

UNIT

2

The Age of Exploration and Expansion

CHAPTER 6

The Renaissance and Reformation

1350–1700

CHAPTER 7

Exploration and Expansion

1400–1800

CHAPTER 8

Asia in Transition

1368–1868

CHAPTER 9

Islamic Empires in Asia

1300–1700

Main Events

- The significance of the Renaissance and the Reformation
- The impact of European exploration, expansion, and colonization
- The effects of the West on China and Japan
- The growth of Islamic empires

Main Ideas

- What was the Renaissance?
- Why did the Reformation happen and what effect did it have on Europe?
- What accounted for the interest in exploration? Why was it important?
- How did China and Japan deal with the increased interest of the West?
- Where were the Ottoman, Safavid, and Mughal Empires?



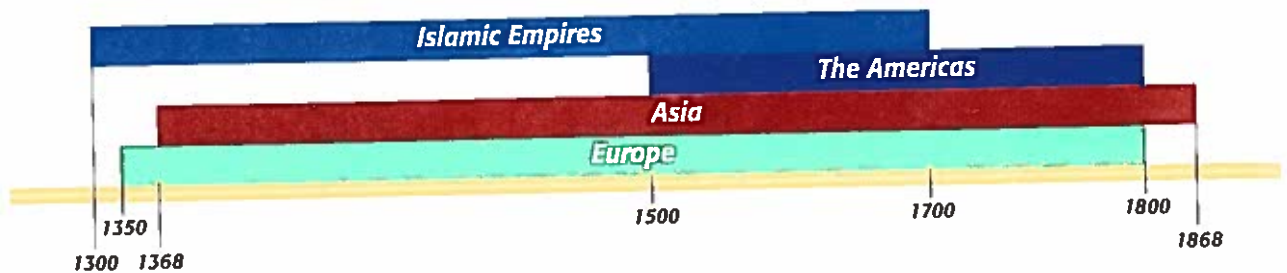
Sextant used by sailors in the 1700s to navigate

This painting shows one artist's conception of Columbus crossing the Atlantic.

CROSS-CULTURAL CONNECTIONS

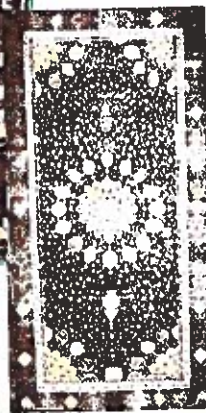
Focus on: Economics

Main Idea What events changed the economies of nations throughout the world? A changing economy set in motion a number of dramatic events during the Renaissance. Cities became vital centers of economic activity. Rich merchants and bankers used their wealth to support the arts. Hoping to gain access to the treasures of the East, European monarchs became interested in overseas exploration. Exploration brought Europeans into contact with other peoples, which at times led to conflict.



Europe, 1350–1800

During the Renaissance, monarchs and other wealthy Europeans began acquiring Eastern luxury items, such as this beautiful Persian carpet woven by highly skilled craftspeople in the late 1500s.



◀ **The European Marketplace** The Renaissance was not simply a period of artistic rebirth, it was also a time of significant economic growth. Between the 1300s and 1600s, several factors changed the European economy. New and more efficient methods of bookkeeping improved business practices. An increase in population, the rise of cities, a greater supply of money, and advances in transportation and communication meant that more people could buy a wider variety of goods. The center of business activity was the local marketplace, such as the Naples market pictured here. People came to markets to buy and sell food, household items, livestock, and tools. Merchants offered goods made by local artisans alongside exotic items from faraway lands.

The Slave Trade in the Americas Overseas exploration led to increased trade between European and African countries. The Portuguese, British, and French were among the first to participate in the Atlantic slave trade. In this exchange, Europeans captured or bought enslaved Africans in West Africa and transported them to the New World. Here they were sold to planters in North and South America or the Caribbean to fill a growing need for plantation labor. As European demand for plantation products such as sugar, tobacco, and cotton increased, the demand for slaves also rose. During the 1500s and 1600s, the Atlantic slave trade became centrally important to the economies of the colonial powers. This illustration shows slaves working on a Brazilian plantation in 1662.



The Americas, 1500–1800

Economic Growth Under the Ming China's economy grew strong during the Ming dynasty (1368-1644). Despite an official effort to discourage foreign trade, the European and Japanese demand for Chinese goods flourished. Europeans particularly prized the fine pottery Marco Polo had described as *porcellana* during his visit to China in the late 1200s. During the Ming period, Chinese artists created porcelain masterpieces with government support. Bright patterns—such as the one on this porcelain jar—became the dominant style in the late Ming period.

Asia, 1368–1868



Islamic Empires, 1300–1700



This handle in the form of a horse's head was made in the Mughal Empire sometime between about 1658 and 1710.



Safavid Prosperity Under the rule of Shah 'Abbās the Great in the late 1500s and early 1600s, the Safavid Empire in Persia reached new economic and cultural heights. 'Abbās encouraged manufacturing and trade, and Persian artisans produced carpets, fabrics, and ceramics that were prized around the world. This prosperity also helped Safavid arts and culture flourish, especially in the capital city of Eşfahān. Carefully planned and filled with major works of art and architecture, Eşfahān became known as one of the most beautiful cities of its day. In Eşfahān Shah 'Abbās built the Palace of Chihil Soutoun, which is where the fresco at left can be seen. In the fresco, a Persian princess writes a letter in a park while a kneeling attendant offers her a drink.

Why It Matters Today

Economic growth and foreign trade between the 1400s and 1800s led to a level of cultural contact most of the world had never before experienced. Today, economic factors such as trade, marketing, and advertising lead to cultural contact and cultural change. **What examples of economic influence on culture can you find today?**

CHAPTER

6

1350–1700

The Renaissance and Reformation

*Renaissance banker
Cosimo de Medici*



**1351–1353
Global Events**
Florence successfully
defends itself against
a Milanese invasion.

**1375
Politics**
Florence organizes a
league that rebels
against Pope Gregory XI.

**1434
Politics**
Banker Cosimo de
Medici gains control
of Florence.

**1463
Daily Life**
English law
forbids com-
mon folk
from wearing
gold or pur-
ple, which
are reserved
for royalty.

1350

1400

1450

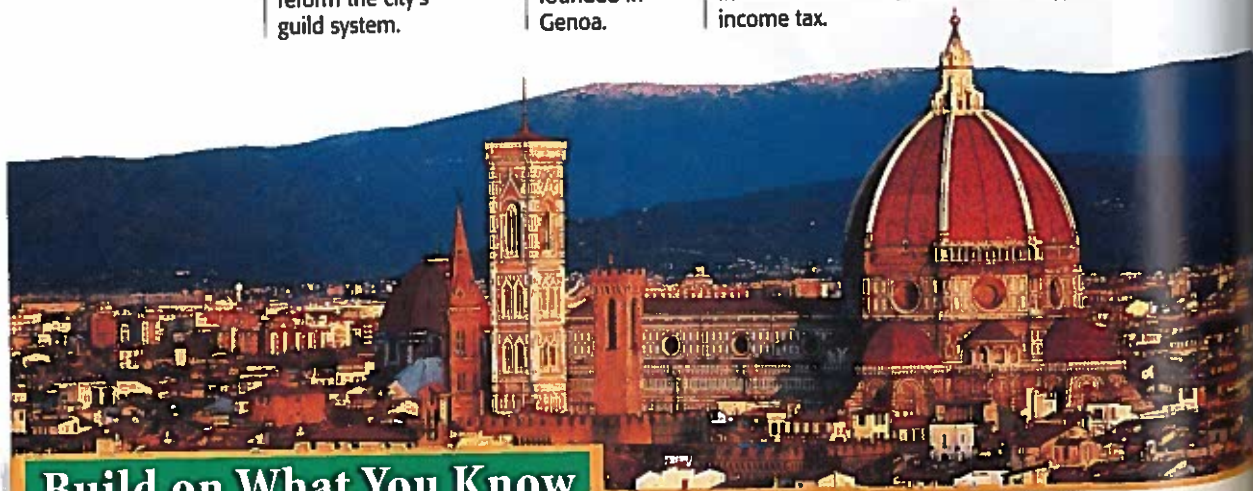
**1378
Business and
Finance**
Cloth workers in
Florence revolt to
reform the city's
guild system.

**1408
Business and
Finance**
St. George's
Bank is
founded in
Genoa.

**1427
Business
and Finance**
The ruler of
Florence
introduces an
income tax.

**c. 1450
Science and
Technology**
Johannes Gutenberg
develops a printing press
with movable type.

*The city of
Florence and
its cathedral,
the Duomo*



Build on What You Know

During the Middle Ages, religion wielded great influence over art, government, and literature. The Catholic Church was the leading religious institution in western Europe. Also during the Middle Ages, the Crusades spurred a revival of trade in western Europe. Towns and cities began to grow again. Nations formed strong governments and began to challenge church laws that limited trade and industry. In this chapter, you will learn about the changes in art, literature, and thought that marked this new era in European life. You will also learn about new ideas in religion that challenged the moral authority of the Catholic Church.



Leonardo da Vinci's sketch for a flying vehicle



Raphael's portrait of Baldassare Castiglione

1480
Global Events
Lorenzo de Medici establishes peace between Naples and Florence.

1480
Science and Technology
Leonardo da Vinci designs a simple turbine engine that uses hot air to turn a spit.

1508-1512
The Arts
Michelangelo paints the ceiling of the Sistine Chapel.

1509
Science and Technology
A German chemist identifies the metal zinc.

1509
Politics
Henry VIII becomes the ruler of England.

1528
The Arts
Baldassare Castiglione publishes *The Book of the Courtier*.

1531
Business and Finance
A stock exchange opens in the Netherlands.

1555
Global Events
The Peace of Augsburg is signed.

1500

c. 1475
Daily Life
A new version of chess, in which the queen becomes a powerful piece, appears in Europe.

1475
The Arts
Sandro Botticelli paints his *Adoration of the Magi* series.

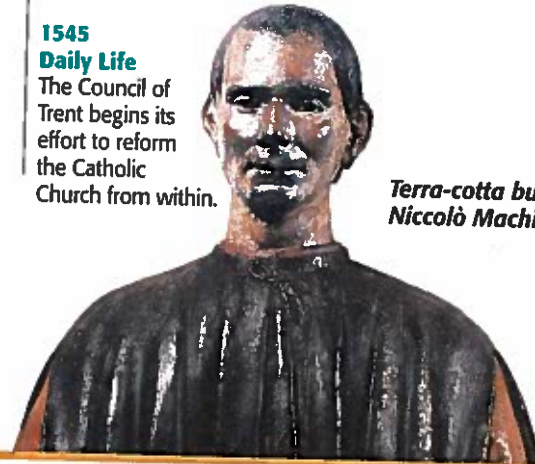
1517
Daily Life
Martin Luther posts his 95 theses challenging church practices on a church door in Wittenberg.

1513
Politics
Niccolò Machiavelli writes *The Prince*, a study of government

1550

1559
Daily Life
Pope Paul IV establishes the *Index of Forbidden Books*.

1545
Daily Life
The Council of Trent begins its effort to reform the Catholic Church from within.



Terra-cotta bust of Niccolò Machiavelli

1700

What's Your Opinion?



Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

Global Relations Religion brings people of different regions together.

Science, Technology & Society New technologies can advance the spread of ideas that change cultural values.

Culture Ideas and works from ancient times do not affect other cultures.

SECTION

1

READ TO DISCOVER

- 1 How did the Renaissance begin, and what characterized the thought of this era?
- 2 How were Renaissance writers able to bring classical teachings and Christian doctrine together?
- 3 How did Renaissance art differ from art of the Middle Ages?

DEFINE

humanists
perspective

IDENTIFY

Renaissance
Isabella d'Este
Francesco Petrarca
Niccolò Machiavelli
Leonardo da Vinci
Michelangelo

WHY IT MATTERS TODAY

Works of Renaissance art remain popular throughout the world today. Use [C3](#) or other **current event** sources to learn more about Renaissance art on display in museums. Record your findings in your journal.



The Italian Renaissance

The Main Idea

The Renaissance brought a renewed interest in Greek and Roman culture and a new way of thinking.

The Story Continues On November 4, 1966, the Arno River in northern Italy flooded its banks and sent a torrent of water into the museums, cathedrals, and libraries of the city of Florence. News of the flood damage alarmed the world. Why? Because Florence contained the world's greatest store of Renaissance art and literature. This outpouring of creativity that began in the 1300s changed the course of Western civilization.

An Era of Awakening

In the early 1300s, a movement began in Italy that would alter how Europeans viewed themselves and their world. The **Renaissance**—or “rebirth”—was both a philosophical and artistic movement and the era when that movement flourished. It was marked by a renewed interest in ancient Greek and Roman literature and life. Medieval scholars had studied ancient history and tried to bring everything they learned into harmony with Christian teachings.

By contrast, Italian Renaissance scholars studied the ancient world to explore its great achievements. A new emphasis on the power of human reason developed, and many advances were made in the arts and sciences.

Renaissance Italy, c. 1500

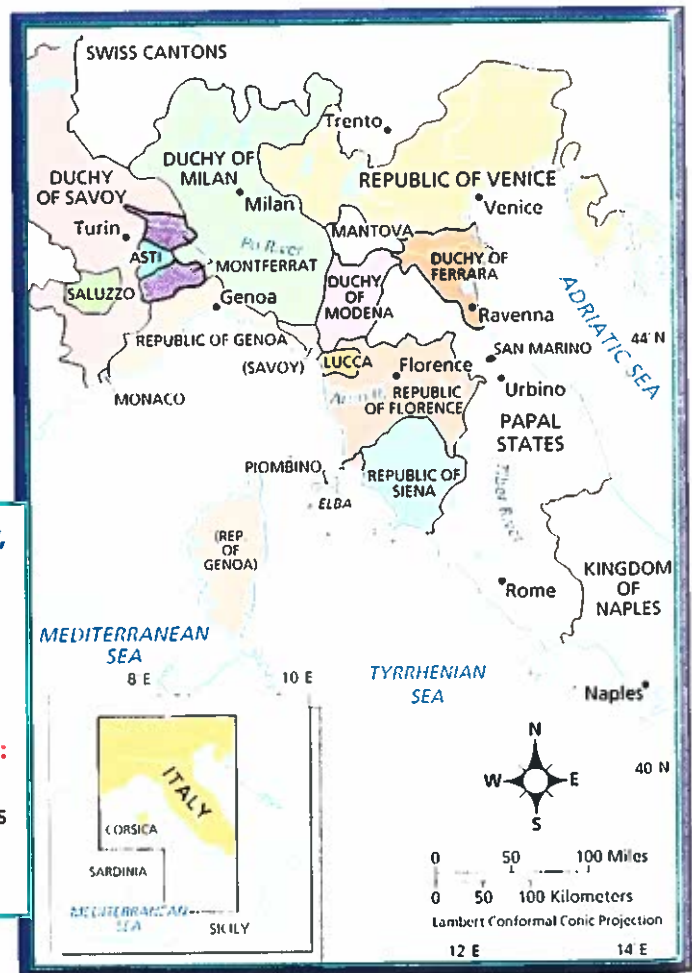
Interpreting Maps

During the Renaissance, Italy was a patchwork of states.

Skills Assessment:

Human Systems

What commercial cities became the centers of city-states?



Causes. In many ways it was natural that the Renaissance would begin in Italy. Ruins of the Roman Empire reminded Italians of Roman glory. The Crusades and trade had brought them into contact with the Byzantine civilization, whose scholars had preserved Greek and Roman learning. In addition, trade with southwestern Asia and Africa helped Italians learn of Arab and African achievements in science and medicine. Over time, these and other factors helped to encourage curiosity and the search for new knowledge among some Italian thinkers.

Italian cities such as Florence, Milan, Naples, Rome, and Venice had grown rich through trade and industry. Their citizens included educated, wealthy merchants and bankers. In Florence, for example, the Medici (MED-ee-chee) family grew rich, first as bankers and then as rulers of that city-state. As leader of Florence, Lorenzo de Medici used his wealth to become a great patron of the arts. In Mantua, **Isabella d'Este** filled her palace with paintings and sculptures by the finest Renaissance artists.

The humanities. In the early Renaissance of the 1300s, Italian scholars turned to classical Greek and Roman literature to study grammar, history, poetry, and rhetoric. These studies are called the humanities, and people who specialized in them were **humanists**. Renaissance humanists searched out manuscripts written in Greek and Latin. Often, they found more than one copy of a work. If the copies differed, the humanists compared them to determine which was the most authentic. In doing so, they displayed a critical approach to learning and scholarship. That is, they sought to verify through investigation. Some Christian scholars also turned to Jewish teachers to learn Hebrew, a language of the Bible. While there were still laws that restricted Jewish life, many Jewish humanists continued to strive for knowledge and to develop new ideas.

As humanists studied classical manuscripts, they came to believe that it was important to understand how things worked. This belief led humanists to emphasize education. They also maintained that a person should lead a meaningful life. People should also become actively involved in practical affairs, such as supporting the arts.

Although fascinated by the classics, most humanists were Catholics who remained committed to Christian teachings. For that reason, they sometimes felt a tension between their studies and their religion. Humanists viewed life not only as preparation for the afterlife, but also as a joy in itself. Along with a belief in human dignity came an admiration for individual achievement. Many individuals of this period displayed a variety of talents by being, for example, both poets and scientists.

✓ **READING CHECK: Summarizing** What were the main features of Renaissance humanist thought?

Italian Renaissance Writers

One of the first humanists was **Francesco Petrarch** (PEE-trahrk), who lived from 1304 to 1374. Like many humanists, Petrarch became famous as a scholar and a teacher. He also wrote poetry. His sonnets to Laura, an imaginary ideal woman, are considered some of the greatest love poems in literature.

Petrarch's main influence grew out of his desire to continue the work of the classical writers. Petrarch believed that the classical writers were committed to virtue in public and private life. He thought these writers could best be imitated by studying their writings. The study of ancient Greek and Roman literature came to be called classical education. Knowledge of classical Greek and Latin became the mark of an

HISTORY MAKER



Isabella d'Este
(1474–1539)

The court of Isabella d'Este was one of the most brilliant of the Italian Renaissance. Educated in languages and poetry, Isabella was a woman of keen intelligence and power.

Isabella used her wealth to support artists and scholars. She housed many writers, sculptors, and painters in her own court and hired famous architects to design parts of her palace. She was the subject of several paintings, including the portrait shown above. **How did Isabella d'Este support the arts?**

Holt
Researcher



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KEYWORD: Holt Researcher

FreeFind: Francesco Petrarch

After reading more about Francesco Petrarch on the Holt Researcher, write a sonnet that reflects the ideals of the humanists.

educated person. Petrarch thought it important to lead a full and active life here on earth. He also worried that his desire for fame, a relatively common ambition, might hurt his chances for salvation.

Other writers displayed less tension between spiritual and earthly quests. Niccolò Machiavelli (mahk-yah-vee-lee), a Florentine diplomat and historian, lived from 1469 to 1527. In 1513 he wrote the essay *The Prince*. Machiavelli sought to describe government not in terms of lofty ideals but in the way it actually worked. He argued that a ruler should be concerned only with power and political success. Today some people refer to ruthless behavior to get ahead as “Machiavellian.”

Analyzing Primary Sources

Analyzing Information Why does Machiavelli argue that fear is a more effective tool for ruling than love is?



“A controversy has arisen about this: whether it is better to be loved than feared, or vice versa. My view is that it is desirable to be both loved and feared; but it is difficult to achieve both and, if one of them has to be lacking, it is much safer to be feared than loved. . . . Men are less hesitant about offending or harming a ruler who makes himself less loved than one who inspires fear. For love is sustained by a bond of gratitude, which because men are excessively self-interested, is broken whenever they see a chance to benefit themselves. But fear is sustained by a dread of punishment that is always effective.”

Niccolò Machiavelli, *The Prince*

Machiavelli can be considered a humanist because he looked to the ancient Romans as models. The lack of concern for conventional morality in *The Prince*, however, sets him apart from other humanists of the time.

Baldassare Castiglione (kahn-tee-yon-nay), an Italian diplomat, lived from 1478 to 1529. In 1528 he published what was probably the most famous book of the Renaissance, *The Book of the Courtier*. The setting for the book is the court at Urbino, an Italian city-state where Castiglione lived for many years. In his book, Castiglione used real people engaged in fictional conversations to explain how gentlemen and gentlewomen should act in polite society.

✓ **READING CHECK: Contrasting** In what way does Machiavelli’s work differ from that of other humanists?

INTERPRETING THE VISUAL RECORD

Renaissance relationships

The Italian writer Baldassare Castiglione wrote *The Book of the Courtier* to contrast the coarse knight of the Middle Ages with the refined courtier of the Renaissance. *How does the artist depict relations between ladies and gentlemen at the court?*



Italian Renaissance Artists

Like literature, art flourished during the Italian Renaissance. During this era Italian artists produced some of the world’s greatest masterpieces.

Medieval paintings had stressed the world beyond everyday life. They used formal figures to express religious concerns. Renaissance artists, in contrast, created realistic scenes and images. They depicted lifelike human figures in their paintings. Even the backgrounds of Renaissance paintings differed from those of medieval paintings. Earlier artists had often portrayed the Holy Land. Renaissance painters showed the rugged Italian countryside they knew so well.

Renaissance painters used a technique called **perspective** to make their paintings more lifelike. They made distant objects smaller than those in the foreground of the painting. This technique created the illusion of depth on the flat canvas.

Renaissance Art

Studying works of art produced during a specific period in history can teach us a great deal about the values of the people who created the art. For example, much of the art of the Middle Ages reflects religious values. In general, medieval art developed themes of faith and religious spirituality, rather than of human individuality. In contrast, Renaissance art combined such religious themes with the humanistic values of the era. As humanity became the center of life on earth, artists placed realistic human beings at the center of their works.



Shown above is a detail from Michelangelo's *Creation of Adam*, part of the fresco on the ceiling of the Sistine Chapel in Rome. It portrays God touching the hand of Adam, who, according to the Bible, was the first man on Earth.

The *Pietà*, by Michelangelo, is both detailed and lifelike. It shows the Virgin Mary mourning over the body of her son, Jesus, after his crucifixion.



Skills Reminder

To understand the values reflected by a piece of art, identify when the artwork was produced and what historical period it represents. Identify the theme—is it taken from religion, mythology, or daily life? Note the subject of the work of art and the details. Then use the theme and its treatment to infer the values of the historical period in which the artist created the work.

Skills Practice

- 1 What artistic ideals and visual principles are reflected in Michelangelo's works?
- 2 What Renaissance values are reflected in Michelangelo's fresco and in his *Pietà*?
- 3 Find and study a modern work of art. Explain how this artwork reflects the values of modern society.



The works of Rafael, like Joan of Aragon, Queen of Naples shown here, are masterworks of Renaissance art.

Holt Researcher



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KEYWORD: Holt Researcher

FreeFind: Leonardo da Vinci

Michelangelo

After reading more about Leonardo da Vinci and Michelangelo on the Holt Researcher, draw a sketch or write a description of an art piece that reflects their style.

Giotto (JAWT-oh), who lived from about 1276 to 1337, was a magnificent early realist painter. According to legend, a fly in one of Giotto's works looked so real that an observer tried to brush it off the painting. Another important early realist was Masaccio (mah-ZAHN-choh), who lived from 1401 to 1428. Masaccio used light and shadows to create a powerful sense of depth in his paintings.

Scholars often call the late 1400s and early 1500s the High Renaissance. There were many great painters during this period. Four made particularly outstanding contributions to the arts.

Leonardo da Vinci (dah-VEEN-chee), who lived from 1452 to 1519, was a man of many talents. He was an architect, engineer, painter, sculptor, and scientist. He made sketches of plants and animals, as well as detailed drawings of a flying machine and a submarine. Da Vinci's science improved the quality of his paintings. His studies in anatomy helped him draw realistic human figures. He used mathematics to organize the space in his paintings. People throughout the world still marvel at his mural *The Last Supper*. Perhaps his most famous painting is the portrait called the *Mona Lisa*.

Another master of Renaissance art, **Michelangelo** (mee-kay-LAHN-jay-loh), lived from 1475 to 1564. Michelangelo was a brilliant painter. Millions of people have visited the Sistine Chapel of the Vatican, the residence of the pope in Rome, to view the frescoes Michelangelo painted on the chapel ceiling. His sculptures of biblical figures such as David also continue to be admired. In addition to his art, Michelangelo wrote poetry and helped to design St. Peter's Basilica in Rome.

Rafael (RAF-ee-el), who lived from 1483 to 1520, became so popular in Florence that the pope hired him to help beautify the Vatican. Rafael painted frescoes in the papal chambers. He is also known for his madonnas, paintings of the Virgin Mary.

Titian (TISH-uhn), who lived from about 1488 to 1576, spent most of his life in Venice. His works, such as *The Assumption of the Virgin*, are known for their sense of drama and rich colors. The Holy Roman emperor was a patron of Titian. In fact, Titian was one of the first painters to become wealthy from his work.

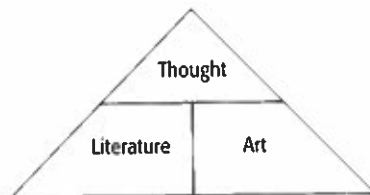
✓ **READING CHECK: Contrasting** How did Renaissance and medieval art differ from each other?

SECTION 1 REVIEW

1. Define and explain the significance: humanists perspective

2. Identify and explain the significance: Renaissance
Isabella d'Este
Francesco Petrarch
Niccolò Machiavelli
Leonardo da Vinci
Michelangelo

3. Analyzing Information Copy the graphic organizer below. Use it to explain the characteristics of Renaissance thought, literature, and art.



4. Finding the Main Idea

- What were the events that led to the Renaissance in Italy?
- How did religion influence Renaissance art and thought?
- What ethical issues did humanists struggle with during the Italian Renaissance?

5. Writing and Critical Thinking

Evaluating Choose one of the Renaissance artworks pictured in this section or one in an art book or encyclopedia. Describe both the work and your impressions of it.

Consider:

- the technique of perspective
- the mixture of religious and humanist values
- what thoughts and feelings the work of art brings about

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SECTION



READ TO DISCOVER

- 1 How were the ideas of the Italian Renaissance spread to other parts of Europe?
- 2 In what ways did northern Renaissance writers differ from Italian humanists?
- 3 What were the principal characteristics of northern Renaissance art?

IDENTIFY

Johannes Gutenberg
Desiderius Erasmus
Thomas More
William Shakespeare
Flemish school

WHY IT MATTERS TODAY

William Shakespeare remains perhaps the most popular playwright in the world. Use CWS.org or other **current event** sources to learn about modern plays or movies based on Shakespeare's work. Record your findings in your journal.

CWS.org
News.com

The Northern Renaissance

The Main Idea
Art and literature in northern Europe also began to reflect Renaissance thought, styles, and values.

The Story Continues “What a piece of work is a man! How noble in reason! How infinite in faculty!” Those powerful lines from Shakespeare’s *Hamlet* celebrate the human potential and reflect how Renaissance humanist thought spread from Italy into northern Europe.

The Spread of Ideas

Numerous mountain passes pierced the rugged Alps in northern Italy. These passageways allowed people and ideas to pass from Italy to northern Europe. The Danube, Rhine, and Rhone Rivers provided even easier routes. Renaissance ideas, often carried by northern European students who had studied in Italy, soon traveled to Germany, the Netherlands, France, and England. As increased commerce created new wealth and more people could afford higher education, many new universities were established in these countries.

A remarkable new process—printing—also helped spread Renaissance ideas. Hundreds of years earlier, the Chinese had learned how to etch writing or pictures onto wooden blocks. Printers put ink on the blocks and then pressed them onto paper. More ink was placed on the block, and the process was repeated. In this way writing or pictures could be reproduced many times. The Chinese also had learned how to assemble blocks from many separate pieces, or type, that could be used repeatedly. This was the beginning of movable type.

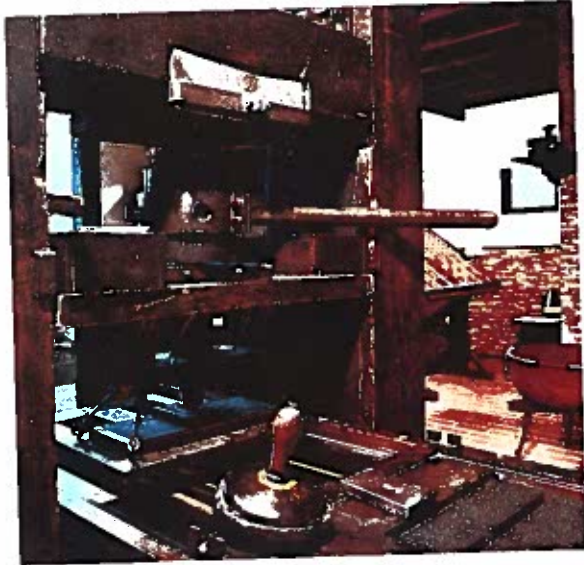
The European invention of printing appears to have been independent of the Chinese process. Scholars believe that in about 1450, **Johannes Gutenberg** of Mainz, Germany, became the first European to use movable type to print books. Gutenberg used his printing press to print copies of the Bible.

Not all Europeans were enthusiastic about Gutenberg’s invention. Some complained that books printed on paper would not last long. Others noted that hand-copied manuscripts were far more beautiful than printed books. Scribes, who

made a living by hand-copying manuscripts, realized that the printing press threatened their profession. The impact of Gutenberg’s work was economic as well as social and technological.



This Latin version of the Gutenberg Bible was printed in Mainz in 1456.



Gutenberg's printing press with movable metal type allowed books to be printed quickly and economically.

Such obstacles did not slow the spread of the printing press. Other European publishers quickly adopted the new technology. By 1475 printing presses operated in England, France, Germany, Italy, and several other European nations. The books that these printing presses produced helped spread new humanist ideas to a large audience.

✓ **READING CHECK: Identifying Cause and Effect** How did the printing press affect life in Europe?

Northern Renaissance Writers

The most influential humanist of northern Europe was **Desiderius Erasmus** (i-RAZ-muhs), a Dutch scholar who lived from about 1466 to 1536. As a young man, Erasmus entered a monastery. He later left the monastery so he could pursue his studies of the classics.

Erasmus learned about the ideas of the Italian humanists from printed books.

Unlike the Italian humanists, Erasmus and other northern humanists were interested in the early Christian period as well as early Greek and Roman culture. Erasmus believed that the ideas of Christianity and of classical civilization could be harmonized. He used the critical method of the Italian humanists to study the Bible. Erasmus and other northern humanists criticized the church's lack of spirituality. They believed that medieval scholars had made Christian faith less spiritual and more complicated and ceremonial. Erasmus argued for a return to the original, simple message of Jesus.

Erasmus's most famous book was entitled *The Praise of Folly*. In this book he ridiculed ignorance, superstition, and vice among Christians. He criticized fasting, pilgrimages to religious shrines, and even the church's interpretation of the Bible.

Thomas More, an English humanist and friend of Erasmus, took a similar view. Early in life More showed an interest in the classics, and in 1516 he published *Utopia*. In this work, More condemned governments as corrupt and argued that private ownership of property causes unnecessary conflicts between people. He contrasted life in Europe with his description of an imaginary, ideal society. The word *utopia* has come to mean "an ideal place or society." In More's imaginary world, all male citizens were equal. Everyone worked to support the society.

Analyzing Primary Sources

Problem Solving How does More propose to solve the problem of poverty? Do you think it would be effective?



“... wherever you are, you always have to work. There's never any excuse for idleness. . . . Everyone has his eye on you, so you're practically forced to get on with your job, and make some proper use of your spare time. Under such a system, there's bound to be plenty of everything, and, as everything is divided equally among the entire population, there obviously can't be any poor people or beggars.”

Thomas More, *Utopia*

More's *Utopia* became popular in Europe, where it was translated into German, Italian, French, English, Dutch, and Spanish. Thomas More wrote widely in both prose and verse. His work was read and generally acclaimed by humanist thinkers throughout much of Europe. Later in life More served King Henry VIII of England. Because More refused to agree that the king was the supreme head of the church in England, Henry had him executed. Some 400 years later, the Catholic Church made More a saint for his faith and service to the church.

English literature during the Renaissance reached its peak in the late 1500s and early 1600s. In classical dramas, angry gods punished humans. In English Renaissance drama, playwrights such as Christopher Marlowe wrote plays that tended to focus on human, rather than godly, actions. Marlowe used powerful language and imagery to convey his thoughts. Some of his work was composed in verse form.

William Shakespeare stands out as the leading literary figure of the time. Shakespeare built on the traditions established by Marlowe and other playwrights. Shakespeare's great strength lay in his ability to transform well-known stories into dramatic masterpieces. He portrayed personality and human emotions with a skill that few writers have matched. The moody *Hamlet*, the young lovers *Romeo and Juliet*, and the tragic *Macbeth* seem as real today as when Shakespeare created them.

✓ **READING CHECK: Contrasting** How did Erasmus and More differ from Italian humanists in their outlooks on life?



William Shakespeare is probably the most widely known author in all of English literature. His insight into human nature and use of the English language mark his many plays and his poetry.

Northern Renaissance Artists

Northern European merchants carried Italian paintings home. Painters from northern Europe studied with Italian masters. In these ways, the dynamic new painting techniques of Italian artists inspired other artists.

In Flanders a group of painters developed their own distinct style. Known among some historians and critics as the **Flemish school**, these painters are credited with perfecting certain techniques of painting in oil on canvas.

The Flemish brothers Jan and Hubert van Eyck paid great attention to detail. Their work reveals a strong interest in facial expressions. In their masterpiece, the altar-piece they painted for a church in the city of Ghent, the faces of Adam and Eve look realistic. They are markedly different from the symbolic depictions of the Middle Ages.



This detail from the center panel of the Ghent Altar-piece, called the Adoration of the Lamb, reveals the van Eycks' attention to detail. The face of Eve (above) is from one of the wings of the altar-piece.



INTERPRETING THE VISUAL RECORD

Northern Renaissance art This painting by Holbein, *The French Ambassadors*, is an example of the artist's style of total control of surface and design. *In what way is this painting more realistic than an Italian Renaissance painting?*

One of the most famous Flemish artists, Pieter Brueghel (BROO-guhl) the Elder, painted in the mid-1500s. Brueghel loved the countryside and the peasants of his native Flanders. He painted lively scenes of village festivals and dances. On the other hand, Brueghel also used his paintings to criticize the intolerance and cruelty he saw around him.

The German artist Albrecht Dürer (DYUR-uh), who lived from 1471 to 1528, was famous for his copper engravings and woodcuts. Dürer studied in Germany and Venice. He also studied the classics and humanism. Dürer became one of the first artists to see the possibilities of printed illustrations in books.

Another German artist, Hans Holbein the Younger, who lived in the early 1500s, was influenced by Italian and Flemish styles of painting. Holbein traveled through Europe painting portraits of famous people. His work

includes portraits of Erasmus, Thomas More, and King Henry VIII of England. This emphasis on portrait painting reflected the Renaissance interest in the individual.

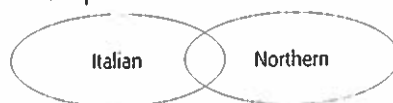
Northern European artists of the Renaissance were certainly inspired by the techniques of Italian artists, such as the use of perspective. Thus, some of the characteristics of Renaissance painting in northern Europe resemble elements of Italian painting. However, the two styles also illustrate the differences between northern and southern European artists and their societies. Many Italian paintings by artists such as Michelangelo depict human figures based on the models of Greek and Roman art. Athletic figures with rippling muscles demonstrate the artist's admiration of the human form. In the work of many northern artists, however, the figures seem more like Europeans of the 1500s—bald, frail, and imperfect—than like Greek gods. However, some northern artists did often depict the early fathers of the Christian church, emphasizing the importance of the Bible as the basis for Christianity. In this way the work of the northern European artists continued to reflect the ideas of Christian humanism.

✓ **READING CHECK: Supporting a Point of View** What evidence would you give that realism was important in northern Renaissance art?

SECTION 2 REVIEW

- Identify** and explain the significance:
Johannes Gutenberg
Desiderius Erasmus
Thomas More
William Shakespeare
Flemish school

- Comparing and Contrasting**
Copy the Venn diagram below. Use it to show which characteristics the Italian Renaissance and the northern Renaissance shared and which were unique to each.



- Finding the Main Idea**

- Why did the printing press spread so quickly throughout Europe?
- What were the main ideas and values of the northern Renaissance?

- Writing and Critical Thinking**

Analyzing Information Write a short story about a utopian society.

Consider:

- the elements of utopian literature, including its imaginary nature
- the use of utopias to analyze governmental and social systems



Homework Practice Online

keyword: SH3 HP6

READ TO DISCOVER

- 1 What developments led to the Reformation?
- 2 How did Martin Luther protest against the Roman Catholic Church and begin a new church?
- 3 What factors caused the spread of Protestantism?
- 4 What role did Calvinism play in the Reformation?

DEFINE

indulgences
sects
predestination
theocracy

IDENTIFY

Reformation
Martin Luther
Henry VIII
John Calvin
Huguenots

WHY IT MATTERS TODAY

Different Christian denominations continue today in the United States and throughout the world. Use **ONLINE** or other **current event** sources to determine the doctrines and beliefs of some of the main denominations. Record your findings in your journal.

CNN
www.cnn.com

The Protestant Reformation

The Main Idea
The Protestant Reformation split the Catholic Church and created several new churches.

The Story Continues In the early 1500s a young German law student was returning to school from a visit home when he got caught in a violent thunderstorm. A blinding bolt of lightning struck nearby. The young man shouted, "Saint Anne, help! I will become a monk!" Not only did he enter a monastery, but the young Martin Luther also went on to create a religious revolution.

An Era of Reform

The humanist Erasmus was not alone in his criticism of the church and some Christian practices. In about 1500 several northern humanists argued that the Roman Catholic Church had lost sight of its spiritual mission. Their claims would lead to a reform movement that would split the church in western Europe. This religious revolution is called the **Reformation**.

Causes. Some northern humanists maintained that the church seemed more interested in its income than in saving souls. They claimed that the popes acted as political leaders and warriors instead of setting an example of moral leadership. Some priests engaged in vice and misconduct instead of encouraging spiritual and moral behavior. These northern humanists sought a new emphasis on personal faith and spirituality.

The Catholic Church, however, ignored their concerns. The humanists then urged believers who were unhappy with traditional religion to withdraw from the church and meet with like-minded people.

The beginning. The first break with the Roman Catholic Church took place in what is now Germany. The political situation there helped lay the foundation for the Reformation. Unlike some countries during the 1500s, "Germany" was not a unified nation.

Although it formed the core of the Holy Roman Empire, "Germany" was made up of about 300 independent states. Weak rulers could not control independent ideas about religion, nor could they prevent abuses of power by the pope.

In Rome, as Pope Leo X was continuing the rebuilding of St. Peter's Basilica, the Vatican sent a monk named Johann Tetzel to raise funds in the northern German states. Tetzel asked people to buy **indulgences**, or pardons from punishment for sin.

This German woodcut criticizes the pope himself, showing him as a moneychanger at the sale of indulgences.



HISTORY MAKER



Martin Luther
(1483–1546)

Martin Luther never wanted to leave the Roman Catholic Church. As a priest and teacher, he was strongly committed to his religious beliefs. He felt it necessary, however, to challenge certain church practices that he believed were unnecessary or wrong.

The church responded by throwing Luther out. As a result, Luther founded the Lutheran Church. **Why did Luther challenge the Catholic Church?**

Analyzing Primary Sources

Making Generalizations What behavior did Luther hope that Christians would engage in?

Indulgences had originally been a reward for pious deeds, such as helping a poor person go on a crusade. Renaissance popes, in contrast, sold indulgences simply to raise money. This misuse of indulgences outraged northern humanists, who wanted the church to become more spiritual. The concern became particularly widespread in the German states, where rulers allowed sellers of indulgences to move freely about.

✓ **READING CHECK: Drawing Inferences** How did the sale of indulgences play a role in the beginning of the Reformation?

Martin Luther

One critic of Tetzel's behavior was a monk named **Martin Luther**. Luther had quit law school and entered a monastery to spend his life in search of salvation. But Luther found that the church's methods for overcoming sin gave him no comfort. He did all the things required of him. Nothing, however, relieved his feeling of inadequacy.

Through his biblical studies, Luther received a revelation. On the basis of this new insight, Luther developed beliefs that later became known as Lutheranism. Luther taught that ceremonies and good deeds made no difference in saving a sinner. The only thing that counted, Luther decided, was an inner faith in God. People could receive salvation only through the grace of God, not through their own actions. According to Luther, simple faith could lead everyone to salvation. This idea was called "justification by grace through faith."

Luther's protest. Luther claimed that Tetzel committed a grave error by asking people to give up money for false promises of forgiveness. In 1517 Luther challenged Tetzel. He posted his 95 theses, or statements, about indulgences on a church door.



(32) “Those who believe that they can be certain of their salvation because they have indulgence letters will be eternally [cursed], together with their teachers.” (43) “Christians are to be taught that he who gives to the poor or lends to the needy does a better deed than he who buys indulgences.”

Martin Luther, *Luther's Works*

News rapidly spread across Europe that a monk had publicly challenged the selling of indulgences. Luther clearly considered himself a reformer who was working from within the main tradition of the church. Initially, he probably did not intend to break with Rome and the Catholic Church. Because he challenged church practices, however, church leaders denounced him.

Break with the church. By 1520 Luther openly disagreed with many church doctrines. He claimed that the Bible was the sole religious authority. Popes and bishops could not tell a person what to believe. Luther argued that ceremonies could not make up for sins and that priests had no special role in helping people to salvation. He believed that God viewed all people of faith equally. Luther considered his church “a priesthood of all believers.”

Luther took advantage of the printing press to spread his ideas. In his writings, Luther continued to attack certain church practices and approaches. In 1521 Pope Leo X declared Luther a heretic. He excommunicated, or expelled, Luther from the Roman Catholic Church.

Holy Roman Emperor Charles V then summoned Luther to appear before the Imperial Diet, a special meeting of the empire's rulers, at the city of Worms (VOHRMZ). There Luther was commanded to abandon his ideas. He refused. After the Diet of Worms the emperor declared Luther an outlaw and banned the printing and sale of his works. However, he lacked the power to enforce this ruling. Frederick the Wise, the Elector of Saxony (Luther's home state), whisked Luther away to hide until the uproar over the confrontation at the Diet of Worms died down. While under the protection of Frederick, Luther translated the Bible into German. Now all literate Christians in the German states could read the Bible themselves.

Protestantism. Emperor Charles V continued to oppose Luther's teachings. He did what he could to keep Lutheranism from spreading. The princes who supported Luther protested the emperor's treatment of Lutheranism. Because of the protest, Luther's followers and later reformers came to be called "Protestants."

Luther's works and ideas continued to spread. In time he established a new church, the Lutheran Church. He kept the organization of the new church very simple. Based on Luther's belief in the "priesthood of all believers," Lutheran ministers were less important than Catholic priests were. According to Luther, Christians were fully capable of interpreting and understanding scripture for themselves.

✓ **READING CHECK: Sequencing** What events led to the development of Protestantism?

The Spread of Protestantism

Luther had touched a very deep desire among many people in Europe for a simpler, more direct religious faith. Within a short time, many German rulers established the Lutheran Church within their states. In addition, dozens of reformers appeared who criticized both the Roman Catholic Church and the Lutheran Church.

Charles V tried to stop the spread of Protestantism. At first his attention was focused on fighting the Ottoman Turks and the French. Finally, in 1546, he sent his armies against the Protestant princes in Germany. Although his armies won most of the battles, the emperor could not defeat the princes or the Lutheran Church. Charles finally reached a compromise with the princes in 1555. The Peace of Augsburg stated that each German ruler had the right to choose the religion for his state. His subjects had to either accept the ruler's decision or move away. Almost all the princes of the northern German states chose Luther's faith in opposition to Rome.

The rise of sects. During the 1520s and 1530s, hundreds of new religious groups appeared in Germany and Switzerland. These groups, known as sects, did not form organized churches. Many did not have clear-cut authority, discipline, membership, or rules. The sects were societies of a few people gathered together, usually with a preacher as their leader. Most of the sects later died out.

The Anglican Church. In England the Protestant Reformation came about in an entirely different way than in Germany. It was the king, **Henry VIII**, who caused the break between England and the Roman Catholic Church. The break was a political move that had

This portrait depicts Emperor Charles V on horseback at the Battle of Muhlberg in 1546.





This famous portrait of Henry VIII was painted by Hans Holbein the Younger.

little to do with religious beliefs. In fact, before 1529, Henry VIII had defended the church against Luther's teachings. The pope had even granted Henry the title "Defender of the Faith."

England's break with Rome took place because Henry VIII wanted to divorce his wife, Catherine of Aragon. Henry was unhappy because Catherine had not had a son who could succeed him. The royal couple did have a daughter, Mary. However, England had no tradition of a ruling queen. Henry also wanted a divorce because he hoped to marry Anne Boleyn, a lady-in-waiting at the court.

The Catholic Church did not usually permit divorces. Although the pope was allowed to make exceptions to this general rule, Pope Clement VII refused to meet Henry's demand. This angered Henry. The king withdrew England from the Catholic Church and began a new church. Parliament passed a series of laws that created the Church of England, with the king as its head. Also known as the Anglican Church, the Church of England kept the organization and ceremonies of the Catholic Church. Over time, it also adopted some Protestant doctrines.

The Anglican Church granted Henry VIII a divorce. The king eventually married six times in all. He finally fathered a son, the future Edward VI. Of greater importance, Henry VIII's creation of the Anglican Church paved the way for the Protestant Reformation in England.

✓ **READING CHECK: Contrasting** How did the spread of Protestantism in England differ from that in the rest of Europe?

Calvinism

Huldrych Zwingli (1484-1531) was the vicar at the cathedral in Zurich, Switzerland, in the early 1500s. He was greatly influenced by the humanist writings of Erasmus. In fact, Zwingli was already calling for religious reform in Switzerland when he heard about Luther's 95 theses. Zwingli and Luther met and discovered they shared many ideas about church doctrine. They disagreed, however, about forms of worship and the use of religious images. For example, Zwingli's followers covered up wall decorations in churches. In 1531 Zwingli died in a battle between Catholics and Protestants. His work was carried on by a French Protestant named **John Calvin**.

Calvin's church. In Switzerland John Calvin founded a Protestant church that had a strong following. Then in 1536 he formulated and published a complete and clear set of religious beliefs, *The Institutes of the Christian Religion*. This work explained exactly what the faithful should believe on every major religious question. Calvin's followers—called Calvinists—now had a code that united and strengthened them against opposition and persecution.

Like Luther, Calvin relied on faith and on the Bible. Calvin also emphasized **predestination**, the idea that at the beginning of time God had decided who would be saved. Predestination was a common belief among Protestant thinkers in the 1500s. Calvin explained the logic of predestination. Those who were predestined—or chosen beforehand—for salvation were called "the elect." They formed a special community of people who were expected to follow the highest moral standards. These standards placed great emphasis on self-discipline. The individual was expected to be completely dedicated to God's wishes.

Holt
Researcher

go.hrw.com

KEYWORD: Holt Researcher

FreeFind: John Calvin

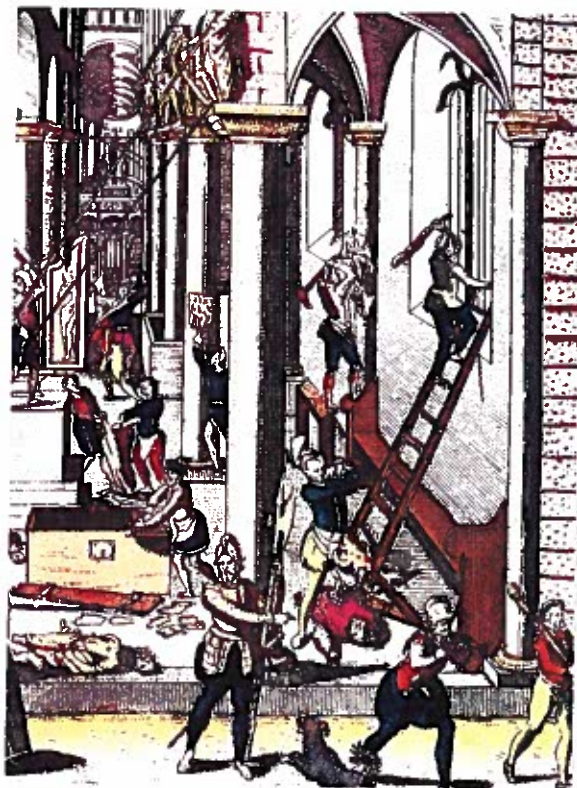
After reading more about John Calvin on the Holt Researcher, write an outline for a sermon he might have given explaining his views.

In 1536 Calvin moved to the city of Geneva, where his doctrine of Calvinism became the official religion. In fact, Geneva became a **theocracy**, a government ruled by religious leaders who claimed God's authority. Calvinists attached great importance to righteous living. Thus citizens' lives were strongly regulated. Laws prohibited card playing, dancing, profane language, and showy dress. Breaking these laws resulted in severe punishment. Rather than being seen as a burden, however, this strictness was the heart of Calvinism's appeal. It gave its followers a sense of mission and discipline. Calvinists felt that they were setting an example and making the world fit for "the elect."

Calvinism spreads. In France many people, including high-ranking nobles, converted to Calvinism. These people were called **Huguenots** (HYOO-guh-nahts). Although France remained primarily Catholic, at one point about one third of the French nobility had become Calvinists. The Catholic French monarchs considered the Huguenots a threat to national unity. Beginning in 1562, the Huguenots defended themselves in a series of bloody civil wars with the Catholics. In 1598 King Henry IV issued the Edict of Nantes (NANTS). This proclamation gave the Huguenots freedom of worship and some political rights.

Calvinist minorities also existed in Poland and Hungary in eastern Europe. Large Calvinist populations were found in Scotland, in the northern Netherlands, and in some parts of the German states. In these areas the strength of the Calvinists among the nobility persuaded the rulers to change their views. In a form called Puritanism, Calvinism would play a vital role in England and in its North American colonies. By 1600 Calvinist churches were well established in parts of Europe.

✓ **READING CHECK: Finding the Main Idea** What role did John Calvin and Calvinism play in the Reformation?



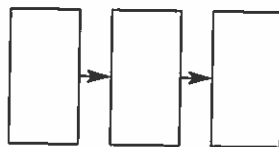
This German woodcut depicts the Saint Bartholomew's Day Massacre in 1572. Pro-Catholic forces in France murdered thousands of Huguenots in the massacre.

SECTION 3 REVIEW

1. **Define** and explain the significance:
 indulgences
 sects
 predestination
 theocracy

2. **Identify** and explain the significance:
 Reformation
 Martin Luther
 Henry VIII
 John Calvin
 Huguenots

3. **Sequencing** Copy the flow chart below. Use it to illustrate the chain of events that led up to and occurred during the Reformation.



4. **Finding the Main Idea**

- What did Luther hope to achieve by posting the 95 theses?
- Would life in England have been different if the pope had granted Henry VIII a divorce?
- How did the views of John Calvin differ from those of the Catholic Church?

5. **Writing and Critical Thinking**

Supporting a Point of View Imagine that you are calling for reform of the Catholic Church during the 1500s. Write several theses to persuade people that the sale of indulgences is wrong.

Consider:

- what indulgences were and why they were sold
- Luther's objections to indulgences



Homework Practice Online

keyword: SH3 HP6

READ TO DISCOVER

- 1 How did the Catholic Church respond to the Reformation?
- 2 What were the results of the Reformation and the Counter-Reformation?

IDENTIFY

Counter-Reformation
Council of Trent
Jesuits
Ignatius de Loyola

WHY IT MATTERS TODAY

Catholic and Protestant churches have made great strides toward acceptance and toleration of each other. Yet in some places, conflict still exists. Use [CNN](#) or other **current event** sources to learn more about theological conflicts that continue today between Christian groups. Record your findings in your journal.

[CNN](#)
NEWS.com

The Catholic Reformation

The Main Idea

The Catholic Church countered the Protestant Reformation by making its own reforms.

The Story Continues Ignatius de Loyola was a Spanish soldier whose leg had been shattered fighting for Charles V. Loyola's long period of recovery gave him time to reflect. Like Martin Luther, Loyola wondered how he could attain salvation for his sins. Unlike Luther, Loyola came to believe that one could be saved by doing good deeds. He put this belief to work in one of the many steps the Catholic Church took to combat the Reformation.

The Counter-Reformation

It took some time for the Catholic Church to recognize that Protestantism posed a serious threat. At first the pope dismissed Luther's criticisms. A number of people within the Catholic Church, including Erasmus, had called for reform even before Luther appeared. They too had been ignored. As the Protestants gained ground, reformers finally convinced the pope of the drastic need for change.

In the 1530s the Catholic Church started a major reform effort known as the **Counter-Reformation**. It is sometimes called the Catholic Reformation. The Counter-Reformation began as an attempt to return the church to an emphasis on spiritual matters. It also allowed the church to make its doctrines more clear. In addition, it was a campaign to stop the spread of Protestantism.

Counter-Reformation tactics. Pope Paul III, who reigned as pope from 1534 to 1549, worked to revive a spiritual outlook in the Catholic Church. He appointed devout and learned men as bishops and cardinals.

Pope Paul III also brought the Inquisition to Rome. Since 1478 Spanish authorities had been putting accused heretics on trial. Punishments included extreme cruelties such as burning at the stake. In the past, governments had sometimes used extreme punishments against criminals and traitors. Now the church also used them. The leaders of the Inquisition did not focus on punishing Protestants. Instead, they regarded it as their responsibility to keep Catholics within the church.

In 1559 another method of combating heresy was introduced by Pope Paul IV. He established the *Index of Forbidden Books*. Catholics were banned from reading the listed books, which were considered harmful



Pope Paul III worked to reform the Catholic Church against the threat of the Protestant Reformation.

to faith or morals. The index revealed the role of the printing press in spreading the Reformation. Before printed books, the church could easily find and burn manuscripts it regarded as dangerous. Once books could be printed, it was easier simply to forbid people to read them.

The Council of Trent. Pope Paul III knew that attacks on Protestantism would fail unless Catholic doctrines were clearly defined. However, church authorities often disagreed about complicated matters. In 1545 Paul summoned church leaders to the Italian city of Trent. The **Council of Trent** met during three different periods between 1545 and 1563. It defined the official church position on matters of doctrine.

The Council of Trent acted to end the abuses that surrounded the sale of indulgences and to tighten discipline within the clergy. In most cases the council supported the Catholic beliefs that Protestants had rejected. It emphasized the need for ceremonies, arguing that God should be worshiped with splendor. It noted that people must depend on priests because God granted forgiveness only through the church. Unlike Luther, the council claimed that salvation came from ceremonial church actions as well as from individual faith. The council also stressed that every person had free will.

The decisions made at the Council of Trent were effective for many within the Catholic Church. While some people found the simplicity of Protestantism appealing, others found the Catholic ceremonies comforting. They were moved by the beautiful churches, respected the authority of the priests, and wanted to believe that a person could gain salvation through good works.

Soldiers of the Counter-Reformation. To further strengthen support for the church, existing Catholic religious orders reformed their rules, and new religious orders formed. One such order was the Society of Jesus, known as the **Jesuits**.

Ignatius de Loyola founded the Jesuits in 1534. In 1540 Pope Paul III recognized the Jesuits as an official order of the Catholic Church. Loyola believed that salvation could be achieved, in part, by doing good deeds. His followers took vows of chastity, poverty, and obedience to the pope.



“Putting aside all private judgement, we should keep our minds prepared and ready to obey promptly and in all things the true spouse of Christ our Lord, our Holy Mother, the hierarchical church [represented by the pope].”

Ignatius de Loyola, *The Spiritual Exercises of St. Ignatius*, translated by Anthony Mottola



DAILY LIFE

Effects of the Inquisition

The Inquisition punished people who questioned the teachings of the Catholic Church. This soon came to affect the growing publishing industry that arose out of the Renaissance. In 1559 the Catholic Church published a list of books that were banned because they criticized the church. This list also identified the printers who had published these books. Catholics who possessed or helped to distribute these books could be called before the Inquisition and severely punished or excommunicated. **How did the Inquisition attempt to restrict the spread of information?**

Analyzing Primary Sources

Identifying Bias What in Loyola's statement would particularly please the pope?

INTERPRETING THE VISUAL RECORD

Council of Trent Pope Paul III commissioned the Venetian painter Titian to record the Council of Trent in session. **How does this picture reflect the Catholic Church at this time?**

Loyola organized the Jesuits like a military body, with discipline and strict obedience. The Jesuits quickly became the most effective agents in spreading Catholicism. By 1556 the order had about 1,000 members. Their missions took them as far away as China and Japan. In Europe their preaching slowed the spread of Protestantism in France, Germany, and Poland. The Jesuits stressed education, and founded some of the best colleges in Europe. They combined humanist values with Catholic doctrine to produce educated, dedicated supporters of the church.

✓ **READING CHECK: Summarizing** What reforms did the Catholic Church institute during the Counter-Reformation?



European Religions, 1600

Interpreting Maps The Reformation gained many converts in northern Europe, but southern Europe remained largely Catholic.

■ **Skills Assessment: 1. Places and Regions** What religion was dominant in England? Ireland? Spain? Sweden? **2. Making Predictions** What might result when such various religious groups come into contact?

Results of the Religious Upheaval

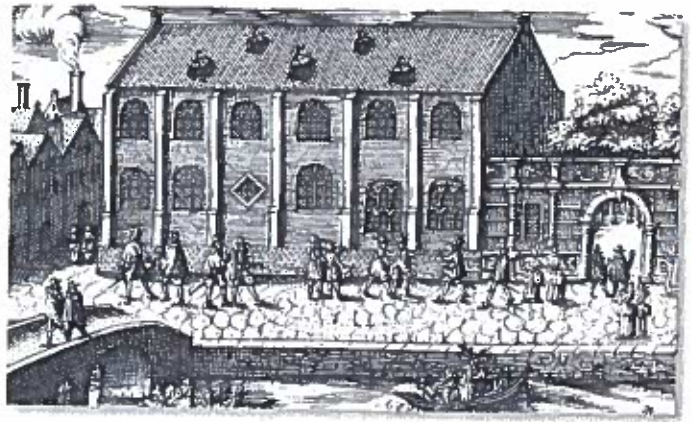
Some people hoped that the era of religious reformation would bring about tolerance. It did not. The period from the 1530s through the mid-1600s was a time of devastating religious wars in France, Germany, the Netherlands, and Switzerland. Not until the mid-1600s, when the wars ended, could the results of the Reformation and Counter-Reformation be seen.

The most striking result of the religious struggle was the appearance of many different churches in Europe. In Italy, where Protestantism was never a powerful force, interest in Catholic Church reform remained strong. In fact, most people in southern and eastern Europe and the native population of Ireland remained Catholic. However, France and the Netherlands had large numbers of Protestants. In England and northern Europe, including Scandinavia, various Protestant faiths became established with the backing of the central government.

Another far-reaching result of the Reformation and the Counter-Reformation was a strong interest in education. During the 1400s and 1500s, many new universities had appeared because of humanist interest in learning. After the 1500s, enrollment in these universities grew dramatically. Religious reformers supported education. Jesuits and other religious orders worked to strengthen the faith of Catholics in their schools. Protestants believed that people could find their way to Christian faith by studying the Bible. As a result, reading became increasingly important. But education did not bring greater tolerance for new ideas. Both Catholic and Protestant authorities opposed views that differed from their own.

Finally, the Reformation led to an increase in the power of national governments and a decrease in the power of the pope. In Protestant regions such as England, each government took responsibility for the leadership of the official church. In some Catholic areas such as France, rulers loyal to the pope managed to gain some degree of control over their churches.

✓ **READING CHECK: Identifying Cause and Effect** How did the religious conflicts of the 1500s change life in Europe?

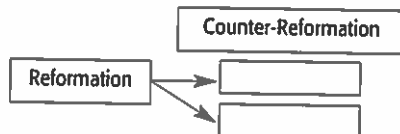


Many schools, including the Dutch University of Leiden shown here, were established during the Reformation.

SECTION 4 REVIEW

1. **Identify** and explain the significance:
Counter-Reformation
Council of Trent
Jesuits
Ignatius de Loyola

2. **Summarizing** Copy the graphic organizer below. Use it to record ways in which the Catholic Church made reforms in response to the Protestant Reformation.



3. **Finding the Main Idea**

- Why did Catholic leaders feel the need to launch the Counter-Reformation?
- Were the results of the Counter-Reformation era largely positive or negative? Support your view.

4. **Writing and Critical Thinking**

Identifying Cause and Effect Imagine that you have lived through the religious turmoil of the 1500s. Write a journal entry about the changes you have seen in Europe.

Consider:

- the spread of Protestantism
- the growth of universities
- the growing power of national governments



Homework Practice Online

keyword: SH3 HP6

READ TO DISCOVER

- 1 Why did Europeans believe in superstitions?
- 2 What characteristics were typical of daily life in Europe during the Reformation?
- 3 How did knowledge spread to European villages?
- 4 What factors caused changes in the daily lives of Europeans?

DEFINE

broadsides
almanacs
standard of living

WHY IT MATTERS TODAY

Almanacs were a popular source of information in Europe during the 1500s. Today people still use almanacs. Use CNN.com or other **current event** sources to find and scan different almanacs to see the kinds of information they contain. Record your findings in your journal.



Culture and Daily Life

The Main Idea
As the ideas of the Reformation took hold, daily life throughout Europe began to change.

The Story Continues *The ideas that marked European lifestyles during the Renaissance, the Reformation, and the Counter-Reformation involved relatively few, and mostly upper-class, people. Ordinary people had their own views about themselves and the world around them—ideas that included witches flying at night and other superstitions, and village processions that mocked the powerful and the foolish.*

Superstitions

Although towns had grown in number and population, most Europeans still lived in or near small villages. They spent their entire lives struggling with nature in order to raise food. People close to the land never knew what life might bring next. A cow might fall ill, or lightning might burn down a cottage. Moreover, during the 1500s the population of Europe was increasing at a time of social and political upheaval. War, famine, and plague continued to affect people. At any time, life could take an unexpected turn for the worse. Many people looked to superstitions to explain and control their lives.

The world of spirits. Although most Europeans were Christians, they considered God to be a distant, unknowable force. They explained many of the events that took place around them as the doings of spirits. Because of this belief in spirits, most Europeans believed that nothing was an accident. Bad spirits—demons—made life difficult. If lightning struck a house, a demon had caused it. If a pitcher of milk spilled, a demon was the reason. In fact, many superstitions that may seem strange or difficult to explain today began during this period.

Village priests usually accepted these beliefs, or they ignored them. The ordinary villager was not very satisfied with the priests' explanation that misfortune was God's will, or perhaps God's punishment for sin. Villagers still, however, believed

that a priest's actions could have positive effects. For example, every spring a priest would go out into the fields, bless the earth, and pray for good crops. His blessing of a husband and wife at a wedding supposedly gave the new couple a good start in life. Baptism was thought to protect a newborn child.



Belief in fortune telling was common during the 1400s and the 1500s.

The priest was not the only person to whom the villagers turned in times of trouble. They also looked to a man or woman who was considered “wise” or “cunning.” This person, usually an older village member, was thought to have a special understanding of how the world worked.

Ordinary people would explain their problem—a lost ring, a cruel husband, a sick pig—to the “wise” folk. People would also report anything unusual, even something simple like a frog jumping into a boat. Such events were taken as a warning. The wise man or woman would explain what the warning meant. Sometimes wise folk recommended a remedy for warding off evil. Remedies included chanting a spell, drinking a special potion, or wearing a good-luck charm.

Belief in witchcraft. Wise people were part of a traditional belief in witchcraft. Wise people were often called “good witches.” If their relationship with their neighbors turned sour, or if misfortunes began to occur, they might be accused of being “bad witches.” It was believed that bad witches had made a pact with the devil. In many cases, a person accused of witchcraft was an elderly widow. Without a husband or family, she would be the most defenseless person in the community. Such a woman was an easy target to attack.

Stories about witches became more sensational as they spread through the countryside. Outrageous accusations were made. A person might be accused of flying on a broomstick, sticking pins into dolls, or dancing with the devil in the woods at night. In some of these cases, a priest might be asked to hold a ceremony to exorcise, or drive out, a demon that was thought to have taken over the witch’s body. In other cases, the accused person might be dragged to a bonfire, tied to a stake, and burned, perhaps with the approval of the local lord.

An enormous outburst of “witch hunting” occurred in Europe in the mid-1500s and lasted for more than one hundred years. Those accused of being witches were put on trial. The punishment was death. Both religious and secular leaders accepted witches as an explanation for problems in the world around them. The example of Jean Bodin, a French scholar, shows that even learned people believed in witches.



“Now, if there is any means to appease the wrath of God, to gain his blessing, to strike awe into some by the punishment of others, to preserve some from being infected by others, to diminish the number of evil-doers . . . and to punish the most detestable crimes of which the human mind can conceive, it is to punish with the utmost rigor the witches. . . . Now it is not in the power of princes to pardon a crime which the law of God punishes with the penalty of death—such are the crimes of witches.”

Jean Bodin, *Witchcraft in Europe*

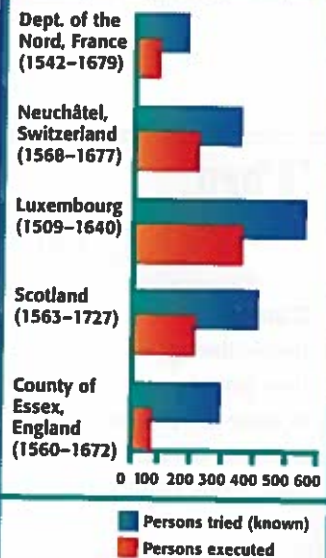
Eventually fewer cases of witchcraft were reported. As the religious wars came to an end, people experienced greater security in their lives. They were less likely to worry about the influence of witches in everyday life.

✓ **READING CHECK: Identifying Cause and Effect** How did concerns about events in daily life lead to a belief in superstitions?

This English engraving shows a suspected witch being “swum” at a 1612 witchcraft trial.



Execution Rates of Witchcraft Trials



Interpreting the Graph

During the period from the 1500s to the 1700s, many Europeans were tried as witches. *What patterns of geographic distribution do you notice on this graph? What questions does the graph not answer?*

Analyzing Primary Sources

Identifying a Point of View

What is Bodin’s opinion of the belief in witches?

Daily Life

For most Europeans in the 1500s and 1600s, daylight meant work and night meant sleep. Because farming was so time-consuming, people needed all the daylight hours to raise food. By evening most farmers were exhausted from working all day. Few could afford the candles needed for light. Still, people did find time for relaxation.

Forms of recreation. Every village had a gathering place where people came together to drink, sew, do simple chores, or tell stories. Some played games such as skittles, a form of bowling. Occasionally traveling companies of actors passed through and put on shows. The people also enjoyed special holidays during the year. Some were church holidays, while others honored a local saint or tradition. During some holidays, the villagers donned costumes and would often put on their own ceremonies.

One favorite holiday ceremony poked fun at village life. This ceremony went by different names in different parts of Europe. Whether it was called “rough music,” “charivari,” or “abbey of misrule,” the basic ceremony was much the same. The young men of the village formed a procession. They made fun of people who had behaved in unusual ways or had violated local custom.

Sometimes the marchers had more serious targets. They might want to show how things would be if the poor or the weak had power. They would dress someone like a bishop or put the poorest man in the village on a throne. At this point the jokes were no longer lighthearted. They revealed the resentment villagers felt about the privileges their rulers possessed.

Violence and protest in the village. People of this time identified closely with those of their own kind. In large towns, members of the same profession joined together in guilds and other groups. In small villages, which contained perhaps a few dozen families, whole communities tended to work and make decisions together.

Because villagers lived in close-knit communities, anyone who upset village traditions or behaved oddly was treated harshly. Quarrels between neighbors were common, and the bonds of mutual reliance that held the community together could loosen in times of stress. The strain of hardship or famine could cause villagers to respond violently. For example, if a local baker was suspected of hoarding bread or sending it elsewhere to make higher profits, villagers might band together to ransack the baker’s shop.

✓ **READING CHECK: Making Generalizations** What were the main features of daily life in Europe during this period?

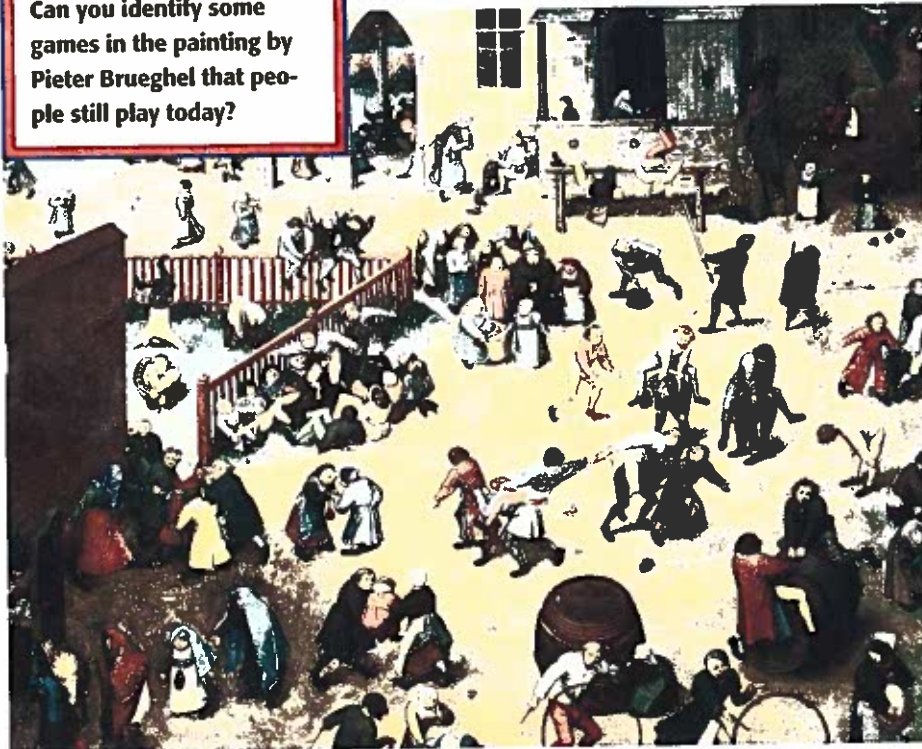
Then & Now

Games

People throughout the ages have played games for fun. In some cultures, games are a way for children to learn useful skills. Games provide relaxation and recreation.

Dice have been found in Egyptian tombs. The earliest form of the modern game of backgammon may date from about 3000 B.C. In recent years, people of all ages have been fascinated by the new games and twists on old games made possible by electronics and the computer.

Can you identify some games in the painting by Pieter Brueghel that people still play today?



Children's games in the 1500s

The Spread of Knowledge

In the 1500s the world beyond the village began to affect village life. Printed works, and in some areas traveling preachers, inspired these changes.

Books for the masses. Few ordinary villagers could read. In some cases even the village priest could not read. Nevertheless, soon after the invention of movable type, publishers started selling popular works. Single printed sheets known as **broadside**s began to appear. A broadside might include a royal decree or news of some sensational crime or other event. Books and broadsides arrived in the village, carried by peddlers who brought goods from the outside world. When the villagers gathered together, they might enjoy listening to someone read the latest broadside.

Romances and epics of the classical era appealed to nobility. Publishers also found subjects that appealed to country folk and produced cheap books for this new market. The most common books were **almanacs**, which published predictions about the weather and prospects for growing crops. Almanacs also contained calendars, maps, and medical advice. The books were best-sellers because they spoke to the beliefs and concerns of ordinary people.

Religious ideas and education. Soon after Luther's break with the church in 1521, new religious ideas began to spread beyond urban areas. Sometimes preachers came to visit. Peddlers might sell books on religious themes. Perhaps people heard stories that attacked the church. The messages of Luther and Calvin traveled in this manner, as did translations of the Bible.

As Protestants and Catholics battled for the loyalties of ordinary people, leaders of both sides encouraged the founding of primary schools in the villages and towns. Both Protestant and Catholic leaders believed that knowledge would lead a person to support the faith. In spite of this common

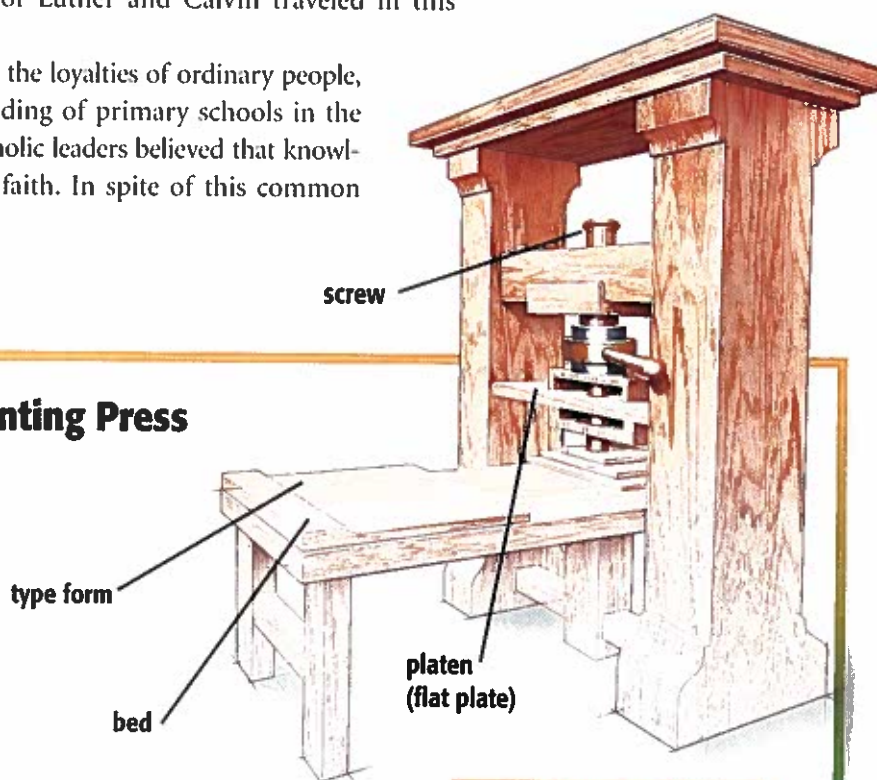
CONNECTING TO

Science and Technology

The Printing Press

During the Middle Ages books were written and copied by hand. The work was usually done by Christian monks, and it took a long time to produce a book. A German, Johannes Gutenberg, developed a faster way to print things by inventing the printing press in about 1450. Gutenberg developed the use of movable type. He then modified a wine press to push the paper onto the inked type, which made an impression on the paper. With the new press he could print ten sheets of paper per hour. The printing press allowed ideas and knowledge to be spread faster and farther than

ever before. Many of today's presses are computerized and can print pages at high speeds. Daily life today is filled with printed materials, from books and magazines to posters and leaflets.



Understanding Science and Technology

How was the Gutenberg printing technique an improvement over older techniques?

concern for education, the followers of the differing religions struggled to coexist peacefully. However, because education became part of the struggle for followers, neither side included tolerance in its teachings.

✓ **READING CHECK: Summarizing** In what ways did knowledge spread to European villages?

Changes in Daily Life

In addition to undergoing religious and political change during the Renaissance and Reformation eras, Europeans experienced other changes.

The economy. The measure of the quality of life—the **standard of living**—is affected by many factors, including environment, health, home life, income, and working conditions. During the Renaissance peasants made up as much as 85 to 90 percent of the total European population, except in the highly urbanized areas of northern Italy and Flanders. As the manorial system continued to decline, so too did medieval concepts and practices of serfdom. Increasingly, the labor dues owed by a peasant to his lord were converted into rents paid in money. By the end of the 1400s, especially in western Europe, more and more peasants were becoming legally free. Furthermore, the Black Death of the 1300s had reduced the population by at least one third. This meant that there were now fewer people to work the land. Some peasants prospered, therefore, because their labor was in demand, which often resulted in higher wages.

By 1550, when the religious wars were ravaging Europe, conditions changed again. The population was growing rapidly. With population growth came inflation, a rise in prices for goods. After 1550 wages could not keep up with the rise in prices, especially of farm goods.

Diet. During this period, white bread made from wheat was rare. Meat was scarce and expensive, and fish only a little less so. Salt had long been an important trade item because it was needed to preserve foods, but it, too, was expensive. Cheese and eggs—cheap sources of protein—were an important part of the diet everywhere in Europe. Butter was not widely used outside northern Europe until the 1700s.

Most spices introduced into Europe from the East had been considered luxury items. By the 1500s and 1600s, the importation of spices had become very competitive. Increased competition often meant a drop in prices.

In the 1500s traders introduced new vegetables to Europe. Europeans had the opportunity to try asparagus, green beans, lettuce, melons, spinach, and tomatoes. Traders also brought new luxury items such as coffee and tea. Not everyone had access to the new and varied diets, however. Wealthy people still lived better than most people did. Peasants and the urban poor usually ate the same simple meals they had eaten for centuries.



The image above shows some of the foods typical of European diets in the 1500s and 1600s. In the painting below, by Pieter Brueghel the Younger, peasants of the era share a meal as they rest from their work.



Customs and table settings that we know today were not common in the early Renaissance period. People usually ate with their fingers. They picked what they wanted to eat from a common dish. In some areas people ate from wooden plates. Guests brought their own knives. Forks did not come into use until the 1500s, and spoons were not common until the 1600s.

Housing. After the 1500s brick and stone became more common construction materials in the growing cities of Europe. In the countryside housing remained much as it had during the Middle Ages. Peasants lived in small, thatch-roofed houses. Glass was expensive and often difficult to obtain, even for the wealthy. The scarcity of glass meant that most houses had shutters instead of glass windows. Peasant houses usually contained only the necessities of rural life—a large cooking pot, a bench, a table, and some tools. The lucky few had a bed. Most people slept on sacks filled with straw.

Decline of traditional culture. Many peasants were trapped in poverty. Hoping to escape their fate, some migrated to the cities. The movement of people from countryside to city during the Renaissance and Reformation eras further changed traditional popular culture. In the city, food came from a shop rather than directly from the fields. Local governments helped out when disasters occurred. If famine struck, authorities passed out bread. If plagues broke out, the government set up hospitals and quarantined sick people.

Gradually, the residents of cities and towns became more sophisticated in their attitudes. In particular, people's understanding of how things happen in the world began to change. Superstition no longer played an important role in people's views of daily life. Instead, people sought rational explanations for day-to-day events. They had less need for magic and "wise" folk. Some scholars have called this very important development the "disenchantment" of the world—the removal of "enchantment," or magic, from nature.

✓ **READING CHECK: Contrasting** In what ways did life in Europe change during the early Renaissance?



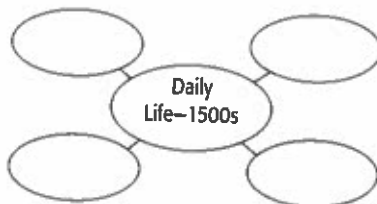
INTERPRETING THE VISUAL RECORD

Daily work This sophisticated urban couple of the 1500s are working together in their banking business. *Compare this picture with the picture of peasants on the previous page. What role did women play in the world of work?*

SECTION 5 REVIEW

1. **Define** and explain the significance:
broadside
almanacs
standard of living

2. **Summarizing** Copy the concept map below. Use it to explain features of daily life in Europe during the 1500s.



3. **Finding the Main Idea**

- a. What evidence would you give that the printing press had significant influence during the Renaissance?
- b. Why did urban life lead to the growing "disenchantment" of the world?
- c. Did life improve for most Europeans during the 1500s?

4. **Writing and Critical Thinking**

Analyzing Information Imagine that you are a European villager. Prepare a broadside that explains why people believe in superstitions.

Consider:

- attitudes toward God and nature
- the role of "wise" folk in village life

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Review

Creating a Time Line

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.



Writing a Summary

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

1. Renaissance
2. humanists
3. Niccolò Machiavelli
4. Leonardo da Vinci
5. Johannes Gutenberg
6. Reformation
7. Martin Luther
8. Counter-Reformation
9. broadsides
10. standard of living

Understanding Main Ideas

SECTION 1 (pp. 162-166)

The Italian Renaissance

1. What were the main values that generally characterized the Italian humanists?
2. What new painting styles and techniques developed during the Italian Renaissance?

SECTION 2 (pp. 167-170)

The Northern Renaissance

3. How did northern Europeans learn about the Italian Renaissance?
4. How did northern Renaissance writers differ from the writers of the Italian Renaissance?

SECTION 3 (pp. 171-175)

The Protestant Reformation

5. What role did the sale of indulgences by the church play in the Reformation?
6. In what ways did Protestantism spread?

SECTION 4 (pp. 176-179)

The Catholic Reformation

7. What actions did the Catholic Church take during the Counter-Reformation?
8. How did the Reformation and Counter-Reformation affect education?

SECTION 5 (pp. 180-185)

Culture and Daily Life

9. Why did Europeans believe in superstitions?
10. What factor was mainly responsible for the decline of traditional culture?

Reviewing Themes

1. **Global Relations** What effect did the ideas of Luther and other religious reformers have on the relations between different groups in Europe?
2. **Science, Technology & Society** What effect did the printing press have on the ways that Europeans understood their world?
3. **Culture** How did the classical literature of Greece and Rome influence the development of humanism?

Thinking Critically

1. **Identifying Cause and Effect** What events contributed to the beginning of the Renaissance?
2. **Contrasting** How did Renaissance humanist thought differ from medieval thought?
3. **Sequencing** What were the main events of the Reformation and the Counter-Reformation?
4. **Evaluating** How effective were the reforms of the Counter-Reformation?

Writing About History

Contrasting Write a report explaining the differences between Calvinism, Catholicism, and Lutheranism. Use the chart below to organize your thoughts before writing.

	Calvinism	Catholicism	Lutheranism
Path to salvation			
Church organization			

Building Social Studies Skills

Using Artifacts as Historical Evidence

Study the photograph below. Then answer the questions that follow.



Italian Renaissance bookbinding with velvet and silverwork

1. Which of the following best describes the historical evidence this artifact provides?
 - a. Many people had books during the Renaissance.
 - b. Italian bookbinding reached its height during the Renaissance.
 - c. All Renaissance books were bound with velvet and silver.
 - d. During the Renaissance, some Italians had books with fancy bindings.
2. What clues does this bookbinding give about life during the Italian Renaissance? Give your reasons.

Identifying Cause and Effect

Read the following excerpt by an art historian about the Italian artist Michelangelo. Then answer the questions.

*“Michelangelo’s life story is a series of quarrels, disappointments, and interruptions. If we except the Sistine Ceiling, he was forced to leave undone more work than he was allowed to finish, largely because of . . . his patron Pope Julius II Some twenty-four years after the completion of the ceiling Michelangelo was called upon to do another stupendous fresco, this time for the end wall of the same chapel. *The Last Judgment* . . . reflects the bitterness of the aging genius.”*

3. Which of the following correctly states the reason the author gives for Michelangelo’s bitterness?
 - a. His whole life he had been forced to do what his patron required.
 - b. He did not want to leave the chapel ceiling unfinished.
 - c. He felt he was too old to do another fresco.
 - d. He thought his patron would interrupt him once again.
4. Most artists of the Italian Renaissance supported themselves by working for patrons. Do you think this system was successful? Give your reasons.

Alternative Assessment

Building Your Portfolio

Science, Technology & Society

The printing press helped spread new ideas down through the centuries. With computers, current printing technology has changed, and the Internet spreads information almost instantly around the world. Using your textbook and other sources, create a bibliography of the important printed works that have had a great influence on people and events.

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KEYWORD: SH3 WH6

Choose a topic on the Renaissance and Reformation to:

- create a pamphlet on the Reformation and its leaders.
- report on the economic, social, and technological influences of Johannes Gutenberg’s printing press.
- create a biography on one of the Renaissance writers in this chapter.