

Renaissance Italy

The Renaissance is a French word meaning 'rebirth'. It describes a period of great cultural activity in Europe's history, between about 1400 and 1600. The Renaissance period saw a rebirth of learning, art, music and science. There was also a great renewal of interest in the culture of classical Greece and Rome. The Renaissance began in Italy but by the sixteenth century its beliefs and practices were spreading to Northern Europe and England.



Source 1 An illustration of the city of Venice in 1338

chapter 18

8A

Why did the Renaissance develop?

- 1 It has been suggested that one reason for the development of the Italian Renaissance was the increase in trade with Asia and the Middle East. How do you think trade with other countries would have played a role in the Renaissance?

8B

How was society organised during the Renaissance in Italy?

- 1 During the Renaissance, many Italian people lived in cities and towns. Suggest three ways in which the lives of city and town dwellers might have been different from the lives of peasants in the countryside.

8C

What were some significant achievements and key individuals of the Renaissance period in Italy?

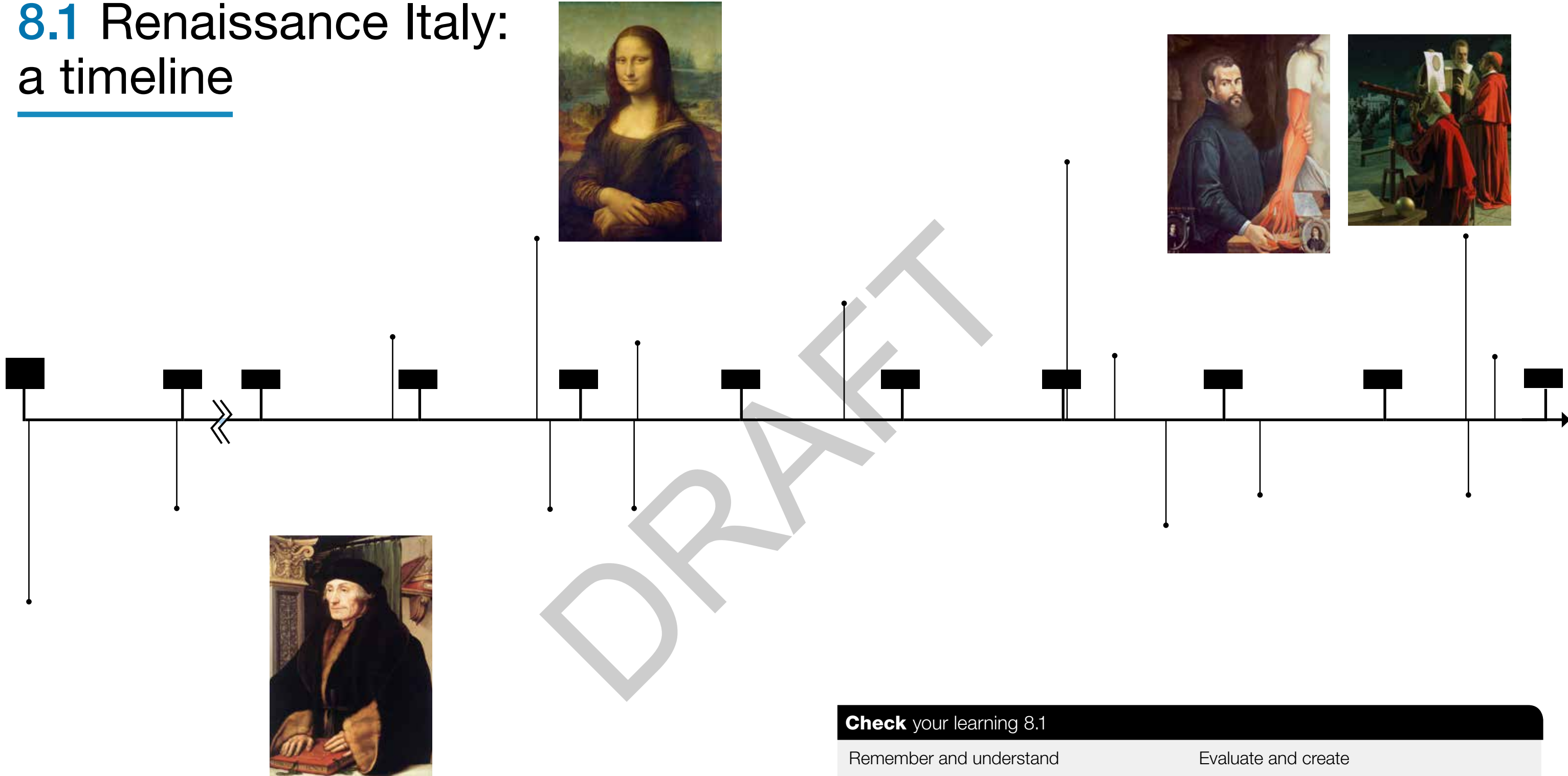
- 1 The Renaissance was a period of great progress in art and science. Some of these new developments were influenced by ancient Greece and Rome. Do you believe that all artistic, cultural and scientific advances are influenced by earlier periods or individuals, or can some advances begin from scratch? Discuss your ideas with a classmate.

8D

How did the Italian Renaissance influence the rest of Europe?

- 1 Over the course of the sixteenth century, many of the ideas of the Renaissance spread from Italy into other parts of Europe. Why do you think that this movement occurred?
- 2 The Renaissance in Northern Europe and England was different in some ways from the Italian Renaissance. Suggest a possible reason for these differences.

8.1 Renaissance Italy: a timeline



Source 1 A timeline of key events during the Renaissance

Check your learning 8.1

Remember and understand

1

Who commissioned Michelangelo to paint the Sistine Chapel?

2

Write a short paragraph about the Medici.

Evaluate and create

4

Copernicus' theory that the Sun rather than the Earth was the centre of the universe caused him to be criticised and ridiculed. Why do you think this was?

Apply and analyse

3

Look at the painting of the Mona Lisa. What do you think the painting shows about her nature and personality? Refer to features of the painting.

8.2 Why did the Renaissance develop?

The Renaissance was a complex movement that began in the late Middle Ages. Known as a time of great change and progress, it is, however, impossible to pinpoint an exact starting date. The Renaissance did not develop from a single cause. A range of influences came together to bring about this period of change and creativity.

The revival of trade and the growth of towns

During the Middle Ages people in Europe did not know much about the world around them. However, the **Crusades** (fought between Christians and Muslims over the Holy Land) in the twelfth and thirteenth centuries introduced Europeans to Asian and Middle Eastern products including spices, silks, perfumes and pottery. Improved land and sea routes

to the East were opened up, better and stronger ships were built and skills in navigation were improved. These influences led to a great increase in trade. It was not only new products that were brought back to Europe but also new ideas. Trading centres in Italy flourished and a merchant class grew, making their money from transporting and selling goods. More people began to move into towns, where they could share skills and ideas. These changes paved the way for other social and cultural changes as the Renaissance unfolded.

The Black Death

In 1347, a plague known as the **Black Death** reached Europe, killing up to one third of the population. The disease was spread by fleas carried by black rats and it was probably brought from the east on trading ships. The Black Death had a devastating effect on the population in rural areas, leading to a decline in food supplies. Many of those who survived the plague moved to the developing towns. The death and suffering experienced during the Black Death also led some people to question the teachings of the **Roman Church**. This contributed to the more **secular** approach to life that developed during the Renaissance.

The printing press

In the Middle Ages, **monks** were among the few people who could read and write. **Monasteries** housed rare manuscripts that monks had copied by hand. Most of the manuscripts – written in Latin – were religious. Learning was mostly controlled by the Church.

This changed in 1450 when a German goldsmith, Johannes Gutenberg, invented a printing press. Now, new and classical texts could be mass produced. The invention of printing was probably the most important factor contributing to the spread of Renaissance culture and ideas across Europe. Printed books encouraged people to learn to read and gain more knowledge.



Source 2 The Black Death was a plague that swept through Europe. Symptoms included headaches, fever, weakness, pain and swellings, or boils, in the groin and around the armpits that would spread and become black or purple spots over the body.

The fall of Constantinople

In 1453, the city of Constantinople in Turkey was invaded by the Ottoman Empire. Greek scholars who had kept classical learning alive during the Middle Ages fled to Italy, taking with them documents and manuscripts from ancient Greece and Rome. These scholars contributed to the revival of interest in classical learning that influenced much of the culture of the Renaissance.

All of these influences led to the development of the vibrant and creative period known as the Renaissance. As the movement spread, the ideas and inventions inspired more and more expression and development.

Check your learning 8.2

- Remember and understand
- 1 What is the meaning of the word Renaissance?
 - 2 What role did the fall of Constantinople play in the revival of classical learning?
 - 3 How did the Black Death come to Europe and how was it spread?
- Apply and analyse
- 4 Why is it difficult to identify a starting date for the Renaissance?
 - 5 Explain why the invention of the printing press was so important?
- Evaluate and create
- 6 Examine all of the influences on the emergence of the Renaissance covered in this unit. List them in order of importance and write a short paragraph justifying your choice of the most important influence.
 - 7 Look at the illuminated manuscript (Source 3) and examine other illuminated manuscripts on the internet. Create an illuminated version of your first initial.

Source 1 The Piccolomini library at the Cathedral of Siena



Source 3 A medieval manuscript that was produced for the Court of Burgundy in the early fifteenth century.

8A rich task

Origins of the Renaissance

There are many theories about the reasons why the Renaissance developed. Historians also have conflicting views about when the Renaissance began and its impact on the modern world.



Source 1

There are also various opinions on how radically different the Renaissance was from the period before it. Some would argue that changes were more gradual and relied on medieval traditions as well as the rediscovered ancient texts of classical Greece and Rome ... Renaissance people believed themselves to be very different from medieval people.

Hollingworth J et al, 2001, Longman Outcomes, History Two, Pearson Education, South Melbourne, p 58

Source 3

There remains debate about what exactly constituted the Renaissance. Essentially, it was a cultural and intellectual movement ... of the late fourteenth to early seventeenth centuries, although it is commonly restricted to just the fifteenth and sixteenth centuries. It is considered to have originated in Italy. Traditionally people have claimed it was stimulated, in part, by Petrarch, who had a passion for rediscovering lost manuscripts and a fierce belief in the civilizing power of ancient thought, and in part by conditions in Florence.

At its core, the Renaissance was a movement dedicated to the rediscovery and use of classical learning, that is to say knowledge and attitudes from the Ancient Greek and Roman eras.

Introduction to the Renaissance, About education, <http://europeanhistory.about.com/od/therenaissance/a/renaissance101.htm>

Source 2 A Renaissance scholar. *St Jerome*, Koninklijk Museum voor Schone Kunsten, Antwerp 1541

Skilldrill

Creating a concept map

Graphic organisers are very useful tools for historians because they can help to compare a range of sources and identify connections between events. One of the simplest and most effective ways to explore connections between events and the consequences of them is to create a concept map. Concept maps are very simple to create but will help you to organise your thoughts and more easily identify the causes and effects of different events. To create a concept map, follow these steps:

- Step 1** Identify the topic or event that you are interested in exploring.
- Step 2** In the centre of a large sheet of paper, write down the topic and draw a circle around it.
- Step 3** Brainstorm the main ideas that relate to the topic and put them around the central idea. Draw circles around each of these ideas and connect them to the main topic. Keep the concepts as concise as possible.
- Step 4** Continue to brainstorm more ideas, and connect them to relevant topics. More important ideas should be put nearer to the centre and less important ones closer to the edges. Identify the relationship between the concept groups by using a range of different colours. You can also make different connections clear by using arrows or dotted lines.
- Step 5** After you have finished work on your concept map, look carefully at the way it is organised. Check to see that nothing is missing, and that each group of connected ideas is organised logically.

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Apply the skill

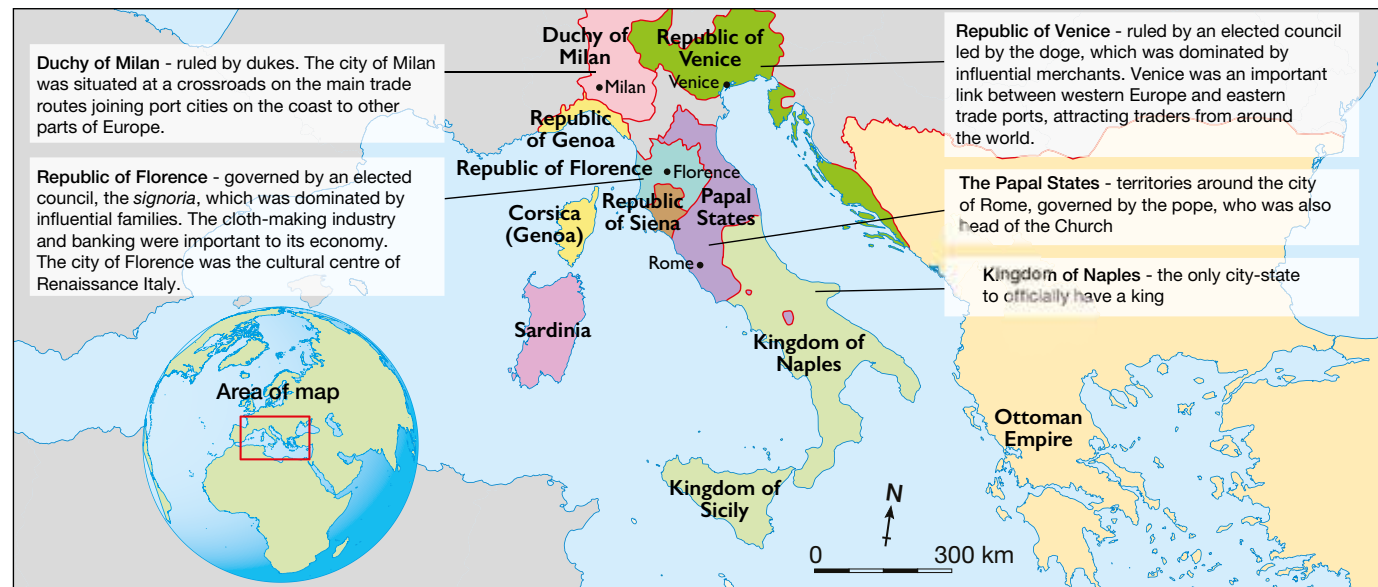
- Copy the concept map that has been started for you in Source 4. Complete it in your notebook, or on a computer or tablet using a mind-mapping or drawing program.
As you create your map:
 - think of all the logical consequences of each idea
 - draw arrows to a new concept bubble, and put words on the arrow that make a sentence (e.g. The beginning of the Renaissance – caused by – the Black Death – led to – death and suffering)
 - draw arrows between concepts on different parts of the map if you see a link
 - use colours to categorise your concept bubbles into groups
 - create a key to explain what the colours mean.To generate your ideas you should use your knowledge of the material in this unit and the additional sources provided at the beginning of this rich task. Make the concept map as big as you can, then compare it with a classmate to see what further ideas you could add. Your final map will give you a clearer picture of the many consequences brought about by population loss.

Extend your understanding

- Using the approach described above, generate a concept map that would help modern students to explore an idea or topic described in this chapter so far (i.e. the fall of Constantinople, the Black Death, the printing press or the revival of trade and growth).
Working in groups or as individuals develop your concept map as an A3 poster for display.

Source 4 An example of a concept map.

8.3 The social structure of Renaissance Italy



Source 1 The main city-states in Renaissance Italy

Renaissance Italy was not a united country but a group of city-states. A city-state is a city and surrounding area that is independent of other areas. The five major city-states in Italy were the Republic of Venice, the Republic of Florence, the Duchy of Milan, the Papal States and the Kingdom of Naples. Each city-state had its own political and economic structure. One of the most successful and prosperous city-states was the Republic of Florence.

In Renaissance Italy, a person's experience of everyday life varied greatly. Wealth, gender and whether they lived in a town or the countryside, all influenced the way that people lived.

Life for the wealthy in Renaissance Italy

People of noble birth were at the top of the social scale. They were known as the Grandi. However, wealthy merchants and bankers also enjoyed great power and status, especially in the republics. This allowed them to live well, explore new ideas and

participate in the general revival of interest in ancient Greece and Rome.

Wealthy merchants and **artisans** were known as *popolo grasso* (fat people). Nobles and great merchants such as the famous Medici family lived in luxury. They owned beautiful and elaborate palaces, which were centres of artistic and cultural gatherings. Most also had luxurious villas in the countryside, where they entertained guests at great feasts, with music and poetry. They became patrons to artists who painted their portraits and to architects who built and decorated their homes.

Life for the middle classes

Skilled workers such as butchers, bakers, shoemakers, carpenters, blacksmiths, tanners (leather workers), masons, armour makers, shopkeepers and tavern keepers occupied the middle rung of society in Italian city-states. Their homes were smaller and their streets narrower than those of the wealthy, but many of them lived in reasonable comfort.



Source 2 A painting of the Medici villa of Poggio a Caiano by Giusto Utens. The villa was commissioned by Lorenzo de Medici in 1485.

Life for the lower classes

Unskilled and semi-skilled workers lived in the poorer parts of Italian cities, where the streets were narrow and the air unhealthy. Trades such as dye works, tanneries and slaughterhouses were situated in areas where unskilled workers both lived and worked. Children of the poor would work alongside their parents or go out to work from the ages of seven or eight.

This section of the population was known as the *popolo minuto* (little people). They were also sometimes referred to as *ciompi* after the wooden shoes that they wore. They had no political rights but on several occasions they rioted in protest at the bad living and working conditions. The Ciompi Revolt in 1378 achieved some rights for Florentine workers but only for four years. The revolt was crushed in 1381.



Source 3 The Ciompi Revolt in 1378 gave rights to the *ciompi*, the poor workers, and the *popolo minuto* of Florence who often lived in poverty, but the uprising was overthrown by the *popolo grasso* in 1381.

Life for the rural peasants

Peasants working on the land provided food for the cities and towns. Farmers produced grains, meat, fruit and vegetables, cheese and wine to sustain the urban population. They also raised sheep to provide the fleeces that made Florence such an important centre in the wool trade. The living circumstances of peasants varied. Some were no better off than workers in the cities. They lived mostly in tiny cottages, which they shared with their animals. However, most peasants had access to better food and cleaner air, and often they had a stronger sense of community. All members of a peasant family worked side by side. Children would start to work as soon as they were strong and skilled enough.

Check your learning 8.3

Remember and understand

- 1 What is meant by the terms *popolo grasso* and *popolo minuto*?
- 2 To which class would the following belong – a butcher, a farmer, a wool merchant and a noble?
- 3 What role did the peasants play in the social and economic organisation of Renaissance Italy?

Apply and analyse

- 4 To what extent would you describe Renaissance Italy as successful and well organised? Identify both positive and negative aspects of Italy in your response.

Evaluate and create

- 5 Construct and label a pyramid diagram that shows the different levels of power, occupation and status in Renaissance Italy. You may choose to illustrate the diagram.

8.4 Women and children in Renaissance Italy

The lifestyles of women and children in Renaissance Italy varied enormously, depending on wealth, class and where they lived. Poorer women and girls often began work at an early age, yet they were still expected to do the bulk of the housework. In the country, women and girls herded animals and worked alongside the men in the fields. In the towns and cities, women worked as seamstresses, spinners and weavers, dyers and food processors. A highly respected and well-rewarded occupation for women was that of a midwife.

Upper-class women did not engage in paid occupations but, once married, they were expected to run the household and manage the servants.

Education

Children of peasants and workers rarely received a formal education. However, education of boys in other social groups became increasingly common. Sons of craftsmen or skilled workers could become apprentices, learning a craft or trade from a master craftsman. Boys were also educated at church-run cathedral schools, or at grammar schools established by town councils. Boys of the nobility were often educated by a tutor at home.

Girls from wealthy families were educated in convent schools or by private tutors. They learnt reading and writing, singing, needlework and often a musical instrument. However, there was no expectation that their education would be used in public life. Peasant girls received little or no education and most were illiterate. Like working-class girls in urban areas, they were instructed in household tasks and in skills that could help the family make a living.

Source 2 Isabella d'Este was well educated and enjoyed her power and influence.



Source 1 A young Renaissance woman from a wealthy family



Marriage

Nobles and merchants aimed to marry their daughters into suitable families. The women themselves had little say in the matter and were often married to considerably older men. Boys from wealthy families were also urged to marry girls from the same social class and their marriages were usually arranged. Marriage was about creating good alliances for the family, it was rarely about love. The expectation was that a woman would produce a number of children, especially a male heir. Up to half of all babies died at or before birth, and Renaissance women often experienced many pregnancies. Up to 10% of women died in childbirth.

Significant women

Rich or poor, women had few rights in Renaissance Italy. They could not vote or inherit property and they could only really contribute at home. However, there are several examples of Renaissance women who challenged traditional female roles. One was Isabella d'Este, the Marchese of Mantua. Isabella was widowed at the age of 43 and went on to become a person of significant power and influence. After her husband's death in 1519, she acted as **regent** for her son and developed a reputation for political astuteness. She was also a generous and informed supporter of the arts.

Another significant Renaissance woman was Lucrezia Borgia, whose third husband was Isabella's brother Alfonso. The daughter of Pope Alexander VI, Lucrezia was a member of one of Italy's most **notorious**, perhaps **infamous** families, the Borgias. Her early years were marked by scandal, but after her marriage to Alfonso, she moved to his home state of Ferrara. Here she led a sparkling court and became a well-known patron and supporter of artists, writers and musicians.



Source 3 Lucrezia Borgia

Check your learning 8.4

Remember and understand

- 1 How did the lives of upper-class women differ from the lives of middle and lower-class women in Renaissance Italy?
- 2 In what ways was the education of boys and girls different?

Apply and analyse

- 3 Explain why arranged marriages were common in upper-class families.
- 4 Why were Isabella d'Este and Lucrezia Borgia able to challenge the traditional roles of Renaissance women?

Evaluate and create

- 5 Conduct further research into education in Renaissance Italy. Imagine that you are a bright 15-year-old girl from a wealthy merchant family. Your two brothers, one older and one younger, attend school. Construct a dialogue between you and your father in which you argue to be allowed to receive an education. Your father argues the case for the education of boys only.

8.5 Society in Renaissance Florence

One of the most prosperous and successful city-states in Renaissance Italy was Florence, on the banks of the Arno River. It was a centre of commerce, where merchants traded woollen cloth, jewellery and metalwork for luxury goods from Asia including spices, dyes, silks, pearls and precious metals.

As merchants became more prosperous, they began to lend money to other traders, ship owners and business people. This led to Florence becoming the financial centre of Europe in the fifteenth century. The currency of Florence was the gold florin.

How power was distributed

Political power in the city was held by wealthy wool merchants and the bankers who supported them. They built elaborate palaces and contributed to the construction of grand cathedrals, churches and public buildings. This led to the city's growth as a significant cultural centre, which attracted scholars and artists.

Even though Florence was a republic, several families still dominated political life and influenced important decisions. These families included the Medici, the Strozzi and the Pazzi. Over the years, there were tensions and conflicts among these families. In 1478, members of the Pazzi family

Source 1 A view of modern-day Florence. The majority of buildings date from the Renaissance period. The Cathedral of Santa Maria del Fiore, designed by Brunelleschi, can be seen in the distance.



attacked Lorenzo and Guiliano de Medici, killing Guiliano. The Pazzi conspirators were ruthlessly crushed by forces loyal to the Medici family. The Pazzi were banished from Florence and their wealth was confiscated.

The Medici family

The Medici family were bankers and merchants who had great influence over the city of Florence during the Renaissance. They controlled the Medici bank, which at its peak was the largest bank in Europe.

The House of Medici rose to power around the time of Giovanni de Medici who began the Medici bank and became leader of the merchants in Florence. His son Cosimo continued the family's rise to power by becoming the Gran maestro (leader) of Florence.

The Medici were renowned for their patronage of art throughout the Renaissance, and are said to be the reason why Florence became such a centre of the Renaissance in Italy. Lorenzo de Medici (sometimes called Lorenzo the Magnificent) followed in Cosimo's footsteps and ruled Florence though the peak of the Renaissance. He supported many artists including the now famous Michelangelo and Leonardo da Vinci.

The powerful family ruled Florence until its decline in the late fifteenth century. In its time, the Medici family rose to positions of power throughout Europe and produced three popes of the Catholic Church.

Source 2 Lorenzo de Medici, also known as Lorenzo the Magnificent, was head of the Medici family at its peak, leader of Florence and patron to many artists during the Renaissance.



How Florence was ruled

The governing body of Florence was known as the Signoria. It had nine members, known as the Priori, each elected for terms of two months. To vote for the Priori, there were strict conditions. A person had to be:

- male and over 30 years of age
- a member of one of Florence's craft guilds
- not in debt
- not related to other members of the current Signoria.

The names of males who met the conditions were placed in a leather bag and the first nine names drawn out were chosen. There were two other councils made up of bankers, merchants and landowners, and in times of war or famine, extra councils could be elected.



Source 3 Coat of arms of the Guild of Physicians and Apothecaries

8B How was society organised during the Renaissance in Italy?

The guilds

Guilds were associations for the different types of merchants, artists or craftsmen. The role of the guild was to educate apprentices and make sure that goods and services were of a high standard and quality.

Guilds also looked after their members. They set the working hours and set up markets. They supported workers when they were sick and provided funerals when they died. Each guild had its own badge, with a distinctive coat of arms, to identify members.

During the Renaissance, Florence had 21 guilds. Seven of these were more highly regarded, with richer and more powerful members. They were often patrons of artists, and often held positions in the government of the city.

The major guilds of Renaissance Florence

Arte di Calimala	Cloth merchants; spinners, weavers and dyers
Arte della Lana	Wool merchants and manufacturers
Arte dei Giudici e Notai	Judges, lawyers and notaries
Arte del Cambio	Bankers and money changers
Arte della Seta	Silk merchants and weavers
Arte dei Medici e Speciali	Doctors, pharmacists and painters
Arte dei Vaiai e Pellicciai	Fur merchants, furriers and skinnners

The other fourteen guilds were of a lower standing. However, members still enjoyed many of the privileges and protections offered by the major guilds, including the right to vote.



Source 4 Coat of arms of the Guild of Stone and Wood Masters

Check your learning 8.5

Remember and understand

- 1 What were the main sources of Florence's wealth?
- 2 Who were the Medici family and why were they important to Florence during the Renaissance?
- 3 What were the two main responsibilities of the guilds?

Apply and analyse

- 4 A new Signoria was elected every two months. Explain the impact this would have had on the stability of Florence?

Evaluate and create

- 5 Refer to Sources 3 and 4. Use the images as inspiration to design your own coat of arms. It should represent a 'trade' pursued by your family. Further examples of coats of arms can be found by searching the internet under 'Coats of arms of Florentine Guilds in the Renaissance'.
- 6 Using the internet to research the Medici family, choose one member of the family and write a 200-word biography that explains, who they are, when they lived, what impact they had on Florence, the Renaissance or their family.

8B rich task

Society in Renaissance Italy

Society in Renaissance Italy was complicated. Age, gender, wealth, geography, education and experiences all had an effect on the way people lived. There is a lot of primary source material from the Renaissance period, both written and visual. This material has helped historians to develop a rich understanding of Italian society during the Renaissance, however, these sources must be examined carefully.

Source 1 An illustration of 'The professions', from a manuscript c.1470. It shows (clockwise from top left) a scribe, a painter, a sculptor, an organ maker, an armourer and a clockmaker. In the centre are a cook and a man serving food to a table of diners.

Source 2

By what mortals was this outstanding city founded? Recognize men of Florence recognize your race and your forbears. Consider that you are, of all races, the most renowned. For other people have as forbears refugees or those banished from their fathers' homes ... But your founder is the Roman people – the lord and conqueror of the entire world. Immortal God you have conferred so many good things on this one city, so everything ... seems to rebound to Florence's benefit.

Panegyric to the City of Florence by Leonardo Bruni, 1402.



Source 3 *Care of the Sick* by Domenico di Bartolo in the Santa Maria della Scala, Siena. This painting from the early fifteenth century shows wealthy and well-dressed men visiting, washing and tending the sick in Siena.

Skilldrill

Analysing primary sources

Primary sources are records produced during the period that are being studied. They may be written documents such as letters or visual sources including paintings and buildings. The primary sources that historians use to understand Renaissance life tell a range of stories. It is the job of historians to examine these sources and come to conclusions about their usefulness and reliability.

It is important to identify, if possible, who created each source and the reason why it was created. For example, a struggling artist may write in glowing terms about a local nobleman. In reality, the nobleman might be a ruthless tyrant, but the struggling artist, hoping for patronage, may ignore the negative aspects of his character.

Step 1 Evaluating reliability

To determine the reliability of a source, you need to identify whether it is biased. Being biased means having an unbalanced or one-sided opinion. To recognise bias in a source, ask yourself the following questions:

- Who created the source?
- Why was the source created?
- Is there a possibility of bias?
- What message does the source convey?
- What is included and what is excluded?
- What can the source tell you about life at the time that it was created?

Step 2 Evaluating usefulness

To evaluate the usefulness of a source you should ask the following questions:

- What question am I investigating?
- Is the source reliable?
- What messages is the source conveying – both explicit and implicit?
- What is the source saying or showing that will assist me to answer my historical question?
- What additional information would I like that would help me to answer my question?

Apply the skill

- 1 Examine the three sources and identify the key ideas that each is conveying. How are these ideas conveyed?
- 2 Which source seems to you to be the most reliable and why?
- 3 Which would have had the greatest impact at the time and why?
- 4 Whose voices have not been heard in this collection of sources? How do you explain this?
- 5 Using books in your library, or the internet, locate another written and visual source that reflect additional aspects of life in Renaissance Italy. Explain how each adds to your understanding of life in this period.

Extend your understanding

Choose one of the Italian city-states not dealt with by these sources, for example the Papal States (Rome), Venice, Milan or Naples.

- 1 Select three primary sources that will help to give an impression of life in the city-state you have chosen.
- 2 For each source, identify one feature that helps you to understand an aspect of the city-state (e.g. an image of St Peter's indicates the importance of Rome as the centre of the Church).
- 3 Of the sources that you have chosen, explain which you believe to be the most reliable and why. Support your answer with reference to the source itself, who produced it, when it was produced and for what audience.

8.6 Humanism

New and creative approaches to philosophy, art, architecture, literature and science flourished during the Renaissance. A strong influence on this new creativity came from the revival of ancient Greek and Roman ideas.

One of the most significant influences on Renaissance culture was **humanism**. From the early years of Christianity, most writing and art was based on religion. Science was almost non-existent. Anything that could not be explained was regarded as the work of God.

As the Renaissance developed, there was an increasing emphasis on the role of human beings in the shaping of the world. Humanism emphasised the value of human abilities and achievements, particularly the ability to use reason and logic. Renaissance humanists still believed in God. However, they no longer accepted that the Church was all-powerful.



Source 1 Francesco Petrarch was a leading humanist scholar

Humanist thinkers

Francesco Petrarch

Francesco Petrarch (1304–74) was a poet and scholar who had considerable influence on the development of the Renaissance in Italy. He considered that the rediscovery of ancient Greek and Roman ideas was going to provide a light to help people emerge from the 'Dark Age' of medieval society.

Baldassare Castiglione

Baldassare Castiglione (1478–1529) wrote *The Book of the Courtier* in 1528. It described the behaviour of the ideal **courtier**, most often a noble person who attends a royal court. The talents of the ideal courtier included knowledge, artistic talents and practical skills. He could speak well, sing, recite poetry, talk about classical literature, and paint. He was also an excellent sportsman, and aware of how to behave socially.

In *The Book of the Courtier*, Castiglione condemned the cruder contemporary social habits such as spitting on the floor, eating without utensils and wiping one's nose on a sleeve. The ideal courtier was confident but modest, detached and cool. He was an excellent example of what became known as the 'Renaissance man'.



Source 2 Baldassare Castiglione by Raphael



Source 3 Niccolò Machiavelli

Niccolo Machiavelli and *The Prince*

Niccolo Machiavelli was a politician and writer in Florence from 1498 until 1512. In 1513, Machiavelli wrote *The Prince*, an instruction manual for men wanting to become rulers or leaders.

Machiavelli based his writings on the Medici family and other rulers of the time. *The Prince's* central message was that a ruler needed to use deceit, cruelty and even murder to make sure he could keep his position of power.

Machiavelli argued that if people feared their ruler, they were more likely to respect him. He recommended that a ruler use any means necessary to achieve what was good for his community.

Since the publication of *The Prince*, there has been disagreement as to Machiavelli's purpose. Many leaders have followed his message. This has led to the term 'machievellian' being used to describe cunning and manipulative people. Others have suggested that Machiavelli actually believed the exact opposite of the advice he gave – that he was trying to expose the oppressive and ruthless ways of many of the Renaissance rulers.

Source 4 An extract from *The Prince*

Everyone realises how praiseworthy it is for a prince to honour his word and to be straightforward rather than crafty in his dealings; [but] experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles.

Niccolò Machiavelli, *The Prince*, George Bull (trans.), Penguin Books, 1961, pp.100–1

Check your learning 8.6

Remember and understand

- 1 Identify the key beliefs of humanism?
- 2 What did Petrarch believe about the revival of the Greek and Roman classics?

Apply and analyse

- 3 Explain why the emergence of humanist thinking may have led to a questioning of faith in the Church?

Evaluate and create

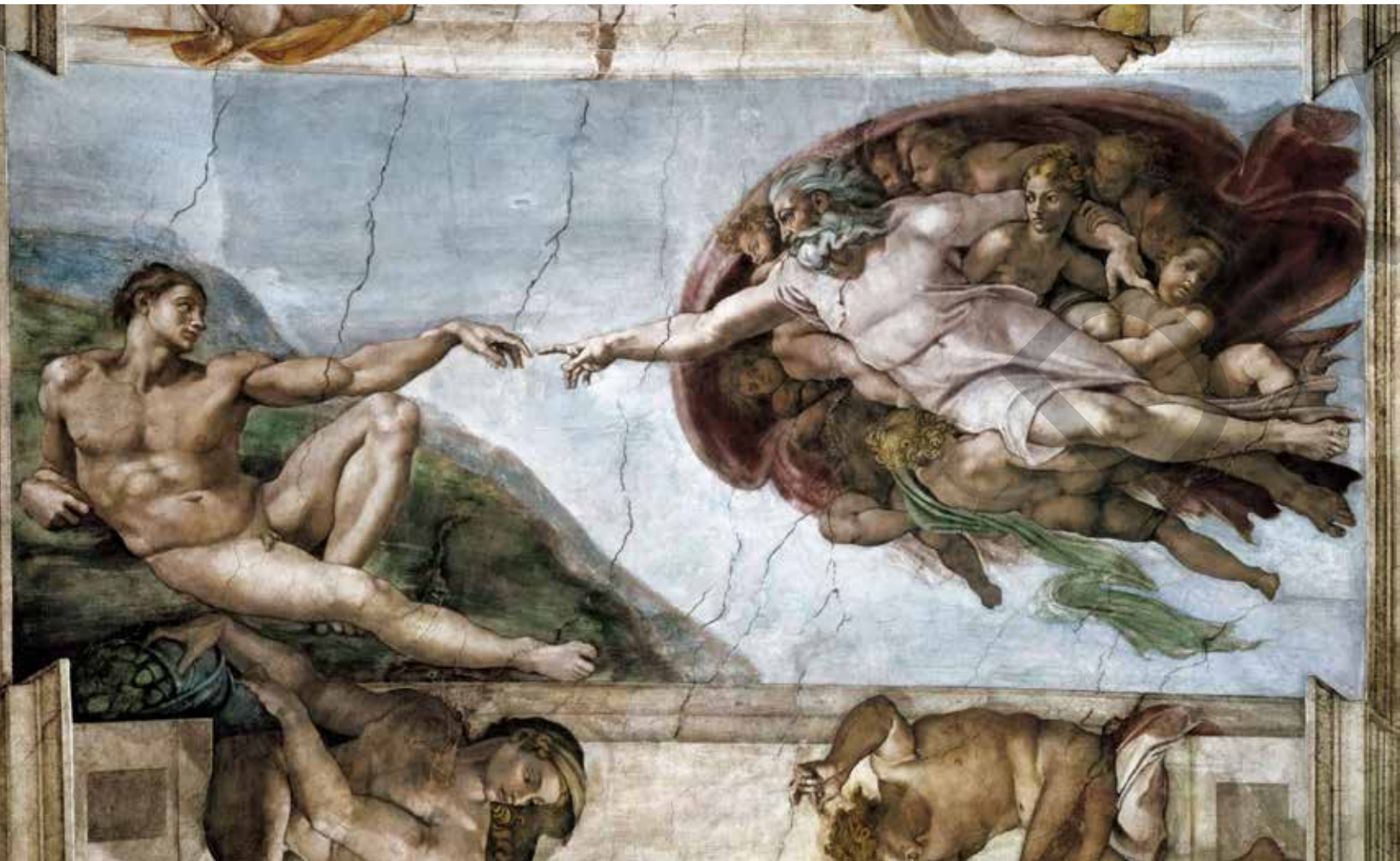
- 4 Imagine that you are a novelist and you want to create a Renaissance courtier as one of your characters. Using the information about the ideal courtier, write a description of your courtier who fulfils all of the qualities identified by Castiglione. Give your courtier a name, describe his appearance (search under 'dress of a Renaissance courtier') and explain his role.
- 5 Consider the two explanations for Machiavelli's views. Using the extract from *The Prince* (Source 4) and additional research on Niccolò Machiavelli, suggest which explanation you support. Give reasons for your view.

8.7 Renaissance art

One of the features of the Renaissance was the beginning of new styles of painting, sculpture and architecture. During the Italian Renaissance, artists tried new approaches in terms of techniques, materials and subject matter. Many Renaissance artists already had expertise in painting, sculpture and architecture. This meant that developments in one area influenced the others.

Some famous artists and artworks of the Renaissance

Leonardo da Vinci	The Last Supper; Mona Lisa
Michelangelo Buonarotti	The Sistine Chapel ceiling
Raphael Sanzio da Urbino	The Sistine Madonna
Filippo Brunelleschi	The Duomo di Ferenzi
Giovanni Bellini	Miracle of the Cross at the Bridge of San Lorenzo
Benvenuto Cellini	Saliera
Sandro Botticelli	Primavera
Donatello di Betto Bardi	St John the Evangelist
Tintoretto	The Conversion of St Paul
Michelangelo di Caravaggio	David with the Head of Goliath



Source 1 The ‘Creation of Adam’, a detail from the ceiling of the Sistine Chapel.

The changing role of the artist

Before the Renaissance, many artists and sculptors in Europe were in reality little more than stonemasons, plasterers or craftsmen. They performed tasks such as painting furniture or making jewellery. Medieval art was mainly for religious purposes and was found in cathedrals, churches, monasteries and convents. But as wealth increased through trade, successful people became **patrons** of the arts. This means they gave money to artists so they could paint or sculpt artwork for them, a process called commissioning, to beautify their homes or their cities and impress those around them. Many works of art were grand and imposing, demanding great skill and talent. Artists earned public respect and admiration. They began to sign their work and to create self-portraits. Often artists would include images of their patrons in paintings and sculptures, even in religious works. The more confident artists also included themselves in the paintings they created.

The leading painters and sculptors of Renaissance Italy established workshops. In these workshops, paintings or monuments were crafted, materials were made and stored, and apprentices were trained. Often, a master-painter would complete the most important parts of a work and let his students complete less important features. Many workshops developed their own specialties.



Source 3 Self-portrait of Raphael, painted in 1506



Source 4 David by Michelangelo, outside the Signoria

The importance of patrons

Patrons played a very significant role in artists’ lives. Wealthy merchants and bankers not only commissioned works of art, but often gave an artist or sculptor a place to live, and the necessary money, time and encouragement to travel, study and explore. Patrons commissioned monuments or works of art to glorify their towns and cities, and to enhance their reputations.

Wealthy families, like the Medici family, had their homes – grand palaces and country villas – decorated with art. Works of art were also commissioned to celebrate important occasions in family life, such as weddings, births and deaths. A painter would often flatter his patron by including his family crest, or even an image of his whole family, in the work that had been commissioned.

Guilds and government bodies also commissioned artists to create works of art. Florence’s ruling council and other governing bodies commissioned works to beautify government buildings or rooms. The statue of David by Michelangelo (Source 4) was commissioned by the city of Florence in 1501.

The Church as a patron

The Roman Catholic Church was by far the greatest patron of the arts in Renaissance Italy. The Church funded the building of cathedrals and churches, and commissioned statues and paintings for their interiors. Popes commissioned decorations for their homes, their own portraits, and even sculptures for their own elaborate tombs.



Source 5 The Florence Cathedral (*Duomo di Firenze*) is still an important landmark in Florence. The Dome was designed by Filippo Brunelleschi and completed in 1436.

Michelangelo's most famous Church commission was the Sistine Chapel in the Vatican, painted between 1508 and 1512, for Pope Julius II. He also created the *Pieta*, a statue of Mary holding Jesus after he had been taken down from the cross. This statue, carved from a single block of Carrara marble, is regarded as one of the most beautiful and sensitive pieces of Renaissance art.



Source 6 Michelangelo's *Pieta*

New approaches to art

Art in the medieval era was mainly religious. Religious art continued to be popular during the Renaissance but works on different subjects also began to appear. Artistic styles and techniques were also influenced by the classical works of the ancient Greeks and Romans.

One feature of Renaissance art was naturalism – an attempt to represent the human body as accurately as possible. Renaissance sculptors studied the human body (often dissecting corpses) in order to show bone structure, muscles and sinews accurately. They also believed in depicting the body unclothed or semi-naked. Sandro Botticelli was the first Renaissance artist to paint a full-length female nude (see Source 7).

Renaissance artists used new techniques to show people and other objects in **perspective**. This meant they could paint things to look near or far from the viewer even if they were on the same canvas. The scenes that they painted looked realistic in terms of size and proportion. They also depicted the landscapes that existed around them, rather than the biblical settings of medieval paintings. Leonardo da Vinci's famous fresco (wall painting) *The Last Supper* (Source 8) reflects several of the elements of Renaissance painting – a religious theme, perspective and a view of the landscape in the background.



Source 7 Botticelli's *Birth of Venus*.



Source 8 Leonardo da Vinci's *The Last Supper*

Check your learning 8.7

Remember and understand

- 1 What sorts of people acted as patrons of the arts in Renaissance Italy?
- 2 How did artists sometimes flatter their wealthy patrons?
- 3 What was the role of artists' workshops?
- 4 Identify three ways in which Renaissance art differed from earlier art?

Apply and analyse

- 5 Examine the picture of Michelangelo's *Pieta*, one of the most loved and admired pieces of Renaissance art. Can you suggest reasons why this statue is so revered?
- 6 Examine the picture of the *Duomo di Firenze*. What do you notice about the cathedral in relation to the surrounding buildings? What can you learn from this about attitudes and values in Renaissance Florence?

Evaluate and create

- 7 Choose one of the Renaissance artists listed in Source 2. Imagine that you were a close friend of this artist and you have been asked to deliver a eulogy at his funeral. Prepare a speech that covers:
 - the main dates and details of his life
 - his artistic career, patron, artistic style, famous artworks, etc.
 - anything unusual and interesting about the life of your artist.

Your eulogy could be presented in written form or delivered to the class.

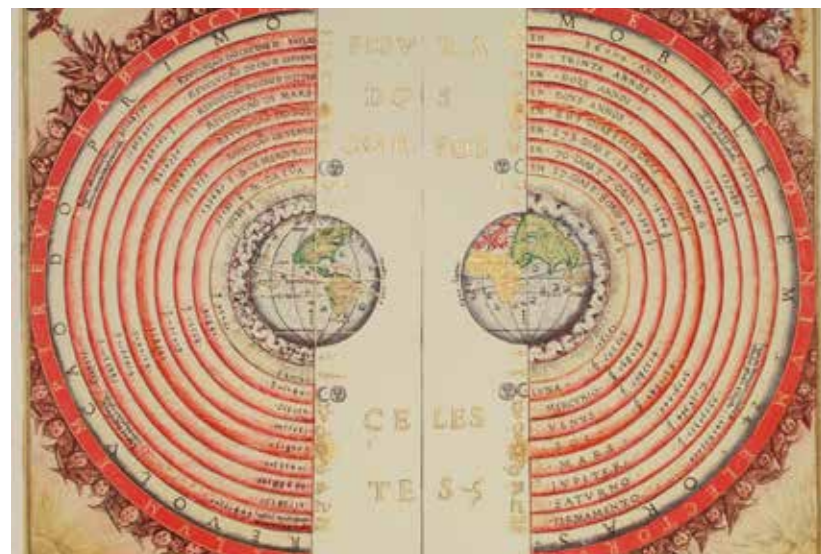
8.8 Renaissance science and technology

During the Renaissance, many advances were made in science. Renaissance scholars were influenced by humanist ideas that people could make their own discoveries. They applied ancient Greek and Roman methods of reasoning to explain the natural world. This led to new theories, which conflicted with ideas promoted by the Church. The work of four men in particular had a lasting effect on science and medicine. They were Andreas Vesalius, Nicolas Copernicus, Galileo Galilei and Leonardo da Vinci.

Nicolas Copernicus

Nicolas Copernicus (1473–1543) was a Polish astronomer who studied the movement of stars and planets. He developed the theory that the Sun was the centre of the universe, with the Earth, Moon and planets revolving around it. Copernicus conflicted with Church leaders who believed that the Earth was the centre of the universe. Any other suggestion was regarded as **heresy** and against Church teachings.

Because of the controversy over his theories, Copernicus delayed the publication of his book *On the Revolutions of the Celestial Spheres*, until a few hours before he died, in 1543.

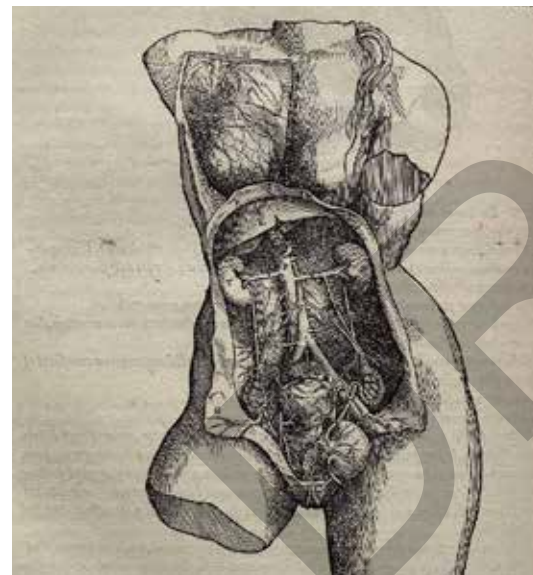


Source 1 The Earth-centred system of universe, showing the planets circling the Earth

Source 2 Copernican view of the solar system showing the Earth and planets revolving around the Sun

Andreas Vesalius

Andreas Vesalius (1514–64) is regarded as the founder of modern human **anatomy**. He wanted to experiment on human corpses but the Church did not approve. However, with the help of a local judge, Vesalius was able to obtain the corpses of criminals who had been executed. In 1543, Vesalius published a book on the structure of the human body that changed the course of anatomical studies.



Source 3 An anatomical diagram of a man's abdominal cavity, with the intestines removed to illustrate the organs; from Andreas Vesalius's *De humani corporis fabrica*



Galileo Galilei

Galileo Galilei (1564–1642) was born in Pisa. In 1608, the first practical telescope had been invented in Holland. Galileo worked to improve the magnifying power of the telescope and two years later he was able to observe the Moon and planets.

Galileo discovered stars and four satellites of Jupiter, which he named after members of the Medici family. In return, Cosimo de Medici II appointed Galileo as Professor of Philosophy and Mathematics.

Galileo's discoveries proved that Copernicus' theory about the Earth and the Sun was correct. Like Copernicus, Galileo was tried for heresy and was placed under house arrest. But he continued to work on problems of physics and mechanics. His controversial book, which was put on the Church's List of Forbidden Books, was published in Holland, in 1638.



Source 4 Galileo standing trial before the Church, for his beliefs that went against God and the teachings of the Church

Galileo Galilei's legacy is remarkable. His achievements in astronomy changed the way we understand the universe. He also helped to free the study of science from the restrictions of religion. It was a major development in human thought.

Leonardo da Vinci

Leonardo da Vinci (1452–1519) was the classic 'Renaissance man'. Leonardo was an accomplished painter and sculptor, a scientist, an engineer and an inventor. As a successful artist, he had access to hospitals where he could dissect corpses. This enabled him to study the human form and make detailed drawings of bones, muscles and internal organs. Leonardo was also fascinated by flight. He studied the flight of birds and tried to invent a machine that would enable humans to fly (see Source 5).



Source 5 A drawing of an 'air screw' within one of Leonardo's notebooks



Source 6 Leonardo Da Vinci

Check your learning 8.8

Remember and understand

- 1 Identify four significant scientific figures of the Renaissance period.
- 2 What do you see as the most significant scientific discovery of the Renaissance period? Support your answer.

Apply and analyse

- 3 Why did the new scientific experiments and theories lead scientists into conflict with the church? Give at least two specific examples.

- 4 Examine Source 4. Create a thought bubble for each of the four characters in the painting.

Evaluate and create

- 5 You are on a panel that is to award the title 'Most significant Renaissance scientist'. The names on the short list are Copernicus, Vesalius, Galileo and Leonardo da Vinci. Create a biography and draw up a supporting case for the scientist that you believe should receive the award.

8C rich task

An audio-visual presentation on Renaissance achievements

The Renaissance has been recognised as one of the most significant eras of change in human history. Some historians describe this period as the beginning of the modern era. The period saw great advances in science and philosophy, and new approaches to painting, sculpture and architecture. The Renaissance also witnessed great developments in writing and music and also changes in attitudes towards religion and the Church.



Source 1 The 'sack of Rome' in 1527 devastated the city, with churches ransacked and citizens robbed, tortured and killed. Some historians believe this event marked the end of the peace that allowed Italy to flourish in the Renaissance.

in Europe. Your overall focus question is: 'To what extent was the Renaissance a period of change?'

Some questions that you could use as guides for your presentation include:

- What was different about Renaissance art? Consider themes, subjects, techniques, venues.
- How were Renaissance art and artists supported, funded, educated and encouraged?
- What were the new scientific and technological developments of the Renaissance period?
- What was the connection between artistic development and scientific experimentation?
- How did changing attitudes to the role of the church influence artistic and scientific developments?
- In what ways was life better or worse by the early seventeenth century than it had been in the fourteenth century?

Your presentation should include between 20 and 30 images and you should be able to demonstrate the relevance of each image and its connection to the question. Use Renaissance music as your soundtrack.

Skilldrill

Creating and delivering an audio-visual presentation

One of the most popular and engaging ways to present the findings of a historical inquiry is through an audio-visual presentation. To prepare and present a successful audio-visual presentation there are several steps to follow.

Step 1 Develop the question or questions that your audio-visual presentation will explore.

Step 2 Gather your research.

Use the images in this text along with other texts (don't forget art books and history of science books) and internet resources. Make sure that you record the dates and reference details of all sources.

Step 3 Plan and create your presentation.

Once you have gathered your research, plan your presentation to make sure that it addresses the question or questions that you wish to explore. If yours is a group presentation, make sure that the workload is distributed evenly. Decide on the format that you will use – PowerPoint, Prezi, a short film, a website, a talk supported by a poster, etc. You could also use suitable and relevant music.

Step 4 Deliver your presentation.

- Make sure that you have rehearsed your presentation so that you can deliver it with confidence.
- Engage your audience by speaking slowly and clearly and making eye contact. You may begin

by posing one or two questions to the audience to get them involved from the start.

- Finish strongly, your presentation should finish on a high note.
- Prepare for the worst by having a back-up plan in case technology lets you down.
- Encourage your audience to comment or ask questions at the end of the presentation.

Apply the skill

Your task is to develop an audio-visual presentation that reflects the changes, developments and achievements of the Renaissance period. You should focus on the art, architecture and sculpture of the Renaissance, the scientific and medical advances, and changes in the attitude to religion and the role of the Church.

Prepare an audio-visual presentation that reflects the most significant achievements of the Renaissance period

Extend your understanding

In the later years of the Renaissance, the spirit of change, inventiveness and discovery was reflected in the beginning of the Age of Exploration. Europeans began to expand their horizons. At the same time, developments in shipbuilding and navigation meant that longer journeys of discovery were possible.

- Conduct research into the journeys of discovery of Prince Henry the Navigator, Christopher Columbus or Ferdinand Magellan. In your research, you should examine:
 - the circumstances that made the journeys of your chosen explorer possible
 - the achievements of your chosen explorer
 - the impact of the discoveries of your chosen explorer

Present your findings in an audio-visual presentation. Support your presentation with a map.

8.9 The Northern Renaissance and the Reformation

Many of the ideas of the Italian Renaissance spread into northern Europe during the sixteenth century. Artists began to use Italian techniques to create works in their own distinctive styles. Italian Renaissance architects received commissions from nobles in other European countries, who also wanted to follow the style of the beautiful buildings designed during the Italian Renaissance.

At the same time, more people began to question the Church. Countries of northern and western Europe had never been as strongly tied to the Roman Church as the Italians. Increasingly, they challenged the authority and extreme wealth of the Church. These challenges ultimately led to a major change in the way people practiced their religion, known as the Reformation.

Source 1 The design of the Chateau de Fontainebleau in France was influenced by the Italian Renaissance.



Corruption in the Church

In the centuries leading up to the Renaissance, many people had become aware of the corruption in the Church. Renaissance popes, in particular, are often referred to as 'Princes of the Church'. This is because they led lives of luxury and spent lots of money on grand monuments and palaces. Some popes gave family members high positions as archbishops and cardinals. One of the worst cases of corruption was Pope Alexander VI who had a reputation in criminal circles before he became pope.

Many Christians believed that church leaders were failing to live according to their own teachings. People demanded change, including some of those who were part of the Church.

Challenge to the Church

Many Christians wanted reform, or change, for the Church. One of the most influential reformers was the Dutch priest Desiderius Erasmus (1466–1536). His essay, 'The Praise of Folly' made fun of the way many church people behaved. The essay became a bestseller because it played on people's anger about corruption in the Church. Still, Erasmus did not suggest that the basic teachings of the Church were wrong, only that its leaders needed to change their behaviour.

Martin Luther

Martin Luther (1483–1546) was a German monk and professor of theology (religious study) who also wanted to reform the Church. Like Erasmus, Luther believed a person's faith in God was the key to salvation. Luther was critical of Church officials who used their positions to make themselves wealthy.

Luther launched an attack on the church in 1517, following a scandal in relation to the sale of **indulgences**. The church taught that most people did not go straight to Heaven, even if they had led good lives. They had to spend some time in **purgatory**, the place where people must suffer before they were cleansed and pure enough to go to Heaven. However, time in purgatory could be shortened or even wiped away if a person earned an indulgence. Indulgences were initially earned through prayer and good works but, during the Renaissance, indulgences could be bought in return for donations to the Church.

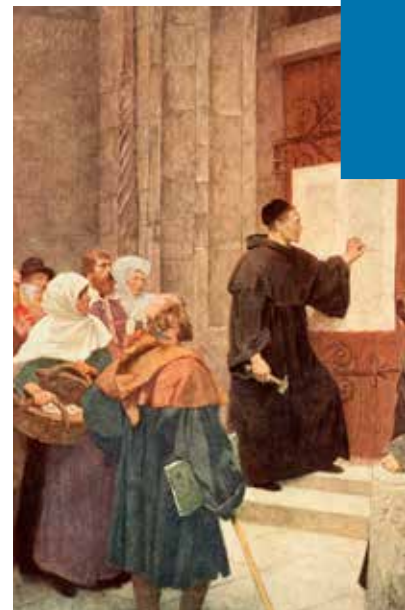
Luther objected to what he describes as 'the selling of indulgences'. Unlike Erasmus, who wanted

to work with the Church on reform, Luther called for a break from the Catholic Church. In 1517, he nailed a list of objections to the Church (called the 95 theses) to a church door in Wittenberg, Germany. The Pope ordered Luther to withdraw the list but he refused, saying 'Here I stand'. Luther went on to break from the Church of Rome and establish the Lutheran Church.

Other members of the Catholic Church gradually broke away from Rome and established new Christian religions. The people who supported these new religions became known as **Protestants** because their churches were founded on 'protest' against the established Church.



Source 2 Desiderius Erasmus



Source 3 Martin Luther posting his 95 theses

Check your learning 8.9

Remember and understand

- 1 Give three examples of corrupt practices that caused people to become disillusioned with the Church.
- 2 What did Erasmus see as the main problem with the Church?

Apply and analyse

- 3 How did Luther's attitude to Church corruption differ from that of Erasmus?
- 4 Explain the term 'indulgence'.

Evaluate and create

- 5 Construct a dialogue between Martin Luther and Pope Leo X on the sale of indulgences. Each speaker must put forward three arguments to support his view on the issue.
- 6 Examine Source 3.
 - What does the painting show?
 - Examine the faces and attitudes of the people watching Luther. What attitude do you think they have to Luther's actions? Mention the features of the painting that create this impression.

8.10 The culture of the Northern Renaissance

By the sixteenth century, the themes, ideas and techniques of Renaissance culture were spreading north into Germany, Austria, France and Holland. Many of the great works of art by painters who came after the Italian Renaissance show this influence. Rembrandt (1606–69), Rubens (1577–1640) and Albrecht Durer (1471–1528) were among the many who followed Italian techniques. They used ideas such as perspective and the realistic depiction of the human body from the painters and sculptors of the Italian Renaissance.

However, there were differences. Much of the art and architecture of the Renaissance in Italy was funded by the Church. As the challenge to the Roman Church grew in northern Europe, art became more separated from religion.

The French King, King Francis I (1494–1547), encouraged many artists, including Leonardo da Vinci to move to France. The influence of Renaissance Italy on France can be seen mainly through architecture. The magnificent royal chateau of Fontainebleau, outside Paris, and the Louvre Museum are fine examples of the use of Italian Renaissance ideas in France.



Source 1 A man aged 93 painted by Albrecht Durer, 1521



Source 2 Henry VIII, a true 'Renaissance prince', by Hans Holbein, 1540

The English Renaissance

By the beginning of the sixteenth century, Renaissance ideas had spread to England, where they became very popular. The most significant advances here could be seen in poetry, music and drama. King Henry VIII (1491–1547) was a true 'Renaissance prince'. Well-educated in the humanities, he also excelled at sport, wrote poetry, and composed and played music.

Henry VIII clashed with the Roman Church when he wanted to divorce his first wife, Catherine of Aragon, to marry Anne Boleyn. As this was against the teachings of the Church at the time, Henry left the Roman Church, and made himself head of the 'Church in England'. However, there was little change in the way that religion was practiced.

Henry's daughter, Elizabeth I, who became queen in 1558, was tutored by a Renaissance scholar. Her successful reign was known as the English Renaissance as it was a time of great stability and economic development. It was during the reign of Elizabeth I that the Church of England was properly established as a separate religion.

Elizabeth I was a strong supporter of the arts and many members of the aristocracy acted as patrons for artists, musicians, dramatists and poets. One of the most significant patrons of the time was Robert Dudley, Earl of Leicester.

William Shakespeare

The most famous dramatist of the period was William Shakespeare. Shakespeare wrote up to 38 plays and numerous poems. Shakespeare's plays explored themes such as English and Scottish history, love, jealousy, revenge, ambition, family dysfunction and political trickery. A number of Shakespeare's plays were set in Italy, reflecting the influence of the Italian Renaissance. Shakespeare's plays drew huge audiences at the Globe Theatre in London. A replica of the original Globe was opened in London in 1997 and Shakespeare's plays are performed there regularly.



Source 3 William Shakespeare's plays were often set in Renaissance Italy

Check your learning 8.10

Remember and understand

- 1 In what ways did the Italian Renaissance have an influence of developments in art and culture in northern Europe?
- 2 Why were many Renaissance artists attracted to Paris during the sixteenth century?

Apply and analyse

- 3 Explain how the writings and actions of people such as Martin Luther and Desiderius Erasmus may have paved the way for Henry VIII's break with the Church of Rome.

Evaluate and create

- 4 Henry VIII has been described as a 'Renaissance prince'. Conduct some further research into the term and into Henry VIII's life and achievements. Do you believe he deserves that title?
- 5 Research the six wives of Henry VIII. Prepare a PowerPoint showing for each wife:
 - a picture
 - details of her life, her marriage to Henry VIII and her death
 - any particular contributions that she made during her time as queen.
 Choose some music popular during the English Renaissance as backing for your presentation.

8D rich task

Who wrote Shakespeare's plays?

William Shakespeare did not come from an aristocratic background, he did not receive a classical education and there is little evidence that he travelled widely. For these reasons, some have questioned whether he was the real writer of his famous plays. Some who have been suggested as alternative authors include Francis Bacon, Edward de Vere (the Earl of Oxford), Christopher Marlowe, William Stanley (the Earl of Derby) and Roger Manners (the Earl of Rutland). However, there are many others. The issue remains unresolved today.

Source 1 Performance of a Shakespearian play at the rebuilt Globe Theatre in London.

Source 2

For years, two different conspiracy theories have arisen concerning the greatest playwrights of the Elizabethan theatre. The first concerns William Shakespeare becoming England's foremost writer virtually overnight when he was merely an unknown actor, with hardly any education and no opportunity to know so many of the subjects treated in his plays – subjects like court manners, military protocol, foreign travel and legal procedures.

The Shakespeare Conspiracy, <http://www.theshakespeareconspiracy.com/topics.html>

Many historians and academics, especially from Oxford, have claimed that Edward de Vere, the 17th Earl of Oxford was the real author of Shakespeare's poems and plays.

Source 3

Edward de Vere, Earl of Oxford is known to have composed, directed and acted in plays around the same time as Shakespeare. Like Shakespeare he was part of an acting troupe ... Furthermore, Edward de Vere was a leaseholder of the Blackfriars Theatre, a rival to The Globe.

Whilst most academics agree that Edward De Vere's poetry was better than the Sir Francis Bacon's ... few believe it is of a standard necessary to prove de Vere wrote the 154 sonnets claimed to have been authored by Shakespeare.

Similarities in Edward de Vere's verse to Shakespeare's suggest however that such a leap in poetry composing was possible ...

The De Vere Authorship Argument, http://absoluteshakespeare.com/trivia/authorship/authorship_de_vere.htm

Skilldrill

Developing a written historical argument

Historical discussions present different opinions about particular historical questions or issues. Follow these steps to research and write your own historical discussion.

Step 1 Consider evidence from a range of sources, and outline different possible interpretations of that evidence.

- Consider relevant primary sources.
- Consider the ideas of other historians, presented in secondary sources such as textbooks and websites.
- Record the sources of all of your information.

Step 2 Make a decision as to your view on the issue. Decide what arguments you are going to make, and how you will support them.

Step 3 Write up your discussion. Your discussion should contain all the elements of an essay, as listed in the table below.

Introduction	Introduces the topic and the issues to be explored.
Main body	A series of paragraphs that outline different arguments related to the issue or question. Each point should be supported with evidence.
Conclusion	Sum up the material and give your opinion. Don't say 'I', say something like 'the evidence suggests ...'
Involvement of sources in your writing	In addition to footnoting all of your sources, you should indicate the source of some of your information, as part of your discussion. (E.g. 'According to historian Andrew Bennett ...' 'The film Shakespeare in Love suggests a closer relationship between Shakespeare and Marlowe than is generally believed'.)
Footnotes and bibliography	All quotes, figures and facts that are not generally known, must be footnoted. All written and internet sources must be acknowledged. (E.g. Wood Michael, 2004, In Search of Shakespeare, Maya Vision International.)

Apply the skill

- 1 Examine Sources 1 to 3 and conduct some further research into at least three of the people who have been suggested as possible authors of Shakespeare's plays.
- 2 Make a list of the reasons why people have suggested that Shakespeare could not have written the plays and poems.
- 3 Make a list of the arguments that support the idea of another author.
- 4 Use the material you have gathered to answer the following question in essay form:
'William Shakespeare did not have the education or life experience to write those magnificent plays and poems.'
To what extent do you agree? In your answer you should examine the case for Shakespeare as well as the cases for at least two other contenders, before you offer your opinion.

Extend your understanding

- 1 Choose one of the contenders and examine the arguments put on his behalf. Write a letter to the Royal Shakespearian Company setting out the evidence for your contender and suggesting that the company name should be changed on his behalf.
- 2 Almost 500 years after Shakespeare's death, does it really matter who actually wrote the plays and poems? Present your views in the form of a blog.

