

Unit

3

A Changing World

Why It's Important

Each chapter you will study in this unit describes important developments in history.

- Renaissance and Reformation thinkers and artists supported the individual.
- Native Americans built a network of trade routes.
- Explorers and mercantilism brought the world closer together.
- People during the Enlightenment developed ideas about freedom and democracy.

A.D. 500

Renaissance and Reformation

Chapters 7 & 8

A.D. 1350

C. A.D. 1350
Renaissance begins in Italy

A.D. 1400

Gutenberg Bible



A.D. 1450

C. A.D. 1440
Johannes Gutenberg uses movable type in printing press

The Americas

Chapter 9

C. A.D. 500
Mayan cities flourish in Mesoamerica

A.D. 1325
Aztec build Tenochtitlán

Aztec home life



C. A.D. 1400
Aztec Empire reaches its height

C. A.D. 1438
Pachacuti begins to build the Inca Empire

The Age of Exploration

Chapter 10

Early compass



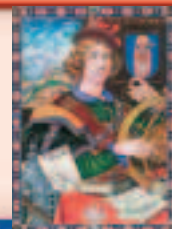
A.D. 1406
Ptolemy's *Geography* is discovered by Europeans

A.D. 1420
Portugal begins mapping Africa's coast

The Age of Enlightenment

Chapter 11

Nicolaus Copernicus



1473
Copernicus is born

Where in the World?



A.D. 1500

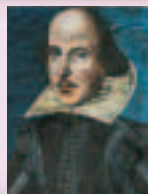
A.D. 1508
Michelangelo paints Sistine Chapel ceiling

A.D. 1550

A.D. 1517
Martin Luther writes Ninety-Five Theses

A.D. 1600

A.D. 1594
Shakespeare publishes first play



William Shakespeare

A.D. 1650

A.D. 1648
Thirty Years' War ends

A.D. 1700

A.D. 1521
Cortés defeats the Aztec

A.D. 1533
Pizarro conquers the Inca

A.D. 1600
Spain reaches height of colonial power



Spanish armor

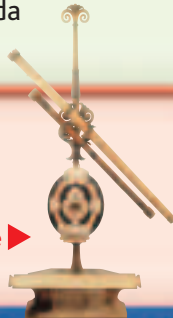
A.D. 1518
First enslaved Africans brought to Americas

A.D. 1588
England defeats the Spanish Armada

A.D. 1609
Henry Hudson explores north-east shore of North America

A.D. 1543
Copernicus presents a new view of the universe

Galileo's telescope



A.D. 1632
Galileo publishes his ideas on astronomy

A.D. 1690
John Locke develops theory of government

Unit 3

Places to Locate

1

Sistine Chapel



See The Renaissance
Chapter 7

2

Wittenberg



See The Reformation
Chapter 8

NORTH
AMERICA

Atlantic
Ocean

Pacific Ocean

SOUTH
AMERICA

3

People to Meet



Pachacuti

Ruled A.D. 1438–1471
Inca ruler
Chapter 9, page 463



Leonardo
da Vinci

A.D. 1452–1519
Italian artist
and scientist
Chapter 7, page 396



Martin
Luther

A.D. 1483–1546
German Protestant
leader
Chapter 8, page 427



Hernán
Cortés

A.D. 1485–1547
Spanish conqueror
Chapter 9, page 475

Machu Picchu



Portuguese lighthouse



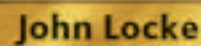
Versailles



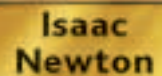
A.D. 1519–1589
French queen
Chapter 8, page 438



Ruled A.D. 1558–1603
English queen
Chapter 10, page 496



A.D. 1632–1704
English political
thinker
Chapter 11, page 527



A.D. 1642–1727
English
mathematician
Chapter 11, page 521



Chapter

7

The Renaissance

604-605 Bill Ross/CORBIS

▼ The Duomo, or Cathedral of Santa Maria del Fiore, in Florence, Italy

NATIONAL GEOGRAPHIC

Where & When?



1300

c. 1350

Renaissance begins in Italy

1400

c. 1455

Gutenberg uses printing press to print the Bible

1500

1512

Michelangelo finishes Sistine Chapel ceiling

1600

1594

Shakespeare publishes first play

CONTENTS



The Big Ideas

Section 1

The Renaissance Begins

Exploration and trade spread ideas and goods. The Italian city-states grew wealthy through trade. This wealth led to new values and new art.

Section 2

New Ideas and Literature

Studying the past helps to understand the present. Renaissance thinkers looked to the ancient Greeks and Romans to develop a new way of understanding the world. Renaissance thinking influenced many aspects of society, including art and literature, and is still important today.

Section 3

Renaissance Art

The interaction of different societies brings about the development of new ideas, art, and technology. The Italian artists developed Renaissance ideas of art and architecture and spread their ideas to northern Europe.



View the Chapter 7 video in the Glencoe Video Program.

FOLDABLES Study Organizer

Categorizing Information Make the following foldable to organize information about the ideas and creative works of the Renaissance.

Step 1 Collect two sheets of paper and place them about one inch apart.



Keep the edges straight.

Step 2 Fold the bottom edges of the paper to form four tabs.



This makes all the tabs the same size.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Staple along the fold.

Reading and Writing

As you read, use your foldable to write down important concepts and events that occurred during the Renaissance. Write facts on each appropriate tab.



Get Ready to Read

Questioning



Reading Skill

1 Learn It!

Asking questions helps you to understand what you read. As you read think about the questions you would like answered. Often you can find the answer in the next paragraph or section. Learn to ask good questions by asking *who*, *what*, *when*, *where*, *why*, and *how* about the main ideas, people, places, and events. Read the passage below and the highlighted questions.

What subjects had the Greeks and Romans studied that became of interest again?

In some ways the Renaissance was a rebirth of interest in the same subjects the Greeks and Romans had studied. After the horrible years of the Black Death, Europeans began looking to the past when times seemed better. They wanted to learn how to make their own society better.

— from page 385

What was the Black Death, and how long did it last? What do you already know about it?

How did Europeans think they could improve society?

Reading Tip

As you read, turn headings into questions.



2 Practice It!

Read the paragraph below about Renaissance art, and then read the directions that follow.

During the Renaissance, wealthy Italian families and church leaders paid artists to create paintings, sculptures, and buildings for display throughout their cities. The pope himself funded many works of art to decorate the Vatican. Renaissance artists followed the models of the ancient Romans and Greeks but expressed humanist ideas.

— from page 409

Practice using the question words: *who*, *what*, *where*, *when*, *why*, and *how*. Make a chart like the one below. Using each question word in the first column, ask a question about the paragraph above. Then reread the section to find the answers.

	Question	Answer
Who		
What		
Where		
When		
Why		
How		

Read to Write

Write a *What If* paragraph based on what you read in this chapter. For example, *what if* the Renaissance had not spread outside of Italy? Your paragraph should answer your *What If* question.



▲ Painting by Jan van Eyck

3 Apply It!

Read the text in Section 2 about Renaissance humanism. Write four questions about the passage. Share your questions with another student and discuss possible answers.

Section

1

The Renaissance Begins

Guide to Reading



History Social Science Standards

WH7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Looking Back, Looking Ahead

Previously, you learned about life in medieval Europe. In this section, you will learn why Europeans became interested in art and learning as they left the Middle Ages behind.

Focusing on the Main Ideas

- The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe. (page 385)
- Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers. (page 387)
- Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life. (page 390)

Locating Places

Florence (FLAWR•uhns)

Venice (VEH•nuhs)

Meeting People

Marco Polo (MAHR•koh POH•loh)

Medici (MEH•duh•chee)

Niccolò Machiavelli (NEE•koh•LOH
MA•kee•uh•VEH•lee)

Content Vocabulary

Renaissance (REH•nuh•SAHNS)

secular (SEH•kyuh•luhr)

doge (DOHJ)

diplomacy (duh•PLOH•muh•see)

Academic Vocabulary

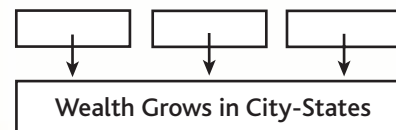
network (NEHT•WUHRK)

publish (PUH•blihsh)

expert (EHK•SPUHRT)

Reading Strategy

Summarizing Information Complete a chart like the one below showing the reasons Italian city-states grew wealthy.



Where & When?



1350

c. 1350

Renaissance begins in Italy

1450

1434

Medici family begins rule of Florence

1550

1513

Machiavelli writes *The Prince*



WH7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

The Italian Renaissance

Main Idea The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe.

Reading Connection Hollywood makes many of the world's movies. Why is it the center of the movie industry? Read to learn why the city-states of Italy became the center of art during the Renaissance.

Renaissance (REH • nuh • SAHNS) means "rebirth." The years from about 1350 to 1550 in European history are called the Renaissance because there was a rebirth of interest in art and learning.

In some ways the Renaissance was a rebirth of interest in the same subjects the

Greeks and Romans had studied. After the horrible years of the Black Death, Europeans began looking to the past when times seemed better. They wanted to learn how to make their own society better.

During the Renaissance, Europeans also began to stress the significance of the individual. They began to believe that people could make an impact and change the world for the better.

People were still very religious during the Renaissance, but they also began to celebrate human achievements. People became more **secular** (SEH • kyuh • luhr). This means they were more interested in this world than in religion and getting to heaven.



NATIONAL GEOGRAPHIC

Italy c. 1500



Using Geography Skills

- Location** In which territory was Rome located?
- Human/Environment Interaction** Why do you think the city-state of Venice spread out along the coastline?

Find NGS online map resources @ www.nationalgeographic.com/maps



Why did the Renaissance begin in Italy? First of all, Italy had been the center of the Roman Empire. Ruins and art surrounded the Italians and reminded them of their past. It was only natural that they became interested in Greek and Roman art and tried to make their own art as good.

Another reason the Renaissance began in Italy was because by the 1300s, Italy's cities had become very wealthy. This enabled them to pay painters, sculptors, architects, and other artists to produce new works.

A third reason was because the region was still divided into many small city-states. **Florence** (FLAWR • uhns), **Venice** (VEH • nuhs), Genoa, Milan, and Rome were some of the most important cities of the Renaissance.

The Italian city-states competed with each other. This helped bring about the

Renaissance. Wealthy nobles and merchants wanted artists to produce works that increased the fame of their cities.

In most of Europe, the vast majority of people lived in the country, including the knights and nobles who owned estates. In Italy's city-states, the population was becoming more urban. That means more people were living in the city, rather than in the country. So many people living together in a city meant more customers for artists and more money for art.

The large number of people living in cities also led to more discussion and sharing of ideas about art. Just as the city-states of ancient Greece had produced many great works of art and literature, so too did urban society in Italy.

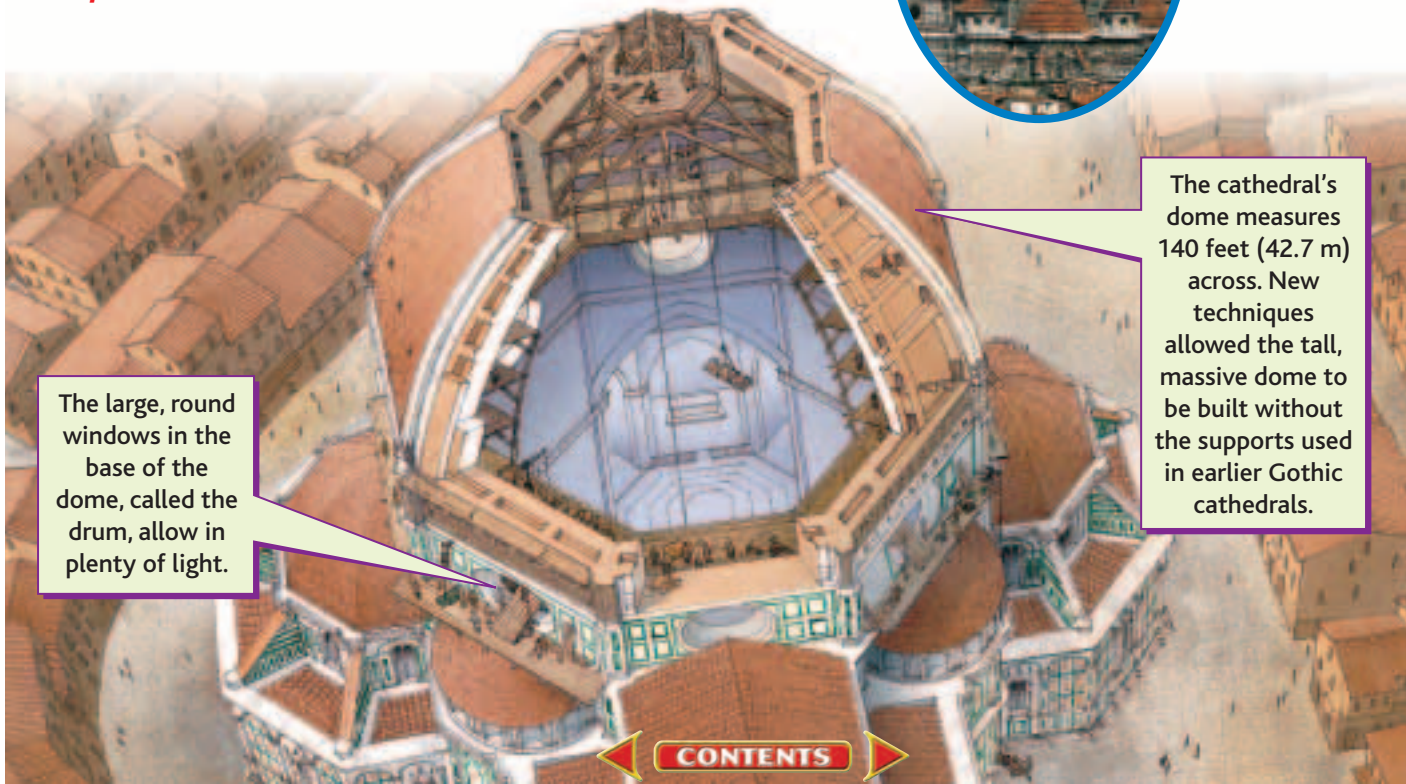
Reading Check Explain Why did the Renaissance start in Italy?

Florence Cathedral

Florence, Italy, was one of the centers of the Renaissance. The Florence Cathedral, better known as the *Duomo*, became a symbol of the city, as well as one of the finest examples of Renaissance architecture and engineering. **What were other important Italian Renaissance cities?**



◀ The Florence Cathedral today



The large, round windows in the base of the dome, called the drum, allow in plenty of light.

The cathedral's dome measures 140 feet (42.7 m) across. New techniques allowed the tall, massive dome to be built without the supports used in earlier Gothic cathedrals.



WH7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

WH7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

The Rise of Italy's City-States

Main Idea Italy's location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers.

Reading Connection Do you have a bank account? What are banks for? Read to learn how banking helped to make the Italian city-states wealthy and powerful.

During the Middle Ages, no ruler was able to unite Italy into a single kingdom. There were several reasons for this. First of all, the Roman Catholic Church did everything it could to stop the rise of a powerful kingdom in Italy. Church leaders were afraid that if a strong ruler united Italy, that same ruler would be able to control the pope and the Church.

At the same time, the city-states that developed in Italy were about equal in strength. They fought many wars and often captured territory from each other, but no state was able to defeat all the others.

Probably the most important reason the city-states stayed independent was because they became very wealthy. With their great wealth, they could build large fleets and hire people to fight in their armies. A person who fights in an army for money is called a mercenary. The city-states also loaned money to the kings of Europe. The kings left the city-states alone so they could borrow more money in the future.

Italy's City-States Grow Wealthy

The Italian city-states obtained their wealth through trade. The geography of the long Italian peninsula meant that most of the city-states had a coastline and ports where merchant ships could dock. They also had a prime location on the Mediterranean Sea. Spain and France lay to the west,

and the Byzantine and Ottoman Empires lay to the east. North Africa was only a short trip to the south.

From the Byzantines, Turks, and Arabs, the Italians bought Chinese silk and Indian spices and sold them to people in Western Europe for very high prices. At the same time, from the Spanish, French, Dutch, and English, they bought goods such as wool, wine, and glass that they could sell in the Middle East. The Italian cities also had many skilled artisans, who could take raw materials the merchants bought and make goods that could be sold for high prices.

Geography was not the only reason for the success of the Italians. Several events led to trade becoming even more important in the city-states. First, the Crusades brought Italian merchants into contact with Arab merchants. Second, the rise of the Mongol Empire united almost all of Asia into one vast trade **network**.

The Mongols encouraged trade and protected the Silk Road from China to the Middle East. This made it cheaper and easier for caravans to transport goods from China



▲ This painting shows a wealthy Italian family during the Renaissance. **How did competition between the city-states lead to great works of art?**



and India to Muslim and Byzantine cities. As more and more silk and spices were transferred from Asia, the price of these goods fell. More Europeans could afford the luxuries, and demand for the items greatly increased. In turn, business for Italian merchants continued to grow.

Who Was Marco Polo? Europeans were fascinated with Asia and its goods after reading a book written by **Marco Polo** (MAHR•koh POH•loh), a merchant from the city of Venice. In the 1270s, Marco Polo accompanied his father and uncle on an amazing journey to China. They set off to meet Kublai Khan, the ruler of the Mongol Empire.

When the Polo family finally made it to the khan's court, the great emperor was impressed with Marco Polo. He sent Marco Polo on business all over China. Marco Polo asked many questions and learned more about Asia than any other European.

When he returned to Europe, he **published** a book about his travels. His stories helped increase interest in China and made many people want to buy China's goods.

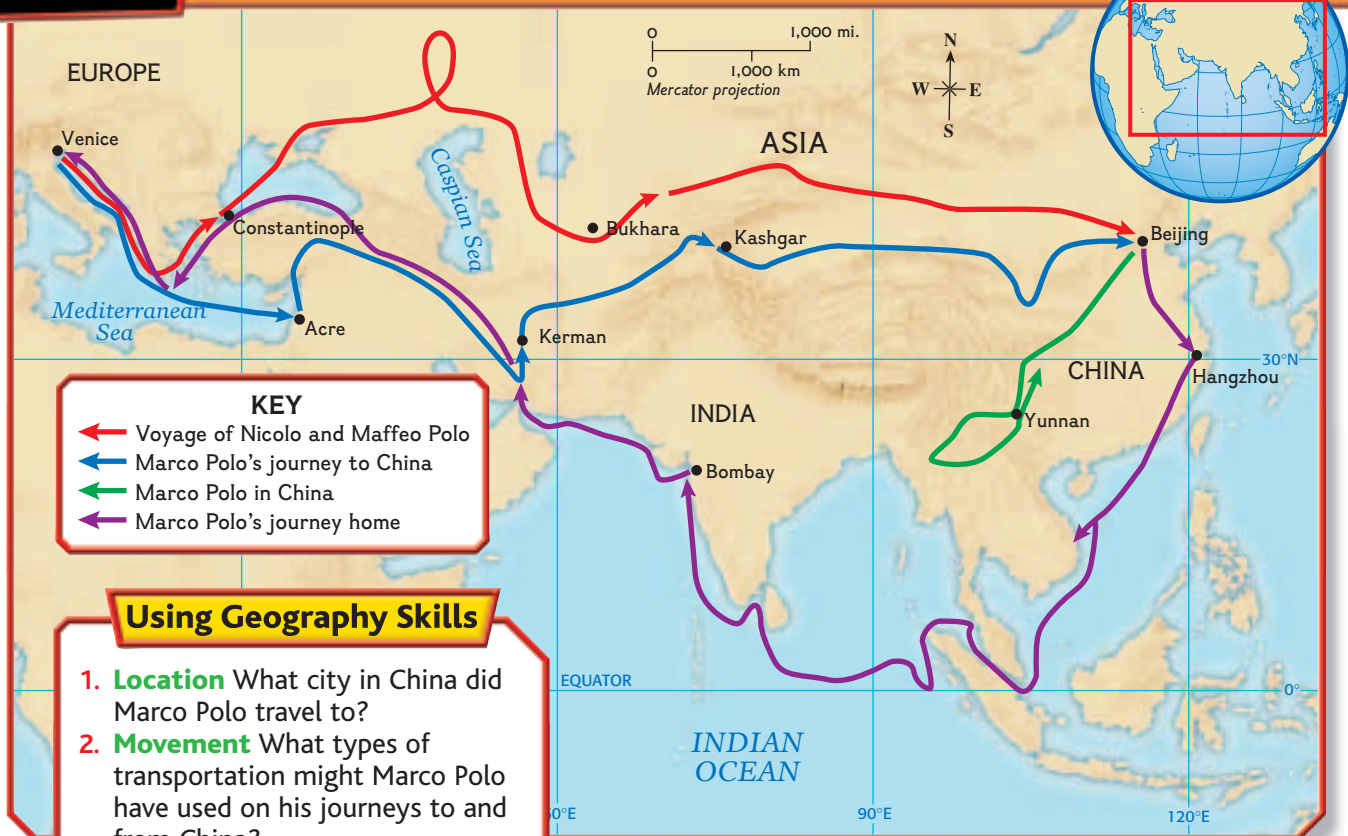
The Wealth of Florence No city was more famous in the Renaissance than Florence. It was the first to grow wealthy, and it produced many famous artists. It sat on the banks of the Arno River surrounded by beautiful hills. It was walled and had many tall towers for defense. Its people were known for their love of elegant clothing.

At first, Florence's wealth came from trading cloth, especially wool. The city's merchants sailed to England to get sheep's wool. Artisans in Florence then wove it into fine fabrics. Florentines also found another way to make money—banking.

With goods pouring into Italy from around the world, merchants needed to



The Journeys of Marco Polo 1271–1295





The Ducal Palace today ►



▲ This painting from Renaissance Italy shows the busy pier and the Ducal Palace in Venice. **What industry provided some of Venice's wealth?**

know the value of coins from different countries. Florentine bankers became the **experts**. They used the florin, the gold coin of Florence, to measure the value of other money. Bankers also began lending money and charging interest. Florence's richest family, the **Medici** (MEH•duh•chee), were bankers. They had branch banks as far away as London.

The Rise of Venice The wealthiest city-state of all was Venice, where Marco Polo was born. Venice is at the northern end of the Adriatic Sea. The Venetians were great sailors and shipbuilders. They built their city on many small, swampy islands just off the coast. Early Venetians learned how to drive long wooden poles into mud to support their buildings.

Instead of paving roads, the Venetians cut canals through their swampy islands and used boats to move about. Even today, many of the streets in the older parts of Venice are canals and waterways. Gondolas—a type of long, narrow boat—still carry people along these canals.

Some of Venice's wealth came from building ships. Artisans worked on ships at a shipyard known as the Arsenal. Teams of workers cut the wood, shaped it into hulls, caulked (or sealed) the wood, and made sails and oars. Sometimes Venetians needed ships quickly. When the Turks tried to take a Venetian colony in the Mediterranean, the Arsenal built 100 ships in only two months to prepare for battle.

Reading Check **Describe** How did Florence and the Medici family become so wealthy?



WH7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

The Urban Noble

Main Idea Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life.

Reading Connection How does our society measure wealth? Before the Renaissance, wealth was based on the amount of land a person owned. Read to learn how that changed during the Renaissance.

The wealthy men of the Italian city-states were a new type of leader—the urban noble. Before this time, European nobles got their wealth from land, not trade. In fact,

they looked down on trade and believed themselves to be above the town merchants.

In the Italian city-states, old noble families moved to the cities. They mixed with wealthy merchants and decided that money from trade was just as good as money from land.

Meanwhile, wealthy merchants copied the manners and lifestyle of noble families. Soon, the sons and daughters of nobles and rich merchants were marrying each other. Eventually, the old nobles and wealthy merchant families blended together to become the upper class of the city-states.

How Were Italian City-States Run? At first, many of the city-states were republics. A republic is a government controlled by its citizens. Not everyone was a citizen, however, only the artisans and merchants who had membership in the city's guilds.

From your study of the ancient Romans, you might recall that when their cities faced war or rebellion, they gave power to a dictator. The Italian city-states did something similar. In many cases, the cities were ruled by one powerful man who ran the government.

In Venice, the head of state was the duke, or **doge** (DOHJ). At first, the doge had great power over his council of nobles. Later, he lost power to a small group of nobles.

In Florence, the powerful Medici family gained control of the government in 1434. The Medici ran Florence for many decades. Lorenzo de' Medici ruled the city from 1469 to 1492. Known as "the Magnificent," Lorenzo used his wealth to support artists, architects, and writers. Many of Italy's Renaissance artists owed their success to his support.

Politics in Italy was complicated. Within each city, the rulers had to keep the poor from

Primary Source

The Prince

In Machiavelli's masterpiece, he explains his theories about human nature.

"You should consider then, that there are two ways of fighting, one with laws and the other with force. The first is properly a human method, the second belongs to beasts. But as the first method does not always suffice [meet your needs], you sometimes have to turn to the second. Thus a prince must know how to make good use of both the beast and the man."

—Niccolò Machiavelli,
The Prince

▲ Niccolò
Machiavelli



DBQ Document-Based Question

Why must a good leader know more than one way to fight?



rebellious and prevent other wealthy people from seizing power. They had to make deals with merchants, bankers, landlords, church leaders, and mercenaries. At the same time, they had to deal with the leaders of the other city-states.

To deal with the other states around them, the Italians developed **diplomacy** (duh•PLOH•muh•see). Diplomacy is the art of negotiating, or making deals, with other countries. Each city-state sent ambassadors to live in the other city-states and act as representatives for their city. Many of the ideas of modern diplomacy first began in Italy.

How could a ruler guarantee that he would stay in power? **Niccolò Machiavelli** (NEE•koh•LOH MA•kee•uh•VEH•lee), a diplomat in Florence, tried to answer this question when he wrote *The Prince* in 1513. Machiavelli claimed that people were greedy and self-centered. Rulers should not



▲ This palace served as a government building in Rome for hundreds of years. **What form of government did many of the city-states have at first?**

try to be good, he argued. Rather, they should do whatever is necessary to keep power and protect their city, including killing and lying. Today when we say someone is being Machiavellian, we mean they are being tricky and not thinking about being good.

Reading Check **Compare** How were medieval and Renaissance nobles different?

Section 1 Review

Reading Summary

Review the Main Ideas

- A rebirth of learning called the Renaissance began in wealthy Italian city-states in the 1300s.
- Italian city-states, including Florence and Venice, grew wealthy through trade, manufacturing, and banking.
- In the Italian city-states, a noble's wealth was based on trade, rather than the amount of land owned.

History Online

Study Central Need help with the rise of Italian city-states? Visit ca.hss.glencoe.com and click on Study Central.

What Did You Learn?

1. Why is the era from 1350 to 1550 in Europe called the Renaissance?
2. Why did the Renaissance begin in Italy?
4. **The Big Ideas** How did Italian city-states gain their wealth? How did it affect society in the city-states? **CA H16.**
5. **Summarize** Describe the governments of the Renaissance Italian city-states. **CA 7WA2.5**

Critical Thinking

3. **Organizing Information** Draw a diagram like the one below. Add details about the characteristics of the Italian Renaissance. **CA 7RC2.0**



6. **Persuasive Writing** Write a letter to a Renaissance newspaper telling why you agree or disagree with Machiavelli's ideas. **CA 7WA2.4 CA HR4.**
7. **Reading Questioning** Write three questions about topics in the section. Reread the section, answering the questions as you go. **CA HR1.**



You Decide . . .



WH7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

SuperStock

The Value of City-States

During the Renaissance, Italy was divided into more than 20 city-states. Some people think that the city-state form of government was a good idea. The leaders and wealthy nobles of the city-states encouraged the arts and sciences. This produced masterpieces by Michelangelo, Raphael, Leonardo, and others. Would this rebirth of arts and sciences have happened if Italy's independent city-states had not existed?

Other people, such as Girolamo Savonarola, were against the city-state form of government. After the fall of the Medici family in Florence, Savonarola spoke out in favor of a new type of leadership:

"I tell you that you must select a good form for your new government, and above all no one must think of making himself head if you wish to live in liberty."

—Girolamo Savonarola,

"This Will Be Your Final Destruction"

Examine the advantages and disadvantages of the city-state form of government. Then decide whether you think this type of government is generally good or bad.

Advantages:

- Because of their independent governments, each territory on the Italian peninsula was able to have its own culture.
- Some city-states were led by wealthy families, but most were led by a single leader. Almost all supported cultural and scientific advancement. The competition among city-states also encouraged the development of art and science.
- City-state rulers helped preserve the values and teachings of the ancient Greeks and Romans. They gave their own artists, architects, scholars, and writers opportunities to study classical works and interpret them in their own ways.



▲ A detail from the ceiling of the Sistine Chapel painted by Michelangelo



▲ Renaissance nobles

- Many citizens liked their city-state and wanted to help it. This encouraged patriotism.
- Some rulers were generous to the citizens of their city-states. For example, Duke Federigo da Montefeltro (1422–1482), a popular ruler in Urbino, built schools, hospitals, churches, and a library with his own money. He was known for talking to the commoners and helping the poor.
- The city-states helped bring an end to feudalism by making merchants, as well as landowners, wealthy and by ending the relationship between lords and vassals.

Disadvantages:

- Many city-states were led by one man. The common people were often mistreated until they revolted and threw out their leaders. This happened to Florence's Medici family in 1527.
- The divided city-states were weaker than a united Italy would have been, so they were often invaded by foreign groups.
- Smaller territories did not always have enough soldiers to defend their cities and land. They hired mercenaries—generals and armies from outside their city—to help them fight. Sometimes mercenaries took over the city-states that had hired them.
- Many Italians were poor because they had to pay high taxes. This created a lower class and an upper class, but no middle class. It also caused the commoners to revolt against the rich.
- Wealthy families often battled each other for control of the city-states.
- Some city-state rulers became even wealthier by overseeing banking and trade. These leaders lived in luxury, while many citizens were very poor.

You Be the Historian

Checking for Understanding

1. Do you think that the art of the Renaissance would have been created if Italy had not been divided into individual city-states? Why or why not? **CA HI.3.**
2. Do you think Italian artists had more artistic freedom under this form of government? Why or why not? **CA HI.2.**
3. Would you have enjoyed living during the Renaissance? Would you have wanted to be a ruler, noble, artist, or commoner? Write a story from the viewpoint of someone living during the Renaissance? **CA 7WA2.1**



Section

2

New Ideas and Literature



History Social Science Standards

WH7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Guide to Reading

Looking Back, Looking Ahead

In Section 1, you learned about the growth of Italian city-states. In this section, you will learn how the wealth of the city-states led to a new way of understanding the world, called humanism.

Focusing on the **Main Ideas**

- Humanists studied the Greeks and Romans, which greatly affected how they thought. (page 395)
- During the Renaissance, people began to write poetry, plays, and novels in their own language, and the development of the printing press helped spread their works. (page 397)

Meeting People

Leonardo da Vinci (LEE•uh•NAHR•doh duh VIHN•chee)

Dante Alighieri (DAHN•tay A•luh•GYEHR•ee)

Johannes Gutenberg (yoh•HAHN•uhs GOO•tuhn•BUHRG)

William Shakespeare (SHAYK•SPIHR)

Locating Places

Canterbury (KAN•tuhr•BEHR•ee)

Content Vocabulary

humanism (HYOO•muh•NIH•zuhm)

vernacular (vuhr•NA•kyuh•luhr)

Academic Vocabulary

debate (dih•BAYT)

credit (KREH•diht)

Reading Strategy

Organizing Information Create a chart listing people who contributed to Renaissance literature.

Contributor	Role in Renaissance Literature



Who & When?

1300

c. 1307

Dante begins writing *Divine Comedy*



1450

1455

Johannes Gutenberg uses printing press to print the Bible



1600

1594

Shakespeare publishes first play





WH7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). **WH7.8.5** Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

(i)Maiman Rick/CORBIS Sygma, (j)Giraudon/Bridgeman Art Library

Renaissance Humanism

Main Idea Humanists studied the Greeks and Romans, which greatly affected how they thought.

Reading Connection Have you ever tried to draw a copy of a painting you like? Is it harder to copy what other people have done or to come up with new ideas for your own pictures? Read to learn how Renaissance artists borrowed ideas from the past but also tried to be original.

In the 1300s, a new way of understanding the world developed in medieval Europe. This new approach was called **humanism** (HYOO • muh • nih • zuhm). It was based on the values of the ancient Greeks and Romans. Humanists believed that the individual and human society were important. Humanists did not abandon religious faith, but they emphasized a balance between faith and reason. Their new ideas encouraged men to be active in their cities and achieve great things.

Ancient Works Become Popular In the 1300s, Italians began to study early Roman and Greek works. For most of the Middle Ages, Western Europeans knew little about ancient Greek and Roman writings. When they went on the Crusades, however, they opened trade with the Middle East and began to get information from the Arabs. Arab scholars knew classic Greek and

Ancient Greek manuscript on Archimedes ▼



Roman works very well. In addition, when the Turks conquered Constantinople in 1453, many Byzantine scholars left and moved to Venice or Florence.

One famous scholar of the ancient works was Francesco Petrarch (PEH • TRAHRK). Petrarch was a poet and scholar who lived in the 1300s. He studied Roman writers like Cicero and wrote biographies of famous Romans.

Petrarch encouraged Europeans to search for Latin manuscripts in monasteries all over Europe. In time, his efforts paid off and new libraries were built to keep the documents. The largest was the Vatican Library in Rome.

Italians studied more than ancient books. They studied the old buildings and statues all around them. All over Rome, one could see workers in the process of cleaning broken columns and statues. Italian artists eagerly studied the proportions of the ancient works. If they knew how long a statue's arms were compared to its height, they would be able to understand why it looked so perfect.



◀ Francesco Petrarch has been called the father of Italian Renaissance humanism. **How did Petrarch contribute to the preservation of Roman knowledge?**



Biography



WH7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

LEONARDO DA VINCI

1452–1519

Leonardo was born in Vinci, Italy, to a peasant woman named Caterina. Shortly after Leonardo's birth, she left the boy in the care of his father. By the time Leonardo was 15 years old, his father knew his son had artistic talent. He arranged for Leonardo to become an apprentice to the famous painter Andrea del Verrocchio.

By 1472, Leonardo had become a master in the painters' guild of Florence. He worked in Florence until 1481, and then he went to the city of Milan. There he kept a large workshop and employed many apprentices. During this time, Leonardo began keeping small pads of paper tucked in his belt for sketching. Later he organized the drawings by theme and assembled the pages into notebooks.

Seventeen years later, Leonardo returned to Florence, where he was welcomed with great honor. During this time, Leonardo painted some of his masterpieces. He also made scientific studies, including dissections, observations of the flight of birds, and research on the movement of water currents.

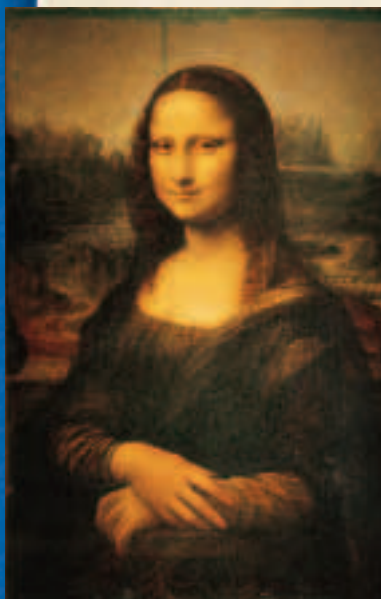


▲ Leonardo da Vinci

"Nothing can be loved or hated unless it is first known."

—Leonardo da Vinci

In 1516 Leonardo accepted an invitation to live in France. The king admired Leonardo and gave him freedom to pursue his interests. During the last three years of his life, Leonardo lived in a small house near the king's summer palace. He spent most of his time sketching and working on his scientific studies.



▲ The *Mona Lisa* by Leonardo da Vinci

Then and Now

Leonardo's curiosity fueled his creativity and interest in science. What invention created in the last 100 years do you think would impress Leonardo the most? Why?



WH7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). **WH7.8.5** Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

How Did Humanism Affect Society?

Humanist scholars studied the Greeks and Romans to increase their knowledge of many different topics. They were curious about everything, including plants and animals, human anatomy and medicine, and the stars and planets.

Their study of mathematics helped them in many subjects. For instance, advances in engineering and better use of mathematics allowed the artist Filippo Brunelleschi to build the dome of the Florence cathedral in the 1430s. Later, after Arab traders brought gunpowder to Europe from China, European engineers used it to develop new kinds of weapons.

One of the best Renaissance scientists was also a great artist, **Leonardo da Vinci** (LEE•uh•NAHR•doh duh VIHN•chee). Leonardo dissected corpses to learn anatomy and studied fossils to understand the world's history. He was also an inventor and an engineer.

Most of what we know about Leonardo comes from his notebooks. Leonardo filled their pages with sketches of his scientific and artistic ideas. Centuries before the airplane was invented, Leonardo drew sketches of a glider, a helicopter, and a parachute. Other sketches show a version of a military tank and a scuba diving suit.

Humanist ideas also led to advances in cartography, or the art of making maps, and in science. By studying the ideas of the ancient Greek geographers, such as Ptolemy, and the Arab geographer, al-Idrisi, Europeans began producing better maps and charts. This allowed them to trade better and to explore new areas of the world.

Reading Check Explain How did Renaissance thinkers view ancient writings?

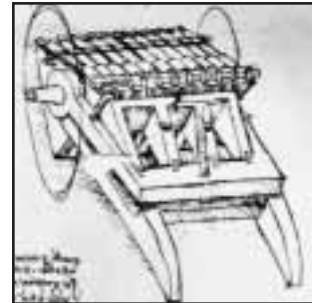
Changes in Literature

Main Idea During the Renaissance, people began to write poetry, plays, and novels in their own language, and the development of the printing press helped spread their works.

Reading Connection Have you ever seen a book in a foreign language? Could you understand it? Read to find out how Renaissance writers began to write in their own language to help spread their works.

During the Renaissance, educated people wrote in “pure” Latin, the Latin used in ancient Rome. Petrarch thought classical Latin was the best way to write, but when

Leonardo's Inventions



◀ A multibarreled artillery piece

▼ A helicopter-like flying machine



◀ Cross section of a palace with subways for carriages



he wanted to write poems to the woman he loved, he wrote in the **vernacular** (vuhr•NA•kyuh•luhr). The vernacular is the everyday language people speak in a region—Italian, French, or German, for example. When authors began writing in the vernacular, many more people could read their work.



HISTORY MAKERS

Movable Type c. 1450

Johannes Gutenberg, a German goldsmith, built a printing press modeled after a winepress. Once the press was completed, Gutenberg spent two years printing his first book. For each page, he set metal letters in a frame, rolled ink over the frame, and pressed the frame against paper. Around 1455, he completed printing what is now known as the Gutenberg Bible, or the 42 Line Bible. This was the first book printed using movable metal type, sparking a revolution in publishing and reading.

▼ Gutenberg Bible



In the early 1300s, **Dante Alighieri** (DAH•tay A•luh•GYEHR•ee), a poet of Florence, wrote one of the world's greatest poems in the vernacular. It is called *The Divine Comedy*. As a young man, Dante was involved in politics, but when noble families began fighting over power, he had to leave Florence. That was when he wrote his long poem—more than 14,000 lines. *The Divine Comedy* tells the gripping tale of the main character's journey from hell to heaven.

Another important writer who used the vernacular was Chaucer. Chaucer wrote in English. In his famous book, *The Canterbury Tales*, he describes 29 pilgrims traveling to the city of **Canterbury** (KAN•tuhr•BEHR•ee). The book describes the levels of English society, from the nobles at the top to the poor at the bottom. The English Chaucer used in his writing is the ancestor of the English we speak today.

The Printing Press Spreads Ideas The printing press was a key to the spread of humanist ideas throughout Europe. In the early 1450s, **Johannes Gutenberg** (yoh•HAHN•uhs GOO•tuhn•BUHRG) developed a printing press that used movable metal type. This type of printing press made it possible to print many books much more quickly. With more books available, more people learned to read. Scholars could read one another's works and **debate** their ideas in letters. Ideas grew and spread more quickly than ever before in Europe.

The Chinese had already invented movable type, but it did not work well with their large alphabet of characters. For Europeans, the printing press was a big improvement. It was easy to use with linen paper, another Chinese invention.

Gutenberg's Bible, printed in the 1450s, was the first European book produced on the new press. Soon books flooded Europe.



Approximately 40,000 books were published by 1500. Half of these were religious works like the Bible or prayer books.

The printing press helped spread many ideas throughout Europe, not just religious ideas. Literature was printed, and with the invention of the printing press, books like Ptolemy's *Geography* were widely sold.

Who Was William Shakespeare? In England, the Renaissance occurred in writing and theater more than in art. The Renaissance began in England in the later 1500s, during the rule of Elizabeth I. It is often referred to as the Elizabethan era.

The greatest writer of the era was **William Shakespeare** (SHAYK•spihr). Shakespeare was born in 1564. He was an actor and a poet but is best known for his plays. He wrote all kinds of plays during his lifetime. Some of his greatest tragedies include *Hamlet*, *MacBeth*, and *Romeo and Juliet*. In each tragedy, the main characters'

flaws cause their downfall. Among Shakespeare's most famous comedies are *A Midsummer Night's Dream*, *Twelfth Night*, and *Much Ado About Nothing*. His best-known historical plays include *Henry V* and *Richard III*. These plays, along with many others, made Shakespeare one of the most well-known playwrights in England.

The works of playwrights such as Shakespeare were popular enough to be printed during the Renaissance. This was a change in how the printing press was used. Until then, most printed works had been religious books.

In 1594 the first William Shakespeare play, *Titus Andronicus*, was published. Shakespeare had five more plays published in the next five years, but it was not until 1598 that he was given **credit** for his early published works.

Shakespeare wrote continuously until his death in 1616. Seven years after his death the first complete collection of his

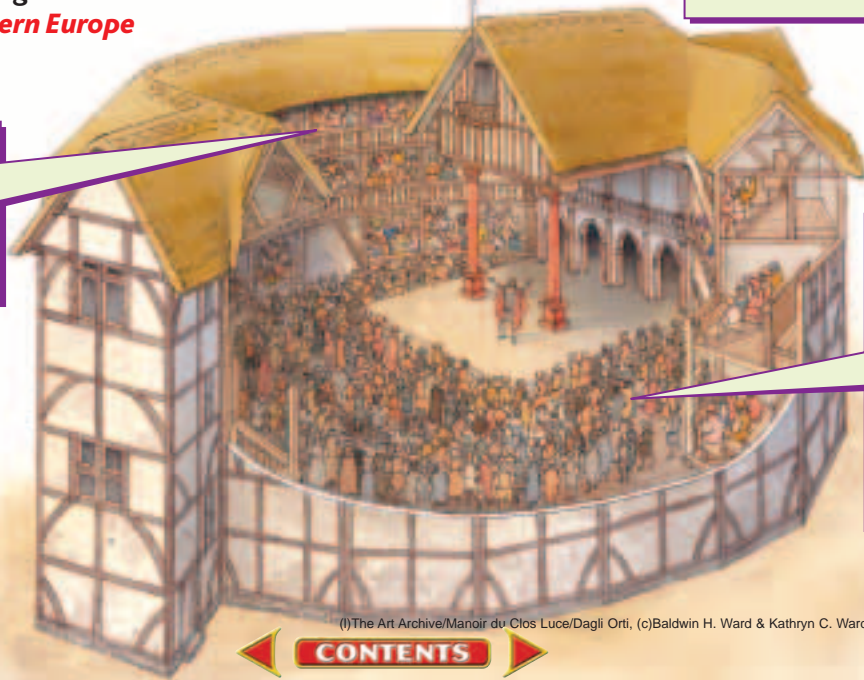
Globe Theater

William Shakespeare's plays were performed at the Globe Theater in London. It could hold about 3,000 people. Plays were performed every day of the week except Sunday. Performances occurred during the day, since the theater had no lights. **When did the Renaissance spread to northern Europe and England?**

Flags announced the type of play. White flags meant comedies, black flags meant tragedies, and red flags stood for history plays.

Wealthy and important people sat beneath the covered section.

Poor commoners, called groundlings, stood on the ground for the show. They often brought fruit and vegetables to throw at actors they did not like.





work appeared. This enormous book contained 35 plays and was so large and expensive that only the wealthiest people in England could afford to buy it. Shakespeare remains one of the best-known and most popular writers today.

What Did Cervantes Write? Another influential writer during the Renaissance was the Spanish author Miguel de Cervantes (mee•GEHL day suhr•VAN•TEEZ). Cervantes was born in 1547. He wrote numerous plays and works of fiction, including *Novelas ejemplares* (The Exemplary Novels) in 1613.

Cervantes was not widely known, however, until the publication of his most influential piece, *Don Quixote de la Mancha*. The novel, published in 1604, made Cervantes extremely popular in Spain. The book tells

the story of a country gentleman who searches for adventure in life. It looks at the difference between what people hope life can be and what life actually is like.

In the story, the hero Don Quixote and his companion Sancho Panza have many adventures. Don Quixote dreams of himself as a medieval knight and tries to live according to the medieval code of chivalry. Many people think that he is a fool. He makes many mistakes, yet he continues to live according to his dreams.

After it was published, the novel became famous throughout Europe. People eagerly read the book for its humor and insight. Cervantes died in 1616. His works, like Shakespeare's, are read throughout the world to this day.

Reading Check Explain What was the benefit of writing in the vernacular?

Section 2 Review

History Online

Study Central Need help understanding Renaissance humanism and literature? Visit ca.hss.glencoe.com and click on Study Central.

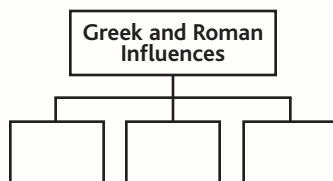
Reading Summary

Review the Main Ideas

- Humanists changed medieval ideas by studying the Greeks and Romans.
- New poetry, plays, and novels written in the vernacular appeared during the Renaissance and were widely read after Gutenberg invented the printing press.

What Did You Learn?

1. **Explain** the beliefs of humanists during the Renaissance.
2. How did writers make their work more available to the general public?
3. **The Big Ideas** Create a diagram like the one below. Fill in information about ancient texts and ideas that people used in the Renaissance. **CA 7WA2.3**
4. **Evaluate** Why was the printing press important? **CA HI.2**
5. **Science Connection** Describe Leonardo da Vinci's scientific contributions. **CA 7RC2.2**
6. **Explain** How were the ideals of the Renaissance expressed in England? Provide examples in your answer. **CA 7RC2.0**
7. **Writing Research Reports** Use your local library to research William Shakespeare. Write an essay that describes what his life was like. **CA 7WA2.3**





WORLD LITERATURE

A MIDSUMMER NIGHT'S DREAM

By William Shakespeare,
Adapted by E. Nesbit

Before You Read

The Scene: This story takes place in Athens, Greece, during a legendary time when magical creatures lived among humans.

The Characters: Hermia and Lysander are in love. Demetrius loves Hermia, and Helena loves Demetrius. Oberon and Titania are the king and queen of the fairies.

The Plot: Hermia and Lysander run away to be married. Demetrius follows them because he loves Hermia. Helena follows Demetrius because she loves him. The fairies they encounter try to use magic to help the four humans.

Vocabulary Preview

betrayed: gave to an enemy

mortal: human

quarrel: argument

glade: grassy, open space in a forest

suitor: one who wants to marry another

bade: asked

scheme: plan

Have you ever tried to help someone but made the situation worse? In this story, fairies attempt to help four young people traveling through the woods, but their efforts do not go as planned.



As You Read

Keep in mind that William Shakespeare wrote this story as a play. E. Nesbit rewrote the story in paragraph form to make it shorter and easier to read.

While you are reading, think about what the story would be like if it were performed as a play.



Hermia and Lysander were [in love]; but Hermia's father wished her to marry another man, named Demetrius.

Now in Athens, where they lived, there was a wicked law, by which any girl who refused to marry according to her father's wishes, might be put to death. . . .

Lysander of course was nearly mad with grief, and the best thing to do seemed to him for Hermia to run away to his aunt's house at a place beyond the reach of that cruel law; and there he would come to her and marry her. But before she started, she told her friend, Helena, what she was going to do.

Helena had been Demetrius' sweetheart long before his marriage with Hermia had been thought of, and being very silly, like all jealous people, she could not see that it was not poor Hermia's fault that Demetrius wished to marry her instead of his own lady, Helena. She knew that if she told Demetrius that Hermia was going, as she was, to the wood outside Athens, he would follow her, "and I can follow him, and at least I shall see him," she said to herself. So she went to him, and betrayed her friend's secret.

Now this wood where Lysander was to meet Hermia, and where the other two had decided to follow them, was full of fairies,¹ as most woods are, if one only had the eyes to see them, and in this wood on this night were the King and Queen of the fairies, Oberon and Titania. Now fairies are very wise people, but now and then they can be quite as foolish as mortal folk. Oberon and Titania, who might have been as happy as the days were long, had thrown away all their joy in a foolish quarrel. . . .

So, instead of keeping one happy Court and dancing all night through in the moonlight, as is fairies' use, the King with his attendants wandered through one part of the wood, while the Queen with hers kept state in another. And the cause of all this trouble was a little Indian boy

¹**fairies:** imaginary beings, usually having small human form and magic powers





whom Titania had taken to be one of her followers. Oberon wanted the child to follow him and be one of his fairy knights; but the Queen would not give him up.

On this night, in a glossy moonlight glade, the King and Queen of the fairies met.

"Ill² met by moonlight, proud Titania," said the King.

"What! jealous, Oberon?" answered the Queen. "You spoil everything with your quarreling. Come, fairies, let us leave him. I am not friends with him now."

"It rests with you to make up the quarrel," said the King. "Give me that little Indian boy, and I will again be your humble servant and suitor."

"Set your mind at rest," said the Queen. "Your whole fairy kingdom buys not that boy from me. Come fairies."

And she and her train rode off down the moonbeams.³

"Well, go your ways," said Oberon. "But I'll be even with you before you leave this wood."

Then Oberon called his favorite fairy, Puck. Puck was the spirit of mischief. . . .

"Now," said Oberon to this little sprite,⁴ "fetch me the flower called Love-in-idleness. The juice of that little purple flower laid on the eyes of those who sleep will make them when they wake to love the first thing they see. I will put some of the juice of that flower on my Titania's eyes, and when she wakes, she will love the first thing she sees, were it lion, bear, or wolf, or bull, or meddling monkey, or a busy ape."

²**ill**: causing suffering or distress

³**moonbeams**: rays of light from the moon

⁴**sprite**: fairy





While Puck was gone, Demetrius passed through the glade followed by poor Helena, and still she told him how she loved him and reminded him of all his promises, and still he told her that he did not and could not love her, and that his promises were nothing. Oberon was sorry for poor Helena, and when Puck returned with the flower, he bade him follow Demetrius and put some of the juice on his eyes, so that he might love Helena when he woke and looked on her, as much as she loved him. So Puck set off, and wandering through the wood found, not Demetrius, but Lysander, on whose eyes he put the juice; but when Lysander woke, he saw not his own Hermia, but Helena, who was walking through the wood looking for the cruel

Demetrius; and directly he saw her he loved her and left his own lady, under the spell of the crimson flower.

When Hermia woke she found Lysander gone, and wandered about the wood trying to find him. Puck went back and told Oberon what he had done, and Oberon soon found that he had made a mistake, and set about looking for Demetrius, and having found him, put some of the juice on his eyes. And the first thing Demetrius saw when he woke was also Helena. So now Demetrius and Lysander were both following her through the wood, and it was Hermia's turn to follow her lover as Helena had done before. The end of it was that Helena and Hermia began to quarrel, and Demetrius and Lysander went off to fight. Oberon was





very sorry to see his kind scheme to help these lovers turn out so badly. So he said to Puck:

“These two young men are going to fight. You must overhang the night with drooping fog, and lead them so astray, that one will never find the other. When they are tired out, they will fall asleep. Then drop this other herb on Lysander’s eyes. That will give him his old sight and his old love. Then each man will have the lady who loves him, and they will all think that this has been only a Midsummer Night’s Dream. Then when this is done all will be well with them.”

So Puck went and did as he was told, and when the two had fallen asleep without meeting each other, Puck poured the juice on Lysander’s eyes. . . .

Meanwhile Oberon found Titania asleep on a bank. . . . There Titania always slept a part of the night, wrapped in the

enameled⁵ skin of a snake. Oberon stooped over her and laid the juice on her eyes. . . .

Now, it happened that when Titania woke the first thing she saw was a stupid clown, one of a party of players who had come out into the wood to rehearse their play. This clown had met with Puck, who had clapped⁶ [a donkey’s] head on his shoulders so that it looked as if it grew there. Directly Titania woke and saw this dreadful monster, she said, “What angel is this? Are you as wise as you are beautiful?”

“If I am wise enough to find my way out of this wood, that’s enough for me,” said the foolish clown.

“Do not desire to go out of the wood,” said Titania. The spell of the love-juice was on her, and to her the clown seemed the most beautiful and delightful creature on all the earth. “I love you,” she went on. “Come with me, and I will give you fairies to attend on you.”

So she called four fairies, whose names were Peaseblossom, Cobweb, Moth, and Mustardseed.

“You must attend this gentleman,” said the Queen. “Feed him with apricots, and dewberries, purple grapes, green figs, and mulberries. Steal honey-bags for him from the humble-bees, and with the wings of painted butterflies fan the moonbeams from his sleeping eyes.” . . .

“Would you like anything to eat?” said the fairy Queen.

⁵**enameled:** coated with a glassy substance

⁶**clapped:** forcefully put



“I should like some good dry oats,” said the clown—for his donkey’s head made him desire donkey’s food—“and some hay to follow.”

“Shall some of my fairies fetch you new nuts from the squirrel’s house?” asked the Queen.

“I’d rather have a handful or two of good dried peas,” said the clown. “But please don’t let any of your people disturb me, I am going to sleep.”

Then said the Queen, “And I will wind thee in my arms.”

And so when Oberon came along he found his beautiful Queen lavishing kisses and endearments on a clown with a donkey’s head. And before he released her from the enchantment, he persuaded her to give him the little Indian boy he so much desired to have. Then he took pity on her, and threw some juice of the disenchanting flower on her pretty eyes; and then in a moment she saw plainly the donkey-headed clown she had been loving, and knew how foolish she had been.

Oberon took off the [donkey’s] head from the clown, and left him to finish his



sleep with his own silly head lying on the thyme and violets.

Thus all was made plain and straight again. Oberon and Titania loved each other more than ever. Demetrius thought of no one but Helena, and Helena had never had any thought of anyone but Demetrius. As for Hermia and Lysander, they were as loving a couple as you could meet in a day’s march, even through a fairy-wood. So the four [mortals] went back to Athens and were married; and the fairy King and Queen live happily together in that very wood at this very day.



Responding to the Literature

1. How did Demetrius and Lysander fall in love with Helena?
2. How did the story get its title, *A Midsummer Night’s Dream*?
3. **Understanding Form** How would this story have been different as a play? What are the benefits to performing it as a play? What are the difficulties? **CA 7RL3.1**
4. **Predict** What do you think might have happened if Oberon had not interfered with the conflict among the four young people? **CA 7RL3.2**
5. **Read to Write** What lesson do you think William Shakespeare was trying to tell in this story? What have each of the main characters learned at the end of the story? Write an essay explaining your answers. **CA 7WA2.2**

Reading on Your Own...



From the California Reading List

Are you interested in reading more about the Renaissance, the Reformation, or the adventures of the Age of Exploration? If so, check out these other great books.

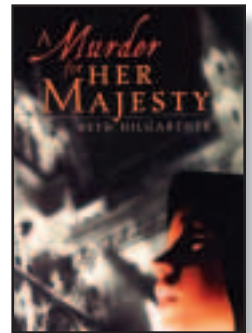


Nonfiction

Renaissance by Alison Cole offers a glimpse into the Renaissance period. You will explore artwork, paintings, and sculptures created by the most famous artists in the world. *The content of this book is related to History–Social Science Standard WH7.8.*

Historical Fiction

A Murder for Her Majesty by Beth Hilgartner tells the story of a young girl who witnesses the murder of her father and hides in the cathedral, disguising herself as a boy in the choir. There she encounters mystery and adventure as she finds clues about her father's death. *The content of this book is related to History–Social Science Standard WH7.9.*

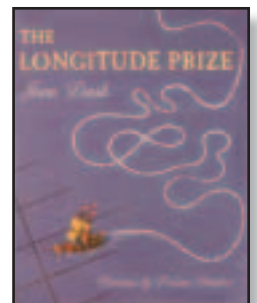


Biography

Behind the Mask: The Life of Queen Elizabeth I by Jane Resh Thomas recounts the life of this amazing young English queen. Follow Elizabeth as she overcomes many obstacles to maintain her power and right as queen. *The content of this book is related to History–Social Science Standard WH7.9.*

Nonfiction

The Longitude Prize by Joan Dash tells of the dangers of early sailing and an amazing invention that changed the world. The story follows the inventor and his innovative clock that could survive the wild seas. *The content of this book is related to History–Social Science Standard WH7.11.*





Section

3

Renaissance Art



History Social Science Standards

WH.7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Guide to Reading

Looking Back, Looking Ahead

New ideas about art created a whole new way of painting and sculpture. In this section, you will learn about how artists in Italy created the Renaissance and how their ideas spread in Europe.

Focusing on the Main Ideas

- Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way. (page 409)
- Renaissance ideas and art spread from Italy to northern Europe. (page 412)

Locating Places

Flanders (FLAN•duhrz)

Meeting People

Sandro Botticelli (SAHN•droh
BAH•tuh•CHEH•lee)

Raphael Sanzio (RA•fee•uhl
SAHNT•syoh)

Michelangelo Buonarroti (MY•kuh•
LAN•juh•LOH BWAW•nahr•
RAW•tee)

Titian (TIH•shuhn)

Jan van Eyck (van EYEK)

Albrecht Dürer (AHL•brehkt
DUR•uhr)

Content Vocabulary

chiaroscuro (kee•AHR•uh•SKYUR•
oh)

fresco (FREHS•koh)

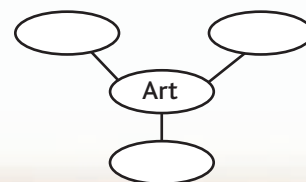
Academic Vocabulary

differentiate (DIHF•uh•REHN•
shee•AYT)

perspective (puhr•SPEHK•tihv)

Reading Strategy

Organizing Information Create a diagram to show features of Renaissance art.



Who & When?

1400



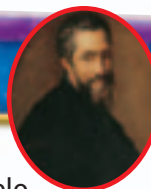
c. 1494

Leonardo
begins painting
The Last Supper

1500

1512

Michelangelo
finishes painting
Sistine Chapel



1600

1576

Titian, the
great Venetian
painter, dies





WH7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti, Simon, Johann Gutenberg, William Shakespeare).

(l) Maiman Rick/CORBIS Sygma, (r) Giraudon/Bridgeman Art Library

Artists in Renaissance Italy

Main Idea Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way.

Reading Connection Have you ever had trouble making your drawings look real and three-dimensional? Read to learn how Renaissance artists learned to make their art look natural and real.

During the Renaissance, wealthy Italian families and church leaders paid artists to create paintings, sculptures, and buildings for display throughout their cities. The pope himself funded many works of art to decorate the Vatican. Renaissance artists followed the models of the ancient Romans and Greeks but expressed humanist ideas.

What Was New About Renaissance Art?

If you compare medieval and Renaissance paintings, you will see major differences in

their styles. When a medieval artist depicted the birth of Jesus, he wanted to remind Christians about their belief that Jesus was born to save the world. Because of this, medieval artists did not try to make their works look truly realistic. Instead, their images were intended to have a more symbolic meaning that viewers were supposed to interpret.

Renaissance artists **differentiated** their work from medieval artists in many ways. For example, instead of focusing on symbols, Renaissance artists tried to show people as they would appear in real life. They also tried to show people's emotions. A Renaissance artist painting a scene of the birth of Jesus might try to show how tender Mary looked with her tiny baby.

Renaissance painters also used new techniques. The most innovative was **perspective**. Perspective is a method that makes a drawing or painting look three-

Comparing Art

Cimabue's *Maesta* (left) is a typical medieval painting. Its main subjects, Mary and the baby Jesus, are larger than the rest. In contrast, Renaissance paintings, such as Botticelli's *Madonna of the Eucharist* (right) show people as more lifelike and three-dimensional. **How else do the two paintings differ?**





dimensional. Artists had tried to use perspective before, but Renaissance artists perfected it. Using perspective, objects in a scene appear to be at different distances from the viewer.

To make their paintings more realistic, Renaissance artists also used a technique called **chiaroscuro** (kee•AHR•uh•SKYUR•oh). Chiaroscuro softened edges by using light and shadows instead of stiff outlines to separate objects. In Italian, *chiaro* means “clear or light,” and *oscuro* means “dark.” Chiaroscuro created more drama and emotion in a painting.

Renaissance Artists The artistic Renaissance lasted from about 1350 to 1550. Famous Renaissance artists include **Sandro Botticelli** (SAHN•droh BAH•tuh•CHEH•lee), Leonardo da Vinci, **Raphael Sanzio** (RA•fee•uhl SAHNT•syoh), **Michelangelo Buonarroti** (MY•kuh•LAN•juh•LOH BWAU•nahr•RAW•tee), and **Titian** (TIH•shuhn).

Born around 1445, Botticelli became a famous artist in Florence. He sometimes painted on wet plaster with watercolor paint. A painting done this way is called a **fresco** (FREHS•koh), which in Italian means “fresh.” Frescoes were painted in churches all over Italy. In 1481 Botticelli painted three frescoes for the pope in the Sistine Chapel.

Botticelli’s works also included many scenes of classical mythology. His images were much more realistic than medieval artists. However, he focused on the emotion of the scene rather than trying to be accurate.

Although Leonardo became a great inventor, he trained as an artist. Training in workshops was an old tradition, but during the Renaissance, individual artists began to do something no medieval artist had done—they signed their own work.

One of Leonardo’s most famous works is *The Last Supper*, which he began painting in 1494 on a wall behind a church altar. In this painting of Jesus and his disciples, Leonardo

Art of the Renaissance

▼ *School of Athens* by Raphael



Michelangelo’s *Moses* is an example of Renaissance realism. It shows Moses in great detail, making him almost come to life. **How did Michelangelo make Moses look real in this work?**



was able to reveal human emotions through small differences in how each disciple held his head or the disciple's position in relation to Jesus. Leonardo demonstrated this skill again in the *Mona Lisa*. People still argue about what the woman in the portrait is thinking—what is the mystery behind her smile?

Although Raphael worked at the same time as Leonardo, he was much younger. Even as a young man, Raphael worked with ease and grace and became known as one of Italy's best painters. Italians especially loved the gentle Madonnas he painted. He also painted many frescoes in the Vatican Palace. Perhaps his best-known painting is the *School of Athens*, which depicts a number of Greek philosophers.

Another great Renaissance artist was Michelangelo. Like many other artists of the time, Michelangelo painted, sculpted, and designed buildings. He painted one of the best-known Renaissance works—the ceiling of the Sistine Chapel in Rome.

Although he painted many outstanding works, Michelangelo was a sculptor at

heart. He believed his talents were inspired by God. He carved his statues to show perfect versions of human beings as a symbol of God's beauty and perfection. Michelangelo's best-known sculpture is the 13-foot-tall statue *David*. The sculptor made David seem calm, yet ready for action. Also impressive is Michelangelo's statue *Moses*, finished around 1515. The huge figure appears both wise and powerful.

One of the great artists of the late Renaissance was Titian, a painter from Florence. By the time he died in 1576, Titian had gained the title of count, many riches, and received many honors for his works.

Titian painted many portraits as well as religious and mythological scenes. He also painted scenes that came from his imagination. Titian used rich colors that were often contrasted with extremely dark shadows. His works influenced later artists.

Reading Check **Compare and Contrast**
What were some of the differences between medieval and Renaissance artists?

▼ *The Holy Family and a Shepherd* by Titian



▲ *The Marriage of Giovanni Arnolfini and Giovanna Cenami* by Jan van Eyck



WH7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).



The Way It Was

Focus on Everyday Life

The Life of a Renaissance Artist If a young boy in Renaissance Italy wanted to be an artist, he would become an apprentice at a workshop run by an established artist. The main job of apprentices was preparing materials. Apprentices used minerals, spices, egg yolk, and other everyday materials to mix paints. They readied wax and clay for sculpture modeling. Eventually, apprentices became assistants. Talented assistants could become masters of their own workshops.

Master artists could afford to have workshops because of the patronage system in Italy. Patrons—people who pay to support someone else's work—would commission, or hire, an artist to complete a project.



▲ Renaissance painter and apprentice

Connecting to the Past

1. What was the main job of apprentices?
2. Does the patronage system or the apprentice system exist today? If so, in what fields?

The Renaissance Spreads

Main Idea Renaissance ideas and art spread from Italy to northern Europe.

Reading Connection If you were a Canadian artist, would your painting look different than if you lived in Arizona? Read to learn how the Renaissance changed as it moved into northern Europe.

In the late 1400s, the Renaissance spread to northern Europe. The Northern Renaissance refers to the art in places we know today as Belgium, Luxembourg, Germany, and the Netherlands. Like Italian artists, northern artists wanted their works to have greater realism, but they used different methods. One important method they developed was oil painting. First developed in **Flanders** (FLAN•duhrz)—a region that is in northern Belgium today—oils let artists paint intricate details and surface textures, like the gold braid on a gown.

Who Was Van Eyck? **Jan van Eyck** (van EYEK) was a master of oil painting. In fact, some credit him with having created this method of painting. Van Eyck learned how to mix and blend his oil paints to create brilliant colors. Some thought the colors in his work sparkled like jewels or stained glass.

In one of his best-known paintings, a newly married couple stands side by side in a formal bedroom. Van Eyck showed every fold in their rich gowns and every detail of the chandelier above their heads. The painting is also visually appealing because of the balance in color and space between the couple and the other objects in the room.

The Wood Carvings of Dürer **Albrecht Dürer** (AHL•breht DUR•uhr) of Germany is perhaps one of the greatest artists of the Northern Renaissance. Dürer was able to

master both perspective and fine detail. He is considered a master painter but is best known for his engravings. An engraving is made from an image carved on metal, wood, or stone. Ink is applied to the surface, and then the image is printed on paper.

Dürer printed many copies of his carvings and sold them throughout Germany, earning him great wealth. His *Four Horsemen of the Apocalypse* is an example of a woodcut, or a print made from a wood engraving. The image draws on a passage from the Bible. Like many artists, Dürer interpreted the passage and drew upon his creative abilities to create a strong visual image. The woodcut depicts four horsemen riding to announce the end of the world.

Reading Check **Compare** How did the Northern Renaissance differ from the Italian Renaissance?



▲ Dürer's *Four Horsemen of the Apocalypse*

Section 3 Review

HistoryOnline

Study Central Need help understanding Renaissance humanism and literature? Visit ca.hss.glencoe.com and click on Study Central.

Reading Summary

Review the Main Ideas

- Renaissance artists used chiaroscuro and perspective to produce paintings that showed people in an emotional and realistic way.
- Renaissance ideas and art spread from Italy to northern Europe where artists such as Van Eyck and Dürer became popular.

What Did You Learn?

- Explain the artistic techniques of perspective and chiaroscuro.
- What were some of the important artists and ideas to come out of the Northern Renaissance?

Critical Thinking

3. Summarizing Information

Draw a chart like the one below. Use it to describe the artistic work and techniques of each artist listed. **CA 7RC2.0**

Leonardo da Vinci	
Michelangelo	
Jan van Eyck	
Albrecht Dürer	

- The Big Ideas** How did artists differentiate their work from medieval art? What new techniques did they use? **CA HI2.**
- Descriptive Writing** Choose a painting or sculpture shown in this section. In a short essay describe the work and explain how it demonstrates Renaissance techniques or characteristics. **CA 7WA2.0**
- Analysis** **Creating Maps** Create a map that shows the different countries that were influenced by the Renaissance. Color each country to show how far the Renaissance spread. **CA CS3.**

Analyzing Primary Sources



WH7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Renaissance Art

Renaissance artists borrowed heavily from Greek and Roman works. They studied the ancient artists for ideas on proportion and presentation. However, as the ideas of humanism began to spread, Renaissance artists began to approach art in new and different ways. These included the use of perspective, emotion, and shadow.

Examine the images on pages 414 and 415, and answer the questions that follow.



▲ Renaissance artist and thinker Leonardo da Vinci

Reader's Dictionary

Calumny (KA•luhm•nee): lie that hurts reputation

King Midas: king in Greek mythology known for being just

Deceit (dih•SEET): lying or trickery

Remorse: feeling bad about doing something wrong

Calumny by Botticelli

*In this painting Botticelli used Greek and Roman imagery to tell a symbolic story. The people in the painting represent emotions or ideas. In the center **Calumny**, preceded by Jealousy (pointing), drags Innocence to be judged by **King Midas**. The figures speaking into the king's ears are Suspicion and **Deceit**. The hooded figure on the left represents **Remorse**.*



Holy Family With Lamb by Raphael

Raphael's work is a great example of Renaissance harmony and balance. He places the holy family in a pastoral, realistic setting, making them seem more human.



Document-Based Questions

Calumny by Botticelli

1. How does the figure of Remorse convey this emotion?
2. What do you think Suspicion and Deceit are saying? Why?

Holy Family With Lamb by Raphael

3. Raphael used contrasting colors to direct the viewer's eyes to the baby Jesus. What other things in the painting direct your eyes there?
4. The New Testament refers to Jesus as the Lamb of God. How did Raphael show this idea?

Pietà by Michelangelo

Michelangelo's Pietà, showing Mary holding Jesus just after his death, demonstrates exceptional realism and emotion. It was one of the first statues to show a realistic view of death. The overall beauty of the work gives it a sense of the divine.



Pietà by Michelangelo

5. How does the Pietà demonstrate the Renaissance ideas of perspective and emotion?
6. How does the artist portray both the religious and human sides of Mary?

Read to Write

7. How do these works of art reflect the ideas of Renaissance artists that you have studied in this chapter on pages 409–411? **CA HR4.**

Chapter 7 Assessment

Standard WH7.8

Review Content Vocabulary

Write **True** beside each true statement. Replace the word in *italics* to make false statements true.

- 1. The *doge* was the leader of Venice.
- 2. In order to reach more people, Petrarch wrote in *English*.
- 3. Balancing faith and reason was an important part of being a *humanist*.
- 4. Italian city-states used *seminaries* to make deals with each other.
- 5. Using *florin*, artists could draw more realistic images.
- 6. Artists used *chiaroscuro* to soften edges in their works.

Review the Main Ideas

Section 1 • The Renaissance Begins

- 7. What was responsible for the new values and art of the Renaissance?
- 8. How did Italian city-states use their location to gain wealth?
- 9. What made nobles of the Renaissance different from nobles of previous times?

Section 2 • New Ideas and Literature

- 10. How were the humanists inspired by the ancient Greeks and Romans?
- 11. What invention helped spread literature throughout Europe? How?

Section 3 • Renaissance Art

- 12. What new techniques did Renaissance artists develop?
- 13. Renaissance art and ideas began in Italy. Where did they spread from there?

Critical Thinking

- 14. **Making Connections** Research Niccolò Machiavelli's theories of government. What governments today reflect Machiavelli's political philosophy? **CA HI.2.**

- 15. **Predict** Do you think the Italian city-states would have been famous centers of wealth and art during the Renaissance without banking? **CA HI.6.**
- 16. **Compare and Contrast** How was art of the Italian Renaissance similar to and different from art of the Northern Renaissance? **CA 7RC2.2**

Geography Skills

Study the map below and answer the following questions.

- 17. **Place** What geographical advantage does Venice have over Milan? **CA CS3.**
- 18. **Place** Why might Mantua have been disadvantaged in terms of trade? **CA CS3.**
- 19. **Movement** If you traveled from the city of Florence to the city of Venice, in what direction would you be going? **CA CS3.**



Read to Write

20. **The Big Ideas Narrative Writing** Research the life of merchants or shopkeepers before and during the Renaissance. Write a short story describing the lifestyle and position of the group you chose. How did their lives change when the Renaissance began?

CA 7WA2.1

21. **Using Your FOLDABLES™** Use information from your foldable to create a collage. Choose one of the tabs from your foldable and create a colorful, detailed group of images that best represent the people and ideas that were important during the Renaissance.

Using Academic Vocabulary

22. Choose the word in Column A that most closely matches a word in Column B.

A	B
network	print
expert	separate
publish	professional
debate	system
credit	argument
differentiate	recognition

Linking Past and Present

23. **Understanding Influences** Renaissance artists, architects, and writers were greatly influenced by the ancient Greeks and Romans. Do you think people in those professions today are equally influenced by the Greeks and Romans. Why or why not?

CA HI2.

Reviewing Skills

24. **Questioning** Look back through Chapter 7. Make a list of artists or writers who interest you. In order to learn more about these people, write two to three questions for each person. Use your textbook and other resources to answer these questions. CA HI1.

25. **Understanding the Past**

The discovery of ancient Greek and Roman manuscripts during the Renaissance greatly influenced European artists and thinkers. Use your local library and the Internet to find out about more recent discoveries, such as the Rosetta Stone or the Dead Sea Scrolls, that have influenced the way we think about history. Write an essay explaining the significance of the discovery. CA HI5.



Standards Practice

Select the best answer for each of the following questions.

26. **The invention of the printing press**
- A encouraged new artistic methods in painting.
 - B spread humanist ideas.
 - C helped people sell their goods in markets.
 - D was based on early Greek and Roman ideas.
27. **During the Renaissance, Italy's wealth was based on**
- A the sale of artwork.
 - B the spread of humanism.
 - C trade and banking.
 - D the power of the Church.
28. **Chiaroscuro was used**
- A in writing.
 - B in government.
 - C in painting.
 - D in the printing press.