

UNIT

6

1271–1725

Renewal in Europe

Chapter 11 The Renaissance

Chapter 12 The Reformation
of Christianity

Chapter 13 The Scientific Revolution



What You Will Learn...

As the Middle Ages drew to a close, Europe entered a new period of creativity and learning called the Renaissance. During the Renaissance, artists and scholars rediscovered the ideas of ancient Greece and Rome. They hoped to build on the achievements of these classical civilizations.

Some Renaissance scholars and thinkers clashed with church officials. These clashes led to a struggle in Christianity called the Reformation. Other thinkers, searching for the truth about nature and humanity, invented modern science.

In the next three chapters, you will read about how these developments dramatically reshaped Europe and the world.

Explore the Art

In this scene, the young singer Francesca Caccini performs at a private gathering in Italy. What features of daily life can you see in this illustration?



The Renaissance



California Standards

History–Social Science

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

Analysis Skills

CS 3 Use maps to identify the migration of people and the growth of economic systems.

English–Language Arts

Writing 7.2.4b Describe the points in support of the proposition, employing well-articulated evidence.

Reading 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

FOCUS ON WRITING



A Movie Proposal You have a great idea for a movie set during the Renaissance. To get your film made, you need to convince a studio that the period is interesting and exciting. As you read this chapter, look for people and ideas that you could include in your movie.



CHAPTER EVENTS

1200

WORLD EVENTS

1271

Marco Polo travels to China.

1281

The *kamikaze* saves Japan from a Mongol invasion.

History's Impact

▶ video series

Watch the video to understand the impact of the Renaissance and Reformation.



What You Will Learn...

In this chapter you will learn how the Renaissance changed life in Europe. The Renaissance began in Italy's great trading cities like Venice, shown here. Venice is an island city crisscrossed with canals, so its "streets" are actually waterways.

1321

Dante completes *The Divine Comedy*.

1300



1368

The Ming dynasty begins in China.



1400

c. 1455

Gutenberg develops his printing press.

1453

The Ottomans conquer Constantinople.

1508–1512

Michelangelo paints the ceiling of the Sistine Chapel.



1500

1464

Sunni Ali founds the Songhai Empire in West Africa.



1600

1594–1595

Shakespeare writes *Romeo and Juliet*.

Focus on Themes This chapter takes you into Italy in the 1300s and 1400s. At that time scholars, artists, and scientists built on classical Greek and Roman roots to make new advances in **science and technology** and the arts. You will read how Italy's

geographical location, along with the invention of the printing press and the reopening of routes between China and Europe made the Renaissance a worldwide event with effects far beyond Italy.

Greek and Latin Word Roots

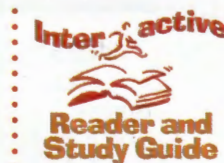
Focus on Reading During the Renaissance, scientists and scholars became interested in the history and languages of ancient Greece and Rome. Many of the words we use every day are based on words spoken by people in these ancient civilizations.

• **Common roots** The charts below list some Greek and Latin roots found in many English words. As you read the charts, try to think of words that include each root. Then think about how the words' meanings are related to their roots.

Common Latin Roots		
Root	Meaning	Sample words
-aud-	hear	audience, audible
liter-	writing	literature, literary
re-	again	repeat, redo
-script-	write	script, manuscript
sub-	below	submarine, substandard
trans-	across	transport, translate

Common Greek Roots		
Root	Meaning	Sample words
anti-	against	antifreeze, antiwar
astr-	star	asteroid, astronaut
-chron-	time	chronicle, chronology
dia-	across, between	diagonal, diameter
micr-	small	microfilm, microscope
-phono-	sound	telephone, symphony

Additional reading support can be found in the





ELA Reading 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Key Terms and People

You Try It!

Each of the following sentences is taken from the chapter you are about to read. After you've read the sentences, answer the questions at the bottom of the page.

Using Word Origins

1. In their luggage these scholars carried rare, precious works of literature. (p. 305)
2. Among the ideas that Italian scholars wanted to revive were subjects that the Greeks and Romans had studied. (p. 306)
3. Later astronomers built on this discovery to lay the foundation for modern astronomy. (p. 310)
4. Although church leaders fought strenuously against it, the Bible was eventually translated and printed. (p. 313)
5. Also, straight lines, such as on floor tiles, appear diagonal. (p. 307)

Answer the following questions about the underlined words. Use the Common Roots charts on the opposite page for help.

1. Which of the underlined words has a root word that means "writing?" How does knowing the root word help you figure out what the word means?
2. What does the root word *astr-* mean? How does that help you figure out the meaning of *astronomy*?
3. In the second sentence, what do you think *revive* means? How could this be related to the root *re-*?
4. What's the root word in *translation*? What does *translation* mean? How is that definition related to the meaning of the root word?
5. What does the word *diagonal* mean? How is that meaning related to the meaning of *dia-*?
6. How many more words can you think of that use the roots in the charts on the previous page? Make a list and share it with your classmates.

Chapter 11

Section 1

Marco Polo (p. 299)
interest (p. 302)
Cosimo de' Medici (p. 302)
Renaissance (p. 303)

Section 2

humanism (p. 304)
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Niccolo Machiavelli (p. 306)
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Petrarch (p. 310)

Section 3

Johann Gutenberg (p. 313)
Christian humanism (p. 314)
Desiderius Erasmus (p. 314)
Albrecht Dürer (p. 315)
Miguel de Cervantes (p. 316)
William Shakespeare (p. 316)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

classical (p. 305)
affect (p. 310)

As you read Chapter 11, be on the lookout for words with Greek and Latin root words like those listed in the chart on the opposite page. Use the chart to help you figure out what words mean.

Origins of the Renaissance

What You Will Learn...

Main Ideas

1. European trade with Asia increased in the 1300s.
2. Trade cities in Italy grew wealthy and competed against each other.
3. As Florence became a center for arts and learning, the Renaissance began.

The Big Idea

The growth of wealthy trading cities in Italy led to a new era called the Renaissance.

Key Terms and People

Marco Polo, p. 299

interest, p. 302

Cosimo de' Medici, p. 302

Renaissance, p. 303



HSS 7.8.2 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.

7.8.3 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.

If YOU were there...

You are a historian living in Florence, Italy, in the late 1300s. In your writing you describe the wonders of your city. But the place was very different only about 50 years before. At that time, the Black Death was sweeping through the city. In fact, your own grandfather was killed by the terrible disease. Some 50,000 of the city's other citizens also died from plague. Now, though, Florence is known for its beauty, art, and learning.

How did your city change so quickly?

BUILDING BACKGROUND By the late 1300s the Black Death's horrors had passed. In Europe the stage was set for great changes. Europeans could worry less about dying and concentrate more on living. They wanted to enjoy life's pleasures—art, literature, and learning. Increased trade with faraway lands would help spark new interest in these activities.

Trade with Asia

It seems strange that the Black Death could have had any positive results, but that is what happened. You may remember that workers who survived could charge more money for their labor. In addition, the disease didn't damage farmland, buildings, ships, machines, or gold. People who survived could use these things to raise more food or make new products. They did just that. Europe's economy began to grow again.

As more goods became available, prices went down. People could buy more of the things they wanted. Trade increased, and new products appeared in the markets. Some of these goods came from India, China, and other lands to the east. How did these items move thousands of miles over high mountains and wide deserts? To learn more, we need to go back in time.

The Silk Road Reopens

The Chinese and Romans did business together from about AD 1 to 200. Products moved east and west along the Silk Road. This caravan route started in China and ended at the Mediterranean Sea.

When the Roman Empire and the Han dynasty fell, soldiers no longer protected travelers between Europe and Asia. As a result, use of the Silk Road declined. Then in the 1200s the Mongols took over China.

They once again made the roads safer for travelers and traders. Among these traders were a remarkable man from Venice named **Marco Polo** and his family.

Look at the map to follow the route of the Polo family's trip. Part of the journey was along the old Silk Road. When the Polos arrived in China, they met with the Mongol emperor Kublai Khan. He invited them to stay in his court and even made Marco Polo a government official.

Routes of Marco Polo, 1271–1295



The Polo family as pictured on a map from the 1300s.



BIOGRAPHY



Marco Polo

1254–1324

Marco Polo was one of the greatest travelers in history. He went from Europe to China and spent 20 years living, working, and traveling in Asia. When he returned to Venice, his friends and family didn't even recognize him. They thought he had been dead for many years.

The Polos saw many amazing things in China. For example, the Chinese used paper money in addition to the coins that Europeans used. The Polos were also fascinated by an unusual fuel source, which Marco later described:

“It is a fact that throughout the province of Cathay [China] there is a sort of black stone, which is dug out of veins in the hillsides and burns like logs. These stones keep a fire going better than wood.”

—Marco Polo, from *A Description of the World*

This is the first known description of coal by a European.

While his father and uncle stayed in China, Marco Polo visited India and Southeast Asia. He traveled as a messenger for the emperor. Marco Polo spent 20 years living and traveling in Asia.

Eventually, the Polos returned to Venice. There a writer helped Marco Polo record his journey. At the time, many people didn't believe Polo's stories. Some people thought he had never set foot in China! Over the years his reputation grew, however. Polo's description made many Europeans curious about Asia. As their curiosity grew, people began to demand goods from Asia. Trade between Asia and Europe increased. Italian merchants organized much of this trade.

READING CHECK Finding Main Ideas What ancient trade route did the Polos travel?

Trade Cities in Italy

By the 1300s four northern Italian cities had become trading centers—Florence, Genoa (JEN-uh-wuh), Milan (muh-LAHN), and Venice. These cities bustled with activity. Shoppers there could buy beautiful things from Asia. Residents could meet strangers from faraway places and hear many languages on the streets.

Ports and Craft Centers

Italian cities played two very important roles in trade. One role was as ports on the Mediterranean Sea. Venice and Genoa were Italy's main port cities. Merchant ships brought spices and other luxuries from Asia into the cities' harbors. From there, merchants shipped the goods across Europe.

The other role was as manufacturing centers. Cities specialized in certain crafts. Venice produced glass. Workers in Milan made weapons and silk. Florence was a center for weaving wool into cloth. All of this economic activity put more money in merchants' pockets. Some Italian merchant families became incredibly wealthy. Eventually, this wealth would help make Italy the focus of European culture. How did this happen?



1 Milan

This castle in Milan was built in the mid-1400s. It shows the wealth and power of Italy's trading cities.

2 Genoa

Genoa is on the Mediterranean. This location enabled Genoa to become rich through overseas trade.



Separate States and Rival Rulers

Look at the map below. Notice that in the 1300s Italy was not a single country. Instead, it was made up of independent states. These states had different forms of government. For example, Venice was a republic, while the pope ruled the Papal States as a monarchy.

In most big Italian cities, a single rich merchant family controlled the government. This type of government was called a

signoria (seen-yohr-EE-uh). The head of the family, the *signore* (seen-YOHR-ay), ruled the city. Under the *signori*, trade grew in Italy. In fact, the *signori* competed against each other to see whose city could grow richest from trade. They also competed for fame. Each one wanted to be known as powerful, wise, and devoted to his city.

READING CHECK Summarizing What were the four great trade cities of Italy in the 1300s?

Major Trading Cities in Renaissance Italy



3 Venice
Venice is an island city. Like Genoa, Venice grew rich from its sea trade.



4 Florence
Florence was a banking and trade center. The city's wealthy leaders used their money to beautify the city with impressive buildings and art.

GEOGRAPHY SKILLS INTERPRETING MAPS

Location In what part of Italy are all four major trading cities located?

Florence

A market buzzes with activity in this scene showing what Florence may have looked like in the late 1300s.



Merchants traded goods from Europe and Asia in the city's markets.

Cloth was a major trade good in Florence.

Bankers kept detailed records of their investments.

Florence

In the 1300s, trade goods from Asia poured into Europe. Many of those items came through Italian ports. As a result, the merchant families in these cities made money. As the families grew rich and powerful, they wanted everyone to see what their money could buy. Although these factors affected most big Italian cities, one city—Florence—stands out as an example of trade and wealth at this time.

The Medici Family

Although Florence's wealth began with the wool trade, banking increased that wealth. Bankers in Florence kept money for merchants from all over Europe. The bankers made money by charging interest.

Interest is a fee that borrowers pay for the use of someone else's money. This fee is usually a certain percentage of the loan.

The greatest bankers in Florence were the Medici (MED-i-chee) family. In the early 1400s they were Florence's richest family, and by 1434 **Cosimo de' Medici** (KOH-zee-moh day MED-i-chee) ruled the city.

As ruler, Cosimo de' Medici wanted Florence to be the most beautiful city in the world. He hired artists to decorate his palace. He also paid architects to redesign many of Florence's buildings.

Cosimo de' Medici also valued education. After all, his banks needed workers who could read, write, and understand math. To improve education, he also built libraries and collected books.

During the time that the Medici family held power, Florence became the center of Italian art, literature, and culture. In other Italian cities, rich families tried to outdo the Medicis—and each other—in their support of the arts and learning.

THE IMPACT TODAY

Renaissance bankers in Florence developed a bookkeeping system that bankers still use today.



City leaders hired architects and artists to create beautiful buildings like this famous church called the Duomo.

Visitors to Florence helped spread Renaissance ideas throughout Europe.

ANALYSIS SKILL

ANALYZING VISUALS

What can you see in this illustration that shows the wealth of Florence?

Beginning of the Renaissance

This love of art and education was a key feature of a time we call the Renaissance (REN-uh-sahns). The word **Renaissance** means “rebirth” and refers to the period that followed Europe’s Middle Ages.

What was being “reborn”? Interest in Greek and Roman writings was revived. Also new was an emphasis on people as individuals. These ideas were very different from the ideas of the Middle Ages.

READING CHECK Finding Main Ideas How did Florence help begin the Renaissance?

SUMMARY AND PREVIEW Changes in Italy led to the beginning of an era called the Renaissance. In the next section you’ll learn about the Italian Renaissance—its ideas, people, and arts.

Section 1 Assessment

go.hrw.com

Online Quiz

KEYWORD: SQ7 HPT1

Reviewing Ideas, Terms, and People HSS 7.8.2, 7.8.3

- a. **Recall** What road did **Marco Polo** travel to Asia?

b. **Summarize** How did the Polos affect trade with Asia?
- a. **Identify** What were the four major trade cities of Italy?

b. **Analyze** How were these cities important economically?
- a. **Identify** What is one reason why education was important to **Cosimo de’ Medici**?

b. **Analyze** How did Florence rise to fame?

Critical Thinking

- Sequencing** Draw a graphic organizer like the one below. Use it to describe the results of increased trade with Asia.



FOCUS ON WRITING

- Choosing a Setting** In this section, you read about the setting in which the Renaissance developed: Italy in the 1200s and 1300s. How could you use this setting to make your movie interesting?

The Italian Renaissance

What You Will Learn...

Main Ideas

1. During the Italian Renaissance, people found new ways to see the world.
2. Italian writers contributed great works of literature.
3. Italian art and artists were among the finest in the world.
4. Science and education made advances during this time.

The Big Idea

New ways of thinking created a rebirth of the arts and learning in Italy.

Key Terms and People

humanism, p. 304

Dante Alighieri, p. 306

Niccolo Machiavelli, p. 306

perspective, p. 307

Michelangelo, p. 308

Leonardo da Vinci, p. 308

Petrarch, p. 310



HSS 7.8.1 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).

7.8.5 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).

If YOU were there...

You are an apprentice working in the studio of a famous painter. You admire him but think some of his ideas are old-fashioned. Most of the time, your job is to paint the background of the master's pictures. Now, though, you have finished a painting of your own. You are proud of it and want the world to know who made it. But the master says an artist should never put his name on a painting.

Will you sign your painting?

BUILDING BACKGROUND The Renaissance period brought new ways of thinking. Like this young painter, people began to value individuals and their personal achievements. This was a big change from the way people thought during the Middle Ages.

New Ways to See the World

During the Middle Ages, most people in Europe had devoted themselves entirely to Christianity. People looked to the church for answers to problems in their lives, and most of Europe's brilliant and influential thinkers were church figures.

By the late 1300s, however, scholars had begun to study subjects besides religion. They studied history, literature, public speaking, and art, subjects that emphasized the actions and abilities of humans. Together, these subjects are called the humanities. **The study of the humanities led to a new way of thinking and learning known as humanism.**

Humanism and Religion

The humanists of the Renaissance were no less religious than people had been before. Like the people of the Middle Ages, they were devout Christians. At the same time, however, people in the Renaissance were interested in ideas besides religion.

People's newfound interest in the humanities led them to respect those who could write, create, or speak well. As a result, talented writers and artists won great fame and honor. This too was a great change from the Middle Ages, when most people had worked only to glorify God.

Rediscovering the Past

The popularity of the humanities was due in large part to a new interest in ancient history. This interest had been caused by the rediscovery of many ancient writings that Europeans had thought to be lost.

During the 1300s, Turks had conquered much of the Byzantine Empire. Scholars

seeking to escape the Turks fled to Italy. In their luggage these scholars carried rare, precious works of literature.

Many of the works they brought to Italy were ancient **classical** writings, such as works by Greek thinkers. You may remember some of their names—Plato and Thucydides, for example. Europeans had thought that these ancient writings were lost forever. Excited by their return, scholars then went looking for ancient texts in Latin. They discovered many Latin texts in monasteries, where the monks had preserved works by Roman writers. As Italian scholars read the ancient texts, they rediscovered the glories of Greece and Rome. As a result, they longed for a renewal of classical culture.

ACADEMIC VOCABULARY

classical
referring to the cultures of ancient Greece or Rome

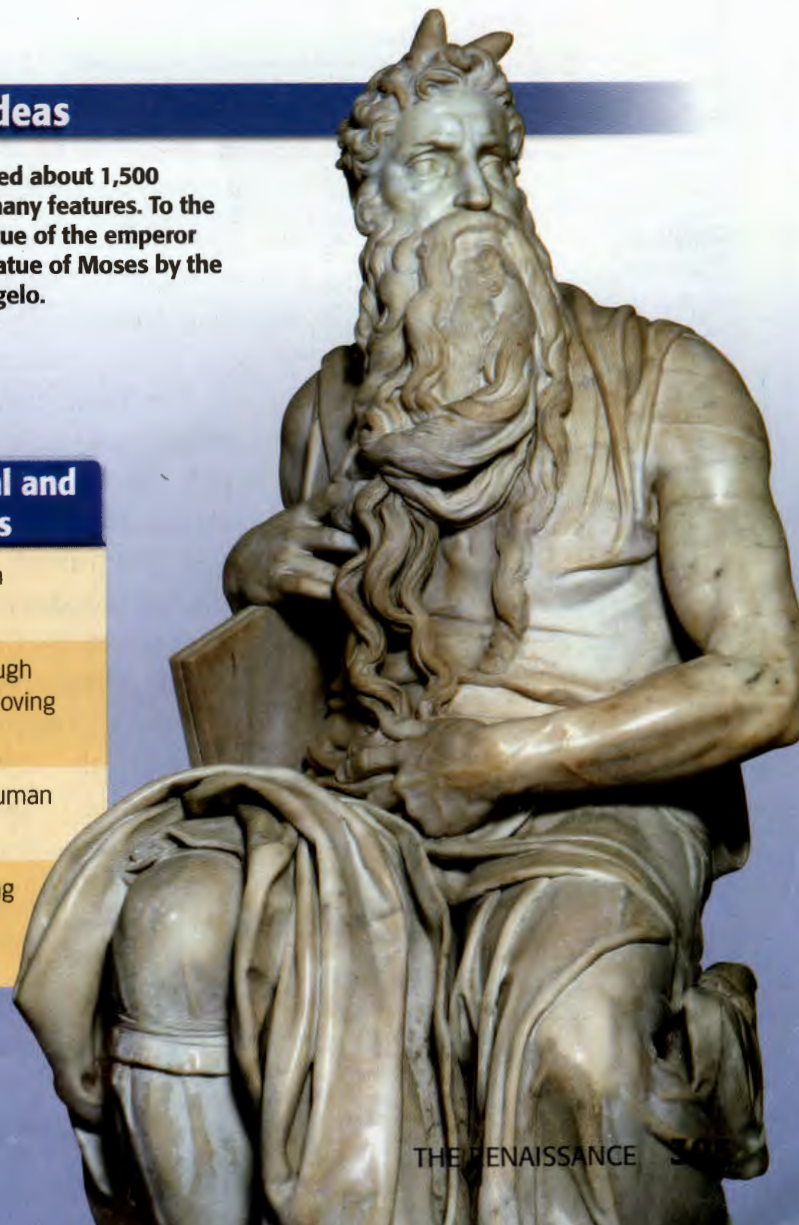


Rebirth of Classical Ideas

These two statues were carved about 1,500 years apart, yet they share many features. To the left is an ancient Roman statue of the emperor Augustus. To the right is a statue of Moses by the Renaissance artist Michelangelo.

Features of Classical and Renaissance Statues

- Both figures are shown in realistic, lifelike poses.
- Both statues look as though the subject could start moving at any moment.
- Both statues show the human body in great detail.
- Both figures wear clothing that appears to drape and fold like real cloth.



Primary Source

BOOK

The Prince

In *The Prince*, Machiavelli offers advice for rulers on how to stay in power. In this famous passage, he explains why in his view it is better for rulers to be feared than to be loved.



“A controversy has arisen about this: whether it is better to be loved than feared, or vice versa. My view is that it is desirable to be both loved and feared; but it is difficult to achieve both and, if one of them has to be lacking, it is much safer to be feared than loved . . . For love is sustained by a bond of gratitude which, because men are excessively self-interested, is broken whenever they see a chance to benefit themselves. But fear is sustained by a dread of punishment that is always effective.”

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Do you think that Machiavelli gave good advice in this passage? Why or why not?

FOCUS ON READING

What does the root **re-** in **revive** mean? What other word on this page has the same root?

Among the ideas that Italian scholars wanted to revive were subjects that the Greeks and Romans had studied. These subjects included grammar, speaking, poetry, history, and the Greek and Latin languages—the humanities.

Other ancient sources of inspiration for Renaissance artists and architects were all around. Roman ruins still stood in Italy. Fine classical statues were on display, and more were being found every day. Throughout the Renaissance, Italian artists studied these ancient statues. They tried to make their own works look like the works of the Romans and Greeks. In fact, some artists wanted their works to look ancient so badly that they buried their statues in the ground to make them look older!

READING CHECK **Summarizing** What sources inspired Renaissance artists and scholars?

Italian Writers

Many Italian writers contributed great works of literature to the Renaissance. The earliest was the politician and poet named **Dante Alighieri** (DAH-n-tay ahl-eeg-YEH-ree), or simply Dante. Before Dante, most medieval authors had written in Latin, the language of the church. But Dante wrote in Italian, which was the common language of the people. By using Italian, Dante showed that he considered the people's language to be as good as Latin. Later writers continued to use common languages in their works of literature.

Dante's major work was *The Divine Comedy*. It describes an imaginary journey he took through the afterlife. On this journey, Dante meets people from his past as well as great figures from history. In fact, the Roman poet Virgil is one of the guides on the journey. In the course of his writing, Dante described many of the problems he saw in Italian society.

A later Italian writer was also a politician. His name was **Niccolò Machiavelli** (neek-koh-LOH mahk-yah-VEL-lee). In 1513 Machiavelli wrote a short book called *The Prince*. It gave leaders advice on how they should rule.

Machiavelli didn't care about theories or what *should* work. In his writings, he argued that rulers had to focus on the “here and now,” not theories, to be successful. He was only interested in what really happened in both war and peace. For example, Machiavelli thought that sometimes rulers had to be ruthless to keep order. In this way, Machiavelli serves as a good example of Renaissance interest in human behavior and society.

READING CHECK Drawing Conclusions

How did Dante and Machiavelli reflect the ideas of the Renaissance?

Italian Art and Artists

During the Renaissance Italian artists created some of the most beautiful paintings and sculptures in the world. Rich families and church leaders hired the artists to create these works. New techniques made their work come alive.

New Methods for a New Era

Renaissance ideas about the value of human life are reflected in the art of the time. Artists showed people more realistically than medieval artists had done. Renaissance artists studied the human body and drew what they saw. However, because artists often used classical statues as their guides, many of the human beings they drew were as perfect as Greek gods.

Artists also used a new discovery—**perspective**, a method of showing a three-dimensional scene on a flat surface so that it looks real. Perspective uses various techniques. For example, people in the background are smaller than those in front. Also, straight lines, such as on floor tiles, appear diagonal. Colors could also show distance. So mountains in the background of a picture are a hazy blue.

Great Artists

In the work of the greatest Italian artists the people shown are clearly individuals. In this way, the art reflects the Renaissance idea of the value of human beings. For example, the figures in the painting below by the artist Raphael have clear personalities.

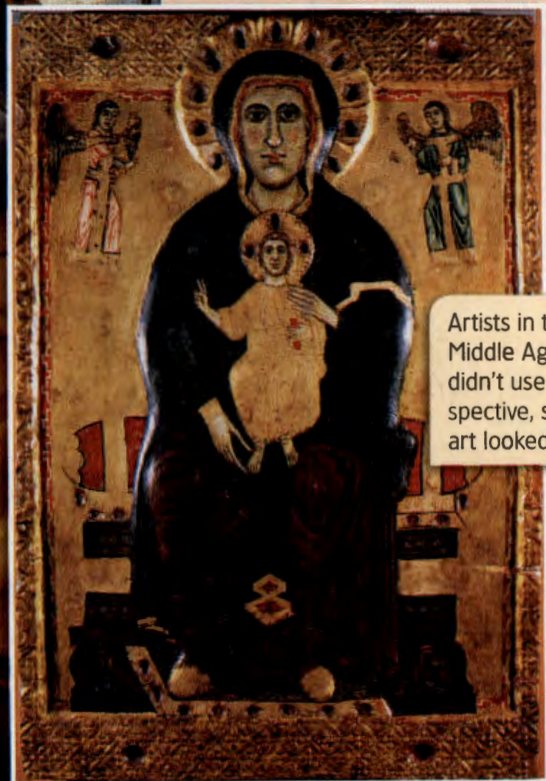
Renaissance Art



The people in this painting appear larger and have more detail than the mountains in the distance, creating a sense of depth.

Renaissance art was very different from medieval art. Renaissance artists used new techniques to make their paintings more realistic.

How are these two paintings similar and different?



Artists in the Middle Ages didn't use perspective, so their art looked flat.

The Genius of Leonardo da Vinci



Leonardo was born in Vinci, a small town near Florence. He showed artistic talent at a young age. But no one could know that Leonardo would become one of the great geniuses of history.

Anatomy Studies

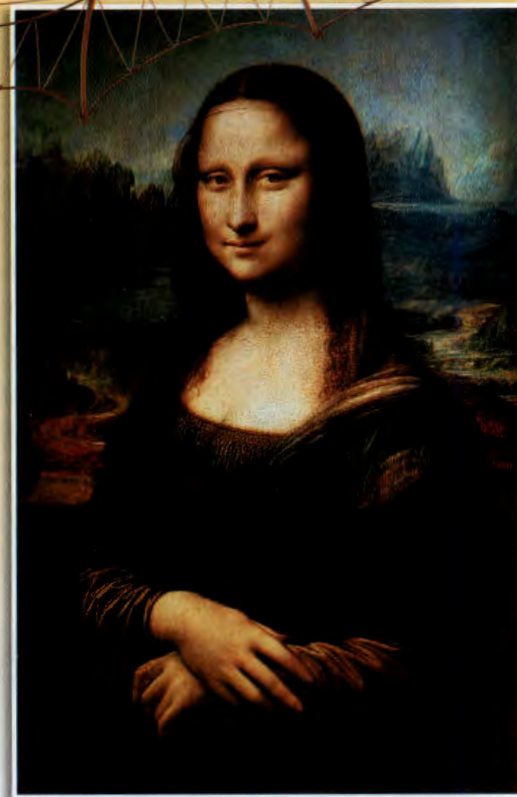
This page from one of Leonardo's notebooks shows how he studied the human body.



THE GRANGER COLLECTION, NEW YORK

Art

Leonardo was one of the great artists of the Renaissance. His *Mona Lisa* is one of the most famous paintings in the world.



Sandro Botticelli (bot-ti-CHEL-lee), a painter from Florence, also showed respect for people. Many of his paintings show scenes from Roman myths. But he painted everyone—whether ancient gods, saints, angels, or farmers—in fine detail.

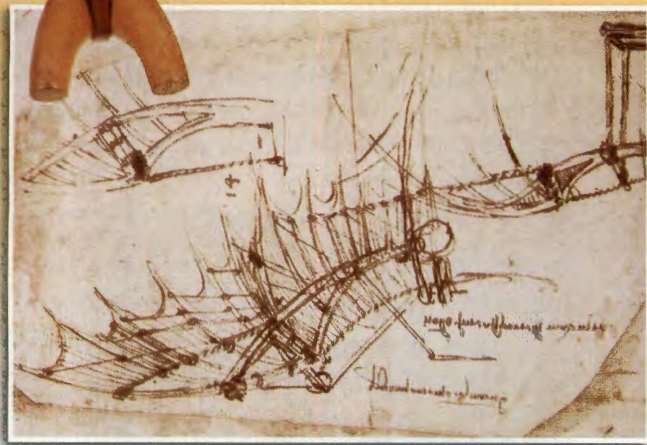
The work of Titian (TISH-uhn), the finest artist of Venice, reflects interest in the past. Like Botticelli, he often painted scenes from classical myths. For Venice's churches, though, Titian painted colorful scenes from Christian teachings.

Two Masters

Of all the Italian Renaissance artists, two stand above the rest. Each is what we call a Renaissance person—someone who can do practically anything well.

One of the greatest Italian artists was **Michelangelo** (mee-kay-LAHN-jay-loh). He had many talents. Michelangelo designed buildings, wrote poetry, carved sculptures, and painted magnificent pictures. Perhaps his most famous work is a painting that covers the ceiling of the Sistine Chapel in the Vatican. The muscular human figures in this immense painting remind the viewer of Greek or Roman statues.

The true genius of the Renaissance was **Leonardo da Vinci**. In fact, some call him the greatest genius that has ever lived. In addition to being an expert painter, Leonardo was a sculptor, architect, inventor, and engineer. He was even a town planner and mapmaker.



Inventions

A notebook page shows Leonardo's sketch of a wing. He sketched many ideas for machines that would let people fly. Above is a model of one of his ideas.

ANALYSIS SKILL

ANALYZING VISUALS

How do these illustrations show that Leonardo was more than just an artist?

Both nature and technology fascinated Leonardo. Detailed drawings of plants, animals, and machines fill his sketchbooks. To make his art more real, Leonardo studied anatomy, or the structure of human bodies. He dissected corpses to see how bones and muscles worked. Yet Leonardo's paintings also show human emotions. For example, people who see his *Mona Lisa* can't help wondering what made the lady smile.

READING CHECK **Categorizing** Who were some of the great artists of the Italian Renaissance?

Science and Education

Many of the texts rediscovered in the 1300s dealt with science. For the first time in centuries, Europeans could read works by ancient scientists. After reading these works, Renaissance scholars went on to make their own scientific advances.

Mathematics

Some scholars thought mathematics could help them understand the universe. They studied ancient math texts and built upon

the ideas in them. In the process, they created symbols we still use in math today. For example, they created symbols for the square root ($\sqrt{\quad}$) and for positive (+) and negative (−) numbers.

Engineering and Architecture

Advances in math led to advances in other fields of science. For example, engineers and architects used new mathematical formulas to strengthen buildings.

One Renaissance architect who used these new ideas was Filippo Brunelleschi (broo-nayl-LAYS-kee). He designed a huge dome for a cathedral in Florence. But Brunelleschi ran into a problem. The dome that he wanted to build was so big that it would be too heavy for the cathedral's walls to support. To solve the problem, he built the dome out of two thin, light layers instead of one thick, heavy one.

Astronomy and Cartography

Other Renaissance scientists wanted to know more about the sky and what was in it. They studied astronomy to learn about the sun, stars, and planets.

In the Middle Ages, scientists had thought that the sun and stars revolved around the earth. They thought that the earth was the center of the universe. But Renaissance scientists learned that the earth moves around the sun. Later astronomers built on this discovery to lay the foundations for modern astronomy.

Other scholars were less interested in the stars and more curious about the earth itself. They wanted to know the exact size and shape of the earth and its lands. These scholars used measurements and calculations made by merchants and sailors to create better, more accurate maps.

subject that received more attention. An early Renaissance scholar named **Petrarch** (PEH-trahrk), wrote about the importance of knowing history:

“O inglorious age! that scorns antiquity, its mother, to whom it owes every noble art . . . What can be said in defense of men of education who ought not to be ignorant of antiquity [ancient times] and yet are plunged in . . . darkness and delusion?”

—Francesco Petrarch, from a 1366 letter to Boccaccio

Petrarch’s ideas would **affect** education for many years to come. Education and new ways of spreading information would take the Renaissance far beyond Italy.

ACADEMIC VOCABULARY

affect
to change or influence

Changes in Education

In time, these changes in literature, art, science, and technology would spread beyond Italy. For these changes to spread, however, required changes in education.

During the Middle Ages, students had concentrated on religious subjects. During the Renaissance, students learned about the humanities as well. History was one

THE IMPACT TODAY

Many American universities grant degrees in the humanities.

READING CHECK **Predicting** How do you think Renaissance ideas would change as they spread to other countries?

SUMMARY AND PREVIEW A great rebirth of art, literature, and learning began in Italy in the late 1300s. Renaissance ideas changed as they spread across Europe.

Section 2 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ7 HPTI

Reviewing Ideas, Terms, and People **HSS** 7.8.1, 7.8.5

- Identify** What are some basic ideas of **humanism**?
 - Summarize** How did ancient texts and statues affect Renaissance scholars?
- Recall** What set **Dante** apart from earlier Italian writers?
 - Draw Conclusions** Why may a historian call **Niccolo Machiavelli** “the first modern Italian”?
- Identify** What are three techniques for showing **perspective**?
 - Summarize** What are some characteristics of art by Raphael, Botticelli, and Titian?
 - Evaluate** Which artist would you rather have met in real life—**Michelangelo** or **Leonardo da Vinci**? What is the reason for your choice?

- Identify** Name one Renaissance achievement in each category of mathematics, architecture, astronomy, and cartography.
 - Summarize** How did the choice of school subjects change during the Renaissance?

Critical Thinking

- Identifying Cause and Effect** Draw a graphic organizer like the one shown here. Use it to show how Turkish conquests east of Europe contributed to the growth of the Renaissance.



FOCUS ON WRITING

- Thinking about Characters** The Renaissance was full of great writers, artists, and scholars. How could you use the people you read about in this section to make your movie interesting?

Michelangelo

Why is an Italian artist from the 1500s still popular today?

When did he live? 1475–1564

Where did he live? Michelangelo di Buonarroti Simoni was born in Florence, but he also lived and worked in Rome and Bologna.

What did he do? Michelangelo created some of the most famous works of art in world history. Many of these works he created for the Roman Catholic Church. Popes, bishops, and other church officials hired Michelangelo to decorate their churches with his brilliant statues and paintings.

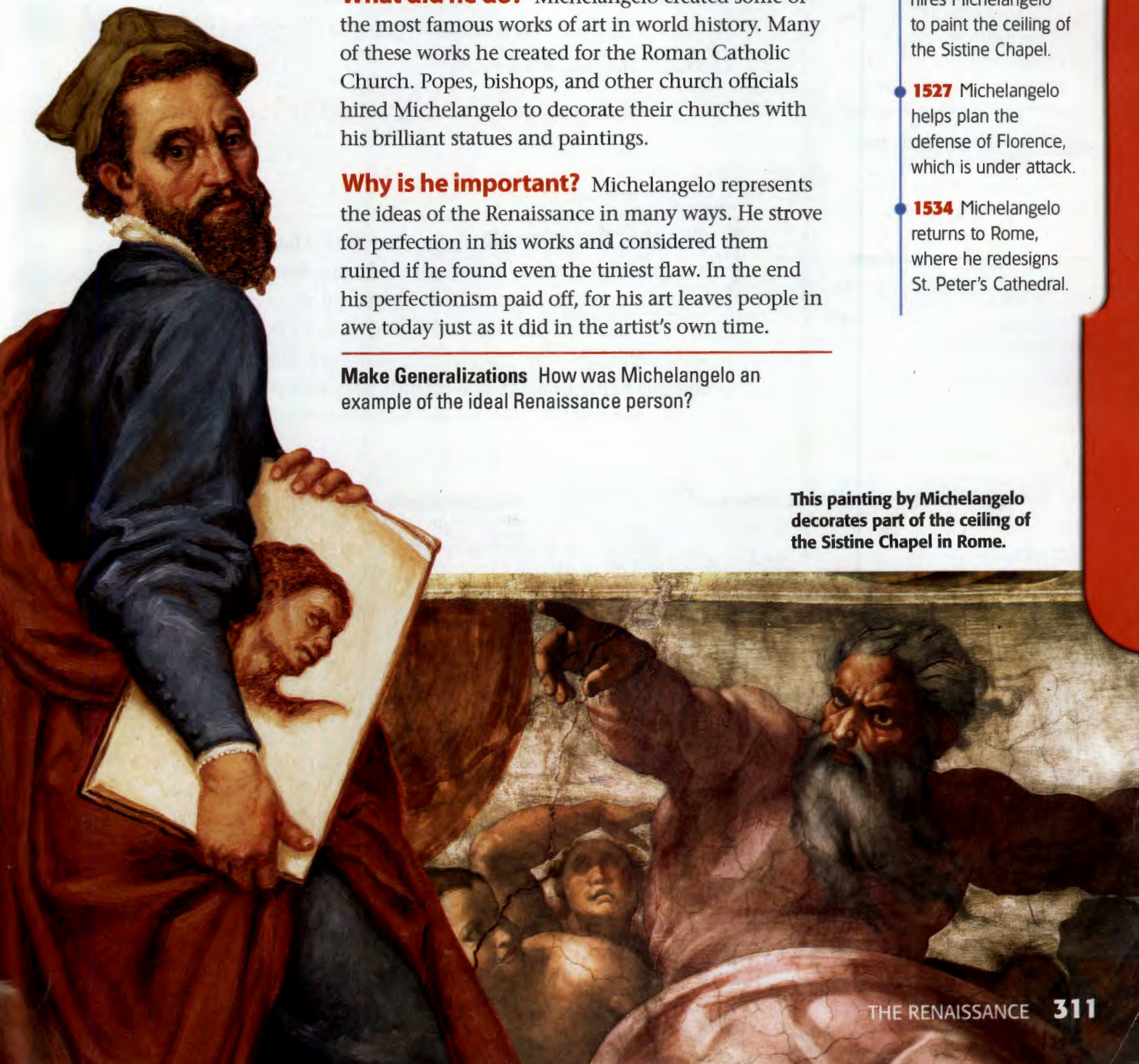
Why is he important? Michelangelo represents the ideas of the Renaissance in many ways. He strove for perfection in his works and considered them ruined if he found even the tiniest flaw. In the end his perfectionism paid off, for his art leaves people in awe today just as it did in the artist's own time.

Make Generalizations How was Michelangelo an example of the ideal Renaissance person?

KEY EVENTS

- **1498** Michelangelo is hired to carve a statue of Jesus and Mary for the Vatican.
- **1501** He is asked to carve a statue of the Hebrew king David for Florence's cathedral.
- **1508** Pope Julius II hires Michelangelo to paint the ceiling of the Sistine Chapel.
- **1527** Michelangelo helps plan the defense of Florence, which is under attack.
- **1534** Michelangelo returns to Rome, where he redesigns St. Peter's Cathedral.

This painting by Michelangelo decorates part of the ceiling of the Sistine Chapel in Rome.



The Renaissance beyond Italy

What You Will Learn...

Main Ideas

1. Paper, printing, and new universities led to the spread of new ideas.
2. The ideas of the Northern Renaissance differed from those of the Italian Renaissance.
3. Literature beyond Italy also thrived in the Renaissance.

The Big Idea

The Renaissance spread far beyond Italy and changed in the process.

Key Terms and People

Johann Gutenberg, p. 313

Christian humanism, p. 314

Desiderius Erasmus, p. 314

Albrecht Dürer, p. 315

Miguel de Cervantes, p. 316

William Shakespeare, p. 316



HSS 7.8.4 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).

7.8.5 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).

If YOU were there...

You are a student from Holland, studying law at the university in Bologna, Italy. Life in Renaissance Italy is so exciting! You've met artists and writers and learned so much about art and literature. You can hardly wait to tell people at home about everything you've learned. But now a lawyer in Bologna has offered you a chance to stay and work in Italy.

Will you stay in Italy or return to Holland?

BUILDING BACKGROUND By the late 1400s the Renaissance spirit was spreading from Italy to other parts of Europe. Artists, writers, and scholars came to Italy to study. Then they taught others what they had learned and brought paintings and sculptures from Italy back home. Along with works of art, they picked up new ideas. Soon, printing and books made these new ideas available to even more people.

Time Line

Printing in Europe

1000 Printing has not developed in Europe yet. Books are copied by hand, usually by monks.

1000

1300

1300s Factories in Europe begin making paper using techniques introduced from Asia.



Spread of New Ideas

Travelers and artists helped spread the Renaissance throughout Europe. But the development of printing was a giant step in spreading ideas. For the first time ever, thousands of people could read books and share ideas about them.

Paper and Printing

By the late 700s papermaking had spread from China to the Middle East. From there it came to Europe. European factories were making paper by the 1300s. Because it was cheaper and easier to prepare, paper soon replaced the animal skins on which people had written before.

Then in the mid-1400s a German man, **Johann Gutenberg** (GOOT-uhn-berk), developed a printing press that used movable type. That is, each letter was a separate piece. A worker could fit letters into a frame, spread ink on the letters, and press a sheet of paper against the letters. In this way, an entire page was printed at once. Then the worker could rearrange letters in the frame to create a new page. How much faster printing was than writing!

The first printed book was a Bible printed in the Latin language in about 1455. Soon, some thinkers began to call for the Bible to be translated into common languages. Although church leaders fought strenuously against it, the Bible was eventually translated and printed. Bibles were suddenly available to more people. Because the Bible was available to read, more people learned to read. Then, they wanted more education.

THE IMPACT TODAY

The demand for more books led to improvements in printing and binding that have made modern books cheap and easily available.

New Universities

Students from around Europe traveled to Italy to study at Italian universities. By the early 1500s most of the teachers in these universities were humanists. Students from northern Europe who studied with these teachers took Renaissance ideas back with them to their home countries.

Over time, many of the new scholars became teachers in Europe's universities. In addition, new universities opened in France, Germany, and the Netherlands. Because these schools were set up by humanists, Renaissance ideas about the value of people spread throughout Europe.

c. 1455 Johann Gutenberg develops the printing press. It uses movable type, which makes the mass production of books possible and allows ideas to spread more quickly.



The letters used in movable type are arranged in a frame to make a page. The letters can later be reused for different pages.

1500

1700

1900

1500s and 1600s

Gutenberg's printing press helps spread new political, artistic, and religious ideas though Europe.

1800s Steam engines are added to presses, making printing faster and cheaper.

ANALYSIS SKILL READING TIME LINES

From where was papermaking introduced into Europe?

Although only men could attend universities, women also helped spread these ideas. Many noble families educated their daughters at home. They encouraged young women to study classical literature, philosophy, and the arts. Some educated women became powerful political figures. They married nobles from around Europe and encouraged the spread of Renaissance ideas in their husbands' lands.

READING CHECK Analyzing How did travel and marriage spread Renaissance ideas?

The Northern Renaissance

As humanism spread, scholars in northern Europe became more interested in history. Northern scholars, however, focused not on Greece and Rome but on the history of Christianity. **The resulting combination of humanist and religious ideas is called Christian humanism.**

Many northern scholars felt that the church was corrupt and no longer true to the spirit of Jesus's teachings anymore. They began to call for church reform.

A Northern Scholar

A Dutch priest named **Desiderius Erasmus** (des-i-DEER-ee-uhs i-RAZ-mus) was the most important of these scholars. In 1509 he published a book, *The Praise of Folly*, in which he criticized corrupt clergy. Erasmus also wanted to get rid of some church rituals that he considered meaningless. Instead of rituals, he emphasized devotion to God and the teachings of Jesus.

Northern Renaissance Art

Northern Europeans also changed some Renaissance ideas about art. For one thing, the humans in northern paintings don't look like Greek gods. Instead, they are realistic, with physical flaws.

Northern artists embraced realism in another way, too. They painted objects, from rocks to flowers, so clearly that the objects don't look like they were painted at all. They almost appear to be the real thing, glued to the painting.

Biblical scenes and classical myths were the traditional subjects of Italian Renaissance art. In contrast, northern artists painted scenes of daily life. For example, look at the painting below of hunters returning home. It was painted by Pieter Brueghel (BROY-guhl) the Elder, an artist from what is now Belgium. Some of Brueghel's other paintings show people working in fields, dancing, or eating. His son, called Brueghel the Younger, later used his father's ideas in his own works.



Albrecht Dürer (AWL-brekt DYUR-uhr) was a famous northern artist from Germany. Like Italian artists, Dürer studied anatomy so he could paint people more realistically. Like his fellow northerners, Dürer showed objects in great detail. A lover of nature, Dürer drew even a patch of weeds so clearly that today scientists can identify the plant species.

Dürer created religious paintings for churches. But he is most famous for his prints. A print is a work of art reproduced from an original. First, Dürer carved the image into either a metal sheet or a wooden block. Then he covered the image with ink and pressed a sheet of paper down onto it. The image transferred to the paper. Dürer sold his prints at fairs and markets.

Among other great artists of the Northern Renaissance were two portrait painters—Hans Holbein (HAWL-byn) and Jan van Eyck (yahn van YK). Holbein grew up in Switzerland but moved to England. There he painted a portrait of King Henry VIII. Among van Eyck's works are many religious scenes. Van Eyck worked in oil paints, a new invention. The colors in his paintings seem to glow from within.

READING CHECK **Categorizing** Who were some major artists of the Northern Renaissance?



Northern Renaissance artists often painted realistic scenes from daily life, like *Return of the Hunters*, painted by Pieter Bruegel in 1565. Albrecht Dürer created *The Four Horsemen of the Apocalypse* shown above in 1597 and 1598. It is a woodcut—a print made from a detailed carving in a block of wood.

What scenes of daily life can you see in Bruegel's painting?

Literature beyond Italy

Writers in other countries besides Italy also included Renaissance ideas in their works. Like Dante, they wrote in the languages of their home countries. In Spain **Miguel de Cervantes** (mee-GEL day ser-VAHN-tays) wrote *Don Quixote* (kee-HOH-tay). In this book Cervantes poked fun at romantic tales of the Middle Ages. His main character is an old man who decides to become a knight, a decision that Cervantes mocks.

“At last, when his wits were gone beyond repair, he came to conceive the strangest idea that ever occurred to any madman in this world. It now appeared to him fitting and necessary, in order to win a greater amount of honor for himself and serve his country at the same time, to become a knight-errant and roam the world on horseback, in a suit of armor.”

—Miguel de Cervantes, from *Don Quixote*, translated by Samuel Putnam

Like many writers of his day, Cervantes thought his own time was much better than the Middle Ages.

In France, too, writers poked fun at the ideas of the Middle Ages. The greatest of these French Renaissance writers was François Rabelais (fran-swah RAB-uh-lay). Like many Renaissance figures, Rabelais was a person of many trades. In addition to being a writer, he was a doctor and a priest. But it is for his writing that he is best known. Rabelais wrote a series of novels about characters named Gargantua and Pantagruel. Through his characters' actions, Rabelais mocks the values of the Middle Ages as well as events that had happened to him in his own life.

Readers around the world consider **William Shakespeare** the greatest writer in the English language. Although he also wrote poems, Shakespeare is most famous



Don Quixote

In one of the most famous scenes from *Don Quixote*, the confused knight tilts, or charges at, a windmill that he believes to be a fierce giant. Because of this scene, we still use the phrase “tilting at windmills” to describe someone attempting an impossible task.

How does this scene mock medieval ideas of bravery and knight-hood?

for his plays. Shakespeare wrote more than 30 comedies, tragedies, and histories. London audiences of the late 1500s and early 1600s packed the theatre to see them. Ever since, people have enjoyed the beauty of Shakespeare's language and his understanding of humanity. The following passage reflects the Renaissance idea that each human being is important. Shakespeare compares people to the actors in a play who should be watched with great interest:

“All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.”

—William Shakespeare, from *As You Like It*, Act 2, Scene 7

The works of Cervantes, Rabelais, and Shakespeare have been translated into dozens of languages. Through these translations, their Renaissance spirit lives on.

READING CHECK **Comparing** How does the choice of language used by Cervantes and Shakespeare compare to that of Italian writers?



BIOGRAPHY

William Shakespeare

1564–1616

Many people consider William Shakespeare the greatest playwright of all time. His plays are still hugely popular around the world.

Shakespeare was such an important writer that he even influenced the English language. He invented common phrases such as *fair play* and common words such as *lonely*. In fact, Shakespeare is probably responsible for more than 2,000 English words.

Drawing Inferences How do you think Shakespeare invented new words and phrases?

SUMMARY AND PREVIEW The making of paper, the printing press, and new universities helped spread the Renaissance beyond Italy into lands where its ideas changed. In the next chapter, you will read about religious ideas that swept through Europe at about the same time.

Section 3 Assessment

go.hrw.com
Online Quiz

KEYWORD: SQ7 HPT1

Reviewing Ideas, Terms, and People **HSS** 7.8.4, 7.8.5

- a. Identify** What two inventions helped spread the Renaissance beyond Italy?

b. Explain How did **Johann Gutenberg's** machine work?
- a. Describe** What was **Desiderius Erasmus's** position on church rituals?

b. Contrast How did **Christian humanism** differ from the earlier form of humanism that developed in Italy?

c. Elaborate What is the connection between humanism and painting people working in the fields?
- a. Compare** What is one thing that **Miguel de Cervantes** and **William Shakespeare** had in common with Dante?

b. Elaborate Why have Shakespeare's works remained popular around the world for centuries?

Critical Thinking

- Summarizing** Copy the chart below to describe the works of Northern Renaissance artists. Add rows as needed.

Artist	Artist's Work

FOCUS ON WRITING

- Outlining a Plot** This section introduced you to a whole new set of places and people you could use for your movie. Will you use any of these places or people? Think back to the ideas you had after reading the last two sections, and start to plan the story for your movie. Where will it be set? Who will be in it? Draw up a short, rough outline that explains the movie's plot.

from **Romeo** and **Juliet**

by **William Shakespeare**

GUIDED READING

WORD HELP

envious jealous
entreat beg

1 Romeo compares Juliet to the sun and claims that even the moon will be jealous of her beauty.

To what else does he compare her in this speech?

About the Reading *Shakespeare's plays spotlight an enormous range of human experiences—including love, loss, and everything in between. Even though Romeo and Juliet ends in disaster, its message is a hopeful one. Its main characters, two teenaged members of warring families, meet at a party and fall instantly in love. In this scene, which takes place later that evening, a troubled Romeo spies Juliet on her balcony.*

AS YOU READ Notice the words Romeo uses to describe Juliet's beauty.

Rom. But soft, what light through yonder window breaks?

It is the east, and Juliet is the sun. 1

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief

That thou, her maid, art far more fair than she . . .

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars,

As daylight doth a lamp; her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night.

See how she leans her cheek upon her hand!

O that I were a glove upon that hand,

That I might touch that cheek!

Jul. Ay me!

Rom. She speaks!

O, speak again, bright angel, for thou art

As glorious to this night, being o'er my head,

As is a winged messenger of heaven

Unto the white-upturned wond'ring eyes

Of mortals that fall back to gaze on him,



ELA Reading 7.3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

When he bestrides the lazy puffing clouds,
And sails upon the bosom of the air.

Jul. O Romeo, Romeo, wherefore art thou Romeo? ❷

Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

Rom. [Aside.] Shall I hear more, or shall I speak at this?

Jul. 'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? It is nor hand nor foot,
Nor arm nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? That which we call a rose
By any other word would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for thy name, which is no part of thee,
Take all myself. ❸

Rom. I take thee at thy word.
Call me but love, and I'll be new baptized;
Henceforth I never will be Romeo.
Jul. What man art thou that thus bescreen'd in night
So stumblest on my counsel?

Rom. By a name
I know not how to tell thee who I am.
My name, dear saint, is hateful to myself,
Because it is an enemy to thee;
Had I it written, I would tear the word.
Jul. My ears have not yet drunk a hundred words
Of thy tongue's uttering, yet I know the sound.
Art thou not Romeo, and a Montague?

Rom. Neither, fair maid, if either thee dislike.

GUIDED READING

WORD HELP

bestrides mounts

wherefore why

doff remove

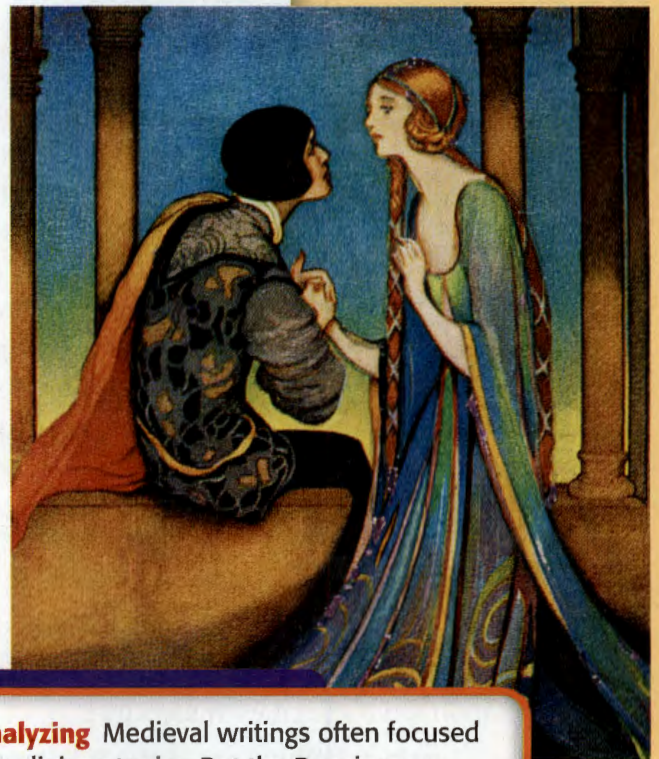
counsel secret thoughts

❷ Juliet is not asking where Romeo is. She is asking why he is Romeo, her family's enemy.

❸ Juliet says that she could be with Romeo if he were from a different family.

What does she ask him to do?

A painting of
Romeo and Juliet
from the 1800s



CONNECTING LITERATURE TO HISTORY

1. **Evaluating** Renaissance humanists believed that people can achieve great goals if they are willing to work hard. How do the characters of Romeo and Juliet reflect this humanist idea?

2. **Analyzing** Medieval writings often focused on religious topics. But the Renaissance humanists believed that people could write about many different subjects without discussing religion. Based on this passage, what new topic did some humanist writers explore?



Analysis

Critical Thinking

Participation

Study

Understanding Transportation Maps

Understand the Skill

Many of the maps used in the study of history are special-purpose maps. These maps are intended to illustrate specific relationships, developments, or events in history. Transportation maps are one type of special-purpose map. They show routes of travel and trade. These maps help you understand about the movement of people, products, and ideas between places in the world.

Learn the Skill

Follow these steps to interpret a transportation map.

- 1 Read the map's title. This will tell you what general information is shown on the map. Study the legend. Look for any symbols that relate to routes or methods of transportation.
- 2 Note any lines or arrows on the map. These lines and arrows often indicate routes of movement. Study these carefully. Note their starting and ending points and where they pass in between.
- 3 Study the map as a whole. Read all the labels. Transportation maps can tell you a lot about the history of an area. For example, they can show how geography influenced the area's development.



Practice and Apply the Skill

Interpret the map on this page and answer the following questions.

1. How did Constantinople's location make it a trade center?
2. With what cities did Constantinople trade? What means of transportation did these cities' traders use?
3. How would products coming across the Silk Road from Asia reach Venice? What means of transportation would be used?
4. How does this map suggest the cultural influences, exchanges, and connections that existed between Europe and Asia?

Visual Summary

Use the visual summary below to help you review the main ideas in this chapter.

QUICK
FACTS



Reviewing Key Terms and People

Match the "I" statement with the person or thing that might have made the statement.

- | | |
|------------------------|------------------------|
| a. Cosimo de' Medici | f. Albrecht Dürer |
| b. Leonardo da Vinci | g. Marco Polo |
| c. Desiderius Erasmus | h. Niccolo Machiavelli |
| d. Miguel de Cervantes | i. William Shakespeare |
| e. humanism | j. Michelangelo |

- "I wrote many comedies, tragedies, and histories in which I examined human emotions."
- "I am a group of ideas about the value of people and their achievements."
- "I traveled the Silk Road to China."
- "I was a rich banker in Florence who paid for great works of art."
- "I wrote a political book called *The Prince*."

- "I became famous for printed pictures that I sold at markets and fairs."
- "I painted the ceiling of the Sistine Chapel."
- "I thought that the church should give up practices that don't help people."
- "I wrote *Don Quixote*."
- "I filled my notebooks with drawings of plants, animals, and machines."

Comprehension and Critical Thinking

SECTION 1 (Pages 298–303) **HSS 7.8.2, 7.8.3**

- Identify** Who was Marco Polo, and how did he affect trade?
 - Compare** How were the four great trading cities of northern Italy similar?
 - Evaluate** Did the Black Death help bring about the Renaissance? Why or why not?

SECTION 2 (Pages 304–310) HSS 7.8.1, 7.8.5

12. **a. Describe** What contributions did Dante Alighieri and Niccolò Machiavelli make to the Renaissance?
- b. Compare** What are some characteristics that Michelangelo and Leonardo da Vinci shared?
- c. Elaborate** A historian has said that the Renaissance “created something new from something old.” What does this statement mean?

SECTION 3 (Pages 312–317) HSS 7.8.4, 7.8.5

13. **a. Recall** What were two main ways that the Renaissance spread beyond Italy?
- b. Contrast** How was Northern European art different from Italian art?
- c. Evaluate** William Shakespeare is often called the greatest writer in the English language. Why is this so?

Reading Skills

Using Greek and Latin Roots Answer the following questions about the Greek and Latin roots of words from this chapter.

14. Based on the definition of *perspective*, what do you think the Latin root *spec-* means? Hint: Think about other words that use this root, such as *spectator* and *spectacles*.
- | | |
|------------|------------------|
| a. to feel | c. to hear |
| b. to see | d. to understand |
15. The prefix *per-* in *perspective* means “through.” Based on this meaning, what do you think the word *permeate* means?
- | | |
|----------------------|----------------------|
| a. to spread through | c. to disappear from |
| b. to dissolve in | d. to climb over |

Social Studies Skills

Understanding Transportation Maps Use the map in Section 1 of the *Routes of Marco Polo* to answer the following questions.

16. What means of transportation would a trader use to get from Venice to Damascus?
17. How many miles was the route from Cochin to Hormuz?

Reviewing Themes

18. **Geography** How did the location of Italy’s port cities help them develop trade networks?
19. **Science and Technology** How did the development of the printing press change daily life for many Europeans?

Using the Internet

go.hrw.com

KEYWORD: SQ7 WH11

20. **Activity: Supporting a Point of View** The Renaissance was a time of great advances in literature, the arts, science, and math. Enter the activity keyword and learn about the important people and events of the Renaissance. Then create a political cartoon about an event or person in the chapter. Pick the point of view of a supporter or critic and use your cartoon to explain how they would have viewed your topic.

FOCUS ON WRITING

21. **Writing Your Letter to a Movie Studio** Now that you have outlined the plot for your movie, write a letter to the head of a studio to convince him or her to film your movie. In two paragraphs, briefly describe the plot of your movie and include details about the characters and setting. In your last paragraph, explain why you think people will be interested in a movie about the Renaissance. Remember that your audience is a busy executive. You’ll need to use descriptive language to keep the studio head interested.

Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

1

I realize that women have accomplished many good things and that even if evil women have done evil, . . . the benefits accrued [gained] . . . because of good women—particularly the wise and literary ones. . . outweigh the evil. Therefore, I am amazed by the opinion of some men who claim they do not want their daughters, wives, or kinswomen [female relatives] to be educated because their mores [morals] will be ruined as a result.

—Christine de Pizan, from *The Book of the City of Ladies*, 1405

The content of this passage suggests that the person who wrote it was

- A a rich Italian merchant.
- B Niccolo Machiavelli.
- C a supporter of humanism.
- D Marco Polo.

2 Which person's contribution was *most* important in spreading the ideas of the Renaissance beyond Italy?

- A Cosimo de' Medici
- B Johann Gutenberg
- C Leonardo da Vinci
- D Dante Alighieri

3 In general, the artists and architects of the Renaissance were financially supported by

- A rich families and church leaders.
- B large European universities.
- C the most powerful nations in Europe.
- D the printing industry.

4 All of the following helped lead to the Italian Renaissance directly or indirectly *except*

- A the Black Death.
- B the renewal of trade along the Silk Road.
- C the Medici family of Florence.
- D the unification of Italy.

5 Which influence was *most* important in inspiring the Renaissance?

- A ancient Greek and Roman culture
- B early Christianity
- C ancient Judaism
- D early Chinese civilization

Connecting with Past Learnings

6 Italy in the Renaissance was not a unified country but several small independent states. Which culture that you studied in Grade 6 had a similar structure?

- A ancient Greece during the Golden Age
- B the Fertile Crescent during the Stone Age
- C the New Kingdom of ancient Egypt
- D Rome during the Pax Romana

7 William Shakespeare was a great writer of plays. His contributions to world history and culture are similar to those of which person?

- A Asoka in India
- B Confucius in China
- C Sophocles in Greece
- D Cicero in Rome