The start of the Modern Age. The 15th and 16th centuries

- **Unit presentation**

The study of the Modern Age begins with a presentation of the changes in the international panorama and in the political, economic, social, cultural and artistic aspects in relation to the previous medieval period. The unit opens with the geographical discoveries, focusing on their causes and the expansion of the world as it was known up until then. This is followed by major changes in the Modern Age in Europe. These are the birth of the modern State; demographic growth; economic progress; changes in the society of the three estates; the breakdown of religious unity through the Protestant reformation and the reform of the Catholic Church; the features of the new humanist mentality; and the architectural, sculptural and pictorial contributions of the Renaissance. The technique of working with historical time and space helps students acquire this basic content, which has already been worked in previous years.

- **Transversal elements**

  - **Encouraging reading and reading comprehension**

    - At the beginning of each section, students should be allowed to read each of the headings to themselves. Then, one of them can read aloud for the whole class. These activities will promote reading comprehension and foster an interest in group reading.

    - In order to promote knowledge about the ‘wars of religion’, you can suggest that students read *The Merchant of Venice*, by Riccardo Calimani (Grijalbo, 2009). This book is about a Jew who takes refuge in Venice for protection from the persecution that members of the Jewish religion suffered in the 16th century.

    - Throughout the unit, teachers should highlight the basic terms and concepts related to the modern State, the Reformation and the Counter-Reformation, the Renaissance and humanism.

  - **Written and oral communication**

    - All the activities should be completed in the students’ notebooks. This is one more learning tool, so students should take great care in their written expression, always trying to correct any errors, with the goal of trying to learn from their mistakes. It is important to make summaries of the characteristics of the authoritarian monarchy, the religious reforms, humanism and the Renaissance. Writing is also important when students define terms, such as authoritarian monarchy, diplomacy, etc., as well as knowing how to summarise when creating comparative tables.

    - As the topic develops, students must take special care to express the main ideas of the unit correctly. In order to achieve this objective, teachers can provide oral comments on the illustrations, encouraging students to participate orally in the group.

  - **Encouraging ICT skills**

    - In order to develop ICT skills and take advantage of digital whiteboards and computing resources, interactive activities can be carried out. This will reinforce the content that is being taught. Students can also do virtual tours of some of the places, or recreate spaces explained in the unit.

- **Some interesting sites on the Internet for the unit are:**

  - www.anayadigital.com (interactive activities): timeline (1400-1600); the caravel; map of trade routes in the 16th century; map of Europe during the Reformation; and artistic expression.

  - Europe in the 16th century: http://librosvivos.net/smtc/PagPorFormulario.asp?ididioma=ES&TemaClave=1199&est=1

  - Political, economic, social, religious, cultural and artistic changes: http://iris.cnice.mec.es/kiaras/ensenanzas/eso/moderna/emoderno_00.html

  - Discoveries of America: http://www.hiru.com/historia/descubrimiento-y-conquista-de-america

  - Reformation and Counter-Reformation: http://www.hiru.com/historia/reforma-y-contrarreforma

  - The Italian Renaissance in the 16th century: http://clio.rediris.es/n33/n33/arte/14RenaXVI.pdf

  - Historical maps: http://www.lib.utexas.edu/maps/map_sites/hist_sites.html

Videos on the Internet: América, un nuevo mundo (rtve.es); Colón y la era del descubrimiento – La travesía (rtve.es); Palacios renacentistas (Artehistoria); Michelangelo, a Superstar (Canal Historia); Leonardo da Vinci (Canal Historia); La Capilla Sixtina (Artehistoria).

- **Caring for and showing an interest in the environment**

Although this teaching unit does not seem to have any direct link to the environment, you can include it in a multi-disciplinary way when working on the discoveries and their implications in colonised countries. In this way, the new forms of agriculture and animal husbandry or the scientific and technical advances brought to these new countries from the ‘old continent’ can show how human activity always produces an unwelcome side effect in environmental degradation.

- **Planning tasks**

Use students prior knowledge as a starting point. Therefore, in order to get started on the unit, read out the title, and listen to students’ ideas about what ‘The start of the Modern Age’ brings to mind for them. You can ask questions such as the following: What is the Modern Age? To what does the term Age refer? If we make reference to the term ‘Modern’, what Age went before it? Why is this stage of history called Modern?

It is also a good time to recall the chronology. So you should limit study to the 16th and 17th centuries, making clear the dates these centuries begin and end.
The Modern Age

Geographical discoveries
- which had
  Causes
Political Economic Scientific Techniques Religious Ideological
- led to
Portuguese explorations
Discovery of America
Sharing out of the world

Birth of the modern State
- brought about by
  Authoritarian monarchies
  who reinforced their power using
  Instruments

Progress in the economy
- reflected in
  Agrarian activities
  Handicrafts
  Trade
  Mercantile capitalism

Religious changes
- which gave rise to
  Lutheran reform
  Calvinist reform
  Anglican reform

Change in world view
- reflected in
  Wars of religion
  Catholic Counter-Reformation
  Council of Trent
  Provoked
  these ideas, applied to art, gave rise to
  Renaissance artistic style
  which emerged in Italy in the 15th century

Social transformations
- It is divided into
  PerIODS
  Quattrocento
  Cinquecento

Demographic changes
- reflected in
  Increase of the population

It was driven by
  Patrons
  Medicis
  Popes

It is reflected in
  Architecture
  Sculpture
  Painting

It spread to
  Other European countries


Bibliography for teachers

Teaching resources
Cartography
- Globe and maps of the world in the 15th and 16th centuries (maps by Fra Mauro, Juan de la Cosa, etc.).

Audiovisuals
- Vídeos and DVDs: Martin Luther (2 DVD. Áncora Audiovisual); Las guerras de religión (Video. Áncora Audiovisual); El Renacimiento y la época de los descubrimientos (Video. Áncora Audiovisual); Explorar el Renacimiento (Video. Áncora Audiovisual); El Renacimiento. Grandes Épocas del Arte (Video. Metrovídeo, Madrid); Renacimiento Historia Universal del Arte (Video. MEC. 86 minutos); Los Médicis, padrinos del Renacimiento (4 DVD. Áncora Audiovisual); La Florencia de los Médicis. Las ciudades del arte (Video-CD. Ediciones Dolmen); La Roma de Miguel Ángel y Rafael. Las ciudades del arte (Video-CD. Ediciones Dolmen); Leonardo da Vinci/Durero. Genios de la pintura II (Ediciones Dolmen); Primitivos flamencos (Video. MEC. 13 minutos); Van Eyck. Genios de la pintura II (Ediciones Dolmen).
### Starting a new topic

This unit starts with the great changes in the 15th and 16th centuries: the geographical discoveries that led to the discovery of America and sharing out the world; the introduction of the modern State with the formation of the modern States of Europe; and the demographic changes caused by an increase in population; the religious and economic changes that affected agriculture, animal husbandry and trade; the demographic changes caused by an increase in population; the religious and economic changes that affected agriculture, animal husbandry and trade; the demographic changes caused by an increase in population; the religious and economic changes that affected agriculture, animal husbandry and trade; the demographic changes caused by an increase in population; and finally, the change in world view expressed via humanism, which would bring about the artistic Renaissance.

- The illustrated timeline serves to exemplify some of these changes by comparing them with the previous historical period, the Middle Ages.

### Exploring existing ideas

- The explanation prior to the study of this unit should highlight the political and economic maturity that Western Europe had reached in the second half of the 15th century.
- In order for students to see what they remember about this event, as an initial activity you could ask some brainstorming questions about the illustrations in the timeline. You could also ask students to define terms such as serfdom, the known continents, the society of the three estates, Romanesque and Gothic.

### Learning difficulties and methodology

- Students should learn to differentiate the change in historical age from the Middle Ages to the Modern Age. This could cause difficulty in understanding the different chronology of both periods. Therefore, we suggest you employ a methodology that makes use of maths skills in an initial review exercise, which convert years (for example those given in the timeline) into centuries.

### Focus on English

This activity develops student’s cultural knowledge.

### Answer key

1. In 1453 the Turks captured Constantinople. In 1492 the discovery of America took place.
2. We suggest you perform this activity in pairs using the technique of cooperative work.
   - The change that can be seen is that in the map of 1407 only three continents are represented: Europe, Africa and Asia. In comparison, the Portuguese map of 1565 also shows America, as well as what seems to be an ice-free Antarctica. (Although, in reality, this could be the coast of Patagonia. This error is due to the fact that Diego Homen seems to be an ice-free Antarctica. (Although, in reality, this could be the coast of Patagonia. This error is due to the fact that Diego Homen used earlier maps such as the Piri Reis map). The map of 1565 also shows America, as well as what seems to be an ice-free Antarctica. (Although, in reality, this could be the coast of Patagonia. This error is due to the fact that Diego Homen used earlier maps such as the Piri Reis map).
3. Answers to the questions are as follows.
   - a) The society of the three estates.
   - b) Other religions appear: Calvinism, Anglican, Lutheran and Catholic.
   - c) The Renaissance. It coexisted for about 100 years.
### The Modern Age

#### A new historical period

The Modern Age is the historical period from the 15th to the 18th century. The year in which this period began is a subject of debate amongst historians. The most widely accepted dates are either the capture of Constantinople by the Turks in 1453 or the discovery of America (1492). Its conclusion is marked by the French Revolution (1789).

The Modern Age is often divided into a number of sub-periods which have more or less homogeneous features: the 16th century, or Renaissance period; the 17th century, or Baroque period; and the 18th century, or Enlightenment and Absolutism.

#### Changes in the 15th and 16th centuries

From the mid-15th century and over the course of the 16th century, Europe underwent transformations that affected all areas of life.

- The international panorama changed due to these significant events:
  - The disappearance of the Byzantine Empire: this event, the capture of Constantinople by the Turks in 1453, marked the beginning of the end of Christianity. The second important event was the taking of Constantinople by the Turks in 1453, when Western Christianity felt its own power was under attack. The war ended in 1878, and a number of significant conflicts were fought by the various powers in the world. The city was then occupied by the Ottoman Turks, which began a new world of governance, both in the region and in the world.
  - The geographical discoveries made by the Portuguese and Castilians in Africa, America and Asia extended the frontiers of the world known to Europeans. Thanks to these discoveries, some countries, such as Spain and Portugal, established extensive colonial empires whose wealth stimulated world trade.
  - The struggle for European hegemony confronted the major states against one another, during the 16th century the Spanish state imposed its dominance.
  - The feudal system entered a period of crisis. The feudal kingdoms were substituted by the modern State and authoritarians monarchical. The feudal economy, which had been focused on the possession of land, gave way to commercial capitalism, which was based on the accumulation of large amounts of capital through trade and colonialism. During this process, the bourgeoisie gained greater importance with the growth of the three estates.
  - Western religious unity collapsed: this was marked by the Protestant Reformation and gave rise to a number of serious conflicts, known as the "ears of religion.”
  - Medieval culture was replaced by a new world view, Humanism, which was focused on the human being, giving rise to a new artistic style: the Renaissance.

#### Methodological suggestions

- Begin by emphasising the definition of the new historical period being studied: The Modern Age, identifying the term by its start and end date. For this, you can explain to the students about the importance of two historic events. The first event was in 1453, the date on which the Turks took the city of Constantinople, causing the end of the Byzantine Empire. This was a great shock to the West, as it considered the beginning of the end of Christianity. The second important event occurred in 1492, with the discovery of America. This was associated with the name of Christopher Columbus, and would involve new geographical discoveries.

- The second section deals with the great transformations that occurred in Europe since the mid-fifteenth and sixteenth centuries. To facilitate understanding, these changes should be grouped into international, political, religious, artistic and cultural.

- For the international changes, group together all the different events. The taking of Constantinople by the Turks stopped the trade routes of Europe with the Far East, forcing them to find alternative routes to transport the spices and luxury products from India and China. This led to the struggle for power between the major European states.

- The other changes could also be grouped using the illustrations A, B and C, which show the changes in Europe.

#### Reinforcement activities

1. Identify the continents that appear in the map showing Castilian and Portuguese territories (on page 11 of the Student’s Book).

#### Extension activities

1. Look for information on one of the following historical terms reflected in the timeline: The Catholic Monarchs; first voyage around the world; the Council of Trent.

#### Answer key

1. 1789, the French Revolution, the end of the Modern Age; 1492, the discovery of America, the beginning of the Modern Age; 1453, the taking of Constantinople by the Turks, the beginning of the Modern Age.

2. [Baroque: 17th century; Renaissance: 16th century; Absolutism: 18th century.]

3. The aim of this exercise is that students should understand the concepts and be able to explain their differences. An Age is a historical period covering several centuries, with its beginning and end determined by a date. A period refers to a section of time characterised by a few more or less homogeneous features (such as an artistic, literary, or philosophical movement), which falls within an age. Historians divide the study of history into periods to distinguish or differentiate those common traits of a historic era that make it important enough to be different from other periods.

4. With this activity, you want to find out if students know about the changes that distinguish the Modern Age from the Middle Ages.

<table>
<thead>
<tr>
<th>Middle Ages</th>
<th>The Modern Age</th>
</tr>
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<tbody>
<tr>
<td>International</td>
<td>Byzantine Empire</td>
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<tr>
<td></td>
<td>Disappearance of the Byzantine empire</td>
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<td></td>
<td>The known world: Europe, Asia, Africa and America</td>
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<td></td>
<td>Struggle for European hegemony: Spain</td>
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<td>Political</td>
<td>Feudal kingdoms</td>
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<td>Authoritarian monarchies</td>
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<td></td>
<td>Mercantile capitalism</td>
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<td>Religious</td>
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<td></td>
<td>Rupture: Protestant Reformations</td>
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<td>Cultural</td>
<td>Medieval</td>
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<td></td>
<td>Humanism and the Renaissance</td>
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Focus on English

Economical: new trade routes.

Extension activities

Religious: the fight against the infidels and the extension of Ptolemy’s Geographia.

This activity develops student’s cultural knowledge.

■ You can also read and see texts in the Virtual Library of Miguel de Cervantes at: http://www.cervantesvirtual.com/bib/portal/constantinople/pcurtonivel9aff.html?content=periodos

Methodological suggestions

The causes of the great discoveries are very varied. Because of their historical importance and because of what the topic involves for students, it would be useful to give some additional information on some of them. This is the case for what was involved in the taking of Constantinople by the Turks in 1453.

«The fall of Constantinople was the birth of the Turkish-Ottoman empire. Greek intellectuals brought ancient culture to Italy. The Europeans no longer had access to the Black Sea and lost their means of communication with India, and began the search for a new form of communication. This would bring about the new discoveries.»

For students to understand the importance of this historic event, you can watch a brief video / documentary on the fall of Constantinople, for example, on the the History Channel: https://www.youtube.com/watch?v=4virbaxyo

You can also read and see texts in the Virtual Library of Miguel de Cervantes at: http://www.cervantesvirtual.com/bib/portal/constantinople/pcurtonivel9aff.html?content=periodos

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Reinforcement activities

2 Define the following concepts:

- Imago Mundi.
- Ptolemy’s Geographia.

Extension activities

2 Do some research on the ships that enabled the voyages to explore new territories to take place.

3 Explain the differences between a caravel and carrack.

Answer key

1 The diagram should contain the following causes:

- Policies: increase in the power of the kings.
- Economical: new trade routes.
- Scientific: geographical knowledge of the world.
- Techniques: new technical instruments such as the compass and the astrolabe, the progress in cartography (new world maps and portulan charts) and new vessels, such as the carrack and the caravel.
- Religious: the fight against the infidels and the extension of Christianity.
- Ideological: the thirst for adventure, fame and wealth and the veracity of the humans.

2 (CHINA) The Chinese collected spices from the Eastern Islands and delivered them to the port of Malacca (MALASIA). Here, Arab merchants transported them to INDIA. They then transported the spices to the Mediterranean basin, following two routes: a sea route bordering ARABIA and the Red Sea, arriving at EGYPT, and an overland route through the Persian Gulf (PERSIA), that went to IRAN, IRAQ, the ports of Damascus (SYRIA) and Constantinople (TURKEY), where Italian merchants moved the goods to Venice, Genoa, and the rest of Europe.

3 The goal is for students to search for the information and explain it clearly in writing.

Open answer.

Jacob’s staff

You can see one at the Royal Academy of Mathematics, at the website of the National Science and Technology Museum (MUNCYT): http://www.muncyt.es/portal/site/MUNCYT/menuitem.5bea435bb8877d2f8774d0f71001432ea0/?vgnextoid=36e6a57cbe655f710VgnVCM1000001b04140a0RCRD

Nocturnal. You can see one at the website of the Virtual Museum of Science (CSIC): http://museovirtual.csic.es/salas/luz/luz12.htm
The Portuguese explorations

From the mid-16th century, the Portuguese prince, Henry the Navigator, encouraged the development of navigation skills and the exploration of the African coast. Portugal's aim was to gain access to Sudan's gold supplies and trade with India by following the African coast. There was considerable rivalry with Castilla in this region, but it was resolved with the signing of the Treaty of Alcáçovas in 1479. The treaty granted Castilla the right to conquer the Canary islands, but Portugal was allowed to explore the African coast south of Cape Bojador.

Over the course of a series of exploratory journeys along the African coast, the Portuguese occupied the Madreres, Azores and Cape Verde archipelagos. They reached Cape Bojador in 1472 and the Gulf of Guinea in 1462. Finally, Bartolomeu Dias rounded the Cape of Good Hope in 1487, then in 1498 Vasco da Gama reached India. Along the African and Asian coasts, the Portuguese founded colonies and built forts to oversee trade in Sudanese gold and slaves and also monopolise the spice trade with India and the silk trade with China.

Castilla: The discovery of America

America was discovered by Christopher Columbus, a sailor who may have been born in Genoa. His aim, based on his conviction that the world was round, was to sail westwards across the Atlantic to reach India. He first presented his project to King John I of Portugal in 1484, but the king rejected it. It was then offered to the Catholic Monarchs, who accepted it in their-capitulations of Santa Fe.

Columbus set sail with three boats from the port of Palos (Huelva). He stopped at the Canary Islands and, on 12 October 1492, he landed on the Caribbean island of Guanahani, which he renamed San Salvador. Before completing it in 1506. He died believing of Guanahani, which he renamed San Salvador. Before completing it in 1506. He died believing

The discoverer of America as a new continent was the Italian navigator Amerigo Vespucci. America was named after him. The goal of this question is for students to express their knowledge in a clear and concise manner. The Treaty of Alcáçovas stated that Portugal would explore the African coast south of Cape Bojador. The Treaty of Tordesillas dealt with the discovery of the American territories. Castilla was to have lands located on the meridian 370 leagues (about 2,000 km) west of the Cape Verde islands. Portugal was to have land located to the east of this meridian.

Discoveries in chronological order: 1487 Bartholomew Diaz rounded the Cape of Good Hope. 1492 Columbus arrived at the island of Guanahani (Bahamas). 1498 Vasco de Gama arrived in India. 1513 Vasco Nuñez de Balboa crossed the Isthmus of Panama and discovered the Pacific Ocean. 1519-1522, Magellan and Elcano completed the first voyage around the world.

Sharing out the world and new expeditions

The discovery of new lands beyond the ocean had an immediate impact across Europe. The Catholic Monarchs were granted sovereignty over the lands discovered by the Pope, and to avoid conflict with the Portuguese route from Lisbon, the Isthmus of Panama and discovered the Pacific Ocean. This was the discovery of America as a new continent. Castilla was to have lands located on the meridian 370 leagues (about 2,000 km) west of the Cape Verde islands. Portugal was to have land located to the east of this meridian.

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6. Diplomacy

Reinforcement activities

‘The end justifies the means’ is stating that, according to Machiavelli, someone who does not have to have scruples or moral values when governing, this being the meaning of the adjective machiavellian.

Focus on English

This exercise promotes autonomous learning by planning an assignment and finding the information to do so. Open answer. You can suggest some specialised websites on biographies and the lives of historical characters: http://www.buscabiografias.com/bios

Answer key

1 Authoritarian monarchy: a form of government in which the king exercises power and is supported by a bureaucracy of professional civil servants, with a tax system, a diplomacy, a permanent army, and a centralised economic system. Diplomacy: the establishment of relationships with other countries through negotiations. Ambassador: a figure responsible for relations between the country he represents and for peacefully resolving conflicts; and the temporary ambassador and the permanent ambassador are a figure responsible for relations between the country he represents and the country with which a relationship is desired; the permanent ambassador is responsible for defending the interests of the monarchy and for peacefully resolving conflicts, and the temporary ambassador is the person sent out to conclude alliances and treaties.

2 The feudal monarchs had broad powers, such as making laws, dispensing justice, and defending the kingdom. However, their powers had certain limitations, because they were considered by the nobility as ‘first among equals’.

The authoritarian monarchs have been considered as a transitional form of monarchy towards the absolute monarchy. This consideration is due to the fact that, to some extent, they made concessions to certain institutions of the previous era. Even so, they centralised power over national interests.

3 Machiavelli’s ideas are often summed up with the phrase: ‘the end justifies the means’. Do you agree with this view? Justify your answer.

4 Plan an assignment on Louis XI of France, and explain why he is considered an authoritarian monarch.

Skills progress

Methodological suggestions

• In this section we shall explain the political changes identified with a new form of organisation of the State. We suggest comparing the power of the feudal monarchy, which you might have to review (the hereditary monarchies were based on a relationship of serfdom), with the power exercised by the authoritarian monarchy. This represents an increased concentration of power that will continue into the seventeenth and eighteenth centuries.

• The picture of Niccolò Machiavelli can serve as a theoretical benchmark for the authoritarian monarchy. In his work The Prince, which aimed to be a book of instructions for rulers, he advocated the theory that the acquisition and retention of power were the ultimate goals of the monarchy. Machiavelli said that the people should be governed by a monarch. Machiavelli’s ideas are often summed up with the phrase: ‘the end justifies the means’. Do you agree with this view? Justify your answer.

Focus on English

This activity develops student’s cultural knowledge and linguistic competence.

Reinforcement activities

5 What are the distinguishing characteristics of authoritarian monarchies?

Extension activities

5 Look for information on The Prince by Machiavelli, and indicate which features a ruler needs to have.

Skills progress

Working with maps

1 Study the map. Then name one kingdom that became a unified territory, another that became a kingdom divided into states and, finally, one that was a non-Christian empire.

2 Which kingdoms did the Azores, Madeira and Canary Islands belong to?

3 The authoritarian monarchs above all became established in Spain, where the Castile monarchy included territories, except Portugal, and took control of Aragon, Navarre, the Dukes of Aquitaine, Brittany and Burgundy; Louis XI (2) France, where the Valois rulers, such as Louis XIV, put an end to the influence of the Papal States of Avignon, Naples and Aragon; Charles V, who in 1519 had total control over territories. Ferdinand of Aragón and Isabella of Castile (Spain) founded the American territories, which Portugal and the Dutch occupied over national interests.
Focus on English

To analyse economic and social changes, study the illustrations of the three estates, the European population table and the trade map on the next page.

Economic growth

- Agrarian activities continued to account for most professional activity. In the 16th century, the agricultural sector was encouraged by good harvests and the clearing of new land.
- The handicrafts sector avoided guild control by developing a system of homeworking, in which businesses provided the peasantry with raw materials and tools to make products at home. They would then collect them and sell them on.
- Trade grew as a result of geographical discoveries; trade routes were diversified and new products from America were incorporated (tobacco, wood, coffee). The importance of the Atlantic and North Sea trade had a positive impact on the ports of Lisbon and Seville, as opposed to the Mediterranean trade, which focused on Italian ports.
- The emergence and early development of the capitalist economic system. At its outset, it was mercantilist or merchant capitalism, based on the accumulation of capital acquired from trade. The first banks were founded, both official ones (Taus de Canals in Barcelona) and private ones (Fugger, Medici); there was also greater circulation of money, mercantile and banking operations were simplified (cheques, promissory notes), and the first trading companies were established.

Social changes

Although the society of three estates continued to exist, the economy developed more complex forms during the period.
- The nobility and the clergy accepted the increased power of the monarch, yet continued to be the privileged estates and maintained both their economic power and privileges.
- The bourgeoisie grew wealthier with the transoceanic trade, business dealings and banking. Thereby they established their social status over the other commoners and especially the urban commoners. The increasing mobility of minor merchants and waged workers.
- The peasantry made up the majority of the commoners. Their living conditions improved in Western Europe, as they were freed from servitude and worked their own land, or else were paid a wage to work the land of the nobility. In Eastern Europe, the peasantry were more closely tied to the land.

The art of government

European countries in the 16th century

<table>
<thead>
<tr>
<th>Country</th>
<th>Millions of inhabitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>125</td>
</tr>
<tr>
<td>Sweden</td>
<td>2.3</td>
</tr>
<tr>
<td>France</td>
<td>18.0</td>
</tr>
<tr>
<td>British Isles</td>
<td>8.0</td>
</tr>
<tr>
<td>Austria</td>
<td>4.5</td>
</tr>
<tr>
<td>Spain</td>
<td>15.5</td>
</tr>
<tr>
<td>Netherlands</td>
<td>8.5</td>
</tr>
<tr>
<td>Italy</td>
<td>16.0</td>
</tr>
</tbody>
</table>

Skills progress

Building vocabulary

1. Define the following terms: guild, homeworking, promissory note, mercantile capitalism and the three estates. If necessary, use other sources to find the information.

Working with texts and graphs

2. Answer the following questions using the information in the text and the table: a) What were the causes and consequences of the 16th century population increase? b) What factors limited the population increase? c) Which European countries had the largest populations, and which had the smallest?

Focus on English

This activity develops student’s cultural and linguistic competence.

Methodological suggestions

To analyse economic and social changes, study the illustrations of the three estates, the European population table and the trade map on the next page.

Focus on English

This activity develops student’s cultural and linguistic competence.

Reinforcement activities

6. Answer the following questions: a) What allowed the development of agrarian activity in the 16th century? b) How did the handicrafts sector avoid guild control? c) Why did trade grow in this period?

Extension activities

6. Look for information on the first official and private banks.

Answer key

1. Guild: artisans of the same trade organised into associations, whose objectives were to control production in order to avoid competition, regulate hours, feast days, the price and the quality of products; and to protect their members, paying dues to help the sick, widows and orphans. Homeworking: the production of craft products by the peasantry at home using the raw materials and tools provided by an employer. Employers would collect the finished products and sell them on. The advantages were: for the peasantry, to get some extra income, and for the employer, to get rid of the strict control of the guilds over urban industries. Promissory note: a commercial document by which a person (the payor) promises another (the payee) to pay an amount in favour of a beneficiary or payee, within a specific period of time (maturity). Mercantile capitalism: a system based on the accumulation of capital from trade that gives way to the capitalist economic system, with the creation of the first official and private banks, the increase of the circulation of the currency, with new systems for commercial and banking operations, such as cheques, promissory notes, etc. The three estates: the structure of society established by levels or closed social groups to which people belonged from birth.

2. a) The causes of population growth were an improvement in the harvests, the disappearance of the plague, and relative peace. This resulted in a slow increase in the population, which managed to boost the demand for agricultural and handicraft products, and stimulated trade. b) The high rate of mortality was caused by infectious diseases, the limitations in medicine, and the lack of hygiene.

3. The most populous countries: The Holy Roman Empire and France. The least populated countries: Portugal, Sweden, Austria and the Netherlands.

4. a) The Portuguese traded in Brazil in South America, with what is now Nigeria, Sao Tomé and Angola, on the Atlantic coast of Africa; with Mozambique and Zanzibar, in East Africa, and with India, Malaysia and China in Asia. The Castilians traded with Cuba and Santo Domingo in the Caribbean, with Mexico, Panama, Peru and Chile on the Pacific coast of America, and with the Philippines in Asia. b) The Portuguese traded in spices from Asia, and in gold and slaves from Africa. The Castilians traded in mercury, gold and silver from America, and in spices from Asia.

5. Students extract the information from the text to create the social pyramid. The pyramid should be in two parts with the king at the top. The first, small part in the upper section, would consist of the privileged classes: first the clergy and then the nobility. In the lower part, there would be the bourgeoisie, and below that the urban groups and the peasantry, who lacked privileges.

The king increased his power, while the nobility and the clergy retained their economic power and privileges. The bourgeoisie established their social status over other urban groups; the peasantry improved their living conditions in Western Europe, but maintained serfdom in Eastern Europe.
6 Change and religious conflicts. Reformation and Counter-Reformation

During the 16th century, Protestant Reformation spread across Europe. It caused a collapse of the religious unity that the Catholic Church had upheld in Western Europe. As a result, the Catholic Church launched the Counter-Reformation.

The causes of the Reformation

- Didactic for the papacy and clergy: The Roman Catholic Church was very powerful in Europe. However, many believed that popes and cardinals were mainly concerned with their own interests; bishops lived a life of luxury and did not reside in their dioceses; the lower-ranking clergy lacked education; did not preach and failed to set a moral example; and many religious orders did not adhere to the established rules.

- The abuse of the Church: These included nepotism, or favouritism by the high-ranking clergy towards members of their own family; salaried clergy; or common-law marriage as practised by many priests; simony, or the sale of ecclesiastical posts; the pope, bishops and cardinals also sold forgiveness for sins to those who bought a document of indulgences.

Reforms and reformers

- The Lutheran Reformation: The renewal of the Church began in Germany, where the Augustinian monk Martin Luther rejected the sale of indulgences carried out by Pope Leo X to pay for the building work being undertaken at the Vatican. In 1517, Luther displayed his 95 theses against the sale of indulgences and other aspects of Catholicism. The pope condemned and excommunicated Luther in 1521. Lutheran doctrine spread through a number of German states and central and northern Europe.

- The Catholic Reformation: The Catholic Church responded to the Protestant Reformation through a number of reformative initiatives. The Council of Trent was convened in 1545 and was an important source of support for the Counter-Reformation. Its members had to wear a special vow of obedience to the pope. They received sound theological training and dedicated themselves to preaching and education.

The Catholic Counter-Reformation

- To halt the spread of the Protestant Reformation, the Catholic Church began its own reform, known as the Counter-Reformation. It had two principal features:
  - The Council of Trent (1545-1563): The council was created by Pope Paul III, and it defined Catholic doctrine, which was disseminated in the form of the catechism: good deeds were needed to attain salvation; only the Church could interpret the Bible; the pope was infallible; there were seven sacraments; the saints and Virgin were subjects of devotion, etc. The council also set out rules to halt clerical fraud, such as requirements for bishops to live in their dioceses. The creation of seminaries to train priests was also promoted, amongst other measures.
  - The Society of Jesus: It was founded by Saint Ignatius of Loyola in 1540 and was an important source of support for the Counter-Reformation. Its members had to wear a special vow of obedience to the pope. They received sound theological training and dedicated themselves to preaching and education.

Skills progress

Dealing with temporal information

1. Create a timeline for the most significant events of the Reformation and the Counter-Reformation.

Organising information

2. Using a table like the one below, compare the doctrines of each reformer:

<table>
<thead>
<tr>
<th>Reformer</th>
<th>Lutheran reform</th>
<th>Calvinist reform</th>
<th>Anglican reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther</td>
<td>Lutheran reform</td>
<td>Calvinist reform</td>
<td>Anglican reform</td>
</tr>
<tr>
<td>John Calvin</td>
<td>Lutheran reform</td>
<td>Calvinist reform</td>
<td>Anglican reform</td>
</tr>
<tr>
<td>Henry VIII</td>
<td>Lutheran reform</td>
<td>Calvinist reform</td>
<td>Anglican reform</td>
</tr>
</tbody>
</table>

Geographical spread

- German States, central and northern Europe
- The Netherlands, Switzerland, Scotland, France (Huguenots) and England (Puritans)
- England and the northeast of Ireland

Extension activities

7 Look for information on the life of Martin Luther, John Calvin, Pope Paul III and Ignatius of Loyola.

Answer key

1. The timeline should show the following dates: 1517: Martin Luther displayed his 95 theses; 1521: Excommunication of Luther by Pope Leo X; 1536: John Calvin preached the Calvinist doctrine; 1534: Henry VIII proclaimed himself head of the Church of England; 1540: Ignatius of Loyola founded the Society of Jesus; 1545-1563: The Council of Trent.

2. We suggest this activity as evidence for the students’ portfolios (measurable learning standard 31.2).

3. Open answer.

4. a) Lutheranism extended to the north of the German empire, Denmark, Sweden, Norway, and the shores of the Baltic; Calvinism spread through Switzerland and the Netherlands of the north; and Anglicanism spread through England and northeast of Ireland; b) Catholicism remained in Portugal, Spain, France, southern Ireland, the Italian States, Poland, and the south of the German empire.

Methodological suggestions

- To begin the study of this section, teachers need to remind students about the Schism of 1054, which took place between Miguel Cerulario, the Patriarch of Constantinople, and Leo IX, Pope of Rome. As a result, the Catholic Church launched the Council of Trent? What consequences did it have?

- Find out about one of the 16th-century religious wars. Write down its causes, the opposing groups and how it ended.

Skills progress

Active learning

3. Find out about one of the 16th-century religious wars. Write down its causes, the opposing groups and how it ended.

Working with maps

4. Study the map and answer a) In what regions did Lutheranism, Calvinism and Anglicanism predominate? b) Where did Catholicism remain strong?

5. Look for information on the life of Martin Luther, John Calvin, Pope Paul III and Ignatius of Loyola.

6. We suggest this activity as evidence for the students’ portfolios (measurable learning standard 31.2).

Reinforcement activities

7. Define these concepts: Nepotism, nicolaism, simony, excommunication, indulgence, predestination and Huguenot.

8. Answer the following questions: Why did the Church convene the Council of Trent? What consequences did it have?
Methodological suggestions

Students should be able to define the term humanism clearly, and understand it as an intellectual movement characterised by the rediscovery of Greek and Latin Classical Antiquity and by the importance given to the human being, as a free and rational person.

It might be interesting to show the different events, figures, and scientists in a timeline. This can be found on the following website: http://www.biografica.info/linea-de-tiempo.php

Humanists worked as scholars and historians to revive the ancient world. For them, therefore, classical Antiquity was a means of achieving a different life to that of the Middle Ages, which they considered the ‘dark ages’. Humanism, however, was quite diverse. Even so, the most well-known humanists were the Italian Lorenzo Valla, the Dutchman Erasmus of Rotterdam and the Englishman Sir Thomas More.

Reinforcement activities

9 Who invented the printing press, in what year, and what was its importance?

10 List the causes that favoured the rapid spread of humanism in Europe.

Extension activities

8 Look for information on the first book printed by Gutenberg, and the importance of that work in the historic period being studied.

9 Write a brief biography of Nicholas Copernicus.

Answer key

1 The word heliocentrism is composed of the Greek words helios (the sun) and kentron (centre). Heliocentrism is a theory formulated by Nicolaus Copernicus (1475-1543), according to which the Sun is located at the centre of the universe and the earth revolves around it. The word geocentrism is composed of the Greek words geo (Earth) and kentron (centre). Geocentrism is a theory according to which the Earth was the centre of the universe and the Sun and the other planets revolved around it.

We suggest this activity as evidence for the students’ portfolios (gradable learning standard 31.2).

Areas of Humanistic thought

<table>
<thead>
<tr>
<th>Characteristics of the area</th>
<th>Main Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary and philosophical</td>
<td>Pico della Miranda and Niccolò Machiavelli</td>
</tr>
<tr>
<td>Religious</td>
<td>Erasmus of Rotterdam and Sir Thomas More</td>
</tr>
<tr>
<td>Scientific</td>
<td>Nicolaus Copernicus, Paracelsus and Andreas Vesalius</td>
</tr>
</tbody>
</table>

2 The main humanistic schools were located in Oxford, London, Deventer, Paris, Strasbourg, Verona, Mantua, Venice, Ferrara, Florence and Rome. The main centre for the dissemination of printing was Mainz (Germany).

4 Open answer. The tasks consisted of fitting the metal types to compose the page (each type was a moveable letter used to form the words of a text); the covering of the metal types in ink (inked metal plates); the printing of the sheets using a screw press that exerted pressure on the inked metal plate; correction of the printed sheets; and the ordering of the sheets for binding into a book.
8.2 Characteristics of the Renaissance

Classical antiquity provided the artistic model. This led to artists using the materials and forms employed by Greek and Roman artists.

Art was inspired by nature and sought to represent reality. It used mathematical methods such as modular theories to calculate proportions, and linear perspective to represent pictorial depth.

Art returned to anthropocentrism. Buildings were made on a human scale and the human being was the protagonist of sculptures and paintings in which ideal beauty, serenity and equilibrium were sought after.

Artists gained a better social status, and fame in various disciplines. They signed their works, and were supported by wealthy patrons, such as the Medici in Florence and the papacy in Rome.

8.3 Architecture and its periods

Architects were inspired by classical models. They used stone as a building material and they used the Greek and Roman architectural orders, semicircular arches and both flat and vaulted roofs. The most celebrated buildings were churches, which were built on a Latin or Greek cross plan, while palaces were constructed with a variety of floor levels and doors and windows completed with pediments.

During the 15th century, Florence provided the birthplace of the new style. Brunelleschi inaugurated the Renaissance with the dome he built for Florence Cathedral. Subsequently, he established the models for Renaissance churches and palaces (the church of San Lorenzo and the Pitti Palace). Alberti designed the facade of the Church of Santa Maria Novella and the Palazzo Rucellai.

During the 15th century, the centre of Italian architecture moved to Rome, where the popes commissioned many buildings, for example, San Pietro in Montorio and Saint Peter’s Basilica in the Vatican, which was designed by Bramante and continued by other architects including Michelangelo.

Methodological suggestions

- The study of the Renaissance must be understood by students as the application of humanistic ideas to the field of art. As a result, artists were inspired by the works of classical Antiquity, and art recovered its anthropocentrism. Use this analysis to emphasise the characteristics that define the Renaissance: classical Antiquity, nature, anthropocentrism and the social consideration of the artist in this period.

Reinforcement activities

11 Answer these questions: a) Who were the patrons? b) What is linear perspective?

12 Name the creators of the following architectural works: a) Dome of the Cathedral of Santa Maria de las Flores. b) Palazzo Rucellai. c) San Pietro in Montorio. d) Saint Peter’s Basilica in the Vatican.

Extension activities

10 Alberti developed a model for façades, which had a major impact in the Church of Santa Maria Novella in Florence. Find this building, analyse what you see, and write an artistic commentary.

Answer key

1 This task aims to help students express these concepts accurately. Support: any element that sustains another; classical orders: an architectonic style, an element consisting of the column and the entablature, designed according to the models and canons of the Graeco-Roman world; semicircular arch: semicircular underpinning element that discharges the thrust laterally; pediment: triangular gable of a portico, window, etc.; flat roof: horizontal closure at the top of a building; vaulted roof: closure between walls, with a vault or prolongation of lengthwise arcs; dome: closure of a hemispherical square space; Greek cross plan: architectural drawing of a work represented in longitudinal section in the shape of a cross with four equal arms; centralised plan: a plan organised around a closed geometric shape, either circular or square.

2 Open answer.

3 Ideal beauty: the Renaissance had a canon of beauty similar to that of the classical world, which was mainly based on harmony and proportion. Harmony of proportions: harmony is the desirable proportion and correspondence of some things to others, integrated into a whole; proportion is orderly relationship; so the harmony of proportions is the measurement that relates parts of a work to themselves and to the whole.

4 The dome of Florence Cathedral is the first architectural work of the Renaissance. When Brunelleschi won the competition to build it, the dome was already constructed as far as the cylinder. The Florentine master had the honour of resolving the construction problems derived from its huge dimensions. To solve these, he made a double-shell dome, the outer shell of the two overlapping domes, inspired by Agrippa’s Pantheon in Rome. Begun in 1420 and completed in 1436, it weighed 36,500 tons, and was built using lifting machines and cranes designed by Brunelleschi. You can find additional information on this website: http://www.italyguides.it/es/italia/toscana/florence/cupola_del_brunelleschi/cupula_de_brnelleschi.htm

Palazzo Rucellai was constructed between 1446 and 1451 by Leon Battista Alberti. It is a typical Renaissance thanks to the sobriety and harmony of its proportions, becoming the reference point for civil architecture of this period. It inspired, among others, Michelangelo and Rossellino. See: http://www.artehistoria.com/v2/monumentos/1155.htm

The Tempietto of San Pietro in Montorio, the work of Bramante, commemorates the spot where Saint Peter suffered martyrdom, and is an exponent of the search for harmony and classical order during the Renaissance of the Cinquecento. See: http://es.wikiarquitectura.com/index.php/Templete_de_San_Pietro_in_Montorio
Methodological suggestions

- In order to introduce students to the sculpture and painting of the Renaissance, you should begin the study with an overview of the characteristics of these fine arts. You could discuss the material (marble and bronze), presentation (the nude and ideal beauty), techniques (using multiple planes and symmetrical compositions) and themes (religious, mythological and portraits). This can be accomplished using the visual dictionary of art terms.

- Subsequently, and relating the study chronologically according to the two periods of artistic Renaissance, we will look at the work of Ghiberti and Donatello in sculpture, and Masaccio and Botticelli in painting (from the Quattrocento period). We will also look at the following works that appear in the text: Ghiberti (Gates of Paradise), Donatello (David, St. George and the Condottiero Gattamelata); Masaccio (Trinity), and Botticelli (Primavera and The Birth of Venus).

- The Cinquecento sculpture focuses on the figure of Michelangelo Buonarroti. You need to comment on his life and work in this section.

- The study of the painting of the 16th century is done through the great masters: Leonardo da Vinci, Michelangelo and Raphael. Their works represent one of the collections of greatest artistic value in the whole of history. Some of them are masterpieces of universal art, and their influence reaches to the present time, causing the admiration of those who contemplate their art. In order to explain to the students about their contributions, it would be best to comment on the works of art in the double-page spread.

Extension activities

11 Search for images of David by Michelangelo and Donatello and compare these two works.

Answer key

1 We suggest this activity as evidence for the students’ portfolios (gradable learning standard 32.1).

2 Open answer.

3 Leonardo da Vinci, Michelangelo and Raphael are regarded as the great masters of Italian Renaissance painting. Their works represent one of the collections of greatest artistic value in the whole of history. Some are masterpieces of universal art, and their influence reaches to the present day, arousing admiration in all who contemplate them. The great contribution of Leonardo was the technique of sfumato or blurring the contours of figures. The painting of Michelangelo is characterised by the importance of drawing, movement, the nude, the variety of poses, and the depiction of volume. Raphael reached great perfection in his drawing, in the use of colour and in composition.
Methodological suggestions

- Before you begin this section, explain, using definitions, some terms that students may not be familiar with. For example: oil painting, self-portrait, polyptych, to caricature. Oil painting is a painting technique that consists of dissolving the colours in linseed oil. Self-portrait is a portrait done by the artist himself. Polyptych is a painting composition composed of more than three panels. To caricature is to exaggerate or distort the characteristics of something for satirical or entertainment purposes.

- The Renaissance in the Netherlands is exemplified in the painting of the so-called ‘Flemish Primitives’, whose success is due, in part, to the introduction of a technical novelty: the oil painting technique. The discovery of this technique is traditionally attributed to the Van Eyck brothers, although the truth is that it had been known since ancient times. What the van Eyck brothers and the other Flemish painters did was to perfect the technique, producing a substance based on linseed oil and walnut oil and adding a drying agent that caused rapid drying of the oil and a great fluidity. We recommend you show the students the oil painting technique modelled here to produce paintings with rich colours, luminosity and great detail. Many of these represented the wealthy bourgeoisie of the region who were the patrons of the artists.

- The German Renaissance is exemplified in the figure of Albrecht Dürer, painter, draughtsman, engraver and art theorist. His most celebrated works are his self-portraits and Adam and Eve. In Germany, the Renaissance was established during the reign of Francis I, who built numerous castle-palaces along the Loire Valley, for example, the Château of Chambord. In France, the Renaissance establishment was focused on their bodies. Eve holds the branch of the apple tree in which she had encountered the serpent, and Adam holds the forbidden fruit.

Italian Renaissance structures. It is built in the shape of a quadrilateral with six large towers.

Reinforcement activities

15 Name the creators of the following works:
   a) The Descent from the Cross.
   b) Adam and Eve.
   c) The polyptych Adoration of the Mystic Lamb.
   d) The Garden of Earthly Delights.
   e) The Arnolfini portrait.

16 By what are the paintings of Bosch characterised?

Extension activities

12 Look for information on Albrecht Dürer, and write up his biography.

Answer key

1 a) In the brilliant colouring, the great luminosity, the use of transparencies, and the precision and degree of detail.

b) They portray a powerful, wealthy bourgeoisie that commissioned works of art to decorate their homes.

2 The figure of the artist was seen as something greater than the ordinary medieval artisan.

3 Open answer. The goal is for students to appreciate the vision of the nude body depicted in the classical style, as seen in Greek and Roman sculpture. The nudes show the concept of ideal beauty, and they stand out against the dark background, thus attracting the viewer’s attention. In contrast, in the Middle Ages, Adam and Eve were often represented on yellow or white backgrounds, with a simple linear drawing in straightforward and easy compositions.
Techniques. Working with historical time

Space and time in history

As you already know, history is concerned with the description, analysis and explanation of events that occurred in the past. Historical events are those that are considered relevant for an understanding of the past. They are characterized by the fact that they all occurred at a specific time and in a specific place.

Time and place are two fundamental concepts for historians. Time enables us to establish a succession of events (what happened before and after); simultaneously (what happened at the same time in two different places); and whether an event lasted a short, medium or long period of time (depending on whether they are isolated events, or lasted for decades or centuries).

Place refers to the location where historical events occurred. This allows various scales of analysis to be distinguished: global, continental, national and local.

Understanding time

In order to make time comprehensible, historians use chronology and timelines.

- Chronology enables historical events to be located in time. It includes dates, such as centuries and years, and periods, such as ages, periods and eras.

- Timelines enable us to visualize events and periods in their chronological order and identify relevant events.

- Timelines are used to order historical events in a graphic form and in a temporal sequence. They consist of a graduated line or rectangle along which the events and their chronology are shown. Timelines are usually horizontal (B), or vertical (C), and either simple or composite.

The study of time allows historians to better understand society. This involves understanding the changes, or processes of transformation that society undergoes; its geographical space and time; and its temporal relationships, or the cause-effect relationships between two or more historical phenomena.

Human events must have specific characteristics in order to be considered historic:

- To have been socially relevant: in other words, to have caused progressive change or a break with the past.
- To have been part of a political, economic and cultural context.
- To be distant from the present: or at least to a sufficient degree so they can be explained with a degree of objectivity.

Historic events are those that are considered relevant for an understanding of the past. They are characterized by the fact that they all occurred at a specific time and in a specific place.

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Learning and acting. Answer key

1 a) The chronological timeline ‘The Start of the Modern Age’ represents the events that occurred in the sixteenth century. It begins with the discovery of America and ends with the beginning of the Counter-Reformation in 1540.

b) The timeline ‘The Beginning of the Reformation’, represents the events that occurred during the sixteenth century. It begins with the publication of Luther’s Ninety-Five Theses in 1517 and ends with the Council of Trent in 1563.

The timeline ‘The Start of the Modern Age’ is divided into three periods: the Portuguese discoveries, the Castilian expeditions and the conquest of America.

The geographical space is not explicitly indicated. However, analysis of the historical events represented shows that it is limited to the African and American continents.

The periods are given the following titles: Portuguese discoveries (1442-1500), Castilian expeditions (1460-1520) and the conquest of America (1520-1540). The first two were partly simultaneous. The timeline begins with the capture of Constantinople by the Turks in 1453, and concludes with the beginning of silver mining in the mines of Mexico and Potosí. In the intervening period, key historical events are highlighted: the discovery of America and the Pacific Ocean, the Treaty of Tordesillas and the first voyage around the world.

The commentary would then go on to explain the beginning of the Modern Age, and how this would focus on the geographical discoveries and their political, economic and social consequences.

Let’s comment on a timeline

1. The time covered is a period of ninety years, which is divided into three decades: sixties, seventies and eighties. The timeline is divided into three periods: the Portuguese discoveries, the Castilian expeditions and the conquest of America.

2. The geographical space is not explicitly indicated. However, analysis of the historical events represented shows that it is limited to the African and American continents.

3. The periods are given the following titles: Portuguese discoveries (1442-1500), Castilian expeditions (1460-1520) and the conquest of America (1520-1540). The first two were partly simultaneous. The timeline begins with the capture of Constantinople by the Turks in 1453, and concludes with the beginning of silver mining in the mines of Mexico and Potosí. In the intervening period, key historical events are highlighted: the discovery of America and the Pacific Ocean, the Treaty of Tordesillas and the first voyage around the world.

4. The commentary would then go on to explain the beginning of the Modern Age, and how this would focus on the geographical discoveries and their political, economic and social consequences.

Put into practice

1. Following the steps explained above, write a commentary on: a) the timeline in section 1; b) the timeline you created in section 2.

2. Find other examples of timelines in this book or on the internet. In what ways are they useful?

3. There are also apps that allow users to create interactive timelines, for example, Daily, Timemate, SimiTime, RememBear or TimeRime. Download one of these apps and make an interactive timeline for your life. You can include images, videos, texts, etc.

Learning and acting

Learning and acting. Answer key

1 a) The chronological timeline ‘The Start of the Modern Age’ represents in years the most important world events that took place between 1453 (with the taking of Constantinople by the Turks) and 1563 (with the Council of Trent); that is, a period of 110 years. During this timespan there are three different periods: the reign of the Catholic Monarchs (1469-1518), the first voyage around the world (1519-1522) and the Council of Trent (1545-1563). The events listed above relate to both the European and American continents. The periods mentioned include various historical moments referring to artistic, religious and scientific aspects. So, having dated the beginning of the Modern Age with the fall of Constantinople (1453), reference is made to the government of the Catholic Monarchs. During this time, in Florence (Italy) Leon Battista Alberti completed the façade of the Renaissance church of Santa Maria Novella (1470); in 1479 the Treaty of Alcaçovas was signed between Castilla and Portugal, in which Portugal gave the Canary Islands to Castilla, and it was agreed that Portugal should explore the African coast to the south of cape Bojador. It also shows the date on which Columbus came to America (1492); two years later was the signing of the Treaty of Tordesillas, which used an imaginary meridian of 370 leagues west of the Cape Verde islands, with Castilla taking possession of the land to the west of this line and Portugal taking land to the east of it; and finally, it shows the end of the period with the 95 theses displayed by Luther against the use of indulgences, which gave rise to the Protestant Reformation. Other important times are: 1534, with the emergence of the Anglican Reformation, when Henry VIII proclaimed himself the head of the Church of England, 1540, with the founding of the Society of Jesus by Ignatius of Loyola; 1541, the date when Michelangelo decorated the Sistine Chapel; and 1543, with the formulation of the heliocentric theory of Copernicus.

b) This timeline shows the most important events of the Reformation and the Counter-Reformation; that is, the religious conflicts produced in Europe during the sixteenth century. They began in 1517 with the 95 theses displayed by Luther, and ended in 1540 with the founding of the Society of Jesus by Ignatius of Loyola, that is, a period of 23 years. In the next group there are three Protestant reforms: Lutheran (1517), Calvinist (1536), and Anglican (1534), as well as the foundation of the Society of Jesus (1540). The last period of time, the Counter-Reformation of the Catholic Church and the Council of Trent, is part of a chronological interval: 1545-1563. By way of concluding the commentary, students should highlight the rupture of the religious unity of Western Europe during the first half of the 16th century and the beginning of a process of renewal initiated by the Catholic Church with the Counter-Reformation.


3. In this task, students will engage with interactive timelines and will create one of their own personal history, which will enhance their creativity.
Check your progress. Answer key

1  The conceptual graph refers to the changes that have occurred from the mid-fifteenth century and during the sixteenth century in Europe that affected all areas of life. This included the geographical discoveries in Africa, America and Asia, which increased the world known to Europeans; the substitution of feudal kingdoms by the modern State with authoritarian monarchies; the new world view, humanism, which replaced medieval culture with concepts such as anthropocentrism; the rediscovery of classical Antiquity and the emergence of a new artistic style, the art of the Renaissance, which replaced medieval art with a more open-minded approach; the expansion of transatlantic trade and the knowledge of new products through commercial development; and the end of medieval wars.

2  a) The capture of Constantinople by the Turks was of great importance for the period.
   b) Columbus thought he had reached Chipango (Japan) because he was convinced of the roundness of the Earth and that he could reach India by crossing the Atlantic and navigating westward. What he did not know about was the existence of a continent in the middle (America).
   c) Both countries undertook journeys of exploration through America, Africa and Asia. In order to resolve the rivalry between them, they signed several treaties (Alcaçovas in 1479 and Tordesilhas in 1494).
   d) When Columbus returned from the New World, he thought he had reached the Indies (the Indonesian archipelago that corresponded to south and southeast Asia). Therefore, the new territories were named the West Indies, and their inhabitants were called Indians.

3  a) Ferdinand Magellan, together with Juan Sebastián Elcano, achieved the first voyage around the world, thereby demonstrating that the earth was round. It was started by Magellan and completed by Elcano. b) Vasco de Gama was the first Portuguese navigator who reached India by sailing along the coast of Africa, in 1498. c) In 1513 Vasco Nuñez de Balboa crossed the Isthmus of Panama and discovered the Southern Sea, later renamed the Pacific Ocean.

4  a) Authoritarian monarchy and the modern State; b) Military and permanent army; c) Commerce and capitalist commerce; d) Nepotism, nolism and simony; e) Artists and patrons.

5  a) Luther and Calvin, who argued against him for heliocentrism.
   b) The permanent army replaced the feudal troops or militias.
   c) Through commerce trade with the colonies, commercial capitalism was developed.
   d) They are all forms of abuse carried out by the Church and were the cause of the religious Reformation.
   e) Patrons were wealthy bourgeoisie who supported and improved the lives of artists during the Renaissance.

6  a) Pietà (Vespasibld): Quattrocento; The Vatican Pietà: Cinquecento.
   b) The first is rigid and archaic, the second is natural and classical.
   c) Naturalism, treatment of the figures, anatomical study, strength and passion.
Check your skills. Answer key

1 The aim of this question is for students to work with chronological sequences: b), e), f), c), d), a) and g).

2 In addition to ‘studying the career of humanities’, in his studies Copernicus covered almost all the strands of this movement. That is, he studied ‘canon law’, the religious strand; gained a doctorate in ‘astronomy’, the scientific strand (which he broadened through his study of medicine); and, by translating ‘the letters of Tehophylactus from Greek to Latin’, the literary and philosophical strands (which he also extended by being a ‘great scholar of classical authors and an admirer of Ptolemy’).

3 Ptolemy.

In the second century The Geocentric Theory was published. For 13 centuries.

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