

Study Questions to accompany  
**UNIVERSAL HISTORY OF THE WORLD**  
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**REFORMATION AND EXPLORATION**  
**VOLUME 8 - 1412-1634**

Questions compiled by Karen North©, 2002

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I. Read p. 611-617 (stop at “Better to Die Well”)

- On page 611, the author speaks of “invisible walls” that marked off each person’s world. What do you think the writer meant by this term?
- Reread the first column of p. 612. Did *Christendom* include all of the people of the world? Who was included in the term *Christendom*? Was *Christendom* an actual location on a map? Did the people in *Christendom* consider the other peoples of the world?
- Look at the last paragraph before the heading “A Time of Change.” It says, “They obeyed the orders of the Pope and his representatives without question, certain that if they kept the rules of the Church, they would enter Heaven when they died.”

What is wrong with this belief that many of the people of the Middle Ages had?

What Scripture do you have to back up your position?

- Beginning on p. 612, “A Time of Change,” the writer talks about the changes that begin to occur in Europe. You have already learned about the changes in one area – in a period called the Renaissance. You will be reading about the changes in two other areas in this volume.

All of these changes took place in the same period of time, but have different labels since they affected different aspects of life. Write a brief description of what part of life was affected by each of these “ages.” Use an encyclopedia, history book, the Universal History of the World book, or dictionary if necessary.

*Renaissance* –

*Reformation* –

*Age of Exploration* –

- On p. 613-614, it mentions that the knights of the Middle Ages joined **crusades** – journeys to the East to bring Christianity to the Turkish and other eastern peoples. Although they did not accomplish their goal over the hundreds of years they tried, they found many “treasures” and “luxuries.” What were some of the “luxuries” of the Indies desired by the kings and noblemen of Europe? What made these things costly? How did that help fuel an increased interest in geography?
- Mark off the year of John Wyclif’s birth in your timeline book. Write a very brief description of what he did.
  - Mark off the year of Jan Hus’ birth in your timeline book. Write a very brief description of what he did.

II. Start reading on p. 617 at “Better to Die Well” and stop on p. 623 at “Frederick and Tetzl”

- Did the martyrdom of Jan Hus end his influence and ideas?
- At the same time that the churches were experiencing a “reforming” – the Reformation, the age of exploration had begun. While the reformers were seeking a freedom to worship God, what were the explorers seeking?
- Mark off the year of Martin Luther’s birth on the timeline. Write a very brief description of what he did.
- What fear or uncertainty did Martin Luther struggle with for much of his young life? (read the 1<sup>st</sup>, 2<sup>nd</sup>, and last paragraphs under “The Learned Scholar” on p. 620)
- What is an *indulgence*? Is it scriptural? Why or why not?
- Reread the last two paragraphs in the first column, up to the top of the second column on p. 622. What happened to Luther?
- What was Luther’s response to this event? (read the first paragraph under “Luther Preaches”)

III. Read p. 623 (from “Frederick and Tetzl”) to p. 631 (stop at “The Bible in German”)

- What did Luther nail to the door of the church? (Ask me to help you find a copy of the 95 Theses. Read through them.) Mark 1517 as the Beginning of the Reformation.”
- What does it mean when the author says that the church asked Luther to “recant his 95 theses”?

- Who was Johann Eck and what was his involvement with Luther?
- When Eck returned to Rome, he reported that Luther should be punished for speaking *heresy*. What is *heresy*?
- What in Luther's "An Open Letter to the Christian Nobility of the German Nation Concerning the Reform of the Christian Estates" threatened the Pope and the church? (read the second and third paragraphs in the second column, p. 628 and the first few paragraphs of column one on p. 629)
- What was the Diet of Worms? (pronounced "verms" – not the wiggly things that you fish with).
- "My conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against my conscience is not right nor safe. God help me. Amen." What did Luther mean by these words he spoke before the Diet when they asked him to recant?

IV. Read p. 631 (from "The Bible in German") to p. 635

- People found guilty of heresy were usually put to death by the church. Why was Martin Luther not executed?
- During his time of hiding, what work did Luther begin?
- The peasants transferred Luther's ideas of freedom of worship into another area of their lives. What did this cause? What was the result of the revolt?
- Look up the hymn, "A Mighty Fortress is Our God," and "Away in a Manger." These two hymns were written by Martin Luther. Why do you think knowing about Martin Luther's life, his struggle to win freedom of worship for the people, and his ordeal at the Diet of Worms makes the words of this hymn even more meaningful?
- What was the "Peace of Augsburg"?
- Read the last two paragraphs on p. 635. Luther is often called the "Father of the Reformation." Why do you think this is so?

V. Read p. 636 – 642 (stop at "The Counter-Reformation")

- Where was Ulrich Zwingli from? What mark did he make in history? Add him to the timeline book with a brief description.
- After Zwingli's death, the Reformation stalled in Switzerland. Who took his place in stirring the fires? Add him to the timeline book.

- What important work did Calvin write?
- Read the bottom paragraph of column one and the top paragraph of column two on p. 640. What made Calvin different from Luther?
- Under the section “The Elect of God,” what positive improvements did Calvin help make in the city of Geneva?
- What made the Calvinists so strong? (see the last paragraph on p. 641)

VI. Read p. 642 (start with “The Counter-Reformation”) to p. 650 (stop at “The Council of Trent”)

- Mark the period of 1521 – 1648 off on the timeline book as “The Counter-Reformation”
- What was the “Counter-Reformation”? (look at the bottom of column two on p. 642. Use an encyclopedia or dictionary if necessary to get a brief description.)
- Compare and contrast the beliefs of Ignatius Loyola and Martin Luther (look at the first column, under “Loyola Becomes a Monk” for details)
- Read this statement taken from p. 645, second column: “A man must be ready to believe, Loyola wrote, that what seems white to him is really black if the Church says it is black.” Is this Scriptural? Can you find Scripture to either back it up or refute it?
- Mark Ignatius Loyola’s birth on the timeline. What were some of the changes that he made in society? (see column one on p. 646 under “The Society of Jesus”)
- What was the function of the “Inquisitors”? (see p. 646, second column)
- What were some of the methods they used to punish those who opposed the rules of the Catholic church?
- What was “The Index”?

VII. Read p. 650 (starting at “The Council of Trent”) to p. 656 (stop at “Defender of the Faith”)

- What was the importance of The Council of Trent? Mark the date 1545 on the timeline with the label “Council of Trent.” How long did it last?
- What reforms did Pope Pius V make in the Catholic Church?
- Who were the Huguenots and where were they from?

- What happened at the Massacre of St. Bartholomew's Day? What was a result of the massacre?

VIII. Read p. 656, from "Defender of the Faith," to p. 664, stopping at "Queen Elizabeth."

- Why was King Henry VIII called "Defender of the Faith"? Make an entry on the timeline for King Henry VIII as King of England.
- King Henry VIII later changed his mind about the duty men have to obey the pope. What caused this change?
- What was the "Act of Supremacy" that all English churchmen were required to sign? What happened to King Henry's friend, Sir Thomas More, when he disagreed with the act?
- King Henry VIII's rule was marked by his willingness to change situations to suit himself. How many wives did he have? What happened to them? What happened to friends of his who did not bow to his wishes?
- How did Queen Mary get the title "Bloody Mary"?
- What is the history behind the children's song, "Three Blind Mice"?

IX. Read p. 664 ("Queen Elizabeth) to p. 670 (stop at "The Other Side of Africa")

- How did Queen Elizabeth try to unite her torn country through religion? What was the new church that developed from this union called?
- What was the meaning of the word "Puritan"? Why did they come to be called "Separatists"?
- Queen Elizabeth had a sometimes stormy reign, but she did bring prosperity to the country. There will be more about her later.
- James I was the king who ruled after Queen Elizabeth. What did his treatment of the Separatists force them to do? Some of the Separatists later became what we know in America as the Pilgrims.
- King James I is the king who commanded the King James translation of the Bible. Find a source to read about this ... why did he command a new translation?
- In the first lesson, you described the three periods during this time in history. One, the Renaissance, was the change in education, philosophy, sciences, and art. Another, the Reformation and Counter-Reformation, reflected the changes in the religious life of the people. A third revolution during this time sparked what is referred to as the "Age of Exploration."

- Mark 1415 as the beginning of the Age of Exploration
- Describe some of the contributions Prince Henry made to the exploration of the world. (Tell why he was given the name “Henry the Navigator.”)

X. Read p. 670 (“The Other Side of Africa”) to p. 678 (stop at “The World Divided.”)

- Find a map of Europe, Africa, and Asia. Mark the voyages of Gil Eannes, Captain Cam, Bartholomew Diaz, and Vasco Da Gama. What was the significance of these men’s voyages?
- Mark 1492 as the date Christopher Columbus landed in the Americas.
- Why were explorers trying to find a passage to the East by sailing west?

XI. Read p. 678 (“The World Divided”) to p. 683 (stop at “The Calm Sea”)

- What impact did Amerigo Vespucci have on history?
- Draw a table similar to the one below and fill in the information for each of the explorers list. Part of the table will be completed on another day.

Name	Date	Country they sailed for	Contribution to Exploration
Ponce de Leon			
Vasco deBalboa			
Ferdinand Magellan			
Hernando Cortez			
Francisco Pizarro			
Hernando deSoto			
Francisco Coronado			
John Cabot			
Francis Drake			
Samuel Champlain			
LaSalle			
Jacques Cartier			

XII. Read p. 683 (“The Calm Sea”) to p. 689 (stop at “DeSoto and Coronado”)

- Continue to work on the table you started in the last lesson

XIII. Read p. 689 (“DeSoto and Coronado”) to the end of the book.

- Complete the table you started in lesson XI.