

# 2

## The Expansion of Trade



**FIGURE 2-1** The Polo merchants in the court of the Kublai Khan. Why do you think Marco Polo's writings about his travels became so popular? What does this show about people's attitude toward the world beyond Europe?

## WORLDVIEW INQUIRY

*What impact might increased trade and business have on a society's worldview?*

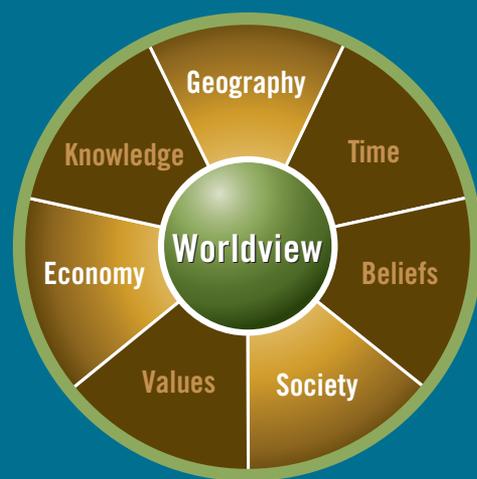
*Around 1300. A crowd of citizens had been invited to dine with the Polo brothers in Venice, Italy.*

Marco Polo peered around a curtain into the noisy dining hall. The word on everyone's lips was: Why? They had all met the merchants Marco, Niccolò, and Maffeo Polo and heard their outrageous stories about their travels. But why had Marco Polo invited them to this banquet?

Suddenly the Polos entered the hall. They were dressed in strange loose pants and tops with sashes tied around the waist. On their heads they wore wide, pointed straw hats. Marco Polo pulled handfuls of diamonds, rubies, amethysts, and other precious stones out of his pockets and tossed them on the tables. The people stared in amazement. The Polos laughed. "Now do you finally believe us about Cathay?" asked Marco.

Is this story true? Who knows? It is one of many legends that have grown up about Marco Polo. He wrote a book about his travels to the area that we now call China. It became a best seller and was translated into many languages. Scholars today still debate how much of his account Polo actually experienced and how much he picked up from other merchants on the road.

In what ways do you think the Polos' worldview might have been different from the worldview of most people of the Middle Ages?



## In This Chapter

In the previous chapter, you explored some of the ways that society, religion, and a changing economy affected worldview. You saw how towns where goods could be exchanged were growing up all over Western Europe. In this chapter, you will explore how trade and business expanded in Renaissance Europe. How did trade with the East affect European society? How did increased trade influence the growth and development of powerful city-states in Italy?

# The Rise of International Trade

What factors contributed to the rise of trade between Western Europe and the East at the beginning of the Renaissance?

## LINK UP

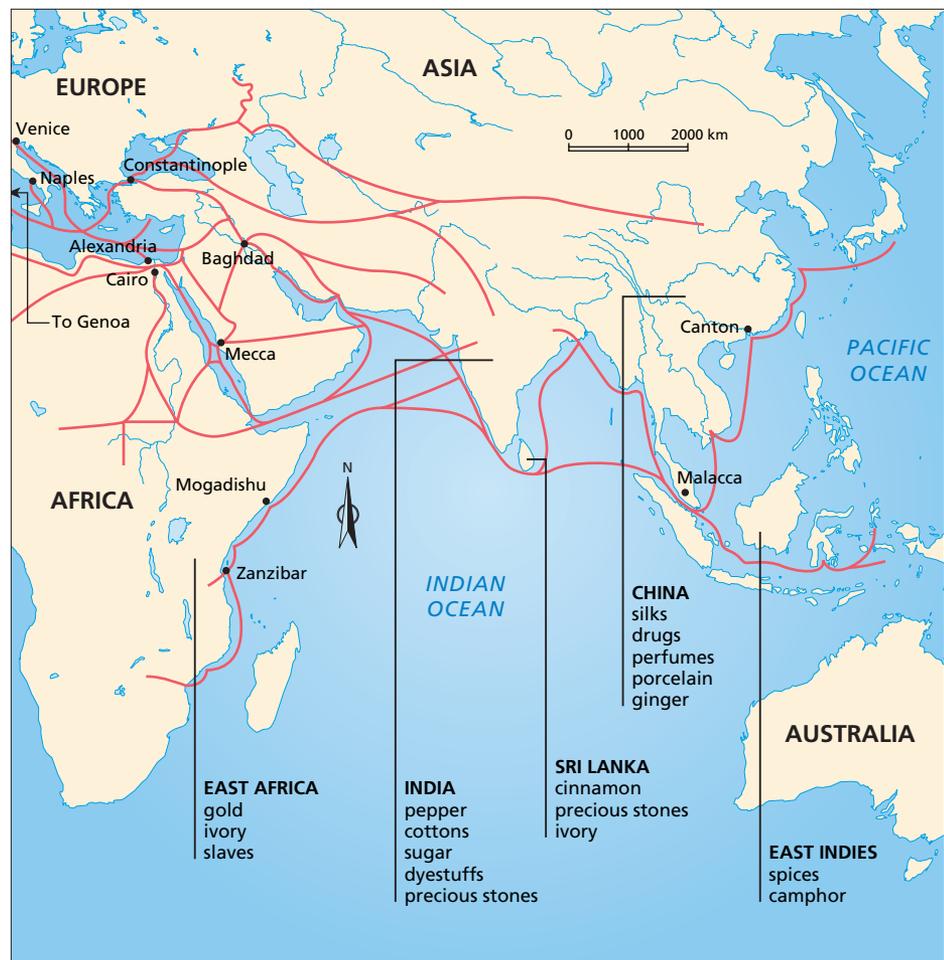
In Chapter 5, you will be reading about Ibn Battuta, a Muslim traveller who lived around the same time as Marco Polo. He travelled through the entire Muslim world as well as India, China, and Southeast Asia. ■

Now take a few steps back in time. Try to put yourself in the shoes of Marco Polo *before* he set out on his travels. You are 17 years old and for the last 10 years you have been listening to your father and uncle talk about their travels to Cathay, an amazing land far to the east. Now they are planning another trip and they have asked you to come along. What will you say?

For much of their journey across Asia, the Polos travelled the “Silk Road.” This was the name given to routes that connected civilizations from the Mediterranean in the west to Pacific Ocean in the east (Figure 2-2). More than trade goods were passed along these routes—intercultural contact led to exchanges of ideas and knowledge, as well. Although the Silk Road was major trade route, few of the travellers along the road were European. Marco Polo was in the right place to have experiences that were available only to a handful of Europeans of his time.

## Think IT THROUGH

Italy's location has been described as “Europe's gateway to the East.” Is this an appropriate metaphor? Explain. What other metaphors would you use to describe Italy's location in terms of trade?



**FIGURE 2-2** The Silk Road Trade Routes and Trade Goods. Camel caravans travelled long distances moving goods from one region to another. There was also extensive trade by sea. What kinds of products were traded on the Silk Road?

# The Crusades and Trade

Trade between Venice and other Italian cities and the East had actually been re-established several centuries before the Polos' journeys. It happened as a result of a series of religious wars between Christian and Muslim forces. These wars became known as "the Crusades."

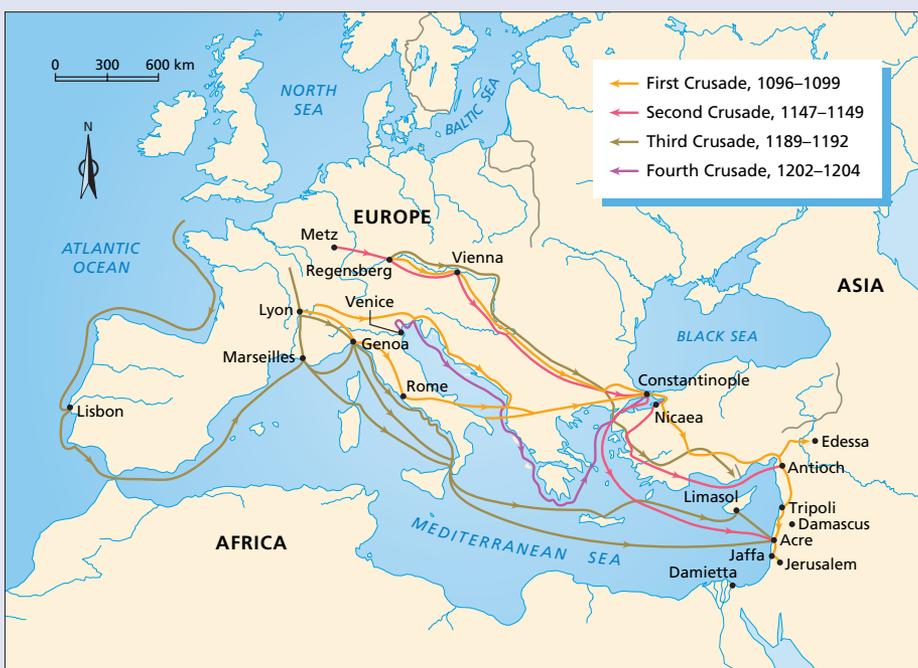
## Zoom In > The Crusades

The land of Palestine, which contained religious sites sacred to Jews, Christians, and Muslims, was under Christian control for many centuries. However, in the middle of the seventh century, the area was taken over by the Turks, who later became Muslims. In 1095, Pope Urban II launched a Christian Crusade to drive out the Muslims. In response to the Pope's message, thousands of men, women, and children walked across Europe heading for the Holy Land. They were eventually wiped out. Later, groups of knights set to do battle with the Turks. Christian knights, as well as Muslim warriors, looked on fighting in a holy war as a way of guaranteeing themselves a place in heaven.

The First Crusade created a Christian kingdom in the Middle East that lasted for about a hundred years. In 1187, a bold new Muslim leader, the Sultan Saladin, recaptured Jerusalem. The

strength of the united Muslims after Saladin eventually brought an end to the Crusades. The Muslims regained all their lands.

- What connections can you make between the Crusades and what you read in Chapter 1 about the importance of religion in the worldview of medieval Europe?
- Look at the map of the Crusades and the map on the previous page. What conclusions can you draw about the Crusades that might have affected trade between Europe and the East?
- Muslims, Christians, and Jews had managed to share the Holy Land for close to 400 years. What elements of the conflict during the Crusades do you see in current tensions in the Middle East?



**FIGURE 2-3 Major Crusades to the Holy Land.** There were eventually four major Crusades to the Holy Land. This map shows the routes travelled by the Crusaders.



**FIGURE 2-4** Cinnamon came from China and Burma, cloves and nutmeg from islands in Indonesia, and pepper from India. Besides flavouring food, spices were used in cosmetics, drugs, and perfumes. Because there was no deodorant at this time, perfume was an important item. People did not bathe or change their clothing regularly.

There were two important results of the Crusades for Europeans:

- ◆ contact with Muslim civilization
- ◆ trade.

During this time, the Muslim world was more advanced than Europe. Because of their travels and contacts, Europeans were exposed to new ideas about medicine, astronomy, philosophy, mathematics, and ancient literature. In addition, Muslim societies were inclusive and welcomed the contributions of Christian and Jewish scholars. These ideas resulted in advances in learning, which you will read about in Chapters 3 and 4.

The Crusaders brought back to Europe many new goods, including oil, spices, and new varieties of fruit from the Muslim world. Europeans wanted more of these goods. This led to increased trade between Europe and the East.

### Goods From the East

Do you ever think about how many of the foods and other goods in your daily life come from other countries? Imagine how different your life would be without international trade. Many of the goods that Italian merchants began to bring in by sea after the Crusades were luxury goods that were not available in Europe. They included precious jewels, rugs, and fabrics like silk, muslin, taffeta, and satin.



**FIGURE 2-5** *The Market Place* was painted by Joachim Beuckelaer in 1565. How many different goods can you identify?

Among the most sought after and valuable trade goods, however, were spices. Spices improved the taste of Europeans' food. Pepper was so valuable that sellers counted it out peppercorn by peppercorn and it was worth more than its weight in gold.

When ships loaded with luxury goods and spices returned to sea-ports like Genoa and Venice, merchants from Italy and across northern Europe flocked to buy the valuable cargoes. They then took the goods to sell in other cities and trading centres.

## Moving Goods and Resources

How is grain transported across Canada today? How does gas get to consumers? If you were importing cut flowers from South America, what means of transportation would you choose? How are canned goods moved from the factory to your local supermarket?

Today we have many different ways of moving goods and resources. Long ago, options were far more limited. Goods were moved, often at enormous expense, to market towns on ships along the coast, on boats along the rivers, or overland by horse, mule, or ox.

During the late Middle Ages and the Renaissance, there was a great deal of trade within Europe for local resources and goods as well as luxury goods from the East. Areas rich in resources like minerals (salt, iron, copper, lead, and precious metals), timber, fur, and fish exchanged these for cloth and manufactured goods produced in other areas. Some regions grew surpluses of grain or produced wine and olive oil which they exported. Sheep-rearing areas shipped their raw wool to cloth-making areas in exchange for other resources and goods. German and Dutch ships from northern Europe as well as ships from Genoa and Venice in the Mediterranean were most actively involved in trade.

When French explorer Jacques Cartier arrived in Canada in 1534 he found that the First Nations people were eager to trade furs for knives and iron. Trade was important in the relations among various First Nations people. As in Europe, there was a vast network of trade routes across North America that linked peoples and allowed for the exchange of goods. Most trade routes developed along rivers, lakes, and coastlines.

For example, Cree Burn Lake, in northeastern Alberta was a gathering place for the Plains Cree and Dene. They met there in the summer for trade, social gatherings, and spiritual ceremonies. The site was popular with other First Nations peoples as well because of the tar sands which they used to repair their canoes. First Nations peoples still use Cree Burn Lake as a gathering place.



**FIGURE 2-6** Salt, used to preserve fish, was mined underground or produced from sea water by people in coastal communities.



**FIGURE 2-7** Grain was grown throughout Europe. Some regions could not produce enough for their population and had to import it from eastern Europe.

# Asking Geographic Questions

What maps do you use in your daily life?  
 What skills do you need to read these maps?

There are many different kinds of maps. The information on maps can be divided into two broad categories:

- ◆ physical geography, that is, the features of the Earth's surface
- ◆ human geography, which is related to people and their activities

When you look at a map, the first step is to gather information from it. Ask yourself these questions. Why was this map included? What part of the world does it show? What type of map is it? What place names have

been included? What does the legend tell you about the map?

Once you are familiar with the content of the map, you can begin to consider geographic questions, such as, what patterns do you see? What geographic problems and issues does the map suggest?

Answer these two geographic questions suggested using information from Figure 2-8.

- ◆ To what extent was the development of trade routes in Europe influenced by large rivers?
- ◆ How much of European sea-going trade was controlled by the Italian city-states?



**FIGURE 2-8** Trade Routes in Renaissance Europe

Asking questions that make connections between maps can also help to give you geographic insights. Here is a geographic question suggested by Figures 2-8 and 2-9. Answer it using information from the maps.

- ◆ How did the Apennines affect the location of trade routes in Italy?

### Try It!

Take a look at the maps on these two pages and discuss them with a partner.

1. Make up geographic questions:

- ◆ a question for Figure 2-8
- ◆ a question for Figure 2-9
- ◆ a question making connections between Figures 2-8 and 2-9

- ◆ a question making connections between Figure 2-8 or Figure 2-9 and another map in this chapter or a modern political map of Europe

Use question words and phrases such as *who, what, where, when, why, how, in what ways, and to what extent* to begin your questions.

2. Exchange questions with a partner and answer one another's question. Then discuss your responses together.
3. Discuss in a group: What did you learn about asking geographic questions from the activity above? Record your ideas and share them with the class.
4. How would access to trade routes give a competitive advantage to a region?

#### What's in a WORD?

A "relief map" shows the different heights of land such as mountains and plains in an area. These are usually shown by colour or shading.



**FIGURE 2-9** A Relief Map of Europe

## Canada's International Trade

Country	% Share of Total Exports
United States	83.9
European Union (excluding United Kingdom)	5.7
Japan	2.1
United Kingdom	1.9
China	1.6
<b>Total of Top 5</b>	<b>95.2</b>

**FIGURE 2-10** Canada's Major Trading Partners (Exports) by Country, 2005. Statistics Canada.

- Examine Figure 2-10. Using the world map on the inside back cover, locate each of the countries listed. What geographic connections does Canada have with its top export trading partners?
- Visit the Government of Alberta Web site and identify Alberta's top trading partners for these export industries:
  - Mining and Energy
  - Agriculture, Food & Beverages
  - Manufacturing
  - Forestry
  - Chemicals
  - Machinery
  - Computer and Electronic Products

### Think IT THROUGH

Earlier you considered how important access to trade routes was to the Italian city-states. How important do you think access to trade routes is to Canada today: more important, just as important, or not important? Explain.

## Over to YOU

1. Create a cause-and-effect diagram for the three factors that you think were most important in the rise of trade in Europe starting in the 1300s.



- a. Why did geography have such an important effect on economic relationships during the Renaissance?
- b. Do you think geography is an important factor today in economic relationships? What other factors do you think are as important as or more important than geography? Explain.

2. Determine the location of the five largest cities in Canada. What geographic features do these cities have in common with the major cities in Renaissance Europe?
3. Suppose a European monarch sent you to find a place to build a new city that would be a centre for the exchange of goods and ideas.
  - a. What physical features would you look for?
  - b. Where in Europe would you choose to build this city?
  - c. Give an oral report to the monarch telling your decision and the thinking behind it. Support your report with a map showing the location of your proposed city. (See the Building Your Skills on Making a Presentation on page 332.)

# The Italian City-States

Renaissance Europe did not look the way Europe does today. Many countries had very different borders. Others, like Italy, were not yet countries at all. At the time, most countries were more like kingdoms, empires, or principalities ruled by monarchs. Italy was a collection of **city-states**. A city-state consists of a city that is politically independent and the rural area around it. This rural area is called the **hinterland**.

*How did increased trade lead to the emergence of powerful city-states in Italy?*

## EXPLORING SOURCES

### Florence, A Prosperous City-State

- How do the painting and quotation illustrate their creators' pride in their city, Florence?
- How does the hinterland support life in Florence?
- Identify and explain which geographic features make Florence a suitable site for a city.

*We have around about us thirty thousand estates . . . yielding us yearly bread and meat, wine and oil, vegetables and cheese, hay and wool . . . Our beautiful Florence contains within the city in this present year two hundred seventy shops belonging to the wool merchant's guild, from whence their wares are sent to Rome and the Marches, Naples and Sicily, Constantinople and Pera, Adrianople, Broussa and the whole of Turkey. It contains also eighty-three rich and splendid warehouses of the silk merchant's guild, and furnishes gold and silver stuffs, velvet, brocade, damask, taffeta and satin to Rome, Naples, Catolina, and the whole of Spain, especially Seville, and to Turkey and Barbary.*

**Benedetto Dei, a Florentine merchant in Marvin Perry et al.,  
Sources of the Western Tradition.**



**FIGURE 2-11** This view of Florence in 1480 is detail from the *Carta della Catena* done in 1490.

## The Success of the City-States

Geographic features contributed greatly to the economic success of Florence. Think about the large cities of Alberta. Why did they develop where they did? What factors made them prosper?

Dozens of city-states grew up across the northern half of Italy. They were “in the right place at the right time” to become the wealthiest cities of Europe. Aspects of their geography, climate, leadership, and social organization help to account for their success.

### What's in a WORD?

The word “geography” comes from the Greek words that mean “Earth” and “writing.”

- 1. Geography.** Of all Europe, Italy was closest to the port cities of northern Africa and the eastern Mediterranean Sea where spices and other luxury goods were available for trade. As a result, transporting these goods by sea was easier and cheaper for traders in Italian cities than for those of other European countries.
- 2. Climate.** The climate of Italy is milder than the climate in the European countries north of the Alps. This meant that trade and travel were not interrupted by winter weather. The long growing season produced crops like olives and grapes — important trade items. Wine made by fermenting grapes was a popular drink across Europe; oil pressed from olives was used for cooking.



**FIGURE 2-12 The City-States of Renaissance Italy** How does the physical geography of Italy explain where cities developed? Consider factors such as rivers, mountains, and bays.

- 3. Leadership.** Northern Italy had a different history from the rest of Europe. In pre-modern Europe, most countries were **monarchies**, that is, ruled by a king or queen. Northern Italy, on the other hand, was a collection of independent city-states. They had their own governments, armies, and controlled their own affairs. The city-states of Venice, Milan, Florence, and Genoa grew into the wealthiest trading, business, and banking centres of Europe.
- 4. Social Organization.** Feudalism did not have nearly as strong a hold in Italy as it did in the rest of Europe. In Italy, the nobles tended to move into the towns, where they took their place in the upper classes of urban society. Many of them became involved in business and politics.

## Competition for Trade

Because the city-states all wanted to expand their trade and business, there was rivalry among them. For example, Genoa and Venice competed for control of the sea routes in the Mediterranean.

The city of Venice was founded in Roman times on a group of islands in a protected harbour. It was a site that was easily defended from invasion. Over hundreds of years the city became a great trading centre as a result of its dealings with the East. At the height of its power, Venetian merchants had thousands of ships travelling throughout the Mediterranean Sea and eventually along the Atlantic coast to ports in northern Europe. The Venice Arsenal became the largest ship-building centre in Europe. Between two and three thousand workers were employed there.

### Think IT THROUGH

Feudalism was a less-powerful institution in Italy. Use the elements in the worldview icon to consider in what ways this might have affected the worldview of the people living in the city-states.

## EXPLORING SOURCES

### Venice's Success

The Venetian Marino Sanuto described his city as follows in his diary:

- Identify parts of Sanuto's diary entry that reflect the prosperity of Venice.
- How did trade contribute to the quality of life of Venetians?

*In this land, where nothing grows, you will find an abundance of everything; for all manner of things from every corner and country of the earth which had stuff to send, especially food, are brought to this place; and there are plenty to buy, since everyone had money. The Rialto [market] looks like a garden, such a wealth there is of herbs and vegetables from the places nearby, such an endless variety of fruits and all so cheap, that it is wonderful to see.*

**FIGURE 2-13** The *Battle of Chioggia* was painted by an unknown artist in the 1400s. Venetian warships battled a fleet from Genoa. Notice that the ships are not under sail but are being powered by rowers. What might be the advantage of this strategy?



### FYI...

The Italian city-states all wanted to expand their hinterland territory. This competition led to frequent warfare among them.

Genoa, the other great maritime power in Italy, controlled a share of the trade in the eastern Mediterranean and also had ports in the Black Sea. In the western Mediterranean, Genoa controlled trade with the Spanish ports of Barcelona and Valencia. For centuries, Genoa and Venice were on equal terms. However, after the Genoese fleet was destroyed in a naval battle with Venice in 1380, Genoa never regained its former power.



## Commerce in the City-States

The members of the Polo family were merchants. Merchants made money by purchasing goods in one place and then selling them for a higher price in another place. As well as dealing with goods such as spices and luxury fabrics that were ready for the marketplace, merchants also bought and sold resources that needed to be manufactured into goods. For example, they bought raw wool that would be made into cloth.

**FIGURE 2-14** *July (Spinning and Weaving)* was painted by Leandro Bassano between 1595 and 1600.

## Doing Business

The purpose of every business is to make money; otherwise the business will fail. But there are many ways for a company or business to operate. Here are some questions you can ask about the way a business is run:

- How much profit does the business make? For example, some garments cost very little to produce but they are sold at high prices.
- What are working conditions like for the employees? For example, some companies provide incentives for employees to take business-related courses.
- How much do people in the company earn? For example, the chief executive officer (CEO) of a large corporation may earn in a week what a worker earns in a year.
- How might the answers to these questions affect the choices you make as a consumer?

### Different Perspectives on Business

At the beginning of the Middle Ages there was very little business. But as trade grew, new relationships developed among merchants, traders, workers, and consumers.

Here is a business model that became common during the course of the Middle Ages.

### Business Model A

- The masters of the wool guild get together and buy raw wool from a merchant.
- Each master brings raw wool to his workshop, where it is washed, combed, carded, spun, and then woven into cloth by his journeymen and apprentices. The cloth is then dressed, dyed, and cut.
- The master pays his workers according to Christian principles: wages high enough to support their families in a way that is appropriate to their social position.

- The master sells the cloth in his shop or to a merchant who takes the goods to a market. The Church teaches that the price charged for goods should be “just,” that is, an amount that is fair for the seller but not enough to make a large profit. The master and merchant see business as a way of making a living, not as a way to get rich.

Beginning in the late Middle Ages, a new business model began to develop as manufacturing grew.

### Business Model B

- A merchant imports a large amount of raw wool and distributes it to many shops and homes for processing. Each step of the cloth-making process is done in a different location by different workers. Some of these workers are members of a guild and some of them are not. Throughout, the merchant keeps ownership of the wool.
- The merchant’s goal is to make a high profit. The less he pays his workers and the higher the price he charges for the finished cloth, the more profit he makes.
- The merchant uses some of his profit to expand his business and make even more profit.

**Adapted from *Renaissance Europe*  
by De Lamar Jensen.**

### Think IT THROUGH

1. In which business model would you rather be a worker? Why?
2. Which model do you think would lead to the growth of trade and business? Why?
3. What values does each model reflect?
4. Which of these business models do you think is generally followed in our society today? Explain your answer.

## SKILL POWER

Why do we study the past? One reason is that it helps us to understand our own time. Making connections between events in the past and the present is part of that process.

- How does knowing a little bit about the history of the *ciompi* contribute to your thinking about unions today?
- Find another place in this chapter where you can make a connection to the present or to your own life and share your thinking.

In Chapter 1, you read that some peasants in England and France revolted against unfair treatment by the nobles. In Florence, there was a revolt led by the *ciompi* or “wool carders.” Because of the Black Death, the economy was weakened. There was high unemployment among workers, like the *ciompi*, who did not belong to guilds. The *ciompi* wanted to form their own guild but this request was denied by the large guilds and by the government, which was run by wealthy merchants. The *ciompi* called for an uprising of the lower classes. They briefly took over the government of Florence, but they were eventually defeated by the powerful guilds.

### Making Money With Money

The bankers as well as the merchants of the city-states brought wealth to their cities. Florentine bankers established banking houses across Europe. Florence’s economy became so powerful that its golden “florin” became the most important currency in Europe during the course of the Renaissance.

**Usury**, the practice of charging interest when loaning money to someone, played an important part in creating wealth. During the Middle Ages, the Church considered usury sinful. However, the growth of international trade required large investments of money that would be tied up for many years. To encourage investment in international trade, the Church began to allow charging interest for loans that involved risk. These included financing trading voyages where there was danger of shipwreck or robbery by pirates. Over time, Italian bankers introduced new practices that helped to make trade and business between countries easier.



**FIGURE 2-15** *The Money Lender and his Wife* was painted in 1514 by Quentin Metsys. How has the artist shown the wealth of the money lender? What does the artist suggest about the wife’s worldview by showing her turning away from the religious book in her hand to look at the money?

Business Practice	Purpose
Partnerships and Joint Stock Company	Used to raise capital (money) for larger projects. Less financial risk to the individual.
Banks	Provided money-lending services as well as issuing Bills of Exchange.
Bills of Exchange	Worked like modern chequing account. Merchant would deposit gold and receive a Bill of Exchange. Could then turn that in for gold at other banks. Easier and safer than carrying gold along trade routes.
Insurance	Paid a small fee to insure goods during travel. If goods were damaged or lost, insurance company pays replacement costs. If goods arrive safely, insurance company keeps the fee.

Oswego City School District, Regents Exam Prep Centre.

Politics within the city-states was affected by the changing economy. Nobles, bankers, the new wealthy merchant families, and the numerous small merchants, shopkeepers, and craftspeople all wanted political power. The merchants and bankers realized that the constant struggles and warfare interfered with their ability to trade and do business. As a result, they began to support strong leaders who could promise them stability.

Florence competed with other city-states in banking. Italian and European bankers and merchants travelled around Europe on business. This exposed other Europeans to the lifestyle of the Italians who had more contact with the world outside Europe. Wealthy Europeans, artists, and scholars visited Italy and were impressed with the beautiful cities and the sophistication of the Italians. They spread Italian values and ideas across Europe.

## LINK UP

In Chapter 4 you will read ideas about political leadership that were developed by Renaissance thinkers. ■

## EXPLORING SOURCES

### The Nuu-chah-nulth

The Nuu-chah-nulth band (pronounced Noo-cha-nulth) consists of 15 separate but related First Nations whose traditional home is the western coast of Vancouver Island. Here is how Chief Maquinna described their “banks”:

- What does Chief Maquinna’s quotation reveal about the Nuu-chah-nulth worldview?

*Once I was in Victoria, and I saw a very large house. They told me it was a bank and that the white men place their money there...and that by and by they get it back with interest. We are Indians and we have no such bank; but when we have plenty of money or blankets, we give them away to other chiefs...and our hearts feel good. Our way of giving is our bank.*

## Zoom In > The Medici Family

The Medici family was the most famous and powerful family in Italy. They were an important part of Florence's cultural and political life for more than 300 years.

The family made a fortune as wool and silk merchants and bankers. They built alliances with other wealthy families, acquired important positions in the Church, and married into Europe's royal families. By 1434, Cosimo de Medici was powerful enough to take control of Florence. Because Florence was a **republic**, that is, a state in which power is held by the people, Cosimo could not openly declare himself head of the government. Instead, he used his wealth to buy support and to have his enemies exiled from the city. Under his leadership, Florence attacked neighbouring city-states, such as Siena, and made alliances with others, such as Milan. Although Cosimo could be quite ruthless in political matters, he also had a real interest in the arts. He began the Medici tradition of helping promising artists.

Like many leading families, the Medici made many enemies. In 1494, important family members were exiled from Florence and not allowed to return for many years.

The most famous Medici was Cosimo's grandson, who was known as Lorenzo the Magnificent. He was also a patron of art and literature. He sponsored Michelangelo, Botticelli, Leonardo da Vinci, and other great artists and thinkers that you will be reading about in the next two chapters.

- Consider why so many Medici met violent deaths, some engineered by other members of their own family.
- Which factors in the worldviews icon explain the success of the Medici family?
- In what ways did the economic power of the Medici affect their role as citizens of Florence?



**FIGURE 2-16** This portrait, titled *Lorenzo de Medici "The Magnificent,"* was painted by Giorgio Vasari in the 1500s. Lorenzo de Medici was a ruler and a poet. What aspects of his character has the artist emphasized in this portrait?

1478	Giuliano stabbed to death
1503	Piero the Unfortunate drowned in a shipwreck
1526	Giovanni delle Barde Nere shot and killed attacking the city-state of Mantua
1535	Ippolito poisoned by order of his cousin
1537	Alessandro assassinated by his cousin Lorenzino
1547	Lorenzino assassinated by order of his cousin Cosimo I
1576	Isabella, daughter of Cosimo strangled in bed by her husband

**FIGURE 2-17** Deaths in the Medici Family

## Wealth and Responsibility

Who are the wealthiest people you know of? How did they make their money? To what extent do you think that great wealth also brings with it responsibilities?

Kenneth Thomson was the wealthiest man in Canada and ninth in the world before his death in 2006. Bill Gates is the wealthiest man in the United States; at one time his wealth topped \$100 billion. Both Thomson and Gates have given large amounts of their fortunes away. For example, Thomson donated many millions of dollars as well as paintings and sculptures to the Art Gallery of Ontario. Gates and his wife started the Bill and Melinda Gates Foundation and through it have given billions of dollars to improving health care in Africa, among other causes.

And what about the charitable donations of ordinary Canadians? Statistics Canada reports that about one-quarter of Canadians filing tax returns made charitable donations. In 2004, the latest year for which statistics are available, Canadians reported donations of more than \$6.9 billion.

### Think IT THROUGH

1. Do you think that people who make large fortunes have a responsibility to support charitable causes or events? Explain your thinking.
2. How important is giving to charity in your worldview?

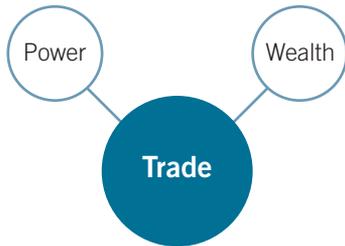


**FIGURE 2-18** Melinda Gates, Dr. F. Xavier Gomez-Olive, and Bill Gates, holding a baby, are taking part in a malaria intervention treatment program in Mozambique, Africa.

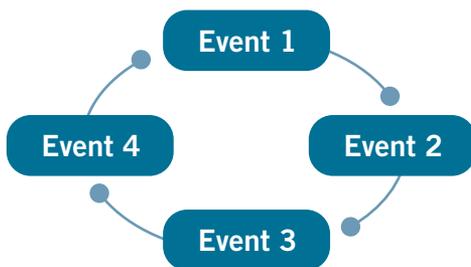
## Economics and Citizenship

The economy went into a depression in the years after the Black Death. In Italy the slump was not fully over until the early 1500s. But merchants and bankers continued to grow wealthier through trade and commerce. One historian, Robert Sabatino Lopez, has argued that the depression caused the growth of culture and art in Italy that you will be reading about in the next chapter. According to Lopez, wealthy people spent money on the arts because there were few good business opportunities around. Wealthy citizens also contributed heavily to the beautification of their cities. This, it was believed, encouraged feelings of loyalty and pride in the general public.

1. a. Make a copy of the graphic organizer below and complete it to show how trade led to wealth and power in the city-states of Italy. Add as many circles as you need to the web.



- b. Compare how places get wealth and power today with your Renaissance web.
2. Use a cyclic graphic organizer like the one below to explain how trade led to wealth which in turn led to more trade. (Hint: See the Voices box on p. 51).



3. a. Refer back to the Voices feature on page 51. Create a T-chart to examine how each model benefits and harms:
- the worker
  - the master/merchant
  - the consumer

Create an illustration about one of the models through the eyes of a worker and through the eyes of the master/merchant.

- b. In small groups, brainstorm the values of Business Model A and the values that exist in our economic system. Show the results of your discussion using presentation technology.

4. Have a class discussion on the following questions:
- Do you think a society's way of doing business affects its values and attitudes?
  - How are the lives of people affected by different ways of doing business?
  - If you were a businessperson, under what values would you operate your company?

Before the discussion make notes outlining your ideas and the evidence you will use to support them. Use the critical thinking checklist on page 9 to help you organize your response.

5. Conduct in-depth research on the Internet on Renaissance Venice or Florence. Design a brochure to promote one of these cities to European merchants as a good place to open a business. Include a map that shows the geographic advantages of this city.
6. Select a company in the fast food, retail department store, or clothing sales business. Research how that company has resisted attempts by workers to gain power through unions. Use this information to explore the issue: "What actions should workers be allowed in order to gain power in the workplace?"

# Explore the Big Ideas

Beginning in the later Middle Ages, trade expanded among the countries of Europe. The city-states of Italy flourished because they were located near the Mediterranean Sea and connected to the trading routes of Asia. The exchange of goods would eventually lead to an exchange of values, attitudes, and knowledge.

1. Complete the organizer below to help you identify ways that increased trade and business affected worldview in Renaissance Europe.

To what extent did the following factors affect the Renaissance worldview?	Result
1. Increased trade and contact with the East	
2. Increased trade within Europe	
3. Competition among the Italian city-states for power	
4. Changing business practices and a focus on wealth	

- a. With a partner role-play a conversation between two business people, one from the Renaissance and one from today, in which you discuss the similarities in your attitude toward trade and business.
- b. Then role-play a conversation between two workers in which you discuss wages and working conditions.
- c. How did your role-plays contribute to your thinking about business practices and accumulating wealth?

2. A trading ship has just arrived in the Italian port of Genoa loaded with goods from the East. Write a diary account of this event from the point of view of a curious visitor from a small town in the Alps. Keep in mind that the writer comes from a different geographic setting and thus has different experiences and a different worldview from people in Genoa.
3. a. Review the chapter and make a list of all of the geographic features that contributed to making Italy the centre of change in Europe.

- b. Rank these from most to least important. Explain your ranking.
4. Collect articles about trade and business from newspapers and magazines over the period of a week. Choose the three articles you find the most interesting and make an oral presentation to a group in which you present what aspect of trade each article covers. Prepare a question for each article to present to the group for discussion.
  5. Create a collage of words and images that reflects your thinking

about the effects of trade in today's world. Consider some of the following factors in your thinking about trade:

- How trade affects the lifestyle of Canadians.
- The effect Canada's export of resources has had on the environment of Canada.
- How trade affects the identity of people around the world.
- The effect free trade has on people in those countries.

Give your collage a title that reflects the point of view you are communicating.