

CHAPTER
13
SECTION 1

Note Taking Study Guide

THE RENAISSANCE IN ITALY

Focus Question: What were the ideals of the Renaissance, and how did Italian artists and writers reflect these ideals?

As you read this section in your textbook, complete the following outline to identify main ideas and supporting details about the Italian Renaissance. Some items have been completed for you.

I. What was the Renaissance?

A. A changing worldview

1. Reawakened interest in classical Greece and Rome
2. New emphasis on human experience and individual achievement

B. A spirit of adventure

1. Looked at universe in new ways
2. _____

C. The growth of humanism

1. Study of classical Greece and Rome to understand their own times
2. _____

II. Italy: Cradle of the Renaissance

A. Italy's history and geography

1. _____
2. _____
3. _____

B. _____

1. _____
2. _____

III. Renaissance art and artists flower

A. _____

1. _____
2. _____

B. _____

1. _____
2. _____

(Outline continues on the next page.)

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THE RENAISSANCE IN ITALY

(Continued from page 118)

C.	_____
1.	_____
2.	_____
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CHAPTER
13
SECTION 1

Section Summary

THE RENAISSANCE IN ITALY

READING CHECK

What does *Renaissance* mean?

VOCABULARY STRATEGY

Find the word *comprehend* in the underlined sentence. What clues to its meaning can you find in the surrounding text? In this case, there is a synonym, or word that means the same as *comprehend*, in the same sentence. Circle the word in the sentence that could help you figure out what *comprehend* means.

READING SKILL

Identify Main Ideas What were two main features of the Renaissance?

A new age began in Italy in the 1300s and eventually spread throughout Europe. It was called the Renaissance, meaning “rebirth.” It marked the change from medieval times to the early modern world. During medieval times, people focused on religion. In contrast, Renaissance thinkers explored human experience. There was a new emphasis on individual achievement. At the heart of this age was an intellectual movement called **humanism**. Humanists studied the classical culture of Greece and Rome. They used that study to comprehend, or understand, their own times. They emphasized the **humanities**—subjects including rhetoric, poetry, and history. Poet Francesco **Petrarch** was an important Renaissance humanist.

Italy was the birthplace of the Renaissance for many reasons. Italy had been the center of the Roman empire. Rome was also the seat of the Roman Catholic Church. The Church was an important **patron**, or supporter, of the arts. Italy’s location encouraged trade. Trade provided the wealth that fueled Italy’s Renaissance. In Italy’s city-states, many merchant families had become rich through trade. One was the Medici family of **Florence**. They were important patrons of the arts.

Renaissance art reflected the ideas of humanism. Painters returned to the realism of classical times. They developed new techniques for representing humans and landscapes. The discovery of **perspective** allowed artists to create realistic art and paint scenes that looked three-dimensional. The greatest of the Renaissance artists were **Leonardo da Vinci**, **Michelangelo**, and **Raphael**.

Some Italian writers wrote guidebooks to help ambitious men and women rise in the Renaissance world. The most widely read of these was *The Book of the Courtier*, by **Baldassare Castiglione**. His ideal courtier was a well-educated, well-mannered aristocrat who mastered many fields. **Niccoló Machiavelli** wrote a guide for rulers on how to gain and maintain power. It was titled *The Prince*.

Review Questions

1. What intellectual movement was key to the Renaissance?

2. What is one reason why the Renaissance began in Italy?

CHAPTER
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SECTION 2

Note Taking Study Guide

THE RENAISSANCE IN THE NORTH

Focus Question: How did the Renaissance develop in northern Europe?

As you read this section in your textbook, complete the following chart to record the main ideas about the Renaissance in the North. Some items have been completed for you.

Renaissance in the North	
Printing Revolution	<ul style="list-style-type: none"> In 1455, Johann Gutenberg produces the first complete Bible using a printing press. Printed books are cheaper and easier to produce. _____ _____ _____ _____ _____ _____
Artists and Writers	<ul style="list-style-type: none"> Flemish painter Jan van Eyck portrays townspeople and religious scenes in realistic detail. Flemish painter Pieter Bruegel uses vibrant colors to portray scenes of peasant life. _____ _____ _____ _____ _____ _____
Humanists	<ul style="list-style-type: none"> Humanists stress education and classical learning to bring religious and moral reform. Erasmus spreads humanism to a wider audience and calls for a translation of the Bible into the vernacular. _____ _____ _____ _____ _____ _____

CHAPTER
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SECTION 2

Section Summary

THE RENAISSANCE IN THE NORTH

READING CHECK

In what region did the northern Renaissance begin?

VOCABULARY STRATEGY

Find the word *prosperous* in the first underlined sentence. Read the second underlined sentence of the Summary. What does it tell you about the region? Use that information to help you figure out what *prosperous* means.

READING SKILL

Identify Main Ideas What is the goal of a utopian society?

By the 1400s, northern Europe enjoyed enough economic growth to start its own Renaissance. An astounding invention—the printing press—helped spread Renaissance ideas. In about 1455, **Johann Gutenberg** produced the first complete Bible using a printing press. The printing press caused a printing revolution. Before, books were copied by hand. They were rare and expensive. Printed books were cheaper and easier to produce. Now more books were available, so more people learned to read. Printed books exposed Europeans to new ideas and new places.

The northern Renaissance began in the prosperous region of Flanders. It was a rich and thriving trade center. Flemish painters were known for their use of realism. Among the most important Flemish painters were Jan van Eyck, Pieter Bruegel, and Peter Paul Rubens. Painter **Albrecht Dürer** traveled to Italy to study the techniques of the Italian masters. Dürer applied the painting techniques he learned in Italy to **engraving**, a printmaking technique. Many of his engravings and paintings portray the theme of religious upheaval. He brought back Renaissance ideas to northern Europe.

Northern European humanist writers also helped spread Renaissance ideas. The Dutch priest and humanist Desiderius **Erasmus** wanted the Bible translated into the **vernacular**, or everyday language. Then many more people would be able to read it. The English humanist **Sir Thomas More** called for social reform in the shape of a **utopian** society. He pictured a society where people lived together in peace and harmony. The major figure of Renaissance literature, however, was the English poet and playwright William **Shakespeare**. His plays explore universal themes, such as the complexity of the individual. He set his plays in everyday, realistic settings. Shakespeare's love of words also enriched the English language. He alone added 1,700 new words to the language.

Review Questions

1. Identify one major change caused by the invention of the printing press.

2. What theme did Dürer explore in many of his works?

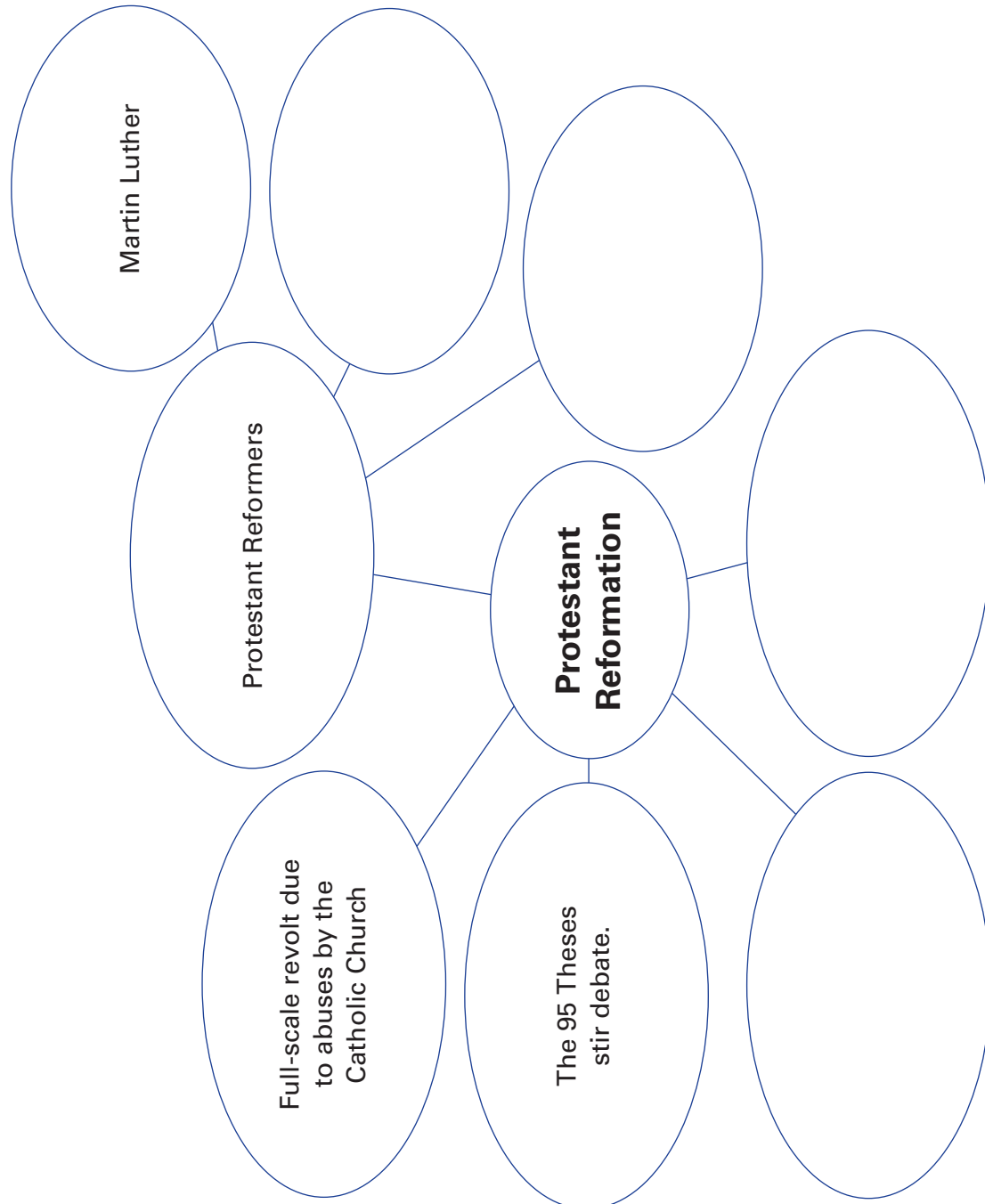
CHAPTER
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SECTION 3

Note Taking Study Guide

THE PROTESTANT REFORMATION

Focus Question: How did revolts against the Roman Catholic Church affect northern European society?

As you read this section in your textbook, complete the following concept web to identify main ideas about the Protestant Reformation. Some items have been completed for you.



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SECTION 3

Section Summary

THE PROTESTANT REFORMATION

READING CHECK

Which reformer in Switzerland also challenged the Catholic Church?

VOCABULARY STRATEGY

Find the word *doctrine* in the underlined sentence. It comes from a Latin word that means “teaching” or “instruction.” Use the word’s origin to help you figure out what *doctrine* means. Then use a dictionary to check the meaning of *doctrine*.

READING SKILL

Identify Main Ideas What was one idea at the heart of Luther’s teachings?

In the 1500s, the Renaissance in northern Europe sparked a religious upheaval. It was known as the Protestant Reformation. Many Christians began to protest some practices in the Catholic Church. Popes, for example, led lavish lives. Many Christians also began to question why the Church in distant Rome should have authority over them.

Protests against Church abuses turned into a revolt. A German monk named **Martin Luther** helped start it. He was outraged by the actions of a priest near **Wittenberg** in Germany. The priest offered **indulgences**, or the lessening of time a soul would have to spend in purgatory, to Christians who paid money to the Church. Luther wrote 95 Theses, or arguments, against indulgences. He argued that the pope had no authority to release souls from purgatory. At the heart of Luther’s doctrines were several beliefs. One of these was that all Christians have equal access to God through faith and the Bible.

Throughout Europe, Luther’s 95 Theses stirred hot debate. The new Holy Roman emperor, **Charles V**, ordered Luther to answer to the **diet**, or assembly of German princes. Luther refused to give up his views. Thousands hailed Luther as a hero and rejected the pope’s authority. The printing press helped spread Luther’s ideas. Soon, Luther’s followers—now called Protestants—were found all over Europe.

In Switzerland, the reformer **John Calvin** also challenged the Catholic Church. Calvin shared many of Luther’s beliefs. However, he preached **predestination**, the idea that God had long ago determined who was saved. Protestants in **Geneva** asked Calvin to lead them. He set up a **theocracy**, or government run by church leaders. Reformers from all over Europe visited Geneva to learn about Calvin’s ideas and put them into practice. In the 1600s, some English Calvinists sailed to the Americas to escape persecution.

Review Questions

1. What was the Protestant Reformation?

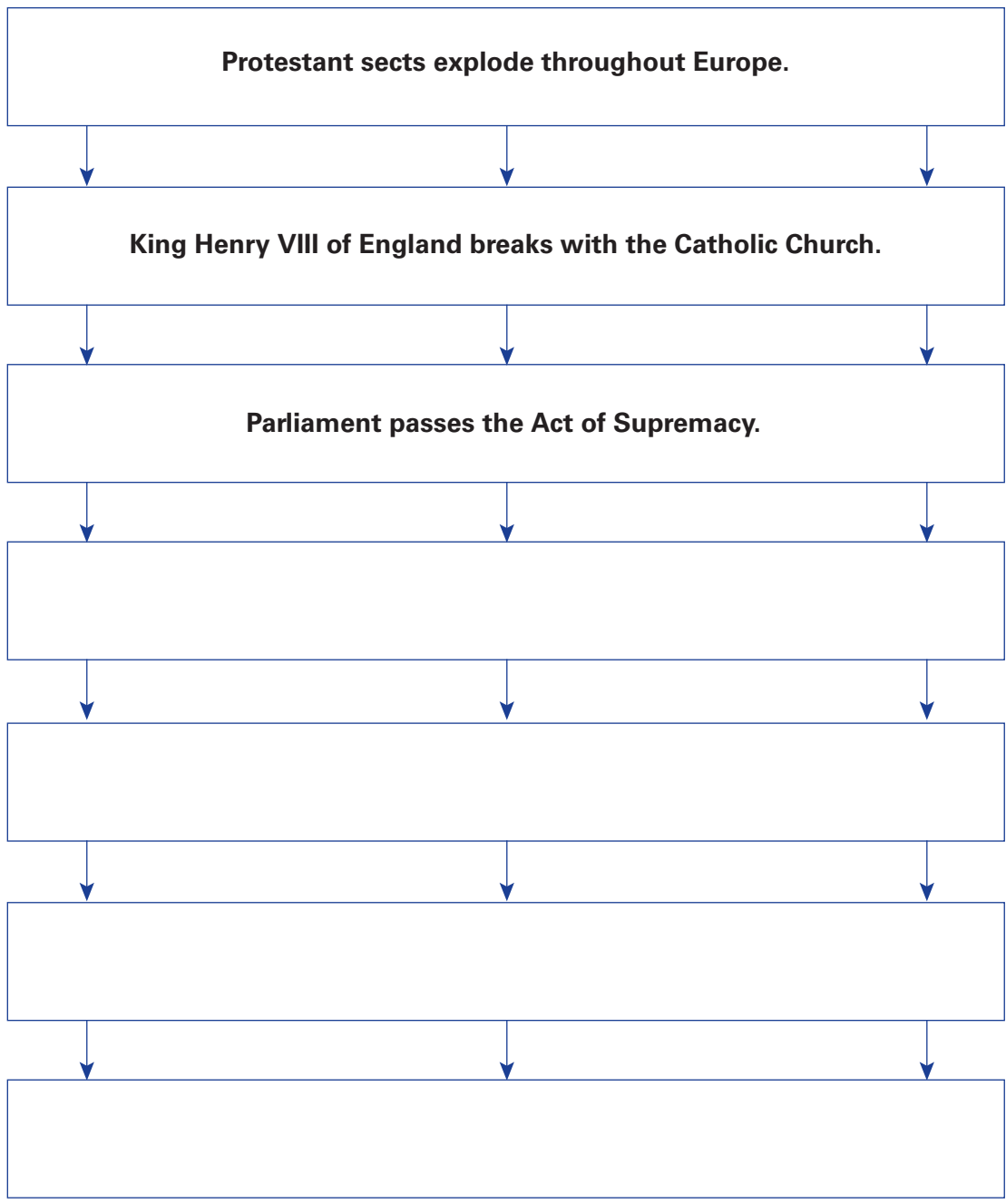
2. What event caused Luther to write the 95 Theses?

CHAPTER
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SECTION 4

Note Taking Study Guide
REFORMATION IDEAS SPREAD

Focus Question: How did the Reformation bring about two different religious paths in Europe?

As you read this section in your textbook, complete the following flowchart to identify main ideas about the spread of the Protestant Reformation in Europe. Some items have been completed for you.



CHAPTER
13
SECTION 4

Section Summary

REFORMATION IDEAS SPREAD

READING CHECK

What was the reform movement of the Catholic Church?

VOCABULARY STRATEGY

Find the word *rigorous* in the underlined sentence. What clues to that word's meaning do nearby words give? Notice the examples in the sentence that describe the Jesuit program. Use context clues and examples in the sentence to help you learn what *rigorous* means.

READING SKILL

Identify Main Ideas What was the result of the Elizabethan settlement?

As the Reformation continued, new Protestant **sects**, or religious groups that had broken away from an established church, sprang up. In England, the break with the Catholic Church came from King **Henry VIII**, who wanted to end his marriage. The pope refused to annul the marriage. Furious, Henry had Parliament pass a series of laws to take the English church from the pope's control. Henry appointed **Thomas Cranmer** archbishop of the new church. Cranmer annulled the king's marriage. In 1534, Parliament passed the Act of Supremacy. It made Henry the head of the Church of England.

Many Catholics, including Sir Thomas More, refused to accept the Act of Supremacy and were executed. The Catholic Church **canonized** More. After Henry's death, his son Edward VI became king. Under Edward, Parliament passed laws bringing Protestant reforms to England. When Edward died, his Catholic half-sister **Mary Tudor** became queen. She wanted England to be Catholic again. Hundreds of English Protestants were burned at the stake. After Mary's death, her half-sister **Elizabeth** ruled. She enforced reforms known as the Elizabethan settlement. This was a **compromise** between Protestant and Catholic practices. Elizabeth restored unity to England. She kept many Catholic traditions, but made England Protestant.

At about this time, a reform movement took hold within the Catholic Church. It was called the Counter Reformation. The pope's **Council of Trent** reaffirmed Catholic views. A Spanish knight, **Ignatius of Loyola**, founded a new religious order called the Jesuits. Their rigorous program included strict discipline, thorough religious training, and absolute obedience to the Church. **Teresa of Avila** established an order of nuns dedicated to prayer and meditation. Both Catholics and Protestants persecuted radical sects. Innocent people were put to death as witches. In Venice, Jews were pressured to convert, and ordered to live in a quarter of the city called the **ghetto**.

Review Questions

1. Why did Henry VIII break from the Catholic Church?

2. What happened when Thomas More refused to accept the Act of Supremacy?

CHAPTER
13
SECTION 5

Note Taking Study Guide

THE SCIENTIFIC REVOLUTION

Focus Question: How did discoveries in science lead to a new way of thinking for Europeans?

As you read this section in your textbook, complete the following chart to identify main ideas about the Scientific Revolution in Europe.

Thinkers of the Scientific Revolution	
Nicolaus Copernicus	Developed sun-centered universe theory
Tycho Brahe	Provided evidence to support Copernicus's theory
Johannes Kepler	Calculated the orbits of planets around the sun
Galileo Galilei	
Francis Bacon	
René Descartes	
Andreas Vesalius	
Ambroise Paré	

CHAPTER
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SECTION 5

Section Summary

THE SCIENTIFIC REVOLUTION

READING CHECK

Who discovered the force of gravity?

VOCABULARY STRATEGY

Find the word *contradicted* in the underlined sentence. It begins with the prefix *contra-*, which means “against.” Use the meaning of the word’s prefix and context clues in the paragraph to help you figure out what *contradict* means.

READING SKILL

Identify Main Ideas What was Copernicus’s theory?

In the mid-1500s, the Scientific Revolution occurred. It changed how people thought about the universe. Before the Renaissance, Europeans believed Earth was the center of everything. In 1543, Polish scholar **Nicolaus Copernicus** suggested that the solar system was **heliocentric**, or centered around the sun. The work of Danish astronomer **Tycho Brahe** supported Copernicus’s theory. The German astronomer and mathematician **Johannes Kepler** used Brahe’s data to calculate the orbits of the planets. His work also supported Copernicus’s theory.

Many scientists built on the foundations laid by Copernicus and Kepler. In Italy, **Galileo** built a telescope and observed that Jupiter’s four moons move slowly around that planet. They moved in the way Copernicus said that Earth moves around the sun. Galileo’s discoveries caused an uproar. Other scholars attacked him because his observations contradicted ancient views about the world. The Catholic Church condemned him. His ideas challenged the Christian teaching that the heavens were fixed in position to Earth, and perfect.

Despite the Church’s objection, a new approach to science emerged. It was based on observation and experimentation. To explain their data, scientists used reasoning to propose a logical **hypothesis**, or possible explanation. This process became known as the **scientific method**. Two giants of this new approach were Englishman **Francis Bacon** and Frenchman **René Descartes**. They used different scientific methods to understand how truth is determined. Bacon stressed experimentation and observation. Descartes emphasized reasoning.

Dramatic changes occurred in many branches of science at this time. English chemist **Robert Boyle** explained that matter is composed of particles that behave in knowable ways. **Isaac Newton** used mathematics to show that a force keeps the planets in orbits around the sun. He called this force **gravity**. He also developed a branch of mathematics called **calculus**.

Review Questions

1. Before the Renaissance, what planet did Europeans believe was the center of the universe?

2. Why did the Church condemn Galileo?
