

## The Rise of Humanism



**READING 6** Analyze the effect of paradox in speeches. **8** Analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.

### from *Utopia*

Fiction by Sir Thomas More

## Speech Before the Spanish Armada Invasion

Speech by Queen Elizabeth I

### Meet the Authors

#### Sir Thomas More 1478–1535



Sir Thomas More was uncommonly gifted. He became a powerful statesman and—400 years after his death—a saint. More was also considered one of the greatest lawyers and scholars of his day.

**A Utopian Vision** Born in London in 1478, More entered Parliament when he was 26. His experience in the political world convinced him that the time was ripe for change. In 1516, More wrote *Utopia*, a fictional work in which he enumerates the political, economic, and social problems afflicting 16th-century Europe. He also describes an ideal state ruled by reason.

**A Fatal Falling Out** The publication of *Utopia* thrust More into the spotlight, and in 1517 he joined King Henry VIII's council. Twelve years later, Henry appointed More lord chancellor.

However, a rift soon developed between More and Henry over the king's desire to break England's ties with the Roman Catholic Church. In 1534, More refused to approve legislation that would install Henry as head of the Church of England. More was tried and found guilty of treason. His final words as he stood before the executioner were, "The King's good servant, but God's first."

#### Queen Elizabeth I

1533–1603



On the day Elizabeth I was crowned, crowds cheered as she was carried through the streets. It was an auspicious beginning to her 45-year reign as queen of England.

**Stark Beginning** The daughter of King Henry VIII and Anne Boleyn, Elizabeth probably had a lonely childhood. Her father was deeply disappointed that his wife hadn't produced a male heir. Two years after Elizabeth's birth, he had her mother executed on charges of treason.

Despite his bitterness at not having a son, Henry provided Elizabeth with an excellent education normally given only

to boys. This education would prove invaluable when she became queen.

**Glorious Reign** Elizabeth I ascended the throne in 1558. Her reign was a time of great prosperity and artistic achievement. Elizabeth also proved to be a shrewd politician and orator. In 1588, when a fleet of Spanish ships known as the Spanish Armada was preparing to invade England, Elizabeth delivered an inspiring speech to her soldiers. Despite having fewer ships and soldiers, the English fleet defeated the Armada.

Authors  
Online



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## LITERARY ANALYSIS: RHETORICAL DEVICES

Both Sir Thomas More and Elizabeth I use **rhetorical devices**—techniques that communicate their ideas and support and strengthen their arguments. As you read, pay attention to their use of the following techniques:

- An **analogy** is a comparison made between two dissimilar things in order to explain an unfamiliar subject in terms of a familiar one. For example, More compares a bad ruler to an incompetent physician who cannot cure a disease except by creating another.
- **Repetition** is the repeated use of a word or phrase. For example, Elizabeth I repeats the phrase “I myself” to emphasize her personal involvement in England’s defense.
- A **rhetorical question** is a question to which no answer is expected. (*Who is more eager for revolution than he who is discontented with his present state of life?*)
- **Antithesis** expresses contrasting ideas in parallel grammatical structures. (*I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king...*)

## READING SKILL: DRAW CONCLUSIONS

When you **draw conclusions** about a text, you make judgments about the author’s meaning based on statements in the text. For example, if a writer consistently criticizes corruption in public officials, you might conclude that the writer values honesty and integrity. As you read the following selections, note ideas and supporting details that Thomas More and Queen Elizabeth consistently include that help you draw conclusions about their views of the proper role of a ruler.

## VOCABULARY IN CONTEXT

The words shown here help convey Elizabeth I’s and Sir Thomas More’s convictions about what constitutes a good ruler. Replace the boldfaced word in each of the following sentences with a word from the list.

<b>WORD LIST</b>	indolence	plundering
	lamentation	subjection

1. Loud **weeping** was heard at the good king’s funeral.
2. The conquerors began **looting** the village after the battle.
3. As a result of his **idleness**, the bridge was never built.



Complete the activities in your **Reader/Writer Notebook**.

# What should we expect from our LEADERS?

During the Renaissance, a nation’s leaders did not have to run for office. However, both Sir Thomas More and Elizabeth I suggest that even kings and queens must demonstrate effective leadership to win the support of their people.

**SURVEY** What qualities do you think are important in a leader? Rate each quality listed below by choosing a number from 1 (least important) to 5 (most important). Discuss your ratings with a classmate.

## Leadership Qualities

Rate the importance of each quality by circling a number.

	least				most
Intelligence	1	2	3	4	5
Morality	1	2	3	4	5
Courage	1	2	3	4	5
Eloquence	1	2	3	4	5
Charisma	1	2	3	4	5


# UTOPIA

*Sir Thomas More*

Suppose I should show that men choose a king for their own sake and not for his—to be plain, that by his labor and effort they may live well and safe from injustice and wrong. For this very reason, it belongs to the king to take more care for the welfare of his people than for his own, just as it is the duty of a shepherd, insofar as he is a shepherd, to feed his sheep rather than himself.<sup>1</sup> **A**

The blunt facts reveal that it is wrong to think that the poverty of the people is the safeguard of peace. Where will you find more quarreling than among beggars? Who is more eager for revolution than he who is discontented with his present state of life? Who is more reckless in the endeavor to upset everything, in the hope  
10 of getting profit from some source or other, than he who has nothing to lose? Now if there were any king who was either so despicable or so hateful to his subjects that he could not keep them in **subjection** otherwise than by ill usage, **plundering**, and confiscation and by reducing them to beggary, it would surely be better for him to resign his throne than to keep it by such means—means by which, though he retain the name of authority, he loses its majesty. It is not consistent with the dignity of a king to exercise authority over beggars but over prosperous and happy subjects. This was certainly the sentiment of that noble and lofty spirit, Fabricus, who replied that he would rather be a ruler of rich people than be rich himself.<sup>2</sup>

To be sure, to have a single person enjoy a life of pleasure and self-indulgence  
20 amid the groans and **lamentations** of all around him is to be the keeper, not of a kingdom, but of a jail. In fine,<sup>3</sup> as he is an incompetent physician who cannot cure one disease except by creating another, so he who cannot reform the lives of citizens in any other way than by depriving them of the good things of life must admit that he does not know how to rule free men.

Yea, the king had better amend his own **indolence** or arrogance, for these two vices generally cause his people to either despise him or to hate him. Let him live harmlessly on what is his own. Let him adjust his expenses to his revenues. Let him check mischief and crime, and, by training his subjects rightly, let him prevent rather than allow the spread of activities which he will have to punish afterwards.  
30 Let him not be hasty in enforcing laws fallen into disuse, especially those which, long given up have never been missed. Let him never take in compensation for violation anything that a private person would be forbidden in court to appropriate for the reason that such would be an act of crooked craftiness.<sup>4</sup>  **B**

## **A** RHETORICAL DEVICES

Reread lines 1–5. What rhetorical device does More use? How does it strengthen his argument?

**subjection** (səb-jĕk'shən)

*n.* the state of being under the authority or control of another

**plundering** (plūn'dər-ĭng)

*n.* taking property by force **plunder** *v.*

**lamentation**

(lām'ən-tā'shən) *n.* an expression of sorrow or regret

**indolence** (ĭn'də-ləns)

*n.* the tendency to avoid work; laziness; idleness

## **B** GRAMMAR AND STYLE

Reread lines 26–33.

Note that More uses a succession of **imperative sentences** to convey his ideas about how a king should behave.

1. **the duty of a shepherd . . . himself:** More's metaphor paraphrases the Bible (Ezekiel 34:2): "Woe be to the shepherds of Israel that do feed themselves: should not the shepherds feed the flocks?"

2. **Fabricus . . . himself:** Gaius Fabricius Luscinus was a Roman commander famous for his virtues. The statement attributed to him here was actually made by his associate M. Curius Dentatus.

3. **in fine:** in conclusion.

4. **an act of crooked craftiness:** sly, dishonest behavior.







# SPEECH BEFORE THE Spanish Armada Invasion

*Queen Elizabeth I*



*Portrait of Elizabeth I, Queen of England (1500s), Anonymous. National Portrait Gallery, London. © Bildarchiv Preussischer Kulturbesitz/ Art Resource, New York.*

MY LOVING PEOPLE,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport,<sup>1</sup> but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down for my God, and for my kingdom, and my people, my honor  
10 and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe,<sup>2</sup> should dare to invade the borders of my realm; to which rather than any dishonor shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead,<sup>3</sup> than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord<sup>4</sup> in the camp,  
20 and your valor in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people. ♪ G D

1. **disport:** entertainment.

2. **Parma or Spain . . . Europe:** the duke of Parma, the king of Spain, or any other monarch of Europe. Alessandro Farnese, duke of the Italian city of Parma, was a skillful military leader whom Philip II, king of Spain, often relied upon. Philip's plan was to send the Spanish fleet to join the army under Parma's command in the Netherlands and invade England.

3. **my lieutenant general . . . stead:** Elizabeth refers to Robert Dudley, the earl of Leicester. He was a courtier who for a time was Elizabeth's favorite at court.

4. **concord** (kŏn'kôrd') *n.* friendly and peaceful relations; harmony; agreement



TEKS 6

## **C PARADOX**

A **paradox** is an apparent contradiction that is actually true. During the Renaissance, to be both female and the powerful ruler of a nation was a contradiction in terms. As the female ruler of England, Queen Elizabeth I was herself a paradox. Reread lines 10–11. How does this rhetorical device help Elizabeth present herself as a powerful female monarch? How does she expand on this paradox in the course of her speech to inspire her people?

## **D DRAW CONCLUSIONS**

Reread lines 17–21. What conclusions can you draw about the kinds of feelings a ruler should inspire in times of war?

## Comprehension

1. **Recall** According to Sir Thomas More, what should a king's labor and effort secure for his people?
2. **Recall** Why does More think it is in a king's interest to ensure the prosperity of his people?
3. **Summarize** What does Elizabeth I claim she will do if "any prince of Europe" dares to invade her realm?



**READING 8** Analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.

## Literary Analysis

4. **Understand Persuasive Techniques** Persuasive techniques are the methods writers use to influence others to accept their views. How does More appeal to the values of kings to persuade them not to impoverish their subjects?
5. **Analyze Rhetorical Devices** Reread lines 6–10 in the selection from *Utopia*. What effect do these **rhetorical questions** produce? How do they help support More's argument? Reread lines 21–24. What does More emphasize through the use of an **analogy** in this sentence?
6. **Draw Conclusions** Review the notes you took as you read the two selections. What conclusions can you draw about what Elizabeth felt was the proper role of a ruler? Do you think More would have approved of her governing style? Explain your ideas using specific details.
7. **Compare Tone** The expression of a writer's attitude toward a subject is **tone**. For each selection, use a graphic organizer like the one shown to record words and details that convey the tone. What similarities in tone do you find in *Utopia* and Elizabeth's speech? In what ways do these texts differ in tone?

Utopia

Words and Details:



Tone:

## Literary Criticism

8. **Social Context** Most women had little or no role outside the home in 16th-century England, yet Elizabeth I successfully ruled the country. What details in her speech suggest how she gained the respect of her subjects as a ruler who would fight to defend her country?

*What should we expect from our **LEADERS**?*

Under what circumstances may a leader benefit from revealing a personal flaw? Under what circumstances may it hurt a leader to do so?

# Vocabulary in Context

## ▲ VOCABULARY PRACTICE

Decide whether the boldfaced words make the statements true or false.

1. A slave is in a state of **subjection**.
2. A **lamentation** is made in a mournful tone.
3. An idle aristocrat typically displays **indolence**.
4. **Plundering** does not result in damage or loss.

### WORD LIST

indolence  
lamentation  
plundering  
subjection

## ACADEMIC VOCABULARY IN WRITING

• attribute • feature • monitor • phase • primary

Queen Elizabeth marks an important **phase** in her rule when she presents herself to her subjects as a powerful warrior. Thomas More notes that a leader who lacks moral integrity could not lead effectively. Write a paragraph in which you discuss the **primary** characteristics you think make someone an ineffective leader. Use at least one of the Academic Vocabulary words in your response.

## VOCABULARY STRATEGY: ANALOGIES AND CONNOTATIONS

An **analogy**, which compares two terms to clarify the meaning of the less familiar one, can illustrate the relationship between synonyms' connotations. For example, you could say "*Indolence is to laziness as urbanity is to politeness.*" Just as *indolence* and *laziness* are synonyms, so are *urbanity* and *politeness*. However, like *indolence*, *urbanity* is a more formal term. A shorthand for this analogy is

INDOLENCE : LAZINESS :: urbanity : politeness

**PRACTICE** Choose the item that correctly completes each analogy below. Use a dictionary if necessary.

1. STEALING : PLUNDERING :: criticizing : \_\_\_\_  
(a) pouting, (b) berating, (c) praising, (d) scolding
2. LAMENTATIONS : WHIMPERS :: accolades : \_\_\_\_  
(a) sincerity, (b) attacks, (c) praise, (d) criticism
3. TYRANT : RULER :: hurricane : \_\_\_\_  
(a) tropics, (b) tranquility, (c) monsoon, (d) rainstorm
4. BEAUTIFUL : EXQUISITE :: surprising : \_\_\_\_  
(a) shocking, (b) amusing, (c) confirming, (d) numbing
5. STUPID : ASININE :: sad : \_\_\_\_  
(a) sorry, (b) relieved, (c) inconsolable, (d) agitated



**READING 1C** Use the relationship between words encountered in analogies to determine their meanings.

Interactive  
Vocabulary



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# Conventions in Writing

## GRAMMAR AND STYLE: Use Effective Sentence Types

Review the **Grammar and Style** note on page 446. Notice that Sir Thomas More uses a series of **imperative sentences**, or sentences that express a command, to pronounce how a good king should behave. By using imperative sentences instead of less forceful declarative sentences, More emphasizes the urgency of his message.

Here is an example of one student’s use of imperative sentences:

*Follow my lead. Join me in the fight against hunger.*

Notice that imperative sentences begin with a verb in the active voice. The subject—*you*—is understood.

**PRACTICE** Rewrite the following paragraph, changing some sentences to make them imperative.

You can make a difference in the lives of those less fortunate than you by giving a contribution today. You might consider donating canned goods to your local shelter. You could even surprise a needy family with the ingredients for a special meal. Together, we can defeat hunger.

## READING-WRITING CONNECTION



Expand your understanding of *Utopia* and “Speech Before the Spanish Armada Invasion” by responding to this prompt. Then use the **revising tips** to improve your editorial.

### WRITING PROMPT

**WRITE AN EDITORIAL** In the selection from *Utopia*, Sir Thomas More explains how a good king should behave. Think of a few important leaders today. Choose one, and write a **three-to-five-paragraph editorial** in which you express your opinions about this leader. Consider both positive and negative aspects of the leader’s performance. Be sure to provide instruction on how he or she could become a better leader.



### REVISING TIPS

- Briefly define how you believe a good leader should behave to help establish your position.
- Briefly evaluate the leader’s overall performance to give your readers a context for your opinions.
- Use specific details to describe how you think the leader’s performance needs to improve.
- Use at least two imperative sentences in your editorial to urge the leader to change.



**WRITING 16** Write a persuasive text. **ORAL AND WRITTEN CONVENTIONS 17B** Use a variety of correctly structured sentences.

Interactive  
Revision



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