

Ch. 2 (Renaissance in Europe)

Lesson 1 *The Italian States*

Review Questions

Directions: Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

A. The Major Italian States

1. What were the major territorial states?
2. How did these states rise to power, and what kind of power did they have?
3. How did the growth of monarchical states in Europe affect the Italian states?
4. What did Machiavelli think about the connection between politics and moral principles?

B. Renaissance Society

1. What was expected of the nobility in Renaissance society?
2. Describe the lives of the urban upper class in Renaissance society.
3. How were the lives of burghers and workers similar?
4. What was the purpose of marriage?
5. What was the role of the mother-wife in the Italian family?

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

What were key characteristics of Italy during the Renaissance?

Lesson 2 *Ideas and Art of the Renaissance*

Review Questions

Directions: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

A. Italian Renaissance Humanism

1. _____, an important intellectual movement of the Renaissance, was based on the study of the _____, which included the literature of ancient Greece and Rome.
2. _____, known as the father of Italian Renaissance humanism, began the emphasis on using pure classical _____.
3. Some Italian writers, such as _____, author of the *Divine Comedy*, wrote in the _____, the local spoken language.

B. Renaissance Education

1. The increasingly _____ focus of education in the humanist movement led to a core of topics called _____.
2. Humanist educators believed that the purpose of education was to create _____ citizens, and they stressed the importance of preparing the _____ as well as the mind by emphasizing physical education.
3. German printer _____ pioneered a new kind of printing that used _____.
4. The printing of books encouraged scholarly _____ and helped stimulate the reading public's desire to acquire _____.

C. Italian Renaissance Art

1. Two major developments, an emphasis on the _____ side of painting and study of movement and human _____, helped Renaissance artists achieve the realistic portrayal of the individual.
2. Like painters, Renaissance _____ and _____ sought to portray a human-centered world.
3. During the High Renaissance, master painters such as Raphael, _____, and _____ captured the perfection of nature and of the individual in their art.

D. The Northern Artistic Renaissance

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1. Flemish painter _____, who was among the first to use the technique of _____, portrayed objects realistically by focusing on their fine details.

Summary and Reflection

Directions: Summarize the main ideas of this lesson by answering the question below.

How did the ideas of the Renaissance influence art and education?

Content Vocabulary

Directions: Answer each of the following questions. Include in your answers the vocabulary words in parentheses.

1. What did a mercenary do during the Renaissance? Why does the term *mercenary* carry such negative associations, or connotations? (**mercenary**)
2. Italian states like Venice and Florence were officially republics. In what sense were they republics in name only? (**republic**)
3. How was the burgher of the Renaissance similar to what today we would call the “middle class,” and how were he or she different? (**burgher**)
4. What were some reasons Renaissance humanist writers gave for writing in the vernacular? (**vernacular**)
5. How did the fact that Italian artists often painted frescoes on large church walls lead to the development of the technique of perspective? (**fresco, perspective**)
6. *Directions:* Look at the phrases in the list below. If the phrase describes some aspect of humanism, list on your paper the phrase it matches. (**humanism**)

- “belief that people can never achieve their full potential”
- “value of a liberal education”
- “revival of classical Greek and Latin”
- “religion-centered view of life”
- “development of well-rounded citizens”
- “neglect of physical education”
- “growth of reading public”
- “support for medieval ways of thinking about the world”

Academic Vocabulary

Directions: Include in your answers to the questions below the vocabulary words in parentheses.

7. Why were the five major Italian states of Rome, Venice, Milan, Florence, and Naples able to so thoroughly dominate Italian culture during the Renaissance? (**dominate**)
8. Briefly describe one key difference between the styles of painting developed in Italy and in Northern Europe during the Renaissance. (**style**)
9. Why was a course of liberal studies considered the “core” of humanistic schools? (**core**)
10. What did Christine de Pizan think women needed in order to attain levels of learning comparable with men’s? (**attain**)
11. How did circumstance play a role in the differences between art in Italian and Northern churches? (**circumstance**)

Directions: Like many words, *decline* has several different definitions and can be used as more than one part of speech. Define the meaning of *decline* in each of the following sentences and identify the part of speech as noun or verb. (**decline**)

12. The fresco painter was so busy that he had to decline the request to paint another church.
 - a. Definition: _____
 - b. Part of Speech: _____
13. Savonarola’s attacks led to the decline of the Medici and their exile from Florence.
 - a. Definition: _____
 - b. Part of Speech: _____