

Interact *with* History

Objectives

- Set the stage for studying the Renaissance by using a painting as a primary source.
- Help students understand how to gain insights into historical periods through art.

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. Students can examine parts of the painting in greater detail and will have the opportunity to think about the painting's significance.

EXAMINING *the* ISSUES

Answers

- The setting is rich and elegant. The chancellor is wearing a fur-trimmed robe, Mary's cloak is full and beautiful, and the floor design and the walls of the room are ornate.
- Mary presents the child to the kneeling Chancellor Rolin, who is clearly powerful and wealthy. The chancellor's hands are clasped in prayer, showing his respect. A hovering angel holds a crown over Mary's head. These details show that religion was a central part of the society.

Discussion

Ask students what they remember about the function of art in Egypt and India. (*In Egypt, much of the art was created to honor the ruler, who was considered a god. In India, many pieces of art depicted religious figures.*)

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with
History

INTERACTIVE



▲ *The Madonna of Chancellor Rolin* (about 1435), Jan van Eyck

EXAMINING *the* ISSUES

- What can you infer about the setting of the painting?
- What details in the painting give you an idea of the role of religion in society?

As a class, discuss these questions to see what you can learn about this art. Also recall what you know about art in such places as Egypt and India. As you read about the Renaissance, notice what the art of that time reveals about European society.

What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.

- 1 Classical Art** Renaissance artists admired classical art. The columns show classical style.
- 2 Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.
- 3 Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.
- 4 The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.
- 5 Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

WHY STUDY THE RENAISSANCE AND REFORMATION?

- Paintings, sculpture, and architecture of the Renaissance are still admired and copied today.
- People still argue about the best way to attain and keep power, a topic Niccolò Machiavelli covered in his book *The Prince*.
- People still debate how to create the perfect society, a subject Thomas More wrote about in *Utopia*.
- Shakespeare's plays and poems continue to be popular (see the Connect to Today feature on page 49).
- Mass production of books, such as this textbook, began with the printing press invented by Johann Gutenberg (see the Global Impact feature on page 50).
- The Protestant and Catholic Reformations dramatically changed Christianity. Tensions between Catholics and Protestants still exist in many parts of the world.

Botticelli *Allegory of Spring*

Italian hill town

Italy: Birthplace of the Renaissance

MAIN IDEA

REVOLUTION The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

WHY IT MATTERS NOW

Renaissance art and literature still influence modern thought and modern art.

TERMS & NAMES

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

SETTING THE STAGE During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

Italy's Advantages

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance** (REHN•ih•SAHNS). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

City-States Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

Merchants and the Medici A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.

CALIFORNIA STANDARDS

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

REP 1 Students distinguish valid arguments from fallacious arguments in historical interpretations.

REP 2 Students identify bias and prejudice in historical interpretations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Italian Renaissance
I. Italy's advantages
A.
B.
II. Classical and worldly values

European Renaissance and Reformation 37

OBJECTIVES

- Explain the conditions in Italy that gave rise to the Renaissance.
- Identify the values and ideas prized during the Renaissance.
- Describe the artistic breakthroughs and achievements of Renaissance artists.
- Summarize influential literary works and techniques of key Renaissance writers.

1 FOCUS & MOTIVATE

Explain that the Renaissance was a time of great creativity. Ask students to describe ways that they show their own creativity. (*Possible Answers: art, music, writing, type of clothing worn*)

2 INSTRUCT

Italy's Advantages

10.2.1

Critical Thinking

- What is your opinion of the Medici family? (*Positive—Supported arts and culture. Negative—Publicly executed enemies, ruled as dictators.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L9
California Modified Lesson Plans for English Learners, p. 13
California Daily Standards Practice Transparencies, TT1
California Standards Enrichment Workbook, pp. 23–24
California Standards Planner and Lesson Plans, p. L9
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 1

- Guided Reading, p. 18
- History Makers: Niccolò Machiavelli, p. 33

Formal Assessment

- Section Quiz, p. 21

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 18

Reading Study Guide (Spanish), p. 15

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 1

- Guided Reading, p. 18
- Building Vocabulary, p. 22
- Reteaching Activity, p. 36

Reading Study Guide, p. 15

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 1

- Primary Sources: from *The Courtier*, p. 26; from *The Prince*, p. 27
- Literature: from *The Agony and the Ecstasy*, p. 30

- Connections Across Time and Cultures, p. 35
- Electronic Library of Primary Sources

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Electronic Library of Primary Sources

- "The Art of Painting," from *Notebooks*

World Art and Cultures Transparencies

- AT36 *The Last Supper*
- AT37 *Mona Lisa*

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