1 The Renaissance: a change in what learning was for – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary

Write each word three times.

English	**Write it 3 times** (English)		
Humanism			
identical			
perspective			

Recall

- You know a portrait tells you what the sitter wanted people to see.
- You have compared two translations of the same sentence.
- You know printing made books cheaper.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Humanism

Humanism studied classical texts to prepare people for public life. It was a change in the *purpose* of learning, not only in the reading list.

Worked example. A tutor teaching rhetoric so a pupil can serve a city is doing something a monastery education was not for.

■ 2 The printing press

Printing did not only speed copying; it made **identical** copies possible. Two scholars in different cities could now argue about the same page, which is what made scholarly correction cumulative.

Worked example. A misprint could be found and fixed once for every copy - impossible

with hand-copied manuscripts.

■ 3 Art as evidence

Renaissance art used **perspective** and secular subjects. Art is evidence about what a society valued, because someone paid for it and chose what it showed.

Worked example. A merchant's portrait in a church tells you who now had status worth recording.

Watch out: The Renaissance did not replace religion with secular thought. The CED describes new secular and scientific values *emerging alongside* religious ones, not instead of them.

Practice

2.1 Define humanism and state what it prepared people for. [2]

2.2 Explain what identical printed copies made possible. [2]

2.3 State why art is evidence about a society's values. [2]

2.4 State what the CED says about secular and religious values. [2]

2.5 Name one technique associated with Renaissance art. [1]