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Primary Sources: World History

This sample includes the following:

Teachers Guide Cover (1 page)

Table of Contents (4 pages)

How to Use This Product (3 pages)

Lesson Plan (8 pages)

Reader (17 pages)

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PRIMARY SOURCE READERS

WORLD HISTORY

Teacher's Guide



Teacher Created Materials

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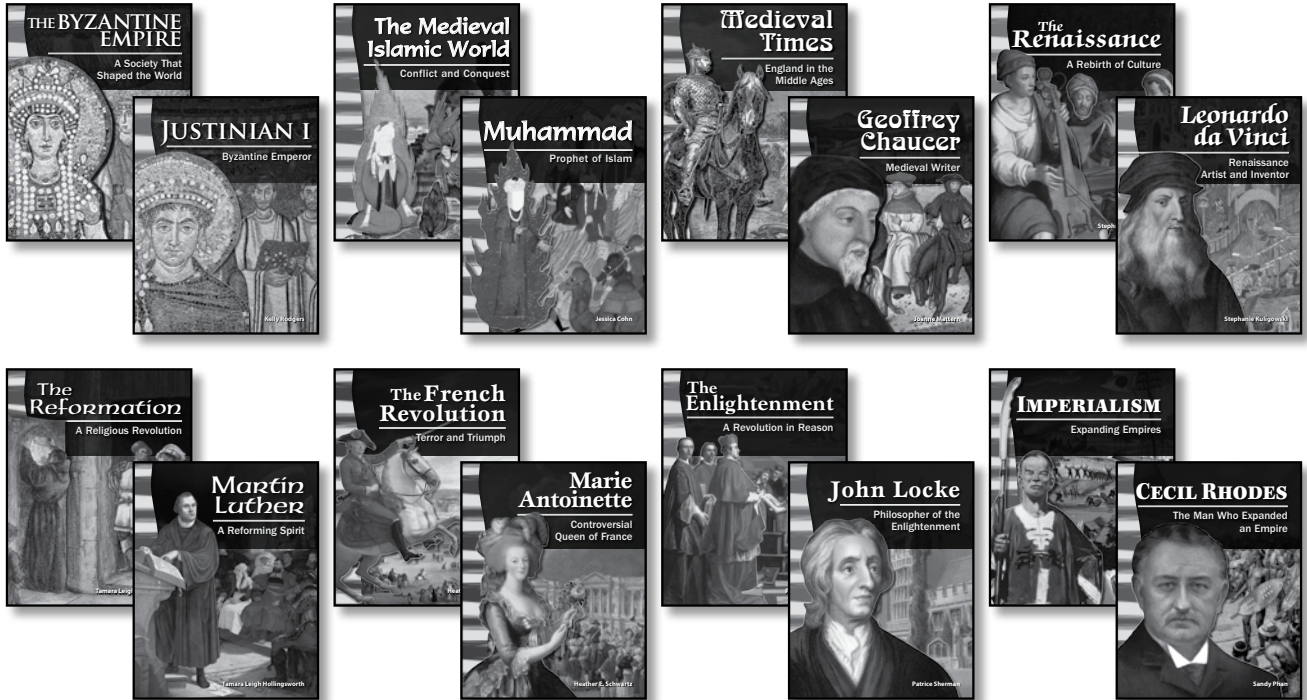
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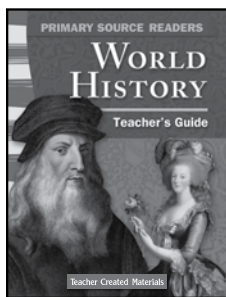
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How to Use This Product

Kit Components



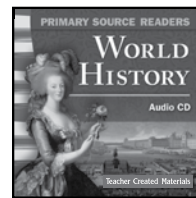
6 copies each of 16 paired books connected by a similar theme



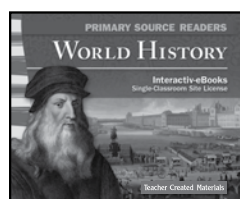
Teacher's Guide



Digital Resource CD



Audio CD



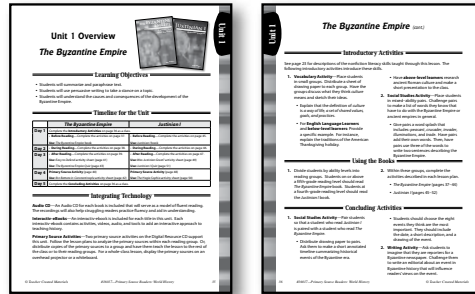
Interactiv-eBook DVD



How to Use This Product *(cont.)*

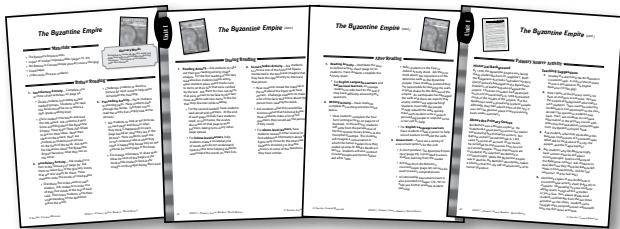
Unit Organization

Each unit begins with an overview that includes the unit learning objectives; a time line for the unit; a step-by-step description of the introductory activity; directions for using the books, digital primary sources, and interactiv-ebooks; differentiation strategies; and a step-by-step description of the concluding activity.

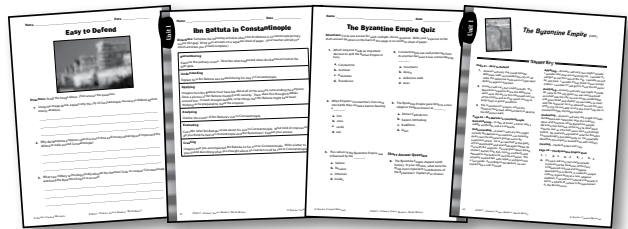


Unit overview

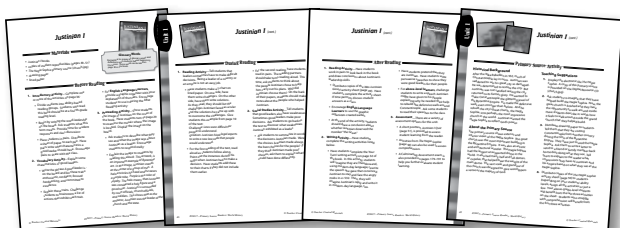
The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.



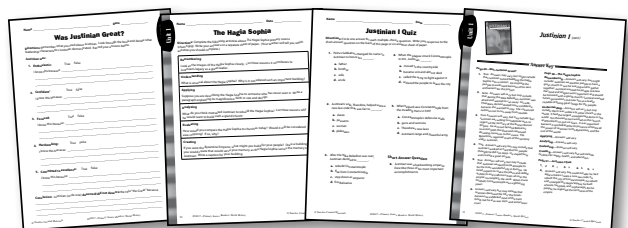
Lesson for book with higher reading level



Student reproducibles and answer key



Lesson for book with lower reading level



Student reproducibles and answer key

How to Use This Product *(cont.)*

Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–6) and the Book Summaries (pages 23–30) to determine which of the paired books you would like to use with your students. For example, you may choose the Imperialism theme, featuring two books: *Imperialism* and *Cecil Rhodes*.

Once you decide which paired books you want to use with your students, you need to group your students according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Cecil Rhodes*). Twelve more students could be in two different reading groups to read the on-grade-level book (*Imperialism*).

The other six students would be your highest-level students. Within each unit, there is a suggestion for an enrichment activity for these students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content, but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

Whole-Class Activities

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.

The introductory and concluding activities for each set of paired books are set up to help you with the whole-class activities. Each new unit starts with a quick introductory activity. Once the students complete the whole-class activity, they should be divided into leveled groups to read the two books. After completing a couple of days of activities with the books, students will return to a whole-class setting to complete a concluding activity together.

The Renaissance



Materials

- *The Renaissance* books
- copies of student reproducibles (pages 95–97)
- *Florence* primary source (florence.jpg)
- containers of cinnamon, cloves, ginger, and black pepper
- chart paper
- sticky notes

Glossary Words

Remember to review all glossary words and definitions with students before beginning the lesson. These words are located on page 30 in the book.

Before Reading

1. Introductory Activity—As a class, complete the introductory activities on page 90.

- Divide students into ability-based reading groups. Students who read this book should be on or above a fifth-grade reading level.
- Bring in containers of cinnamon, cloves, ginger, and black pepper. Pass the spices around for students to smell. Discuss how the spices are used today.
- Tell students that these spices literally changed the world. Challenge students to find out how as they read the text.

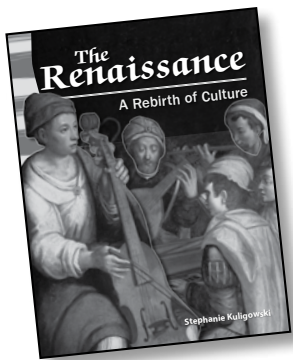
2. Vocabulary Activity—Place students in five groups. Assign each group one of these categories: *art words*, *music words*, *government words*, *business words*, and *big idea words*.

- Instruct the groups to study the words and definitions in the glossary (page 30). Ask each group to identify the words that fit into the assigned category and make a list to share with the class.

- The categories of *music words* and *business words* contain more concrete vocabulary terms. Assign these to **English language learners** and **below-level learners**.
- Assign **above-level learners** an additional category: *other words*. It will be their job to identify words that do not fit into the other five categories. Encourage them to create new categories for the *other words*.
- Provide time for each group to present its word list. Make sure students are prepared to justify their choices. There could be some overlap among categories.

3. Prereading Activity—Have students work in pairs to preview the text and read the titles and headings.

- After this activity, have each pair try to predict three main ideas in the text.
- Write all the ideas on the board or on chart paper. Students will verify their guesses as they read.



The Renaissance (cont.)

During Reading

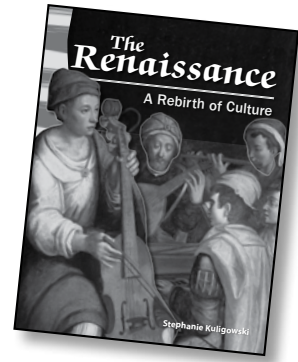
1. Reading Activity—For the first reading of the text, students will read with partners. Instruct partners to take turns reading each double-page spread aloud.

- Point out that the introduction is on pages 4–5 and the conclusion is on pages 28–29. These are already summaries, so the details appear elsewhere in the text. For every double-page spread, except those two, students will pause after reading to identify the three most important details.
 - Distribute 11 sticky notes to each pair. Students will write the three details for each chapter on one sticky note.
 - To accommodate **English language learners** and **below-level learners**, pull them aside during the first reading of the text. Read the text aloud as they follow along. Use the Think Aloud technique to help them identify details for their sticky notes.
 - For the second reading of the text, read aloud as students follow along. Pause after each double-page spread and ask pairs to share their important details.
- On chart paper, create a simple grid with 11 boxes, one for each double-page spread. Add students' ideas to the grid. Then, as a whole group, narrow the class list down to the three most important details from each section. Display the chart paper in the classroom.

2. Social Studies Activity—Distribute the *Economic Growth Chain of Events* activity sheet (page 95). Read the directions aloud. Students will use the chain of events organizer to trace the chain reaction that took place in Renaissance Italy.

- Remind students that *economic* means money matters. As students read, have them look for details about the economic growth in Italy and the social and philosophical changes that followed.
- Modify the activity for **English language learners** and **below-level learners** by writing cloze sentences on the chain of events organizer. (*Box 1 Example: In the 1300s, Europeans traveled to Asia and brought back _____.*)

The Renaissance (cont.)



After Reading

1. **Reading Activity**—Examine the chart of important details from each double-page spread in the text. Have students copy the chart onto notebook paper. Instruct them to leave room at the top of each box to add a main idea statement.
 - Model for students how to work backward from the details to determine the main idea of each double-page spread.
 - Have students work with partners to complete the main idea and details chart.
 - Challenge **above-level learners** to write one sentence that expresses the main idea of the entire text. Have all students add this main idea statement to their charts.
2. **Writing Activity**—Have students complete the writing activities listed below.
 - Have students complete the Your Turn! writing activity on page 32 of the book. In this activity, students will imagine they are 14-year-olds living in the Tuscan countryside in 1452. They will write a dialogue between themselves and their parents about their plans to become a painter. The students must use their knowledge about Florence, the Renaissance, and the trade of painting to make a solid argument.
- Ask students to think about whether they would like to have lived in Renaissance Italy. Students will take a position on the topic and write a persuasive essay expressing their views—either *Why I Would Want to Live in Renaissance Italy* or *Why I Would Not Want to Live in Renaissance Italy*.
 - Model for students how to support their opinions with three reasons. Then, show them how to elaborate on each reason with at least three pieces of evidence. A Persuasive Essay Graphic Organizer is available on the Digital Resource CD (go1.pdf).
3. **Assessment**—There is a variety of assessment options for this unit.
 - A short posttest, *The Renaissance Quiz* (page 97), is provided to assess student learning from the reader.
 - Activities from *At the Epicenter* (page 96) can also be used to assess comprehension.
 - A Culminating Assessment is also provided on pages 179–191 to help you further evaluate student learning.



The Renaissance (cont.)

Primary Source Activity

Historical Background

The European Renaissance began in Florence, Italy. Italy was located along the main trade routes to Asia. Florence is near the center of northern Italy on the Arno River. Exotic goods flowed into Florence. Merchants began selling spices, silks, and perfumes to eager customers.

The merchants acquired wealth quickly. The rich and powerful merchants wanted to show off their wealth. They paid musicians, writers, artists, and architects to create masterpieces for them. Thanks to these art patrons, Florence, Italy, became one of the most beautiful cities in the world.

About the Primary Source

The skyline of Florence has changed little since the Renaissance. The main feature of the skyline is the dome of the Basilica di Santa Maria del Fiore, known as the Duomo. In 1418, a goldsmith named Filippo Brunelleschi won a contest to build the dome for the basilica. Building an octagonal dome with no external supports was not easy. Brunelleschi's completed dome is a marvel of engineering and an impressive example of Renaissance architecture.

Today, the Duomo remains one of Italy's largest churches. It still has the largest brick dome ever constructed. The basilica and its surrounding buildings are a designated UNESCO World Heritage Site.

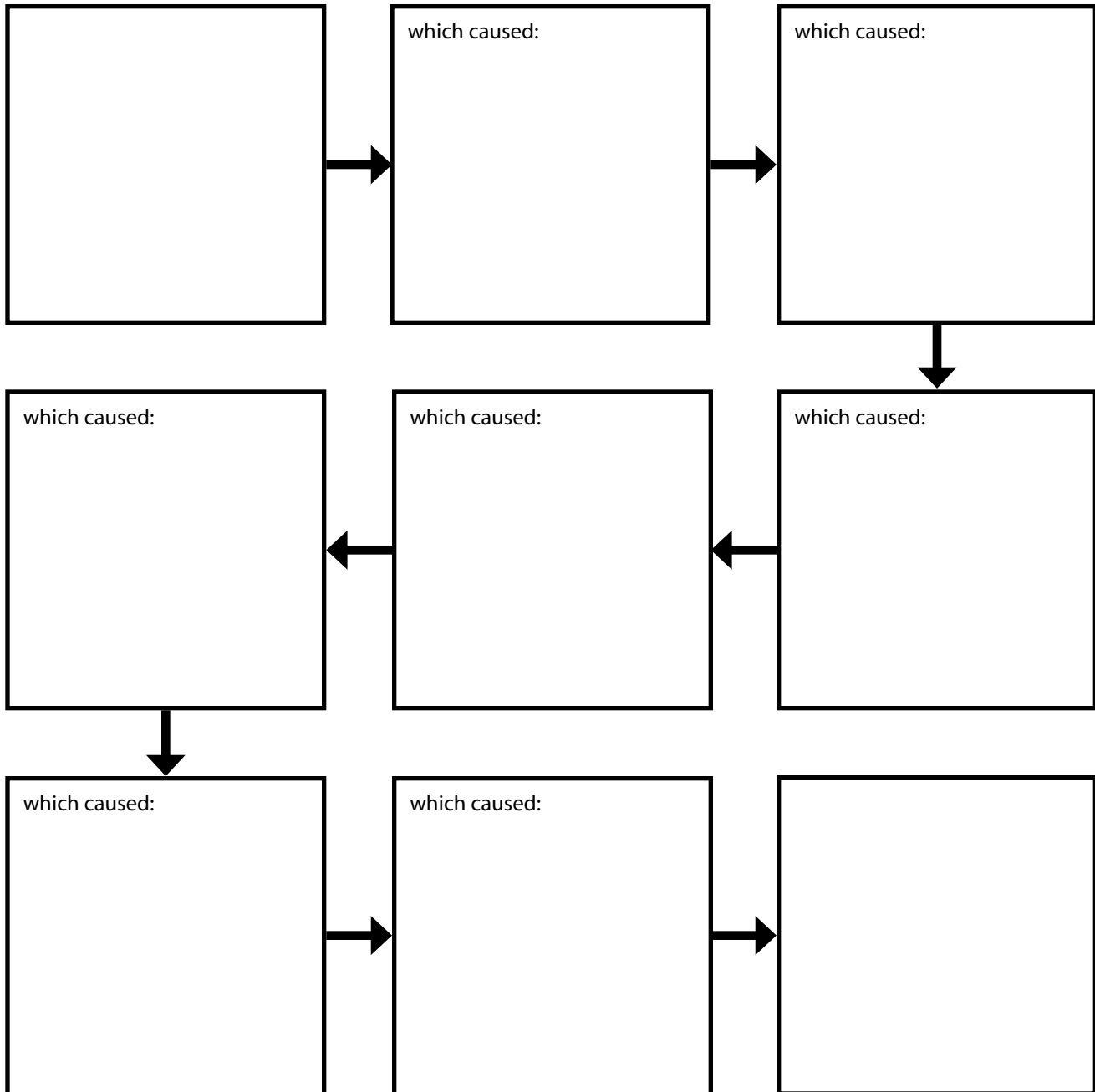
Teaching Suggestions

1. Display the electronic file *Florence*. A copy of this primary source is provided on the Digital Resource CD (florence.jpg).
2. Review the historical background information with students. Then, describe the primary source. Ask students to carefully examine the photograph of Florence.
3. Help students locate Florence, Italy, on a world map. Examine its location in relation to Asia and to the rest of Europe. Discuss its location in relation to other Italian cities. Encourage students to think about how the city's location impacted its development.
4. Distribute copies of the *At the Epicenter* activity sheet (page 96) to students. Depending on your students' ability levels, assign all the activities or just a few. Your above-grade-level students will benefit from the last three activities on the sheet. Students who struggle with comprehension will benefit from the first three activities.

Name _____ Date _____

Economic Growth Chain of Events

Directions: As you read, look for evidence of Italy's economic growth and the political, social, and other changes it brought about. Record the chain reaction that took place on the chain of events organizer below.



Name _____ Date _____

At the Epicenter

Directions: Complete the following activities about the *Florence* primary source (florence.jpg). Write your answers on a separate sheet of paper. (Your teacher will tell you which activities you should complete.)

Remembering

List three facts about the Renaissance relating to Florence.

Understanding

Invent an advertising slogan that highlights the historical significance of Florence.

Applying

Since you are studying the Renaissance, a field trip to Florence would be perfect! Write a persuasive letter to your principal explaining why the class must visit Florence.

Analyzing

Imagine that a Renaissance artist is considering a move to Florence. He asks Michelangelo for advice. Write a letter from Michelangelo advising the artist on what to do.

Evaluating

Choose an American sister city for Florence. To make a good match, the American city should have been the site of an important new beginning. Write a government proposal explaining your choice for Florence's sister city.

Creating

Design a seal, or emblem, for the city of Florence. Include on it the people, places, or events that make the city unique.

Name _____ Date _____

The Renaissance Quiz

Directions: Circle one answer for each multiple-choice question. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. _____ in Italy made a good living and gave rise to a European middle class.
 - a. Signori
 - b. Priests
 - c. Merchants
 - d. Farmers

2. Craftsmen organized _____, or clubs for skilled craftsmen in each trade.
 - a. guilds
 - b. crews
 - c. teams
 - d. city-states

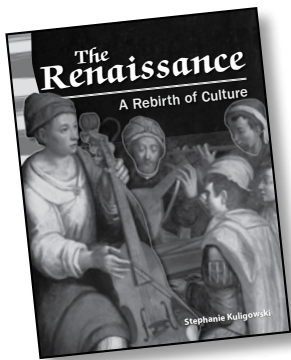
3. Wealthy merchants, guilds, and the Catholic Church hired artists to create works of art. People and groups who supported the arts in this way were called _____.
 - a. city-states
 - b. signori
 - c. patrons
 - d. art lovers

4. _____ was a master painter, sculptor, and architect in Florence during the Renaissance. He embodied the spirit of the Renaissance.
 - a. Lorenzo de' Medici
 - b. Nicolaus Copernicus
 - c. William Shakespeare
 - d. Michelangelo

5. Leonardo da Vinci was not just an artist. He was also an engineer and a(n) _____.
 - a. inventor
 - b. priest
 - c. Italian statesman
 - d. soldier

Short-Answer Question

6. Between 1400 and 1700, there were great advances in education, art, music, literature, and science. Choose one of these areas and describe the changes it underwent during the Renaissance.



The Renaissance (cont.)

Answer Key

Page 95—Economic Growth Chain of Events

Responses may vary, but should include these events: **1.** European traders began traveling to Asia on an overland route and brought back exotic goods to sell in Europe. **2.** Europeans loved the exotic goods, especially the spices, and demanded more of them. **3.** The growing demand for Asian goods encouraged more people to become traders. **4.** The merchants grew wealthy and formed a new middle class. **5.** The middle class had the money to buy goods from others. They no longer had to make everything they needed. **6.** The demand for goods and services created more jobs in skilled trades. **7.** Many people began leaving farms and moving to cities to work as skilled craftsmen. **8.** The merchants kept getting richer, and they wanted to display this wealth. They hired painters, sculptors, and architects to create works of art in their names. **9.** Italy became a center of commerce, and its cities grew rich and powerful.

Page 96—At the Epicenter

Remembering—Answers will vary, but could include: *the dome of the Duomo in Florence is a great example of Renaissance creativity; Leonardo da Vinci and Michelangelo Buonarroti lived in Florence; the Medici family of Florence became Europe's greatest art patrons; Florence is on the Arno River, and foreign goods came down the river from Venice.*

Understanding—Answers will vary.

Applying—Letters will vary, but should include an explanation of the significance of Florence in Renaissance history.

Analyzing—Letters will vary, but should include references to the Medici family and their patronage of the arts.

Evaluating—Answers will vary.

Creating—Designs will vary.

Page 97—The Renaissance Quiz

1. c 2. a 3. c 4. d 5. a
6. Answers will vary.

The Renaissance

A Rebirth of Culture



Stephanie Kuligowski

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Cultural Rebirth

For nearly a thousand years, life in Europe changed very little. The Roman Catholic Church held most of the power. Rich landowners held vast estates. Poor farmers paid landlords a portion of their crops to live in simple shacks on the landlord's land.

Life was hard, and there was little time for studying, traveling, or having fun. People feared things they did not understand. To make matters worse, anyone who questioned the teachings of the Catholic Church could be punished.



The *School of Athens* by Raphael is one of the most famous paintings from the Renaissance.



Italian explorer Marco Polo leaves Italy for China.

In the late 1300s, change came first to Italy. When Europeans traveled to Asia, they discovered spices, silk, and perfumes. People in Europe wanted these items. Italy was located along the main trade route. As more goods came from Asia, more wealth flowed into Italian hands.

The **influx** of wealth meant that people had more free time and spending money. They read, studied, painted, sculpted, and played music. They questioned old ideas and made new discoveries. Western culture experienced a rebirth. The French call a rebirth a **renaissance** (reh-nuh-SAWNTS).

Religion Matters

During the **Middle Ages**, the Catholic Church was a powerful force. The church taught that people should spend their lives earning a place in heaven. Scholarly work focused on religious questions. The art, music, and literature created during this time had religious themes. People worked hard to please God.

Dangerous Times

Life in the Middle Ages was violent, with constant battles over land. Landlords, who had their own armies of knights, offered protection to the peasants. In return, the peasants worked the land and gave most of their crops to the landlords.



a knight

The Renaissance World

The New Middle Class

As Europeans began to venture farther from home, they discovered that the world had much to offer. New trade routes made it possible for them to travel through the Middle East to Asia. Travelers brought back exotic spices, silk, pearls, and perfumes.

Europeans were excited about the goods from the Far East, and they wanted more of them. Businessmen stepped in to fill the need. These businessmen, called **merchants**, bought Asian goods and sold them in Europe.



merchants in Asia



Merchant ships arrive in an Italian harbor.

Adding Spice to Life

Today, it is hard to imagine people walking thousands of miles to buy cinnamon, cloves, ginger, or black pepper. But Europeans were thrilled by the discovery of spices. The new spices made food taste much better! This was especially true for meat. With no refrigeration, meat spoiled quickly. Spices helped hide the terrible taste of rotten meat.

Banking Begins

Some merchants became so wealthy that they were able to loan money to others. They charged fees for this service. They often loaned money to kings and nobles. This led to the modern banking industry.

Merchants made a good living. They had free time and money to spend. They could buy the things they needed rather than making everything themselves. This created a need for workers to specialize in trades, such as weaving, glassmaking, and **carpentry**.

Many people quit farming to take advantage of the new opportunities in the trades. They moved to cities to find work as craftsmen and laborers. Cities grew quickly. A new middle class made up of merchants and craftsmen thrived, or succeeded, there.

During this time, all of Italy thrived. Its location between Western Europe and the Middle East made it the center of international commerce (KOM-ers), or business. Many of its cities, especially Florence and Venice, became rich and powerful.

Studying the Past

One man's love of books played a large part in starting the Renaissance. Francesco Petrarca (fran-CHES-koh peh-TRAHRK-uh), known as Petrarch (PEH-trahrk), was an Italian **scholar** in the 1300s. A scholar is someone who gains knowledge through learning and studying. Petrarch had a passion for the printed word. He searched Europe for texts written by ancient Greek and Roman scholars. He organized his books into a library and invited other scholars to study them.



Francesco Petrarca

Across Europe, many others began reading ancient texts. People found ideas that had been lost for a thousand years. They held the ancient Greek and Roman teachings in high regard. They also learned that these **translated** books contained many mistakes.

Translated books are books that are written by an author in one language and are then changed, or translated, into another language by someone else. People started to realize that they could not trust everything they read. So, scholars began to study the world for themselves. They performed experiments and made their own conclusions.

Italian scholars



New Beliefs

Petrarch and the other great scholars of the Renaissance developed a new set of beliefs called **humanism**. Humanism promoted the idea that every individual is important. It encouraged people to use their unique talents to create art, write poetry, and test theories. It wanted people to question long-held beliefs. Humanist ideas often went against the teachings of the Catholic Church.

Spreading Knowledge

The city of Constantinople (kawn-stan-tuh-NO-puhl) fell to the Ottoman (OT-uh-muhn) Turks in 1453. The city's Greek scholars fled to the west and took ancient Greek texts with them. These texts gave Western scholars more material to study.

Power Plays

In the 1300s, money was flowing into Europe along with imported goods. The merchants who bought and sold the goods were getting rich. **Monarchs** (MON-ahrks), or kings and other rulers, began collecting taxes on the merchants' earnings.

These taxes helped monarchs gain power. They used their new income to pay armies and to perform other government functions. They funded explorers' trips and artists' projects. They strengthened their power into central governments.

As the merchants and monarchs got more powerful, another group lost power. The landowners, who had ruled society during the Middle Ages, now had to answer to the monarchs.

In Italy, this shift of power took a different form. Italy was organized into about 250 **city-states**. Most city-states were like small countries and were ruled by groups of citizens. The men on these

councils were rich merchants, craftsmen, and church officials. The **signori** (see-NYAW-ree), as these leaders were called, became more powerful than the nobility.

Groups of craftsmen, called **guilds**, helped the signori hold onto their power. Each trade had its own guild. Guilds had rules for membership. In many areas, guild members were the only people who could vote and hold government offices.



Merchants pay their taxes.



A member of the weavers' guild gives his rules to the head of state.



Niccolò Machiavelli

The Guild System

At one time, Rome had 55 guilds and Florence had 21. Florence's major guilds were lawyers, wool merchants, silk merchants, cloth merchants, bankers, doctors and apothecaries (uh-PTH-uh-ker-eez), craftsmen who used dyes, and craftsmen who used furs.

Fearsome Rulers

The Italian rulers wanted to find the best ways to rule their city-states. They studied ideas about government. One popular theory was written by an Italian politician named Niccolò Machiavelli (ni-ko-LO mak-ee-uh-VEL-ee). In his book *The Prince*, Machiavelli advised rulers to take action that was effective, rather than morally correct. He taught that rulers should be feared, not adored, by their subjects.

Conquering for the Crown

In the 1500s, many Spanish explorers sailed west in search of gold and glory. To get what they wanted, they took native people as slaves, stole treasures, and burned everything in their paths. This earned them the name **conquistadors** (kawng-KEES-tuh-dawrs), or conquerors.

Around the World in 1,095 Days

In 1519, a Portuguese sailor named Ferdinand Magellan (FUR-duh-nand muh-JEL-uhn) set out to sail around the globe. Five ships carrying 270 men left Spain with supplies for a two-year trip. Three years later, one ship returned with 18 survivors. Magellan died during the trip, but the expedition succeeded.

World Travelers

At the beginning of the 1400s, world geography was a mystery. On many maps, North and South America were nowhere to be found. The African continent trailed off in a chain of islands. Some maps even included sea monsters!

In 1453, the Ottoman Turks captured the city of Constantinople and marched into Europe. This military charge cut off Europe's trade routes to Asia. Merchants needed to find new ways to get their goods. This meant braving the unknowns of the open sea.

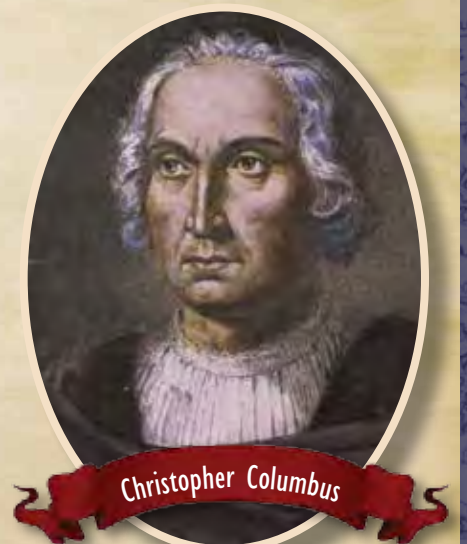
Vasco da Gama sets sail.



Columbus takes possession of San Salvador in the Bahamas.

Sailors from Portugal (PAWR-chuh-guhl) led the way. Prince Henry “the Navigator” mapped the west coast of Africa. Bartolomeu Dias (bar-TOH-lo-moh DEE-az) became the first European to sail around the tip of Africa in 1488. Vasco da Gama (VAHS-ko dah GAH-muh) sailed from Portugal to India in 1498. He returned home with a ship full of spices and a new water route to Asia.

Then, in 1492, an Italian sailor named Christopher Columbus took exploration in a different direction. He sailed west from Spain in hopes of reaching China. When he landed in the West Indies and South America, he believed he had reached the Far East. Columbus was mistaken, but he had opened exploration into “the New World.”



Christopher Columbus

The Art of the Renaissance

Artists for Hire

In Renaissance Italy, merchants, guilds, and church leaders looked for ways to display their new wealth. They became **patrons** of the arts. As patrons, they hired artists to create works of art. These projects made the patrons, and their cities, look good.

Some of these works of art were portraits or statues of the patrons themselves. Others were public art projects that made cities more beautiful. And, many projects were done to glorify God or to bring honor to the Catholic Church.

Under this system, the arts thrived. Artists had countless opportunities to express their creativity. They earned good money. And, their positions in society improved. Patrons competed to attract the best artists to their projects. As a result, Italian cities are remarkable, even today, because of their many beautiful paintings, sculptures, and buildings.



Raphael's *Christ's Charge to St. Peter* was painted for Pope Leo X.



a painting of Lorenzo de' Medici

The Medici (MED-i-chee) family of Florence became famous for supporting the arts. The Medicis were wealthy merchants and bankers. Lorenzo de' Medici started a school for sculptors, where he discovered a teenage talent named Michelangelo (mee-kel-AHN-je-loh). Michelangelo went on to create some of the most famous works of art in the Western world.

Magnificent Man

Lorenzo de' Medici, called Lorenzo the Magnificent, ruled Florence from 1469 to 1492. He was a wise man who wrote poetry, collected books, and surrounded himself with great thinkers and artists. He spent much of his family's wealth on art, including works by Botticelli (bot-i-CHEL-ee) and Leonardo da Vinci (lee-uh-NAHR-doh duh VIN-chee).

A Powerful Patron

The Catholic Church was at the center of the patronage system. In fact, the church's spending on art put it deeply in debt. Raphael (rah-fahy-EL) was the favorite artist of Pope Leo X. Raphael painted for the Catholic Church his entire life.



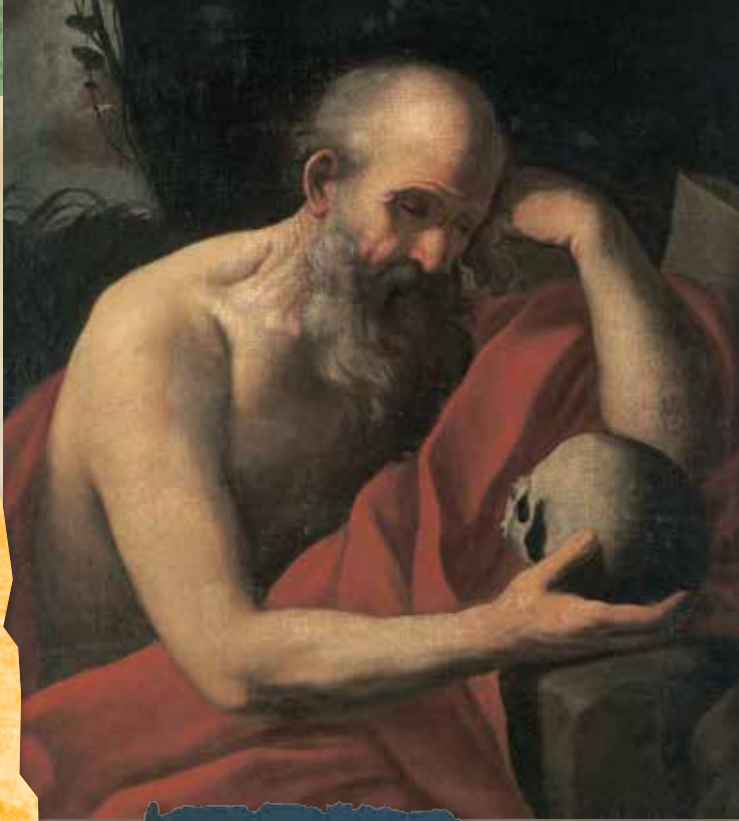
Michelangelo

Elisabetta Sirani

At a time when women had few opportunities, Elisabetta Sirani (ee-lis-uh-BET-tuh see-RAH-nee) rose to international fame as an artist. She began painting alongside her artist father at a young age. By 14, she was being paid for her work.

When Sirani's father got sick, the 17-year-old supported her family by painting. Many of her paintings featured strong women, including Mary, Judith, and Delilah (dih-LAHY-luh) from the Bible. She also painted Cleopatra, Portia (POHR-shuh), and her own self-portrait.

At age 27, Sirani died. Many believe the stress of supporting her family contributed to her early death.



St. Jerome by Elisabetta Sirani

Advances in Art

The arts **flourished** during the Renaissance. Artists were in high demand. They were paid well and treated like celebrities. In this exciting climate, artists could try new techniques.

The growing use of oil paints in the early 1400s made it easier to experiment. The mixture of paint pigments and **linseed oil** made colors more vivid. Oil paint also dried more slowly than the paints of the past. Artists could take more time adding details.

Renaissance artists wanted to depict their subjects as realistically as possible. To do this, they studied the human body. They closely observed nature. This new realistic style was called **naturalism**. One famous pioneer of naturalism was Donatello (daw-nuh-TEL-oh). He added lifelike details and human emotions to his sculptures that made them appear to be moving!



Donatello's St. George



This painting by Raphael shows a good example of perspective.

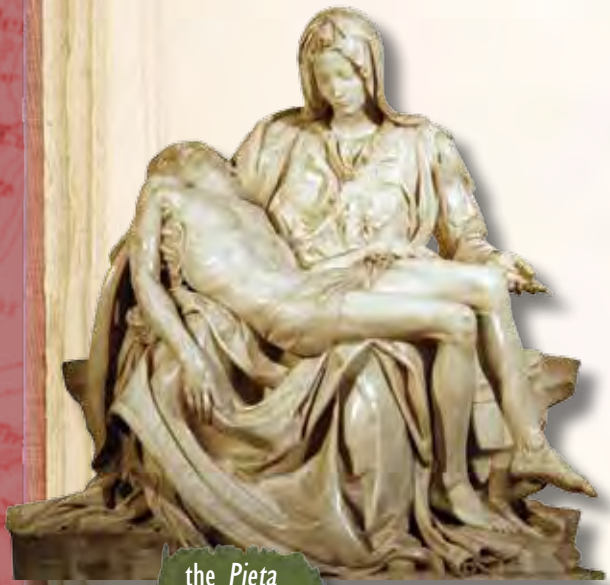
Another artistic advancement during the Renaissance was **perspective**. Perspective adds depth to paintings by making objects in the foreground larger than objects in the background. This is how the eye sees things. **Architect** Filippo Brunelleschi (fi-LEE-poh broo-nel-LES-kee) first mastered this technique. He used it in his architectural sketches. Painters soon began to use perspective in their work.

Artistic Genius

Michelangelo grew up in Italy in the late 1400s. At age 13, he became an **apprentice** to a well-known artist. Within a year, he was being paid for his sculptures.

Lorenzo de' Medici, the ruler of Florence, recognized Michelangelo's talent. He invited the young man to attend his academy. There, Michelangelo studied the Medici collection of ancient Roman sculptures. This was a great opportunity for Michelangelo. He met many great humanists and future patrons.

In 1499, Michelangelo sculpted his first **masterpiece**—the *Pieta* (pee-ey-TAH). It is considered to be one of his greatest works. From a single block of marble, he carved two lifelike figures. With this work of art, Michelangelo became known as the most talented sculptor in Italy.



the *Pieta*



David

With the Catholic Church as his main patron, Michelangelo designed buildings, sculpted, and painted until the age of 89. His most famous works include the statue *David* and the **mural** on the ceiling of the Sistine (SIS-teen) Chapel.

Michelangelo had a thirst for knowledge and a passion for beauty. His work celebrated ancient history but used modern techniques. His life embodied the spirit of the Renaissance.



a small part of the Sistine Chapel ceiling

Status vs. Passion

Michelangelo was born into a well-known family in Florence. At an early age, he had a passion for art, but his father tried to discourage it. His father thought art was beneath the family's social status. Eventually, Michelangelo's father helped him get the best apprenticeship in town.

Student of Anatomy

Like other Renaissance artists, Michelangelo wanted to make his art more realistic. To learn more about human anatomy, he studied dead bodies at a hospital. He was curious about how the bones, tendons, and muscles worked together. This research helped him sculpt masterpieces like the statue *David*.



Andrea Palladio

Designing Homes

During the 1500s, merchants longed to escape crowded cities. They wanted to build restful country villas, or homes. Architect Andrea Palladio (puh-LAH-dee-oh) became an expert at designing elegant homes inspired by ancient Roman villas. Palladio's designs were later reproduced on English country estates and American plantations.

Multi-Talented Men

Raphael and Michelangelo were famous painters, but both of these artists also worked as architects. In fact, they both worked on the design of Saint Peter's Basilica (buh-SIL-i-kuh) in Rome. The church is said to be the greatest architectural work of the Renaissance.

Classical Beauty

The Renaissance is best known for its painters and sculptors. Raphael, Botticelli, Michelangelo, and Leonardo da Vinci are just as famous today as they were in the past. But architects also flourished during the Renaissance. They created masterpieces on a grand scale.

Like other artists of the Renaissance, architects looked to the classical buildings of ancient Rome for inspiration. A trip to Rome to study the great buildings was part of every architect's training. They developed an interest in the symmetry, or balance, of the ancient Roman buildings. They also used Roman-style columns, arches, and domes in their own designs.



Saint Peter's Basilica



the Duomo in Florence, Italy

Filippo Brunelleschi is known as the first Renaissance architect. In 1420, he won a competition to redesign the dome of the Florence Cathedral, called the Duomo (DWOH-moh). He even designed cranes and other equipment to construct the dome. It is the largest brick dome ever built.

Leon Battista Alberti (LEE-on buh-TEE-stuh ahl-BER-tee) was another important architect of the Renaissance. Many of his designs were inspired by Roman temples. This is evident in the Tempio Malatestiano (TEM-pee-oh mah-lah-tes-tee-AH-noh) in Rimini (REE-mee-nee) and the Church of Santa Maria Novella in Florence.



Santa Maria Novella church

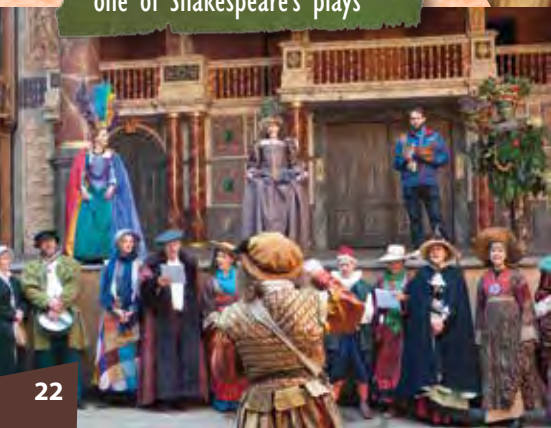
a Renaissance concert

Shakespeare

William Shakespeare was an English playwright during the Renaissance. He wrote more than 35 plays and 154 poems. Shakespeare wrote many plays about Roman history. He also wrote many tragedies and comedies. He was part-owner of the popular Globe Theater in London, England, where many of his plays were first performed.

Shakespeare's plays are still performed around the world. His clever use of language and vivid imagery make him one of the most quoted people of all time.

a modern performance of one of Shakespeare's plays



Popular Pastimes

During the Renaissance, the growing middle class had time to pass and money to spend. Music and theater became popular forms of entertainment. The Catholic Church and wealthy merchants paid musicians to write and perform music. As more time and money were spent on music, the art form evolved.

People began to write songs about topics other than religion. In Italy, a type of song called the **frottola** (FROH-toh-lah) became popular. This was a simple song with repetitive rhythms. Printers used the new printing press to print and sell sheet music of new songs.

Madrigals (MAH-dree-gahlz) first became popular in Italy in the 1520s. These were songs for two to eight people. They were often poems set to music.

At the same time, the violin, the **harpsichord**, and the **spinet piano** were invented in Italy. People bought these instruments to play at home.

Theater was another popular pastime. Playwrights wrote dramas and comedies based on ancient Greek and Roman tales. Theater companies built permanent theaters and charged admission. The average wage was one penny a day, but thousands of people regularly paid from one to 30 cents to see the latest play.



a Renaissance violin



Copernicus in the cathedral tower in Frombork, Poland, where he worked and studied

Copernicus's model of the universe



In 1605, Sir Francis Bacon developed the scientific method. Logic should be tested and retested with experiments, he said. Many scientists of the time agreed.

In the early 1600s, the telescope was a new tool for sailors. Italian scientist Galileo Galilei (gal-uh-LEY-oh gal-lee-LEY) built his own telescope to study the night sky. He was the first to see craters on the moon, Saturn's rings, and Jupiter's many moons. His careful observations proved many classical theories wrong.

Controversial Ideas

Nicolaus Copernicus shocked the world with his new ideas. At that time, people believed Earth was the center of the universe. The Catholic Church supported this theory. They argued that God made human beings of supreme importance, so it was logical that they would occupy the center.

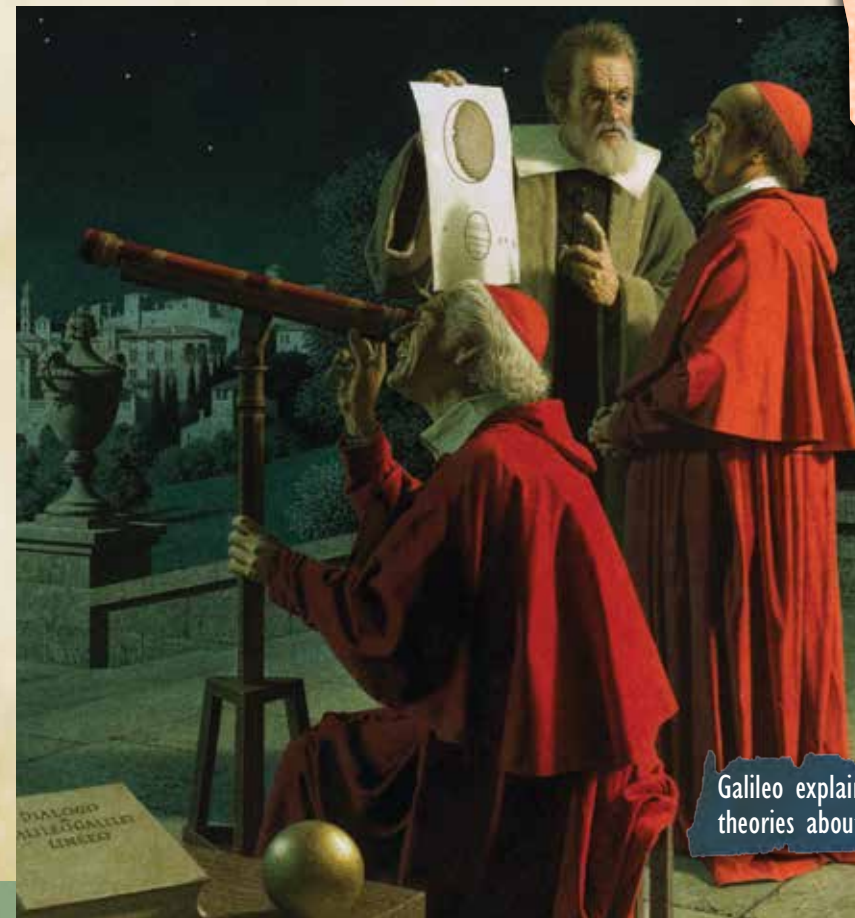
In 1543, Copernicus published his ideas in a book. The Catholic Church called him a **heretic** and put the book on the *Index of Forbidden Books*. Nearly a century later, Galileo proved Copernicus right. He, too, was called a heretic and forced to take back his ideas or be imprisoned.

Scientific Methods

The humanist scholars of the Renaissance filled libraries with classical texts. Artists, musicians, and writers found inspiration in these ancient works. But for science-minded scholars, the texts raised more questions than answers.

Humanists believed that all knowledge could be found in the ancient writings. They agreed with the classical scholars. They believed that logic alone could explain truths. But, some Renaissance scientists did not accept the theories they read. They wanted to observe nature and experiment for themselves.

In the early 1500s, Nicolaus Copernicus (NIH-koh-luhs koh-PUR-ni-kuhs) was one of the first scientists to try new methods. He built tools to observe the night sky. He observed, recorded data, and analyzed the data over many years. In this way, he realized that Earth revolved around the sun.

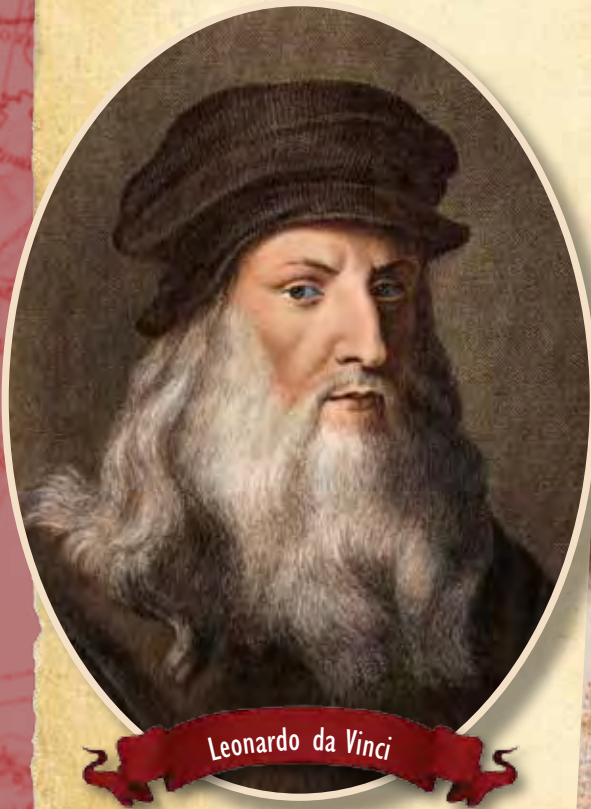


Galileo explains his theories about the moon.

Renaissance Man

No one embodied the spirit of the Renaissance better than Leonardo da Vinci. He was a painter, a musician, a scientist, an architect, and an inventor. He dedicated his life to satisfying his curiosity about the world.

Da Vinci was born in 1452 in a small town near Florence, Italy. When he was about 15, he became an apprentice to the best artist in Florence. Da Vinci's keen eye for detail and his ability to paint what he saw made him a star student.



da Vinci's sketches of the muscles in the human arm



da Vinci's *Mona Lisa*

Two Great Works

Leonardo da Vinci completed only a few paintings in his life. One of these is *The Last Supper*. Da Vinci used perspective to add depth to the painting. The facial expressions of the people in the painting are more lifelike than any other painting of the time.

Da Vinci's *Mona Lisa* is one of the world's most famous paintings. Many people today call it a perfect painting. The woman in the painting is famous for her mysterious smile. Her eyes seem to sparkle with life.

Even though da Vinci was trained as a painter, he followed his interest into the fields of music, science, and **engineering**. He was a court musician. He dissected corpses to understand the human body. He turned his careful studies of birds into flying machines. He painted two of the greatest artworks of all time. And, he designed machines and weapons for war.

Da Vinci was known as the greatest thinker of his time. Rulers paid him to live in their palaces because his presence made them look good. Today, da Vinci is thought of as one of the greatest thinkers of all time.

Turning Point

The Renaissance was a time of cultural rebirth. Explorers traveled the world. They brought back new goods to trade. A middle class of merchants and craftspeople emerged. Members of this new middle class had more money and free time than ever before. They spent it on art, music, and theater. Artists now had many outlets for their talents. They tried new techniques and created masterpieces.

As the arts evolved, so too did technology and science. The printing press meant that books could be printed faster and cost less. This gave more people access to them. Scientists stopped trusting ancient theories to tell them how the world worked. Instead, they began observing and experimenting to learn things for themselves. They used the scientific method and new tools to study the world.

The people of the Renaissance saw the importance of the changes taking place around them. They wanted to create art, literature, and knowledge for future generations—and they succeeded. From the Renaissance, modern **Western civilization** was born. It was based on international trade, individual expression, and scientific inquiry.

the ceiling of the Sistine Chapel



Lasting Legacy

Today, crowds flock to museums to gaze at the masterpieces of Renaissance artists. Renaissance buildings stand as monuments to the creativity and grandeur of the age. The poems and plays of Renaissance writers are regarded as some of the best literary pieces ever written. And modern-day scientists use the same methods of scientific inquiry developed by Renaissance scientists.

Visiting the Renaissance

Many Renaissance masterpieces can be seen today in the Louvre (L00-vruh) Museum in Paris, France. Da Vinci's *Mona Lisa* is one of the most popular attractions at the Louvre.

A crowd of people takes photos of the *Mona Lisa*.



Glossary

apprentice—a person being trained by a skilled professional to do a trade

architect—a person who designs buildings

carpentry—the trade of a worker who builds or repairs wooden structures

city-states—self-governing states consisting of a city and surrounding territory

conquistadors—Spanish conquerors

engineering—the use of scientific and mathematical principles to design, manufacture, and operate machines

flourished—prospered, succeeded

frottola—a simple, nonreligious song that was popular in Renaissance Italy

guilds—groups of merchants or craftspeople who set trade standards

harpsichord—an early keyboard instrument similar to a piano

heretic—a person whose beliefs or ideas go against religious teachings

humanism—a philosophy that stressed the importance of individuals

influx—a flowing in of something

linseed oil—a yellowish oil made from flax seeds; used in paint varnish

madrigals—nonreligious songs sung by two to eight people in Renaissance Italy

masterpiece—an exceptional piece of creative work; sometimes refers to an artist's best work

merchants—people who buy and sell goods for profit

Middle Ages—the period of European history from about AD 500 to 1500

monarchs—people who rule by birthright, such as kings or queens

mural—a picture painted on a wall

naturalism—an artistic movement in which painters and sculptors tried to make their work more accurate and realistic

patrons—people who hire artists to create works of art

perspective—adding depth by making objects in the front larger than objects in the back

renaissance—French word meaning *rebirth*; a period of time in which European culture experienced a revival of art, science, and literature

scholar—a student or other highly educated person

signori—powerful leaders of the Italian city-states during the Renaissance

spinet piano—a small keyboard instrument similar to an upright piano

translated—text that has been reproduced in a different language

Western civilization—the way of life rooted in Greek and Roman culture and Christianity

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Your Turn!

In the 1400s, many Italians quit farming and moved to cities. These urban centers held promises of jobs in new trades. Cities were located along trade routes, so they were great places to see goods from foreign lands. They were also gathering places for great thinkers and artists. Florence was one such city.

Making Plans

Imagine that you are a 14-year-old living in the Tuscan countryside in 1452. Your parents expect you to become a farmer, but you want to move to Florence to be a painter. Write a dialogue between you and your parents in which you discuss your future plans. Use what you know about Florence, the Renaissance, and the trade of painting to make a solid argument.