Ideas Reborn

Trace how new learning shaped Renaissance civic life

MWH.C.2.2 "Assess the origins and the significance of the Italian Renaissance and the revival of classical learning. Examine intellectual development and advances (i.e., vernacular literature and expanded literacy, the arts, engineering..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two conditions that helped the Renaissance begin, and circle two examples of new learning. Number one detail for each value: republicanism (1), liberty (2), and individualism (3).

Learning in Renaissance Italy

(1) In fifteenth-century Florence, merchants and bankers gained wealth from trade and finance. Some families used that wealth to support scholars and artists and to display their city's status. Italian scholars searched libraries for ancient Greek and Roman writings. Greek teachers and manuscripts also reached Italy from the eastern Mediterranean. These sources offered models for studying history, language, and civic life. The Renaissance was not a sudden return to the ancient world, but a new use of its ideas in changing Italian cities.

(2) Humanists studied classical texts to improve writing and judgment, not just to admire the past. As printing spread in Italy, books became easier to produce, though many people still could not read. Writers using local languages instead of Latin could reach a wider audience. Leonardo da Vinci combined observations of human anatomy with drawings of machines. Michelangelo studied the human body to make lifelike sculpture. Their work shows how close study of nature could shape art and technical ideas.

(3) Humanist study also raised questions about political power. In his *Discourses on Livy*, Machiavelli examined Rome's republic and argued that active citizens and political conflict could help protect freedom. This connected classical learning to republicanism, the idea that citizens have a role in governing, and to liberty, protection from domination. Humanism also valued individual ability and achievement. Yet education and political participation remained unequal: women and poorer residents had far fewer chances to take part in civic life.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did wealth and ancient writings each help the Renaissance develop in Italian cities?

2. How could printing and writing in local languages expand learning? What still limited access?

3. What did Leonardo and Michelangelo study closely, and how did they use that study in different work?

4. How did Machiavelli use ancient Rome to connect republicanism with liberty?

3 YOUR TURN

Your own words

Imagine you advise a Renaissance city council that can fund either a library of classical texts in local languages or a workshop for artists and engineers. In 4 to 5 sentences, choose one and explain what makes it possible, what learning it expands, how it could support two civic values, and one limit on who might benefit.

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PART 1 · READ AND MARK

Underline two conditions that helped the Renaissance begin, and circle two examples of new learning. Number one detail for each value: republicanism (1), liberty (2), and individualism (3). Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did wealth and ancient writings each help the Renaissance develop in Italian cities?	**Wealth funded scholars and artists; ancient writings gave them models for studying language, history, and civic life.**
2	How could printing and writing in local languages expand learning? What still limited access?	**Printing made books easier to produce, and local languages widened the audience. Many people still could not read.**
3	What did Leonardo and Michelangelo study closely, and how did they use that study in different work?	**Both studied the human body. Leonardo made anatomical observations and machine drawings; Michelangelo used his study to make lifelike sculpture.**
4	How did Machiavelli use ancient Rome to connect republicanism with liberty?	**He examined Rome's republic and argued that active citizens and political conflict could help protect freedom.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would ask the council to fund a workshop where apprentices study anatomy and design tools. Wealth from Florence's merchants could pay for materials and teachers. Apprentices could test designs through observation, as Leonardo did, then share useful plans with neighbors. If citizens could present workshop plans to the council, they would have a voice in public decisions, supporting republicanism, while original designs would honor individualism. Poor residents who need wages might still be unable to attend.

Accept other supported connections between conditions, learning, and civic values. For Part 3, the proposal should apply passage ideas to a specific choice and acknowledge a realistic limit on access.