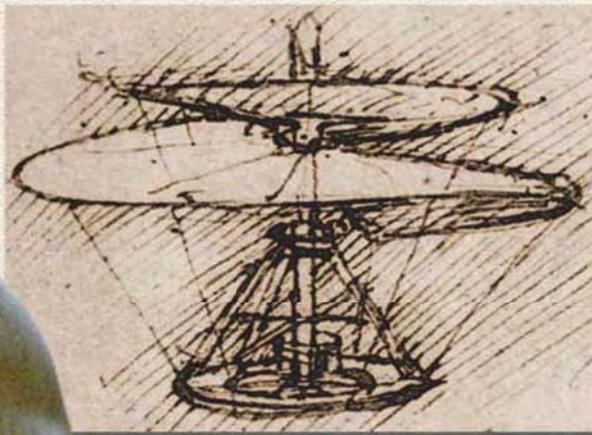
▲ Renaissance Science and Technology

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

Connect *to* Today

1. **Clarifying** How do the works of Renaissance artists and architects reflect Renaissance ideas? Explain.

   See Skillbuilder Handbook, page R4.

2. **Synthesizing** Look through books on architecture to find examples of American architects who were influenced by the architects and buildings of the Italian Renaissance. Share your findings with the class.

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The Northern Renaissance

| MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
CULTURAL INTERACTION In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.	Renaissance ideas such as the importance of the individual are a strong part of modern thought.	• utopia • William Shakespeare • Johann Gutenberg

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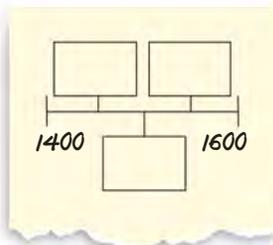
The Northern Renaissance Begins

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

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

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

Artistic Ideas Spread

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

TAKING NOTES

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

1400   1600

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

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

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

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

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

MAIN IDEA

Summarizing
A What techniques does Bruegel use to give life to his paintings?

> Analyzing Art

Peasant Life

The Flemish painter Pieter Bruegel's paintings provide information about peasant life in the 1500s. *Peasant Wedding* (1568) portrays a wedding feast.
- **The Bride** The bride sits under the paper crown hanging on the green cloth.
- **The Servers** Men who may be her brothers are passing out plates.
- **The Guests** Several children have come to the party.
- **The Musicians** They are carrying bagpipes. One glances hungrily at the food.

SKILLBUILDER:
Interpreting Visual Sources
Forming Generalizations
In what ways does this painting present a snapshot of peasant life?

Northern Writers Try to Reform Society

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

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

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

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

▼ Christian humanist Thomas More

PRIMARY SOURCE

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

THOMAS MORE, *Utopia*

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

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

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

PRIMARY SOURCE B

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

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

MAIN IDEA

Analyzing Primary Sources
B What does de Pizan argue for in this passage?

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

The Elizabethan Age

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

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

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

PRIMARY SOURCE

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

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

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

## Connect *to* Today

Shakespeare's Popularity

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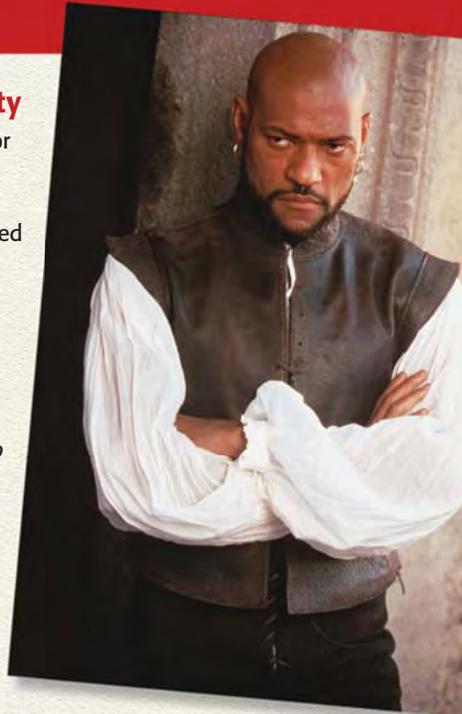
Printing Spreads Renaissance Ideas

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

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

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

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

MAIN IDEA

Recognizing Effects
D What were the major effects of the invention of the printing press?

Global Impact

The Printing Press

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

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

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

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

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

A copyist took five months to produce a single book.

5 months → 1 book

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

5 months → 500 books

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

The Legacy of the Renaissance

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

Changes in the Arts

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

Changes in Society

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

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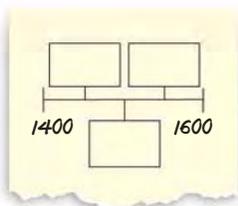

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
- utopia
- William Shakespeare
- Johann Gutenberg

USING YOUR NOTES

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

1400   1600

MAIN IDEAS

3. How did Albrecht Dürer's work reflect the influence of the Italian Renaissance?

4. What was one way the Renaissance changed society?

5. Why was the invention of the printing press so important?

CRITICAL THINKING & WRITING

6. **COMPARING** How were the works of German painters different from those of the Flemish painters? Give examples.

7. **ANALYZING MOTIVES** What reasons did humanists give for wanting to reform society? Explain.

8. **RECOGNIZING EFFECTS** How did the availability of cheap books spread learning?

9. **WRITING ACTIVITY** CULTURAL INTERACTION Reread the primary source quotation from Christine de Pizan on page 482. Write a one paragraph **opinion piece** about the ideas expressed there.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

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

INTERNET KEYWORD
book publishing statistics

# City Life in Renaissance Europe

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

INTEGRATED TECHNOLOGY

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

▼ Joblessness

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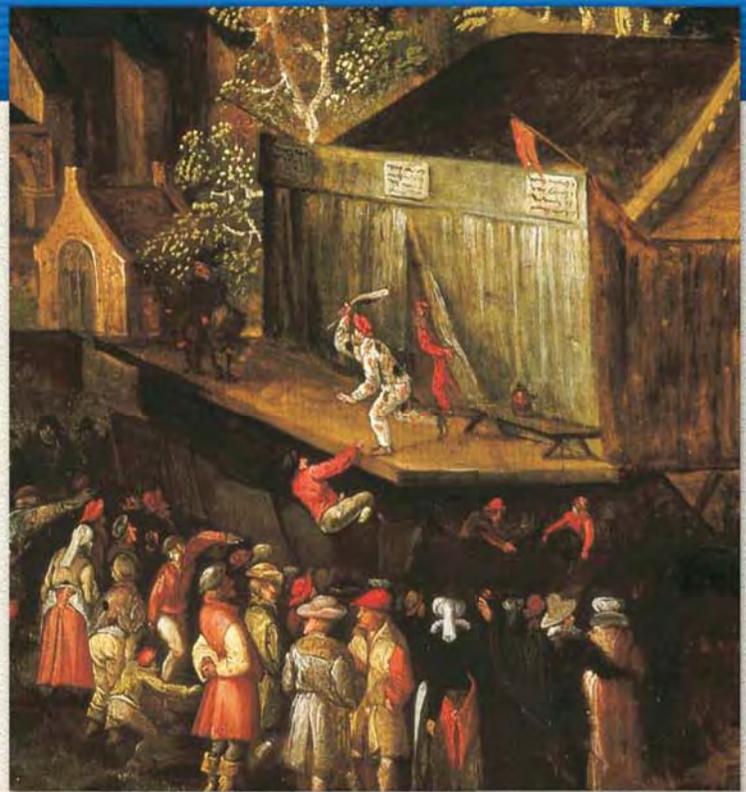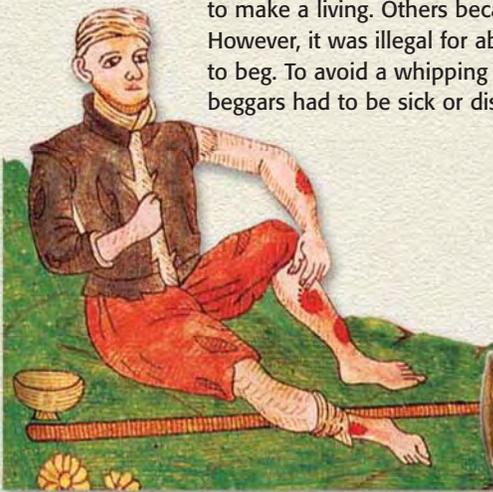
▲ Entertainment

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

▼ Sanitation

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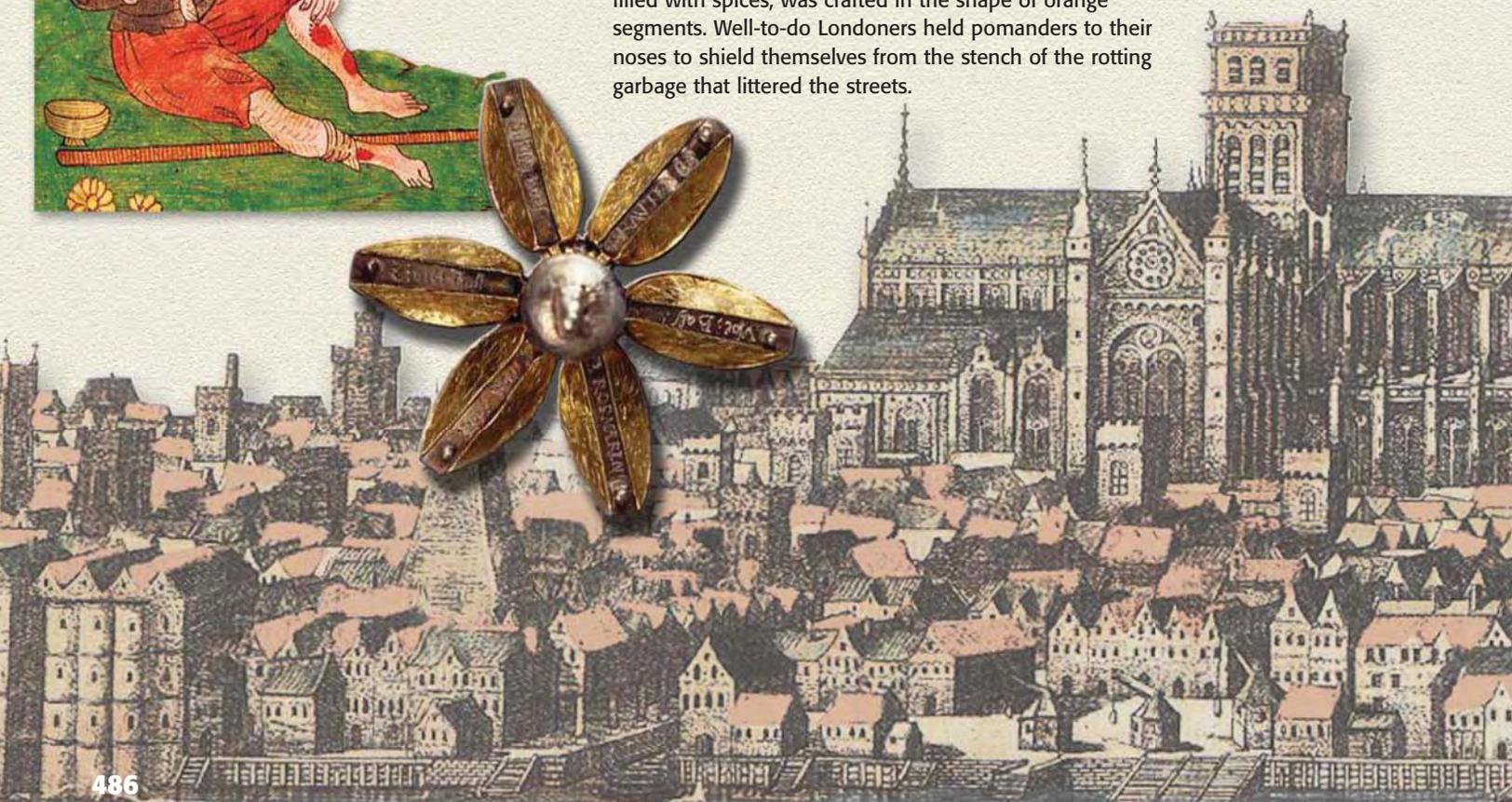
▼ Food

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

COST OF LIVING IN RENAISSANCE LONDON

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

Typical Earnings

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

Typical Prices

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

▼ Transportation

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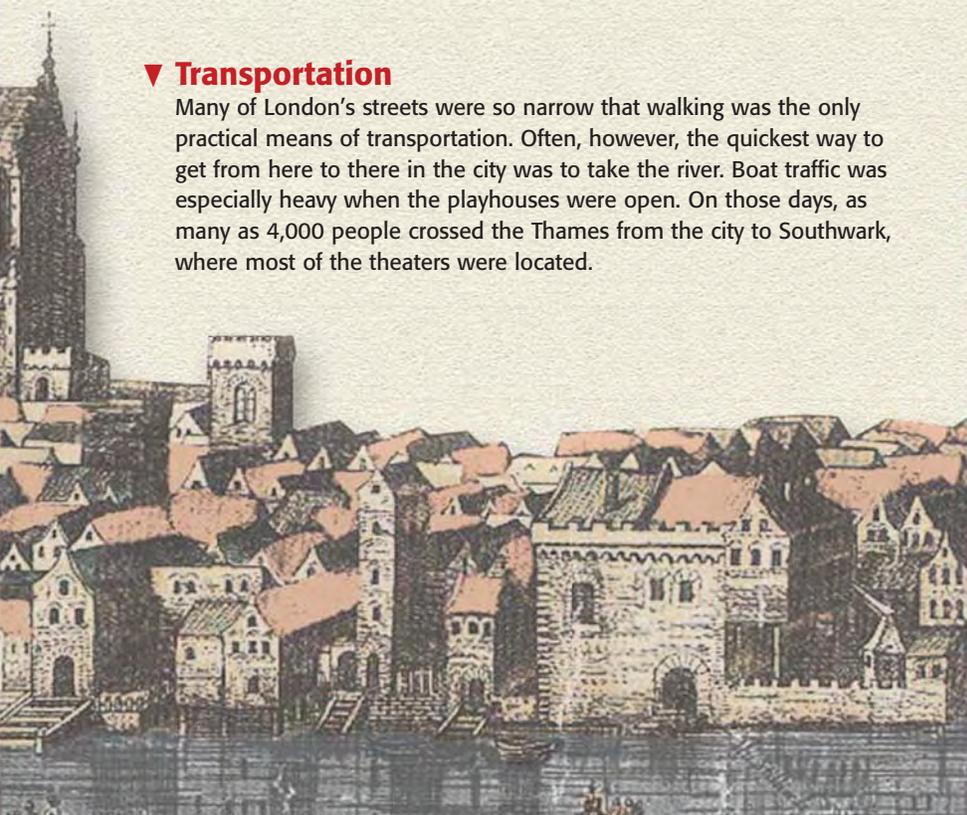
Connect to Today

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

   See Skillbuilder Handbook, page R9.

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

Luther Leads the Reformation

| MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
REVOLUTION Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.	Nearly one-fifth of the Christians in today's world are Protestants.	• indulgence • Peace of • Reformation Augsburg • Lutheran • annul • Protestant • Anglican

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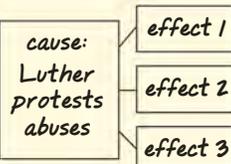
Causes of the Reformation

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

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

Causes of the Reformation			
Social	**Political**	**Economic**	**Religious**
• The Renaissance values of humanism and secularism led people to question the Church. • The printing press helped to spread ideas critical of the Church.	• Powerful monarchs challenged the Church as the supreme power in Europe. • Many leaders viewed the pope as a foreign ruler and challenged his authority.	• European princes and kings were jealous of the Church's wealth. • Merchants and others resented having to pay taxes to the Church.	• Some Church leaders had become worldly and corrupt. • Many people found Church practices such as the sale of indulgences unacceptable.

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

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

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

Luther Challenges the Church

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

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

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

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

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

History Makers

Martin Luther
1483–1546

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

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

INTEGRATED TECHNOLOGY

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

MAIN IDEA

Summarizing
Ⓐ What were the main points of Luther's teachings?

The Response to Luther

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

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

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

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

PRIMARY SOURCE

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

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

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

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

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

MAIN IDEA

Analyzing Causes
B Why did Luther's ideas encourage the German peasants to revolt?

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

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

Protestantism

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

The Division of Christianity

The Early Christian Church

East-West Schism (1054)

The Reformation (16th Century)

Eastern Orthodoxy

Roman Catholicism

Protestantism

Lutheranism

Anglicanism

Episcopalian
Baptist
Methodist
Pentecostal

Calvinism

Presbyterian
Reformed
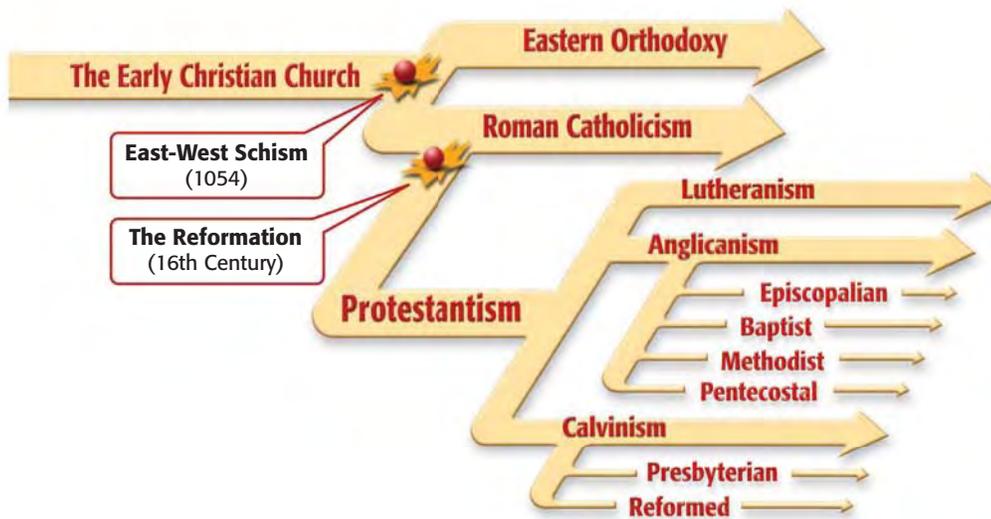
Religious Beliefs and Practices in the 16th Century

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

INTEGRATED TECHNOLOGY

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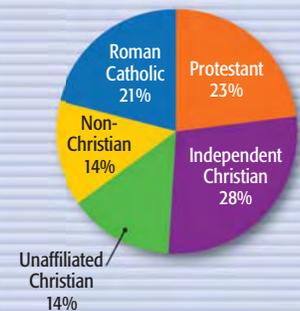
PROTESTANTISM TODAY

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

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

Religious Adherents in the United States:

Roman Catholic 21%
Protestant 23%
Non-Christian 14%
Independent Christian 28%
Unaffiliated Christian 14%

Sources: *Britannica Book of the Year 2003*

Connect *to* Today

1. **Comparing** Which of the branches on the chart at left are most different and which are most similar?

   See Skillbuilder Handbook, page R7.

2. **Developing Historical Perspective** Do research on Protestantism. Select a denomination not shown on this page and write a paragraph tracing its roots to Reformation Protestantism.

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

England Becomes Protestant

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

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

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

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

Henry VIII Causes Religious Turmoil

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

1509
Henry VIII becomes king; marries Catherine of Aragon.

1516
Daughter Mary is born.

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

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

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

1510   1520   1530

1531
Parliament recognizes Henry as head of the Church.

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

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

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

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

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

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

1536
Anne Boleyn is beheaded.

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

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

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

1540   1550   1560

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

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

Elizabeth I
1533–1603

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

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

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

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

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

Elizabeth faced other difficulties. Money was one problem. In the late 1500s, the English began to think about building an American empire as a new source of income. While colonies strengthened England economically, they did not enrich the queen directly. Elizabeth's constant need for money would carry over into the next reign and lead to bitter conflict between the monarch and Parliament. You will read more about Elizabeth's reign in Chapter 21. In the meantime, the Reformation gained ground in other European countries.

MAIN IDEA

Recognizing Effects
**C** How did Henry VIII's marriages and divorces cause religious turmoil in England?

SECTION 3 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.
• indulgence • Reformation • Lutheran • Protestant • Peace of Augsburg • annul • Anglican

USING YOUR NOTES

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

cause:
Luther protests abuses
→ effect 1
→ effect 2
→ effect 3
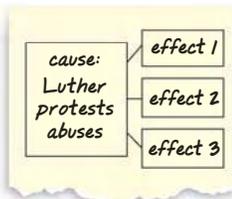
MAIN IDEAS

3. What political, economic, and social factors helped bring about the Reformation?

4. From where did the term *Protestantism* originate?

5. What impact did Henry VIII's actions have on England in the second half of the 1500s?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Explain how Elizabeth I was able to bring a level of religious peace to England.

7. **COMPARING** Do you think Luther or Henry VIII had a better reason to break with the Church? Provide details to support your answer.

8. **ANALYZING MOTIVES** How did the Catholic Church respond to Luther's teachings? Why do you think this was so?

9. **WRITING ACTIVITY** REVOLUTION Imagine Martin Luther and a leader of the Catholic Church are squaring off in a public debate. Write a brief **dialogue** between the two.

CONNECT TO TODAY **CREATING A GRAPHIC**
Use library resources to find information on the countries in which Protestantism is a major religion. Use your findings to create a **graphic** that makes a comparison among those countries.

The Reformation Continues

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
RELIGIOUS AND ETHICAL SYSTEMS As Protestant reformers divided over beliefs, the Catholic Church made reforms.	Many Protestant churches began during this period, and many Catholic schools are the result of reforms in the Church.	• predestination • Calvinism • theocracy • Presbyterian • Anabaptist • Catholic Reformation • Jesuits • Council of Trent

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

Calvin Continues the Reformation

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

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

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

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

TAKING NOTES

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

Reformers	Ideas
Zwingli	
Calvin	
Anabaptists	
Catholic Reformers	

European Renaissance and Reformation **495**

John Calvin
1509–1564

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

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

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

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

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

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

In France, Calvin's followers were called Huguenots. Hatred between Catholics and Huguenots frequently led to violence. The most violent clash occurred in Paris on August 24, 1572—the Catholic feast of St. Bartholomew's Day. At dawn, Catholic mobs began hunting for Protestants and murdering them. The massacres spread to other cities and lasted six months. Scholars believe that as many as 12,000 Huguenots were killed.

Other Protestant Reformers

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

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

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

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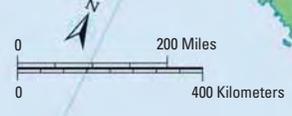
MAIN IDEA

Analyzing Causes
Ⓐ How did Protestant teaching lead to the forming of new groups?

SCOTLAND
Edinburgh

IRELAND

North Sea

DENMARK–NORWAY

SWEDEN

ENGLAND
London

Baltic Sea

NETHERLANDS

Munster

GERMAN STATES

Wittenburg

POLAND-LITHUANIA

ATLANTIC OCEAN

0   200 Miles
0   400 Kilometers

Paris

Worms

AUSTRIA

FRANCE

Augsburg

SWISS CONFEDERATION

Geneva

Vienna

HUNGARY

PORTUGAL

Avignon

ITALIAN STATES

Venice

Madrid

SPAIN

Barcelona

PAPAL STATES

Rome

OTTOMAN EMPIRE

Seville

Mediterranean Sea

NAPLES
Naples

Constantinople

Spread of Protestantism

NORWAY
SWEDEN

SCOTLAND

IRELAND

DENMARK

PRUSSIA

ENGLAND
London

BRANDENBURG

POLAND-LITHUANIA

Wittenberg

FLANDERS

HOLY ROMAN EMPIRE

AUSTRIA

FRANCE

SWISS CONFEDERATION

Geneva

Spread of Religion
→ Lutheran
→ Anglican
→ Calvinist

PAPAL STATES

VENETIAN REPUBLIC

OTTOMAN EMPIRE

CORSICA

KINGDOM OF NAPLES

SPAIN

PORTUGAL

SARDINIA

KINGDOM OF SICILY

0   400 Miles
0   800 Kilometers

Dominant Religion
- Roman Catholic
- Lutheran
- Anglican
- Calvinist
- Eastern Orthodox
- Islam
- Mixture of Calvinist, Lutheran, and Roman Catholic

Minority Religion
- Roman Catholic
- Lutheran
- Calvinist
- Islam
- Anabaptist

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

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

PRIMARY SOURCE

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

KATHERINA ZELL, quoted in *Women of the Reformation*

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

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

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

MAIN IDEA

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

The Catholic Reformation

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

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

PRIMARY SOURCE

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

IGNATIUS OF LOYOLA, *Spiritual Exercises*

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

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

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

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

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

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

Jesuit Missionaries

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

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

The Legacy of the Reformation

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

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

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

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

The Reformation's questioning of beliefs and authority also laid the groundwork for the Enlightenment. As you will read in Chapter 22, this intellectual movement would sweep Europe in the late 18th century. It led some to reject all religions and others to call for the overthrow of existing governments.

SECTION 4 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.
- predestination • Calvinism • theocracy • Presbyterian • Anabaptist • Catholic Reformation • Jesuits • Council of Trent

USING YOUR NOTES

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

Reformers	Ideas
Zwingli	
Calvin	
Anabaptists	
Catholic Reformers	

MAIN IDEAS

3. What was Calvin's idea of the "elect" and their place in society?

4. What role did noblewomen play in the Reformation?

5. What were the goals of the Jesuits?

CRITICAL THINKING & WRITING

6. DRAWING CONCLUSIONS How did the Reformation set the stage for the modern world? Give examples.

7. MAKING INFERENCES Why do you think the Church wanted to forbid people to read certain books?

8. COMPARING How did steps taken by Paul III and Paul IV to reform the Catholic Church differ from Protestant reforms? Support your answer with details from the text.

9. WRITING ACTIVITY RELIGIOUS AND ETHICAL SYSTEMS Write a two-paragraph **essay** on whether church leaders should be political rulers.

CONNECT TO TODAY **PRESENTING AN ORAL REPORT**

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

The Reformation

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

A PRIMARY SOURCE

Martin Luther

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

———

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

B SECONDARY SOURCE

Steven Ozment

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

———

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

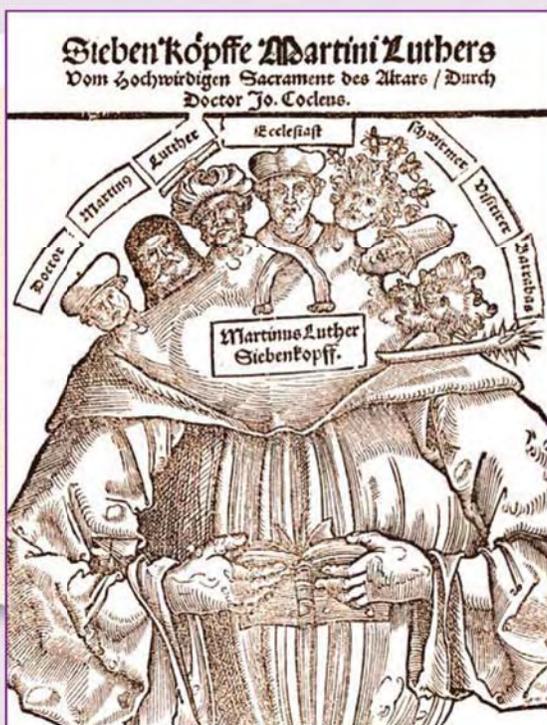**C SECONDARY SOURCE**

G. R. Elton

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

———

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

D PRIMARY SOURCE

Hans Brosamer

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

Sieben Köpffe Martini Luthers
Vom Hochwirdigen Sacrament des Altars / Durch Doctor Jo. Cocleus.

Martinus Luther
Siebenkopff.

Document-Based QUESTIONS

1. In what way does Luther's letter (Source A) support the point of view of the historian in Source B?

2. Based on Source C, why was Germany's location important to the spread of Reformation ideas?

3. Why might Hans Brosamer's woodcut (Source D) be an effective propaganda weapon against Martin Luther?

VISUAL SUMMARY

European Renaissance and Reformation

The Renaissance and the Reformation bring dramatic changes to social and cultural life in Europe.

1. Italy: Birthplace of the Renaissance

- A period of intellectual and artistic creativity begins in Italy around the 1300s.
- Artists and writers revive techniques, styles, and subjects from classical Greece and Rome and celebrate human achievements.

2. The Northern Renaissance

- Renaissance ideas spread to Northern Europe, where German and Flemish artists create distinctive works of art.
- Thousands of books and pamphlets created on printing presses spread political, social, and artistic ideas.

3. Luther Leads the Reformation

- Martin Luther starts a movement for religious reform and challenges the authority of the Catholic Church.
- King Henry VIII breaks ties with the Catholic Church and starts the Church of England.

4. The Reformation Continues

- Protestant groups divide into several denominations, including the Calvinists and the Anabaptists.
- The Catholic Church introduces its own reforms.

TERMS & NAMES

For each term or name below, briefly explain its connection to European history from 1300 to 1600.

1. Renaissance
2. vernacular
3. utopia
4. Reformation
5. Protestant
6. Peace of Augsburg
7. Catholic Reformation
8. Council of Trent

MAIN IDEAS

Italy: Birthplace of the Renaissance Section 1 (pages 471–479)

9. How did the merchant class in northern Italy influence the Renaissance?
10. In what ways did literature and the arts change during the Renaissance?

The Northern Renaissance Section 2 (pages 480–487)

11. What did northern European rulers do to encourage the spread of Renaissance ideas?
12. How were the Christian humanists different from the humanists of the Italian Renaissance?

Luther Leads the Reformation Section 3 (pages 488–494)

13. On what three teachings did Martin Luther rest his Reformation movement?
14. Why did the Holy Roman emperor go to war against Protestant German princes?
15. Why did Henry VIII create his own church? Refer to the time line on pages 492–493.

The Reformation Continues Section 4 (pages 495–501)

16. In what ways was John Calvin's church different from the Lutheran Church?
17. What was the goal of the Catholic Reformation?
18. What are three legacies of the Reformation?

CRITICAL THINKING

1. USING YOUR NOTES

In a diagram, show how the Reformation led to great changes in European ideas and institutions.

Effects of the Reformation

| Religious | Political | Social |
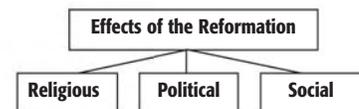
2. ANALYZING ISSUES

REVOLUTION What role did the printing press play in the spread of the Reformation and the spread of democracy?

3. RECOGNIZING EFFECTS

CULTURAL INTERACTION How did the Renaissance and Reformation expand cultural interaction both within Europe and outside of it?

4. DEVELOPING HISTORICAL PERSPECTIVE

What conditions needed to exist before the Renaissance could occur?

5. SYNTHESIZING

How did views of the role of women change in the Renaissance period?

Use the quotation and your knowledge of world history to answer questions 1 and 2.
Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

A prince must also show himself a lover of merit [excellence], give preferment [promotion] to the able, and honour those who excel in every art. Moreover he must encourage his citizens to follow their callings [professions] quietly, whether in commerce, or agriculture, or any other trade that men follow. . . . [The prince] should offer rewards to whoever does these things, and to whoever seeks in any way to improve his city or state.

NICCOLÒ MACHIAVELLI, *The Prince*

1. Which phrase best describes the advice given by Machiavelli?

A. Rule with an iron hand in a velvet glove.

B. Do not give your subjects any freedoms.

C. Reward hard work and patriotism.

D. To retain your rule, you must interfere in the lives of your subjects.

2. In his book *The Prince,* the writer of this advice also suggested

A. the pope should listen to the calls for reform of the Church.

B. a prince might have to trick his people for the good of the state.

C. merchants should try to take control of the cities away from the prince.

D. the prince should reform society by establishing a utopia.

Use this drawing of a machine from the notebooks of Leonardo da Vinci and your knowledge of world history to answer question 3.
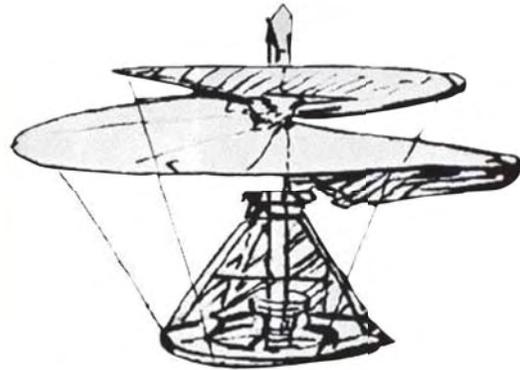
3. The principles upon which this machine is based evolved into what modern machine?

A. food blender

B. a fan

C. a well-digging machine

D. helicopter

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to **classzone.com**

• Diagnostic tests   • Strategies
• Tutorials   • Additional practice

ALTERNATIVE ASSESSMENT

1. **Interact** *with* **History**

On page 470, you looked at a painting and discussed what you learned about Renaissance society from that painting. Now choose one other piece of art from the chapter. Explain what you can learn about Renaissance or Reformation society from that piece of art.

2. **WRITING ABOUT HISTORY**

RELIGIOUS AND ETHICAL SYSTEMS   Study the information about Protestantism in the Analyzing Key Concepts on page 491. Write a three-paragraph **essay** analyzing the effects Protestantism had on the Christian Church.

• Examine its impact on the number of denominations.

• Explain the different beliefs and practices it promoted.

INTEGRATED TECHNOLOGY

Writing an Internet-based Research Paper

Go to the *Web Research Guide* at **classzone.com** to learn about conducting research on the Internet. Then, working with a partner, use the Internet to research major religious reforms of the 20th century. You might search for information on changes in the Catholic Church as a result of Vatican II, or major shifts in the practices or doctrines of a branch of Hinduism, Islam, Judaism, or Protestantism. Compare the 20th-century reforms with those of the Protestant Reformation. Present the results of your research in a well-organized paper. Be sure to

• apply a search strategy when using directories and search engines to locate Web resources.

• judge the usefulness and reliability of each Web site.

• correctly cite your Web sources.

• peer-edit for organization and correct use of language.