

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Literature in the Renaissance

Record information about each work of Renaissance literature using evidence from the text.

Title	<i>The Prince</i>	<i>The Courtier</i>	<i>Il Galateo</i>
Author			
Audience			
Advice			



NAME: \_\_\_\_\_

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*Each of the following statements describes The Prince, The Courtier, or Il Galateo. Beneath each statement, circle the name of the book described.*

1. This book was written to advise the average person on how to behave in public.

*The Prince*

*The Courtier*

*Il Galateo*

2. The views written in this book led to the creation of the adjective *Machiavellian*, meaning selfish or dishonest.

*The Prince*

*The Courtier*

*Il Galateo*

3. This book described the ideal behavior of people who were close to, and advised, princes and those in power.

*The Prince*

*The Courtier*

*Il Galateo*

4. Some historians think this book was written with the Borgia family in mind.

*The Prince*

*The Courtier*

*Il Galateo*

5. This book says that it is better for princes to be feared than to be loved.

*The Prince*

*The Courtier*

*Il Galateo*

6. This book advises people to be “gentle, modest, and reserved.”

*The Prince*

*The Courtier*

*Il Galateo*





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Biography Notes Chart

*Circle the Renaissance person you will write about:*

Brunelleschi  
(see Chapter 2)

Leonardo da Vinci  
(see Chapter 3)

Michelangelo  
(see Chapter 4)

*Write one sentence explaining why you chose this person.*

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Early Years (childhood, family)	
Projects/ Accomplishments • Name and location • Patronage • Interesting facts	
What made him great?	

References for _____ Biography		
Title	Date	Source

NAME: \_\_\_\_\_

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## Morals, Modesty, and Manners

*Each of the statements in Box A relate to the advice given to one of the three groups addressed in The Prince, The Courtier, and Il Galateo (princes, courtiers, or the general public). Place each statement from Box A in the correct column of Box B to indicate from which piece of literature it comes. Refer to Activity Page 8.3 as you complete this chart.*

### Box A:

A lady should be witty, elegant, and cultured.	Do not smell another person's food or drink.	A man should be gentle, modest, and reserved.
Do not spit in public.	Try to be feared rather than to be loved.	It is acceptable to be dishonest if it gives you an advantage.
If necessary, follow the path of evil rather than of good.	A gentleman should be able to do everything well.	A person should always move gracefully, making everything look easy.
A man should not be too short or too tall.	It is acceptable to break promises to other people because they will probably break their promises to you.	Do not eat your food quickly or devour your food.

### Box B:

Princes	Courtiers	General Public



NAME: \_\_\_\_\_

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## Practice Prepositions

Use a preposition from the word box to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

at	with	after	for
to	in	from	

Example: Michelangelo ran away from school a lot as a child.  

place

1. Michelangelo went \_\_\_\_\_ the churches to study and copy the paintings there.

2. Lorenzo de' Medici invited Michelangelo to live \_\_\_\_\_ his home and learn about art.

3. Michelangelo discussed art and literature \_\_\_\_\_ the finest minds of the time.

4. \_\_\_\_\_ Lorenzo de' Medici died, Michelangelo left his home and traveled \_\_\_\_\_ Rome.

5. Michelangelo worked on the statue of David \_\_\_\_\_  
two-and-a-half years.
6. The pope asked Michelangelo to paint the ceiling of the Sistine Chapel. Michelangelo  
looked \_\_\_\_\_ the ceiling, saw how huge it was, and refused!
7. But the pope insisted. Finally, \_\_\_\_\_ four-and-a-half years of  
work, Michelangelo completed painting the ceiling.

NAME: \_\_\_\_\_

9.3

TAKE-HOME

DATE: \_\_\_\_\_

### Practice Prefix *ex-*

*Write the correct word to complete each sentence.*

1. We \_\_\_\_\_ the site of the old school to see what the school was like  
(exhaled, excavated)  
long ago.
2. The cost of the school field trip \_\_\_\_\_ the price of lunch.  
(excluded, exported)
3. My mom had to use tweezers to \_\_\_\_\_ the splinter from my finger.  
(expel, extract)
4. It is important to look for an emergency \_\_\_\_\_ whenever you enter a new  
(exit, exterior)  
building.

*Write a sentence using each of the following words.*

5. *exhale*

---

---

6. *exterior*

---

---





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Spelling Words

*For each spelling word, write a complete sentence.*

achievement

architect

create

culture

imagine

invention

literature

movement

rebirth

sculptor

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. 

---
- 
9. 

---
- 
10. 

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-

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

*Write the sentence as your teacher calls it out.*

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## Vocabulary for “Women in the Renaissance”

1. **norms**, *n.* customs; standards of acceptable behavior (60)
2. **fortunately**, *adv.* luckily; by good fortune (60)
3. **alliance**, *n.* a formal agreement to work together (**alliances**) (60)
4. **fashion**, **1. v.** to make, shape, or form; **2. n.** a popular way of dressing during a particular time or among a particular group of people (62)
5. **obstacle**, *n.* a challenge; something that blocks the way or makes it more difficult to do something else (**obstacles**) (64)
6. **prominent**, *adj.* important; well-known; easily seen (64)
7. **reminiscent**, *adj.* similar to something else (64)
8. **status symbol**, *n.* something someone owns that shows he or she is wealthy or important (66)

Word from the Chapter	Pronunciation	Page Number
Francesco Gonzaga	/fran*ches*koe/ /gon*zog*ə/	60
Sofonisba Anguissola	/soe*foe*neez*bə/ /ang*wee*soe* ə/	64
Amilcare Anguissola	/ə*meel*ko*rae/ /ang*wee*soe* ə/	64
Gian Paolo Zappi	/jon/ /pou*loe/ /zap*ee/	64



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Women in the Renaissance

*Answer the following questions on the lines provided. Remember to answer in complete sentences, using information from the text to support your answers.*

1. In what ways did Isabella d'Este's father's beliefs and behavior influence her life?

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Page(s) \_\_\_\_\_

2. How did Isabella's arranged marriage position her for power later in life?

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Page(s) \_\_\_\_\_

3. How do Isabella's achievements compare to the expectations for a woman born into a noble, wealthy family?

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Page(s) \_\_\_\_\_

4. Compare what Sofonisba's father and Isabella's father did for each of them when they were young to help them accomplish what they did later in life.

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Page(s) \_\_\_\_\_

5. What does it mean that Lavinia Fontana's family paintings were reminiscent of Sofonisba Anguissola?

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Page(s) \_\_\_\_\_



DATE: \_\_\_\_\_

ACTIVITY PAGE

- 
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Core Knowledge Language Arts | Grade 5



## Women in the Renaissance

*Read the chapter and complete the activity that follows.*

### Chapter 7

## Women in the Renaissance

#### THE BIG QUESTION

What opportunities did the Renaissance movement afford to some wealthy women of the time?

Although many Renaissance women ran a household as expected by the cultural **norms** of the day, some women became powerful and influential despite all that stood in their way. One such woman was Isabella d'Este.

Isabella was born in the Italian city-state of Ferrara in 1474 CE. **Fortunately**, her father, the Duke of Ferrara, believed in the importance of educating both his sons *and* his daughters.

Isabella blossomed into a brilliant student. When she was only six years old, she knew Latin and Greek and played the lute, a popular instrument during the Renaissance, similar to a guitar. She was a feisty little girl who could and would debate anyone on any topic. Other children called her “La Prima Donna” or “The First Lady.”



Isabella d'Este

### Engaged at Six!

As was the custom long ago, the Duke of Ferrara arranged marriages for his children. Arranged marriages allowed powerful families to form political ties and **alliances** with other powerful families. So, at the tender age of six years old, Isabella became engaged to Francesco Gonzaga of Mantua. But he was much older—all of 14!

The wedding took place when Isabella turned 16, a normal age in those times for a girl to get married. Through this marriage Isabella became related to many ruling families in Italy.

After Isabella moved to Mantua, a beautiful city in northern Italy, she wasted no time getting involved in the politics of the city. Francesco was often away, fighting one battle after another with various city-states and countries. When Francesco was out of town, Isabella skillfully governed the people.

In 1509 CE, while Francesco was leading troops against the city of Venice, he was captured and put in jail for several years. With Francesco gone, it might have seemed like a good opportunity to the princes of unfriendly city-states to try to take over Mantua. But Isabella made it clear to potential enemies that she was very much in charge and they had better not try anything. While Francesco was in prison, she managed to fight off enemies and form strong alliances with other rulers.

Once released from jail, Isabella's husband left to fight more battles. He fought against the French for a few years, and died in 1519 CE.

After that, Isabella led Mantua on her own. She kept her enemies out and made certain that both Mantua and her home city of Ferrara stayed independent and unharmed.



Ducal palace in Mantua where Isabella lived

61



### A Passion for the Arts

Not only was Isabella an outstanding ruler, she was also a great patron of the arts. She collected antiques, rare books, and all types of artwork.

Tucked away in the Castle of St. George in Mantua, Isabella built a special room. She called it her *grotta*, which means “cave.” This treasure chamber contained the works of many of the great artists of the day. Gorgeous paintings hung on the walls of the grotta. In beautifully carved wooden cabinets she kept ancient coins and medals, precious jewels, and gemstones.

Sculptors, writers, and painters visited Isabella’s home often. She employed many of them. In fact, for many years she tried to persuade the great Leonardo da Vinci to paint her portrait. All she could get him to do was a drawing. At one point, he made the excuse that he was too busy working out geometry problems to stop and paint.

Finally, Isabella paid another great Renaissance artist, Titian, to capture her likeness on canvas. Titian did *too* precise a job. His portrait accurately portrayed Isabella, who was 60 years old at the time. When she looked at the picture, Isabella became furious and demanded that he repaint it. On his second try, Titian wisely made Isabella look a good 20 years younger!

Isabella didn’t forget her fellow women, either. She started a school where young girls could learn Greek, Latin, the arts, philosophy, and literature.

Isabella was an unusual woman for her time. She is justly remembered as the “First Lady of the Renaissance.”

### Noble Women

Renaissance women inspired writers to create poetry, sculptors to fashion statues, and artists to paint beautiful portraits. However, the sculptor’s chisel and the painter’s brush were mostly kept out of the hands of women.

Although Renaissance men believed they could do almost anything, they didn’t think the same of women. Men of the Renaissance believed that a young woman born into a noble, wealthy family had three duties: (1) she should marry a rich man from an important family; (2) she should be loyal to that husband; and (3) she should give him sons.

### Overcoming Obstacles

Some women overcame the **obstacles** of their time and became respected artists in their own right. Well-known for her portrait work, Sofonisba Anguissola (1530–1625 CE) is one of the earliest known female artists. Most female artists of the time were the daughters of painters. However, Sofonisba's father was not a painter but a wealthy nobleman.

The oldest of seven children, Sofonisba had five younger sisters and a brother. Her father, Amilcare Anguissola, read and lived by the famous words of Castiglione's *The Courtier*, including the importance of educating young women. Both Sofonisba and her sister Elena lived and trained with **prominent** local artists. Under her father's encouragement, Sofonisba received early inspiration from notable artists including Michelangelo. As a young artist, Sofonisba trained three of her younger sisters to be painters.

Her most well-known works include many self-portraits and the famous family portrait *Lucia, Minerva, and Europa Anguissola Playing Chess*. Lucia, Minerva, and Europa are three of her younger sisters. The painting captures a glimpse of noble family life during this time.

One of the first-known women to paint large figure paintings was



Lavinia Fontana's, *Self Portrait at the Spinet*, 1578 CE

the daughter of Italian painter Prospero Fontana. Lavinia Fontana (1552–1614 CE) received patronage from the family of Pope Gregory XIII and painted portraits of many well-known individuals. Recognized for her attention to detail and the use of vibrant colors, her self-portraits and family paintings were **reminiscent** of Sofonisba Anguissola. Lavinia married lesser-known artist Gian Paolo Zappi, who ultimately worked as her agent.



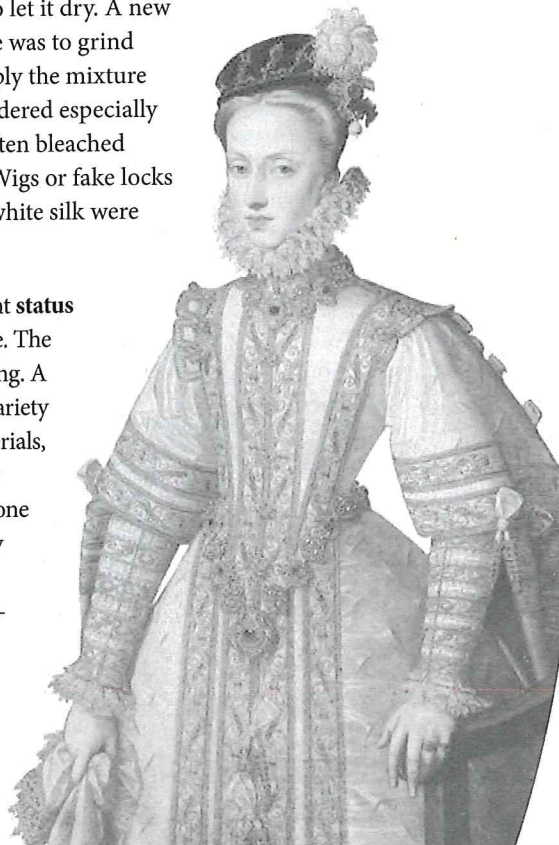
### Renaissance Style

During the European Renaissance, there was more freedom in the style of dress, and headdresses allowed more hair to show than had previously been considered acceptable. The high collars and starched ruffs, or pleated collars, of this period led to upswept hairstyles that were sometimes formed over a wire frame in a heart shape. In England a variety of beards, mustaches, and hairstyles for men became popular during the reign of Henry VIII. The popularity of Queen Elizabeth I inspired her subjects to wear red wigs or dye their hair red and shave their hairlines to give the appearance of a high forehead like hers.

Toward the end of the 1500s, a red-blond hair color was popularized in paintings by Italian artist Titian. To achieve the color, Venetian women applied mixtures of alum, sulfur, soda, and rhubarb to their hair and sat in the sun to let it dry. A new custom in Renaissance France was to grind flowers into a powder and apply the mixture to hair. Blonde hair was considered especially stylish for women. Women often bleached their hair to make it blonde. Wigs or fake locks of hair made from yellow or white silk were also common.

Clothing was an important **status symbol** during the Renaissance. The wealthy dressed in fancy clothing. A wealthy person would have a variety of clothes made from fine materials, furs, and silks. Peasants, on the other hand, typically had only one or two sets of clothing. Wealthy men wore colorful tights or stockings with a shirt and tight-fitting coat called a doublet.

Renaissance  
fashion



They also often wore hats. Wealthy women wore long dresses with high waists and puffy sleeves and shoulders. Sometimes their dresses were embellished with embroidery stitched with gold and silver thread. Women had elaborate gold jewelry decorated with expensive jewels like pearls and sapphires. In some areas, laws that had been in effect since the early 1300s prevented the lower classes from wearing nice clothes. In England there were many laws that specified who could wear what types of clothes. Only certain social classes could wear clothes of specific colors and materials. In some areas only nobles were allowed to wear fur.

### Marriages to Keep the Peace

During the Renaissance, in upper-class families most marriages were arranged by parents, usually while the children were still young. Therefore, men and women did not usually date each other, fall in love, and then get married.

Fathers preferred that their daughters marry rich and powerful men from other city-states or countries. There was a good reason for this. When the daughter of a prince in one city-state married the son of a ruler in another city-state, the two families would be much less likely to go to war. With a son, daughter, and grandchildren between them, the two rulers would have too much in common to fight each other.

This practice of arranged political marriages became common all across Europe. After a while, many of the ruling families were related to each other.



The wedding of Catherine de' Medici to Prince Henry of France



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

The following words or phrases were used in “Women in the Renaissance.” For each word or phrase, pick an activity and complete the chart below.

alliance	<b>Vocabulary Activities</b> 1. Write a definition in your own words. 2. Provide a synonym (similar meaning). 3. Provide an antonym (opposite meaning). 4. Use the word in a sentence. 5. Provide another word that the word or phrase makes you think of and explain why. ( <i>Apple</i> makes me think of bananas because they are both fruits.) 6. Think of an example of the word or phrase and write about it. (An example of <i>fruit</i> is cantaloupe. It is a melon that is white on the outside and orange on the inside. They are really tasty in the summer.)
obstacles	
arranged	
status symbol	

Word or Phrase	Activity	Activity Response



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Women in the Renaissance Chart

*Complete this activity page as you read with your partner. In the first column, list evidence from the text that describes the way women were expected to behave during the Renaissance. In each of the other three columns, list evidence from the text that describes the ways in which these women challenged those norms.*

Cultural Norms	Isabella d'Este	Sofonisba Anguissola	Lavinia Fontana



NAME: \_\_\_\_\_

11.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Correlative Conjunctions

*Complete the sentences below using the correct correlative conjunctions from the word box. Some correlative conjunctions will be used more than once.*

either/or

neither/nor

both/and

not only/but also

1. The word *Renaissance* comes from \_\_\_\_\_ the French \_\_\_\_\_ Latin languages.
2. Peasants \_\_\_\_\_ had fancy clothing, \_\_\_\_\_ had much wealth.
3. Machiavelli thought that princes could \_\_\_\_\_ be loved \_\_\_\_\_ feared.
4. Castiglione said that a lady should \_\_\_\_\_ be witty, \_\_\_\_\_ elegant.
5. Castiglione said that a courtier should \_\_\_\_\_ be athletic, \_\_\_\_\_ artistic.

6. Castiglione warned that a courtier should \_\_\_\_\_ be conceited  
\_\_\_\_\_ be a show-off.
7. When Isabella was only six years old, she knew \_\_\_\_\_ Latin  
\_\_\_\_\_ and Greek.
8. Isabella was \_\_\_\_\_ an outstanding ruler, \_\_\_\_\_ a  
great patron of the arts.

NAME: \_\_\_\_\_

11.3

TAKE-HOME

DATE: \_\_\_\_\_

### Root *serv*

*Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.*

preserve

reserved

servant

serve

service

1. Scholars during the Renaissance \_\_\_\_\_ ancient writings by making sure they were in a safe place.
2. The \_\_\_\_\_ busily planned for the royal family's upcoming ball.
3. Castiglione said that it is important for courtiers not to show off but be gentle and \_\_\_\_\_.
4. The soldier \_\_\_\_\_ in the king's army for 20 years.
5. After creating countless paintings and portraits for the patron's family, the artist was praised for his \_\_\_\_\_ to the family.

*Write a sentence using the word provided. Be sure to use correct capitalization and punctuation.*

1. *service*

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2. *servant*

---

---

3. *preserve*

---

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## Spelling Words

*The following is a list of spelling words. These words are content words related to the Patrons, Artists, and Scholars Reader. During Lesson 15 you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

Word from Reader	Antonym
1. apprentice	2. expert
3. democracy	4. tyranny
5. extraordinary	6. conventional
7. rivalry	8. harmony
9. stunning	10. mundane

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment but it may be helpful to have them as a reference as you practice spelling the words.*

Spelling Word	Definition
<b>apprentice</b>	a person who works for another to learn a trade
<b>expert</b>	a person who has a lot of experience in a job or activity
<b>democracy</b>	government where the people vote to choose leaders
<b>tyranny</b>	government where one ruler has total power
<b>extraordinary</b>	unusual because of how good something is
<b>conventional</b>	usual because of how typical something is
<b>rivalry</b>	competition between people or groups
<b>harmony</b>	agreement
<b>stunning</b>	very surprising or beautiful
<b>mundane</b>	common or ordinary

Practice Spelling Words

Match the antonyms with the correct words from the word box.

extraordinary	rivalry	apprentice
democracy	stunning	

Word from Reader	Antonym
1.	2. conventional
3.	4. mundane
5.	6. expert
7.	8. tyranny
9.	10. harmony

Pick three of the spelling words and write an additional antonym for the word. You may use a dictionary to help you.

Spelling Word	Antonym



## Vocabulary for “The Northern Renaissance”

1. **keen**, *adj.* strong and observant (70)
2. **plunge**, *v.* to fall or jump suddenly from a high place (**plunged**) (73)
3. **foreground**, *n.* the part of a picture that appears closest to the viewer (73)
4. **renowned**, *adj.* famous; known and admired by many people (75)
5. **controversial**, *adj.* related to or causing much discussion, disagreement, or argument (75)
6. **promote**, *v.* to publicize and support (**promoted**) (75)
7. **denounce**, *v.* to publicly state that something or someone is bad or wrong (75)
8. **doctrine**, *n.* a set of ideas or beliefs that are taught or believed to be true (75)

Word from the Chapter	Pronunciation	Page Number
Jan van Eyck	/yon/ /von/ /iek/	68
Albrecht Dürer	/ol*brekt/ /doo*rer/	70
Pieter Bruegel	/pee*ter/ /broi*gəl/	72
Hans Holbein	/hons/ /hoel*bien /	75





- [illegible]

Page(s) \_\_\_\_\_



## The Northern Renaissance

*Read the chapter aloud to a family member.*

### Chapter 8

# The Northern Renaissance

#### THE BIG QUESTION

How did the Renaissance movement in Italy impact the artists of northern Europe?

Until now, we have only read about the Renaissance movement in Italy. The Renaissance reached other parts of Europe as well.

Scholars and artists in other countries were also enjoying a rebirth of learning. Sometimes these scholars and artists visited the city-states of Italy, especially Florence, and brought ideas and artwork back to their home countries. These countries included Germany and the region that used to be called Flanders, which is now part of the Netherlands and Belgium.

We are going to read about four painters: two were German, and two were Flemish, which means they were from Flanders. Because they lived in countries north of Italy, people often say that they are part of “The Northern Renaissance.”

### The Master of Detail

Jan van Eyck was born in about 1390 CE. He lived in Flanders. Van Eyck’s countrymen called him the “King of the Painters.” He is one of the early figures involved in the Northern Renaissance. Van Eyck painted at about the same time that Brunelleschi was working as an architect in Italy.

Van Eyck developed new kinds of oil paint that gave his pictures a sharp and brilliant look. He discovered new ways to show light and texture in his paintings. He could realistically portray the tiniest details in a painting. In a painting of Giovanni Arnolfini, a portrait that van Eyck painted for an Italian businessman living in Flanders, van Eyck emphasized the texture of the subjects’ clothing, as well as the light pouring through the open window.

## Dürer: Self-Portrait of the Artist

Albrecht Dürer was born in 1471 CE to Hungarian parents living in Germany. (He was just a little older than Michelangelo, who was born in 1475 CE.) Dürer was fascinated by the artistic developments happening in Italy at the time. He made two trips to Italy in order to learn as much as he could from the great masters.

Dürer was a proud supporter of the Renaissance movement. The very fact that he painted so many portraits and self-portraits demonstrates his desire to understand the humanity of his subjects. It shows his belief in the importance of the individual, especially one particular individual—himself!

Dürer began sketching himself when he was only 13 and would continue to capture his likeness in self-portraits throughout his career. In the *Self-Portrait* he painted in 1498 CE, Dürer shows himself as a handsome young man with a taste for fine clothes. It is a painting that reveals how much he has been influenced by his Italian masters. In the famous *Self-Portrait* painted in 1500 CE, Dürer looks directly at us with bold, confident eyes. Many portraits at the time showed the person from the side, or a three-quarters angle, rather than head on. Dürer perfected the art of portraiture. His **keen** artist's eye captured not only a range of human expressions and emotions, but also that of skin tone and texture.



Dürer's *Self-Portrait*, 1498 CE

Dürer was not only a great painter, he was also a master of the art of making prints with woodcuts or engravings. As a young apprentice he learned how to make woodcuts by carving pictures in blocks of wood, as well as engravings by using a sharp tool to cut an image into a metal plate. He would spread ink on the carved wood or the metal plate then print the image on paper. Dürer's woodcuts and engravings made him famous, partly because they could be quickly and easily reproduced, so many people could see them.



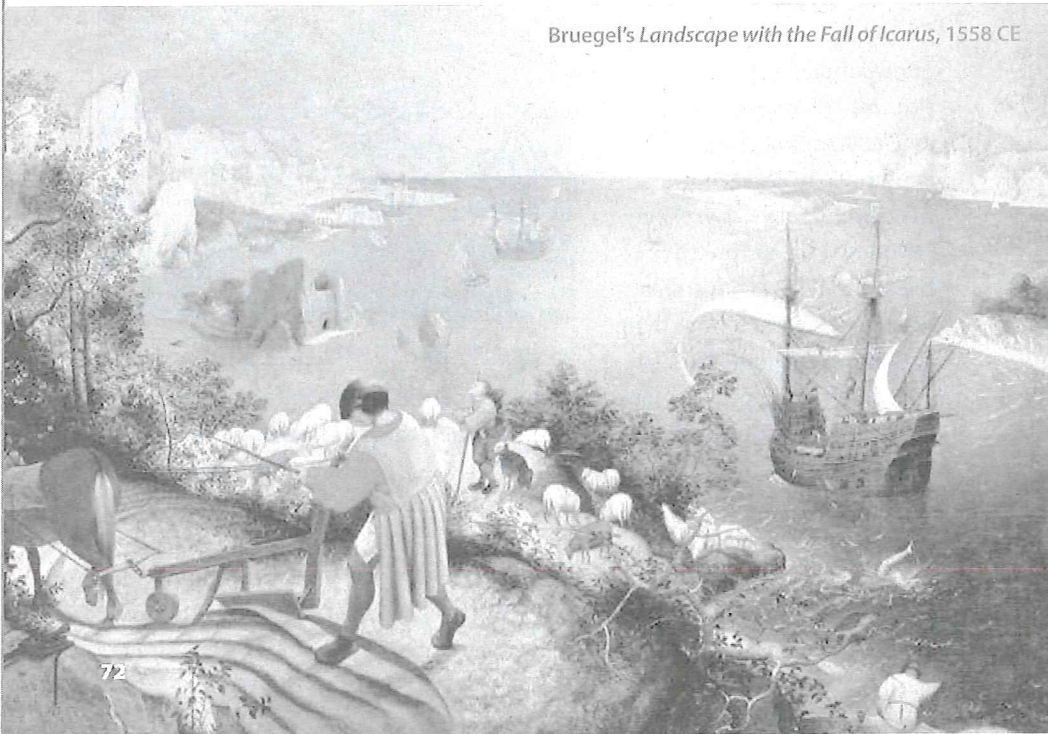
### Pieter Bruegel the Elder

Pieter Bruegel the Elder was born in the city of Antwerp, which is in the country we now call Belgium. (He is called the Elder because his son, Pieter the Younger, was a painter, too.) Like Venice and Florence in Italy, Antwerp was a busy trading city with many banks and businesses—which meant there were many wealthy people ready to buy works of art. Most of these people wanted paintings in the style of the great Italian masters such as Michelangelo and Raphael. So Bruegel traveled to Italy to see what he could learn.

When it came to painting, however, Bruegel went his own way. You won't find heroic-looking, muscular figures such as the ones Michelangelo painted on the ceiling of the Sistine Chapel. You won't find many scenes from classical mythology in Bruegel's work. His paintings are very different from anything like Botticelli's *Birth of Venus*.

One of the few paintings in which Bruegel did choose to use a classical myth as the theme is *Landscape with the Fall of Icarus*. It's as though Bruegel were saying, "What's all the fuss about these myths? I'll give you a painting about a myth, but in my own way."

Bruegel's *Landscape with the Fall of Icarus*, 1558 CE



Bruegel's way was to make the myth only a small part of the painting. He chose the Greek myth of Daedalus, the master inventor, and his son Icarus. For King Minos, Daedalus designed a giant maze called the Labyrinth, from which no one could escape. Later, when the king grew angry with Daedalus, he locked him in the Labyrinth along with Icarus. But Daedalus soon came up with a plan to escape. Little by little, he gathered many feathers, then fastened them together with wax to make wings like those of a bird. He and his son used the wings to fly out of the Labyrinth. But in his excitement Icarus ignored his father's warnings not to fly too high. Up and up he flew until the sun began to melt the wax. The feathers fell from his wings, and down **plunged** Icarus into the sea.

Bruegel's painting shows the fall of Icarus, though at first glance you might not even notice it. Look at the bottom right corner of the painting. Do you see two legs sticking out of the water near the ship? That's Icarus falling into the water—and that's all of the myth Bruegel chose to show. Bruegel draws our attention away from the myth and makes us look at everyday life, at the farmer plowing and the shepherd with his flock.

Bruegel is best known for his pictures of everyday people. For example, he painted *Peasant Wedding* (also known as *The Wedding Feast*) in the late 1560s. Bruegel shows the peasants as he saw them. He doesn't try to "prettify" the scene. This is not a fancy feast. The simple food is being carried on rough boards. In the **foreground**, you can see a child licking her fingers, making sure she gets every last bit out of the bowl. In the middle left, the piper is looking hungrily at the food passing by. He's probably hoping there will be some food left for him after he finishes playing!



Bruegel's *Peasant Wedding*, 1567 CE

Bruegel's sons, grandsons, and even great-grandsons became artists. But none equaled or surpassed his great works.

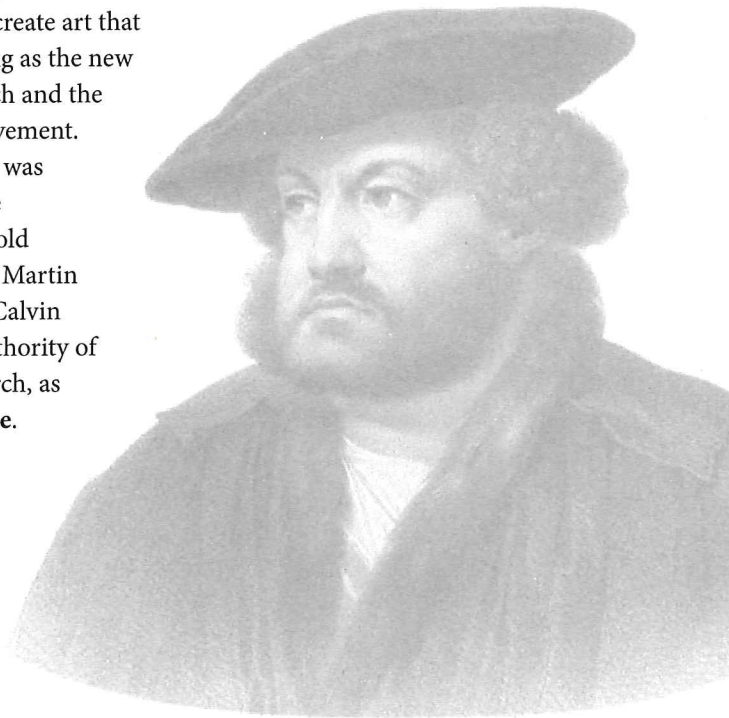
### Hans Holbein the Younger

German painter, draftsman, and designer Hans Holbein the Younger (1497–1543 CE) came from a family of notable artists. His father, Hans Holbein the Elder, was a **renowned** artist. His uncle and brother were acclaimed artists, too. Following the tradition of Albrecht Dürer, Hans Holbein the Younger was a master portrait artist. He knew many famous humanist scholars of the time and painted many of their portraits. For example, he created portraits of the great Renaissance scholar Erasmus and the English humanist Sir Thomas More. Hans Holbein the Younger was painting in Europe when religious division created a movement called the Reformation. He worked and painted at the court of King Henry VIII during this time of religious upheaval when the English Church split apart from the Catholic Church and the pope. He painted government ministers, Church leaders, kings, queens and at the time, **controversial** religious leaders. The leaders of the English Reformation asked

Hans Holbein to create art that **promoted** the king as the new head of the Church and the new religious movement.

Art in every form was used to **denounce** the pope and the old Church. Men like Martin Luther and John Calvin challenged the authority of the Catholic Church, as well as its **doctrine**.

Hans Holbein the Younger created a body of work that allows us to know the faces of the people who helped transform western Europe.



Holbein





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Popular Prose on Page and Stage”

1. **literate**, *adj.* able to read and write fluently (76)
2. **ransom**, *n.* money that is paid to free someone who was captured (76)
3. **anxious**, *adj.* nervous; worried (78)
4. **linger**, *v.* to wait around or stay longer (82)
5. **vulgar**, *adj.* impolite; crude; inappropriate (82)
6. **thatched**, *adj.* made from straw (85)

Word from the Chapter	Pronunciation	Page Number
Thames	/temz/	85





## Popular Prose on Page and Stage

Read the chapter and complete the activity that follows.

### Chapter 9

## Popular Prose on Page and Stage

#### THE BIG QUESTION

How did writers, such as Cervantes and Shakespeare, embody the ideals of the Renaissance movement?

Painting and architecture were features of the Renaissance, but so too was literature. Talented and highly original writers appeared and their work transformed the literary landscape. Miguel de Cervantes was one of these writers.

When Miguel de Cervantes published the first part of *Don Quixote* in 1605 CE, the novel was read widely by **literate** members of society. It became a popular novel in later centuries. It has been translated from Spanish into more than a hundred languages. Only the Bible has been translated into more languages than *Don Quixote*.

### Bad Luck Trails a Good Man

Miguel de Cervantes was born in Spain in 1547 CE. As a young man, Cervantes published some poems. But he did not set out to be a writer. Instead he became a soldier. He joined a Spanish regiment stationed in Naples.

After six years as a soldier, Cervantes headed back to Spain. With him, he carried letters that gloriously described his military service. He thought these papers might help him find a good job when he got back home. Instead, the letters became quite a problem.

This is what happened: just off the coast of France, Cervantes's ship was attacked by pirates. When the pirates read the letters, they assumed they had captured an important and wealthy gentleman. They took Cervantes to Algeria, where they put him in prison and held him for a high **ransom**. He tried to escape many times, but never made it. Finally, after five years, Cervantes's family was able to scrape together the money to set him free.

### Back in Jail

When a soldier with a distinguished war record returned from battle, he could usually get a good job with a nobleman. But Cervantes received no such reward. So there he was, 33 years old and out of work. What to do? Why not try writing again?

And boy, did he write! Cervantes churned out dozens and dozens of poems and plays. Although people liked his work, he still didn't make much money. To put bread on the table, he took a job with the government.

In one of his government jobs, Cervantes got into trouble again. He was working as a tax collector—a job that's not likely to help anyone win a popularity contest. Once, when he had collected a lot of tax money, Cervantes felt **anxious** about carrying it as he traveled along the roads. He left the money with an innkeeper he thought he could trust. When he returned to get the money, the innkeeper had run off with it! The government held Cervantes responsible for the stolen money. Since he couldn't repay it all, he was thrown in jail.

Some people believe that while Cervantes was in jail, he came up with the idea for *Don Quixote*, and perhaps even wrote some of the book behind bars. When Cervantes published *The History of Don Quixote de la Mancha* in 1605 CE, it was well received. It made Cervantes famous, but not rich.

Near the end of his life, Cervantes did find a patron whose support allowed him to concentrate on his writing. He wrote a second part to *Don Quixote* and more short stories. He completed a novel just four days before he died in Madrid in 1616 CE.

### What's So Great About *Don Quixote*?

*Don Quixote* was written about 400 years ago. Why has it remained so popular?

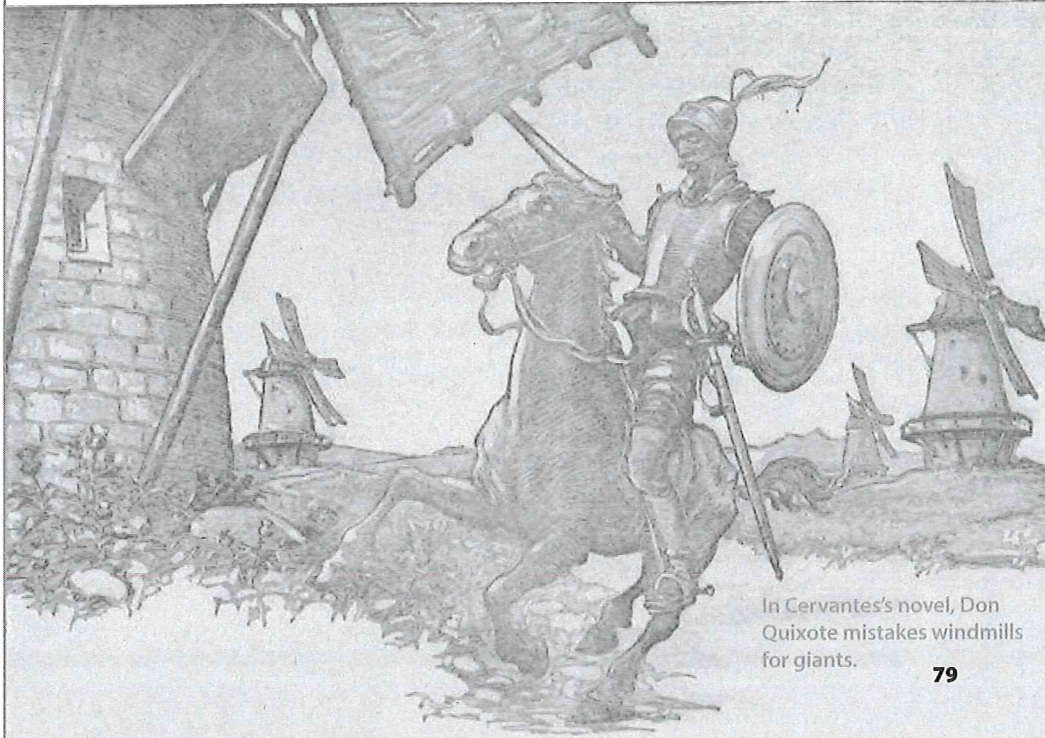
For one thing, much of the book is very funny. There's a story that once the king of Spain was looking out a window when he saw a man who, while reading a book, kept slapping his leg and roaring with laughter. "I'll bet," said the king, "that he's reading *Don Quixote*."



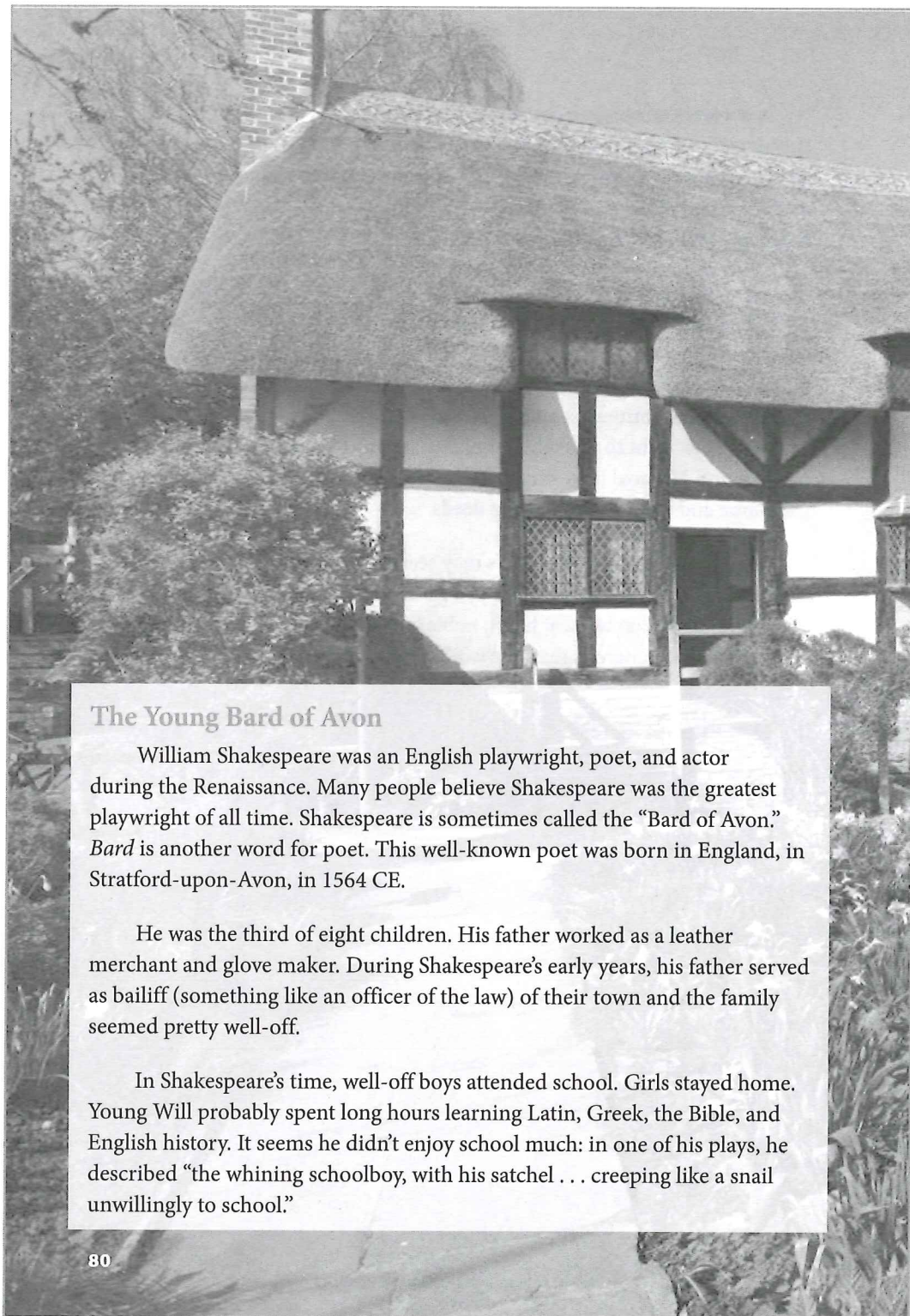
Cervantes wrote *Don Quixote* to make fun of books about romance and chivalry. These books, which were very popular in Cervantes's time, told stories of brave knights in shining armor who set out to rescue damsels in distress. They were full of fantastic adventures, powerful magicians, fierce dragons, and brave deeds.

And so Cervantes created Don Quixote. (Don is a title of respect, like Sir in English.) The Don is an elderly gentleman who loves to read romances about the knights of the Middle Ages. In fact, he reads so many romances that he loses touch with reality. He begins to believe the romances are true—that all the enchantments and battles and rescues really happened. Soon, he doesn't just want to read about knights anymore—instead, he decides to become one. His goal is to wander the world in search of adventures and to gain fame and honor by his daring deeds.

A man who attacks windmills may seem foolish, and Don Quixote does many foolish things. But the more you get to know Don Quixote, the more you begin to see that he is, at heart, noble and generous—sometimes a lot more noble and generous than the world around him.



In Cervantes's novel, Don Quixote mistakes windmills for giants.



### The Young Bard of Avon

William Shakespeare was an English playwright, poet, and actor during the Renaissance. Many people believe Shakespeare was the greatest playwright of all time. Shakespeare is sometimes called the “Bard of Avon.” *Bard* is another word for poet. This well-known poet was born in England, in Stratford-upon-Avon, in 1564 CE.

He was the third of eight children. His father worked as a leather merchant and glove maker. During Shakespeare’s early years, his father served as bailiff (something like an officer of the law) of their town and the family seemed pretty well-off.

In Shakespeare’s time, well-off boys attended school. Girls stayed home. Young Will probably spent long hours learning Latin, Greek, the Bible, and English history. It seems he didn’t enjoy school much: in one of his plays, he described “the whining schoolboy, with his satchel . . . creeping like a snail unwillingly to school.”



By the time Shakespeare reached college age, his father had become so poor that he owed money, couldn't pay taxes, and didn't show his face in public for fear of being thrown in jail. It's likely that the Shakespeare family didn't have enough money to pay for a college education for William.

What did William do when he finished his schooling? No one knows for sure.

### The Lost Years

There's a lot about Shakespeare's life we don't know. No one even knows for sure the exact date of Shakespeare's birthday.

Most of the information we have about Shakespeare comes from the town's official records of baptisms, marriages, and deaths. We also know a little from what his friends wrote about him. Over the years, scholars have closely examined the available documents, as well as Shakespeare's own writings, to put together a picture of the playwright's life. Sometimes parts of the picture are missing, and then scholars have to use whatever evidence they have to make an informed guess.

We *do* know that 18-year-old William married 26-year-old Anne Hathaway in 1582 CE. Over the next few years, Anne gave birth to their daughter Susanna, followed by twins, a daughter named Judith and a son named Hamnet.

After the twins were born, Shakespeare did not **linger** very long in Stratford-upon-Avon. We're not certain why he left. Nor does anyone know what Shakespeare did during what are called "The Lost Years" from 1582 to 1592 CE.

We do know that by 1592 CE, Shakespeare had arrived in London and was establishing a reputation as a playwright, actor, and poet. Some of his more highly educated competitors said his plays were "**vulgar**." But the people loved his work, and the royalty also enjoyed them. His acting company frequently performed in the court of Queen Elizabeth and later for King James.



## The Globe Theater

Many of Shakespeare's plays were performed in the Globe Theater, which was built in 1599 CE on the south bank of the Thames River in London. The Globe was a wooden, circular building with an open courtyard in the middle. The theater could hold up to 2,500 people. People who didn't have a lot of money could pay a penny to stand in the yard and watch the play; they were called the groundlings. Richer people could buy seats in the galleries, which were along three sides of the theater and were covered by a roof to protect the audience from the sun or a sudden rain. Performances were given only in daylight and only in good weather.

A performance at the Globe was different from most theaters today. Audiences could be rude and noisy. It was common for viewers to shout comments and throw objects on stage. There were no curtains on stage and hardly any scenery. Although the scenery was simple, costumes were often quite fancy.

In 1613 CE, a cannon fired as part of a performance of *Henry VIII* set fire to a **thatched** roof, and the theater burned to the ground. But if you visit London today, you can still see a Shakespeare play at the Globe—that is, at the *new* Globe Theater.

In the 1990s the theater was rebuilt very near its original location. Scholars and architects worked together closely to make the new Globe as much like the original as possible.

And so, as the Bard himself said, "All's well that ends well."

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Write the correct word to complete each sentence.*

literate

anxious

linger

vulgar

1. Cervantes must have felt \_\_\_\_\_ when he was captured by pirates off the coast of France.
2. Many \_\_\_\_\_ people in Europe during the Renaissance enjoyed reading *Don Quixote*.
3. Some highly educated playwrights of his time criticized Shakespeare's plays as being too \_\_\_\_\_.
4. Tourists visiting London today can see a play in the new Globe Theater and then \_\_\_\_\_ in the theater after the performance to explore the building.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Correlative Conjunctions

Create two sentences using the correlative conjunctions provided.

Correlative Conjunctions	Example
either/or	After dinner, we can <b>either</b> play a board game <b>or</b> watch a movie.
neither/nor	The baby could <b>neither</b> crawl <b>nor</b> walk yet.
both/and	<b>Both</b> Lou <b>and</b> Nader are absent today.
not only/but also	Abeni is <b>not only</b> smart, <b>but also</b> kind.

1. *either/or*

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2. *either/or*

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3. *neither/nor*

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4. *neither/nor*

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5. *both/and*

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6. *both/and*

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7. *not only/but also*

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8. *not only/but also*

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NAME: \_\_\_\_\_

14.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Root *serv*

*Write a sentence using the word provided. Be sure to use correct capitalization and punctuation.*

1. *serve*

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2. *preserve*

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3. *conserve*

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*Write the correct word to complete each sentence.*

4. After 30 years of \_\_\_\_\_ to her state, the senator retired.  
(serve, servant, preserve, service)

5. In an effort to \_\_\_\_\_ the dinosaur bones, the archeologists  
(reserve, preserve, conserve, serve)  
put them in a climate-controlled room.

6. This room is \_\_\_\_\_ for a special event.  
(conserved, serviced, preserved, reserved)

7. **Challenge** Using your knowledge of the root *serv* and the meaning of the word *conserve*, determine the meaning of the word *conservation*. Then write a sentence using the word *conservation*.

Root: *serv*

Word: *conserve* (verb)

Meaning: to keep safe from loss, waste, or destruction

New Word: *conservation* (noun) [Hint: the suffix *-tion* means “the act of”]

Meaning:

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Sentence:

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## Practice Spelling Words

*Write the correct word to complete each sentence. As you write each word, remember to spell it syllable by syllable. Words will not be used more than once; some words will not be used.*

apprentice	expert	democracy	tyranny	extraordinary
conventional	rivalry	harmony	mundane	stunning

1. As a(n) \_\_\_\_\_ at his job, Hugo was learning all of the tricks of the trade and was well-respected.
2. Voting for our leaders and laws is something Americans can do since we are part of a(n) \_\_\_\_\_.
3. The \_\_\_\_\_ after-school routine was to walk inside, take off your shoes, wash your hands, and finish your homework.
4. The government was a(n) \_\_\_\_\_, not allowing citizens to vote for new leaders.
5. I had never seen such a(n) \_\_\_\_\_ piece of artwork before. It was stunning!
6. Everyone knew about the \_\_\_\_\_ between the two champions and closely watched as they prepared for the match.

*For each remaining spelling word, write a sentence using the word. Be sure to use correct capitalization and punctuation.*

1. 

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2. 

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3. 

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4. 

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

ASSESSMENT

## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

*Write the sentence as your teacher calls it out.*

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## Unit Assessment—*Patrons, Artists, and Scholars*

### Reading Comprehension

*Read the two selections about the city of Venice during the Renaissance movement. After reading the first selection, “Venice: Jewel of the Adriatic,” answer the questions based on the text before reading the second selection.*

### Venice: Jewel of the Adriatic

#### A Glittering City

- 1 Built on 117 small islands, Venice, in northern Italy, was the western world’s most important commercial city in 1500.
- 2 Venice’s islands are located in the middle of a lagoon. The islands are divided by more than 150 canals and connected by more than 400 bridges. Many of its buildings rest on pillars driven into the mud. Long ago, Venice was safe from attack. Enemy ships found it impossible to move in the shallow waters. Venice also had a strong navy.
- 3 The people of Venice, called Venetians, were proud of their splendid city. Visitors admired the city, too. A French diplomat visiting Venice was very impressed with this unusual city. “The houses are very large and lofty and built of stone,” he reported. “Most of them have rich marble chimney pieces, gold-colored bedframes and doors, and beautiful furnishings. It is the most triumphant city I have ever seen.”
- 4 How did Venice gain its prosperity? Venice built its wealth mostly on trade. Over two centuries, the Venetians created an extensive trading empire. Venetians wanted to gain more and more territory so they could carry on their trading activities without interference.
- 5 Its efficient navy gave Venice the military force it needed to defend a large trading empire. Its unique form of government gave it the stability it needed to establish and maintain this empire.

## Republican Government

- 6 Venice was not a monarchy. It was a republic whose government was controlled by the city-state's leading families. The head of the government was called the doge, which comes from the Latin word *dux* meaning "leader." Members of the Greater Council chose a doge to serve for the duration of his life. This council also selected some of its members to serve in other governmental bodies. The governmental bodies included a senate and a committee for public safety. The doge was Venice's chief of state. However, the council and other governmental bodies held the real power.
- 7 As in most other republics up to that time, not all Venetians could participate in government. At the end of the 1200s, the Greater Council passed a law. The law said only adult male descendants of men who had sat in the council before 1297 CE could be members. The name of everyone eligible was written down in what became known as the *Golden Book*. Only about 200 families were named in the book (but some newcomers were admitted). They became hereditary rulers of Venice.

## Printing Advances

- 8 Venice made a notable contribution to classical learning by encouraging the development of the new craft of printing. By 1500 CE, this city-state alone had more than 200 printing presses. Because many printers were scholars, they devoted themselves to publishing classical manuscripts, particularly those of ancient Greece.

## Venice's Greatest Artist

- 9 Of all the arts for which Renaissance Venice became known, painting was the foremost. Venetian painter Tiziano Vecelli was a highly respected artist. People now refer to him as Titian. Born about 1488 CE, he studied with Venice's most important painters beginning at age nine or ten. When his long career came to an end in 1576 CE, he was a great master.