Welcome to the Age of Discovery!

STUDENT DAY
STUDY GUIDE

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The Arizona Renaissance Festival
where
16th Century
technology
math
science
history
engineering
art

comes to life!

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ARIZONA SCITECH
festival

ASSET
REMEMBER!

Keep trying,
be creative,
and always
have fun
when learning!

Enjoy Student Day!
Welcome to the Age of Discovery – Special Event Section!

We are happy to provide you with this Study Guide to assist in teaching Students about the fascinating educational aspects of the Renaissance. We have separated the following into “While You Are Here” and “Back in the Classroom” for your convenience.

The Age of Discovery was also known as the Age of Innovation & Exploration. The Renaissance-era was the period filled with wondrous innovations; the printing press, medical instruments, armored car, parachute, mechanical clock, microscope, magnetic compass, and so much more!

While You Are Here....
Journey through the Faire and visit some of the following artisans that used Scholastic Thinking to capitalize on new ways to create, market, and sell their wares.

• Glassblower
  o The Italian Renaissance saw Venice and Murano become centers of glass making, with kings and queens seeking out those cities’ magnificent creations.
  o During the Renaissance, glassblowing techniques spread and developed throughout Europe. Window glass, glass bottles and glass drinking vessels became even more common and available to the average person.
  o New glass technology, such as leaded glass and diamond engraving became widespread.

• Blacksmith
  o Every village, city and castle needed a blacksmith, since he made anything that was made from metal. Nails to build a small cottage, hinges to hang the door and a key to lock it are all part of the trade of smithing. The blacksmith provided small knives to eat with as well as large knives to carve a roast or swords to carve the enemy. No army went to battle without their armor for the men and the horses, plus the shoes on the horse! Since the blacksmith was such a valuable member of his community he could make a good living and could become wealthy in a larger city.

• Shoemaker/Cobbler
  o Shoemakers (or cloggers) were often common laborers who designed and made footwear. Anything from shoes fashioned from burlap, hide or leather to elaborate and fancy boots made from reptile skins. Their work was regarded as necessary but as the materials they worked with fetched high prices, not all were able to afford them.
  o Shoemakers eventually curtailed their businesses to suit the needs of most people and designed lesser pieces of footwear from cloth and even wood. Though they appealed to the mass populace and even though their product was necessary, Shoemakers often earned only average wages.

• Weaver
  o Most women were weavers, at least for their own families. In large cities men were also weavers who made cloth for sale. Frequently a weaver’s wife also worked in the shop and carried on running the business after her husband died. Cloth during the period mostly came from two sources. Sheep provided wool and the flax plant provided linen fibers. The wool or flax would need to be spun into yarn before it could be woven into cloth.
• Artist
  o A painting workshop in the early Renaissance probably resembled a science lab. Renaissance artists made all of their own tools and materials, including paint. Master painters took on apprentices to do much of the work of preparing materials, building tools and grinding pigments. In exchange for their labor in the workshop, the apprentices learned the techniques of painting from the master painter.
  o Artists created paintings with powdered, colored pigments mixed with egg yolk as binding agent, called egg tempera paint. Egg tempura dries very quickly, so artists had to paint small areas at one time. Later in the Renaissance, oil paint was invented. Oil paint dries much more slowly. Oil paint allowed Renaissance artists to build up layers of color to show light and depth more convincingly. Because oil paint dries slowly, artists could work on several areas of a painting at one time.
  o Renaissance artists began signing their works, something rarely done during the Middle Ages.

• Musician
  o All over Europe book printing had begun, and soon music was being printed, too. Independent instrumental music, not connected to vocal music, was a new idea; so many new musical forms were being developed.
  o In the 16th century, the lute had a prominent place in musical society. Much of the 16th century instrumental music is written for the instrument, and much of it is of very high quality.

Back in the Classroom...

Many artisans welcomed the use of new tools created by inventors from around the world to help them create their goods; from a pair of shoes for the poorest among them, to a brilliant work of art commissioned by Royalty. Other tools were created to assist in discovering the heavens, exploring the earth, keeping time, or defending the premises.

• Apothecary
  o Prevalent throughout Europe during the Middle Ages and Renaissance, apothecaries were the pharmacists of the past. They originally dispensed herbal remedies that were prescribed by formally trained physicians.
  o Apothecary shops were often comprised of more than one room. The main display area of the shop contained shelves which were filled with jars of prepared medicines and herbs. Another room could be used for the actual preparation of specific formulas as prescribed by the doctors. Many apothecaries would also have a large garden located on the premises for the growing of the more common medicinal herbs that were used in their practice.
  o Beginning in the early medieval period a variety of guilds were formed in London. These guilds were responsible for the proper licensing and periodic policing of their members. Apothecaries originally belonged to the grocer’s guild. It wasn’t until 1617 that they split off from the grocers to form their own guild concentrating on medicinal herbs and spices as opposed to the focus on culinary herbs and spices as dealt with by the grocers.
• Astrological and Navigation Tools
  o Astrolabe - The astrolabe is a very ancient astronomical computer for solving problems relating to time and the position of the Sun and stars in the sky. Astrolabes are used to show how the sky looks at a specific place at a given time. This is done by drawing the sky on the face of the astrolabe and marking it so positions in the sky are easy to find. To use an astrolabe, you adjust the moveable components to a specific date and time. Once set, much of the sky, both visible and invisible, is represented on the face of the instrument. This allows a great many astronomical problems to be solved in a very visual way.
  o Sextant – The sextant is an instrument used to measure the angle between any two visible objects. Its primary use is to determine the angle between a celestial object and the horizon which is known as the altitude.
  o Telescope - Galileo was the first person to use the telescope to study the heavens. He also discovered four moons orbiting Jupiter. Galileo discovered the planets revolve around the sun and not around the earth. His discoveries were printed in a book called *Starry Messenger* in 1610.

• Catapult
  o Catapults are any device that throws an object, although it commonly refers to the medieval siege weapon used to hurl a projectile a long distance. Catapults were not weapons that the attackers carried with them into battle and they were generally built on the battle site. They are made from wood and it was plentiful on most battlefields. The variety of differing types of catapults comes from the way they used to store and release their energy.
  o The first type of catapult was a variation of the Roman ballista. These used rope or animal sinew to hurl the objects. The rope or sinew was pulled back under tension and when the tension was released the energy carried the projectile. So if the catapult stored and released the energy through tension, it is considered a tensional catapult.
  o Another type of catapult is the torsion catapult. These have an arm with a bucket, cup or sling to hold the projectile. The force is transferred to the sling through the use of rope at the other end of the throwing arm. These ropes are placed are pulled tight to “load” the catapult with torsion energy.
  o Trebuchets are a third type of catapult, using gravity (with a counterweight) or traction (men pulling down), to propel the arm and often employing a sling at the end of the arm for greater distance. This is different from other catapults in that it doesn’t use built up tension for its throwing force.

• Clock/Pendulum
  o Galileo discovered the pendulum in 1581. The pendulum greatly improved the constant movement of the hands or bell of a clock. The average error with the pendulum varied only by seconds each day. Before this the error was from 10 to 15 minutes a day.

• Flush Toilet
  o Sir John Harrington, godson to Queen Elizabeth, made the first flush toilet for himself and his godmother in 1596. He was teased by his friends and never made another one although he and Queen Elizabeth continued to use the one he did make.
**Microscope**
- The first useful microscope was developed in the Netherlands between 1590 and 160 by an eyeglass maker, Hans Lippershey.
- Galileo helped popularize the microscope in the early 17th century, after which advances in medicine and hygiene could be made with the microscope.

**Other Points of Interest**
- **The Plague**
  - During the late Middle Ages and Early Renaissance (1350-1450) the bubonic plague, also called the “Black Death,” devastated one half of the population of Europe. The plague, which was almost always fatal, spread most rapidly in cities, where people were in close contact with each other. The only way to avoid the disease was to leave the city of the country. This solution was, unfortunately, available only to those wealthy enough to make the trip.
  - The population decrease caused by the plague led to an economic depression. Merchants and tradespeople had fewer people to whom they could sell their wares. Products therefore accumulated, and the merchants and trades suffered a loss in income. Economic hardship spread throughout the community as those who dealt with the merchants – bankers, suppliers, and shippers – also lost revenue.

- **Anatomy**
  - The first major development in anatomy in Europe occurred at Bologna in the 14th to 16th centuries, where a series of authors dissected cadavers and contributed to the accurate description of organs and the identification of their functions.
  - A succession of researchers proceeded to refine the body of anatomical knowledge. The 16th century also witnessed significant advances in the understanding of the circulatory system, as the purpose of valves in veins was identified.
  - Many famous artists studied anatomy, attended dissections, and published drawings for money, from Michelangelo to Rembrandt.

- **Alchemy**
  - Alchemy is the study of the transmutation of materials through obscure processes. It is sometimes described as an early form of chemistry. One of the main aims of alchemists was to find a method of creating gold from other substances.
  - A common belief of alchemists was that there is an essential substance from which all other substances formed, and that if you could reduce a substance to this original material, you could then construct it into another substance, like lead to gold. Medieval alchemists worked with two main elements, sulphur and mercury.
  - Paracelsus was an alchemist and physician of the Renaissance. The Paracelsians added a third element, salt, to make a trinity of alchemical elements.
A History of Technology

Renaissance technology is the set of European artifacts and customs which span the Renaissance period, roughly the 14th through the 16th century. The era is marked by profound technical advancements such as the printing press, linear perspective in drawing, patent law, double shell domes and Bastion fortresses. Sketchbooks from artisans of the period (Taccola and Leonardo da Vinci for example) give a deep insight into the mechanical technology then known and applied. Renaissance science spawned the Scientific Revolution; science and technology began a cycle of mutual advancement.

The revived scientific spirit of the age can perhaps be best exemplified by the ample number of technical drawings which the artist-engineers left behind, reflecting the wide variety of interests the Renaissance polymaths pursued. The establishment of the laws of linear perspective by Brunelleschi gave his successors, such as Taccola, Francesco di Giorgio Martini and Leonardo da Vinci, a powerful instrument to depict mechanical devices for the first time in a realistic manner. The extant sketch books give modern historians of science invaluable insights into the standards of technology of the time. Renaissance engineers showed a strong proclivity to experimental study, drawing a variety of technical devices, many of which appeared for the first time in history on paper.

However, these designs were not always intended to be put into practice, and often practical limitations impeded the application of the revolutionary designs. For example, da Vinci’s ideas on the conical parachute (see below) or the winged flying machines (see below) were only applied much later. While earlier scholars showed a tendency to attribute inventions based on their first pictorial appearance to individual Renaissance engineers, modern scholarship is more prone to view the devices as products of a technical evolution which often went back to the Middle Ages.
Some Names to Know

**Mariano di Jacopo detto il Taccola** (1382 – c. 1453), Mariano di Cacopo detto il Taccola, called Taccola, was an Italian polymath, administrator, artist and engineer of the early Renaissance. Taccola is known for his technological treatises *De ingeneis* and *De machinis*, which feature annotated drawings of a wide array of innovative machines and devices. Taccola’s work was widely studied and copied by later Renaissance engineers and artists, among them Francesco di Giorgio, and perhaps even Leonardo da Vinci.

**Francesco di Giorgio Martini** (1439 – 1502) Francesco di Giorgio Martini was an Italian painter of the Sienese School and a sculptor, as well as being, in Nikolaus Pevsner’s terms: one of the most interesting later Quattrocento architects and a visionary architectural theorist; as a military engineer he executed architectural designs and sculptural projects and built almost seventy fortifications for the Federico da Montefeltro, Count (later Duke) of Urbino, for whom he was working in the 1460s, building city walls as at Iesi and early examples of star-shaped fortifications.

**Filippo Brunelleschi** (1377 – April 15, 1446) was one of the foremost architects and engineers of the Italian Renaissance. He is perhaps most famous for his discovery of perspective and for engineering the dome of the Florence Cathedral, but his accomplishments also include other architectural works, sculpture, mathematics, engineering and even ship design. His principal surviving works are to be found in Florence, Italy.

**Johannes Gensfleisch zur Laden zum Gutenberg** - *See page 16 for additional details* (c. 1395 – February 3, 1468) was a German blacksmith, goldsmith, printer, and publisher who introduced printing to Europe. His invention of mechanical movable type printing started the Printing Revolution and is widely regarded as the most important event of the modern period. It played a key role in the development of the Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution and laid the material basis for the modern knowledge-based economy and the spread of learning to the masses.

**Leonardo da Vinci** – *See page 19 for additional details* (April 15, 1452 – May 2, 1519) was an Italian Renaissance polymath: painter, sculptor, architect, musician, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist, and writer. His genius, perhaps more than that of any other figure, epitomized the Renaissance humanist ideal. Leonardo has often been described as the archetype of the Renaissance Man, a man of “unquenchable curiosity” and “feverishly inventive imagination”. He is widely considered to be one of the greatest painters of all time and perhaps the most diversely talented person ever to have lived.
Get Your Creative Mind in Gear!
Da Vinci Reciprocating Mechanism Model
http://archive.Makezine.com/24/davinci/
Gears-Go-Round! [Learn how a gear works]

Machines Drawn by Taccola in the 15th C.

Gear Drawings by Leonardo da Vinci

(Below) Illustrations from the Trattato di architettura by Francesco di Giorgio Martini, 1470
Water Supply System

During both the Medieval and Renaissance periods in Italy, water supply was one of the major problems affecting people's daily lives. For this reason, engineers and architects dedicated their time to research hydraulic applications. Numerous water pumping devices (with minor technical complexity) were invented to address this basic need as well.

Arizona also faces issues with water shortage. What methods can students imagine for the future that could alleviate this problem? How can water be collected, stored and supplied to residents of Arizona? Have students discuss the similarities and differences between methods of the Renaissance and now, and have them draw their ideas for future mechanisms, including labels of parts and a description of how their invention would work.

Drawings of Water Lifting Devices
by Leondaro da Vinci in c.1481

In his architectural manual, Francesco di Giorgio Martini compiled an exhaustive classification of pumps, giving detailed notes on their specifications and performance.
Activities and Lessons:

**ART**

Egg Tempura
Show Students reproductions of *Madonna and Child Enthroned with Angels* (Pietro Lorenzetti) and *Madonna and Child* (follower of Andrea del Sarto). Can they tell which is painted with egg tempura and which is painted with oil paints? How can they tell? Explain that they will get another chance to guess after they make tempura paint with egg yolks just the way early Renaissance artists did.

The experiment can be found at: [http://www.renaissanceconnection.org/lesson_science_egg.html](http://www.renaissanceconnection.org/lesson_science_egg.html)

**GEOGRAPHY**

Play a Spice Trader Game with Students
You are the owner of a large sailing ship. You sail around the world and trade goods with other countries. An Italian investor has agreed to pay for your next trip if you can bring back goods that he can sell to local merchants and make a profit. If for any reason you do not return with a profit, he has the right to back out of the deal, and you'll be stuck paying for everything—Your entire trip.
Before you sail from your home port in Lisbon, Portugal, you will need to make several important decisions about how to prepare for your journey and what route to take. If you succeed, you will be extremely wealthy and will cement your reputation as a spice trader, ensuring that more rich investors come your way. But if you fail, you may go bankrupt and lose your ship, not to mention ruin your reputation.

Play the game at the following website: [http://www.learner.org/interactives/renaissance/spicetrate/](http://www.learner.org/interactives/renaissance/spicetrate/)

From ASU GeoAlliance- Excellent links to over 250 activities for YOUR Classroom K-12th

Geography and Literacy:  
[http://geoalliance.asu.edu/azga/lessons/geoliteracy](http://geoalliance.asu.edu/azga/lessons/geoliteracy)

Geography and Math:  
[http://geoalliance.asu.edu/azga/lessons/geomath](http://geoalliance.asu.edu/azga/lessons/geomath)

Geography and History:  
[http://geoalliance.asu.edu/azga/lessons/geohistory](http://geoalliance.asu.edu/azga/lessons/geohistory)

**SCIENCE**

A Hands-On Epidemic Simulation
Imagine that you are traveling to a variety of towns and villages on a pilgrimage or a trading voyage. It is the time of the Pestis Puerorum a form of the Black Plague which is a particularly virulent among children and young people, during the mid 1300's. It is the second great plague to invade Europe. This Plague was so deadly that it took until the 1800's before the population again rose to the numbers before the Plague!

The Simulation can be found at the following website:  

**FUN FOR EVERYONE**

Games played during the Renaissance! Teach your students some different card games, board games, or even outdoor games such as Bocce Ball to get a real feel for how the lords and ladies of the Elizabethan times would relax and have a good time!

Ideas can be found at the following website:  
Compose & Construct

Bear Essential News is an official sponsor of the Student Days Compose & Construct Contest, where two classrooms will win field trips to this year’s Student Days!

*Here’s the history of the “construction” of the printing press:*

Johannes Gutenberg invented the first European printing press around 1450. He modified the olive presses that farmers used to make olive oil to press words onto paper!

Gutenberg made the process of mass producing identical pages—possible by inventing movable type. By placing the letters into a wooden frame and rolling ink over the raised letters, the press could be used over and over again. Identical pages could be produced in a short time. Previously, it could take up to a year for someone to transcribe a book by hand.

Gutenberg created the molds and a metal alloy used to make individual letters. Movable type made the mass production and widespread distribution of books a reality. The German goldsmith and inventor also adapted the ink, making an oil-based ink that lasted longer and stuck to the paper better.

What invention could you adapt to make it better, or to use in a new and revolutionary way?

www.BearEssentialNews.com

Look for the Arizona SciTech Festival Fun Book in the January edition of Bear Essential News

Each month, this free, literacy award-winning newspaper is here for elementary and middle school classrooms in print and online:

*FREE!* Dynamic AZ’s College & Career Ready Standards work sheets and informational text can be found at BearEssentialNews.com/CommonCore.php.
- Great news, columns and a main feature delivered at a kid’s-eye level!
- Also check out Bear’s front cover Seek ‘n Find, News Highlights, In the Spotlight, Get the Scoop!, Bully Breakers and Water Wise with CAP!
- Your Young Reporters’ news reports are published in the “Get the Scoop” section. Young Reporters must be in grades 3 thru 8.

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DON’T MISS OUT
BE SURE YOUR STUDENTS GET INVOLVED WITH THE 2014 ARIZONA SCITECH FESTIVAL

- Over 250 FREE events
- Learn about the science all around with the science of baseball, hockey, chocolate, art, the Renaissance and more!
- Tour amazing facilities in your backyard such as Intel, Air Products and PADT
- See innovation in action at Arizona’s leading universities and colleges

Sign up to get your FREE program schedules listing the 2014 Arizona SciTech Festival events line-up!

Last year over 500,000 programs were distributed to students in public school systems. Be sure your students don’t miss out on the fun.

> Send your request to Jeremy Babendure at the Arizona SciTech Festival jababendure@aztechcouncil.org with the number of programs you want for your school.

*Note, we will work with you to arrange a local “hub” to pick up your materials at.

CHECK US OUT ONLINE!

AZSCITECHFEST.ORG

www.facebook.com/ArizonaSciTech

www.twitter.com/AZSciTechFest

WHAT IS THE ARIZONA SCITECH FESTIVAL ANYWAY?

The Arizona SciTech Festival is a state-wide celebration of science, technology, engineering and math (STEM or STEAM when you include the art community) held annually in February and March. Through a series of over 400 expos, workshops, conversations, exhibitions and tours held in diverse neighborhoods throughout the state, the Arizona SciTech Festival excites and informs Arizonans from ages 3 to 103 how STEM will drive our state for next 100 years. Spearheaded by the Arizona Commerce Authority, Arizona Science Center, the Arizona Technology Council Foundation, Arizona Board of Regents, Arizona State University and the University of Arizona, the Arizona SciTech Festival is a grass-roots collaboration of over 450 organizations in industry, academia, arts, civic, community and K-12.

AZSCITECHFEST.ORG
Explore azpbs.org/asset for lesson plans, activities, interactive, maps, pictures and streaming video segments from your PBS favorite series like NOVA and NATURE to bring the excitement of the Renaissance back to your 21st Century learning space!
Overview

The Arizona Renaissance Festival began in 1989, and offers its visitors an opportunity to step back in time to a magical, enchanting fantasy land that has been created to represent an authentic European village.

The Festival's educational viability is due to the wide array of unique presentations that are available to students. The Festival features over 900 performers, representing various entertainments of the time – including jugglers, knights in armor, jousting, ropewalkers, dancers, villagers, peasants, historical characters and a variety of musicians. Over 200 artisans fill the village, working in mediums such as glass blowing, pottery, leather work, blacksmithing, sculpture, candle making, just to name a few. The crafts and entertainment combine with thematic games and foods to create a glimpse of marketplace celebrations and life in the 16th century.

The Village

The village of the Arizona Renaissance Festival is a theatrical facsimile of a 16th century European village. The premise of the Festival is the King, Queen, and Royal Family are touring England. On this beauteous day, the Royal Family has come to visit the small village of Fairhaven.

The Lord and Lady Mayor of Fairhaven have requested that the Villagers, craftspeople, musicians, performing troupes and food vendors gather together to create a marketplace Festival. The village is radiant with color and celebration rules the day. Why, even a Jousting Tournament will take place to honor the Royal Family!

Our Renaissance Festival is a re-creation of the celebrations that took place when a King & Queen visited a village in their Realm. The Royal Family is not based on actual historical personages.
This study guide is a useful key to unlocking the many educational aspects of the Arizona Renaissance Festival. Language, customs, mannerisms, comedy theatre, artist demonstrations and music are just some of the learning opportunities that await your students.

At the Arizona Renaissance Festival we provide students with a chance to do more than just read about history —

we give them the chance to experience it!!!
Differences Between Medieval and Renaissance Times

The Renaissance affected different aspects of life in England at different times. The humanistic approach to life started in the 1470’s, whereas the parliamentary renaissance did not happen until the 1530’s. To simplify matters, here are some examples of the differences between Medieval and Renaissance viewpoints:

**MEDIEVAL**

- Collectivism mentality, **Guilds** were strong
- Preoccupation with the soul and death
- **Feudalism**
  - In wars, knights were rarely killed, foot soldiers made up the bulk of the fatalities
- Church in England, the Pope was involved with its policies
- Parliament’s primary usage was to grant funds to the king

**RENAISSANCE**

- Exaltation of the individual
- Appreciation of life; art, dance, and music blossomed
- **Nationalism**
  - Gunpowder was used in warfare; it killed knights and foot soldiers alike. It did not kill by class
- Church of England; England became a sovereign state
- Parliament was utilized to enact laws that helped enforce government policy

**Classroom Discussion:**
Discuss the words in **bold** and their definitions. Discuss our world today and how it has changed, and not changed since the medieval and 16th Century.
The economy in Renaissance England was agriculturally based. Since there were only around forty-five nobles (and their families), most English people were farmers in some capacity. The chief livestock was sheep. In fact, there were approximately three sheep per person, but folks didn’t seem to be frightened of being outnumbered three to one!

In Elizabethan England, there were really only two, very rigidly observed social levels – the nobles and the peasants. There were very few noble families, making the vast majority of the population peasants. Part of what made this time a Renaissance (new beginning) was the budding of the new middle class. This consisted of wealthy merchants, lawyers, clerks and master craftsmen. These people, while not recognized officially as a new class, were becoming wealthy and powerful enough to begin making an impact on the economy and the general view of society. Below this new class were journeymen and apprentices to craftsmen, independent traders and domestics, as well as traditional agricultural occupations.

The belief of the times was that one’s social status was ordained by God, and therefore it was foolish and heretical to complain about it. However, much snobbery existed, and one always felt called on to lord over anyone “lower” than oneself.

**Commerce**

**Shopping was possible in four venues:**

- **The market.** This was usually sponsored by the local lord or squire and dealt mostly with food-stuffs. They were usually held on a weekly basis.
- **The fair.** Fairs were more rare than markets and offered a wider variety of goods. Fairs were commonly held in conjunction with a Festival (religious holiday).
- **In-town shops.** On a daily basis, people could obtain goods from these shops and occasionally a traveling peddler would drop by.
- **Bartering.** This was by far the most common form of commerce of the period. Simple bartering among neighbors.
Customs and Mannerisms of the 16th Century

Customs and mannerisms in King Henry's time were dictated by fashion, flirtation, survival and superstition. Listed below are some examples of customs and mannerisms of the time.

Men Greeting Men

As they mucked about on the street, people would often run into acquaintances. If they were upper-class men, they might grasp each other's right wrist with their right hand. This not only was a form of greeting, but it also served two other purposes: to occupy the other's hand, thus rendering his unable to draw or attack and to check to see if he had any weapons up his sleeve. The custom of patting each other on the back further protected the men from any undisclosed weapons. If they were peasants passing on the street, they might simply nod at each other and call out "God ye go good den" or "God go with you." The important thing to remember was that no matter what the class, people would expect to be treated according to their stature or station in life. Therefore, one had to be very careful not to offend ones betters. However, calling a peasant a lord might ensure that he would try his utmost to help you along. The rule of the day was speak well, speak long, but don't say anything important.

Women greeting Women

Women greeted other women with the latest craze from the Continent - the "French Kiss". Women would face each other and lightly grasp each other by the shoulders. Then they would kiss the air on either side of the other woman's cheeks three times. One would never actually touch the other's cheeks, for reasons of courtesy as well as fear of contracting an illness. As always, compliments and flattery were a part of any good greeting.

Men Greeting Women, and Vice Versa

When a gentleman would greet a lady, it was very important to make a good impression. Therefore, he would bow to her in Renaissance style. He would present his right leg forward and put his left leg behind. Then he would bend his back (left) leg, and bend at the hips, keeping his right leg straight. He would sweep his arms open as he bowed, making sure to keep his head raised, maintaining eye contact with the lady. The proper response to this bow would be for the lady to curtsy. First she would place her left leg slightly behind her. Then she would lightly grab her skirts and bend at the knees, keeping her body straight. She would raise her skirts only high enough to keep them off the ground. It was not considered proper for a lady to show her ankles or legs. She, too, would keep eye contact with the gentleman. An especially dashing or romantically inclined man might then proceed attempt to kiss the lady's hand. He would offer his hand, palm facing down. If the lady welcomed the kiss, she would place her fingers lightly on top of his hand, then the gentleman would ever so lightly kiss the lady's middle finger, between the first and second knuckle, making sure to maintain eye contact.

Making a Leg

The calf of a man's leg was a very important focal point in Renaissance fashion. Men took every opportunity to show off this physical attribute. Men wore stockings and short pants. They would often stand and "present" their leg forward, turning the foot outward so as to show off their calf. This practice was called "making a leg". If a man was especially proud of his calves, he might stand with a foot on a chair, table, or rock, so his calf would be that much more prominent.
Escorting

It was considered a great scandal to show affection in public. However, gentlemen frequently escorted ladies whenever they were out walking in public. As with everything, there was a proper way for this to be done. Men and women would never walk around holding hands, palm to palm, as they do today. This was considered quite scandalous. First of all, they believed the germs that could be spread by rubbing palms with someone could prove fatal. Secondly, if one was willing to risk such a health hazard, they must surely be quite intimate with that person, and such a bold and public display of affection was not considered respectful of each other's reputation. Therefore, the proper way to be escorted would be for the man to offer his right hand, palm facing downward, then the lady would lightly place her left hand on top of his. Then, side by side, the lady on the right, they would proceed wherever they were going. It was very important for the lady to be on the right side. A gentleman always carried his sword on his left side, because he was right-handed (see "Men Greeting Men" previous). If the lady was on the left side and the gentleman was forced to draw his sword to protect the lady, he would slice her in two. Also, it would show disrespect to the lady for her to be on the left because that might mean that the gentleman did not think enough of her to defend her honor. A simple saying to help remember this rule is, "A lady on the left is no lady at all."

Education

Common people of this time were usually illiterate, so there was a need for someone who could read and assist in matters of business. The church was about the only non-noble group who routinely educated their people so most villages were provided with a clerk (or Clark) to fulfill this function.

Renaissance Men & Women

Both men and women provided functions in the society of the day. While the culture was essentially male-dominated, a woman carried the clout of a "dowry", or the goods, lands and money she brought to the marriage. These she controlled herself, to benefit the household. The dowry was also an insurance policy against ill treatment, for if she was mistreated, she could leave and take the property with her and leave her husband much poorer! Besides managing the household, one of the woman's duties was to provide as many free farm laborers, in the form of children, as possible. Between a high infant mortality rate and unreliable birth control, she usually managed to oblige. Boys were always easier because girls had to be provided with dowries and that could get expensive!

Evil Spirits/Good Luck Charms

Both peasants and nobles alike firmly believed in evil spirits and the power of good luck charms to ward them off. People often sewed tiny bells or coin-like metal disks (known as bezants) to their clothing in the belief that the noise would scare away evil spirits. People also wore crosses or carried Bibles to ward off evil.

Witches/Possessions

People readily believed in witches and in possession by evil spirits. There were various signs that one could use to ward off the evil that emanated from such evil persons. One sign was to make the sign of the cross when passing by an evil person. Another was to cross your fingers (making a small cross) and point them at the person as they passed. This is most likely where the custom of crossing one's fingers for good luck comes from.
Food & Drink

People of this day knew nothing about sanitation (they'd never heard of germs, nobody had ever seen one!) The water was dangerously polluted, so most people drank a very low alcohol brew called "small beer". Much milk was consumed, especially skim and buttermilk—cream was needed for other things. Ale was consumed on special occasions and only the royalty and the very wealthy drank wine.

In this time, people thought that the proper foods for humans were meat, bread, dairy, eggs and a few varieties of fruit. Meats were preserved with salt, sugar or spices, but meat, which we would consider spoiled, would be gratefully eaten. Usually, meat came from elderly animals and was tough, so no one expected the best cuts. In spite of these drawbacks, Elizabethans are still famous for their skillful use of herbs, spices and their slow stewing methods. But only the very rich could afford meat regularly in their diets and they considered vegetables, which grow from the Earth, to be beneath them.

Many were even suspected of producing ill humors. Peasants couldn't afford to be picky. Their diets consisted MAINLY of vegetables, plus lots of eggs and cheese, which they referred to as "white meat".

In spite of economic differences, peasants were the better nourished of the two classes.

The Fork

Another new trend from France was the use of the fork as an eating utensil. The fork was fairly common among the nobility but was not very widespread among the peasant class. Peasants continued to eat with their fingers, as they feared the fork's tines were some sign from the devil (perhaps they were afraid to put the devil's pitchfork in their mouths).

Kings in olden times were accustomed to giving huge banquets.

Henry III ordered 600 oxen slaughtered for Christmas in 1252.

King Richard II employed 2,000 cooks and fed 10,000 people every day.

Henry VII offered his guests 120 dishes for one holiday feast.
Language

The people of the Renaissance LOVED language. A quick wit was highly prized. Everyone, from the lowliest peasant to the loftiest nobleman, played with words. No self-respecting person would say in two words what could be said in six or seven. Below are some common words and phrases to help you understand the language and speak to the various people at the Festival.

Titles
Social standing and proper etiquette were very important during the Renaissance era. You could tell a lot about people's social standing by how they addressed one another. The following are appropriate titles for addressing our villagers.
- M'lord or M'lady (respectful)
- Sir or Madam, Gentleman or Gentlevwoman, Cousin or Cuz (Equal birth or social standing)
- Your Majesty or Your Highness (King and Queen)
- Your Grace (Members of the Royal Court)
- Master or Mistress Artisan (Craftsperson)
- Wench (Common or lower-class woman); Knave (Common or lower-class man)

Hellos' and Good-bye's
Renaissance language was very specific. People did not use the all-purpose greeting of "hello" or "hi". There were different greetings depending on the time of day. Also, etiquette might call for one to ask permission before leaving. One could also express one's feelings or regards for another by leaving them with a blessing or good wishes.
- Good Morrow (Good Morning)
- Good day (Afternoon greeting or parting)
- Good eve or eventide (Good evening)
- God ye good den (God grant you a good day)
- I bid you adieu (Good-bye)
- By your leave (With your permission)
- Fare thee well (Good-bye - wishing them well)
- God save thee (A blessing)

Compliments
- Thou are most beauteous this day (You look pretty today)
- Thy voice is sweeter than that of an angel (Your voice is beautiful)
- By my troth, mine eyes are blessed by your very visage (In truth, the sight of your face is a blessing)
- Thy beauty eclipse the sun (you are dazzlingly beautiful)

Insults
- Thou are lily-livered (Calling someone a coward)
- Thou slop-jar of ineptitude (a slop jar is similar to a chamber pot. People also spit of threw garbage in it)

Other Helpful Words
- Privies (Bathrooms)
- Zounds (Exclamation of astonishment)
- Fantastical (Amazing)
- Knotty-pated (Thick headed, stupid)
- Buffoon (Fool)
- By my troth (Exclamation of truth)
- HUZZAH! (Hurrah!)

Classroom Discussion:
The language expressions in William Shakespeare's plays and sonnets. Write a short outline of a Shakespearean play including characters.
Sports and Pastimes

Bear-Baiting
The practice of bear baiting was quite cruel but extremely popular. A bear was tied by one hind leg to a tree or post, and hunting dogs were turned loose to taunt and attack it. The “game” went on until the bear was killed, and spectators placed bets on the longevity of certain dogs and the bear.

Archery
Archery was compulsory. Every Englishman between the ages of 16 and 60 was compelled by law to own a longbow, and target practice areas were set up (also by law) in every village. Another law required that every father give his son a bow upon his seventh birthday. Like jousting, the sport of archery was intended to prepare men for battle.

Hunting
Nobility enjoyed hunting as a sport. Game included hare (rabbits), hind (deer), wolf, wild bear and fox. Shooting was done with bows and arrows, or the prey might be pursued by greyhounds (a favorite practice of the ladies who often accompanied their lords on a hunt). Another popular form of hunting among the upper classes was falconry.

Embroidery/Tapestries
Women of all classes practiced needlework as a pastime as well as a necessity.

Theatre
There were no movies or television shows. Therefore, theatre was VERY popular. Traveling troupes of male actors (women were not allowed on stage) would visit villages and perform on makeshift stages. The actors depended on the generosity of the villagers for their incomes. A very popular form of theatre was the Commedia d’el Arte, which was a very broad, slapstick style of performing (similar to the Three Stooges).

Other Games
Many games that are popular today were also popular during the Renaissance. Adult games included dice, chess, backgammon (called “tables’”), bowling, bocci ball and cards. Children’s games included skipping leap frog, marbles, and blind man’s bluff.
Falconry - The Sport of Kings

Falconry, as defined by the U.S. Fish and Wildlife Services is “the field sport of hunting with a trained raptor.” Those who practice this time-honored sport are some of the most dedicated of sportsmen, devoting hours a day to the care and training of their birds. Exactly where and when falconry originated is still unknown. There are depictions in drawings of people hunting with hawks that date back some 4,000 years. It became popular in Asia around 400 B.C. and made its way into Europe by the mid 800’s. It was then practiced by kings and noblemen where it became known as “the sport of Kings”.

The greatest impulse that was ever given to the sport in Western Europe was derived from the returning crusaders, many of whom, in the course of their travels to the east, had become acquainted with the Asian falconers and the Asiatic methods of training and flying hawks. Amongst such Crusaders was the Emperor Frederick II, who brought back with him some Asiatic hawks and their trainers. He even declared that falconry was the noblest of all arts. From that time (early in the thirteenth century), for more than four hundred years falconry flourished in Europe as a fashionable sport amongst all classes. Falconry reached its peak during the Renaissance period in Europe, and was practiced by every class and society. However, your social standing greatly influenced the bird you were allowed to possess, with eagles and the peregrine falcon reserved only for the King. Meanwhile, the yeoman enjoyed the less aristocratic goshawk and sparrow-hawk as suppliers of wholesome delicacies for the table. Even the serf was not forgotten, and was allowed to train and fly the small but graceful kestrel.

Some became so enthusiastic in their love for the sport that they hired large staves of men to train and care for their birds. Edward III was accompanied on his warlike hunting expeditions with a whole train of falconers.

Some rulers had their favorite birds brought with them into battle, taking breaks from the war to go hunting. You may have read the story of Henry VIII who was thrown into a ditch and nearly drowned when his leaping-pole broke while trying to follow his hawk. Catherine II of Russia was as great at falconry as at most other things, and she especially delighted in the flight with Merlins.

Hawks were considered to be so valuable that they were often used in bartering for goods or paying off debts. Eagles and falcons were thought to be the greatest gift a king could bestow upon the ruler of other lands. Lower class people could even pay their taxes in pigeons to help feed the King’s stock of hunting hawks.

Falconry was struck with a devastating blow with the introduction of the shotgun. It was found that you could bring much more game to the table in far less time and with less upkeep. Falcons were still kept around by a few dedicated enthusiasts for a peaceful afternoon on the grouse moor.

Falconry returned to Europe years later with far less popularity, only practiced by those with a love of birds and the sport of the chase. These people with a love of falconry have found that witnessing a stooping (diving earthwards) falcon from 2,000 feet is still one of the most impressive sights in nature.

*BE SURE TO SEE THE BIRDS OF PREY SHOW AT THE ARIZONA RENAISSANCE FESTIVAL!*
Tournament Jousting

Words like "pomp, pageantry and chivalry" serve to evoke the romantic aspects of jousting. When you get close to see the dull glow of chain mail next to bright armor, you begin to grasp how tightly woven the joust is with its history. An understanding of today's combats is impossible without the tracing of their ancient roots.

The origins of jousting are believed to be in classical Rome, but the "sport" rose to its greatest popularity in Europe by the 1400's. It all evolved from mock battles in which knights on horseback, assisted by foot soldiers, formed into teams and charged at each other in some wide meadow. The result was a "melee" (the word hasn't changed in a millennium) of shattered lances, clanging swords, flailing arms and legs - astride and afoot - that went on all day and into the night. The earliest recorded melee was in 1066 A.D., though mock combat had probably been around for at least a century by then.

At first, the battles served more to hone fighting skills than to provide popular diversion. But in peaceful times, a knight needed a way to retain his skills. The Jousts were great moneymakers for the victors; instead of claiming mere points, the winning team held the losers for ransom, often accepting their horses and armor as payment.

The many deaths which resulted form such "sport" led Popes and English kings to ban jousting tournaments. though English subjects often persisted and were repeatedly excommunicated. The tournaments had become a featured attraction at any kind of market faire or other significant gathering. At the height of their popularity, jousts rivaled a state fair, Super bowl, rock concert and Octoberfest all rolled into one.

By the middle 1200's, the joust emerged as the favored way to prove which of two (or more) knights was better. Most contests were a "Joust a Plaisir" (for pleasure) in which a winner was declared on the basis of points scored, though some were still conducted "a l'Outrance" (to the death). In the sporting version, the knights' swords were dulled and their lances tipped with "coronals" (little crowns) to prevent their penetrating a joint in the armor. Some authorities believe that the lances were deliberately weakened, a precaution still in effect today.

The training of a knight included spearing small ring, some on stanchions and some tossed in the air, and quintain jousting. (Ring jousting is today the state sport in Maryland) In quintain jousting, the knight tilted with a mock opponent which sat on a revolving pedestal. If he was inaccurate or too slow, the joust might get whacked by the sand bag on the other end of the contraption. These quintain devices are thought to be the precursors of Victorian carousels. Many turn-of-the-century carousels had a variety of things to grab including a brass ring which entitled the bearer to a free ride.

The joust became very civilized and formalized, though severe injuries were common. According to the chronicler of an English tournament in 1256, many of the noble contestants "Never afterward recovered their health."

Modern re-creations of Renaissance era jousting tournaments are depictions of historical events, coming from a time of high ideals, noble causes and grand chivalry.
The Arizona Renaissance Festival has a sister festival relationship with the Robin Hood Festival held annually in the Sherwood Forest located in Nottinghamshire, England. Sherwood Forest is best known for its one-time outlaw resident, Robin Hood.

The Robin Hood legend dates back to the eleventh century. His exact identity is open to conjecture. Some say that he was a Nobleman whose lands were stolen away by an unjust Prince. Others say he was merely a displaced peasant, forced to keep body and soul together by robbing unsuspecting wayfarers on the Great North Road running through the Sherwood Forest. Whether he was a champion of the poor, or a common thief, all agree that Robin Hood lived a life of adventure. Sherwood was the setting for his best known adventures - his wit, strength, and prowess with the quarter staff and long bow were put to use fighting his chief enemy, the Sheriff of Nottingham. These stories of Robin Hood represent the carefree and happy side of life in Sherwood. However, during Robin Hood’s life, forests were places to be feared, for one never knew who or what could be lurking within their borders.

The Sherwood Forest was feared not only because of the people who called it home, but because of the animal wildlife as well. During the time of Robin Hood, wild animals roamed free and oak trees towered above everything. But today, the wildlife populations and the number of ancient oak trees both have significantly decreased in size when compared to the Sherwood Forest of King John's time. During his reign, the Sherwood Forest covered up to 100,000 acres of Nottinghamshire. Today, all that remains is 450 acres. The bears which once roamed the area have disappeared, and the wolf no longer calls the Sherwood Forest home. All of this is a result of over 700 years of slowly tearing down the Forest area for lumber and to make room for homes and farming.

Today, the 450 acres remaining of Sherwood are at risk. More than one million people visit the land of Robin Hood each year and they bring over 400,000 cars. The visitors pollute the air and damage the ground of Sherwood. However, tourism is necessary to protect a fragile economy most recently supported by mining, and industry which is quickly declining.

**For further discussion**
1. Compare and contrast the site of the Robin Hood Festival to the Arizona Renaissance Festival.
2. What can be done to conserve the Sherwood Forest?
3. Write a story with you and Robin Hood as the main characters.
The Clothing of the Renaissance

Around the 1490's is when costume historians can agree that the new dress for Renaissance began. This was the period of clothing that could be said that excessiveness in all areas of costume began. Different countries took the news styles differently. For instance, the northern European countries were distorting the natural figure by padding sleeves, doublets and stockings. Italy did not go as far as the North, and England and France followed Italy's lead while they stuck to more medieval influenced styles. Germans went to the greatest extremes making "improvements" on the natural silhouette. They put large puffs at the head, shoulders, thighs; small puffs, like boils, over chest, back, arms, legs and feet. They put feathers on many on everything from wide-brimmed hats to the knees. Clothing at this time followed suit with all other types of creative expression at this time—it went over the top into new discoveries.

Permanent characteristics in all countries are summarized as thus: rich heavy materials, in voluminous amount, large sleeves, close body garments, large hip-clothing, wide-toed, heelless shoes and covered heads masculine and feminine.

Most men's hair was bobbed but the length of your hair was chosen by individual taste. The could be straight or curled according to the nature of the wearer. As the sixteenth century advanced men wore their hair shorter almost like modern hair. The men wore variations of the low-crowned, brimmed cap and was often turned up all around or with just one side turned up.

Women wore the low-crowned hat in the same fashion as the men. Women either wore their hair with elaborate structures in their hair like the Germans or with just a kerchief. They had the hair covered with some kind of headdress. Some names of headdresses are: crescent, kennel, gable, transparent half-dome bonnet, or the gorget and wimple. Peasant women wore the cote of the earlier period and handkerchiefs or collars around their neck. They looked like what we associate dress of the Puntans.

Colors of this period are strong, often dark colors. Black velvet was a staple fabric of the period, especially in headdresses. White linen was another accent against colors of gold and burgundy for collars and wrist ruffles.

Notable Renaissance Costume Elements

**Flat Cap** - A hat that is flat with soft crown and moderately broad brim.

**Jerkin** - A short velvet or leather jacket, usually sleeveless, similar to a vest/waistcoat.

**Chain of Office** - A heavy chain worn by a man across the chest and neckline as decoration; often denoted an organization to which he belonged.
Slashing and Puffing—Vertical, horizontal or diagonal slits in the fabric of the garment, through which appeared a different fabric. Often the shirt was the garment which puffed through.

Kennel/Gable Headdress—Resembles in outline the pediment of a Greek temple. Its essentials were the piece that goes over the front part of the head and covers the ears and the veil or bag cap covering the rest of the head. With the formal styles of this headdress, no hair was visible, that at the forehead being covered with rolls or folds of cloth.

French Hood/Crescent Stuart Cap - A heart shaped cap worn by Mary Stuart.

Funnel Sleeves - Sleeves that start big and tighten toward the cuff.

Duckbill Shoes - Very wide square-toed, slipper-like shoes, often decorated with jewels, puffs or slashes.

Clothing was made from all natural fibers - cotton, wool, flax, etc. - or leather. Velvet and brocades were used by nobility only. The color purple was reserved for royalty. There were no prints, stripes, or plaids (except for the Scottish kilt).
Parliament

During Henry VIII’s reign, Parliament and the Crown developed a level of cooperation that set the tone for future Parliaments. Cooperation between these two parties really developed in the 1530’s when Cromwell entered the scene. When Wolsey was in power, there was a lot of friction with Parliament. On two occasions (1522 and 1528), Parliament refused to grant taxes to fund wars to which Wolsey had committed England. Although Henry VIII and Wolsey created foreign policy, it was Parliament that held the purse strings.

Parliament was (and is) made up of two sections called houses:
- The House of Lords - consisting of Church officials, lords and other nobles
- The House of Commons - consisting of knights of shires and burghers (prosperous, solid citizens) or boroughs

Parliamentary Powers
- Only Parliament could pass new taxes (often referred to as grants)
- If the King wanted to force a law to support one of his proclamations, he had to get the law passed by both Houses (Lords and Commons) and embodied into a law.
- The House of Commons was represented by a Speaker. The Speaker, while representing the House of Commons, could speak openly to the King and either praise or criticize royal policies with impunity.
- Parliament, like most governments, would give advice on a wide ranges of subjects.
- Parliament enforced the King’s policies, but it was the responsibility of the King to actually form the policies.

Examples of Parliamentary Usage During Henry VIII’s Reign
It is important to realize that, in Henry VIII’s time, there was no annual meeting of Parliament. The King would call for a meeting of Parliament only when he wanted one. Consequently, Parliament could go for years without meeting.

1510 First Parliament Meeting called under Henry VIII
This meeting was noteworthy in that it claimed the first of two persons to die under the charge of treason during Henry VIII’s reign. John Dudley and Richard Emspeon (the ministers responsible for collecting government revenue during the reign of Henry VII) were charged not only with treason but also with subverting the laws and impoverishing the King’s subjects. Historians view these executions as a popularity move by Henry to solidify his public standing. (A present-day example of such a move would be if a new president declared to abolish the IRS.) At any rate, Parliament readily endorsed the executions.

1512 Request for funding for a war against France
Parliament agreed to new taxes/grants to support England’s war.

1523 Wolsey requests funding for a war against France
Parliament sat in meetings for over four months (a very long time for 16th Century Parliaments) and spent almost all of that time refusing Wolsey’s requests for taxes/grants to support England’s war with France.
1530’s Cromwell’s Effect on Parliament

With the rise to power of Thomas Cromwell, Parliament changed forever. Cromwell’s presence marked the end of the medieval political system and the beginning of the modern workings of Parliament. Primarily, the changes concerned the way in which Parliament was utilized. The main differences were as follows:

- Parliament was used to spread information throughout the realm.
- Parliament was manipulated to illustrate the show of support by the Commonwealth for the King’s policies via laws and statues. By using a series of laws, Parliament was able to make radical changes like the Church Reformation, Parliament demonstrated its power not only over the government but over the Church itself. This demonstration of the power of Parliamentary statues is the cornerstone of modern English government.
- Parliament unified the government through representation.

1536 Parliament reacts to judicial system changes

Parliament supported Cromwell’s policy which stated that only the King could appoint judges and justices. Also, only the King could grant pardons for those charged with a felony or treason. For the first time in England’s history, the judicial system was centralized, and this centralization gave the nation a sense of unity. Most importantly, it brought Wales and Northern England under the rule of the King. Another important thing established by Cromwell and Henry VIII to ensure the unity of England was the representation of all England and its territories in Parliament. Even Calais (which was located in France) had members of Parliament. This nationwide representation in Parliament ended the situation of “kingdoms within a kingdom” and allowed the creation of a true national government.

One good illustration of Parliament’s role in Henry VIII’s reign is found in a speech Henry made to Parliament in 1543:

“We at no time stand so highly in our estimate royals as in the time of Parliament, wherein we, as head, and you, as members, are conjoined and knit together as one body politic.”
Christine de Pisan (Writer)

Born 1364; Died 1430. De Pisan's father, Tomasso de Pizzano, was a famous physician and astrologer who was invited to the court of King Charles V of France when Christine was five years old. She remained in France all her life. De Pisan received an excellent education. She spoke French and Italian and possibly Latin. In 1380, she married Etienne du Castel, a court secretary. The marriage was exceptionally happy. Unfortunately, King Charles V died that same year, and the new king reduced Tomasso's favorite status at the court, as well as much of his income. Etienne's income was reduced at the same time, and the family found itself in difficult circumstances. Tomasso died after a prolonged illness and in 1390, Etienne also died suddenly. Christine was left a widow at the age of twenty-five with three small children, her mother and a niece to support. The small amount of money left to her by Etienne was the subject of dispute and Christine was involved in a series of lawsuits in an attempt to recover it.

De Pisan decided to earn her income as a writer. Her poems, songs and ballads were well received and soon she was able to support her family. Christine de Pisan became popular and her work was later supported by many lords and ladies Europe, including King Charles VI and his wife Queen Isabella of Bavaria. Much of her work contains a great deal of autobiographical information, which was unusual for writers of that time. Her early works include The Changes of Fortune, The Epistles of Othea and The Road of Long Study. In 1404, the Duke of Burgundy, Phillip the Bold commissioned her, to write a biography of his deceased brother, King Charles V. She wrote a very flattering first-hand account of the king and his court in The Book of the Deeds and Good Manners of the Wise King Charles V. The autobiographical Visions of Christine was written in 1405. This volume was written partly to silence her critics in a somewhat heated literary debate on the subject of women. She followed this up with The Book of the City of Ladies in 1405, a collection of stories about heroines of the past and The Treasure of the City of Ladies in 1406.

Christine de Pisan was very devoted to France and was horrified by the civil strife that erupted after the assassination of Louis of Orleans. In 1410 she wrote Lamentations on the Civil War and then The Book of Feats of Arms and Chivalry, which was one of the first books to be translated into English. She was devastated by the hostilities with England and the Hundred Years' War. In 1418 she retired to live in a convent. Encouraged by the early successes of Joan of Arc, she dedicated her last known poem to Joan in 1429, titled Hymn of Joan of Arc.
Johannes Gutenberg (inventor)

Born around 1400; died 1468. Could you imagine a world where no one could read except the very elite, where the latest news had to come by word of mouth? This is the world in which a German man, Johann Gutenberg, found himself, and he decided to do something about it. So he invented the moveable type printing press, an invention so important that he became known as the father of modern printing. And as a result of his printing, an age of information we are witnessing now with today’s computers. Ordinary people could have access to books and they could learn to read. His printing press gave people the opportunity to better themselves and better their lives with the joy of reading.

However, as with all new inventions, people didn’t see the advantage of printed books, at first. But in 1454, when Gutenberg and his assistant printed the Bible, it became well known around the world for its beauty and artisanship. People discovered the value of printed books and no longer wanted to imagine a world without them.

Although Gutenberg is often credited as being the inventor of printing, he wasn’t the first to come up with the concept. Printing began in Egypt and China. They displayed hand-printed designs made possible by carved wooden blocks which were stamped on paper. Even though the idea of printing wasn’t completely his, Gutenberg incorporated these ideas and perfected them. He used metal letters and locked them together in a “chase”, a flat frame. The letters were then linked evenly with an inkbottle, making it possible for perfect impressions on paper, which could be printed over and over again.

Gutenberg continued trying for years to make his invention even better and faster. The results of these attempts were things like a Latin Dictionary, an encyclopedia and an astronomical calendar. He continued printing until his death in 1468.

By the year 1500, there were more than one thousand printers in Europe. And the number of printers continued to increase when the people of the Renaissance demanded more reading material; a result of the rise of the prosperous and literate middle class.

In this woodlock from 1568, the printer at left is removing a page from the press while the one at right inks the text-blocks
William Shakespeare (Playwright)

A complete, authoritative account of Shakespeare's life is lacking, and thus much supposition surrounds relatively few facts. It is commonly accepted that he was born in 1564, and it is known that he was baptized in Stratford-upon-Avon, Warwickshire on April 26, 1564: a memorial records his death on April 23, 1616. His mother, Mary, was the daughter of Robert Arden of Wilmcote, near Stratford. His father, John, was a glover and leather merchant whose increasing financial success was marked by his appointment to a series of municipal posts during the first 10 years of William's life. In the mid-1570s, John Shakespeare's fortunes declined, and he no longer took a visible part in Stratford affairs. The family fortunes lost by John would later be repaired by his son.

Shakespeare probably attended Stratford's excellent free grammar school, although no record of the fact exists. On Nov. 28, 1582, church authorities gave permission for him to marry Anne Hathaway of the neighboring village of Shottery. On May 26, 1583, their daughter Susanna was baptized in Holy Trinity. Twine, named Hamnet and Judith, were baptized on Feb. 2, 1585.

No records have been found for the years between the twins' baptism and 1592. In that year a disappointed author, Robert Greene, referred cryptically to Shakespeare in his Groatsworth of Wit Bought With a Million of Repentance. He warned his fellow writers about "an upstart crow, beautified with our feathers, that with his Tiger's heart wrapped in a player's hide, supposes he is as well able to bombast out a blank verse as the best of you: and being an absolute Johannes fac totum, is in his own conceit the only Shake-scene in a country." Thus as early as 1592, Shakespeare was sufficiently well known to be recognized by the pun on his name and the parody of a line from his Henry VI, Part 3: "O tiger's heart wrapped in a woman's hide." Greene's is the only hostile allusion to Shakespeare that exists. Its motive can be guessed from his description of Shakespeare as "Johannes fac totum--"Jack-of-all-trades." Unlike Greene, Shakespeare was an actor ("player") as well as a writer, and he was associated with a group of other actors that included the day's leading comedian, Will Kempe, and a leading tragedian, Richard Burbage. They were known, after their nominal patron, as the Chamberlain's Men and (after 1603) as the King's Men. By 1592, Shakespeare was acting exclusively for this company. He held shares in the company's profits; he was part of a consortium that in 1599 built and owned its home theater, the GLOBE THEATRE, and he wrote his plays exclusively for this company, at the rate of about two per year.

In 1593-94 a plague epidemic forced the closing of the London theaters. In those years Shakespeare published two narrative poems, Venus and Adonis and The Rape of Lucrece. The circumstances surrounding another non-dramatic work, the Sonnets of Shakespeare, are less clear. Scholars are not certain how long before their unauthorized publication (1609) they were written, whether they were all written in the same period, or whether the order in which they appeared was of Shakespeare's design.

Because the sonnets are the only works in which Shakespeare may plausibly be thought to write from a frankly autobiographical impulse, they have exercised a fascination beyond even their extraordinary value as poetry.

Shakespeare wrote his plays for performance, not publication, and apparently took no part in their printing. Nineteen plays appeared in individual quarto volumes before appearing in the First Folio. Some were printed from texts reconstructed from memory by the actors, whereas others were supplied to the printer by the company. Shakespeare's indifference to publication creates problems in dating and establishing accurate texts for the plays.

Shakespeare's achievements were manifold. He developed dramatic techniques for conveying a sense of his character's psychological identities. His are the first "modern," and enduringly the most vivid, dramatic characters. His language, by turns dense and supple, extended the range of possibilities for prose and verse. In verse he perfected the dramatic blank-verse line explored also by his contemporaries Christopher Marlowe and Thomas Kyd. The richness of Shakespeare's imagination, and the subtlety with which he revealed the implications of thought and action, have made his plays endlessly amenable to reinterpretation by succeeding generations.
Christopher “Kit” Marlowe (Playwright)

Born February 6, 1564, Died May 30, 1593. Eldest son of a shoemaker, Kit Marlowe decided he did not want to follow in his father’s profession. As the age of 23, he went off to London and became the dramatist for the theatre company owned by Lords Admiral and Strange. Marlowe’s plays include works such as The Famous Tragedy of the Rich Jew of Malta, Edward II and the infamous Dr. Faustus. He wrote one of the most famous lyric poems in the English language, The Passionate Shepherd to His Love. His most ambitious work was the heroic epic Tamburlaine the Great, a play in two parts of five acts each. This work was in poem form, as all plays were then, but it has the distinction of being the first play written in English Blank Verse. It was Marlowe’s pioneering use of Blank Verse that encouraged William Shakespeare to try it. Marlowe was also the first to write a genuine tragedy in English, again paving the way for Shakespeare.

Marlowe always seemed to be in trouble with the authorities. In the spring of 1593, a friend was captured and tortured by the Queen’s Privy Council. Based on evidence given during this friend’s incarceration, the Council was preparing to arrest Marlowe (charges were unspecified, but they probably had something to do with his being an Atheist.) Before this arrest could take place, Marlowe was killed in a brawl at a rooming house in the town of Deptford. He has been staying there with three “friends” of ill repute: Ingram Frizer, a con artist; Nicholas Skere, Frizer’s accomplice; and Robert Poley, an occasional courier/spy for Her Majesty’s secret service. On the night of May 30, Frizer and Marlowe argued over who would pick up the tab for the night’s dinner. Marlowe attacked Frizer with a dagger, but was soon disarmed and stabbed above the right eye. Marlowe died instantly. Many rumors surround Marlowe’s death, including the theory that the whole affair was faked and Marlowe took up a new identity to escape the Privy Council. Another theory has Marlowe’s new identity being William Shakespeare. Neither of these theories has been substantiated.

Maire de Gournay (Feminist, Writer)

Born 1565, Died 1645. While still in her teens, de Gournay discovered the writings of Montaigne and became his devoted follower. While in Paris with her mother in 1588, she learned that Montaigne was also there, wrote him a letter and was asked to meet him. Although their relationship remained platonic (he was about 32 years her senior), they were close and she became his “adopted” daughter. After his death in 1592, de Gournay edited his works. She also produced one short novel, translations from Latin, numerous poems, essays on the French language, poetry, theory of translation, education, morality and critical analysis of contemporary writers and two feminist tracts, “The Equality of Men and Women” (1622) and “The Ladies’ Grievance” (1625). Never married, Marie depended on income from writing.

French women had been part of the debate on the woman question for two centuries, since Christine de Pizan (see above) had published “Book of the City of Ladies” in 1405. The defense of women had become its own literary form, list of exemplary women from antiquity to the present time, woman-friendly interpretations of scripture and logical reasons for supporting the inherent humanness of women. In “The Equality of Men and Women,” de Gournay pioneered a new approach to the debate by appealing to the authority of ancient and modern philosophers (Plutarch, Seneca, Erasmus, Politian and Castiglione) and the Church fathers, as well as scripture. Like other women before her, de Gournay attributes women’s apparent mental inferiority to lack of education.
Leonardo da Vinci (Artist & Scientist)

Born April 15, 1452; Died May 2, 1519. Born near the town of Vinci, not far from Florence, da Vinci was the illegitimate son of a Florentine notary, Piero da Vinci, and a young woman named Caterina. His artistic talent must have revealed itself early, for he was soon apprenticed (c.1469) to Andrea Verrocchio, a leading Renaissance master. He entered the painters' guild in 1472 and his earliest extant works date from this time. In 1478 he was commissioned to paint an altarpiece for the Palazzo Vecchio in Florence.

Three years later he undertook to paint the Adoration of the Magi for the monastery of San Donato a Scopeto. This project was interrupted when Leonardo left Florence for Milan about 1482. Leonardo worked for Duke Lodovico Sforza in Milan for nearly 18 years. Although active as court artist, painting portraits, designing festivals, and projecting a colossal equestrian monument in sculpture to the duke's father, Leonardo also became deeply interested in non-artistic matters during this period. He applied his growing knowledge of mechanics to his duties as a civil and military engineer. In addition, he took up scientific fields as diverse as anatomy, biology, mathematics, and physics. These activities, however, did not prevent him from completing his single most important painting, The Last Supper.

With the fall (1499) of his patron to the French, Leonardo left Milan to seek employment elsewhere: he went first to Mantua and Venice, but by April 1500 he was back in Florence. His stay there was interrupted by time spent working in central Italy as a mapmaker and military engineer for Cesare Borgia. Again in Florence in 1503, Leonardo undertook several highly significant artistic projects, including the Battle of Anghiari mural for the council chamber of the Town Hall, the portrait of Mona Lisa, and the Lost Leda and the Swan. At the same time his scientific interests deepened: his concern with anatomy led him to perform dissections, and he undertook a systematic study of the flight of birds.

Leonardo returned to Milan in June 1506, called there to work for the new French government. Except for a brief stay in Florence (1507-08), he remained in Milan for 7 years. The artistic project on which he focused at this time was the equestrian monument to Gian Giacomo Trivulzio, which, like the Sforza monument earlier, was never completed. Meanwhile, Leonardo's scientific research began to dominate his other activities, so much so that his artistic gifts were directed toward scientific illustration. Through drawing, he sought to convey his understanding of the structure of things. In 1513 he accompanied Pope Leo X's brother, Giuliano de'Medici, to Rome, where he stayed for 3 years, increasingly absorbed in theoretical research. In 1516-17, Leonardo left Italy forever to become architectural advisor to King Francis I of France, who greatly admired him.
Galileo Galilei (Scientist, Astronomer)

Born, February 15, 1564; Died January 8, 1642. Born in Pisa, Italy. In 1581 he entered the University of Pisa as a medical student, but he soon became interested in mathematics and left without a degree in 1585.

After teaching privately at Florence, Galileo was made professor of mathematics at Pisa in 1589. There he is said to have demonstrated from the Leaning Tower that Aristotelian physics was wrong in assuming that speed of fall was proportional to weight. He also wrote a treatise on motion, emphasizing mathematical arguments. In 1592, Galileo became professor of mathematics at the University of Padua, where he remained until 1610. He devised a mechanical calculating device now called the sector, worked out a mechanical explanation of the tides based on the Copernican motions of the Earth, and wrote a treatise on mechanics showing that machines do not create power, but merely transform it.

In 1602 Galileo resumed his investigations of motion along inclined planes and began to study the motion of pendulums. By 1604 he had formulated the basic law of falling bodies, which he verified by careful measurements.

Late in 1604 a supernova appeared, and Galileo became involved in a dispute with philosophers who held (with Aristotle) that change could not occur in the heavens. Applying the mathematics of parallax, Galileo found the star to be very distant, in the supposedly unchangeable regions of the cosmos, and he attacked Aristotelian qualitative principles in science. Returning to his studies of motion, he then established quantitatively a restricted inertial principle and determined that projectiles moved in parabolic paths.

In 1609 he was writing a mathematical treatise on motion when news arrived of the newly invented Dutch telescope. He was so excited at the possible scientific applications of such an instrument that he put all other work aside and began to construct his own telescopes.

By the end of 1609, Galileo had a 20-power telescope that enabled him to see the lunar mountains, the starry nature of the Milky Way, and previously unnoted "planets" revolving around Jupiter. He published these discoveries in The Starry Messenger (1610), which aroused great controversy until other scientists made telescopes capable of confirming his observations. The Grand Duke of Tuscany made him court mathematician at Florence, freeing him from teaching to pursue research. He was vigorously opposed in this belief, because the Bible was seen as supporting the opposite view of a stationary earth. Galileo argued for freedom of inquiry in his Letter to the Grand Duchess Christina (1615), but despite his argument that sensory evidence and mathematical proofs should not be subjected to doubtful scriptural interpretations, the Holy Office at Rome issued an edict against Copernicanism early in 1616.

In 1623, Maffeo Barberini, long friendly to Galileo, became pope as Urban VIII, and Galileo obtained his permission to write a book impartially discussing the Ptolemaic and Copernican systems. This became Galileo's famous Dialogue (1632), for which he was called to Rome for trial by the Inquisition on the grounds that in 1616 he had been personally ordered never to defend or to teach Copernicanism. In June 1633, Galileo was condemned to life imprisonment for "vehement suspicion of heresy." His Dialogue was banned, and printers were forbidden to publish anything further by him or even to reprint his previous works. Outside Italy, however, his Dialogue was translated into Latin and was read by scholars throughout Europe.

Galileo's sentence was swiftly commuted to house arrest, at first under custody of the friendly Archbishop of Siena and then at his own villa in Arcetri, near Florence. There Galileo resumed and completed his Paduan studies on motion and on the strength of materials, published at Leiden as Discourses and Mathematical Demonstrations Concerning Two New Sciences (1638). He rightly regarded this as containing the elements of a new physics that would be carried further by his successors.
King Henry VIII

Born June 28, 1491; Died January 27, 1547
Reigned April 22, 1509 to January 27, 1547

Henry VIII was the very model of a strong king. Not only was he physically impressive (standing over six feet tall at a time when the average height for males was only 5'4"), but he was also highly intelligent. He had a very good memory, an excellent eye for detail, and was a shrewd judge of men. He could also be quite ruthless and selfish at times. However, these latter qualities did not bring themselves to light until later in his life.

In spite of all his qualities, Henry was not the first in line for the English throne. He was born the second son to Henry VII and Elizabeth of York. His other siblings included an older brother, Arthur, and two sisters, Margaret and Mary. As the second son of the King, Henry was destined for the Church; specifically, he was expected to become the Archbishop of Canterbury. As a young lad, Henry divided his time between theology studies, artistic endeavors and sports.

As a musician, Henry was quite accomplished. He played several instruments, among them the lute, recorder, flute and harp. He composed many songs, his most famous being "Greensleeves". He was also quite a dancer and poet. It should also be noted that with his red hair, fair complexion and muscular build, Henry was considered to be quite desirable. In addition to his social accomplishments, Henry was an outstanding athlete. He was an extremely fine joust and enjoyed falconry, hunting and tennis.

In contrast, Henry VII (the father) was cold, calculating, and conservative and guided his foreign policy by marriage rather than war (which was the common practice of the time). So, when Arthur died in 1502, leaving a widow (Catherine of Aragon), all eyes turned to Henry as next in line for the throne, and the stage was set for England's next great King.

Henry VIII was crowned on April 22, 1509, at the age of seventeen. He brought to the throne his zest for life, and the early part of Henry's reign was looked upon as a time of celebration by all of England. As a leader he was inspiring; even ambassadors from other countries sang Henry's praises.

Two months after he was crowned, Henry married his brother's widow, Catherine of Aragon. Because the Bible warned against such a marriage, Henry had to gain a special dispensation from the Pope, which declared Catherine's first marriage annulled and cleared the way for Henry. Although you, Henry was in love with Catherine, who was the daughter of King Ferdinand of Spain. Their marriage also created an important political alliance, which would forever influence Henry and his reign. As a young king, Henry was ready for the glories of war. He had his sights set on France, whose history of feuding with England was ancient and well known. In 1511, Henry joined the Holy League, which united Pope Julius II, England, Switzerland, Venice and Spain against France.

In 1513, Henry led an army into France. In August of that year, the Battle of Spurs occurred. This battle, so named because of the hasty retreat of French troops, gave Henry his first victory of note. Also, the French towns of Tournai and Thérouanne were captured by the English in July and August.
Meanwhile, back in England, on September 7, 1513, a battle took place between England and Scotland (a long time ally of France). This battle shaped the relationship between these two countries for most of Henry's reign. This was the Battle of Flodden Edge, where a vastly superior Scottish army lead by King James IV was defeated by English troops led by the Earl of Surrey. During that battle, more than ten thousand Scotsmen were killed including King James IV himself and several Scottish lords. King James' widow, who was King Henry's sister Margaret, became Regent; their son, a young child at the time, would later become King James V.

In 1514, Henry signed a treaty with France. In this treaty, France agreed to give the town of Tournai to England and to pay a large pension. To cement this agreement, Henry betrothed his younger sister, Mary, to King Louis XII of France.

The 1530's witnessed Henry's growing involvement in government, and a series of events which greatly altered England, as well as the whole of Western Christendom: the separation of the Church of England from Roman Catholicism. The separation was actually a by-product of Henry's obsession with producing a male heir; Catherine of Aragon failed to produce a male and the need to maintain dynastic legitimacy forced Henry to seek an annulment from the pope in order to marry Anne Boleyn. Wolsey tried repeatedly to secure a legal annulment from Pope Clement VII, but Clement was beholden to the Charles V, Holy Roman Emperor and nephew of Catherine. Henry summoned the Reformation Parliament in 1529, which passed 137 statutes in seven years and exercised an influence in political and ecclesiastic affairs which was unknown to feudal parliaments. Religious reform movements had already taken hold in England, but on a small scale: the Lollards had been in existence since the mid-fourteenth century and the ideas of Luther and Zwingli circulated within intellectual groups, but continental Protestantism had yet to find favor with the English people. The break from Rome was accomplished through law, not social outcry; Henry, as Supreme Head of the Church of England, acknowledged this by slight alterations in worship ritual instead of a wholesale reworking of religious dogma. England moved into an era of "conformity of mind" with the new royal supremacy (much akin to the absolutism of France's Louis XIV): by 1536, all ecclesiastical and government officials were required to publicly approve of the break with Rome and take an oath of loyalty. The king moved away from the medieval idea of ruler as chief lawmaker and overseer of civil behavior, to the modern idea of ruler as the ideological icon of the state.

The remainder of Henry's reign was anticlimactic. Anne Boleyn lasted only three years before her execution; she was replaced by Jane Seymour, who laid Henry's dynastic problems to rest with the birth of Edward VI. Fragmented noble factions involved in the Wars of the Roses found themselves reduced to vying for the king's favor in court. Reformist factions won the king's confidence and vastly benefiting from Henry's dissolution of the monasteries, as monastic lands and revenues went either to the crown or the nobility. The royal staff continued the rise in status that began under Henry VII, eventually to rival the power of the nobility. Two men, in particular, were prominent figures through the latter stages of Henry's reign: Thomas Cromwell and Thomas Cranmer. Cromwell, an efficient administrator, succeeded Wolsey as Lord Chancellor, creating new governmental departments for the varying types of revenue and establishing parish priest's duty of recording births, baptisms, marriages and deaths. Cranmer, Archbishop of Canterbury, dealt with and guided changes in ecclesiastical policy and oversaw the dissolution of the monasteries.
The Six Wives of Henry VIII

Catherine of Aragon
Born 1485; died 1536
Married 1509 - 1533 Divorced

Catherine of Aragon was Henry's first wife. She was the daughter of King Ferdinand and Queen Isabella of Spain. At the age of 16, she was married to Henry's older brother, Arthur. Five months later, she was a widow, stuck in a foreign country whose language and customs were alien to her. King Henry VII refused to allow Catherine to return home to her parents, she was a royal pawn, and King Henry was unsure how to use her or of what value she might be. After spending almost eight years under extreme conditions (Henry VII reduced her staff of Spanish servants, constricted her ability to move about the court and to practice her Catholic religion as she desired, and reduced the amount of royal moneys spent for her personal support), she married her late husband's younger brother Henry. Theirs was a marriage begun in true love, but Henry grew tired of her and exasperated with her failure to produce a living male heir to the throne.

Anne Boleyn
Born around 1507; died 1536
Married 1533 - 1536 Executed

Anne Boleyn was not popular among her English subjects. They were loyal to Catherine of Aragon, and many believed Anne had bewitched their King. Pope Clement VII had refused to annul Henry's marriage to Catherine, leading to the break with Rome and the establishment of Henry as Supreme Head of the Church of England. Meanwhile, Henry and Anne were secretly married in January of 1533. Henry's archbishop of Canterbury, Thomas Cranmer, pronounced Henry's first marriage null and void, and Anne Boleyn was crowned queen in June. In September, she gave birth to her only living child, who later ruled England as Elizabeth I. However, the King's desire for a son led him to grow weary of Anne. After only three years of marriage, Anne was charged with adultery and treason (historians agree the charges were probably false), and she was beheaded in May of 1536.

Jane Seymour
Born around 1509; died 1537
Married 1536 - 1537 Died

Jane Seymour had, like her predecessor, been a lay-in-waiting to Catherine of Aragon and had also served Queen Anne. Less than two weeks after Anne's execution, Henry married the quiet, gentle Jane. In October of 1537, she died giving birth to Henry's long-awaited son, Edward, who would later rule England as Edward VI. Although she was only queen for one year, Henry considered her his favorite queen. That may have more to do with her bearing a son, than with her personality, though.
Anne of Cleves was a political bride. Henry needed allies in Germany, so he agreed to this marriage after seeing a rather hastily produced (and flattering) portrait of the woman. Their first meeting, however, revealed that Anne’s portrait was none too accurate. Comments from the court at the time claimed that Anne of Cleves bore a rather horse-like visage. Henry married her however, but the marriage was declared null and void after six months. After the divorce, Anne was granted a pension and remained on friendly terms with her royal ex-husband and his children.

Catherine Howard was quite young at the time of her marriage to Henry, who was approximately thirty years older than she. Catherine’s past contained numerous rumors of intimate relationships with various men, and she was secretly engaged to another man when the King took an interest in her. The relationship was encouraged by the Conservative party in an attempt to further discredit Henry’s chief minister, Thomas Cromwell, who had arranged Henry’s previous marriage to Anne of Cleves. The plotting worked, and Henry married Catherine on the very day Cromwell was executed. Henry was aging and in poor health while Catherine was young, flirtatious and quite spoiled. In 1541, Henry’s archbishop of Canterbury, Thomas Cranmer, was compelled to reveal to the King the numerous rumors of his young wife’s infidelity. Catherine was charged with unchastity before marriage and with adultery. Both charges were probably true. She was beheaded in February 1542.

Catherine Parr was more of a nurse and companion than a wife to the elderly, sickly King. She had been twice widowed before her royal wedding. Although she was secretly engaged to Sir Thomas Seymour (brother of Henry’s third wife, Jane), Catherine married the King instead in July of 1543. She proved to be a good influence on the King, she was a devout Protestant who spent much of her time discussing theology with the King (much to the dismay of Henry’s clergymen) and was successful in mitigating the King’s excessive acts of cruelty in religious persecution of the time. She was instrumental in restoring favor to the King’s daughters, Mary and Elizabeth. During Henry’s absence from court during the Siege of Cologne in 1544, Catherine acted as regent. Just one month after Henry’s death, Catherine married her true love, Thomas Seymour. She died during childbirth in 1548.
Suggested Projects and Classroom Activities

1. Hold a special complimenting contest in your classroom. Students create their own compliments, then select an opponent. The more elaborate the compliment, the better, and the last person to run out of compliments wins. (Renaissance style compliments compare the subject to beautiful things. One of the richest sources for inspiration is Shakespeare’s Romeo and Juliet!)

2. Design and build a model of a castle. Due to the utilization of gunpowder and cannons during the Renaissance, castle design was radically different from Medieval castles. They were circular or semi-circular. Medieval castles were, for the most part, square or rectangular. Rounded walls gave Renaissance castles a more deflective surface against cannon fire for the guns and cannons inside the castle. Castles also had a low profile (less of a target for a cannon) and thick walls.

3. Research and create a menu for a King’s banquet. Discuss table manners, utensils, etc.

4. Create your own raiment (clothing). Have your class design and/or make their own 16th Century clothing.

5. Coats of Arms were symbols that families, towns, and even governments rallied around. Create a coat of arms for your class or your school. Or, do research to see if your family has its own coat of arms. If not, create one. (An excellent source is A Complete Guide to Heraldry by A.C. Fox-Davies. See Resource List.)

6. Have your class practice greeting one another in 16th Century style.

7. Write a letter or a journal entry from the point of view of a historical figure.

8. Create a newspaper for your class and include stories regarding various political, military, religious, theatrical or scientific happenings.

9. Have students develop characters that would have existed in a Renaissance village. Character development can include costuming, language, research into duties that person would have performed, social status, etc. Then, when students come into Student Days they can come in costume as well as in character.

Some ideas are:

- Peasant
- Shepherd
- Tailor
- Carpenter
- Ironworker
- Architect
- Alchemist
- Stone Mason
- Butcher
- Sheriff
- Farmer
- Baker
- Juggler
- Town Crier
- Nobleman
- Noblemat
- Grave Digger
- Groom
- Poet
- Huntsman
- Woodsman
- Minstrel
- Smithy
- Leather Worker
- Tax Collector
- Knight

PLEASE NOTE: The Festival has a policy of not allowing students to bring in swords or daggers on Student Days, so please do not make them a costume necessity.

10. One of the most famous stories to come out of the Renaissance is that of King Arthur and his Knights of the Round Table. They lived by a high code of honor, which is a code knights are to live by. Create a high code of honor for yourself and your classmates.
Additional Resources

Biro, Lajos, *The Private Life of Henry VIII*

Coulton, G.G., *The Medieval Village*

Dopange, Jacques, *Bruegel*

Erickson, Carolyn, *Great Harry*

Fox-Davies, A.C., *A Complete Guide of Heraldry*

Gail, Marzieh, *Life in the Renaissance*

Gressieker, Hermann, *Royal Gambit*

Harvey, Nancy Lenz, *The Rose and the Thorn: The Lives of Mary and Margaret Tudor*

Ives, E.W., *Anne Boleyn*

McKee, Alexander, *King Henry VII's Mary Rose*

Palidy, Jean, *Katherine of Aragon*

Rival, Paul, *The Six Wives of Henry VIII*

**Video**

*A Man for All Seasons*, Rated G, 120 minutes

*The Virgin Queen*, Rated G, 92 minutes

*The Private Lives of Elizabeth and Essex*, Rated G, 106 minutes

*Anne of a Thousand Days*, Rated PG-13, 145 minutes

*Mary, Queen of Scots*, Rated PG-13, 128 minutes


*Henry VIII*, BBC and Time-Life, 1979 (165 minutes)
"All the world's a stage, and all the men and women merely players."

(As You Like It, 2.7.139-140)

DID YOU KNOW?

Shakespeare's plays were performed on stages in private theatres, provincial theatres, and playhouses. They were acted out in the yards of bawdy inns and in the great halls of the London inns of court.