

European Renaissance and Reformation, 1300–1600

Previewing Main Ideas

CULTURAL INTERACTION Trade with the East and the rediscovery of ancient manuscripts caused Europeans to develop new ideas about culture and art. This period was called the “Renaissance,” which means rebirth.

Geography Study the time line and the map. In which countries did the Renaissance begin?

RELIGIOUS AND ETHICAL SYSTEMS Martin Luther began a movement to reform practices in the Catholic Church that he believed were wrong. That movement, the Reformation, led to the founding of non-Catholic churches.

Geography Locate Wittenberg, the city where the Reformation began. What geographical features helped the Reformation spread from there?

REVOLUTION The invention of the printing press allowed books and pamphlets to be made faster and more cheaply. This new technology helped spread the revolutionary ideas of the Renaissance and Reformation.

Geography Printing spread from Mainz to other parts of Europe. How might the location of Mainz have helped the spread of printing?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

1300

In the 1300s the Renaissance begins in Italian city-states such as Florence, Milan, and Mantua.



1434

◀ Medici family takes control of Florence. (bust of Lorenzo Medici)

1300

1400

WORLD

1324

Mali king Mansa Musa makes a pilgrimage to Mecca.



1368

◀ Hongwu founds Ming Dynasty in China. (vase from that period)

1405

Chinese explorer Zheng He begins exploration of Asia and Africa.



Europe, 1500



— Boundary of the Holy Roman Empire



1455
Gutenberg Bible printed in Mainz. ▶



1517
Martin Luther begins the Reformation in Wittenberg.

1534
English king Henry VIII starts the Church of England.

1563
Council of Trent mandates reforms in Catholic Church.

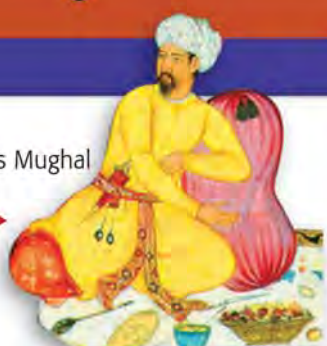
1500

1600

1453
Ottoman Turks capture Constantinople.

1492
Columbus reaches the Americas.

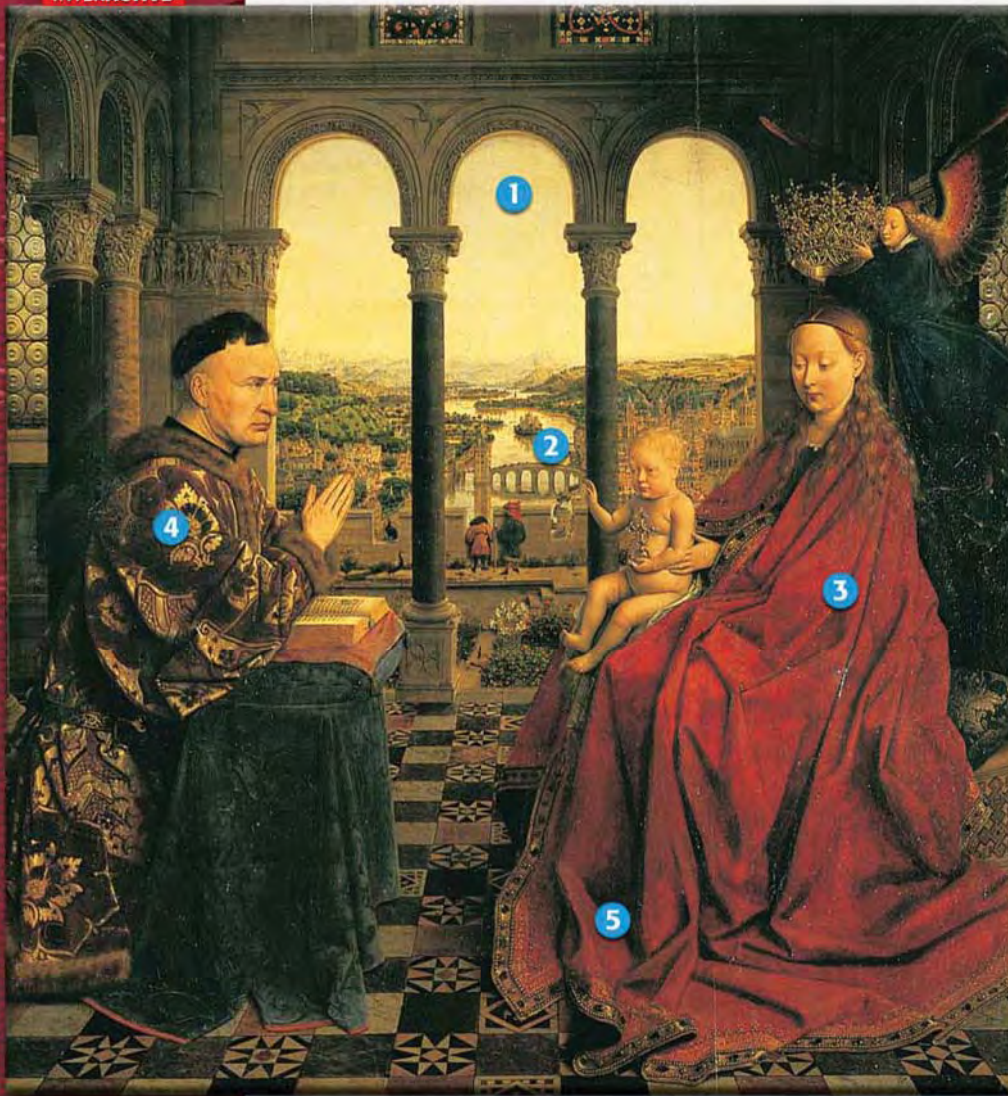
1526
Babur establishes Mughal Empire in India. (Mughal noble) ▶



What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.

INTERACTIVE



- 1 Classical Art** Renaissance artists admired classical art. The columns show classical style.
- 2 Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.
- 3 Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.
- 4 The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.
- 5 Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

▲ *The Madonna of Chancellor Rolin* (about 1435), Jan van Eyck

EXAMINING *the* ISSUES

- **What can you infer about the setting of the painting?**
- **What details in the painting give you an idea of the role of religion in society?**

As a class, discuss these questions to see what you can learn about this art. Also recall what you know about art in such places as Egypt and India. As you read about the Renaissance, notice what the art of that time reveals about European society.



Italy: Birthplace of the Renaissance

MAIN IDEA

REVOLUTION The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

WHY IT MATTERS NOW

Renaissance art and literature still influence modern thought and modern art.

TERMS & NAMES

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

SETTING THE STAGE During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

Italy's Advantages

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance** (REHN•ih•SAHNS). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

City-States Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

Merchants and the Medici A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Italian Renaissance

- I. Italy's advantages
 - A.
 - B.
- II. Classical and worldly values

History Makers



Medici Family

A rival family grew so jealous of the Medici that they plotted to kill Lorenzo (above) and his brother Giuliano. As the Medici attended Mass, assassins murdered Giuliano at the altar. Drawing his sword, Lorenzo escaped to a small room and held off his attackers until help arrived. Later, he had the killers brutally, publicly executed.

More positively, Lorenzo was a generous patron of the arts who collected many rare manuscripts. Eventually the Medici family made their library available to the public.

Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their individual merit. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of Florence had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici (MEHD•ih•chee). The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence's government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he ruled as a dictator yet kept up the appearance of having an elected government.

Looking to Greece and Rome Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied

ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453. **A**

Classical and Worldly Values

As scholars studied these manuscripts, they became more influenced by classical ideas. These ideas helped them to develop a new outlook on life and art.

Classics Lead to Humanism The study of classical texts led to **humanism**, an intellectual movement that focused on human potential and achievements. Instead of trying to make classical texts agree with Christian teaching as medieval scholars had, humanists studied them to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions. Also, humanists popularized the study of subjects common to classical education, such as history, literature, and philosophy. These subjects are called the humanities.

Worldly Pleasures In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Most people remained devout Catholics. However, the basic spirit of Renaissance society was **secular**—worldly rather than spiritual and concerned with the here and now. Even church leaders became more worldly. Some lived in beautiful mansions, threw lavish banquets, and wore expensive clothes.

Patrons of the Arts Church leaders during the Renaissance beautified Rome and other cities by spending huge amounts of money for art. They became **patrons** of the

MAIN IDEA

Analyzing Causes

A What three advantages fostered the Renaissance in Italy?

Vocabulary

The words *humanist* and *humanities* come from the Latin word *humanitas*, which refers to the literary culture that every educated person should possess.

arts by financially supporting artists. Renaissance merchants and wealthy families also were patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

The Renaissance Man Renaissance writers introduced the idea that all educated people were expected to create art. In fact, the ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a “universal man.” Later ages called such people “Renaissance men.”

Baldassare Castiglione (KAHS•teel•YOH•nay) wrote a book called *The Courtier* (1528) that taught how to become such a person. A young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, and write poetry. In addition, he should be a skilled rider, wrestler, and swordsman.

The Renaissance Woman According to *The Courtier*, upper-class women also should know the classics and be charming. Yet they were not expected to seek fame. They were expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d’Este, did exercise power. Born into the ruling family of the city-state of Ferrara, she married the ruler of another city-state, Mantua. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release. **B**

MAIN IDEA

Comparing

B How were expectations for Renaissance men and Renaissance women similar?

> Analyzing Primary Sources

The Renaissance Man

In *The Courtier*, Baldassare Castiglione described the type of accomplished person who later came to be called the Renaissance man.

PRIMARY SOURCE



Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . .

I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

BALDASSARE CASTIGLIONE, *The Courtier*

The Renaissance Woman

Although Renaissance women were not expected to create art, wealthy women often were patrons of artists, as this letter by Isabella d’Este demonstrates.

PRIMARY SOURCE



To Master Leonardo da Vinci, the painter: Hearing that you are settled at Florence, we have begun to hope that our cherished desire to obtain a work by your hand might be at length realized. When you were in this city and drew our portrait in carbon, you promised us that you would some day paint it in colors. But because this would be almost impossible, since you are unable to come here, we beg you to keep your promise by converting our portrait into another figure, which would be still more acceptable to us; that is to say, a youthful Christ of about twelve years . . . executed with all that sweetness and charm of atmosphere which is the peculiar excellence of your art. Mantua, May 14, 1504


ISABELLA D’ESTE, *Letters*

DOCUMENT-BASED QUESTIONS

- 1. Drawing Conclusions** Do the qualities called for in the ideal Renaissance man and woman seem to emphasize the individual or the group?
- 2. Making Inferences** Isabella d’Este’s portrait was painted by Titian, and Castiglione’s by Raphael, two famous painters. What does this tell you about the subjects’ social status?

The Renaissance Revolutionizes Art


Supported by patrons like Isabella d'Este, dozens of artists worked in northern Italy. As the Renaissance advanced, artistic styles changed. Medieval artists had used religious subjects to convey a spiritual ideal. Renaissance artists often portrayed religious subjects, but they used a realistic style copied from classical models. Greek and Roman subjects also became popular. Renaissance painters used the technique of **perspective**, which shows three dimensions on a flat surface.

Realistic Painting and Sculpture Following the new emphasis on individuals, painters began to paint prominent citizens. These realistic portraits revealed what was distinctive about each person. In addition, artists such as the sculptor, poet, architect, and painter Michelangelo (MY•kuhl•AN•juh•LOH) Buonarroti used a realistic style when depicting the human body. 

Donatello (DAH•uh•TEHL•oh) also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s. It was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David (page 478) was a favorite subject.

MAIN IDEA

Synthesizing

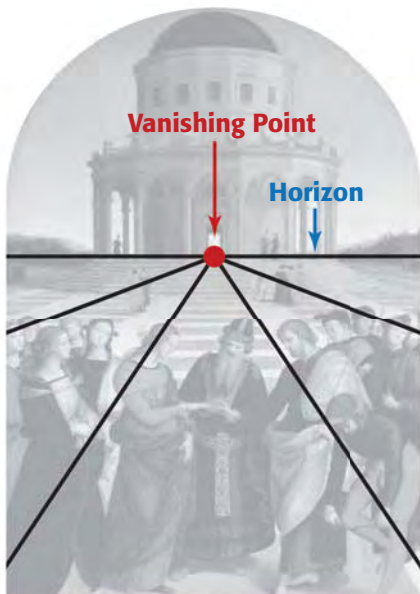
 What major change did a belief in individual merit bring about in art?

> Analyzing Art

Perspective

Perspective creates the appearance of three dimensions. Classical artists had used perspective, but medieval artists abandoned the technique. In the 1400s, Italian artists rediscovered it.

Perspective is based on an optical illusion. As parallel lines stretch away from a viewer, they seem to draw together, until they meet at a spot on the horizon called the vanishing point. The use of perspective was a feature of most Western painting for the next 450 years.



Marriage of the Virgin (1504), Raphael

SKILLBUILDER: Interpreting Visual Sources

Contrasting What is the major difference between the figures in the background of the painting and the figures in the foreground? What is the effect of this difference?

Leonardo, Renaissance Man Leonardo da Vinci (LAY•uh•NAHR•doh duh•VIHN•chee) was a painter, sculptor, inventor, and scientist. A true “Renaissance man,” he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa* (page 478). The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus’ disciples through facial expressions.

Raphael Advances Realism Raphael (RAHF•ee•uhl) Sanzio was younger than Michelangelo and Leonardo. He learned from studying their works. One of Raphael’s favorite subjects was the Madonna and child. Raphael often portrayed their expressions as gentle and calm. He was famous for his use of perspective.

In his greatest achievement, Raphael filled the walls of Pope Julius II’s library with paintings. One of these, *School of Athens* (page 479), conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

Anguissola and Gentileschi Renaissance society generally restricted women’s roles. However, a few Italian women became notable painters. Sofonisba Anguissola (ahng•GWEES•soh•lah) was the first woman artist to gain an international reputation. She is known for her portraits of her sisters and of prominent people such as King Philip II of Spain. Artemisia Gentileschi (JAYN•tee•LEHS•kee) was another accomplished artist. She trained with her painter father and helped with his work. In her own paintings, Gentileschi painted pictures of strong, heroic women.

Renaissance Writers Change Literature

Renaissance writers produced works that reflected their time, but they also used techniques that writers rely on today. Some followed the example of the medieval writer Dante. He wrote in the **vernacular**, his native language, instead of Latin. Dante’s native language was Italian. In addition, Renaissance writers wrote either for self-expression or to portray the individuality of their subjects. In these ways, writers of the Renaissance began trends that modern writers still follow.

Petrarch and Boccaccio Francesco Petrarch (PEE•trahrk) was one of the earliest and most influential humanists. Some have called him the father of Renaissance humanism. He was also a great poet. Petrarch wrote both in Italian and in Latin. In

History Makers



Leonardo da Vinci 1452–1519

Leonardo da Vinci’s notebooks—and life—are mysterious. Some 3,500 pages closely covered with writings and drawings survive. His writing is clear and easy to read, but only if you look at it in a mirror. No one knows why he wrote backwards.

Leonardo planned scholarly works and great feats of engineering that were never completed. Only 17 of his paintings survive. And yet the work that Leonardo did produce is so amazing that it confirms his genius.



Michelangelo Buonarroti 1475–1564

Like Leonardo, Michelangelo was a Renaissance man. He excelled as a painter, sculptor, architect, and poet.

Michelangelo is most famous for the way he portrayed the human body in painting and sculpture. Influenced by classical art, he created figures that are

forceful and show heroic grandeur.

Among his achievements are the dome of St. Peter’s, the paintings on the ceiling of the Sistine Chapel, and the statue of David.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Plan a Web site on Renaissance leaders that showcases these two artists. Go to **classzone.com** for your research.

Italian, he wrote sonnets—14-line poems. They were about a mysterious woman named Laura, who was his ideal. (Little is known of Laura except that she died of the plague in 1348.) In classical Latin, he wrote letters to many important friends.

The Italian writer Giovanni Boccaccio (boh•KAH•chee•oh) is best known for the *Decameron*, a series of realistic, sometimes off-color stories. The stories are supposedly told by a group of worldly young people waiting in a rural villa to avoid the plague sweeping through Florence:

PRIMARY SOURCE

In the year of Our Lord 1348 the deadly plague broke out in the great city of Florence, most beautiful of Italian cities. Whether through the operation of the heavenly bodies or because of our own iniquities [sins] which the just wrath of God sought to correct, the plague had arisen in the East some years before, causing the death of countless human beings. It spread without stop from one place to another, until, unfortunately, it swept over the West. Neither knowledge nor human foresight availed against it, though the city was cleansed of much filth by chosen officers in charge and sick persons were forbidden to enter it, while advice was broadcast for the preservation of health.

GIOVANNI BOCCACCIO, Preface, *Decameron*

The *Decameron* presents both tragic and comic views of life. In its stories, the author uses cutting humor to illustrate the human condition. Boccaccio presents his characters in all of their individuality and all their folly.

Machiavelli Advises Rulers *The Prince* (1513) by Niccolò Machiavelli (MAK•ee•uh•VEHL•ee) also examines the imperfect conduct of human beings. It does so by taking the form of a political guidebook. In *The Prince*, Machiavelli examines how a ruler can gain power and keep it in spite of his enemies. In answering this question, he began with the idea that most people are selfish, fickle, and corrupt.

To succeed in such a wicked world, Machiavelli said, a prince must be strong as a lion and shrewd as a fox. He might have to trick his enemies and even his own people for the good of the state. In *The Prince*, Machiavelli was not concerned with what was morally right, but with what was politically effective.

He pointed out that most people think it is praiseworthy in a prince to keep his word and live with integrity. Nevertheless, Machiavelli argued that in the real world of power and politics a prince must sometimes mislead the people and lie to his opponents. As a historian and political thinker, Machiavelli suggested that in order for a prince to accomplish great things, he must be crafty enough to not only overcome the suspicions but also gain the trust of others:


PRIMARY SOURCE

From this arises the question whether it is better to be loved more than feared, or feared more than loved. The reply is, that one ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared than loved, if one of the two has to be wanting. For it may be said of men in general that they are ungrateful, voluble [changeable], dissemblers [liars], anxious to avoid danger, and covetous of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their words, without making preparations, is ruined.

NICCOLÒ MACHIAVELLI, *The Prince*

MAIN IDEA

Analyzing Primary Sources

 Does Machiavelli think that a prince should prefer to be loved or feared? Why?



Vittoria Colonna The women writers who gained fame during the Renaissance usually wrote about personal subjects, not politics. Yet, some of them had great influence. Vittoria Colonna (1492–1547) was born of a noble family. In 1509, she married the Marquis of Pescara. He spent most of his life away from home on military campaigns.

Vittoria Colonna exchanged sonnets with Michelangelo and helped Castiglione publish *The Courtier*. Her own poems express personal emotions. When her husband was away at the Battle of Ravenna in 1512, she wrote to him:

PRIMARY SOURCE

But now in this perilous assault,
in this horrible, pitiless battle
that has so hardened my mind and heart,
your great valor has shown you an equal
to Hector and Achilles. But what good is
this to me, sorrowful, abandoned? . . .
Your uncertain enterprises do not hurt you;
but we who wait, mournfully grieving,
are wounded by doubt and fear.
You men, driven by rage, considering nothing
but your honor, commonly go off, shouting,
with great fury, to confront danger.
We remain, with fear in our heart and
grief on our brow for you; sister longs for
brother, wife for husband, mother for son.

VITTORIA COLONNA, *Poems*

Toward the end of the 15th century, Renaissance ideas began to spread north from Italy. As you will read in Section 2, northern artists and thinkers adapted Renaissance ideals in their own ways.

Global Patterns



Other Renaissances

In addition to the Italian Renaissance, there have been rebirths and revivals in other places around the world. For example, the Tang (618–907) and Song (960–1279) dynasties in China saw periods of great artistic and technological advances.

Like the Italian Renaissance, the achievements of the Tang and the Song had roots in an earlier time, the Han Dynasty (202 B.C. to A.D. 220). After the Han collapsed, China experienced turmoil.

When order was restored, Chinese culture flourished. The Chinese invented gunpowder and printing. Chinese poets wrote literary masterpieces. Breakthroughs were made in architecture, painting, and pottery. The Song painting above, *Waiting for Guests by Lamplight*, was done with ink and color on silk.

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

USING YOUR NOTES

2. Which of Italy's advantages was most important? Why?

Italian Renaissance

I. Italy's advantages

A.

B.

II. Classical and worldly values

MAIN IDEAS

3. What are some of the characteristics of the "Renaissance man" and "Renaissance woman"?
4. How did Italy's cities help to make it the birthplace of the Renaissance?
5. What was the attitude of Church leaders and the wealthy toward the arts? Why?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did study of the classics influence branches of learning such as history, literature, and philosophy?
7. **MAKING INFERENCES** How is the humanism of the Renaissance reflected in its art? Explain with examples.
8. **COMPARING** What were the differences between the Middle Ages and the Renaissance in the attitude toward worldly pleasures?
9. **WRITING ACTIVITY** REVOLUTION How did the Renaissance revolutionize European art and thought? Support your opinions in a three-paragraph **essay**.

CONNECT TO TODAY WRITING A DESCRIPTION

In a book on modern art, find an artist who worked in more than one medium, such as painting and sculpture. Write a **description** of one of the artist's works in each medium.

Renaissance Ideas Influence Renaissance Art

The Renaissance in Italy produced extraordinary achievements in many different forms of art, including painting, architecture, sculpture, and drawing. These art forms were used by talented artists to express important ideas and attitudes of the age.

The value of humanism is shown in Raphael's *School of Athens*, a depiction of the greatest Greek philosophers. The realism of Renaissance art is seen in a portrait such as the *Mona Lisa*, which is an expression of the subject's unique features and personality. And Michelangelo's *David* shares stylistic qualities with ancient Greek and Roman sculpture.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Renaissance art, go to classzone.com

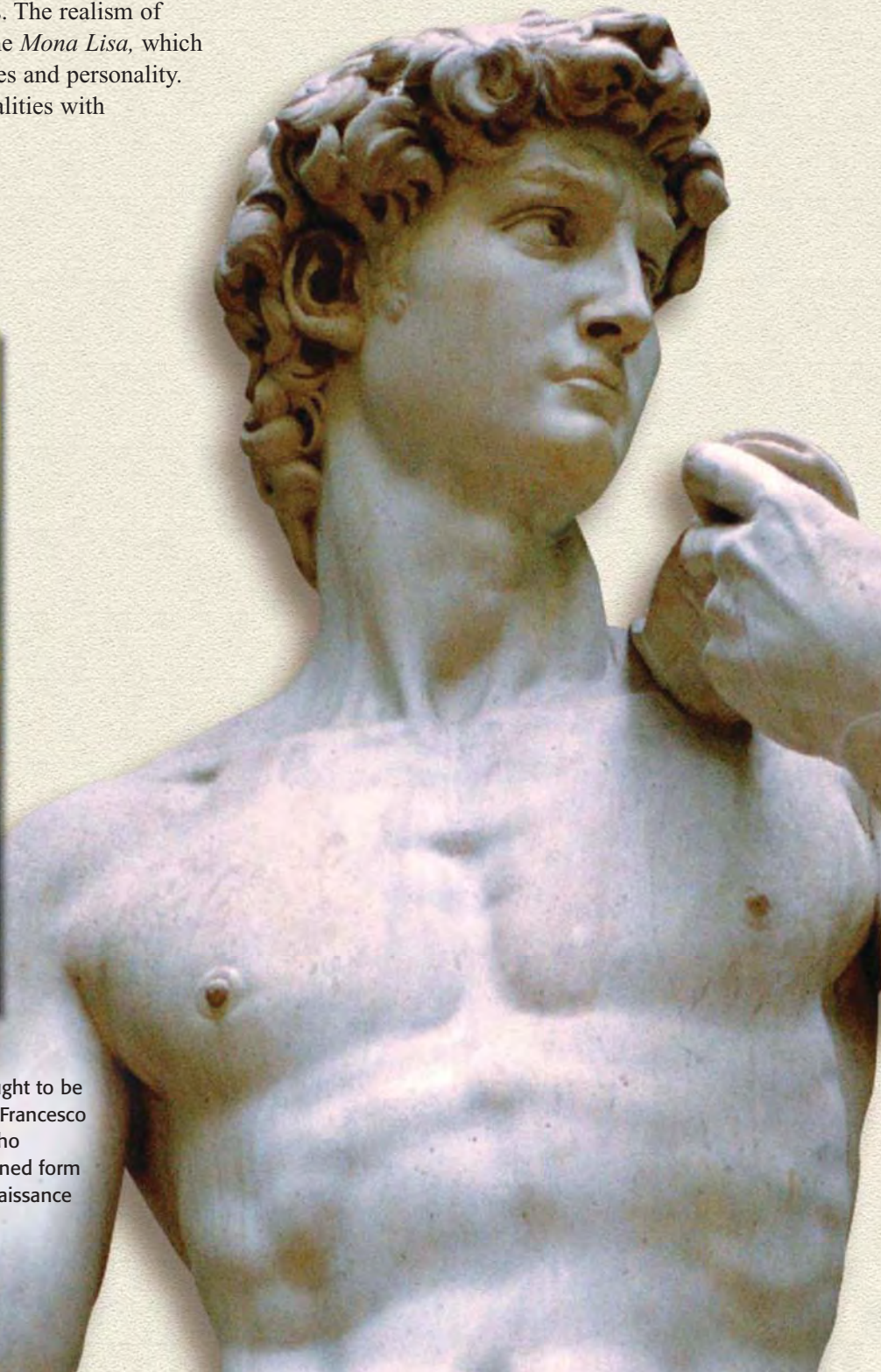


▲ Portraying Individuals

Da Vinci The *Mona Lisa* (c. 1504–1506) is thought to be a portrait of Lisa Gherardini, who, at 16, married Francesco del Giocondo, a wealthy merchant of Florence who commissioned the portrait. *Mona Lisa* is a shortened form of *Madonna Lisa* (*Madam*, or *My Lady, Lisa*). Renaissance artists showed individuals as they really looked.

▼ Classical and Renaissance Sculpture

Michelangelo Influenced by classical statues, Michelangelo sculpted *David* from 1501 to 1504. Michelangelo portrayed the biblical hero in the moments just before battle. *David's* posture is graceful, yet his figure also displays strength. The statue, which is 18 feet tall, towers over the viewer.





▲ The Importance of Ancient Greece


Raphael The painting *School of Athens* (1508) for the pope's apartments in the Vatican shows that the scholars of ancient Greece were highly honored. Under the center arch stand Plato and Aristotle. To their right, Socrates argues with several young men. Toward the front, Pythagoras draws a lesson on a slate and Ptolemy holds a globe.



▲ Renaissance Science and Technology

Da Vinci Leonardo da Vinci filled his notebooks with observations and sketches of new inventions. This drawing from his notebooks shows a design for a spiral screw to achieve vertical flight. Leonardo's drawing anticipated the helicopter.

Connect to Today

- 1. Clarifying** How do the works of Renaissance artists and architects reflect Renaissance ideas? Explain.
 See Skillbuilder Handbook, page R4.
- 2. Synthesizing** Look through books on architecture to find examples of American architects who were influenced by the architects and buildings of the Italian Renaissance. Share your findings with the class.



The Northern Renaissance

MAIN IDEA

CULTURAL INTERACTION In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.

WHY IT MATTERS NOW

Renaissance ideas such as the importance of the individual are a strong part of modern thought.

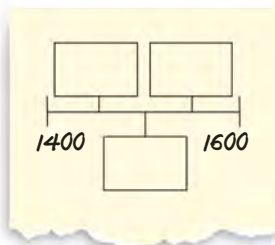
TERMS & NAMES

- utopia
- William Shakespeare
- Johann Gutenberg

SETTING THE STAGE The work of such artists as Leonardo da Vinci, Michelangelo, and Raphael showed the Renaissance spirit. All three artists demonstrated an interest in classical culture, a curiosity about the world, and a belief in human potential. Humanist writers expanded ideas about individuality. These ideas impressed scholars, students, and merchants who visited Italy. By the late 1400s, Renaissance ideas had spread to Northern Europe—especially England, France, Germany, and Flanders (now part of France and the Netherlands).

TAKING NOTES

Following Chronological Order
On a time line, note important events of the Northern Renaissance.



The Northern Renaissance Begins

By 1450 the population of northern Europe, which had declined due to bubonic plague, was beginning to grow again. When the destructive Hundred Years' War between France and England ended in 1453, many cities grew rapidly. Urban merchants became wealthy enough to sponsor artists. This happened first in Flanders, which was rich from long-distance trade and the cloth industry. Then, as wealth increased in other parts of Northern Europe, patronage of artists increased as well.

As Section 1 explained, Italy was divided into city-states. In contrast, England and France were unified under strong monarchs. These rulers often sponsored the arts by purchasing paintings and by supporting artists and writers. For example, Francis I of France invited Leonardo da Vinci to retire in France, and hired Italian artists and architects to rebuild and decorate his castle at Fontainebleau (FAHN•tih•n•BLOH). The castle became a showcase for Renaissance art.

As Renaissance ideas spread out of Italy, they mingled with northern traditions. As a result, the northern Renaissance developed its own character. For example, the artists were especially interested in realism. The Renaissance ideal of human dignity inspired some northern humanists to develop plans for social reform based on Judeo-Christian values.

Artistic Ideas Spread

In 1494, a French king claimed the throne of Naples in southern Italy and launched an invasion through northern Italy. As the war dragged on, many Italian artists and writers left for a safer life in Northern Europe. They brought with them the styles and techniques of the Italian Renaissance. In addition, Northern European artists who studied in Italy carried Renaissance ideas back to their homelands.

German Painters Perhaps the most famous person to do this was the German artist Albrecht Dürer (DYUR•uhr). He traveled to Italy to study in 1494. After returning to Germany, Dürer produced woodcuts and engravings. Many of his prints portray religious subjects. Others portray classical myths or realistic landscapes. The popularity of Dürer's work helped to spread Renaissance styles.

Dürer's emphasis upon realism influenced the work of another German artist, Hans Holbein (HOHL•byn) the Younger. Holbein specialized in painting portraits that are almost photographic in detail. He emigrated to England where he painted portraits of King Henry VIII and other members of the English royal family.

Flemish Painters The support of wealthy merchant families in Flanders helped to make Flanders the artistic center of northern Europe. The first great Flemish Renaissance painter was Jan van Eyck (yahn van YK). Van Eyck used recently developed oil-based paints to develop techniques that painters still use. By applying layer upon layer of paint, van Eyck was able to create a variety of subtle colors in clothing and jewels. Oil painting became popular and spread to Italy.

In addition to new techniques, van Eyck's paintings display unusually realistic details and reveal the personality of their subjects. His work influenced later artists in Northern Europe.

Flemish painting reached its peak after 1550 with the work of Pieter Bruegel (BROY•guh)l the Elder. Bruegel was also interested in realistic details and individual people. He was very skillful in portraying large numbers of people. He captured scenes from everyday peasant life such as weddings, dances, and harvests. Bruegel's rich colors, vivid details, and balanced use of space give a sense of life and feeling. **A**

MAIN IDEA

Summarizing

A What techniques does Bruegel use to give life to his paintings?

> Analyzing Art

Peasant Life

The Flemish painter Pieter Bruegel's paintings provide information about peasant life in the 1500s. *Peasant Wedding* (1568) portrays a wedding feast.

- **The Bride** The bride sits under the paper crown hanging on the green cloth.
- **The Servers** Men who may be her brothers are passing out plates.
- **The Guests** Several children have come to the party.
- **The Musicians** They are carrying bagpipes. One glances hungrily at the food.

SKILLBUILDER:
Interpreting Visual Sources
Forming Generalizations

In what ways does this painting present a snapshot of peasant life?



Northern Writers Try to Reform Society

Italian humanists were very interested in reviving classical languages and classical texts. When the Italian humanist ideas reached the north, people used them to examine the traditional teachings of the Church. The northern humanists were critical of the failure of the Christian Church to inspire people to live a Christian life. This criticism produced a new movement known as Christian humanism. The focus of Christian humanism was the reform of society. Of particular importance to humanists was education. The humanists promoted the education of women and founded schools attended by both boys and girls.

Christian Humanists The best known of the Christian humanists were Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) of Holland and Thomas More of England. The two were close friends.

In 1509, Erasmus wrote his most famous work, *The Praise of Folly*. This book poked fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests. Erasmus believed in a Christianity of the heart, not one of ceremonies or rules. He thought that in order to improve society, all people should study the Bible.

Thomas More tried to show a better model of society. In 1516, he wrote the book *Utopia*. In Greek, **utopia** means “no place.” In English it has come to mean an ideal place as depicted in More’s book. The book is about an imaginary land where greed, corruption, and war have been weeded out. In Utopia, because there was little greed, Utopians had little use for money:

PRIMARY SOURCE

Gold and silver, of which money is made, are so treated . . . that no one values them more highly than their true nature deserves. Who does not see that they are far inferior to iron in usefulness since without iron mortals cannot live any more than without fire and water?

THOMAS MORE, *Utopia*



▼ Christian humanist
Thomas More

More wrote in Latin. As his work became popular, More’s works were translated into a variety of languages including French, German, English, Spanish, and Italian.

Women’s Reforms During this period the vast majority of Europeans were unable to read or write. Those families who could afford formal schooling usually sent only their sons. One woman spoke out against this practice. Christine de Pizan was highly educated for the time and was one of the first women to earn a living as a writer. Writing in French, she produced many books, including short stories, biographies, novels, and manuals on military techniques. She frequently wrote about the objections men had to educating women. In one book, *The Book of The City of Ladies*, she wrote:

PRIMARY SOURCE B

I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores [morals] would be ruined as a result. . . . Here you can clearly see that not all opinions of men are based on reason and that these men are wrong.

CHRISTINE DE PIZAN, *The Book of The City of Ladies*

Christine de Pizan was one of the first European writers to question different treatment of boys and girls. However, her goal of formal education for children of both sexes would not be achieved for several centuries.

▼ Christine de Pizan is best known for her works defending women.



MAIN IDEA

Analyzing Primary Sources
B What does de Pizan argue for in this passage?

The Elizabethan Age

The Renaissance spread to England in the mid-1500s. The period was known as the Elizabethan Age, after Queen Elizabeth I. Elizabeth reigned from 1558 to 1603. She was well educated and spoke French, Italian, Latin, and Greek. She also wrote poetry and music. As queen she did much to support the development of English art and literature.


William Shakespeare The most famous writer of the Elizabethan Age was **William Shakespeare**. Many people regard him as the greatest playwright of all time. Shakespeare was born in 1564 in Stratford-upon-Avon, a small town about 90 miles northwest of London. By 1592 he was living in London and writing poems and plays, and soon he would be performing at the Globe Theater.


Like many Renaissance writers, Shakespeare revered the classics and drew on them for inspiration and plots. His works display a masterful command of the English language and a deep understanding of human beings. He revealed the souls of men and women through scenes of dramatic conflict. Many of these plays examine human flaws. However, Shakespeare also had one of his characters deliver a speech that expresses the Renaissance's high view of human nature:

PRIMARY SOURCE

What a piece of work is a man, how noble in reason, how infinite in faculties, in form and moving, how express and admirable; in action how like an angel, in apprehension [understanding] how like a god: the beauty of the world, the paragon of animals.

WILLIAM SHAKESPEARE, *Hamlet* (Act 2, Scene 2)

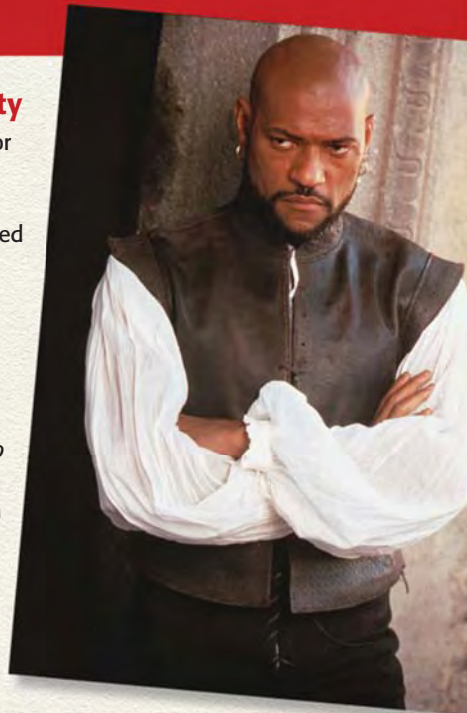
Shakespeare's most famous plays include the tragedies *Macbeth*, *Hamlet*, *Othello*, *Romeo and Juliet*, and *King Lear*, and the comedies *A Midsummer Night's Dream* and *The Taming of the Shrew*. 

MAIN IDEA
Summarizing
 What are two ways in which Shakespeare's work showed Renaissance influences?

Connect to Today

Shakespeare's Popularity

Even though he has been dead for about 400 years, Shakespeare is one of the favorite writers of filmmakers. His works are produced both in period costumes and in modern attire. The themes or dialogue have been adapted for many films, including some in foreign languages. The posters at the right illustrate *Othello* (done in period costume); *Romeo and Juliet* in a modern setting; a Japanese film, *Ran*, an adaptation of *King Lear*; and *10 Things I Hate About You*, an adaptation of *The Taming of the Shrew*.



Printing Spreads Renaissance Ideas

The Chinese invented block printing, in which a printer carved words or letters on a wooden block, inked the block, and then used it to print on paper. Around 1045, Bi Sheng invented movable type, or a separate piece of type for each character in the language. The Chinese writing system contains thousands of different characters, so most Chinese printers found movable type impractical. However, the method would prove practical for Europeans because their languages have a very small number of letters in their alphabets.

Gutenberg Improves the Printing Process During the 13th century, block-printed items reached Europe from China. European printers began to use block printing to create whole pages to bind into books. However, this process was too slow to satisfy the Renaissance demand for knowledge, information, and books.

Around 1440 **Johann Gutenberg**, a craftsman from Mainz, Germany, developed a printing press that incorporated a number of technologies in a new way. The process made it possible to produce books quickly and cheaply. Using this improved process, Gutenberg printed a complete Bible, the Gutenberg Bible, in about 1455. It was the first full-sized book printed with movable type. **D**

The printing press enabled a printer to produce hundreds of copies of a single work. For the first time, books were cheap enough that many people could buy them. At first printers produced mainly religious works. Soon they began to provide books on other subjects such as travel guides and medical manuals.

MAIN IDEA

Recognizing Effects

D What were the major effects of the invention of the printing press?

Global Impact

The Printing Press

Many inventions are creative combinations of known technologies. In 1452, Johann Gutenberg combined known technologies from Europe and Asia with his idea for molding movable type to create a printing press that changed the world.

Screw-type Press

An adaptation of Asian olive-oil presses made a workable printing press.

Movable Type

Letters that could be put together in any fashion and reused was a Chinese idea.

Paper Using paper mass-produced by Chinese techniques, rather than vellum (calf or lambskin), made printing books possible.

Ink Oil-based inks from 10th-century Europe worked better on type than tempera ink.

A copyist took five months to produce a single book.



One man and a printing press could produce 500 books in the same amount of time.



SKILLBUILDER: Interpreting Graphics

- 1. Drawing Conclusions** About how many books could a printing press produce in a month?
- 2. Making Inferences** Which areas of the world contributed technologies to Gutenberg's printing press?

The Legacy of the Renaissance

The European Renaissance was a period of great artistic and social change. It marked a break with the medieval-period ideals focused around the Church. The Renaissance belief in the dignity of the individual played a key role in the gradual rise of democratic ideas. Furthermore, the impact of the movable-type printing press was tremendous. Some historians have suggested that its effects were even more dramatic than the arrival of personal computers in the 20th century. Below is a summary of the changes that resulted from the Renaissance.

Changes in the Arts

- Art drew on techniques and styles of classical Greece and Rome.
- Paintings and sculptures portrayed individuals and nature in more realistic and lifelike ways.
- Artists created works that were secular as well as those that were religious.
- Writers began to use vernacular languages to express their ideas.
- The arts praised individual achievement.

Changes in Society

- Printing changed society by making more information available and inexpensive enough for society at large.
- A greater availability of books prompted an increased desire for learning and a rise in literacy throughout Europe.
- Published accounts of new discoveries, maps, and charts led to further discoveries in a variety of fields.
- Published legal proceedings made the laws clear so that people were more likely to understand their rights.
- Christian humanists' attempts to reform society changed views about how life should be lived.
- People began to question political structures and religious practices.

Renaissance ideas continued to influence European thought—including religious thought—as you will see in Section 3.

SECTION

2

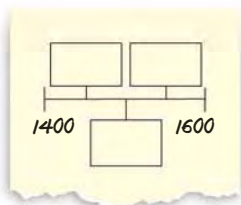
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- utopia
- William Shakespeare
- Johann Gutenberg

USING YOUR NOTES

2. Which of the events listed do you think was most important? Explain.



MAIN IDEAS

3. How did Albrecht Dürer's work reflect the influence of the Italian Renaissance?
4. What was one way the Renaissance changed society?
5. Why was the invention of the printing press so important?

CRITICAL THINKING & WRITING

6. **COMPARING** How were the works of German painters different from those of the Flemish painters? Give examples.
7. **ANALYZING MOTIVES** What reasons did humanists give for wanting to reform society? Explain.
8. **RECOGNIZING EFFECTS** How did the availability of cheap books spread learning?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Reread the primary source quotation from Christine de Pizan on page 482. Write a one paragraph **opinion piece** about the ideas expressed there.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the number of books published in print and those published electronically last year. Create a **pie graph** showing the results of your research.

INTERNET KEYWORD
book publishing statistics

City Life in Renaissance Europe

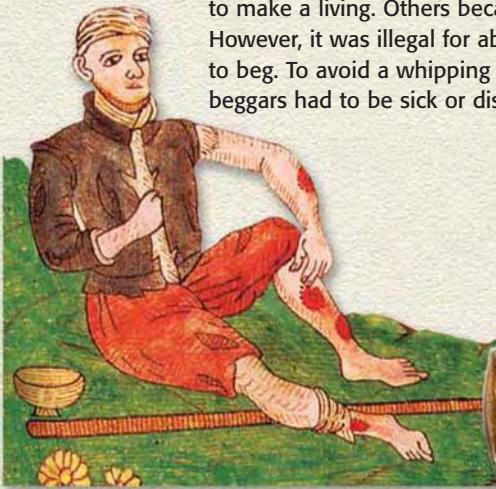
Throughout the 1500s, the vast majority of Europeans—more than 75 percent—lived in rural areas. However, the capital and port cities of most European countries experienced remarkable growth during this time. The population of London, for example, stood at about 200,000 in 1600, making it perhaps the largest city in Europe. In London, and in other large European cities, a distinctively urban way of life developed in the Renaissance era.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on life in Renaissance Europe, go to classzone.com

▼ Joblessness

Many newcomers to London struggled to find jobs and shelter. Some turned to crime to make a living. Others became beggars. However, it was illegal for able-bodied people to beg. To avoid a whipping or prison time, beggars had to be sick or disabled.

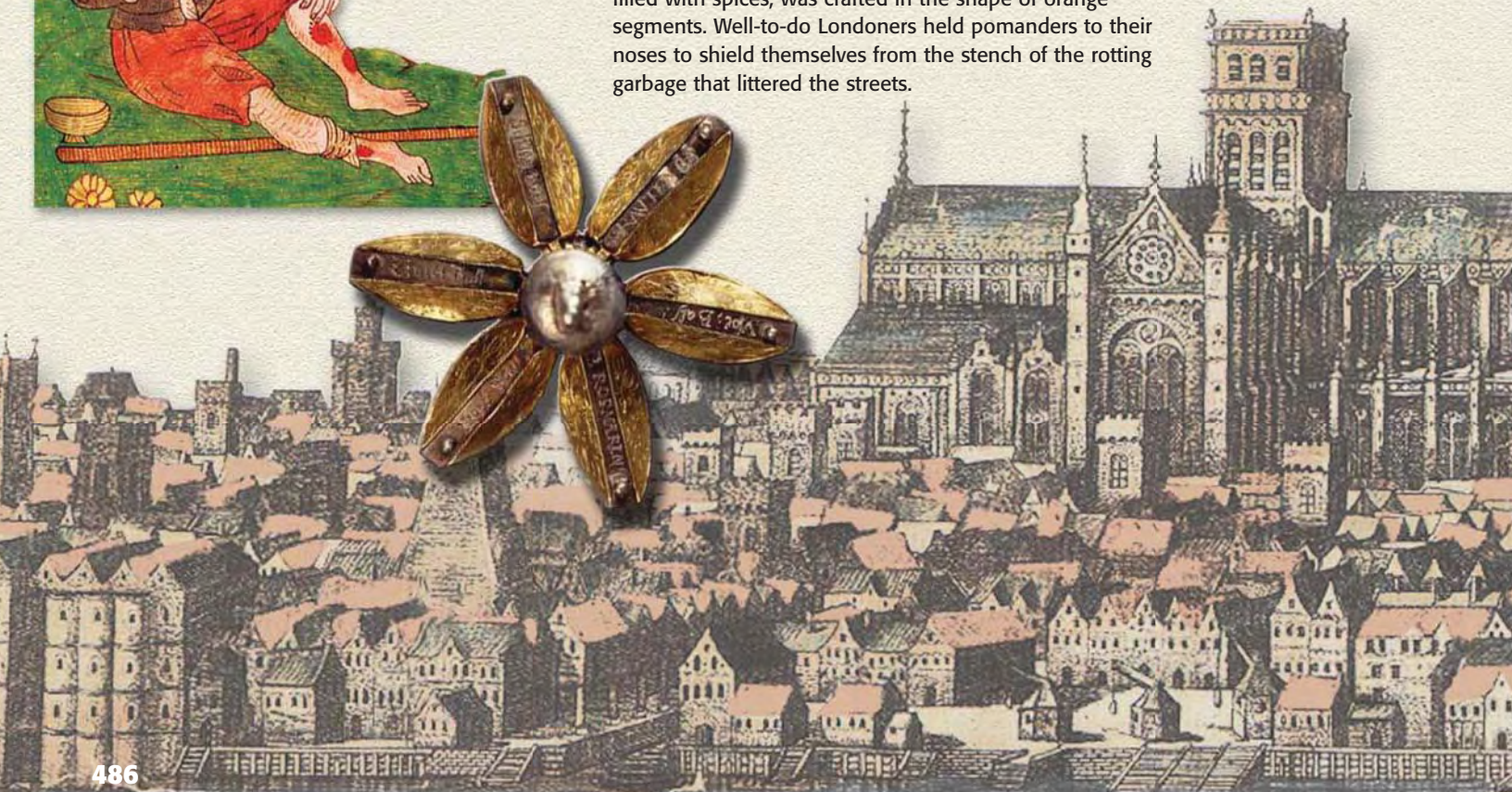


▲ Entertainment

Performances at playhouses like the Globe often were wild affairs. If audiences did not like the play, they booed loudly, pelted the stage with garbage, and sometimes attacked the actors.

▼ Sanitation

This small pomander (POH•man•durh), a metal container filled with spices, was crafted in the shape of orange segments. Well-to-do Londoners held pomanders to their noses to shield themselves from the stench of the rotting garbage that littered the streets.



▼ **Food**

A typical meal for wealthy Londoners might include fish, several kinds of meat, bread, and a variety of vegetables, served on silver or pewter tableware. The diet of the poor was simpler. They rarely ate fish, meat, or cheese. Usually, their meals consisted of a pottage—a kind of soup—of vegetables. And the poor ate their meals from a trencher, a hollowed-out slab of stale bread or wood.



COST OF LIVING IN RENAISSANCE LONDON

These tables show what typical Londoners earned and spent in the late 1500s. The basic denominations in English currency at the time were the pound (£), the shilling, and the penny (12 pence equaled 1 shilling, and 20 shillings equaled 1 pound). The pound of the late 1500s is roughly equivalent to \$400 in today's U.S. currency.

Typical Earnings

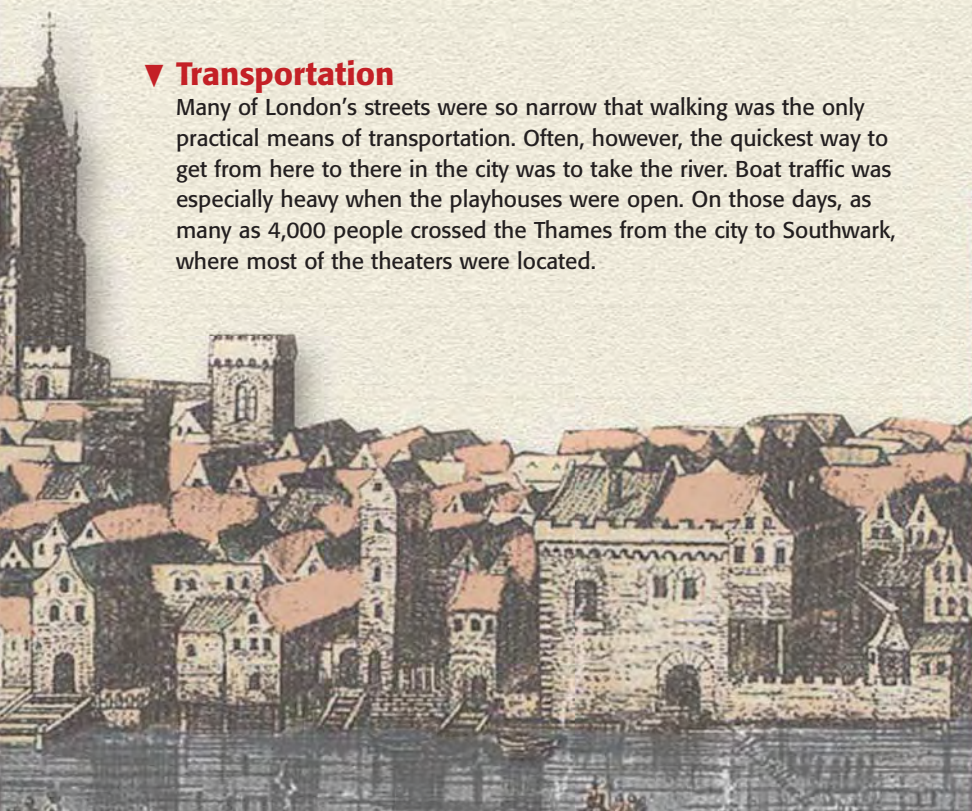
Merchant	£100 per year
Skilled Worker	£13 per year (about 5 shillings/week)
Unskilled Worker	£5 per year (about 4 pence/day)
Servant	£1 to £2 per year (plus food and lodging)

Typical Prices

Lodging	4 to 8 pence a week
Beef	3 pence per lb
Chickens	1 penny each
Eggs	2 pence per dozen
Apples	1 penny per dozen
Onions	1/2 penny a sack
Various Spices	10 to 11 shillings per lb

▼ **Transportation**

Many of London's streets were so narrow that walking was the only practical means of transportation. Often, however, the quickest way to get from here to there in the city was to take the river. Boat traffic was especially heavy when the playhouses were open. On those days, as many as 4,000 people crossed the Thames from the city to Southwark, where most of the theaters were located.



Connect to Today

1. Making Inferences Study the images and captions as well as the information in the Data File. What inferences about the standard of living of London's wealthy citizens can you make from this information? How did it compare to the standard of living of London's common people?

See Skillbuilder Handbook, page R9.

2. Comparing How does diet in the United States today compare to the diet of Renaissance Europeans? Cite specific examples in your answer.