

Grade 5

Unit 8

Arts and Culture: The Renaissance

Take-Home Pages

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An Italian Rebirth

Read the chapter and complete the activity that follows.

Chapter 1

An Italian Rebirth

THE BIG QUESTION

What factors inspired the Renaissance movement?

Art, literature, and architecture are forms of **expression**. These forms of expression often communicate what is happening during certain periods in time. Have you ever heard the word *Renaissance*? The word *Renaissance* means “rebirth” and comes from both the French and Latin languages. This word *Renaissance* describes a **cultural** movement that began in what is now Italy and then spread throughout most of Europe. This was no ordinary change, but rather a **revolutionary** movement that led to the creation of art, the likes of which the world had never seen before.

The Renaissance movement was **inspired** by a renewed interest in ancient Greek and Roman culture and learning. New ideas were born and old ideas were reborn. The Renaissance was a particular period of change, in literature, art, **philosophy**, science, education, and architecture. To understand why the Renaissance was such an extraordinary movement, it helps to recall what was happening in Europe *before* the Renaissance.

What Came Before the Renaissance?

More than 2,000 years ago, ancient Greeks created tremendous works of art and architecture. Ancient Greek sculptures emphasized balance, proportion, and the “perfect” human form. Ancient Greeks built strong buildings supported by mighty pillars and columns. They gave us the ideas of great philosophers, such as Plato and Aristotle. They gave us lasting works of literature, including Homer’s *Iliad* and *Odyssey*. From ancient Greece we have inherited important ideas about government, including the idea of democracy—rule by the people. Even the word *democracy* comes from the Greeks. The Greek word *demos* means “people.”

Later, ancient Romans built upon these ideas and achievements. Ancient Romans also prized sculpture with mythological themes. They also built great structures such as the Colosseum, and perfected the use of the arch and dome. They left us powerful literature such as the *Aeneid* by Virgil. The mighty Roman armies conquered lands and established a vast empire.

Eventually, different warring tribes invaded the Roman Empire, weakening Rome's power. These warring tribes sought land. The resulting instability greatly diminished the influence of ancient Rome. Slowly but surely new cultural groups, no longer bound by ties to Rome, began to define themselves. The great Roman Empire declined and was eventually divided in half.

Moving On

Across western Europe, during the time that is considered to be the start of the Middle Ages, kingdoms and nations began to take shape. Trade, **economy**, laws, and systems of government were established. Cities and towns grew. Architectural styles and designs, among other forms of expression, became unique to the people of a particular land.

While the cultural achievements of ancient Greeks and Romans were admired new, home-grown ideas began to thrive. Knowledge of ancient Greek and Roman writings was left in the hands of the few educated elite and in religious houses called monasteries. Some men and women devoted their lives to the Church. Men called monks lived in monasteries. Women called nuns lived in convents. Monks made beautiful copies of writings from ancient Greece and Rome. If you wanted to make another copy of a book, you had to do it by hand. There were no printing presses and, of course, no copy machines or scanners. And so, quietly and in some ways secretly, monks helped keep classical learning alive.

Passing the Torch

Monarchs and the Christian Church established laws and a sense of order. The Church was a powerful influence throughout western Europe during the Middle Ages. With its rituals and teachings, the Church was a very important part of the daily lives of people in medieval Europe. Everyone from

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Chartres Cathedral, France

rich noblemen to poor peasants gave money, materials, and sometimes their labor to help build the magnificent churches of the Middle Ages.

During the Middle Ages, impressive castles were constructed across the European landscape. Kings battled each other for land, and nations were born. People thought a lot about the path to heaven. Art was created to honor God, or to communicate stories from the Bible, which was important because few people were able to read during this time. To express religious devotion, medieval artists created stylized religious figures and moved away from the natural human form common in ancient Greek and Roman art.

But as you know, history does not stand still. Things change and new ideas emerge. And so along came the Renaissance movement. But how, and why, the Renaissance movement emerged is the question.

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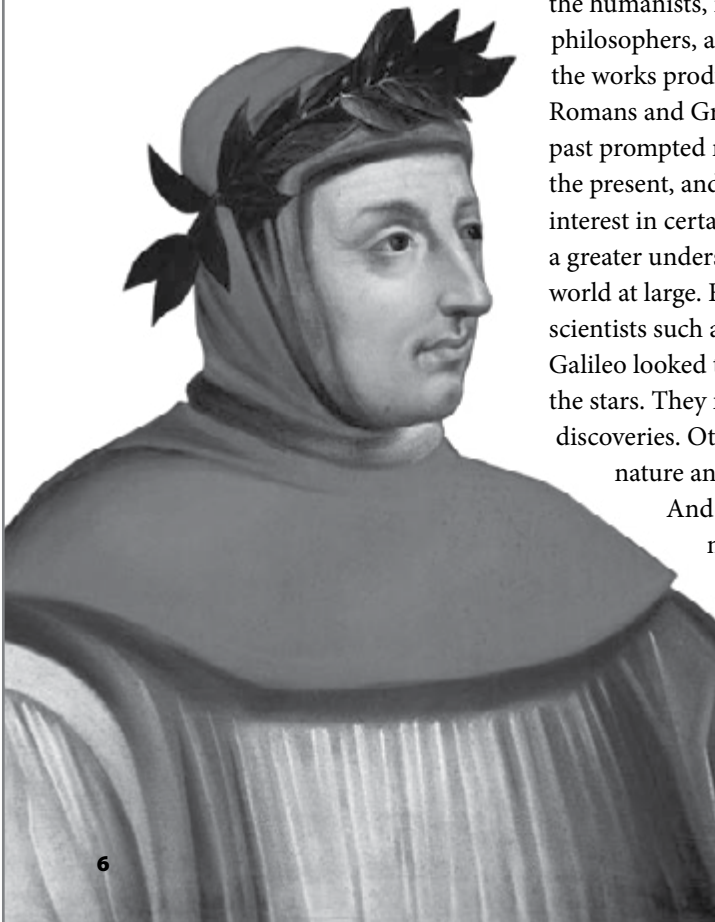
Petrarch and Humanism

During the 1300s, there was a great Italian poet named Petrarch. He admired the classical **values** and teachings of ancient Greece and Rome. He filled his library with as many ancient books as he could find. He invited others to read and study these books as well.

Over the years, more and more people had the opportunity to learn about the literature, art, and government of ancient Greece and Rome. These people who admired ancient Greece and Rome were called humanists. Their intellectual and cultural interest in the art, literature, and government of ancient Greece and Rome was known as humanism.

Under the influence of the humanists, many artists, philosophers, and scientists studied the works produced by ancient Romans and Greeks. A study of the past prompted many to examine the present, and an increased interest in certain subjects led to a greater understanding of the world at large. For example, some scientists such as Copernicus and Galileo looked to the heavens and the stars. They made astonishing discoveries. Others looked to nature and the physical earth.

And so the Renaissance movement was born.



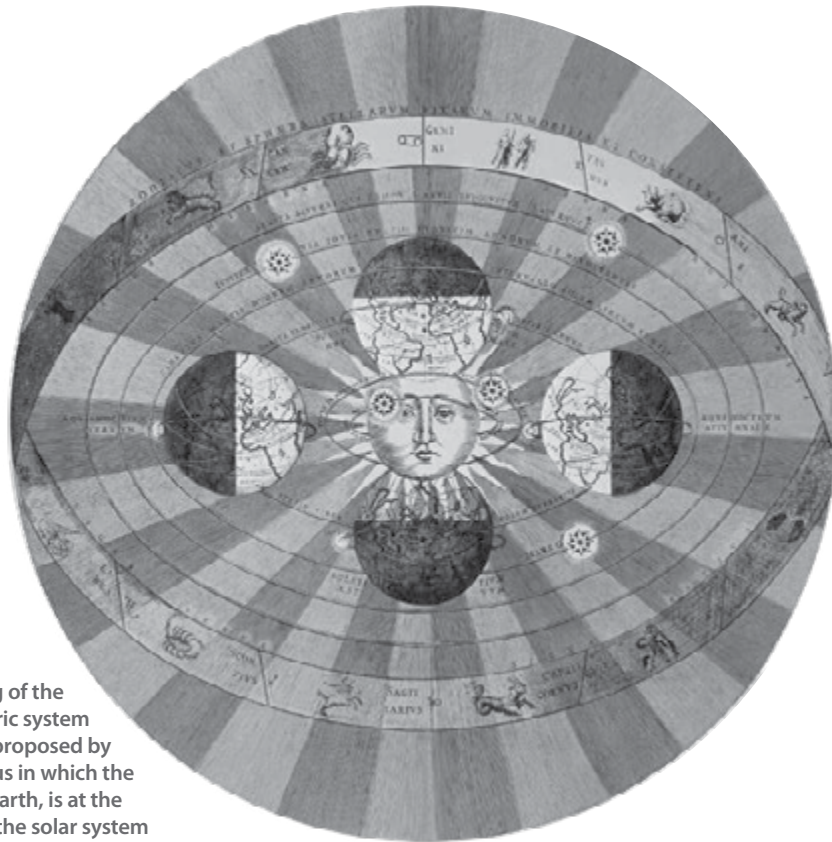
Petrarch

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A drawing of the heliocentric system that was proposed by Copernicus in which the sun, not Earth, is at the center of the solar system

In particular, breathtakingly beautiful art was produced. Renaissance artists developed **techniques** that allowed them to paint the human form in a more realistic ways. Humanists promoted the power and unique talents of the individual, both in terms of **intellect** and ability, but also in terms of the human form itself. An Italian architect, Leon Battista Alberti, summed up what you might call a Renaissance motto: “Men can do anything with themselves, if they will.” William Shakespeare, the English playwright wrote, “What a piece of work is a man!” The great minds of the Renaissance expanded the themes of their work beyond the Biblical to include those of history, science, and literature. As a result, the people of the Renaissance made their mark upon the earth.

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The Middle Class

Typically, most people lived and died in the towns and rural areas where they were born. As had been the case for centuries, people belonged to groups, or classes, and social mobility was limited.

However, during the late Middle Ages into the Renaissance period, as the Italians became wealthier and cities grew, there were more and more merchants and craftsmen. There were so many, in fact, that there was an expansion of the middle class, the class between those who worked the land and the nobility. As a result, the wealthy middle class grew in power and status. Bankers and merchants proved you didn't have to be born a nobleman to be rich and powerful. You could work hard and make money and rise in society. And with money comes political influence. The rise of the middle class was not restricted to Italy. The financial and political rise of this social group was evident throughout Europe. Without a doubt, the middle class assumed even greater influence during the Renaissance.



Hans Holbein the Younger's *Portrait of the Merchant Georg Gisze*, 1532 CE

Patrons: Dollars for Scholars

So what do merchants and money have to do with the Renaissance? These wealthy merchants could read and write, although most people could not. As a result, some merchants or businessmen became interested in literature and art. Of course, most of them were so busy running their businesses that they didn't have time to write books or paint, but they had enough money to help others write, study, and create works of art.

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Some of the merchants became **patrons** of the writers and artists. For example, a rich banker might ask an artist to paint portraits of his wife and children. The banker would pay for the portraits. In addition, he might provide the artist with food, clothing, and a house while he worked. With the support of such rich patrons, many artists were able to explore their ideas and develop their skills. They no longer had to worry about how they were going to eat or where they were going to sleep. Later, you will read more about the Medici family, one of the most influential banking families and art patrons of all time.

And what did the patrons get out of all this? What was their reward for paying artists to create paintings, statues, books, and buildings? The patrons became famous. The works of art they commissioned signaled their power, prestige, and importance. They were admired and celebrated for the works they paid to have created. The artists and writers also made their mark in history. Shakespeare, perhaps the greatest writer of all, had royal and noble patrons. But it is his name that we remember today.



Giorgio Vasari's *Portrait of Lorenzo de' Medici*, 1533–1544 CE

The world was indeed changing. Exquisite works of art were created by people so extraordinary that it would be wonderful to have a time machine to take us back in history to meet them. But as we do not, we will just have to turn the pages of this book to learn about them instead!

Europe's Middle Ages

Europeans had their share of troubling times in the Middle Ages, but it was also a time of great achievement in art and learning. Let's examine some key achievements.

Western Europe

Universities were founded in cities such as Bologna, Oxford, Paris, and Cambridge. Hundreds of castles, such as Alcázar de Segovia in Spain and Dover Castle in England, were constructed in western Europe. The building of great cathedrals which took hundreds of years to complete was also undertaken during this age.



Alcázar de Segovia, Spain

Byzantine Civilization

When invading tribes destroyed and took over much of the Western Roman Empire, the Eastern Roman Empire, or Byzantine civilization, remained strong. The great city of Constantinople was the center of Byzantine civilization. Constantinople's central location made the city an important link between Europe and Asia. From about 300 to 1453 CE, Byzantine civilization was one of the most advanced in the world.



Hagia Sophia in Turkey was once a cathedral. It became a mosque when Constantinople, now Istanbul, was conquered by the Ottómen Turks.

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Islamic Civilization

During the Middle Ages, many Muslim scholars made significant progress in math, science, and astronomy. Some scholars translated works by ancient Greek philosophers and scientists into Arabic, which helped preserve classical writings. A great thinker and writer named Ibn Sina wrote influential works of philosophy, poetry, and astronomy. He also made important medical discoveries about how to treat diseases.

A large part of Spain was conquered and settled by Muslims. Learning thrived in many Islamic cities. Cities such as Palencia, Valladolid, Salamanca, and Alcalá had libraries, schools, and universities. In the 900s, scholars from Africa, Asia, and Europe traveled to Córdoba to be part of a city rich in learning and the arts.

Beginning in the late 1000s, Christian forces started to drive Muslims out of Spain. By the time of the reign of Ferdinand and Isabella—the king and queen who helped finance Columbus’s voyage in 1492 CE—many Muslims had been driven out. They left behind, however, writings about science and philosophy that would contribute to the reawakening of learning in Italy during the Renaissance.



The Alhambra in Spain is a magnificent castle and fortress built by the Muslims.

Write the correct vocabulary word to complete each sentence.

values	philosophy	revolutionary
cultural	intellect	patron

1. My grandmother is a(n) _____ of the library. She donates money to keep the library going.
2. The invention of the internet was a(n) _____ development in the way people were able to communicate with each other.
3. Some of the _____ my teacher thinks are important are: be kind to others, do your best, and be respectful.
4. Thomas Edison was a famous inventor praised for his _____ and creativity.
5. The dance classes at our school are inspired by the _____ traditions of students' families.
6. My sister is studying _____ at the state university. When she came home for winter break, she talked nonstop about great thinkers and their great ideas.

Glossary for *The Renaissance: Patrons, Artists, and Scholars*

A

accurately, *adv.* correctly; doing something without mistakes or errors

alliance, *n.* a formal agreement to work together (**alliances**)

anxious, *adj.* nervous; worried

apprentice, *v.* to learn a skill or trade by working with a skilled craftsman for a period of time (**apprenticed**; *n.* **apprentice**)

B

betrayal, *n.* the act of being disloyal to and dishonest with someone who trusts you

brute, *n.* someone who is mean, tough, and/or a bully

C

commission, *v.* to hire an artist to produce a work of art (**commissioned**)

composer, *n.* someone who writes music (**composers**)

composition, *n.* a song or piece of music that has been written (**compositions**)

contemporary, *adj.* modern; current

controversial, *adj.* related to or causing much discussion, disagreement, or argument

corrupt, *adj.* dishonest

cultural, *adj.* 1. of or relating to the fine arts (painting, music, etc.); 2. of or relating to a particular group of people and their habits, traditions, and beliefs

custom, *n.* a tradition practiced by a culture or group of people (**customs**)

D

denounce, *v.* to publicly state that something or someone is bad or wrong

doctrine, *n.* a set of ideas or beliefs that are taught or believed to be true

dome, *n.* a large, rounded roof or ceiling

E

economy, *n.* the system by which goods and services are made, bought, and sold

embodiment, *n.* someone or something that is a representation or example of an idea, concept, etc.

epitaph, *n.* something written or said in memory of a person who has died

expression, *n.* the act of telling or showing thoughts or feelings; communication

F

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

foreground, *n.* the part of a picture that appears closest to the viewer

fortunately, *adv.* luckily; by good fortune

fresco, *n.* a style of painting in which the artist first applies a layer of plaster onto a wall and then paints directly on the wet plaster; once dry, the paint and plaster become a part of the wall

G

genius, n. remarkable talent and creativity

guild, n. an organized group of people who make or sell specific goods

I

indulge, v. to treat oneself or take much more than needed

inspire, v. to influence or provide an idea about what to do or create (**inspired**)

insult, n. a rude or offensive act or statement (**v. insulted**)

intellect, n. intelligence; the ability to think in a logical way (**adj. intellectual**)

K

keen, adj. strong and observant

L

linger, v. to wait around or stay longer

literate, adj. able to read and write fluently

lottery, n. a system used to decide who will get something based on choosing names or numbers by chance

M

Madonna, n. another way to identify Mary, the mother of Jesus

melody, n. main theme or tune in a song

modest, adj. shy and quiet; does not brag about oneself

morals, n. ideas and beliefs about what is right and wrong

N

norms, n. customs; standards of acceptable behavior

O

obstacle, n. a challenge; something that blocks the way or makes it more difficult to do something else (**obstacles**)

P

patron, n. a person who gives money and support to an artist in exchange for works of art (**patrons**)

pessimistic, adj. having a negative or gloomy attitude; expecting that the worst will always happen

philosophy, n. the study of knowledge and truth (**philosophers**)

plunge, v. to fall or jump suddenly from a high place (**plunged**)

portrait, n. a painting, drawing, or photograph of a person that usually only includes the person's head and shoulders

portray, v. to show someone or something in a painting, book, etc.

prominent, adj. important; well-known; easily seen

promote, v. to publicize and support (**promoted**)

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R

ransom, n. money that is paid to free someone who was captured

refinement, n. a small change that improves something (**refinements**)

reluctantly, adv. unwillingly or unenthusiastically

reminiscent, adj. similar to something else

renowned, adj. famous; known and admired by many people

reputation, n. the opinion or perception that other people have about someone or something

restore, v. to return something to an earlier or original condition by cleaning or repairing it (**restoring**)

revolutionary, adj. causing or relating to a great change

rivalry, n. competition; a situation in which people or groups are competing with each other

S

sacred, adj. holy; deserving of special respect

scaffold, n. a temporary platform on which a person stands or sits while working high above the ground

scholar, n. 1. a student; 2. a person who has studied a subject for a long time and knows a lot about it

scribe, n. long ago, a person who copied manuscripts and books (**scribes**)

secular, adj. not connected to religion

sheet music, n. music printed on individual pieces of paper rather than in a book

shrewd, adj. clever; able to understand things and make good judgments

soothing, adj. calming; comforting; relaxing

spirit, n. the most important characteristics or qualities of something

stance, n. a way of standing

status symbol, n. something someone owns that shows they are wealthy or important

superior, adj. of the highest quality

T

thatched, adj. made from straw

theme, n. the main subject being discussed in a piece of writing or depicted in a piece of art (**themes**)

translate, v. to change words from one language into another language

U

uncharted, adj. unknown; not previously explored or experienced

V

values, n. strongly held beliefs about what is important

virtue, n. morally good behavior or character

visionary, adj. having a powerful or far-reaching imagination

vulgar, adj. impolite; crude; inappropriate

W

witty, adj. clever; funny

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Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

1. Once our class has studied Canada, our study of countries in North America will be _____; we will have studied every _____ country in North America.
(incomplete, complete, definite, indefinite)
2. The impact of ancient Greece and ancient Rome on the Renaissance is _____; people during the Renaissance were inspired by nearly every aspect of these ancient civilizations.
(measurable, immeasurable, polite, impolite)
3. The babysitter is very _____ with my little brother; she will play with him for hours on end.
(impolite, polite, patient, impatient)
4. My uncle is always on time, so I know that when he says he will be at our house for dinner by seven, it is _____ that he will be here by seven.
(mobile, immobile, definite, indefinite)
5. Flora's little brother can be very _____; he kicks and screams when he does not get what he wants right away.
(impatient, patient, incomplete, complete)
6. We carefully checked each problem to make sure the answer was _____.
(correct, incorrect, immeasurable, measurable)

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

1. *mobile*

2. *indefinite*

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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 10, 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*

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

- | | |
|----------------|---------------|
| 1. achievement | 6. invention |
| 2. architect | 7. literature |
| 3. create | 8. movement |
| 4. culture | 9. rebirth |
| 5. imagine | 10. sculptor |

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
achievement	an accomplishment
architect	a person who designs buildings
create	to make something using the imagination
culture	the way of living, including ideas, arts, and customs, of a particular group of people
imagine	to form a mental image
invention	a new creation
literature	writings in prose or poetry
movement	a noticeable change in the way people behave or think
rebirth	a revival; a new birth
sculptor	an artist who carves or molds material such as clay, stone, or metal

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6.2

Take-Home

Practice Spelling Words

Write the spelling word under its definition. Then identify the word's part of speech.

achievement

architect

create

culture

imagine

invention

literature

movement

rebirth

sculptor

1. to make something using the imagination

Spelling Word: _____

Part of Speech: _____

2. a new creation

Spelling Word: _____

Part of Speech: _____

3. an artist who carves or molds material such as clay, stone, or metal

Spelling Word: _____

Part of Speech: _____

4. a person who designs buildings

Spelling Word: _____

Part of Speech: _____

5. the way of living, including ideas, arts, and customs, of a particular group of people

Spelling Word: _____

Part of Speech: _____

6. a noticeable change in the way people behave or think

Spelling Word: _____

Part of Speech: _____

7. a revival; a new birth

Spelling Word: _____

Part of Speech: _____

8. an accomplishment

Spelling Word: _____

Part of Speech: _____

9. writings in prose or poetry

Spelling Word: _____

Part of Speech: _____

10. to form a mental image

Spelling Word: _____

Part of Speech: _____

Morals, Modesty, and Manners

Read the chapter and complete the activity that follows.

Chapter 6

Morals, Modesty, and Manners

THE BIG QUESTION

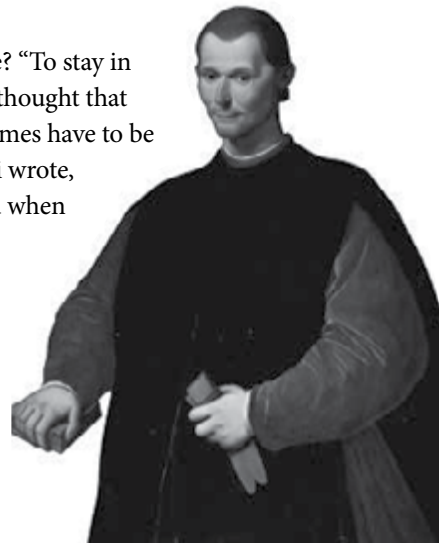
What were the Renaissance ideals of how a prince or a courtier should act?

Niccolò Machiavelli worked for the government of Florence in the late 1400s. He witnessed the Medici family fall from power, and he witnessed the bitter struggles between the city-states in Italy, between city-states and foreign countries, and between the pope and other rulers.

All this fighting among rulers made him think. He thought about how a prince should rule his people. Because of all the fighting, he especially thought about how a prince should defend himself against enemies and remain in power. He wrote his ideas in a famous book called *The Prince*. This book was a study of the art of politics and its publication caused much discussion among the rulers of the time.

What is the chief goal of a prince? “To stay in power,” said Machiavelli. Machiavelli thought that to keep his power, a prince might at times have to be dishonest. “A wise leader,” Machiavelli wrote, “cannot and should not keep his word when keeping it is not to his advantage.”

Machiavelli asked, “Is it better [for a prince] to be loved than to be feared, or the reverse?” Machiavelli said that a prince should wish to be both loved and feared. But he also said that if a ruler had to choose one or the other, then it would be better for people to fear him.



Niccolò Machiavelli

These ideas and others have given Machiavelli a bad **reputation** over the years. Even today, if you describe someone as “Machiavellian,” you mean that person is crafty, sneaky, power-hungry, and willing to use any means to achieve their ends.

Get Real!

Some historians think Machiavelli doesn't deserve his bad reputation. They say he was a wise man who preferred a government in which the people had a say, as it had been back in the Roman Republic. They say that in *The Prince*, Machiavelli was just being realistic. He was simply writing about what men do, rather than what they should do, and the challenges of governing a large population.

But others disagree. They think that Machiavelli had a too dark and **pessimistic** view of human nature. They think that people aren't as bad as Machiavelli thought.

The Bad Borgias

When Machiavelli wrote about princes who didn't keep their promises, he often had the Borgia family in mind.

Many historians agree that the Borgias were often cruel, dangerous, and violent people. Rodrigo Borgia, who became Pope Alexander VI, holds the unpleasant reputation of being one of the most corrupt popes of all times. In *The Prince*, Machiavelli wrote this about Alexander VI: “There never was a man more effective in swearing that things were true, and the greater the oaths with which he made a promise, the less he observed it.”

Rodrigo's second son, Cesare Borgia, was considered to be a **brute**. Unfortunately, he was put in charge of an army. Machiavelli traveled with Cesare at times and was impressed by his military skills. Cesare knew how to get power and keep it. He ruthlessly tried to conquer everything that lay in his path.

When Cesare decided he wanted to take possession of the city of Camerino, he visited his friend, the Duke of Urbino. Cesare asked to borrow all of Urbino's cannons so he could use them to attack Camerino.

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The Duke, a trusting man, agreed to Cesare's request. But that night, Cesare marched back into his friend's city and conquered Urbino with its own cannons!

Later, Cesare went on to capture Camerino by deception, too. He negotiated with the rulers of the city. If they would surrender, then Cesare promised to let them off easily. They agreed to surrender. Then Cesare betrayed them. As soon as Cesare and his army entered the city, he gave orders for the rulers to be killed.



Cesare Borgia

Fortunately, the Borgias did not stay in power long. Rodrigo Borgia, also known as Pope Alexander VI, died in 1503 CE. Cesare was chased out of Italy. He died in battle in Spain at the age of 31.



Urbino, Italy

55

From *The Prince*

Machiavelli also greatly admired ancient Greece and ancient Rome. In a letter he wrote to a friend, Machiavelli said that he wrote *The Prince* after reading many works of history by “the ancients,” the classical writers of Greece and Rome. “I give myself completely over to the ancients,” Machiavelli said. Here are some excerpts from *The Prince*.

“Anyone who determines to act in all circumstances the part of a good man must come to ruin among so many who are not good. Hence, if a prince wishes to maintain himself, he must learn how not to be good, and to use that ability or not as is required.”

“The experience of our times shows that the princes who have done great things are the ones who have taken little account of their promises and who have known how to addle the brains of men with their craft.”

“If men were all good, this advice would not be good, but since men are wicked and do not keep their promises to you, you likewise do not have to keep your promises to them.”

“So far as he is able, a prince should stick to the path of good but, if the necessity arises, he should know how to follow evil.”

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Castiglione and *The Courtier*

In the early 1500s, Baldassar Castiglione wrote *The Book of the Courtier*. It's commonly known as *The Courtier* for short. In great detail, the book describes how the ideal courtier should behave.

What's a Courtier?

The word *court* is in *courtier*. There is the kind of court where trials take place with a judge and sometimes a jury. But this is a different kind of court—the court of a king or prince. A prince's court might mean the palace or mansion where the prince lives. The court also includes the royal family, servants, officers, and advisers of the prince.

A *courtier* is a person who spends a lot of time at the court of the prince. Sometimes, when people refer to a courtier, they mean a person who hangs around the prince and flatters him and tries to gain his favor. But this doesn't apply to all courtiers.



Part of the title page of *The Book of the Courtier*

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The Book of the Courtier describes what the author thinks are the right ways to behave at court among royals and nobles. It describes the ideals of courtly life.

Castiglione said that a lady should be “witty, elegant, and cultured.” He said a gentleman should be “loyal to his prince and courteous to women.” The courtier should be “athletic, sensitive, artistic, and well-educated.”

A perfect courtier should be able to do

everything well: he should be a skilled horseman, a bold soldier in battle, a graceful dancer, and more. He should be “well built and shapely of limb,” not too short or too tall. And he should be a remarkable athlete: he should excel in jousting, wrestling, tennis, and spear-throwing! But, said Castiglione, the courtier should avoid some activities, “such as turning somersaults, rope-walking, and the like, which ... little befit a gentleman.”

You might think that a courtier who can do everything well would be rather conceited. But it’s important, Castiglione said, to be “gentle, modest, and reserved.” In other words, don’t be a show-off.

Most important of all, the courtier “must accompany his actions, gestures, habits, in short his every movement, with grace.” Even when the courtier is doing something very difficult, he should do it so gracefully that it looks easy. The Italian word for this quality is *sprezzatura*. It means the ability to make things look easy, as though you hardly have to try or think about what you’re doing.



Baldassar Castiglione

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Della Casa's Guide to Manners of the Renaissance

During the Renaissance, what people considered “good manners” changed quite a bit. In the 1500s, Giovanni della Casa wrote a book about etiquette, or the **customs** for polite behavior. Della Casa was a poet and diplomat from Florence. The book, known in Italian as *Il Galateo*, is largely addressed to his nephew, and therefore takes on a familiar tone, though he intended to reach a wide range of people.

Della Casa detailed proper ways to sit and stand in the company of others. He explained how best to blow your nose, to cut your nails, and to chew your food. He even discussed situations where it might be okay—or not—to express your feelings. The excerpts below reveal just how important good manners and polite behavior were to della Casa.

“It is moreover extremely indecent to spit, cough, and expectorate (as it were) in company, as some hearty fellows are apt to do: and more so, when you have blown your nose, to draw aside and examine the contents of your handkerchief; as if you expected pearls or rubies to distill from your brain. These kinds of habits, in good company, are so very nauseous and disgusting, that if we **indulge** ourselves in them, no one can be very fond of our acquaintance.”

“It is also an inelegant custom, for any one to apply his nose, by way of smelling to a glass of wine, which another person is to drink; or to a plate of meat, which another is to eat. Nay, I would not advise anyone to smell to anything, which he himself intends to eat or drink: since there is a possibility, at least, that his nose may drop upon it; or the very idea may offend the company, though by good luck that accident may not then befall them.”

“What now can we suppose...to say to those people, whom we sometimes see thrusting, like hogs, their very *snouts* into their soup, so as not once to lift up their eyes from their hands, from what is set before them? Who, with their cheeks inflated as if they were sounding a trumpet, or puffing up the fire, do not so properly eat, as devour their food?”

59

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: _____

9.1

Take-Home

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

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 spirited 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

NAME: _____

DATE: _____

10.1
CONTINUED

Take-Home

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 some Renaissance men believed they could do almost anything, they usually didn’t think the same of women. Men of the Renaissance typically 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 from these families did not usually date each other, fall in love, and then get married.

Fathers in these families often preferred that their daughters marry rich and powerful men from other city-states or countries. There was a 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: _____

10.1
CONTINUED

Take-Home

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	Vocabulary Activities 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: _____

11.1

Take-Home

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*

2. *servant*

3. *preserve*

NAME: _____

DATE: _____

11.2

Take-Home

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

NAME: _____

DATE: _____

11.3

Take-Home

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

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.

NAME: _____

DATE: _____

12.1
CONTINUED

Take-Home

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

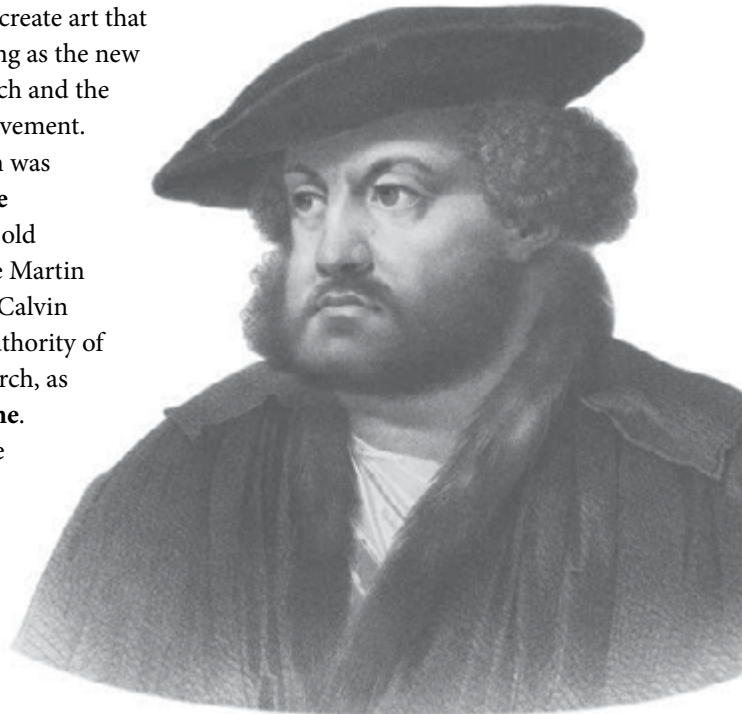
Bruegel's sons, grandsons, and even great-grandsons became artists. But none equaled or surpassed his great works.

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

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.

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 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*."

NAME: _____

DATE: _____

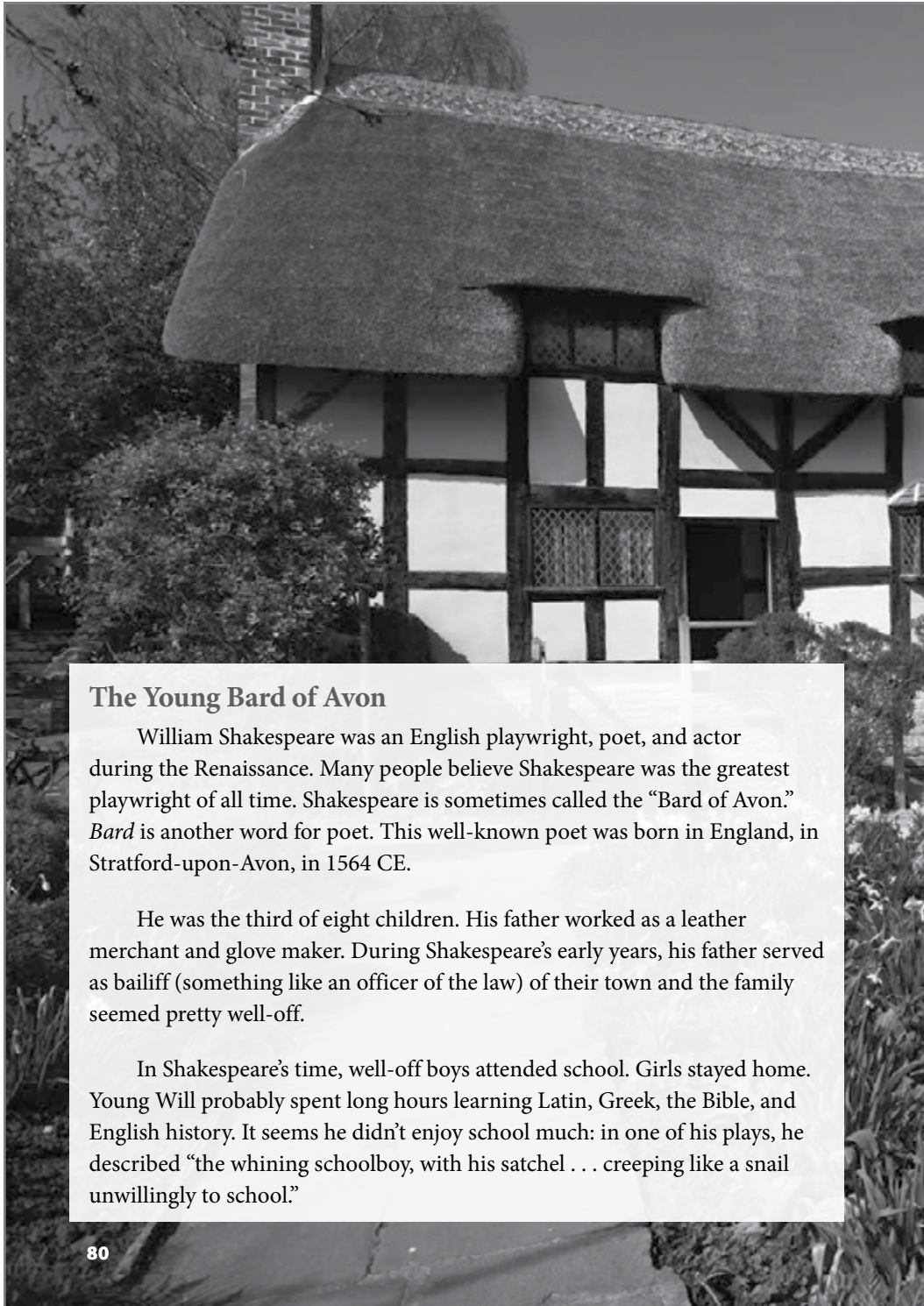
Cervantes wrote *Don Quixote* to make fun of books about romance and chivalry. These books, which were very popular in Cervantes's time, told stories of brave knights in shining armor who set out to rescue damsels in distress. They were full of fantastic adventures, powerful magicians, fierce dragons,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

NAME: _____

DATE: _____

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

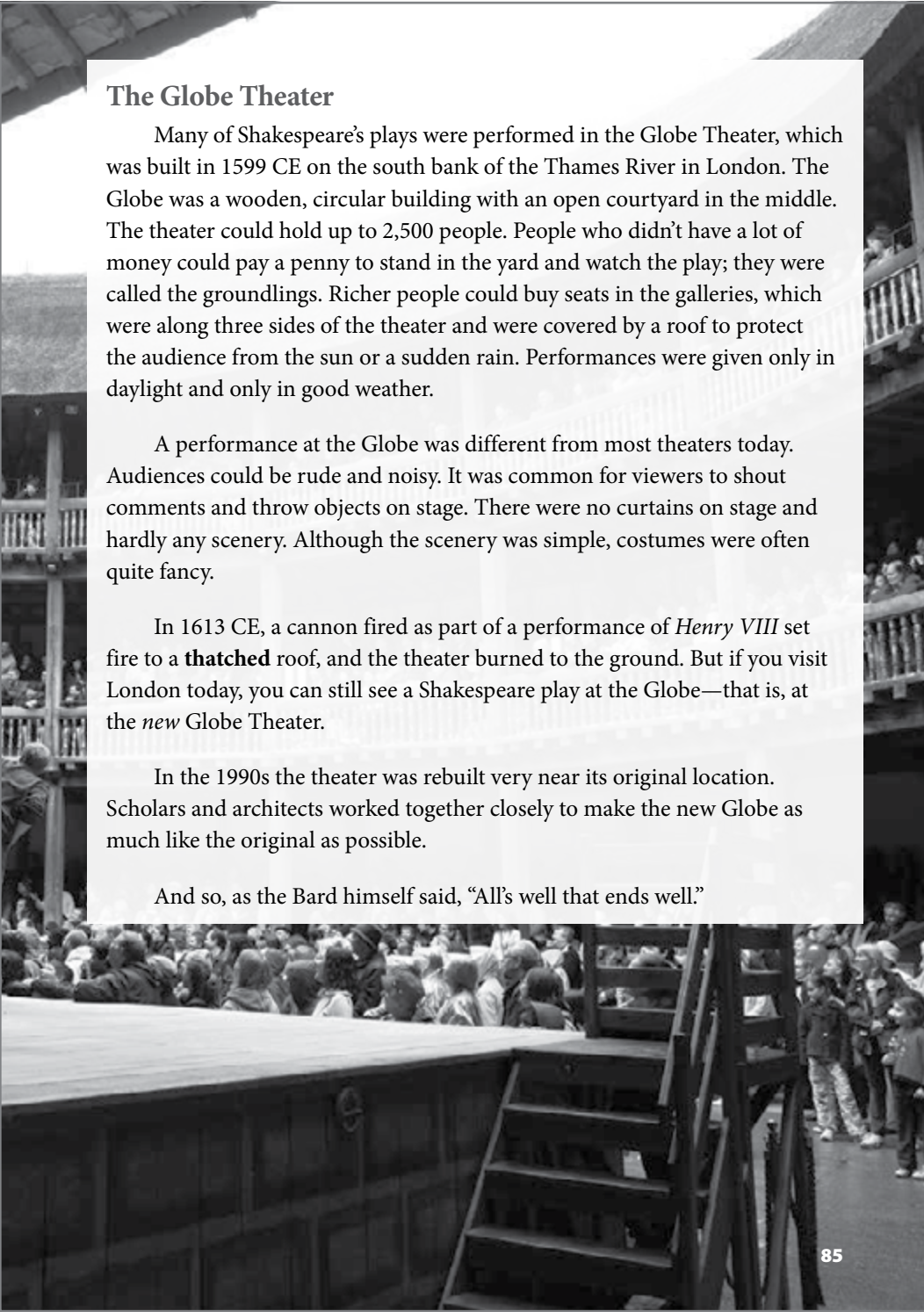
There's a lot about Shakespeare's life we don't know. No one even knows for sure the exact date of Shakespeare's birthday.

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: _____

13.1
CONTINUED

Take-Home

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.

Grade 5

Answer Key

TAKE-HOME ANSWER KEY

Write the correct vocabulary word to complete each sentence.

values	philosophy	revolutionary
cultural	intellect	patron

1. My grandmother is a(n) patron of the library. She donates money to keep the library going.
2. The invention of the internet was a(n) revolutionary development in the way people were able to communicate with each other.
3. Some of the values my teacher thinks are important are: be kind to others, do your best, and be respectful.
4. Thomas Edison was a famous inventor praised for his intellect and creativity.
5. The dance classes at our school are inspired by the cultural traditions of students' families.
6. My sister is studying philosophy at the state university. When she came home for winter break, she talked nonstop about great thinkers and their great ideas.

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Unit 8 Take-Home Pages

NAME: _____
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4.1 Take-Home

Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

1. Once our class has studied Canada, our study of countries in North America will be complete; we will have studied every country in North America.
(incomplete, complete, definite, indefinite)
2. The impact of ancient Greece and ancient Rome on the Renaissance is immeasurable; people during the Renaissance were inspired by nearly every aspect of these ancient civilizations.
(measurable, immeasurable, polite, impolite)
3. The babysitter is very patient with my little brother; she will play with him for hours on end.
(impolite, polite, patient, impatient)
4. My uncle is always on time, so I know that when he says he will be at our house for dinner by seven, it is definite that he will be here by seven.
(mobile, immobile, definite, indefinite)
5. Flora's little brother can be very impatient; he kicks and screams when he does not get what he wants right away.
(impatient, patient, incomplete, complete)
6. We carefully checked each problem to make sure the answer was correct.
(correct, incorrect, immeasurable, measurable)

Unit 8 Take-Home Pages

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

1. *mobile*
Answers may vary, but should be a complete sentence that uses mobile correctly.
2. *indefinite*
Answers may vary, but should be a complete sentence that uses indefinite correctly.

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Unit 8 Take-Home Pages

NAME: _____
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6.2 Take-Home

Practice Spelling Words

Write the spelling word under its definition. Then identify the word's part of speech.

achievement	architect	create	culture	imagine
invention	literature	movement	rebirth	sculptor

1. to make something using the imagination
Spelling Word: create
Part of Speech: verb
2. a new creation
Spelling Word: invention
Part of Speech: noun
3. an artist who carves or molds material such as clay, stone, or metal
Spelling Word: sculptor
Part of Speech: noun
4. a person who designs buildings
Spelling Word: architect
Part of Speech: noun

Unit 8 Take-Home Pages

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5. the way of living, including ideas, arts, and customs, of a particular group of people

Spelling Word: culture

Part of Speech: noun

6. a noticeable change in the way people behave or think

Spelling Word: movement

Part of Speech: noun

7. a revival; a new birth

Spelling Word: rebirth

Part of Speech: noun

8. an accomplishment

Spelling Word: achievement

Part of Speech: noun

9. writings in prose or poetry

Spelling Word: literature

Part of Speech: noun

10. to form a mental image

Spelling Word: imagine

Part of Speech: verb

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Unit 8 Take-Home Pages

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

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Unit 8 Take-Home Pages

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9.1

Take-Home

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

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It is acceptable to be dishonest if it gives you an advantage.	A man should be gentle, modest, and reserved.	
	A person should always move gracefully, making everything look easy.	

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Unit 8 Take-Home Pages

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10.1
CONTINUED

Take-Home

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	Vocabulary Activities 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. (Apple 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 fruit 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
Answers may vary.		

Unit 8 Take-Home Pages

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11.1

Take-Home

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	

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

Unit 8 Take-Home Pages

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

- service**
Answers may vary, but should be a complete sentence that uses service correctly.
- servant**
Answers may vary, but should be a complete sentence that uses servant correctly.
- preserve**
Answers may vary, but should be a complete sentence that uses preserve correctly.

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Unit 8 Take-Home Pages

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11.3

Take-Home

Practice Spelling Words

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

extraordinary	rivalry	apprentice
democracy	stunning	

Word from Reader	Antonym
1. extraordinary	2. conventional
3. stunning	4. mundane
5. apprentice	6. expert
7. democracy	8. tyranny
9. rivalry	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
	Answers may vary and should be appropriate alternate antonyms for the selected spelling words.

Unit 8 Take-Home Pages

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DATE: _____

13.1
CONTINUED

Take-Home

Write the correct word to complete each sentence.

literate	anxious
linger	vulgar

1. Cervantes must have felt anxious when he was captured by pirates off the coast of France.
2. Many literate 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 vulgar.
4. Tourists visiting London today can see a play in the new Globe Theater and then linger in the theater after the performance to explore the building.

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