

CHAPTER 2

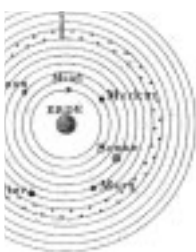
How Did the Ideas of the Italian Renaissance Spread Throughout Europe?



How Did Renaissance Ideas Begin to Spread?

The Renaissance ideas that developed in Italy, centre of the early Renaissance, gradually spread west and north to all areas of western Europe. Scholars and artists from all of Europe travelled to Italy's city-states to study and exchange ideas. When they returned to their homelands and introduced Renaissance ideas, the ideas changed to fit each individual society. Artists across Europe developed new techniques and ideas that were then adopted by other artists. Writers and philosophers expressed ideas that showed changing worldviews. Scientists began to use scientific observation, and mathematicians began to apply mathematics to everyday life. Ongoing contact and the exchange of ideas between Italian Renaissance society and the rest of Europe ensured the spread of these new ideas throughout the continent.

In this chapter, you will explore information to help you answer these questions:



Where and How Did the Renaissance Spread?

How Did Humanism Affect the Renaissance Worldview?

How Did Scholars and Philosophers Spread the Ideas of Humanism?

How Did Artists Help Spread the Ideas of the Renaissance?

How Did Ideas Spread Among Scientists and Mathematicians?

How Did Writers Influence the Renaissance Worldview?

How Did the Ideas of the Renaissance Change Social and Economic Systems?

Focus on Inquiry: How Did Individuals Reflect and Influence the Worldviews of the European Renaissance?

Worldview Investigation

The worldview of Canadians has been influenced by Canadian citizens who had new ideas or created new knowledge that contributed to Canadian society.

- George-Étienne Cartier and John A. Macdonald changed our ideas about cooperation in politics.
- Nelly McClung changed our ideas about a woman's right to vote.
- Tommy Douglas changed our ideas about medical care.
- Douglas Cardinal changed our ideas about architecture.
- Pierre Elliott Trudeau changed our society with the Canadian constitution.
- Alexander Graham Bell changed society when he invented the telephone.
- Emily Carr, Norval Morrisseau, Paul-Émile Borduas, and many other artists have affected our identities.
- Susan Aglukark, REDNATION, and many other musicians have affected our identities.



Canadian Museum of Civilization, Douglas Cardinal, architect. Douglas Cardinal, of Métis and Blackfoot heritage, is known for his flowing, curved lines, influenced by his Aboriginal heritage.

As a class, create a Hall of Fame Gallery. Investigate Canadians who have had an impact on our worldview. Work alone or in pairs to create displays for the gallery.

Choose a Canadian citizen who has significantly contributed to our society. Choose a format: a biography, a poster, a museum display, or some other product. Add your contribution to the display.

This investigation shows that individuals have influenced the worldview of Canadian society. In this chapter, you will learn how people during the Renaissance influenced the European worldview at that time.

Gallery Walk

Think of a museum or art gallery. Small groups of people are standing in front of exhibits viewing artifacts, reading labels, and discussing what they are viewing. A classroom Gallery Walk allows you and your classmates to examine displays created by each other.

Work together as a class to create displays and then do a Gallery Walk.

- Select a theme for the gallery. In this case, you will be showcasing Canadians who have contributed to our Canadian society or worldview.
- Each group creates a display for the gallery about a famous Canadian.
- Enjoy the Gallery Walk.
- You may wish to take notes about the displays, record questions that arise, or make comments about the display.
- After the Gallery Walk, discuss the success of the gallery and share any comments.

SKILLS CENTRE

Turn to **How to Communicate Ideas and Information** in the Skills Centre for more ideas about how to prepare for this activity.



Woodcut of Medieval Town, Liber Chronicarum. A country village among the trees, c. 1410. How might geography have played a role slowing the spread of ideas during the Renaissance?

feudalism: the feudal system

fiefdom: a piece of land under a person's control

Geography had an impact on the spread of Renaissance ideas. Look at the physical map of Europe of that time. What would be some of the geographical barriers to travel and communication across the continent? Compare this map to a political map of Europe in an atlas. Note how mountains and rivers sometimes match with the boundaries between countries. Why would this be so?

Where and How Did the Renaissance Spread?

Renaissance ideas that developed in Italy gradually spread to western and northern Europe towards the end of the 15th century. Although the rest of Europe experienced its Renaissance later than Italy, the effects were just as significant. As Renaissance ideas spread beyond Italy, they were changed and adapted by the citizens of the new states to reflect their societies.

Why Were Ideas So Slow to Spread?

The ideas of the Renaissance did not spread beyond Italy until the end of the 15th century for many reasons.

Feudalism

Feudalism was much more entrenched in the lands beyond Italy because those lands had fertile soil to support an agricultural society. The rigid government and social system of feudalism was not welcoming to new ideas.

There was tension between the nobles who owned the **fiefdoms** and the monarchs who ruled the lands. Ambitious nobles tried to reduce the powers of the monarchs. During the Hundred Years' War (1337–1453) between France and England, for example, the French nobles often sided with the English to undermine the French king.

Monarchs tried to protect and increase their own power and control over the nobles and their lands. As long as the politics of feudalism existed, there was little concern with introducing new ideas.

Physical Map of Western Europe



War

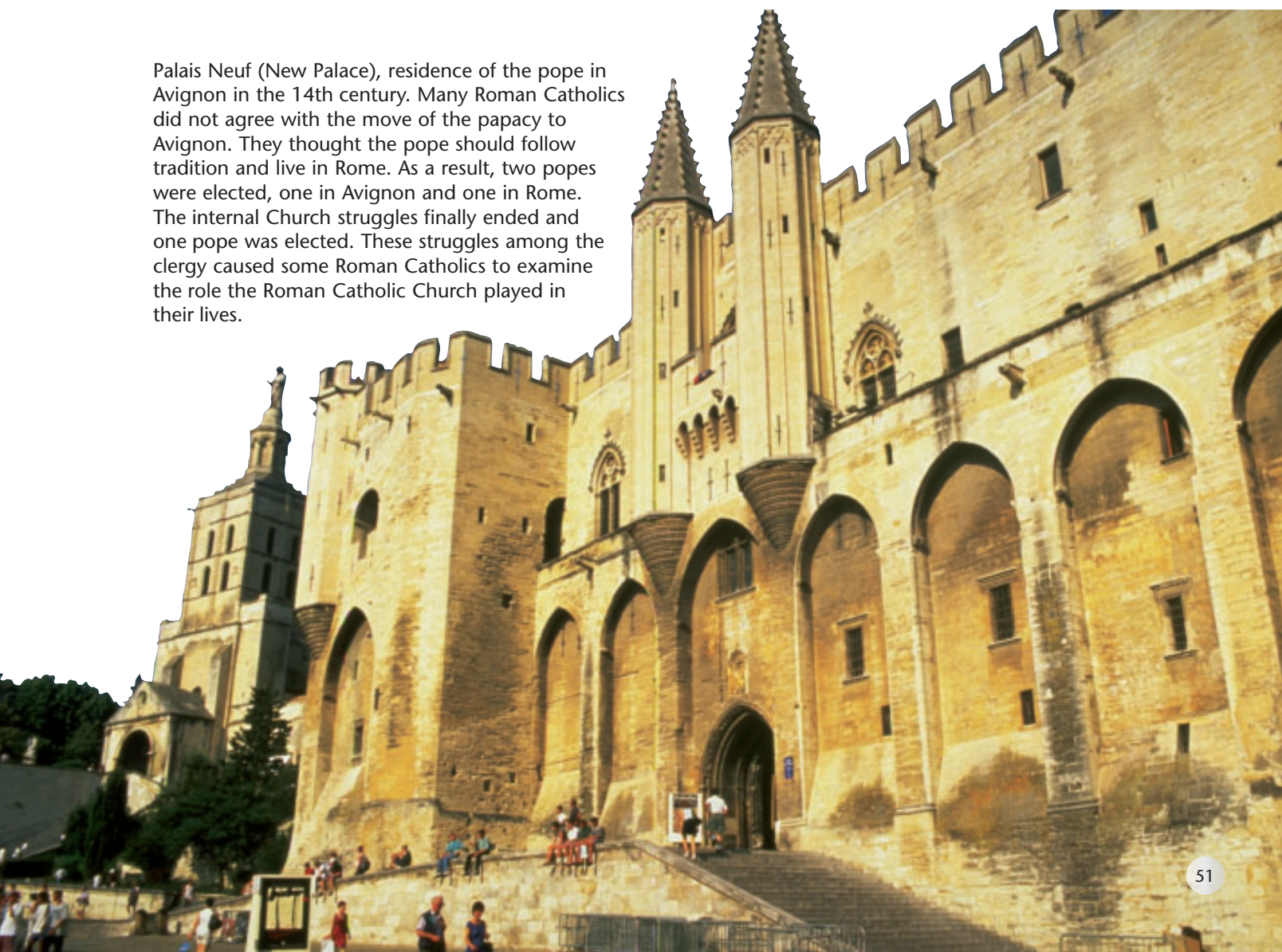
War also prevented the spread of Renaissance ideas. Many of the Northern European states during the 15th century were at war, especially Germany, the Netherlands, England, and France. These states used their resources for military purposes, survival, or expansion, but not for advancing arts or sciences. War also limited people's travel through areas of conflict.

status quo: the existing way of doing things

Religion

The Roman Catholic Church played a major role in the life and politics of western Europe, especially when it moved from far-away Rome to the much-closer city of Avignon, France, from 1309 to 1377. While the Italians were undergoing a Renaissance, the people in the rest of Europe remained under the care and influence of the Roman Catholic Church and maintained the **status quo**.

Palais Neuf (New Palace), residence of the pope in Avignon in the 14th century. Many Roman Catholics did not agree with the move of the papacy to Avignon. They thought the pope should follow tradition and live in Rome. As a result, two popes were elected, one in Avignon and one in Rome. The internal Church struggles finally ended and one pope was elected. These struggles among the clergy caused some Roman Catholics to examine the role the Roman Catholic Church played in their lives.



What Allowed Renaissance Ideas to Spread More Quickly?

humanism: a system of thought that centres on humans and their values, potential, and worth; concerned with the needs and welfare of humans



Francis I, King of France, by Jean Clouet. King François I (1515–1547) is considered to be France's first Renaissance king. Under his reign, humanism flourished for France's nobility and rich. King François I was a humanist, a classical scholar, and a poet. He was committed to the teaching of humanism and established a college for the teaching of Latin, Greek, and Hebrew.

Once the Hundred Years War between France and England ended in 1453, travel across the continent became safer. More people moved from rural areas to the cities in search of work, sometimes as a result of the ongoing plague outbreaks, sometimes as the strict class roles of the feudal system began to collapse. The decline of feudalism helped monarchs centralize their power. It allowed people more freedom to explore changes in society and new ideas in arts, sciences, and philosophy.

France and Germany both waged war on the Italian city-states in the late-1400s to the mid-1500s. The war had other effects:

- Invasions into the Italian Peninsula exposed European monarchs and nobility to Renaissance worldviews. They took new ideas back to their homelands with them.
- In many cases, the northern leaders hired Italian craftsmen and invited scholars to their courts.
- When Northern Europe entered a period of relative peace in the late 15th century, trade increased, and the ideas of humanism spread.
- The European aristocracy borrowed ideas from Italy as they looked for ways to increase the sophistication of their courts.

Increased trade meant that business and banking increased. Members of the new merchant class travelled to and from their homelands, seeing the way others lived, exchanging new ideas, and bringing back works of art. They also used their wealth to support artists. Monarchs such as King François I of France became patrons of the arts and invited Italian artists to their courts or commissioned works from them.

The growth of **humanism** and the power of monarchs in northern Europe led to competition with the Roman Catholic Church for authority over people.

The Siege of San Leo, fresco, Giorgio Vasari (1511–1574). For the first half of the 16th century, Italy was under attack or controlled by foreign powers such as France and Spain. This upheaval also caused fighting among Italy's city-states.



INFLUENCE

The Printing Press

Perhaps no other invention has changed the world as much as the invention of the printing press. The rapid spread of Renaissance ideas was made possible when Johann Gutenberg (1399–1468) of Mainz, Germany, invented the mechanical printing press around the mid-1400s. It used movable type that could be set in forms called blocks and print two side-by-side pages at a time.

The Chinese had been printing for centuries, using limited movable type. They had also invented paper. Knowledge of both these inventions moved along the Silk Road. Islamic civilization had a paper mill operating in Baghdad as early as 794. Gutenberg took knowledge of movable type and applied it to the Roman alphabet to create an efficient printing press that printed quickly on both paper and **vellum**.

The first European book printed was the Gutenberg Bible, around 1454 or 1455. The ability to mechanically print books meant there were many more books in circulation; it was much faster than copying a book by hand, the process that had been used since writing began. Books made humanist ideas and classical Greek and Roman texts easily accessible. As books became increasingly accessible, more people began to learn to read and write. Soon, people wanted books printed in their own native languages rather than just Latin. They also wanted books on a greater variety of popular topics, such as travelogues and romances.

By 1500, there were more than 200 printing presses in Venice, printing presses in 250 German towns, and presses in nearly all the cities of the Netherlands. The main book publishers, Froben (the Netherlands), Estienne (France), and Caxton (England), set such high standards for printing and publishing that they have rarely been improved upon to this day.



This portrait of Gutenberg by André Thévet, a French artist, was printed in 1584, almost 100 years after Gutenberg died. How would the artist have known what Gutenberg looked like?

vellum: fine parchment made from the hide of calves



English citizens in 1500 spoke dozens of regional dialects with different words and spellings. As William Caxton began translating and printing books, he chose to use the East Midland dialect, thus beginning the standardization of the English language as we know it today.



An illuminated page, Gutenberg Bible. Gutenberg Bibles, the first substantial books printed with movable type, were printed at Johann Gutenberg's shop in Mainz, Germany, and completed in 1454 or 1455.

There was much controversy over the first printed books.

- First, there was the problem of accuracy. Often books that had been copied by hand were full of errors or omissions. These errors had to be carefully edited before the books could be published. Many did not agree with the changes to the texts.
- Not everyone liked the appearance of the printed books. In fact, some wealthy patrons hired scribes to hand copy printed books, as had been the method of creation for centuries before. Hand-copied books were written on calfskin parchment and often beautifully illustrated. Some printers initially left room at the sides of each page for artists to illustrate. However, because most books were printed on paper, the illustrations were not as beautiful as those done on parchment.
- Some leaders of the Roman Catholic Church did not want the common people to have copies of the Bible in their own language. They believed people might think they no longer needed priests to interpret the Bible for them.

The beauty of the printed books was in the fonts. Aldus Manutius (1450–1515) was the first publisher to develop and use italic type and to publish books in pocket-sized editions. Today, Aldus type fonts are still used in document production. A major design and layout software company that developed PageMaker and InDesign programs chose Aldus, in 1985, as its corporate name.

REFLECT AND RESPOND

1. Do you think people appreciated the first printed books? Consider the perspectives of different people: authors, scribes, the wealthy, church officials, scholars, common people.
2. Think about how ideas, such as new musical styles, new technologies, and new words, spread throughout today's world. Choose one of these ideas and use a pictorial model to illustrate the spread of music, technology, or new words.
3. How would the invention of the printing press have helped to create a sense of identity and self-esteem among specific groups of people?
4. Discuss with your classmates whether you think the invention of the silicon microchip used in modern computers might have changed human worldviews even more than the invention of the printing press.

How Did Humanism Affect the Renaissance Worldview?

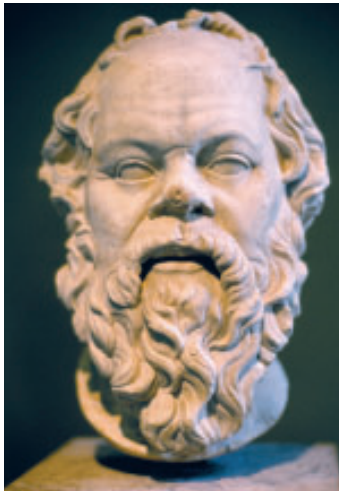
At the beginning of the Renaissance, European scholars became more aware of the classical writings of the Greeks and Romans that Islamic cultures and isolated Jewish and European scholars had preserved. Many scholars considered these writings and philosophies superior to the current European literature. They embraced the view of life presented in the classics that was so different from much of the religious thinking of the time. Classical writings suggested that life on Earth, during people's lifetimes, had value. Before this, most people believed that preparing for the afterlife was more important than worrying about daily life in this world. Their studies of the ancient texts and their contacts with other cultures led academics to believe that humans had the potential to do great things as individuals and not be limited by the strict social roles of the Middle Ages.

These new attitudes about individuals and their lives became the foundation of a philosophy called humanism. As the name suggests, humanism is all about the human. It focuses on human beings, their values, abilities, and individual worth, and human society as something valuable that could be improved.

Anunciation to Zacharia,
Domenico Ghirlandio, 1486.
Four of Florence's leading
humanists. From left,
Marsilio Ficino (Latin scholar),
Cristoforo Landino and
Angelo Poliziano (poets),
and Gentile Becci (humanist
philosopher).



Cicero (106 BCE–43 BCE) was a famous politician and orator who lived in the last years of the Roman Empire. His writings were rediscovered and studied by the humanists. He believed that wisdom and public speaking must be used together for the good of the state. This idea of citizenship became the foundation for Renaissance schools. How is this idea represented in schools today?



Renaissance humanism challenged the worldview of the Middle Ages. Although humanists still maintained their faith and believed in an afterlife, they also felt their lives on Earth should be rich and fulfilled; those who could afford it surrounded themselves with beautiful art and architecture. They enjoyed discussing ideas and sharing philosophies. People began to see the possibilities of what they could achieve in life. Humanism led to new attitudes towards art, philosophy, and government.

An important part of being a humanist was learning the ancient languages — Greek, Latin, and Hebrew. Scholars wanted to read the original classical documents to find out the truth for themselves and not just read the interpretations of translators.



School of Athens, from Stanza della Segnatura fresco, Raphael, 1510–1511. Socrates, Plato, and Aristotle were the ancient Greek philosophers who were most influential on the development of humanism. Plato was taught by Socrates (bottom left) and Aristotle was Plato's student. Their philosophies believed in using logic or reason to question known beliefs and ideas, as well as the importance of individual action and virtue. The search for truth was an important value. Cicero based his philosophies on their works.

REFLECT AND RESPOND

1. How did humanism contribute to the rise of the merchant or middle class?
How did the rise of the merchant class contribute to the spread of humanism?
2. Create a web showing the key ideas, beliefs, and values of humanism. Then, create a web that shows your most important ideas, values, and beliefs. Think about how your ideas are similar to and different from humanism.

How Did Scholars and Philosophers Spread the Ideas of Humanism?

Scholars travelled from one university to another to study and teach. Islamic scholars and their works made their way through southern Europe from various centres of learning in the Muslim world, particularly Muslim Spain. Scholars from the south travelled and spread the ideas of humanism to northern centres, the University of Paris being one of the most notable.

As more students in northern Europe were exposed to the ideas of humanism, they wanted to learn more. Many travelled to study at Italian universities. These students returned to their homes with new ideas and new attitudes. Humanism supported civic duty and the value of learning and asking questions about the world. Nobles now believed, more than ever, that these qualities of citizenship were important and promoted these ideals among their courts and their subjects.

Remember that very few people of the poorer classes received any education, let alone at the university level. These changes occurred among the upper classes, but they were the people who had the power to change their societies. Unlike Italian humanism, the humanism in the rest of Europe was more closely tied to the Roman Catholic Church and religious issues. Humanists of France, the Netherlands, Germany, and other states studied ancient Christian texts, as well as the ancient texts of Greece and Rome. These Christian humanists were interested in educational reform and combined the study of ancient Greek and Roman texts with the study of the Bible. They believed that by studying both the classics and the Bible, especially in the original Hebrew and Greek in which they were written, people would become better citizens and better Christians.

Petrarch (1304–1374)

Petrarch is best known for discovering and translating ancient classical Greek and Roman texts and promoting their study. He believed artists, writers, and scholars should return to the sources, to the original manuscripts, for their humanist studies. He discovered writings by the ancient Roman politician and orator, Cicero.

He believed that truly educated people read books, travelled widely, and surrounded themselves with beautiful art. He believed that much of the ancient Roman and Greek societies was superior to European society in the 1300s.

Petrarch was a Christian. He believed a person could be religious and still follow the humanist philosophy. He felt that it was possible to believe in God and at the same time believe that there was value in life on Earth.

Biographies detail the lives of people, living or dead. They often highlight the individual's achievements and contributions to his or her society. You can learn much about the Renaissance by studying the citizens who contributed to changing European worldviews.

Francesco Petrarca (Petrarch), artist unknown. Italy's first great humanist scholar and writer was Petrarch.



vernacular: local, common, or native, referring in particular to languages

contemporary: of the time

Travels of Petrarch and Erasmus



Petrarch travelled throughout Europe promoting his ideas; he believed that travel and experiencing other cultures changed a person's worldview.

Erasmus travelled throughout Europe, sharing ideas with other humanists and students. Collections of the letters he wrote to fellow scholars are still available today.

I wonder ... how would Erasmus's travels help shape a Renaissance worldview?

Erasmus (1466–1536)

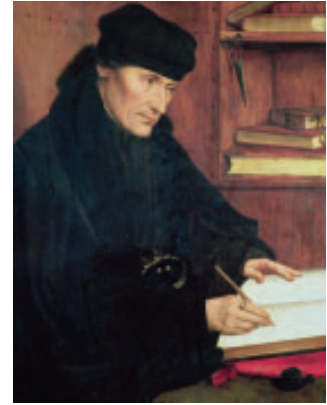
Erasmus was a strong defender of the Roman Catholic Church, although he argued against its involvement in worldly concerns. He believed that the role of the Church was to teach and support faith and that faith was a necessary part of human life. He believed that the Bible should be translated from Latin and Greek into the **vernacular** languages of Europe so that more people could read it. Here is a paraphrase from an introduction Erasmus wrote in one of his translations of the Bible:

...I utterly dissent from those who are unwilling that the sacred Scriptures should be read by the unlearned translated into their common speech...I wish these were translated into all languages, so that they may be read and understood, not only by Scots and Irishmen, but also by Turks and Saracens.

Erasmus thought that students should be taught to discover, reason, argue, and apply their knowledge. He felt that the value in studying literature was in the discussion and sharing of ideas and saw no value in memorizing. He believed that individuals should study both the Bible and the classics in order to understand the importance of citizenship: doing good works and being useful to other people and to society.

Guillaume Budé (1467–1540)

Before the Renaissance, French law was based on the texts of Roman law dating as far back as the 6th century. Often legal decisions were based on the interpretations of legal scholars who had studied them over the centuries. Budé questioned the interpretations of medieval commentators. He believed lawyers should study the texts in the original Latin and ignore the interpretations. French universities were soon changing their law programs to follow Budé's ideas of applying the ideas of the classics to **contemporary** issues.



Erasmus of Rotterdam, Quentin Metsys. Erasmus is considered the greatest Renaissance Christian humanist in northern Europe. Born in Holland, he became a monk and studied in France, England, Italy, and other states.



Guillaume Budé, artist unknown. Guillaume Budé was the royal secretary to King François I and at times served as a diplomat. He had a deep understanding of the classics and was also interested in mathematics, philosophy, logic, law, and the natural sciences.

Budé was also in charge of the King's Library; he filled it with ancient manuscripts and works of humanist scholars. This library was the origin of the National Library of France, which today is one of the world's greatest libraries.

Michel de Montaigne (1533–1592)

Michel de Montaigne was a French philosopher who believed that people should behave honourably, respecting both themselves and others. He believed that friendship, love, and courage should form the basis of human actions.

Montaigne was the first to write his ideas and philosophies in short opinion pieces called *essais*, or attempts, at expressing his thoughts. Today, this type of writing is called the essay.

Montaigne did not believe the Church or any person had the answers to all of life's questions. He thought people could learn more about the world if they were open-minded and curious rather than accepting ideas without questioning them. Like Erasmus, Montaigne was very interested in educational reform. In his *Essais*, he criticized the way students were taught in France:

Our tutors and teachers never stopped bawling into our ears as though they were pouring water into a funnel, and our task is only to repeat what has been told us. I want him to listen to his pupil speaking in his turn.

Montaigne believed self-awareness taught tolerance and good sense. Since he did not travel or exchange ideas with others throughout Europe, his influence remained mainly in France. However, his works led to the French classical period in the 17th century, which carried his ideas forward to the rest of Western thinking.



Michel de Montaigne, French philosopher and writer who created the essay writing form. He promoted the ideas of questioning ideas and developing self-awareness.

Montaigne read explorers' reports of North American First Nation societies, which influenced the philosophies he outlined in his works, especially in his discussions of personal liberty and methods of government.

REFLECT AND RESPOND

1. List the ways that scholars helped to shape the Renaissance worldview.
2. In groups, discuss the following:
 - a. The invention of the printing press made it possible for the Bible to be accessible in the people's own languages rather than just in Latin. How did this contribute to the growth of humanism?
 - b. If Erasmus were living today, what issues might he want to discuss with Canadians of the 21st century? With which of Erasmus's ideas do you agree (or disagree) the most?

TAKE AN INTERNET FIELD TRIP

Museums and Art Galleries

The Internet can take you to places that you cannot always visit in real life. Most of the major museums and art galleries around the world have websites that display some of the items in their collections.

How to Plan an Internet Field Trip

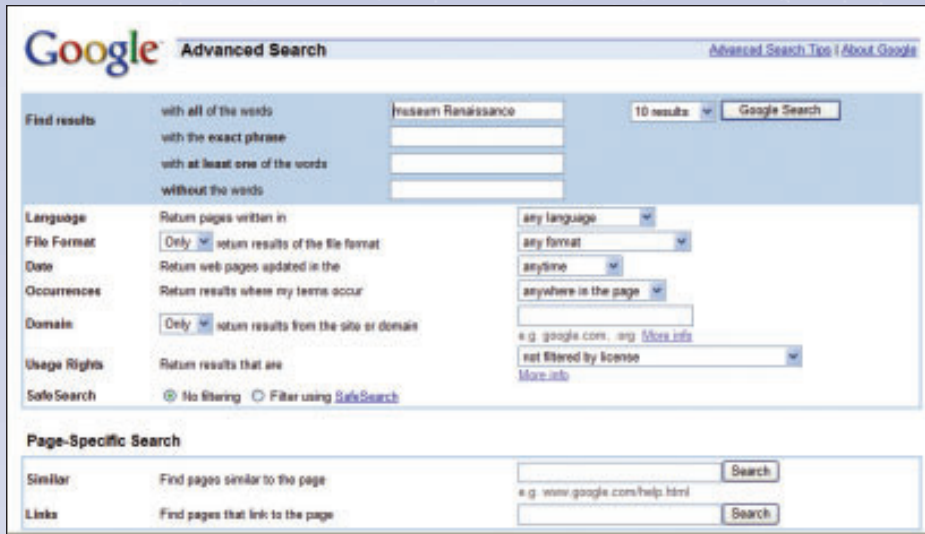
In this activity, you will work in a group to plan and conduct a field trip on the Internet. You will use a search engine to locate a museum or art gallery that has images of artifacts related to your study of the European Renaissance. A good trip always begins with a plan. At the end of a trip, people often like to share their experience with others.

Before Using the Internet

- Make a search plan.
 - Decide what types of artifacts you want to find. You may begin by browsing through this case study to get some ideas about artists and topics.
 - List the key words and phrases you will use to locate a suitable museum or art gallery.
 - Decide which search engine to use. Review how to do simple searches and advanced searches.
- Decide how you will share your souvenirs with others. Will you make a poster, photo album, or a report with images? Will you make a computer slideshow or a personal web page? Will you make a field trip itinerary for another group or perhaps some other product?
- Decide what you will collect on the field trip and how you will share the work in your group. Do you need to save URLs, copies of pictures, or quotations from the website pages? How will you cite your sources of information?

Le musée du Louvre in Paris, France, is a museum that shares its art collection with the world through the Internet. If you take an electronic field trip to the Louvre, you can locate works of art by using a database that shows a picture of the item, the name of the artist, and where it is located in the museum. The Louvre website also includes slideshows about certain themes, such as exploring the meaning of beauty. You can also look around the Louvre using the 360-degree virtual tour, which is a moving picture taken from the viewpoint of a person standing and turning in a circle on one spot.



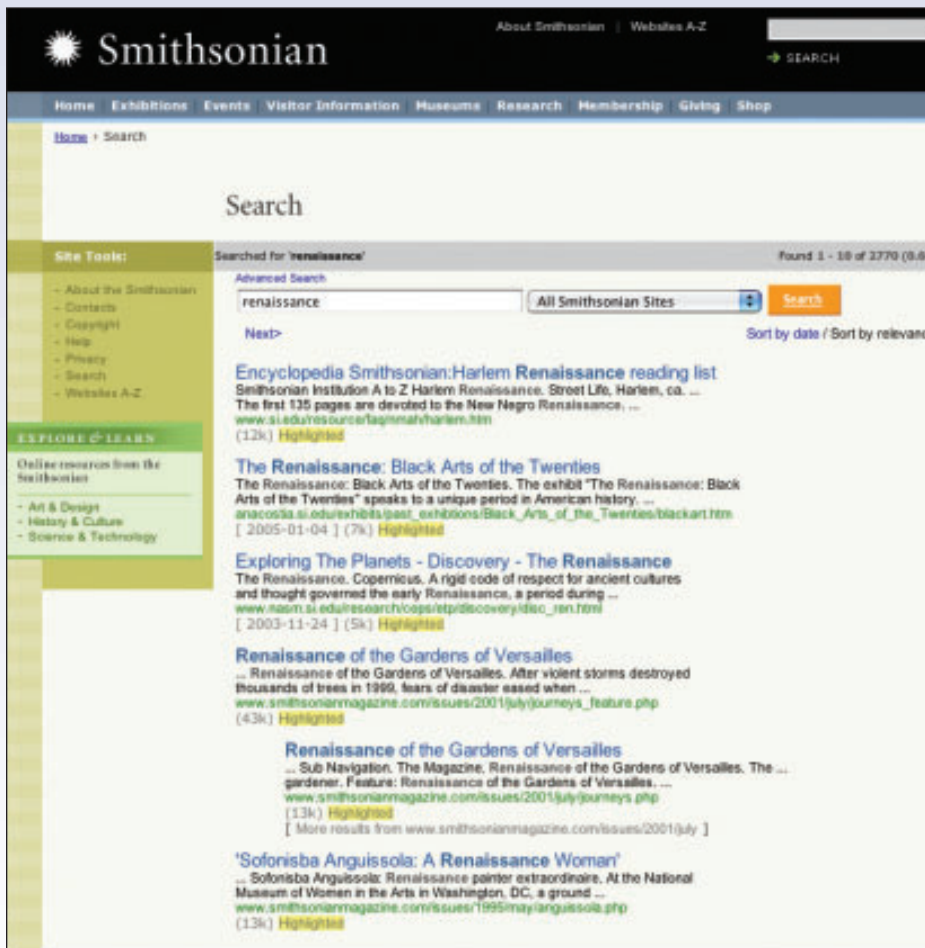


SKILLS CENTRE

Turn to **How to Find information on the Internet** in the Skills Centre for extra information about doing Internet searches.

Google and Yahoo are examples of search engines. A simple search looks for all of the key words that you type in. In this example, Google will return search results that list websites that include either of the words *museum* OR *Renaissance*.

An advanced search looks for exact phrases, such as *Mona Lisa*. This is referred to as an *and* search — *Mona AND Lisa*. Advanced searches can also be used to limit the search by typing in words to ignore — NOT these words.



You might first go to the site of a museum you are familiar with, such as the Smithsonian Institution in Washington, D.C.

Use the search engine on the site to search for topics you are interested in. If you enter *Renaissance*, you might be led to the page shown here.

If you were to use this web page as a source of information, you would cite it as follows: Smithsonian. Retrieved February 12, 2007, from http://si-pwebrch02.si.edu/search?q=renaissance&SEARCH.x=0&SEARCH.y=0&site=si_all&output=xml_no_dtd&sort=date%3AD%3A%3Ad1&ie=UTF-8&oe=UTF-8&ref=t&client=default_frontend&proxystylesheet=default_frontend

How Did Artists Help Spread the Ideas of the Renaissance?

perspective: the artistic technique of showing depth and three-dimensional objects on a two-dimensional surface

For many people, the Renaissance is known mainly for the changes that occurred in painting, sculpture, design, architecture, and the other fine arts. Renaissance artists developed new artistic styles, techniques, and materials in line with changing worldviews. They created masterpieces that are still judged as some of the finest artwork in the history of the world.

During the Renaissance, art began to reflect the new thinking of humanism. Humanists looked to Islamic, Roman and Greek writing, art, and architecture for inspiration. They became more interested in the world around them than in the afterlife and believed that they were entitled to have beauty and joy in this earthly life. The artists changed their painting styles dramatically, portraying humanist subject matter or religious works in humanist style. In turn, their beautiful art reinforced the humanist philosophy and they were supported by wealthy humanist patrons.

I wonder ... why was most of the art in the Middle Ages based on religion?



A painting of the Madonna and Child (The Virgin Eleousa, from Nesselbar, Bulgaria) in the Byzantine style, which flourished from about 400 to the 1300s. When you look at these works today, the figures and backgrounds seem unnatural and two-dimensional. They did not reflect the way people really looked, but represented an iconic ideal of how artists believed the religious figures should look.



The Apparition at Arles, fresco, by Giotto, 1297–1300. Early Renaissance painting, or Gothic painting, refers to the religious paintings of the 14th and 15th centuries. This style used bright colours, but **perspective** had not yet been discovered. Religious figures were more natural, but usually had a flat gold halo encircling their heads.

During the 14th and early 15th centuries, Renaissance art continued to focus primarily on religious themes. Figures in the paintings were more lifelike than before, with realistic human proportions and facial expressions. Some of these developments came from knowledge of the human body gained from human dissection. The backgrounds in paintings also became more natural because artists began attempting to draw the world as it really looked.

During the 15th century, Renaissance artists began to paint non-religious subjects, such as classical Greek and Roman myths. Humanism emphasized the importance of the individual, so portraits of important people became more popular. Wealthy merchants and nobles paid artists to create portraits of them and their families. Since photography did not yet exist, this was the only way to record the likeness of a person.

Now that it was important for good artists to be recognized for their work, and art became a marketable commodity, artists began to sign their paintings. Sometimes painters even incorporated their own portrait into the picture as a secondary figure. Many experimented with new artistic techniques.

Renaissance Artists

In the early years of the Renaissance, the artist was seen as a craftsman or artisan. In the later period of the Renaissance, artists

- created more realistic images of the human form because they had a better understanding of the human body (Doctors and scientists were now allowed to dissect human corpses to study the body.)
- travelled more, shared ideas, developed better techniques, and became more confident in their abilities as their works were in demand
- depicted a more personal reflection of how they saw the world
- gained more freedom over their subject matter and the style of their creations
- became respected for their intellect and creative genius
- were paid more for their works
- gained status in the class system
- were treated as important contributors to society

The exchange of ideas was a key part of the Renaissance spreading throughout Europe. The court of Urbino was an example of how people shared their ideas and learned from each other. In 1444, when Federigo de Montefelto became Duke of Urbino, he helped it develop into a city of refined culture and high learning. His library contained 1000 hand-copied manuscripts, copies of every Greek and Latin book known to be in existence at that time. Urbino became a cultural centre where scholars, artists, philosophers, musicians, and poets from all areas of Europe came to share new artistic techniques and new ideas and ways of thinking.



Donatello (1386–1466) was one of the most influential artists of the early Italian Renaissance. He developed a unique technique for casting bronze statues that was used by later artists.

The biblical story of David and Goliath tells how the young Hebrew David offered to battle the giant Goliath of the attacking Philistines. He overcame Goliath by hitting him in the head with a stone and then decapitating him. The Philistines fled. The story illustrates how faith and determination can overcome huge obstacles.



Head detail of Donatello's *David*. One of his most famous works is his bronze statue of David, created about 1440, showing the biblical hero with Goliath's head at his feet. The statue is nearly life-size and striking in its detail.



Bust of Niccolo da Uzzano. Donatello was the first artist to add a sense of depth to marble sculpture. His statues became a measure of excellence for the next hundred years.



Florence Cathedral, present day. **Filippo Brunelleschi** (1377–1446) was the first to use perspective. Brunelleschi designed the octagonal dome of the Florence Cathedral, called the Duomo, completed in 1436. It was considered the most impressive engineering feat since Roman times. Brunelleschi's architecture converted mathematics into art. Brunelleschi's octagonal design is thought to have been inspired by buildings built by the Turks in Iran and central Asia.



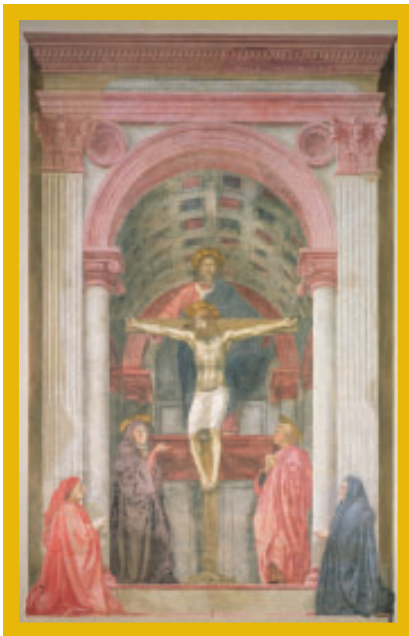
Christ Handing the Keys to St. Peter, fresco, 1481–1482, **Pietro Perugino**, wall of the Sistine Chapel. Perugino used techniques developed by Brunelleschi to show perspective in his paintings.

Masaccio (1401–1428) was the first painter to use both linear and aerial perspective. Only four of his famous frescoes, which were the first to represent humanism in art, still exist today. These frescoes depicted scenes from the life of St. Peter. Masaccio was the first to use the early Renaissance style, which was more natural and lifelike.



Trinity: a Christian belief that God consists of three parts: the Father, the Son (Jesus), and the Holy Spirit

The Tribute Money, Tommaso Masaccio, fresco from Brancacci Chapel. Even Michelangelo studied and copied Masaccio's figures in the frescoes at the Brancacci Chapel in the church of Santa Maria Novella in Florence.

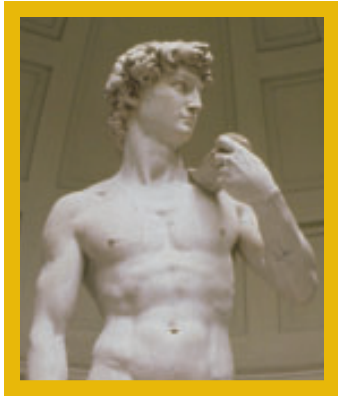


Masaccio died at the age of 27. It was rumoured that he was poisoned by another painter who was jealous of Masaccio's skill.

The Trinity, Tommaso Masaccio, fresco from Santa Maria Novella, 1427–1428. Masaccio's **Trinity** fresco of God, Jesus, and the Holy Spirit shows how the use of linear perspective can create depth in a painting.



Game of Chess, Sofonisba Anguissola, 1555. **Sofonisba Anguissola** (1532–1625) was the daughter of a wealthy nobleman from Verona. She had exceptional artistic talents and her father encouraged her to produce a large number of portraits. Her portraits were praised by Michelangelo for how they showed the individuality and personality of her subjects, being good examples of Renaissance humanism. It was very rare for a woman at that time to receive such public acclaim. Even the pope owned at least one of her paintings.



David, marble, Florence, Italy. Michelangelo often insisted that he was a sculptor and not a painter. At 26, he completed one of his greatest statues — the gigantic marble *David* that stands more than four metres high, from the biblical story of David and Goliath. *David* showed the world that Renaissance art had surpassed that of the Greeks and Romans. Today, the statue of *David* is one of the most famous tourist sites of Florence.

Sistine Chapel ceiling frescoes. **Michelangelo Buonarroti** (1475–1564) was a brilliant Italian sculptor and painter as well as a poet and architect. He painted one of the world’s great frescoes on the ceiling of the Sistine Chapel (below). In 1508, he was asked by Pope Julius II to paint the ceiling of the Sistine Chapel at the Vatican in Rome. It took nearly four years to complete. Michelangelo painted the frescoes from a scaffold nearly 20 metres above the ground, his body often twisted into difficult positions to paint the curved ceiling. The Sistine Chapel is one of the world’s greatest achievements in art, presenting over 400 life-size figures illustrating stories from the Bible.



Michelangelo apprenticed at an art studio in Urbino at an early age and later joined the Medici household in Florence. He became part of the artistic society of artists, writers, scientists, and philosophers who regularly gathered at the Medici court to share ideas.

crucifixion: putting to death by fastening to a cross

Pietà, 1498–1500. After many attempts, Michelangelo completed the *Pietà* in 1499. The sculpture shows Mary holding her dead son, Jesus Christ, after the **Crucifixion**. Michelangelo sculpted the body of Jesus, in marble, as human perfection, including every muscle and vein. The *Pietà* is one of the best representations of the Renaissance ideals of classical harmony and beauty, and the move to realistic representation of the human body. The *Pietà* is still in its original place in St. Peter’s Basilica in the Vatican (Rome).





Ghent Altarpiece, van Eyck. **Van Eyck** (1390–1441) a **Flemish** painter, invented oil painting. Oil allowed artists to more fully represent the real world with its vibrant colours. Van Eyck's paintings are known for their rich colours, attention to detail, and use of depth. Look at the details in this painting of the Ghent Altarpiece in St. Bavo Cathedral in Ghent, Belgium. Why have some scholars compared van Eyck's artistic eye to a microscope?

Flemish: the language and nationality of the powerful medieval principality of Flanders, now divided among Belgium, France, and the Netherlands

Scientists have recently discovered that some Renaissance artists mixed ground glass with their paint so that the colours would glint and shine.

Scientists have now examined *Mona Lisa* with lasers. They discovered that she was painted wearing a very thin veil, which was the style for new mothers in her day.



Hebrews in the Desert, illuminations by Jean Fouquet, 15th century. **Jean Fouquet** (1416–1480), a French painter, painted many illustrations for books. He painted scenes from the Bible in a new, individual style.



Mona Lisa, Leonardo da Vinci, 1503–1506. **Leonardo da Vinci** (1452–1519) is one of the best-known Renaissance painters. His *Mona Lisa* is considered by many to be the world's most famous painting and is among the finest paintings produced during the Renaissance. Da Vinci introduced many new techniques, one of which being the technique of *sfumato*, the intentional blurring of lines. He used this in the *Mona Lisa*; you can look closely, but you can't actually see the corners of her mouth. This makes her smile mysterious.



Self-portrait, Albrecht Durer, 1500.

Albrecht Durer (1471–1528) of Nuremberg, Germany, is known for his fine woodcuts. He was very proud of his appearance and painted several portraits of himself. Notice the attention to fine detail and use of shadows and light as he represented his individualism. Northern Renaissance artists became experts at using shadow and light to create different moods. These styles were borrowed by Italian artists.



Hunters in the Snow–February, Pieter Brueghel the Elder, 1565.

Pieter Brueghel (1525–1569), a Flemish painter, is considered the first Western painter to paint landscapes rather than just using them as backgrounds for figures. New techniques for painting landscapes developed by artists from northern Europe were also adopted by Italian painters as artists exchanged ideas across the continent.

REFLECT AND RESPOND

1. Select one of the sculptures or paintings from this chapter. Describe what it shows about the worldview of the time. What does it show about the artist? If it was created for a patron, what does it tell about the patron?
2.
 - a. How did artists help spread Renaissance ideas?
 - b. How did signing artistic creations show a changing worldview? How was this change representative of humanism?
 - c. How might Renaissance art have reflected a new sense of identity and self-esteem among the artists and those who commissioned their works?
3. Which of the artistic works by Renaissance artists do you like best? Explain what you like about them.

How Did Ideas Spread Among Scientists and Mathematicians?

The progress of science was slow during the European Middle Ages. A number of factors contributed to the lack of focus on science and mathematics:

- Religion put the focus on the afterlife; scientific questioning was discouraged.
- Europe was still steeped in superstition; most people believed in astrology, magic, and witchcraft.
- Wealthy patrons were more interested in sponsoring the arts, so there was little money left over for people interested in scientific discovery.
- European universities focused on classical liberal arts education; little attention was given to the study of science and mathematics.

Progress in science and mathematics had continued in the works of Jewish, Islamic, and isolated European scholars. Growing humanist ideas led European thinkers to build, expand on, and share knowledge that earlier scholars had developed.

During the Renaissance, European scientists began to look at the world using reasoning and observation. They asked questions and were interested in searching for the natural causes of events rather than accepting that the causes were supernatural powers. The Renaissance was not a time of many scientific advances, but scientific curiosity led many more scholars to begin recording their observations of the natural world. This accumulation of knowledge led to the ages of scientific discovery in later centuries. There were, however, some notable scientists and mathematicians in Renaissance Europe.

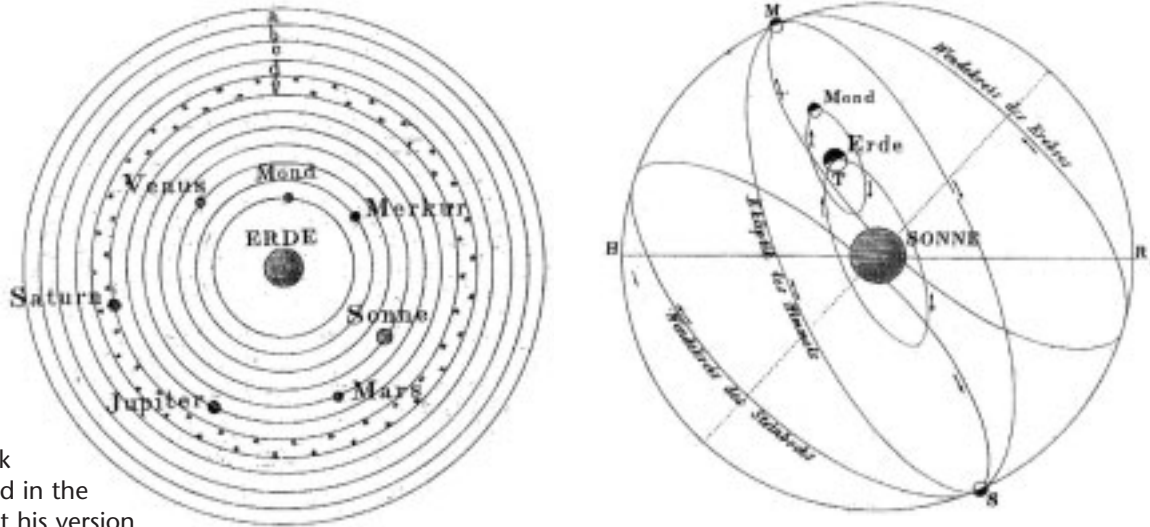
Nicolaus Copernicus

Nicolaus Copernicus (1473–1543), a Polish mathematician and astronomer, used mathematics and careful observations to develop a different theory about the universe. Until the late Renaissance, most Europeans believed the Ptolemaic view of the universe: Earth was the centre of the universe and the other planets and the sun revolved around the Earth. Copernicus's observations and calculations proved that the Earth and the other planets revolved around the sun. Copernicus also proved that the Earth rotated on its axis once a day. Copernicus's

Astronomer Copernicus: Conversations with God, Jan Matejko, 1873.

Some historians believe that Copernicus kept his findings secret to avoid conflict with the Roman Catholic Church's view that God made Earth the centre of the universe. His findings were not published until shortly before his death and were banned by the Roman Catholic Church.





Competing Worldviews

Ptolemy, a Greek astronomer, lived in the 2nd century, but his version of the universe (left) was part of the Christian worldview until the late Renaissance. The Earth was the centre of the universe. Some illustrations had this wording around the outer rings: Heaven, realm, and dwelling place of God and of all the elect. Why do you think some people would be so upset about accepting the Copernican solar system (shown on the right)? Locate the Earth (Erde) and the sun (Sonne) in both systems. What was the impact of this shifting worldview?

Islamic scholars such as Ibn Yunis, al-Tusi, al-Urdi, and Ibn al-Shatir laid the groundwork for many developments in astronomy. Ibn Yunis (950–1009) was an Islamic scholar working in Cairo, Egypt. He created large astronomical tables based on hundreds of years of recorded observations. He also invented the pendulum. Nasir al-Din al-Tusi (1201–1274) was a Persian scientist who wrote books detailing accurate planetary movements and the positions of stars. Such knowledge had an influence on the works of European scientists such as Copernicus.

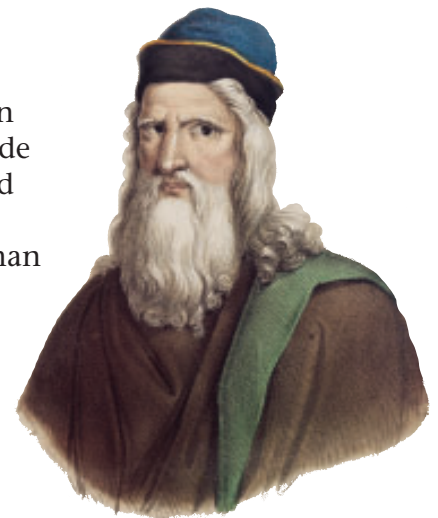
heresy: an opinion against the beliefs of a given religion

views were condemned as **heresy** by the Roman Catholic Church of the time. It was almost 100 years after his death before his theory of the universe began to be accepted by the rest of the European world.

Leonardo da Vinci

Da Vinci made a number of scientific advancements. He began dissecting human cadavers once the pope allowed it and made detailed drawings and notes that were used by physicians, as well as artists, who used the knowledge to paint more realistic human figures.

He recorded plans for numerous inventions such as parachutes, tanks, and submarines.



I wonder ... why would some people in the Church have been opposed to the dissection of cadavers?

I wonder ... are there groups today who oppose dissection? I wonder why they might.

François Viète

The French mathematician François Viète (1540–1603) wrote books on trigonometry and geometry. His work was built on the ideas of Islamic scholars. Among other mathematical advances, he provided solutions to doubling a cube and trisecting an angle, all useful in engineering and architecture.

Other advances were made in mathematics that were used in trade, business, banking, calculations for ship navigation, and astronomical mathematics used for mapping.

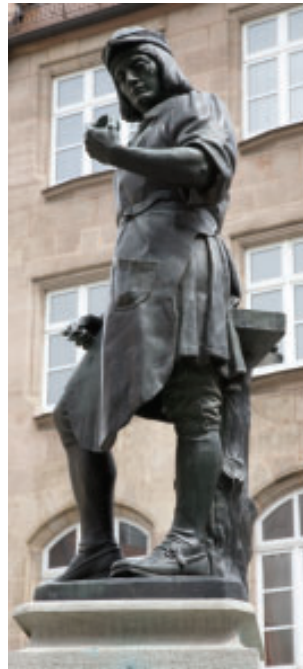


François Viète,
Alexandre Saverien, 1766

Changing Views of Time

A significant advancement in technology during the Renaissance was the invention of the mechanical clock. Before the early 1500s, time was measured by sundials, hourglasses, or weight-driven clocks. Most people lived their days according to the rising and setting of the sun and by church bells calling to prayer. About 1500, Peter Henlein, a German locksmith, invented the spring-powered clock that let inventors make smaller clocks and watches.

It was now possible, because of this invention, to keep accurate track of smaller pieces of time. People began to see time as small segments that could be measured and counted.



Peter Henlein, fountain,
Nuremberg, Germany.
Peter Henlein invented the
first spring-driven watch.

I wonder ... how did the ability to keep track of smaller and smaller segments of time change the way people lived their days?

REFLECT AND RESPOND

1. A discovery or invention often depends on previous knowledge discovered by others. Explain how Copernicus's proof that the Earth revolves around the sun depended on previous knowledge. Choose a recent discovery or invention. Explore the previous knowledge that was necessary to make this discovery or invention.
2. Currently, many humans believe they may be the only intelligent life in the universe. How would the discovery of intelligent life in another solar system cause people on Earth to experience a shift in worldview?

Create a dialogue between two people — a person who accepts a recent announcement that intelligent life exists in another solar system and one who refuses to believe it. How might this compare to the shift from the Ptolemaic view to the Copernican view of the universe?

3. How has the invention of precise clocks and watches changed the way people define and relate to time? Relate comments you have heard people make about time. What are some beliefs and values about time in our modern worldview?



Geoffrey Chaucer

utopia: a perfect world



Sir Thomas More,
Hans Holbein the Younger



François Rabelais

How Did Writers Influence the Renaissance Worldview?

As European monarchies became more stable and gained power, a sense of pride and national identity began to develop in states across Europe. Latin continued to be used by the Church, but writers began to compose their works in their own vernacular languages. This meant that the vocabularies, spellings, and grammar of the different languages had to become more standardized. Standardized languages also increased a common sense of identity among their speakers, readers, and writers.

Geoffrey Chaucer (1343–1400)

There's never a new fashion but it's old. — *Canterbury Tales*

Forbid us something, and that thing we desire. — *Canterbury Tales*

Geoffrey Chaucer was an early writer of English. In his *Canterbury Tales*, he wrote about the social and political circumstances of the time, using humorous stories of pilgrims on their way to Canterbury Cathedral.

Sir Thomas More (1478–1535)

Sir Thomas More, an important advisor to King Henry VIII of England, advocated religious tolerance. He was executed by the king for his refusal to denounce the Roman Catholic Church. In 1935, he was declared a saint because of his unwavering belief in the Roman Catholic faith and his willingness to die for his beliefs. His work *Utopia* describes an ideal world that has no problems. He greatly influenced the education system in England, which began placing more emphasis on the humanities and the ideals of Renaissance humanism.

More's work *Utopia* was shaped by reports from the New World. Recognizing the existence of new societies and worldviews completely different from any previously known in Europe and Asia led thinkers to ponder the possibilities of new societies with different government, social, and economic systems.

François Rabelais (1494–1553)

François Rabelais, an important writer of the French Renaissance, wrote the *Pantagruel*, a series of books about the adventures of a giant named Gargantua and his son Pantagruel. His books used satire to poke fun at the institutions in society that he felt needed to be changed. He wanted his readers to be entertained, but he also wanted to educate them. His works are good illustrations of humanist interest in questioning all aspects of society and existence. His books were banned by the Church, yet they were read far and wide.

Pléiade (mid–1500s)

Seven French Renaissance poets, known as the Pléiade (named after the Pleiades, a constellation of seven stars of equal brightness), believed that the literature of France should be written in French rather than Latin. They believed that great French literature should imitate the classical literature of Greece and Rome.

This excerpt shows references to classical literature and humanist ideals common in the writings of the Pléiade.

from *Hymne de l'Automne* (1555)

Le jour que je fu né, Apollon qui preside
Aux Muses, me servit en ce monde de guide,
M'anima d'un esprit subtil et vigoureux,
Et me fit de science et d'honneur amoureux.
En lieu des grands tresors et des richesses vaines,
Qui aveuglent les yeux des personnes humaines,
Me donna pour partage une fureur d'esprit,
Et l'art de bien coucher ma verve par escrit.

— Pierre de Ronsard



Pierre de Ronsard

William Shakespeare (1564–1616)

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...

— *As You Like It*

The poetry and plays of William Shakespeare, one of the most widely read authors of all time, are studied worldwide for their inventive use of language and their insights into human nature. Their themes are reproduced in movies, books, music, and video games. His works are translated into languages around the world. Shakespeare wrote for people from all classes; his plays were especially popular with lower classes.



William Shakespeare

REFLECT AND RESPOND

1. How did writers influence the Renaissance worldview? How did the changing Renaissance worldview affect the topics and ideas covered by the writers of the time?
2. a. How do you think the printing press influenced Renaissance writers?
b. How did the writers of the time increase the sense of identity and citizenship of their readers? Can Canadian writers do the same today?
c. Think about writers whose works you have read. Choose a writer and explain how he or she has affected your beliefs or values or the way you see the world.



Leonardo da Vinci's self-portrait

Da Vinci was a vegetarian, which was unusual at that time, and loved animals so much that he would buy caged animals just so he could set them free.

discipline: a branch or category of learning or study

The *Mona Lisa* is so popular that every year, more than 5 000 000 people visit the Louvre to view it.

The Last Supper, fresco, Leonardo da Vinci, 1495–1497

PROFILE

Leonardo da Vinci: Renaissance Man

As you have read, beginning in the Renaissance, humanism encouraged people to question their world, experiment with new ideas, and consider their own potential as individuals.

Leonardo da Vinci (1452–1519), born in Florence, Italy, had great intellect and an amazing curiosity. He worked to dispel many medieval views. Da Vinci has been called the most relentlessly curious man in history. He questioned everything.

He had a mastery of engineering, biology, painting, sculpture, botany, music, philosophy, architecture, science, mechanics, invention, and anatomy. The term *Renaissance person* refers to an individual who is not only curious about many things, but also has a deep understanding of many subject areas and the ability to accomplish feats in many **disciplines**. Leonardo da Vinci is considered by many to be the ultimate Renaissance Man.

Leonardo's Accomplishments

Painting: *Mona Lisa* and *The Last Supper* are da Vinci's most famous works. Leonardo da Vinci was perhaps the greatest Renaissance painter, introducing new techniques. Many of his paintings, though, were left unfinished or have not survived. One project he did complete and that has survived is the *Mona Lisa*. It is among the finest paintings produced during the Renaissance.

Although da Vinci finished only a few paintings, he had a significant influence on other Renaissance painters. Many Renaissance painters studied and copied his techniques. When he was invited to visit the French court, he carried the *Mona Lisa* with him. Today, the *Mona Lisa* is still housed in the Louvre in Paris.



Architecture: Da Vinci designed domes, buildings, and bridges.

Inventions: Leonardo da Vinci is famous for his inventions. He was very interested in movement and machines; among his inventions were a bicycle, an airplane, a helicopter, and a parachute. He drew plans for tanks, submarines, and diving suits. Many of these inventions were 500 years ahead of their time. He kept detailed notes and diagrams. Today, the only remains of his inventions are thousands of pages of these notes and diagrams. Working models of some of da Vinci's inventions have been built based on his designs.

Anatomy: He kept meticulous notes on human anatomy as he completed dissections of cadavers.

Da Vinci's helicopter



Da Vinci's tank



Think how easy it is today to search for answers to any questions you may have. Perhaps you want to answer this question: How does the human body work? You can find answers in books and other printed materials, by viewing multimedia presentations, by exploring libraries, by using the Internet, and perhaps even by travelling to other countries, getting there in a matter of hours, to meet with world-renowned specialists.

Think of what people living at the time of Leonardo da Vinci had to do to find answers to their questions. Imagine the courage and conviction of those individuals who dared to question their world in a time when such questioning was contrary to the values of the time. Questioning was often considered to be against religious beliefs and could lead to severe punishments. How did their convictions help shape the Renaissance worldview?

Leonardo da Vinci was left-handed, which was considered unnatural, even evil, by Renaissance society. He wrote all his notes in mirror writing, writing from right to left. If held up to a mirror, the writing can be read just like normal text. This suggests that da Vinci was probably dyslexic.

REFLECT AND RESPOND

1. Working together as a class, list reasons why da Vinci could be categorized as a Renaissance Man.
2. Can you think of individuals today who might be considered Renaissance Men or Renaissance Women — those who are known for their work in more than one discipline? Name as many as you can. Choose one and explain what impact he or she has had on our world. Did his or her thinking affect our worldview?
3. How does the study of great thinkers such as Leonardo da Vinci impact our worldview today?

How Did the Ideas of the Renaissance Change Social and Economic Systems?

During the Renaissance, medieval institutions such as feudalism began to break down. Rural dwellers migrated to urban areas and a new middle class emerged based on trade and manufacturing. More people needed to learn to read, to write, and to do arithmetic in this new economy.

Leathermaking was one of the trades in the Renaissance



The **quality of life** for the poor in both the cities and rural areas improved, but it was the lives of the middle class that changed the most. Especially in the rapidly growing cities, the rising middle class contributed to the growth of a **capitalist society** based on trade and money. Previously, most trade was for basic necessities and depended on bartering goods, rather than using money, in local marketplaces. Increased trade goods and manufacturing, however, led to increased use of coins and money. This made it much easier to import goods and set up manufacturing systems.

Many merchants from the middle class became very wealthy from the increased trade and were able to purchase castles originally owned by the nobility. Like the nobility, wealthy merchants and their families now had the leisure time and money to learn to read, to study music, and to enjoy art.

The Renaissance was a time when many people explored new ideas about how society should function and what it should value. Although religion remained central to people's lives, they wanted to improve their lives and their surroundings. Previously, the higher Church officials and the nobility were the only members of society who could afford luxuries, but now the wealthy merchant class began to build large homes and surround themselves with beautiful objects. They often supported the arts and the construction of public buildings to demonstrate their personal wealth and family status. These wealthy patrons or supporters of the arts believed that a community surrounded by beauty made everyone's lives better.

Religion remained an important part of the people's lives, but society was becoming more **secular** and citizens began to focus more on this life on Earth. Individuals began to see that it was possible to change the way they lived, where they lived, and who they worked for. Instead of believing that their lives were destined to remain the same as their parents and ancestors, they began to see that through hard work and taking advantage of opportunities, individuals could improve their lifestyle and social class. Individuals could now create their own identities.

The worldview of rigid social position and lack of individuality, so long in place under the feudal system, began to change rapidly.

quality of life: the sense of safety, comfort, security, health, and happiness that a person has in his or her life

capitalist society: an economic system that depends on private investment and making a profit

secular: having to do with physical things; the opposite of spiritual

The Renaissance Family

The Renaissance family was an extended family, with father, mother, children, grandparents, and unmarried or widowed aunts and uncles all living in one household. The worldview of the society determined what family roles would be.

- The father ruled the household. He managed all the finances and property and made all the important decisions for everyone in the household.
- Mother's role was to maintain the household and to help her husband and children succeed.
- Family members worked to support the family as a whole, much as families do today who run small businesses or family farms.
- Family life was valued and good relations among family members were important.

I wonder ... would common people think they were more valued citizens because artists began seeking them out to paint scenes from their lives?

Children were looked upon differently than the way they are viewed today. There really was no childhood; children were considered to be miniature adults. They were obliged to participate in family duties and to respect their father's authority until his death.

During the Renaissance, most marriages, outside of the lower classes, were arranged. Parents tried to arrange for their daughters to marry men who would improve the family's wealth or status in society. Often marriages were prearranged to create financial or political alliances between families. Young girls tended to marry by the age of sixteen, but men often did not marry until their mid-thirties or early forties.

Children's Games (Kinderspiele), Pieter Brueghel the Elder, 1560. During the Renaissance, artists began painting common people and their activities. Which of the activities and games in this painting are familiar to you?



Women in the Renaissance

Although humanists believed in education for both males and females, it was generally reserved for the elite. Most poor males and females had no opportunity to attend school; however, even most women of the wealthy classes were not allowed to be educated and they had very little independence. Educated women were typically regarded as unusual and viewed as exceptional. Few women were allowed to continue their studies after they were married.

A few female writers of that time publicly encouraged women to be educated.

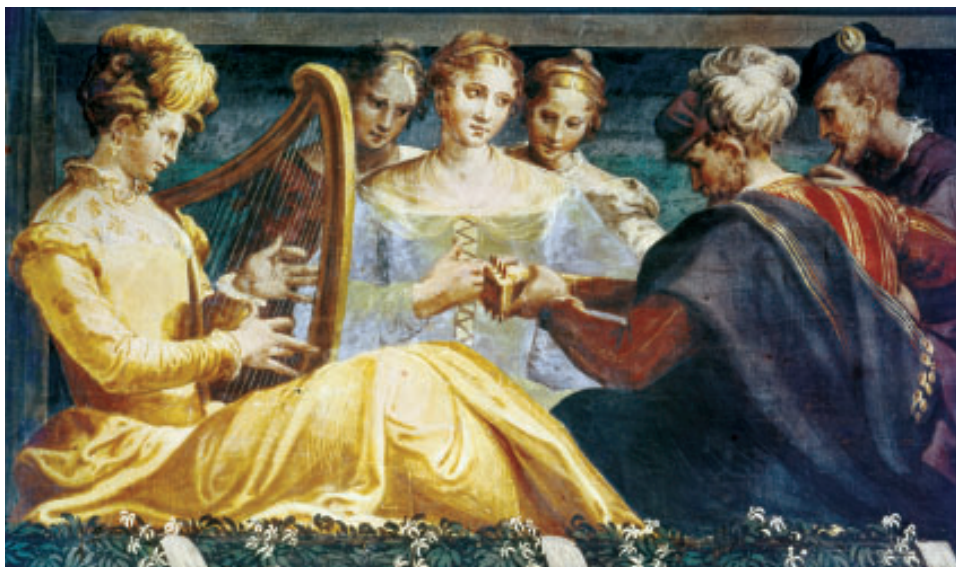
- Agrippa of Nettelsheim (1486–1535) wrote that there was no difference in the intellectual potential of women and men.
- Other women, such as Maria de Zayas y Sotomayer, a noblewoman from Madrid, believed in a liberal education for women and wrote that education for women should go beyond preparing them for an ornamental life such as that of the lady of a court.

Some 16th-century female Renaissance artists, such as Sofonisba Anguissola, have been recognized for their talents. But, like her, these women were either daughters of artists who trained with their fathers or were daughters of wealthy noblemen who were expected to become accomplished in literary, musical, and artistic skills. Wives of wealthy noblemen contributed to the arts by being patrons.

Changing ideas in religion also affected the lives of women. Anna Bijns, a Dutch schoolteacher in Antwerp, Belgium, was a strong speaker who promoted Catholicism. Marie Dentière, on the other hand, was a former nun who defended the reform movement of the Church and supported the rights of women to preach and to teach the scriptures. Although women such as Bijns and Dentière were passionate in their convictions, they generally were not allowed to be part of the decision-making process no matter which side they supported.



Christine de Pizan writing at her desk, c. 1410–1415. Christine de Pizan, a 14th-century French writer, was the first woman in the West to make a living by writing. She is often referred to as the first feminist writer.



Musicians of the 16th century



Marguerite de Navarre, 1544

Marguerite de Navarre (1492–1549)

Marguerite de Navarre was an important figure in the French Renaissance. The sister of François I, king of France, she was highly educated and knew many languages, including French, Latin, Italian, Spanish, German, Greek, and Hebrew. She was able to read the classics and talk about the ideas of the Renaissance thinkers. She was also a gifted writer and is most noted for a collection of stories called the *Heptaméron*.

Marguerite de Navarre was a patron of the arts and brought famous artists, such as Leonardo da Vinci, to the French court. Marguerite used her influence to protect writers, such as Rabelais and de Ronsard, who challenged the beliefs and practices of the Roman Catholic Church. She believed in the Roman Catholic faith, but she, too, wanted to bring changes to the Church. She felt the Bible should be translated into French so that more people in France would be able to read it.

Marguerite called herself “The Prime Minister of the Poor.” She was known for both her kindness and her charity.

REFLECT AND RESPOND

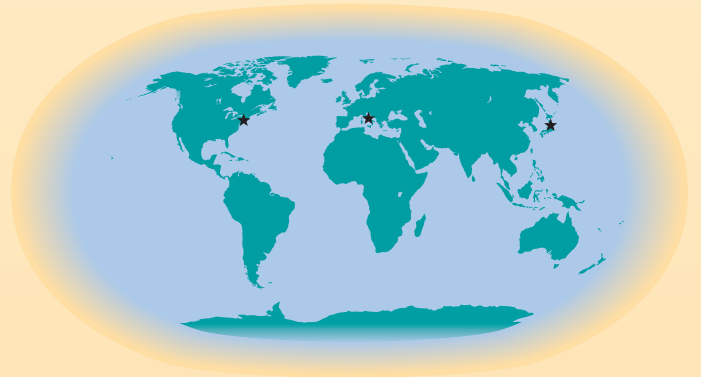
1. Ideas about courtship and marriage undergo constant change in society. Think about the values, attitudes, and viewpoints about dating and marriage in your community. How are these related to worldview?
2. Think about what life was like for a young girl or a young boy during the Renaissance.
 - a. Compare the life of a young person during the Renaissance to your life today. Use examples, such as organized religion, family structure, the arts, jobs, and education, as an organizer for your comparison. Link your examples to the three elements of worldview (Social systems; Political and economic systems; and Culture) on a table, chart, or graphic organizer.
 - b. How have ideas of childhood and children’s roles in the family changed from the Renaissance to now?
 - c. You may wish to research the rights of children in Canada as established in our laws and regulations.
3. Consider your possibilities. How can taking advantage of opportunities and working hard give you a wider choice of lifestyles?
4. Many people today volunteer time or donate money to charitable causes. A number of people are modern-day patrons of the arts or philanthropists who donate to worthwhile causes. Find examples presented in the media. What aspects of our worldview are they illustrating?

Same Time, Different Place

Roles of Women, 1390s

Italian City-States

For women, little had changed in their lives since the Middle Ages. Women had no political rights and very few were allowed to go to school. Fathers had complete authority over their wives and daughters. Upon marriage, the authority over a daughter passed to the husband. Roles were clearly defined, and a woman's role was to be a good wife and mother. Women could only live independently if they were widowed with an inheritance. Otherwise, they had to move in with a male relative or join a convent.



Eastern North America

The Haudenosaunee First Nations created the League of Five Nations, based on the founding constitution, The Great Law of Peace. The constitution designated women as Clan Mothers, to lead family clans and select the male chiefs. Women had the power to remove chiefs who did not follow the constitution's laws. Women were treated with respect and honour since they were the connection to the earth and future generations. Women in many First Nations across North America were powerful citizens in the conduct of daily life and many important ceremonies.

Japan

Japanese worldview presented strict roles for women, just as for the rest of society. Rules of social behaviour were very strict, often forbidding women from appearing in public. Women were not allowed to own property.

rhetoric: the art of persuasive speaking and writing

logic: the science of reasoning and proving arguments

The Capture of Constantinople in 1204, Jacopo Tintoretto. Constantinople, the capital of the Byzantine Empire, under siege by Crusaders. Scholars travelled with their documents to Europe, adding to educational knowledge that began the Renaissance.

Education

Before the Renaissance, European education was generally provided by the Roman Catholic Church. It focused on grammar, **rhetoric**, and **logic**, but still followed Church teachings. Since the Roman Catholic Church kept most of Europe's books in its libraries, it was regarded as the keeper of Europe's knowledge. It kept education alive by teaching nobles and the clergy reading, writing, and arithmetic.

Towards the end of the Middle Ages and during the Renaissance, the knowledge held by Islamic, Jewish, and isolated European scholars became more widely known across the continent. Scholars built on this knowledge to develop new ideas and make new discoveries. Both the study of ancient documents and the ideas from intercultural contact spurred an amazing rebirth of learning.

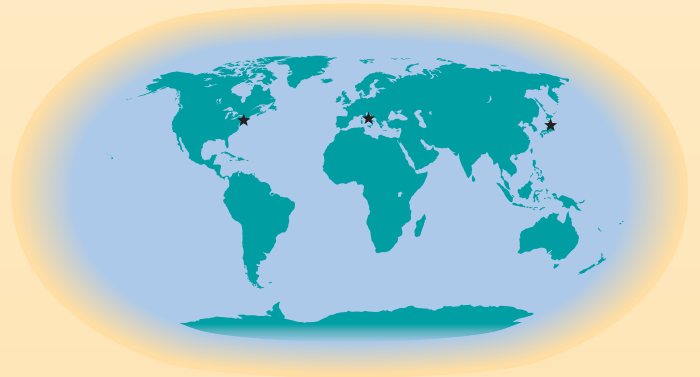


Same Time, Different Place

Roles of Women, 1390s

Italian City-States

For women, little had changed in their lives since the Middle Ages. Women had no political rights and very few were allowed to go to school. Fathers had complete authority over their wives and daughters. Upon marriage, the authority over a daughter passed to the husband. Roles were clearly defined, and a woman's role was to be a good wife and mother. Women could only live independently if they were widowed with an inheritance. Otherwise, they had to move in with a male relative or join a convent.



Eastern North America

The Haudenosaunee First Nations created the League of Five Nations, based on the founding constitution, The Great Law of Peace. The constitution designated women as Clan Mothers, to lead family clans and select the male chiefs. Women had the power to remove chiefs who did not follow the constitution's laws. Women were treated with respect and honour since they were the connection to the earth and future generations. Women in many First Nations across North America were powerful citizens in the conduct of daily life and many important ceremonies.

Japan

Japanese worldview presented strict roles for women, just as for the rest of society. Rules of social behaviour were very strict, often forbidding women from appearing in public. Women were not allowed to own property.

How did education change?

- A new philosophy emerged from these works and ideas that promoted the value of individual human life and personal potential.
- Students were taught to be good citizens so that they would become leaders in their communities and would carry out civic work.

People's attitudes towards the world around them were changing. They began to value the importance of new knowledge. They began to ask questions and seek answers rather than simply accepting what they were told by those in authority.

Renaissance education became the basis of classical education in colleges and universities such as Edmonton's Collège Saint-Jean, now Campus Saint-Jean, part of the University of Alberta.

Latin was the universal language of learning in Europe during the Renaissance because it was the language of the Church.

I wonder ... what would be the advantages of having a common language across Europe?

I wonder ... what are the most popular languages in the world today?

I wonder ... is the world moving towards a common global language today?

REFLECT AND RESPOND

1. In groups, discuss what life would be like in Europe during the Middle Ages dominated by feudalism. Why would there be few changes in societies under this system?
2. What were some of the changes to people's lives as the Renaissance began? How would these changes in daily life affect the worldview (the values and beliefs) of the common people? of the nobles? of the newly rich?
3. If you were a woman in 1390 and had a choice to live in one of the three societies described in *Same Time, Different Place* (page 81), which would you choose? Why?
4. List several ways in which you might consider that life began to improve during the Renaissance. Select one way and describe how it continues to have an impact on people's lives today — how it still is part of today's Western worldview.

I wonder ... did all Europeans change the way they thought about their lives?

I wonder ... how did people in the Renaissance think differently about the world than I do?



Detail from *Primavera*, Botticelli, 1478. Beauty for beauty's sake? The ideal standard of female beauty illustrated by the works of Renaissance painters such as Botticelli can still be seen in contemporary art, in magazines, and on television and film. Is this standard realistic? Does it apply to everyone? Why do you think it is still so popular in Western culture?

FOCUS ON INQUIRY

How Did Individuals Reflect and Influence the Worldviews of the European Renaissance?

Many individuals contributed to the new ideas and practices of the Renaissance. Humanists focused on the value of life, which was quite different from the Middle Ages when the focus was on the value of the soul and life after death. Humanists believed that people should learn and live with dignity rather than preparing only for a life after death. The celebration of life on Earth was a different worldview that led to changes in art, sculpture, architecture, literature, politics, and religion. Many individuals contributed to developments and innovations in these and other areas.

A few individuals from the Renaissance have been described to give you an idea of how they influenced others of their time. Finding more information about their lives and the lives of others living at the same time can lead to a better understanding of how and why the worldview changed in Europe during the Renaissance. A biography is not just someone's life story; it also shows how that person made a difference to the world.

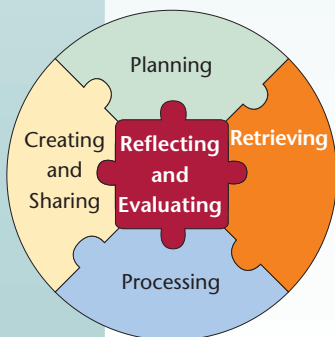
Using Your Inquiry Skills

In this activity, you will practise the Retrieving phase of an inquiry process.

Retrieving Phase

Step 1 — Find a focus

- Choose a Renaissance figure from one of the following categories: Italian Painters, Flemish and Dutch Painters, German Painters, Sculptors, Architects, Scientists and Mathematicians, Scholars and Humanists, Patrons, French Writers.
- Develop a list of key words about that person to use as search terms.
- Look up the individual and/or category in your text and an online or print encyclopedia to find more information about this person.



- Add new key words to your list. The more key words you write, the more information you will be able to find. This chart gives an example of finding key words about a person.

First Try	After Using an Encyclopedia	After Finding More Resources
<ul style="list-style-type: none"> • Masaccio, Italy; Artist; Painter; Italian; Renaissance 	<ul style="list-style-type: none"> • Masaccio, Italy; Artist; Painter; Italian; Renaissance • 1401; Perspective; Donatello; Florence, Florentine Art 	<ul style="list-style-type: none"> • Masaccio, Italy; Artist; Painter; Italian; Renaissance • 1401; Perspective; Donatello; Florence, Florentine Art • Tommaso Cassai; Fresco; Michelangelo; Rome

Step 2 — Find appropriate resources

Finding only one book or website about a person provides only one perspective or viewpoint on that individual. To be exposed to different perspectives about how an individual lived and thought, researchers use many different kinds of resources, such as encyclopedias, books, articles, videos, DVDs, databases, interviews, and the Internet. Some resources are written or published for younger children, while others may be written for adults or academics, so only select those resources that you can use.

Working with a partner, review the key words you both chose. Use them in different combinations with the school library online catalogue, online databases, and the Internet to find and list as many different types of resources that might help you understand your Renaissance figure.

Step 3 — Create a working list of resources

Complete a list of the resources you and your partner located.

Reflecting and Evaluating Phase

- What types of activities occur during the Retrieving phase?
- What did you find easy about finding key words? What did you find difficult about finding appropriate key words?
- What were the main things you learned about finding key words?

General Works

(e.g., dictionaries, encyclopedias, atlases, almanacs)

Main Sources: school library and Internet



Print and Non-print Resources

(e.g., reference books, photographs, artifacts, kits)

Main Sources: school library and Internet



News Sources

(e.g., online databases, newspapers, magazines)

Main Sources: school library and Internet



Other Sources

(e.g., interviews, field trips)

I wonder ... how can I find out if a website has believable information?

SKILLS CENTRE

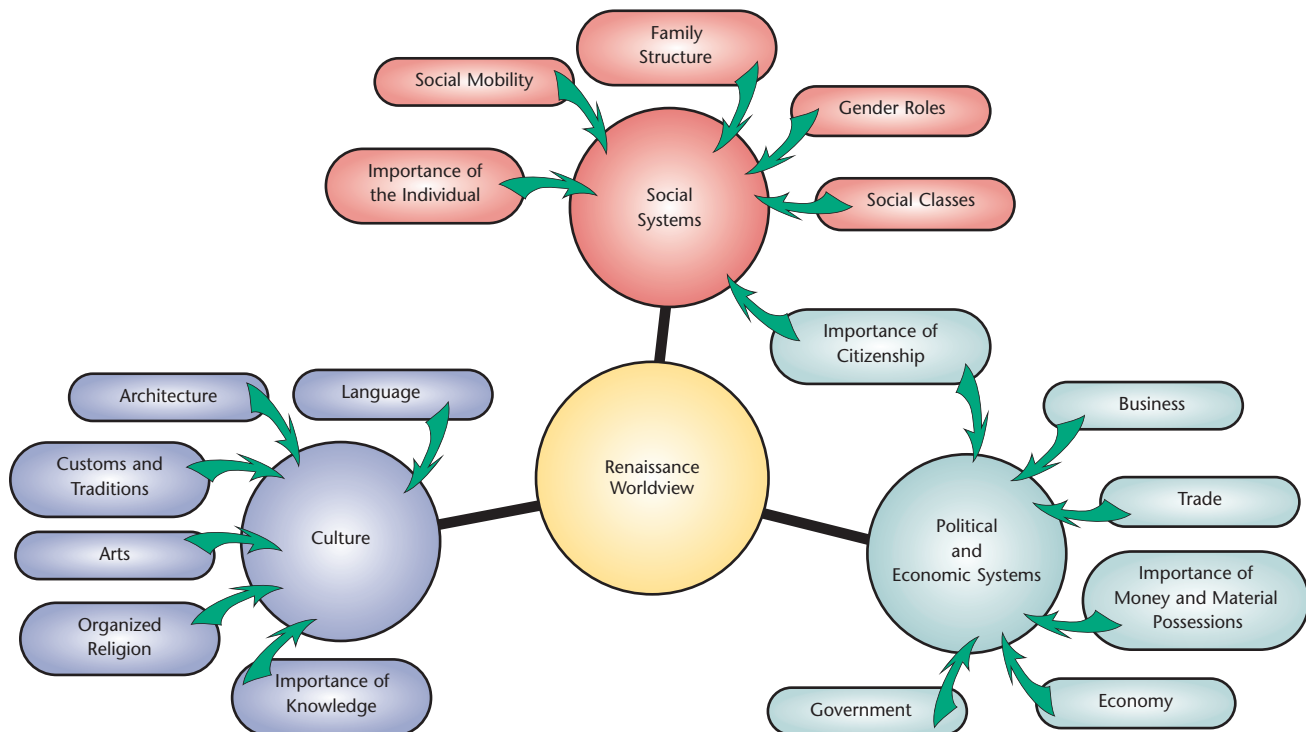
Turn to **How to Find Good Sources of Information** in the Skills Centre to review how to determine if the information you find is valid.

End-of-Chapter

Conclusion

There were many reasons why the ideas of the Italian Renaissance spread throughout western and northern Europe.

- Many of the key transportation routes were being less affected by warfare.
- Feudalism declined and monarchies grew more powerful.
- More people travelled in the last half of the Renaissance.
- Humanism encouraged questioning and discovery.
- Scholars from the Islamic world, Italy, and other regions worked and studied in northern Europe.
- The recovery of original classical documents and the studies done on them by scholars became known throughout the continent.
- The invention of the printing press allowed for ideas to spread.
- Increased trade meant more wealth and more patrons of the arts.



Renaissance Worldview

The illustration shows some of the details that describe the Renaissance worldview.

- What other examples from this chapter would you include in the diagram?
- Which of these do you think are most important to the development of a worldview?
- Based on what you have studied about the Renaissance so far, how would you describe a Renaissance worldview? For example, what common values did people share about the importance of the individual? of social classes? of culture? of government?

Review and Synthesize

1. Make a list of nine or ten key ways in which the ideas of the Italian Renaissance spread to northern Europe.
2. Create a timeline display on a classroom bulletin board.
 - Post the following title: Influences on the Renaissance.
 - Begin to add biographies for each of the people who had an influence on the Renaissance.
 - Name the person, tell where and when the person lived, and list the influences the person had on the Renaissance.
3. Think about the Worldview Investigation that you did at the beginning of the chapter. Conduct another Gallery Walk to share what you have learned about how certain people contributed to changes in Renaissance society. As a class, decide what criteria could be used for selecting those people for the Hall of Fame who had the greatest influence on the Western worldview.

Inquiry

4. Imagine that you are on the display committee for the provincial museum, which has decided to set up a Renaissance Hall of Fame. Each person on the committee has been given the task of selecting one person from the period who was very influential in affecting the Western worldview. You must find enough information about the person to convince the committee that the one you have selected should be included in the Hall of Fame.

Show What You Know

5. Make a concept poster to define humanism that clearly illustrates the concept. You can use words, pictures, colours, textures, or other artistic strategies. Use definitions, examples, metaphors, or other ways of communicating the idea of humanism.
6. Write a paragraph about each of the following groups explaining how they helped spread the ideas of the Renaissance to northern Europe:
 - philosophers and thinkers
 - artists
 - scientists and mathematicians
 - writers
7. Select two new ideas that began during the Renaissance and explain how each one changed the Western worldview. How does each idea affect our worldviews in Canada today?

Closure

8. **Share:** Conduct a vote to choose the ten or twelve people who will be included in the Renaissance Hall of Fame. Create a ceremony to induct the members into the group. As a class, create a display of your Renaissance Hall of Fame.
9. **Discuss:** Belief in the importance of the individual spread throughout Renaissance Europe. How can you as an individual maintain your identity but still be a good citizen of your city, region, or country?
10. **Reflect:** Spend a few minutes in personal reflection. How do the ideas of other people affect what you think and believe? Identify three or four people who have had the greatest influence on you.