

# INTRO TO MODERN WORLD HISTORY

MR. MANCINI

MR. BLAKE

- \*Geography
- \*Renaissance
- \*Exploration

- \*World Religions
- \*Reformation
- \*Absolutism



Henry VIII on the dating scene

## European Map

United Kingdom  
 Ireland  
 Norway  
 Sweden  
 Finland  
 Iceland  
 Russia  
 Poland  
 Germany  
 Netherlands  
 Belgium  
 France  
 Portugal  
 Spain  
 Italy  
 Switzerland  
 Austria  
 Hungary  
 Albania  
 Greece  
 Crete  
 Bulgaria  
 Romania  
 Slovakia  
 Czech Republic  
 Bosnia  
 Lithuania  
 Latvia  
 Estonia  
 Ukraine  
 Atlantic Ocean  
 North Sea  
 Baltic Sea  
 Norwegian Sea  
 Mediterranean Sea  
 Adriatic Sea  
 Strait of Gibraltar  
 Danube River  
 Iberian Peninsula  
 English Channel  
 Dardanelles Strait  
 Alps  
 Pyrenees Mts  
 Rhine River  
 Caspian Sea  
 Black Sea  
 Aegean Sea  
 Rhine River  
 Moscow  
 Paris  
 Rome  
 London  
 Berlin

## Asian Map

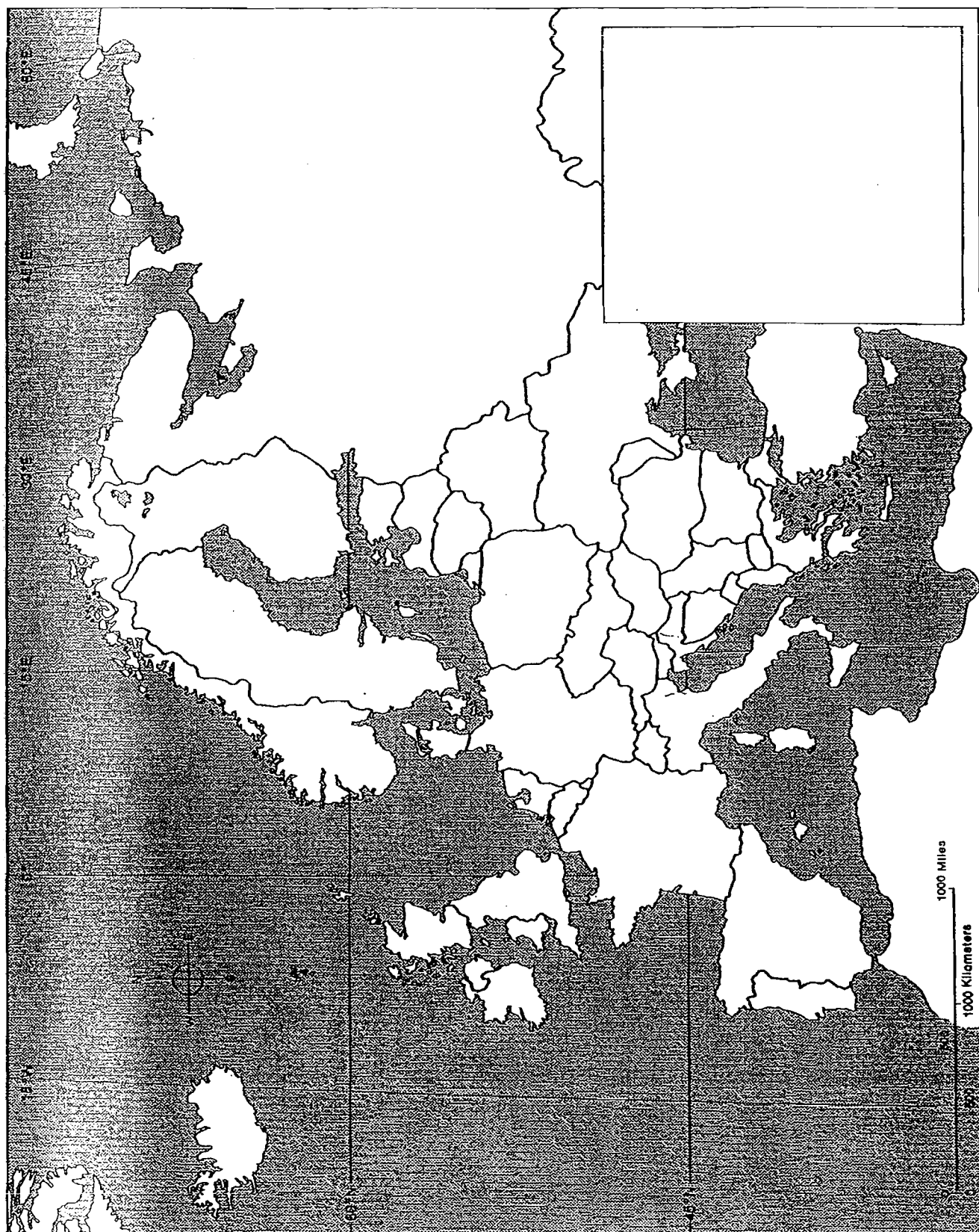
Russia  
 China  
 Taiwan  
 Japan  
 Philippines  
 Indonesia  
 Australia  
 Thailand  
 Vietnam  
 Laos  
 Cambodia  
 Myanmar  
 India  
 Pakistan  
 Nepal  
 Bangladesh  
 Saudi Arabia  
 Singapore  
 Iran  
 Afghanistan  
 Kazakhstan  
 Turkey  
 Iraq  
 Syria  
 Israel  
 Lebanon  
 Pacific Ocean  
 Indian Ocean  
 Arabian Sea  
 Red Sea  
 Yellow Sea  
 Beijing  
 Seoul  
 Tokyo  
 Jakarta  
 Delhi  
 Calcutta  
 Kabul  
 Baghdad  
 Damascus  
 Riyadh  
 Yellow River  
 Yangtze River  
 Himalayas Mts  
 Siberia  
 Shanghai  
 Hong Kong  
 Bangkok

## African Map

Algeria  
 Libya  
 Egypt  
 Sudan  
 Somalia  
 Kenya  
 Uganda  
 Tanzania  
 Zambia  
 Mozambique  
 Madagascar  
 Zimbabwe  
 South Africa  
 Namibia  
 Botswana  
 Angola  
 Dem. Republic of Congo  
 Congo  
 Gabon  
 Central African Republic  
 Cameroon  
 Chad  
 Niger  
 Mali  
 Nigeria  
 Ghana  
 Liberia  
 Cote d'Ivoire  
 Guinea  
 Senegal  
 Mauritania  
 Morocco  
 Cape Town  
 Johannesburg  
 Cairo  
 Nairobi  
 Atlantic Ocean  
 Indian Ocean  
 Congo R. / Zaire  
 Zambezi R.  
 Nile R.  
 Sahara Desert  
 Red Sea  
 Mediterranean Sea  
 Niger River

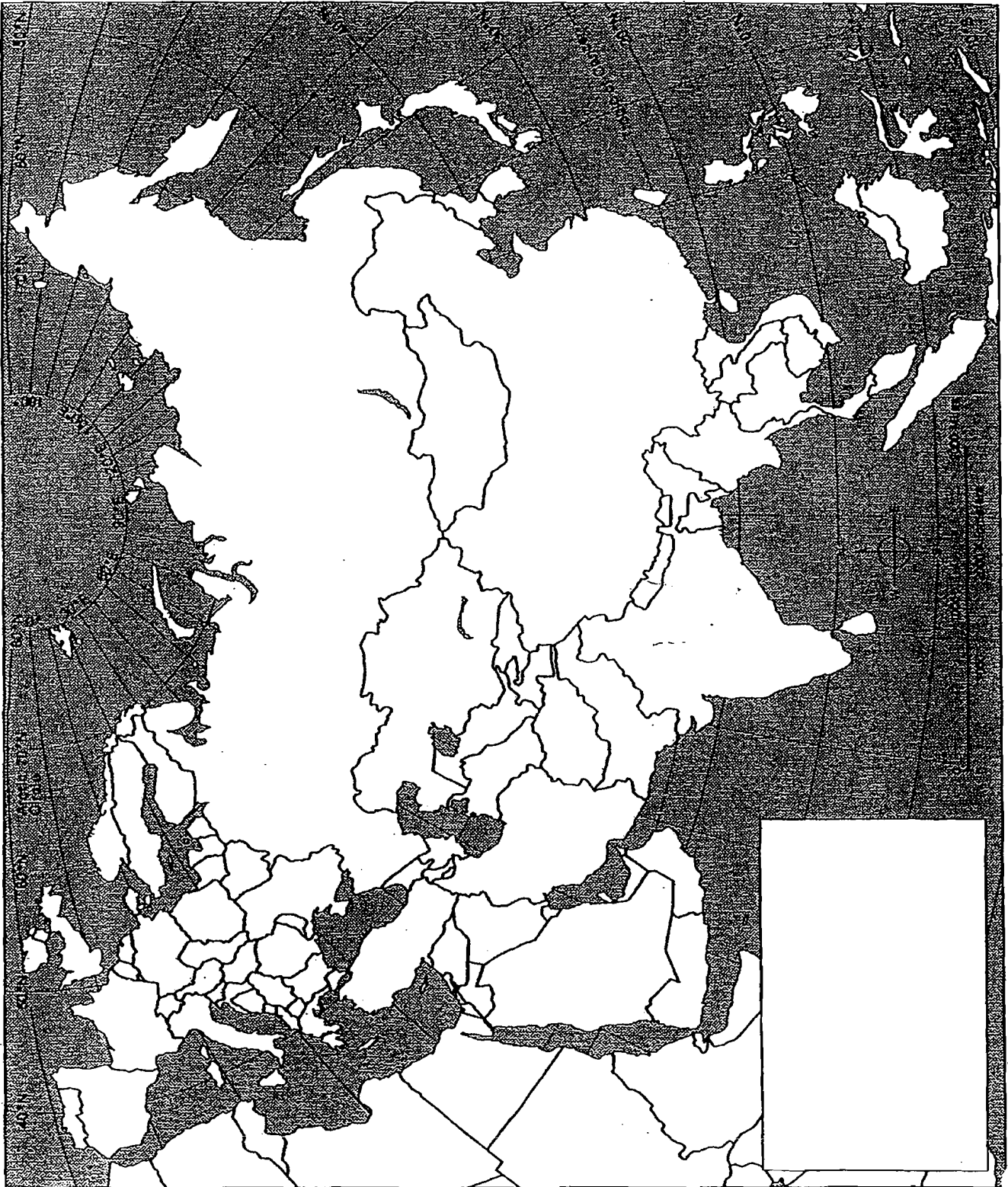
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**67 Europe**

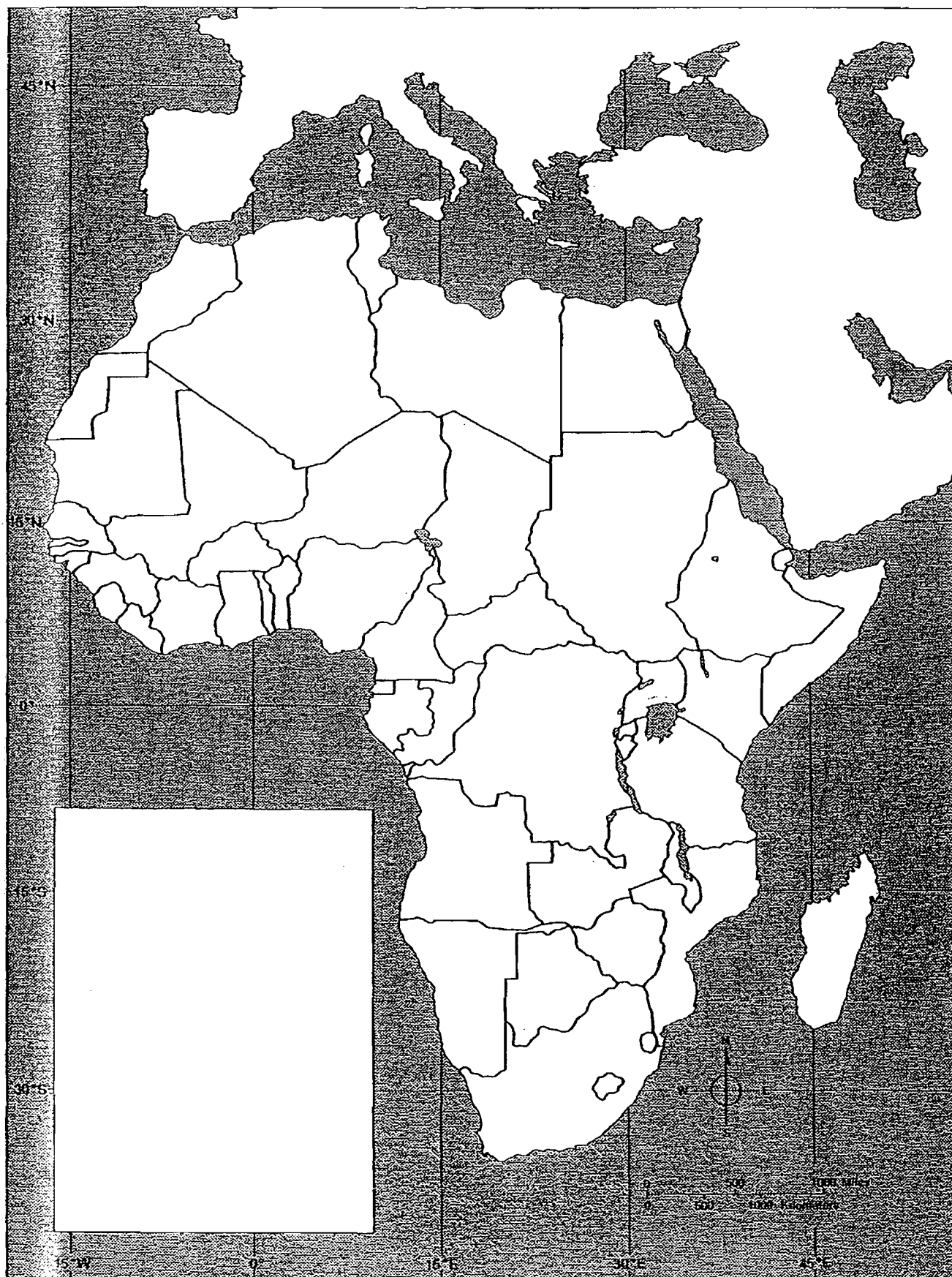
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**71 Asia**

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Date \_\_\_\_\_

**68 Africa**

## Reading a Primary Source: Jews and Christians in the Muslim Empire

While Christians and Jews who lived in the Muslim Empire were allowed to practice their customs and beliefs, they had to follow certain laws. Read the following paragraph, adapted from a Muslim decree issued in 1354. Then answer the questions in the spaces provided.

[Neither Christians nor Jews] shall . . . build any new church in the lands of Islam, nor rebuild any such building which is destroyed. They shall not harbor spies nor any who are suspect to the Muslims, nor shall they plot against the Muslims. They shall not hinder any of their relatives who wish to accept Islam. They shall not dress like Muslims, but shall wear blue and yellow . . . They shall not ride on a horse or a mule but only on donkeys. They shall not sell intoxicating drinks. They shall keep to their special dress wherever they are. The Christian woman who appears in public shall wear a cotton veil, dyed blue, and the Jewess a yellow veil. [Neither Christians nor Jews] shall . . . build themselves houses higher than the Muslims, nor equal to them. They shall not raise their voices in their churches. They shall not work in the service of our exalted state, nor shall any of them hold a position which would give him authority over any of the Muslims.

1. What passage reveals that the Muslims accepted converts to Islam? \_\_\_\_\_  
\_\_\_\_\_
2. What rules were established for Jewish and Christian dress and travel? \_\_\_\_\_  
\_\_\_\_\_
3. What evidence is given that Jews and Christians were allowed to worship in groups? \_\_\_\_\_  
\_\_\_\_\_

USING  
HISTORICAL  
SOURCES

Name \_\_\_\_\_ Date \_\_\_\_\_

14

Chapter 14 Vasari on Leonardo and Michelangelo

*As a boy, Giorgio Vasari (1511–1574) studied with Michelangelo and later became his good friend. Today Vasari is noted more for his book, *Lives of the Artists*, than for his painting. The two selections below concern Leonardo da Vinci and Michelangelo. Read them and answer the questions that follow.*

**About Leonardo da Vinci**

For Francesco del Giocondo, Leonardo undertook to paint the portrait of Mona Lisa, his wife, but, after loitering over it for four years, he finally left it unfinished. . . . Whoever shall desire to see how far art can imitate nature, may do so to perfection in this head, wherein every peculiarity that could be depicted by the utmost subtlety of the pencil has been faithfully reproduced.

The eyes have the lustrous brightness and moisture which is seen in life . . . the nose, with its beautiful and delicately roseate nostrils, might be easily believed to be alive; the mouth, admirable in its outline, has the lips uniting the rose-tints of their color with that of the face, in the utmost perfection, and the carnation of the cheek does not appear to be painted, but truly of flesh and blood: he who looks earnestly at the pit of the throat cannot but believe that he sees the beating of the pulses, and it may be truly said that this work is painted in a manner well calculated to make the boldest master tremble, and astonishes all who behold it, however well accustomed to the marvels of art.

Mona Lisa was exceedingly beautiful, and while Leonardo was painting her portrait, he took the precaution of keeping someone constantly near her, to sing or play on instruments, or to jest and otherwise amuse her, to the end that she might continue cheerful, and so that her face might not exhibit the melancholy expression often imparted by painters to the likenesses they take. In this portrait of Leonardo's, on the contrary, there is so pleasing an expression, and a smile so sweet, that while looking at it one thinks it rather divine than human, and it has ever been esteemed a wonderful work, since life itself could exhibit no other appearance.

**About Michelangelo**

In all things, Michelangelo was exceedingly moderate; ever intent upon his work during the period of youth, he contented himself with a little bread and wine, and at a later period . . . it was his habit to take but a frugal refreshment at the close of his day's work. Although rich, he lived like a poor man. Rarely did any friend or other person eat at his table, and he would accept no presents, considering that he would be bound to anyone who offered him such. . . . He slept very little, frequently rising in the night because he could not sleep, and resuming his labors with the chisel.

For these occasions he had made himself a cap of pasteboard, in the center of which he placed a candle, which thus gave him light without encumbering his hands. Vasari had often seen this cap. And, remarking that Michelangelo [used] candles made of unmixed goat's tallow . . . he sent the master four packets of the same, weighing forty pounds. His own servant presented them respectfully in the evening, but Michelangelo refused to accept them; whereupon the man replied: "Messere, I have nearly broken my arms in bringing them . . . and have no mind to carry them back; now, there is a heap of mud before your door which is thick enough to hold them upright, so I'll e'en stick them up there, and set them all a light." But, hearing that, the master bade him lay down the candles, declaring that no such pranks should be played before his house.

Adapted from Jonathan F. Scott, Albert Hyma, and Arthur H. Noyes, *Readings in Medieval History* (New York: Appleton-Century-Crofts, Inc., 1961).

**Vocabulary** Use a dictionary to find the meanings of the following words:

loiter \_\_\_\_\_

lustrous \_\_\_\_\_

roseate \_\_\_\_\_

imparted \_\_\_\_\_

melancholy \_\_\_\_\_

tallow \_\_\_\_\_

### Comprehension

1. How long did Leonardo work on his portrait of Mona Lisa? \_\_\_\_\_
2. How does Vasari praise the painting of Mona Lisa's head? \_\_\_\_\_  
\_\_\_\_\_
3. What did Leonardo do to keep his subject smiling? \_\_\_\_\_  
\_\_\_\_\_
4. Put a T before the statements about Michelangelo that are true, according to the reading.  
 \_\_\_\_\_ Michelangelo was thrifty.  
 \_\_\_\_\_ Michelangelo was a generous host.  
 \_\_\_\_\_ Michelangelo ate little so that he would sleep soundly.
5. How was Michelangelo able to work on his art at night? \_\_\_\_\_  
\_\_\_\_\_

### Critical Thinking

1. Find a reproduction of the *Mona Lisa* in a history of art. Can you suggest why Vasari claimed it was unfinished? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you agree with Vasari that the painting is very lifelike? Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain how Vasari's evaluation of the *Mona Lisa* reflects some of the values of Renaissance art. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. From the readings, can you speculate what the social position of an accomplished artist was? How might this have influenced the great outpouring of fine art during the Renaissance? \_\_\_\_\_  
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Name \_\_\_\_\_

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## Section 1

## HISTORYMAKERS

# Niccolò Machiavelli

## *Inventor of Political Science*

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

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

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

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

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

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

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

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

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

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

## Questions

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

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**CHAPTER 14**  
**Section 4**

## Source Readings

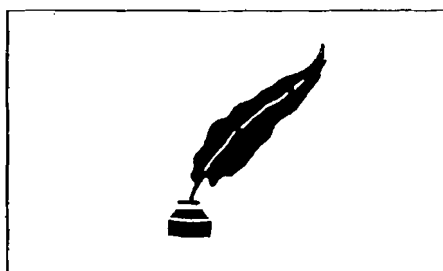
### The Importance of Movable Type

When Johann Gutenberg developed movable type in the middle 1400s, he revolutionized publishing. Movable type made printing much simpler and easier. In the following excerpt, historian E.R. Chamberlin explains why Gutenberg's development was so important.

As you read, think about answers to questions listed below. When you have completed the reading, answer these questions on the next page.

1. Why were errors common in books that were copied by hand?
2. According to Chamberlin, what was Gutenberg's unique contribution to printing?
3. Why was metal better than wood for making type?
4. How did printing make the spread of ideas easier?

The art of printing came full formed into the world at the precise moment that it was needed. . . . Before the invention, every book in the world was a hand-written work. There was an army of copiers in each centre of learning, at each great court, and a book deemed valuable could be assured of reproduction into hundreds of copies. But such reproduction was done without overall plan; a scholar desiring a work would have to locate a copy, commission a copier and pay him for the scores [one score equals twenty] of hours the task would occupy. The chance of error through ignorance or negligence on the part of the copiers would multiply with each [new] edition of a work, so that eventually the establishing of a correct text became a major problem. The great works of history, such as the Bible, were ensured a continued existence for there was always someone, somewhere, who desired his own copy. But the works of unknown men were limited to the few copies circulated among friends, and,



if immediate interest ceased, then the book would disappear for years or perhaps for ever. As a result, [people] again and again tackled problems which had been solved by others in distant places and times. Printing opened a channel of communication of a kind which had never before been seen. The work of the few was swiftly available to the many, and among the many were those who could take the work a stage further and, in their turn, publish the results to an even wider audience.

The controversy regarding the true inventor of printing is very nearly as old as the art itself. In 1499 the Chronicler of Cologne firmly stated that was the work of 'a burgher of Mainz, born at Strasburg, called Junker Johan Gutenberg.' The Chronicler was bitterly attacked by those anxious to claim the honour for their own country, but all available evidence substantiates him. . . .

Guttenberg's unique contribution to the great inventions of the world was not printing, as such, but the means of producing thou-

Name \_\_\_\_\_

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**CHAPTER 14**  
**Section 4****Source Readings,**  
**continued**

sands of movable letters all exactly alike. Printing—the transferring of marks from a raised surface to a flat one—was already very old. Gutenberg must have been familiar with the crude playing-cards of his day, produced from woodcuts to which coloured inks were applied and printed on paper. There was even a method to print the titles of books upon the covers by means of large letters carved in brass, and during Gutenberg's lifetime the principle of carving a whole page of text upon a single block of wood was introduced in Europe. These block-books enjoyed wide popularity but their use was limited to the reproduction of short, popular texts for which there was a steady

demand. It required many hours' work to produce a single block which could be used only

*"[T]he works of unknown men were limited to the few copies circulated among friends, and, if immediate interest ceased, then the book would disappear for years or perhaps for ever."*

for the specific book for which it was carved. Mass production of lengthy works required one vital component [part]: movable letters which could be swiftly arranged in the innumerable combinations which make up words. . . .

Wooden letters each had to be carved by hand. . . . Metal can be melted and poured into a [mold], thus providing a swift and simple method of producing thousands of identical shapes; the material can also be used again when the shape is blurred. [This was Gutenberg's approach.]

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

CHAPTER  
**4**

Section 1

PRIMARY SOURCE *from The Broken Spears*

*In 1519 Spanish conquistadores led by Hernando Cortés first entered the Aztec capital city of Tenochtitlán. The Aztec emperor, Montezuma II, who is called Motecuhzoma in this excerpt, believed that the Spaniards were powerful gods whose arrival had been foretold by Aztec priests. The following account, written by Aztec historians, describes the meeting of Motecuhzoma and Cortés—accompanied by his translator Malinche—at Huitzillan. How did Motecuhzoma and Cortés react to one another?*

**Motecuhzoma Goes Out to Meet Cortes**

The Spaniards arrived in Xoloco, near the entrance to Tenochtitlan. That was the end of the march, for they had reached their goal.

Motecuhzoma now arrayed himself in his finery, preparing to go out to meet them. The other great princes also adorned their persons, as did the nobles and their chieftains and knights. They all went out together to meet the strangers.

They brought trays heaped with the finest flowers—the flower that resembles a shield; the flower shaped like a heart; in the center, the flower with the sweetest aroma; and the fragrant yellow flower, the most precious of all. . . .

Thus Motecuhzoma went out to meet them, there in Huitzillan. He presented many gifts to the Captain and his commanders, those who had come to make war. . . . Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome.

When Motecuhzoma had given necklaces to each one, Cortes asked him: “Are you Motecuhzoma? Are you the king? Is it true that you are the king Motecuhzoma?”

And the king said: “Yes, I am Motecuhzoma.” Then he stood up to welcome Cortes; he came forward, bowed his head low and addressed him in these words: “Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne, to sit under its canopy.

“The kings who have gone before, your representatives, guarded it and preserved it for your coming. . . . The people were protected by their swords and sheltered by their shields.

“Do the kings know the destiny of those they left behind, their posterity? If only they are watching! If only they can see what I see!

“No, it is not a dream. I am not walking in my sleep. I am not seeing you in my dreams. . . . I have seen you at last! I have met you face to face! I was in agony for five days, for ten days, with my eyes fixed on the Region of the Mystery. And now you have come out of the clouds and mists to sit on your throne again.

“This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!”

When Motecuhzoma had finished, La Malinche translated his address into Spanish so that the Captain could understand it. Cortes replied in his strange and savage tongue, speaking first to La Malinche: “Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented.”

Then he said to Motecuhzoma: “We have come to your house in Mexico as friends. There is nothing to fear.”

La Malinche translated this speech and the Spaniards grasped Motecuhzoma’s hands and patted his back to show their affection for him.

*from Miguel Leon-Portilla, ed., The Broken Spears: The Aztec Account of the Conquest of Mexico (Boston: Beacon Press, 1962), 62–65.*

**Discussion Questions**

1. **Recognizing Facts and Details** What gifts did Motecuhzoma present to Cortés and his men?
2. **Making Inferences** Why did Motecuhzoma say to Cortés “now you have arrived on the earth”?
3. **Drawing Conclusions** What can you conclude from this passage about the advantages Cortés had in his attempt to conquer the Aztecs?

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

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

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3. \_\_\_\_\_

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## Critical Thinking Worksheet 16

Topic: The Diet of Worms  
 Skill: Comparing Points of View

In 1521 the Holy Roman Emperor, Charles V, summoned Luther to a meeting of princes and Church leaders in Worms. At this meeting, or diet, Charles, supported by the Church theologian Johann Eck, demanded that Luther take back his teachings, which called for reform of the Church. The viewpoints of the three men on the issue of religious authority, which divided Europeans in the sixteenth century, are presented below. Martin Luther argued that ordinary individuals could interpret the Bible and could worship independently of Church authority, while both Eck and Charles V supported the Church's authority. Read the excerpts, and answer the questions that follow.

Johann Eck:

Martin, . . . How can you assume that you are the only one to understand the sense of Scripture? Would you put your judgment above that of so many famous men and claim that you know more than all of them? You have no right to call into question the most holy orthodox faith . . . defined by the Church. . . I ask you, Martin . . . do you or do you not repudiate [disown] your books and the errors which they contain?

Martin Luther:

Unless I am convinced by Scripture and plain reason . . . my conscience is captive to the Word of God. I cannot and I will not recant {take back} anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise. God help me. Amen.

Emperor Charles V:

A single friar who goes counter to all Christianity for a thousand years must be wrong. Therefore I am resolved to stake my lands, my friends, my body, my blood, my life, and my soul. . . . After having heard yesterday the obstinate defense of Luther, I regret that I have so long delayed in proceeding against him and his false teaching.

Source: Will Durant, *The Reformation* (New York, Simon and Schuster, 1957)

1. What was Johann Eck's point of view on:

- (a) Luther's claims \_\_\_\_\_
- (b) the source of religious authority \_\_\_\_\_
- (c) Luther's Christian duty \_\_\_\_\_

2. What was Martin Luther's point of view on:

- (a) the source of religious authority \_\_\_\_\_
- (b) his own moral responsibility \_\_\_\_\_

3. What was Charles V's point of view on:

- (a) Luther's claims \_\_\_\_\_
- (b) his own responsibility as a Christian ruler \_\_\_\_\_

**Henry VIII: The Search for an Heir****Looking in Depth**

**I**n November 1501, sixteen-year-old Catherine of Aragon, daughter of King Ferdinand and Queen Isabella of Spain, arrived in England. Amid great celebration, she sailed up the Thames River to await her marriage to fifteen-year-old Prince Arthur, son of King Henry VII and Queen Elizabeth (York) of England. Spanish custom forbade a groom's glimpsing his bride before marriage. The king therefore sent Arthur's brother, ten-year-old Prince Henry, to meet the Spanish princess.

Catherine's young companion could hardly miss the enthusiasm for her shown by cheering English crowds. She delighted onlookers by riding sidesaddle through the streets of London on a Spanish mule. Her long, red hair flowed out from beneath a hat tied on with gold lace. "There is nothing wanting in her," declared Thomas More, "that the most beautiful girl should have."

Several days later Prince Henry—clad in white velvet and gold—led the young bride up the aisle of St. Paul's Cathedral for her wedding to his brother Arthur. In the festivities that followed, Henry stole the show. He jousting on horseback, tumbled with acrobats, and leaped and kicked on the dance floor. His physical beauty and grace charmed guests. No one knew at the time that in just eight years Henry would wed Catherine himself.

**Lessons in Kingship**

In 1502, the king and queen were devastated by the sudden death of Prince Arthur from fever and chills. A year later his mother Queen Elizabeth died in childbirth trying to give the king another son. Wracked with grief, Henry VII be-

gan grooming his remaining son to become king. Prince Henry rarely left his father's side. The king also decided to keep Catherine—and her valuable dowry—in sight. Through communion with the Pope in Rome and Catherine's parents in Spain, the king arranged for Catherine to marry Prince Henry.

In an age when royal marriages often decided the fate of nations, King Henry VII looked for an appropriate bride for himself. He set his heart on Catherine's widowed sister—and her kingdom. But King Ferdinand blocked the marriage, keeping the English out of Spain. King Henry struck back by putting off his son's marriage to Catherine.

King Henry VII continued to keep Catherine in England as a diplomatic hostage. His furious temper held the prince hostage too. Guards watched young Henry's every move. Each evening the king locked his son away in a room just off the royal bedchamber. "he is so subjugated," remarked one observer of the prince, "that he doesn't speak a word except in response to what the king asks him."

Years passed, and Prince Henry grew to manhood. Meanwhile his father's health steadily declined. On April 21, 1509, the king sank into illness and died, leaving his eighteen-year-old son to become King Henry VIII. Seven weeks later Henry by his own wish married Catherine.

**"The Heavens Laugh"**

Finally freed of his father's control, Henry ordered celebrations "greater than any Caesar had known." He showed public affection for his bride, holding her hand and wearing her colors in jousts. One evening he dressed up as Robin Hood and burst into her chambers. The queen and her ladies-in-waiting sat terrified until the king and his merry men dropped their disguises. "Our time is spent in continuous festival," wrote Catherine to her father.

But amid the merrymaking, Henry showed

signs of great vanity and even cruelty. He dressed himself lavishly in rich velvets and ermines. He ordered diamonds, pearls, and emeralds sewn into his jackets. Rings covered his fingers. His father's loyal tax collectors had given Henry a bulging treasury to spend. But to win the favor of the people, Henry ordered the most unpopular of these tax collectors seized and executed.

At the time, however, most people scarcely noticed these traits. The strong, vibrant king promised war against England's enemies. He turned for advice to devout church officials such as Thomas More. He invited scholarly Erasmus to sit in his court. So impressed was one of Henry's courtiers, Lord Mountjoy, that he wrote a letter urging Erasmus to come to England at once. Said Mountjoy:

The heavens laugh, the earth exults, all things are full of milk, of honey, and of nectar! . . . When you know what a hero he [Henry] now shows himself [to be], how wisely he behaves, what a lover he is of justice and goodness, what affection he bears to the learned, I will venture to swear that you will need no wings to make you fly to behold this new and auspicious [lucky] star.

### The King's Great Matter

The first decade of Henry's reign went smoothly. After a brief, costly invasion of France, England remained at peace. Henry contented himself with scholarship. Descriptions of him fit the definition of a well-rounded Renaissance ruler. Wrote one visitor from Venice:

He speaks French, English, and Latin and a little Italian, plays well the lute and harpsicord, sings from book at sight, draws the bow with greater strength than any man in England, and jousts marvellously. Believe me, he is in every respect a most accomplished prince.

Nonetheless a great matter troubled the king. His marriage to Catherine had produced only a daughter named Mary—and Henry wanted a son. Henry began to question his advisors about divorce. They warned Henry

against risking the wrath of Catholic Spain. Henry still persisted—especially after he fell in love with twenty-year-old Anne Boleyn (see page 380). Catherine, however, steadfastly refused to consider divorce.

In early 1529, the king and queen faced each other in a Church court. Catherine walked into court with all

the dignity she could summon. Her supporters shouted out, "Good Catherine! How she holds the field!" After addressing the court, Catherine made a dramatic appeal to Henry. She knelt at his feet and begged him to save their marriage.

Henry raised Catherine off her knees. But he remained deadily silent. Catherine turned around and walked out of the court. At Henry's request, a court officer called out: "Catherine queen of England, come into the court!" Catherine kept walking. The next move was up to Henry.

Nonetheless a great matter troubled the king. His marriage to Catherine had produced only a daughter named Mary—and Henry wanted a son.

### The Split with Rome

Even before the 1529 hearing, Henry had threatened that he might take over the Church in England if the divorce was not forthcoming. He resented the control that the Pope held over religious matters in England. He also looked jealously at the moneys that flowed out of England into the Vatican treasury. Thus, when the Church refused to grant him a divorce, Henry acted. He declared himself the head of the Church of England, triggering what became known as the English Reformation. [See text pages 379–381.]

In 1533, Parliament granted Henry his divorce. A short time later Henry held a magnificent coronation for Queen Anne. As Anne's carriage rolled through the streets, at least one person shouted out "God save Queen Catherine, our righteous Queen!"

Anne too lost the favor of the king when on the morning of September 7, 1533, she gave birth to a daughter, named Elizabeth. Henry even refused to attend the child's christening. Later a son too was born but died as an infant. By now, the criticism of his marriage and of his split with Rome rankled Henry. He lashed out at opponents, sending them to the Tower of London to face death. In 1535, Henry ordered his former friend Thomas More to join them.

More understood Henry's volatile temper all too well. Even during the height of their friendship, More once remarked: "If my head could win him a castle in France, it should not fail to go." Henry, however, laughed off More's opinion of him. He told More to "look first unto God and after God unto him [Henry]." Henry forgot these words when More refused to recognize his divorce. More's head fell to the ax for following his conscience rather than his king.

News of More's death shocked Europeans. Many humanists considered Henry more tyrant than Renaissance prince. The next person to feel the ax would be Anne Boleyn.

### A Son at Last

Disgruntled at Anne's high spirits and her failure to produce another son, Henry finally charged her with disloyalty and sentenced her to death. Finding gentle, shy Jane Seymour more to his liking, the king soon married her. Much to Henry's delight, Jane bore him the son he had wanted for more than a quarter of a century. The birth of tiny Edward, however, cost Jane her life.

Henry now felt secure. He had an heir to whom he could pass on the throne of England. He ordered his chancellor, Thomas Cromwell, to ensure that the Reformation Parliament passed the laws necessary to protect his reign. He completed the seizure of Catholic monasteries and holy shrines, from which the proceeds made him rich. Plunder from the shrine at Canterbury alone yielded 26 wagonloads of gold and jewels.

To advertise his power and wealth, Henry

ordered the construction of an enormous palace. He named it Nonsuch to show that there was none such other palace like it in the world. He also hired artists and sculptors to celebrate his monarchy.

Because his son would inherit a Protestant realm, Henry approved the first Bible printed in English. This pleased Protestants, who demanded that Bibles be made available to people in their native languages. Henry's Protestant advisors pushed for further reforms. First Henry ordered that one of the new English Bibles be placed in every village church. He also stripped the churches of many rituals and allowed the clergy to marry.

### Henry's Tudor Legacy

Henry married three more times after the death of Jane Seymour. None of the marriages, however, produced children. At age fifty-seven, Henry died. He had ruled England for nearly 38 years, formed a new national church, and shaped new ideas about the powers of government.

As Henry had hoped, he left his ten-year-old son Edward VI with a strong realm. Edward, however, was frail. He died in 1553 at the age of sixteen, leaving his half-sisters—devoutly Catholic Mary Tudor and stubborn, willful, Protestant Elizabeth Tudor—to shape the destiny of England. In the end, it would be Elizabeth who would lead England to greatness. Under Elizabeth's guidance, England withstood the might of Spain and took the first steps toward building a worldwide empire.

### Comprehension

1. Why did Henry VII pledge Prince Henry's hand in marriage to Catherine of Aragon?
2. What motives help to explain Henry VIII's split with Rome?
3. How did Henry try to make secure the future reign of his son Edward?
4. What irony of history unfolded after Henry's death?

1.

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2.

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3.

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Name \_\_\_\_\_  
 Class \_\_\_\_\_

## Chapter ◆

### THE SEVERITY OF SPANISH RULE

The religious zeal of the Dutch Protestants was fully matched by the determination of the Spanish monarchs to stamp out Protestantism. In the Edict of 1550, issued by the Spanish throne, that determination was made clear.

No one shall print, write, copy, keep, conceal, sell, buy or give in churches, streets, or other places, any book or writing made by Martin Luther, . . . John Calvin, or other heretics reprobated by the Holy Church. . . . nor break, nor otherwise injure the images of the holy virgin or canonized saints . . . nor in his house hold . . . illegal gatherings, or be present at any such in which the adherents of the above-mentioned heretics teach, baptize, and form conspiracies against the Holy Church and the general welfare. . . . Moreover, we forbid all lay persons to converse or dispute concerning the Holy Scriptures, openly or secretly, . . . or to preach secretly, or openly, or to entertain any of the opinions of the above-mentioned heretics . . .

[Heretics] are to be executed, to wit: the men with the sword and the women to be buried alive, if they do not persist in their errors; if they do persist in them, then they are to be executed with fire; all their property in both cases being confiscated to the crown. . . .

We forbid all persons to lodge, entertain, furnish with food, fire, or clothing, or otherwise to favour any one . . . suspected of being a heretic . . . and any one failing to denounce any such we ordain shall be liable to the above-mentioned punishments. . . .

All who know of any person tainted with heresy are required to denounce and give them up to all judges, officers of the bishops, or others having authority on the premises, on pain of being punished according to the pleasure of the judge. Likewise, all shall be obliged, who know of any place where such heretics keep themselves, to declare them to the authorities, on pain of being held as accomplices, and punished as such heretics themselves would be if apprehended. The informer, in case of conviction, should be entitled to one-half the property of the accused, . . .

If any man being present at any secret conventicle, shall afterwards come forward and betray his fellow members of the congregation, he shall receive full pardon.

1. On a separate sheet of paper, write the words from the document that forbid each of the following. (a) someone other than a priest from interpreting or discussing the Bible

\_\_\_\_\_

(b) the reading of the works of the Reformation leaders

\_\_\_\_\_

(c) offering a meal to or sharing a meal with a Protestant

2. (a) What was the punishment if a convicted heretic admitted to a wrongdoing?

\_\_\_\_\_

(b) What was the punishment if a heretic did not repent? \_\_\_\_\_

3. What arguments do you think Spain might have offered for its attempts to stamp out Protestantism? Write your answer on a separate sheet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THINKING  
SKILL  
WORKSHEET**

**39**

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Reign of Louis XIV:  
Analyzing a Primary Source**

The following selection is adapted from a letter written by Fénelon, a French archbishop, to Louis XIV. Archbishop Fénelon served as tutor to one of the king's children. This letter was sent anonymously—that is, it was unsigned. Read the selection and answer the questions that follow.

For nearly thirty years, your principal Ministers have destroyed and reversed all the ancient customs of the state in order to raise your authority to its highest pitch. They no longer speak of the state and its constitution; they only speak of the King and of his royal pleasure. They have pushed your revenues and your expenses to unprecedented heights. They have raised you up to the sky in order, they say, to outshine the grandeur of all your predecessors; that is to say, in order to impoverish the whole of France for the introduction of monstrous luxuries of court. Your ministers have been harsh, haughty, unjust, violent, of bad faith. They have recognized no other rule but to threaten, to crush, and to destroy all who resist them. They have rendered your name odious, and the whole French nation intolerable to all our neighbors. They have kept none of our ancient allies because they only want slaves. They have caused almost twenty years of bloody wars.

Meanwhile, your people die of hunger. The cultivation of the soil is almost abandoned; all business enterprise is stagnant, and no longer offers employment to working men. All commerce is destroyed. Instead of taking money from these poor people, one should give them alms and feed them.

The people themselves, it should be said, who hitherto have loved you, are beginning to lose love, confidence, and even respect. Your victories and conquests no longer cause them to rejoice; they are full of bitterness and despair. Sedition is kindled little by little everywhere. They believe that you love only your authority and your glory.

There, Sire, is the state of things. You live as one whose eyes are fatally blinded.

1. Why was this letter sent anonymously? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What did Fénelon criticize about the rule of Louis XIV? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. According to Fénelon, how did the French people feel about the rule of Louis XIV? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What reforms do you think Fénelon would have welcomed? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Section 4

**SKILLBUILDER PRACTICE** *Evaluating Decisions*

*Historians evaluate decisions made in the past on the basis of short- and long-term consequences as well as moral implications. As you have read, Peter the Great was determined to westernize Russia and the Russian people. The passage below describes the first decision Peter made upon his arrival home from Europe. Evaluate this decision by answering the questions that follow. (See Skillbuilder Handbook.)*

Surprisingly enough, the first thing Peter reformed when he returned to the Kremlin was not the army or industries but beards. To Peter, the Russian custom of wearing beards symbolized everything that was backward about his country. When his nobles fell on their knees to welcome him home, the czar raised them up, took out a long European razor, and commanded them to hold still while he shaved off their beards. The boyars were horrified. Russian men of the time treasured their beards as symbols of manhood and Christianity. The tradition of the Orthodox Church held that God had a beard and as man was made in God's image, he too must be bearded. Yet Peter decreed that all Russian nobles must shave off their beards. To make sure his decree was obeyed, he posted barbers at Moscow's gates. Noblemen who wished

to keep their beards had to pay a beard tax every year and hang a metal tag from their necks to prove that they had indeed paid it. Without this tag, a man's beard could be clipped on sight.

Peter also issued an edict commanding that all boyars and members of the gentry class adopt western-style clothing. The manufacturing of traditional Russian dress, most commonly long cloaks with flowing sleeves, was made illegal. These edicts, although not of great significance, were regarded by many Russians as an attack on personal freedoms and valued traditions. Foreign ways were being forced on the Russian people against their will. This attack on traditional Russian garb began a debate in Russia—one that continues today—about whether to westernize Russia or to focus instead on traditional culture.

1. What were some short-term effects of Peter's decision to modernize the appearance of Russian men? \_\_\_\_\_

2. What were some long-term effects of that decision? \_\_\_\_\_

3. One historian describes Peter's decision as "an action full of symbolism." In what way was Peter's decision symbolic? \_\_\_\_\_

4. How would you evaluate Peter's decision? Was the decision a good one or not?

Explain why you think as you do. \_\_\_\_\_

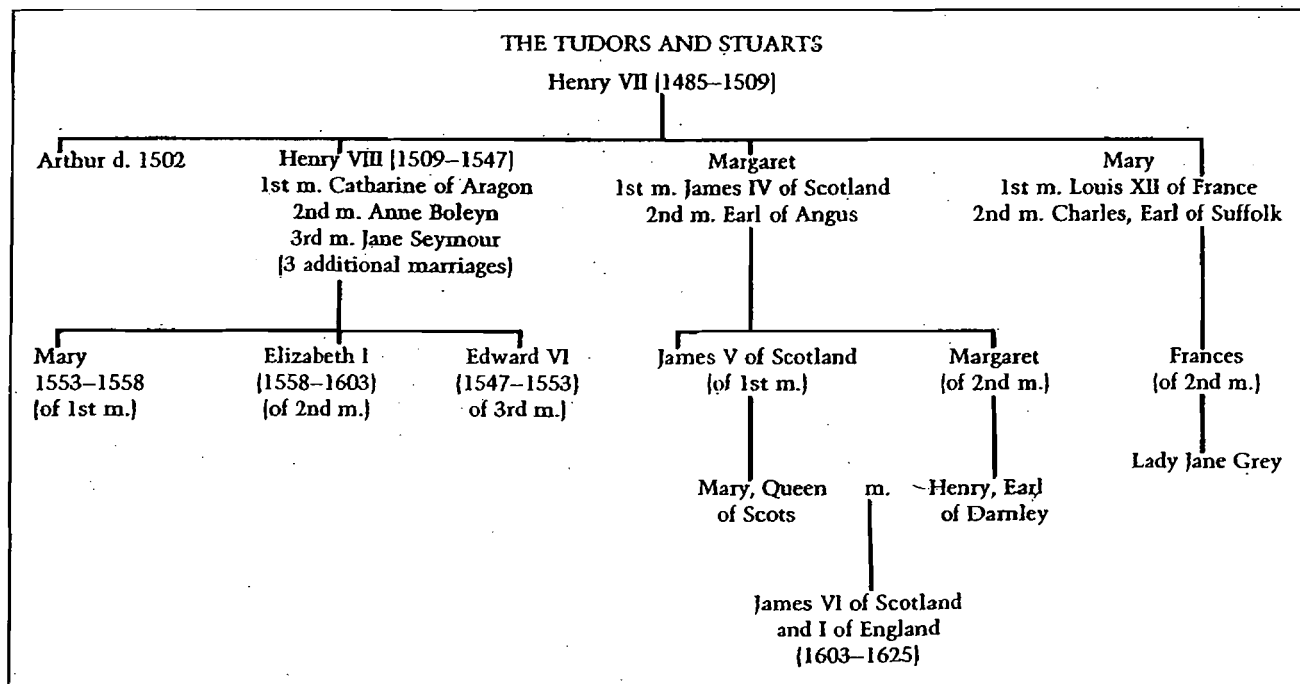
Name \_\_\_\_\_  
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## Basic Skills Worksheet 18

Topic: The Tudors and Stuarts

Skill: Reading a Genealogical Chart

Genealogy is the study of family relations from one generation to the next. Below is an example of a genealogical chart, or family tree. To read the chart, start at the top and follow the lines. Vertical lines connect parents and children. Horizontal lines connect brothers and sisters. The m. stands for married or marriage and d. for died. Study the chart and then answer the questions below, referring to text pages , and as needed.



1. How many children did Henry VII have? \_\_\_\_\_ Who was the oldest? \_\_\_\_\_ Why didn't he become king? \_\_\_\_\_
2. How many children did Henry VIII have? \_\_\_\_\_ Who was the oldest? \_\_\_\_\_ Who was the youngest? \_\_\_\_\_ Who was Henry's first successor? \_\_\_\_\_ Why? \_\_\_\_\_
3. Why was Mary, Queen of Scots, a threat to Elizabeth I? \_\_\_\_\_  
 \_\_\_\_\_
4. Why did James VI of Scotland become King of England? \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

# England: Tudor Queen and Stuart Kings

## THE SPEECH OF A QUEEN



The defeat of the Spanish Armada in 1588 marked a high point in the reign of Elizabeth I. Although Elizabeth would rule England for 15 more years, those years lacked the glory and splendor of her early reign. Yet Elizabeth never lost her ability to charm and stir the English people, as the following address to Parliament shows. Elizabeth was 67 when she gave this speech. She would live and reign for only two more years.

... I do assure you that there is no prince that loveth his subjects better, or whose love can countervail our love. There is no jewel, be it of never so rich a prize, which I prefer before this jewel; I mean your love. For I do more esteem it than any treasure or riches; for that we know how to prize, but love and thanks I count inestimable. And though God hath raised me high, yet this I count the glory of my crown, that I have reigned with your loves. This makes me that I do not so much rejoice that God hath made me ... queen, as to be a queen over so thankful a people. Therefore I have cause to wish nothing more than to content the subject, and that is a duty which I owe. Neither do I desire to live longer days than that I may see your prosperity, and that's my only desire. And as I am that

person that still, yet under God, hath delivered you, so I trust, by the almighty power of God, that I still shall be His instrument to preserve you from envy, peril, dishonour, shame, tyranny, and oppression; partly by means of your intended helps, which we take very acceptably, because it manifesteth the largeness of your loves and loyalties unto your sovereign. Of myself I must say this: I never was any greedy, scraping grasper, nor a strait fast-holding prince, nor yet a waster. My heart was never set on worldly goods, but only for my subjects' good. What you do bestow on me, I will not hoard it up, but receive it to bestow on you again. ... Therefore render until them from me I beseech you, Mr. Speaker, such thanks as you imagine my heart yieldeth, but my tongue cannot express.

1. What jewel does Elizabeth esteem more than treasure or riches?

\_\_\_\_\_

2. What is her only desire?

\_\_\_\_\_

3. What does Elizabeth say about her material desires? \_\_\_\_\_

\_\_\_\_\_

4. Imagine that you are in the audience listening to Elizabeth speak. What feelings might the speech stir in you as one of her subjects?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# DIFFERENT SECTS

*For each religion, branch off and  
write the different sects that the  
religion splits into.*



HINDUISM

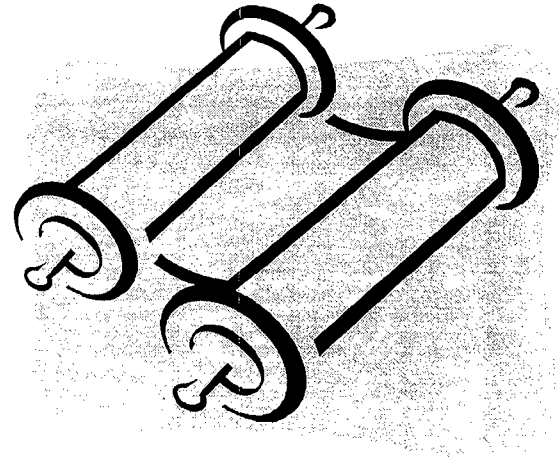
BUDDHISM

ISLAM

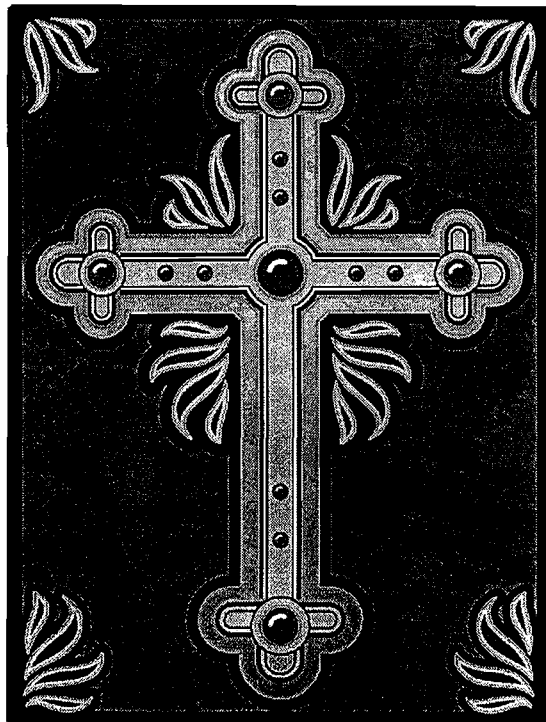
JUDAISM

CHRISTIANITY

<b><i>RELIGION</i></b>	<b><i>SACRED TEX.</i></b>
JUDAISM	
ISLAM	
CHRISTIANITY	
BUDDHISM	
HINDUISM	



## FAST FACTS ABOUT WORLD RELIGION...



<b><i>RELIGION</i></b>	<b><i>SYMBOL</i></b>
JUDAISM	
ISLAM	
CHRISTIANITY	
BUDDHISM	
HINDUISM	

# GET OUT!

*In the space below, list one thing you didn't know about each of these religions*

ONE THING I DIDN'T KNOW ABOUT CHRISTIANITY WAS... \_\_\_\_\_

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ONE THING I DIDN'T KNOW ABOUT JUDAISM WAS... \_\_\_\_\_

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ONE THING I DIDN'T KNOW ABOUT BUDDHISM WAS... \_\_\_\_\_

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---

ONE THING I DIDN'T KNOW ABOUT ISLAM WAS... \_\_\_\_\_

---

---

ONE THING I DIDN'T KNOW ABOUT HINDUISM WAS... \_\_\_\_\_

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## TRUE OR FALSE???

*USE T OR F TO ANSWER THESE QUESTIONS.*

- \_\_\_\_\_ There are many types of Christianity.
- \_\_\_\_\_ All Catholic priests can get married.
- \_\_\_\_\_ Hindus believe one of their gods occasionally destroys the earth.
- \_\_\_\_\_ Muslims stop five times every day to pray in the same way.
- \_\_\_\_\_ Pigs and shellfish are the "clean animals" according to kosher.

## HOW MANY GODS?

*Which of the five religions  
has...*

*No god?*

*One god?*

*Several gods?*

# SIMILARITIES

2

WHAT ARE TWO THINGS THAT TWO RELIGIONS HAVE IN COMMON?

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3

WHAT ARE TWO THINGS THAT THREE RELIGIONS HAVE?

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

RELIGION 3 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

RELIGION 3 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4

WHAT IS ONE SIMILARITY THAT FOUR RELIGIONS HAVE?

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

RELIGION 3 \_\_\_\_\_

RELIGION 4 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5

WHAT IS ONE SIMILARITY THAT ALL FIVE RELIGIONS HAVE?

RELIGION 1 \_\_\_\_\_

RELIGION 2 \_\_\_\_\_

RELIGION 3 \_\_\_\_\_

RELIGION 4 \_\_\_\_\_

RELIGION 5 \_\_\_\_\_

SIMILARITY \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Block: \_\_\_\_\_ Date: \_\_\_\_\_

## ***WHERE IN WORLD RELIGION IS SARMEN CANDIEGO?***

**Directions:** Sarmen Candiego, the evil supervillain cousin of Carmen Sandiego, stole Mr. Weaver's favorite textbook and is running around the world. We need you to help us track her. Using your textbook and the facts below, fill in the blanks with the correct answers, and that will help us know where she's going and where she's been. More directions will follow.

**REMEMBER, SPELLING COUNTS!!! BE SURE TO LOOK CAREFULLY IN YOUR BOOK!!!**

Sarmen is a Christian, so she first went to the continent that had the highest percentage of Christians. What continent was she on? \_\_\_\_\_

From there, she went north to the basilica in this place, where the Virgin Mary supposedly appeared twice in the 1500s. \_\_\_\_\_

Sarmen got tired of this hemisphere, though, so she flew to the country with the highest percentage of Jewish people in the world. What country is that? \_\_\_\_\_

Her first stop once she was there was a famous place that's the last part of an ancient temple: the \_\_\_\_\_.

But soon, she decided it was time to move on again. She headed off to the place with the highest percentage of Muslim people in the world. What region was that? \_\_\_\_\_

Once she was there, she studied pictures and realized she shouldn't be sitting on the bare ground, so she got one of these to sit on. \_\_\_\_\_

She wanted to find Hindus after that, and she decided to go to this country, which is 83% Hindu. \_\_\_\_\_

Sarmen didn't really want to stay, but she felt a cold coming on. She decided to bathe in this river to try to cure herself. \_\_\_\_\_

It didn't work, and she was still sick, so she decided to travel somewhere with a different climate, like this region, which has the highest percentage of Buddhists. \_\_\_\_\_

That didn't work either, and she accidentally killed a fly. Buddhists were upset, because they believe in \_\_\_\_\_, and they figured the fly might have been a person before.

## **WORD BANK**

Reincarnation  
Rebodification  
Southwest Asia  
India  
Southeast Asia  
Africa  
Latin America  
China

Ganges  
Euphrates  
Mississippi  
Japan  
North America  
India  
Prayer Rug  
Yoga Mat

Western Wall  
Notre Dame  
Taj Mahal  
Tijuana  
Guadalupe  
South America  
Northeast Asia  
Northwest Asia

### **DRAW IT!**

You must create a comic strip of at least three frames that has the following things:

- At least two people arguing over the difference between their religions
- The same people realizing their religions have something in common
- A religious symbol for each person
- Something in the background, on their clothes, etc. that shows me what religion they are

*You are not allowed to write on the paper what religion they are; I have to be able to figure it out from your drawings.*

*No stick figures!*