Set a Purpose

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 arts of the period.
- Understand how writers of the time addressed Renaissance themes.

Objectives

- Describe the characteristics of the Renaissance and understand why it began in Italy.
- Identify Renaissance artists and explain how new ideas affected the arts of the period.
- Understand how writers of the time addressed Renaissance themes.

Terms, People, and Places

- humanism
- humanities
- Leonardo da Vinci
- Michelangelo
- Petrarch
- Raphael
- Florence
- Baldassare Castiglione
- patron
- perspective

Reading and Note Taking

Have students read this section using the Structured Read aloud strategy (TE, p. T20). Have them fill in the outline with the main themes of the Italian Renaissance.

What Was the Renaissance?

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.

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 assumed greater importance than in the past. It was also a time when creative thinking and new technology let people comprehend the 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 explored the richness and variety of human experience in religion and culture. They believed in the potential for progress through science and reason. They also believed in the value of individual creativity and achievement.

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?

Vocabulary Builder

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

High-Use Words

- emerge, p. 48

Definitions and Sample Sentences

- to emerge: to develop; rise from; become known

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

48 Renaissance and Reformation
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 Pico della Mirandola asserted in 1486: “To [man] it is granted to have whatever he chooses, to be 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 Florence 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?

Italian 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 place where the Renaissance emerged for several reasons.

Italy’s History and Geography Renaissance thinkers had a new interest in ancient Rome. Italy had been the center of the Roman empire, and people could study its art and architecture. The Roman Catholic Church, based in Rome, supported many artists and scholars.

Italy’s location on the Mediterranean Sea also encouraged trade with the Muslim world just across the sea. Ships carrying a variety of goods docked at Italy’s many ports. Banking, manufacturing, and merchant networks developed to support trade. Italian merchants led the growth of trade across Europe during the late Middle Ages. Trade provided the wealth that fueled Italy’s Renaissance.

Trade routes also carried new ideas that were important in shaping the Renaissance. Muslim scholars had preserved and developed the scientific and technical knowledge of ancient Greece and Rome, which had been forgotten in medieval Europe. Contact through trade gave Italy access to the Muslim world’s wealth of knowledge.

What were the main characteristics of the Renaissance?
Reread the title of this section, Italy: Cradle of the Renaissance. Monitor Progress

Independent Practice

Quick Activity Direct students to the map on the next page. Point out Italy's location on the Mediterranean Sea. Have students trace Italy's trade routes on the map. Ask them why they think the cities of Genoa and Venice became such important centers of trade.

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 feud 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 looked to new, innovative Renaissance ideas to help them solve the problems of their time.

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 revived 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, they used new techniques for representing both humans and landscapes. In particular, they used new techniques for representing both humans and landscapes.
Architecture: A “Social Art” Architecture was transformed in Renaissance Italy. Architect Leon Alberti described architecture as a “social art,” meant to blend beauty with utility and improvement of society. Instead, they adopted the columns, arches, and domes that had been favored by the Greeks and Romans. For the cathedral in Florence, Filippo Brunelleschi (brou NAY LAYS kee) created a majestic dome, which he modeled on the dome of the Pantheon in Rome. Like other Renaissance artists, Brunelleschi was multifaceted. His studied art and sculpture with Donatello and was an accomplished engineer, inventing many models. As a result, they were able to portray the human body much more accurately than medieval artists had done.

Other techniques enabled Renaissance artists to give their work energy and realism. Renaissance painters used shading to make objects look round and real, and new oil paints to reflect light. Painters and sculptors 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.

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 best to 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 Art Flowers

Instruct

- Introduce: Key Terms. Ask students to find the key term humanism (in blue) in the text and explain its meaning. Ask How do Leonardo’s notebooks reflect humanist themes? (He had a special interest in the human body and in drawing figures realistically, his notebook-keeping indicates his active curiosity about the world around him.) How did an interest in humanism lead to the development of new art techniques? (Artists looked for new techniques that would let them draw, paint, and sculpt more realistically.)

- 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.
Renaissance and Reformation

Link to Art

Renaissance Women

Most upper-class Renaissance women led domestic lives, running their households, attending court, or serving in religious orders. While these 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 1500s, Sofonisba Anguissola (sow fohn ses ahng uhsee sohl), an Italian noblewoman, became court painter to King Philip II of Spain.

Leonardo da Vinci

Artist Leonardo da Vinci (duh VEE chee) (1452–1519) 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 airplane or submarine was 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 (1475–1564), 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
Porti. 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, recalls 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, depicted 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 (1483–1520) 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 themes. 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 Averroes. With typical Renaissance self-confidence, Raphael included the faces of Michelangelo, Leonardo—and himself.

Checkpoint: How were Renaissance ideals reflected in the arts?

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?

Leonardo eagerly explored perspective in his mural The Last Supper. He used converging lines, like those shown below, to make 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.

History Interactive
Bar interactive: The Last Supper
Visit: www.PHSchool.com
Web Code: cip-1112

Leonardo da Vinci: political realism
Machiavelli: the multi-talented man; Machiavellian political realism
Why might these ideas have particularly appealed to leaders 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.)

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.

Answers
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?

Think about: How is space and depth shown in the painting The Last Supper?

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? (Castralism: 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 Chapter 1 Section 1 53

Differentiated Instruction Solutions for All Learners

Advanced Readers
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. Ensure that students discuss the subject matter depicted and the techniques used in each piece.

Gifted and Talented
Solutions for All Learners

Artists emphasized classical subjects and the human form, and they employed new techniques for showing subjects more realistically.
Writing for a New Society

Italian writers reflected the trademark Renaissance curiosity and inter-est in the humanities. Humanists and historians wrote works of philosophy and scholarship. Other writers developed a literature of guidebooks 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 dahs VAY nay), 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 good 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
Niccolo Machiavelli (nah KEE uh VAY luh), 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?

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, and place listed at the beginning of the section.
2. Artists, architects, and writers used realistic techniques. Their work reflected the Renaissance ideals of humanism, an appreciation of the classics, and curiosity.
3. The medieval worldview was shaped by religion; it accepted tradition and the idea that only God was perfect. In contrast, the Renaissance worldview was shaped by inquiry, exploration, and the idea that humans could perfect themselves.
4. Their connections to trade brought wealth that spurred the Renaissance and spread new ideas. The competition among city-states encouraged new ways of thinking.
5. Artists focused on human beings, their achievements, and their relationship to God.
6. They thought that art should reflect the reality of human experience.

For additional assessment, have students access Progress Monitoring Online at Web Code: nha-1311.
The Prince by Niccolò Machiavelli

Florentine Niccolò Machiavelli (1469–1527) served in the government as a diplomat for fourteen years before becoming a full-time writer and scholar. In 1513, he used his experience in politics and his studies of ancient Roman history to write a book called The Prince. In this book, Machiavelli combined his personal experience of politics with his knowledge of the past to offer a guide to rulers on how to gain and maintain power.

He sees the question arises is it better to be loved than feared, or vice versa? I don’t doubt that every prince would like to be both, but since it is hard to accommodate these qualities, if you have to make a choice, to be feared is much safer than to be loved. For it is a good general rule about it is hard to accommodate these qualities, if you have to make a choice, to be feared is much safer than to be loved. For it is a good general rule about the better to be feared than loved. To be feared is a good thing, but to be loved is a better thing.

The Prince

Niccolò Machiavelli: The Prince

Objectives

- Explain why Machiavelli believes that it is better for a prince to be feared than loved.
- Identify the qualities Machiavelli believes successful princes need to have.

Build Background Knowledge

Ask students what qualities they think an ideal leader should have. As they identify qualities, write them on the board.

Instruct

- Remind students of the meaning of the term Machiavellian. After students have read the selection, ask them if they think the common usage of the term accurately describes Machiavelli’s prince. (Students should note that Machiavelli points out that even a feared leader must act justly so as not to incite hatred.) Have students identify specific words or phrases from the excerpt to support their views.

Thinking Critically

1. Summarize Information. Why does Machiavelli advise rulers to be feared? (He may have observed diplomats who used any means necessary to get what they wanted.) How might his experience as a diplomat have shaped that view? (Students should note that he has a critical view; he describes people’s property, because men are quicker to forget the death of a father than the loss of a patrimony. Besides, people’s fear can be counted on and never escape.

Thinking Critically

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Monitor Progress

Have students return to the qualities they identified in the background exercise. Ask them to write a paragraph explaining whether Machiavelli would agree that a leader should have these qualities.

Thinking Critically

1. He says that people’s love is fickle and untrustworthy, while people’s fear can be counted on at all times.
2. Answers should suggest that they are not consistent, because Castiglione’s courtier is well-mannered, not arrogant, and always, attuned to those around him, while Machiavelli’s prince is concerned with his own power.