**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Band: \_\_\_\_\_**

**Printing Press Spreads Renaissance Ideas**

**DIRECTIONS: Actively read the documents below. Label where you see the following enduring issues:**

* **CHANGE (CH)**
* **CONFLICT (CON)**
* **POWER (P)**
* **TECHNOLOGY (T)**

 **Then explain how the invention of the printing press affected people, places, and societies.**

**

*The earliest books were written on scrolls. From the Second Century A.D. to the present time, however, most books have been produced in the familiar codex format—in other words, bound at one edge. During the* ***Middle Ages****, manuscript books were produced by monks who worked with pen and ink in a copying room known as a scriptorium. Even a small book could take months to complete, and a book the size of the Bible could take several years. . . .*

Source: [www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html](http://www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html)



In the mid 1400’s, Johannes Gutenberg, a German printer, invented movable metal type and the printing press. Before the 1400’s, books had to be copied by hand—a time consuming method. Consequently, books were rare, owned and read only by scholars and the wealthy. Guttenberg’s invention of movable type changed all that. People could buy books and expand their knowledge and questioned traditional ideas.

*“The printing press allowed for the democratizing (spreading) of knowledge as a greater number of individuals were provided access to more information. Through the printing press, written work was more uniform in its viewing format. The mechanization of the printing press achieved more regular spacing and hyphenation of the print. (Bolter, 2001). Prior to the printing press, the written word was individually scribed with no standard format, with inconsistent writing, grammar and handwriting. The printing press led to more consistent spelling, grammar and punctuation. (McLuhan, 1962). Through this uniformity and reliability of the written work, readers were able to consistently interpret the writer’s thoughts and ideas. While the printing press did not have any significant immediate effects on societal literacy (reading and writing), over the next few decades as more information through the written word was accessible and disseminated (spread), this technology advanced mass literacy as demonstrated through a drastic rise in adult literacy throughout Europe. Prior to the printing press, books were quite expensive as it was a laborious task to hand-scribe each book. As a result, only the wealthy upper elite class could afford such books and therefore the literate were mainly found at this class level. However, with the invention of the printing press creating nearly identical books of quality at an economical (inexpensive) price, books were now more affordable and available to the general public. It is estimated that by 1500 there were “fifteen to twenty million copies of 30,000 to 35,000 separate publications.” (McLuhan, 1962, p.207)*

*“The invention of the printing press, the scientists were more readily able to share and exchange information. Further, as diagrams were hand drawn, detailed diagrams and sketches would be time consuming and the printing press would easily reproduce many copies with ease. By being able to quickly reproduce diagrams, pictures and tables for mass consumption and readership, scholars were more eager to take the time to produce accurate and useful illustrations. The dissemination (spread) of scientific knowledge through the use of the printing press further increased literacy as more individuals would have increased access to such knowledge and would be readily available for the next person to continue or build on previous research.”*

*“The printing press was an agent of change in terms of educational practice. It transformed the relationship between educator and student. Previous relations between masters and disciples were altered. Students who took full advantage of technical texts which served as silent instructors…. Young minds provided with updated editions, especially of mathematical texts began to surpass not only their own elders but the wisdom of ancients as well.”* (Eisenstein, 1979, p. 689).

*“Lastly, many works were produced in the Latin language and thereby the printing press assisted in promoting this language. However, very few individuals knew how to read Latin and so over time and with the demand by the ever increasing literate public, a growing number of written works were being translated from Latin and slowly replaced by language of each area. From 1520, many printers turned their offices into workshops for translators. In providing written work in an individual’s native language, this further positively impacted literacy rates as there were less obstacles in access to the written word.” (Febre & Martin. 1997: 271-272).*

*Gutenberg’s methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, and Columbus’s report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .*Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years,* Time, 1998

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Band: \_\_\_\_\_**

**According to the sources, how were books produced *prior* to the Renaissance?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**According to the sources, how did the production of books change over time (pre-Renaissance era to the Renaissance era)?**

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 **According to the sources how did the printing press affect people, places, and societies?**

**(STATE AND EXPLAIN 3 EXAMPLES)**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The enduring issue this best associates with is (check all that apply):**

* **CHANGE**
* **CONFLICT**
* **POWER**
* **TECHNOLOGY**

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