Chapter 13
Reformation and Religious Warfare
in the Sixteenth Century

Learning Objectives

In this chapter, students will focus on:

- The chief ideas of the Christian humanists
- Martin Luther’s main disagreements with the Roman Catholic church
- The chief tenets of Zwinglianism, Anabaptism, Anglicanism, and Calvinism
- The social impact of the Protestant Reformation
- The measure taken by the Roman Catholic Church to reform itself, and to combat Protestantism
- The role of politics, economic and social conditions, and religion in the European wars of the 16th century
- The main tenets of the Protestant groups, and how they differed from each other, and from Catholicism

Lecture Outline

I. Prelude to Reformation
   A. Christian or Northern Renaissance Humanism
      1. Christian Humanists
      2. Desiderius Erasmus (1466 – 1536)
         a. Handbook of the Christian Knight (1503)
         b. “The Philosophy of Christ”
         c. The Praise of Folly (1511)
         d. Wanted reform from within the church
      3. Thomas More (1478 -1535)
         a. Utopia (1516)
         b. Conflict with Henry VIII

II. Church and Religion on the Eve of the Reformation
   A. Corruption
   B. Widespread desire for meaningful religious expression
   C. “Modern Devotion”
      1. Thomas a Kempis, The Imitation of Christ
   D. Catholic calls for reform
III. The Early Luther
   A. Early Life
      1. Education in law
      2. Joins Augustinian Hermits
      3. Struggle to achieve spiritual certainty
   B. The Indulgence Controversy
      1. Jubilee indulgence (1517)
      2. Ninety-Five Theses
      3. Hus and the Council of Constance
   C. The Quickening Rebellion
      1. 1519: Leipzig Debate
      2. 1520: Luther moves toward break with Rome
      3. 1521: Luther excommunicated, summoned to Diet of Worms, and declared an outlaw

IV. The Rise of Lutheranism
   A. Spread through Germany
   B. Dissent from the Humanists
   C. The Peasants’ War (1524)
      1. Thomas Müntzer
      2. Against the Robbing and Murdering Hordes of Peasants

V. Organizing the Church
   A. Doctrinal Issues
      1. Justification by faith
      2. Transubstantiation
      3. Authority of Scripture
      4. “Priesthood of all believers”
   B. State Churches
   C. New Religious Services

VI. Germany and the Reformation: Religion and Politics
   A. Charles V, Holy Roman Emperor (1519 – 1556)
   B. Francis I of France (1515 – 1547)
   C. Habsburg – Valois Wars (1521 – 1544)
      1. Pope Clement VII (1523 – 1534) sides with Francis I
   D. The Ottoman Empire
      1. Suleiman the Magnificent (1520 – 1566)
   E. Germany’s fragmented political power
   F. Peace of Augsburg (1555)
      1. Division of Christianity acknowledged

VII. The Spread of the Protestant Reformation
   A. Lutheranism in Scandinavia
      1. Disintegration of Denmark, Norway, Sweden union
      2. Development of Lutheran national churches
   B. The Zwinglian Reformation
      1. Swiss Confederation
2. Ulrich Zwingli (1484 – 1531)
   a. Unrest in Zurich
   b. Seeks alliance with German reformers
3. Swiss Civil War

VIII. The Radical Reformation: The Anabaptists
A. Church was a voluntary association of believers
B. Adult baptism
C. Practices
D. Separation of Church and State
E. Swiss Brethren
F. Anabaptists persecuted
G. Menno Simons (1496 – 1561)
   1. Separation from the World
   2. Mennonites

IX. The Reformation in England
A. Henry VIII (1509 – 1547)
B. Catherine of Aragón (First Wife)
C. Henry seeks to dissolve marriage
D. Anne Boleyn (Second Wife)
   1. Elizabeth I
E. Act of Supremacy (1534)
F. Thomas Cramner, Archbishop of Canterbury
G. Edward VI (1547 – 1553)
H. Mary I, “Bloody Mary” (1553 – 1558)
   1. Intends to restore Catholicism to England
   2. Alliance with Spain

X. John Calvin and the Development of Calvinism
A. John Calvin (1509 – 1564)
B. *Institutes of Christian Religion* (1536)
C. Predestination
D. Calvinism: militant form of Protestantism
E. Two Sacraments
   1. Baptism
   2. The Lord’s Supper
F. Geneva
   1. Consistory

XI. The Social Impact of the Protestant Reformation
A. The Family
   1. Marriage and sex
   2. Positive family relationships
   3. Women’s roles
      a. Women left with few alternatives in Protestantism
B. Education in the Reformation
   1. Protestant schools
2. State education
3. The gymnasium

C. Religions Practices and Popular Culture
1. Changes in religious practices
2. Changes in forms of entertainment

XII. The Catholic Reformation
A. Old and New
1. Emergence of new female mysticism
2. Regeneration of religious orders
3. Creation of new religious orders

B. The Society of Jesus
1. Ignatius of Loyola (1491 – 1556)
   a. The Spiritual Exercises
2. Jesuits recognized as a religious order (1540)
   a. Absolute obedience to the papacy
3. Three major objectives of Jesuits
   a. Education crucial to combating Protestantism
   b. Propagation of Catholic faith among non-Catholics
   c. Fight Protestantism

XIII. A Revived Papacy
A. Pope Paul III (1534 – 1549)
   1. Reform Commission (1535 – 1537)
   2. Recognized Jesuits
   3. Roman Inquisition (1542)
B. Pope Paul IV (1555 – 1559)
   1. Index of Forbidden Books

XIV. The Council of Trent
A. Met intermittently from 1545 – 1563
B. Divisions between moderates and conservatives
C. Reaffirmed traditional Catholic teachings
   1. Scripture and Tradition
   2. Faith and Good Works
   3. Sacraments

XV. Politics and the Wars of Religion in the Sixteenth Century
A. The French Wars of Religion (1562 – 1598)
   1. Huguenots
      a. Conversion of the 40 – 50 percent of French nobility
   2. The ultra-Catholics
   3. Revolts against the monarchy
   4. The Politiques
   5. Saint Bartholomew’s Day Massacre (August 24, 1572)
   6. Henry IV of Navarre (1589 – 1610)
      a. Converts to Catholicism
      b. Edict of Nantes (1598)
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XVI. Philip II and the Cause of Militant Catholicism
   A. Philip II of Spain (1556 – 1598)
   B. Importance of Catholicism in Spain
   C. The Holy League
      1. Battle of Lepanto (1571)

XVII. The Revolt of the Netherlands
   A. Philip tries to strengthen his control
   B. Resentment against Philip
   C. Calvinists
   D. William of Nassau, Prince of Orange
   E. United Provinces of the Netherlands (1581)

XVIII. The England of Elizabeth
   A. Queen Elizabeth I (1558 – 1603)
   B. Act of Supremacy (1559)
   C. Puritans
   D. Foreign Policy
   E. Conflict with Spain
   F. The Spanish Armada (1588)

Lesson Plan

AP Standards

1. Intellectual and Cultural History
   • Changes in religious thought and institutions
   • Relationship to social values and political events
   • Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   • Developments in literacy, education, and communication
   • The diffusion of new intellectual concepts among different groups
   • Developments in elite and popular culture: religion, family, work, and ritual

2. Political and Diplomatic History
   • The extension and limitation of rights and liberties
   • Relationship between domestic and foreign policies
   • Efforts to restrain conflict: treaties, diplomacy, international organizations
   • War and conflict: origins, developments, technology, and consequences

3. Social and Economic History
   • The shift in social structures, and changing distribution of wealth and poverty
• Changing definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
• Gender roles and their influence on work, social, and family structure

**Suggested Time**
4 traditional classes or 2 blocks — The entire chapter covers AP material.

**Assessment**
See Tutorial Quiz for Chapter 13 at www.academic.cengage.com/history/spielvogel.

**Glossary**

**Christian (northern) humanism:** an intellectual movement in northern Europe in the late fifteenth and early sixteenth centuries that combined the interest in the classics of the Italian Renaissance with an interest in the sources of early Christianity, including the New Testament and the writings of the church fathers.

**Huguenots:** French Calvinists.

**Indulgence:** the remission of part or all of the temporal punishment in purgatory due to sin; granted for charitable contributions and other good deeds. Indulgences became a regular practice of the Christian church in the High Middle Ages, and their abuse was instrumental in sparking Luther’s reform movement in the sixteenth century.

**Justification by faith:** the primary doctrine of the Protestant Reformation; taught that humans are saved not through good works, but by the grace of God, bestowed freely through the sacrifice of Jesus.

**Millenarianism:** belief among some Christian groups that the end of time and therefore the kingdom of God was at hand.

**Pluralism:** the practice in which one person holds several church offices simultaneously; a problem of the late medieval church.

**Politiques:** a group who emerged during the French Wars of Religion in the sixteenth century; placed politics above religion and believed that no religious truth was worth the ravages of civil war.

**Popular culture:** as opposed to high culture, the unofficial, written and unwritten culture of the masses, much of which was passed down orally; centers on public and group activities such as festivals. In the twentieth century, refers to the entertainment, recreation, and pleasures that people purchase as part of mass consumer society.
Predestination: the belief, associated with Calvinism, that God, as a consequence of his foreknowledge of all events, has predetermined those who will be saved (the elect) and those who will be damned.

Puritans: religious reformers in England who hoped to cleanse the Church of England of any traces of Catholicism.

Sacraments: rites considered imperative for a Christian’s salvation. By the thirteenth century consisted of the Eucharist or Lord’s Supper, baptism, marriage, penance, extreme unction, holy orders, and confirmation of children; Protestant reformers of the sixteenth century generally recognized only two—baptism and communion (the Lord’s Supper).

Transubstantiation: Catholic doctrine that the bread and wine used in the Eucharist were miraculously transformed into the body and blood of Jesus.

See interactive Flashcards for Chapter 13 at www.academic.cengage.com/history/spielvogel.

Lecture and Discussion Topics

1. Reformers in Profile: Luther, Calvin, and Henry VIII.

2. Politics and the Reformation: The Role of Charles V.

3. The Social Implications of the Reformation: Was Europe Transformed by Religious Divisions?


5. The Reformation as the Direct Outgrowth of Renaissance Scholarship.

Group Work Suggestions and Possible Projects

1. Have students do a study of the modern Lutheran, Presbyterian, Baptist, and Catholic churches, determining how these churches' beliefs have changed since the Reformation.

2. Have students research the background and values of Martin Luther and Ignatius Loyola to get a person-based perspective on major issues of the sixteenth century.
3. Henry VIII and his six wives seem to interest students. Have students do a study of his marriages. Was Henry really the great “womanizer” of history? Was he a good king?

4. Give students a library assignment and have them answer the question: What evidence of religious practices of the Reformation period can be found in the modern day church and family?

5. Have students do research to answer the hypothetical question: Could the Reformation have been stopped? Why or why not? Make sure students are specific in their answers.

6. England during the reign of Elizabeth was a fascinating period. Have students pick out one aspect of Elizabethan England and do an essay, perhaps on Elizabethan society or culture, or the politics of the age.

7. Have students discuss or debate the issue of the Protestant Reformation as the necessary transforming event in the formation of the modern Western world.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

Media Menu


Handout Masters & Black Line Transparency Masters

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

Test Bank

For an online Test Bank, see Chapter 13 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 13.
Web Exercises

See Internet Exercises for Chapter 13 at www.academic.cengage.com/history/spielvogel.

Document Based Questions

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:
- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- Does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

Question: Using the documents and illustrations, analyze the political and social significance of the Protestant Reformation. To what extent was the Protestant Reformation a political and social, as much as a spiritual, revolution?
**Background:** In 1517, Martin Luther posted his Ninety-Five Theses as a challenge to the practice of selling indulgences. Although Luther intended only to reform the Catholic Church, his ideas sparked the Protestant Reformation, a century of religious wars and changes in European society.

**Part A Questions**

A. **Document: Erasmus: In Praise of Folly**
   - What practices of the monks does Erasmus mock?
   - In what ways does this passage reflect the beliefs of Christian Humanism?

B. **Document: Luther and the Ninety-Five Theses**
   - What practice of the Church is Luther protesting?
   - According to Luther, whose money is being used to build the new Basilica?
   - According to Luther, what is the result of suppressing “conscientious questionings”?

C. **Document: Luther and the “Robbing and Murdering Hordes of Peasants”**
   - According to Luther, on what religious ideas are the peasants basing their rebellion?
   - According to Luther, what are the three terrible sins that the peasants have committed?
   - What action by the ruler does Luther believe is justified in the case of rebellion?
   - Why might Luther be concerned with preserving the social order and supporting the ruler?

D. **Map 13.1: The Empire of Charles V**
   - In what way did the Protestant Reformation allow the princes and independent city-states of Germany to challenge Charles V?
   - Why would France, a Catholic nation, support the Schmalkaldic League?
   - What other powerful enemies challenged Charles V?
   - What were the terms of the Peace of Augsburg?

E. **Document: A Reformation Debate: The Marburg Colloquy**
   - Who brought Luther and Zwingli together?
   - What is the subject of the debate between Luther and Zwingli?
   - What might have been the motivation of their host in bringing these two religious leaders together?

F. **Illustration: Henry VIII, His Wife, and His Children**
   - Who is depicted in this painting?
• What does this painting reveal about Henry VIII’s motivation in breaking with the Catholic Church?

G. Document: The Role of Discipline in the “Most Perfect School of Christ on Earth”
• What are the “crimes” listed in this report?
• What authority does the Genevan Consistory possess?
• In what way(s) does this document reflect Calvinist views on church and state?

H. Document: A Protestant Woman
• Who is the author of this document? What role did she play in the Reformation?
• Who is the author’s audience, and what is the purpose of this letter?
• On what basis does she defend the Anabaptists?
• What opportunities did the Reformation open for women?
• In what way(s) did the Reformation promote religious pluralism?

I. Illustration: A Sixteenth-Century Classroom
• Why did the Protestant reformers emphasize education?
• In what way(s) does this emphasis connect Protestantism to its Christian Humanist roots?

J. Document: Loyola and Obedience to “Our Holy Mother, the Hierarchical Church”
• What is Loyola’s opinion about the Church hierarchy?
• What is Loyola’s opinion about questioning the teachings of the Church?
• How might Loyola’s earlier experiences as a nobleman and a soldier have influenced his religious teachings?

K. Illustration: The Saint Bartholomew’s Day Massacre
• Who painted this picture?
• How are the Huguenots and their attackers depicted in this painting?
• What contributed to the instability that set the stage for the religious civil wars in France?
• Who was most likely to convert to Calvinism in France during the late sixteenth century, and why did these groups convert to Calvinism?

L. Document: Queen Elizabeth Addresses Parliament (1601)
• What does Queen Elizabeth say is the main goal of all her policy?
• In what way(s) is her rule different from that of her Catholic contemporaries?
• What might have motivated Elizabeth’s speech?