



# UNIT

# 3

# The Early Modern World 1350–1815

## ► Why It Matters

The modern world began during this period. Asian empires and European countries expanded their influence through exploration, which led to colonialism, trade, and conflict. By the eighteenth century, political and social revolutions resulted in new democratic nations.

- CHAPTER 12** RENAISSANCE AND REFORMATION  
1350–1600
- CHAPTER 13** THE AGE OF EXPLORATION  
1500–1800
- CHAPTER 14** CRISIS AND ABSOLUTISM IN EUROPE  
1550–1715
- CHAPTER 15** THE MUSLIM EMPIRES  
1450–1800
- CHAPTER 16** THE EAST ASIAN WORLD  
1400–1800
- CHAPTER 17** REVOLUTION AND ENLIGHTENMENT  
1550–1800
- CHAPTER 18** THE FRENCH REVOLUTION  
1789–1815

*The Blue Mosque dominates the skyline of old Istanbul, which is located strategically on the peninsula where Europe and Asia meet.*





# Renaissance and Reformation 1350–1600

**Section 1** The Renaissance

**Section 2** Ideas and Art of the Renaissance

**Section 3** The Protestant Reformation

**Section 4** The Spread of Protestantism

**MAKING CONNECTIONS**

## How was architecture influenced by the Renaissance?

Tremendous advances in architecture took place during the Italian Renaissance. Among the great masterpieces was the dome of St. Peter's Basilica shown in the photo. Architect Donato Bramante began this project for Pope Julius II; however, Michelangelo completed the design of this structure. In this chapter you will learn about social, political, economic, and cultural effects of the Renaissance.

- What are some other accomplishments for which Michelangelo is famous?
- Compare and contrast the design of the dome of St. Peter's Basilica to that of more modern domes such as the U.S. Capitol.



**EUROPE** ▶

**THE WORLD** ▶



**1350**  
Italian Renaissance begins

**1434**  
Cosimo de' Medici takes control of Florence

**1517**  
Martin Luther presents his Ninety-five Theses

**1350**

**1500**

**1405**  
Zheng He of China begins first voyage of exploration

**1518**  
Spanish ship carries first enslaved Africans to the Americas



## FOLDABLES™ Study Organizer



**Analyzing** Analyze how the Renaissance and Reformation affected various parts of Europe. Record your findings in a layered-look book. Make sure you label each effect as *Renaissance* or *Reformation*.

**1534**  
Henry VIII initiates creation of Church of England



**1555**  
Peace of Augsburg divides Christianity in Germany

**1600**

**1535**  
Francisco Pizarro conquers the Inca Empire



**History**  **ONLINE**

Chapter Overview—Visit [glencoe.com](http://glencoe.com) to preview Chapter 12.

# The Renaissance

## GUIDE TO READING

### The BIG Idea

**Ideas, Beliefs, and Values** Between 1350 and 1550, Italian intellectuals believed they had entered a new age of human achievement.

### Content Vocabulary

- urban society (p. 398)
- mercenaries (p. 400)
- secular (p. 398)
- dowry (p. 403)

### Academic Vocabulary

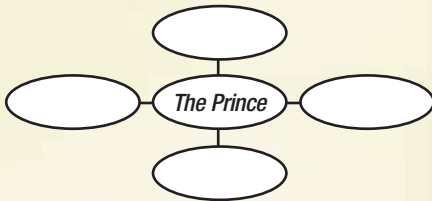
- instability (p. 398)
- decline (p. 398)

### People, Places, and Events

- Italian Renaissance (p. 398)
- Leonardo da Vinci (p. 398)
- Milan (p. 399)
- Venice (p. 399)
- Florence (p. 399)
- Francesco Sforza (p. 400)
- Cosimo de' Medici (p. 400)
- Lorenzo de' Medici (p. 400)
- Rome (p. 400)
- Niccolò Machiavelli (p. 401)

### Reading Strategy

**Categorizing Information** As you read, use a web diagram like the one below to identify the major principles of Machiavelli's work *The Prince*.



*Beginning in Italy and spanning two centuries, the Renaissance emphasized secularism, awareness of ties to the ancient Greek and Roman worlds, and the ability of the individual. City-states became centers of political, economic, and social life. Machiavelli influenced political thought, and Castiglione defined what made a perfect Renaissance noble. The Renaissance affected everyone, from noble to peasant.*

## The Italian Renaissance

**MAIN IDEA** As the Renaissance began, three Italian city-states were the centers of Italian political, economic, and social life.

**HISTORY & YOU** Do you excel at more than one skill, for example, math and art? Read to learn about the Renaissance belief in individual ability.

The word *renaissance* means “rebirth.” A number of people who lived in Italy between 1350 and 1550 believed that they had witnessed a rebirth of the ancient Greek and Roman worlds. To them, this rebirth marked a new age. Historians later called this period the Renaissance, or **Italian Renaissance**—a period of European history that began in Italy and spread to the rest of Europe. What are the most important characteristics of the Renaissance?

First, Renaissance Italy was largely an **urban society**. As the Middle Ages progressed, powerful city-states became the centers of Italian political, economic, and social life. Within this growing urban society, a **secular**, or worldly, viewpoint emerged as increasing wealth created new enjoyment of material things.

Second, the Renaissance was an age of recovery from the disasters of the fourteenth century—the plague, political **instability**, and a **decline** of Church power. Recovery went hand in hand with a rebirth of interest in ancient culture. Italian thinkers became aware of their own Roman past—the remains of which were to be seen all around them. They also became intensely interested in the culture that had dominated the ancient Mediterranean world. This revival affected both politics and art.

Third, a new view of human beings emerged as people in the Italian Renaissance emphasized individual ability. As Leon Battista Alberti, a fifteenth-century Italian, said, “Men can do all things if they will.” A high regard for human worth and a realization of what individuals could achieve created a new social ideal. The well-rounded, universal person could achieve much in many areas. **Leonardo da Vinci** (VIHN•chee), for example, was a painter, sculptor, architect, inventor, and mathematician.

RENAISSANCE ITALY, 1500



Of course, not all parts of Italian society were directly affected by these three general characteristics of the Italian Renaissance. The wealthy upper classes, who made up a small percentage of the total population, more actively embraced the new ideas and activities. Indirectly, however, the Italian Renaissance did have some impact on ordinary people. Especially in the cities, many of the intellectual and artistic achievements of the period were highly visible and difficult to ignore. The churches, wealthy homes, and public buildings were decorated with art that

celebrated religious and secular themes, the human body, and an appreciation of classical antiquity.

### The Italian States

During the Middle Ages, Italy had failed to develop a centralized monarchical state. The lack of a single strong ruler made it possible for a number of city-states in northern and central Italy to remain independent. Three of them—**Milan**, **Venice**, and **Florence**—expanded and played crucial roles in Italian politics.



The Italian city-states prospered from a flourishing trade that had expanded in the Middle Ages. Italian merchants had profited from the Crusades as well and were able to set up new trading centers in eastern ports. There, the Italian merchants obtained silks, sugar, and spices, which they carried back to Italy and the West.

Milan was one of the richest city-states in Italy. It was located in the north, at the crossroads of the main trade routes from Italian coastal cities to the Alpine passes. In the fourteenth century, members of the Visconti family established themselves as dukes of Milan. They extended their power over all of Lombardy.

The last Visconti ruler of Milan died in 1447. **Francesco Sforza** then conquered the city and became its new duke. Sforza led a band of **mercenaries**—soldiers who sold their services to the highest bidder. Both the Visconti and Sforza rulers worked to build a strong centralized state. By creating an efficient tax system, they generated enormous revenues for the government.

Venice was another major northern Italian city-state. As a link between Asia and Western Europe, the city drew traders from all over the world. Officially Venice was a republic with an elected leader called a doge. In reality, a small group of wealthy merchant-aristocrats ran the government of Venice for their benefit. Venice's trade empire was tremendously profitable and made Venice an international power.

The republic of Florence dominated the region of Tuscany. During the fourteenth century, a small but wealthy group of merchants established control of the Florentine government. They waged a series of successful wars against their neighbors and established Florence as a major city-state.

In 1434, **Cosimo de' Medici** (MEH•duh•chee) took control of the city. The wealthy Medici family ran the government from behind the scenes. Using their wealth and personal influence, Cosimo, and later **Lorenzo de' Medici**, his grandson, dominated the city when Florence was the cultural center of Italy.

During the late 1400s, Florence experienced an economic decline. Most of its economy was based on the manufacturing

of cloth. Increased competition from English and Flemish cloth makers drove down profits. During this time a Dominican preacher named Girolamo Savonarola began condemning the corruption and excesses of the Medici family. Citizens, tired of Medici rule and frustrated by economic events, turned to Savonarola. So many people followed him that the Medici family turned Florence over to his followers.

Eventually people tired of Savonarola's strict regulations on gambling, horseracing, swearing, painting, music, and books. Savonarola also attacked the corruption of the Church, which angered the pope. In 1498, Savonarola was accused of heresy and sentenced to death. The Medici family returned to power.

## The Italian Wars

The growth of powerful monarchical states in the rest of Europe eventually led to trouble for the Italian states. Attracted by the riches of Italy, the French king Charles VIII led an army of 30,000 men into Italy in 1494. He occupied the kingdom of Naples in southern Italy. Northern Italian states turned for help to the Spanish, who gladly agreed to send soldiers to Italy. For the next 30 years, the French and the Spanish battled in Italy as they fought to dominate the country.

A decisive turning point in their war came in 1527. On May 5, thousands of troops belonging to the Spanish king Charles I, along with mercenaries from different countries, arrived at the city of **Rome**. They had not been paid for months. When they yelled, "Money! Money!" their leader responded, "If you have ever dreamed of pillaging a town and laying hold of its treasures, here now is one, the richest of them all, queen of the world."

The next day the invading forces smashed the gates and pushed into the city. The troops went berserk in a frenzy of bloodshed and looting. The terrible sack of Rome in 1527 by the armies of the Spanish king Charles I ended the Italian wars and left the Spanish a dominant force in Italy.

**✓ Reading Check** **Explaining** What attracted the French king Charles VIII to Italy?



## Machiavelli on Power

**MAIN IDEA** Machiavelli's *The Prince* has profoundly influenced political leaders.

**HISTORY & YOU** Do you believe that morality has a place in politics? Read to learn about Machiavelli's views on political power.

No one gave better expression to the Italians' love affair with political power than **Niccolò Machiavelli** (MA•kee•uh•VEH•lee). His book *The Prince* is one of the most influential works on political power in the Western world.

Machiavelli's central thesis in *The Prince* concerns how to acquire—and keep—political power. In the Middle Ages, many writers on political power had stressed the moral side of a prince's activity—how a ruler ought to behave based on Christian

principles. Machiavelli rejected this popular approach. He believed that morality had little to do with politics.

From Machiavelli's point of view, a prince's attitude toward power must be based on an understanding of human nature, which he believed was basically self-centered. Political activity, therefore, should not be restricted by moral principles. A prince acts on behalf of the state. According to Machiavelli, then, for the state's sake, a prince must be willing to let his conscience sleep.

Machiavelli was among the first to abandon morality as the basis for analyzing political activity. His views have had a profound influence on political leaders who followed.

**✓ Reading Check Identifying** What was Machiavelli's central thesis in *The Prince*?

### HISTORY & ARTS

### PRIMARY SOURCE

#### Patronage of the Medici Family

Under the rule of the wealthy Medici family, Florence became the cultural center of Europe. Their patronage supported many artists, including Brunelleschi, Donatello, and Michelangelo.

Piero de' Medici hired Benozzo Gozzoli in 1459 to paint frescoes in the chapel at the Medici Palace. Frescoes on three walls depict the biblical stories about the processions of the three Magi to Bethlehem. The wall with the youngest king (shown here) is the most lavish. The artist included portraits of Piero and his father, Cosimo, as well as a self-portrait. The young king is a portrait of Piero's son Lorenzo, who was then only ten years old, but would come to be known as Lorenzo the Magnificent.

#### CRITICAL THINKING SKILLS

- Explaining** How did the Medici influence the Renaissance in Florence?
- Making Inferences** Why do you think Gozzoli included portraits of several members of the Medici family in his fresco depicting a biblical scene?







## Renaissance Society

**MAIN IDEA** Changes in the social classes occurred during the Renaissance.

**HISTORY & YOU** Should your parents choose your future spouse? Read to learn about the marriage customs during the Renaissance.

In the Middle Ages, society was divided into three estates, or social classes (see Chapter 9). Although this social order continued into the Renaissance, some changes became evident.

### The Nobility

Although many European nobles faced declining incomes prior to the Renaissance, many had retained their lands and titles. By 1500, nobles, old and new, again dominated society. Making up only 2 to 3 percent of the population in most countries, nobles held important political posts and served as advisers to the king.

Nobles, or aristocrats, were expected to fulfill certain ideals. The characteristics of a perfect Renaissance noble were expressed in *The Book of the Courtier*, written by Baldassare Castiglione (KAHS•teel•YOH•NAY), an Italian, in 1528. First, a noble was born, not made. He must have character, grace, and talent. Second, the noble had to be a warrior, but also needed a classical education and interest in the arts. Third, the noble had to follow a certain standard of conduct. What was the purpose of these standards?

### PRIMARY SOURCE

"[T]he aim of the perfect Courtier is so to win . . . the favor and mind of the prince whom he serves that he may be able to tell him . . . the truth about everything he needs to know . . . and that when he sees the mind of his prince inclined to a wrong action, he may dare to oppose him . . . so as to dissuade him of every evil intent and bring him to the path of virtue."

—Baldassare Castiglione, *The Book of the Courtier*, 1528

# SCIENCE, TECHNOLOGY, & SOCIETY

## Gutenberg's Press

In 1455, Johannes Gutenberg produced the first printed book, a Bible, in Germany. His printing press brought together several existing technologies. The press was adapted from a wine press. Goldsmiths used type to stamp their marks on finished products. The ink was based on artists' ink. One innovation was the use of paper instead of the parchment or vellum typical of handwritten manuscripts.

The rise in literacy during the Renaissance created a growing audience for books. To satisfy the demand, more books were produced in the first 50 years of printing than in the entire history of the world up to 1450. The printing press greatly accelerated the spread of ideas.

### CRITICAL THINKING SKILLS

- Finding the Main Idea** What technologies did Gutenberg bring together in his printing press?
- Analyzing** How did the printing press contribute to the Renaissance?





The aim of the perfect noble was to serve his prince in an effective and honest way. Nobles would adhere to Castiglione’s principles for hundreds of years while they continued to dominate European social and political life.

## Peasants and Townspeople

In the Renaissance, peasants still constituted 85 to 90 percent of the total European population. Serfdom continued to decrease with the decline of the manorial system. By 1500, especially in western Europe, more and more peasants became legally free.

Townspeople made up the rest of the third estate. At the top of urban society were the patricians. With their wealth from trade, industry, and banking, they dominated their communities. Below them were the burghers—the shopkeepers, artisans, guild masters, and guild members. Below the burghers were the workers, who earned pitiful wages, and the unemployed. Both groups lived miserable lives. These people made up perhaps 30 or 40 percent of the urban population.

During the late 1300s and the 1400s, urban poverty increased dramatically throughout Europe. One rich merchant, who had little sympathy for the poor, wrote:

### PRIMARY SOURCE

“Those that are lazy in a way that does harm to the city, and who can offer no just reason for their condition, should either be forced to work or expelled from the city. The city would thus rid itself of that most harmful part of the poorest class.”

—fifteenth-century Florence merchant

## Family and Marriage

The family bond was a source of great security. Parents carefully arranged marriages to strengthen business or family ties. Often they worked out the details when their children were only two or three years old. The marriage contract included a **dowry**, a sum of money that the wife’s family gave to the husband upon marriage.

The father-husband was the center of the Italian family. He managed all finances (his wife had no share in his wealth) and made the decisions that determined his children’s lives. The mother’s chief role was to supervise the household. A father had absolute authority over his children until he died or formally freed them. In Renaissance Italy, children did not become adults at a certain age. Instead, they became adults when their fathers went before a judge to free them. Adulthood age varied from the early teens to the late twenties.

**✓ Reading Check** **Contrasting** How was the Renaissance noble different from the medieval knight?

### Vocabulary

- Explain** the significance of: Italian Renaissance, urban society, secular, instability, decline, Leonardo da Vinci, Milan, Venice, Florence, Francesco Sforza, mercenaries, Cosimo de’ Medici, Lorenzo de’ Medici, Rome, Niccolò Machiavelli, dowry.

### Main Ideas

- Explain** why the Italian city-states were so prosperous.
- Summarize** Machiavelli’s view of human nature.
- Contrast** the social structure of the Middle Ages and the Renaissance.

	Middle Ages	Renaissance
Nobility		
Peasants		
Townspeople		

### Critical Thinking

- The BIG Idea Evaluating** Why has Leonardo da Vinci been viewed as a model Renaissance man?
- Making Inferences** What would families of Renaissance Italy consider to be a good marriage for their child?
- Analyzing Visuals** Examine the image on page 401. What feeling do you get from this painting? What details in the painting create this feeling?

### Writing About History

- Expository Writing** Read a few passages from *The Prince*. Write a brief essay explaining why you agree or do not agree with Machiavelli’s theory of politics.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.

## Renaissance Society

As Europe entered the Renaissance, it was a highly structured society. Its class system had changed during the Middle Ages. Serfs became peasants in the countryside. A middle class was developing in the towns and its merchants began to create wealth from trade. They were a distinct class, separate from the land-owning nobles.



Only nobles were allowed some luxuries, such as purple silk.

Noble women were responsible for training girls of high birth, in courtly manners and household administration.

In theory, nobles personified European ideas of honor and prestige.

Titles of nobility were passed down generation to generation.

Fashion became important to nobles and well-off townsfolk during the Renaissance. Clothing styles changed faster than before.

## NOBLE MEN AND WOMEN

During the Middle Ages, nobles held vital roles in government. As top advisors and military leaders, they guarded the power of monarchs. In return, the nobles governed the manors and received wealth from the control of the land. The nobility was protected as a class through passing its titles and offices to the next generations. The income of the nobility was not protected; however, as Renaissance towns came to control the agricultural countryside.



Urban trade brought new emphasis on using cash for payment, instead of barter. Checks became a common way of transferring money among merchants. Banks developed to back and cash them.

Imported fabrics brought vibrant fashions to successful town-dwellers as well as nobles.

Peasants brought goods from the countryside to sell in town markets.

Over time, some successful merchants bought their way into the nobility.

## PEASANTS AND THE MIDDLE CLASS

Wealthy merchants rivaled the nobles in luxurious clothing. The peasants and the poor laborers and beggars of the towns lived outside this world of fashion. Material for clothing and other goods could be obtained by urban dwellers in the town market. As commercial capitalism started in the Middle Ages, economic power began to disperse among merchants, financiers, and other middle-class figures.

### ANALYZING VISUALS

1. **Describing** What do the nobles' clothes tell you about their station in life?
2. **Assessing** What role did peasants play in the economies of towns?

# Ideas and Art of the Renaissance

## GUIDE TO READING

### The BIG Idea

#### Ideas, Beliefs, and Values

Humanism was an important intellectual movement of the Renaissance and was reflected in the works of Renaissance artists.

#### Content Vocabulary

- humanism (p. 406)
- fresco (p. 409)
- vernacular (p. 407)

#### Academic Vocabulary

- attain (p. 408)
- style (p. 409)

#### People and Places

- Petrarch (p. 406)
- Raphael (p. 410)
- Dante (p. 407)
- Michelangelo (p. 410)
- Chaucer (p. 407)
- Flanders (p. 411)
- Canterbury (p. 407)
- Jan van Eyck (p. 411)
- Christine de Pizan (p. 408)
- Albrecht Dürer (p. 411)

### Reading Strategy

**Summarizing Information** As you read, use a chart like the one below to describe the three pieces of literature written by Dante, Chaucer, and de Pizan. What was the primary importance of each of these works?

<i>Divine Comedy</i>	<i>The Canterbury Tales</i>	<i>The Book of the City of Ladies</i>

*During the Renaissance, humanism revived interest in the literary works of ancient Greece and Rome and in classical Latin. While many scholars used classical Latin, writers such as Dante and Chaucer made literature written in regional languages more popular. Humanism also became an educational curriculum, and at the core of humanist schools were the liberal studies. The art, sculpture, and architecture of the Renaissance reflected a realistic, human-centered world.*

## Italian Renaissance Humanism

**MAIN IDEA** Humanism, based on study of the classics, revived an interest in ancient Latin; but many authors wrote great works in the vernacular.

**HISTORY & YOU** Do you use a different style of language with your friends than with adults? Read about languages used in Renaissance literature.

Secularism and an emphasis on the individual characterized the Renaissance. These characteristics are most noticeable in the intellectual and artistic accomplishments of the period. A key intellectual movement of the Renaissance was humanism.

## Development of Humanism

**Humanism** was based on the study of the classics, the literary works of ancient Greece and Rome. Humanists studied grammar, rhetoric, poetry, moral philosophy, and history. Today these subjects are called the humanities.

**Petrarch** (PEE•TRAHRK), who often has been called the father of Italian Renaissance humanism, did more than any other individual in the fourteenth century to foster the development of humanism. Petrarch looked for forgotten Latin manuscripts and set in motion a search for similar manuscripts in monastic libraries throughout Europe. He also began the humanist emphasis on using pure classical Latin (Latin as used by the ancient Romans, as opposed to medieval Latin). Humanists used the works of Cicero as a model for prose and those of Virgil for poetry.

Fourteenth-century humanists like Petrarch had described the intellectual life as one of solitude. They rejected family and a life of action in the community. In contrast, humanists in the early 1400s took a new interest in civic life. They believed that intellectuals had a duty to live an active civic life and to put their study of the humanities to the state's service. It is no accident that they served as secretaries in the Italian city-states and to princes or popes.

## Dante's Divine Comedy

When Dante Alighieri wrote the *Divine Comedy* in the early fourteenth century, he chose the ancient Roman poet Virgil as his “guide” for the soul’s journey to Paradise. By doing so, Dante hoped to lend legitimacy to a work written in the dialect of Florence. Dante later defended his use of the vernacular in a treatise he wrote in Latin, the language of literature at the time, because he wanted it to be taken seriously.

Dante called his masterpiece *Comedy*. The adjective *Divine* was added later, partly because of the poem’s religious subject and partly in recognition of its greatness. It soon became a classic, helping to make the Florentine dialect the literary language of the entire Italian Peninsula.



“The Latin could only have explained them [the poetry of the *Divine Comedy*] to scholars; for the rest would have not understood it. Therefore, as among those who desire to understand them there are many more illiterate than learned, it follows that the Latin would not have fulfilled this behest as well as the vulgar tongue, which is understood both by the learned and the unlearned.”

—Dante Alighieri, *De vulgari eloquentia* (“Of Literature in the Vernacular”), 1304–1306

## DOCUMENT-BASED QUESTIONS

This painting by Domenico di Michelino shows parts of Dante’s famous poem.

1. **Explaining** Why did Dante choose not to write his *Divine Comedy* in Latin?
2. **Making Connections** Why would the use of Virgil make Dante’s poem seem more legitimate to Renaissance scholars?

## Vernacular Literature

The humanist emphasis on classical Latin led to its widespread use in the writings of scholars, lawyers, and theologians. 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 literary works of the Italian author **Dante** (DAHN•tay) and the English author Geoffrey **Chaucer** helped make vernacular literature more popular.

Dante’s masterpiece in the Italian vernacular is the *Divine Comedy*. It is the story

of the soul’s journey to salvation. The lengthy poem has three major sections: Hell, Purgatory, and Heaven, or Paradise. Dante is led on an imaginary journey through these three realms until he reaches Paradise, where he beholds God.

Chaucer used the English vernacular in his famous work *The Canterbury Tales*. His beauty of expression and clear language were important in making his dialect the chief ancestor of the modern English language. *The Canterbury Tales* consists of a collection of stories told by a group of 29 pilgrims journeying to the tomb of Saint Thomas à Becket at **Canterbury**, England.



This format gave Chaucer the chance to portray an entire range of English society.

Another writer who used the vernacular was **Christine de Pizan**, a Frenchwoman who is best known for her works written in defense of women. In *The Book of the City of Ladies*, written in 1404, she denounced the many male writers who had argued that women, by their very nature, are unable to learn. Women, de Pizan argued, could learn as well as men if they could attend the same schools:

### PRIMARY SOURCE

“Should I also tell you whether a woman’s nature is clever and quick enough to learn speculative sciences as well as to discover them, and likewise the manual arts. I assure you that women are equally well-suited and skilled to carry them out and to put them to sophisticated use once they have learned them.”

—Christine de Pizan

**✓ Reading Check** **Explaining** What literary format does Chaucer use to portray English society?

## Renaissance Education

**MAIN IDEA** Education during the Renaissance focused on the liberal studies.

**HISTORY & YOU** What is your favorite subject? Read to learn about the subjects of study during the Renaissance.

The humanist movement had a profound effect on education in the 1300s and 1400s. Renaissance humanists believed that education could dramatically change human beings. They wrote books on education and opened schools based on their ideas.

At the core of humanist schools were the liberal studies. Humanists believed that liberal studies (or, today, liberal arts) enabled individuals to reach their full potential. One humanist wrote: “We call those studies liberal by which we **attain** and practice virtue and wisdom; which calls forth and develops those highest gifts of body and mind which ennoble men.”

### HISTORY & ARTS

### PRIMARY SOURCE

## Differences in Renaissance Art

*Marriage of the Virgin* by Raphael (1504) ▼



◀ Central panel of *Mérode Altarpiece* by Robert Campin (c. 1425–28)

Flemish artists typically placed their subjects among everyday objects. The space depicted was tight and boxlike.

### DOCUMENT-BASED QUESTIONS

Artists of the Northern Renaissance placed their works in everyday settings, while Italian Renaissance artists were influenced by classical styles and geometric precision. Religious themes were a common subject matter.

1. **Contrasting** How did the Renaissance style in Northern Europe differ from that of Italy?
2. **Interpreting** How might the settings of each painting reveal differences in religious ideals between Northern Europe and Italy?



Raphael used the technique of perspective to give the illusion of scale, distance, and three dimensions on a two-dimensional surface.



What, then, were the liberal studies? According to the humanists, students should study history, moral philosophy, eloquence (or rhetoric), letters (grammar and logic), poetry, mathematics, astronomy, and music. In short, the purpose of a liberal education (and thus the reason for studying the liberal arts) was to produce individuals who follow a path of virtue and wisdom. These individuals should also possess rhetorical skills so they can persuade others to take this same path of virtue and wisdom.

### PRIMARY SOURCE

“Not everyone is called to be a physician, a lawyer . . . nor has everyone outstanding gifts of natural capacity, but all of us . . . are responsible for the personal influence that goes forth from us.”

—Vittorino da Feltre (1373–1446)  
humanist educator, Mantua, Italy

Following the Greek ideal of a sound mind in a sound body, humanist educators also emphasized physical education. Students learned the skills of javelin throwing, archery, and dancing. They ran, wrestled, hunted, and swam.

Humanist educators thought that a humanist education was a practical preparation for life. Its aim was not to create great scholars but complete citizens. Humanist education was also considered necessary for preparing the sons of aristocrats for leadership roles. Humanist schools were the model for the education of Europe’s ruling classes until the twentieth century.

Females were largely absent from these schools. The few female students who did attend humanist schools studied the classics and were encouraged to know some history as well as how to ride, dance, sing, play the lute (a stringed instrument), and appreciate poetry. They were told not to learn mathematics or rhetoric. It was thought that religion and morals should be foremost in the education of “Christian ladies” so that they could become good wives and mothers.

 **Reading Check** **Expanding** How did a humanist education prepare a student for life?

## Italian Renaissance Art

**MAIN IDEA** The Renaissance produced great artists and sculptors such as Michelangelo, Raphael, and Leonardo da Vinci.

**HISTORY & YOU** Do you recall the features of Gothic style? Read to learn how Renaissance architects diverged from Gothic style.

Renaissance artists sought to imitate nature. They wanted viewers to see the reality in their subjects. At the same time, these artists were developing a new, human-focused worldview. As one artist proclaimed, human beings were the “center and measure of all things.”

### New Techniques in Painting

Frescoes by Masaccio (muh•ZAH•chee•oh) are the first masterpieces of Early Renaissance (1400–1490) art. A **fresco** is a painting done on fresh, wet plaster with water-based paints. Human figures in medieval paintings look flat, but Masaccio’s figures have depth and come alive. By mastering the laws of perspective, Masaccio could create the illusion of three dimensions, leading to a new, realistic **style**.

Other fifteenth-century Florentine painters used and modified this new, or Renaissance, style. Especially important were two major developments. One development stressed the technical side of painting—understanding the laws of perspective and the organization of outdoor space and light through geometry. The second development was the investigation of movement and human anatomy. The realistic portrayal of the individual, especially the human nude, became one of the chief aims of Italian Renaissance art.

### Sculpture and Architecture

The Renaissance produced equally stunning advances in sculpture and architecture. The sculptor Donatello studied the statues of the Greeks and Romans. His works included a realistic, free-standing figure of Saint George.

The work of architect Filippo Brunelleschi (BROO•nuhl•EHS•kee) was inspired by the buildings of classical Rome.





His design of the church of San Lorenzo in Florence reflects this. The classical columns and rounded arches in the church's design create an environment that does not overwhelm the worshiper, as Gothic cathedrals might. The church creates a space to fit human, and not divine, needs. Like painters and sculptors, Renaissance architects sought to reflect a human-centered world.

## High Renaissance Masters

The final stage of Italian Renaissance painting flourished between 1490 and 1520. Called the High Renaissance, the period is associated with Leonardo da Vinci, Raphael, and Michelangelo.

Leonardo mastered the art of realistic painting and even dissected human bodies to better see how nature worked. However, he wanted to advance beyond such realism to create idealized forms that captured the perfection of nature and the individual—perfection that could not be expressed fully by a realistic style.

At age 25, **Raphael** was already one of Italy's best painters. He was admired for his numerous madonnas (paintings of the Virgin Mary). In these, he achieved an ideal of beauty far surpassing human standards. Raphael is also well known for his frescoes in the Vatican Palace. His *School of Athens* reveals a world of balance, harmony, and order—the underlying principles of classical Greek and Roman art.

**Michelangelo**, an accomplished painter, sculptor, and architect, was another master of the High Renaissance. Fiercely driven by his desire to create, he worked with great passion and energy on a remarkable number of projects. Michelangelo's figures on the ceiling of the Sistine Chapel in Rome depict an ideal type of human being with perfect proportions. The beauty of this idealized human being is meant to be a reflection of divine beauty. The more beautiful the body, the more godlike the figure.

**✓ Reading Check Identifying** Name three Italian artists of the High Renaissance.

# PEOPLE *in* HISTORY

**Leonardo da Vinci**  
1452–1519 Italian Artist and Scientist

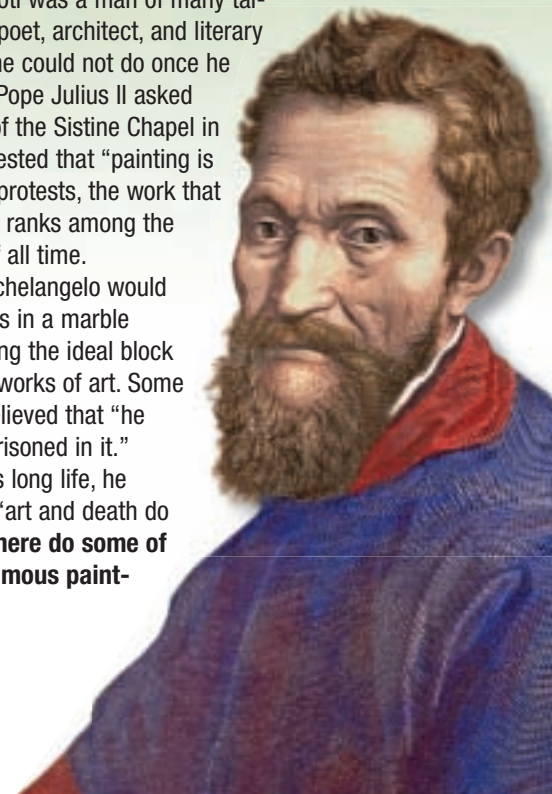
Leonardo da Vinci was the model “Renaissance man.” He was an artist, scientist, inventor, and visionary. In 1503, the government of Florence sought his genius on a military matter. With the help of Niccolò Machiavelli, Leonardo da Vinci devised a plan to help Florence defeat the city of Pisa in a war. The plan was to divert the Arno River away from Pisa to cut Pisa off from the sea. However, the engineer hired to dig a diversion canal did not follow Leonardo's instructions, and the canal walls collapsed. Although the plan failed, the maps Leonardo drew up were so detailed that they were used long afterward. He also envisioned an industrial corridor along the river that eventually came to pass after his death. **What famous person helped Leonardo with his plan?**



**Michelangelo**  
1475–1564 Italian Artist

Michelangelo Buonarroti was a man of many talents. A painter, sculptor, poet, architect, and literary scholar, there was little he could not do once he set his mind to it. When Pope Julius II asked him to paint the ceiling of the Sistine Chapel in 1508, Michelangelo protested that “painting is not my art.” Despite his protests, the work that emerged four years later ranks among the greatest masterpieces of all time.

For his sculptures, Michelangelo would sometimes spend months in a marble quarry personally selecting the ideal block from which to carve his works of art. Some of his contemporaries believed that “he could see the figure imprisoned in it.” Creative to the end of his long life, he famously lamented that “art and death do not go well together.” **Where do some of Michelangelo's most famous paintings appear?**



# The Northern Artistic Renaissance

**MAIN IDEA** Northern European artists, especially those in the Low Countries, portrayed their world realistically but in a different way than did the Italian artists.

**HISTORY & YOU** Have you ever used a varnish to seal woodwork? Read to learn about a new medium the Flemish artist Jan van Eyck used.

Like the artists of Italy, the artists of northern Europe became interested in portraying their world realistically. However, their approach was different from that of the Italians. This was particularly true of the artists of the Low Countries (present-day Belgium, Luxembourg, and the Netherlands).

Circumstance played a role in the differences. The large wall spaces of Italian churches had given rise to the art of fresco painting. Italian artists used these spaces to master the technical skills that allowed them to portray humans in realistic settings. In the north, the Gothic cathedrals with their stained glass windows did not allow enough space for frescoes. Thus, northern European artists painted illustrations for books and wooden panels for altarpieces. Great care was needed to depict each object on a small scale.

The most important northern school of art in the 1400s was in **Flanders**, one of the Low Countries. The Flemish painter **Jan van Eyck** (EYEEK) was among the first to use and perfect the technique of oil painting. He used a varnish made of linseed oil and nut oils mixed with resins. This medium enabled van Eyck to use a wide variety of brilliant, translucent colors. With his oil paints, he could create striking realism in fine details as in his painting *Giovanni Arnolfini and His Bride*. Like other Northern Renaissance artists, however, van Eyck imitated nature not by using perspective, as the Italians did, but by simply observing reality and portraying details as best he could.

By 1500, artists from the north had begun to study in Italy and to be influenced by what artists were doing there. One German artist who was greatly affected by the Italians was **Albrecht Dürer**. He made two trips to Italy and absorbed most of what the Italians could teach on the laws of perspective.

As can be seen in his famous *Adoration of the Magi*, Dürer did not reject the use of minute details characteristic of northern artists. He did try, however, to fit those details more harmoniously into his works in accordance with Italian artistic theories. Like the Italian artists of the High Renaissance, Dürer tried to achieve a standard of ideal beauty that was based on a careful examination of the human form.

**✓ Reading Check** **Examining** Why was Jan van Eyck's use of oil paint significant?

## SECTION 2 REVIEW

### Vocabulary

1. **Explain** the significance of: humanism, Petrarch, vernacular, Dante, Chaucer, Canterbury, Christine de Pizan, attain, fresco, style, Raphael, Michelangelo, Flanders, Jan van Eyck, Albrecht Dürer.

### Main Ideas

2. **Describe** Petrarch's contributions to the development of humanism.
3. **Identify** Christine de Pizan's main argument in *The Book of the City of Ladies*.
4. **Summarize** the accomplishments of Leonardo da Vinci, Raphael, and Michelangelo. Use a chart like the one below to make your summary.

Leonardo da Vinci	Raphael	Michelangelo

### Critical Thinking

5. **The BIG Idea Identifying Central Issues** How was humanism reflected in the works of Renaissance artists?
6. **Contrasting** How did the education of females differ from that of males in humanist schools?
7. **Analyzing Visuals** Examine the painting on page 407. What can you infer about Purgatory based on its location in this painting?

### Writing About History

8. **Expository Writing** Assume the role of an art docent (a person who guides people through museums). Prepare a lecture to be given to a group of students on the works of Jan van Eyck and how they differ from Italian Renaissance paintings.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.

# The Protestant Reformation

## GUIDE TO READING

### The BIG Idea

**Ideas, Beliefs, and Values** In northern Europe, Christian humanists sought to reform the Catholic Church, and Protestantism emerged.

### Content Vocabulary

- Christian humanism (p. 412)
- indulgence (p. 414)
- Lutheranism (p. 416)
- salvation (p. 414)

### Academic Vocabulary

- precise (p. 413)
- ignorant (p. 414)

### People, Places, and Events

- Martin Luther (p. 412)
- Charles V (p. 417)
- Desiderius Erasmus (p. 412)
- Bohemia (p. 417)
- Hungary (p. 417)
- Wittenberg (p. 415)
- Peace of Augsburg (p. 417)
- Ninety-five Theses (p. 415)
- Edict of Worms (p. 415)

### Reading Strategy

#### Determining Cause and Effect

As you read, use a diagram like the one below to identify steps that led to the Reformation.



*During the second half of the fifteenth century, Christian humanist Desiderius Erasmus paved the way for Martin Luther's reform movement. Political instability in the Holy Roman Empire allowed Lutheranism, the first Protestant faith, to spread. The Peace of Augsburg formally accepted the division of Christianity in Germany—Lutheranism and Catholicism.*

## Prelude to Reformation

**MAIN IDEA** Christian humanism and Desiderius Erasmus paved the way for the Protestant Reformation.

**HISTORY & YOU** Is there a school policy or rule that you would like to change? Read how Erasmus pointed out the need for Church reform.

The Protestant Reformation is the name given to the religious reform movement that divided the western Church into Catholic and Protestant groups. Although **Martin Luther** began the Reformation in the early 1500s, earlier developments set the stage for religious change.

## Christian Humanism

One such development grew from widespread changes in intellectual thought. During the second half of the fifteenth century, the new classical learning that was part of Italian Renaissance humanism spread to northern Europe. From that came a movement called **Christian humanism**, or Northern Renaissance humanism. The major goal of this movement was the reform of the Catholic Church.

The Christian humanists believed in the ability of human beings to reason and improve themselves. They thought that if people read the classics, and especially the basic works of Christianity, they would become more pious. This inner piety, or inward religious feeling, would bring about a reform of the Church and society. Christian humanists believed that in order to change society, they would first have to change human beings.

The best-known Christian humanist was **Desiderius Erasmus** (ih•RAZ•muhs). He called his view of religion “the philosophy of Christ.” By this, he meant that Christianity should show people how to live good lives on a daily basis, not just provide beliefs for them to be saved. Stressing the inwardness of religious feeling, Erasmus thought the external forms of medieval religion (pilgrimages, fasts, relics) were not all that important.

**EUROPE AFTER THE PEACE OF AUGSBURG, 1555**



**Geography SKILLS**

- Regions** How did geography contribute to the difficulties of Charles V in trying to keep his empire under control?
- Location** How did the location of Wittenberg benefit Luther's cause?

To reform the Church, Erasmus wanted to spread the philosophy of Christ, provide education in the works of Christianity, and criticize the abuses in the Church. In his work *The Praise of Folly*, written in 1509, Erasmus humorously criticized aspects of his society that he believed were most in need of reform. He singled out the monks for special treatment. Monks, he said, “insist that everything be done in **precise** detail. . . . Just so many knots must be on each shoe and the shoelace must be of only one color.”

Erasmus sought reform within the Catholic Church. He did not wish to break away from it. His ideas, however, did prepare the way for the Reformation. As people of his day said, “Erasmus laid the egg that Luther hatched.”

**Need for Reform**

Why the call for reform? Corruption was one reason. From 1450 to 1520, a series of popes—known as the Renaissance popes—failed to meet the Church’s spiritual needs.



The popes were supposed to be the spiritual leaders of the Catholic Church. As leaders of the Papal States, however, they were all too often more concerned with Italian politics and worldly interests than with spiritual matters.

Julius II, the fiery “warrior-pope,” personally led armies against his enemies. This disgusted Christians who viewed the pope as a spiritual, not a military, leader.

Many Church officials used their church offices to advance their careers and their wealth. At the same time, many ordinary parish priests seemed **ignorant** of their spiritual duties. People wanted to know how to save their souls, and many parish priests were unwilling or unable to offer them advice or instruction.

While the leaders of the Church were failing to meet their responsibilities, ordinary people desired meaningful religious expression and assurance of their **salvation**, or acceptance into Heaven. As a result, for some, the process of obtaining salvation became almost mechanical. Collections of

relics grew more popular as a means to salvation.

According to Church practice at that time, through veneration of a relic, a person could gain an **indulgence**—release from all or part of the punishment for sin. Frederick the Wise, Luther’s prince, had amassed over 5,000 relics. Indulgences attached to them could reduce time in purgatory by 1,443 years. The Church also sold indulgences.

Other people sought certainty of salvation in the popular mystical movement known as the Modern Devotion. The Modern Devotion downplayed religious dogma and stressed the need to follow the teachings of Jesus. This deepening of religious life was done within the Catholic Church. However, many people soon found that the worldly-wise clergy had little interest in the spiritual needs of their people. This environment helps to explain the tremendous impact of Luther’s ideas.

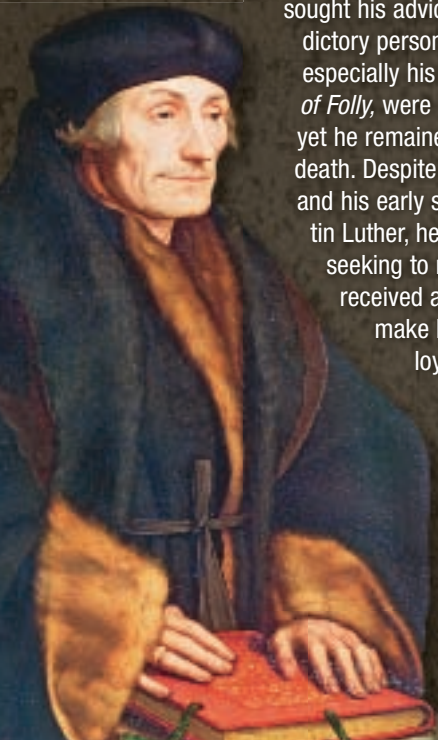
**✓ Reading Check** **Explaining** How did Erasmus pave the way for the Reformation?

## PEOPLE *in* HISTORY

### Erasmus

1466–1536 Dutch Intellectual

Desiderius Erasmus was one of the greatest intellectuals of his time. Kings, popes, and princes sought his advice. He was also a very contradictory personality. Many of his writings, especially his best-known work, *The Praise of Folly*, were critical of the Catholic Church, yet he remained an ordained priest until his death. Despite his criticisms of the Church and his early support for the reforms of Martin Luther, he stayed loyal to the Church, seeking to reform it from within. He even received an offer from Pope Paul III to make him a cardinal. Yet, despite his loyalty to the Church, Erasmus was regarded as the father of Christian humanism. Many of his ideas were adopted by religious leaders of the Protestant Reformation. **What was Erasmus’s best-known literary work?**

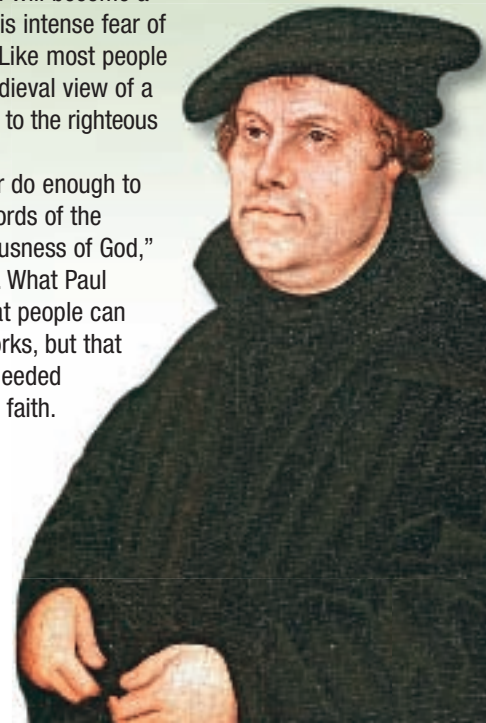


### Martin Luther

1483–1546 Church Reform Leader

As Martin Luther returned to his village on a stormy night, a lightning bolt threw him off his horse. “St. Anne, help me, and I will become a monk!” Luther’s cry reflected his intense fear of death and of what lay beyond. Like most people of his time, he believed the medieval view of a wrathful God, granting salvation to the righteous few and eternal fire to the rest.

Luther feared he could never do enough to win salvation. Pondering the words of the apostle Paul about the “righteousness of God,” Luther arrived at a new insight. What Paul meant, he decided, was not that people can earn righteousness by good works, but that God grants the righteousness needed for salvation. All people need is faith. “From that moment, the whole face of Scripture appeared to me in a different light.” **What insight did Luther gain from Paul’s words?**



# Martin Luther

**MAIN IDEA** Believing in his new doctrine of salvation, Martin Luther broke from the Catholic Church and established Lutheranism.

**HISTORY & YOU** Did you ever speak up for something you strongly believed, despite the disapproval of your friends? Read about Martin Luther's split with the Catholic Church.

Martin Luther was a monk and a professor at the University of **Wittenberg**, in Germany, where he lectured on the Bible. Through his study of the Bible, Luther arrived at an answer to a problem—the certainty of salvation—that had bothered him since he had become a monk.

Catholic teaching had stressed that both faith and good works were needed to gain personal salvation. In Luther's opinion, human beings were powerless in the sight of an almighty God and could never do enough good works to earn salvation.

Through his study of the Bible, Luther came to believe that humans are not saved through their good works but through their faith in God. This idea, called justification by faith alone, became the chief teaching of the Protestant Reformation.

Because Luther had arrived at his understanding of salvation by studying the Bible, the Bible became for Luther, as for all other Protestants, the only source of religious truth.

## The Ninety-five Theses

Luther did not see himself as a rebel, but he was greatly upset by the widespread selling of indulgences. Especially offensive in his eyes was the monk Johann Tetzel, who sold indulgences with the slogan: "As soon as the coin in the coffer [money box] rings, the soul from purgatory springs." People, Luther believed, were simply harming their chances for salvation by buying these pieces of paper.

On October 31, 1517, Luther, who was greatly angered by the Church's practices, sent a list of **Ninety-five Theses** to his church superiors, especially the local bishop. The theses were a stunning attack on abuses in the sale of indulgences.

Thousands of copies of the Ninety-five Theses were printed and spread to all parts of Germany.

Pope Leo X did not take the issue seriously, however. He said that Luther was simply "some drunken German who will amend his ways when he sobers up."

## A Break With the Church

By 1520, Luther had begun to move toward a more definite break with the Catholic Church. He called on the German princes to overthrow the papacy in Germany and establish a reformed German church. Luther also attacked the Church's system of sacraments. In his view, they were the means by which the pope and the Church had destroyed the real meaning of the gospel for a thousand years. He kept only two sacraments—baptism and the Eucharist (also known as Communion). Luther also called for the clergy to marry. This went against the long-standing Catholic requirement that the clergy remain celibate, or unmarried.

Through all these calls for change, Luther continued to emphasize his new doctrine of salvation. It is faith alone, he said, and not good works, that justifies and brings salvation through Christ.

Unable to accept Luther's ideas, the Church excommunicated him in January 1521. He was also summoned to appear before the imperial diet—or legislative assembly—of the Holy Roman Empire, which was called into session at the city of Worms by the newly elected emperor Charles V. The emperor believed he could convince Luther to change his ideas. However, Luther refused.

The young emperor was outraged. "A single friar who goes counter to all Christianity for a thousand years," he declared, "must be wrong!" By the **Edict of Worms**, Martin Luther was made an outlaw within the empire. His works were to be burned and Luther himself captured and delivered to the emperor. However, Luther's ruler, Frederick, the elector of Saxony, was unwilling to see his famous professor killed. He sent Luther into hiding and then protected him when Luther returned to Wittenberg at the beginning of 1522.



## The Rise of Lutheranism

Luther's religious movement soon became a revolution. Many German rulers who supported Luther took control of the Catholic churches in their territories, forming state churches supervised by the government. As part of the development of these state-dominated churches, Luther also set up new religious services to replace the Catholic mass. These services consisted of Bible readings, preaching of the word of God, and song. Luther's doctrine soon became known as **Lutheranism** and the churches as Lutheran churches. Lutheranism was the first Protestant faith.

In June 1524, Luther faced a political crisis. German peasants revolted against their lords and looked to Luther to support their cause. Luther instead supported the lords. To him, the state and its rulers were called by God to maintain the peace necessary to spread the Gospel. It was the duty of princes to stop all revolt. By the following spring, the German princes had crushed the peasant revolts. Luther found himself even more dependent on state authorities for the growth of his church.

**✓ Reading Check** **Contrasting** How did Luther and the Church differ on achieving salvation?



## — LUTHER'S NINETY-FIVE THESES —

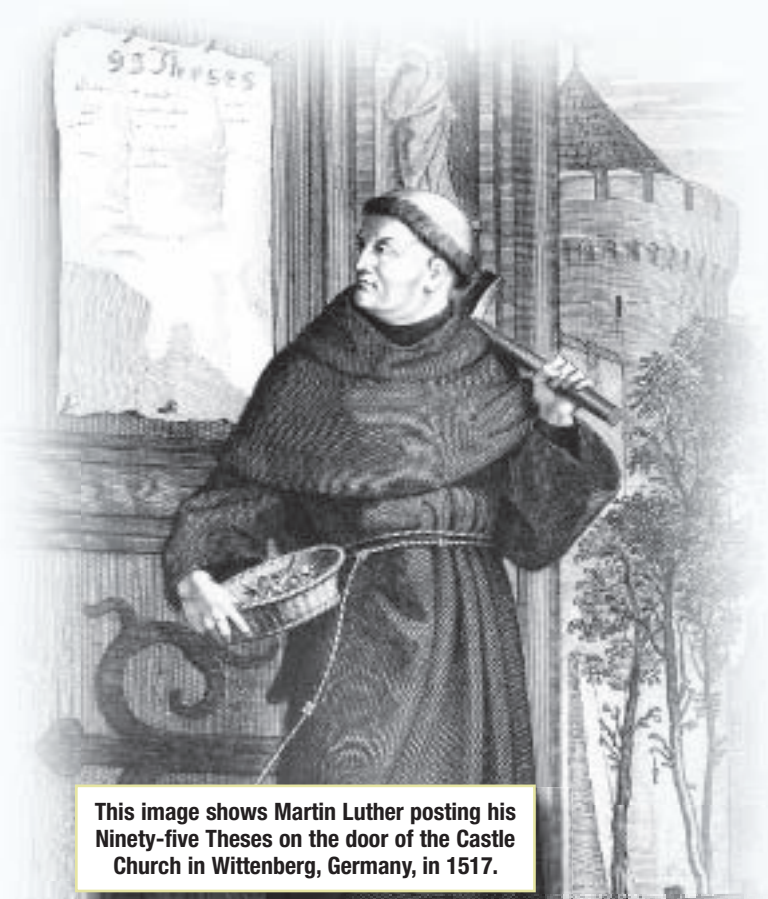
### Martin Luther's Introduction to his Ninety-five Theses, 1517

Out of love for the truth and the desire to bring it to light, the following propositions will be discussed at Wittenberg, under the presidency of the Reverend Father Martin Luther, Master of Arts and of Sacred Theology, and Lecturer in Ordinary on the same at that place. Wherefore he requests that those who are unable to be present and debate orally with us, may do so by letter.

Martin Luther's protest of indulgences began the Protestant Reformation. The Catholic Church had authorized Johann Tetzel to sell indulgences to raise money to build St. Peter's Basilica in Rome. Tetzel told the faithful that their purchases would free the souls of their loved ones from Purgatory. This enraged Luther, who believed that indulgences only soothed the conscience. They did not forgive sins.

When Luther wrote his Ninety-five Theses, his intention was to open a dialogue on abuses in the Catholic Church. Instead, his words sparked a revolutionary firestorm. Aided by the newly invented printing press, his words soon spread across Europe.

Luther's attempts to reform the Catholic Church led to a new form of Christianity—Protestantism—and the birth of a new church. It also ignited decades of bloody religious conflict, ending a thousand years of domination by the Catholic Church.



This image shows Martin Luther posting his Ninety-five Theses on the door of the Castle Church in Wittenberg, Germany, in 1517.

### DOCUMENT-BASED QUESTIONS

- Finding the Main Idea** In his introduction to the Ninety-five Theses, what did Luther invite people to do?
- Analyzing** In what ways did the Ninety-five Theses represent a turning point in history?

# Politics in the German Reformation

**MAIN IDEA** Political and religious problems forced the emperor of the Holy Roman Empire to seek peace with the Lutheran princes.

**HISTORY & YOU** Have you ever met so much opposition from all sides that you just had to give in? Read to learn why Charles V had to seek peace with the Lutheran princes of his empire.

From its very beginning, the fate of Luther's movement was tied closely to political affairs. **Charles V**, the Holy Roman emperor (who was also Charles I, the king of Spain), ruled an immense empire consisting of Spain and its colonies, the Austrian lands, **Bohemia, Hungary**, the Low Countries, the duchy of Milan in northern Italy, and the kingdom of Naples in southern Italy.

Politically, Charles wanted to keep this enormous empire under the control of his dynasty—the Hapsburgs. Religiously, he hoped to preserve the unity of his empire by keeping it Catholic. However, a number of problems kept him busy and cost him both his dream and his health. These same problems helped Lutheranism survive by giving Lutherans time to organize before having to face the Catholic forces.

The chief political concern of Charles V was his rivalry with the king of France, Francis I. Their conflict over disputed territories in a number of areas led to a series of wars that lasted more than 20 years. At the same time, Charles faced opposition from Pope Clement VII. Guided by political considerations, the pope had joined the side of the French king. The invasion of Ottoman Turks into the eastern part of the empire forced Charles to send forces there as well.

Finally, the internal political situation in the Holy Roman Empire was not in Charles's favor. Germany was a land of several hundred territorial states. Although all owed loyalty to the emperor, many individual rulers of the German states supported Luther as a way to assert their own local authority. By the time Charles V brought military forces to Germany, the Lutheran princes were well organized. Unable to defeat them, Charles 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 were now free to choose between Catholicism and Lutheranism. Lutheran states were to have the same legal rights as Catholic states. However, the right of each German ruler to determine the religion of his subjects was accepted, but not the right of the subjects to choose their own religion.

**✓ Reading Check** **Evaluating** How did the Peace of Augsburg influence the political and religious development of Germany?

## SECTION 3 REVIEW

### Vocabulary

1. **Explain** the significance of: Martin Luther, Christian humanism, Desiderius Erasmus, precise, ignorant, salvation, indulgence, Wittenberg, Ninety-five Theses, Edict of Worms, Lutheranism, Charles V, Bohemia, Hungary, Peace of Augsburg.

### Main Ideas

2. **Sequence** the actions of Luther that led to the emergence of Protestantism using a diagram like the one below.

Luther's Actions



3. **Discuss** the impact of the Edict of Worms.
4. **Explain** why many German princes supported Luther.

### Critical Thinking

5. **The BIG Idea Analyzing** How did Martin Luther's religious reform lead to conflict? To what extent were these conflicts resolved?
6. **Contrasting** How did the views of Erasmus and the Church differ on the topic of religious relics?
7. **Analyzing Visuals** Examine the map on page 413. Identify three cities where important events occurred in the rise of Lutheranism and explain their significance.

### Writing About History

8. **Persuasive Writing** Martin Luther's father wanted him to become a lawyer. Write a letter in which Martin Luther tries to convince his father that the path he chose was better.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.



# The Spread of Protestantism

## GUIDE TO READING

### The BIG Idea

**Ideas, Beliefs, and Values** Different forms of Protestantism emerged in Europe as the Reformation spread, and the Catholic Church underwent a religious rebirth.

### Content Vocabulary

- predestination (p. 419)
- annul (p. 420)

### Academic Vocabulary

- published (p. 418)
- justification (p. 419)

### People and Places

- Ulrich Zwingli (p. 418)
- Ignatius of Loyola (p. 423)
- Zürich (p. 418)
- John Calvin (p. 418)
- Trent (p. 423)
- Geneva (p. 420)
- King Henry VIII (p. 420)

### Reading Strategy

**Determining Cause and Effect** As you read, use a diagram like the one below to list some of the reforms proposed by the Council of Trent. Beside each, give the Protestant viewpoint to which it responded.

Council of Trent	Protestant Viewpoint
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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*As the Reformation spread, different forms of Protestantism emerged in Europe. Calvinism replaced Lutheranism as the most important and dynamic form of Protestantism. In England, King Henry VIII created a national church, the Church of England. The Anabaptists believed in a complete separation of church and state. The Catholic Church underwent a revitalization under the direction of Pope Paul III.*

## Divisions in Protestantism

**MAIN IDEA** By the mid-sixteenth century, Calvinism replaced Lutheranism as the most important and dynamic form of Protestantism.

**HISTORY & YOU** Can you imagine life in a society where dancing is a crime? Read to learn about the Calvinist teachings.

The Peace of Augsburg meant that Christian unity was forever lost. Even before the peace, however, division had appeared in Protestantism. One of these new groups appeared in Switzerland.

## Zwinglian Reformation

**Ulrich Zwingli** was a priest in **Zürich**. The city council of Zürich, strongly influenced by Zwingli, began to introduce religious reforms. Relics and images were abolished. All paintings and decorations were removed from the churches and replaced by whitewashed walls. A new church service consisting of Scripture reading, prayer, and sermons replaced the Catholic mass.

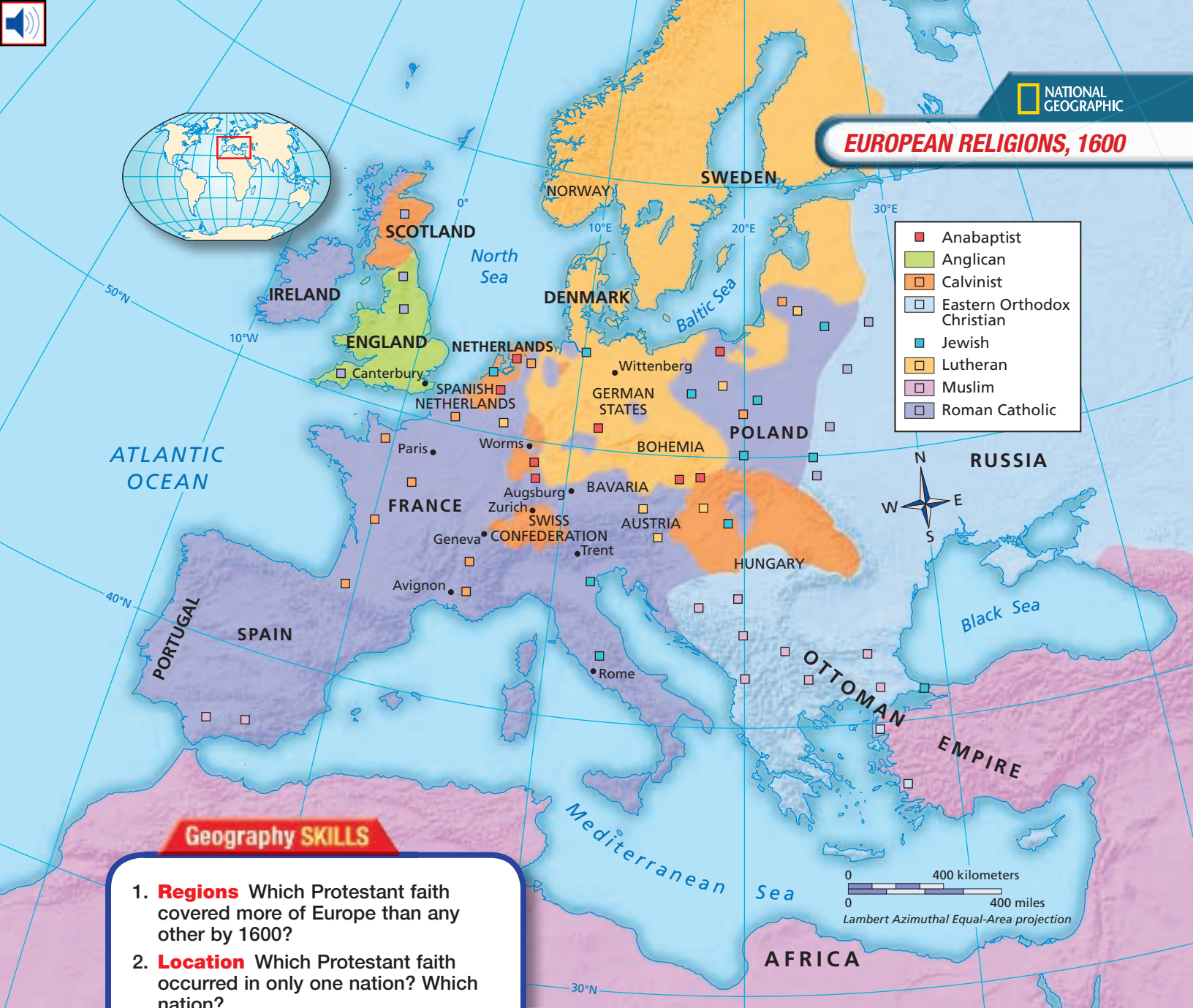
As his movement began to spread to other cities in Switzerland, Zwingli sought an alliance with Martin Luther and the German reformers. Both the German and Swiss reformers realized the need for unity to defend themselves against Catholic authorities, but they were unable to agree on certain Christian rites.

In October 1531 war broke out between the Protestant and Catholic states in Switzerland. Zürich's army was routed, and Zwingli was found wounded on the battlefield. His enemies killed him, cut up his body, and burned the pieces, scattering the ashes. The leadership of Protestantism in Switzerland now passed to John Calvin.

## Calvin and Calvinism

**John Calvin** was educated in his native France. After his conversion to Protestantism, however, he was forced to flee Catholic France for the safety of Switzerland. In 1536 he **published** the

EUROPEAN RELIGIONS, 1600



Geography SKILLS

1. **Regions** Which Protestant faith covered more of Europe than any other by 1600?
2. **Location** Which Protestant faith occurred in only one nation? Which nation?

*Institutes of the Christian Religion*, a summary of Protestant thought. This work, which eventually became known as his masterpiece, immediately gave Calvin a reputation as one of the new leaders of Protestantism.

On most important doctrines, Calvin stood very close to Luther. He, too, believed in the doctrine of **justification** by faith alone to explain how humans achieved salvation. However, Calvin also placed much emphasis on the all-powerful nature of God—what Calvin called the “power, grace, and glory of God.”

Calvin’s emphasis on the all-powerful nature of God led him to other ideas. One of these ideas was **predestination**. This “eternal decree,” as Calvin called it, meant that God had determined in advance who would be saved and who would be damned.

The belief in predestination gave later Calvinists the firm conviction that they were doing God’s work on Earth. This conviction, in turn, made them determined to spread their faith to other people. Calvinism became a dynamic and activist faith.



In 1536 Calvin began working to reform the city of **Geneva**. He created a church government that used both clergy and laity in the service of the church. The Consistory, a special court for enforcing moral discipline, oversaw the moral life and doctrinal purity of Genevans. It could punish those who deviated from the church's teachings and moral principles. Citizens in Geneva were punished for such "crimes" as dancing, singing obscene songs, drunkenness, swearing, and playing cards.

Geneva became a powerful center of Protestantism. Missionaries trained in Geneva were sent to all parts of Europe. Calvinism became established in France, the Netherlands, Scotland, and central and eastern Europe.

By the mid-sixteenth century, Calvinism had replaced Lutheranism as the most important and dynamic form of Protestantism. Calvin's Geneva stood as the fortress of the Protestant Reformation.

**✓ Reading Check** **Explaining** How did the Consistory enforce moral discipline in Geneva?

## Reformation in England

**MAIN IDEA** For political, not religious, reasons, Henry VIII established the Church of England.

**HISTORY & YOU** As a child, how did you react when someone told you no? Read about how Henry VIII reacted after the pope said no.

The English Reformation was rooted in politics, not religion. **King Henry VIII** wanted to divorce his first wife, Catherine of Aragon, with whom he had a daughter, Mary, but no son. Since he needed a male heir, Henry wanted to marry Anne Boleyn. Impatient with the pope's unwillingness to **annul** (declare invalid) his marriage to Catherine, Henry turned to England's own church courts.

### The Break from Rome

As the archbishop of Canterbury, head of the highest church court in England, Thomas Cranmer ruled in May 1533 that the king's marriage to Catherine was "null and

## PEOPLE *in* HISTORY

### Henry VIII

1491–1547 King of England

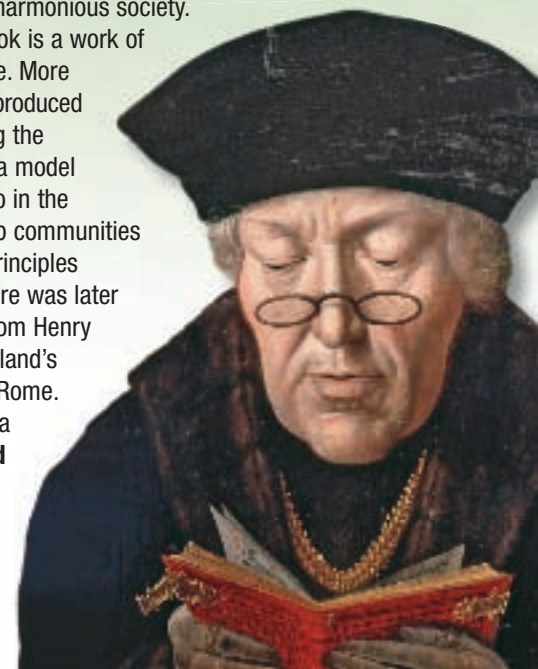


Historians have found it ironic that Henry VIII, who led the break between England and the Roman Catholic Church, was proclaimed "Defender of the Faith" by the head of the church he left. However, that is how Pope Leo X praised him after Henry's attack on Martin Luther in 1521. In *Assertio Septem Sacramentorum* (Declaration of the Seven Sacraments), Henry upheld Church doctrines that Luther and his followers were trying to discredit. To this day, all British coins carry the initials F.D. after the reigning monarch's name. They refer to the Latin words *Fidei Defensor* or "Defender of the Faith," a hereditary title for all British monarchs since Henry VIII. **Who was Henry VIII attacking in his book?**

### Sir Thomas More

1478–1535 British Author and Theologian

*A Man for All Seasons*—that was the title of a twentieth-century movie about Thomas More. He was a trusted adviser to Henry VIII and the author of the book *Utopia*, which means a perfectly harmonious society. Published in 1516, the book is a work of fiction about an ideal state. More describes how goods are produced and shared equally among the Utopians. *Utopia* became a model for Utopian Socialists, who in the 1800s attempted to set up communities based on the socialistic principles described in the book. More was later beheaded under orders from Henry VIII for not supporting England's break with the Church of Rome. In 1935, More was made a saint. **For what group did More's book become an inspiration?**





absolutely void.” At the beginning of June, Anne was crowned queen. Three months later a child was born. Much to the king’s disappointment, the baby was a girl. She would later become Queen Elizabeth I.

In 1534, at Henry’s request, Parliament moved to finalize the break of the Catholic Church in England with the pope in Rome. The Act of Supremacy of 1534 declared that the king was “the only supreme head on earth of the [new] Church of England.” This position gave the king control over religious doctrine, clerical appointments, and discipline. Thomas More, a Christian humanist and devout Catholic, opposed the king’s action and was beheaded.

Henry used his new powers to dissolve the monasteries and sell their land and possessions to wealthy landowners and merchants. The king received a great boost to his treasury and a group of supporters who now had a stake in the new order. In matters of doctrine, however, Henry remained close to Catholic teachings.

When Henry died in 1547, he was succeeded by Edward VI, his nine-year-old son by his third wife. During Edward’s reign, church officials who favored Protestant doctrines moved the Church of England, or the Anglican Church, in a Protestant direction. New acts of Parliament gave the clergy the right to marry and created a new Protestant church service. Before he turned 16, Edward died of tuberculosis.

## “Bloody Mary”

The rapid changes during Edward’s reign aroused opposition. When Mary, Henry’s daughter by Catherine of Aragon, came to the throne in 1553, England was ready for a reaction. Mary was a Catholic who wanted to restore England to Roman Catholicism. However, her efforts had the opposite effect. Among other actions, she had more than 300 Protestants burned as heretics, earning her the nickname “Bloody Mary.” As a result of her policies, England was even more Protestant by the end of Mary’s reign than it had been at the beginning.

**✓ Reading Check** **Examining** What were the results of Bloody Mary’s religious policies?

## Anabaptists

**MAIN IDEA** For believing in the complete separation of church and state, Anabaptists were viewed as dangerous radicals.

**HISTORY & YOU** Would you consider someone who refuses to kill to be a “dangerous radical”? Read to learn about the Anabaptists.

Reformers such as Luther had allowed the state to play an important, if not dominant, role in church affairs. However, some people strongly disliked giving such power to the state. These were radicals known as the Anabaptists.

To Anabaptists, the true Christian church was a voluntary community of adult believers who had undergone spiritual rebirth and had then been baptized. This belief in adult baptism separated Anabaptists from Catholics and Protestants, who baptized infants.

Anabaptists also believed in following the practices and the spirit of early Christianity. They considered all believers to be equal, a belief they based on the accounts of early Christian communities in the New Testament. Each Anabaptist church chose its own minister, or spiritual leader. Because all Christians were considered priests, any member of the community was eligible to be a minister (though women were often excluded).

Finally, most Anabaptists believed in the complete separation of church and state. Not only was government to be kept out of the realm of religion, it was not even supposed to have any political authority over real Christians. Anabaptists refused to hold political office or bear arms, because many took literally the biblical commandment “Thou shall not kill.”

Their political beliefs, as much as their religious beliefs, caused the Anabaptists to be regarded as dangerous radicals who threatened the very fabric of sixteenth-century society. Indeed, the chief thing other Protestants and Catholics could agree on was the need to persecute Anabaptists.

**✓ Reading Check** **Describing** Why were the Anabaptists considered to be dangerous political radicals?



# Reformation and Society

**MAIN IDEA** Although the family became the center of life during the Reformation, the lives of most women and Jews did not improve.

**HISTORY & YOU** Should anyone be an "obedient servant" to another person? Read to learn about women's roles during the Reformation.

During the political and religious turmoil of the Reformation, the lives of most women and Jewish people did not improve. Women were still subservient, and anti-Semitism continued.

## Women and Family

The Protestants developed a new view of the family. Both monasticism and the requirement of celibacy for the clergy had been abolished. The family could now be placed at the center of life, and the "mutual love between man and wife" could be extolled.

Were idea and reality the same, however? More often, reality reflected the traditional roles of husband as the ruler and wife as the obedient servant. Luther stated it clearly: "The rule remains with the husband, and the wife is compelled to obey him by God's command."

Obedience was not a woman's only role. Her other important duty was to bear children, which both Calvin and Luther saw as part of the divine plan.

## Anti-Semitism

During the Reformation, anti-Semitism remained common in northern Europe. Martin Luther expected Jews to convert to Lutheranism. When they resisted, Luther wrote that Jewish synagogues and houses should be destroyed. In the Papal States, Jews who would not convert to Christianity were segregated into ghettos.

**✓ Reading Check** **Evaluating** What impact did the Protestant Reformation have on women?

### Roman Catholic, Lutheran, Calvinist, and Anglican Beliefs

	CATHOLIC	LUTHERAN	CALVINIST	ANGLICAN
Church Hierarchy	Pope, bishops, priests	Ministers lead congregations.	Council of elders for each church; ministers	Monarch, bishops, priests
Salvation	Salvation requires faith and good works.	Salvation requires faith alone.	Salvation requires faith alone.	Salvation requires faith alone.
Importance of the Bible	The Bible and Church traditions are both sources of truth.	The Bible is the only source of truth.	The Bible is the only source of truth.	The Bible is the only source of truth.
Interpretation of Beliefs	Priests interpret the Bible and Church teachings for believers.	Believers interpret the Bible themselves.	Believers interpret the Bible themselves.	Believers interpret the Bible themselves.
Worship	Services based on rituals and devotional practices	Services based on preaching with some rituals	Services based on preaching	Services based on preaching and rituals
Sacraments	Seven sacraments: baptism, confession, communion, confirmation, marriage, ordination, anointing the sick	Baptism, communion	Baptism, communion	Baptism, communion

#### Chart SKILLS

- 1. Describing** In what way were Anglicans more similar to Catholics than to either Lutherans or Calvinists?
- 2. Making Inferences** Why do you think the Protestant churches eliminated most of the seven sacraments?

# Catholic Reformation

**MAIN IDEA** Perceiving a need for a change, Pope Paul III steered the Catholic Church toward a reformation in the 1500s.

**HISTORY & YOU** When a task doesn't turn out as well as you had hoped, do you look for ways to do it better next time? Read to learn how the Catholic Church determined what it needed to change.

The Catholic Church also had a revitalization in the sixteenth century, giving it new strength and enabling it to regain much that it had lost to the Protestant Reformation. Three chief pillars—the Jesuits, reform of the papacy, and the Council of Trent—supported the Catholic Reformation.

A Spanish nobleman, **Ignatius of Loyola**, founded the Society of Jesus, known as the Jesuits. Loyola's small group of followers was recognized as a religious order by Pope Paul III in 1540. All Jesuits took a special vow of absolute obedience to the pope, making them an important instrument for papal policy. Jesuits used education to spread their message. Jesuit missionaries were very successful in restoring Catholicism to parts of Germany and eastern Europe and in spreading it to other parts of the world.

Reform of the papacy was another important factor in the Catholic Reformation. Participating in dubious financial transactions and Italian political and military affairs, the Renaissance popes had created many sources of corruption. It took the jolt of the Protestant Reformation to bring about serious reform.

Pope Paul III perceived the need for change. He took the bold step of appointing a Reform Commission in 1537 to determine the Church's ills. The commission blamed the Church's problems on the popes' corrupt policies. Paul III also began the Council of Trent, another pillar of the Catholic Reformation. Beginning in March 1545, a group of cardinals, archbishops, bishops, abbots, and theologians met off and on for 18 years in the city of **Trent**, on the border between Germany and Italy.

The final decrees of the Council of Trent reaffirmed traditional Catholic teachings in opposition to Protestant beliefs. Both faith and good works were declared necessary for salvation. The seven sacraments, the Catholic view of the Eucharist, and clerical celibacy were all upheld. Belief in purgatory and in the use of indulgences was strengthened, although the selling of indulgences was forbidden. The Roman Catholic Church now possessed a clear body of doctrine and was unified under the pope's supreme leadership. Catholics were as well prepared as Calvinists to do battle for their faith.

**✓ Reading Check** **Describing** What was the relationship between the Jesuits and the pope?

## SECTION 4 REVIEW

### Vocabulary

1. **Explain** the significance of: Ulrich Zwingli, Zürich, John Calvin, published, justification, predestination, Geneva, King Henry VIII, annul, Ignatius of Loyola, Trent.

### Main Ideas

2. **Describe** how Calvin reformed the city of Geneva.
3. **Explain** why Henry VIII formed the Church of England.
4. **Contrast** how the Calvinists and the Anabaptists differed in their attitudes toward church members participating in government activities.



### Critical Thinking

5. **The BIG Idea Assessing** How effective was the Catholic Church's response to the Protestant Reformation?
6. **Determining Cause and Effect** How did "Bloody Mary's" actions affect the religious makeup of England by the end of her reign?
7. **Analyzing Visuals** Compare the chart on page 422 to the map on page 419. Name one country in which the dominant Christian faith included the seven sacraments.

### Writing About History

8. **Expository Writing** Research the treatment of the Jewish people during the Reformation. Then write a short essay analyzing why they were segregated to ghettos.

### History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to [glencoe.com](http://glencoe.com) and click Study Central.

# CHAPTER 12 Visual Summary

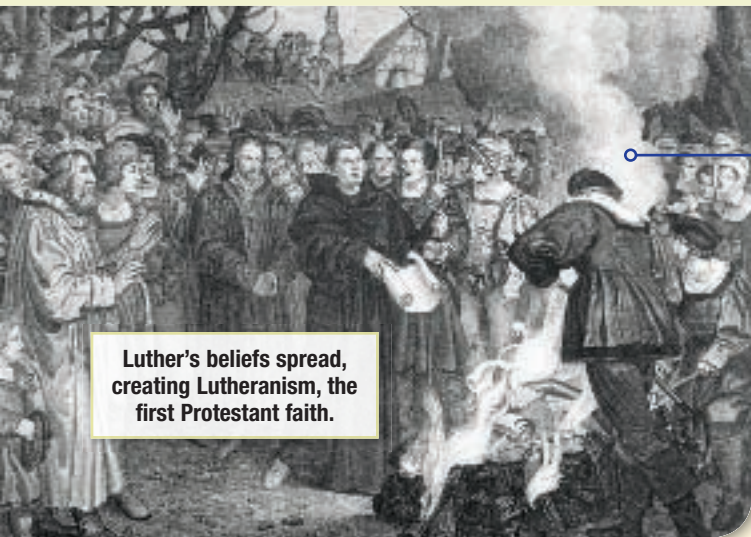


You can study anywhere, anytime by downloading quizzes and flash cards to your PDA from [glencoe.com](http://glencoe.com).

## THE RENAISSANCE in Italy and Northern Europe

- Milan, Venice, and Florence became centers of Renaissance learning and culture.
- Machiavelli's views on gaining and holding power influenced political leaders.
- Humanist education focused on liberal studies.
- Artists sought to portray the world realistically.

### MARTIN LUTHER PUBLICLY BURNS HIS EXCOMMUNICATION DOCUMENTS



Luther's beliefs spread, creating Lutheranism, the first Protestant faith.

### DETAIL OF SISTINE CHAPEL CEILING, BY MICHELANGELO

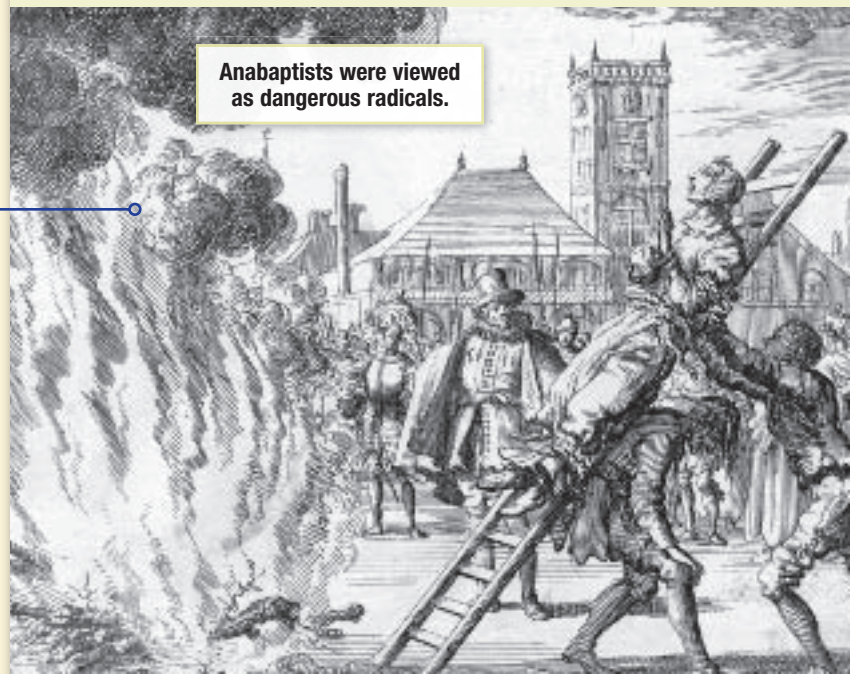


Michelangelo painted people with perfect proportions as a reflection of divine beauty.

## THE REFORMATION Begins

- Erasmus and other Christian humanists paved the way for the Protestant Reformation.
- Catholic teaching stressed faith and good works, but Luther believed that faith alone was sufficient for salvation.
- The Peace of Augsburg ended the religious wars and allowed German states to choose between Catholicism and Lutheranism.

### PERSECUTION OF AN ANABAPTIST



Anabaptists were viewed as dangerous radicals.

## THE REFORMATION Spreads

- Calvinism replaced Lutheranism as the most important form of Protestantism.
- Henry VIII established the Church of England for political rather than religious reasons.
- Anabaptists believed in the total separation of church and state.
- Pope Paul III took steps to reform the Catholic Church.

## STANDARDIZED TEST PRACTICE

### TEST-TAKING TIP

If a question asks you to read a quote, look for clues that reveal its historical context—the title, the date, the quote itself. Determining the historical context will help you determine the quote’s historical significance. It will also help you determine the correct answer.

### Reviewing Vocabulary

Directions: Choose the word or words that best complete the sentence.

- Theologians of the Reformation disagreed about how people could achieve \_\_\_\_\_, or acceptance into Heaven.
  - indulgence
  - predestination
  - annulment
  - salvation
- The money and goods given by the wife’s family to the husband at the time of marriage is called a \_\_\_\_\_.
  - settlement
  - dowry
  - tithe
  - taille
- John Calvin emphasized \_\_\_\_\_, the belief that God determined in advance who would be saved and who would be damned.
  - predisposition
  - salvation
  - predestination
  - humanism
- An image painted on fresh, wet plaster is called a \_\_\_\_\_.
  - ceramic
  - flying buttress
  - fresco
  - relic

### Reviewing Main Ideas

Directions: Choose the best answers to the following questions.

#### Section 1 (pp. 398–403)

- Which of the following was a characteristic of the Renaissance?
  - Rejection of the classical learning of ancient Greece and Rome
  - Renewed emphasis on an all-powerful God
  - Emergence of a more secular worldview
  - Reawakening of feudalism
- Who helped to make Florence the cultural center of Europe during the Renaissance?
  - Francesco Sforza
  - Lorenzo de’ Medici
  - Niccolò Machiavelli
  - Girolamo Savonarola

#### Section 2 (pp. 406–411)

- Who has been called the father of Italian Renaissance humanism?
  - Petrarch
  - Leonardo da Vinci
  - Dante
  - Albrecht Dürer
- What was the *Divine Comedy*?
  - A collection of stories told by a group of pilgrims on a journey
  - A defense of women
  - An ancient Roman poem by Virgil
  - A poem about a soul’s journey to Heaven

#### Need Extra Help?

If You Missed Questions . . .	1	2	3	4	5	6	7	8
Go to Page . . .	414	403	419	409	398	400	406	407

**GO ON** 



9. Which artist painted figures on the ceilings of the Sistine Chapel in Rome?
- A Leonardo da Vinci
  - B Michelangelo
  - C Raphael
  - D Jan van Eyck

### Section 3 (pp. 412–417)

10. What was the major goal of Christian humanism?
- A To create a new form of Christian faith
  - B To preserve religious unity in the Holy Roman Empire
  - C To promote external forms of religion, such as pilgrimages and relics
  - D To reform the Catholic Church
11. What agreement ended the religious warfare in Germany in 1555?
- A Ninety-five Theses
  - B Edict of Worms
  - C Peace of Augsburg
  - D Great Schism

### Section 4 (pp. 418–423)

12. Why did King Henry VIII break with Rome and establish the Church of England?
- A To marry Anne Boleyn
  - B To promote his religious views
  - C To force the Catholic Church to reform
  - D To separate church and state
13. Who founded the Jesuits?
- A John Calvin
  - B Ignatius of Loyola
  - C Martin Luther
  - D Pope Paul III

## Critical Thinking

Directions: Choose the best answers to the following questions.

Use the following map to answer question 14.



14. Which of the following is a true statement about the Holy Roman Empire in 1400?
- A It had no access to the Mediterranean Sea.
  - B It did not include parts of Italy.
  - C Rome was not a part of the Empire.
  - D Denmark was part of the Empire.
15. How did fifteenth-century humanists differ from those in the fourteenth century?
- A They preferred to live in solitude.
  - B They believed in service to the state.
  - C Most moved to the country.
  - D They emphasized classical Latin.

### Need Extra Help?

If You Missed Questions . . .	9	10	11	12	13	14	15
Go to Page . . .	410	412	417	420	423	400	406



16. Why were liberal studies at the core of a humanist curriculum?
- A To create great scholars
  - B To promote advances in science
  - C To enable more people to read Latin
  - D To provide practical preparation for life
17. In his Ninety-five Theses, Martin Luther wrote: "Christians are to be taught that he who gives to the poor or lends to the needy does a better work than buying pardons." To what is Luther objecting in this statement?
- A The doctrine of predestination
  - B The lack of concern for the poor
  - C The sale of indulgences
  - D The spread of secular humanism

Base your answer to question 18 on the following table.

### Top Ten Organized Religions of the World (2004 estimates)

Religion	Number of Members	Percentage
Christianity	2.1 billion	33.0%
Islam	1.3 billion	20.1%
Hinduism	851 million	13.3%
Buddhism	375 million	5.9%
Sikhism	25 million	0.4%
Judaism	15 million	0.2%
Baha'ism	7.5 million	0.1%
Confucianism	6.4 million	0.1%
Jainism	4.5 million	0.1%
Shintoism	2.8 million	0.0%

Source: *Encyclopedia Britannica*

18. Which of the following is a true statement about the world's top 10 organized religions?
- A Hindus exceed Buddhists by more than double.
  - B There are more Muslims than Christians.
  - C Jews far outnumber Buddhists.
  - D Christianity is the most organized religion in the world.

#### Need Extra Help?

If You Missed Questions . . .	16	17	18	19	20	21
Go to Page . . .	408	401	401	401	417	418

## Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow the document. Base your answers on the document and on your knowledge of world history.

Niccolò Machiavelli wrote:

*"Everyone realizes how praiseworthy it is for a prince to honor his word and to be straightforward rather than crafty in his dealings; nonetheless experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles. . . . A prince, therefore, need not necessarily have all the good qualities I mentioned above, but he should certainly appear to have them. . . . He should not deviate from what is good, if that is possible, but he should know how to do evil, if that is necessary."*

—Niccolò Machiavelli, *The Prince*, George Bull, trans., 1981

19. According to Machiavelli, what kinds of princes have achieved great things?
20. According to Machiavelli, what role does evil play in governance?

## Extended Response

21. Analyze how the Reformation shaped the political and religious life of Europe. Be sure to identify the historical effects of the Reformation.

### History ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 12 at [glencoe.com](http://glencoe.com).

**STOP**