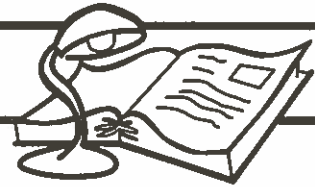


Reading Essentials and Study Guide



Chapter 12, Section 1

For use with textbook pages 375–381

THE RENAISSANCE

KEY TERMS

urban society a society in which many of the people in cities (page 375)

secular worldly, rather than religious (page 375)

mercenary a soldier who sells his services to the highest bidder (page 377)

dowry in Renaissance Italy, a sum of money given by a wife's family to her husband upon marriage (page 381)

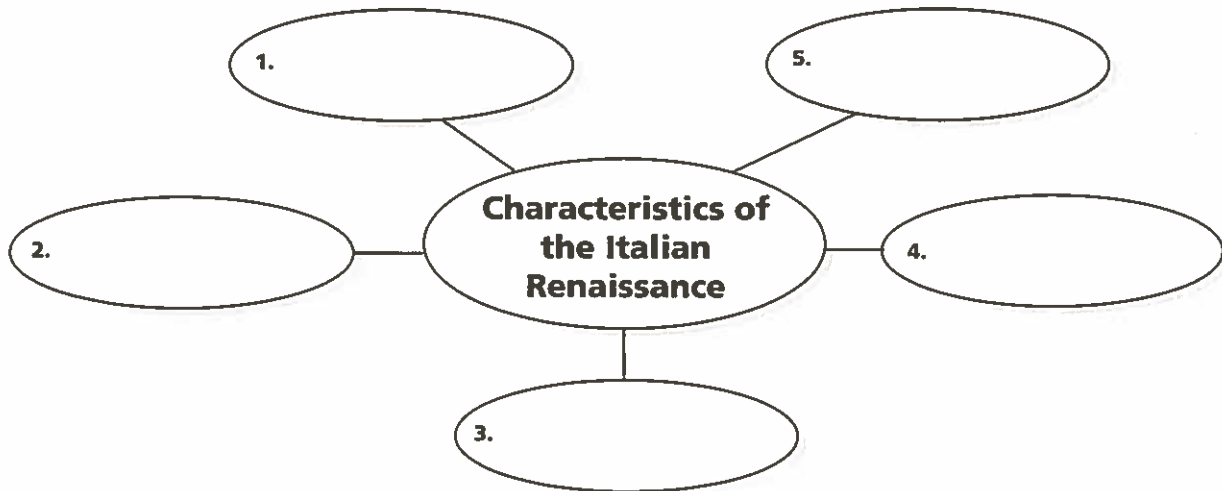
DRAWING FROM EXPERIENCE

What does being an individual mean to you? In what ways can a person foster his or her individuality?

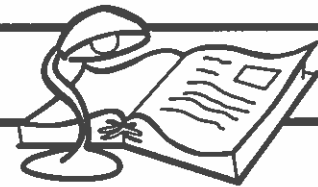
In this section, you will learn about the beginnings of the Renaissance in Italy. During the Renaissance, a new view of human beings emerged that emphasized individual ability.

ORGANIZING YOUR THOUGHTS

Use the concept web below to help you take notes. Name five characteristics of the Italian Renaissance.



Reading Essentials and Study Guide



Chapter 12, Section 1 (continued)

READ TO LEARN

- **The Italian Renaissance** (page 375)

The word *renaissance* means rebirth. Many people who lived in Italy between 1350 and 1550 believed that they were seeing a rebirth of the ancient Greek and Roman worlds. Historians call this period the Renaissance, or Italian Renaissance. The Renaissance began in Italy and spread to the rest of Europe. The Italian Renaissance had several important characteristics. Renaissance Italy was largely an **urban society** (that is, many of the people lived in cities). During the Middle Ages, powerful city-states had become the centers of Italian political, economic, and social life. As wealth increased, a **secular** (worldly) viewpoint developed. People became more focused on enjoying material things. The Renaissance was also an age of recovery from the problems of the fourteenth century, such as the plague, political instability, and a decline in Church power. There was a rebirth of interest in ancient culture (the culture of ancient Greece and Rome). This revival influenced both politics and art. People in the Renaissance began to emphasize what individuals could achieve. They believed that human beings could accomplish anything. A well-rounded person who had achievements in many areas was the ideal. Leonardo da Vinci, for example, was a painter, sculptor, architect, inventor, and mathematician.

6. What does the word *renaissance* mean?

- **The Italian States** (page 376)

During the Middle Ages, Italy did not develop a centralized monarchy like other countries in Europe. Without a single strong ruler, many city-states in Italy were able to remain independent. The Italian city-states prospered because of trade with other parts of the world. Three of these city-states, Milan, Venice, and Florence, played important roles in Italian politics.

Milan was located in northern Italy at the crossroads of some of the main trade routes. In the fourteenth century, members of the Visconti family became the dukes of Milan. They eventually controlled all of Lombardy. The last Visconti ruler died in 1447. Francesco Sforza then conquered Milan and became its new duke. Sforza was the leader of a group of **mercenaries**

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Chapter 12, Section 1 (continued)

(soldiers who sold their services to the highest bidder). Both the Visconti and Sforza rulers helped to build a strong centralized state. They created a tax system that gave their governments a huge income.

Venice had developed a trade empire by trading with both Asia and Western Europe. Venice was officially a republic with an elected leader called a *Doge*. In reality, a small group of merchant-aristocrats ran the government of Venice and promoted their own interests.

Florence was located in the region of Tuscany. During the fourteenth century, a group of merchants controlled the government of Florence. They led the people of Florence in wars with their neighbors and made Florence a major city-state. In 1434, Cosimo de Medici took control of Florence. The Medici family was wealthy and controlled the government from behind the scenes. During this time, Florence was the cultural center of Italy. In the late 1400s, the economy of Florence, which was based on cloth making, began to decline. This was due mainly to competition from English and Flemish cloth makers. At the same time, a Dominican preacher named Girolamo Savonarola began to condemn the rich Medici family. Many people followed him, and the Medici family turned Florence over to him. Savonarola had regulations against gambling, horseracing, swearing, painting, music, and books. People eventually grew tired of these regulations. Savonarola also attacked the corruption of the church. In 1498, he was accused of heresy and sentenced to death. The Medici family then returned to power.

Attracted by the riches of Italy, the French king Charles VIII led an army into Italy in 1494. He occupied the kingdom of Naples in southern Italy. Northern Italian states asked the Spanish for help. The Spanish sent soldiers to Italy. For the next 30 years, the French and Spanish fought over Italy. In 1527, troops belonging to the Spanish king Charles I arrived in Rome. They had hired mercenaries from other countries. They attacked the city and destroyed many churches and palaces. They also looted much of the city and sold church officials as slaves. The sack of Rome ended the Italian wars. It also made Spain a dominant force in Italy.

7. What events started and ended the Italian wars?

Reading Essentials and Study Guide



Chapter 12, Section 1 (continued)

- **Machiavelli and the New Statecraft** (page 378)

The Italians loved political power. Niccolò Machiavelli, an Italian, wrote a book about how to acquire and keep political power. This book, *The Prince*, is one of the most important works on political power that was ever written. Before Machiavelli, many writers had stressed that a prince's activities should be based on Christian principles. Machiavelli wrote that political decisions should not be restricted by moral principles. He believed that human beings were basically self-centered and that a prince should take this into account. According to Machiavelli, a prince acts on behalf of the state and must be willing to act against his conscience if necessary. His views had a great influence on future political leaders.

8. What was Machiavelli's view of human nature?

- **Renaissance Society** (page 379)

During the fourteenth and fifteenth centuries, nobles (aristocrats) had declining incomes, but they still kept their lands and titles. By 1500, they were only 2 to 3 percent of the population in most countries, but they held important political posts and were advisers to the kings. Nobles were expected to fulfill certain ideals. Baldassare Castiglione expressed these ideals in his work *The Book of the Courtier*. According to Castiglione, a noble was born, not made. He was expected to have character, grace, and talent. A noble also had to develop two basic skills. He had to perform military and physical exercises to prepare himself as a warrior. He was also expected to have a classical education and pursue the arts. The noble also needed to follow a standard of conduct that would enable him to serve his prince in an effective and honest way.

Peasants still made up 85 to 90 percent of the population in most of Europe, but serfdom was declining. By 1500, more and more peasants had become legally free and paid rent, rather than labor, to the lords. Townspeople were the rest of the population. During the Middle Ages, townspeople had been mainly merchants and artisans. By the fifteenth century, towns and cities were more diverse. At the top of urban society were patricians. They were people who had acquired wealth through trade, industry and banking. Below them were the burghers. These were the shopkeepers, artisans, and guild members. Below the patricians and burghers were the workers, who earned pitiful wages, and the unemployed. These people made up 30 to 40 percent of the urban population. They had miserable lives.

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Chapter 12, Section 1 (continued)

The family was important in Renaissance Italy. Parents arranged marriages, often to strengthen business or family ties. A marriage contract sealed the agreement between families. The most important part of the agreement was the amount of the dowry. The **dowry** was a sum of money given by the wife's family to her husband when they were married. The father was the center of the Italian family. He gave the family his name, managed all finances, and made decisions that affected his children's lives. The mother's main role was to supervise the household. A father's authority over his children was absolute until he died or freed his children. Children did not become adults until their father went before a judge and formally freed them. The age of adulthood could be anywhere from the early teens to the late twenties.

9. How were towns and cities in the fifteenth century different from the Middle Ages?

Reading Essentials and Study Guide



Chapter 12, Section 2

For use with textbook pages 382–387

THE INTELLECTUAL AND ARTISTIC RENAISSANCE

KEY TERMS

humanism an intellectual movement of the Renaissance that was based on the study of the ancient Greek and Roman classics (page 382)

fresco a painting done on fresh, wet plaster with water-based paints (page 384)

DRAWING FROM EXPERIENCE

Do you enjoy looking at paintings and sculptures? What periods or styles do you like best?

In the last section, you read about the beginnings of the Renaissance in Italy. In this section, you will learn about art, literature, and education during the Renaissance.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. List some of the characteristics of the following art forms during the Renaissance.

Art Form	Characteristics
Architecture	1.
Sculpture	2.
Painting	3.

Reading Essentials and Study Guide



Chapter 12, Section 2 (continued)

READ TO LEARN

- **Italian Renaissance Humanism** (page 382)

Secularism and an emphasis on the individual characterized the Renaissance. A key intellectual movement of the Renaissance was humanism. **Humanism** was based on the study of the classics, the literary works of ancient Greece and Rome. Humanists studied subjects like grammar, rhetoric, poetry, moral philosophy, and history. Today these subjects are called the humanities.

Petrarch has been called the father of Italian Renaissance humanism. He looked for forgotten Latin manuscripts. This began a search for these manuscripts in monasteries throughout Europe. He also began the humanist emphasis on using pure classical Latin (Latin as it was used by the ancient Romans). Humanists used the works of Cicero as a model for prose. They used the works of Virgil as a model for poetry. Early humanists, like Petrarch, described the intellectual life as a life of solitude. In the early 1400s, however, humanists began to take a new interest in civic life. They believed that it was the duty of intellectuals to live active lives. They also believed that their study of the humanities should be used to serve the state.

4. How did humanism change in the early 1400s?

- **Vernacular Literature** (page 383)

Because of the humanists' emphasis on classical Latin, scholars, lawyers, and theologians used it. However, some writers wrote in the vernacular (the language spoken in their own regions, such as Italian, French, or German). In the fourteenth century, the works of Dante and Chaucer made vernacular literature popular. Dante was an Italian author. His masterpiece is the *Divine Comedy*. It is the story of the soul's journey to salvation. Chaucer was an English author. His famous work *The Canterbury Tales* is a collection of stories told by a group of pilgrims on their way to the tomb of Saint Thomas à Becket at Canterbury. Another writer who used the vernacular was Christine de Pizan. She was a Frenchwoman who wrote works in defense of women. She argued that women could learn as well as men if they could attend the same schools.

5. What two authors made vernacular literature popular in the fourteenth century?

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Chapter 12, Section 2 (continued)

• Education in the Renaissance (page 383)

Renaissance humanists believed that education could change people. They wrote books on education and opened schools based on their ideas. Humanists believed that the liberal studies (what we now call the liberal arts) helped people reach their full potential. The liberal studies included history, moral philosophy, eloquence (rhetoric), letters (grammar and logic), poetry, mathematics, astronomy, and music. The purpose of the liberal studies was to produce individuals who would act with virtue and wisdom. Humanists also stressed physical education, because they believed in the Greek ideal of a sound mind in a sound body. Humanists thought that a liberal education was practical. Their goal was not to create great scholars but complete citizens.

Women normally did not attend the humanist schools. If they did, they studied the classics and history and learned how to ride, dance, sing, play the lute, and appreciate poetry. They did not study mathematics or rhetoric. Religion and morals were emphasized, so that women would become good wives and mothers.

6. According to humanists, what was the purpose of a liberal education?

• The Artistic Renaissance in Italy (page 384)

Renaissance artists tried to imitate nature in their works. They wanted the objects and events they portrayed to look real. These artists also developed a new worldview in which human beings became the focus of attention. The first masterpieces of early Renaissance art were the frescoes painted by Masaccio in Florence. A **fresco** is a painting done on fresh, wet plaster with water-based paints. Human figures in medieval paintings looked flat. Masaccio mastered the laws of perspective, which helped him to create the illusion of three dimensions. As a result, Masaccio's figures have depth and look real. This new style was used and adapted by other Florentine painters in the fifteenth century. They understood the laws of perspective and the organization of outdoor space and light. They also studied movement and human anatomy. One of the chief aims of Italian Renaissance art was the realistic portrayal of people, especially human nudes.

Sculptors and architects also made advances during the Renaissance. The sculptor Donatello spent time in Rome studying and copying the statues of the Greeks and Romans. He created realistic, free-standing figures. The buildings of classical Rome inspired the architect Filippo Brunelleschi. He created a new architecture in Florence. The Medici family hired him to design the church of San Lorenzo. This church does not overwhelm worshipers like Gothic cathedrals did. It was created to fit human, not divine, needs.

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Chapter 12, Section 2 (continued)

The final stage of Italian Renaissance painting is called the High Renaissance. It flourished between 1490 and 1520. Three artistic giants, Leonardo da Vinci, Raphael, and Michelangelo, are associated with this period. Leonardo mastered the art of realistic painting. He even dissected human bodies to see how they worked. He went beyond realism, however. His goal was to create idealized forms that would show the perfection of nature and the individual. Raphael also tried to achieve an ideal of beauty that surpassed reality. He is especially well-known for his madonnas (paintings of the Virgin Mary) and his frescoes in the Vatican Palace. Michelangelo was an accomplished painter, sculptor, and architect. His famous figures on the ceiling of the Sistine Chapel show an ideal type of human being with perfect proportions. The beauty of these idealized forms was meant to be a reflection of divine beauty.

7. Who are the three artists most associated with the High Renaissance?

• The Northern Artistic Renaissance (page 386)

The artists of northern Europe were also interested in portraying the world realistically. Northern artists painted illustrations for books and wooden panels for altarpieces. They had to depict each object on a small scale and became masters at painting details. The most important northern school of art in the fifteenth century was in Flanders. The Flemish painter Jan van Eyck was one of the first to use oil paint. Oil paint allowed artists to use a wide variety of colors and to create fine details. Like the Italian Renaissance painters, van Eyck tried to imitate nature. But he did this, not by using the laws of perspective, but by observing reality and portraying details as best he could. By 1500, northern artists had begun to study in Italy and were influenced by Italian artists. One German artist who was influenced by the Italians was Albrecht Dürer. He used both minute details and the laws of perspective in his works. Like the Italians, he also tried to achieve a standard of ideal beauty by carefully examining human forms.

8. How did the technique of the northern Renaissance painters differ from that of the Italian Renaissance artists?

Reading Essentials and Study Guide



Chapter 12, Section 3

For use with textbook pages 389–393

THE PROTESTANT REFORMATION

KEY TERMS

Christian humanism a movement in northern Europe during the Renaissance (also called Northern Renaissance humanism) that stressed a belief in the ability of human beings to reason and improve themselves (page 390)

salvation acceptance into heaven (page 390)

indulgence a release from all or part of the punishment for sin (page 391)

DRAWING FROM EXPERIENCE

Have you ever attended Catholic mass? Have you ever attended a Lutheran worship service? What differences did you see?

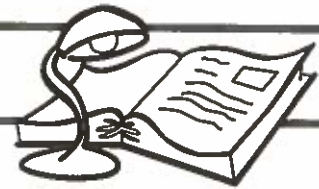
In the last two sections, you learned about the changes and achievements during the Renaissance period. In this section, you will learn about the Protestant Reformation that took place during the end of this period.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Summarize some of the main differences between Lutheranism and Catholicism at the time of the Reformation.

	Salvation	Sacraments	Clergy and Marriage	Church Services
Lutheranism	1.	2.	3.	4.
Catholicism	5.	6.	7.	8.

Reading Essentials and Study Guide



Chapter 12, Section 3 (continued)

READ TO LEARN

- **Erasmus and Christian Humanism** (page 389)

The Protestant Reformation is the name that is used for the reform movement that divided the western Church into Catholic and Protestant groups. Several developments set the stage for religious change. During the second half of the fifteenth century, the new classical learning that was part of Italian Renaissance humanism spread to northern Europe. A movement called **Christian humanism** (or Northern Renaissance humanism) developed. Christian humanists believed in the ability of human beings to reason and improve themselves. One of their major goals was the reform of the Catholic Church. Humanists believed that in order to change the Church and society, they needed to change individuals first. They thought that if people read the classics and the works of Christianity, they would become more pious. This would bring about a reform of the Church and society.

The best known of the Christian humanists was Desiderius Erasmus. He called his view of religion "the philosophy of Christ." He believed that Christianity should show people how to live good lives. To reform the Church, Erasmus wanted to spread the philosophy of Christ and provide education in the works of Christianity. He also criticized the abuses of the Catholic Church. He did not wish to break away from the Church, however. He sought reform within the Catholic Church. But his ideas prepared the way for the Reformation.

9. What did Christian humanists believe was the best way to reform the Church and society?

- **Religion on the Eve of the Reformation** (page 390)

Erasmus and others were calling for reform because of the corruption of the Catholic Church. Between 1450 and 1520, the popes were more concerned with Italian politics and worldly interests than with spiritual matters. Pope Julius II personally led armies against his enemies. This disgusted Christians because the pope was supposed to be a spiritual, not a military, leader. Many church officials were concerned with money and used their church offices to get wealthy. Parish priests were often ignorant of their spiritual duties. People

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Chapter 12, Section 3 (continued)

wanted a meaningful religion and assurance of **salvation** (acceptance into Heaven), but many priests were unable to teach them. Collections of relics became popular as a means to salvation. According to Church practice at that time, a person could gain an **indulgence** (release from all or part of the punishment for sins) through relics. The church also sold indulgences in the form of certificates. This practice, in particular, upset many of the reformers.

10. Why did Erasmus and others think that the Catholic Church needed to be reformed?

• **Martin Luther** (page 391)

Martin Luther was a monk and a professor at the University of Wittenberg in Germany. Through his study of the Bible, Luther found an answer to a problem that had bothered him since he became a monk. This problem was how to be certain of salvation. Catholic teachings had stressed that both faith and good works were needed to gain salvation. Luther believed that people could never do enough good works to be saved. He came to believe that people are not saved through their good works but through their faith in God. If a person has faith in God, God makes that person just, or worthy of salvation. God grants salvation because he is merciful, not because of a person's good works. This idea is called justification (being made right with God) by faith alone. It became the chief teaching of the Protestant Reformation. Because Luther had found the answer to his problem by studying the Bible, the Bible became the only source of religious truth for Luther and all other Protestants.

Luther did not see himself as a rebel, but the selling of indulgences upset him. He believed that people were actually harming their chances for salvation by buying indulgences. On October 31, 1517, Luther sent a list of Ninety-Five Theses to his church superiors. The theses (statements) were an attack on the selling of indulgences. Thousands of copies of the Ninety-Five Theses were printed and spread to all parts of Germany. By 1520, Luther was ready to break away from the Catholic Church. He asked the German princes to establish a reformed German church. Luther also attacked the Church's system of seven sacraments. He kept only two

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Chapter 12, Section 3 (continued)

sacraments, baptism and the Eucharist (Communion). Luther also thought that the clergy should marry. This went against the Catholic belief that the clergy should remain celibate (unmarried).

The Catholic Church excommunicated Luther in 1521. The newly elected emperor, Charles V, thought he could convince Luther to change his ideas. He summoned Luther to appear before the imperial diet (legislative assembly) of the Holy Roman Empire. But Luther refused to change his mind. By the Edict of Worms, Luther was made an outlaw in the empire. His works were supposed to be burned, and Luther was supposed to be captured and brought to the emperor. But Frederick of Saxony, Luther's ruler, sent Luther into hiding. When Luther returned to Wittenberg in 1522, Frederick protected him.

During the next few years, Luther's religious movement became a revolution. Many of the German rulers supported Luther and formed state churches. Luther set up new religious services to replace the Catholic mass. These services consisted of Bible readings, preaching of the word of God, and songs. These new churches became known as Lutheran churches, and Luther's doctrine became known as Lutheranism. Lutheranism was the first Protestant faith.

11. What were the Ninety-Five Theses?

• Politics in the German Reformation (page 393)

Charles V, the Holy Roman emperor, was also Charles I, the king of Spain. He ruled an immense empire consisting of Spain, the Austrian lands, Bohemia, Hungary, the Low Countries, the duchy of Milan, the kingdom of Naples, and Spanish territories in the New World. He wanted to keep this empire under the control of his dynasty, the Hapsburgs. He hoped to preserve his empire by keeping it Catholic. However, he had other problems at the same time. His chief political concern was his rivalry with the king of France, Francis I. Their conflicts led to a series of wars that lasted 20 years. Charles also had problems with the pope, Clement VII, who sided with the French king. At the same time, the invasion of the Ottoman Turks forced Charles to send troops to the eastern part of his empire.

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Chapter 12, Section 3 (continued)

Many of the princes of the German states supported Luther as a way to assert their own authority over the authority of Charles V. By the time Charles V was able to bring military forces to Germany, the Lutheran princes were well organized. Charles was unable to defeat them and was forced to seek peace. An end to religious warfare in Germany came in 1555 with the Peace of Augsburg. This agreement formally accepted the division of Christianity in Germany. The German states could now choose between Catholicism and Lutheranism. Lutheran states were given the same legal rights as Catholic states. The right of each German ruler to determine the religion of his subjects was recognized, but not the right of the subjects to choose their own religion.

12. What was the result of the Peace of Augsburg?

Reading Essentials and Study Guide



Chapter 12, Section 4

For use with textbook pages 395–401

THE SPREAD OF PROTESTANTISM AND THE CATHOLIC RESPONSE

KEY TERMS

predestination the belief that God has determined in advance (predestined) who will be saved and who will be damned (page 396)

annul declare a marriage invalid (page 397)

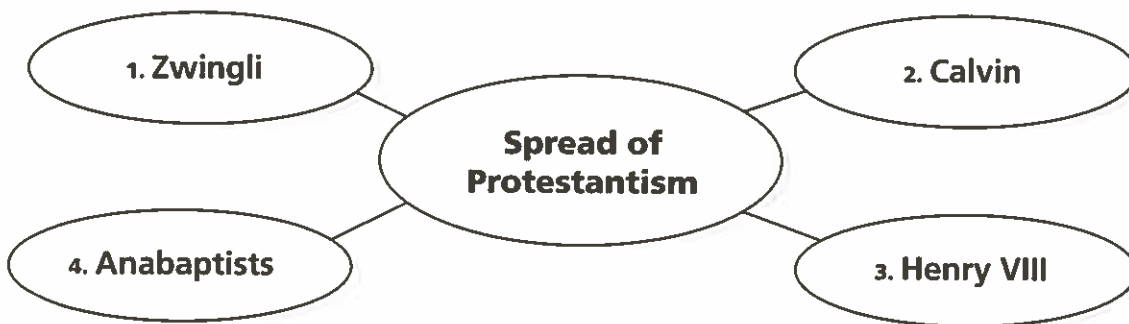
DRAWING FROM EXPERIENCE

Do you think religion should ever influence a government's policies? Why or why not?

In the last section, you read about the beginnings of the Protestant Reformation in Germany. In this section, you will learn about the spread of Protestantism to other countries. You will also learn about the Catholic Reformation that took place in response to Protestantism.

ORGANIZING YOUR THOUGHTS

Use the concept web below to help you take notes. Think about the different forms of Protestantism that started in Europe as the Reformation spread. Summarize the reforms of the following Protestant leaders.



Reading Essentials and Study Guide



Chapter 12, Section 4 (continued)

READ TO LEARN

- **The Zwinglian Reformation** (page 395)

Even before the Peace of Augsburg, other Protestant groups had developed. One of these new groups was in Switzerland. Ulrich Zwingli, a priest in Zürich led this movement. Due to his influence, the council of Zürich began to make religious reforms. All paintings, decorations, and relics were removed from the churches. A new church service replaced the Catholic mass. This service consisted of scripture reading, prayer, and sermons. In October 1531, war broke out in Switzerland between the Protestant and Catholic states. Zwingli was killed. The leadership of Protestantism in Switzerland passed to John Calvin.

5. Who was the leader of the first Protestant reform movement in Switzerland?

- **Calvin and Calvinism** (page 396)

John Calvin was born and educated in France. After he converted to Protestantism, he was forced to flee to Switzerland because France was still Catholic. In 1536, he published the *Institutes of the Christian Religion*, a summary of Protestant doctrines. This book made Calvin one of the new leaders of Protestantism. In many ways, Calvin's beliefs were similar to Luther's. Like Luther, he believed in the doctrine of justification by faith alone. But Calvin also emphasized the all-powerful nature of God. This caused him to believe in another doctrine, predestination. **Predestination** is the belief that God has determined in advance (predestined) who will be saved and who will be damned.

In 1536, Calvin began working to reform the city of Geneva. He created a church government that used both clergy and laity. A court was set up to oversee the moral life and religious doctrines of the people of Geneva. This court was called the Consistory. It had the right to punish people for crimes, which included dancing, drunkenness, swearing, and playing cards. Geneva became a powerful center of Protestantism. Missionaries trained in Geneva were sent to all parts of Europe. By the mid-sixteenth century, Calvinism had replaced Lutheranism as the most important form of Protestantism.

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Chapter 12, Section 4 (continued)

6. What religious doctrine is associated with John Calvin?

• The Reformation in England (page 397)

The Reformation in England had its beginnings in politics, not religion. King Henry VIII wanted to divorce his first wife, Catherine of Aragon, because she had not been able to have a son. Because Henry needed a male heir, he wanted to marry Anne Boleyn. Henry asked the pope to **annul** (declare invalid) his marriage to Catherine, but the pope refused. Henry then asked the church courts in England for the annulment. In 1533, Thomas Cranmer, the archbishop of Canterbury, granted the annulment, and Henry married Anne Boleyn.

The next year, Henry asked Parliament to separate the Church in England from the pope in Rome. The Parliament passed the Act of Supremacy of 1534. This act made the king the head of the Church of England. Henry used his new powers to close the monasteries and sell their land and possessions. This put more money in his treasury. It also created new supporters for the king, because the people who had bought the monks' land did not want the Catholic Church to be in power again. Despite these changes, Henry's religious beliefs were similar to those of the Catholic Church.

When Henry died in 1547, his son, Edward VI, took the throne. He was only nine years old and sickly. During Edward's reign, church officials moved the Church of England (also called the Anglican Church) in a Protestant direction. Parliament gave the clergy the right to marry and created a new Protestant church service. Many people opposed these changes. When Edward VI died in 1553, Mary, Henry's daughter by Catherine of Aragon, took the throne. She was a Catholic and wanted to restore England to Roman Catholicism. The way she went about it had the opposite effect, however. She had more than three hundred Protestants burned as heretics, which gave her the nickname "Bloody Mary." As a result, England was even more Protestant by the end of her reign than it had been at the beginning.

7. Why did England break away from the Roman Catholic Church?

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Chapter 12, Section 4 (continued)

- **The Anabaptists** (page 398)

Many of the Protestant reformers allowed the state (government) to play an important role in church affairs. Some people were against the state having this kind of power. These people were called the Anabaptists. According to the Anabaptists, the true Christian church was a voluntary community of adult believers. Believers were first reborn spiritually and then baptized. This belief in adult baptism separated Anabaptists from Catholics and also other Protestants who baptized infants. Anabaptists based many of their beliefs and practices on the accounts of the early Christian church in the New Testament. They believed that all Christians were equal. Each Anabaptist church chose its own minister (spiritual leader). Because all Christians were considered priests, any member of the community was eligible to be a minister.

Most Anabaptists believed in the complete separation of church and state. They thought that government should be kept out of religion. They even thought that government should not have any authority over real Christians. Anabaptists refused to hold political office or bear arms. Their political and religious beliefs caused the Anabaptists to be regarded as dangerous radicals. The only thing that most Protestants and Catholics could agree on was the need to persecute the Anabaptists.

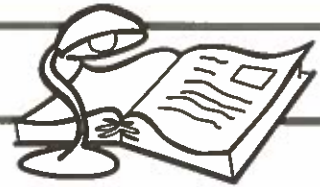
8. How were the beliefs of the Anabaptists different from those of other Protestants?

- **Effects on the Role of Women** (page 399)

Protestants developed a new view of the family. They did not believe that there was anything especially holy about being celibate. They did away with monasticism and the requirement of celibacy for the clergy. Marriage and family were now emphasized. But the role of women did not change very much. Women were still subordinate to men. Women were expected to bear children and obey their husbands. Being a wife and mother was the only role that most Protestant women could play in society.

9. How did the Protestant view of marriage and family affect the clergy?

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Chapter 12, Section 4 (continued)

• The Catholic Reformation (page 400)

By the mid-sixteenth century, Protestantism was well established in many parts of Europe. The situation in Europe did not look good for the Catholic Church. However, the Catholic Church had its own reformation in the sixteenth century that gave it new strength. Three factors brought about this Catholic Reformation. These three factors were the Jesuits, reform of the papacy, and the Council of Trent.

Jesuits were also known as the Society of Jesus. Ignatius of Loyola, a Spanish nobleman, founded the Society. All Jesuits took a vow of absolute obedience to the pope. Jesuits used education to spread their message. Jesuit missionaries were very successful in restoring Catholicism to parts of Germany and eastern Europe. They also spread it to other parts of the world.

Pope Paul III saw the need for changes in the Catholic Church and appointed a Reform Commission in 1537. The commission blamed the Church's problems on the corruption of the popes. Renaissance popes had been involved in questionable financial dealings and in Italian political and military affairs. In 1545, Pope Paul III began the Council of Trent. It was made up of Church leaders and theologians. The Council met off and on for 18 years. It reaffirmed traditional Catholic teachings. According to the Council, both faith and good works were necessary for salvation. The seven sacraments, the Catholic view of the Eucharist, and celibacy were all upheld. However, the selling of indulgences was forbidden.

10. What three factors brought about a reformation of the Catholic Church in the sixteenth century?

Reading Essentials and Study Guide



Chapter 13, Section 1

For use with textbook pages 407–413

EXPLORATION AND EXPANSION

KEY TERMS

- conquistadors** Spanish conquerors of the Americas (page 412)
- colony** a settlement of people living in a new territory, linked with the parent country by trade and direct government control (page 413)
- mercantilism** a set of principles that dominated economic thought in the seventeenth century, which emphasized the accumulation of bullion through government involvement in the promotion of industries and trade (page 413)
- balance of trade** the difference in value between what a nation imports and what it exports over time (page 413)

DRAWING FROM EXPERIENCE

What places today are unknown and still being explored? Do you think you would be interested in taking part in these explorations? Why or why not?

In this section, you will learn about early explorations by European nations, especially in the Americas.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Identify the nationality of each of the following explorers and summarize their explorations.

Explorer	Nationality	Explorations
Vasco da Gama	1.	2.
Christopher Columbus	3.	4.
John Cabot	5.	6.
Francisco Pizarro	7.	8.
Ferdinand Magellan	9.	10.

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