**Anticipating the Chapter**

Handout 5-A

**Directions:** This section gives an introduction to the two historical movements that you will study in the current unit: the Renaissance and the Age of Exploration. While you will now be studying these developments through the lens of Church history, they are certainly not new concepts for you, as you have learned about this era in previous history courses. For each of the themes below, ask yourself: “What did I already know about this topic?” and “What information was new to me as I read the section?” Write your responses in the appropriate columns, and then refer to a general/secular history textbook to find additional details about each. Write these in the final column.

|  |  |  |  |
| --- | --- | --- | --- |
| **Major theme** | **Supporting details from prior knowledge** | **Supporting details from the Church history text** | **Supporting details from the general history text** |
| Humanism in schol- arship and art |  |  |  |
| Exploration of the  New World |  |  |  |

**Wrap-up question:** The focus question for this chapter asks, “What was the Church’s impact on the Renaissance and the Age of Exploration and vice versa?” Based on the information in your chart, what are some ways that you anticipate the Church will influence these historical developments? What are some ways that you think these trends will influence the Church?

**The Renaissance Man**

Handout 5-B

Using your class brainstorming session as a starting point, do some further research into the term “Renaissance man.” Look for answers

to the research questions below, and then prepare thoughtful responses to the reflection questions, based on your findings.

**Research questions:**

1. Give a thorough definition of the term “Renaissance man,” making reference to the origins of the concept.

2. Describe at least one historical example of the quintessential Renaissance man, explaining why your chosen figure epitomizes

this term.

**Reflection questions:**

3. How does the concept of a Renaissance man mesh with what you have learned about the Christian humanism that was at the heart of this historical era?

4. What do you think motivated the Renaissance men of history to achieve what they did? Do you think people today experience this same motivation, or is our culture fundamentally different? Explain.

5. Does a life as a Renaissance man/woman appeal to you personally? Why or why not?

6. If modern-day Renaissance men/women exist, then must they be secular figures, or is there room in the definition for these peo- ple to be men and women of faith, participating in the life of the Church?

**Language and the Age of Exploration**

Handout 5-C

**Directions:** Begin with the list of verbs compiled by your class, and comb through the chapter to add any other verbs that are com-

monly used when summarizing this era in Church and world history.

Next, discuss as a group the connotation of each of these verbs. Is it 100% negative? 100% positive? Relatively neutral? Determine a spot on the continuum below and place each verb on it.

**100% negative 100% positive**

Now, divide the line above into three equal parts. In each of the boxes below, summarize the events that took place during the Age of Exploration as though you were writing to a peer who had not yet read the section, using a few sentences in each box. In the first box, use all of the verbs from the leftmost section of your continuum, and none of those from the other two sections. In the second box, use all of the verbs from the middle section and none of the others, and similarly, in the third box, use all of the verbs from the third section and none of the others.

**Summary questions:**

Did the limitations of language make it any easier or harder for you to write one or more of your summaries?

How does the language we use impact our understanding of history? Is it important to consider sources that speak from all different perspectives, with different verbiage? Why or why not?