Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.
- Describe the characteristics of the Renaissance and understand why it began in Italy.
- Identify Renaissance artists and explain how new ideas affected the art of the period.
- Understand how writers of the time addressed Renaissance themes.

Prepare to Read
Build Background Knowledge
Based on their previous reading about the Middle Ages, have students predict how Europe would change during the Renaissance.

Set a Purpose
- WITNESS HISTORY Read the selection aloud or play the audio.
- Use the information below and the following resources to teach the high-use words from this section.

Reading Skill Have students use the Reading Strategy: Main Ideas worksheet.

Note Taking Have students read this section using the Structured Read aloud strategy (TE, p. T2). Have them fill in the outline with the main themes of the Italian Renaissance.

Vocabulary Builder
Use the information below and the following resources to teach the high-use words from this section.

The Renaissance in Italy
A new age had dawned in Western Europe, given expression by remarkable artists and thinkers. Europeans called this age the Renaissance, meaning “rebirth.” It began in the 1300s and reached its peak around 1500. The Renaissance marked the transition from medieval times to the early modern world.

What Was the Renaissance?
The Renaissance was a time of creativity and great change in many areas—political, social, economic, and cultural. It marked a slow shift from an agricultural to an urban society, in which trade seemed greater importance than in the past. It was also a time when creative thinking and new technology let people comprehend and describe their world more accurately.

A New Worldview Evolves
During the Renaissance, creative minds set out to transform their own age. Their era, they felt, was a time of rebirth after what they saw as the disorder and disunity of the medieval world.

Renaissance thinkers had a reawakened interest in the classical learning of Greece and Rome, which medieval scholars had preserved. They continued to use Latin as the language of the Church as well as for scholarship. Yet they produced new attitudes toward culture and learning. Medieval scholars had focused more on religious beliefs and spirituality. In contrast, Renaissance thinkers explored the richness and variety of human experiences in the physical world.

Vocabulary Builder
- High-Use Words
- Definitions and Sample Sentences

Comprehend, p. 48
They could not comprehend the speaker’s words at first because he spoke in a different language.

emerge, p. 49
A bustling new town began to emerge from the ruins of the old city.

WITNESS HISTORY An Artist Becomes a Biographer
In 1546, a young artist named Giorgio Vasari dined at the Cardinal’s residence in Rome. The conversation turned to the amazing artistic achievement of Renaissance Italy. Vasari decided to record a tribute to all the important Italian artists who had contributed to this remarkably creative time period. Four years later, Vasari published his book Lives of the Most Eminent Painters, Sculptors, and Architects. A true “Renaissance man”—he was an able painter and architect as well as a writer—Vasari also became a biographer and historian of his era.

Focus Question What were the ideals of the Renaissance, and how did Italian artists and writers reflect these ideals?
the here and now. At the same time, society placed a new emphasis on individual achievement. Indeed, the Renaissance ideal was a person with talents in many fields.

A Spirit of Adventure The Renaissance supported a spirit of adventure and a wide-ranging curiosity that led people to explore new worlds or to reexamine old ones. Navigators who sailed across the ocean, scientists who looked at the universe in new ways, and writers and artists who experimented with new forms and techniques all shared that spirit. In part, that spirit of adventure came from a new view of man himself. As Italian thinker Pietro della Mirandola asserted in 1486: “To [man] it is granted to have whatever he chooses, to whatever he wills.”

Expressing Humanism At the heart of the Italian Renaissance was an intellectual movement known as humanism. Humanists studied the classical culture of Greece and Rome, but used that study to increase their understanding of their own times. Though most humanists were pious Christians, they focused on worldly subjects rather than on the religious issues that had occupied medieval thinkers. Humanists believed that education should stimulate the individual’s creative powers. They emphasized the humanities—subjects such as grammar, rhetoric (the study of using language effectively), poetry, and history—that had been taught in ancient Greek and Roman schools.

Francesco Petrarch (1304-1374), a Florentine who lived in the 1300s, was an early Renaissance humanist, poet, and scholar. He assembled a library of Greek and Roman manuscripts in monasteries and churches. In later years his efforts and those of others encouraged by his example enabled the works of Cicero, Homer, and Virgil to again become known to Western Europeans.

Checkpoint What were the main characteristics of the Renaissance?

Italy: Cradle of the Renaissance

The Renaissance began in Italy. Over the next hundred years it spread to the rest of Europe, eventually transforming the entire Western world. Italy was the birthplace of the Renaissance for several reasons.

Italy’s History and Geography Renaissance thinkers had a new interest in ancient Rome. Since Italy had been the center of the Roman empire, it was a logical place for this reawakening to emerge. Architectural remains, statues, and coins were all available for people to study. Rome was also the seat of the Roman Catholic Church, an important patron of the arts. As the center of Catholicism, Rome also served as an inspiration for religious themes used by artists and writers.

Italy’s location encouraged trade with well-developed markets on the eastern Mediterranean and in northern Africa, as well as in northern Europe. Ships carrying a great variety of goods docked at Italy’s many ports. Extensive banking, manufacturing, and merchant networks developed to support trade. While trade declined throughout most of Europe during the Middle Ages, it remained strong in Italy. Trade provided the inspiration for religious themes used by artists and writers.

In the first columns, have them list how people viewed the world in the Middle Ages. Then have students read this section and list the new ideas of the Renaissance in the second column. They can use this chart to summarize the changes during the Renaissance.

Solutions for All Learners

Differentiated Instruction Solutions for All Learners

Teach

What Was the Renaissance?

Instruct

Introduction: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to predict what new ideas people might have begun to comprehend during the Renaissance.

Teach

As you discuss the meaning of the Renaissance, ask What does the Whiteness History selection mean by the term Renaissance man? (curiosity, interest in classical learning, adventurous spirit, belief in importance of education) Why did these characteristics emerge so strongly during the Renaissance rather than the Middle Ages? (During the Middle Ages, people were more focused on religion and spirituality. The Renaissance brought a new interest in the material and human worlds and an appreciation for individual achievement.)

Quick Activity Display Color Transparency 77: A Renaissance Sculpture. Use the lesson suggested in the transparency book to guide a discussion on how Renaissance artists modeled their works on the art of classical Greece and Rome and revived interest in those cultures. Discuss how this piece reflects classical elements, such as form and style.

Color Transparencies, 77

Independent Practice

Have students fill in the Outline Map Europe About 1600 and label the main states and kingdoms.

Answer

New Worldview based on human experience, an emphasis on education and humanism, and a spirit of adventure and curiosity

Chapter 13 Section 1 411
Why was Italy a favorable setting for the Renaissance?

**Renaissance Art Flowers**
The Renaissance attained its most glorious expression in its paintings, sculpture, and architecture. Wealthy patrons, popes, and princes played a major role in this artistic flowering. Ordinary people—who were beginning to appreciate human experiences not related to the Church—also played a role.

**Reflecting Humanist Thought**
Renaissance art reflected the ideas of humanism. Like artists of the Middle Ages, Renaissance artists portrayed religious themes. However, they often set religious figures such as Jesus and Mary against classical Greek or Roman backgrounds. Painters also produced portraits of well-known figures of the day, reflecting the humanist interest in individual achievement. Renaissance artists studied ancient Greek and Roman works and revolved many classical forms. The sculptor Donatello, for example, created a life-size statue of a soldier on horseback. It was the first such figure done since ancient times.

**Using New Artistic Techniques**
Roman art had been very realistic, but in medieval times art became much more stylized. Renaissance painters returned to the realism of classical times by developing new techniques for representing both humans and landscapes. In particular, the rules of perspective allowed Renaissance artists to create realistic art. By making distant objects smaller than those close to the viewer, artists could paint scenes that appeared three-dimensional.

**History Background**

**Italian Renaissance Society**
Not all people experienced the Renaissance in the same way. While the upper class enjoyed lives made easier by wealth and enriched by art and ideas, most Italians of the time lived and worked much as they always had from hand to mouth. Only slowly were the lives of the working classes affected by the Renaissance. In addition, the Renaissance occurred against a background of extreme violence. Families within city-states feuded and fought, as Shakespeare immortalized in his late 1500s play Romeo and Juliet. Italian city-states were constantly at war with one another. Yet none of this social conflict dampened the spirit of the Renaissance. Indeed, people turned to new, innovative Renaissance ideas to help them solve the problems of their time.
Tagus River

Filippo Brunelleschi (broo nay LAYS kee) created a majestic dome, which had been favored by the Greeks and Romans. For the cathedral in Florence, Florentines wanted a structure more accurately than medieval artists had done. They studied the columns, arches, and domes that had become characteristic of the Roman style. Instead, they adopted the columns, arches, and domes that had been favored by the Greeks and Romans. As a result, they were able to portray the human body much more accurately than medieval artists had done.

Architecture: A “Social Art”

Architecture was transformed in Italy. To blend beauty with utility and improve the quality of life, Italian architects rejected the Gothic style of the late Middle Ages as disorganized. Instead, they adopted features from ancient Roman and Greek buildings. Architects described architecture as a “social art,” meant to blend beauty with utility and improve the quality of life. To blend beauty with utility, architects rejected the Gothic style of the late Middle Ages as disorganized. Instead, they adopted the columns, arches, and domes that had been favored by the Greeks and Romans. For the cathedral in Florence, Filippo Brunelleschi (broo nay LAYS kee) created a majestic dome, which he modeled on the dome of the Pantheon in Rome. Like other Renaissance artists, Brunelleschi was multitalented. He studied art and sculpture also studied human anatomy and drew from observing live models. As a result, they were able to portray the human body much more accurately than medieval artists had done.

Renaissance Art Flowers

Instruct

Introduction: Key Terms

Ask students to find the key term humanism (in blue) in the text and explain its meaning. Ask how the famous Renaissance artists reflect humanist themes? (Religious figures were shown realistically, in more natural settings; religious paintings included classical themes.)

Teach

Review the lives and achievements of Leonardo, Michelangelo, and Raphael. Remind students that each of these artists created great religious works, which were often commissioned by popes. Ask How did Renaissance artists differ from medieval artists in their treatment of religious themes? (Religious figures were shown realistically, in more natural settings; religious paintings included classical themes.)

Quick Activity

Display Color Transparency 7B: School of Athens.

Together with students, identify all of the Renaissance elements that are blended in the painting: the classical statues of ancient philosophers; the emphasis on learning (several of the figures are perusing books or diagrams); the use of perspective. Also explain to students that several of the figures in the painting are actually portraits of famous Renaissance artists, including Leonardo and Raphael himself.

Color Transparencies, 7B

Answers

Map Skills

1. Review locations with students.

2. Venice; Spain

3. Its central location made it ideal for supplying loans to traders.

Careers

Conservators

Archivists, curators, and conservators work to preserve cultural objects. For instance, art conservators, or restorers, first analyze materials to identify any damage and its cause. Next they determine how to best repair the material and prevent future damage. Then they restore it to maintain its original characteristics. Art restorers work on a variety of objects, from paintings and paper to ceramics and furniture. While most work takes place in laboratories, art restorers also spend time in museums, art galleries, and private homes, advising on collections. They help determine how artwork is stored, monitor environmental conditions, and help set up exhibits. This work combines scientific, historical, and visual art skills.
Renaissance and Reformation

Link to Art

Renaissance Women

Renaissance women led domestic lives, running their households, attending court, or serving in religious orders. While upper-class women often received a classical humanist education, they were expected to use their skills privately. A very few women overcame the Renaissance limits on education and training to become professional artists. Sometimes these women kept their activity secret, allowing their work to be passed off by their husbands as their own. Much more rarely, a woman artist gained professional acceptance on her own terms. In the 1550s, Sofonisba Anguissola (soh foh neez bah ahn owes soh lah), an Italian noblewoman, became court painter to King Philip II of Spain.

Leonardo da Vinci

Artist Leonardo da Vinci (dah VEE chee) had an endless curiosity that fed a genius for invention. He made sketches of nature and of models in his studio, and dissected corpses to learn how bones and muscles work. As a result, Leonardo’s paintings grip people with their realism. The Mona Lisa is a portrait of a woman whose mysterious smile has baffled viewers for centuries. The Last Supper, showing Jesus and his apostles on the night before the crucifixion, is both a moving religious painting and a masterpiece of perspective. Because Leonardo experimented with a new type of paint, much of The Last Supper decayed over the years. However, it has recently been restored.

Leonardo thought of himself as an artist. Yet his talents and accomplishments ranged over many areas, including botany, anatomy, optics, music, architecture, and engineering. He made sketches for flying machines and undersea boats centuries before the first airplanes or submarines were actually built.

Though most of his paintings are lost today, his many notebooks survive as a testament to his genius and creativity.

Michelangelo

Artist Michelangelo Buonarroti, like Leonardo, had many talents—he was a sculptor, engineer, painter, architect, and poet. Michelangelo has been called a “melancholy genius” because his work reflects his many life-long spiritual and artistic struggles. In his twenties, he created marble masterpieces such as David and the Pietà.

Before the 1400s, artists did not know how to create perspective, or the technique of showing distant objects on flat surfaces the way the eye actually sees them. The discovery of perspective revolutionized art. Using simple geometry, Renaissance artists could for the first time reproduce what their eyes actually saw.

Infographic

The Discovery of Perspective

Before the 1400s, artists did not know how to create perspective, or the technique of showing distant objects on flat surfaces the way the eye actually sees them. The discovery of perspective revolutionized art. Using simple geometry, Renaissance artists could for the first time reproduce what their eyes actually saw.
The Pietà captures the sorrow of the Biblical Mary as she cradles her dead son Jesus on her knees. Michelangelo’s heroic statue of David, the Biblical shepherd who killed the giant Goliath, reveals the harmony and grace of ancient Greek tradition.

One of Michelangelo’s greatest projects was painting a series of huge murals to decorate the ceiling of the Sistine Chapel in Rome. The enormous task, which took four years to complete and left the artist partially crippled, depicts the biblical history of the world from the Creation to the Flood. Michelangelo was also a talented architect. His most famous design was for the dome of St. Peter’s Cathedral in Rome. It served as a model for many later structures, including the United States Capitol building in Washington, D.C.

Raphael A few years younger than Michelangelo, Raphael (rah fah EL) was widely admired both for his artistic talent and “his sweet and gracious nature.” Raphael studied the works of the great masters but developed his own style of painting that blended Christian and classical styles. He is probably best known for his tender portrayals of the Madonna, the mother of Jesus. In The School of Athens, Raphael pictured an imaginary gathering of great thinkers and scientists, including Plato, Aristotle, Socrates, and the Arab philosopher Avicenna. With typical Renaissance self-confidence, Raphael included the faces of Michelangelo, Leonardo—and himself.

**Checkpoint:** How were Renaissance ideals reflected in the arts?

Leonardo eagerly explored perspective in his mural The Last Supper. He used converging lines, like those shown below, to create a vanishing point. This vanishing point draws the viewer’s eye to the space above Jesus, and gives the painting the illusion of space and depth.

**Thinking Critically**

1. **Apply Information:** Why was the invention of perspective necessary for artists to achieve realism in painting?
2. **Analyze Visuals:** What other techniques bring the eye to the central figure of Jesus in The Last Supper?

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**Writing for a New Society**

**Instruct**

- **Introduce** Ask students if they recognize the key term Machiavellian. Elicit meanings, then explain that the word came from Machiavelli and his book The Prince. Have students read the subsection titled Machiavelli’s Successful Prince and then engage in a brief debate between those who agree with Machiavelli and those who side with his critics.

- **Teach** Review the two writers discussed in the section and their motivations for writing. Ask: *What Renaissance ideals did each of these men espouse? (Custodigiam: the multi-talented man; Machiavelli: political realism) Why might these ideas have particularly appealed to people during the Renaissance? (Emerging from the stagnation of the medieval world, they would have embraced a vision of their society as better than the past.)*

- **Quick Activity** Show students Machiavelli’s *The Prince* from the Witness History Discovery School™ video program. Ask them to list the factors that may have inspired Machiavelli to write *The Prince:* (his experience as a diplomat, his understanding of government, power, and conflict in his native Italy, and the rise of interest in the humanities)

**Independent Practice**

Ask students if “how-to” books are still written today. Have pairs of students create lists of subjects a “how-to” writer might address today to help people succeed in society.

**Monitor Progress**

As students fill in their outlines, circulate to make sure they understand the main themes of the Italian Renaissance. For a completed version of the outline, see 

**Answers**

- **Advanced Readers** Artists emphasized classical subjects and the human form, and developed new techniques for showing subjects more realistically.

- **Gifted and Talented** 1. Without it, artists could not show objects as the eye sees them.
2. Jesus appears in the center and in front of the windows, and most apostles are looking in his direction.

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**Differentiated Instruction** Solutions for All Learners

- **L1** Advanced Readers:
- **L2** Gifted and Talented:
  - To extend the lesson on Renaissance art, challenge students to analyze two pieces of art, one created during the Middle Ages and the other created during the Renaissance. Ask students to write an essay comparing and contrasting both works of art, ensuring that students discuss the subject matter depicted and the techniques used in each piece.
Niccolò Machiavelli
Writing About History
Reformation

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz. For Progress Monitoring Transparencies, p. 53
- To further assess student understanding, use Reteach

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking

Study Guide, p. 120

Adapted Reading and Note Taking Study Guide, p. 120

Spanish Reading and Note Taking Study Guide, p. 120

Extend

Point out the Infographic about perspective. Divide students into small groups. Have each group discuss why the discovery of perspective was such an important milestone in the development of Renaissance art. Then have each group present its conclusions to the class.

Answers

PRIMARY SOURCE

His wide-ranging talents and avid curiosity reflect Renaissance ideals. Writers focused on the human experience in the world around them.

416 Renaissance and Reformation

Writing for a New Society

Italian writers reflected the trademark Renaissance curiosity and interest in the humanities. Humanists and historians wrote works of philosophy and scholarship. Other writers developed a literature of guidesbooks to help ambitious men and women who wanted to achieve success in the Renaissance world.

Castiglione’s Ideal Courtier

The most widely read of these handbooks was The Book of the Courtier. Its author, Baldassare Castiglione (bahl dlahr SEH kohl Tee lyn), describes the manners, skills, learning, and virtues that a member of the court should have. Castiglione’s ideal courtier was a well-educated, well-mannered aristocrat who mastered many fields, from poetry to music to sports.

Castiglione’s ideal differed for men and women. The ideal man, he wrote, is athletic but not overactive. He is great at games, but not a gambler. He plays a musical instrument and knows literature and history but is not arrogant. The ideal woman offers a balance to men. She is graceful and kind, lively but reserved. She is beautiful, “for outer beauty,” wrote Castiglione, “is the true sign of inner goodness.”

Machiavelli’s Successful Prince

Niccolò Machiavelli’s (mahk uh vay yuhl uhl) wrote a guide for rulers on how to gain and maintain power. Unlike ancient writers such as Plato, Machiavelli did not discuss leadership in terms of high ideals. Instead, his book The Prince looked at real rulers in an age of ruthless political power. Machiavelli stressed that the end justifies the means. He urged rulers to use whatever methods were necessary to achieve their goals.

Machiavelli saw himself as an enemy of oppression and corruption, but critics attacked his cynical advice. In fact, the term “Machiavellian” came to refer to the use of deceit in politics. Later students of government, however, argued that Machiavelli provided a realistic look at politics. His work continues to spark debate because it raises important ethical questions about the nature of government and the use of power.

Checkpoint

How did Renaissance writings express realism?

For additional assessment, have students access Progress Monitoring Online at Web Code naa-1311.