

Each century is a period of 100 years. The 1st century (the first 100 years) stretched from the years 1 through 99. The time period from 1300 to 1399 is called the 14th century. Any year in that range is part of the 14th century.

This text uses the customary way of presenting Common Era dates, not including the abbreviation CE. Dates referring to years Before Common Era will include the abbreviation BCE.

A graphic like this introduces each chapter, showing what you will explore as you work through the chapter.

Byzantine Empire: the eastern part of the Roman Empire in existence from the 4th to 15th centuries

Two thousand years ago, most of Europe was part of the Roman Empire. In the 4th century, to prevent civil war, the empire was divided into two. The eastern part became the **Byzantine Empire**, which lasted a thousand years, from the 4th to 15th centuries. The western part was still called the Roman Empire, but it quickly broke apart into small separate states. Both empires were predominantly Christian.

CHAPTER 1

What Were the Factors That Shaped the Renaissance Worldview?

The Renaissance began to flourish in the 14th century in the cities of the Italian Peninsula in southern Europe. Developments in literature, painting, sculpture, architecture, and education were all supported by the changing worldview and the great wealth of Italy. The factors that led to the Renaissance worldview were also the basis for today's Western worldview.

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

How Did Other Civilizations Set the Stage for the Renaissance in Europe?

How Did the Renaissance Begin?

How Did the Social Structure During the Middle Ages Reflect the Worldview of the Time?

Focus on Inquiry: How Might the Black Death Have Changed the Way People Viewed the World?

How Did the Growth of Cities Contribute to a Changing Worldview?

How Did the City-State of Florence Reflect the Renaissance Worldview?

How Did Venice Contribute to the Italian Renaissance?

How Did Genoa Help Shape the Renaissance Worldview?

Western and Eastern Empires, 4th Century



Worldview Investigation

Many times in Canada's history, the worldview of a group of people has been affected by contact with other people. Think about some of those times: First Nations traded with other First Nations; French and English traded with First Nations and Inuit and settled in their territories; Chinese workers came to North America to build railways, such as the Canadian Pacific, that stretched across the country; Ukrainians immigrated to Canada and settled among a mix of other immigrants; war brides came from Europe to Canada after World War II and met a new society. What other stories of contact come to mind?

Choose an example from your life experience that illustrates how your values, beliefs, or attitudes changed upon meeting a new situation, a new group of people, or maybe an influential person. It could be something like the experiences you had as you moved to junior high and a new class. Or it might be something like relating your experiences after joining the school band and travelling to new schools or cities. If you wish, you could choose to relate an example from Canadian history.

Tell the story to members of your class, using the **Think–Pair–Share** method (see below). Include what happened before contact, during contact, and after contact between the two groups of people. The story should explain how the worldviews of each group changed because of contact between them.

The Renaissance is also a story about contact among people. In this chapter, you will explore how contact with other groups is one of three factors that shaped the worldview in western Europe.

Worldview

Investigations are group activities that introduce each chapter. They set the context and get you thinking about the big ideas that will be introduced in the chapter. For instance, in this first Worldview Investigation, you are asked to think about personal situations and events in Canada's history when worldview (values and beliefs) were affected by meeting other groups or individuals. In this chapter, you will learn how worldviews in Europe changed as they met new knowledge and ideas from other societies.

Think–Pair–Share

The Think–Pair–Share method for discussing ideas works well with any size of group. It can be used to share thoughts in answer to a question or details of a topic under discussion.

Work through these three steps:

THINK — Think about the topic or answers to a question individually for two to three minutes.

PAIR — Discuss the topic or suggested answers with one other person for two to three minutes.

SHARE — Discuss the topic or answers with all members of your group. This is best done in groups of four to six people. You can also share with the whole class.

SKILLS CENTRE

Turn to **How to Communicate Ideas and Information** in the Skills Centre for more information to help you participate in this discussion.