

The Renaissance beyond Italy

What You Will Learn...

Main Ideas

1. Paper, printing, and new universities led to the spread of new ideas.
2. The ideas of the Northern Renaissance differed from those of the Italian Renaissance.
3. Literature beyond Italy also thrived in the Renaissance.

The Big Idea

The Renaissance spread far beyond Italy and changed in the process.

Key Terms and People

Johann Gutenberg, p. 313

Christian humanism, p. 314

Desiderius Erasmus, p. 314

Albrecht Dürer, p. 315

Miguel de Cervantes, p. 316

William Shakespeare, p. 316

If YOU were there...

You are a student from Holland, studying law at the university in Bologna, Italy. Life in Renaissance Italy is so exciting! You've met artists and writers and learned so much about art and literature. You can hardly wait to tell people at home about everything you've learned. But now a lawyer in Bologna has offered you a chance to stay and work in Italy.

Will you stay in Italy or return to Holland?

BUILDING BACKGROUND By the late 1400s the Renaissance spirit was spreading from Italy to other parts of Europe. Artists, writers, and scholars came to Italy to study. Then they taught others what they had learned and brought paintings and sculptures from Italy back home. Along with works of art, they picked up new ideas. Soon, printing and books made these new ideas available to even more people.

Time Line

Printing in Europe

1000 Printing has not developed in Europe yet. Books are copied by hand, usually by monks.

1000

1300

1300s Factories in Europe begin making paper using techniques introduced from Asia.



HSS 7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Spread of New Ideas

Travelers and artists helped spread the Renaissance throughout Europe. But the development of printing was a giant step in spreading ideas. For the first time ever, thousands of people could read books and share ideas about them.

Paper and Printing

By the late 700s papermaking had spread from China to the Middle East. From there it came to Europe. European factories were making paper by the 1300s. Because it was cheaper and easier to prepare, paper soon replaced the animal skins on which people had written before.

Then in the mid-1400s a German man, **Johann Gutenberg** (GOOT-uhn-berk), developed a printing press that used movable type. That is, each letter was a separate piece. A worker could fit letters into a frame, spread ink on the letters, and press a sheet of paper against the letters. In this way, an entire page was printed at once. Then the worker could rearrange letters in the frame to create a new page. How much faster printing was than writing!

The first printed book was a Bible printed in the Latin language in about 1455. Soon, some thinkers began to call for the Bible to be translated into common languages. Although church leaders fought strenuously against it, the Bible was eventually translated and printed. Bibles were suddenly available to more people. Because the Bible was available to read, more people learned to read. Then, they wanted more education.

THE IMPACT TODAY

The demand for more books led to improvements in printing and binding that have made modern books cheap and easily available.

New Universities

Students from around Europe traveled to Italy to study at Italian universities. By the early 1500s most of the teachers in these universities were humanists. Students from northern Europe who studied with these teachers took Renaissance ideas back with them to their home countries.

Over time, many of the new scholars became teachers in Europe's universities. In addition, new universities opened in France, Germany, and the Netherlands. Because these schools were set up by humanists, Renaissance ideas about the value of people spread throughout Europe.

c. 1455 Johann Gutenberg develops the printing press. It uses movable type, which makes the mass production of books possible and allows ideas to spread more quickly.



The letters used in movable type are arranged in a frame to make a page. The letters can later be reused for different pages.

1500

1700

1900

1500s and 1600s

Gutenberg's printing press helps spread new political, artistic, and religious ideas through Europe.

1800s Steam engines are added to presses, making printing faster and cheaper.

ANALYSIS SKILL

READING TIME LINES

From where was papermaking introduced into Europe?

Although only men could attend universities, women also helped spread these ideas. Many noble families educated their daughters at home. They encouraged young women to study classical literature, philosophy, and the arts. Some educated women became powerful political figures. They married nobles from around Europe and encouraged the spread of Renaissance ideas in their husbands' lands.

READING CHECK Analyzing How did travel and marriage spread Renaissance ideas?

The Northern Renaissance

As humanism spread, scholars in northern Europe became more interested in history. Northern scholars, however, focused not on Greece and Rome but on the history of Christianity. **The resulting combination of humanist and religious ideas is called Christian humanism.**

Many northern scholars felt that the church was corrupt and no longer true to the spirit of Jesus's teachings anymore. They began to call for church reform.

A Northern Scholar

A Dutch priest named **Desiderius Erasmus** (des-i-DEER-ee-uhs i-RAZ-mus) was the most important of these scholars. In 1509 he published a book, *The Praise of Folly*, in which he criticized corrupt clergy. Erasmus also wanted to get rid of some church rituals that he considered meaningless. Instead of rituals, he emphasized devotion to God and the teachings of Jesus.

Northern Renaissance Art

Northern Europeans also changed some Renaissance ideas about art. For one thing, the humans in northern paintings don't look like Greek gods. Instead, they are realistic, with physical flaws.

Northern artists embraced realism in another way, too. They painted objects, from rocks to flowers, so clearly that the objects don't look like they were painted at all. They almost appear to be the real thing, glued to the painting.

Biblical scenes and classical myths were the traditional subjects of Italian Renaissance art. In contrast, northern artists painted scenes of daily life. For example, look at the painting below of hunters returning home. It was painted by Pieter Brueghel (BROY-guhl) the Elder, an artist from what is now Belgium. Some of Brueghel's other paintings show people working in fields, dancing, or eating. His son, called Brueghel the Younger, later used his father's ideas in his own works.

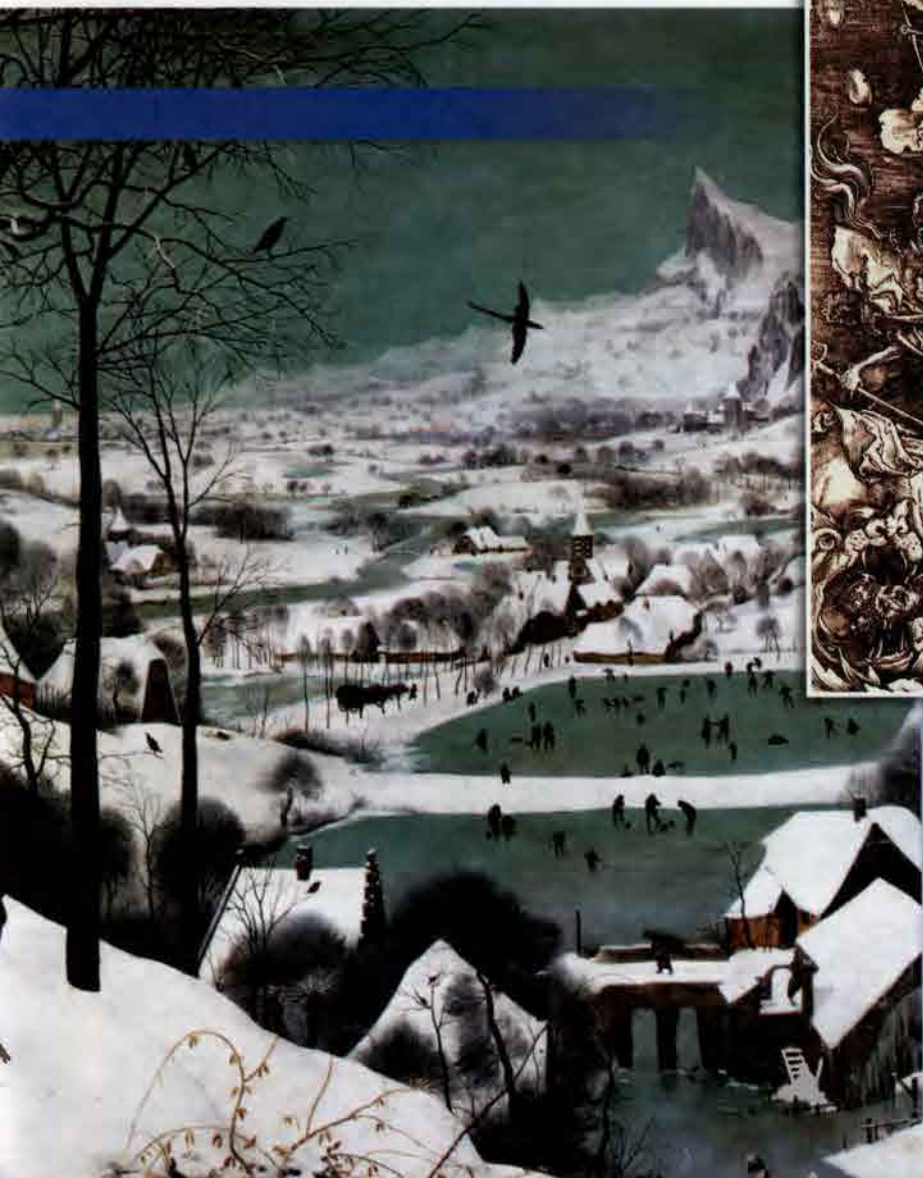


Albrecht Dürer (AWL-brekt DYUR-uhr) was a famous northern artist from Germany. Like Italian artists, Dürer studied anatomy so he could paint people more realistically. Like his fellow northerners, Dürer showed objects in great detail. A lover of nature, Dürer drew even a patch of weeds so clearly that today scientists can identify the plant species.

Dürer created religious paintings for churches. But he is most famous for his prints. A print is a work of art reproduced from an original. First, Dürer carved the image into either a metal sheet or a wooden block. Then he covered the image with ink and pressed a sheet of paper down onto it. The image transferred to the paper. Dürer sold his prints at fairs and markets.

Among other great artists of the Northern Renaissance were two portrait painters—Hans Holbein (HAWL-byn) and Jan van Eyck (yahn van YK). Holbein grew up in Switzerland but moved to England. There he painted a portrait of King Henry VIII. Among van Eyck's works are many religious scenes. Van Eyck worked in oil paints, a new invention. The colors in his paintings seem to glow from within.

READING CHECK **Categorizing** Who were some major artists of the Northern Renaissance?



Northern Renaissance artists often painted realistic scenes from daily life, like *Return of the Hunters*, painted by Pieter Bruegel in 1565. Albrecht Dürer created *The Four Horsemen of the Apocalypse* shown above in 1597 and 1598. It is a woodcut—a print made from a detailed carving in a block of wood.

What scenes of daily life can you see in Bruegel's painting?

Literature beyond Italy

Writers in other countries besides Italy also included Renaissance ideas in their works. Like Dante, they wrote in the languages of their home countries. In Spain **Miguel de Cervantes** (mee-GEL day ser-VAHN-tays) wrote *Don Quixote* (kee-HOH-tay). In this book Cervantes poked fun at romantic tales of the Middle Ages. His main character is an old man who decides to become a knight, a decision that Cervantes mocks.

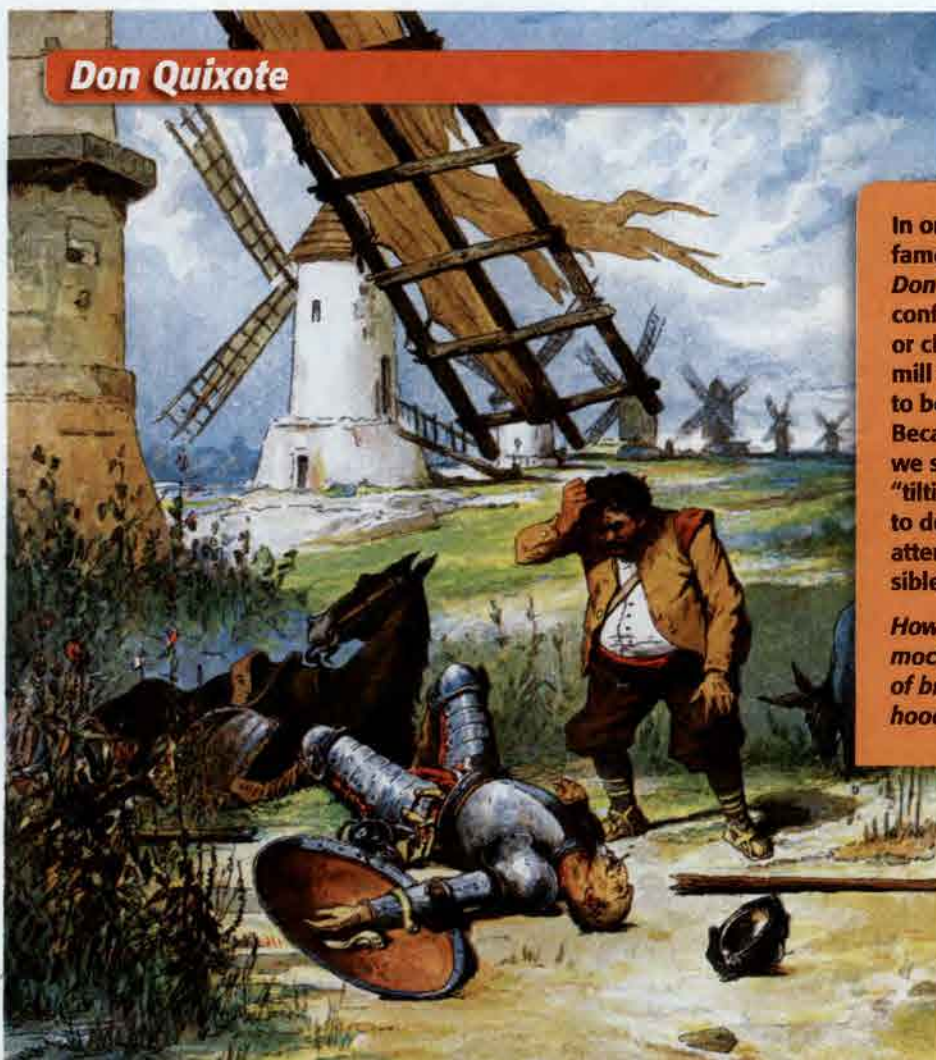
“At last, when his wits were gone beyond repair, he came to conceive the strangest idea that ever occurred to any madman in this world. It now appeared to him fitting and necessary, in order to win a greater amount of honor for himself and serve his country at the same time, to become a knight-errant and roam the world on horseback, in a suit of armor.”

—Miguel de Cervantes, from *Don Quixote*, translated by Samuel Putnam

Like many writers of his day, Cervantes thought his own time was much better than the Middle Ages.

In France, too, writers poked fun at the ideas of the Middle Ages. The greatest of these French Renaissance writers was François Rabelais (fran-swah RAB-uh-lay). Like many Renaissance figures, Rabelais was a person of many trades. In addition to being a writer, he was a doctor and a priest. But it is for his writing that he is best known. Rabelais wrote a series of novels about characters named Gargantua and Pantagruel. Through his characters' actions, Rabelais mocks the values of the Middle Ages as well as events that had happened to him in his own life.

Readers around the world consider **William Shakespeare** the greatest writer in the English language. Although he also wrote poems, Shakespeare is most famous



Don Quixote

In one of the most famous scenes from *Don Quixote*, the confused knight tilts, or charges at, a windmill that he believes to be a fierce giant. Because of this scene, we still use the phrase “tilting at windmills” to describe someone attempting an impossible task.

How does this scene mock medieval ideas of bravery and knight-hood?

for his plays. Shakespeare wrote more than 30 comedies, tragedies, and histories. London audiences of the late 1500s and early 1600s packed the theatre to see them. Ever since, people have enjoyed the beauty of Shakespeare's language and his understanding of humanity. The following passage reflects the Renaissance idea that each human being is important. Shakespeare compares people to the actors in a play who should be watched with great interest:

"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,
His acts being seven ages."

—William Shakespeare, from *As You Like It*, Act 2, Scene 7

The works of Cervantes, Rabelais, and Shakespeare have been translated into dozens of languages. Through these translations, their Renaissance spirit lives on.

READING CHECK **Comparing** How does the choice of language used by Cervantes and Shakespeare compare to that of Italian writers?



BIOGRAPHY

William Shakespeare

1564–1616

Many people consider William Shakespeare the greatest playwright of all time. His plays are still hugely popular around the world.

Shakespeare was such an important writer that he even influenced the English language. He invented common phrases such as *fair play* and common words such as *lonely*. In fact, Shakespeare is probably responsible for more than 2,000 English words.

Drawing Inferences How do you think Shakespeare invented new words and phrases?

SUMMARY AND PREVIEW The making of paper, the printing press, and new universities helped spread the Renaissance beyond Italy into lands where its ideas changed. In the next chapter, you will read about religious ideas that swept through Europe at about the same time.

Section 3 Assessment

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Online Quiz

KEYWORD: SQ7 HPTI

Reviewing Ideas, Terms, and People **HSS** 7.8.4, 7.8.5

- Identify** What two inventions helped spread the Renaissance beyond Italy?
 - Explain** How did **Johann Gutenberg's** machine work?
- Describe** What was **Desiderius Erasmus's** position on church rituals?
 - Contrast** How did **Christian humanism** differ from the earlier form of humanism that developed in Italy?
 - Elaborate** What is the connection between humanism and painting people working in the fields?
- Compare** What is one thing that **Miguel de Cervantes** and **William Shakespeare** had in common with Dante?
 - Elaborate** Why have Shakespeare's works remained popular around the world for centuries?

Critical Thinking

- Summarizing** Copy the chart below to describe the works of Northern Renaissance artists. Add rows as needed.

Artist	Artist's Work

FOCUS ON WRITING

- Outlining a Plot** This section introduced you to a whole new set of places and people you could use for your movie. Will you use any of these places or people? Think back to the ideas you had after reading the last two sections, and start to plan the story for your movie. Where will it be set? Who will be in it? Draw up a short, rough outline that explains the movie's plot.

from **Romeo** and **Juliet**

GUIDED READING

WORD HELP

envious jealous
entreat beg

1 Romeo compares Juliet to the sun and claims that even the moon will be jealous of her beauty.

To what else does he compare her in this speech?



ELA Reading 7.3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

by William Shakespeare

About the Reading *Shakespeare's plays spotlight an enormous range of human experiences—including love, loss, and everything in between. Even though Romeo and Juliet ends in disaster, its message is a hopeful one. Its main characters, two teenaged members of warring families, meet at a party and fall instantly in love. In this scene, which takes place later that evening, a troubled Romeo spies Juliet on her balcony.*

AS YOU READ Notice the words Romeo uses to describe Juliet's beauty.

Rom. But soft, what light through yonder window breaks?

It is the east, and Juliet is the sun. **1**

Arise, fair sun, and kill the envious moon,

Who is already sick and pale with grief

That thou, her maid, art far more fair than she . . .

Two of the fairest stars in all the heaven,

Having some business, do entreat her eyes

To twinkle in their spheres till they return.

What if her eyes were there, they in her head?

The brightness of her cheek would shame those stars,

As daylight doth a lamp; her eyes in heaven

Would through the airy region stream so bright

That birds would sing and think it were not night.

See how she leans her cheek upon her hand!

O that I were a glove upon that hand,

That I might touch that cheek!

Jul. Ay me!

Rom. She speaks!

O, speak again, bright angel, for thou art

As glorious to this night, being o'er my head,

As is a winged messenger of heaven

Unto the white-upturned wond'ring eyes

Of mortals that fall back to gaze on him,

When he bestrides the lazy puffing clouds,
And sails upon the bosom of the air.

Jul. O Romeo, Romeo, wherefore art thou Romeo? **2**

Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

Rom. [Aside.] Shall I hear more, or shall I speak at this?

Jul. 'Tis but thy name that is my enemy;
Thou art thyself, though not a Montague.
What's Montague? It is nor hand nor foot,
Nor arm nor face, nor any other part
Belonging to a man. O, be some other name!
What's in a name? That which we call a rose
By any other word would smell as sweet;
So Romeo would, were he not Romeo call'd,
Retain that dear perfection which he owes
Without that title. Romeo, doff thy name,
And for thy name, which is no part of thee,
Take all myself. **3**

Rom. I take thee at thy word.

Call me but love, and I'll be new baptized;
Henceforth I never will be Romeo.

Jul. What man art thou that thus bescreen'd in night
So stumblest on my counsel?

Rom. By a name

I know not how to tell thee who I am.
My name, dear saint, is hateful to myself,
Because it is an enemy to thee;
Had I it written, I would tear the word.

Jul. My ears have not yet drunk a hundred words
Of thy tongue's uttering, yet I know the sound.

Art thou not Romeo, and a Montague?

Rom. Neither, fair maid, if either thee dislike.

GUIDED READING

WORD HELP

bestrides mounts

wherefore why

doff remove

counsel secret thoughts

2 Juliet is not asking where Romeo is. She is asking why he is Romeo, her family's enemy.

3 Juliet says that she could be with Romeo if he were from a different family.

What does she ask him to do?

A painting of
Romeo and Juliet
from the 1800s



CONNECTING LITERATURE TO HISTORY

1. Evaluating Renaissance humanists believed that people can achieve great goals if they are willing to work hard. How do the characters of Romeo and Juliet reflect this humanist idea?

2. Analyzing Medieval writings often focused on religious topics. But the Renaissance humanists believed that people could write about many different subjects without discussing religion. Based on this passage, what new topic did some humanist writers explore?



Analysis

Critical Thinking

Participation

Study

Understanding Transportation Maps

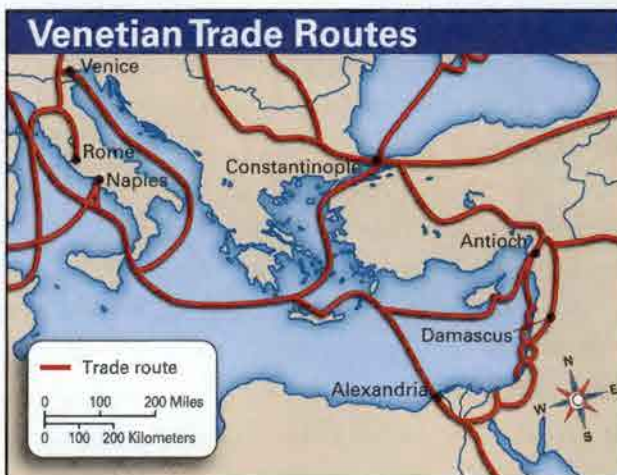
Understand the Skill

Many of the maps used in the study of history are special-purpose maps. These maps are intended to illustrate specific relationships, developments, or events in history. Transportation maps are one type of special-purpose map. They show routes of travel and trade. These maps help you understand about the movement of people, products, and ideas between places in the world.

Learn the Skill

Follow these steps to interpret a transportation map.

- 1 Read the map's title. This will tell you what general information is shown on the map. Study the legend. Look for any symbols that relate to routes or methods of transportation.
- 2 Note any lines or arrows on the map. These lines and arrows often indicate routes of movement. Study these carefully. Note their starting and ending points and where they pass in between.
- 3 Study the map as a whole. Read all the labels. Transportation maps can tell you a lot about the history of an area. For example, they can show how geography influenced the area's development.



Practice and Apply the Skill

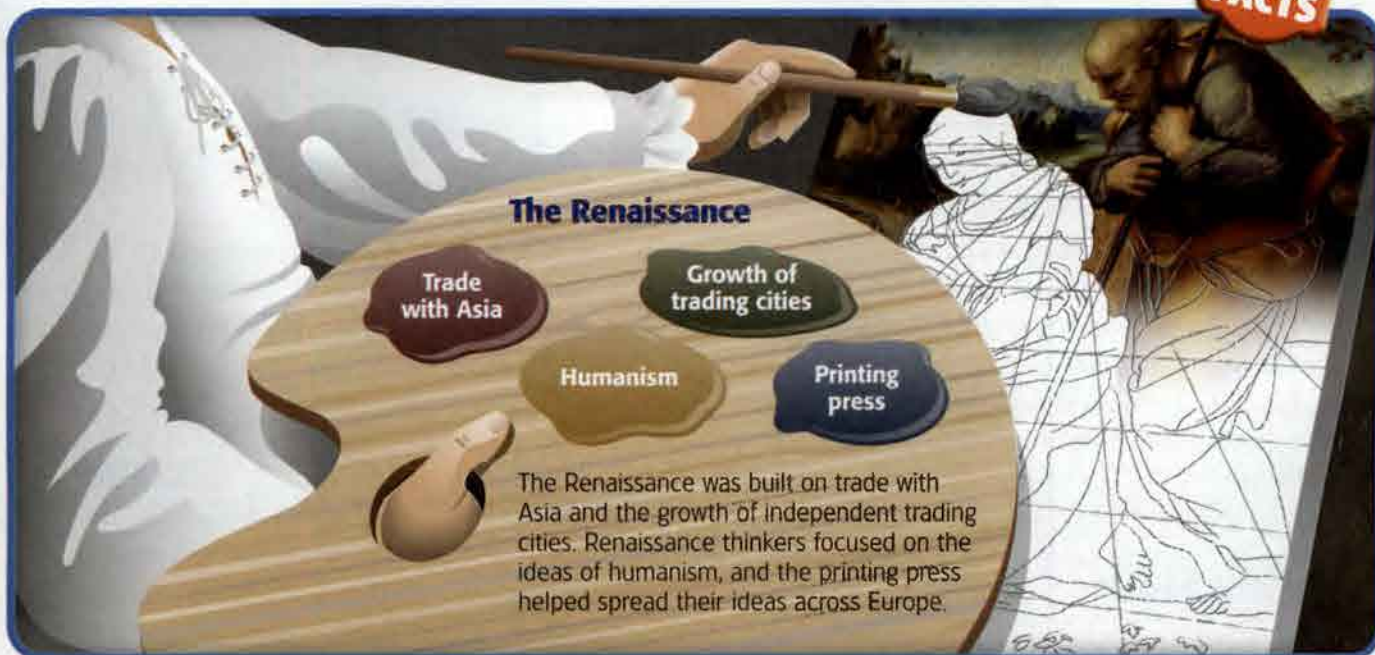
Interpret the map on this page and answer the following questions.

1. How did Constantinople's location make it a trade center?
2. With what cities did Constantinople trade? What means of transportation did these cities' traders use?
3. How would products coming across the Silk Road from Asia reach Venice? What means of transportation would be used?
4. How does this map suggest the cultural influences, exchanges, and connections that existed between Europe and Asia?

Standards Review

Visual
Summary

Use the visual summary below to help you review the main ideas in this chapter.

QUICK
FACTSReviewing Key Terms
and People

Match the "I" statement with the person or thing that might have made the statement.

- | | |
|------------------------|------------------------|
| a. Cosimo de' Medici | f. Albrecht Dürer |
| b. Leonardo da Vinci | g. Marco Polo |
| c. Desiderius Erasmus | h. Niccolo Machiavelli |
| d. Miguel de Cervantes | i. William Shakespeare |
| e. humanism | j. Michelangelo |

- "I wrote many comedies, tragedies, and histories in which I examined human emotions."
- "I am a group of ideas about the value of people and their achievements."
- "I traveled the Silk Road to China."
- "I was a rich banker in Florence who paid for great works of art."
- "I wrote a political book called *The Prince*."

- "I became famous for printed pictures that I sold at markets and fairs."
- "I painted the ceiling of the Sistine Chapel."
- "I thought that the church should give up practices that don't help people."
- "I wrote *Don Quixote*."
- "I filled my notebooks with drawings of plants, animals, and machines."

Comprehension and
Critical Thinking

SECTION 1 (Pages 298–303) **HSS** 7.8.2, 7.8.3

- Identify** Who was Marco Polo, and how did he affect trade?
 - Compare** How were the four great trading cities of northern Italy similar?
 - Evaluate** Did the Black Death help bring about the Renaissance? Why or why not?