**Geography Skills**

Analyze the maps in “Setting the Stage” in your book. Then answer the following questions and fill out the map as directed.


2. Locate the Holy Roman Empire. Shade it green on your map and label it.

3. Locate the Papal States. Shade them red and label them. Label Rome.

4. Locate the following countries on your map: Spain, France, and England. Shade each a different color and label it. Which of these is an island nation?

5. Locate the city of Avignon. Label it on your map. In what country is it located?


7. The city-state of Venice is located on what body of water?

8. Based on location, which city in western Europe was most likely a center of trade with Africa and Asia? Why?
Critical Thinking

Answer the following questions in complete sentences.

9. Locate the city of Wittenberg. A major religious movement began in Wittenberg and spread through Europe. What physical feature might have helped this movement spread from Wittenberg?

10. For centuries, the pope had been based in Rome. Then, in 1309, Pope Clement V moved the Roman Catholic Church to Avignon, France. Given the power of the Church at that time, how might this move have affected the relationship between the Church and the Papal States? Between the Church and the Italian city-states? How might it have affected France?
The Renaissance Begins

What changes in Europe led to the Renaissance?

Examine the diagram at right. Then answer the following questions on a separate piece of paper.

1. In this “Renaissance plant,” which root grows straight up? Which roots branch out? What might this tell us about how the two time periods—medieval and classical—influenced the growth of the Renaissance?

2. Plants need soil, sunlight, and water to grow. In the diagram, what three things seem to be contributing to the growth of the Renaissance?

3. Why do you think that the soil is labeled “Europe”?

Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

Renaissance  republic  individualism
classical art  humanism
city-state  humanities
If your class is doing the activity for this lesson, complete all parts of the Reading Notes for Section 2. (Note: If your class is not doing the activity, skip Part 3 for this section.)

Part 1

1. Fill in the cause-and-effect chart below to explain how the classical world of ancient Greece and Rome was rediscovered, leading to the period known as the Renaissance.

\[
\begin{align*}
\text{CAUSE: In the Late Middle Ages, merchants and Crusaders brought back} & \\
\text{CAUSE: The Roman Catholic Church kept knowledge of ancient times alive by} & \\
\text{CAUSE: Europeans also read classical works that came by way of} & \\
\text{EFFECT: This flow of ideas led to} & 
\end{align*}
\]
**Part 2**

As you read the subsection in your book entitled “Exploring the Rebirth of Classical Ideas Through Art,” fill in the first two rows of the matrix below.

<table>
<thead>
<tr>
<th></th>
<th>Classical</th>
<th>Medieval</th>
<th>Renaissance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of this type of art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two style characteristics of each example in your book</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Part 3**

Once your teacher projects Visual B, examine the three images and fill in the this chart by doing the following.

- Decide in which period each artwork was created. Write the period and letter of each work in the correct row.
- List two or more characteristics from Section 2 that led you to your decision.

<table>
<thead>
<tr>
<th>Letter identifying the artwork</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or three style characteristics in this piece of art</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This fishbone diagram is used to show several causes for one effect. Follow the directions in the last question for each section to complete this diagram about some different events or developments that led to the start of the Renaissance.

**Section 3**

1. Describe how Marco Polo’s travels along the Silk Road helped reawaken interest in classical culture.

2. List and explain two results of the increase in trade in Europe.

3. Identify the primary factor from this section that led to the start of the Renaissance. In one of the large rectangles in the fishbone diagram above, write this factor. Then, on the lines below the rectangle, provide at least two supporting details that further explain how this led to the rebirth of classical culture and learning in Europe.
Section 4
1. What were Italian city-states? How were they governed?

2. How did Italian city-states become so powerful?

3. Identify the primary factor from this section that led to the start of the Renaissance. In a second rectangle in the fishbone diagram on the previous page, write this factor. Then, on the lines below the rectangle, provide at least two supporting details that further explain how this led to the rebirth of classical culture and learning in Europe.

Section 5
1. What did Renaissance humanists believe about people’s abilities?

2. What subjects from ancient times did humanists study and explore?

3. How did the Renaissance humanists’ beliefs sometimes conflict with those of the Catholic Church?

4. Identify the primary factor from this section that led to the start of the Renaissance. In the last rectangle in the fishbone diagram on the previous page, write this factor. Then, on the lines below the rectangle, provide at least two supporting details that further explain how this led to the rebirth of classical culture and learning in Europe.
Write a paragraph explaining the illustration below. Describe what it shows about changes in European life at the end of the Middle Ages that led to the flowering of arts and learning called the Renaissance. Include the following words in your explanation: *trade, banking, towns, city-states, classical, humanism.*