

Terms, People, and Places

- Renaissance:
- Patron:
- Medici:
- Perspective:
- “Renaissance Man”
- Leonardo Da Vinci:
- Michelangelo:
- Raphael:
- Niccolo Machiavelli:
- “The Prince”
- William Shakespeare:
- Humanism:
- Humanities:
- Vernacular:
- Johann Gutenberg:
- The Printing Press:

Lesson Objectives:

- Describe the characteristics of the Renaissance.
- Why did the Renaissance begin in Italy.
- Identify Renaissance artists and explain how new ideas affected the arts of the period.
- Understand how writers of the time addressed Renaissance themes.

Summary

“The Renaissance”

<http://www.youtube.com/watch?v=bzVAPykS-4s>

Between the 1300s and 1500s, Europe experienced a period of cultural rebirth known as the Renaissance. Beginning in Italy and later spreading to northern Europe, the Renaissance reached its most glorious expression in painting, sculpture, architecture, and literature. The intellectual movement known as humanism stressed (& were inspired by) the study of classical Greek and Roman cultures and the development of the individual- Which they became aware of through ruins & Greco-Roman texts preserved by Islamic scholars.

CHAPTER
13
SECTION 1
Section Summary
THE RENAISSANCE IN ITALY
READING CHECK

What was significant about the discovery of perspective?

VOCABULARY STRATEGY

What does *comprehend* mean in the underlined sentence? What clues can you find in the surrounding text? Circle the words in the paragraph that could help you learn what *comprehend* means.

READING SKILL

Identify Main Ideas Identify three of the main characteristics of the Renaissance.

A new age called the Renaissance, meaning “rebirth,” marked a great change in culture, politics, society, and economics. In Italy, it began in the 1300s and reached its peak around 1500. Instead of focusing on religion, as in the Middle Ages, the Renaissance explored the human experience. At the same time, there was a new emphasis on individual achievement. At the heart of the Renaissance was an intellectual movement called **humanism**. Renaissance humanists studied the classical culture of Greece and Rome to try to comprehend their own times. They wanted to broaden their understanding. They emphasized the **humanities**—subjects such as rhetoric, poetry, and history. Poet Francesco **Petrarch** was an early Renaissance humanist. He gathered a library of Greek and Roman manuscripts. This opened the works of Cicero, Homer, and Virgil to Western Europeans.

Italy was the birthplace of the Renaissance for many reasons. It had been the center of the Roman empire; remains of that ancient culture were all around. Rome was also the seat of the Roman Catholic Church, an important **patron** of the arts. Furthermore, Italy’s location encouraged trade with markets on the Mediterranean, in Africa, and in Europe. Trade provided the wealth that fueled the Renaissance. In Italy’s city-states, powerful merchant families, such as the Medici family of **Florence**, lent political and economic leadership and supported the arts.

Renaissance art reflected humanism. Renaissance painters returned to the realism of classical times by developing improved ways to represent humans and landscapes. For example, the discovery of **perspective** allowed artists to create realistic art and to paint scenes that appeared three-dimensional. The greatest of the Renaissance artists were **Leonardo da Vinci**, **Michelangelo**, and **Raphael**.

Some Italian writers wrote guidebooks to help ambitious people who wanted to rise in the Renaissance world. The most widely read of these was *The Book of the Courtier*, by **Baldassare Castiglione**. His ideal courtier was a well-educated, well-mannered aristocrat who mastered many fields. **Niccolò Machiavelli** wrote a guide for rulers, titled *The Prince*, on how to gain and maintain power.

Review Questions

1. How did the focus of study change between the Middle Ages and the Renaissance?

2. Identify two reasons why the Renaissance began in Italy.

CHAPTER
13
SECTION 2**Section Summary**

THE RENAISSANCE IN THE NORTH

READING CHECK

Where did the northern Renaissance begin?

VOCABULARY STRATEGY

What does the word *prosperous* mean in the underlined sentence? Ask yourself what is meant by a “thriving center of trade.” Use that information to help you figure out what *prosperous* means.

READING SKILL

Identify Main Ideas Write the sentence from the second paragraph of the Summary that states the main idea of that paragraph.

By the 1400s, northern Europe began to enjoy the economic growth needed to develop its own Renaissance. An astounding invention—the printing press—helped to spread Renaissance ideas. In about 1455, **Johann Gutenberg** printed the first complete edition of the Bible using the new printing press. The printing press caused a printing revolution. Before, books were made by hand. They were rare and expensive. Printed books were cheaper and easier to produce. Now more books were available, so more people learned to read. Printed books exposed Europeans to new ideas and new places.

The northern Renaissance began in the prosperous cities of Flanders, a thriving center of trade. Flemish painters pursued realism in their art. One of the most important Flemish painters was Jan van Eyck. He portrayed townspeople and religious scenes in rich detail. Pieter Bruegel used vibrant color to portray lively scenes of peasant life. Peter Paul Rubens blended the tradition of Flemish realism with themes from mythology, the Bible, and history. German painter **Albrecht Dürer** traveled to Italy to study the techniques of the Italian masters. He soon became a pioneer in spreading Renaissance ideas to northern Europe. Dürer applied the painting techniques he learned in Italy to **engraving**. Many of his engravings and paintings portray the theme of religious upheaval.

Northern European humanists and writers also helped spread Renaissance ideas. The Dutch priest and humanist Desiderius **Erasmus** called for a translation of the Bible into the **vernacular** so that it could be read by a wider audience. The English humanist **Sir Thomas More** called for social reform in the form of a **utopian**, or ideal, society in which people live together in peace and harmony.

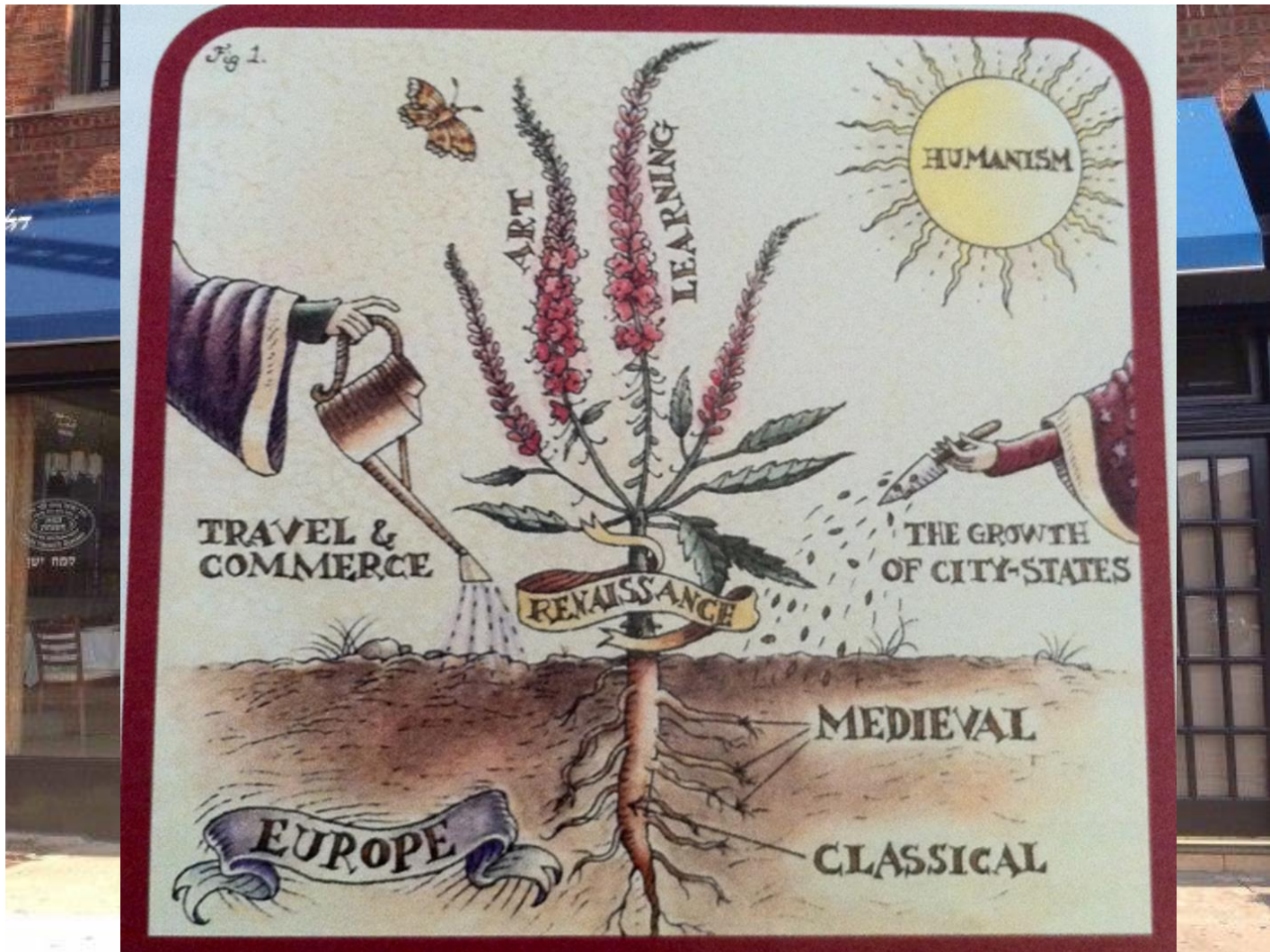
The towering figure of Renaissance literature, however, was the English poet and playwright **William Shakespeare**. His 37 plays are still performed around the world. Shakespeare’s genius was in expressing universal themes, such as the complexity of the individual, in everyday, realistic settings. He used language that people understand and enjoy. Shakespeare’s love of words also enriched the English language with 1,700 new words.

Review Questions

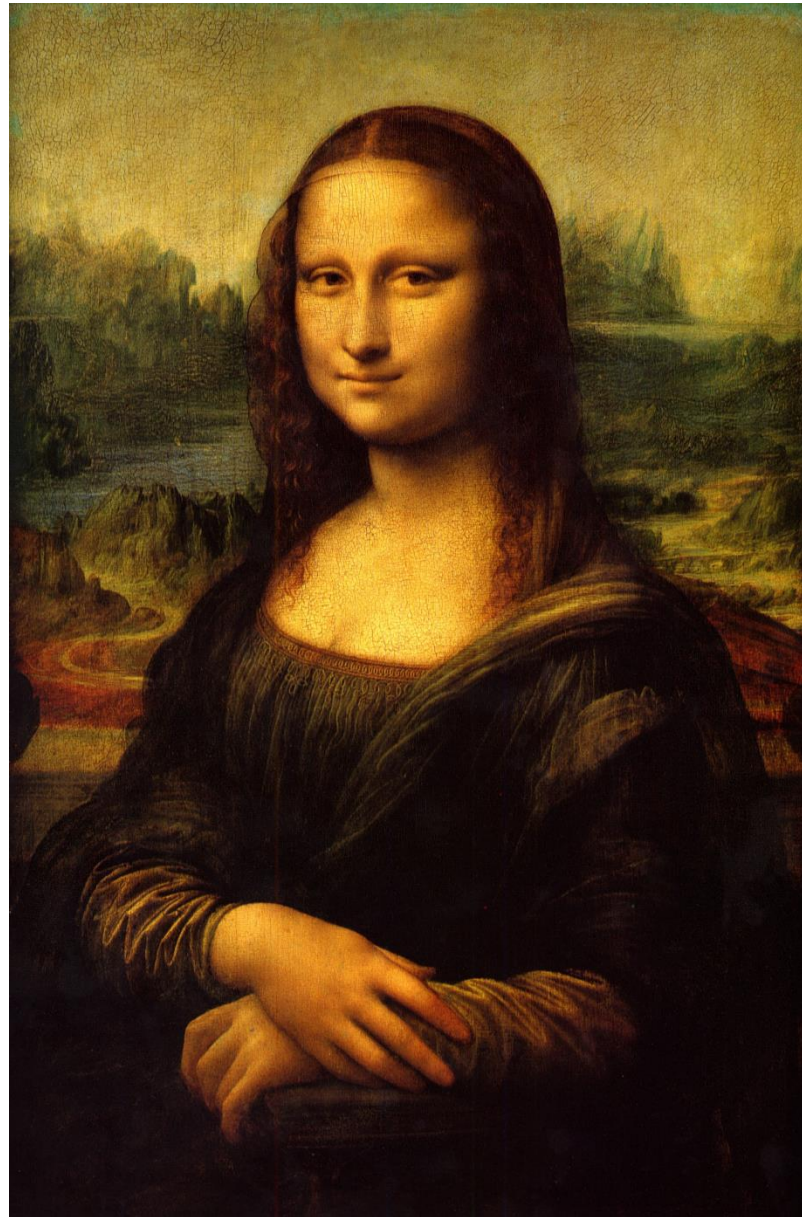
1. What changes did the invention of the printing press bring about?

2. What theme did Dürer explore in many of his paintings and engravings?

Aim #18: How did the Renaissance rejuvenate European life?



Mona Lisa



“rebirth”

Middle Ages

Modern Age

Renaissance

- Secularism
- Humanism
- Individualism
- Skepticism



Major Historical Events of the Renaissance Period



**Protestant
Revolution**

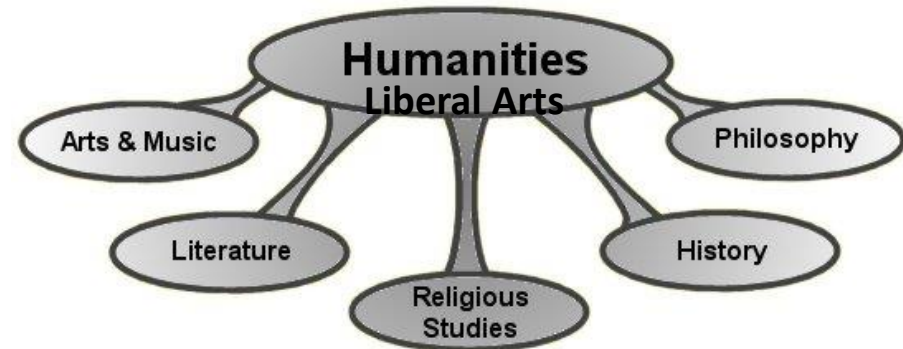
**Scientific
Revolution**

**Age of
Exploration**

Renaissance (1300s-1500s)

- golden age in arts, literature, & sciences
- curiosity & creativity
- **Humanism**

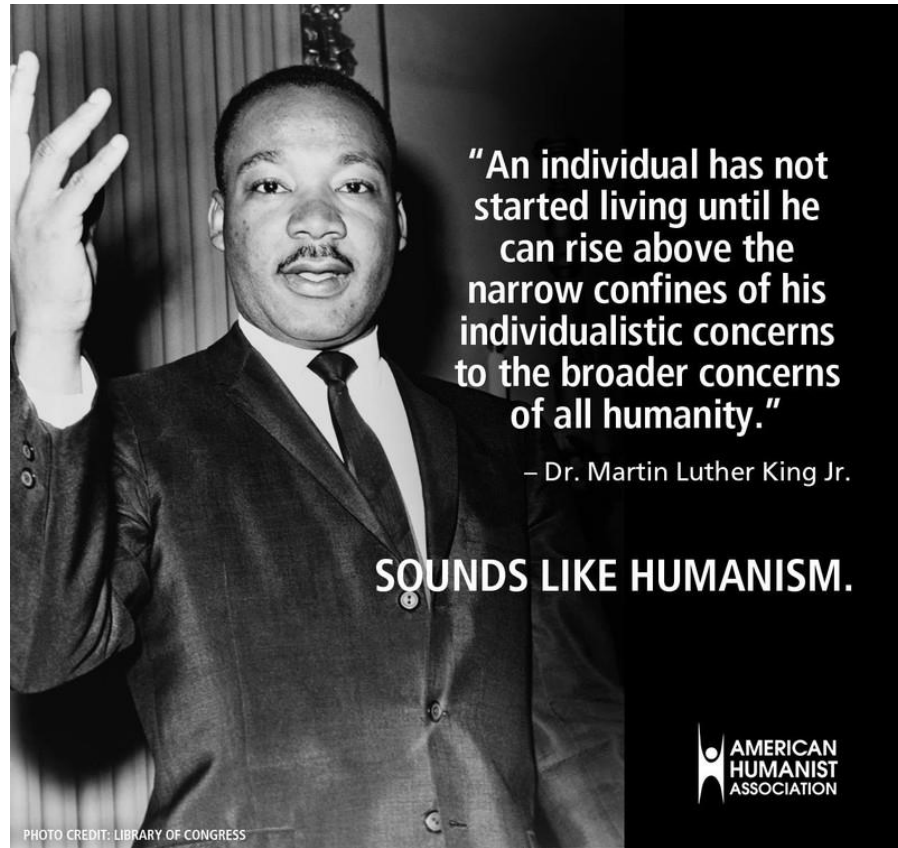
- Human reason/experience explains life
- human worth in **this world** (Individualism & Secularism)
- **“Renaissance Man”**
- Based on **classical culture** (Rome & Greece)
- education --> creativity
- emphasized **Humanities**



“G-d had given humans their vast intellectual & creative potential to be used to their fullest”



Humanism




"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."

– Dr. Martin Luther King Jr.

SOUNDS LIKE HUMANISM.

AMERICAN HUMANIST ASSOCIATION

PHOTO CREDIT: LIBRARY OF CONGRESS



"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."

John Lennon

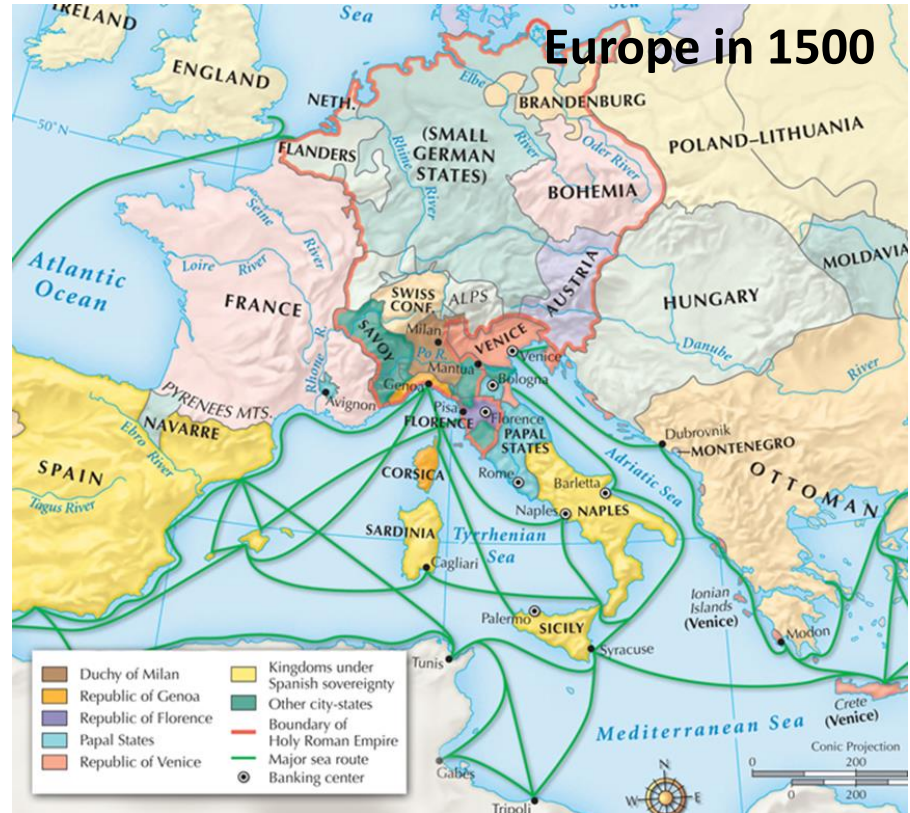


Checkpoint

What were the main characteristics of the Renaissance?

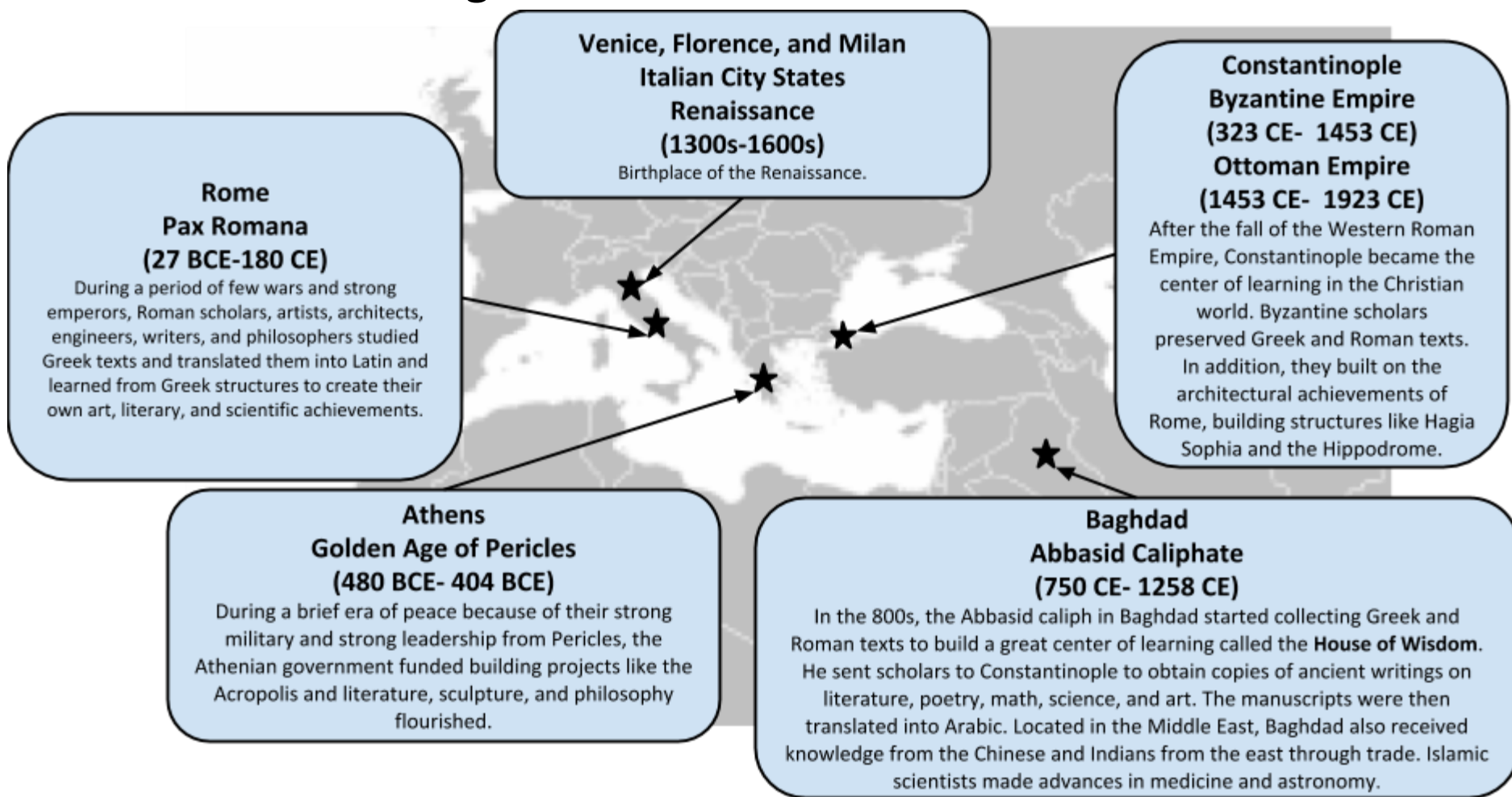
Italy: Cradle of Renaissance

- central location = trade
 - acquire Muslim learning
 - patrons financed it
- Center of Roman E.
 - can study its ruins
 - revive glory of Rome



Medici in Florence

Tracing the Ideas that Led to the Renaissance: Centers of Learning and Innovation in the Mediterranean World



1. List the golden ages in the graphic above in chronological order.
2. Which civilization's ideas were the foundation for collective learning in the Mediterranean world?
3. Identify two examples of innovation described in the chart.
4. Based on the dates and information provided, which civilization's knowledge most directly influenced the start of the Renaissance?

Why Italy?

The Black Death

When the Black Death swept through Italy, it killed off a lot of the nobles. Merchants replaced the nobles as the wealthy people in Italy. The nobles held wealth in land, but the merchants made money through trade.



Nobles

Wealthy because of the land they owned and very powerful in Italy in the Middle Ages



Merchants

Wealthy because of trade and gained power in Italy during the Renaissance.

1. Trade between the Middle East brought the Black Death to Europe because...

2. Trade between the Middle East brought the Black Death to Europe so...

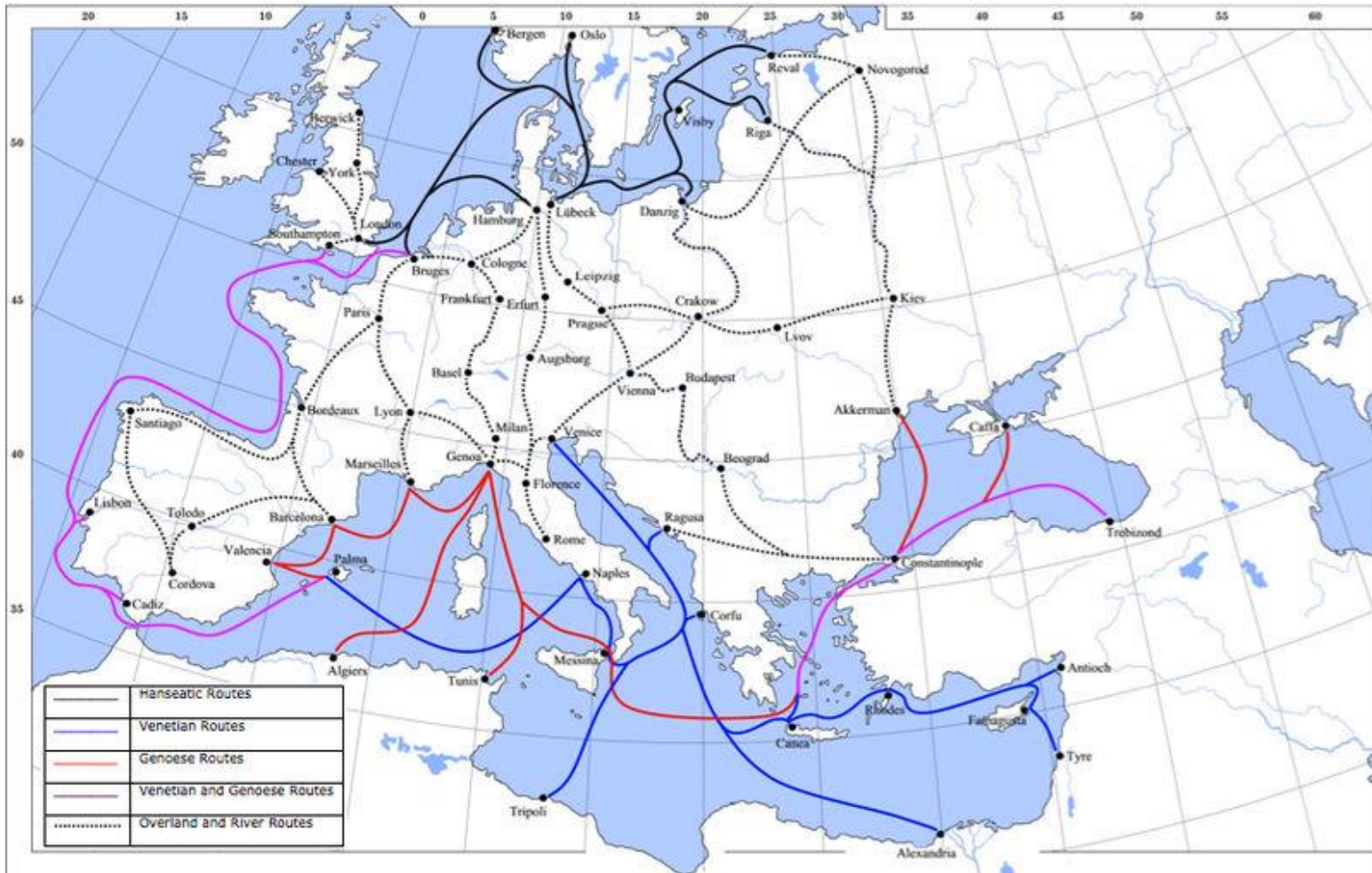
3. Trade between the Middle East brought the Black Death to Europe, but...

4. After the Black Death, _____ became the wealthiest people in Italy, not the _____.

Why Italy?

Italian and Ottoman Trade

Italy was the connection between Western Europe and Islamic Empires in the Middle East. After the Crusades, Italian cities like Venice made strong trade connections with the Ottoman Empire.



Why was Italy the connection between the Ottoman Empire and the rest of Europe? How might this have affected Italy?

Why Italy?

Trade Between the Ottoman Empire and Italian States Sparked the Renaissance

Watch the Crash Course videos, [Venice and the Ottoman Empire: Crash Course World History #19](#) (1:00- 2:45; 3:46- 4:30; 8:30- 9:12) and [The Renaissance: Was it a Thing? Crash Course World History #22, transcript](#) (3:22- 7:17), then respond to the prompts below.

1. Northern Italian cities like _____ and _____ became very wealthy through trade because...
2. The Venetians and Ottomans were trade partners because...
3. Italy was “primed for the Renaissance” because...
4. The Venetians exported _____ to the Ottomans. They were usually woven in other cities like _____ that were so valuable because their color remained vibrant. That is because they were dyed with a chemical called alum, which was primarily found in Anatolia, located in the _____.
5. The Ottomans could provide Italian scholars with many of the Greek and Roman texts they wanted because...

Why Italy?

The Medici Family Funds Art in Florence

Wealthy merchants, like the Medici family, turned their interest to beautifying cities like Florence. They funded artists, architects, and scientists to study Greek and Roman buildings and texts, then to build new Italian achievements. Without money from trade, the achievements of the Renaissance would not have been created.

The Medici

The Medici family gained their wealth from the Medici Bank which financed merchants in Italy. Eventually the family came to rule Florence. They funded works of art throughout the city and became influential when family members became Pope (4 of them) and they married into royal families throughout Europe.



A portrait of some of the members of the Medici Family



The Cathedral of Florence, Santa Maria del Fiore, a building that Medici family had a role in building and adorning with art

Wealthy merchants, like the Medici family helped spur the Renaissance because...

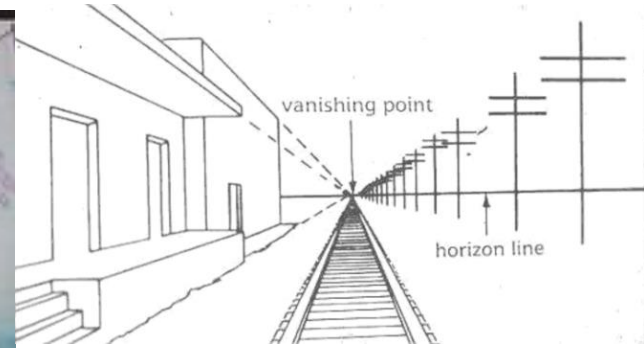


Checkpoint

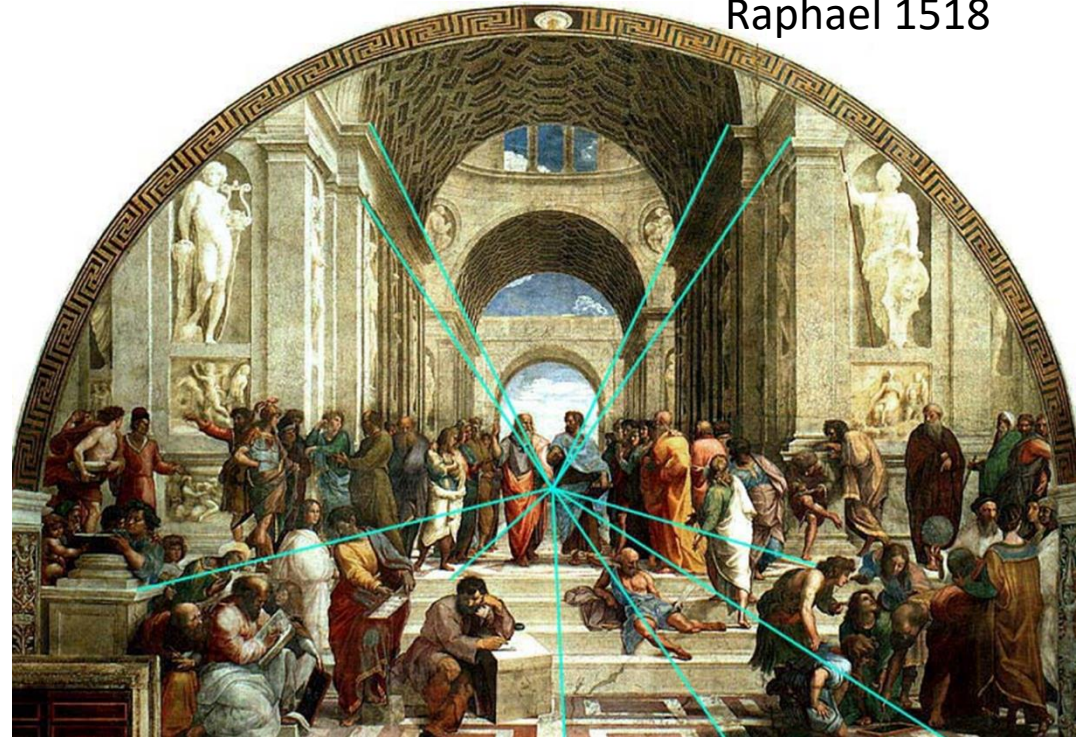
Why was Italy a favorable setting for the Renaissance?

Renaissance Art Blossoms

- humanistic
- modeled on classics
- **Realism w/**
 - lifelike & emotions
 - **perspective** (3D)
 - new oil paints



The School of Athens, Raphael 1518



Medieval vs. Renaissance Art

- **Classical**
 - leaders & gods
- **Medieval**
 - Church & salvation
- **Renaissance:**
 - people & nature, along w/ religion



The people in this painting appear larger and have more detail than the mountains in the distance, creating a sense of depth.

Renaissance art was very different from medieval art. Renaissance artists used new techniques to make their paintings more realistic.



Artists in the Middle Ages didn't use perspective, so their art looked flat.

Classical Art and Architecture



Renaissance Art and Architecture



What similarities do you notice between the Classical Greco-Roman art and architecture and the Renaissance art and architecture pictured above?

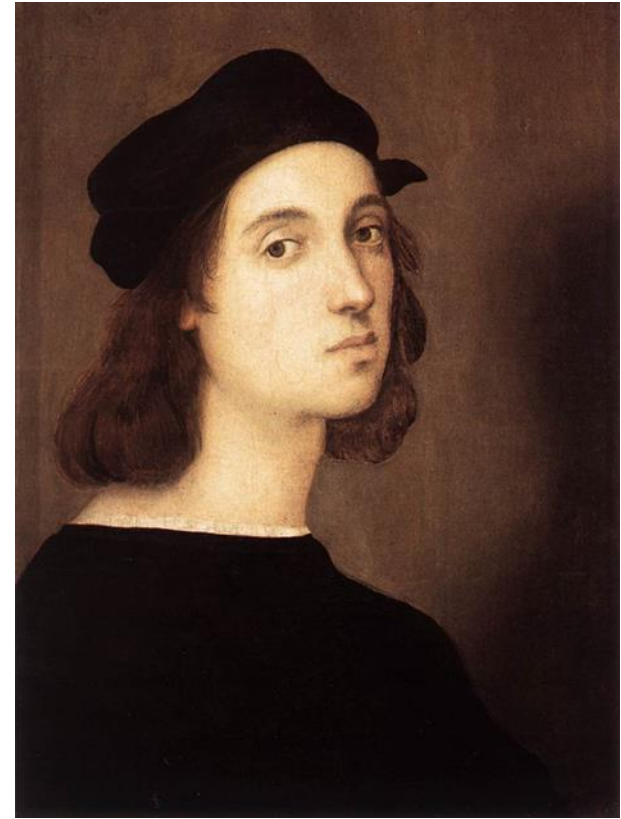
Three Geniuses of Renaissance Art



Da Vinci

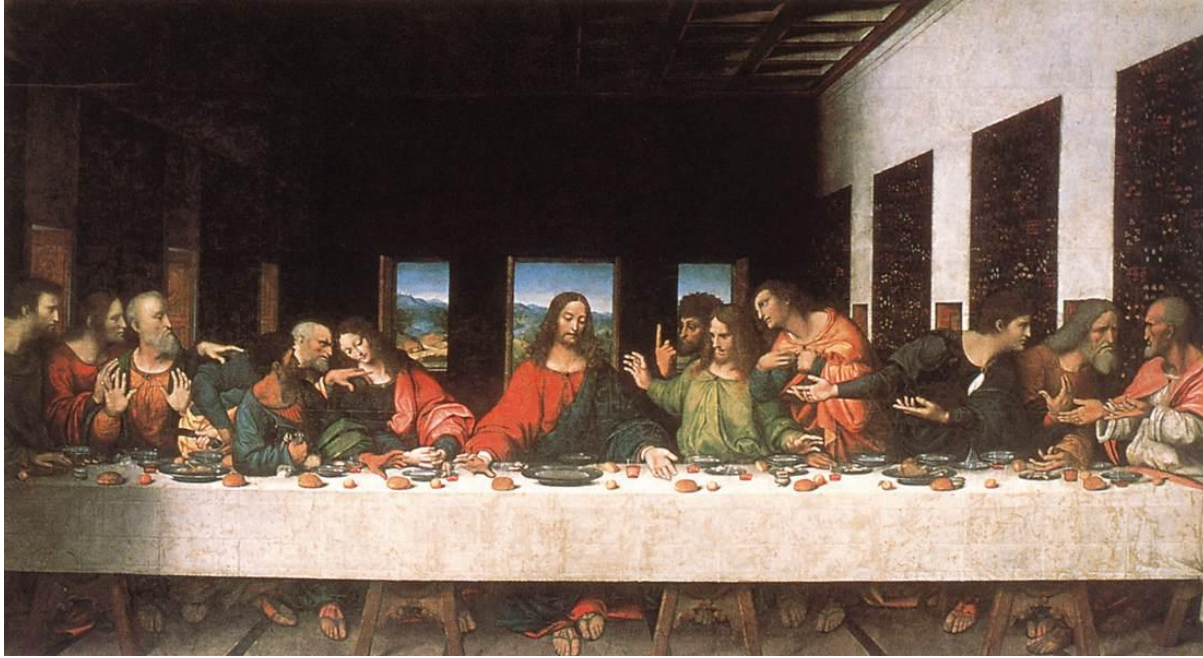


Copyright © Casa Buonarroti, Florence.
Michelangelo

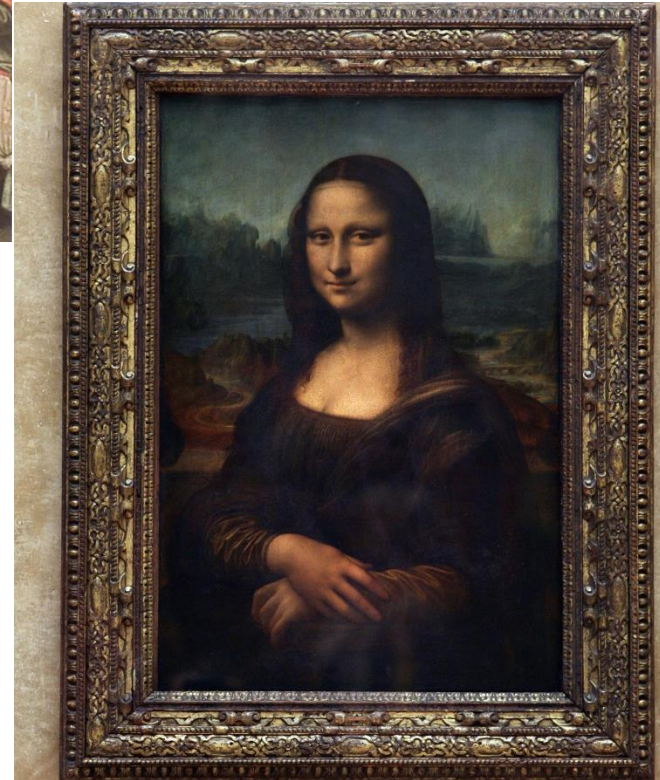


Raphael

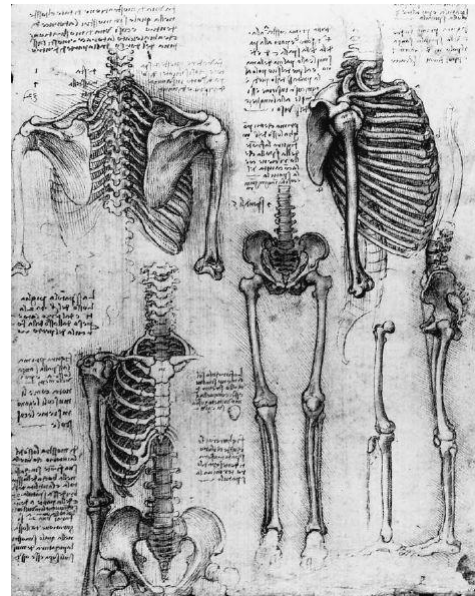
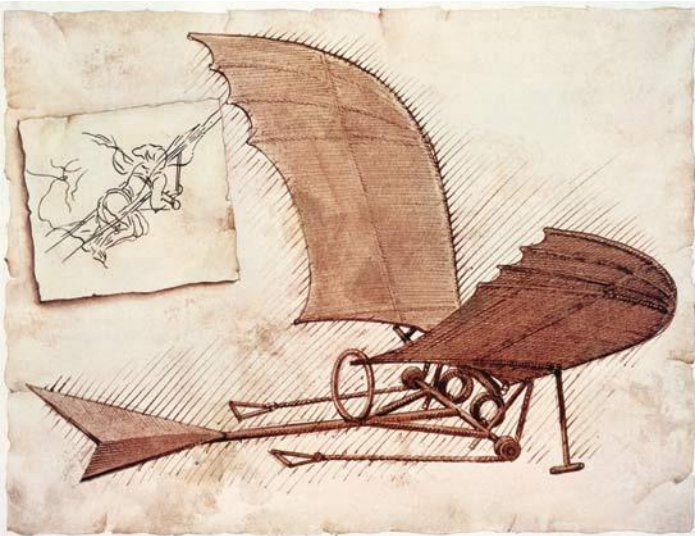
Da Vinci- Renaissance Man (1452-1519)



The Last Supper



Mona Lisa



Michelangelo (1475-1564)



Sistine Chapel



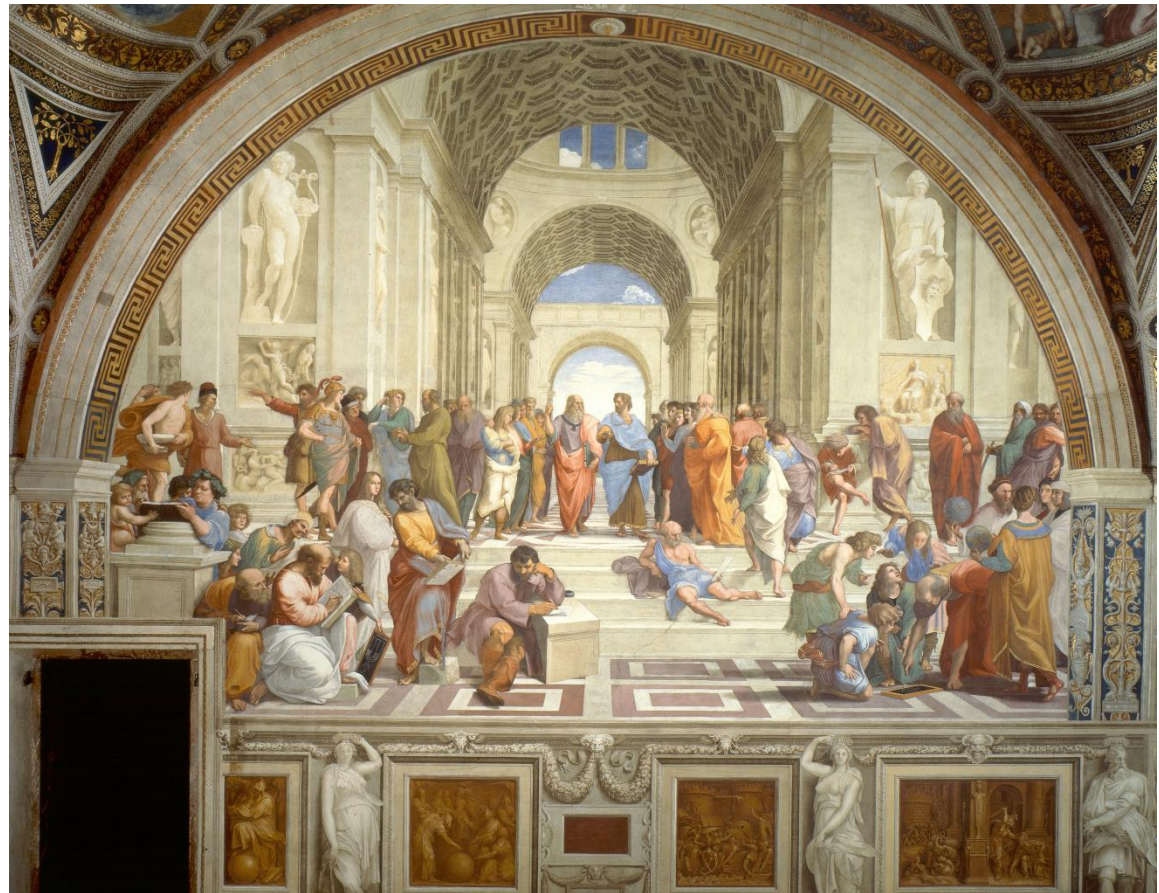
David



Raphael (1483-1520)



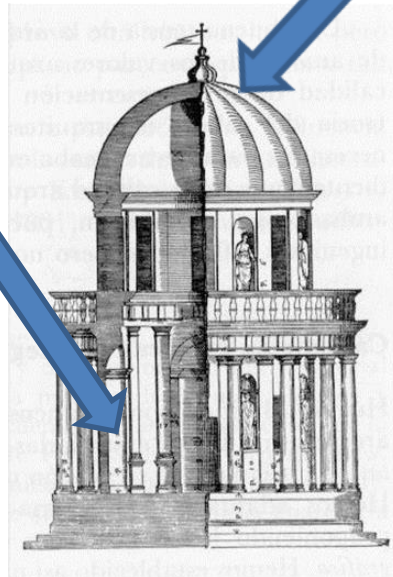
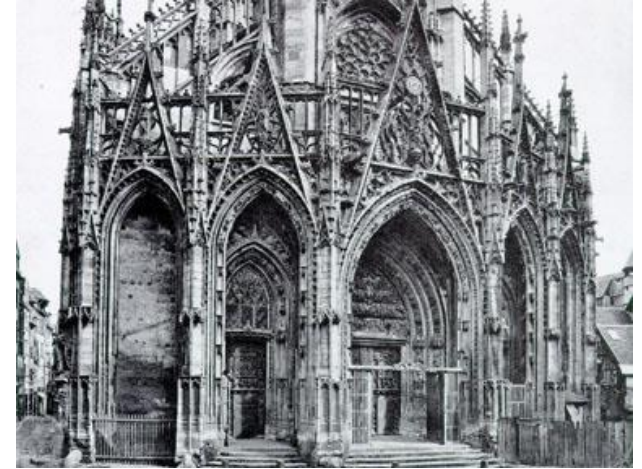
Madonna and Child



The School of Athens

Architecture

- rejected medieval Gothic
- returned to classics



Characteristics of the Renaissance

Directions: Review the Characteristics of the Renaissance described below, then answer the questions about them. You will refer to the characteristics when completing the Renaissance Examples activity that follows.

1 Greek and/or Roman Influence

After the fall of the Roman Empire, much of the art and literature that was created by the ancient Greeks and Romans was “lost” because of the disorder caused by fighting between kingdoms, a lack of education for people outside of the clergy, and a lack of wealth to support artistic creation.

Starting in the 1300s, scholars, artists, and scientists in Italy **rediscovered Greek and Roman writings and art**. They modeled everything they did on what they learned from ancient texts and artifacts. Many of the texts and artifacts came to them from Constantinople in the **Ottoman Empire** where the texts had been preserved and often translated into Arabic.

Renaissance writers **learned Greek and Latin**, the languages of the Greek and Roman Empires, and studied the style and grammar used by writers like **Cicero**, a Roman philosopher and politician.

In art, Renaissance painters and sculptors tried to match the **realistic depiction of the human form** that the Greeks and Romans valued. Then, the Renaissance artists pushed themselves to create **idealized** versions of the human form in both sculpture and painting.

Architects too, were influenced by the Greeks and Romans. They **studied Greek and Roman ruins** to gain inspiration and to figure out how classical buildings were constructed. Renaissance architects then employed those techniques and improved upon them.

1. **Where did Renaissance scholars get Greek and Roman texts that were previously “lost” in Europe?**
2. **What languages did Renaissance scholars have to learn to study Greco-Roman texts?**
3. **How did Renaissance architects learn Greco-Roman building techniques?**

Characteristics of the Renaissance

2 Humanism

Humanism was an intellectual movement that emphasized the study of the subjects known as the **liberal arts** or the “**humanities**” including: **grammar, logic, poetry, philosophy, and history.**

Students of humanist teachers took classes in which they **learned Greek and Latin**, and studied Greek and Roman **literature, philosophy, and history** to learn how to be knowledgeable **scholars, public speakers, and politicians.**

4. What subjects that you study in school would be considered “humanities?”

3 Emphasis on the Individual

People in the Renaissance **celebrated individuals** for their achievements. They were especially impressed by *homo universalis*, “universal” people, or what is now known as the “**Renaissance Man.**” Renaissance men were well-rounded and accomplished in all fields. The ideal person was a **well-educated humanist, an artist, a scientist, an inventor, a musician,** and had impressive **physical abilities.**

The emphasis on the individual is also apparent in **Renaissance art.** Artists studied Greek and Roman sculpture and studied anatomy so they could create realistic, and later idealized [perfect] versions of the human form in sculptures and paintings.

5. Identify someone who might be considered a modern-day Renaissance person. Why did you pick that person?

Characteristics of the Renaissance

4 Celebration of Secular Achievements

During the Middle Ages, Europeans were most concerned with living their lives so they would go to heaven and not hell. During the Renaissance, they studied Greek and Roman philosophers, most of whom wrote before the Catholic Church existed or before it had much power in Europe. Renaissance writers, artists, and scientists **shifted their focus from celebrating God to celebrating secular [non-religious] academic, artistic, and political achievements that were of *this* world and not the next.** The Catholic Church was still a very important part of European culture, but whereas in the Middle Ages most art was funded by the Church, during the Renaissance **artists and writers were funded by both the church and private individuals.** During the Middle Ages artists created work that was about religious subjects, but during the Renaissance **writers and artists explored both religious subjects and secular topics** of their world like philosophy, politics, literature, and science. During the Middle Ages most art was in cathedrals, during the Renaissance, **paintings and sculptures were created for churches and public spaces.** Architecture in the Middle Ages was mostly building Gothic cathedrals, but during the Renaissance **building projects were both religious and civic** [having to do with government].

6. What does *secular* mean?

7. Based on the description of the “Celebration of Secular Achievements” fill out the chart below.

	Middle Ages	Renaissance
Topics focused on in art		
Source of funding		
Where art was displayed		
Types of architecture designed		

Characteristics of the Renaissance

Directions: After reading through the text and examining the images for each of the Renaissance examples on the following pages, refer back to the Characteristics of the Renaissance, and then check off which characteristics are found in the example in the table below and write down evidence from the examples that support your decision to check off that characteristic. See the example to the right.

Example	Greek and/or Roman Influence	Humanism	Emphasis on the Individual	Celebration of Secular Achievements
1. Brunelleschi's Dome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>The School of Athens</i> , Raphael	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>David</i> , Michelangelo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Brief Biography of Leonardo da Vinci (1452-1519)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Characteristics of the Renaissance

Renaissance Example #1: Brunelleschi's Dome

In 1418, officials at the Florence Cathedral called on architects and engineers to submit models for a dome to finish the top of their church. The competition required that designers create the dome without the assistance of supports on the outside to hold the weight. **Filippo Brunelleschi** won the competition with a plan based on the years he spent examining Roman ruins, specifically the Pantheon, in Rome. To complete the project without scaffolding, Brunelleschi had to invent machines to hoist materials to the top of the building and position the wood, chains, and brick used to construct it.



The dome of [Florence Cathedral](#), designed by Filippo Brunelleschi. Built 1420-1436.

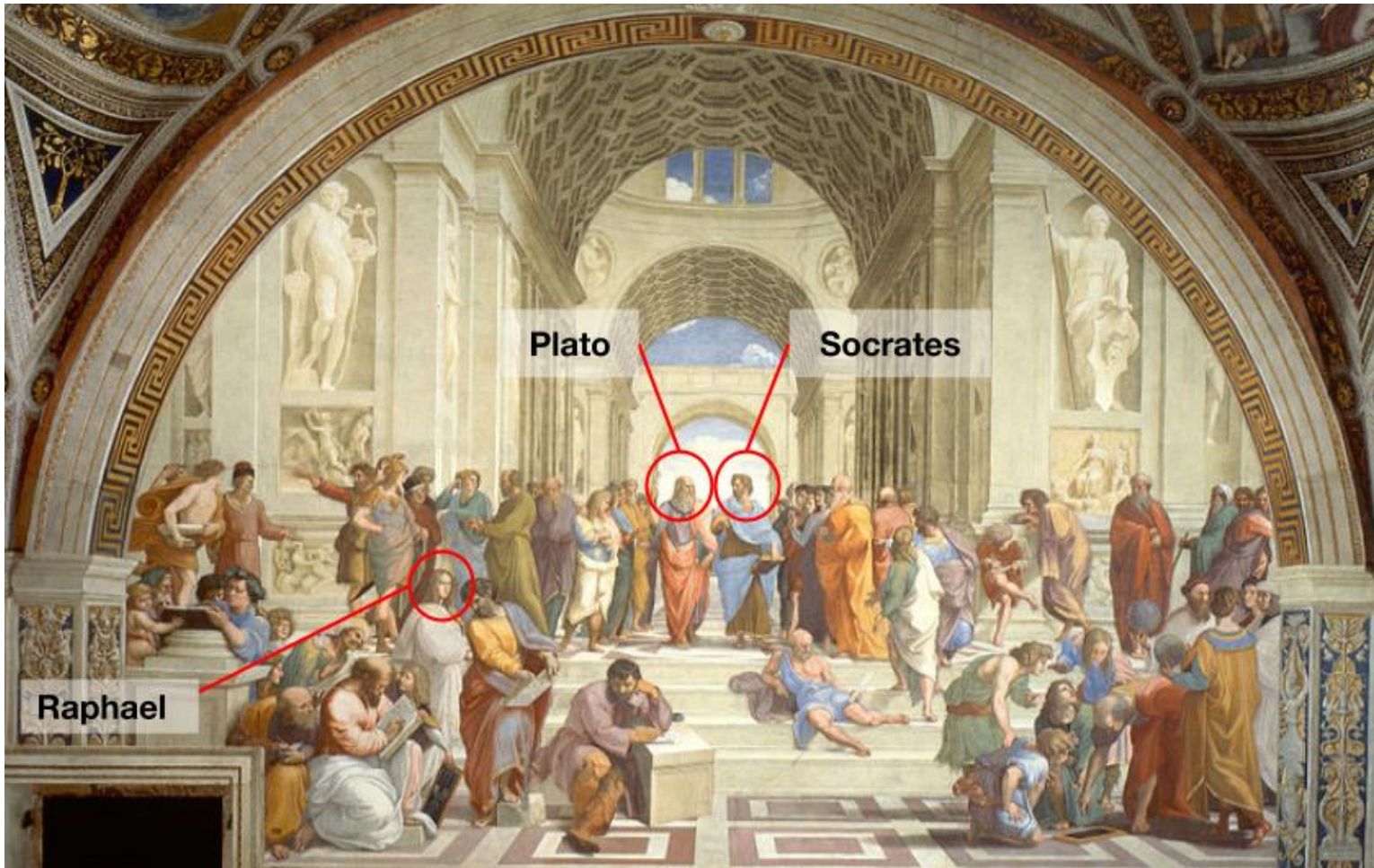


A painting of the inside of the Pantheon's dome, the Roman building Brunelleschi studied for inspiration.

Characteristics of the Renaissance

Renaissance Example #2: *The School of Athens*, Raphael

The Catholic Church commissioned Raphael to paint a room in the Vatican, the city in which the Pope lives and where the church is centered. He painted both religious and secular scenes. *The School of Athens* is one of the secular scenes in which Raphael depicts Greek and Roman philosophers that Renaissance writers studied. He also painted himself into the scene. Raphael uses the perspective drawing that Alberti wrote about in *On Painting*, and depicts the philosophers realistically. He based them on real people including the artists he looked up to like Michelangelo and Leonardo da Vinci.



The School of Athens, Apostolic Palace, Vatican City. Painted by Raphael, 1509-1511

Characteristics of the Renaissance

Renaissance Example #3: *David*, Michelangelo

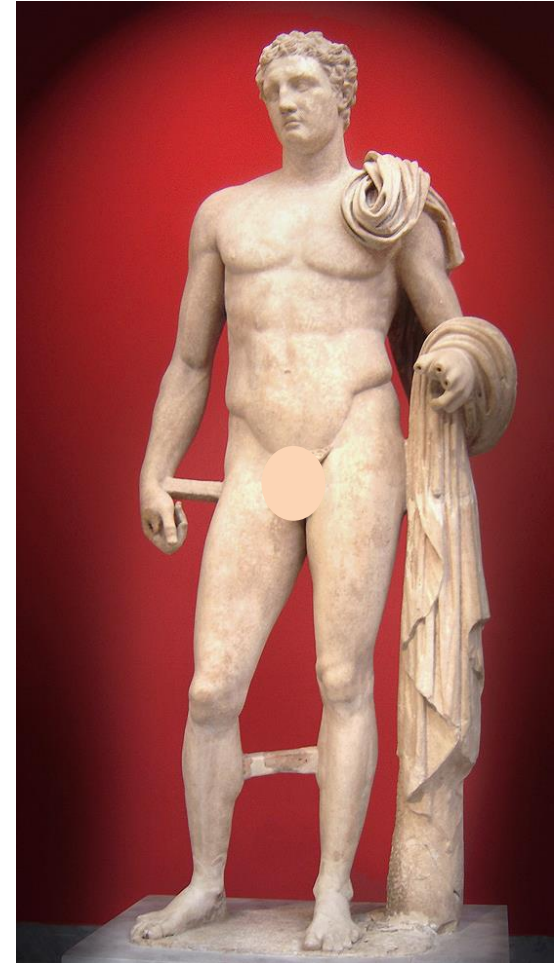
Michelangelo's statue *David* (pictured to the left) is the most famous example of high Renaissance sculpture. It depicts David from the Old Testament of the Bible who goes to battle against Goliath, a giant that others were too afraid to fight, to defend the Israelites. According to the story, he defeated Goliath with only a slingshot, rocks, and the help of God.

Michelangelo, like most Renaissance sculptors, modeled *David* on Greek and Roman statues. You can see the similarities between *David* and *The Hermes from Atalante* (pictured on the right) which was a sculpture from classical Greece. Both are **realistic** and **idealized** depictions of the human form. Both are also in **contrapposto**, a relaxed standing position in which more weight is on one leg than the other.

Michelangelo was able to create such a realistic sculpture because he, like many other Renaissance artists and scientists, studied anatomy by dissecting human bodies and drawing their skeletal and muscular structures.



David, Michelangelo, 1501-1504



The Hermes from Atalante, a classical Greek statue from the 2nd century BCE.

Characteristics of the Renaissance

Renaissance Example #4: Brief Biography of Leonardo da Vinci (1452- 1519)

Leonardo da Vinci was born on April 15, 1452, in Vinci, Italy. By the age of 20, he was qualified as a master artist skilled in metalworking, leather arts, carpentry, drawing, and sculpting, and established his own workshop.

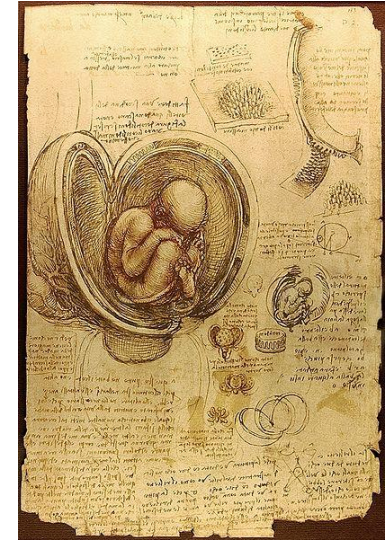
In 1482, Lorenzo de' Medici, a man from a prominent Italian family, commissioned da Vinci to create a silver lyre [stringed musical instrument] and bring it to the Duke of Milan, as a gesture of peace. Da Vinci did so and then wrote the Duke a letter describing how his engineering and artistic talents would be of great service to the Duke's court. From 1482 until 1499 the Duke of Milan commissioned Leonardo to work on a great many projects. It was during this time that da Vinci painted "The Last Supper." "The Last Supper" depicts the scene from the New Testament in the Holy Bible when Jesus reveals to his disciples that one of them, Judas, will soon betray him and lead to his arrest and execution.

Da Vinci's most well-known painting is the "Mona Lisa." It was completed sometime between 1505 and 1507. For da Vinci, the "Mona Lisa" was forever a work in progress, as it was his attempt at perfection. The painting was never delivered to its commissioner because da Vinci kept it with him until the end of his life.

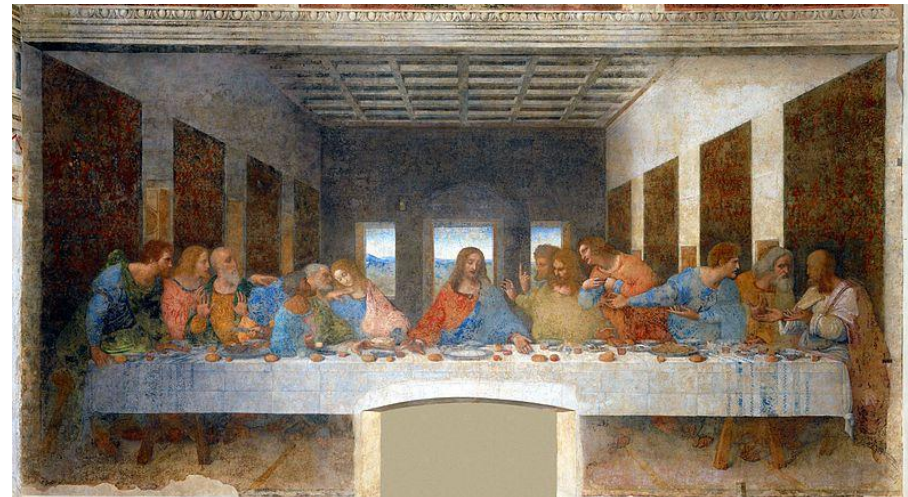
Like many leaders of Renaissance humanism, da Vinci did not see a divide between science and art. His observations and inventions were recorded in 13,000 pages of notes and drawings, including designs for flying machines, plant studies, war machinery, anatomy and architecture.



Mona Lisa, Leonardo Da Vinci, 1503-1506.



Studies of Embryos, Leonardo da Vinci, 1510-1513.



The Last Supper, Leonardo da Vinci, 1495-1498



Checkpoint

How were Renaissance ideals reflected in the arts?

Writing



- Humanistic
 - life in **this** world
 - **vernacular**

It is better to be feared than loved, if you can not be both

- Petrarch

- **Niccolo Machiavelli**

(1469-1527)

- **“The Prince”**

- ❖ guide to rulers

- ❖ “Machiavellian” = deceit & force in politics

The ends justify the means

The prince must be a fox... to recognize the traps and a lion to frighten the wolves



The Prince (1513)

What does *The Prince* reveal about how Machiavelli believed power is gained, maintained, and consolidated?

Niccolò Machiavelli was born in Florence, Italy, on May 3, 1469. At the time, Florence was a wealthy **city-state** in Italy and the heart of the **Renaissance**. The wealthy Medici family, who made their money through banking, ruled Florence. Italy was divided up into four city-states and because of this division the area was at risk of being **invaded** by stronger, more powerful states in eastern Europe.

Machiavelli was a Renaissance **humanist**. He learned Greek and Latin in school and was a student of Roman history. He even published a commentary on the works of the Roman historian Livy entitled *Discourses on Livy* in which he used lessons from the Roman past to suggest ways of dealing with problems in Florence in the 1500s.

In 1494, the Medici family was run out of Florence. During their 14 year exile from the city, Machiavelli worked for the government in Florence as a diplomat. He was in charge of the republic's foreign affairs and has been described as a "devious" civil servant.

In 1512, the Medici family returned to rule Florence. They imprisoned Machiavelli and tortured him because they suspected him of **conspiring** to keep them out of power. He was **exiled** from the city in 1513 to his father's house south of Florence.

While in exile, Machiavelli wrote *The Prince* (1513). *The Prince* is a guide book on ruling based on his experiences working for the government of Florence, his diplomatic trips throughout Europe, and his study of Roman history. Hoping to win the favor of the Medici he dedicated *The Prince* to Lorenzo di Piero de' Medici, the ruler of Florence at that time.

After the publication of his book, Machiavelli held a number of posts in the Florentine government. Fueled by the newly invented **printing press**, *The Prince* was widely read and translated and has influenced philosophers and rulers throughout history. Because of *The Prince*, Machiavelli is now known as the "father of modern political theory."

The Prince

Section 1: *That Which Concerns a Prince on the Subject of the Art of War*

The Prince ought to have no other aim or thought [...] than war and its rules and **discipline** [...] [W]hen princes have thought more of ease than of arms they have lost their states.

1a. According to Machiavelli, what should be the two aims of a prince?

1b. When Machiavelli writes that a prince who has “thought more of ease than of arms” may lose their states, what is he warning princes to avoid?

Section 2: Concerning Things for Which Men, and Especially Princes, are Blamed

It remains now to see what ought to be the rules of conduct for a prince toward subject and friends [...] I know that many have written on this point, [but] I shall depart from the methods of other people. [...] [I]t appears to me more appropriate to follow up the real truth of a matter than the imagination of it [...] [M]any have pictured [governments] which in fact have never been known or seen [...]

2a. Machiavelli critiques other writers who have attempted to write about the roles of leaders and governments. According to Machiavelli, how does he think his writing will be different?

2b. Why is Machiavelli critical of people who have written about governments in their imagination, or “[governments] which in fact have never been seen?”

The Prince

Section 3: Concerning Things for Which Men, and Especially Princes, are Blamed

Hence, it is necessary for a prince wishing to hold his own to know how to do wrong, and to make use of it or not according to necessity. [...] And I know that everyone will confess that it would be most praiseworthy in a prince to exhibit all the above qualities that are considered good; [...] [I]t is necessary for him to be sufficiently prudent [wise] that he may know how to avoid the reproach [disapproval] of those vices [wrongdoings] which would lose him his states ...

3. Machiavelli writes, “it is necessary for a prince wishing to hold his own to know how to do wrong, and to make use of it or not according to necessity.” What is Machiavelli encouraging?

Section 4: Concerning Cruelty and Clemency [Mercy], and Whether it is Better to be Loved than Feared

Upon this a question arises: whether it is better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but [...] it is much safer to be feared than loved [...] Because this is to be asserted [stated as fact] in general of men, that they are ungrateful, fickle [quickly changing], false, cowardly, covetous [greedy] [...] [M]en have less scruple [hesitation/reluctance] in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which [...] is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails. Nevertheless a prince ought to inspire fear in such a way that, if he does not win love, he avoids hatred [...]

4a. According to Machiavelli, what is the answer to the question, “whether it is better to be loved than feared or feared than loved?”

4b. According to Machiavelli, what are the qualities of men?

4c. According to Machiavelli, why do “men have less scruple [hesitation/reluctance] in offending one who is beloved than one who is feared”?

4d. According to Machiavelli, to avoid hatred from his citizens and subjects, what must a prince prevent himself from doing?

Spread of Renaissance

→ Early spread
(through Italy)

→ Later spread

★ Florence



Northern Renaissance

- Albrecht Durer
- Pieter Brueghel
- William Shakespeare

➤ common themes

❖ human joy & sorrows



Peasant Dance 1568



To be or not be? that is the question!



William Shakespeare (1564-1616)

Watch [Simple Show Foundation's video "William Shakespeare- In a Nutshell"](#) and read the transcript below, then answer the accompanying questions.

Well known, "The Bard" was an English author of famous plays about a lot of different things and he lived during the Elizabethan era.

(0:17) Born in England in 1564, he started his career as an actor and playwright as a member of the actors group the "Lord Chamberlain's company", which later became the "King's Company". They played in several theaters until eventually they built the famous Globe Theatre - their very first own stage. As there were only male members in the company, every role had to be played by men.

(0:48) But that wasn't the reason why Shakespeare's plays, like "Othello" or "Hamlet" became popular. To match the various tastes of a diverse audience, Shakespeare created texts of high complexity, containing relatively simple plots.

(1:03) Being the key to his success, his stories also contained multiple interlocking plots, twists and confusions, containing something for everyone in the audience, so it wasn't just for common people, who enjoyed his works, his company even played at the king's court for the amusement of the aristocracy. Beside the plays, Shakespeare also wrote a multitude of sonnets and poems.

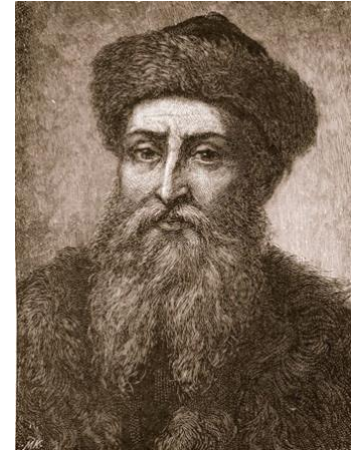
(1:28) At first his work consisted almost exclusively of the histories and comedies, like "A Midsummer Night's Dream" and "Henry VI". Later tragedies like "Hamlet" also became part of his portfolio. In his work, Shakespeare used his own special language, rich in metaphors and a vivid images.

(1:48) He even created new words to Modern English, which became formally established. As a consequence many English words used today, like "lonely" and "gossip", make their first appearance in one of his plays or sonnets.

(2:03) Shakespeare died in 1616 at the age of 52. But his plays are still performed today and amaze audiences. Shakespeare's stories have found their way in many of today's movies, books and even music. And fortunately, nowadays women can also play Juliet.

- 1. Who was William Shakespeare?**
- 2. Why were Shakespeare's plays so popular?**
- 3. What influence has Shakespeare had on modern culture?**


Printing Revolution




- 1440, Johann Gutenberg invented **printing press**
- cheaper books
 - literacy rose
- ideas spread fast
- 1456, printed Bible



A copyist took five months to produce a single book.




5 months




1 book

One man and a printing press could produce 500 books in the same amount of time.



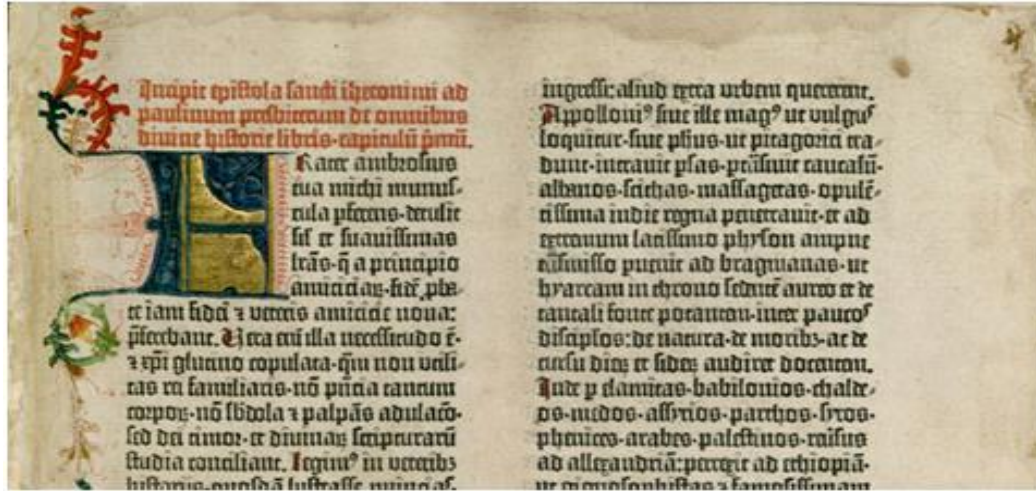
5 months



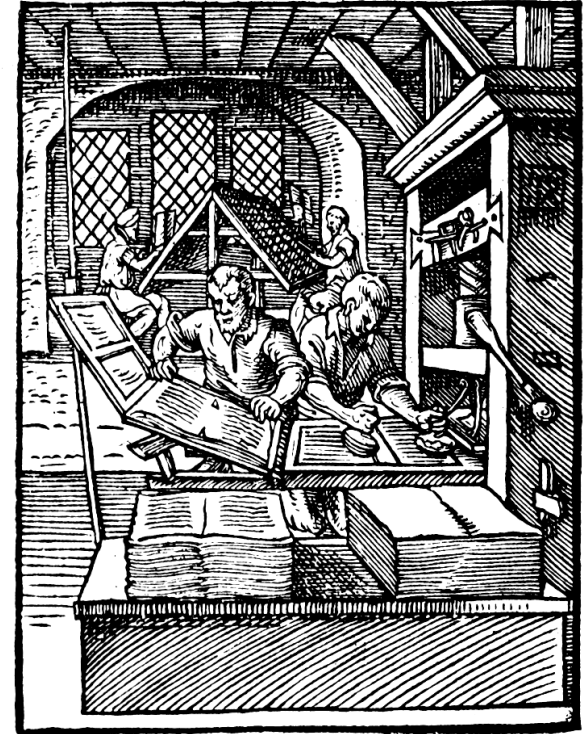
500 books

Printing Revolution

Examine the images below, and watch this [video on the invention of the printing press](#) (0:00-2:03). After you have watched the video, answer the accompanying questions.



An image of a page from a Gutenberg Bible.



A woodcut from 1568 showing printers using an early printing press.

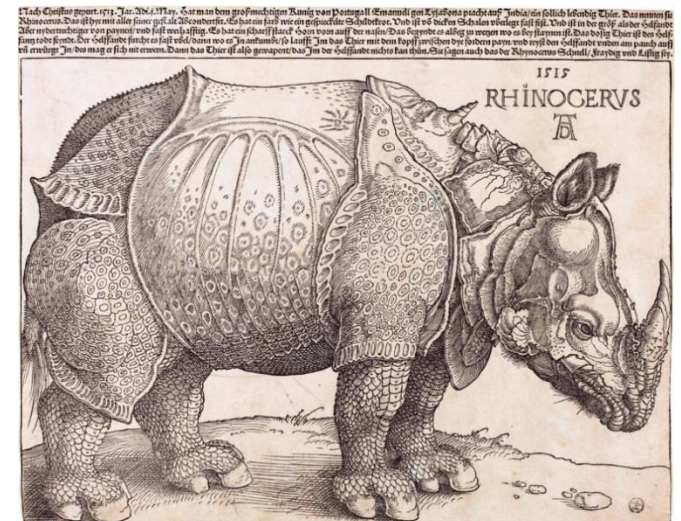
3. What was the effect of producing books only in Latin during the Middle Ages? (0:23)
4. What innovations did Johannes Gutenberg add to the process of making books? (0:41)
5. What impact did the printing press have on the production and circulation of books in Europe? (1:45)

Mass Production Using the Printing Press

In 1450, Johannes Gutenberg invented the movable-type printing press. That technology soon caught on and was used by artists in northern Europe as well as writers. Artists found success in creating woodblock engravings, then hiring printers to make copies of them, so artists could sell them for a profit. One of the most successful artists of the time was Albrecht Dürer. In addition to being an accomplished oil painter, Dürer was also a master engraver. He created carefully etched wood-blocks of religious and secular subjects. He was also one of the first artists to “brand” his artwork. Every Dürer print had his mark, his initials with the A over the D, on it so purchasers knew it was authentic.

One of Dürer’s most famous engravings is the depiction of an Indian Rhinoceros pictured below. In 1515, for the first time since the Roman Empire, a Rhinoceros was brought to Europe. It was shipped from India for the King of Portugal and displayed for the public. Dürer never saw the animal but instead based his drawing on another person’s description. Dürer’s depiction of the rhinoceros was incredibly popular and was circulated throughout Europe. For centuries it appeared in science texts and student textbooks until another rhinoceros was brought to the continent in 1751. Though Dürer’s illustration has errors, like the horn on the animal’s back, it demonstrates the influential power of art and printing through its ability to shape how Europeans imagined one animal for hundreds of years.

1. What technology expanded the influence of artists and writers in northern Europe during the Renaissance?
2. What does the story of Dürer’s Rhinoceros tell you about northern Europe during the 1500s, and the impact of the printing press on art and the communication of knowledge?



The Rhinoceros, wood-block engraving, Albrecht Dürer, 1515.

The Printing Press

Many inventions are creative combinations of known technologies. In 1452, Johann Gutenberg combined known technologies from Europe and Asia with his idea for molding movable type to create a printing press that changed the world.

Screw-type Press

An adaptation of Asian olive-oil presses made a workable printing press.

Movable Type

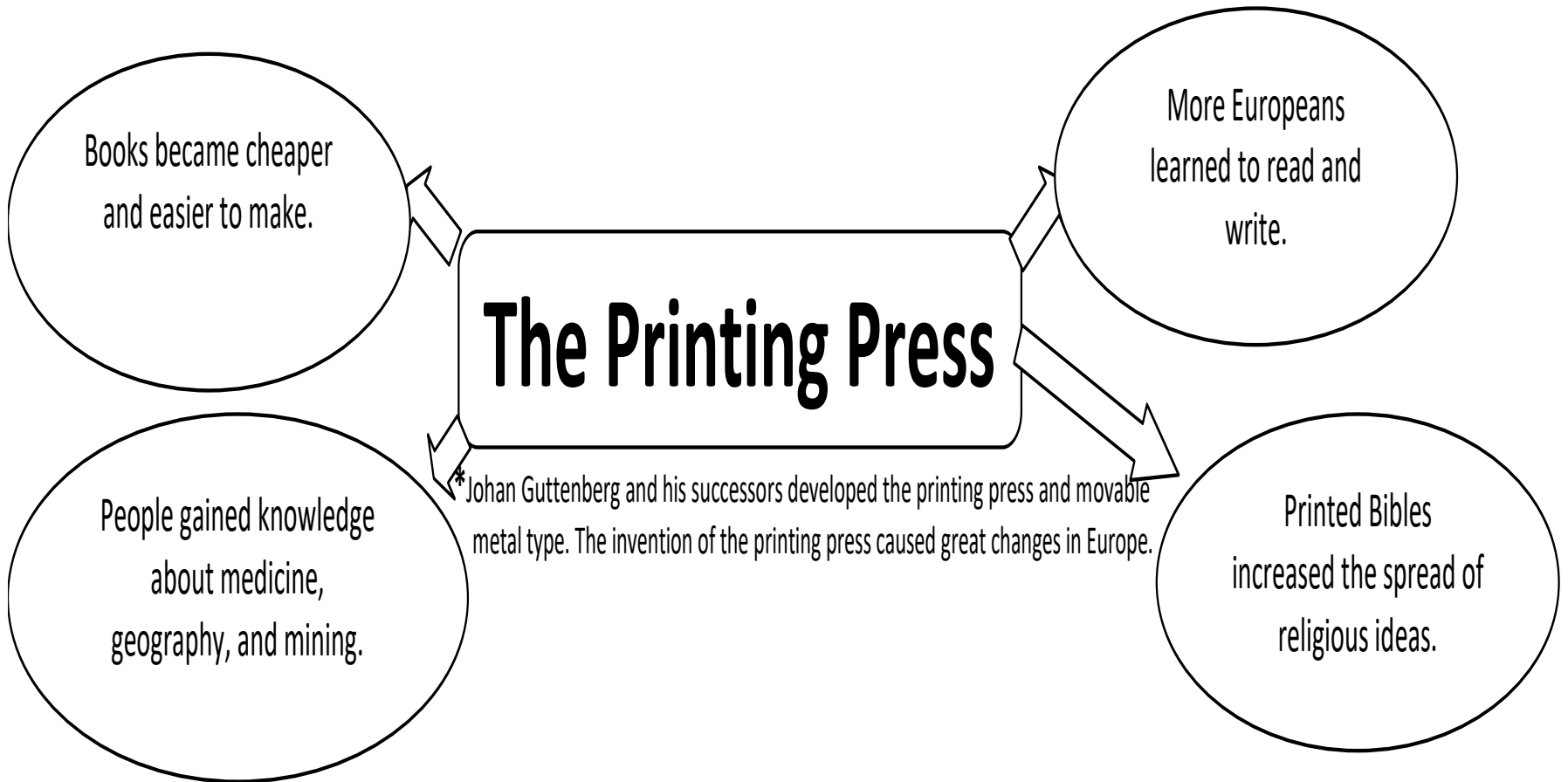
Letters that could be put together in any fashion and reused was a Chinese idea.

Paper Using paper mass-produced by Chinese techniques, rather than vellum (calf or lambskin), made printing books possible.

Ink Oil-based inks from 10th-century Europe worked better on type than tempera ink.



Graphic Summary: *The Printing Press*





Checkpoint

How did Renaissance writers express
Renaissance themes?

Compare & Contrast

Middle Ages

Renaissance

Only nobility can gain an education. Universities closely tied to Cathedrals. Manors did not include education. Most ppl are illiterate.

Extensive interest in education, especially classical Greek & Roman ideas.

Life was monotonous. Feudalism & manoralism guided life. No questioning Bible.

Development of a skeptical attitude towards life. Less reliance on authority & more on investigation.

Afterlife was most important. Life on earth was only significant as a vehicle to afterlife in heaven

Secular (non-religious) world & the “here & now” were stressed. Life is worth living for its own sake

Bible taught you exactly how to act

Secular morality- there was a proper way to act besides the model mentioned in the bible

Major Themes of the Renaissance

- Importance of **classical** learning
- **Humanism** (emphasis on the individual, human potential, human progress, expansion of human knowledge in this world)
- **Individualism** (focus on the unique qualities & abilities of the individual person)
- Adventurous spirit & willingness to **experiment**
- Focus on **realism** in art & literature
- **Secularism** (questioning of traditional religious ideas & greater emphasis on non-religious values/concerns)

Renaissance Artists, Architects & Writers

Explored New Themes & Techniques

WRITERS

Wrote self-help books to help ambitious men and women rise in the Renaissance world

PAINTERS

- Developed realistic style
- Learned rules of **perspective**
- Used shading to make objects look round and real
- Studied human anatomy
- Used live models

ARCHITECTS

Rejected Gothic style
Adopted columns, domes, and arches that had been favored by the Greeks and Romans

FC.76 THE ITALIAN RENAISSANCE AND ITS IMPACT (c.1400-1550)

