



GRADE 5 LOUISIANA SOCIAL STUDIES

Renaissance and Reformation

Leeuwenhoek's
Microscope

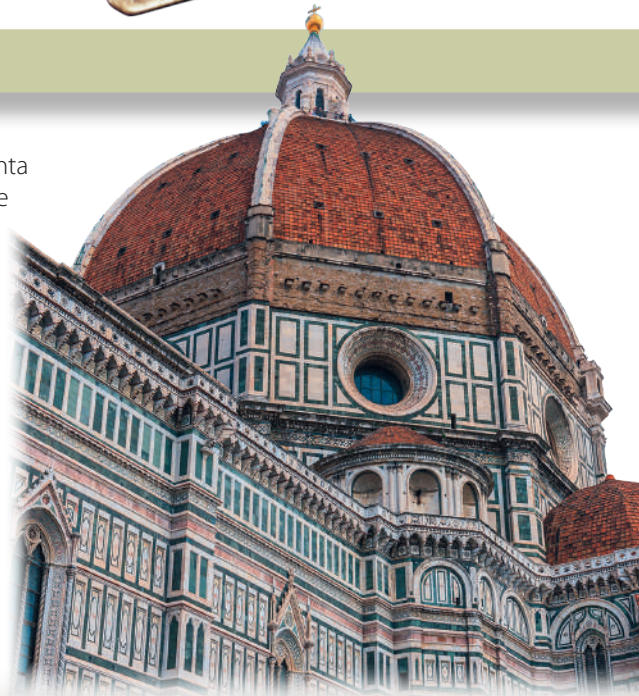


Student Workbook



John Calvin

Cathedral of Santa
Maria del Fiore

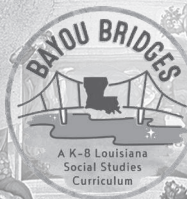


Printing Press



Renaissance and Reformation

Student Workbook



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Renaissance and Reformation

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Chapter 1: The Renaissance

Framing Question: What factors helped bring about the age known as the Renaissance?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Rebirth of Learning	
Before the Renaissance	

Italian Cities	
Humanism	
Renaissance Art and Architecture	

Florence Leads the Renaissance	
Rome in the Renaissance	
The Printing Press	

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM MACHIAVELLI'S *THE PRINCE*

But we now come to the case where a citizen becomes prince not through crime or intolerable violence, but by the favor of his fellow-citizens. . . . To arrive at this position depends not entirely on worth or entirely on fortune, but rather on cunning assisted by fortune. One attains it by help of popular favor or by the favor of the aristocracy. For in every city these two opposite parties are to be found, arising from the desire of the populace to avoid the oppression of the great, and the desire of the great to command and oppress the people. . . .

. . . The prince can win [the people's] favor in many ways, which vary according to circumstances, for which no certain rule can be given, and will therefore be passed over. I will only say, in conclusion, that it is necessary for a prince to possess the friendship of the people; otherwise he has no resource in times of adversity.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
purpose, message, and/or audience.****Draw a conclusion from
or about the source.**

Chapter 1 Check for Understanding: What factors helped bring about the age known as the Renaissance?

[illegible]

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Map of Renaissance Italy

Study the map. Use it to answer the questions below.

The Italian Peninsula in the Renaissance



1. Which three Italian cities are located on the coast, making them suitable for trade by sea?

2. Which island is south of the Italian peninsula?

3. Which city on the map is farthest north?

4. Which city on the map is located along the Adriatic Sea?

5. In which area or territory is the city of Rome located?

6. What two islands are located in the Tyrrhenian Sea?

7. Approximately how far is Florence from Rome?

8. Which is farther from Florence: Milan or Naples?

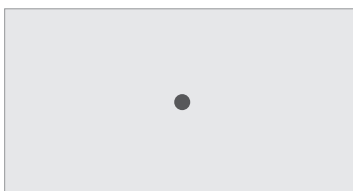
Activity Page 1.5

Use with Chapter 1

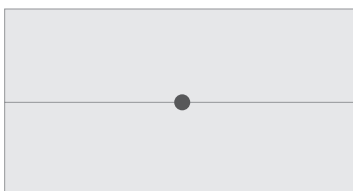
Linear Perspective

Directions: Follow the instructions below to create your own drawing using linear perspective.

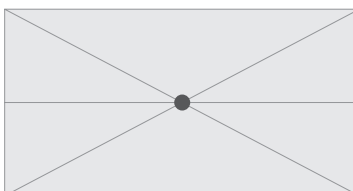
1. Make a dot at the approximate center of a sheet of paper. This dot is called the *vanishing point*.



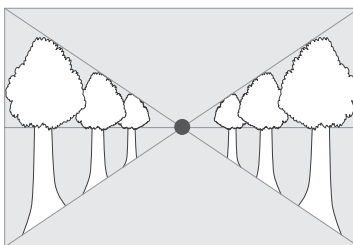
2. Use a ruler to draw a horizontal line through the vanishing point. The line should be parallel to the bottom of the paper. This is called the *horizon line*.



3. Using a ruler, draw two diagonal lines that cross at the vanishing point. These lines are called *orthogonal lines*.



4. In the space between the orthogonal lines on each side of the vanishing point, draw trees or buildings. Make sure each tree or building touches both the top and bottom orthogonal lines. The closer the trees or buildings are to the vanishing point, the smaller they will be.
5. Fill in your drawing with people, cars, animals, or other things. Use the trees or buildings as a guide for how small or big the other things should be.



Chapter 2: The Reformation

Framing Question: What factors helped bring about the age known as the Reformation?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Religious Reformation	
Signs of Change	
Martin Luther	

John Calvin	
Response to the Reformation	
Politics and Religion Meet	

Reform Comes to England	
Limiting the Spread of Ideas	
The Reformation's Impact	

Primary Sources

PRIMARY SOURCE B: EXCERPTS FROM THE NINETY-FIVE THESES

21. Thus those preachers of indulgences are in error who say that, by the indulgences of the Pope, a man is loosed and saved from all punishment.

27. They preach man [man-made doctrine], who say that the soul flies out of purgatory as soon as the money thrown into the chest rattles.

28. It is certain that, when the money rattles in the chest, avarice [greed] and gain may be increased, but the suffrage [answered prayers] of the Church depends on the will of God alone.

32. Those who believe that through letters of pardon [indulgences], they are made sure of their own salvation, will be eternally damned along with their teachers.

Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.

SOURCE:

Primary Sources

PRIMARY SOURCE C: *FROM MARTIN LUTHER'S LETTER TO THE ARCHBISHOP OF MAINZ (1517 CE)*

Papal indulgences for the building of St. Peter's are circulating under your most distinguished name, and as regards them, I do not bring accusation against the outcries of the preachers, which I have not heard, so much as I grieve over the wholly false impressions which the people have conceived from them; to wit, – the unhappy souls believe that if they have purchased letters of indulgence they are sure of their salvation; again, that so soon as they cast their contributions into the money-box, souls fly out of purgatory; furthermore, that these graces [i.e., the graces conferred in the indulgences] are so great that there is no sin too great to be absolved, . . . that a man is free, through these indulgences, from all penalty and guilt. . . .

Works of piety and love are infinitely better than indulgences, and yet these are not preached with such ceremony or such zeal; nay, for the sake of preaching the indulgences they are kept quiet, though it is the first and the sole duty of all bishops that the people should learn the Gospel and the love of Christ, for Christ never taught that indulgences should be preached. How great then is the horror, how great the peril of a bishop, if he permits the Gospel to be kept quiet, and nothing but the noise of indulgences to be spread among his people!

Source: *The Works of Martin Luther*, Vol. I. Philadelphia: A. J. Holman Company, 1915.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its purpose, message, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Primary Sources

PRIMARY SOURCE D: *FROM MARTIN LUTHER'S SPEECH AT THE DIET OF WORMS (1521 CE)*

Since your most serene Majesty, and your high Mightinesses, call upon me for a simple, clear, and definite answer, I will give it; and it is this: I cannot subject my faith either to the pope or to councils, because it is clear as day that they have often fallen into error, and even into great self-contradiction. If, then, I am not disproved by passages of Scripture, or by clear arguments; if I am not convinced by the very passages which I have quoted, and so bound in conscience to submit to the word of God, I neither can nor will retract any thing, for it is not safe for a Christian to speak against his conscience. Here I am. I cannot do otherwise: God help me. Amen.

Source: D'Aubigné, J. H. Merle. *The Reformation in the Sixteenth Century*, Vol. II. Translated by Henry Beveridge, Esq. Glasgow: William Collins and Co., 1846

Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.	SOURCE:	Understand the source. Identify its purpose, message, and/or audience.
			Draw a conclusion from or about the source.

Chapter 2 Check for Understanding: What factors helped bring about the age known as the Reformation?

[illegible]

Chapter 3: The Scientific Revolution

Framing Question: What new ideas were introduced during the Scientific Revolution?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Shifting Lens	
A New View of the Universe	
Advancements in Medicine	

The Pursuit of Knowledge	
Newton's Laws	
A Changing World	

Primary Sources

PRIMARY SOURCE E: EXCERPT FROM GALILEO'S LETTER TO GRAND DUCHESS CHRISTINA OF TUSCANY (1615)

To command professors of astronomy that they must themselves see to confuting [arguing against] their own observations and demonstrations is to ask the impossible, for it is not only to command them not to see what they do see, and not to understand what they do understand, but to seek for and to find the contrary. . . .

. . . It is not in the power of any creature to make them to be true or false, otherwise than as, in fact, they are.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
purpose, message, and/or audience.****Draw a conclusion from
or about the source.**

PRIMARY SOURCE F: *FROM COPERNICUS'S ON THE REVOLUTIONS OF THE HEAVENLY BODIES*

The great majority of authors of course agree that the earth stands still in the center of the universe, and consider it inconceivable and ridiculous to suppose the opposite. But if the matter is carefully weighed it will be seen that the question is not yet settled and therefore by no means to be regarded lightly. . . . Now it is from the earth that the revolution of the heavens is observed and it is produced for our eyes. Therefore if the earth undergoes no movement, this movement must take place in everything outside of the earth. . . .

If one should admit that this movement was not unique to the heavens, but that the earth revolved from west to east, and if this was carefully considered in regard to the apparent rising and setting of the sun, the moon and the stars, it would be discovered that this was the real situation. . . .

If one should suppose that the earth is not at the center of the universe, that the distance between the two is not great enough to be measured on the orbits of the fixed stars, but would be noticeable and perceptible on the orbit of the sun or of the planets: and if one was further of the opinion that the movements of the planets appeared to be irregular as if they were governed by a center other than the earth, then such an one could perhaps have given the true reasons for the apparently irregular movement. For since the planets appear now nearer and now farther from the earth, this shows necessarily that the center of their revolutions is not the center of the earth.

Source: Adapted from Thatcher, Oliver J. (ed.). *The Library of Original Sources*, Vol. V. Milwaukee: University Research Extension Co, 1907, pp. 97–98.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
purpose, message, and/or audience.****Draw a conclusion from
or about the source.**

PRIMARY SOURCE G: FROM GALILEO'S *DIALOGUE CONCERNING THE TWO CHIEF WORLD SYSTEMS*

SALVATI: Let us begin our discussion with the admission that whatever sort of motion may be ascribed the earth, we, as its inhabitants and therefore partakers in the movement, would be unconscious of it, as if it did not occur, since we can only take into consideration earthly things. Therefore it is necessary that this movement should seem to belong to all the other bodies and visible objects in common, which separated from the earth, have no share in its movement. The correct method of determining whether movement is to be attributed to the earth, and what movement, is that one should inquire and observe whether an apparent movement can be ascribed to the bodies outside of the earth, which belongs to all of them in the same degree. So a movement, which, for example, can be supposed of the moon, and not of Venus or Jupiter or other stars, cannot be peculiar to the earth. Now there is such a general movement government all other objects, namely that which the sun, moon, planets, fixed stars, in a word the whole universe with the single exception of the earth, seems to follow from east to west within the space of twenty-four hours. . . .

SAGREDO: I understand clearly that your suggestion is correct. An objection, however, forces itself upon me that I cannot solve. This is, since Copernicus ascribes to the earth a further movement aside from the daily one, according to the above-mentioned principle this should be apparently un-noticeable on the earth, but should be visible in the rest of the universe. I come then to the conclusion that either he plainly erred when he ascribed to the earth a movement to which no counterpart is apparent in the firmament, or else such a movement exists, and then Ptolemy is guilty of a second error in that he did not refute with arguments this movement as well as that daily rotation.

SALVATI: Your objection is very just. If we take up this other movement, you shall see how much superior in intelligence was Copernicus to Ptolemy, in that he saw what this one did not, namely how wonderfully this second motion is reflected in the rest of the heavenly bodies.

Source: Adapted from Thatcher, Oliver J. (ed.). *The Library of Original Sources*, Vol. V. Milwaukee: University Research Extension Co, 1907, pp. 296–297.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
purpose, message, and/or audience.****Draw a conclusion from
or about the source.**

Chapter 3 Check for Understanding: What new ideas were introduced during the Scientific Revolution?

[illegible]

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Galileo's Trial

Part 1: Planning

1. My group is _____
2. What arguments does your group plan to make?
3. What arguments will the other side likely make? How can you respond to those arguments?

The Other Side's Arguments	Our Response

Part 2: Reflection After the Arguments

1. What were the strengths of Galileo's group's argument?
2. What were the weaknesses of Galileo's group's argument?
3. What were the strengths of the argument by the Church officials' group?
4. What were the weaknesses of the argument by the Church officials' group?
5. Which group was more convincing? Why?
6. In history, which group won at Galileo's trial? Why did it win?

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Use the words in the word bank to complete the crossword puzzle.

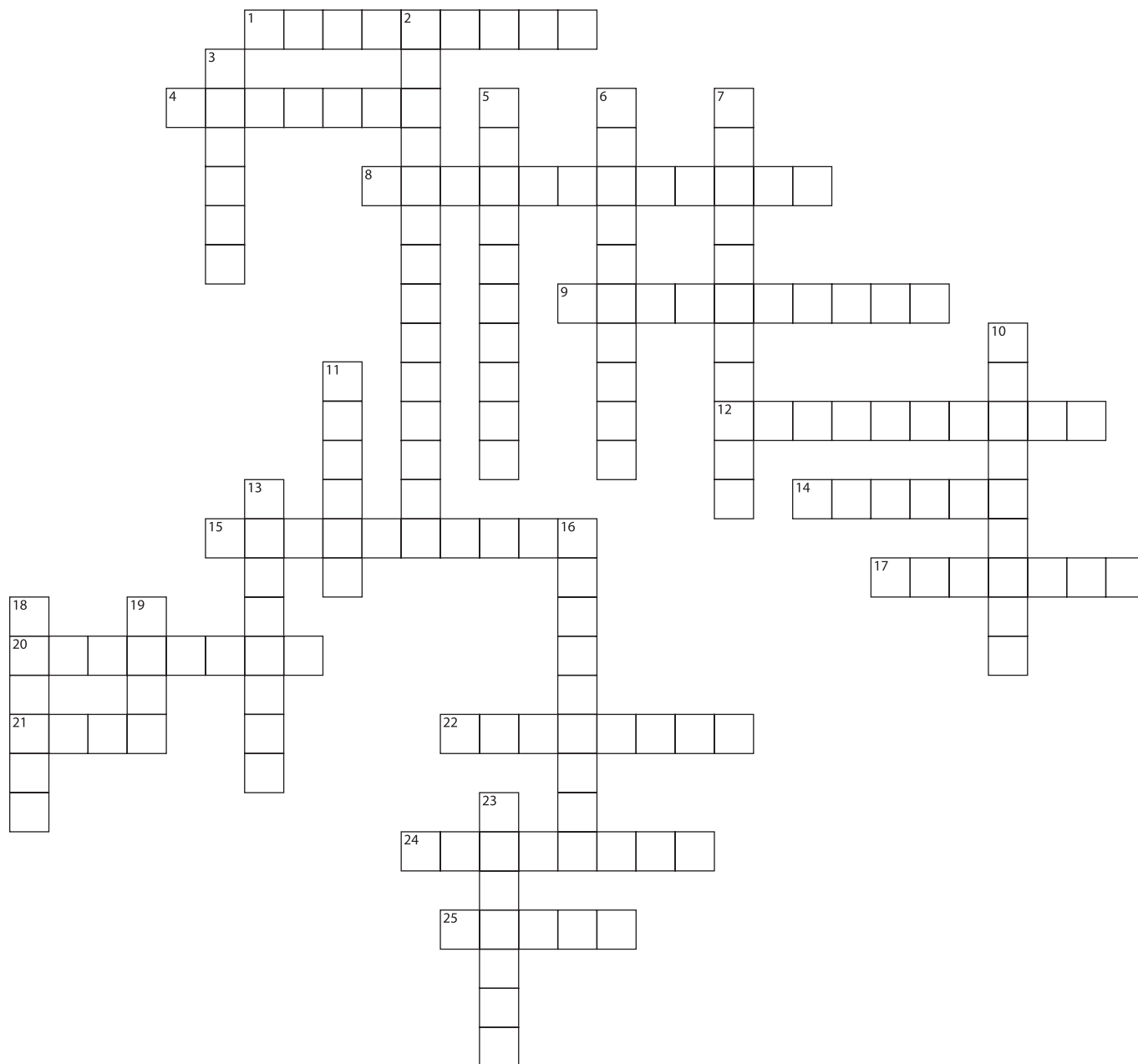
Baroque	classical	credit	dissection	fresco
doge	exemplify	geocentric	geometry	heliocentric
heretic	indulgence	monastery	patron	perspective
pope	predestination	purge	rational	
reformer	secular	skepticism	theology	
	thesis	university		

Across:

1. to be an example of
4. relating to a style of European art popular in the seventeenth and eighteenth centuries
8. describing the sun as the center of the universe
9. the act of cutting something into parts in order to study it
12. the removal or reduction of certain punishments for sin, linked to a special act of penance
14. an idea or opinion
15. describing Earth as the center of the universe
17. a person who goes against the accepted teachings of a religion
20. a person who challenges existing ideas in an institution
21. the head of government of the city of Venice
22. based on reason and logic
24. the study of religious faith, practice, and experience
25. a removal from a group or place in a sudden or violent way

Down:

2. the idea that a person's salvation has already been decided by God
3. a person who gives money or other support to someone, such as an artist
5. a school where advanced learning is taught
6. a method of looking at information and evidence through questioning and doubt
7. an art technique used to make something that is flat appear to have depth, in addition to height and width
10. a building where a community of monks lives, worships, and works together
11. a type of wall painting made on wet plaster
13. a branch of mathematics that studies the measurements and relationships between lines, angles, surfaces, and shapes
16. relating to the literature, art, architecture, or ideas of the ancient Greek and Roman world
18. a system of buying now and paying later based on a person's honesty and ability to pay
19. the head of the Roman Catholic Church
23. not religious or faith based



Name _____

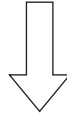
Date _____

Activity Page 1.3

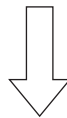
Use with Chapter 2 and Performance Task

Claims and Evidence

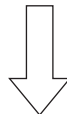
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

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Microscope by Anton Van Leeuwenhoek (1632–1723) Dutch scientist and microscopist./Universal History Archive/UIG / Bridgeman Images: Cover A

Portrait of Jean Calvin, 17th century (oil on canvas)/French School, (17th century) / French/Bibliothèque de la Société de l'Histoire du Protestantisme Français, Paris, France/Bridgeman Images: Cover B

Science History Images / Alamy Stock Photo: Cover D

Sistine Chapel Ceiling, 1508–12 (fresco) (post restoration)/Buonarroti, Michelangelo (1475–1564) / Italian/Vatican Museums and Galleries, Vatican City/Bridgeman Images: i



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