

# End of Unit 6

Europe in the Middle Ages

Quarter 3 begins on page 106

# World History Bellwork – INB 106

Complete a Frayer Model (what you see below) on the term “plague” – use textbook page 274 to help you.

New Daily  
BONUS opp –  
add the word  
of the day to  
your bellwork!

<b>Definition</b> a disease that spreads quickly and kills large numbers of people	<b>Facts/Characteristics</b>
<b>Examples</b>	<b>Non-examples</b>

**Plague**

## Mastery Objective:

I can explain what the Black Death was and how it affected the economy and society of the Middle Ages.

## What are today's State Standards?

7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

## Strategies/Tasks:

- Bellwork: Plague prayer
- Classwork: Guided Reading – The Black Death
- Closure: Statistics study & Opinion writing practice – Were the effects of the Black Death more positive or negative?

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- **Completed/corrected Bellwork questions**
- **Complete and accurate guided reading with the evidence highlighted in the passage and questions answered in complete sentences**
- **A complete and thoughtful response to the closure question**

# Problems Facing Europe during the Middle Ages

- Medieval Europe enjoyed prosperity and growth during the 1200s. Then, early in the next century, disaster struck. Extremely cold winters and rainy summers created miserable conditions. Crops rotted in the fields, and herds of livestock died from diseases. Soon, there was not enough food for Europe's growing population. The result was a great famine in northern Europe that lasted from about 1315 to 1322. During this time, many people died from starvation and epidemics.

**What were the various problems facing Europe during the 1200s and 1300s?**



# The Plague Comes to Europe

- The great famine was only the beginning of troubles. During the 1300s, a plague spread from Asia across Europe. A plague is a disease that spreads quickly and kills large numbers of people. The Black Death, as the disease was known, was probably bubonic plague. This illness is caused by a type of bacteria spread by fleas. Rats carry the fleas. The Black Death probably began in central Asia and spread to other places through trade. It first broke out in China in the 1330s. Between 40 and 60 million people eventually died, nearly half of the Chinese population.
- Trade between China, India, the Middle East, and Europe was greatly encouraged by the Mongols. Merchants used the Silk Road and other trade routes. Expanded trade also made it possible for the Black Death to spread quickly. More and more traders used the Silk Road and other routes linking Asia and Europe. As a result, rat-infested caravans and ships carried the disease from region to region. The plague then traveled to India and spread to Muslim territories.

# The Plague Comes to Europe

- In 1346, the Black Death reached the trading city of Caffa on the Black Sea. Italian ships carried the plague to the island of Sicily. From there, it spread to the Italian mainland and onto the continent of Europe. By the end of the 1340s, it had surfaced in France, Germany, and England. By 1351, the plague had reached Scandinavia, Eastern Europe, and Russia. Estimates of the dead in Europe between 1347 and 1351 range from 19 to 38 million people— nearly one out of every two Europeans.
- **How did trade encourage the spread of the Black Death?**

# The Effects of the Plague

- People at the time did not know why the plague had happened. Some people thought God was punishing them for their sins. Others blamed the Jews. For this reason, the Germans expelled many Jews from some of their cities.
- The plague had an enormous effect on the economy of Europe. With so many deaths, trade declined. Wages rose steeply because of a high demand for workers. Fewer people, though, meant less demand for food, so food prices fell sharply.
- Landlords now had to pay scarce workers more. Some peasants began to pay rent instead of providing services. Serfs gained more rights. Like the Crusades, the Black Death weakened feudalism.

# The Black Death: How Many Died?

## Underneath your bellwork – **INB Page 106**


*Study the statistics below and respond to the questions below in complete sentences*

Area	Pre-Plague Population	Post-Plague Population	Population Decline
England/Wales	3.7 Million	2.5 Million	32%
Scotland	500,000	400,000	20%
Ireland	800,000	600,000	25%
France	13 million	8.2 million	37%
Belgium/Luxembourg	2 million	800,000	33%
Holy Roman Empire	17 million	12.5 million	26%
Spain	7 million	5 million	29%
Italy	10 million	7 million	30%
Total (selected areas)	53.2 million	37 million	30%

### Questions:

1. What was the population of England and Wales before and after the Bubonic Plague?
2. According to this chart, which country had the greatest mortality (death) rate?
3. A 30% death rate for the US today would be about 90 million people. How do you think the US would be affected if 90 million people were to suddenly die?
4. Other than the deaths – overall do you think the effects of the plague were more good or bad for the survivors in Europe?

# Bellwork – Write the question and CORRECT answer on **INB 108**



New Daily  
BONUS opp –  
add the word  
of the day to  
your bellwork!

**1. Which disaster caused millions to die from starvation in the early 1300s?**

- A. flooding B. fire C. plague D. famine

**2. The Black Death originally broke out in \_\_\_\_\_.**

- A. China B. Italy C. Scandinavia D. Russia

**3. How many Europeans did the Black Death kill between 1347 and 1351?**

- A. All of them B. Nearly half C. 10 million D. 1 million

**4. Which of the following was an effect of the plague?**

- A. Trade increased among European nations.  
B. The populations grew because more food was available.  
C. Wages rose steeply because there was a high demand for workers.  
D. Feudalism grew stronger as people relied more on their nobles.

## Mastery Objective:

I can explain how people in the 14th century understood the Black Death.

## What are today's State Standards?

7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.

## Strategies/Tasks:

- Bellwork: Comprehension Check Qs
- Classwork: Doc Analysis – How did people view the plague?
- Closure: ACE - How do these documents illustrate how people understood the “Black Death”?

## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed/corrected Bellwork questions
- Complete and accurate graphic organizer detailing what you learned from your documents.
- Complete response to the closure question using the ACE strategy.

# Classwork – INB 109

- Set up the chart you see to the right
- Your Headings are **Doc A Paris** & **Doc B Ibn al-Wardi**
- **The questions are as follows:**
  1. Who wrote this document?
  2. When and where was this document written?
  3. Why was this document written?
  4. Do you think people in 1348 trusted and believed these authors?
  5. Where did the plague originate?
  6. What or who caused the plague?
  7. What should people have done to try to prevent or cure the plague?

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How did people understand the Black Death?

	Doc. A: Paris	Doc. B: Ibn al-Wardi
1. Who wrote this doc.?		
2. When & Where was this doc. written?		
3. Why was this doc. written?		
4. Do you think people in 1348 trusted and believed these authors? Why?		
5. Where did the plague start?		
6. What or who caused it?		
7. What did people do to stop or cure the plague?		

# Questions to Consider...

1. Who wrote this document?
2. When and where was this document written?
3. Why was this document written?
4. Do you think people in 1348 trusted and believed these authors?
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# Document A: University of Paris Medical Report (Modified)

*The passage below is an excerpt from “The Report of the Paris Medical Faculty,” issued in October 1348. In the report, medical faculty at the University of Paris describe what they believed were the origins of the bubonic plague and provide advice on how to avoid contracting the plague.*

We, the Members of the College of Physicians of Paris, . . . intend to make known the causes of this plague.

We declare as follows: It is known that in India, and the area of the Great Sea, the constellations which combated the rays of the sun . . . **exerted** their power especially against the sea, . . . and the waters of the ocean arose in the form of vapor. The waters were in some parts so polluted that the fish died. This vapor spread itself through the air in many places on earth. . . . On all the islands and adjoining countries to which the corrupted sea-wind extends, . . . if the inhabitants of those parts do not take the following advice we announce to them inevitable death—except if the grace of Christ preserve their lives.

Every one of you should protect himself from the air; **wormwood** and chamomile should be burnt in great quantity in the market places and in the houses. . . . Cold, moist, watery food is in general harmful. Going out at night, and even until three o’clock in the morning, is dangerous on account of the dew. . . . Fasting will cause injury and so will anxiety of mind, anger, and **immoderate** drinking and bathing. . . . Everyone should remember this, but especially those who **reside** on the coast, or upon an island into which the poisonous wind has penetrated.

**Source:** *The Report of the Paris Medical Faculty, October 1348.*

# Document B: Ibn al-Wardi (Modified)

*The passage below is an excerpt from Ibn al-Wardi's "An Essay on the Report of the Pestilence." Ibn al-Wardi was an Arab writer, philosopher, and historian who was alive in the Middle East during the plague. Here, he describes the effects of the plague on the city of Aleppo in Syria. In 1349, al-Wardi died from the plague.*

The plague began in the land of darkness. China was not preserved from it. The plague infected the Indians in India, the Sind, the Persians, and the Crimea. The plague destroyed mankind in Cairo. It stilled all movement in Alexandria.

Then, the plague turned to Upper Egypt. The plague attacked Gaza, trapped Sidon, and Beirut. Next, it directed its shooting arrows to Damascus. There the plague sat like a lion on a throne and swayed with power, killing daily one thousand or more and destroying the population.

Oh God, it is acting by Your command. Lift this from us. It happens where You wish; keep the plague from us.

The plague caused the people of Aleppo the same disturbance. Oh, if you could see the nobles of Aleppo studying their books of medicine. They follow its remedies by eating dried and sour foods. The buboes which disturb men's lives are smeared with Armenian clay. Each man treated their health to make life more comfortable. They perfumed their homes with **camphor**, flowers, and **sandal**. They wore ruby rings and put onions, vinegar, and sardines together with the daily meal.

We ask God's forgiveness for our bad souls; the plague is surely part of His punishment. Some said: the air's corruption kills. I said: the love of corruption kills.

**Source:** *Ibn al-Wardi, "An Essay on the Report of the Pestilence," 1348.*



## Closure – INB 108

- ACE Practice: *How do these documents illustrate (show) how people understood the “Black Death”?*
  - Use the ACE strategy AND your documents to respond to the question. You must include 2 pieces of evidence.



If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

Answer	
Cite	
Extend or Explain	

*How do these documents illustrate (show) how people understood the “Black Death”?*



# World History Bellwork

## INB Page 110

**TITLE** your page “Joan of Arc”  
& **use textbook page 278** to  
complete a mini - biography  
about Joan of Arc.

1. **Who** was she?
2. **When** did she live?
3. What was her **role** in the Hundred Years' War?
4. **How** did she die?



## Mastery Objective:

I can explain why the Hundred Years' war began, describe the major events of the war, and explain how it affected Europe.

## What are today's State Standards?

7.49 Gather relevant information from multiple sources about Henry V, the Hundred Years War and Joan of Arc.

## Strategies/Tasks:

- Bellwork: mini bio – Joan of Arc
- Classwork: Text to notes – the Hundred Years' War
- Closure: ACE Practice – How did the Hundred Years' War affect Europe?

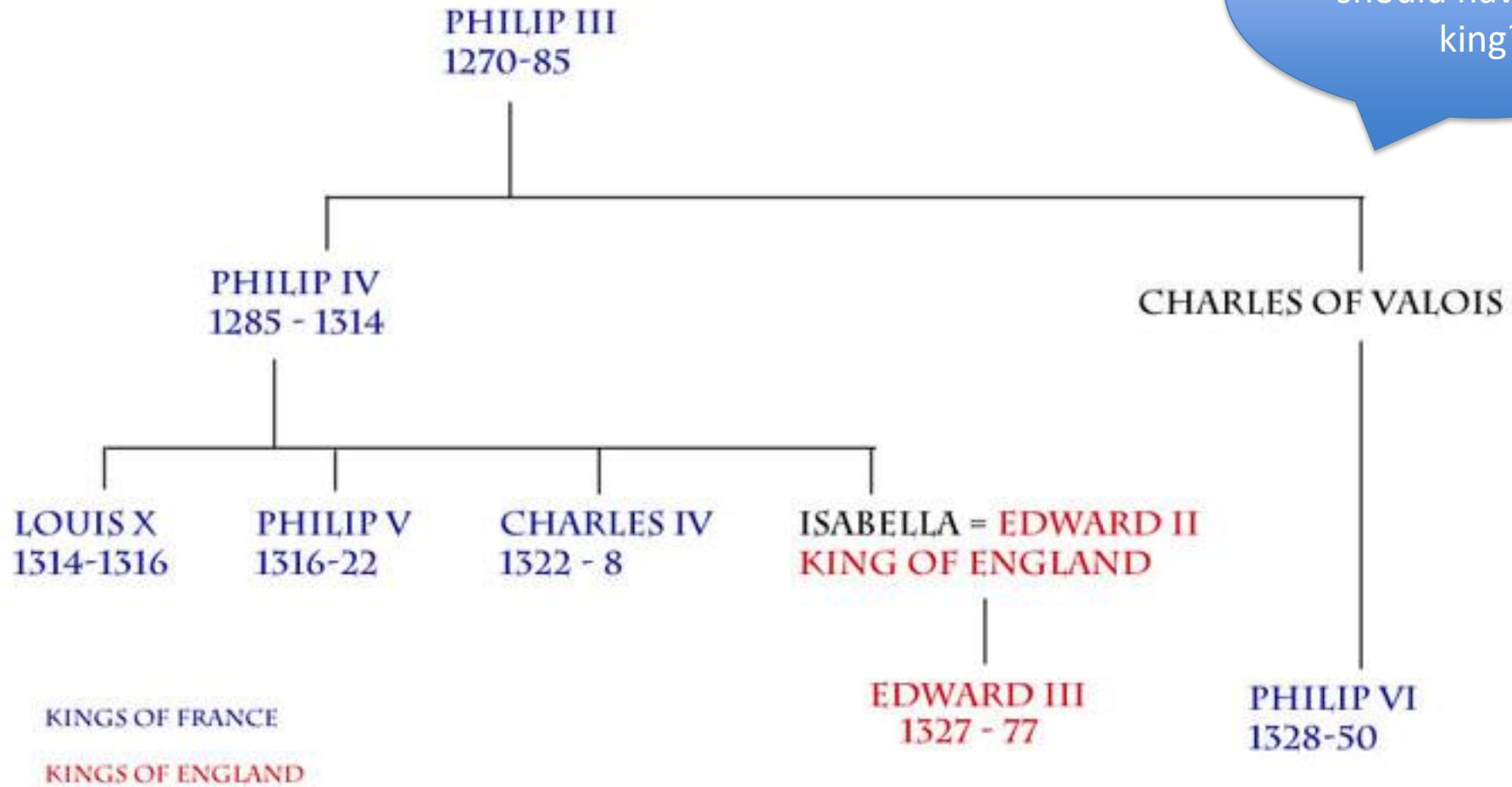
## END OF DAY PRODUCTS:

By the end of today's class you should have:

- Completed mini bio of Joan of Arc
- A completed and accurate annotated reading and text to notes.
- A completed short answer question on how the Hundred Years' War affected Europe.

# Why was the war fought – Who should be king?

Who do YOU think should have been king?





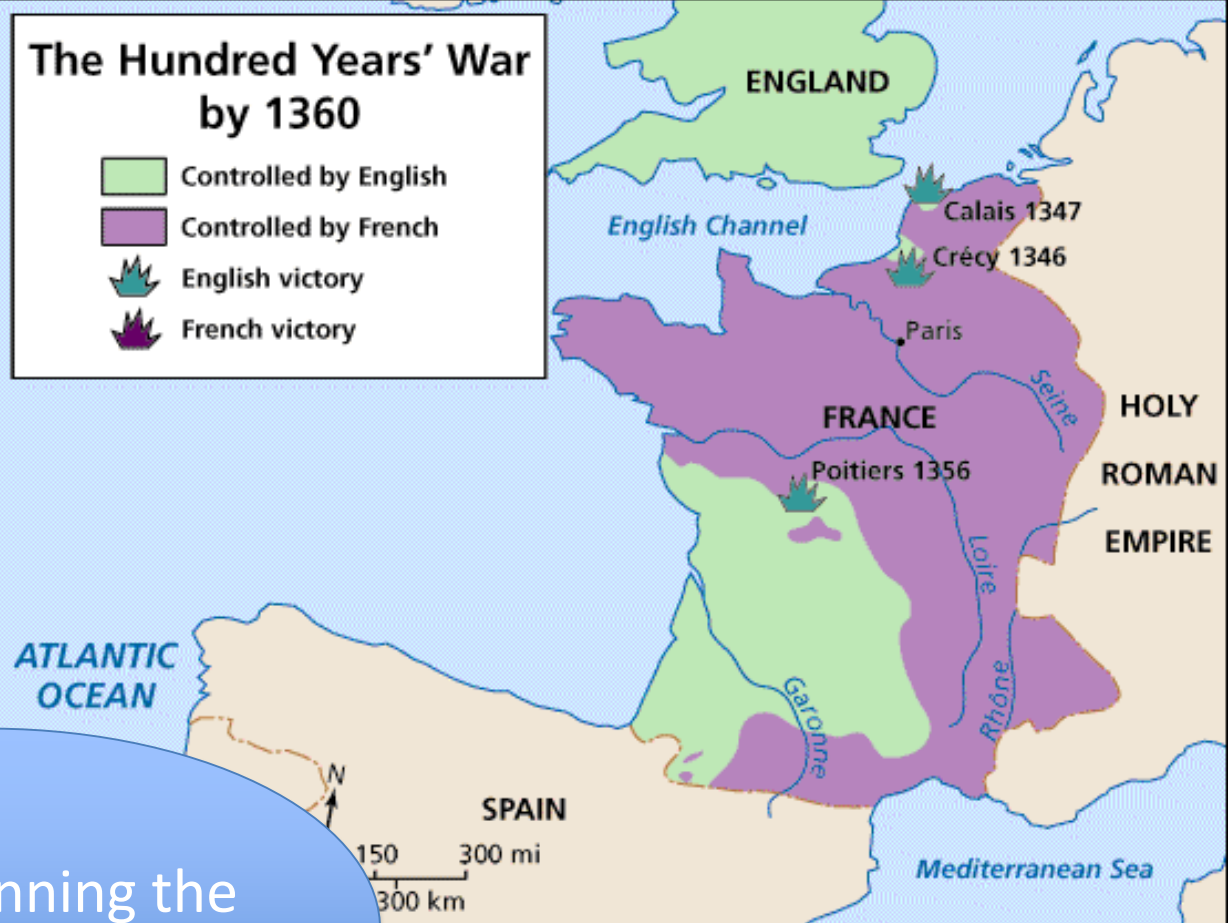
### England and France on the Eve of the Hundred Years' War

- Controlled by English, 1337
- Controlled by French, 1337



### The Hundred Years' War by 1360

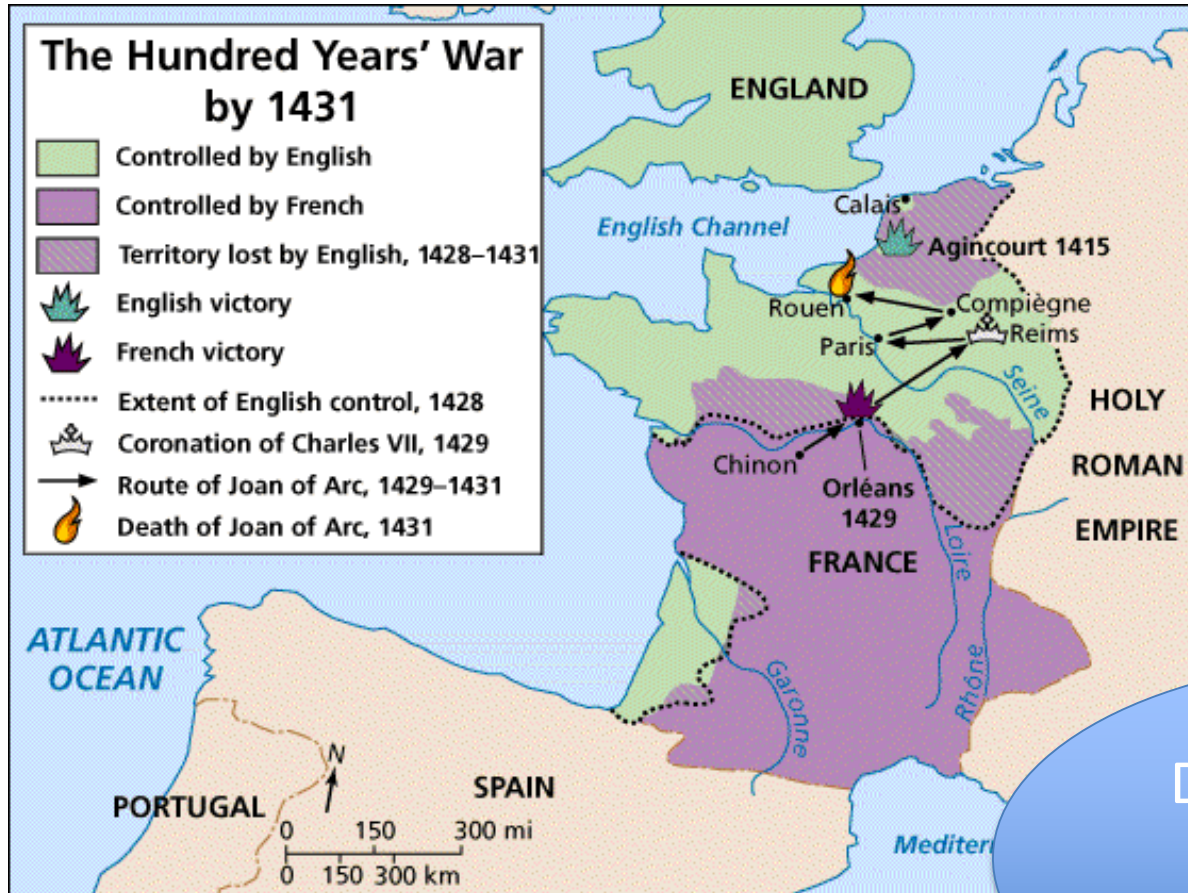
- Controlled by English
- Controlled by French
- English victory
- French victory



Who is winning the war at this point?



# The Hundred Years' War – 1337 - 1453



Do you think the war was worth fighting?

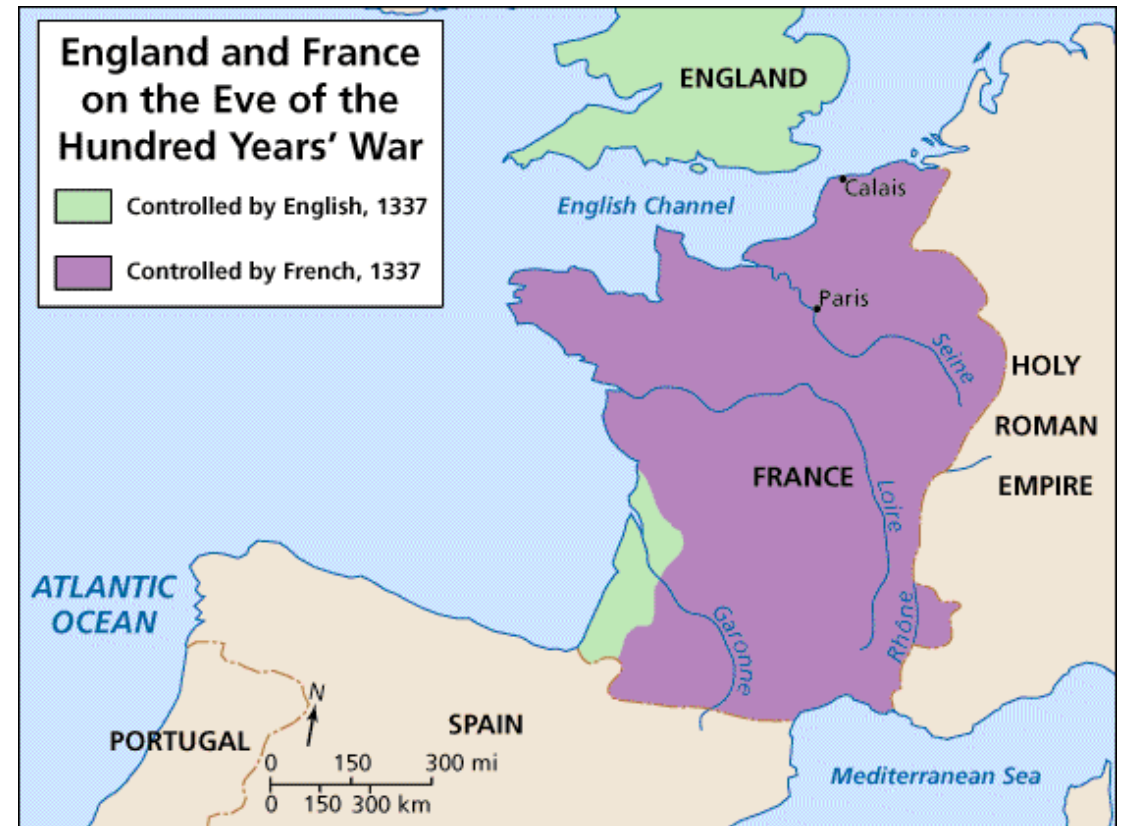
The Hundred Years' War – **INB Page 111**  
*this page will be glued or stapled in...*

- Staple in your reading to INB page 111 on the top left corner only when you are DONE.
- Locate the information within the text that helps you answer the text dependent questions from the board and **highlight** that information.
  - **Paraphrase** your noteworthy information into bullet point style notes about your reading on the right.

**Text to Notes Reading Strategy**

# French and English Rivalry Grows – Guiding Q's

- What were the English fighting for?
- What did the French want?
- What ELSE did each of them want to control?
- Why couldn't either side give up?



# French and English Rivalry Grows

- English rulers had battled for centuries to hold onto the French lands of their Norman ancestors. But French kings were intent on extending their own power in France. When Edward III of England, whose mother had been a French princess, claimed the French crown in 1337, war erupted anew between these rival powers.
- England and France were also rivals for control of the English Channel, the waterway between their countries. Each also wanted to control trade in the region. Once fighting started, economic rivalry and a growing sense of national pride made it hard for either side to give up the struggle.



# English Win Early Victories - Guiding Q's



- What were the three major victories the English won?
- Why were the English able to win these early victories?

# English Win Early Victories

- The English Win Early Victories At first, the English won a string of victories—at Crécy in 1346, Poitiers in 1356, and Agincourt in 1415. They owed much of their success to the new longbow wielded by English archers. For a time, it looked as though England would bring all of France under its control. Then, in what seemed like a miracle to the French, their fortunes were reversed.

# Joan of Arc - Guiding Q's

- What did Joan tell Charles that convinced him to let her lead his army?
- What effect did Joan have on the French troops?
- What happened to Joan?
- What **effect** did this have on the French troops?



# Joan of Arc

- Joan of Arc Fights for France In 1429, a 17-year-old peasant woman, Joan of Arc, appeared at the court of Charles VII, the uncrowned king of France. She told him that God had sent her to save France. Desperate, Charles authorized her to lead an army against the English. To Charles's amazement, Joan inspired the battered and despairing French troops to fight anew. In one astonishing year, she led the French to several victories and planted the seeds for future triumphs.
- Joan paid for success with her life. She was taken captive by allies of the English and turned over to her enemies for trial. To discredit her, the English tried Joan for witchcraft. She was convicted and burned at the stake. Much later, however, the Church declared her a saint.
- The execution of Joan rallied the French, who saw her as a martyr. After Joan's death, the French took the offensive. With a powerful new weapon, the cannon, they attacked English-held castles. By 1453, the English held only the port of Calais in northwestern France.



# Impact of the Hundred Years' War - Guiding Q's



- How did the war change power in **France**?
- How did the war change power in **England**?
- What did the English begin to DO instead of empire building?
- How did society change for ALL of Europe?

# Impact of the Hundred Years' War

- The Hundred Years' War set France and England on different paths. The war created a growing sense of national feeling in France and allowed French kings to expand their power. On the other hand, during the war, English rulers turned repeatedly to Parliament for funds, which helped that body win the "power of the purse." Power in English government began to swing towards Parliament. While the loss of French lands shattered English dreams of a continental empire, English rulers turned to new trading ventures overseas.
- The Hundred Years' War brought many changes to the late medieval world. Castles and armored knights were doomed to disappear because their defenses could not stand up to the more deadly firepower of the longbow and the cannon. Society was changing. Monarchs needed large armies, not feudal vassals, to fight their wars. More and more, they turned to hired soldiers to do their fighting.
- As Europe recovered from the Black Death, the population expanded, and manufacturing grew. These changes led to increased trade. Italian cities flourished as centers of trade and shipping. Europeans borrowed and developed new technologies. This recovery set the stage for further changes during the Renaissance, the Reformation, and the Age of Exploration.

# World History Closure – INB 110

*questions and correct answers underneath your bellwork*

1. What was an underlying cause of the Hundred Years war?

- A. There was a question of succession for the French Crown
- B. There was a dispute over territory as both countries expanded.
- C. The legitimacy of the next English monarch was in question.
- D. The English were reclaiming land as part of a religious revival.

2. What was one significant effect of the Hundred Years War on European society?

- A. England gained a substantial foothold of territory continental Europe.
- B. France weakened and split apart into disparate small kingdoms.
- C. It led to a development of national consciousness in England and France.
- D. Infighting between France and England led the dominance of Spain.



# World History Closure – INB 110

## *underneath your bellwork*

- Respond to the closing question in paragraph form – use the ACE Strategy (5-7 sentences)
  - How did the Hundred Years' War *change* Europe? (England & France)



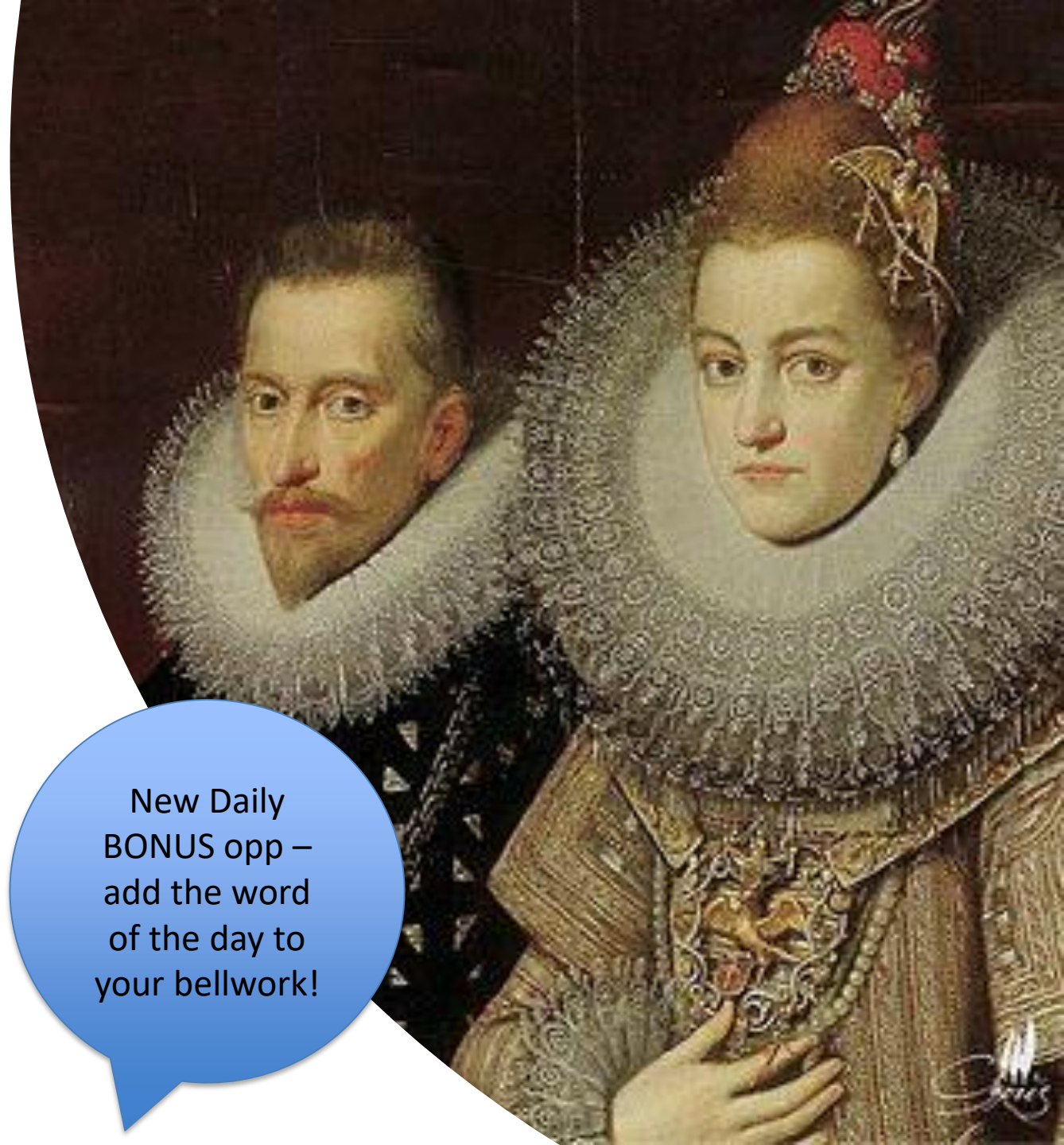
If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

Answer	
Cite	
Extend or Explain	

How did the Hundred Years' War *change* Europe? (England & France)

# Bellwork **INB 112**

- **Title your page** “*Reconquista*” and read the first two paragraphs on **textbook page 279** and respond to the following questions:
  1. What two modern countries make up the Iberian Peninsula?
  2. What was the Reconquista?
  3. What two Catholic rulers married and united their two kingdoms into Spain?



New Daily  
BONUS opp –  
add the word  
of the day to  
your bellwork!



## Mastery Objective:

I can define Reconquista and Inquisition and explain how the events that took place during these two movements affected the Iberian Peninsula.

## What are today's State Standards?

7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms.

## Strategies/Tasks:

- Bellwork: gathering information from informational text
- Classwork: Close read & annotation of Article – The Reconquista and Inquisition
- Closure: TNReady style question practice

## END OF DAY PRODUCTS:

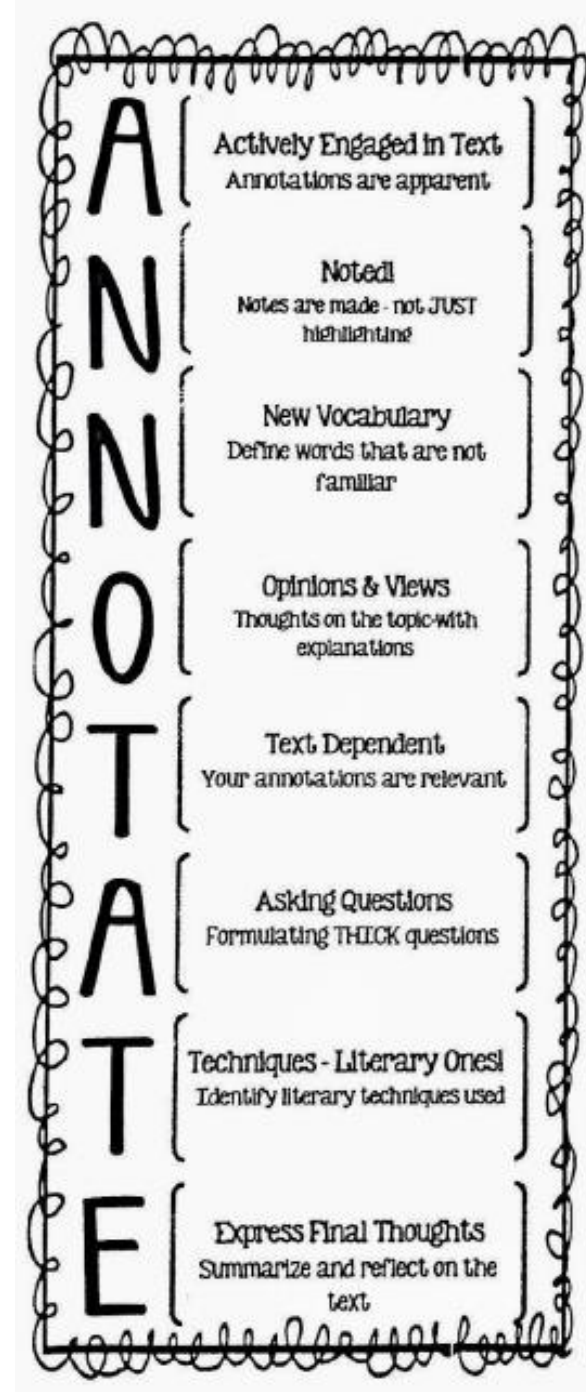
By the end of today's class you should have:

- **Completed Bellwork questions**
- **A completed and accurate annotated reading and text dependent questions**
- **A completed TN Ready practice question with correct answers identified and wrong answers corrected**

# The Reconquista & Spanish Inquisition

## Annotation & Text Dependent Questions

1. **Number your paragraphs**
2. **Preview the questions you will need to answer.**
3. **Read:**
  - Circle words that are unfamiliar to you and look for context clues...
  - Underline or highlight what you think is **important** in the text.
4. **COMMENT** on what you highlight...
  - Does it make you question something you think?
  - Does it surprise you? Why?
  - Does it seem super important? Why?
  - Does it connect with something else you have learned? How?
5. Make sure you have at least **five** annotations (comments) per side of text for a total of 10





# Questions to Consider...

*Answer the following in COMPLETE sentences on INB 113 and then attach your annotated article to the same page*

1. What turning point of Spanish history took place in the 8th century?
2. What conditions in the Iberian Peninsula allowed the Muslim forces to take over the country?
3. What was the last region of Spain left in Muslim hands by the 13th century?
4. How did Jews and Muslims react to the royal orders of expulsion?
5. What was the stated goal of the Spanish Inquisition?
6. How would you define the term “heretic”?
7. What was one possible economic reason for the Inquisition?
8. What tactics were used to get confessions from accused heretics?
9. Who had more control over the Spanish Inquisition, the Pope or the King?
10. How did the Inquisition come to an end?

# Reconquista and Spanish Inquisition

(1) The Reconquista and especially the Inquisition encompass one of the darkest times in Spanish history. It was a time when faith, greed and politics combined to bring about the deaths of many.

(2) Let's start with the Spanish Reconquista. In simpler terms, the Reconquista was the attempt by Christian Spain to expel all Muslims from the Iberian Peninsula. In the 8<sup>th</sup> century, Spain was not one united nation but instead a group of kingdoms. In the early 8<sup>th</sup> century, these kingdoms of Spain were invaded by Muslim forces from North Africa. Within a few years of this invasion, most of Spain was under Muslim control. In fact, the Muslims renamed the Spanish kingdoms Al-Andalus or Andalusia, but for our purposes, we're going to stick with Spain. Since the Muslims were an advanced society, Spain prospered.

(3) The Muslims were also very tolerant of other religions, allowing Muslims, Christians and Jews to basically take up the same space. However, Muslim political leaders were very suspicious of one another, which led to disunity among the many kingdoms. This disunity opened up the doors for Christian rule to seep in, and while the Muslims kept firm control of the southern kingdoms of Granada, Christian power began taking hold in the northern kingdoms of Aragon, Castile and Navarre. By the end of the 13<sup>th</sup> century, only Granada remained under Muslim control.

# Questions to Consider...

*Answer the following in COMPLETE sentences on **INB 113** and then attach your annotated article to the same page*

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# Expulsion of Muslims and Jews

(4) Through all this turmoil, Spain remained a prosperous land where trade flourished, and towns grew. However, in the 14th century, war between the Muslims and the Christians continued and reached its boiling point under the marriage of Ferdinand of Aragon to Isabella of Castile in 1469. With these two tying the knot, the large Christian kingdoms of Aragon and Castile united and set their sights on the rest of Spain. In 1482, they began their quest to purge Spain of Muslim rule by invading Muslim-held Granada. In 1492, only a decade later, Muslim Granada surrendered, and the reconquering of Spain for the Catholic faith, or the Reconquista, was complete.

(5) But the story doesn't stop here, since the time of the Spanish Reconquista was also the time of the Spanish Inquisition. To explain, even before the fall of Muslim Granada, Ferdinand and Isabella saw themselves as defenders of the Catholic faith and Spain as the 'Land of the Blessed Virgin.' For them, conquering the Muslims just wasn't enough. The Muslims and Jews also needed to get out of their newly Christian lands. In 1492, the King and Queens ordered all Jews to leave Spain or be killed. A similar royal order was given to the Muslims in 1502. Many Spanish Jews and Muslims fled Spain, mainly to the Ottoman Empire (modern Turkey and Greece, the Balkans, the Middle East, and North Africa). Of course, since many Jews and Muslims didn't want to leave, but they also didn't want to be killed by zealous Catholics, they outwardly converted to the Catholic faith. Converted Jews took on the name Conversos, while converted Muslims took on the name Moriscos. No matter their names, Ferdinand, Isabella and their cronies weren't completely convinced of these converts' sincerity, and thus the Spanish Inquisition began.

# Questions to Consider...

*Answer the following in COMPLETE sentences on **INB 113** and then attach your annotated article to the same page*

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# The Inquisition Takes Hold

(6) In 1478, Ferdinand and Isabella asked permission from the Pope to begin the Spanish Inquisition to purify Spain from heretics and nonbelievers. In 1483, they appointed Tomas de Torquemada Inquisitor-General for most of Spain. Torquemada, along with the King and Queen, became obsessed with the idea that the new converts to Catholicism were feigning their new faith to escape persecution. The monarchs also feared these 'pretend converts' might rise up against them, giving the Muslims a chance to regain power.

(7) Under the authority of the monarchs, Torquemada established local tribunals, or courts of judges for the Inquisition. Heretics, another word for anyone believing or practicing anything that goes against the Catholic Church, were brought before these tribunals. Heretics included Muslims, Jews, Protestants, the sexually immoral, witches and pretty much anyone else the tribunals chose. Unlike courts today, tribunals were not established to prove guilt or innocence, because by the time a person stood before the tribunals, they were assumed guilty. Instead, these tribunals were established to gain a confession of heresy from the accused.

(8) This was all accomplished in a public ceremony known as the auto-de-fe', in which the accused were brought out and their sentences were read. Although these ceremonies began more like solemn masses, years into the Inquisition they had degraded into public parties with people coming to watch and celebrate the suffering of others.

# Questions to Consider...

*Answer the following in COMPLETE sentences on **INB 113** and then attach your annotated article to the same page*

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# The Inquisition Takes Hold

(9) If a heretic did confess, they were often still beaten, stripped of their property, and at times imprisoned. Making things even more nuts, the accused were strongly 'persuaded' to cough up the name of another heretic. Like a bloody pyramid scheme, the list of heretics grew with every confession.

(10) With every accusation, the coffers of Ferdinand and Isabella grew as thousands were stripped of their wealth. Although the Inquisition was presented as a way to purify Spain, history tends to think money had a whole lot to do with it. The fact that a huge number of the Inquisition's victims were from the wealthier Jewish community lends great credence to this idea.



# Questions to Consider...

*Answer the following in COMPLETE sentences on **INB 113** and then attach your annotated article to the same page*

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7. What was one possible economic reason for the Inquisition?
8. What tactics were used to get confessions from accused heretics?
9. Who had more control over the Spanish Inquisition, the Pope or the King?
10. How did the Inquisition come to an end?

# The End of The Inquisition

(11) As the Spanish Inquisition escalated into a paranoid pointing of fingers and death, even the Pope lost his stomach for its cruelty. In 1484, Pope Innocent VIII tried to introduce the process of appeals into the Inquisition, but Ferdinand basically told him to mind his own business while threatening death to anyone who dared appeal to Rome. Not only did this cause more violence; it also proved the monarchs, not the Pope, were in control of Spain.

(12) Although the Inquisition began to lose steam in the 16th century, the rumblings of it lasted for generations, not coming to an official end until 1834. With the death of thousands, the Inquisition and the Reconquista are generally considered the darkest days of Spanish history. However, the fear they levied also served to unite Spain under the guise of the Catholic faith. In the end, it was not the Pope who led this faith; it was the very wealthy and very feared Ferdinand and Isabella. Sort of makes one wonder if perhaps, just perhaps, the lesson title shouldn't be 'When Spain Went Crazy', but instead, 'When Two Cunning Rulers Hatched a Ruthless, Ruthless Plan.'

# Questions to Consider...

*Answer the following in COMPLETE sentences on **INB 113** and then attach your annotated article to the same page*

1. What turning point of Spanish history took place in the 8th century?
2. What conditions in the Iberian Peninsula allowed the Muslim forces to take over the country?
3. What was the last region of Spain left in Muslim hands by the 13th century?
4. How did Jews and Muslims react to the royal orders of expulsion?
5. What was the stated goal of the Spanish Inquisition?
6. How would you define the term “heretic”?
7. What was one possible economic reason for the Inquisition?
8. What tactics were used to get confessions from accused heretics?
9. Who had more control over the Spanish Inquisition, the Pope or the King?
10. How did the Inquisition come to an end?

# Closure – TN Ready Practice **INB 112**

Identify the three correct answers AND edit the other choices to MAKE them correct also

Based on your knowledge of history, identify three significant effects of the Spanish Reconquista? (*write out the question and answers*)

- A. The Moors took over the Iberian peninsula.
- B. Spain and Portugal developed a strong centralized state.
- C. Laws regarding religious tolerance were instituted.
- D. The Spanish Inquisition began to ensure the religious beliefs of Catholic citizens.
- E. The Muslim population on the Iberian peninsula increased.
- F. Jewish citizens were forced to convert or leave the peninsula.

# The Renaissance and Reformation

## Unit 7

# Unit 7 Standards – Renaissance & Reformation

- **7.43** Trace the **emergence of the Renaissance**, including influence from Moorish (or Muslim) scholars in Spain.
- **7.44** Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.
- **7.45** Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.
- **7.46** Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.
- **7.47** Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.
- **7.48** Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare.
- **7.50** Conduct a research project drawing on several resources to investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe.

# Unit 7 Standards – Renaissance & Reformation

- **7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.**
- **7.52** Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.
- **7.53** Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.
- **7.54** List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church.
- **7.55** Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action.
- **7.56** Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
- **7.57** Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent.
- **7.58** Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview.



# World History Bellwork – INB 116

use textbook pages 286-287 to help you

1. On INB Page 116 create a frayer model on the term “renaissance”

<b>Definition</b>		<b>Facts/Characteristics</b>	
	<b>renaissance</b>		
<b>Examples</b>		<b>Non-examples</b>	

## Mastery Objective:

I can describe what the Renaissance was and explain why it started in Italy.

## What are today's State Objectives?

7.43 Trace the emergence of the Renaissance.

## Strategies/Tasks:

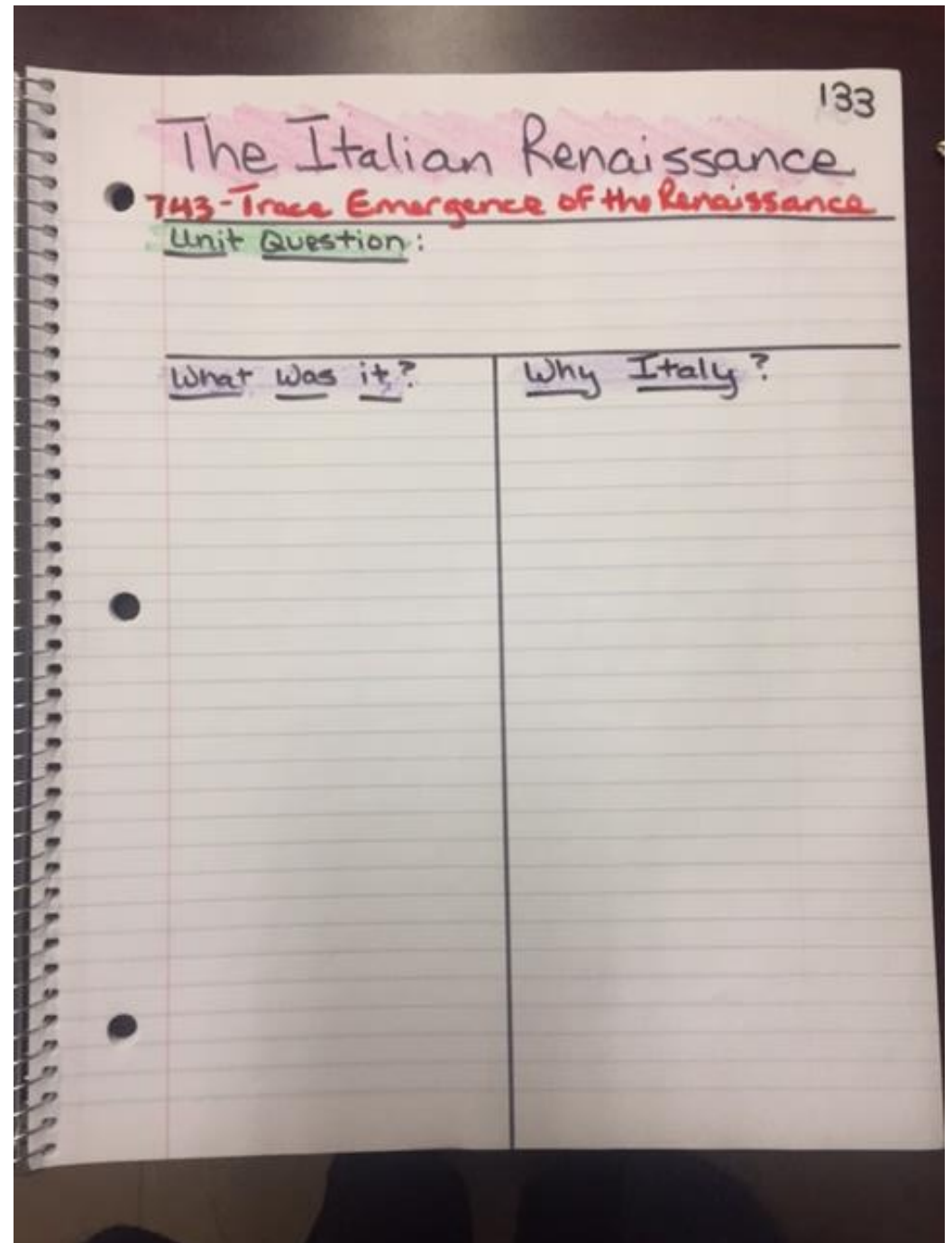
- Vocabulary Study
- Graphic Organizer
- Secondary Source analysis and writing practice

## END OF DAY PRODUCT:

By the end of today's class you should have a completed vocab log and graphic organizer along with a completed chart comparing man in the Middle Ages and the Renaissance.

# The Italian Renaissance – INB 117

- Create the graphic organizer you see here on [INB page 117](#)
- **Your headings are:**
  - Unit Question
  - What was it?
  - Why Italy?



“Quaestio” of the Unit –

*Was the Renaissance a separate and unique  
time period or merely an extension and  
refinement of the Middle Ages?*





### Prehistory

4,2 m.y.a –  
3,000 BC

### Ancient History

3,000 BC –  
476 AD

### Middle Ages

476 –  
1453/92

### Modern Age

1453/92 -  
1789

### Contemporary Age

1789 - today

## HISTORICAL PERIODS



# Birth of the Renaissance

- Between 1350 and 1650, ways of thinking changed greatly in Europe. As the Black Death eased, people became more confident about the future. Their interest in learning and the arts was renewed. This new interest in culture is called the Renaissance, from the French word for "rebirth."
- The Renaissance sparked a renewed interest in ancient Greeks and Romans. European scholars improved their understanding of Greek and Latin languages, which they used to study ancient Greek and Roman writings.
- Europeans also adopted many Greek and Roman ideas. They began to see that individual people could make a difference. They began to believe that people could change the world for the better.
- During the Renaissance, most Europeans were still religious. However, they also began to value human efforts outside religion. As a result, people became more secular. That is, they became more interested in worldly ideas and events, not just religious ones.



# Why Italy?

- The birthplace of the Renaissance was Italy, the heart of the old Roman Empire. The ruins and statues were familiar to Italians. Because of this, Italians readily turned to ancient examples to inspire them in their own artistic efforts.
- Art also flourished because by the 1300s, Italian cities had become very wealthy. Their leading citizens could pay painters, sculptors, and architects to produce many new works.
- The powerful states of Italy encouraged the Renaissance. The population of Italy was becoming more urban. That is, more people were living in cities than in the country. In other parts of Europe, most people still lived in rural areas, including the nobles who owned estates.
- As a result of its city life, Italy began to develop a different society. Large city populations meant more discussion among people. Strong economies developed. It also meant more customers for artists and more money for a new kind of art. Like the city-states of ancient Greece, Renaissance Italy's urban society and scholars produced many great works of art and literature.

# Closure – INB 116

attach to the page and write your response on the paper underneath...

5 – 7 sentences using the ACE strategy

## Document 2

This excerpt is from *The Civilization of the Renaissance in Italy*, (1878) by Jacob Burckhardt.

In the Middle Ages both sides of human consciousness lay dreaming or half awake beneath a common veil. The veil was woven of faith, illusion, and childish prepossession. . . . Man was conscious of himself only as member of a race, people, party, family, or corporation—only through some general category. In Italy this veil first melted into air . . . ; man became a spiritual individual, and recognized himself as such. In the same way the Greek had once distinguished himself from barbarian. . . .

When this impulse to the highest individual development was combined with a powerful and varied nature, . . . then arose the “all-sided man”. . . . in Italy at the time of the Renaissance we find artists who in every branch created new and perfect works, and who also made the greatest impression as men.

- According to the historian Jacob Burckhardt, was there a difference between the people of the Middle Ages and people of the Renaissance? Explain.

## **Bellwork – INB 118** - read the passage below and choose the best response to the question – highlight the text that forms your evidence.

The libraries, associated with a sprawling network of copyists, booksellers, papermakers and colleges, churned out as many as 60,000 treatises, poems, polemics and compilations a year. The head librarian at Cordoba, Talid, personally appointed to the mosque collection by al-Hakam, employed a female deputy named Labna, who acted as the Library's specialized acquisitions expert in the bookstalls and merchants of Cairo, Damascus and Baghdad. This level of industry was in sharp contrast to the production underway throughout much of Europe, where during the same period the two largest libraries (Avignon and Sorbonne) contained at most 2,000 volumes as late as 1150.

It was only with the reconquest of Spain and Sicily by Ferdinand and Isabella in the 13th century that much of this material was examined by the Church, or physically removed for 'safekeeping' in the new universities or palaces of Europe. The scribes of Europe had never seen anything like the wealth of knowledge produced under the reign of the Spanish Arabs. The introduction of the more economical paper medium was also, as noted, a crucial boost to European literacy

**Question:** According to the source and your knowledge of history, which event and civilization influenced the development of the Renaissance in Europe?

- A. The patronage of Christian monks donating books for pilgrims of the Crusades.
- B. The purchase of books in Egypt during the expansion of the Abbasid empire.
- C. The discovery of books left by the Spanish Moors during the Reconquista.
- D. The libraries of Avignon, which were opened to Europe after the Hundred Years' War.



## Mastery Objective:

I can explain how Islamic academic and scientific developments contributed to the European Renaissance.

## What are today's State Standards?

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.

## Strategies/Tasks:

- TN Ready Practice question
- Article Annotation and text dependent questions
- Opinion writing practice

## END OF DAY PRODUCT:

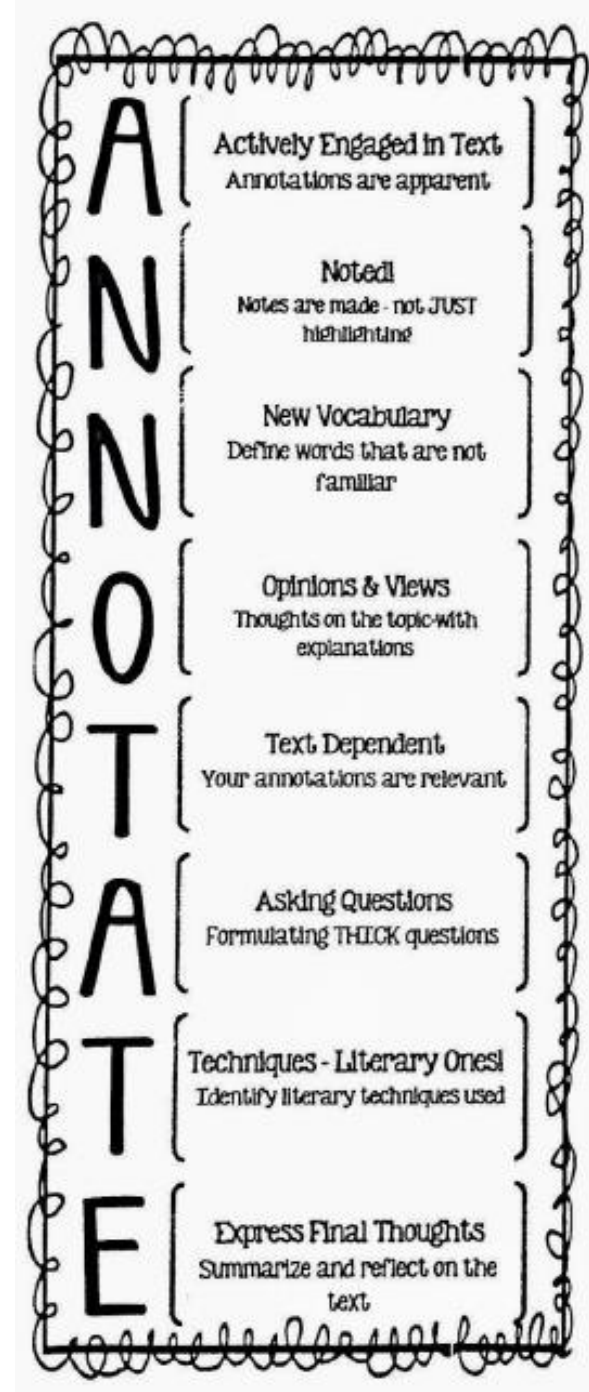
By the end of the day you should have:

- completed annotations and text dependent questions
- Completed opinion writing practice answering the question *“How important do you think the Islamic contributions to the European Renaissance were?”*



# Annotation & Text Dependent Questions

1. **Number your paragraphs**
2. **Preview the questions you will need to answer.**
3. **Read:**
  - Circle words that are unfamiliar to you and look for context clues...
  - Underline or highlight what you think is **important** in the text.
4. **COMMENT** on what you highlight...
  - Does it make you question something you think?
  - Does it surprise you? Why?
  - Does it seem super important? Why?
  - Does it connect with something else you have learned? How?
5. Make sure you have at least **five** annotations



# Text Dependent Questions

## ***Islamic Influence on the European Renaissance***

1. (Not a text dependent question – TN Ready practice)

2. Why did Europeans fail to learn from Muslim academic and scientific discoveries?

3. HOW does the differences between the libraries of St. Gall and Cordoba show the differences in intellectual activity between the two worlds?

4. How were Muslim and European universities both similar and different?

5. Name at least three contributions to mathematics made by the Muslim world.

6. What are three other subject areas where Islamic scholars made significant contributions and what were they?

7. What were the contributions made to medicine by Islamic scholars and scientists?

# ***Islamic Influence on the European Renaissance***

- (1) Many non-Muslims would find it hard to believe that there was a time in the Middle Ages when Islamic cities in the Middle East, such as Cairo, Baghdad, Cordoba and Damascus, were the center of civilization while Europe was living in the “Dark Ages”.**
- (2) As a matter of fact Muslim countries then considered Europe to be chaotic, unorganized and backward. That’s why the period before the 1100s was called the “Dark Ages” in Christian Europe as the Europeans failed to benefit from Muslims’ scientific discoveries.
- (3) Europe even failed to learn from Muslim Spain, which played a vital role in the revolution of science. Cordoba, capital of Muslim Spain, was known for its scientific advances. Scholars and students from all over the world travelled to Cordoba to study.

**2. Why did Europeans fail to learn from Muslim academic and scientific discoveries?**

# *Islamic Influence on the European Renaissance*

(4) The vast contrast in intellectual activity between the European and Muslim worlds could be demonstrated by just one example. In the ninth century, the library of the monastery of St. Gall was the largest in Europe. It boasted 36 volumes. At the same time, Cordoba's library contained over 500,000!

3. HOW does the differences between the libraries of St. Gall and Cordoba show the differences in intellectual activity between the two worlds?

(5) Moreover, studying at colleges was first applied by Muslims. Universities first appeared in Muslims countries in the late 600s and the early 700s, while leading colleges, like Oxford and the University of Paris, were founded in the thirteenth century.

(6) Amazingly, early European universities were also funded by trusts similar to Islamic ones. Some historians even trace old European colleges back to the Islamic system as their internal organization was very similar to the Islamic one. For example, the idea of Graduate (Sahib) and undergraduate (mutafaqqih) is derived directly from Islamic terms.

4. How were Muslim and European universities both similar and different?

# ***Islamic Influence on the European Renaissance***

(7) In the field of mathematics, the Arabic numerals, the number zero (0), and the decimal system were introduced to Europe by Muslims, helping them to solve problems in minutes instead of hours and laying the foundation for the Scientific revolution.

(8) One of the most popular Muslim mathematicians is Al Kwarizmi, whose work has been translated into Latin. Al Kwarizmi laid the ground work for algebra and found methods to deal with complex mathematical problems, such as square roots and complex fractions. That's probably why he was called the father of Algebra.

(9) But Al Kwarizmi's scientific contributions go beyond algebra. He worked in several other fields, particularly astronomy, astrology, geography and cartography (mapmaking). His work included many experiments, such as measuring the height of the earth's atmosphere and discovering the principle of the magnifying lens.

(10) Trigonometric work by Alkwarizmi of Toledo, northern Spain, was translated into Latin (from which we get the sine and cosine functions) along with the Greek knowledge of Geometry by Euclid.

**5. Name at least three contributions to mathematics made by the Muslim world.**

# ***Islamic Influence on the European Renaissance***

(11) Another famous Islamic icon is Ibn al-Haytham, whose works on Optics, (in which he deals with 50 Optical questions put to Muslim Scholars by the Franks), were translated into several languages.

(12) It was the Muslims who discovered the Principle of Pendulum, which was used to measure time. In fact, many of the principles of Isaac Newton were derived from former Islamic scientific contributions.

(13) Chemistry was also affected by Muslim scholars, especially alchemy. Jabir ibn-Hayyan (Geber) is one of the most popular Muslim chemists and many scholars link the introduction of the 'scientific method' back to him. Moreover, several terms used in Chemistry such as alcohol, alembic, alkali and elixir are of Islamic origin.

6. What are three other subject areas where Islamic scholars made significant contributions and what were they?



# ***Islamic Influence on the European Renaissance***

(14) Muslims' contributions to medicine could never be ignored. Every major Islamic city in the Middle Ages had a hospital; one of the largest at the time was in Cairo, which had more than 8000 beds, with separate wards for fevers, ophthalmic, dysentery and surgical cases.

(15) One of the leading Muslim doctors is Al Rhazes who discovered the origin of smallpox and found that one could only acquire it once in his/hers life, thus showing the existence of the immune system and how it worked. He was an early proponent of experimental medicine and is considered the father of pediatrics, in addition to being a pioneer in neurosurgery and ophthalmology.

(16) George Sarton, the father of the history of science, wrote: "Rhazes was the greatest physician of Islam and the Medieval Ages."

## **7. What were the contributions made to medicine by Islamic scholars and scientists?**

(17) All the Islamic discoveries were used by the Europeans as the raw material for the Scientific Revolution. It's tragic how Muslims' contributions go by unacknowledged by Europe, whose renaissance couldn't have occurred without the Islamic discoveries.

Closure – **INB 118**

*answer the following question underneath your bellwork*

- Respond to the question below using the ACE strategy. *How important do you think the Islamic contributions to the European Renaissance were?*



# Bellwork – INB 115

## questions and correct answers only

1. The new interest in culture was called a "rebirth," or Renaissance.

- A. TRUE
- B. FALSE

2. Where did the Renaissance begin?

- A. England
- B. France
- C. Germany
- D. Italy

3. Secular ideas focus on \_\_\_\_\_.

- A. religious events
- B. worldly events
- C. ancient events
- D. Italian events

4. City-states used their wealth to support artists.

- A. TRUE
- B. FALSE

## Mastery Objective:

I can identify and label the major countries of Renaissance Europe on a map and explain how geography helped spread the ideas of the Renaissance.

## What are today's State Standards?

7.43 Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain.

## Strategies/Tasks:

- Comprehension Questions
- Map Activity – Renaissance Europe 1500
- Writing Practice – How did Italy's geography help Renaissance ideas spread

## END OF DAY PRODUCT:

By the end of the day you should have:

- Completed/correct comprehension questions
- Completed correct map activity
- Written response to the closure question

# Map Activity – will be stapled ON TOP of your Bellwork and closure on INB 115

- **Locate and label the following countries, cities, and bodies of water.**
- Use textbook pages **284,285**, and **312** to help you
- Countries:
  - Portugal, Spain, France, Holy Roman Empire, Papal States, Venetian Republic (label as VR), Kingdom of Sicily, England, Scotland, Ireland, Africa, Ottoman Empire,
- Cities:
  - Florence, Rome, Venice, Naples, London, Constantinople, Wittenberg
- Bodies of water:
  - Atlantic Ocean, North Sea, Baltic Sea, Mediterranean Sea, Adriatic Sea, Black Sea







# Closure – INB 115 underneath your Bellwork

- **Writing practice** - Using your completed map write a short paragraph explaining how the GEOGRAPHY of Europe and especially Italy helped the Renaissance spread
  - You must have a minimum of 3-5 sentences and use your best writing.

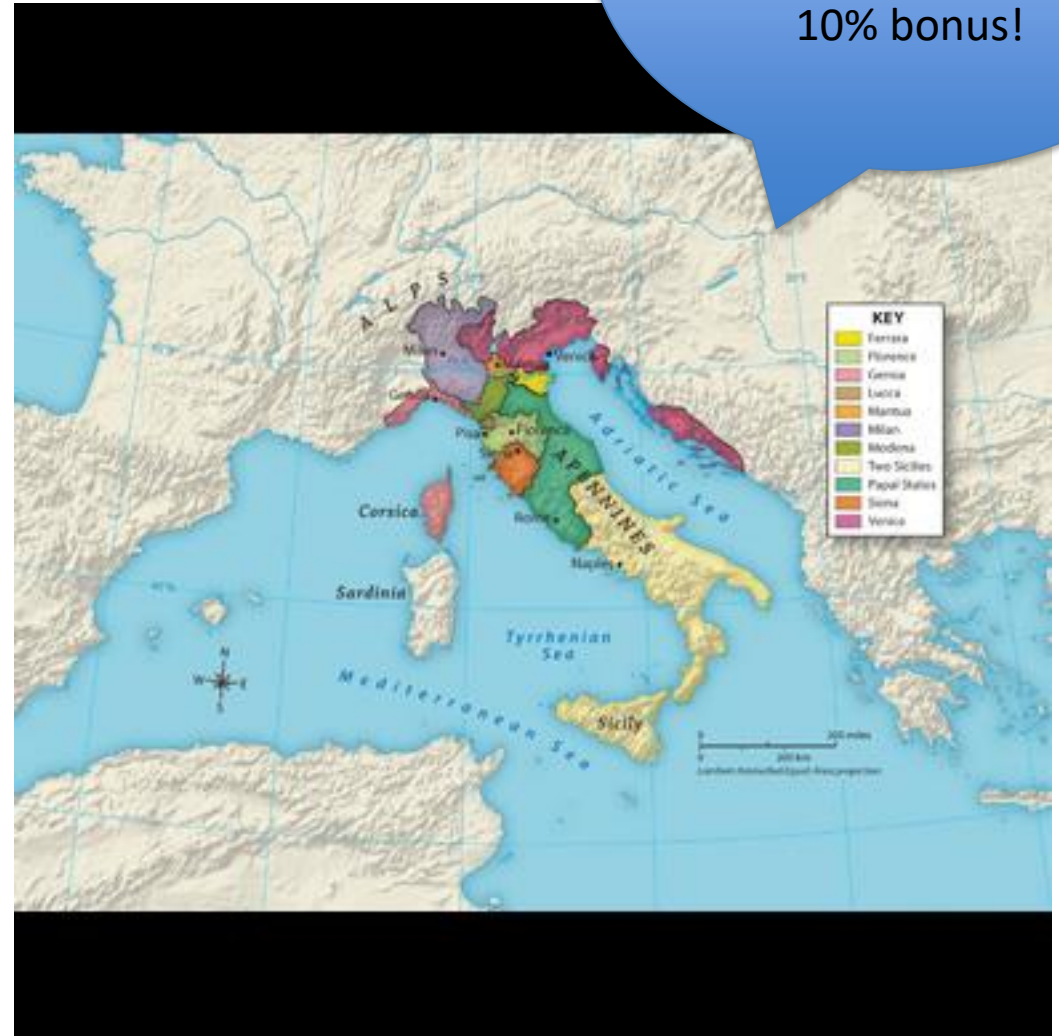


# Bellwork – INB 120

answer the questions below in COMPLETE SENTENCES

1. Study the map on **textbook page 287**
2. Answer the following questions:
  1. According to the key, how many city states are there?
  2. Venice sits on the coast of which sea?
  3. What about Italy's geography explains why they would have been successful traders?

Bonus Opp – write the word of the day and its definition for 10% bonus!



## Mastery Objective:

I can explain why the Italian city states were able to remain independent and how this led to conditions that encouraged the Renaissance.

## What are today's State Objectives?

7.44 Cite evidence in writing explaining the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.

## Strategies/Tasks:

- Map Study
- Guided Reading – Italian City States
- Secondary Source analysis and writing practice


## END OF DAY PRODUCT:

By the end of the day you should have:

- completed guided reading chart/questions with main idea and evidence highlighted two separate colors
- Completed short answer question with logical answer, evidence to support your claim and an explanation to connect the two

# Italian City States – INB 121

Strategy: Guided Reading/Graphic Organizer In Text

1. Decide what information is important or answers your questions and highlight that. 
2. **Paraphrase** that information on the graphic organizer that appears with each section of text OR answer the question that appears below the section.

# Italian City-States –

## *What are FOUR reasons they were able to STAY independent?*

- During the Middle Ages, Italy remained a collection of states, many of which were independent city-states. There were several reasons for this. The states of Italy did not want emperors and kings to rule them. In addition, the Catholic Church did not want a united Italy. It did not want a powerful emperor or king to control the pope.
- The independent states in Italy were equally strong. They fought many wars and often took land from each other. However, no state was able to rule the others. Florence, Venice, Genoa, Milan, and Rome were some of the most important cities of the Italian Renaissance. The Renaissance began in Italy because city life was stronger than in other parts of Europe.
- Above all, Italy's states were independent because of their riches. They used their wealth to build large fleets of ships. They also hired mercenaries to fight in their armies. A mercenary is a full-time soldier who fights in an army for money. Wealthy merchants and bankers in Italy's states also loaned money to the kings of Europe. The kings left the states alone so they could borrow more money in the future.



# Riches from Trade –

## *What FOUR reasons let them be so GOOD at trade?*

- The Italian states gained their wealth through trade. The long stretch of the Italian peninsula meant that many of the cities were port cities located on the coast.
- The Italian peninsula was in the center of the Mediterranean world. The Byzantine and Ottoman Empires lay to the east, and Spain and France lay to the west. North Africa was only a short distance to the south. Italy's location made trade with these regions easier.
- In eastern ports like Constantinople, Italian merchants bought Chinese silk and Indian spices from Byzantine, Turkish, and Arab merchants. The Italians sold these goods in Italy and Western Europe for very high prices. Italian merchants bought wool, wine, and glass in Western Europe and sold them in the Middle East. Meanwhile, Italian artisans bought raw materials and made goods to sell abroad for high prices.
- In addition to geography, two important events helped the Italians succeed in trade. One event was the Crusades. These conflicts brought Italian merchants into contact with Arab merchants in the Middle East. The second event was the Mongol conquests, which united much of Asia into one large trading network.
- The Mongols protected trade along the Silk Road. This made it easier and cheaper for caravans to carry goods between China and the Middle East. As more silk and spices were sent from Asia, the price of these goods fell. More Europeans could pay for the luxuries, and demand for the goods increased.



# Bellwork INB 120 –

## Underneath your Bellwork from Tuesday

1. Because of Italy's long coastlines, Italian city-states became wealthy through
  - a. farming.
  - b. fishing.
  - c. shipbuilding.
  - d. trade.
2. Europe's kings allowed the Italian city-states to remain independent so the kings could
  - a. borrow money from them.
  - b. hire mercenaries.
  - c. pay tribute.
  - d. use their ports.

Questions and CORRECT answers please

# Florence: A Renaissance City –

## *What was the city of Florence BEST known for?*

- The city of Florence was the first major center of the Renaissance. Its wealth and central location attracted many artists, sculptors, writers, and architects. Florence lay on the banks of the Arno River in central Italy. The city was surrounded by walls with tall towers for defense. Soaring above the city was the dome of its cathedral. A local architect, Filippo Brunelleschi, completed the dome in 1436. The dome is considered to be the greatest engineering achievement of the time.
- Florence gained its wealth from making and trading cloth made from English wool. Citizens of Florence also made money from banking, which included lending money and charging interest. As goods poured into Italy from abroad, merchants had to determine the value of currency, or money, from different countries. Florentine bankers used the florin, the gold coin of Florence, to measure the value of other money. The city's wealthiest family, the Medici, owned the largest bank in Europe during the 1400s. The Medici had branch banks, or other offices, as far away as Flanders.

# Venice: A City of Canals

## *What was the city of Venice BEST known for?*

- Another leading Renaissance city was Venice. Located on the northern coast of the Adriatic Sea in eastern Italy, Venice was built on many small islands. Venetians drove long wooden poles into mud to support their buildings. Instead of paving roads, the Venetians built canals and used boats for transportation around the city. Even today, Venice's canals and waterways serve as streets.
- During the Renaissance, Venice became an important link between Europe and Asia. Venetian merchants, such as Marco Polo, traveled abroad and made contacts with eastern civilizations. The city also was known as a major shipbuilding center. In a part of the city called the Arsenal, teams of workers built the wooden ships and also made the sails and oars.

# Closure – INB 120

Read the following passage, answer the question below, and highlight the text to support your answer.

*It is difficult to recognize Cosimo de' Medici as a statesman...For it may seem to us no great achievement for a man to make himself master of a little city-state, with a few thousand inhabitants...*

*...Florence was far more independent....than the medieval....towns...And Florence was more than a safe, she was even in miniature an empire, since she ruled over several subject towns...Florence, too, was a commercial state; the possession of land was...the least important part of wealth....*

*The political conditions in which Cosimo had to work were largely those of modern, not medieval politics....The position of the Pope was hardly distinguished from that of the head of a secular state; feudalism had ceased to be a force in politics.*

*- Cosimo de Medici, Katherine Dorothea Ewart Vernon, 1899*

**1. Which statement best describes how Florence was unique from traditional medieval towns?**

- A. Florence was a non-traditional feudal land holding with power held by serfs rather than nobles.
- B. Florence was a city of considerable size, with a significantly higher population than medieval towns.
- C. Florence was the Renaissance's first empire, where power was held by a dynasty of monarchs.
- D. Florence was an independent city-state where power was built upon wealth rather than feudal land.

# Bellwork – INB 122

- Using your **textbook page 291** complete the mini biography on Lorenzo de Medici.
  1. Who was Lorenzo de Medici?
  2. How did he use his wealth?
  3. What name was Lorenzo de Medici known by? Why do you think they called him that?





## Mastery Objective:

I can explain who the Medici family was and describe how they used their wealth and power to spread Renaissance ideas.

## What are today's State Objectives?

7.44 explain the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and their importance in the spread of Renaissance ideas.

## Strategies/Tasks:

- Mini biography – Lorenzo de Medici
- Article – The Medici with a fill in the blank comprehension passage and questions
- Closure – ACE Quiz – *In what ways did Lorenzo di Medici and other wealthy and powerful men like him improve the city of Florence?*

## END OF DAY PRODUCT:

**By the end of today's class you should have:**

- A completed biography of Lorenzo de Medici
- An annotated (5) passage and completed fill in the blank paragraph and questions
- An accurate paragraph addressing the closure question in correct ACE format.

# The Medici Family

- The Medici were a prominent family that produced four popes and two French queens. They controlled the Italian city-state of Florence from 1434 to 1737 and were among the most wealthy and powerful families of Europe during the Renaissance.



# The Medici



**Cosimo di Medici**

- Florence has been a prosperous city in the Tuscany region of central Italy for centuries. After the fall of the Roman Empire in the west, a number of prominent families took control of the city and often fought wars among themselves. In the 15th century, the leading families of Florence decided they needed a strong person in charge to take charge of their city. They chose Cosimo de Medici to take control of the government.

# The Medici

- The Medici had been a prominent family in the region for centuries. Their name suggests a relationship with medicine; perhaps an ancestor might have been a doctor. The later Medici were shrewd businessmen whose Medici Bank was the largest and most respected financial institution of the Renaissance.
- When Cosimo took control of the city, he maintained the appearance of republican government by appointing relatives and people he could control to important positions. And sure enough, when Cosimo died after thirty years in power, his son and grandson continued his policies.

# The Medici

- Cosimo's grandson, Lorenzo, was not only a shrewd banker and clever politician; he was also a scholar and a poet. Under Lorenzo's leadership, Florence became one of the most beautiful and prosperous cities on the Italian peninsula, as well as a center of the Renaissance.

Bonus opp – can you connect the Medici to the word of the day in a logical sentence.





# The Medici

- The Medici were patrons who funded artists and scientists. Lorenzo was a patron of Leonardo di Vinci. Galileo Galilei tutored several generations of Medici, though the family withdrew their financial support for the scientist when the church charged Galileo with heresy.
- The last Medici ruler died without an heir in 1737. Florence came under Austrian and later French control for more than a century. In 1861, the Florence briefly became the capital of the newly unified kingdom of Italy



**Lorenzo de Medici – direct descendent of the Medici living in Portugal**

# Classwork – Fill in the Blanks

The leading families of \_\_\_\_\_ chose \_\_\_\_\_, a wealthy \_\_\_\_\_ to take control of their \_\_\_\_\_ in 1434. The \_\_\_\_\_ families wanted a \_\_\_\_\_ person to lead them against the growing threat of rival cities.

Cosimo maintained the \_\_\_\_\_ of \_\_\_\_\_ government, but he appointed \_\_\_\_\_ and people he could \_\_\_\_\_ to important positions. Cosimo died in \_\_\_\_\_, but the Medici family continued to control \_\_\_\_\_ for nearly three \_\_\_\_\_.

Cosimo's \_\_\_\_\_, Lorenzo, was the most famous member of the \_\_\_\_\_ family.

Lorenzo was a shrewd \_\_\_\_\_ and a clever \_\_\_\_\_ along with being a \_\_\_\_\_ and a \_\_\_\_\_. Under the leadership of “\_\_\_\_\_ the Magnificent,” \_\_\_\_\_ became one of the most beautiful and prosperous cities on the Italian \_\_\_\_\_, as well as a center of the \_\_\_\_\_.

# Closure INB 122

- **Read the excerpt from Machiavelli's History of Florence and respond to the following question using the ACE strategy: (Answer, Cite, Explain)**
- ***In what ways did Lorenzo di Medici and other wealthy and powerful men like him improve the city of Florence?***
- Lorenzo de' Medici deserves much of the credit for making Florence a leading city of the Italian peninsula. He devoted himself to the development of the city and his own family. For the city, he used the abundant vacant land to lay out new streets and line them with houses. Under his direction, the city was enlarged & beautified. His concern for the recent wars in which Florence was involved led him to fortify the castle of Firenzuola. He undertook this effort to assure greater quiet and security. The improved fortress would be able to resist and combat its enemies at a great distance from the city. He also began the restoration of the Poggio Imperiale in the mountains towards Bologna in the direction of Siena. It too was fortified in the latest designs of the time.
- In peaceful times, de' Medici was a great patron of anyone that excelled in any art, as well of scholars and of learning. He sponsored activities to entertain the citizenry and keep them united. Festivals that included jousts, archery, and feasts of bravery from earlier times became popular among the people. He worked to maintain the growing economy of the city and to honor nobility and the wealthy. In short, he worked tirelessly to promote Florence and its citizens.
- - from Niccolo Machiavelli's history of Florence



## Bellwork **INB 124**

- Using your **textbook page 289** complete the mini biography questions below using complete sentences:
  1. Who was Marco Polo?
  2. When and where did he live?
  3. Where did he travel and why?
  4. How do we know about him and his travels?



## Mastery Objective:

I can identify Marco Polo and describe his travels to the Far East and explain how his travels changed people's ideas of that region.

## What are today's State Objectives?

7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.

## Strategies/Tasks:

- Mini biography – Marco Polo
- Newsela Article with text dependent questions
- Closure – ACE Practice using an excerpt from The Travels of Marco Polo

## END OF DAY PRODUCT:

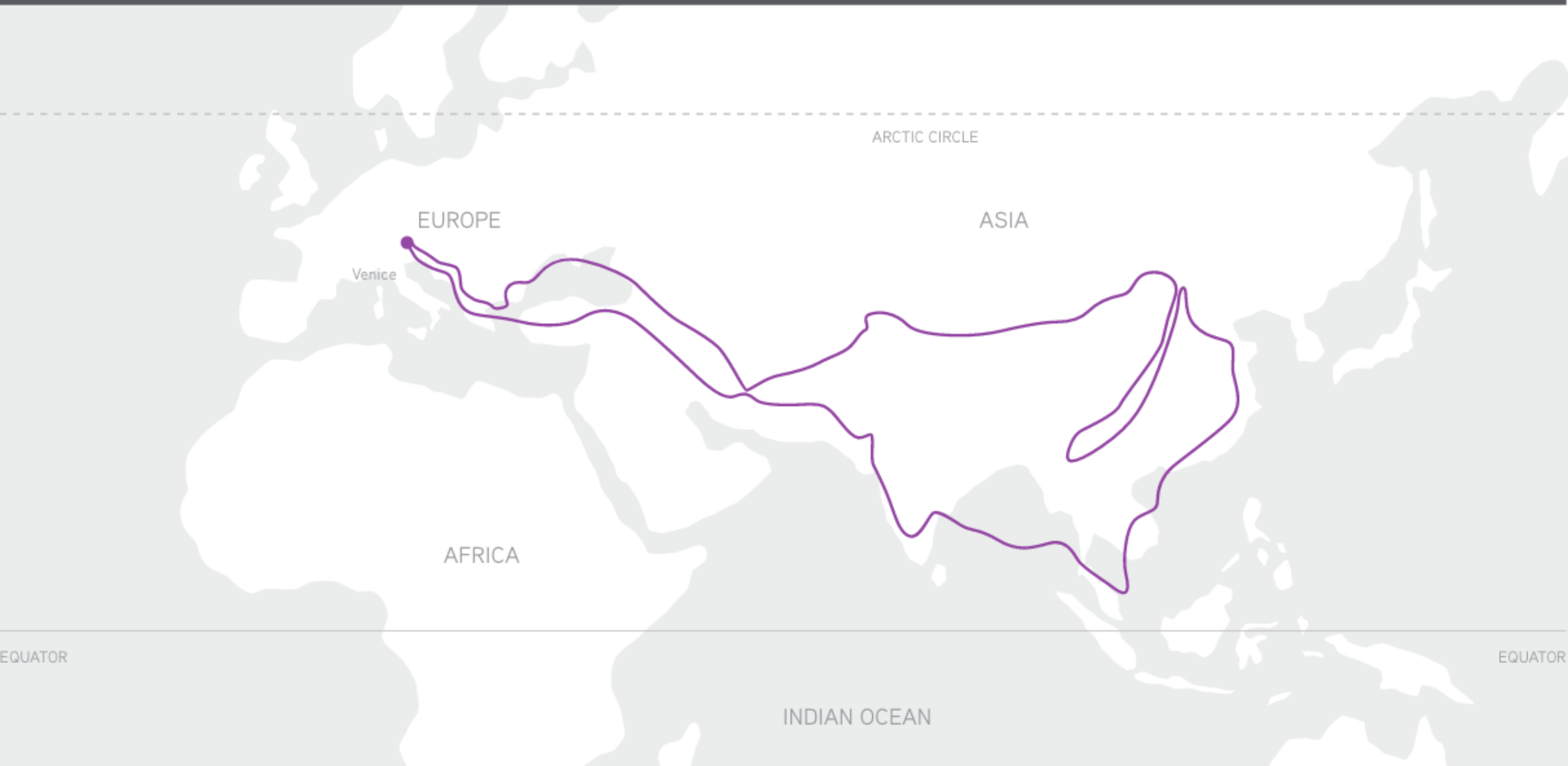
**By the end of today's class you should have:**

- A completed biography of Marco Polo
- An annotated (10) Newsela Article and completed text dependent questions
- An accurate paragraph addressing the closure question in correct ACE format.

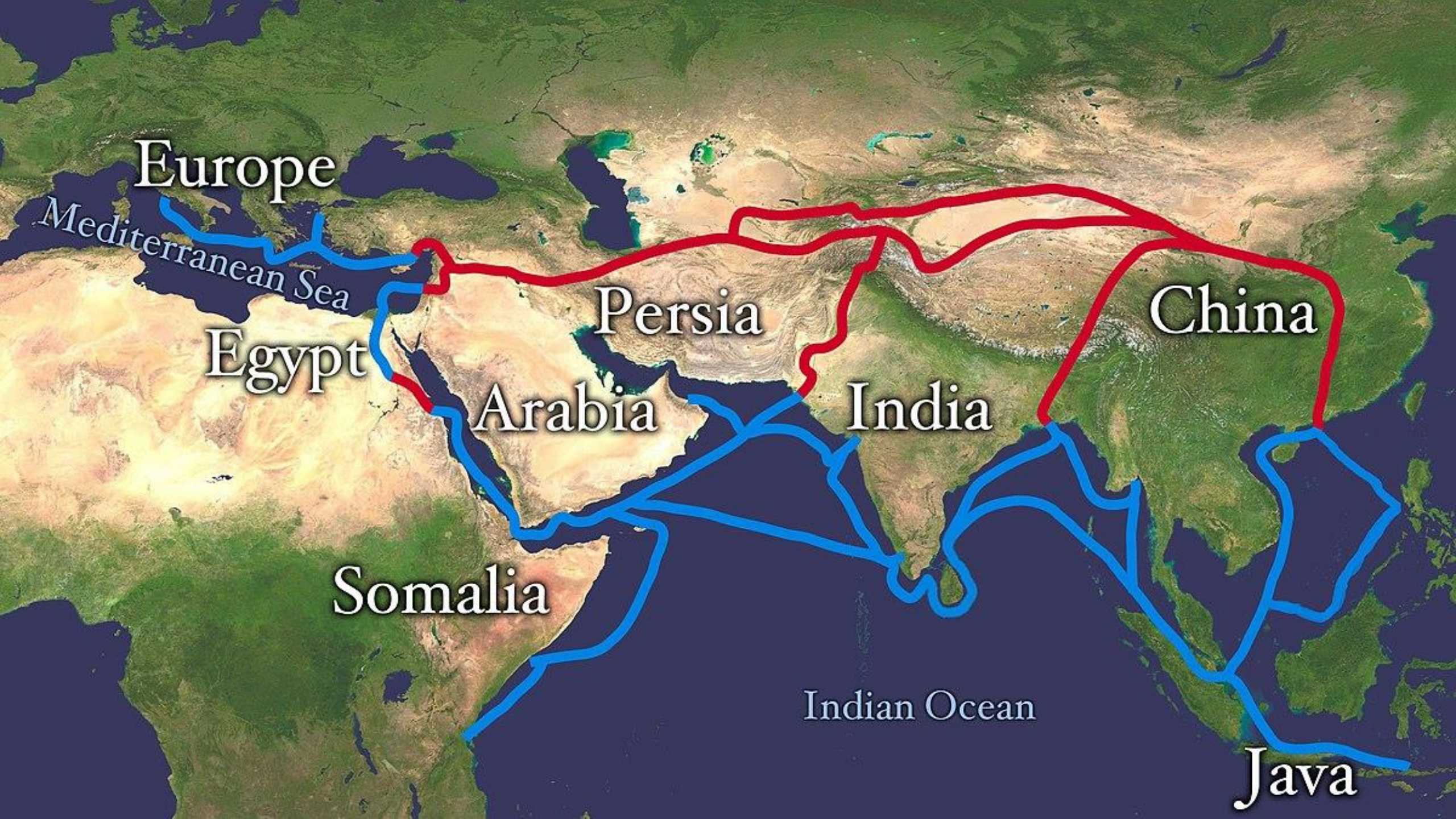


# THE TRAVELS OF MARCO POLO

1271 TO 1295







Europe

Mediterranean Sea

Egypt

Persia

Arabia

India

China

Somalia

Indian Ocean

Java



# Marco Polo

- (1) At the height of the Mongol Empire, Marco Polo served Emperor Kublai Khan in China. When he returned home to Venice, his account of his experiences gave Europeans some of their earliest information about China





- (2) In the 13th century, the people of Venice, Italy, believed that the Sun revolved around the Earth. They thought the Universe was created exactly 4,484 years before Rome was founded. As Christians, they considered Jerusalem, the place of Jesus' crucifixion, to be the center of the world. Maps of the time put Jerusalem right at the center.
- (3) Marco Polo was born in Venice, or possibly Croatia, in 1254. Venice was a city-state located on the eastern coast of Italy. It served as a gateway to the riches of Asia during this era of increasing trade. Goods flowed like water through the city. Ships from around the eastern Mediterranean Sea docked at its port. Merchants and traders set sail from Venice for Constantinople (now Istanbul, Turkey) and the Black Sea. They would fetch goods from Russia and from merchants traveling the Silk Road. The Silk Road was a system of trading routes to and from China that crossed the mountains and deserts of Central Asia.

- 1. How was the 13th century understanding of the world different from our understanding of the world today?
- 2. Knowing that Venice was a major trading city what do you think Marco Polo was likely to be when he grew up?
- 3. What was the significance of the Silk Road?





- (4) At the time of Marco's birth, his father, Niccolo, and two uncles, all merchants, were away trading. Supposedly they were visiting cities on the Black Sea. Yet, their adventures had actually taken them all the way to the Mongol capital of China, Khanbaliq (city of the Khan). There they had an audience with the most powerful ruler of the day, Kublai Khan. Kublai Khan was the grandson of the founding emperor of the Mongol dynasty, Genghis Khan.
- (5) The three Polo men returned to Venice after an absence of 16 years. Upon arriving, Niccolo found that his wife had died. He also discovered that he had a 15-year-old son, Marco, whom he did not know existed.
- 4. How do you think Niccolo Polo may have reacted to discovering he had a son he knew nothing about?

**7-2 Finding the answer to number 4 is your Bellwork!!!**





Illustration showing the Polos sailing from Venice

- (6) Two years later, in 1271, Niccolo Polo and his brother, Maffeo, set off again. They took 17-year-old Marco with them. This time the Polos aimed directly for the court of Kublai Khan. The Polos planned to bring him documents from the pope and holy oil from Jerusalem, as he had requested. They possessed a gold passport from Kublai Khan. This enabled the travelers to use lodgings and horses posted by the Mongols along the Silk Road routes. Even then, they took 3 1/2 years to arrive. Upon reaching the summer palace of Kublai Khan in 1275, Niccolo presented his son. He offered Marco to the emperor as a servant.
- (7) A talented young man, Marco had learned several languages along the way. He had picked up Mongolian (though not Chinese). He had mastered four written alphabets. Two years before Marco's arrival, Kublai Khan had finished conquering all of China. In some of the Chinese areas that the Khan had conquered, the people resisted having Mongols rule over them. Kublai Khan needed non-Mongol administrators to be in charge there. He sent Marco on various sorts of diplomatic and administrative roles.
- 5. Why do you think Marco's father offered him to the Khan as a servant? What skills did Marco have that would make him valuable to Kublai Khan?



- (8) After more than 16 years in China, the Polos begged permission from Kublai Khan to return home to Venice. Apparently they had proved so useful to the khan that he did not want them to leave. Finally, he agreed for them to escort a Mongolian princess to become the bride of a Persian khan. The Polos were free to head back west.
- (9) This time they traveled by sea in Chinese ships. After many difficulties they succeeded in delivering the princess. Before they could reach Venice, however, Kublai Khan died on February 18, 1294. With the khan gone, local rulers reasserted themselves and demanded payment from traders. Consequently, the Polos were forced to hand over 4,000 Byzantine coins to the government of a city on the Black Sea. The payment was a significant portion of their fortune.



- (10) The Polos returned to Venice in 1295. They had been away 24 years. Their enthusiastic biographer told stories, which may have been gossip, that when they returned they were wearing Mongolian clothing and could hardly remember their native language. Their relatives had thought them long dead.
- (11) But then they revealed a small fortune in gems — rubies, sapphires, diamonds, and emeralds. They had been sewn into the hems of their Mongolian garments for hiding. Now, the Polos received a warm welcome.
- (12) Soon Venice went to war with its rival city-state, Genoa, on the western coast of Italy. Like other wealthy merchants, Marco Polo paid for his own warship. During a naval battle he was captured. Polo landed in prison in Genoa.
- 6. Why do you think Marco Polo would have involved himself in the war between Venice and Genoa?



- (13) By chance, one of his cellmates was a writer named Rusticello from Pisa. Rusticello had written romantic novels. As Polo entertained the other prisoners with his adventures in China, Rusticello wrote them down in French. This is how Polo's accounts came into existence.
- (14) In 1299, Genoa and Venice declared peace. Polo was released and returned to Venice. He married and had three daughters. Polo's remaining days were spent as a businessman. He died in Venice at almost 70 years of age, on January 8, 1324.
- 7. How do we know about Marco Polo's travels?



PENGUIN CLASSICS

MARCO POLO

*The Travels*



- (15) Polo could have been forgotten to history. But his book, *The Travels of Marco Polo*, slowly gained widespread interest. It could be circulated only one copy at a time, since printing in Europe did not begin until almost 200 years later. About 120 to 140 early manuscripts — hand-printed versions of *The Travels* — survive. Each one of them is different. The earliest readers were scholars, monks, and noblemen. Soon, translations of *The Travels* appeared in Venetian, German, English, Catalan, Gaelic, and Latin. It took more than a century for the book to become part of mainstream European consciousness.
- (16) Few texts have been more controversial than *The Travels of Marco Polo*. It's not clear who the author is — Polo or Rusticello? Sometimes the text is in the first-person voice, sometimes in third-person narrative. How much of the text is based on Polo's firsthand experience? And how much did the author(s) insert secondhand accounts by others? Certainly it is a mix. What was reported seemed so bizarre to stay-at-home Europeans of the time. Readers often assumed that everything was made up. Yet historians have largely confirmed the facts in Polo's account of the Mongol dynasty.
- 8. Why do you think all of the surviving manuscripts of Marco Polo's travels are all different? How does this affect their reliability?



- (17) Polo proved an engaging storyteller. He found Mongolian customs fascinating and reported them enthusiastically. While in China, he had seen the use of paper for money and the burning of coal for heat. Paper money had been in use in China for several hundred years by then. Coal had been burned in parts of China since the beginning of agriculture.
- (18) Polo also missed a few unfamiliar practices. He failed to notice the books being sold in southern China. Books were widely available there because they were printed with movable type made of wood, clay, or tin. Movable type was missing in Europe then. It was not invented there until 1440, by Johannes Gutenberg, a German printer.
- (19) When Christopher Columbus set sail in 1492, he hoped to find a route by sea to China. On his ship he brought a copy of The Travels of Marco Polo, expecting it to be useful. He never made it to China, discovering the Americas instead. But, the book remained Europe's primary source of information about China until the 19th century.
- 9. What was the significance of the book to the European's of the time?
- 10. How reliable do YOU think the book is? Explain.

## Closure – INB 124

answer the question following the passage in ACE format

- Throughout this province there is found a sort of black stone, which they dig out of the mountains, where it runs in veins. When lighted, it burns like charcoal, and retains the fire much better than wood; insomuch that it may be preserved during the night, and in the morning be found still burning. These stones do not flame, excepting a little when first lighted, but during their ignition give out a considerable heat. It is true there is no scarcity of wood in the country, but the multitude of inhabitants is so immense, and their stoves and baths, which they are continually heating, so numerous, that the quantity could not supply the demand; for there is no person who does not frequent the warm bath at least three times in the week, and during the winter daily, if it is in their power. Every man of rank or wealth has one in his house for his own use; and the stock of wood must soon prove inadequate to such consumption; whereas these stones may be had in the greatest abundance, and at a cheap rate. (excerpted from *The Travels of Marco Polo*)
- Why do you believe the Chinese preferred burning coal instead of wood as reported by Marco Polo?

## Bellwork – ON the sheet provided

*read* each statement below and indicate whether you **agree or disagree**

Agree		Disagree
	The best way for a leader to rule his people is to tell them what they want to hear	
	A leader should take action no matter if that action is morally correct	
	A good leader ignores the will of the people and does what he thinks is best	
	Most people are simple, easily fooled and greedy	
	Leaders may break promises to solve problems of the state	
	A leader does not need to be honest with his people	
	Before anything else a leader must be powerful and strong	
	If you must attack your enemy it must be so severe an attack that we should not fear retribution	
	Anyone who completely trusts others is just asking for trouble.	
	It is better for a leader to be feared than it is to be loved	

# Machiavellian means to be...

- devious
- cunning
- crafty
- artful
- wily
- sly
- scheming
- treacherous
- two-faced
- tricky
- double-dealing
- unscrupulous
- deceitful
- dishonest



Niccolo Machiavelli



## Mastery Objective:

I can explain what Machiavelli believes about leadership through analyzing key passages of Machiavelli's text; *The Prince*.

## What are today's State Objectives?

**7.48** Outline the advances made in **literature**, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

## Strategies/Tasks:

- Machiavelli's Leadership Quiz
- Study of Machiavelli's *The Prince*
- Constructed Response – explain if you think someone would be an effective leader by following M's ideas.

## END OF DAY PRODUCT:

**By the end of today's class you should have a completed packet (from Bellwork to closure) regarding Machiavelli's leadership ideas.**

*“At this point one may note that men must be either pampered or annihilated. They avenge light offenses; they cannot avenge severe ones; hence, the harm one does to a man must be such as to obviate any fear of revenge.”*

What do you think this means?

**Scenario:** You are the Prince/Princess of England and Noble John Stark has been threatening war against you. According to Machiavelli’s beliefs how should you respond to this threat? Why?

*People are by nature changeable. It is easy to persuade them about some particular matter, but it is hard to hold them to that persuasion. Hence it is necessary to provide that when they no longer believe, they can be forced to believe.*

What do you think this means?

**Scenario:** You are the leader of a small country in Eastern Europe. You have been slowly converting your people to a new state religion. Most people are going along with it, some are not. According to Machiavelli, how should you react in this situation?

*A prince must have no other objective, no other thought, nor take up any other profession but that of war, its methods and its discipline, for that is the only art expected of a ruler. And it is of such great value that it not only keeps hereditary princes in power, but often raises men of lowly condition to that rank.*

What do you think this means?

**Scenario:** You are a young man in Italy during the Renaissance and your father is a baker. You have greater hopes for your life than that. What do you think Machiavelli would suggest you do?



## Closure – On the paper provided

- Do you think someone would be an EFFECTIVE leader, by following Machiavelli's teachings? Why or why not.



Niccolo Machiavelli

# Machiavelli's – *The Prince*

4) A controversy has arisen about this: whether it is better to be loved than feared, or vice versa. My view is that it is desirable to be both loved AND feared; but it is difficult to achieve both and, if one of them has to be lacking, it is much safer to be feared than loved.

**Q: Why do you think Machiavelli believed it was "safer" to be feared than loved?**

5) For this may be said of men generally: they are ungrateful, fickle, liars and deceivers, avoiders of danger, eager for gain. While you benefit from them if they are all devoted to you: they would shed their blood for you; they offer you their possessions, their lives, and their sons... But when you are hard pressed, they turn away. A ruler who has relied completely on their promises, and has neglected to prepare other defenses, will be ruined because friendships that are acquired with money, and not through greatness and nobility of character, are paid for but not secured, and prove unreliable just when they are needed.

**Q: What is Machiavelli's view of Man in general? - Cite evidence to support your answer.**

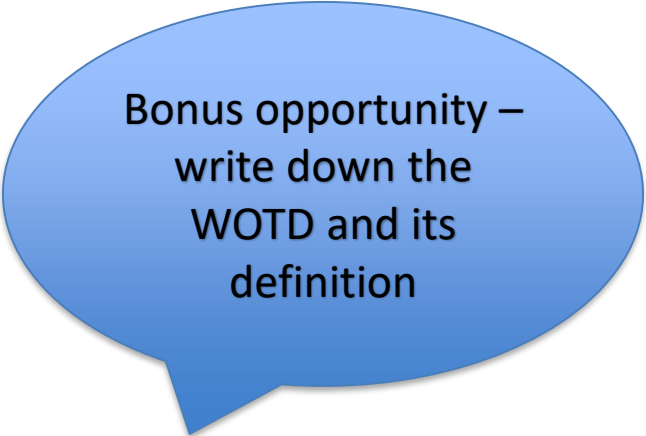
6) Men are less hesitant about offending or harming a ruler who makes himself less loved than one who inspires fear. For love is sustained by a bond of gratitude which, because men are excessively self-interested, is broken whenever they see a chance to benefit themselves. But fear is sustained by a dread of punishment that is always effective.

**Q: What is the danger of being loved as a ruler?**

# Bellwork – INB 126

## questions and CORRECT answers

1. Urban nobility in Italy blended what groups by marriage?
  - a. clergy and nobles
  - b. landowning nobles and peasants
  - c. merchants and traders
  - d. wealthy merchants and old nobles



Bonus opportunity –  
write down the  
WOTD and its  
definition

**Match the terms in the box to the right to the questions below.**

2. the diplomat who wrote The Prince in 1513
3. being more interested in this world than in religion
4. the rich banking family from Florence

- Secular
- Machiavelli
- The Medici

## Mastery Objective:

I can explain what **Humanism** is and describe how it helped Renaissance ideas spread.

## What are today's State Objectives?

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.

## Strategies/Tasks:

- Comprehension Questions
- Create your own Cornell Notes - Humanism
- Video Break – Chaucer OR Dante – we can't do both!
- Primary Source analysis and writing practice

## END OF DAY PRODUCT:

By the end of tomorrow's class you should have a completed set of cornell notes on Humanism, and a logical and accurate response to the closure question – explaining **HOW** the passage reflects humanist ideals.

# Create your own Cornell – INB 127

set up the Cornell Note organizer you see below

**Title: Humanism & The Spread of Renaissance Ideas**

New Ideas

Ancient Works

New Literature

The Printing Press

Effects on Society

## Directions:

Set up this Cornell notes format on your INB page 127 and make sure your textbook is open to page 293

- Use the WHOLE page
- Be sure you have a title and objective
- Space your topics out evenly and use bullet points
- **PARAPHRASE** your notes – **DO NOT COPY**



# Guiding Questions – New Ideas

1. What is humanism?
2. What was it based on?
3. What was important to humanist scholars?

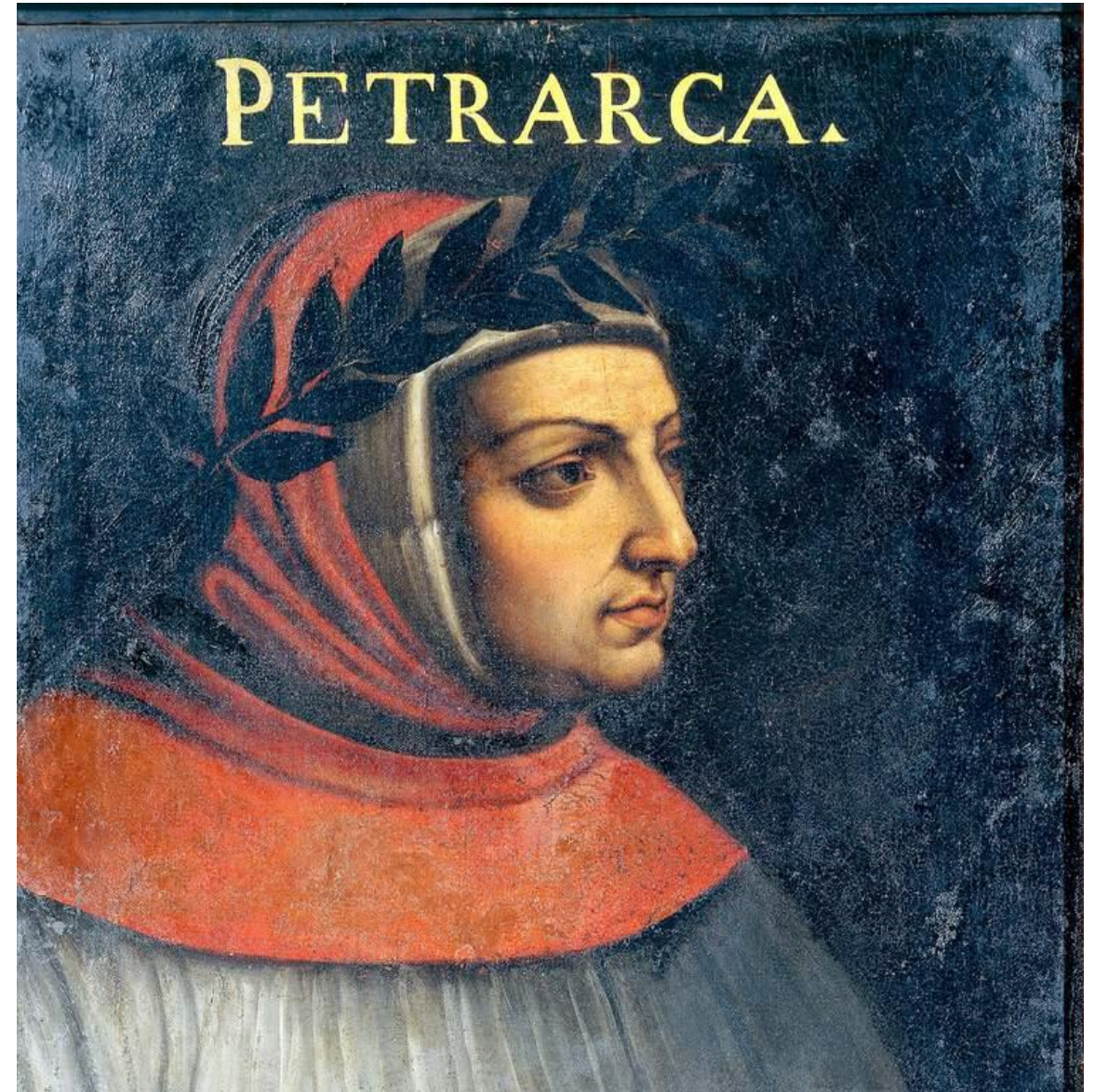


## Writers Develop New Ideas

- In the 1300s and 1400s, European scholars developed a new way of understanding the world called humanism. It was based on ancient Greek and Roman ideas. Humanists, as these scholars were called, gave importance to the individual and to human society. They wanted to gain knowledge through reason, not just through religious faith. Humanism encouraged people to be active in their cities and to develop their talents.

# Guiding Questions – Ancient Works

1. How did scholars get access to ancient Greek and Roman works?
2. Who was Petrarch?
3. What did Petrarch do to promote humanism?
4. What else did humanists value other than scholarship and manuscripts?





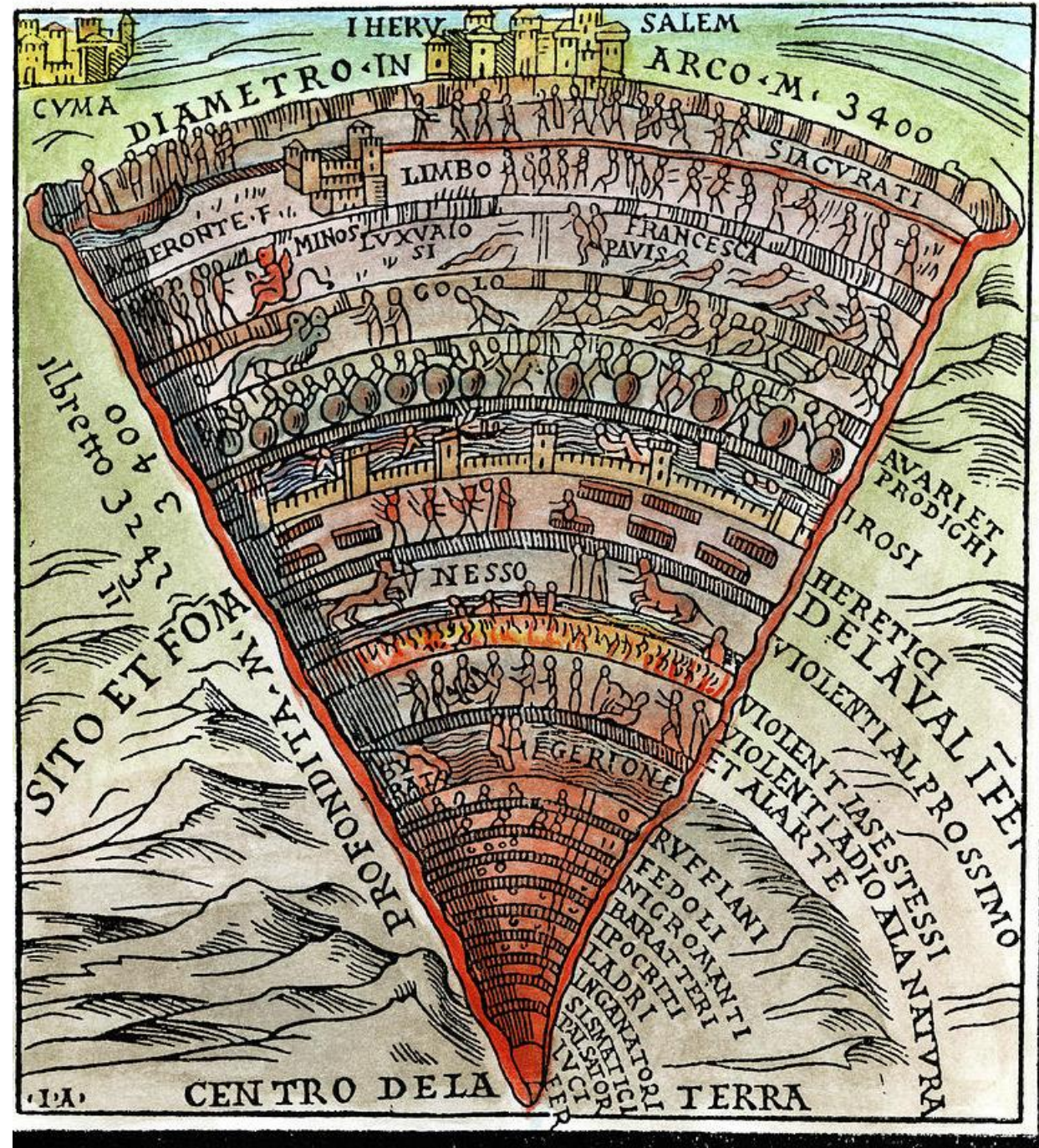
# Discovering Ancient Works

- In the 1300s, Italian scholars began to study ancient Roman and Greek works. For most of the Middle Ages, Western Europeans knew little about these writings. During the Crusades, however, they came into contact with the Middle East. Arab Muslim scholars there and in Spain knew the classic Greek and Roman writings. They passed on their knowledge to the Western Europeans. Byzantine scholars also brought classical works to Italy.
- One famous humanist scholar was Petrarch. Francesco Petrarch lived in Italy during the 1300s. He studied Roman writers such as Cicero and wrote biographies of famous Romans.
- Petrarch traveled to different monasteries to find old Latin manuscripts. Scholars throughout Europe followed Petrarch's example. In time, new libraries were built to hold the newly found manuscripts. The largest of these libraries was at the Vatican, the home of the pope in Rome.
- Italians also began to value the ancient buildings and statues all around them. Throughout Rome, workers removed dirt and rubble from damaged columns and statues. Artists then eagerly studied the proportion of ancient works. For example, artists compared the length of a statue's arms to its height. They believed this comparison could tell them why the statue looked perfect.



# Guiding Questions New Literature

1. What was one key change in literature being written during the Renaissance?
2. What is the vernacular?
3. Who was Dante and what did he write?
4. Who was Chaucer and what did he write?





# A New Literature

- In addition to studying the classics, humanists in Italy and other parts of Europe made important achievements of their own. One of their contributions was new forms of literature.
- During the Renaissance, educated Europeans wrote in the classical Latin used in ancient Rome. However, they also began writing in the vernacular, the everyday language people spoke in a region. Vernacular languages included Italian, French, and German. For example, Petrarch used Italian to write sonnets, or short poems, which expressed his love for a woman who died from the Black Death. Many more people could read works written in the vernacular instead of in Latin.
- In the early 1300s, a poet from Florence named Dante Alighieri wrote *The Divine Comedy*. It is known as one of the world's greatest poems. Written in the vernacular, it tells of a person's journey from hell to heaven. The poem describes the horrible punishments for different sins.
- The English writer Geoffrey Chaucer also wrote popular vernacular literature. Chaucer wrote his famous work *The Canterbury Tales* in English. *The Canterbury Tales* is a collection of stories told by pilgrims on a religious journey to the town of Canterbury, England. In this work, Chaucer portrayed the entire range of English society. His work shows both nobles at the top of society and the poor at the bottom. The English we speak today comes from the form of English that Chaucer used in his writing.

# World History Bellwork –

**Get your PLICKER cards ready – we will begin when everyone is in the room**

1. During the Renaissance, humanist scholars \_\_\_\_\_.
  - A. thought religion was more important than scholarship
  - B. believed people should not develop their talents
  - C. studied ancient Greek and Roman works
  - D. thought communities were more important than individuals
2. Petrarch studied old Latin manuscripts found in monasteries.
  - A. TRUE
  - B. FALSE
3. Humanist scholars began to write \_\_\_\_\_, which allowed more people to read the works.
  - A. only in Italian
  - B. in classical languages
  - C. in vernacular languages
  - D. only in English

## Mastery Objective:

I can explain what **Humanism** is and describe how it affected the spread of Renaissance ideas.

## What are today's State Objectives?

7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance between intellect and religious faith.

7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.

## Strategies/Tasks:

- Quick Quiz
- Finish "Create your own Cornell" Notes
- Video Break – Gutenberg!
- ACE writing practice – How did Humanist thinkers help ideas to spread?

## END OF DAY PRODUCT:

**By the end of today's class you should have a completed set of Cornell notes on Humanism, and a logical and accurate response to the closure question – explaining HOW the humanist thinkers helped ideas spread.**

# Create your own Cornell – INB 127

set up the Cornell Note organizer you see below

**Title: Humanism & The Spread of Renaissance Ideas**

New Ideas

Ancient Works

New Literature

The Printing Press

Effects on Society

## Directions:

Set up this Cornell notes format on your INB page 127 and make sure your textbook is open to page 295

- Use the WHOLE page
- Be sure you have a title and objective
- Space your topics out evenly and use bullet points
- **PARAPHRASE** your notes – **DO NOT COPY**



# Guiding Questions – The Printing Press

1. Who was Gutenberg?
2. What did he do?
3. How did the printing press help ideas spread?
4. What is the first book printed on Gutenberg's press?



# Gutenberg's Printing Press

- The printing press helped spread humanist ideas throughout Europe. In the early 1450s, a German printer named Johannes Gutenberg developed a printing press that used movable metal type. This new press held individual carved letters that could be arranged to form words and then could be used again. As a result, books could be quickly printed by machine rather than slowly written by hand.
- The Chinese had already invented movable type. However, their written language had so many characters that the movable type system did not work well. For Europeans, the printing press was a great advance. It was easy to use with linen paper, another invention from China.
- Gutenberg's printing press made many more books available to people. Its invention came at a time when many townspeople were learning to read and think for themselves. Scholars could read each other's works and discuss their ideas, often in letters. Ideas developed and spread more quickly than ever before in Europe.
- In 1455, Gutenberg produced the first European printed book, the Christian Bible, on the new press. Soon, many books became available in Europe. In fact, more books were printed in the first 50 years of printing than were written by hand in the entire history of the world up to 1450. Half of the 40,000 books published by the year 1500 were religious works such as the Christian Bible or prayer books.

# Guiding Questions

## Humanism's Effects on Society

1. How would you describe humanist scholars?
2. Why do you think increase in knowledge made people MORE curious?
3. What type of things was Da Vinci good at?
4. Based on the text - How was Da Vinci a Renaissance Man?



# Humanism's Effect on Society

- Humanist scholars were curious about such subjects as biology, medicine, and astronomy. Scholars' study of mathematics helped them in many areas of knowledge.
- One of the leading Renaissance scientists was also a great artist, Leonardo da Vinci. Da Vinci cut open dead bodies to learn more about the human body. He studied fossils to understand Earth's early history. Da Vinci was also an inventor and an engineer.
- Most of what we know about da Vinci comes from his notebooks. Da Vinci filled the pages of his notebooks with notes and sketches of his scientific and artistic projects. These drawings often pictured parachutes, flying machines, and other mechanical inventions far ahead of his time.

# Closure – INB 126

attach the passage to your page, read closely, and then answer the question in the ACE format

- **Source:** Petrus Paulus Vergerius: The New Education (c. 1400)
- Education is worthy of a free man; through education we gather and practice virtue and wisdom; we develop those gifts of body and of mind which make men better. Only virtue is more important than education. It is, then, of the greatest importance that even from infancy education should constantly be kept alive in growing minds. We cannot deny that there is still a horde (a large group) - as I must call them - of people who, denounce learning and the arts as a danger to the State and hateful in themselves. In reality the very opposite is the truth. To a man of virtuous instincts knowledge is a help and an adornment (a way of bettering oneself).
- **Question:** Explain - What humanist **idea** does this passage show? Explain your answer in a 3-5 sentence paragraph using the ACE strategy. (Answer, Cite, Explain)



## Example Response Frame

- **Answer:** I think this passage by Vergerius shows the humanist idea of ....
- **Cite:** For example, the author states...
- **Explain:** This evidence shows ....

If you need to... Create a Chart to make sure you complete ALL parts of the ACE strategy

<b>Answer</b>	
Cite	
Extend or Explain	

## Culminating Task – Explain our Objective

I can explain what **Humanism** is and describe how it affected the spread of Renaissance ideas.

- Based on yesterday's lesson AND today's lesson answer the following question using the A.C.E. strategy (*on the back of your Bellwork*)
  - Explain what humanism was & how Humanist thinkers helped Renaissance ideals to spread?

**I am looking for at least two ways thinkers and inventors helped spread ideas**



# Bellwork – INB 128

attach the images to your INB page and make a list of the similarities and differences you see (goal – 3 each)





## Mastery Objective:

I can **explain** the differences between Medieval Art and Renaissance Art and **identify** key new artistic techniques.

### What are today's State Objectives?

7.46 Describe how humanism led to a revival of classical learning and fostered a **new interest in the arts** including a balance between intellect and religious faith.

7.48 Outline the advances made in literature, **the arts**, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

## Strategies/Tasks:

- Artistic Comparison Study
- Guided Lecture – Renaissance Art
- Primary Source analysis and writing practice

### END OF DAY PRODUCT:

By the end of today's class you should have a completed guided reading and primary source analysis of two stereotypical art works of the Middle Ages and Renaissance.



# Middle Ages vs. The Renaissance



- Renaissance art was very different from medieval art. Artistic works of the Renaissance tried to show what people really looked like. They also tried to reveal people's feelings. An artist from Florence named Giotto (*Ambrogio Bondone*) was the first to show this change in the early 1300s. His series of wall paintings showed the life of Francis of Assisi. The paintings used gestures and facial expressions to reveal people's emotions.

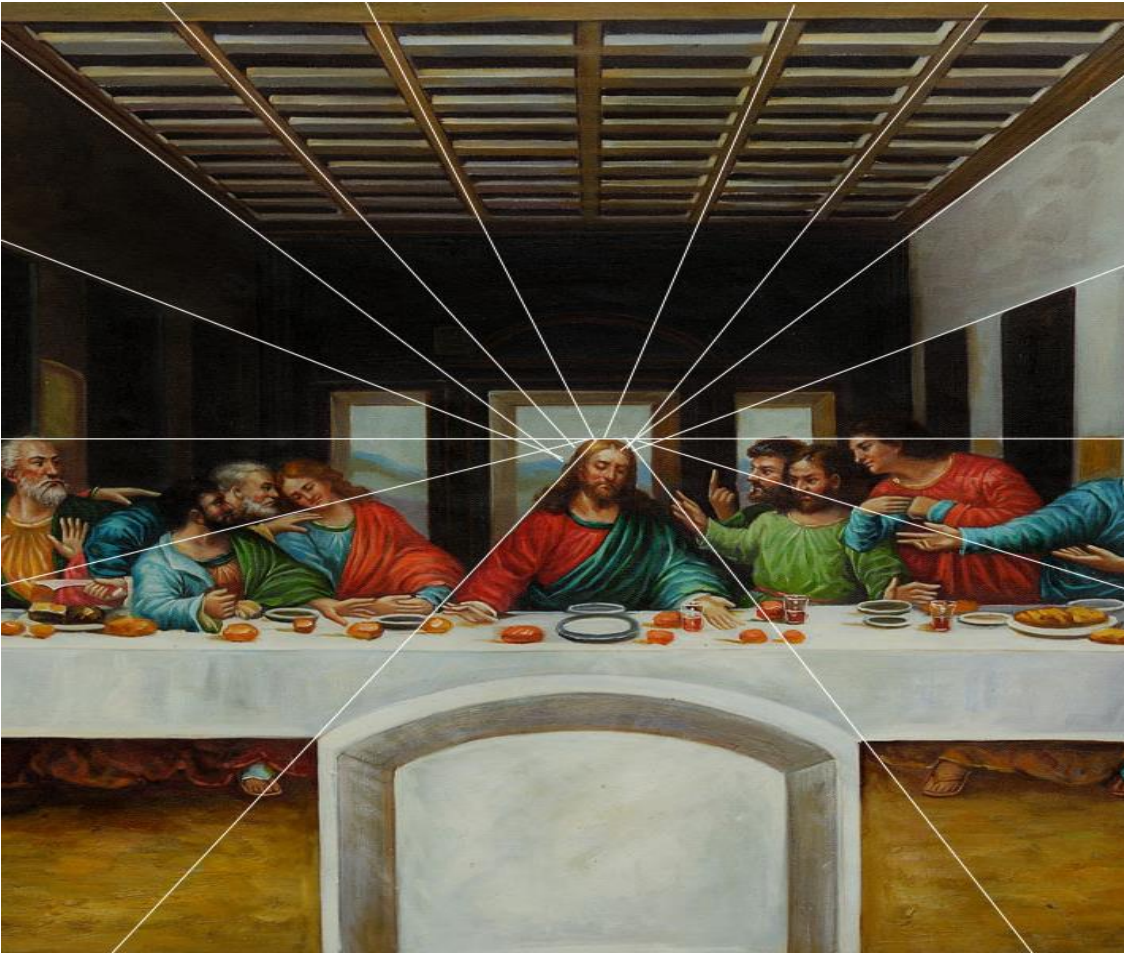


# Middle Ages vs. The Renaissance



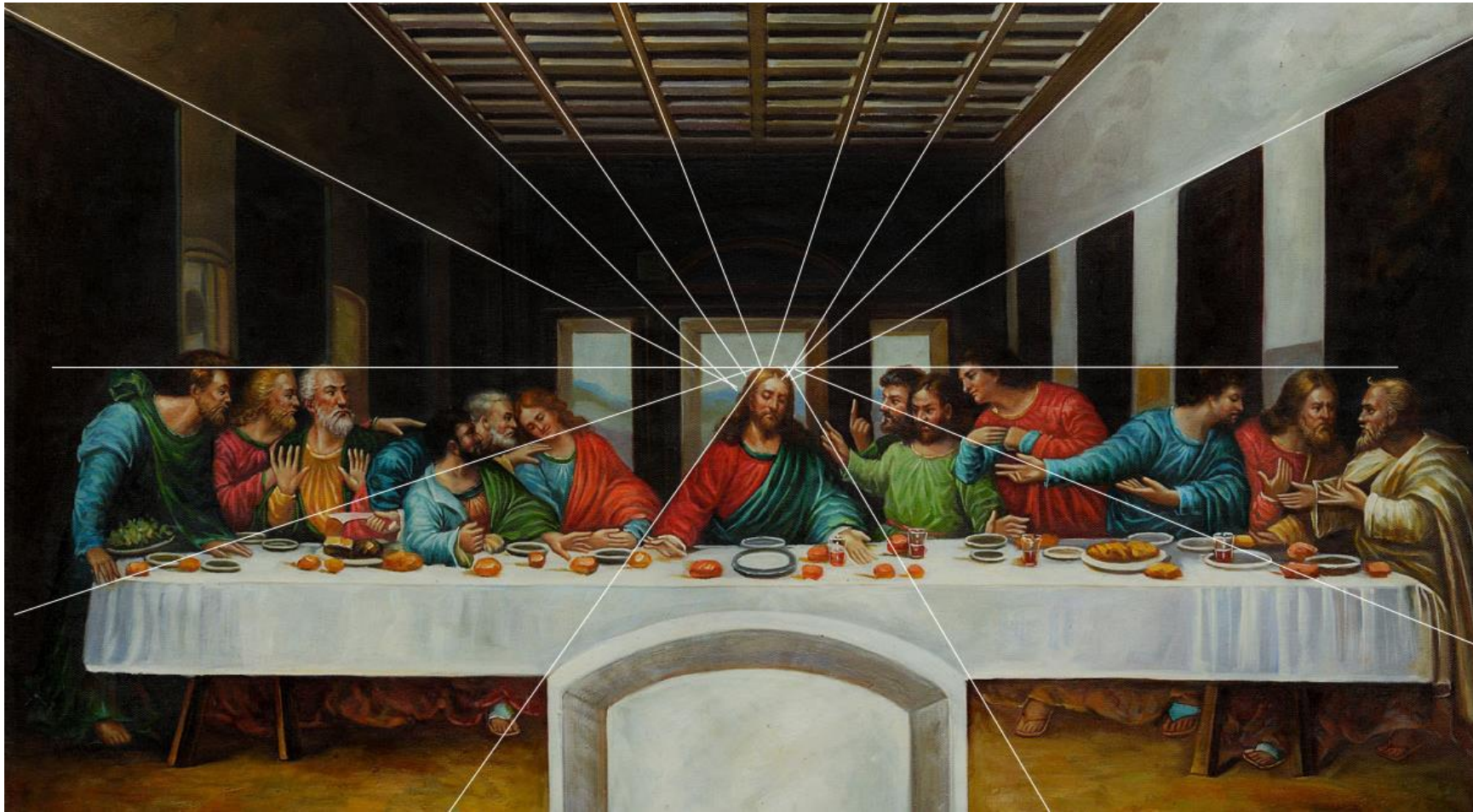


# Perspective in Renaissance Art



- Renaissance painters also used new methods that brought life, color, and action to their works. The most important was perspective, a way of showing people and things as they appear at different distances. Artists in the past had tried to use perspective, but Renaissance artists such as Leonardo da Vinci perfected it. Perspective, as used by these artists, gave paintings a realistic, three-dimensional look.

# Perspective in Renaissance Art





# Chiaroscuro in Renaissance Art



- Renaissance artists studied the human body to learn how to draw it accurately. They began to experiment with light, color, and shade. To make their paintings more realistic, artists used a technique called chiaroscuro. Chiaroscuro used light and shadows instead of stiff outlines to separate objects. In Italian, chiaro means "clear or light," and oscuro means "dark." Chiaroscuro created drama and emotion.



# Chiarascuro in Renaissance Art



# Frescoes in Renaissance Art



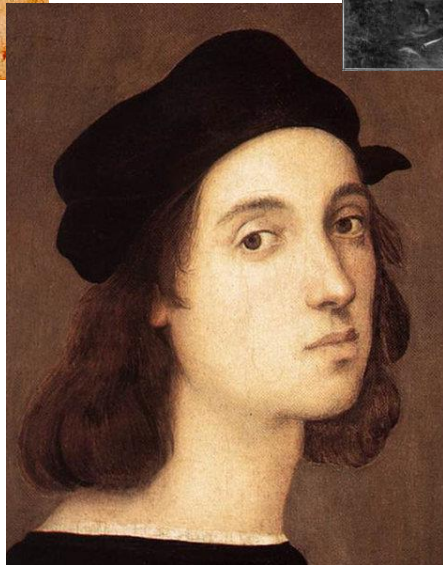
- Many Renaissance artists painted on fresh wet plaster with watercolor paint. A painting done this way is called a fresco, which means "fresh" in Italian. Frescoes were painted in churches all over Italy.



# Frescoes in Renaissance Art



# Key Renaissance Artists

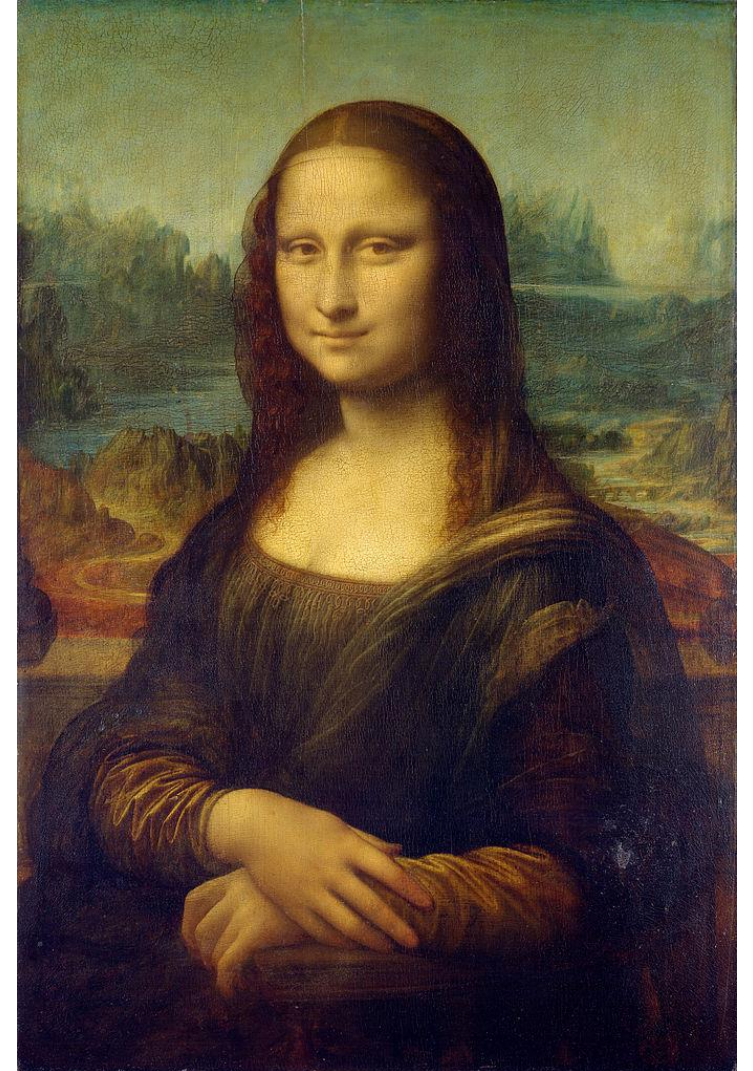


- The period between 1490 and 1520 was the golden age of Italian Renaissance painting. Three of the most famous artists were Leonardo da Vinci, Michelangelo Buonarroti and Raphael Sanzio.



# Leonardo da Vinci

- Leonardo da Vinci was born in Florence. He is known for the Mona Lisa, a portrait of a young noblewoman. He gave her a smile that makes the viewer wonder what she is thinking. Da Vinci also painted The Last Supper, a wall painting of Jesus and his disciples. In this work, da Vinci showed human emotions through the way in which the apostles hold their heads or sit in relation to Jesus.



# Michelangelo



- Another great Renaissance artist was Michelangelo. He began his career as a sculptor in Florence. In 1508, Pope Julius II hired Michelangelo to work at the Vatican. There, Michelangelo painted the ceiling of the Sistine Chapel with scenes from the Bible. These paintings are still famous today. A noted Renaissance biographer praised Michelangelo:



*"The work [Sistine Chapel ceiling] has been, indeed, a light of our art, illuminating the world which had been so many centuries in darkness. Oh, truly happy age, and oh, blessed artists, who at such a fountain can purge [remove] away the dark films from your eyes. Give thanks to Heaven, and imitate Michael Angelo [Michelangelo] in all things."*



# Raphael



- Like Michelangelo, the artist Raphael worked at the Vatican. He painted many frescoes for the palace of the pope. Perhaps his best-known fresco, the School of Athens, shows Greek philosophers. People also admired his paintings of Mary, the mother of Jesus. These works were done in bright colors and showed the Renaissance ideals of grace and beauty.



# Raphael – The School of Athens





# Women in Renaissance Art

- Renaissance women had few roles independent of men. Some women, though, contributed to the arts. These women were either the daughters of artists or the children of nobles. The most celebrated female artist was Artemisia Gentileschi. She was one of the first women to paint major historical and religious scenes.



# Artemisia Gentileschi



Closure/Independent Work – To Take home and bring back tomorrow  
study the images and sourcing info on your sheet and answer the 4  
document analysis questions





# Bellwork – INB 130

write the questions and correct answers

1. What Renaissance invention aided the spread of ideas?

- a. the florin
- b. the glider
- c. the helicopter
- d. the printing press

2. Whom did Renaissance humanists study to increase their knowledge of different topics through reason?

- a. the Chinese and Indians
- b. the Japanese and English
- c. the Mayans and Incas
- d. the Romans and Greeks

3. What did Renaissance painters use to make their work look three-dimensional?

- a. chiaroscuro
- b. fresco
- c. perspective
- d. realism

4. This famous Renaissance artist painted the ceilings of the Sistine Chapel at the Vatican in Rome.

- a. Dürer
- b. Michelangelo
- c. Shakespeare
- d. van Eyck

## Mastery Objective:

I can **describe** how the Renaissance moved out of Italy and began to affect other parts of Europe both socially and artistically.

## What are today's State Objectives?

7.46 Describe how humanism led to a revival of classical learning and fostered a **new interest in the arts** including a balance between intellect and religious faith.

7.48 Outline the advances made in literature, **the arts**, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

## Strategies/Tasks:

- Quick Quiz
- Guided Lecture – The Northern Renaissance
- Constructed Response - How was the Renaissance in Italy and the Renaissance in other parts of Europe both ALIKE & DIFFERENT?

## END OF DAY PRODUCT:

By the end of today's class you should have a **completed guided reading on the Northern Renaissance and a completed, logical, and accurate constructed response comparing and contrasting the Italian and Northern Renaissance**

# The Renaissance Moves out of Italy

During the late 1400s, the Renaissance spread from Italy to northern Europe. War, trade, travel, and the printing press all spread humanist ideas. The people of northern Europe eagerly accepted Italian Renaissance style but changed it to suit their own tastes and needs.



# The Northern Renaissance



The term "Northern Renaissance" refers to the cultural changes in what is today Belgium, the Netherlands, Luxembourg, and Germany. Like Italian artists, northern artists wanted more realism in their works. However, they used different methods to achieve it.

Northern artists began painting in oils rather than using water-based paints. Oils provided richer colors and allowed changes to be made on the painted canvas. Artists also used oils to show small surface details, such as the gold trim on a robe.



# Jan van Eyck

The Flemish painter Jan van Eyck was skilled in using oils. One of his best-known paintings is The Arnolfini Portrait. It shows a newly married couple standing together in a formal room. Van Eyck showed every fold in their richly colored clothes and every detail of the ceiling lamp above them.



# The Arnolfini Wedding



- 1432 or 34 - portrait of two people
- The identities are unknown – possible a wealthy merchant (Giovanni Arnolfini) and his wife or fiancé
- Painted in oil and not tempera which allowed for colors to blend



# The Ghent Altarpiece



# Albrecht Dürer



Albrecht Dürer of Germany was another important artist of the Northern Renaissance. His work blended Italian Renaissance methods and medieval German traditions. Dürer was skilled in showing perspective and fine detail. He is best known for his engravings. An engraving is produced from an image carved on metal, wood, or stone. Ink is placed on the surface, and then the image is printed on paper.

Dürer's Four Horsemen of the Apocalypse is an outstanding example of a woodcut, a print made from carved wood. His work shows four fierce riders who announce the end of the world.





# The Four Horsemen of the Apocalypse



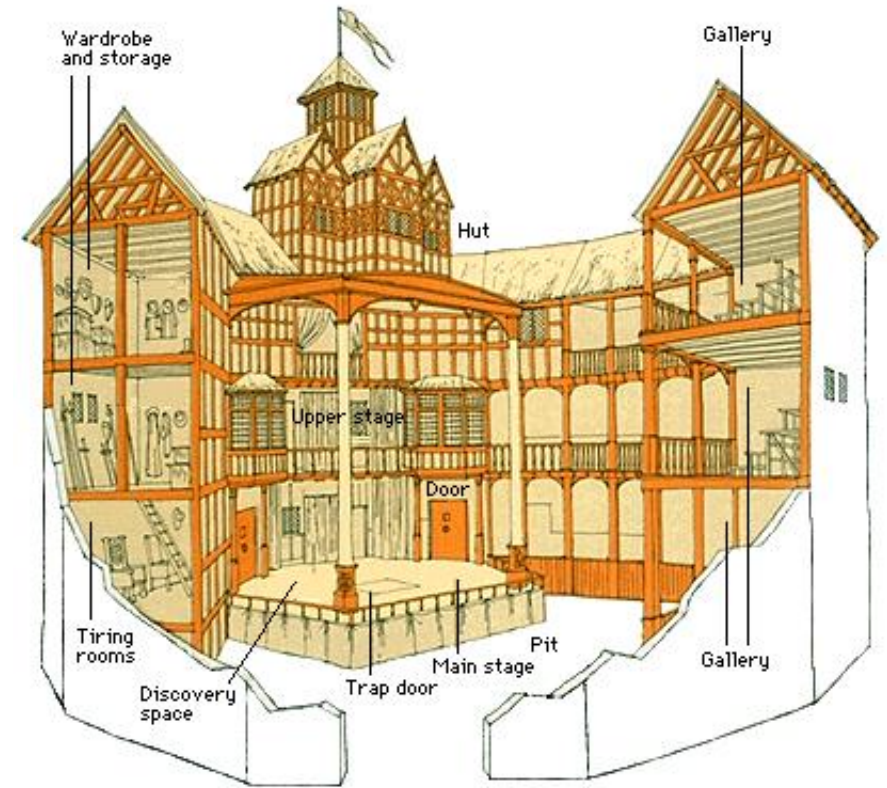


# The Young Hare & Dürer's Signature

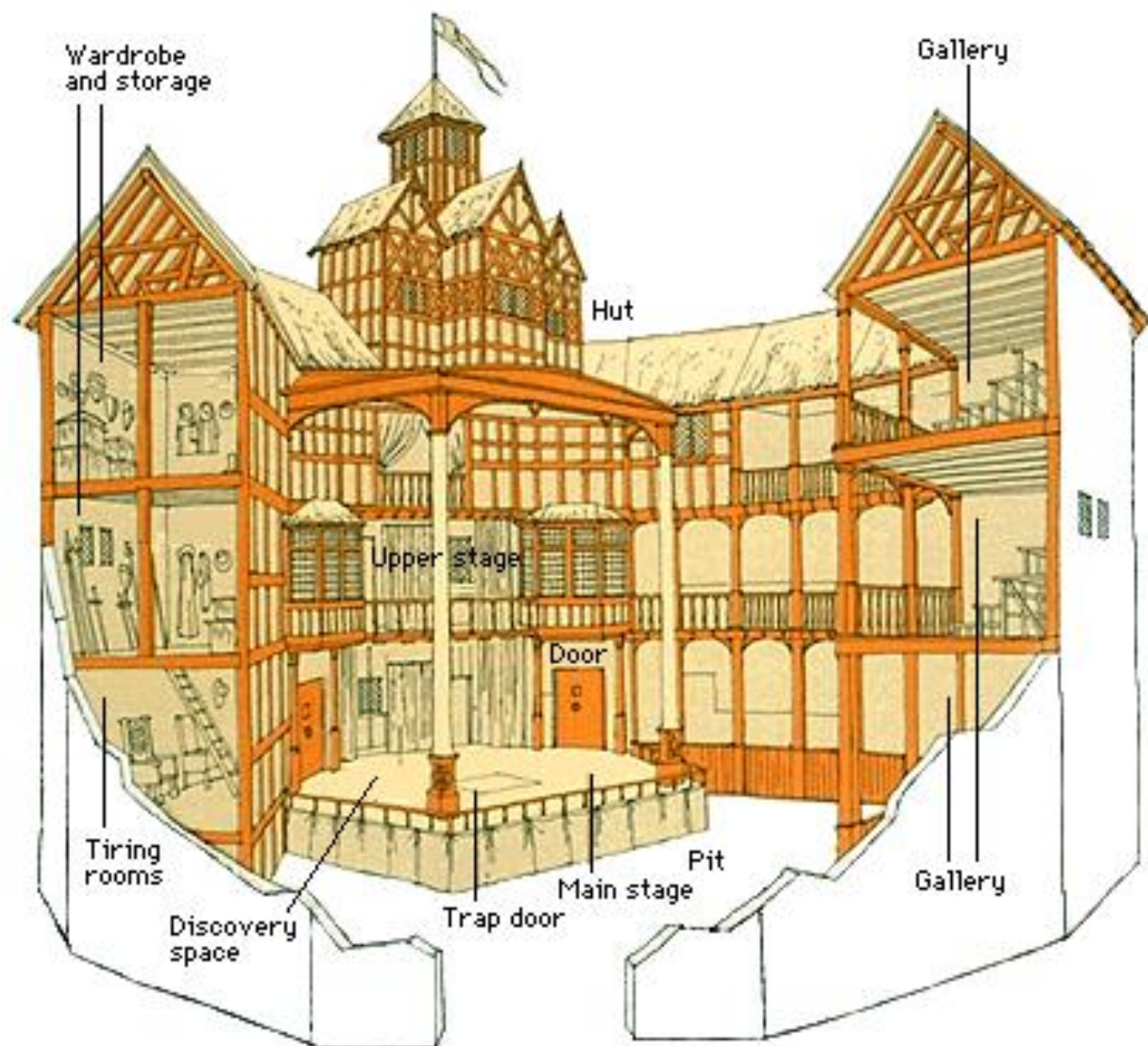


# The Renaissance in England & English Theaters

The Renaissance reached its height in England during the rule of Elizabeth I in the late 1500s. The people of Renaissance England were especially fond of plays. About 1580, the first theaters in England were built. Their stages stood in the open air. Some wealthy people sat under a roof or covering. Admission was only one or two cents, so even the poor could attend. The poor stood in a large open area.





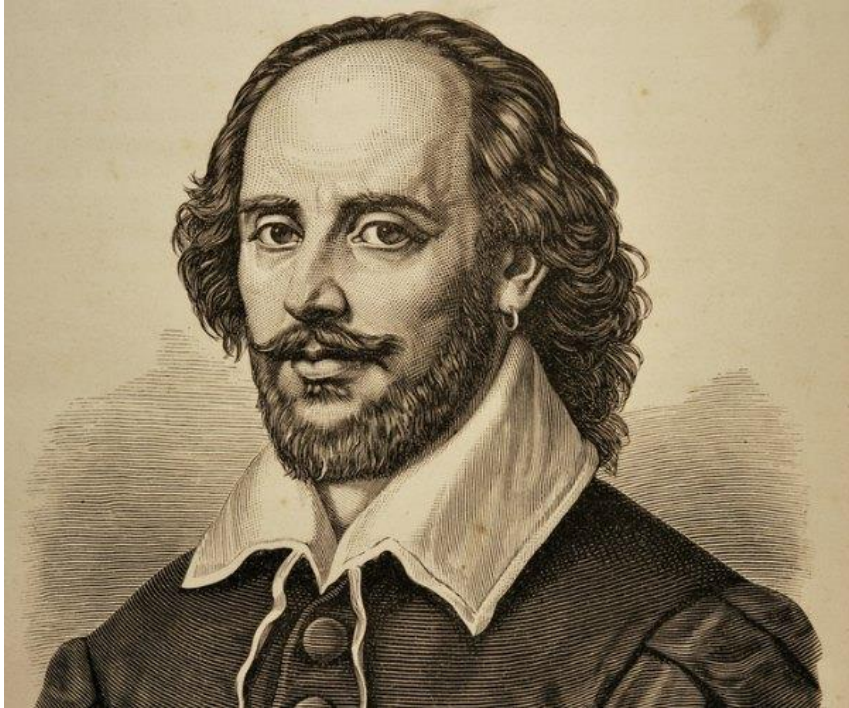








# William Shakespeare



English playwrights, or authors of plays, wrote about people's strengths, weaknesses, and emotions. The greatest English playwright of that time was William Shakespeare (SHAYK • spihr). Shakespeare wrote all kinds of plays: histories, comedies, and tragedies. He drew ideas for his plays from the histories of England and ancient Rome. His plays often included Italian scenes, characters, and plots. Many of his plays were about loyalty, family, friendship, or justice. Some of Shakespeare's most famous works are Hamlet, Macbeth, Romeo and Juliet, and Henry V.

**INB 130 Closure:** How was the Renaissance in Italy and the Renaissance in other parts of Europe both ALIKE & DIFFERENT?

(you MUST look back to classwork on INB 129 to do this)

Italian Renaissance	Both	Northern Renaissance
		Underneath your bellwork



# TN Ready Spiral Review – Bellwork INB 132

select the correct answer and highlight the text that supports your choice

**The information below relates to the historical development of West Africa.**

*One of the main aspects of the development of West African kingdoms was the emergence of cities. The first city, Koumbi Saleh, grew on the edge of the Sahara where the Kingdom of Ghana developed around it. Further inland, three bustling centers emerged along the Niger River, Djenne, Timbuktu, and Goa. These cities were the major sites of trading activity in the Malian Empire. Gao eventually broke from a declining Mali and created the Songhai Empire.*

**Which conclusion is supported by the information and your knowledge of West Africa?**

- A. Outside influences caused cities to decline.
- B. Exhaustion of resources forced cities to change.
- C. Trading centers promoted regional development.
- D. Conflicts among cities hindered cultural advancement.

## Mastery Objective:

I can list and explain the major turning points and reactions to the Protestant Reformation.

## What are today's State Objectives?

7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church including tax policies, selling of indulgences, and England's break with the Catholic Church.

## Strategies/Tasks:

- TN Ready Spiral Review
- Newsela Article – The Protestant Reformation
- Closure: *TN Ready Practice Question on the Protestant Reformation*

## END OF DAY PRODUCT:

By the end of today's class you should have a read and annotated the article on the Protestant Reformation and completed your graphic organizer and TN Ready Practice Question Closure.

# Classwork – INB 133

- Create the six category chart you see to the right and then number your paragraphs:
- **Your headings are:**
  - Dating the Reformation
  - Germany and Lutheranism
  - Switzerland and Calvinism
  - The Church of England
  - The Counter Reformation
  - The Reformation's legacy
- Be sure you annotate AS you read

133

## Protestant Reformation

<u>Dating the Reformation</u>	<u>Germany + Lutheranism</u>	<u>Switz. + Calvinism</u>
<u>Church of Eng.</u>	<u>Counter-Ref</u>	<u>Legacy</u>

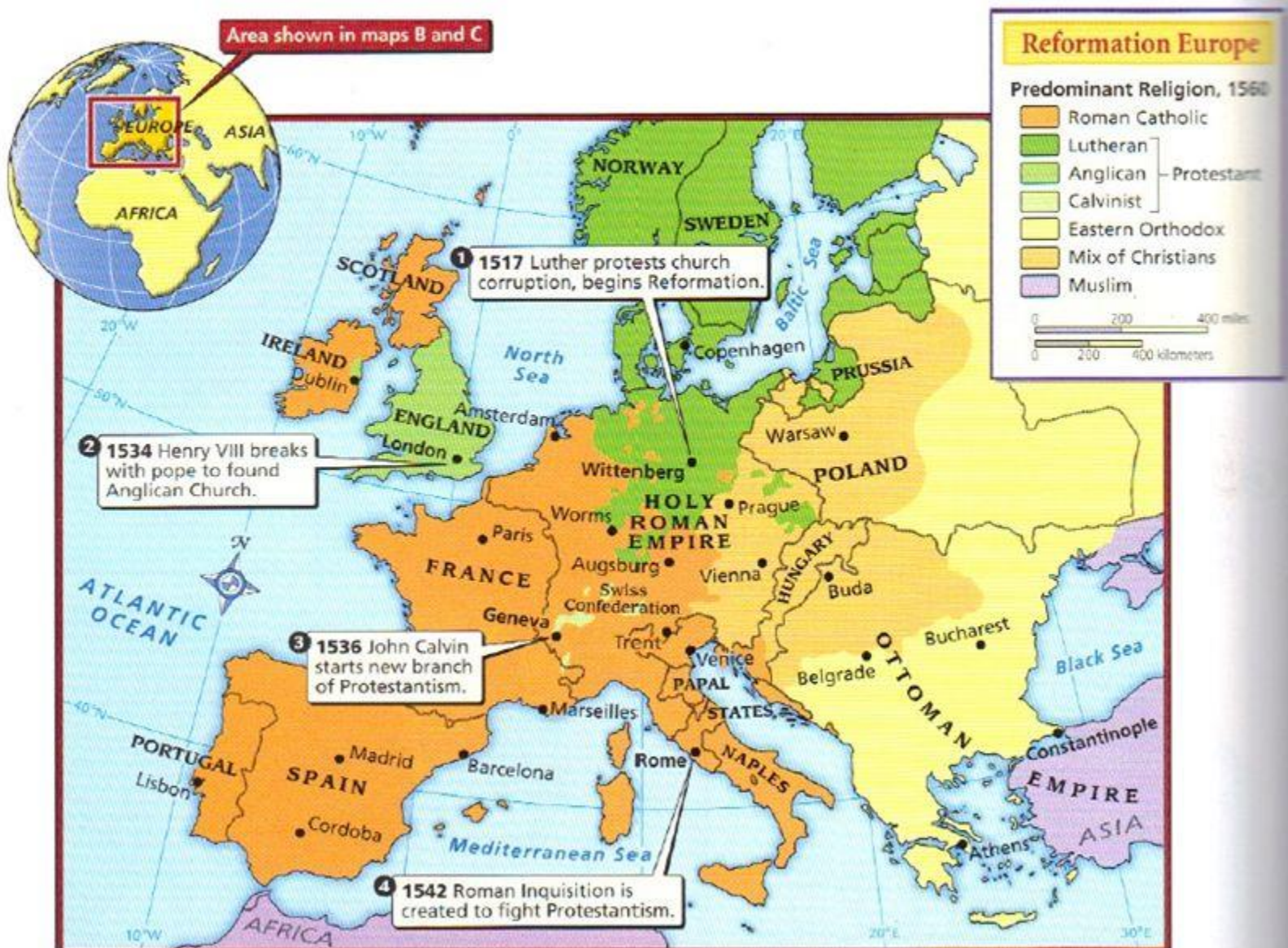
# The Protestant Reformation

- (1) The Protestant Reformation was a 16th-century religious, political, intellectual and cultural uprising. It splintered Catholic Europe and set in place the structures and beliefs that would define the continent in the modern era. In northern and central Europe, reformers like Martin Luther, John Calvin and Henry VIII challenged the authority of the pope and of the Catholic Church itself. They argued for a religious and political redistribution of power into the hands of Bible-reading pastors and princes. The disruption triggered wars and persecutions. It also led to the so-called Counter-Reformation, the Catholic Church's forceful response to the Protestants.





# Reformation



# Dating the Reformation

- (2) Historians usually date the start of the Protestant Reformation to the publication of Martin Luther's "95 Theses" in 1517. Its ending can be placed anywhere from the Peace of Augsburg in 1555, which allowed for the coexistence of Catholicism and Lutheranism in Germany, to the 1648 Treaty of Westphalia, which ended the Thirty Years' War. The key ideas of the Reformation were a call to purify the church and a belief that the Bible, not tradition, should be the sole source of spiritual authority. These ideas were not new. However, Luther and the other reformers were the first to give them a wide audience by skillfully using the power of the printing press.
- 1. What are the most commonly accepted dates for the Protestant Reformation?
- 2. What were the key ideas of the Reformation?

# Germany and Lutheranism

- (3) Martin Luther (1483–1546) was an Augustinian monk and university lecturer in Wittenberg when he composed his “95 Theses.” The theses were a protest against the pope’s sale of indulgences, which granted the buyer a reprieve from having to atone for his or her sins and freedom from God's punishment in the afterlife. Luther's goal was to spur renewal from within the church. However, in 1521 he was excommunicated — or officially and permanently kicked out of the church. Sheltered by Friedrich, the ruler of Saxony, Luther translated the Bible into German and continued to publish pamphlets.
- (4) In 1524, German peasants, inspired in part by Luther’s empowering idea of a “priesthood of all believers,” rose up in revolt. Instead of supporting them, Luther sided with Germany’s princes. By the Reformation’s end, Lutheranism had become the state religion throughout much of Germany, Scandinavia and the Baltics.
- 3. What did indulgences do for a “sinner”?
- 4. Did Luther WANT to break away from the Church?
- 5. What does it mean to be excommunicated?
- 6. Why do you think Luther objected to the sale of indulgences?

# Switzerland and Calvinism

- (5) The Swiss Reformation began in 1519 with the sermons of Ulrich Zwingli, whose teachings largely paralleled Luther's. In 1541, the influential French Protestant John Calvin was invited to settle in Geneva, Switzerland. Calvin had spent the previous decade in exile writing his "Institutes of the Christian Religion." His Reformed doctrine stressed God's power and humanity's predestined fate. Calvin won over the city's leaders and soon his strict and severe ideas about morality were enforced.
- (6) Calvin's Geneva attracted Protestant exiles from throughout Europe. His doctrines quickly spread to Scotland, France, Transylvania and the Low Countries (today Belgium and the Netherlands), where Dutch Calvinism became a religious and economic force for the next 400 years.
- 7. What was John Calvin's role in the Swiss Reformation?
- 8. What were John Calvin's key ideas?



# The Church of England

- (7) In England, the Reformation began with Henry VIII's quest for a male heir. When Pope Clement VII refused to grant Henry a divorce so he could remarry, the English king declared in 1534 that he alone should be the final authority in matters relating to the English church. Henry dissolved England's monasteries and seized their wealth. He also worked to place the Bible in the hands of the people. Beginning in 1536, every parish was required to have a copy.
- (8) After Henry's death, England tilted toward Calvinist-influenced Protestantism during Edward VI's six-year reign. It then endured five years of reactionary Catholicism under Mary I. In 1559, Elizabeth I took the throne. During her 44-year reign, she cast the Church of England as a "middle way" between Calvinism and Catholicism. The Church of England conducted services in English, rather than Latin, and used a revised Book of Common Prayer.
- 9. Why did Henry VIII form his own Church in England?
- 10. What happened to religion in England AFTER Henry's death?

# The Counter-Reformation

- (9) The Catholic Church was slow to respond systematically to the changes brought about by Luther and the other reformers. The Council of Trent, which met off and on from 1545 through 1563, laid out the church's answers to the problems that had triggered the Reformation. It also worked out a response to the reformers themselves.
- (10) The Catholic Church of the Counter-Reformation era grew more spiritual, more literate and more educated. New religious orders, notably the Jesuits, combined intense spirituality with a globally minded intellectualism. At the same time, mystics such as Teresa of Avila injected new passion into the older orders.
- (11) The church did not just attempt to renew itself, however. It also set out to punish Protestant reformers who went too far. In both Spain and in Rome, Inquisitions — investigative bodies with the power to punish — were reorganized to fight the threat of Protestant heresy. A reformer whose ideas were declared heretical — or contrary to Christian doctrine — could face severe punishment.
- 11. What was the purpose of the Counter Reformation?
- 12. What were the results of the Counter Reformation BOTH positive and negative?

# The Reformation's legacy

- (13) The Reformation and Counter-Reformation did not only have religious consequences, they also led to deep and lasting political changes. Northern Europe's new religious and political freedoms came at a great cost, however. There were decades of rebellions, wars between Catholics and Protestants, and bloody persecutions. The Thirty Years' War alone may have cost Germany 40 percent of its population.
- (14) However, the Reformation also led to a flourishing of artistic and intellectual creativity. Examples include the strengthened universities of Europe, the Lutheran church music of Johann Sebastian Bach, the baroque church altarpieces of artist Peter Paul Rubens and even the new business practices introduced by Dutch Calvinist merchants.
- 13. What were the negative effects of the Reformation?
- 14. What were the positive effects of the Reformation?

# Closure – INB 132

Write the question and correct answer

be ready to discuss

**The list below identifies some of the complaints against the Catholic Church during the Renaissance:**

- Charges for church services such as baptism
- Sales of indulgences to pardon sin
- Accumulation of great wealth by church leaders
- Ultimate authority of the church rather than the scriptures

**Which solution did most people support to combat these abuses?**

- A. To place Church leaders under arrest
- B. To break away from the Church's authority
- C. To replace Church leaders with Civil officials
- D. To encourage the Church to change its policies



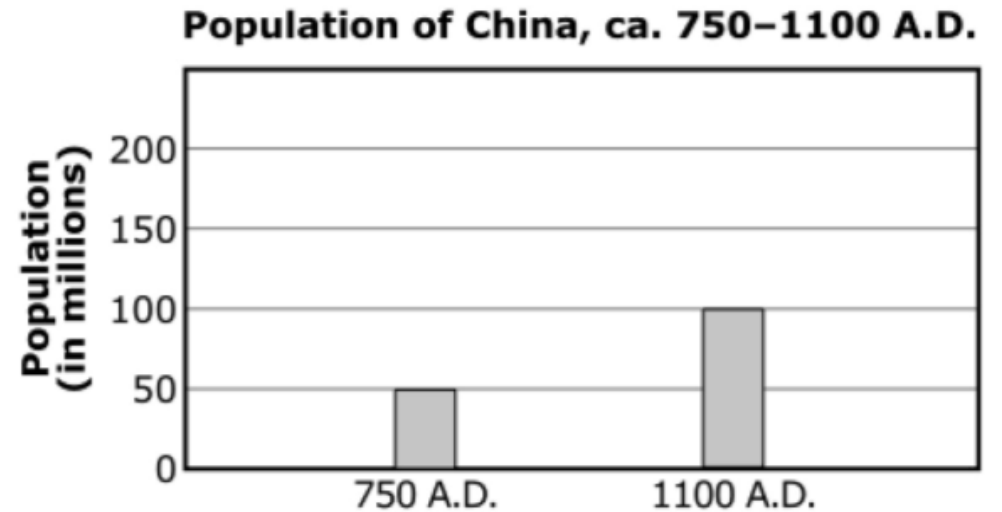
# Bellwork **INB 134**

*select the correct answer and **highlight** the text that supports your choice.*

The graph to the right illustrates a demographic change in China during the period of the Song Dynasty.

Which statement offers an explanation for how the Song Dynasty contributed to the change shown on the graph?

- A. Expanding territorial control to the Korean Peninsula increased the population of China significantly.
- B. Improving agricultural techniques with irrigation and more productive strains of rice increased food supplies.
- C. Adopting government policies that led to respect for the family and ancestors resulted in increased birthrates.
- D. Adopting government policies that encouraged immigration from Central Asia caused people to move to China.



## Mastery Objective:

I can explain what the Reformation was and identify the key issues that led reformers to begin criticizing the Church.

## What are today's State Objectives?

7.54 List and explain the significance of the causes for the internal turmoil within and eventual weakening of the Catholic Church.

7.55 Outline the reasons for the growing discontent with the Catholic Church

## Strategies/Tasks:

- TN Ready Spiral Review – China
- Early Calls for Reform Guided Reading
- Reformers T-Chart

## END OF DAY PRODUCT:

**By the end of today's class you should have a completed guided reading and closure chart of the early reformers.**

# Early Calls for Reform

Many educated Europeans were influenced by Renaissance humanism. They began to criticize the wealth and power of the Catholic Church. In 1517, a German monk named Martin Luther questioned the authority of the Church.

At first, Luther only wanted to reform the Catholic Church. This is why these events are called the Reformation. The Reformation, however, produced a new form of Christianity called Protestantism. By 1600, many Protestant churches had risen in Europe.



# John Wycliffe Speaks Out



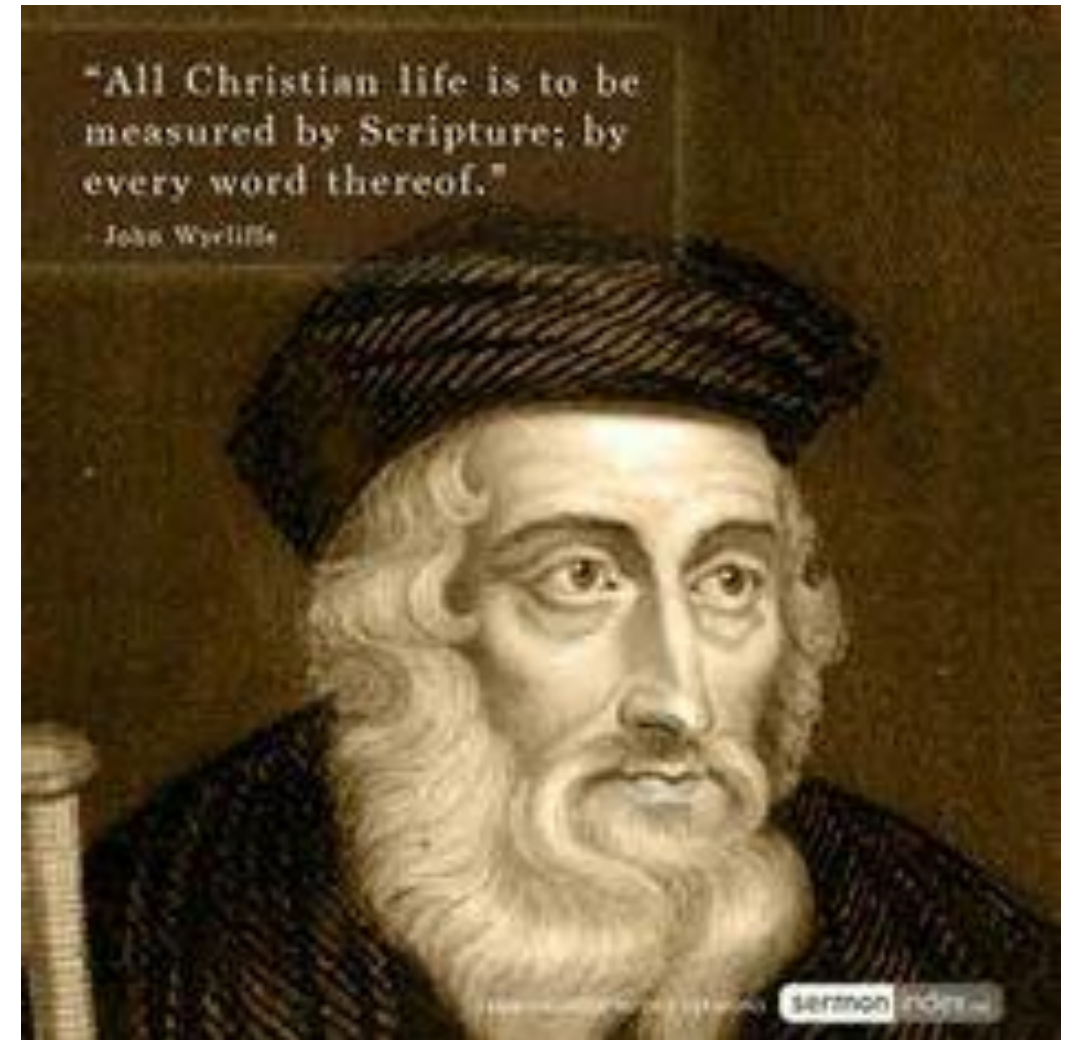
As early as the 1300s, many Europeans knew that the Catholic Church faced problems. Church officials had grown wealthy by collecting taxes. Some bishops acted like kings by building palaces and providing jobs for their relatives. Yet, in many villages, priests could barely read. In addition, churches began offering indulgences. An indulgence was a certificate issued by the church. The certificate granted a pardon for a person's sins. Church members who performed "good works," such as giving money to build a church, could receive this pardon.



# John Wycliffe Speaks Out

People were angry about the Church's focus on money. They also began to question the authority of the Church. Many years before, disputes within the Catholic Church had led to more than one leader claiming to be the rightful pope. Since then, respect for the pope had declined. In the 1370s, an English priest named John Wycliffe preached that Christians needed only to recognize Jesus as head of the Church, not the pope.

Wycliffe also claimed that all religious truth came from the Christian Bible. He wanted everyone to read the Bible, so he translated many passages from Latin into English for his followers to use. After Wycliffe died, his followers finished the translation, creating the first Christian Bible in English.



# Desiderius Erasmus

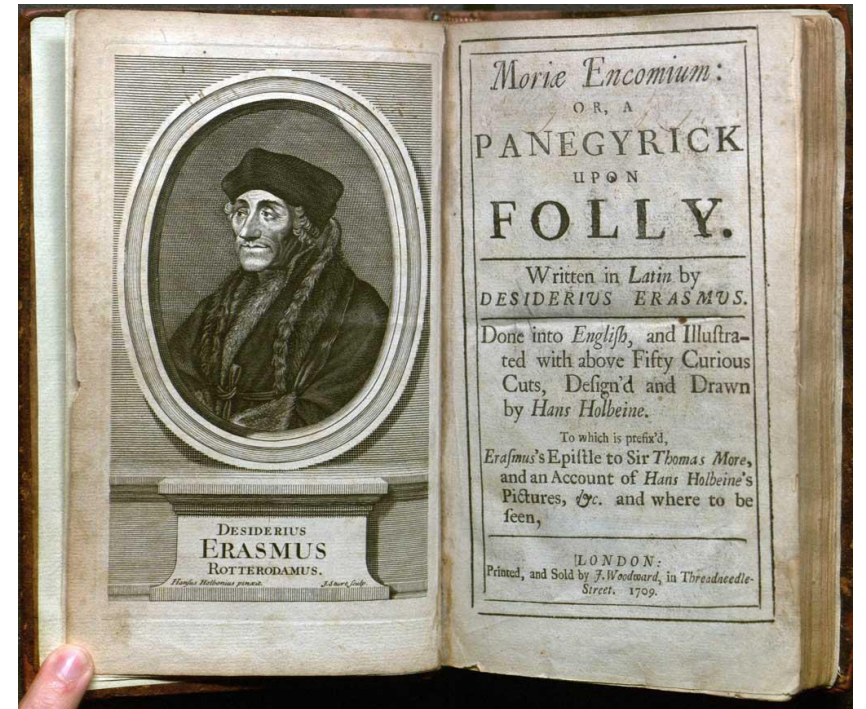


Renaissance humanism led to a new movement called Christian humanism. Christian humanists were loyal Catholics who wanted to restore the simple faith of the early Church. They believed that humanist learning and Bible study were the best ways to improve the church.

The best known Christian humanist was Desiderius Erasmus. Erasmus believed that people should use their reason to become better Christians. He said that it was not enough to participate in religious activities like going to church on Sunday. He believed it was more important that Christians be good in their everyday lives. By improving themselves, they would be able to reform the Church and society.

# In Praise of Folly

- In 1509, Erasmus wrote a book called *Praise of Folly*. In this work, he used humor to criticize Church corruption. He especially attacked the wealth of Renaissance popes. He said the popes were so concerned with luxury and pleasure that they no longer practiced Christianity.





# Primary Source Analysis Questions

answer in complete sentences please

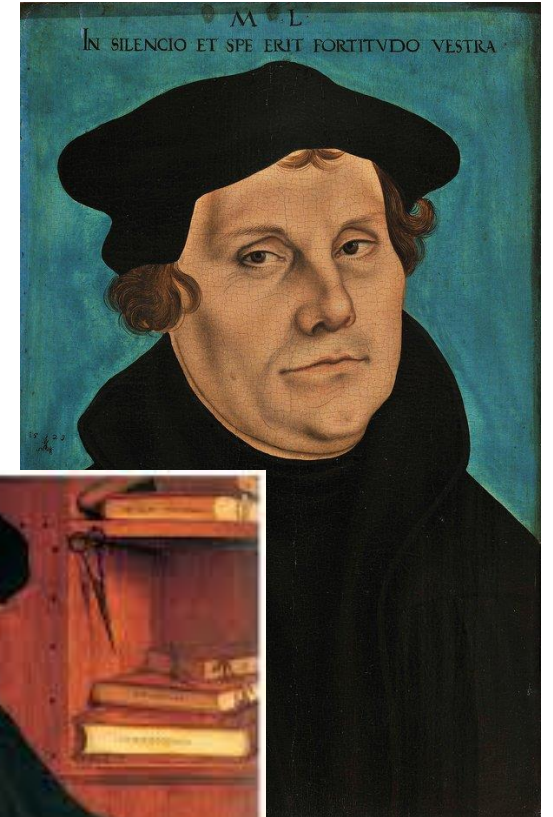
1. What are the "magic little certificates" Erasmus is talking about in the passage?
2. What does Erasmus think about people who believe in and buy these "certificates"?
3. What do you think the Catholic Church thought of Erasmus?



# Closure – INB 134

use textbook pages 302 & 303 and your notes to help you

- Create a **2 column Chart** under your Bellwork titled “How Early Reformers Wanted to Fix the Church”
  - *Put Wycliffe on the left and Erasmus on the right and use your text to list the problems they saw with the Church...*



# Bellwork **INB 136:**

The diagram below illustrates an economic development during the *latter* part of the Middle Ages.

revival of long distance trade  
stimulates demand for luxury  
goods *leads to...*

economic specialization  
stimulates migration out of  
rural areas *leads to...*

?

Which sentence best completes the diagram?

- A. manors become more self-sufficient
- B. merchants become more politically powerful
- C. knights become symbols of feudal society culture
- D. manors become centers of government administration

Bonus opp – 1.  
find the page in  
your INB for topic  
2. make wrong  
answers right

## Mastery Objective:

I can explain who Martin Luther was and explain what his criticisms of the Church were and describe the actions he took to try to reform the Catholic Church.

## What are today's State Objectives?

7.54 List and explain the causes for the internal turmoil and ultimate weakening of the Catholic Church.

7.55 Outline the reasons for the growing unhappiness with the Catholic Church.

## Strategies/Tasks:

- TN Ready Practice
- Integrated Graphic Organizer – Luther's Reformation
- Video Break! Another fun Luther Video (so cool – please let us watch it!)
- 95 Theses Primary Source tweet challenge or TN Ready Practice

## END OF DAY PRODUCT:

**By the end of today's class you should have a completed reading and graphic organizer along with at a completed translation of Luther's 95 Theses into plain English OR TN Read Practice on Luther.**

# Who was Luther?

Born in 1483, Martin Luther became a monk and faithfully followed Church teachings and practices. However, he still worried about the fate of his soul. His concern about reaching heaven was not surprising. He had seen epidemics, famine, and war.

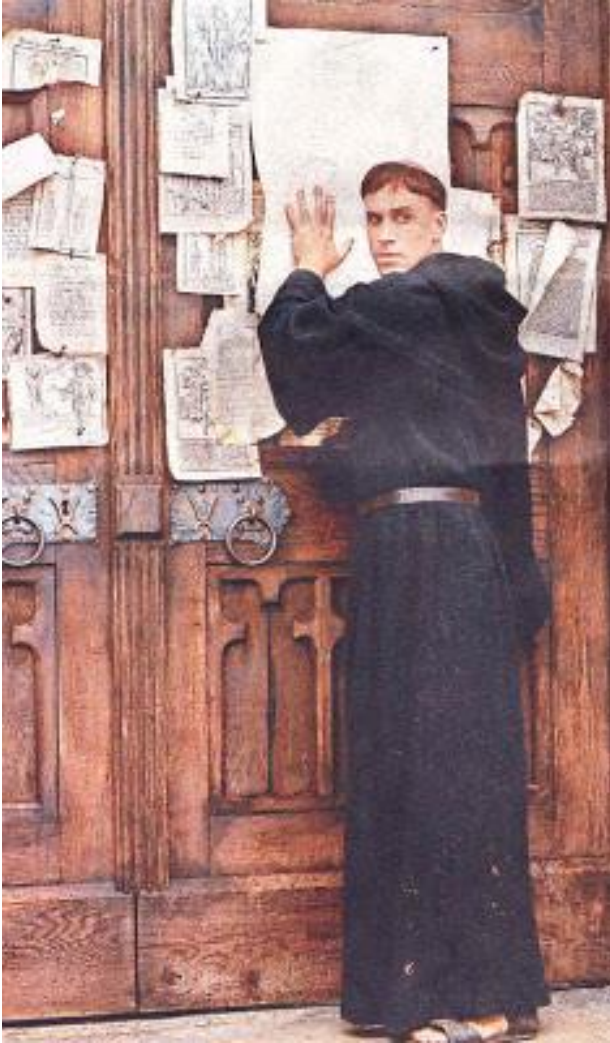
Luther's doubts grew after he visited Rome. He was shocked to find priests there made fun of Catholic rituals. They disobeyed Church rules. Some of them could not read the Bible. How could these disrespectful priests help people get to heaven?

Back in Wittenberg, Germany, Luther searched for answers. The Church taught that a person needed both faith and good works to go to heaven. His experiences in Rome caused Luther to question church policy.





# The 95 Theses



In 1517, Luther became even angrier at Church leaders. Pope Leo X needed money to rebuild St. Peter's Basilica, a large church in Rome. To get that money, he sent monks out to sell indulgences. Local church leaders had offered, and even sold, indulgences for many years. Now the Pope was selling them, too. How could Church leaders put a price on God's forgiveness? Luther thought the Church had moved too far away from the Bible in what they were teaching.

Luther prepared a list of **95 arguments** against the indulgences. He sent the list to his bishop. Some accounts say that Luther also nailed them to the door of Wittenberg Cathedral. The list became known as the Ninety-Five Theses. Thousands of copies were printed and read all across Germany.

# Luther's Actions and The Pope's Reaction

Luther began to openly attack other Catholic beliefs. He said that popes could make mistakes. He argued that the only true guide to religious truth was the Bible, which all Christians had a right to read. Finally, he stated that all Christians could confess their sins directly to God without the help of a priest.

Pope Leo X believed that Luther was dangerous. In 1521, he excommunicated Luther. A person who is excommunicated can no longer belong to the church. Then, a diet, or council, of German princes met in the city of Worms. The princes wanted Luther to change his ideas. Luther refused and said....



## Luther's Response to the Diet of Worms

*"Unless I am convinced by Scripture and plain reason—I do not accept the authority of the popes and councils, for they have **contradicted** [spoken against] each other—my conscience is **captive** [loyal] to the Word of God. I cannot and will not **recant** [take back] anything for to go against conscience is neither right nor safe. God help me. Amen."*

**—from Martin Luther's speech at the Diet of Worms, 1521**



# A New Church

Luther's ideas eventually led to the creation of the first Protestant church, known as [Lutheranism](#).

The new church was based on three main ideas. The **first idea** is that faith in Jesus, not good works, brings someone a place in heaven. The **second** is that the Bible is the final source for truth about God. **Finally**, Lutheranism said that the church was made up of all its believers, not just the clergy.





**Closure INB 136:** Read the following excerpt from Luther's 95 Theses and then choose the best response to the question. **Be sure you highlight the text that serves as evidence for your answer.**

*“Those preachers of indulgences are in error, who say that by the pope’s indulgences a man is freed from every penalty and saved. It is at all possible to grant to any one the remission [forgiveness or release from] of all penalties whatsoever, it is certain that this remission can be granted only to the most perfect, that is, to the very fewest. It must needs be, therefore, that the greater part of the people are deceived by that indiscriminate [random] and highly sounding promise of release from penalty.”* – Martin Luther, 95 Theses

1. According to Luther, why are preachers of indulgences in error?
  - A. They promote the idea that people can be saved by faith alone.
  - B. They teach that indulgences can free people of punishment for their sins.
  - C. They proclaim that the Church is the only guide to salvation.
  - D. They preach the humanist view of the perfection of man.

# Bellwork **INB 138 – TN Ready Practice** questions and correct answers please

**1. Why did Arab merchants establish trade routes through the Sahara?**

- A. to trade for gold
- B. to search for camels
- C. to build new kingdoms
- D. to spread new religions

**2. How did Buddhism become widely spread during the Tang Dynasty?**

- A. It was taught by Confucius.
- B. It was taught by Marco Polo.
- C. It was carried along by merchants.
- D. It was forced upon conquered people.

## Mastery Objective:

I can describe how conflict arose for people and rulers in Germany because of Lutheranism and explain how this conflict was resolved.

## What are today's State Objectives?

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of European religion in the New World.

7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther, John Calvin, Desiderius Erasmus and William Tyndale, and their attempts to reconcile what they viewed as God's word with Catholic Church practices.

## Strategies/Tasks:

- TN Ready Practice
- Create Your Own Cornell – Lutheranism and German Rulers
- Opinion Writing – Peace of Augsburg

## END OF DAY PRODUCT:

By the end of today's class you should have a completed set of notes about Lutheranism and German Rulers along with a clearly stated opinion about the fairness of the Peace of Augsburg.

# Create your own Cornell – INB 139

set up the Cornell Note organizer you see below

## Lutheranism & German Rulers

Revolts in  
Germany

Rulers &  
Lutheranism

Peace of  
Augsburg

### Directions:

Set up this Cornell notes  
format on your INB page 139  
and make sure your textbook  
is open to page 305

- Use the WHOLE page
- Be sure you have a title
- Space your topics out evenly



# The Peasant's Revolt

- Lutheranism gave rural peasants in Germany hope for a better life. During the 1520s, the peasants suffered as a result of poor crops and high taxes paid to noble landowners. The peasants thought that if Luther could rebel against the pope, then they could stand up to greedy nobles.
- Huge revolts swept Germany. The peasants looked to Luther for support. At first, Luther agreed with their cause. In his sermons, Luther criticized nobles for their mistreatment of the peasants. However, Luther also feared violence. He told the peasants that God had set the government above them and they must obey it. The nobles soon defeated the peasants.



# Rulers and Lutheranism



In the past, the Catholic Church could stop the spread of ideas that it opposed. Why was it unable to stop Protestantism in the 1500s? One reason is that Protestantism had the support of some European rulers. These rulers believed that they could increase their power by supporting Protestantism against the Catholic Church. The Lutheran movement became closely tied to politics.

The Holy Roman Empire was Catholic and covered much of central Europe. It included about 300 German states. In 1519, Charles V became the Holy Roman Emperor. He also ruled Spain, the Netherlands, parts of Italy, and territories in the Americas.



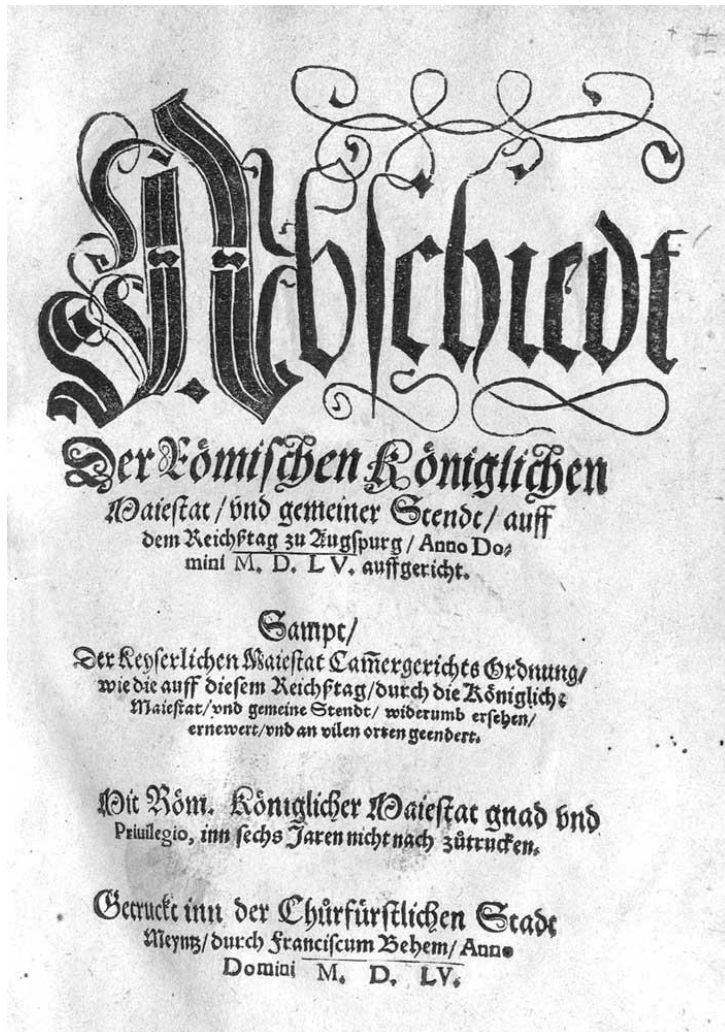
# The Holy Roman Empire & Charles V

Local German rulers worried about the growing power of Charles V. They wanted to keep their independence. Many of these leaders became Lutherans. By doing so, their states also became Lutheran. After breaking with the Catholic Church, these rulers took over Catholic lands in their territories. Now they, and not the Catholic Church, would earn income from those lands.

When rulers adopted Lutheranism, taxes no longer flowed to the pope in Rome. Rulers could impose their own church taxes and keep the money for themselves. This made Lutheran rulers stronger and the Catholic Church weaker.



# The Peace of Augsburg - *Cuius regio, eius religio*



In order to regain control of these lands, Charles V went to war with the Lutheran rulers. However, he was not able to defeat them. In 1555, an agreement known as the **Peace of Augsburg** ended the fighting. Under its terms, each German ruler—whether Catholic or Lutheran—could decide the religion of his people. The Peace of Augsburg allowed the division of Germany into a Protestant north and a Catholic south. This division remains to this day.



# What Do you think? INB 138

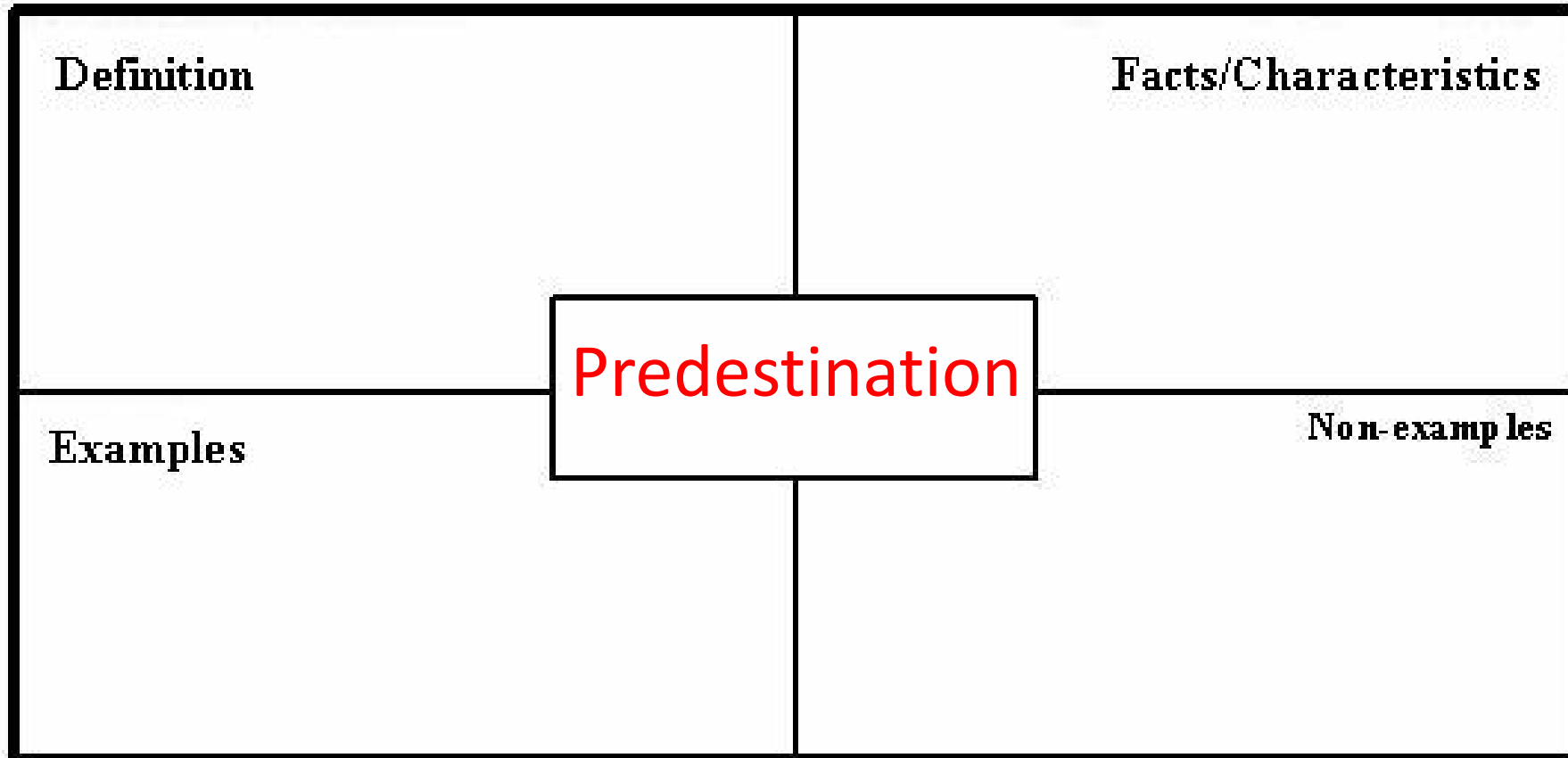
## Underneath your Bellwork

- Do *you* think it was fair to allow the many different rulers of Germany to decide the religion for all the people living under them? Why or why not?
  - **Begin:** I think it was/was not fair for German rulers to be able to decide what religion would be practiced in their territories. (explain in a paragraph of 3-5 sentences)



# World History Bellwork – INB 140

complete the frayer model you see below using textbook page 307



## Mastery Objective:

I can identify John Calvin and explain how his beliefs were different from Martin Luther's ideas.

## What are today's State Objectives?

7.54 List and explain the causes for the internal turmoil and ultimate weakening of the Catholic Church.

7.55 Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther, John Calvin, Desiderius Erasmus and William Tyndale, and their attempts to reconcile what they viewed as God's word with Catholic Church practices.

## Strategies/Tasks:

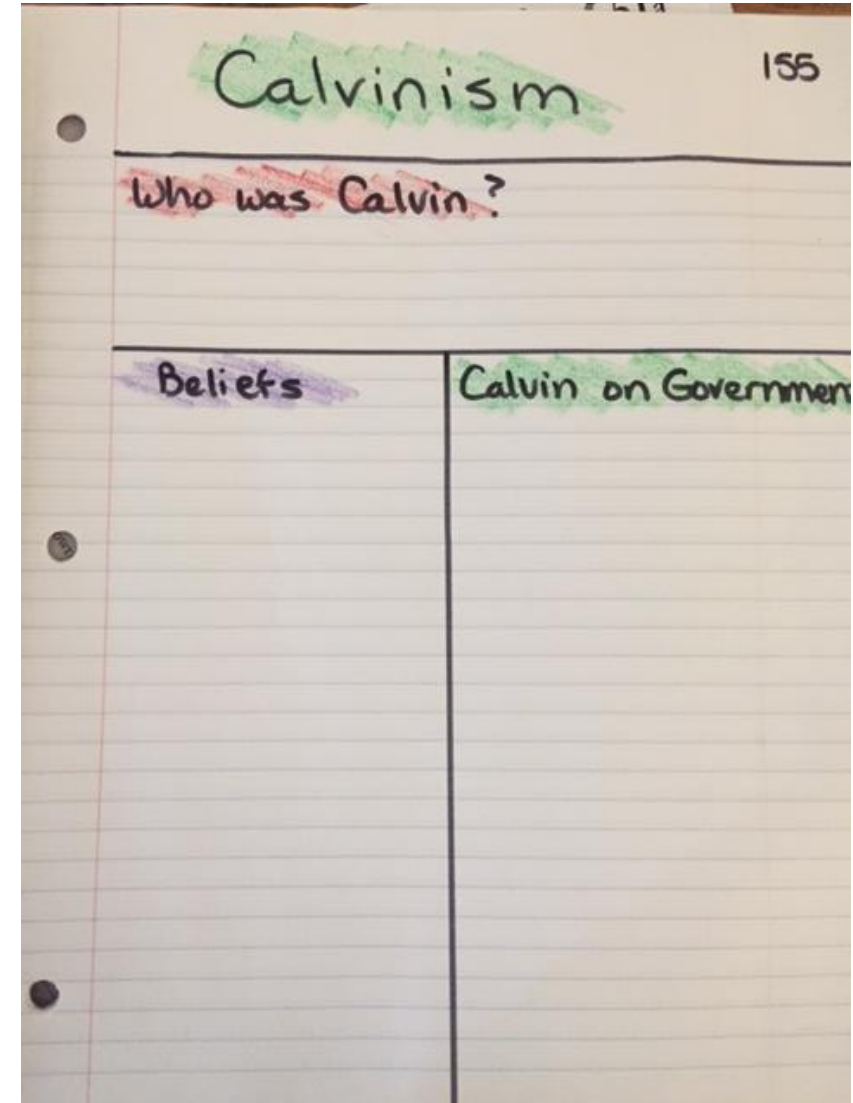
- Frayer Model
- Graphic Organizer - Calvinism
- Closure: How were the beliefs and teachings of Martin Luther and John Calvin both ALIKE & DIFFERENT?

## END OF DAY PRODUCT:

**By the end of today's class you should have a completed graphic organizer along complete and ACCURATE closure comparing the ideas of Luther & Calvin (Venn Diagram)**

# Calvinism– INB 141

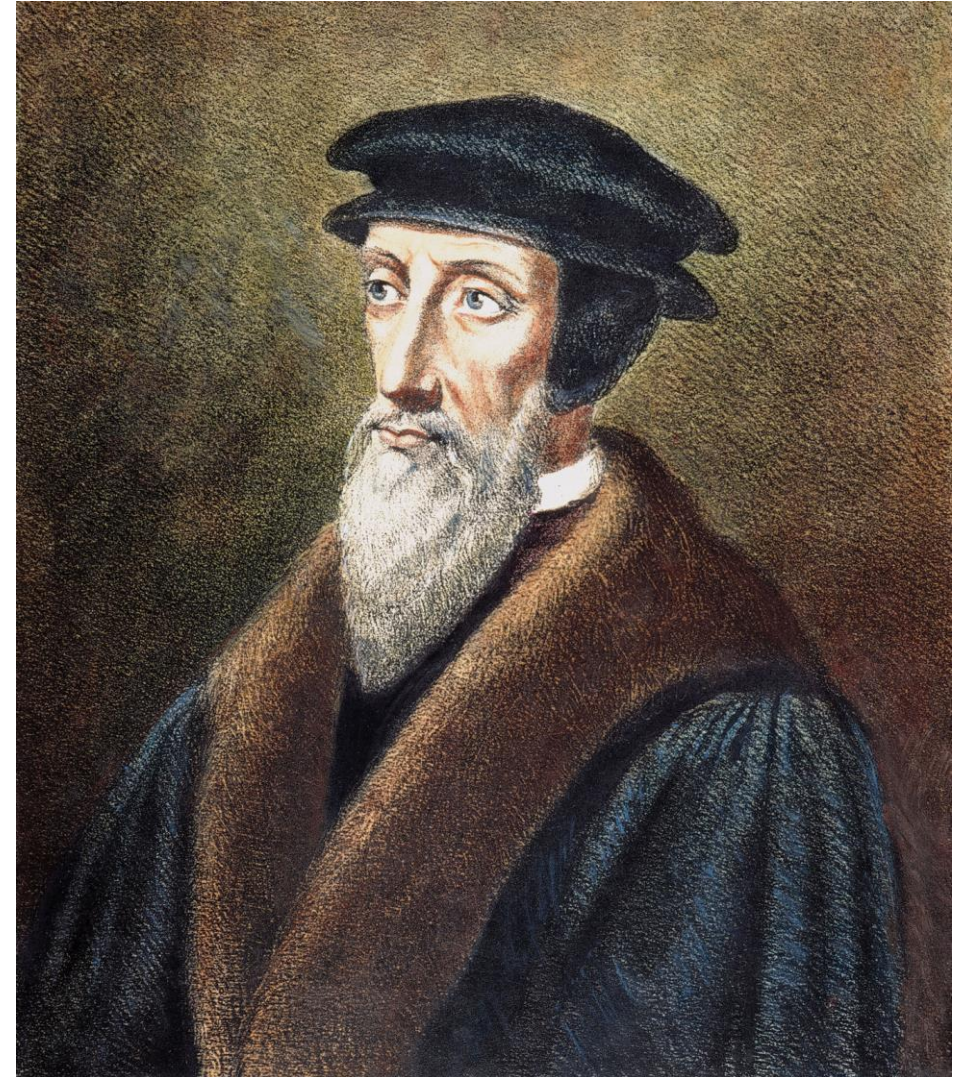
- Create the graphic organizer you see here on [INB page 141](#)
- **Your headings are:**
  - Who was Calvin?
  - What were his Beliefs
  - Calvin on Government





# John Calvin & Calvinism - Guiding Questions

- Who was John Calvin?
- What did he think about Luther?
- Why did he leave France and where did he go?

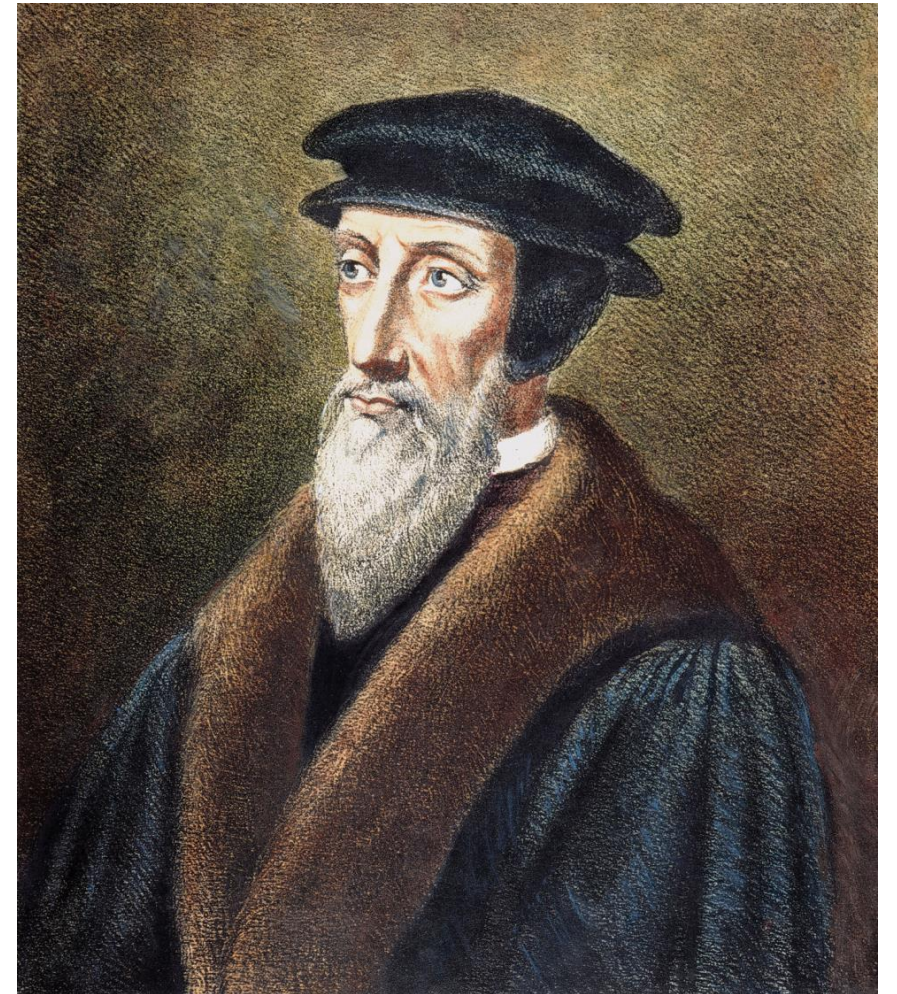




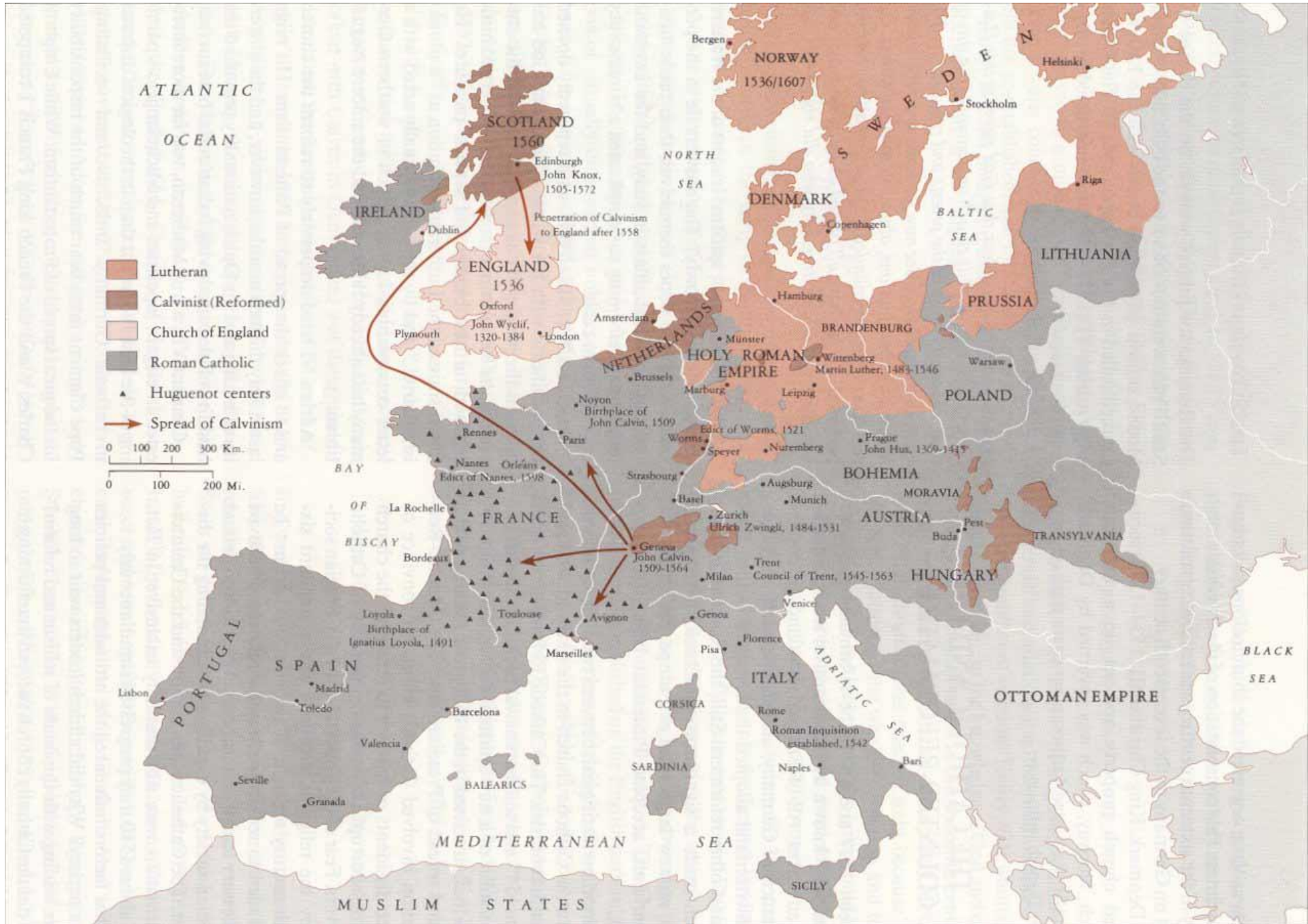
# John Calvin & Calvinism

John Calvin was born in France in 1509. Known for his sharp mind, Calvin studied law, humanism, and religion in Paris. He was especially interested in religion. He got up early and stayed up late to read books about it. The more Calvin read, the more he was convinced that Luther was right.

Eventually, Calvin fled from Paris because it became too dangerous to talk about Protestantism. He finally found safety in Geneva, Switzerland. There, his powerful preaching convinced many people to follow him.









# Calvin's Beliefs

## Guiding Questions

- How does Calvin say you gain salvation? How are you “saved”
- Who were the “elect”?
- What is Calvin's idea of predestination?



# Calvin's Beliefs



- Calvinists agreed with Lutherans that people depended entirely on God to be saved. No one *deserved* salvation, and no one could “force” God to grant it by doing good works. Instead, God **chose** certain people, the “elect,” to be saved and to enjoy eternal life. Religious faith and salvation were God's gifts to the elect, and everyone else was doomed to spend eternity in hell.
- Calvin taught that God knew from the beginning of time who would be saved and who would be condemned, an idea called ***predestination***. There was nothing people could do to change their destiny because, as Calvin said, everything is under God's control.

# Calvin's Beliefs

## Guiding Questions



You know, predestination *would* speed things up on Judgment Day.

Calvin on Behavior:  
How you act **SHOWS**  
whether you are  
already saved or not...

- How can you tell who is the “elect”?
- What is good behavior a sign of?
- What were Calvin's rules for good behavior?

# Calvin's Beliefs

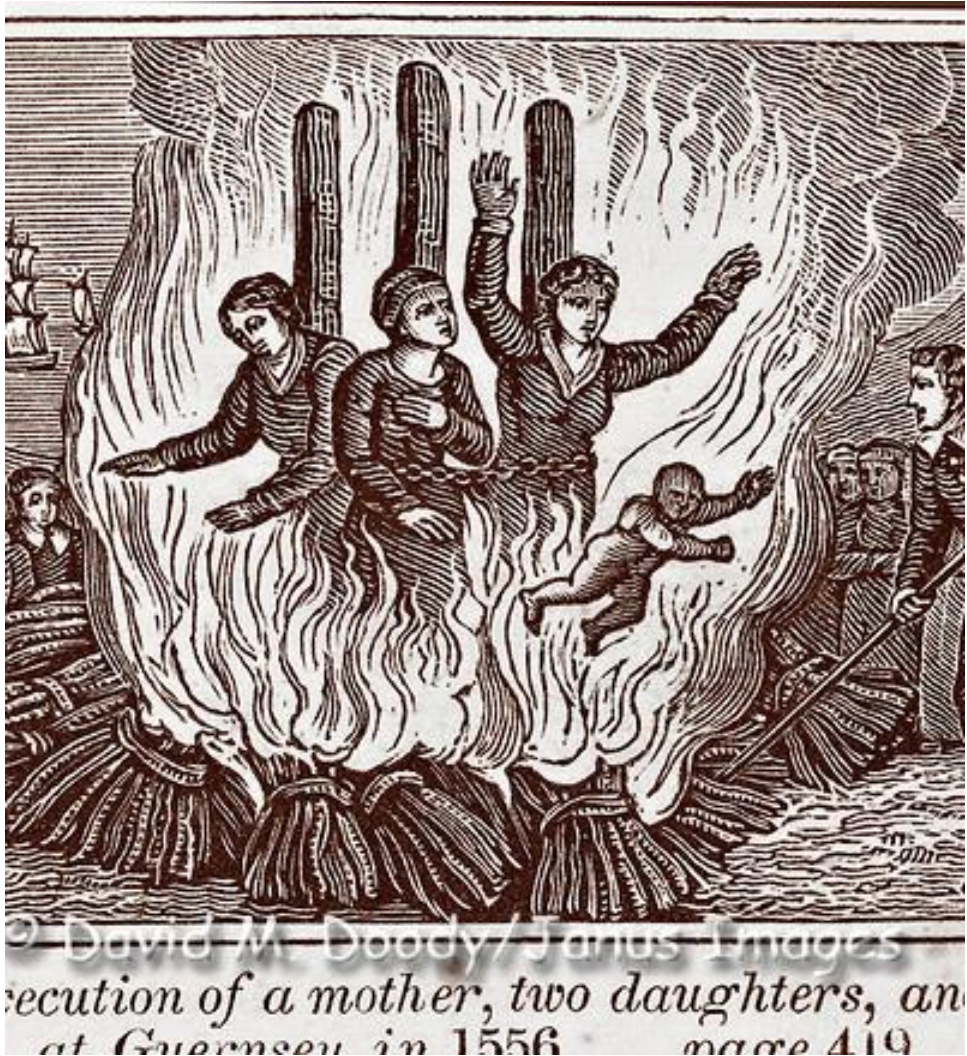


You know, predestination *would* speed things up on Judgment Day.

Calvin on Behavior:  
How you act **SHOWS**  
whether you are  
already saved or not...

- Calvinists believed that the elect could be known by their actions. They believed that the world was full of opportunities to sin, but only people who were destined not to be saved would sin. Good behavior indicated that a person was an elect destined for heaven. The reason for good behavior was to honor God, not to “buy” one's salvation.
- Calvinists had many strict rules defining good behavior. For example, singing, dancing, playing cards, and wearing fancy clothing were all forbidden. Many people followed these rules to show that they were saved.

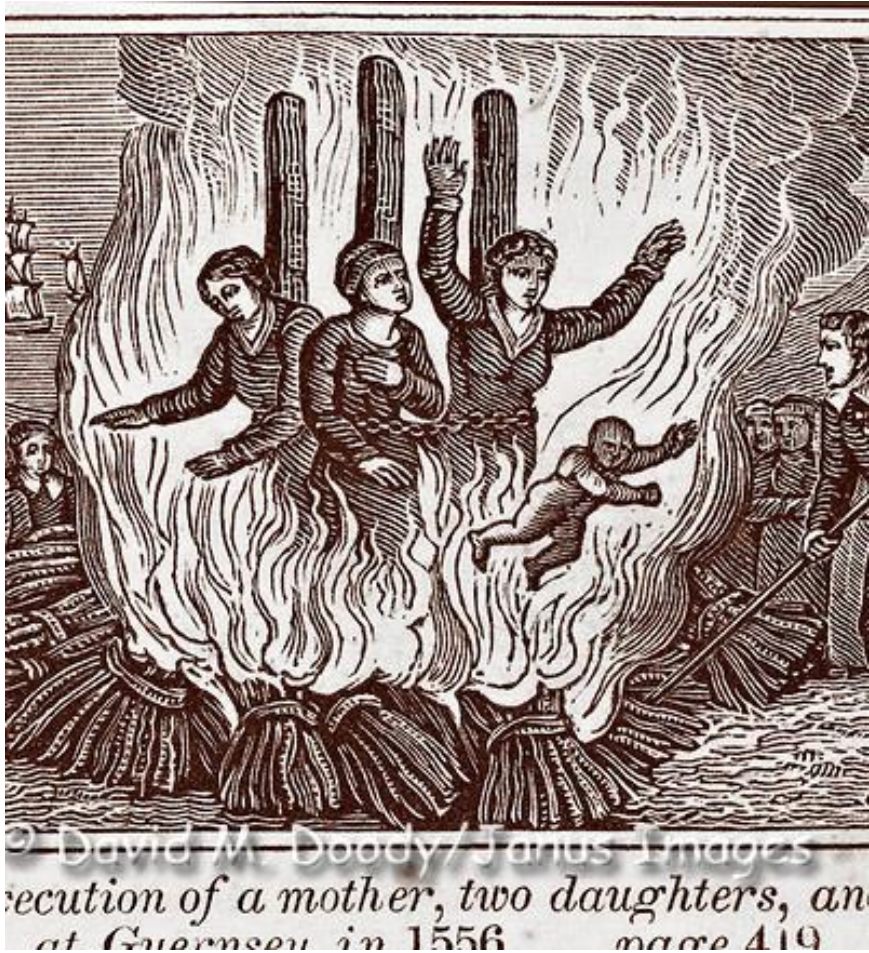
# Calvinism & Government – Guiding Questions



- What do Calvinists think of the Bible?
- What do Church leaders do with the Bible?
- What should a Calvinist state be like?
- What does this mean for someone who breaks the law?



# Calvinism & Government



- Like Lutherans, Calvinists thought that the Bible was the only true source of religious guidance. Part of the task of church leaders was to interpret the Bible and make laws from it. Calvinists believed that all of life should be lived according to God's law. **Consequently**, in a Calvinist state, religious rules also became government laws, meaning that anyone who sinned was also committing a crime. A lawbreaker was punished first by Calvinist clergy and then by the local court system. Sins such as blasphemy (showing disrespect to God) were treated as serious crimes.

**Closure/Processing:** *How were the beliefs and teachings of Martin Luther and John Calvin both ALIKE & DIFFERENT?*

(you **MUST** look back to classwork on INB 139 to do this)

Lutheranism

Both

Calvinism

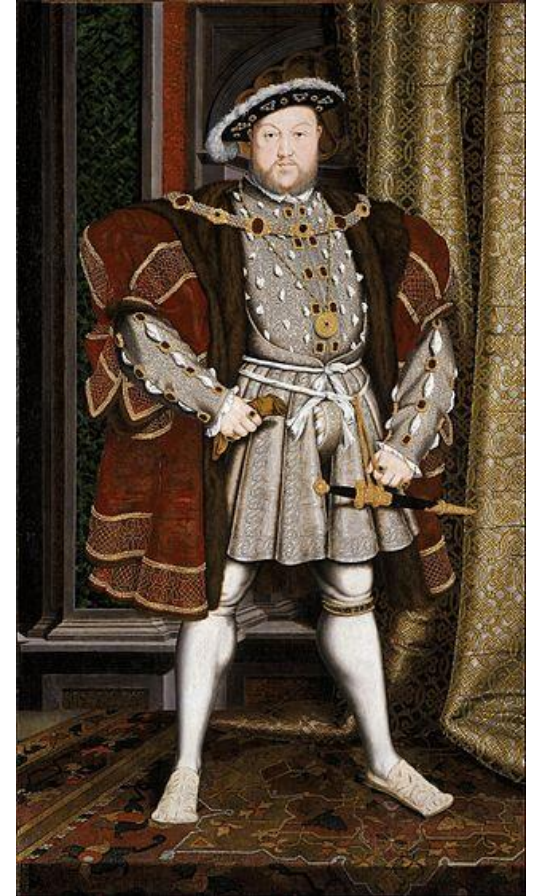
Challenge/Bonus: Who do *you* identify MORE with? Luther OR Calvin? Why?



# Bellwork – INB 142

use pages 308 & 309 to help you

- *Title* your page “**Henry VIII**” and *answer* the following questions in complete sentences:
  1. **Who** was Henry VIII?
  2. **When** did he rule?
  3. **How many** wives did he have?
  4. **Who** were his children?



## Mastery Objective:

I can correctly identify the main figures in the Tudor dynasty and explain how the English Reformation was different than the Reformation in the rest of Europe.

## What are today's State Objectives?

7.50 Investigate the Tudor Dynasty of Henry VIII, Mary I, and Elizabeth I.

## Strategies/Tasks:

- Mini Bio of Henry VIII
- Text with integrated graphic organizers
- Closure: Respond - *How was the Reformation in England different from the Reformation in many other parts of Europe and why?*

## END OF DAY PRODUCT:

By the end of today's class you should have a correctly completed graphic organizer with main ideas and "note-worthy" information highlighted along with a complete and accurate paragraph written in response to the closure question explaining the difference between the English and broader Reformations.



# The Reformation Spreads to England

The Reformation reached England about 10 years after it began in central Europe. In England, religious change at first did not come from church officials or the people. It started as a political quarrel between the king and the pope. Religious beliefs did not play a part until much later.



# Henry VIII and the Tudor Dynasty



Henry VIII ruled England from 1509 to 1547. He belonged to the Tudor family. Henry wanted to keep the Tudors on the throne. However, he had no son to follow him. Catherine, the first of Henry's six wives, had children. Only one of her children, Mary, survived.

As Catherine grew older, Henry feared she could not have any more children. At the same time, he had fallen in love with Anne Boleyn a young noblewoman. Henry asked the pope to annul, or declare invalid, his marriage to Catherine so that he could marry Anne. The Catholic Church did not allow divorce. If the pope granted an annulment, it would be as if Henry and Catherine had never married.

# Henry Breaks with The Church

The pope refused Henry's request . Catherine was the daughter of King Ferdinand and Queen Isabella of Spain. Her nephew was Charles V, the Holy Roman Emperor. The pope did not want to anger Catherine's important family.

Henry had the Archbishop of Canterbury—the highest church official in England—end his marriage to Catherine. Henry then married Anne Boleyn. In response, the pope excommunicated Henry. Henry fought back. In 1534, he had Parliament pass the Act of Supremacy. The act made the king head of the new Church of England.

Henry ordered all bishops and priests in England to accept the Act of Supremacy. Some who refused were killed. Henry seized the land of the Catholic Church in England and gave some of it to his nobles. Giving the nobles this property made sure they remained loyal to Henry and his church.



Thomas Cranmer – Archbishop of Canterbury





Catherine A - divorced



Anne B - beheaded



Jane S – died



Anne C – divorced



Catherine H - beheaded



Catherine P – survived!!!



# Mary & Elizabeth Tudor – Two Queens



The Church of England became known as the Anglican Church. After Henry's death, the Anglican Church accepted some Protestant ideas, but it kept most Catholic rituals. Many English Catholics wanted more. They supported Henry's Catholic daughter Mary when she became queen.

As queen, Mary restored the Catholic Church in England and arrested Protestants who opposed her. More than 300 Protestants were burned at the stake. The English were horrified and turned against their queen, calling her "Bloody Mary."

Mary died in 1558. Her half-sister Elizabeth, the Protestant daughter of Henry VIII and Anne Boleyn, took the throne as Queen Elizabeth I. She restored the Anglican Church. Elizabeth became one of the greatest rulers in English history.

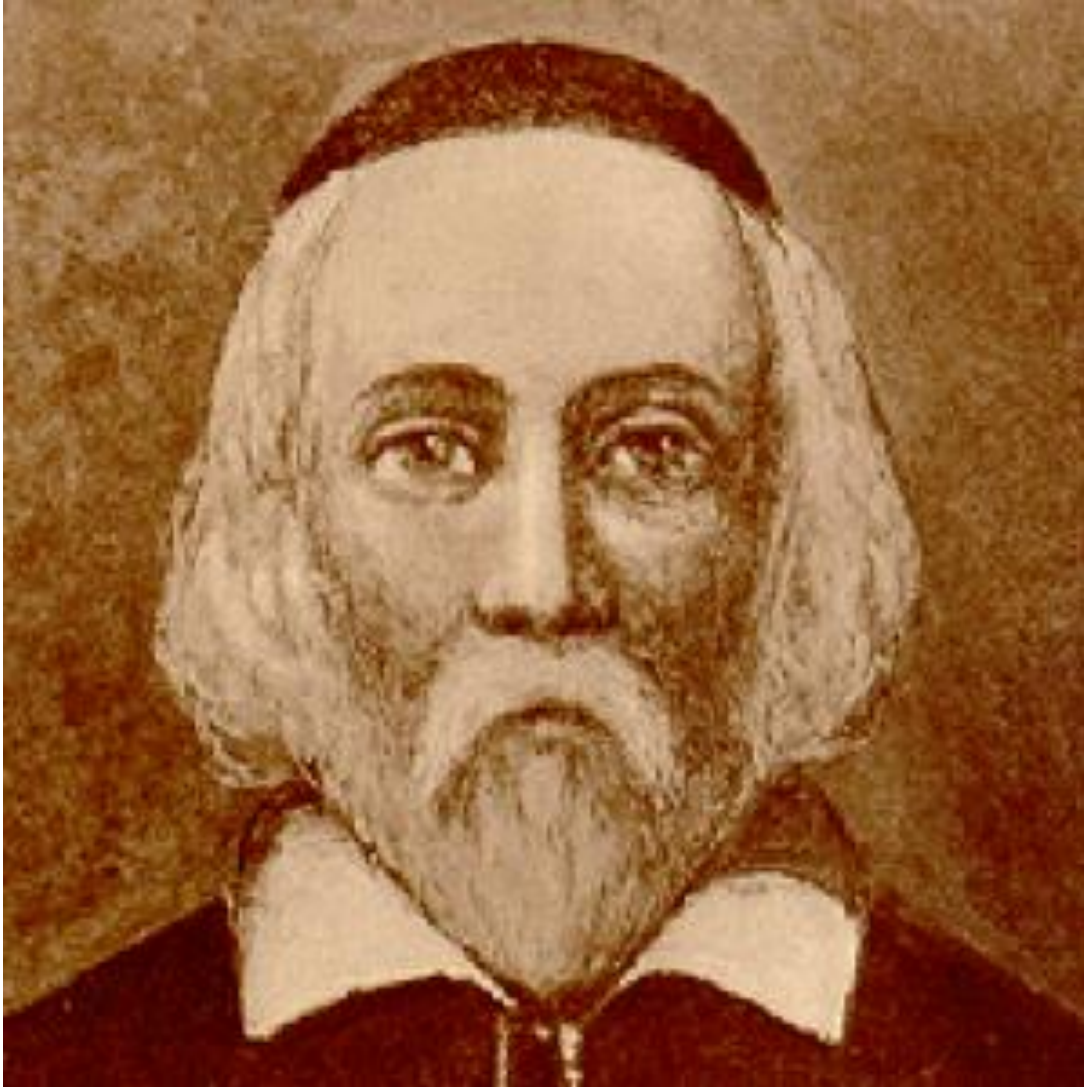
# Calvinism in England

Most English people were pleased with the Anglican Church. Some Protestants, however, had become Calvinists. These people became known as Puritans because they wanted to purify, or cleanse, the Anglican Church of Catholic ways. Puritan groups often refused to accept the authority of Anglican bishops.

Queen Elizabeth I tolerated the Puritans. When James I became king in 1603, however, the Puritans faced opposition. James believed that the Puritans threatened his power. He and later his son, King Charles I, closed Puritan churches and imprisoned Puritan leaders. Many Puritans left England and settled in North America to practice their religion freely.



# My Puritan Ancestors



- William Brewster (*my 11<sup>th</sup> great grandfather!*)
- Escaped from England in 1608 while James I was king because Puritans were being persecuted.
- Lived in Holland for several years and then travelled to North America in 1620 on the Mayflower

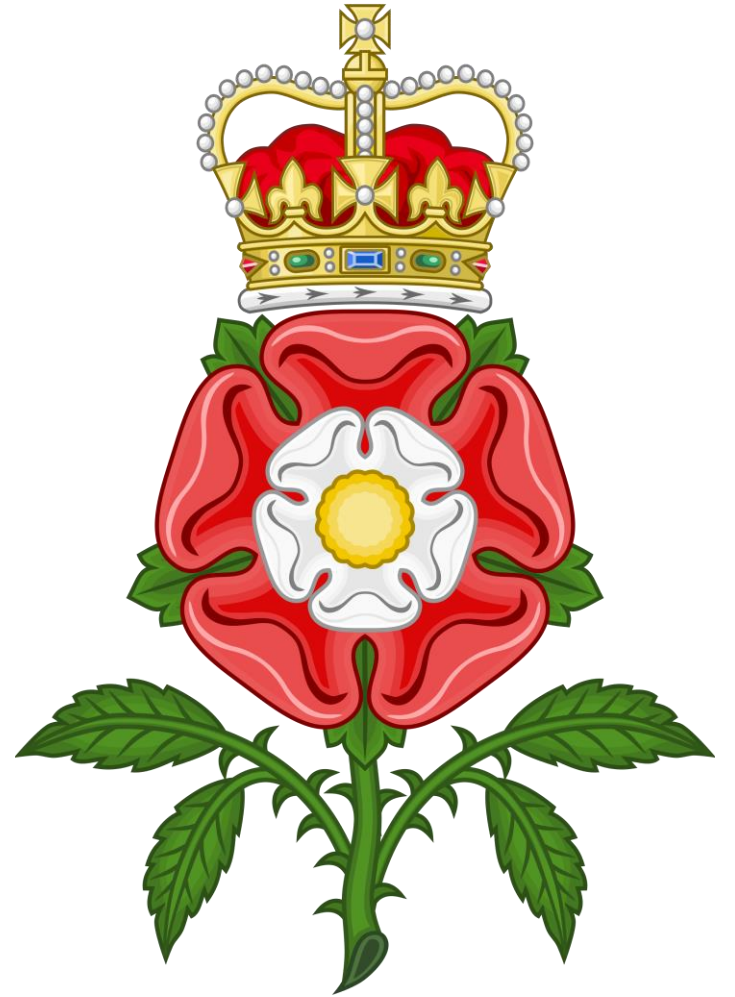


# Closure – INB 142

## underneath your Bellwork

Answer the following question in a 5-7 sentence paragraph using proper grammar and complete sentences:

- How was the Reformation in England *different* from the Reformation in many other parts of Europe and why?
  - Think about WHY each began, what were the GOALS of each, WHO started each, etc.





# Bellwork - TN Ready Practice Question

write the question and correct answer on INB 144

Which effect did the printing press have on the Catholic Church?

- A.** The printing press raised the cost for printing Church literature.
- B.** The printing press slowed the progress of the Protestant Reformation.
- C.** The printing press made it more difficult for the Protestant leaders to share ideas.
- D.** The printing press made it more difficult for the Church to control religious ideas.

Get out any late homework and have it ready to turn in....

## Mastery Objective:

I can explain how the Catholic Church responded to the changes brought about by the Protestant Reformation.

### What are today's State Standards?:

7.42 Outline the decline of Muslim rule in Spain.

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant.

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church

### Strategies/Tasks:

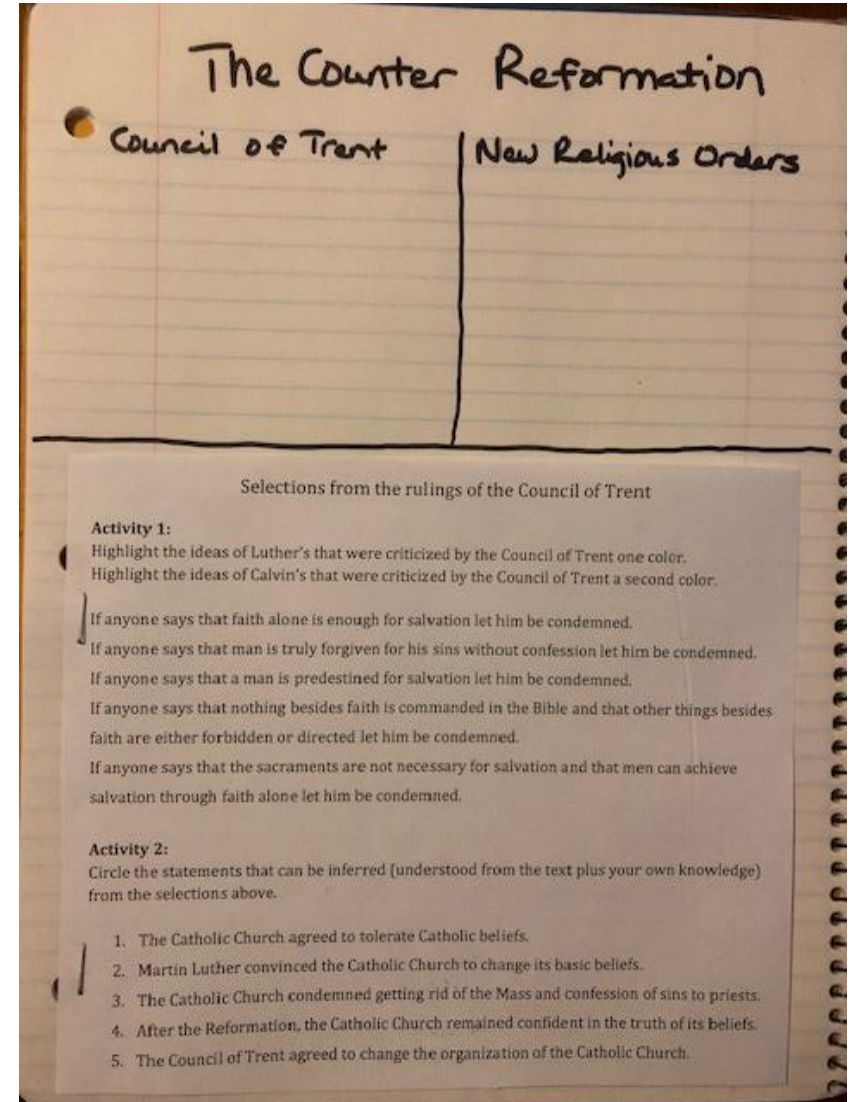
- Brainstorming
- Notetaking and Primary Source Analysis
- Writing task – How effective do YOU think the Counter Reformation was at responding to the criticisms of the reformers?

### END OF DAY PRODUCT:

**By the end of today's class you should have completed introductory notes and a completed activity based on the Council of Trent.**

# Classwork – The Counter Reformation **INB 145**

- Divide the **TOP HALF** of your page into a two column chart and give it the following titles:
  - The Council of Trent
  - New Religious Orders



# The Council of Trent



Catholics were dedicated to fighting Protestantism. They also knew they needed to reform their Church. Pope Paul III called a council of bishops. The council met at different times between 1545 and 1563 at Trent, Italy.

**The Council of Trent** supported Catholic beliefs that had been challenged by the Protestants. However, it ended many Church abuses, such as the sale of indulgences. The Council also ordered bishops and priests to follow strict rules of behavior. The Church set up seminaries to train new priests. A seminary is a special school for training and educating priests.



# New Religious Orders

The Church also set out to win followers and to strengthen the spiritual life of Catholics. In 1540, Pope Paul III recognized a new order of priests, the Society of Jesus, known as the Jesuits. They taught and preached in an effort to bring Protestants back to the Catholic faith.

The man who founded the Jesuits was a Spanish noble, Ignatius of Loyola. He was a soldier whose life changed when he was wounded in battle. While recovering, he read about the lives of the saints. Ignatius decided he would be a soldier for Jesus and the Church.

The Spanish nun Teresa of Avila was another reformer. Teresa founded an order of nuns and opened new convents throughout Spain. Teresa became known for her spiritual writings that rank among the classics of Christian writing.



# Selections from the rulings of the Council of Trent

## Activity 1:

Highlight the ideas of **Luther's** that were criticized by the Council of Trent one color.

Highlight the ideas of **Calvin's** that were criticized by the Council of Trent a second color.

If it is an idea of BOTH Calvin and Luther then circle it.

If anyone says that faith alone is enough for salvation let him be condemned.

If anyone says that man is truly forgiven for his sins without confession let him be condemned.

If anyone says that a man is predestined for salvation let him be condemned.

If anyone says that nothing besides faith is commanded in the Bible and that other things besides faith are either forbidden or directed let him be condemned.

If anyone says that the sacraments are not necessary for salvation and that men can achieve salvation through faith alone let him be condemned.

# Selections from the rulings of the Council of Trent

## Activity 2:

Circle the statements that can be **inferred** (*understood from the text plus your own knowledge*) from the selections to be responses to the criticisms of the Protestant Reformation

The Catholic Church agreed to tolerate Catholic beliefs.

Martin Luther convinced the Catholic Church to change its basic beliefs.

The Catholic Church condemned getting rid of the Mass and confession of sins to priests.

After the Reformation, the Catholic Church remained confident in the truth of its beliefs.

The Council of Trent agreed to change the organization of the Catholic Church.

# Closure – INB 144 Underneath your bellwork

- **Writing task:** How effective do YOU think the Counter Reformation was at responding to the criticisms of the reformers of the Protestant Reformation?
- **Begin:** I think the Counter Reformation (was/was not) very effective at responding to the criticisms of the reformers of the Protestant Reformation. I think this because....





# Bellwork – INB 146

write the question and correct answer

**The list below describes some of the decisions made by the Council of Trent**

- Reaffirmed important doctrines of Scripture
- Reaffirmed the seven sacraments, including the Eucharist
- Reaffirmed that the Church is the ultimate interpreter of Scripture
- Reaffirmed that the Bible and the Church are equal authorities
- Reaffirmed practices such as the veneration of saints and relics

**Which title best fits this list?**

- A. Catholic Church Rules Established by the Pope
- B. Attempts to Restore Faith in the Catholic Church
- C. Complaints against the Catholic Church by Reformers
- D. Demands of the Catholic Church Made to European Monarchs

## Mastery Objective:

I can explain how the Spanish Inquisition attempted to respond to criticisms made against the Church by reformers.

## What are today's State Standards?:

7.42 Outline the decline of Muslim rule in Spain.

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church.

## Strategies/Tasks:

- TN Ready Practice Question
- Reading and Annotation of Article on the Spanish Inquisition
- Secondary source analysis and ACE practice
  - **According to Jacob R. Marcus, what were *two* reasons Ferdinand and Isabella expelled the Jews from Spain in 1492?**

## END OF DAY PRODUCT:

**By the end of today's class you should have completed reading and annotating the article on the Spanish Inquisition and answering the text dependent questions along with a complete and accurate closure question.**

## Mastery Objective:

I can explain how the Spanish Inquisition attempted to respond to criticisms made against the Church by reformers.

## What are today's State Standards?:

7.42 Outline the decline of Muslim rule in Spain.

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church.

## Strategies/Tasks:

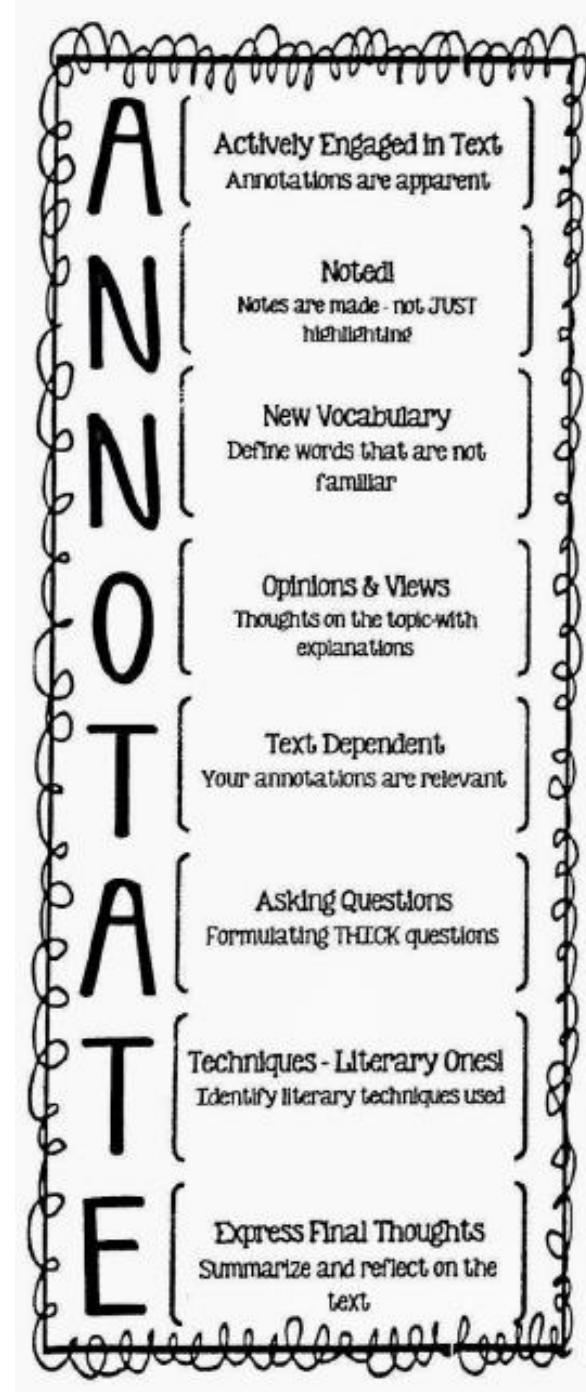
- TN Ready Practice Question
- Reading and Annotation of Article on the Spanish Inquisition
- Comprehension check

## END OF DAY PRODUCT:

By the end of today's class you should have completed reading and annotating the article on the Spanish Inquisition and closure comprehension questions.

# Annotation & Text Dependent Questions

1. Number your paragraphs
2. Preview the questions you will need to answer. They are a class set and need to stay in the classroom.
3. Read:
  - Circle words that are unfamiliar to you and look for context clues...
  - Underline or highlight what you think is **important** in the text.
4. **COMMENT** on what you highlight...
  - Does it make you question something you think?
  - Does it surprise you? Why?
  - Does it seem super important? Why?
  - Does it connect with something else you have learned? How?
5. Make sure you have at least **five - seven** annotations (comments) to receive full credit.
6. Answer the text dependent questions ON your **INB 147**.





# How did the Catholic Church keep control?

## The Inquisition

- In the Early Middle Ages Christians, Jews and Muslims lived together in mutual tolerance. Then the Black Death came to Europe. Nearly half of the population died. There was chaos as there were not enough people to do the work. Religious tensions increased and the Roman Catholic Church set up the Inquisition to deal with the problem.



# Who was blamed?

- Jews were seen as Christian killers who were interested in cannibalism and infanticide (killing babies). People said they had poisoned the wells and caused the Black Death.
- The Jews were very unpopular because their typical jobs were as moneylenders (usurers), rent collectors, and debt collectors. However, as the Roman Catholic church banned Christians from doing any of these jobs it was left up to non Christians to do them.
- **1. Give 3 reasons why the Christians of Europe disliked the Jews.**

# The church - getting away with murder

- Before the Reformation, church and state were united. It was hard to tell the difference between the two. Catholic bishops crowned the emperors and kings of Europe. The same emperors and kings then protected the church and its ministers. If you went against the church you were going against your king AND God. The Church was able to punish people severely because it was protected by the kings and queens of Europe.
- **2. Explain why kings and queens allowed the church to get away with murder.**

# What was the Inquisition?

- The Inquisition lasted for 600 years. It was a very successful marriage of church and state. The church hunted down and prosecuted heretics. The state punished them, often by burning at the stake. The most famous part of this was the **Spanish Inquisition**. It began in 1478 and continued for 354 years! The Spanish Inquisition did not officially end until 1834. It was famous for using severe torture methods. It was supposed to stamp out heresy (get rid of those who questioned the church) but it was also used to get rid of other political rivals.
- About 200,000 Jews lived in Spain. King Ferdinand and Queen Isabella thought the Jews were a danger. They began a campaign against them. In 1492, Jews in Spain were given 2 options- either become a baptized Christian or leave Spain. About 50,000 “accepted” conversion. 100,000-200,000 left Spain. Forced Jewish converts were known as Marranos meaning “swine”.
- **3. How long did the Inquisition last?**
- **4. Which King and Queen began the Spanish Inquisition?**
- **5. When did the Spanish Inquisition end?**



# What was the Inquisition?

- There were also many Muslims in Spain. The Kingdom of **Granada** was ruled by the Muslim Moors. Ferdinand and Isabella worried that the Moors would join with the Muslim **Ottoman Empire** and stop their trade. They wanted the land and the wealth of Granada. Muslims were also told to convert to Christianity or leave Spain. Converted Muslims were known as Moriscos. Up to 3,000,000 Muslims left Spain between 1502 and 1615!
- **6. What methods did the Inquisition use to enforce Catholicism?**



# Targets of the Inquisition

- **Protestants** were also targets of the Spanish Inquisition. Native Spanish Protestants and those Protestants that served on merchant vessels visiting Spanish ports were all at risk of arrest and torture. In 1565, 26 English sailors were burned at the stake, and 10 times that number were imprisoned.
- **7. Which groups of people did the Spanish Inquisition target?**

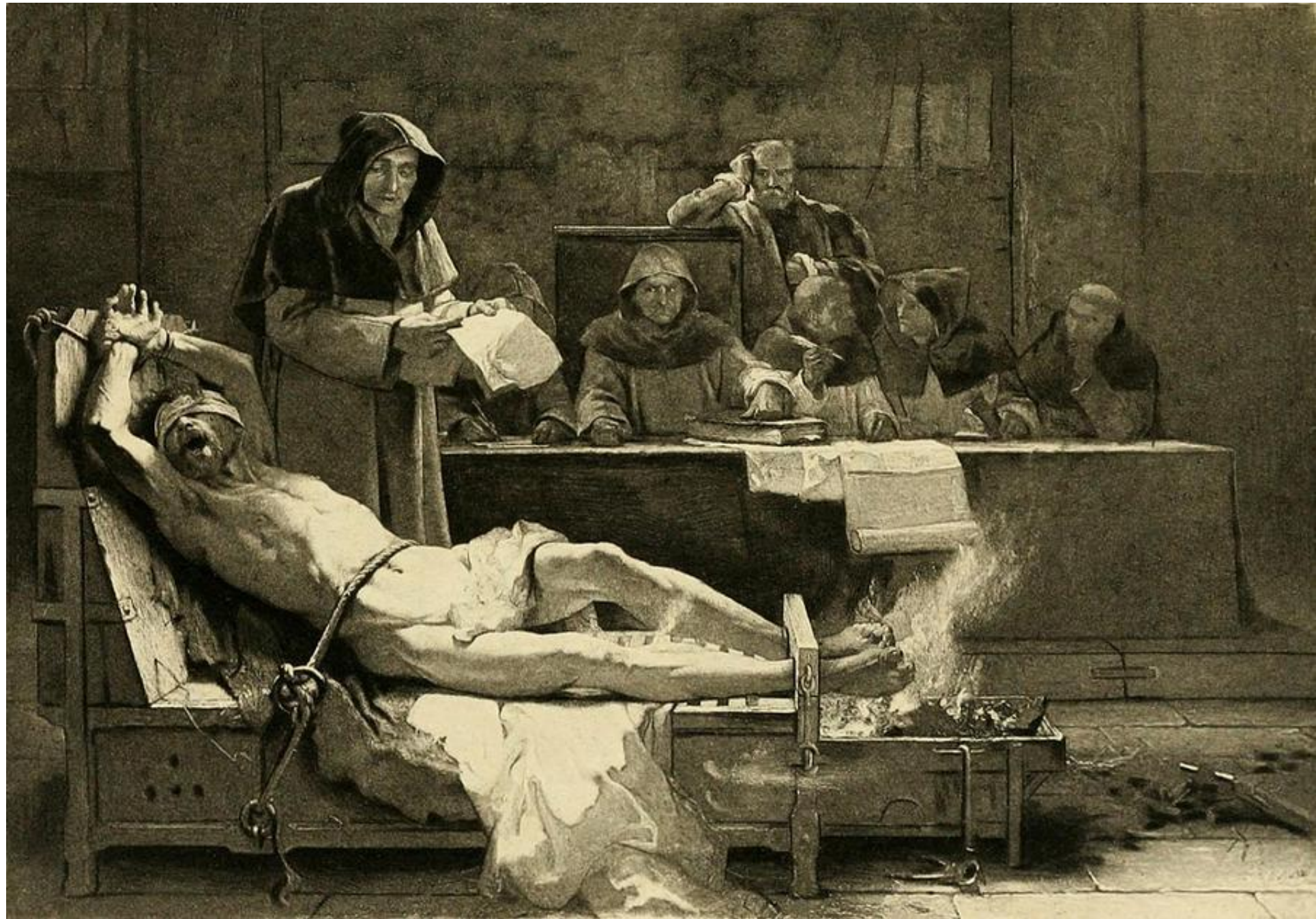


# Tomas Torquemada

- The most infamous (famous for being bad) Inquisitor General was Tomas Torquemada. He was appointed by Ferdinand and Isabella. He had been a Dominican friar (monk) and had served as confessor to Queen Isabella. Over 2,000 people were sentenced to death as heretics under his jurisdiction. Under him the Spanish Inquisition became famous for its torture methods. These included flogging, burning, the rack, roasting victims feet over hot coals, the “garrucha” which ripped the victims arms out of their sockets and “tortura del agua” or water torture. This was where the victim would be bound to the rack, with his head lower than rest of his body. The mouth would then be forced open and water would be forced into the mouth.
- In all the Spanish Inquisition held 49,000 trials between 1560-1700 and executed between 3 and 5,000 people. Despite the Protestant Reformation in the rest of Europe, Spain remained Roman Catholic!
- **8. Who was Tomas Torquemada and why was he famous?**
- **9. Describe the torture methods used by Torquemada.**









# Closure – Document Based Question

## INB 146 Underneath your bellwork

- In the spring of 1492, shortly after the Moors were driven out of Granada, Ferdinand and Isabella of Spain expelled all the Jews from their lands and thus, by a stroke of the pen, put an end to the largest and most distinguished Jewish settlement in Europe. The expulsion of this intelligent, cultured, and industrious [hardworking] class was prompted only in part by the greed of the king and the intensified nationalism of the people who had just brought the crusade [campaign] against the Moslem Moors to a glorious close. The real motive was the religious zeal of the Church, the Queen, and the masses. The official reason given for driving out the Jews was that they [Jews] encouraged the Jews who converted to Christianity to escape persecution to persist in their Jewishness and that would not allow them to become good Christians. . . .
  - Source: Jacob R. Marcus, *The Jew in the Medieval World: A Source Book, 315–1791*, The Sinai Press
- **According to Jacob R. Marcus, what were *two* reasons Ferdinand and Isabella expelled the Jews from Spain in 1492?**



## Bellwork – INB 148

From all this we can see the present state of this country, and the hope for the future. Two or three things more will help us to achieve the same goal. The first is the method we pursue in instruction (teaching). We gather together the men as often as we can. We pay special attention to the Old Men, as they are the ones who determine and decide all matters, and everything is ordered by their advice. All come willingly to hear us.

— *The Travels and Explorations of the Jesuit Missionaries in New France, 1601 – 1791*

**According to this source, these Jesuit missionaries were contributing to the Catholic Counter-Reformation by**

- A developing Catholic universities in the New World.
- B spreading the Catholic religion through foreign lands.
- C improving the training Catholic priests received.
- D translating the Catholic Bible into local languages.

Get out your homework and have it ready to turn in....

## Mastery Objective:

I can explain how wars about religion shaped Europe during the Reformation period. (*England & Spain today*)

## What are today's State Standards?:

7.50 investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe.

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.

## Strategies/Tasks:

- TN Ready Practice Question
- Graphic Organizer Creation
- Five finger retell

## END OF DAY PRODUCT:

By the end of today's class you should have a completed reading with graphic organizers along with an accurate and complete 5 finger retell summary...

# Competition between England & Spain

*create this graphic organizer on INB 149 and turn to Textbook page 313*

## Background

England

- 
- 
- 
- 
- 

Spain

- 
- 
- 
- 
-



# Background: Guiding Questions

## Wars over Religion Shape Europe

- How was Europe divided according to religion?
- Who determined what religion the people of a nation were?
- What usually happened to you if you didn't agree?
- What did this conflict lead to?



# Background:

## Wars over Religion Shape Europe

By the mid-1500s, most northern Europeans were Protestant, and most southern Europeans were Catholic. European monarchs had used religion to help unify, or unite, their people and to build powerful nations. The kings and queens of Europe expected their subjects to practice the religion of their ruler. People who did not join the churches of their monarchs were persecuted, or treated cruelly and unjustly. This led to bitterness among people of different faiths. Differences in religion led to wars between countries. Toward the end of the 1500s, Europe entered a period of religious wars that lasted until about 1650.



# Europe around 1550





# The Spanish Armada – Guiding Questions



- Who ruled each country? England? Spain?
- What religion did each follow?
- How did Phillip feel about Elizabeth at first? Bonus – why do you think this was the case?
- Why did this change?
- What does Phillip decide to do?



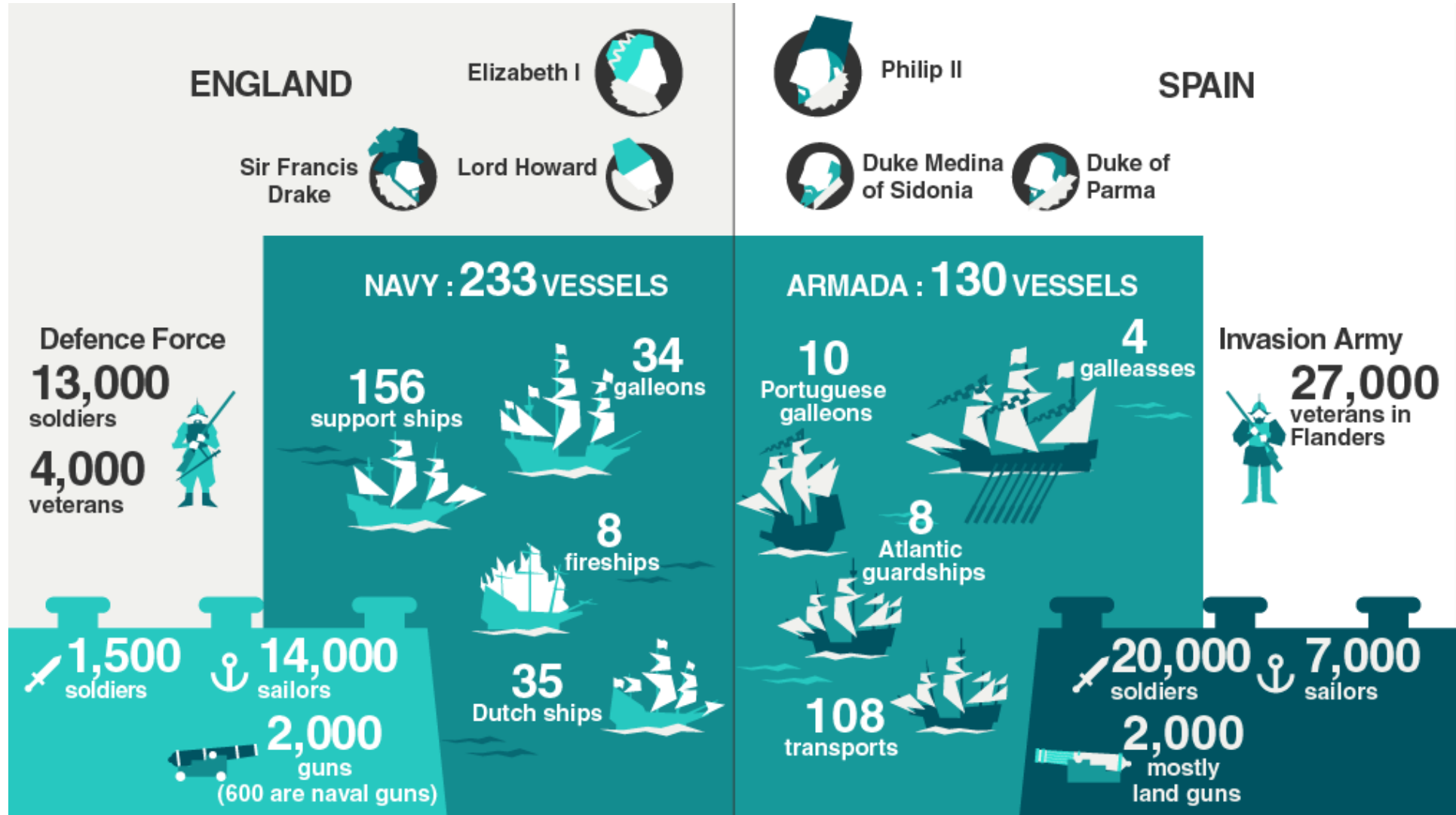
# The Spanish Armada



Under the rule of Queen Elizabeth I, England became the leading Protestant power in Europe. At that time, Spain was the leading Catholic power. The Spanish king was Philip II, the son of Charles V and the great-grandson of Ferdinand and Isabella.

King Philip at first supported Elizabeth as England's queen, against the wishes of the pope. However, during the 1560s, the Protestant Dutch rebelled against Spanish rule. Elizabeth helped the Dutch by letting Englishmen attack Spanish ships. Philip decided to get revenge against Elizabeth by invading England.

# How did each country compare?



# Elizabeth's Speech Before the Battle with Spain...

- *"I have always so behaved myself, that under God, I have placed my chiefest strength in the loyal hearts and goodwill of my subjects (people), and therefore I have come among you, as you see, at this time, not for my own pleasure, but because I am resolved, in the midst and heat of the battle, to live or die amongst you all, to lay down for my God, and for my Kingdom, and for my People, my honor, and even my blood, in the dust.*
- *I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King, and of a King of England too, and think foul scorn that Spain, or any Prince of Europe should dare to invade the borders of my realm. I myself will be your general, judge and rewarder of every one of your virtues in the field."*

# The Spanish Armada – Guiding Questions

*armada = fleet of ships*

- What does Philip do?
- How do the English defend themselves?
- What was the deciding factor that allowed the English to win?
- What was the result of this English victory across Europe?





# The Spanish Armada

*armada = fleet of ships*

In 1588, Philip sent a huge fleet known as the **Spanish Armada** to England. To block the invasion, the English knew they had to make the Spanish ships break their formation. Their chance came when the Spanish fleet entered the English Channel, the narrow body of water between England and Europe. The huge Spanish ships had many guns, but they were hard to steer. The smaller English ships moved much more quickly in the tight channel. Their attacks forced the Armada to retreat. A great storm later broke up the mighty Spanish navy. The English throne was saved, and the English celebrated their victory.

Although Spain was still a powerful nation, England had shown that it could defend itself. The English gained respect throughout Europe as defenders of the Protestant faith



# Process What we've learned – *Underneath your bellwork INB 148*

## Five Finger Retell

*Trace the shape of your hand onto your paper and complete the following about today's topic (The Spanish Armada)*

1. Palm – what is the main idea or topic?
2. Thumb – Who is involved?
3. Forefinger - When & where did this happen?
4. Middle finger - What is the sequence of events?
5. Ring finger – what is the Conflict/Problem?
6. Pinky – what is the solution to the conflict or outcome?



# Bellwork - **On your OWN paper** questions and **CORRECT** answers

1. What was the Spanish Armada?
  - A. The Navy of Spain assembled to invade England.
  - B. The army of Spain.
  - C. The pirates employed by Spain.
  - D. Another name for the Spanish conquistadors who invaded Mexico.
2. Who was Queen of England in 1588?
  - A. Mary I
  - B. Elizabeth
  - C. Mary, Queen of Scots
  - D. Mrs. Wray
3. What event was the reason for the Spanish Armada to attack England?
  - A. The death of Henry VIII
  - B. English attacks on Spanish shipping
  - C. The death of Catholic Queen Mary I
  - D. The execution of Mary, Queen of Scots

Get out any late homework and  
have it ready to turn in....

## Mastery Objective:

I can identify and prioritize reasons for the defeat of the Spanish Armada.

### What are today's State Standards?:

7.50 investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I, including their family heritage, line of succession, **religious conflicts, Spanish Armada, and the rise of English power in Europe.**

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.

### Strategies/Tasks:

- Quick Quiz Questions
- Comprehension questions
- Analysis/Prioritizing of Reasons of the Armada's defeat
- Summary Writing

### END OF DAY PRODUCT:

By the end of today's class you should have a completed set of comprehension questions along with a sentence explaining each reason for the defeat of the Armada and ranking each one in order of importance along with an accurate and complete summary of WHY the Armada was defeated.



# What are we trying to accomplish today?

**Aim:** Identify and prioritise reasons for the defeat of the Armada

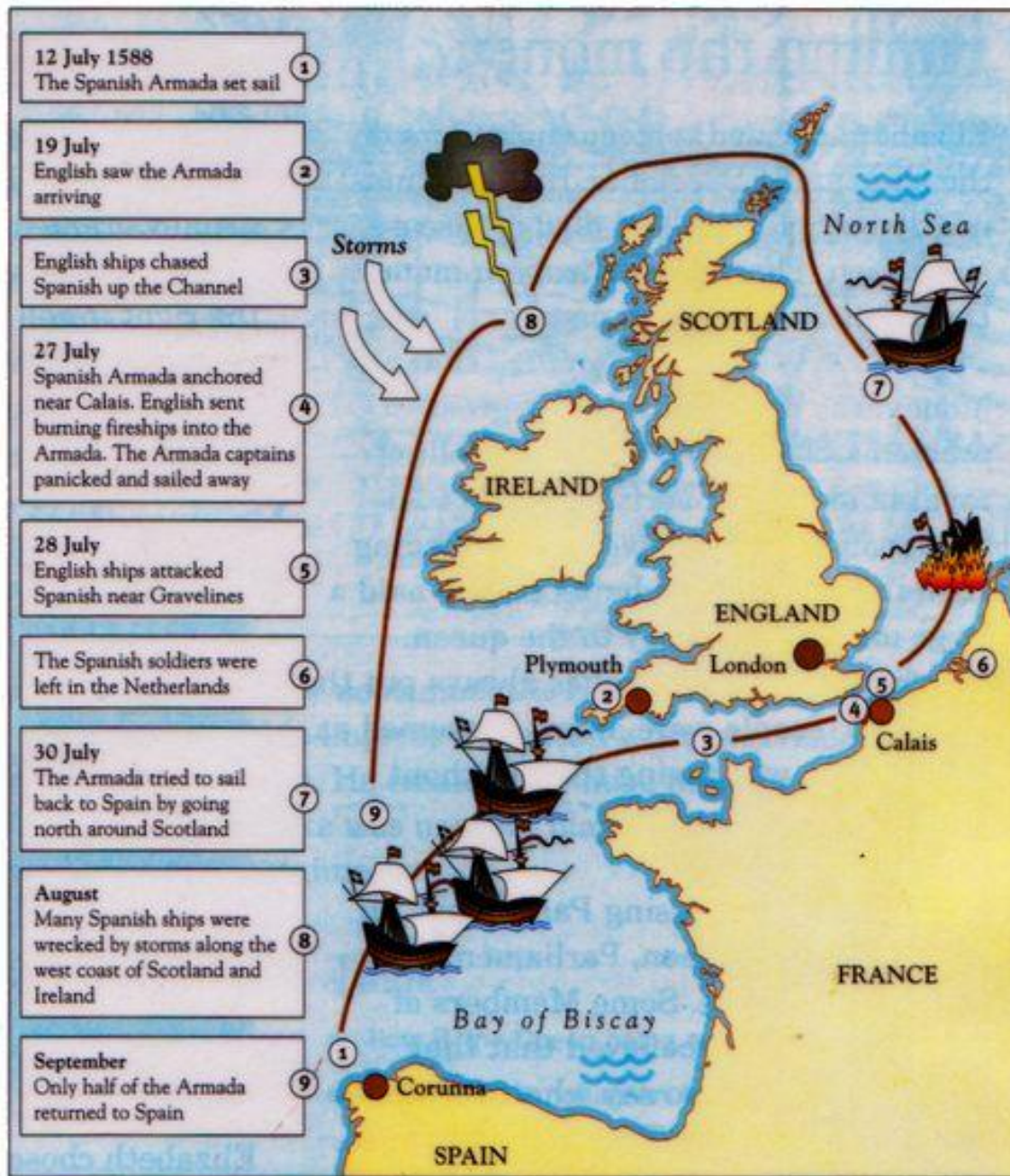


In our recent work we have examined the attempted Spanish Invasion of England in 1588. Philip II of Spain was determined to punish Elizabeth for a number of reasons:

- Rejection of his marriage proposal
- Religious differences
- Execution of Mary Queen of Scots
- English sailors robbing Spanish treasure ships

This worksheet helps you identify and prioritise the reasons for the defeat of the Armada:

Why did the Armada fail?



# Map of the Armada's Journey

**The route of the Spanish Armada**



# Sources:

**A**

"I sent you to fight with men,  
and not the weather."

PHILIP II, talking to survivors of  
the Armada (1588)

**B**

"God blew with His wind, and  
they were scattered."

Inscription on the Armada medal  
issued by Elizabeth I (1588)

**C**

"Though the English ships  
were smaller and fewer than  
those opposed to them, they  
were better built and better  
manned... their skilful use of  
artillery gave them a great  
advantage."

J. Oliphant in his book,  
*A History of England* (1920)

**D**

"...the Spanish fleet was  
conquered for the first time.  
But not by the men, nor by the  
ships... It was defeated by the  
weather... Only against the  
hurricane and the gales did we  
lose."

L. Ortiz Munoz, *The Glorious  
Spanish Armada* (1940)

## Understanding: Your Task - With a Partner

answer the following in COMPLETE sentences

1. Using Source A, explain what Philip II blamed the defeat of the Armada on.
2. How are Sources A and B connected?
3. What did the English use 80 ships for in August 1588?
4. When English ships were firing on the Spanish, why did the Spanish try to get **closer**?
5. **Where** did the Spanish encounter terrible weather?
6. Which sources provide evidence that weather was an important factor?
7. **How** were Spanish soldiers slain (killed) during the course of the Armada? [3 ways]



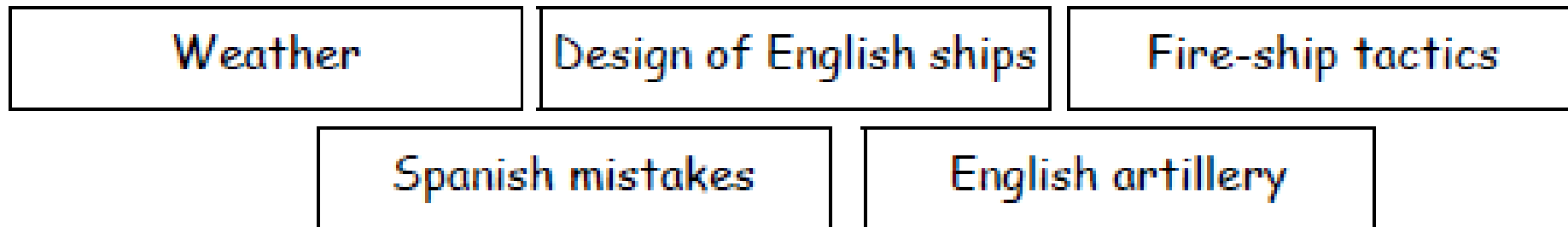
# The Story of the Armada

On August 6th 1588, the Spanish Armada anchored at Calais. The English filled eighty ships with flammable material and set fire to them. The ships were allowed to sail towards the Spanish ships. The Spanish panicked and fled to the open sea. In the open sea, the Armada wasn't in formation, so the Spanish ships were easy targets for the English artillery. The Spanish tried to sail close to the English ships so their soldiers could board them. However the English ships were too quick and could easily keep their distance. Many Spanish galleons were sunk. The survivors fled north, determined to round Scotland and sail back to Spain.

The Armada successfully sailed round Scotland. However, as it continued on south towards Spain it encountered terrible weather. Strong winds and terrible rain forced many ships onto rocks near Ireland. Some Spanish made it ashore, only to be killed by English soldiers and settlers. Over 25,000 men set out on the Spanish Armada - determined to teach Elizabeth I a lesson. Less than 10,000 made it back to Spain safely.

# Analysis - Take your understanding a step further...

- Write out each reason for the defeat of the Armada (given below) with your own sentence explaining the reason.



**Example:** The weather was a reason for the defeat of the Spanish Armada BECAUSE it broke apart the Spanish ships and prevented them from getting home.

# Closure - Process your learning...

- Using your previous work, **NUMBER** the reasons in order of **IMPORTANTANCE**.
- **THEN answer**: Why did the Spanish Armada fail?
- Write your response *underneath* your Bellwork.



# Bellwork – INB 150

let's brainstorm some ideas!

- If you were **not** allowed to practice your own religion and were being persecuted for it where you lived what might you do?
  - **Begin:** *If I could not practice my religion where I lived I might decide to .... (try to list at least 3 ideas)*





## Mastery Objective:

I can explain how wars about religion shaped Europe during the Reformation period. (France today)

## What are today's State Standards?:

7.50 investigate the Tudor dynasties of Henry VIII, Mary I, and Elizabeth I.

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church

## Strategies/Tasks:

- Brainstorming
- Paraphrasing practice and notes on religion in France
- Explain the Edict of Nantes

## END OF DAY PRODUCT:

By the end of today's class you should have a paraphrased notes about religious wars in France along with a complete and accurate "letter" explaining the Edict of Nantes.

# Europe around 1550



# Wars of Religion – France & Holy Roman Empire

*create this graphic organizer on INB 151*

France

Holy Roman Emp.

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# Religious Conflict in France – Guiding Questions



- What religion were most average people in France?
- What religion were most of the wealthy people in France?
- What religion was the ruler?
- Why would this cause conflict?
- Who ends up running France after the death of the King?
- Making predictions – how do you think she is going to handle the religious conflict?



# Religious Conflict in France



While England and Spain became rivals, a religious conflict divided France. During the 1500s, most people in France were Catholic. However, many wealthy people in France became Protestants. These Protestants, who were called Huguenots, followed the teachings of John Calvin.

Many French nobles wanted to weaken the king, Henry II. The Huguenot nobles especially wanted the king weak so they could practice their religion freely. At the same time, Henry II wanted to build a strong central government.

Henry died in 1559, and his son Francis II died the next year. As a result, Charles, the younger brother of Francis, became king of France at the age of 10. Because Charles was too young to rule, his mother, Catherine de' Medici, ruled for him. She was the daughter of Lorenzo de' Medici, the powerful Italian leader of Florence.

# Catherine's Sons



**Francis II** – ruled 10<sup>th</sup> of July 1559 – 5<sup>th</sup> of December 1560



**Charles IX** – ruled 5<sup>th</sup> of December 1560 – 30<sup>th</sup> of May 1574



**Henry III** – ruled 16<sup>th</sup> of May 1573 – 12<sup>th</sup> of May 1575



# Influential Rulers in Europe – Guiding Questions

- What did Catherine want to do in France?
- What actually happens?
- Why do you think she let this happen?
- What do many protestants decide to do?
- How does this connect to the Puritan's in England?



# Influential Rulers in Europe

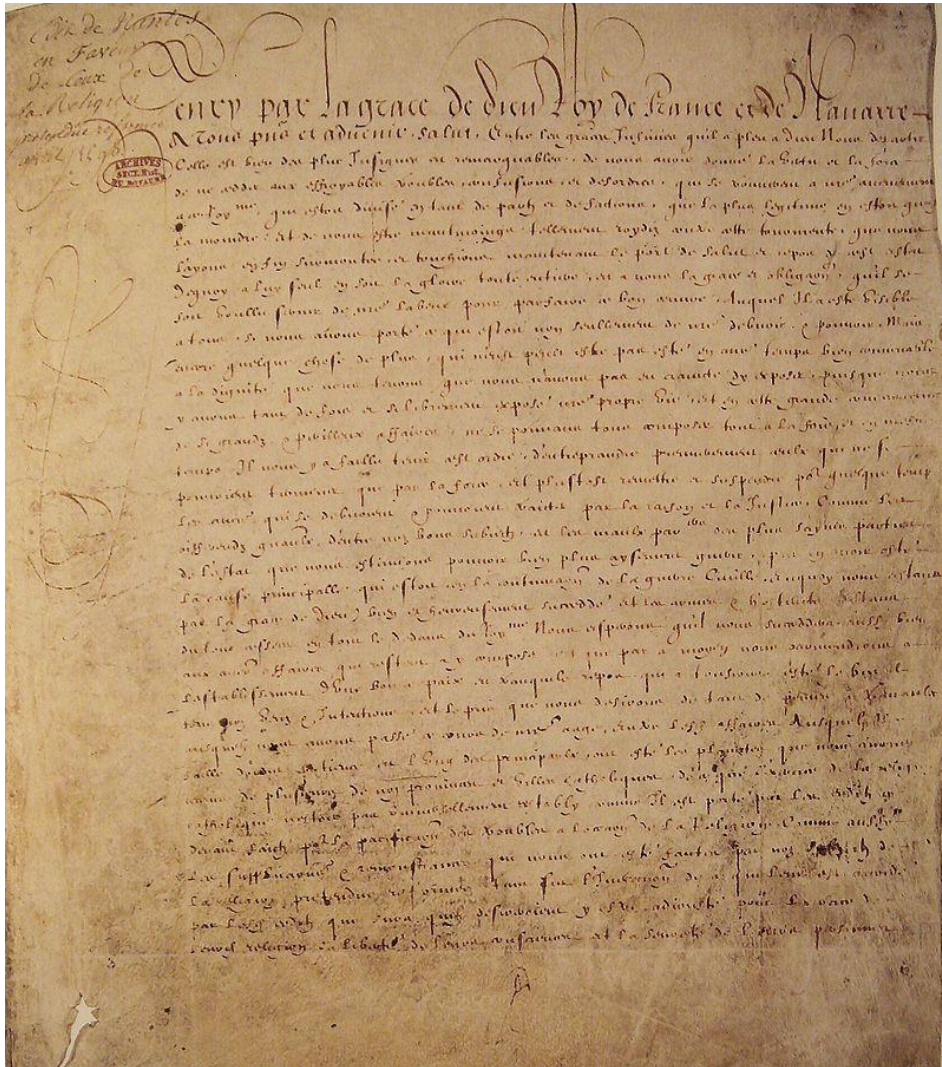
Catherine was determined to keep the French kingdom strong for her son. When a civil war broke out, Catherine tried to keep the peace by supporting both Huguenots and Catholics. But in 1572, she allowed Catholic nobles to kill the leading Huguenots in Paris in the St. Bartholomew's Massacre. Catholics in other parts of France also revolted. They formed mobs that killed Protestants and burned their homes.

Many Protestants fled the country. The few who stayed were led by the Huguenot prince, Henry of Navarre. Henry was a member of the powerful Bourbon family. He was in line for the throne of France.





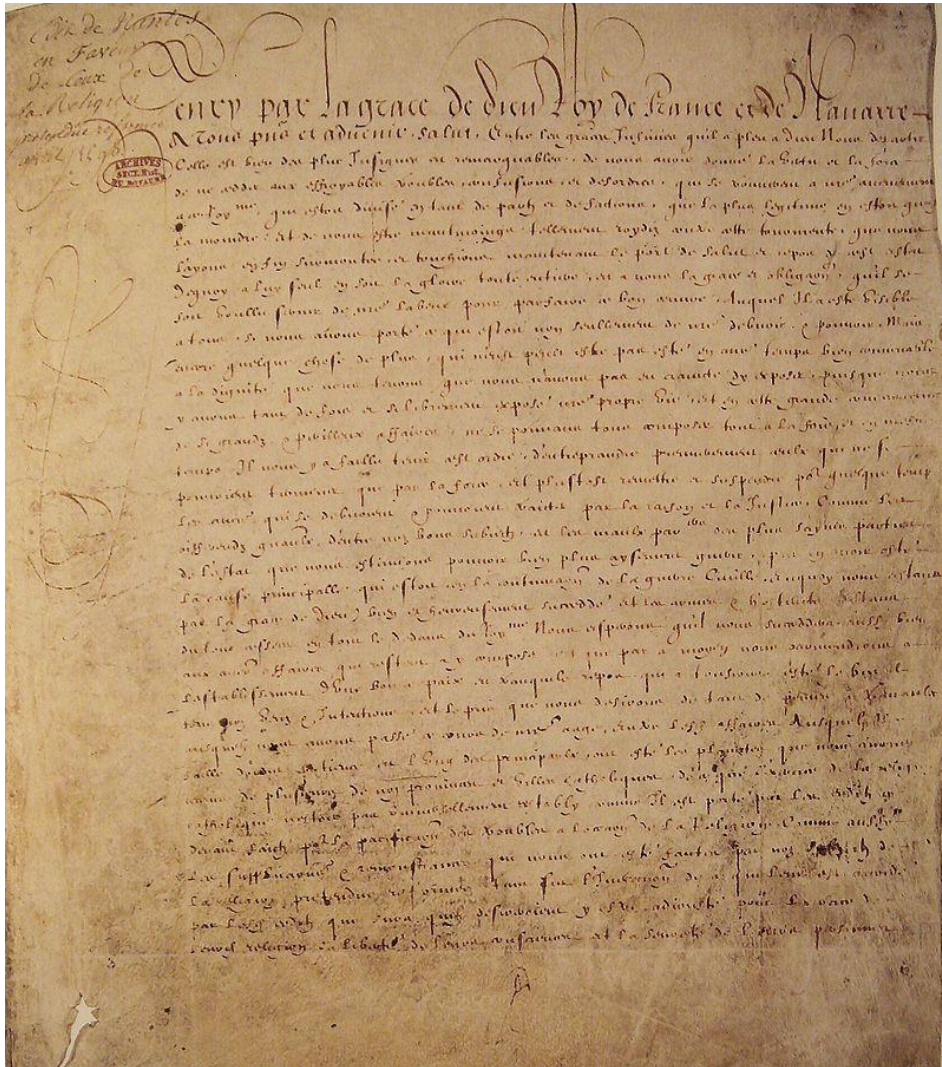
# Influential Rulers in Europe – Guiding Questions



- What does Henry decide to do to try to end the conflict?
- Why do you think he does this?
- What do you think Henry meant by the phrase “Paris is worth a mass”?
- What is the Edict of Nantes?
- What does it DO?



# Influential Rulers in Europe



In 1589, Henry of Navarre became King Henry IV of France. He wanted to gain the loyalty of the people. Because most French people were still Catholic, Henry decided to convert to Catholicism. According to tradition, he said that Paris, the French capital, was "**worth a mass.**"

As king, Henry worked to end the fighting between Catholics and Protestants in France. In 1598, he issued an edict, or order, while visiting the city of Nantes. The Edict of Nantes said Catholicism was the official religion of France. However, it also allowed Huguenots to worship freely.

# Closure – INB 150 - read the following excerpt from the Edict of Nantes and respond to the questions in complete sentences

*Henry, by the grace of God king of France and of Navarre, to all - greetings:*

Among the many benefits that it has pleased God to heap upon us, the most precious is his granting us the strength and ability to withstand the fearful disorders and troubles which have fallen on this kingdom. God has given us strength to stand out against this storm; we have finally overcome the waves and reached our port of safety, - peace for our state.

We have, by this edict, establish and proclaim:

I. First, that the memories of everything done by one party or the other between March, 1585, and our becoming king, and during all the preceding period of troubles, remain obliterated and forgotten, as if no such things had ever happened....

III. We ordain that the Catholic Apostolic and Roman religion shall be restored and reestablished in all places and localities of this our kingdom and countries subject to our control.

VI. And in order to leave no reason for troubles or differences between our subjects, we have permitted, and those of the said religion called Reformed to live and abide in all the cities and places of this our kingdom and countries under our control, without being annoyed, molested, or forced to do anything in the matter of religion that goes against their consciences, . . . upon condition that they behave themselves in other respects according to the provisions of this edict.

1. What is Henry trying to do with this edict?

2. What religion becomes the official religion of the country?

3. How were Protestants dealt with in the edict?

4. Do you think this edict was fair to both religions? Why or why not?

# ON the paper I gave you at the door...

## you will staple it ON TOP of the other bellwork on the page

1. In the late 1500s, many wars were caused by

- a. anger over taxes.
- b. land disputes.
- c. peasant uprisings.
- d. religious differences

2. This woman ruled France until her son Charles was old enough to rule.

- a. Catherine de' Medici
- b. Elizabeth I
- c. Isabella
- d. Mary I

3. What did King Henry IV of France agree to do to remain in power?

- a. convert to Catholicism
- b. convert to Islam
- c. convert to Judaism
- d. convert to Protestantism

4. The Edict of Nantes said that

- a. Catholicism was the official religion of France.
- b. Catholicism was the official religion of France; however, French Protestants could also worship freely.
- c. France had no official religion.
- d. Protestantism was the official religion in France.

5. Which statement best describes Europe in the mid-1500s?

- a. Most of Central Europe was Anglican.
- b. Most of Northern Europe was Catholic.
- c. Most of Southern Europe was Catholic.
- d. Most of Western Europe was Muslim.



## Mastery Objective:

I can explain how wars about religion shaped Europe during the Reformation period. (Only the Holy Roman Empire today)

## What are today's State Standards?:

7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.

## Strategies/Tasks:

- Comprehension Quiz
- Paraphrasing practice and notes on religion in HRE
- Explain the objective writing quiz

## END OF DAY PRODUCT:

By the end of today's class you should have a paraphrased notes about religious wars in the HRE along with a complete and accurate explanatory piece of writing that explains HOW wars over religion shaped Europe during the 1500s.

# Religious Wars – France & Holy Roman Empire

*create this graphic organizer on INB 151*

## France

- Most people were Catholic
- Some were Protestant – called huguenots
- Huguenots wanted a weak king
- king wanted strong govt
- Henry dies – then Francis dies – then 10 year old Charles becomes king
- Catherine de Medici rules for him
- supports both sides to try to keep the peace
- Eventually sides with Catholics and lets them kill protestants
- Many protestants leave – Henry of Navarre leads the ones who stay
- 1589 Henry becomes king
- Wants to keep the peace – decides to become Catholic
- Issues **Edict of Nantes** – makes official religion Catholic but lets Protestants be left alone...

## Holy Roman Emp.

**We will only be  
working on THIS  
side today...**

# Europe around 1550



# The Thirty Years War

The most violent religious war of the Reformation period was fought in the Holy Roman Empire in the early 1600s. The war began in Bohemia, today known as the Czech Republic. Protestant nobles in Bohemia rebelled against their Catholic king. When other Protestant rulers in Germany joined the rebels, the war spread across the empire.

The conflict grew into the Thirty Years' War that lasted from 1618 to 1648. Sweden and Denmark sent troops to help the Protestants. Spain and the Holy Roman Emperor supported the Catholics.

Although France was Catholic, it wanted to gain power over neighboring states, so it entered the war on the Protestant side. As France fought against other Catholic countries, the war became a struggle for territory and wealth, not just religion.





# The Thirty Years War



The German people suffered great hardships during the war. A city official described the effects of the fighting on the German city of Magdeburg:

*"Thus in a single day this noble and famous city, the pride of the whole country, went up in fire and smoke; and the remnant [remainder] of its citizens, with their wives and children, were taken prisoners and driven away by the enemy with a noise of weeping and wailing that could be heard from afar."*

—Otto von Guericke, from "Destruction of Magdeburg in 1631"

Finally, in 1643, the Holy Roman Emperor asked for peace. In 1648, the warring nations signed the Peace of Westphalia. This treaty ended the conflict. The war had weakened Spain and the Holy Roman Empire, while France emerged as a stronger nation.

# How German Peasants Were Treated...

- “[The soldiers] stretched the hired man out flat on the ground, stuck a wooden wedge in his mouth to keep it open, and emptied a milk bucket full of stinking manure drippings down his throat; they called it a Swedish cocktail...Then they used thumbscrews, which they cleverly made out of their pistols, to torture the peasants...They put one of the captured hayseeds in the bake-oven and lighted a fire in it. They put a rope around someone else’s head and tightened it like a tourniquet until blood came out of his mouth, nose, and ears. In short, every soldier has his favorite method of making life miserable for peasants, and every peasant had his own misery...I can’t say much about the captured wives, hired girls, and daughters because the soldiers didn’t let me watch their doings. But I do remember hearing pitiful screams from various dark corners.”
- SOURCE: Grimmelshausen.





# The Thirty Years War – Major Results



1. Each German prince became free from any kind of control by the Holy Roman Emperor.
2. The ruler of each state could determine its official religion, BUT he or she must permit freedom of private worship.

How was the Peace of Augsburg and the Edict of Nantes both similar to and different from the Peace of Westphalia



# Closure – *Can you show me you mastered the Objective of the week?*

- We have discussed how wars of religion took place in Europe everyday this past week – *Spain, England, France, and the HRE*
- **Your task will be to write an objective based summary showing your understanding of the week's material**
  - How did wars **about** religion affect Europe during the Reformation period? *Think about how conflicts started, were they internal or external, how did they end and what the effects were on different countries.*

