DISCOVERING OUR PAST
A HISTORY OF THE WORLD
INQUIRY JOURNAL

DISCOVERING OUR PAST

A HISTORY OF THE WORLD
Dear Student,

Most of us are curious, and we have questions about many things. We have the more personal questions, such as, “Will my favorite book be made into a movie?” or “Why does my former best friend not want to hang out with me anymore?” to questions of a larger nature about the world around us. These might include questions such as the following: What does being treated like an adult mean? Why can’t people share? Why do we have to go to war? How do I understand what I see or read about in history or online or in the news? Why is the peace process so difficult?

Asking good questions helps us take charge of our own learning. Learning to ask good questions is a process, as “yes” and “no” types of questions don’t get us very far in discovering why events happened or why people feel as they do. Once we master this process, however, we become better thinkers and researchers and can find out more about subjects that interest us. Asking good questions is also important if we want to understand and affect the world around us.

In this book, as in other parts of this program, there will be “Essential Questions” that you will research. These types of questions concern all people – those who have lived, those who are living now, and those who will live in the future. Examples of these questions include: “How do new ideas change the way people live?” and “What makes a culture unique?” and “What characteristics make a good leader?” and “Why does conflict develop?” You will choose some of your own supporting questions to help you answer the Essential Question.

As you move through the study of history, you will be reading primary and secondary sources about a specific time period. Primary sources – whether they are diaries, poetry, letters, or artwork – were created by people who saw or experienced the event they are describing. Secondary sources – whether they are biographies, or history books, or your student text — are created after an event, by people who were not part of the original event.

Once you have completed the readings and the text notes, there is a “Report Your Findings” project in which you answer the Essential Question. You will work on some parts of the project by yourself, and you will work on other parts of the project with your classmates. You will be given many opportunities to take informed action. This means that you will use what you have learned and apply it to a current issue in a way that interests you. You will share this information with other students or with people outside of the classroom.
Renaissance and Reformation

ESSENTIAL QUESTION

How do new ideas change the way people live?

Think about how this question might relate to the Renaissance and the Reformation.

TALK ABOUT IT

Discuss with a partner what type of information you would need to know to answer this question. For example, one question might be: Why are the events and ideas that occurred during these eras so significant?

DIRECTIONS: Now write down three additional questions that you need to answer to be able to explain the importance of these eras and their ideas.

MY RESEARCH QUESTIONS

Supporting Question 1:

________________________________________________________

Supporting Question 2:

________________________________________________________

Supporting Question 3:

________________________________________________________
The Renaissance Begins

DIRECTIONS: Search for evidence in Lesson 1 to help you answer the following questions.

1 EXPLAINING How did the shift to a more secular way of life influence the Renaissance?

2 IDENTIFYING EFFECTS In the graphic organizer below, describe how each characteristic of Italy influenced the Renaissance.

<table>
<thead>
<tr>
<th>Characteristic of Italy</th>
<th>Influence on the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian cities were wealthy.</td>
<td></td>
</tr>
<tr>
<td>Italy was the heart of the old Roman Empire.</td>
<td></td>
</tr>
<tr>
<td>Many Italians lived in cities instead of in rural areas.</td>
<td></td>
</tr>
<tr>
<td>Stronger economies developed.</td>
<td></td>
</tr>
</tbody>
</table>
3 ECONOMICS Why were the Italian states able to remain independent and prosper during the Middle Ages?


4 GEOGRAPHY How did Italy’s location affect it during the Renaissance?


5 CIVICS Complete the chart.

<table>
<thead>
<tr>
<th>Individual</th>
<th>How He Changed Italian Society and Ideas During the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco Polo</td>
<td></td>
</tr>
<tr>
<td>Lorenzo de’ Medici</td>
<td></td>
</tr>
<tr>
<td>Niccolò Machiavelli</td>
<td></td>
</tr>
</tbody>
</table>
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How do new ideas change the way people live?

Niccoló Machiavelli on How to Gain a Ruler’s Favor

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Lorenzo de’ Medici was one of the most influential people in Italy’s history. Rather than governing Italy as an all-powerful ruler, de’ Medici surrounded himself with others who could assist him in his governance. Niccolò Machiavelli dedicated his political treatise on power, The Prince, to de’ Medici’s grandson and ruler at the time, Lorenzo di Piero de’ Medici.

PRIMARY SOURCE: BOOK

"Those who wish to acquire favor with a ruler most often approach him with those among their possessions that are most valuable in their eyes, or that they are confident will give him pleasure. So rulers are often given horses, armor, cloth of gold, precious stones, and similar ornaments that are thought worthy of their social eminence. Since I want to offer myself to your Magnificence, along with something that will symbolize my desire to give you obedient service, I have found nothing among my possessions that I value more, or would put a higher price upon, than an understanding of the deeds of great men, acquired through a lengthy experience of contemporary politics and through an uninterrupted study of the classics. Since I have long thought about and studied the question of what makes for greatness, and have now summarized my conclusions on the subject in a little book, it is this I send your Magnificence."

— Niccoló Machiavelli, The Prince, 1513
1. **CIVICS** Why does Machiavelli refer to Lorenzo di Piero de’ Medici as “your Magnificence?”

2. **ANALYZING** What is the purpose of Machiavelli’s letter?

3A. **IDENTIFYING** What does Machiavelli offer de’ Medici?

3B. **ANALYZING** Why does Machiavelli offer this in place of “horses, armor, cloth of gold, precious stones, and similar ornaments?”
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How do new ideas change the way people live?

CHAPTER 20 • LESSON 1

Lorenzo De’ Medici on How a Cardinal Should Live

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Due to the high-ranking position of the de’ Medici family, Lorenzo de’ Medici’s nephew, Giovanni, became a cardinal in the Roman Catholic Church when he was only 13 years old. The letter below is from Lorenzo to Giovanni after his nephew became a cardinal.

PRIMARY SOURCE: LETTER

“A handsome house and a well-ordered family will be preferable to a great retinue and a splendid residence. Endeavor to live with regularity, and gradually bring your expenses within those bounds which in a new establishment cannot perhaps be expected. Silk and jewels are not suitable for persons in your station. Your taste will be better shown in the acquisition of a few elegant remains of antiquity, or in the collecting of handsome books, and by your attendants being learned and well-bred rather than numerous.”

— Letter from Lorenzo de’ Medici to Giovanni de’ Medici, 1491

1A IDENTIFYING What is the purpose of Lorenzo’s letter?

VOCABULARY
retinue: servants, attendants
residence: home
endeavor: try, attempt
station: level in society
acquisition: gaining
antiquity: ancient times
learned: educated
ANALYZE THE SOURCE
VOCABULARY
retinue: servants, attendants
residence: home
endeavor: try, attempt
station: level in society
acquisition: gaining
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ESSENTIAL QUESTION
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—Letter from Lorenzo de’ Medici to Giovanni de’ Medici, 1491

1B DESCRIBING What is Lorenzo’s opinion about the acquisition of possessions?

2 CIVICS Why does Lorenzo write that “Silk and jewels are not suitable for persons in your station”?

3 EXPLAINING Explain why Lorenzo believes that his nephew’s “taste will be better shown in the acquisition of a few elegant remains of antiquity, or in the collecting of handsome books, and by your attendants being learned and well-bred rather than numerous.”

4 DETERMINING CONTEXT Why might it have been important for Giovanni to follow his uncle’s advice?
New Ideas and Art

DIRECTIONS: Search for evidence in Lesson 2 to help you answer the following questions.

1A EXPLAINING  What is humanism?

As you gather evidence to answer the Essential Question, think about:

• how new technology helped to spread ideas.
• the significant art and literature that came from the Renaissance.
• how other countries were affected by the changes occurring in Italy.

1B CITING TEXT EVIDENCE  What role did humanism play in the Renaissance?

2 UNDERSTANDING CHRONOLOGY  Complete the graphic organizer below to explain how Francesco Petrarch contributed to the Renaissance.

Francesco Petrarch travels to old monasteries.
3 IDENTIFYING EFFECTS The graphic organizer below includes names of individuals who were important to the Renaissance. Identify where each person was born, list a significant contribution made by each individual, and explain how that contribution influenced the Renaissance.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Country of Origin</th>
<th>Contribution to the Renaissance</th>
<th>How This Contribution Influenced the Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dante Alighieri</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoffrey Chaucer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johannes Gutenberg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giotto</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 GEOGRAPHY How did Italy’s location help to expand the art of the Renaissance?
Giotto's The Lamentation

DIRECTIONS: Study the image and answer the accompanying questions.

EXPLORE THE CONTEXT: This painting by Giotto is entitled The Lamentation, or Mourning of Christ. It was painted between 1305 and 1306. In it, the deceased body of Jesus, referred to as “Christ” in the title, is surrounded by various people. Included are figures significant to the Roman Catholic Church, such as Mary Magdalene and John, as well as angels. Giotto has set apart the religious figures by painting them with halos.

PRIMARY SOURCE: PAINTING
EXPLORE THE CONTEXT:
This painting by Giotto is entitled The Lamentation, or Mourning of Christ. It was painted between 1305 and 1306. In it, the deceased body of Jesus, referred to as “Christ” in the title, is surrounded by various people. Included are figures significant to the Roman Catholic Church, such as Mary Magdalene and John, as well as angels. Giotto has set apart the religious figures by painting them with halos.

1 DESCRIBING Describe the scene shown in the image.

2 ANALYZING How are the figures in the painting depicted?

3A DESCRIBING Describe the colors used in the painting.

3B ANALYZING What mood do these colors create?

4 INFERRING Why did Giotto most likely include religious figures and angels in this painting?
ESSENTIAL QUESTION
How do new ideas change the way people live?

Jan Van Eyck's The Annunciation

DIRECTIONS: Study the image and answer the accompanying questions.

EXPLORE THE CONTEXT: This Northern Renaissance painting, entitled The Annunciation, is a masterpiece created by Jan van Eyck, an artist from the Netherlands. The painting was created around 1434. It depicts an important story from the beliefs of the Roman Catholic Church: The Virgin Mary (on the right) is told by the angel Gabriel (on the left) that she will give birth to the son of God, Jesus.

INFERRING
How is the scene significant to the Renaissance?

DESCRIBING
What are some aspects about the painting that stand out to you and why?

COMPARING
How is this van Eyck painting similar to that of Giotto's The Lamentation?

COMPARING
How is The Annunciation similar to van Eyck's other masterpiece, The Arnolfini Portrait, which can be found in the textbook?
ANALYZE THE SOURCE
ESSENTIAL QUESTION
How do new ideas change the way people live?

Jan Van Eyck's The Annunciation

DIRECTIONS:
Study the image and answer the accompanying questions.

EXPLORE THE CONTEXT:
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1 INFERRING How is the scene significant to the Renaissance?

2 DESCRIBING What are some aspects about the painting that stand out to you and why?

3 COMPARING How is this van Eyck painting similar to that of Giotto’s The Lamentation?

4 COMPARING How is The Annunciation similar to van Eyck's other masterpiece, The Arnolfini Portrait, which can be found in the textbook?
The Reformation Begins

DIRECTIONS: Search for evidence in Lesson 3 to help you answer the following questions.

1A IDENTIFYING CAUSE AND EFFECT What were the criticisms of the Catholic Church at the time of the Reformation?

1B How had respect for the leaders of the Catholic Church, including the pope, weakened over time?

2 GEOGRAPHY How did location impact the divide between Protestants and Catholics in Germany?
3 IDENTIFYING CAUSE AND EFFECT  As the ideas of the Reformation gained popularity and spread across Europe, these ideas influenced the way that people thought about government. In the graphic below, identify the political influence of certain religious ideas.

<table>
<thead>
<tr>
<th>IDEAS OF THE REFORMATION</th>
<th>IDEAS ABOUT GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ELECTION OF CLERGY</td>
<td></td>
</tr>
<tr>
<td>OBEDIENCE TO THE CHURCH</td>
<td></td>
</tr>
<tr>
<td>PAYING INDULGENCES</td>
<td></td>
</tr>
</tbody>
</table>

4 ECONOMICS  Complete the following chart to record the impact of rulers who decided to embrace Protestant Christianity.
The state of the Church distracts me. My own conscience is easy; I was alone in saying from the first that the disorder must be encountered in its germs; I was too true a prophet; the play, which opened with universal hand clapping, is ending as I foresaw that it must. The kings are fighting among themselves for objects of their own. The monks instead of looking for a reign of Christ, want only to reign themselves. The theologians curse Luther and in cursing him curse the truth delivered by Christ and the Apostles and . . . alienate with their foul speeches many who would have returned to the Church or but for them would have never left it. No fact is plainer than that this tempest has been sent from heaven by God’s anger, as the frogs and locusts and the rest were sent on the Egyptians; but no one remembers his own faults, and each blames the other. It is easy to see who sowed the seed and who ripened the crop."

—Erasmus to the Bishop of Augsburg, August 26, 1528 in Life and Letters of Erasmus: Lectures Delivered at Oxford 1893-4
CITING TEXT EVIDENCE  How does Erasmus describe the theologians’ response to Martin Luther’s ideas?

DETERMINING MEANING  Examine the language that Erasmus uses to describe the conflict between the Church and the ideas of Martin Luther. What can you determine about his concern for the future based on this context?

ANALYZING TEXT EVIDENCE  After referring to the text, describe how ideas of the Reformation related to power in the government and in the Church.

DRAWING CONCLUSIONS  What is Erasmus’s point of view about the Reformation and the Church’s response to it?
The German Peasant Rebellion

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: The German Peasants’ Rebellion was a series of uprisings among German-speaking people in Central Europe between 1524 and 1525. Their demands were listed in a document entitled “The Twelve Articles.” Some of these demands were inspired by ideas of the Reformation.

PRIMARY SOURCE: PETITION

“\nThe First Article. First, it is our humble petition and desire, as also our will and resolution, that in the future we should have power and authority so that each community should choose and appoint a pastor, and that we should have the right to depose him should he conduct himself improperly. The pastor thus chosen should teach us the gospel pure and simple, without any addition, doctrine, or ordinance of man.”

—from “The Twelve Articles,” Demands from the German Peasants, 1524

1 CITING TEXT EVIDENCE According to this excerpt, what change do the people want in how their religious leaders are appointed?

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________________________________________________________________________

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________________________________________________________________________

VOCABULARY

petition: request
depose: remove from office
document: set of guidelines
ordinance: rule

It’s All Online! 486
The German Peasants' Rebellion was a series of uprisings among German-speaking people in Central Europe between 1524 and 1525. Their demands were listed in a document entitled "The Twelve Articles." Some of these demands were inspired by ideas of the Reformation.

"The First Article. First, it is our humble petition and desire, as also our will and resolution, that in the future we should have power and authority so that each community should choose and appoint a pastor, and that we should have the right to depose him should he conduct himself improperly. The pastor thus chosen should teach us the gospel pure and simple, without any addition, doctrine, or ordinance of man."

—from "The Twelve Articles," Demands from the German Peasants, 1524

### DETERMINING MEANING
What does the phrase, “The pastor thus chosen should teach us the gospel pure and simple, without any addition, doctrine, or ordinance of man” refer to?

### CITING TEXT EVIDENCE
Which words best show the desire of the people to appoint their own religious leaders? Underline the words that best demonstrate what is demanded.

### DRAWING CONCLUSIONS
What can you determine about the importance of selecting religious leaders based on where it appears in “The Twelve Demands”?
Catholics and Protestants

DIRECTIONS: Search for evidence in Lesson 4 to help you answer the following questions.

1 HISTORY Use the chart to identify some results that sprang from the conflict between Catholics and Protestants.

RESULTS OF CONFLICT BETWEEN CATHOLICS AND PROTESTANTS

As you gather evidence to answer the Essential Question, think about:

• how the Catholic Church attempted reform.
• why the Edict of Nantes was important.

My Notes

2 INTERPRETING Consider how religious conflict was more likely in certain geographic regions and countries.

It's All Online!
3 CITING TEXT EVIDENCE  The Thirty Years’ War was a period of violent religious conflict. Use the chart to describe the impact of the conflict on the strength of the major empires in Europe.

<table>
<thead>
<tr>
<th>EMPIRE</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>Holy Roman</td>
<td></td>
</tr>
</tbody>
</table>

4 DESCRIBING  How did the role of women change after the end of the Reformation?

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________________________________________________________________________
ANALYZE THE SOURCE

ESSENTIAL QUESTION
How do new ideas change the way people live?

VOCABULARY
prebend: payment to the clergy
abbacy: office of abbot or abbess in the Church
miter: bishop’s hat

CRITICISM OF THE POPE

DIRECTIONS: Read the following excerpt and answer the accompanying questions.

EXPLORE THE CONTEXT: Raimon de Cornet was a French priest, troubadour, and poet who opposed the clergy and the pope.

PRIMARY SOURCE: POEM

“I see the pope his sacred trust betray,
For while the rich his grace can gain alway,
His favors from the poor are aye withholden.
He strives to gather wealth as best he may,
Forcing Christ’s people blindly to obey,
So that he may repose in garments golden.
The vilest traffickers in souls are all
His chapmen, and for gold a prebend’s stall
He’ll sell them, or an abbacy or miter.
And to us he sends clowns and tramps who crawl
Vending his pardon briefs from cot to hall—
Letters and pardons worthy of the writer,
Which leaves our pokes, if not our souls, the lighter.”

—Raimon de Cornet, c. 1324–1340
CITING TEXT EVIDENCE What are the criticisms of the pope in this poem?

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______________________________

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DETERMINING MEANING How does the description of indulgences in this poem reinforce the ideas the writer is trying to communicate?

______________________________

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CITING TEXT EVIDENCE Which words does the author use to convey his ideas about the corruption that the pope has spread to the clergy? Underline the words he used.

______________________________

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HISTORY How does this perspective inform our understanding of the religious conflicts in France during this time?

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A Huguenot on St. Bartholomew’s Day

DIRECTIONS: Examine the following image and answer the accompanying questions.

EXPLORE THE CONTEXT: The painting by Sir John Everett Millais in 1852 depicts a couple embracing on St. Bartholomew’s Day in 1572 when Catholics in Paris massacred Protestants. The woman in this painting is attempting to tie a white scarf around the arm of her beloved. The white scarf was a marker of Catholicism and would have shielded the man from the massacre. The man is refusing this protection. He is a Huguenot, a French protestant persecuted by the Catholic Church leaders for their faith. The moment in this painting symbolizes the choice between physical safety and spiritual devotion.

SECONDARY SOURCE: PAINTING
1 **ANALYZING** Describe the figures and the setting in this painting.

2 **HISTORY** This painting dates from 1851, but it depicts an event in France from 1572. In what ways does this inform your understanding of the impact of the religious wars during this time period?

3 **ANALYZING TEXT EVIDENCE** After referring to the text, describe what you know about the significance of the white scarf around the man’s arm.

4 **DRAWING CONCLUSIONS** What important statement is the artist making in this painting making about an individual’s responsibility to their ideas?
REPORT YOUR FINDINGS

ESSENTIAL QUESTION
How do new ideas change the way people live?

1 Think About It

Review the Supporting Questions that you developed at the beginning of the chapter. Review the evidence that you gathered in this chapter. Were you able to answer each Supporting Question?

If there was not enough evidence to answer your Supporting Questions, what additional evidence do you think you need?

2 Organize Your Evidence

Use the chart below to organize the evidence you will use to support your position statement.

Central Idea

Supporting Details

Connect to the Essential Question

Chapter 20

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3 Talk About It

A position statement related to the Essential Question should reflect your conclusion about the evidence. Write a position statement for the ESSENTIAL QUESTION: *How do new ideas change the way people live?*

4 Connect to the Essential Question

On a separate piece of paper, develop an expository essay to answer the ESSENTIAL QUESTION: *How do new ideas change the way people live?*
MAKE CONNECTIONS The ideas of the Reformation have shaped the world in which we live. Many people during the Reformation spoke out against the power of the Church and some of its practices. Their arguments against a single religious authority changed the lives of many people. In addition, these same ideas, in a similar way, began to change the way people thought about the power of government.

DIRECTIONS: Find something you would like to change in your school or community. Write a school newspaper article, an editorial for your local newspaper, or a community education pamphlet, or create a Web page that supports the change you would like to make. Include an explanation of why you would like to make this change, as well as ways in which this change could be implemented.

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