Part Two: Form 416
Cultural Contributions of the Renaissance

This section includes the following materials related to Form 416: Cultural Contributions of the Renaissance:

- Sample Gateway Test Form
  - Document A: Artists of the Renaissance
  - Document B: Writers of the Renaissance
  - Document C: Scientists of the Renaissance
  - Citing Original Sources
  - High School Gateway Checklist
- Characteristics of a High and Low End Response to Form 416
- Background Information on the Renaissance
- Historical Information related to the Writing Task
- Sources of Background Information
Sample Gateway Test Form

Form 416
Cultural Contributions of the Renaissance

Historical Background
Throughout history, the search for meaning and beauty has led people to create great works of art and to think in new and different ways. The European Renaissance is particularly noteworthy for cultural contributions.

Writing Task
Write an essay in which you discuss the cultural contributions of the Renaissance.

In your essay, be sure to do the following.

- Discuss the artistic contributions of the Renaissance.
- Discuss the literary contributions of the Renaissance.
- Discuss the scientific contributions of the Renaissance.

(Documents A through C are related to this writing task.)

Each Gateway Test form is constructed with the following features:

- an Historical Background
- an overview of the Writing Task
- two to three specific bullets that must be addressed in each response
- historical documents, photographs, and quotations for analysis and interpretation
DOCUMENT A

Mona Lisa

Pietà
Explanation of Document A

This document includes pictures of two famous Renaissance works of art: *Mona Lisa* and *Pieta*. Students receive only the captioned pictures.

**Leonardo da Vinci’s *Mona Lisa***
The “Mona Lisa,” one of Leonardo da Vinci’s greatest works, demonstrates his great skill in conveying inner moods through complex facial features. Students may remark on the public’s continued fascination with this portrait, which has made it perhaps the world’s most famous painting. They may recall other paintings by Leonardo such as “The Last Supper” and his self-portrait. They may relate that Leonardo was much more than a painter, and as famous as his paintings became he made other great contributions as well. More than any other person in the period, Leonardo exhibited the Renaissance ideal of the universal person.

**Michelangelo’s *Pieta***
Michelangelo was commissioned by a Roman cardinal in 1498 to create a statue of “a Virgin Mary clothed, with the dead Christ in her arms, of the size of a proper man” (Krieger, Neill, and Reynolds, 1997, 355). Students may remark on the realism exhibited by Michelangelo’s work, and how perfectly formed and human the subjects appear. Perhaps the greatest example of realism in Michelangelo’s sculptures is that of his “David,” whose muscles ripple with power while his face radiates strength and determination. Students may note that, like Leonardo, Michelangelo possessed many talents. He painted the Sistine Chapel ceiling, wrote poetry, and designed a huge dome for the new St. Peter’s church in Rome. Students may infer from Michelangelo’s work that the Renaissance focus on the revival of the classics did not preclude Christian artwork.
DOCUMENT B

Writers of the Renaissance

| Petrarch |
| Miguel de Cervantes |
| Giovanni Boccaccio |
| William Shakespeare |

Explanation of Document B

This document should prompt students’ prior knowledge of famous writers from the Renaissance, such as Petrarch, the famous Italian poet who invented sonnets; Miguel de Cervantes, whose satirical *Don Quixote* poked fun at medieval literature; Giovanni Boccaccio, author of the allegorical *Decameron*; and William Shakespeare.
**DOCUMENT C**

![Leonardo da Vinci's Flying Machine](image1.png)

**Galileo used this telescope to observe the moon.**

![Galileo's Telescope](image2.png)

**Explanation of Document C**

This document includes pictures of two scientific contributions of the Renaissance. Students receive only the captioned pictures.

**Galileo’s Telescope**  
The picture of Galileo’s telescope should cue students to Galileo’s scientific contributions. He published a book recording his observations which shattered accepted church teachings. The Church saw Galileo as a threat.

**Leonardo da Vinci’s Flying Machine**  
This sketch is an indication of Leonardo da Vinci’s multiple talents and contributions and should cue students to discuss his work as a scientist and inventor in addition to his artwork. His inventive mind foresaw such modern machines as airplanes and submarines.
Citing Original Sources

**Citation for a Direct Quotation Within the Context of a Sentence**
In *Closing the Ring*, Winston Churchill states the importance of a continued alliance between the United States, Britain, and Russia: “We are the trustees for the peace of the world….We must remain friends in order to ensure happy homes in all countries.”

**Citation for a Paraphrased Passage Within the Context of a Sentence**
Winston Churchill, in *Closing the Ring*, states that if the United States, Britain, and Russia remain allies, lasting peace is possible.

**Parenthetical Citation for a Direct Quotation from a Gateway Document**
The depth of Challenger Deep is put into perspective with the knowledge that one would have “to stack 26 Empire State Buildings (430 meters tall) on top of one another to reach the surface of the ocean from the bottom” (Document B).

**Parenthetical Citation for a Paraphrased Passage from a Gateway Document**
The deepest spot known on this planet is Challenger Deep in the Marianas Trench. Twenty-six Empire State Buildings stacked on top of each other would be needed to reach the surface of the Pacific from this great depth (Document B).

This page is included in the test booklet to provide students with examples of how to cite information from the provided documents.
High School Gateway Checklist

Address and develop each part of the Writing Task.

☐ Have you developed each part of the Writing Task?
☐ Have you included detailed evidence for each of your supporting ideas?
☐ (Social Studies only): Have you supported your conclusions with factual information?
☐ (Science only): Have you explained the connections within and across parts of the Writing Task?

Use information from the documents and your prior knowledge.

☐ Have you included information from the provided documents?
☐ Have you included relevant information from your high school courses?

Organize your ideas.

☐ Have you provided a clear introduction, middle, and conclusion to your essay?
☐ Are your ideas logically grouped and linked in all parts of your essay?

Use correct conventions of writing.

☐ Have you written complete and varied sentences with appropriate end punctuation, coordination, and subordination?
☐ Are your spelling, punctuation, capitalization, and usage correct?
☐ Have you cited your sources when you paraphrased and quoted information from the documents?

This checklist appears on page two of the response folder.
Characteristics of a High End Response to Form 416

- Addresses all three parts of the writing task
- Explains why/how the Renaissance was a “rebirth”
- Discusses the historical context that preceded the Renaissance
- Connects humanism to the culture of the Renaissance
- Discusses the use of realism in painting and sculpture
- Analyzes the themes in art and literature of the Renaissance and compares them to the artistic themes of the Dark Ages
- Gives specific examples and interpretations of literary works by Petrarch, de Cervantes, and Shakespeare
- Explains that Galileo improved upon, but did not invent, the telescope and that da Vinci sketched, but did not construct, a working flying machine
- Goes significantly beyond the cues in the provided documents: photographs of Mona Lisa, Pieta, telescope, Leonardo da Vinci’s flying machine
- Displays prior knowledge in every part of the response
- Discusses the impact of all three types of Renaissance cultural contributions on future societies

Characteristics of a Low End Response to Form 416

- Attempts to address all three parts of the writing task, but information is often incorrect (“The Mona List is a portrait of Queen Elizabeth.”)
- Relies almost exclusively on the cues from the provided documents
- Does not know the artist who painted the Mona Lisa
- Assumes the Pieta is a painting and/or does not know the name of the artist
- Lists the writers of the Renaissance, but may only name a play written by Shakespeare
- Assumes Galileo invented the telescope
- Assumes da Vinci constructed a working flying machine (“It must have taken weeks too months to finish it.”)
- Does not analyze the documents or explain the significance of cultural contributions
- Does not demonstrate understanding of the concept “cultural contributions” (“I think people who made something are impacted on the cultural contributions of the Renaissance.”)
- Invents stories about the documents (on Pieta: “Saved over millions of lives when they were going to die.”)
- Misses the connections between the three parts of the assigned task
General Background Information on Form 416:
Cultural Contributions of the Renaissance

The rebirth that was the Renaissance emerged slowly from the Middle Ages around 1300, and marks a time when Europeans sought to restore the cultural ideas of ancient Greece and Rome. While France and England were locked in the Hundred Years’ War, a cultural golden age was underway in the city-states of northern Italy. Eventually, the new styles of art, writing, and thought spread northward to the Netherlands, France, Germany, and England.

Italian Renaissance

In contrast to the rest of Europe, fourteenth-century Italy offered many new opportunities. Italy’s strategic location between East and West and its lucrative Eurasian trade spawned the growth of several thriving, wealthy, independent city-states. The city-state of Florence was at the forefront of the arts in the 1400s, promoted by the powerful Medici family. Like Pericles of ancient Athens, the Medici set out to beautify their city. They also built the first public library in Europe.

Wealthy Italian merchants owed their rank to their personal success rather than family connections, so they took pride in their achievements. This spirit of individual achievement and merit was integral to the growth of the Renaissance. Wealthy and powerful rulers and merchants became patrons of government, education, and the arts. They were motivated by visions of glory as much as benevolence but provided the means for the Renaissance geniuses to flourish.

Renaissance scholars were intent on moving beyond the art and literature of the Middle Ages, or “Dark Ages” according to Petrarch. Petrarch is considered the first humanist, one who studied the classical texts of Greece and Rome. The medieval scholars had tried to explain everything through the Christian doctrine which was dominant. While the humanists did not reject the medieval values, they suggested that people might also enjoy life and pursue secular interests without offending God.

Humanists viewed existence not only as a preparation for life after death but also as a joy in itself. They thought that men and women, despite all their faults, were intelligent beings who could make their own decisions. Along with a belief in individual dignity came an admiration for individual achievement. Many remarkable individuals of this period displayed a variety of talents. A person might be not only a poet and musician but also a scientist and painter. (Mazour and Peoples, 1993, 326)
Art and Literature

During the early years of the Renaissance, significant developments occurred in art and literature. In 1304, painter Giotto di Bondone revolutionized art by decorating the walls of the Arena Chapel in Padua with lifelike human figures, a great departure from the flat, stiff-looking figures of medieval works. Dante made a similar break with the past by writing *The Divine Comedy* in the vernacular. With his work, Dante gave the Italian language new prestige, and he is sometimes called the creator of modern Italian.

Florentine artist Donatello revolutionized European sculpture by rejecting the style of medieval stoncutters, who usually carved only the front of their human figures. Donatello wanted his figures to seem real and alive; his “David” was the first freestanding nude human statue since ancient times. Another Florentine genius, Masaccio, took painting to new heights through his use of perspective, a technique that adds the illusion of depth to painted scenes. Masaccio is known as the father of modern painting. Florence’s golden age ended when the Italian peninsula was attacked by France and Spain in the early 1500s. After these foreign invasions ended Medici power in Florence, the popes in Rome became the foremost patrons of the arts as they rebuilt that once-great city which had fallen into disrepair. This period, the High Renaissance, was distinguished by Michelangelo Buonarroti, Raphael Santi, and Leonardo da Vinci.

Michelangelo

Michelangelo’s “Pieta,” “David,” and “Moses” were hailed as masterpieces as they were unveiled, and are considered three of the most awe-inspiring sculptures ever created. Michelangelo’s greatest work as a painter is the ceiling of the Sistine Chapel, which includes over 300 massive human figures over the 5,800 square foot surface. As Michelangelo worked on the Sistine ceiling, Raphael painted the walls of the pope’s library, most noted for “The School of Athens,” which depicts Plato, Socrates, and Aristotle in deep discussion with the greatest figures of both classical and Renaissance times. Raphael went on to paint numerous portraits and madonnas.

Leonardo da Vinci

Leonardo da Vinci, perhaps the best example of the ideal “Renaissance Man,” was a creative genius equally talented in all aspects of the arts and sciences. Even as he filled notebooks with new inventions and observations, he created two of the most famous paintings in history, “The Last Supper” and “The Mona Lisa.”

The work of Michelangelo, Raphael, and Leonardo da Vinci embodied the Renaissance spirit. All three artists showed an interest in classical culture, a curiosity about the world, and above all a belief in human potential. These ideals had a significant impact upon scholars and students who visited Italy and spread the Renaissance ideals to France, the German States, Flanders (parts of present-day northern France, Belgium, and the Netherlands), and England.
Printing Press

Another revolutionary development of the Renaissance was Johann Gutenberg’s printing press. The printing press was responsible for the further spread of ideas, including books by northern humanists such as Thomas More of England and Desiderius Erasmus of Holland. The widespread distribution of such books, along with the Bible, was one contributing factor of the Protestant Reformation.

Northern Renaissance

The works of northern Renaissance artists, like their Italian counterparts, focused on realism. The German engraver Albrecht Dürer produced detailed prints of astonishing quality, and influenced the work of another German artist, Hans Holbein the Younger. Holbein specialized in painting portraits that are almost photographic in detail, and is well known for his portraits of members of the Tudor royal family in England. The Flemish painter Jan Van Eyck experimented with color to create perspective, while Peter Bruegel the Elder portrayed nature and scenes from everyday life.

Though this northern phase marked the end of the Renaissance, it inspired further changes in the years ahead. The intellectual as well as the geographical horizons of Western Europe were changing. Humanism in England and Germany paved the way for the Protestant Reformation. In addition, the Age of Exploration was ushered in by new ideas which made longer voyages possible and the desire of European nations to expand their wealth and power. The fifteenth century marked the beginning of Western Europe’s global expansion and the transference of commercial supremacy from the Mediterranean and the Baltic to the Atlantic seaboard.

Key Terms

humanism: “The scholarly study of the Latin and Greek classics and the ancient Church fathers both for their own sake and in the hope of a rebirth of ancient norms and values. Humanists advocated a liberal arts program of study that embraced grammar, rhetoric, poetry, history, politics, and moral philosophy. Not only were these subjects considered a joy in themselves, they were also seen as celebrating the dignity of humankind and preparing people for a life of virtuous action” (Kagan, Ozment, and Turner, 1995, 360).

perspective: A technique that creates the illusion of depth on a flat canvas by making distant objects smaller than those in the foreground and by arranging the objects in certain ways. This technique was part of the realism which distinguishes Renaissance from medieval art.
Historical Information Related to the Writing Task

Bullet 1: “Describe the artistic contributions of the Renaissance”

Painting
1. Renaissance artwork is most noted for its realism.
2. Artists paid new attention to accurately depicting details of the human form.
3. Realism in painting was achieved through the use of perspective (illusion of depth).
4. Like the ancient Greeks, Renaissance artists wanted to show the strength and grace of the human form.
5. Renaissance artists such as Leonardo da Vinci and Michelangelo are still well known today.

Sculpture
1. Realism in sculpture was achieved with lifelike, free-standing statues.
2. Renaissance sculptors were the first European artists since ancient times to create large, free-standing nude human figures.

Architecture
1. Renaissance architecture was a revival and extension of ancient Greek and Roman elements. Developed first in Florence, the Renaissance style quickly spread to other Italian cities.
2. Notable Renaissance architectural achievements include Il Duomo in Florence and St. Peter’s Basilica in Rome.

Renaissance Artists
- **Giotto (1266-1337).** His revolutionary, realistic frescoes featured rounded, lifelike human figures which seemed to interact with one another.
- **Masaccio (1401-1428).** Known as the “father of modern painting,” he carried Giotto’s work further by using perspective to create an illusion of depth.
- **Leonardo da Vinci (1452-1519).** He embodied the Renaissance ideal of the universal man. His most famous artwork: “Mona Lisa” and “The Last Supper.” He captured expression, emotion, and proper human form. He used his scientific experiments to enhance his paintings, studying anatomy to help him draw the human figure.
- **Michelangelo (1475-1564).** He created masterpieces in painting and sculpture. His most famous sculptures are David and Pieta. He spent several (3-4) years completing the frescoes on the ceiling of the Sistine Chapel, which include over 300 figures. He also helped design St. Peter’s Basilica in Rome.
- **Brunelleschi (1377-1446).** He built a new dome for the Cathedral of Florence, the first in Europe since Roman times that was twice as high as the famous Hagia Sophia in Constantinople.
Historical Information related to the Writing Task

Bullet 2: “Describe the literary contributions of the Renaissance”

The Printing Press
1. Germans, most notably Johann Gutenberg, were the first Europeans to use movable type (printing press). Gutenberg printed a Bible around 1455.
2. It played a key role in the development of the Renaissance and the Scientific Revolution.
3. The printing press and works written in the vernacular helped spread learning to the masses.

Humanism
1. Scholars developed a lively interest in classical literature and philosophy.
2. They sought out and restored many great classical works, preserving them for modern study and enjoyment.
3. Humanists emphasized widespread education, for they believed it was important to know how things worked.
4. Humanists also emphasized the enjoyment of life and the pursuit of earthly interests.

Renaissance Ideals and Values
1. Artists and writers were eager to be known and remembered as individuals (most medieval art was not credited to a particular artist).
2. Wealthy nobles and merchants patronized talented artists. Both sides hoped to gain power, fame, and glory.
3. Renaissance art and literature shows a growing interest in earthly and human subjects. The ideal individual strove to master almost every art. Those who excelled in many fields were admiringly called “universal men,” later known as “Renaissance Man”

Renaissance Writers
- **Francesco Petrarch (1304-1374).** Petrarch is considered the “father of humanism.” In addition to his study of classical texts, he wrote great sonnets to Laura, the imaginary ideal woman. He created the form known as the Italian or Petrarchan sonnet, which consists of 14 lines in two parts: the *octave* (8 lines) and the *sestet* (6 lines).

- **William Shakespeare (1564-1616).** Renaissance literature in England reached its peak with the plays of Shakespeare. Shakespeare’s works masterfully reveal his remarkable understanding of human nature. Notable plays include *Romeo and Juliet, Hamlet, Julius Caesar, A Midsummer Night’s Dream, Macbeth, Henry V,* and *Richard III.*

- **Miguel de Cervantes (1547-1616).** His novel *Don Quixote,* written in the vernacular, was a parody of tales of chivalry and is considered the first modern novel.

- **Dante Alighieri (1265-1321).** Considered the “father of the Italian language,” Dante wrote in the vernacular. His epic poem *Divine Comedy* is considered the greatest work in the Italian language. It is divided into three parts: *Inferno, Purgatorio,* and *Paradiso.*
Historical Information related to the Writing Task

Bullet 3: “Describe the scientific contributions of the Renaissance”

The Scientific Revolution
1. Before 1500, scientists had accepted as truth the beliefs of classical authorities such as Galen and Aristotle. Ptolemy and Aristotle had advanced the geocentric theory that the sun and planets revolve around the Earth. They did not test the ideas for themselves.
2. As more ancient manuscripts were discovered, they found that the ancient writers did not always agree with each other.
3. In the Renaissance, people observed and questioned more of the world around them.
4. The scientific method, a logical procedure for gathering and testing ideas, was developed.
5. New inventions such as the telescope, barometer, microscope, and thermometer, and improved mathematical calculations allowed them to measure and test theories.

Renaissance Scientists

- **Nicolaus Copernicus (1473-1543).** Copernicus, a Polish scientist, found that the geocentric theory did not accurately explain the movements of the sun, moon, and planets. He concluded that the sun was actually the center of the universe, and published his heliocentric theory in *On the Revolutions of the Heavenly Bodies*.

- **Tycho Brahe (1546-1601).** He recorded comprehensive astronomical observations, which were used by his assistant, Johannes Kepler, to formulate the laws of planetary motion.

- **Johannes Kepler (1571-1630).** Kepler used mathematics to test Copernicus’ heliocentric theory. He proposed three laws of planetary motion: 1) Planets revolve around the sun in elliptical orbits; 2) Planets move more rapidly as their orbits approach the sun; 3) The time taken by planets to orbit the sun varies proportionately with their distance from the sun.

- **Galileo Galilei (1564-1642).** Galileo built an improved telescope and made astronomical observations, such as the discovery of Jupiter’s four moons (which rotate around that planet), that supported the heliocentric model. He also proved that the Earth rotates on its axis, discovered the law of the pendulum, and disproved the popular belief that heavier bodies fall faster than lighter ones. His heliocentric views brought him into conflict with the Catholic Church. Galileo was ordered by the Church to stand trial for contradicting the Bible. Galileo recanted his views, and spent the rest of his life in house arrest.

- **Leonardo da Vinci (1452-1519).** In addition to being an artist, Leonardo da Vinci excelled in science and engineering. His sketches of flying machines, although not built in his time, resemble modern hang gliders and helicopters. His drawing, *The Vitruvian Man* epitomizes the blend of art and science during the Renaissance.
Sources of Background Information


