

**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.*

**I. What was the Renaissance?****A. A changing worldview**

1. \_\_\_\_\_
2. \_\_\_\_\_

**B. A spirit of adventure**

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. \_\_\_\_\_**

1. \_\_\_\_\_
2. \_\_\_\_\_

**II. \_\_\_\_\_****A. \_\_\_\_\_**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. \_\_\_\_\_**

1. \_\_\_\_\_
2. \_\_\_\_\_

**III. \_\_\_\_\_****A. \_\_\_\_\_**

1. \_\_\_\_\_
2. \_\_\_\_\_

**B. \_\_\_\_\_**

1. \_\_\_\_\_
2. \_\_\_\_\_

*(Outline continues on the next page.)*

CHAPTER  
**13**  
SECTION 1

## Note Taking Study Guide

### THE RENAISSANCE IN ITALY

(Continued from page 118)

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

D. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

E. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

F. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

IV. \_\_\_\_\_

A. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

CHAPTER  
**13**  
SECTION 1

## Section Summary

### THE RENAISSANCE IN ITALY

#### READING CHECK

What was significant about the discovery of perspective?

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#### VOCABULARY STRATEGY

What does *comprehend* mean in the underlined sentence? What clues can you find in the surrounding text? Circle the words in the paragraph that could help you learn what *comprehend* means.

#### READING SKILL

**Identify Main Ideas** Identify three of the main characteristics of the Renaissance.

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A new age called the Renaissance, meaning “rebirth,” marked a great change in culture, politics, society, and economics. In Italy, it began in the 1300s and reached its peak around 1500. Instead of focusing on religion, as in the Middle Ages, the Renaissance explored the human experience. At the same time, there was a new emphasis on individual achievement. At the heart of the Renaissance was an intellectual movement called **humanism**. Renaissance humanists studied the classical culture of Greece and Rome to try to comprehend their own times. They wanted to broaden their understanding. They emphasized the **humanities**—subjects such as rhetoric, poetry, and history. Poet Francesco **Petrarch** was an early Renaissance humanist. He gathered a library of Greek and Roman manuscripts. This opened the works of Cicero, Homer, and Virgil to Western Europeans.

Italy was the birthplace of the Renaissance for many reasons. It had been the center of the Roman empire; remains of that ancient culture were all around. Rome was also the seat of the Roman Catholic Church, an important **patron** of the arts. Furthermore, Italy’s location encouraged trade with markets on the Mediterranean, in Africa, and in Europe. Trade provided the wealth that fueled the Renaissance. In Italy’s city-states, powerful merchant families, such as the Medici family of **Florence**, lent political and economic leadership and supported the arts.

Renaissance art reflected humanism. Renaissance painters returned to the realism of classical times by developing improved ways to represent humans and landscapes. For example, the discovery of **perspective** allowed artists to create realistic art and to paint scenes that appeared three-dimensional. The greatest of the Renaissance artists were **Leonardo da Vinci**, **Michelangelo**, and **Raphael**.

Some Italian writers wrote guidebooks to help ambitious people who wanted to 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. **Niccolò Machiavelli** wrote a guide for rulers, titled *The Prince*, on how to gain and maintain power.

### Review Questions

1. How did the focus of study change between the Middle Ages and the Renaissance?

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2. Identify two reasons why the Renaissance began in Italy.

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CHAPTER  
**13**  
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.*

<b>Renaissance in the North</b>	<b>Humanists</b>	<div style="border: 1px solid black; height: 150px; position: relative;"> <div style="position: absolute; bottom: 0; left: 0; right: 0;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> </div> </div> </div>
	<b>Artists and Writers</b>	<div style="border: 1px solid black; height: 150px; position: relative;"> <div style="position: absolute; bottom: 0; left: 0; right: 0;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> </div> </div> </div>
	<b>Printing Revolution</b>	<div style="border: 1px solid black; height: 150px; position: relative;"> <div style="position: absolute; bottom: 0; left: 0; right: 0;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> <div style="width: 25%; border-bottom: 1px solid black;"></div> </div> </div> </div>

**CHAPTER**  
**13**  
**SECTION 2****Section Summary****THE RENAISSANCE IN THE NORTH****READING CHECK**

Where did the northern Renaissance begin?

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**VOCABULARY STRATEGY**

What does the word *prosperous* mean in the underlined sentence? Ask yourself what is meant by a “thriving center of trade.” Use that information to help you figure out what *prosperous* means.

**READING SKILL**

**Identify Main Ideas** Write the sentence from the second paragraph of the Summary that states the main idea of that paragraph.

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By the 1400s, northern Europe began to enjoy the economic growth needed to develop its own Renaissance. An astounding invention—the printing press—helped to spread Renaissance ideas. In about 1455, **Johann Gutenberg** printed the first complete edition of the Bible using the new printing press. The printing press caused a printing revolution. Before, books were made 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 cities of Flanders, a thriving center of trade. Flemish painters pursued realism in their art. One of the most important Flemish painters was Jan van Eyck. He portrayed townspeople and religious scenes in rich detail. Pieter Bruegel used vibrant color to portray lively scenes of peasant life. Peter Paul Rubens blended the tradition of Flemish realism with themes from mythology, the Bible, and history. German painter **Albrecht Dürer** traveled to Italy to study the techniques of the Italian masters. He soon became a pioneer in spreading Renaissance ideas to northern Europe. Dürer applied the painting techniques he learned in Italy to **engraving**. Many of his engravings and paintings portray the theme of religious upheaval.

Northern European humanists and writers also helped spread Renaissance ideas. The Dutch priest and humanist Desiderius **Erasmus** called for a translation of the Bible into the **vernacular** so that it could be read by a wider audience. The English humanist **Sir Thomas More** called for social reform in the form of a **utopian**, or ideal, society in which people live together in peace and harmony.

The towering figure of Renaissance literature, however, was the English poet and playwright William **Shakespeare**. His 37 plays are still performed around the world. Shakespeare’s genius was in expressing universal themes, such as the complexity of the individual, in everyday, realistic settings. He used language that people understand and enjoy. Shakespeare’s love of words also enriched the English language with 1,700 new words.

**Review Questions**

1. What changes did the invention of the printing press bring about?

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2. What theme did Dürer explore in many of his paintings and engravings?

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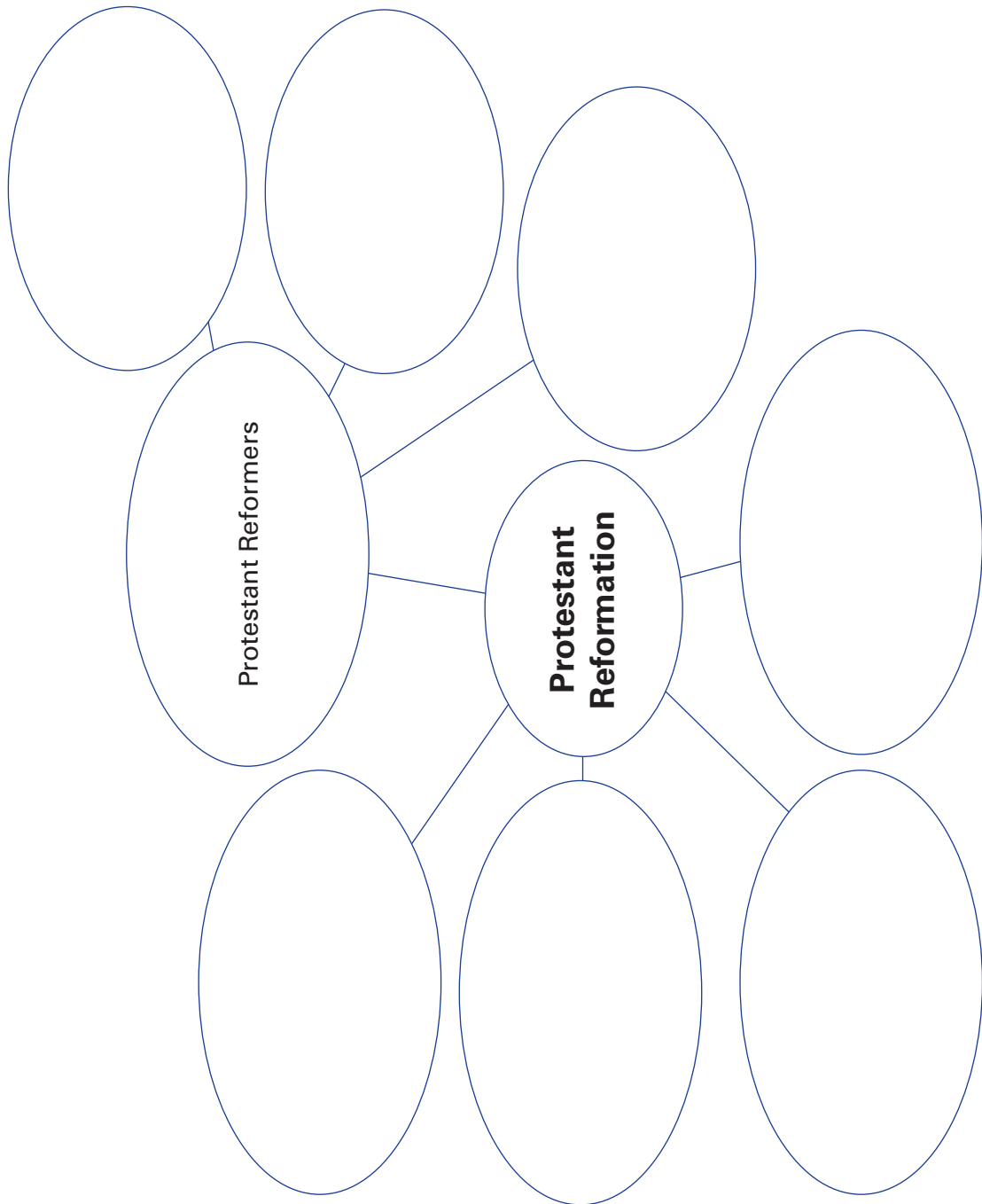
CHAPTER  
**13**  
SECTION 3

## 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.*



**CHAPTER**  
**13**  
**SECTION 3****Section Summary****THE PROTESTANT REFORMATION****READING CHECK**

Who was John Calvin?

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**VOCABULARY STRATEGY**

What does the word *doctrine* mean in the underlined sentence? The word comes from a Latin word that means “teaching” or “instruction.” Use the word’s origin to help you figure out what *doctrine* means.

**READING SKILL**

**Identify Main Ideas** What was one of the main beliefs at the heart of Luther’s doctrines?

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In the 1500s, the Renaissance in northern Europe sparked a religious upheaval that affected Christians at all levels of society. This movement is known as the Protestant Reformation. In the late Middle Ages, the Catholic Church had become caught up in worldly affairs. Popes led lavish lives and hired artists to enhance churches. To finance such projects, the Church increased fees for services. Many Christians protested such acts. They also questioned why the Church in distant Rome should have power over their lives.

In 1517, protests against Church abuses turned into a revolt. A German monk named **Martin Luther** triggered it over an event in **Wittenberg**, Germany. There, a priest sold **indulgences** to Christians to raise money to rebuild St. Peter’s Cathedral in Rome. To Luther, the priest’s actions were the final outrage. He wrote 95 Theses, or arguments, against indulgences. He said that they had no biblical basis, that the pope did not have the authority to release souls from purgatory, and that Christians could be saved only through faith. Throughout Europe, Luther’s 95 Theses stirred furious debate. The new Holy Roman emperor, **Charles V**, summoned Luther to the **diet**, or assembly, at the city of Worms. Luther refused to change his views. Thousands hailed Luther as a hero and renounced the authority of the pope. At the heart of Luther’s doctrines were several beliefs, including the idea that all Christians have equal access to God through faith and the Bible. Printing presses spread Luther’s writings and ideas throughout Germany and Scandinavia. By 1530, Luther’s many followers were using a new name, “Protestants,” for those who “protested” papal authority.

In Switzerland, the reformer **John Calvin** also challenged the Catholic Church. Calvin shared many of Luther’s beliefs, but also preached **predestination**. Protestants in **Geneva** asked Calvin to lead them. In keeping with his teachings, Calvin set up a **theocracy**. Reformers from all over Europe visited Geneva and then returned home to spread Calvin’s ideas. This new challenge to the Roman Catholic Church set off fierce wars of religion across Europe. In the 1600s, English Calvinists sailed to America to escape persecution.

**Review Questions**

1. What factors encouraged the Protestant Reformation?

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2. What arguments did Martin Luther make against indulgences in the 95 Theses?

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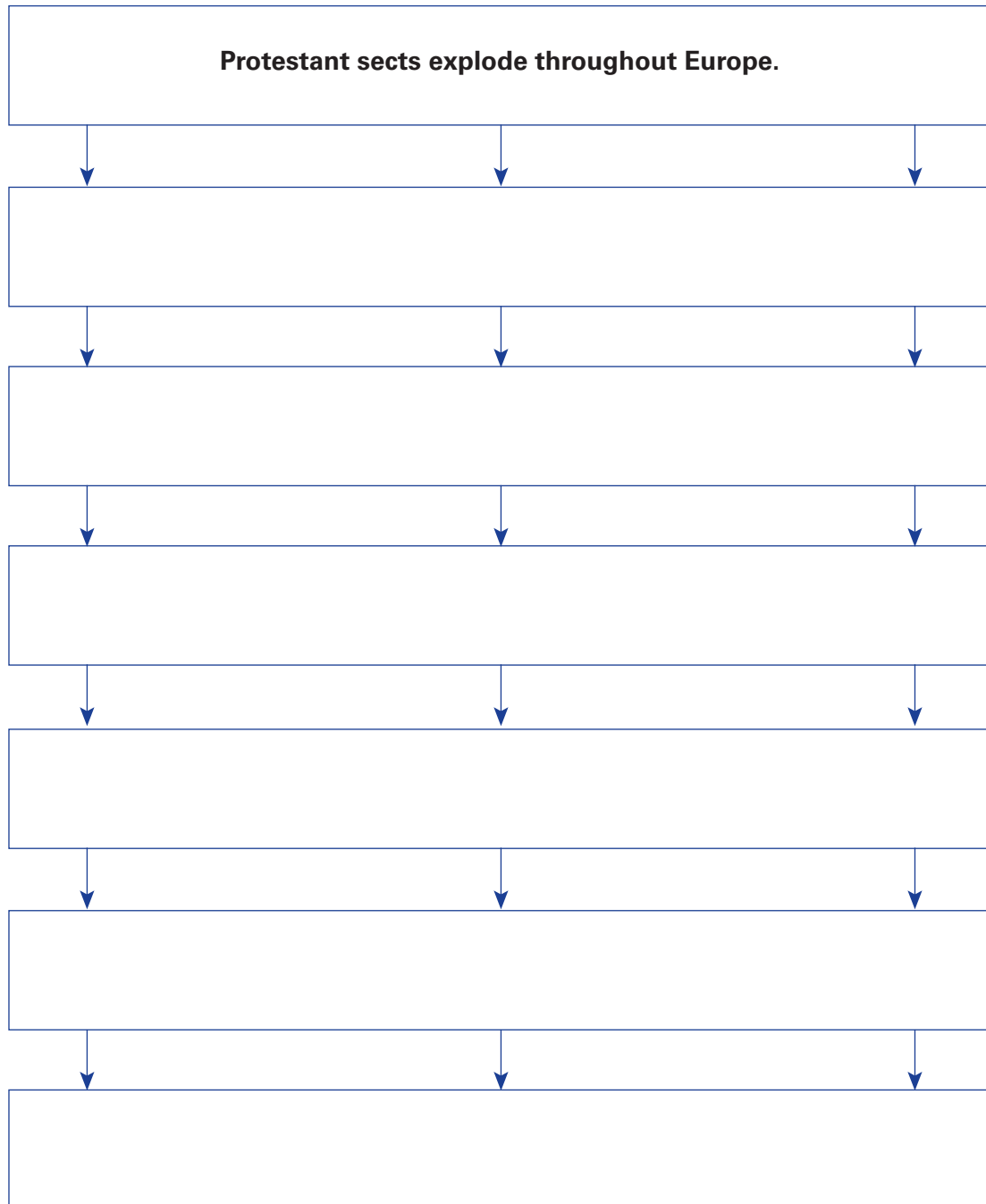
CHAPTER  
**13**  
SECTION 4

## 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.*





**CHAPTER**  
**13**  
**SECTION 4****Section Summary****REFORMATION IDEAS SPREAD****READING CHECK**

What happened at the Council of Trent?

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**VOCABULARY STRATEGY**

What does the word *rigorous* mean in the underlined sentence? What clues can you find in nearby words? Circle the words in the sentence that could help you figure out what *rigorous* means.

**READING SKILL**

**Identify Main Ideas** How did Elizabeth restore unity to England?

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As the Reformation continued, hundreds of new Protestant **sects** arose, influencing Protestant thinking in many countries. In England, the break with the Catholic Church came from **Henry VIII**. He and his wife, Catherine of Aragon, had one child, **Mary Tudor**. Henry wanted to divorce Catherine and marry another woman whom he hoped would bear him a male heir. However, the pope refused to annul Henry's marriage. Furious, Henry had Parliament pass laws to take the English church from the pope's control. Henry appointed **Thomas Cranmer** archbishop of the new English church. Cranmer annulled the king's marriage. In 1534, Parliament passed the Act of Supremacy, making 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 later **canonized** More for his stand against Henry. When Henry died in 1547, his son Edward VI inherited the throne. Under Edward, Parliament passed laws bringing more Protestant reforms to England. When Edward died, his half-sister Mary Tudor, a Catholic, became queen. She wanted to return England to the Catholic faith. Hundreds of English Protestants were burned at the stake.

On Mary's death in 1558, the throne passed to her half-sister, **Elizabeth**. She made reforms that became known as the Elizabethan settlement—a **compromise** between Protestant and Catholic practices. Elizabeth restored unity to England; she kept many Catholic traditions, but made England a Protestant nation.

As the Protestant Reformation swept northern Europe, the Catholic Church began a Counter Reformation. The pope's **Council of Trent** reaffirmed Catholic beliefs that Protestants had challenged. **Ignatius of Loyola** founded a new religious order, the Jesuits. They followed a rigorous program of strict discipline, thorough religious training, and absolute obedience to the Church. **Teresa of Avila** established her own order of nuns dedicated to prayer and meditation. Both Catholics and Protestants fostered intolerance, and persecuted radical sects. Innocent people were executed for witchcraft. In Venice, Jews were pressured to convert and forced to live in a separate part of the city called the **ghetto**.

**Review Questions**

1. What caused Henry VIII to break with the Catholic Church and establish the Church of England?

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2. How did many Catholics in England respond to the Act of Supremacy?

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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 to identify main ideas about the Scientific Revolution in Europe.*

Thinkers of the Scientific Revolution	Developed sun-centered universe theory											
	Nicolaus Copernicus											

**CHAPTER**  
**13**  
**SECTION 5****Section Summary****THE SCIENTIFIC REVOLUTION****READING CHECK**

What did Isaac Newton call the force that keeps planets in their orbits around the sun?

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**VOCABULARY STRATEGY**

What does the word *contradicted* mean in the underlined sentence? The prefix *contra-* means “against.” Use the meaning of the word’s prefix to help you figure out what *contradict* means.

**READING SKILL**

**Identify Main Ideas** How did Copernicus’s proposed model of the solar system differ from earlier beliefs?

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In the mid-1500s, a big shift in scientific thinking caused the Scientific Revolution. At the heart of this movement was the idea that mathematical laws governed nature and the universe. Before the Renaissance, Europeans thought that Earth was the center of everything in the heavens. In 1543, Polish scholar **Nicolaus Copernicus** proposed a **heliocentric**, or sun-centered, model of the solar system. In the late 1500s, the Danish astronomer **Tycho Brahe** provided evidence that supported Copernicus’s theory. The German astronomer and mathematician **Johannes Kepler** used Brahe’s data to calculate the orbits of the planets revolving around the sun. His calculations also supported Copernicus’s heliocentric view.

Scientists from different lands built on the foundations laid by Copernicus and Kepler. In Italy, **Galileo** assembled a telescope and observed that the four moons of Jupiter move slowly around that planet. He realized that these moons moved the same way that Copernicus had said that Earth moves around the sun. Galileo’s findings caused an uproar. Other scholars attacked him because his observations contradicted ancient views about the world. The Church condemned him because his ideas challenged the Christian teaching that the heavenly bodies were fixed in relation to Earth, and perfect.

Despite the opposition of the Church, a new approach to science had emerged, based upon 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**. The new scientific method was a revolution in thought. Two giants of this revolution were the Englishman **Francis Bacon** and the Frenchman **René Descartes**. Both were devoted to understanding how truth is determined, but they differed in their approaches. Bacon stressed experimentation and observation. Descartes focused on reasoning.

The 1500s and 1600s saw dramatic changes in many branches of science. English chemist **Robert Boyle** explained that matter is composed of particles that behave in knowable ways. **Isaac Newton** used mathematics to show that a single force keeps the planets in their orbits around the sun. He called this force **gravity**. To help explain his laws, Newton developed a branch of mathematics called **calculus**.

**Review Questions**

1. What assumption was at the heart of the Scientific Revolution?

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2. Why did the Church condemn Galileo?

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