



# THE KNOX SCHOOL

## World History II Honors 2020 Summer Assignment

**Directions:** This assignment is a continuation of the content we would have learned had school had not been cut short.

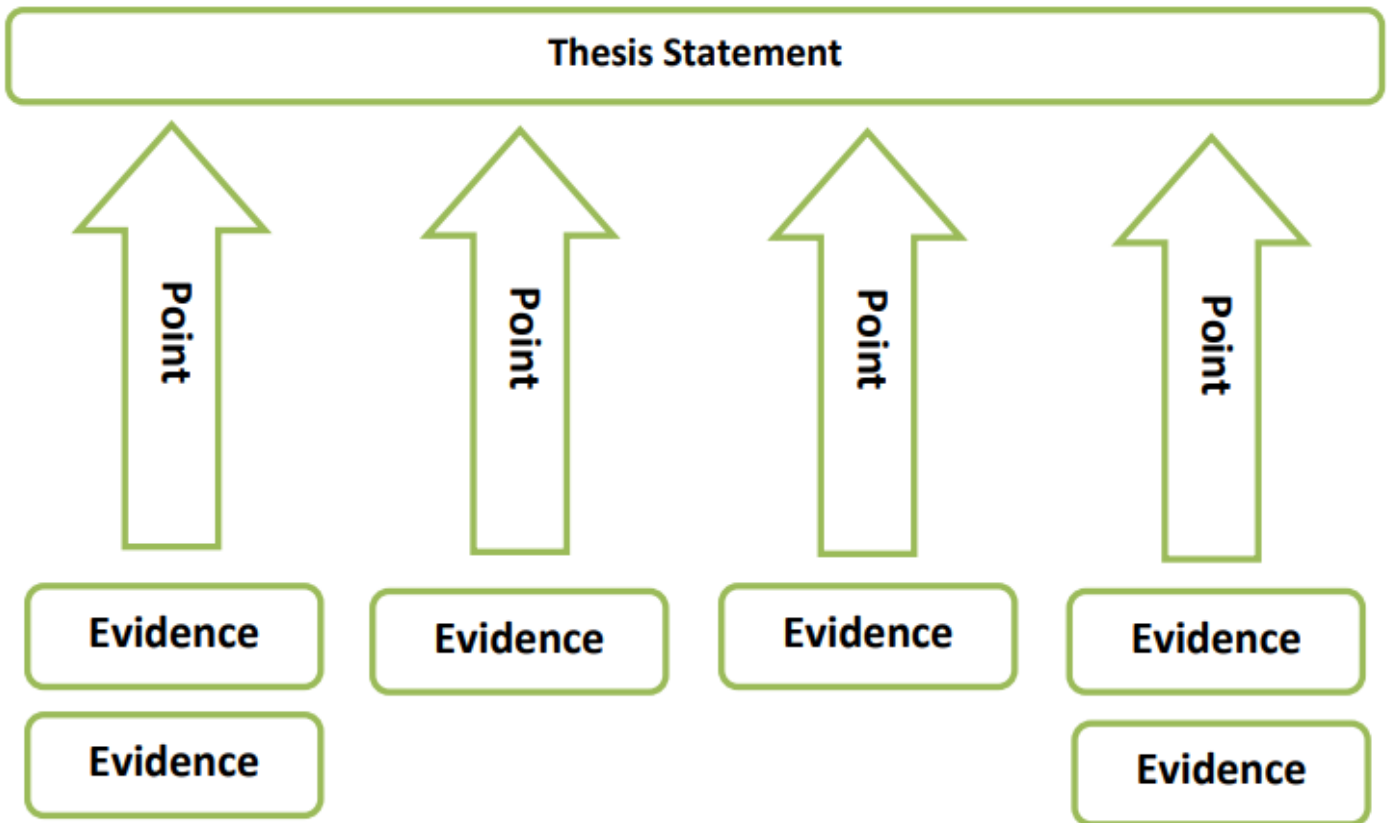
**Due Date:** First day of your World History II Honors class.

Term	DEFINITION	Significance of term
Renaissance		
Philosophy		
Revolution		
Humanism		

Ingenuity		
Heliocentric		
Geocentric		
Scientific Revolution		
John Locke		
Thomas Hobbes		

**How to Construct a DBQ Response:**

1. Look for the information that is provided to you
  - a. Historical Context- this is the relevant background information about the topic (helps with introduction)
  - b. Task- the question that you're answering in essay format (helps with writing a thesis)
  - c. DOCUMENTS- the sources and questions that are provided (where you get text based evidence to support your claims)
2. Read the Historical Context and write the first sentence of your essay. This step will let you know what the essay is about and give you ideas for writing your introduction. This sentence might include important people, dates, and ideas that a reader will need to know.
3. Read the task and write your thesis. Your thesis is USUALLY the last sentence of your introduction, and introduces your answer to the prompt.
4. Read the documents and answer the scaffolding questions. Annotate arguments, important dates, and other information that you can use as evidence so you can find it when you are writing your essay
5. Use all of that information to construct your essay!



### Historical context:

The Renaissance was a period of big change in European history. It was a time of intellectual excitement, when art and literature blossomed, and groundbreaking scientific advances were made. Over the course of about 300 years, the Renaissance spread from its home base in Italy to western and northern Europe. The effect was like a sunrise making its way across the land.

To understand the changes the Renaissance produced, it helps to review what European society was like before it arrived. The time period before the Renaissance is usually called the Middle Ages, which stretched from the fall of the Roman Empire around 500 CE to about 1350 CE. During the Middle Ages, the Roman Catholic Church and the Pope were the primary players in Europe. The custodians of culture—that is, the people who owned most of the books and made handwritten copies of the Bible—were priests who often lived a closed existence inside the walls of monasteries. Schools were few. Illiteracy was widespread. Most of the population, more than 85 percent, was peasant farmers called serfs who worked for a lord and his estate. Serfs were little more than slaves. Both serfs and their masters looked to the Catholic Church and the Bible to explain the world. The art and literature that existed focused on Jesus Christ and the sins of mankind.

In the 1300s, important changes began to happen. Improved farming methods helped peasants become more self-sufficient. More and more serfs gained their freedom and no longer depended on lords. Some freed serfs migrated to towns, where they took up trades. The number of merchants and bankers increased. Since these people needed to have an education to effectively carry on their work, literacy spread. Eventually, educated people began to question the teachings of the Church. A movement called humanism developed, which praised the beauty and intelligence of the individual. As more people became educated, humanism worked its way into the arts, literature, the sciences, and medicine. This early Renaissance movement was especially vigorous in the city-states of Italy—places like Rome, Venice, Florence, and Milan. The invention of the printing press in the mid-1400s gave the Renaissance and humanism even more momentum. Primarily, the Renaissance was an upper-middle class movement, but thanks to the mechanization of printing, shopkeepers and street sweepers were able to afford books and articles that discussed the new ideas spreading across Europe. As a result, people started to look at themselves and their world in a new way.

**Task:** Examine the documents, answer the corresponding questions and use them as evidence to answer the following question:

*How did the Renaissance change man's view of man?*

## Document 1:

**Source:** Drawings of Claudius Ptolemy (100CE) and Nicolaus Copernicus (1500 CE)

**Note:** Ptolemy was a Roman astronomer who lived in Alexandria, Egypt about 100 years after the time of Jesus. He developed a theory of the universe that was adopted by most scholars in the Middle Ages. Nicolaus Copernicus lived from 1473 until 1543. He used mathematics to create a very different understanding of the universe!

Source: Drawings of the universe by Claudius Ptolemy (circa 100 CE) and Nicolaus Copernicus (circa 1500).

Note: Ptolemy (tol-eh-mee) was a Roman astronomer who lived in Alexandria, Egypt, about 100 years after the time of Jesus. He developed a theory of the universe that was adopted by most scholars during the Middle Ages. The Polish astronomer Nicolaus Copernicus lived from 1473 to 1543. Relying mostly on mathematics, he developed a very different understanding of the universe. Geocentric means "earth-centered" and heliocentric means "sun-centered."

### The Geocentric Universe of Ptolemy



### The Heliocentric Universe of Copernicus



1. Where are the sun and earth in each chart?
2. According to Copernicus, how does the universe work?
3. How might Copernicus' new model of the universe change what people thought about the nature of man and man's place in the universe?

Documents 2 and 3

<b>Document 2- Excerpt from the Religious Writer St. Augustine During the Medieval Era</b>	<b>Document 3- Excerpts from Shakespeare's Writings During the Renaissance</b>
<p>Great art Thou, O Lord, and greatly to be praised; great is Thy power, and Thy wisdom infinite. And Thee would man praise; man, but a particle of Thy creation; man, that bears about him his mortality, the witness of his sin, yet would man praise Thee; he, but a particle of Thy creation.</p> <p>Saint Augustine Confessions, 1.1.1. 397-398 AD.</p>	<p>"What a piece of work is man! How noble in reason! How infinite in faculty*! In form and moving how express and admirable! In action, how like an angel! In apprehension, how like a god! The beauty of the world, the paragon* of animals!". - (Act II, Scene II of Hamlet)</p> <p>*faculty- ability or ability to think *paragon- the model of or perfect example of</p>

13. Why does Augustine feel God is worthy of worship? How does he compare man to God?

14. How does Shakespeare's writing reflect the idea of Humanism?

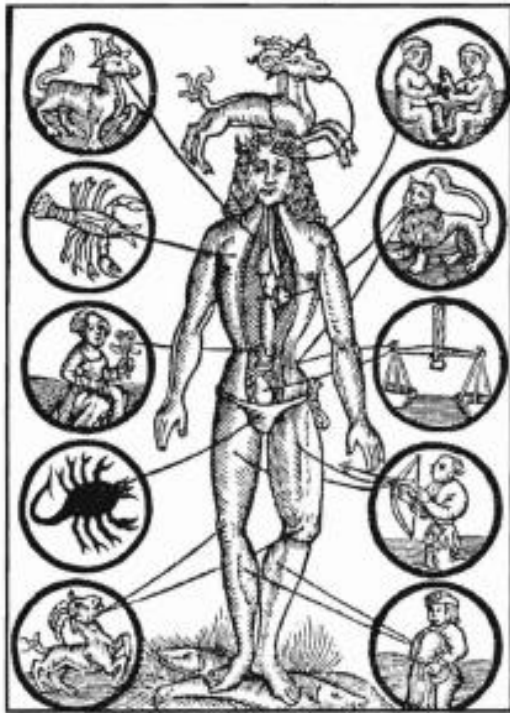
15. How does Shakespeare's writing reflect a change in thought of religion and God from Medieval times to the Renaissance?

**Document 4:**

**Source:** A woodcut called “Zodiac Man” from a book by a German astronomer Johan Regiomontanus, 1512 Underwood cut from the anatomy book On The Makeup of the Human Body by Belgian physician Andreas Vesalius, 1543.

**Note:** The image on the left reflects the Middle Ages belief that each sign of the zodiac governed a certain part of the human body. For example, the constellation of stars called Aries the Ram controlled the head and Sagittarius the Archer controlled the legs. The illustration on the right was based on the research done by Andreas Vesalius, who dissected human corpses to better explain the human body and its functions to his medical students

\*The zodiac is a band of 12 groups of constellations (stars) that stretch across the sky.



1. Which drawing is more realistic?
2. During medieval times what force did people believe controlled their health?
3. How did Vesalius get his information about the makeup of the human body?
4. What does Vesalius' research suggest is changing when it comes to man's understanding of his own body? What about the development of scientific experimentation?

## Documents 5-7:

**Sources:** Images: Madonna Enthroned Between Two Angels by Duccio di Buoninsegna; Mona Lisa by Leonardo da Vinci. Text: Theodore Rabb, *The Last Days of the Renaissance & The March to Modernity*, Basic Books, 2006.

**Note:** The painting on the left was done in the late 1200s by the Italian artist Duccio di Buoninsegna. During the Middle Ages, most paintings had religious subject matter. The painting on the right, the Mona Lisa, was made by the Renaissance artist and scholar Leonardo da Vinci in the early 1500s.



The [clearest] evidence of the break with medieval culture comes from the visual arts. [It] was the essence of the Renaissance.... One begins to know the names of the artists ... feel stronger emotions in the subjects ... see well-defined landscapes, natural folds in drapery, and three-dimensional figures; and one begins to notice the emphasis on symbolic representation giving way to depictions of recognizable scenes ... the new artistic styles would echo the broader movements and interests of the new age .... Neither the techniques nor the forms of artistic expression were to be the same again.

1. Who is the painting on the left meant to honor?
2. Who is the painting on the right meant to honor?
3. Which one is more realistic?
4. What is the correlation between art and the changing view of man?



**Essay: Using your notes, answers to the questions, and your understanding of the topic to write a multi-paragraph essay that answers the question.**

*How did the Renaissance change man's view of man?*