

# GUIDED READING Italy: Birthplace of the Renaissance

Section 1	Renaissance
<b>A.</b> Determining Main Ideas As in Italy, write notes to answer to	you read about the rebirth of learning and the arts he questions.
In Italy, thriving urban centers, of Greece and Rome encourage	a wealthy merchant class, and the classical heritage of the development of new ideas and values.
How did humanism influence the growth of learning?	
2. How did ideas about piety and a simple life change?	
3. What role did patrons of the arts play in the development of Renaissance ideas?	
Styles in art and literature chan	ged as artists and writers emphasized the individual.
4. What effects did the emphasis on individuals have on painters and sculptors?	
5. How did writers reflect Renaissance values in their work?	
6. How did the writing of Petrarch, Boccaccio, and Machiavelli demonstrate the values of humanism?	

B. Summarizing On the back of this paper, define Renaissance, humanism, perspective, and vernacular.

***		<u> </u>
· Al- ii	· · · · · · · · · · · · · · · · · · ·	Date
~Name	 •	Date



Section 2			•					•	
		r e	18 18 18 18 18 18 18 18 18 18 18 18 18 1					(	ari.
Clarifying As you ideas of the Renais					adapted	the			
. What factors led to	the heainning o	f the Renai	ssance in I	northern E	urope?		<del></del>		
. *************************************	, the Boghming e								
				•					
. How did the invent	ion of the printin	g press hel	p spread le	earning an	d Renaiss	ance ide	as?		
		•			* .	<i>I</i>			
	•			:					
. Albrecht Dürer									
. Albrecht Durei		· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·				, , , , , , , , , , , , , , , , , , ,	
. Jan van Eyck		· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·			,	
								,	•
	Elder							, , , , , , , , , , , , , , , , , , , ,	
. Jan van Eyck	Elder								•
. Jan van Eyck						,			
. Jan van Eyck i. Pieter Bruegel the									
. Jan van Eyck i. Pieter Bruegel the									-
. Jan van Eyck i. Pieter Bruegel the									•
. Jan van Eyck i. Pieter Bruegel the i. Desiderius Erasmu						1			

Name		Date	
------	--	------	--



### GUIDED READING Luther Leads the Reformation

**A.** Analyzing Causes and Recognizing Effects As you read this section, note some of the causes and effects of the events identified.

Causes	Event or Situation	Effects
	1. In 1517, Luther posts his 95 the- ses on the church door at Wittenberg.	
· · · · · · · · · · · · · · · · · · ·	2. In 1520, Luther is excommunicated. In 1521, he is declared an outlaw and a heretic.	
	3. The German peasants revolt in 1524.	
	4. The Peace of Augsburg is signed in 1555.	
	5. The English Parliament approves the Act of Supremacy in 1534.	
	6. Parliament establishes the Anglican Church in 1559.	

B. Clarifying On the back of this paper, define each term: indulgence, Lutheran, Protestant, and annul.

Namo	Date	•
Name	Putt	



### GUIDED READING The Reformation Continues

**A.** Determining Main Ideas As you read about new Protestant churches and reforms within the Catholic Church, take notes to answer the questions.

What were some religious or social beliefs of each new Protestant religion?

. Calvinism														
					•			•				•	,	
. Presbyterianism`			,											
		•					•.	-		• •		· · · ·		
. Anabaptism													.*	
		, <b>'</b>						·				•		
				¥-10 (1)										
I. What were the thre	ee major	activities	of the	Jesuit	s?									,
	<i>.</i>		···	•									• .	• •
i. Why were the effe	cts of the	work of	Jesuit	missic	naries	so long	, lastin	g?						
r.	•	A.			•				:	,				
5. What role did Pop	es Paul II	l'and Pau	ıl IV pi	ay in r	eformin	g the C	atholic	: Chur	ch?	-				
				ν.	,		·	•				•		
7. What were some i	mportant	effects o	of the F	eform	ation?			•						
			.*	•					•		·			

B. Perceiving Relationships On the back of this paper, identify the relationship between each term or name and the Reformation: predestination, Calvinism, Catholic Reformation, Jesuits, and Council of Trent.

N I	2	$\sim$
	al.	

ח	a	+	۵





# BUILDING VOCABULARY European Renaissance and Reformation

- **A.** *Multiple Choice* Circle the letter before the term or name that best completes the sentence.
  - 1. An ideal society as depicted by Thomas More is called a (a) perspective (b) utopia (c) theocracy.
  - 2. Members of a religious order for the followers of Ignatius of Loyola were called (a) Jesuits (b) Anabaptists (c) Calvinists.
  - 3. The intellectual movement that focused on human potential and achievement was called (a) humanism (b) predestination (c) indulgence.
  - 4. The period from about 1300 to 1600 during which Europe experienced an explosion of creativity in art, writing, and thought is called the (a) Reformation (b) Renaissance (c) Catholic Reformation.
  - 5. Followers of the Scottish preacher John Knox became known as (a) Anabaptists (b) Protestants (c) Presbyterians.
  - 6. The state church started by Elizabeth I in England is known as the (a) Calvinist Church (b) Protestant Church (c) Anglican Church.

**B.** Completion Select the term or name that best completes the sentence.

	-	ers ern	_	etive ılar

secular predestination William Shakespeare Johann Gutenberg Council of Trent Catholic Reformation

- 1. Instead of writing in Latin, a Renaissance writer might use his or her native language, or the \_\_\_\_\_\_.
- 2. The most famous writer of the Elizabethan Age, regarded by many as the greatest playwright of all time, was \_\_\_\_\_\_.
- 3. Renaissance society was \_\_\_\_\_\_ in spirit, meaning it was worldly rather than spiritual and concerned with the present.
- 4. Using the technique of \_\_\_\_\_\_, Renaissance painters showed three dimensions on a flat surface.
- 5. The German craftsman \_\_\_\_\_\_ developed a printing press that made it possible to produce books quickly and cheaply.
- 6. The \_\_\_\_\_ was a meeting of Catholic bishops and cardinals that agreed on doctrines reforming the Catholic Church.
- **C.** Writing Write a summary of Martin Luther's protest and its effects using the following terms.



indulgence

Reformation

Lutheran

Protestant

Peace of Augsburg



### SKILLBUILDER PRACTICE Synthesizing

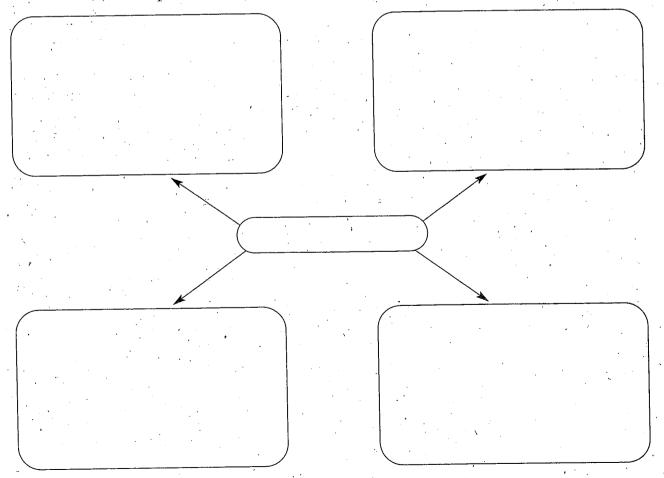
Synthesizing involves putting together different pieces of information to form an overall picture of a historical event. Like detectives, historians piece together historical clues to arrive at an understanding of past events. As you read the passage below, form a synthesis about the impact of the printing press on European society. Then fill in the cluster diagram to show information you used to form the synthesis. (See Skillbuilder Handbook)

The first Europeans to use movable type were printers in Mainz, Germany, the most famous of whom was Johann Gutenberg. From Germany, printing spread quickly to other European cities. By 1500, presses in about 250 cities had printed between 9 and 10 million books. For the first time, books were affordable enough so that people could buy and read them.

The printing press made the Bible available to all Christians who could read. No longer did worshipers have to depend on their priests to read and interpret the Bible for them. Now they could read and find meaning on their own. And for some, like Martin Luther, their interpretations differed greatly

from those of the Church. For others, religious books beautifully illustrated with woodcuts and engravings rekindled religious feelings and encouraged popular piety.

Printing prepared the way for a religious revolution. Books on religion publicized the corruption of the Renaissance popes and other problems in the Church. New ideas spread more quickly than ever before. Many of Luther's ideas were drawn from the writings of John Wycliffe and John Huss, earlier critics of the Church. In turn, printing presses quickly spread Luther's 95 theses throughout Europe, drawing many followers to his teachings. The pen was proving to be mightier than the sword.







### GEOGRAPHY APPLICATION: MOVEMENT Trade in Renaissance Europe

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

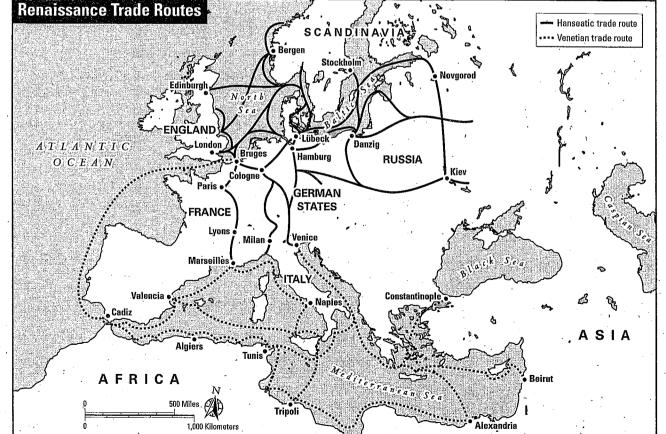
Por centuries Venice and other coastal Italian city-states had a monopoly on trade in their region, the Mediterranean Sea. As a result, around 1200, European merchants to the north began organizing far-ranging, controlled trade routes of their own.

Northern European cities formed a federation called the Hanseatic League. By the 1300s the League had incorporated most of the Baltic and North Sea ports, with German states serving as a go-between. Lübeck, built in the 1200s, was situated in a sheltered port and became the "mother town" of the League, which stretched from Russia to England. Merchants from the nearly 100-member cities—including such inland locations as

Cologne and Novgorod—made up the League's governing body.

Along with a great growth in ship traffic in the upper European region, land transport also increased. Cloth, metals, and other goods such as fish, timber, animal skins, tar, and turpentine were brought to ports and exchanged for the raw goods of Scandinavia and Russia. The League eventually set up branch offices in England and created monopolies to protect their commerce. However, in the early 1600s, the League was hit by internal strife and foreign attacks and was so weakened that it disbanded. At this time, English and Dutch merchants took over control of shipping in the region.









### Interpreting Text and Visuals

- 1. What is the Hanseatic League?
- 2. Name four port cities where the Venetian and Hanseatic trade routes met.
- 3. Besides location and length, what would you say marks the major difference between the Hanseatic and Venetian trade routes?
- 4. Describe the movement of goods from the port of Marseilles to London in two ways: by Venetian and by Hanseatic trade routes.
- 5. In the 1300s a land route and then a canal connected Lübeck with Hamburg. Why do you think this linkage was so important?
- 6. The Baltic Sea has been called a "Scandinavian Mediterranean." Explain why that comparison seems logical.
- 7. Considering the weather possibilities of their far northern location, what do you see as one great disadvantage to the Hanseatic League's sea routes?



## PRIMARY SOURCE from The Courtier by Baldassare Castiglione

Baldassare Castiglione was a well-known Venetian diplomat who served under the Duke of Urbino. Sent to the courts of Henry VIII in London and Louis XII in Milan, Castiglione observed court life firsthand. His book of manners and polite society, The Courtier, was published in 1528 and was translated into several languages. A whole generation of young courtiers diligently followed his advice. As you read this excerpt from his book, consider what characteristics the perfect courtier should possess.

To come, therefore, to the quality of the per-L son, I say he is well if he be neither of the least nor of the greatest size. For both the one and the other hath with it a certain spiteful wonder, and such men are marveled at, almost as much as men marvel to behold monstrous things. Yet if there must needs be a default in one of the two extremities, it shall be less hurtful to be somewhat of the least than to exceed the common stature in height. For men so shot up of body, beside that many times they are of a dull wit, they are also inapt for all exercises of nimbleness, which I much desire to have in the Courtier. And therefore will I have him to be of a good shape, and well proportioned in his limbs, and to show strength, lightness, and quickness, and to have understanding in all exercises of the body that belong to a man of war. And herein I think the chief point is to handle well all kind of weapon both for footman and horseman, and to know the vantages in it. And especially to be skilful on those weapons that are used ordinarily among gentlemen, for beside the use that he shall have of them in war, where peradventure needeth no great cunning, there happen oftentimes variances between one gentleman and another, whereupon ensueth a combat. And many times it shall stand him in stead to use the weapon which he hath at that instant by his side. . . .

"There be also many other exercises, the which, though they depend not thoroughly upon arms, yet have they a great agreement with them, and have in them much manly activity. And of them methink hunting is one of the chiefest, for it hath a certain likeness with war, and truly a pastime for great men, and fit for one living in court. And it is found that it hath also been much used among them of old time. It is meet for him also to have the art of swimming, to leap, to run, to cast the stone; for besides the profit that he may receive of this in the

wars, it happeneth to him many times to make proof of himself in such things, whereby he getteth him a reputation, especially among the multitude, unto whom a man must sometime apply himself. Also it is a noble exercise and meet for one living in court to play at tennis, where the disposition of the body, the quickness and nimbleness of every member, is much perceived, and almost whatsoever a man can see in all other exercises. . . .

"But because we cannot always endure among these so painful doings, besides that the continuance goeth nigh to give a man his fill, and taketh away the admiration that men have of things seldom seen, we must continually alter our life with practising sundry matters. Therefore will I have our Courtier to descend many times to more easy and pleasant exercises. And to avoid envy and to keep company pleasantly with every man, let him do whatsoever other men do; so he decline not at any time from commendable deeds, but governeth himself with that good judgment that will not suffer him to enter into any folly; but let him laugh, dally, jest, and dance, yet in such wise that he may always declare himself to be witty and discreet, and everything that he doeth or speaketh, let him do it with a grace."

from Baldassare Castiglione, *The Courtier*, Thomas Hoby, trans. (The National Alumni, 1907), 30–35.

### **Discussion Questions**

#### **Determining Main Ideas**

- 1. According to Castiglione, what physical attributes befitted a courtier?
- 2. Why did a courtier need to handle different kinds of weapons skillfully?
- 3. **Analyzing Issues** Why did Castiglione feel a courtier should engage in such activities as hunting, swimming, and tennis?



### PRIMARY SOURCE from The Prince by Niccolò Machiavelli

Niccolò Machiavelli (1469-1527) was an Italian political philosopher, historian, poet, and playwright from Florence. Serving in public office for 14 years, he went on almost 30 diplomatic missions for the Florentine city-state. During his diplomatic career, he traveled around Italy and to the courts of France and Germany, gaining insight into the world of Renaissance politics. In 1513 Machiavelli wrote The Prince, a book of advice to rulers on how to found a state and how to stay in power. The following excerpt shows Machiavelli's views on how a ruler should build his reputation.

### How a Prince Should Conduct Himself so as to Gain Renown

Tothing makes a prince so much esteemed as great enterprises and setting a fine example. We have in our time Ferdinand of Aragon, the present King of Spain. He can almost be called a new prince, because he has risen, by fame and glory, from being an insignificant king to be the foremost king in Christendom; and if you will consider his deeds you will find them all great and some of them extraordinary. In the beginning of his reign he attacked Granada, and this enterprise was the foundation of his dominions. He did this quietly at first and without any fear of hindrance, for he held the minds of the barons of Castile occupied in thinking of the war and not anticipating any innovations; thus they did not perceive that by these means he was acquiring power and authority over them. He was able with the money of the Church and of the people to sustain his armies, and by that long war to lay the foundation for the military skill which has since distinguished him. Further, always using religion as a plea, so as to undertake greater schemes, he devoted himself with a pious cruelty to driving out and clearing his kingdom of the Moors; nor could there be a more admirable example, nor one more rare. Under this same cloak he assailed Africa, he came down on Italy, he has finally attacked France; and thus his achievements and designs have always been great, and have kept the minds of his people in suspense and admiration and occupied with the issue of them. And his actions have arisen in such a way, one out of the other, that men have never been given time to work steadily against him. . . .

Never let any Government imagine that it can choose perfectly safe courses; rather let it expect to have to take very doubtful ones, because it is found

in ordinary affairs that one never seeks to avoid one trouble without running into another; but prudence consists in knowing how to distinguish the character of troubles, and for choice to take the lesser evil.

A prince ought also to show himself a patron of ability, and to honour the proficient in every art. At the same time he should encourage his citizens to practise their callings peaceably, both in commerce and agriculture, and in every other following, so that the one should not be deterred from improving his possessions for fear lest they be taken away from him or another from opening up trade for fear of taxes; but the prince ought to offer rewards to whoever wishes to do these things and designs in any way to honour his city or state.

Further, he ought to entertain the people with festivals and spectacles at convenient seasons of the year; and as every city is divided into guilds or into societies, he ought to hold such bodies in esteem, and associate with them sometimes, and show himself an example of courtesy and liberality; nevertheless, always maintaining the majesty of his rank, for this he must never consent to abate in anything.

from Niccolò Machiavelli, The Prince. Reprinted in Robert Maynard Hutchins, ed., Great Books of the Western World (Encyclopaedia Britannica, Inc., 1952), 31-33.

### **Activity Options**

- 1. Analyzing Causes and Recognizing Effects Make a cause-and-effect diagram illustrating how a prince gains renown according to Machiavelli. Then share your diagram with your classmates.
- 2. **Determining Main Ideas** Write a numbered list of tips for princes who want to gain fame and public approval. Share your list with a group of classmates and discuss which tips political leaders today might use.



# PRIMARY SOURCE A Conference with Elizabeth I by André Hurault

Elizabeth I (1533–1603) was the daughter of Henry VIII and Anne Boleyn. She became queen of England in 1558. In the following passage, the French ambassador to England records his impressions of a private meeting that he had with Elizabeth I on December 8, 1597. As you read his account, think about the queen's appearance and behavior.

n the 8th of December I did not think to be given an audience for that day and was resolved to make my complaint; but about one hour after noon there came a gentleman from the Queen who said to me that her Majesty was much grieved that she had not given me audience sooner, and that she prayed me to come to her that very hour. He brought me in a coach to take me down to the river where one of the barges awaited me, and we went thence to the gate of the Queen's palace. . . .

She was strangely attired in a dress of silver cloth, white and crimson, or silver 'gauze', as they call it. This dress had slashed sleeves lined with red taffeta, and was girt about with other little sleeves that hung down to the ground, which she was for ever twisting and untwisting. She kept the front of her dress open . . . and often she would open the front of this robe with her hands as if she was too hot. The collar of the robe was very high, and the lining of the inner part all adorned with little pendants of rubies and pearls, very many, but quite small. She had also a chain of rubies and pearls about her neck. On her head she wore a garland of the same material and beneath it a great reddishcoloured wig, with a great number of spangles of gold and silver, and hanging down over her forehead some pearls, but of no great worth. On either side of her ears hung two great curls of hair, almost down to her shoulders and within the collar of her robe, spangled as the top of her head. . . .

As for her face, it is and appears to be very aged. It is long and thin, and her teeth are very yellow and unequal, compared with what they were formerly, so they say, and on the left side less than on the right. Many of them are missing so that one cannot understand her easily when she speaks quickly. Her figure is fair and tall and graceful in whatever she does; so far as may be she keeps her dignity, yet humbly and graciously withal.

All the time she spoke she would often rise from her chair, and appear to be very impatient with what I was saying. She would complain that the fire was hurting her eyes, though there was a great screen before it and she six or seven feet away; yet did she give orders to have it extinguished, making them bring water to pour upon it. She told me that she was well pleased to stand up, and that she used to speak thus with the ambassadors who came to seek her, and used sometimes to tire them, of which they would on occasion complain. I begged her not to overtire herself in any way, and I rose when she did; and then she sat down again, and so did I. At my departure she rose and conducted me to that same place where she had come to receive me, and again began to say that she was grieved that all the gentlemen I had brought should see her in that condition, and she called to see them. They made their reverence before her, one after the other, and she embraced them all with great charm and smiling countenance.

from André Hurault, Journal of an Embassy from Henry IV to Queen Elizabeth, 1597, trans. by G. B. Harrison and R. A. Jones (Nonesuch Press, 1931). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 156-159.

### Research Options

- 1. Writing Expository Paragraphs Use print or on-line resources to find out more about the life and reign of Elizabeth I. Then write a brief biographical sketch and share it with your classmates.
- Making Judgments André Hurault provides a detailed description of the queen's attire. Research fashions of the Renaissance. Then sketch costume designs for a film set during this time period and display them in class.



# PRIMARY SOURCE Report on the English Reformation

Thomas Cromwell (14857–1540) was an English statesman who served under Henry VIII. Cromwell devised the policy that separated England from the Roman Catholic Church and was responsible for establishing the Reformation in England. The following excerpt comes from a report by Cromwell's agents—John London, Roger Townshend, Richard Layton, and Geoffrey Chamber—on the progress of the English Reformation from 1537 to 1538. According to the report, what steps were taken to break with the Roman Catholic Church during the Reformation?

n my most humble manner I have me commend-Led unto your good lordship, ascertaining the same that I have pulled down the image of Our Lady at Caversham, whereunto was great pilgrimage. The image is plated over with silver, and I have put it in a chest fast locked and nailed up, and by the next barge that cometh from Reading to London it shall be brought to your lordship. I have also pulled down the place she stood in, with all other ceremonies, as lights, shrowds, crosses, and images of wax hanging about the chapel, and have defaced the same thoroughly in eschewing of any further resort thither. This chapel did belong to Notley Abbey, and there always was a canon of that monastery which was called the Warden of Caversham, and he sung in this chapel and had the offerings for his living. He was accustomed to show many pretty relics, among the which were (as he made report) the holy dagger that killed King Henry, and the holy knife that killed St. Edward. All these with many other, with the coats of this image, her cap and hair, my servants shall bring unto your lordship this week, with the surrender of the friars under their convent seal, and their seal also. I have sent the canon home again to Notley, and have made fast the doors of the chapel, which is thoroughly well covered with lead, and if it be your lordship's pleasure I shall see it made sure to the King's grace's use. And if it be not so ordered, the chapel standeth so wildly that the lead will be stolen by night. . . . At Caversham is a proper lodging where the canon lay, with a fair garden and an orchard, meet to be bestowed upon some friend of your lordship's in these parts. . . .

Please it your good lordship to be advertised that there was a poor woman of Wells, beside Walsingham, that imagined a false tale of a miracle to be done by the image of Our Lady that was at Walsingham, since the same was brought from thence to London. And upon the trial thereof, by

my examination from one person to another, to the number of six persons, and at last came to hear that she was the reporter thereof, and to be the very author of the same, as far forth as my conscience and perceiving could lead me, I committed her therefore to the ward of the constable at Walsingham. The next day after, being market day. there I caused her to be set in stocks in the morning, and about 9.00 of the clock when the said market was fullest of people, with a paper set about her head, written with these words upon the same A REPORTER OF FALSE TALES, was set in a cart and so carried about the market stead and other streets in the town, staying in divers places where most people assembled, young people and boys of the town casting snowballs at her. This done and executed, was brought to the stocks again, and there set till the market was ended. This was her penance; for I knew no law otherwise to punish her but by discretion, trusting it shall be a warning to other light persons in such wise to order themself. Howbeit, I cannot perceive but the said image is not yet out of some of their heads, I thought it convenient to advertise your lordship of the truth of this matter. . . .

from H. Ellis, Original Letters, 1824–46. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 89–91.

### **Discussion Questions**

#### Summarizing

- 1. What property did Cromwell's agents seize from English monasteries?
- 2. How did Cromwell's agents punish a woman who attributed a miracle to the image of Our Lady at Walsingham?
- 3. **Recognizing Effects** According to this report, what changes occurred in England as a result of the Reformation?



# LITERATURE SELECTION from The Agony and the Ecstasy by Irving Stone

American author Irving Stone's novel The Agony and the Ecstasy traces the life of famed Renaissance sculptor and painter Michelangelo Buonarroti. In the following excerpt, Michelangelo has been commissioned by Pope Julius II to paint the ceiling of the Sistine Chapel in Rome; however, he and his assistant Michi get off to a shaky start with this daunting project. As you read, think about the different problems Michelangelo encounters and how he solves them.

the entrance of the chapel. By March he had the cartoon blown up and ready to be transferred to the ceiling. Winter had not released its grip on Rome. The Sistine was bitterly cold. A hundred braziers could not heat its lowest areas. He wore his warm wool stockings, brache and shirt.

Rosselli, who had left for Orvieto for a profitable commission, had trained Michi in the mixing of the plaster and the method of applying it. Michelangelo helped him carry the sacks of lime, sand and pozzolana, volcanic tufa dust, up the steep wall ladders to the top of the scaffolding. Here Michi made his mix. Michelangelo was dissatisfied with the tawny color caused by the pozzolana, adding more lime and ground marble. He and Michi then climbed the series of three receding platforms that Rosselli had built so that they could plaster and paint the top of the rolling vault. Michilaid an area of intonaco, then held the cartoon. Michelangelo used the stick, charcoal bag, red ochre for connecting lines.

Michi descended, set to work grinding colors below. Michelangelo was now on his top platform, sixty feet above the floor. He had been thirteen when he stood for the first time on the scaffolding in Santa Maria Novella, alone on a peak above the chapel and the world. Now he was thirty-four, and now, as then, he suffered vertigo. The Sistine seemed so hollow from up here, with his head just one foot below the ceiling. He smelled the wet plaster, the pungence of his freshly ground paints. He turned from his view of the marble floor, picked up a brush, squeezed it between the fingers and thumb of his left hand, remembering that he would have to keep his colors liquid this early in the morning. . . .

He had watched Ghirlandaio paint enough panels to know that he should begin at the top and work his way downward on either side; but he

lacked experience to paint professionally, and so he began at the dominant point, the one that interested him the most: the extreme left end, the last piece of green earth showing above the flood, the trunk of a storm-twisted tree extending toward what would later be Noah's Ark, with the last of perishing humanity climbing the banks: a woman carrying a child in her arms, an older one clutching her leg; a husband carrying his distraught wife on his back; a vanishing trail of heads, old and young, about to be submerged in the rising waters; and above them all, a young man climbing and clutching at the tree trunk in a desperate effort to gain the highest vantage point.

He painted with his head and shoulders pulled sharply back, his eyes staring straight up. Paint dripped onto his face, the moisture of the wet plaster oozed out and dripped in his eyes. His arms and back tired quickly from the strain of the unnatural position. During the first week he allowed Michi to lay only modest areas of intonaco each day, proceeding cautiously, experimenting not only with the contortions of the figures but with a wide variety of flesh tones and the colors of the blue, green and rose robes of those who still retained their clothing. He knew that these small areas caused too many seams, that at this rate Granacci's estimate of forty years would prove more accurate than his own resolution of four. Yet he learned as he went along; this panel of life and death in violent action bore little relation to the Ghirlandaio still lifes. He was content to feel his way slowly until he had mastered his medium.

At the end of the first week a biting north wind arose. Its whistling kept him awake most of the night. In the morning he walked to the Sistine with his scarf wound around his mouth, not sure, even as he climbed the ladder, whether he could get his hands warm enough to hold a brush. But when he reached the top of Rosselli's highest platform he

saw that there was no need to do so: his panel was ruined. His plaster and paints were not drying. Instead, there was a moist dripping at the edges of his stormy tree, the man mounting the bank, a bundle of clothes on his shoulder. The oozing moisture was creating a mold which was creeping over the paint, slowly absorbing it. Behind him he heard Michi ask in a choked voice:

"I made the plaster bad?"

It was a long time before he could reply; he felt too sick.

"It was me. I don't know how to mix paints for fresco. It's been too many years since Ghirlandaio's.

The news of his

failure would be all

over Italy in a

matter of days.

Instead of returning

to Florence in tri-

umph he would

creep home like a

beaten dog.

Granacci and the others did the work on my first prophet; all I did

was apply the paint."

He stumbled down the ladder, tears in his eyes, made his way blindly to the Papal palace, waited for an interminable time in a cold anteroom. When he was admitted he stood forlornly before Julius.

"What is it, my son? You look

ill."

"I have failed."

"In what way?"

"What I have done is spoiled."

"So quickly?"

"I told Your Holiness it was not my art."

"Lift up your head, Buonarroti. I have never seen you . . . crushed. I prefer you storming at me."

"The ceiling has begun to drip. The moisture is causing spots of mold."

"Can't you dry them?"

"I know not how, Holiness. My colors are disappearing into the mold. They are being consumed by the salty edges."

"I can't believe that you would fail ..." He turned to a groom. "Go to Sangallo's house, tell him to inspect the Sistine ceiling at once, and bring me

his report."

Michelangelo retreated to the cold outer room and the hard waiting bench. This was the worst defeat he had ever suffered. Much as he hated giving his years to fresco, he had nonetheless evolved a masterly conception. He was not accustomed to failure; it was the only thing in his lexicon that was worse than being forced to work in alien mediums. That the Pope would be through with him there could be no doubt, even though his collapse as a

fresco painter had nothing to do with his qualities as a marble sculptor. He would certainly not be allowed to carve the tomb. When an artist failed this abjectly, he was finished. The news of his failure would be all over Italy in a matter of days. Instead of returning to Florence in triumph he would creep home like a beaten dog, the tail of his pride between his legs. Florence would not like that. They would consider that he had undermined their position in the art world. Gonfaloniere Soderini would feel let down; he would have been a liability at the Vatican instead of an asset. Again he would have wasted a full year of his productive life.

He was buried so deep in his gloom that he did not see Sangallo come in. He was hustled into the throne room before he had a chance to collect himself.

"Sangallo, what have you found?" the Pope demanded.

"Nothing serious, Holiness. Michelangelo applied the lime in too watery a state, and the north wind caused it to exude."

"But it's the same composition Ghirlandaio used in Florence," Michelangelo cried. "I watched it being prepared. . . ."

"Roman lime is made of travertine. It does not dry as readily. The pozzolana Rosselli taught you to mix with it stays soft, and often breaks into an efforescence while drying. Substitute marble dust for pozzolana, use less water with this lime. All will be well."

"What about my colors? Must I tear out that part of the ceiling?"

"No. In time the air will consume the mold.
Your colors won't be hurt."

Had Sangallo come back and reported that the ceiling was ruined, he would have been on the road to Florence by noon. Now he could return to his vault, though the events of the morning had given him an excruciating headache. . . .

For thirty days he painted from light to darkness, completing the Sacrifice of Noah, the four titanic male nudes surrounding it, the Erythraean Sibyl on her throne, and the Prophet Isaiah in the pendentive opposite, returning home at night to enlarge the cartoon of the Garden of Eden. For thirty days he slept in his clothes, without taking off even his boots; and when at the completion of the

section, utterly spent, he had Michi pull his boots off for him, the skin came away with them.

He fed off himself. When he grew dizzy from standing and painting with his head and shoulders thrown back, his neck arched so that he could peer straight upward, his arms aching in every joint from the vertical effort, his eyes blurred from the dripping paint even though he had learned to paint through slits and to blink them shut with each brush stroke as he did against flying marble chips, he had Rosselli make him a still higher platform, the fourth on top of the scaffolding. He painted sitting down, his thighs drawn up tight against his belly for balance, his eyes a few inches from the ceiling, until the unpadded bones of his buttocks became so bruised and sore he could no longer endure the agony. Then he lay flat on his back, his knees in the air, doubled over as tightly as possible against his chest to steady his painting arm. Since he no longer bothered to shave, his beard became an excellent catchall for the constant drip of paint and water. No matter which way he leaned, crouched, lay or knelt, on his feet, knees or back, it was always in strain.

Then he thought he was going blind. A letter arrived from Buonarroto, and when he tried to read it he could see nothing but a blur. He put the letter down, washed his face, ate a few forkfuls of the overcooked pasta Michi had made for him, went back to the letter. He could not decipher a word.

He threw himself on his bed, sorely beset. What was he doing to himself? He had refused to paint the simple commission the Pope had requested, and now he would come out of this chapel a gnarled, twisted, ugly, blind dwarf, deformed and aged by his own colossal stupidity. What Torrigiani had done to his face, the vault would do to his body. He would carry its scars to his dying day. Why couldn't he have let well enough alone? He would have made his peace with the Pope, been back in Florence long since, enjoying dinner with the Company of the Cauldron, living in his comfortable house, carving the Hercules.

Sleepless, racked with pain, homesick, lonely, he rose in the inky blackness, lit a candle, and on

the back of an old sketch tried to lighten his mood by pouring out his woes:

I've grown a goitre by dwelling in this den—as cats from stagnant streams in Lombardy, or in what other land they hap to be—which drives the belly close beneath the chin:

My beard turns up to heaven; my nape falls in, fixed on my spine: my breast-bone visibly grows like a harp: a rich embroidery bedews my face from brush-drops thick and thin.

My loins into my paunch like levers grind: my buttock like a crupper bears my weight; my feet unguided wander to and fro;

In front my skin grows loose and long; behind by bending it becomes more taut and strait; crosswise I strain me like a Syrian bow:...

Come then, try to succor my dead pictures and my fame; since foul I fare and painting is my shame.

### Research Options

- 1. Using Research in Writing Find out more about Michelangelo. Then work with classmates to plan and arrange a bulletin board display about his life. Include a brief biographical sketch and pictures of his works of art. Use captions to identify each work of art you use in the display.
- 2. Writing Expository Paragraphs Research how frescoes are created. Write a brief step-by-step explanation of the process, including definitions of such terms as pozzolana and intonaco, and share it with a small group of classmates.
- 3. **Perceiving Relationships** Find pictures of the Sistine Chapel frescoes. Match the images you see with descriptions in this passage from *The Agony and the Ecstasy*. For example, find depictions of the Deluge, the Sacrifice of Noah, the Garden of Eden, the Prophet Isaiah, and so forth.



#### Niccolò Machiavelli HISTORYMAKERS

Inventor of Political Science

"My intent being to write a useful work . . . it seemed to me more appropriate to pursue the actual truth of the matter than the imagination of it. Many have imagined republics and principalities which were never seen or known really to exist; because how one lives is so far removed from how one ought to live that he who abandons what one does for what one ought to do, learns rather his own ruin than his preservation."—Niccolò Machiavelli, The Prince (1513)

Ticcolò Machiavelli, an intellectual and some  $oxed{1}$  time government official, nearly lived an anonymous life. He was an educated man who had written plays but remained an unknown citizen of Florence, Italy, well into middle age. It was not until the age of 44 that he single-handedly revolutionized the study of governments and politics.

Machiavelli was born in 1469 to a noble family in Florence, one of the intellectual centers of the Italian Renaissance. He received a solid education. During his twenties, he worked in Rome on behalf of a Florentine banker. Florence was experiencing political upheaval at the time. Lorenzo de' Medici, the great banker and patron of the arts, had ruled the city until his death in 1492. His son proved to be an incompetent heir and was banished from the city. A few years later, the people of Florence decided to form a republic.

Machiavelli became an official in the new government. He served the city-state on several diplomatic missions that allowed him close observation of some of the leading political figures of his time. He grew to respect those who knew how to gain , and use power. He also took the role of organizing a citizen-army for Florence, which he modeled after the army of the ancient Roman Republic.

Machiavelli's militia did not have the fighting ability of Rome's famed legions, though. In 1512, the Spanish army defeated the Florentine troops, and the Medici family once again took power. Machiavelli was dismissed from the government and retired to his country estate to write.

Among Machiavelli's creations was The Prince. A devoted supporter of republican government, he nevertheless dedicated the work to the new Medici ruler of Florence. Machiavelli hoped The Prince would prove his intelligence so he could win a job in the new regime. He also hoped to spur the Medici family to unite northern Italy and insulate it from foreign interference.

Previous writers of political philosophy tried to describe perfect governments. Machiavelli had a different idea in mind. He wanted to understand how political leaders could best obtain and hold power. He thought that trickery was more effective in achieving these goals than honesty. He also thought that acquiring and maintaining power was more important to rulers than being a "good" leader. The chapter title "On Cruelty and [compassion], and Whether It Is Better To Be Loved or Feared" reveals the core of his view of government, which is based on his view of human nature:

It will naturally be answered that it would be desirable to be both [loved] and [feared]; but as it is difficult to be both at the same time, it is much more safe to be feared than to be loved, when you have to choose between the two. For it may be said of men in general that they are ungrateful and fickle, dissemblers, avoiders of danger, and greedy of gain.

His name became an adjective—"Machiavellian" came to describe any leader who used deceit to impose his or her will.

Ironically, Machiavelli was ruined by his own ambitions. The Medici gave him diplomatic work. However, when they were overthrown and the republic restored again, Machiavelli was tainted by his association with the Medici. He was turned down for employment and died shortly thereafter.

### Ouestions

- 1. Drawing Conclusions How did Machiavelli's ideas and actions reflect his respect for ancient Rome?
- 2. Analyzing Issues Why is it appropriate to call Machiavelli's work political science?
- 3. **Making Inferences** What was Machiavelli's view of human nature?



## HISTORYMAKERS Elizabeth I Gloriana

"It is my desire to live nor reign no longer than my life and reign shall be for your good. And though you have had, and may have, many princes more mighty and wise sitting in this seat, yet you never had, nor shall have, any that will be more careful and loving."—Elizabeth, addressing Parliament (1601)

alled "Gloriana," Elizabeth I, the new queen of England in 1558, ushered in a period of unmatched artistic growth and political achievements. She survived a difficult childhood to reach the throne at age 25. She patched over religious differences, skillfully manipulated other rulers who sought her hand in marriage, helped guide England past a serious foreign threat, and presided over a period of intellectual and artistic flowering. She became a magnificent symbol of England's rise.

The daughter of Anne Boleyn, the second wife of Henry VIII, Elizabeth was forced to grow up fast in an unstable and dangerous court. When she was not yet three years old, her father accused her mother of conspiracy and had Anne Boleyn executed. Elizabeth, like her older half-sister Mary, was declared illegitimate. In 1544, Elizabeth was named third in line to the throne, but her troubles did not go away. She was suspected of being involved in a plot against her half-brother Edward when he became king. She responded well to tough questions, though, and her innocence was accepted.

After Edward's death, Mary became queen. She was Catholic, and became suspicious of Elizabeth, who was Protestant. Once again, Elizabeth was wrongly accused of plotting against the crown. She was arrested and placed in the Tower of London but was released two months later. In 1558, Mary died, and Elizabeth was crowned queen.

Elizabeth inherited a miserable situation in England. One contemporary described the state in hopeless terms: "The queen poor. The realm exhausted. The nobility poor and decayed. . . . The people out of order. Justice not executed." However, her reign reversed these trends and revived the English spirit.

In the first decades of Elizabeth's rule, she played a skillful game of cat-and-mouse with the powerful nobles of Europe, who wanted to marry her and win control of England. She entertained several possible husbands, changing her course as she believed was best for English policy. In the

end, she frustrated all suitors and never married. While her policy ensured the independence of England, it was risky. If she died unexpectedly, a struggle for the throne was bound to result.

Elizabeth also attempted to heal the religious differences that plagued England. In 1559, she persuaded Parliament to approve a law that made England Protestant but that also gave some concessions to Catholics. Though laws against Catholic practices grew stricter under her rule, she managed to lighten them in practice.

In the 1580s, England drifted toward war with Spain. Elizabeth allowed English sea captains to plunder Spanish ships bringing gold and silver from the New World. She also sent aid and English troops to the areas of the Netherlands that were fighting to win independence from Spain. In 1588, Philip II of Spain launched a huge fleet, the Armada, against England. England's faster ships outsailed the Spanish fleet and inflicted heavy damage on them. A severe storm destroyed many Spanish ships and helped defeat the Armada.

In Elizabeth's later years, England suffered other problems. The Irish, encouraged by Spain, rebelled against English control. These wars and the defeat of the Armada drained the treasury. The economy weakened. Nobles and government officials jockeyed for power and influence. During this time, however, English writers produced an outpouring of poems, plays, and other works that showed great creativity and skill. The queen, now 70, finally weakened and died in 1603.

### Questions

- 1. *Making Inferences* What actions do you think demonstrated that Elizabeth was both a clever and fair ruler? Explain.
- 2. **Drawing Conclusions** Why was Elizabeth such a desirable match in marriage?
- 3. **Clarifying** What policies led to conflict with Spain?

r	·£			- 4.5
		7		
	V	а	m	ρ

Date	



### CONNECTIONS ACROSS TIME AND CULTURES

# A Flowering of Creativity and Knowledge

THEMATIC CONNECTION: CULTURAL INTERACTION

In this chapter you read about the explosion of creativity historians call the Renaissance. In Chapter 10, you read how arts and learning flourished in Muslim society during the time of the Abbasids' rule. How did Muslim achievements in the arts and sciences resemble the achievements of the Renaissance that began in Italy in the 1300s? Use information in Chapters 10 and 17 to answer the questions that follow.

1. As Muslim rule expanded, prosperous urban centers developed in Baghdad, Damascus,	
Córdoba, and Cairo	
a. What led to the growth of cities in northern Italy?	
b. How might sophisticated urban centers contribute to learning and the arts?	
2. Leaders of the Umayyads and the Abbasids encouraged scholars to translate ancient texts. Who were patrons of artists and scientists in the Renaissance?	
3. Islam forbade making pictures of living beings, so Muslim artists developed high skills in areas such as calligraphy and the decorative arts. How did Christianity affect the art of the Renaissance?	
4. A ninth-century Muslim philosophical society visualised the ideal man in terms of faith, education, astuteness, good conduct, piety, knowledge of sciences, ability to interpret mysteries, and spiritual life.  a. What values did the Renaissance look for in a "universal man"?	
a. What values did the Tohussanee John	
b. How are these ideals alike? How are they different?	
5. A major contribution of Abbasid artists and scholars was to preserve and develop ideas from many earlier cultures—Greek, Roman, Indian, and Arabic. In your opinion, what was the major contribution of the Renaissance?	

Name Date
-----------



# Italy: Birthplace of the Renaissance

**Clarifying** Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below it.

write $F$ i	n the blank and then write the corrected statement on the line below it.
1.	During the Renaissance, patrons of the arts were people who frequented
	many art festivals.
2.	The technique of perspective was used by Renaissance painters to show three dimensions on a flat surface.
3.	The Renaissance, a movement that started in Germany and lasted 300 years, brought about a growth of creativity in art, writing, and thought.
4.	The general emphasis of the Renaissance movement was religious.
5.	The Prince, by Niccolò Machiavelli, stated that people are selfish and corrupt, and that a prince should be feared more than loved.
6.	Some Renaissance writers wrote in the vernacular, or in the author's native language.
7.	An intellectual movement called humanism focused on scientific information about the human body.
8.	"Renaissance men" were men who mastered many fields of endeavor.



### The Northern Renaissance

1. How did the styles and techniques of the Italian Renaissance spread to the North?  2. What did the Christian humanism movement focus on?  3. What was the Renaissance movement called in England and why?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  7. One of the first women writers to speak out against the	issance. Answer them in	the space provided.		•		
2. What did the Christian humanism movement focus on?  3. What was the Renaissance movement called in England and why?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  6. Iohann Gutenber	1. How did the styles a	nd techniques of the	e Italian Renaissance	spread to the	North?	•
2. What did the Christian humanism movement focus on?  3. What was the Renaissance movement called in England and why?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  6. Iohann Gutenber			•			· .
2. What did the Christian humanism movement focus on?  3. What was the Renaissance movement called in England and why?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  6. Iohann Gutenber						· .
3. What was the Renaissance movement called in England and why?  4. What were some of the changes brought about by the Renaissance period?  4. What were some of the changes brought about by the Renaissance period?  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  6. Iohann Gutenberg d. Iohann Gute				• .		* .
4. What were some of the changes brought about by the Renaissance period?  Ling Comprehension Find the name or term in the second column that best hes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	2. What did the Christi	ian numanisin movei	ment focus on			
4. What were some of the changes brought about by the Renaissance period?  ing Comprehension Find the name or term in the second column that best hes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber						
4. What were some of the changes brought about by the Renaissance period?  ing Comprehension Find the name or term in the second column that best nest the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber						
ing Comprehension Find the name or term in the second column that best hes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	3. What was the Renai	ssance movement ca	ılled in England and	why?		
ing Comprehension Find the name or term in the second column that best hes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber		· · · · · · · · · · · · · · · · · · ·	<del></del>			<u>.                                    </u>
ing Comprehension Find the name or term in the second column that best less the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  6. I Johann Gutenberg description in the first column. Then write the letter of your answer in an a. Christine de Piza control of the printing and cheaply and cheaply and cheaply description in the first column. Then write the letter of your answer in an a. Christine de Piza control of the printing and cheaply and cheaply and cheaply description in the first column. Then write the letter of your answer in an		• • •	•			
<ul> <li>Ling Comprehension Find the name or term in the second column that best hes the description in the first column. Then write the letter of your answer in lank.</li> <li>5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English</li> <li>6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply</li> <li>d. Johann Gutenber</li> </ul>						
nes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber				. 71		<del></del>
nes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	4. What were some of	the changes brought	t about by the Renai	ssance period	) )	· .
nes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	4. What were some of	the changes brought	t about by the Renai	ssance period	<b>)</b>	· .
nes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	4. What were some of	the changes brought	t about by the Renai	ssance period	)	<del></del>
nes the description in the first column. Then write the letter of your answer in lank.  5. Book by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	4. What were some of	the changes brought	t about by the Renai	ssance period	)	
Sook by Thomas More whose title means "no place" in Greek, and has come to mean "ideal place" in English  6. A craftsman from Germany who created a movable type printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber		,			)	
Greek, and has come to mean "ideal place" in English  b. William Shakesper printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	ing Comprehension F	ind the name or term	m in the second col	ımn that best		
Greek, and has come to mean "ideal place" in English  b. William Shakesper printing press that made it possible to print books quickly and cheaply  d. Johann Gutenber	ing Comprehension F	ind the name or term	m in the second col	ımn that best		
b. William Shakesper printing press that made it possible to print books quickly and cheaply  b. William Shakesper c. Utopia  c. Utopia  d. Johann Gutenber	<b>ing Comprehension</b> F nes the description in th lank.	Find the name or term ne first column. Then	m in the second colu n write the letter of	ımn that best	1 · · ·	do Piron
printing press that made it possible to print books quickly  and cheaply  d. Johann Gutenber	ing Comprehension F nes the description in th lank. 5. Book by Thomas M	find the name or termine first column. Then	m in the second colon write the letter of the man and the man are the letter of the man are the man ar	ımn that best	1 · · ·	e de Pizan
and cheaply d. Johann Gutenber	ing Comprehension F nes the description in th lank. 5. Book by Thomas M Greek, and has con	Find the name or term ne first column. Then fore whose title mea ne to mean "ideal pla	m in the second colo n write the letter of ms "no place" in ace" in English	ımn that best	a. Christine	
d. Johann Gutenber	ing Comprehension F nes the description in the lank.  5. Book by Thomas M Greek, and has con 6. A craftsman from C	Find the name or term ne first column. Then More whose title mea ne to mean "ideal pla Germany who create	m in the second colon write the letter of the ins "no place" in ace" in English d a movable type	ımn that best	a. Christine b. William S	
	ing Comprehension F hes the description in th lank.  5. Book by Thomas M Greek, and has con 6. A craftsman from C printing press that	Find the name or term ne first column. Then More whose title mea ne to mean "ideal pla Germany who create	m in the second colon write the letter of the ins "no place" in ace" in English d a movable type	ımn that best	a. Christine b. William S c. Utopia	Shakespea

8. The most famous Elizabethan writer who wrote with a

deep understanding of human beings

Mama	Data	
Name	Date	



### Luther Leads the Reformation

**Determining Main Ideas** Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

	Reformation Peace of Augsburg	Lutherans Protestant	Anglican
	indulgence	annul	Herotte
1.	Christians who were member	s of non-Catholic churc	shes were considered
	An, other that a priest imposed for sins.		n, released a sinner from the penalty
3.	Luther was declared a from official Church teaching		on who holds beliefs that differ
4.	Henry VIII asked the pope to that he could take a younger v		s marriage to Catherine Howard so
5.	The Chur England to Protestantism.	ch was created by Parl	iament and Elizabeth I to return
6.	Luther's 95 Theses began the	, a	movement for religious reform.
7.	Luther and his followers becaknown as	me a separate religious	group from the Catholic Church,
	A religious settlement known		declared that each ruler

### The Reformation Continues

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

1. A theory that God has known since the beginning of time who will be saved b. Tesuits 2. A movement within the Catholic Church to reform itself and help Catholics remain loyal 3. Members of the Society of Jesus who focused on creating schools, converting non-Christians to Catholicism, and stopping the spread of Protestantism 4. A religion based on the teachings of John Calvin \_\_\_ 5. A government that is controlled by religious leaders 6. A meeting of Catholic bishops and cardinals where they h. Calvinism agreed on several Catholic doctrines 7. People who believed that a person must be able to decide to be Christian before he or she can be baptized 8. Followers of John Knox who believed that each communi-

ty church should be governed by a group of presbyters

- a. Presbyterians
- c. predestination
- d. theocracy
- e. Council of Trent
- f. Anabaptists
- g. Catholic Reformation