The Legacy of Ancient Greece and Rome

POWER AND AUTHORITY
The Greeks developed democracy, and the Romans added representative government.

WHY IT MATTERS NOW
Representation and citizen participation are important features of democratic governments around the world.

TERMS & NAMES
- government
- monarchy
- aristocracy
- oligarchy
- democracy

SETTING THE STAGE
Throughout history, people have recognized the need for a system for exercising authority and control in their society. Small bands of people often did not need a formal organization. Councils of elders, for example, worked together to control a group. However, most people in larger groups lived under rulers, such as chieftains, kings, or pharaohs, who often had total power. Over the course of thousands of years, people began to believe that even in large groups they could govern themselves without a powerful ruler.

Athens Builds a Limited Democracy
About 2000 B.C., the Greeks established cities in the small fertile valleys along Greece’s rocky coast. Each city-state had its own government, a system for controlling the society.

The Greek city-states adopted many styles of government. In some, a single person called a king or monarch ruled in a government called a monarchy. Others adopted aristocracy (Ark-uh-STAHR-keh), a government ruled by a small group of noble, land-owning families. Later, as trade expanded, a new class of wealthy merchants emerged in some cities. Sometimes these groups took power or shared it with the nobility. They formed an oligarchy, a government ruled by a few powerful people.

Ancient Greek civilization claims the distinction of developing the first democracy in a country. In fact, the word democracy, meaning “rule of the people,” comes from the Greek words demos, meaning “people,” and kratos, meaning “power.”

Building Democracy
Athens was the largest and most powerful city-state to emerge in Greece. In Athens, citizens participated in governmental decision-making. Citizens were adult male residents who enjoyed certain rights and responsibilities. Each year, an assembly of citizens elected three nobles to rule the city-state. After a year of service, the nobles became part of a larger council of advisers.

Around 600 B.C., Athens suffered severe economic problems. In order to pay their debts, poor farmers pledged part of their crops to wealthy landowners. They later pledged their land. Then, they sold themselves into slavery and were not able to leave the land. Eventually, a strong leader stepped in to deal with the political and economic crisis.

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS
In-Depth Resources: Unit 1
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- Skillbuilder Practice: Drawing Conclusions, p. 5
- History Makers: Justinian I, p. 15
- Geography Application, p. 6

Formal Assessment
- Section Quiz, p. 5

ENGLISH LEARNERS
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- Skillbuilder Practice: Drawing Conclusions, p. 15
- Geography Application, p. 16

Reading Study Guide (Spanish), p. 5
Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS
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- Geography Application, p. 6

Reading Study Guide, p. 5
Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS
In-Depth Resources: Unit 1
- Primary Source: from Politics, p. 8

INTEGRATED TECHNOLOGY

eEdition CD-ROM
Voices from the Past Audio CD
Power Presentations CD-ROM
World Art and Cultures Transparencies
- AT12 The Forum
Electronic Library of Primary Sources
- “Wall Inscriptions from Pompeii,” A.D. 79
classzone.com

Teacher’s Edition 5
Government

Every society must create ways to regulate the behaviors of its members. Government consists of the people and institutions with the authority to establish and enforce rules for society. The rules are designed to keep order within the society, to promote the behaviors that the society approves of, and to protect the society from outside dangers. The government has the authority to administer punishments if the rules are broken. Different societies have forms of government that may feature different types of leaders, lawmakers, and enforcers, such as police or the military.

Major Forms of Government

<table>
<thead>
<tr>
<th>Monarchy</th>
<th>Aristocracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State ruled by a king</td>
<td>• State ruled by nobility</td>
</tr>
<tr>
<td>• Rule is hereditary</td>
<td>• Rule is hereditary and based on family ties, social rank, wealth</td>
</tr>
<tr>
<td>• Some rulers claim divine right</td>
<td>• Social status and wealth support rulers’ authority</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oligarchy</th>
<th>Direct Democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State ruled by a small group of citizens</td>
<td>• State ruled by its citizens</td>
</tr>
<tr>
<td>• Rule is based on wealth or ability</td>
<td>• Rule is based on citizenship</td>
</tr>
<tr>
<td>• Ruling group controls military</td>
<td>• Majority rule decides vote</td>
</tr>
</tbody>
</table>

One Early Democracy: The Igbo People

The Igbo (IHG•boh) people—also called Ibo—of southern Nigeria in Africa practiced a form of democracy as early as the ninth century. Igbo village government was made up of a council of elders and a village assembly. In the council, any adult male could take part in discussion, although the elders made the final decisions. In the assembly, everyone—young or old, rich or poor—had the right to speak. This practice encouraged a spirit of equality among the Igbo.

More About . . .

“Natural Aristocracy”
The American statesman Thomas Jefferson wrote that the best government will be made up of a “natural aristocracy,” based on virtue and talent, rather than a “tinsel aristocracy,” based on wealth and birth.

More About . . .

The Igbo People

Older people were accorded great respect in Igbo villages. The village council was traditionally made up of all men between ages 65 and 83. Men between the ages of 30 and 50 were considered “small boys”; only rarely were they involved in important decisions for the village. Men did not retire from the village council until they were in their eighties. Even then, they served as advisers to the council.

Connect to Today: Answers

1. Categorizing aristocracy, oligarchy
2. Hypothesizing Possible Answer: Mass media allows access to information and positions on issues.
Reforms of Solon  In 594 B.C., Solon (SO•luhn), a respected statesman, passed a law outlawing slavery based on debt and canceled the farmers’ debts. This simple act enabled Athens to avoid revolution or civil war.

Solon continued his policies of political reform. He established four classes of citizenship based on wealth rather than heredity. Only citizens of the three higher classes were able to hold public office. Yet, even the lowest class of citizens could vote in the assembly. All free adult males were citizens. Solon also created a new Council of Four Hundred. This body prepared business for the already existing council. Solon also introduced the legal concept that any citizen could bring charges against wrongdoers.

Although these acts increased participation in government, Athens was still limited as a democracy. Only citizens could participate in government, and only about one-tenth of the population were citizens at the time. Athenian law denied citizenship to women, slaves, and foreign residents. Slaves formed about one-third of the Athenian population.

Cleisthenes Enacts More Reforms  Beginning in 508 B.C., the Athenian leader Cleisthenes (KLY•stheen•eez) introduced further reforms. Because of his reforms, Cleisthenes is generally regarded as the founder of democracy in Athens. He worked to make Athens a full democracy by reorganizing the assembly to balance the power of the rich and poor. He also increased the power of the assembly by allowing all citizens to submit laws for debate and passage. Cleisthenes then created the Council of Five Hundred.

The Council proposed laws and counseled the assembly. Council members were chosen at random from among the citizens. These reforms allowed Athenian citizens to participate in a limited democracy. However, still only one-fifth of Athenian residents were actual citizens.

Greek Democracy Changes
From 490 to 479 B.C., the Greeks fought Persian invaders who were attempting to conquer Greece. The Greek city-states fought side by side as allies and defeated the Persian forces.

The Athenians maintained democracy during the Persian Wars by holding public debates about how to defend their city. After Persia’s defeat, Athens continued to develop democracy. A wise and able statesman named Pericles led Athens for 32 years, from 461 to 429 B.C.

Pericles Strengthens Democracy  Pericles strengthened Greek democracy by increasing the number of paid public officials and by paying jurors. This enabled poorer citizens to participate in the government. Through greater citizen participation, Athens evolved into a direct democracy. This is a form of government in which citizens rule and make laws directly rather than through representatives. In Athens, more citizens were actively involved in government than in any other city-state. In a speech, Pericles expressed his great pride in Athenian democracy when he “stood with a strong shield before both parties [the common people and the powerful] and allowed neither to win an unfair victory.” His reforms, unfortunately, did not please either the wealthy or the poor.

Solon left Athens for ten years to travel. He spent that period warning people wherever he traveled against rulers who would not uphold his reforms.

Reading Study Guide:  Students who need more help should use the Reading Study Guide.  For more on Solon, go to classzone.com

The Rise of Democratic Ideas  7
he said, “Our constitution is called a democracy because power is in the hands not of a minority but of the whole people.”

Democracy ended in Greece after a war between the two strongest city-states, Athens and Sparta. Macedon, a nearby state, invaded Greece and defeated the weakened city-states.

**Greek Philosophers Use Reason** During the fourth century B.C. in Athens, several great thinkers appeared. They used logic and reason to investigate the nature of the universe, human society, and morality. These Greek thinkers based their philosophy on the following assumptions: (1) The universe (land, sky, and sea) is put together in an orderly way and is subject to absolute and unchanging laws; and (2) people can understand these laws through logic and reason. The Greeks’ respect for human intelligence and the power of reason had allowed the ideas of democracy to flourish.

The first of these great philosophers was Socrates (SAHK•rub•EEZ). He encouraged his students to examine their most closely held beliefs. He used a question-and-answer approach that became known as the Socratic method. Socrates’ greatest pupil was Plato (PLAY•toh). In his famous work The Republic, Plato set forth his vision of a perfectly governed society. He wanted society governed not by the richest and most powerful but by the wisest, whom he called philosopher-kings.

**PRIMARY SOURCE**

Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils, no, nor the human race.

PLATO, The Republic

Plato’s student Aristotle (AR•ih•STAHT•uhl) examined the nature of the world and of human belief, thought, and knowledge. In Politics, he wrote, “Man is by nature a political animal; it is his nature to live in a state.”

**Legacy of Greece** Greece set lasting standards in government and philosophy. The Greeks used reason and intelligence to discover patterns and explanations of the world that they called natural laws. The Greeks did not wish to be subject to authoritarian rulers. So they developed direct democracy in order that citizens could actively participate in political decisions. They also were the first to develop three branches of government—a legislative branch to pass laws, an executive branch to carry out the laws, and a judicial branch to settle disputes about the laws. (The chart below compares democracy in ancient Athens and in the United States.)

**DIFFERENTIATING INSTRUCTION: STRUGGLING READERS**

**Using Headers to Understand the Text**

**Class Time** 15 minutes

**Task** Turning headings into questions

**Purpose** To provide students with a useful reading strategy

**Instructions** As a way to preview the material in “Greek Democracy Changes” and to provide students with a strategy for reading, ask them to read the headings and turn each heading into a question. For example, students may formulate such questions as:

- How did Pericles strengthen Greek democracy?
- Who were some of the major philosophers in ancient Greece, and what were their most important and lasting ideas?
- What impact did ancient Greece have on later civilizations? Did ancient Greek civilization influence the United States?

Encourage students to look for answers to their questions as they read each section.

Students who need more help may use the Guided Reading activity for this section, available in English and Spanish.
Explain that drawing a conclusion is more than just making a guess. To draw an effective conclusion, you must consider the various facts that are available to you and form an opinion about their meaning.

Have small groups students read the History in Depth feature on this page. Ask them to write down a conclusion they can draw from the passage, with at least two facts from the feature or from their own knowledge to support it. (Possible Answer: Conclusion—Jurors in Athens were powerful. Support—could vote on the guilt or innocence of their fellow citizens; could banish a leader for ten years.) Discuss groups’ conclusions as a class. To practice this skill, students can complete the Skillbuilder Practice activity for this chapter.
Rome Develops a Republic

10.1.2 Critical Thinking
- Why did patricians eventually grant plebeians more political power? (Possible Answer: may have been concessions given because of the plebeians’ growing numbers or economic power)
- Why would the Roman Republic provide for dictatorial rule in times of crisis? (Possible Answer: legislative processes too slow in wartime)

History Makers

Justinian
Ask students how the Justinian Code and the Twelve Tables differed. (Possible Answer: The Justinian Code was compiled at the behest of an emperor, while the Twelve Tables were the result of plebeian demands.)

In his official writings about Justinian, court historian Procopius described the emperor as a serious, even-tempered ruler who worked from dawn to midnight. But in The Secret History (a book published after both had died), Procopius portrayed Justinian as “deceitful, devious, false, hypocritical, two-faced, and cruel.”

INTEGRATED TECHNOLOGY

Rubric
• be logical and well organized.
• cite key similarities and differences.

In-Depth Resources: Unit 1
• History Makers: Justinian I, p. 15

INTERNET ACTIVITY
Create a table comparing some of Justinian’s laws with similar ones in the United States. Go to classzone.com for your research.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Patricians and Plebeians

Class Time 35 minutes
Task Writing a mock interview
Purpose To understand class tensions within the Roman Republic
Instructions Ask students to imagine how a patrician might justify that group’s wanting most or all of the power in Rome. How might a plebeian respond, and what arguments could be made to justify that group’s ascending to power? Have students write a transcript of a talk-show interview in which a Roman patrician and a plebeian debate this issue. Students may work individually or in pairs. Encourage additional research on the topic.

Points to consider include the following:
• the differences between plebeians and patricians
• social and political restrictions placed on plebeians, such as their exclusion from public offices or the prohibition against intermarriage with patricians
• the plebeian campaign, known as the “Conflict of the Orders,” to win greater social and political freedom

If time permits, ask for volunteers to act out the interviews.

Rome Develops a Republic

While Greece was in decline, a new civilization to the west was developing. From about 1000 to 500 B.C., the earliest Romans—the Latins—battled with Greeks and Etruscans for control of the Italian peninsula. The Romans were the victors.

From Kingdom to Republic Beginning about 600 B.C., a series of kings ruled Rome. Then, in 509 B.C., a group of Roman aristocrats overthrew a harsh king. They set up a new government, calling it a republic. A republic is a form of government in which power rests with citizens who have the right to elect the leaders who make governmental decisions. It is an indirect democracy, in contrast to the direct democracy in which all citizens participate directly in the government. In Rome, as in Greece, citizenship with voting rights was granted only to free-born males.

In the early republic, two groups struggled for power. The patricians were aristocratic landowners who held most of the power. The plebeians were common farmers, artisans, and merchants. The patricians inherited their power and social status. They claimed that their ancestry gave them the authority to make laws for Rome and its people. The plebeians were citizens of Rome with the right to vote. But they were barred by law from holding most important government positions. In time, plebeian pressure on the patricians gained them political power.

Twelve Tables An important victory for the plebeians was forcing creation of a written law code. With laws unwritten, patrician officials often interpreted the law to suit themselves. In 451 B.C., a group of ten officials began writing down Rome’s laws. They had the laws carved on 12 tables, or tablets, and publicly displayed. The Twelve Tables established the idea that all free citizens had the right to protection of the law and that laws would be fairly administered.

Republican Government Like the Athenians, the Romans had established a government with separate branches. Two officials called consuls commanded the army and directed the government. Their term of office was only one year. The legislative branch was made up of a senate and two assemblies. Patricians made up the senate. It controlled foreign and financial policies and advised the consuls. The two assemblies included other classes of citizens. In times of crisis, the republic also provided for a dictator, a leader who had absolute power to make laws and command the army. The dictator was limited to a six-month term.

For hundreds of years after the founding of the republic, Rome expanded its territories through conquest and trade. But expansion created problems. For decades, Rome alternated between the chaos of civil war and the authoritarian rule of a series of dictators. Eventually, the republic collapsed. In 27 B.C., Rome came under the rule of an emperor.

Roman Law

Rome had become a great power not only by conquering other lands but also by bringing the conquered peoples into its system. The Romans tried to create a system of laws that could be applied throughout the Roman Empire. Like the
Greeks, they believed that laws should be based on principles of reason and justice and should protect citizens and their property. This idea applied to all people regardless of their nationality. It had a great influence on the development of democracy throughout the Western world.

Some important principles of Roman law were:
- All citizens had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- Any law that seemed unreasonable or grossly unfair could be set aside.

**A Written Legal Code**

Another major characteristic of Roman government was its regard for written law as exemplified by the creation of the Twelve Tables in 451 B.C. Nearly 1,000 years later, in A.D. 528, Emperor Justinian ordered the compilation of all Roman laws since the earlier code. After its completion, this new code consisted of four works. The Code contained nearly 5,000 Roman laws. The Digest was a summary of legal opinions. The Institutes served as a textbook for law students. The Novellae contained laws passed after 534. The Code of Justinian later became a guide on legal matters throughout Western Europe. Written laws helped establish the idea of “a government of laws, not of men,” in which even rulers and other powerful persons could be held accountable for their actions.

**Legacy of Rome**

Rome gave the world the idea of a republic. Rome also adopted from the Greeks the notion that an individual is a citizen in a state rather than the subject of a ruler. Perhaps Rome’s greatest and most lasting legacy was its written legal code and the idea that this code should be applied equally and impartially to all citizens. Rome preserved and added to Greece’s idea of democracy and passed on the early democratic tradition to civilizations that followed.

**Critical Thinking**

- **Sample Answer:** Greece—Direct democracy, trial by jury, three branches of government. Rome—Republic, written law code, equal treatment under law. Greatest impact—Republic; used by most democracies today.
- **Sample Answer:** Aristocracies are governed by wealthy landowners and are hereditary, while oligarchies are ruled by a small group of citizens with great wealth or ability.
- **Sample Answer:** Balanced power of rich and poor in assembly, allowed all citizens to submit laws to the assembly.
- **Sample Answer:** Right to equal treatment under law; innocent until proven guilty; burden of proof rests with accuser; unreasonable or unfair laws could be set aside.
- **Sample Answer:** More people given political power and direct voice in the government.
- **Possible Answer:** No—It applied to only a small part of the population.
- **Possible Answer:** Regard for written laws, because laws are less likely to be arbitrary or to change.

**Roman Law**

- **Connecting to Today:** Creating an Oral Report
  - New England town meetings are similar to the kind of democracy practiced in Ancient Greece. Research New England town meetings and prepare an oral report on your findings. (Writing 2.3b)

**Terms & Names**

1. government, p. 5  
2. monarchy, p. 5  
3. aristocracy, p. 5  
4. oligarchy, p. 5  
5. democracy, p. 5  
6. direct democracy, p. 7  
7. republic, p. 10  
8. senate, p. 10

**Using Your Notes**

2. Which contribution, shown on your web diagram, do you think had the greatest impact on the modern world? (CST 1)

**Main Ideas**

3. How does an aristocracy differ from an oligarchy? (10.1.2)
4. What steps did Cleisthenes take to strengthen democracy in Athens? (10.1.2)
5. What are the four basic principles of Roman law? (10.1.2)

**Critical Thinking & Writing**

6. Drawing Conclusions: How do the steps taken by leaders of Athens reflect a turn toward democracy? (10.1.2)

7. Forming and Supporting Opinions: Was Athenian democracy under Pericles truly a democracy? Explain. (10.1.2)

8. Synthesizing: Which characteristic of the government under the Roman Republic had the greatest impact on the democratic tradition? (CST 1)

9. Writing Activity: Power and Authority: Write a dialogue between a Roman citizen and a Greek citizen each arguing that their style of democracy is a better form of government. (Writing 2.4.a)

**Connect to Today:** Creating an Oral Report

New England town meetings are similar to the kind of democracy practiced in Ancient Greece. Research New England town meetings and prepare an oral report on your findings. (Writing 2.3.b)
Judeo-Christian Tradition

MAIN IDEA

CULTURAL INTERACTION
Judaism and Christianity taught individual worth, ethical values, and the need to fight injustice.

WHY IT MATTERS NOW

These ideals continue to be important to democracy today.

TERMS & NAMES

• Judaism
• Ten Commandments
• Christianity
• Islam

SETTING THE STAGE

Ideas from three monotheistic religions helped shape democratic traditions. Judaism, Christianity, and Islam all began in a small corner of southwest Asia, and later spread across the world. Their ideas about the worth of individuals and the responsibility of individuals to the community had a strong impact on the development of democracy. More ideas about the value of the individual and the questioning of authority emerged during the periods of the Renaissance and the Reformation.

Judaism

Much of what we know about the early history of the Hebrews, later called the Jews, is contained in the first five books of the Hebrew Bible, the Torah. In the Torah, God chose Abraham to be the “father,” or ancestor, of the Hebrew people. God commanded Abraham to move his people to Canaan, an area of ancient Palestine. This occurred around 1800 B.C.

Created in God’s Image

Other groups around the Hebrews were polytheists, people who believed in more than one God. The Hebrews, however, were monotheists. They believed in one God. This God was perfect, all-knowing, all-powerful, and eternal. Earlier, people had generally thought that what the gods wanted from human beings was the performance of rituals and sacrifices in their honor. The Hebrews believed that it was God’s wish for people to live moral lives. The religion of the Hebrews was called Judaism.

The Hebrew Bible (the Old Testament, to Christians) states that human beings are created in God’s image. The Hebrews interpreted this to mean that each human being has a divine spark that gives him or her a dignity that can never be taken away. For the Greeks and Romans, the individual had dignity because of his or her ability to reason. For the Hebrews, each person had dignity simply by being a child of God.

The Hebrews believed that God had given human beings moral freedom—the capacity to choose between good and evil. Therefore, each person was responsible for the choices he or she made. These beliefs led to a new emphasis on the worth of the individual.

Jewish Law Teaches Morality

Like the Greeks, the Romans, and other ancient peoples, the Jews had a written code of laws. The Bible states that God gave this
code to their leader Moses in the form of the Ten Commandments and other laws. This event occurred sometime between 1300 and 1200 B.C. Unlike the laws of other peoples, the Hebrews' code focused more on morality and ethics and less on politics. The code included rules of social and religious behavior to which even rulers were subject. While the Hebrew code of justice was strict, it was softened by expressions of God's mercy.

An expansion of the religious thought of the Jews occurred with the emergence of prophets in the eighth century B.C. The prophets were leaders and teachers who were believed by the Jews to be messengers from God. The prophets attacked war, oppression, and greed in statements such as these from the Old Testament:

**PRIMARY SOURCE**
He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

**Deuteronomy 6:8**

The prophets strengthened the Jews' social conscience, which has become part of the Western tradition. The Jews believed that it is the responsibility of every person to oppose injustice and oppression and that the community should assist the unfortunate. The prophets held out the hope that life on earth could be improved, that poverty and injustice need not exist, and that individuals are capable of living according to high moral standards.

### Analyzing Primary Sources

**The Ten Commandments**

The Ten Commandments are the ten orders or laws given by God to Moses on Mount Sinai. These orders serve as the basis for Jewish laws.

**PRIMARY SOURCE**

1. I am the Lord thy God. . . Thou shalt have no other gods before me.
2. Thou shalt not make unto thee any graven image . . .
3. Thou shalt not take the name of the Lord thy God in vain . . .
4. Remember the Sabbath day to keep it holy.
5. Honor thy father and thy mother . . .
6. Thou shalt not kill.
7. Thou shalt not commit adultery.
8. Thou shalt not steal.
9. Thou shalt not bear false witness against thy neighbor.
10. Thou shalt not covet . . . anything that is thy neighbor's.

**Deuteronomy 5:6–22**

**DOCUMENT-BASED QUESTIONS**

1. **Comparing** Do the first four commandments concern themselves more with the Hebrews' relationship with God or with one another?
2. **Contrasting** What do the last six commandments have in common that distinguish them from the first four?

### Analyzing Primary Sources

**The Ten Commandments**

Have students read the primary source from Deuteronomy. Ask them if any of the Mosaic laws appear to contradict the laws of the United States. *(Possible Answer: The first, second, and third Commandments appear to violate the First Amendment to the U.S. Constitution, which states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech . . . “)*

**Answers to Document-Based Questions**

1. **Comparing** with God
2. **Contrasting** They concern the relationship of people with one another.

### Connections Across Time and Cultures

**Analyzing the Ten Commandments**

**Class Time** 30 minutes

**Task** Comparing the Ten Commandments with federal and state laws in the United States

**Purpose** To see connections between an ancient text and life today

**Instructions** Give students the primary source translation of the Ten Commandments from In-Depth Resources: Unit 1. Have students take turns reading portions of the text aloud. Ask students to identify the commandments that have to do with religion and personal practices and the ones that might be reflected in public laws. They may say the commandments against killing, stealing, and bearing false witness are related to laws prohibiting such behavior. Make sure students understand that bearing false witness means to give false evidence against another person. In other words, it is a crime to lie in court about the actions of another.

Tell students that the commandment about keeping the Sabbath day holy was reflected in some states by laws prohibiting work on Sundays and preventing stores from being open then. The laws were known as “blue laws.” The other commandments are not related to public laws in the United States because of the constitutional provisions that essentially separate church and state.
**Interpreting the Map**
Ask students to discuss why the spread of Christianity might have paralleled the boundaries of the Roman Empire so closely. (Possible Answer: Missionaries used the roads and trade routes of the empire to travel to distant places.)

**Extension** Ask students to write one sentence that summarizes the information the map presents. (From 325 to 500, Christianity developed first in the major cities and then spread outward, reaching every province of the Roman Empire.)

**SKILLBUILDER: Answers**
1. **Location** Anatolia
2. **Region** Britain to the north, Egypt to the south, Spain and western Britain to the west, and Armenia to the east

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**Christianity**

10.1.1 **Critical Thinking**
- Why might the belief in life after death be important to Christianity and other religions? (Possible Answer: It may provide believers with the courage needed to follow the principles of their faith.)
- Why might Roman leaders consider Paul’s missionary work politically threatening? (Possible Answer: Paul’s preaching about the essential equality of all human beings probably appeared dangerous to those in power.)

**In-Depth Resources: Unit 1**
- Primary Source: The Ten Commandments, p. 9
- Electronic Library of Primary Sources
  - from the Book of Exodus in the Bible

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**Mapping Paul’s Travels**

**Class Time** 30 minutes

**Task** Researching and mapping the travels of Paul

**Purpose** To help students understand the spread of Christianity

**Instructions** Tell students that Paul made three separate voyages in his missionary work. The voyages occurred in about A.D. 46–48, A.D. 49–51, and A.D. 53–57. Some of the places overlapped from voyage to voyage. Divide students into three groups and assign each group one of the voyages to research. Each group will briefly describe the cities that Paul visited, summarize his missionary activities in each city during a particular voyage, and draw a map showing his route among the cities. Each group will present its findings to the class beginning with the first voyage.

In addition to mapping the voyages, students should describe Paul’s traveling companions and explain the dangers and difficulties Paul encountered on his travels. Remind students that Christianity was not widely accepted in Paul’s time and that he faced many challenges in his missionary work.
The Spread of Christianity

In the first century after Jesus’ death, his followers began to teach this new religion based on his message. Christianity spread slowly but steadily across the Roman Empire. One man, the apostle Paul, had enormous influence on Christianity’s development.

Paul preached in cities around the eastern Mediterranean. He stressed that Jesus was the son of God and that he had died for people’s sins. Paul declared that Christianity was a universal religion. It should welcome all converts, Jew and non-Jew. He said, “There is neither Jew nor Greek, there is neither slave nor free; for you are all one in Christ Jesus.” He stressed the essential equality of all human beings, a belief central to democracy.

Rome Spreads Judeo-Christian Ideas

In the beginning, the Roman Empire was hostile to the beliefs of Judaism and Christianity. Yet it was the empire that helped spread the ideas of these religions in two ways. The first way was indirect. After the Jews began to rebel against the Romans in the first century, they were exiled from their homeland in A.D. 70. This dispersal was called the Diaspora. The Jews then fled to many parts of the world, where they shared their beliefs that all people had the right to be treated with justice and dignity.

The second way the empire spread Judeo-Christian ideas was more direct. Despite Roman persecution of Christians, Christianity became a powerful religion throughout the empire and beyond. By 380, it had become the official religion of the empire. Eventually it took root in Europe, the Near East, and northern Africa.

Islam

Another monotheistic religion that taught equality of all persons and individual worth also developed in southwest Asia in the early 600s. Islam was based on the teachings of the prophet Muhammad. Muhammad’s teachings, which are the revealed word of God (Allah in Arabic), are found in the holy book called the Qur’an. He emphasized the dignity of all human beings and the brotherhood of all people. A belief in the bond of community and the unity of all people led to a tolerance of different groups within the community.

Followers of Islam are called Muslims. Muslims were required by their religion to offer charity and help to those in need. Under Muslim law, rulers had to obey the same laws as those they ruled. In lands controlled by Muslims, the Muslims were required to show tolerance for the religious practices of Jews and Christians.

The Legacy of Monotheistic Religions

Several ideals crucial to the shaping of a democratic outlook emerged from the early monotheistic religions of southwest Asia. They include the following:

• the duty of the individual and the community to combat oppression
• the worth of the individual
• the equality of people before God

These ideas would form part of the basis of democratic thinking. More ideas about the value of the individual and about the questioning of authority would surface during the Renaissance and Reformation.

Island

10.1.1

Critical Thinking

• Why might Islamic leaders have required Muslims to show tolerance for the religious practices of Jews and Christians? (Possible Answer: because their values and beliefs were so similar)
• Why might three different monotheistic religions develop so near to one another? (Possible Answer: Changing social, economic, cultural, and political circumstances may have created environments with different spiritual needs.)
Global Impact

Printing Spreads Ideas

Printing played an important part in the Protestant Reformation as well as in the Renaissance. Protestants believed that the Catholic Church had distorted the Bible’s message and encouraged Catholics to read and interpret the Bible for themselves in order to return to the scriptural truths. Ask students how the development of moveable type and the printing press might have advanced the Reformation. (Possible Answer: by making relatively inexpensive Bibles widely available)

Renaissance and Reformation

10.1.1

Critical Thinking

• How did a religion that insisted on the essential equality of all human beings develop into an authoritarian structure? (Possible Answer: Once Christianity became institutionalized, religious leaders became more interested in power and less interested in the spiritual aspects of their faith.)
• How did Martin Luther respond to the power and abuses of the Church? (He argued that salvation came through faith, thereby undermining the authority of the clergy, who insisted that salvation came only through the Church.)

Printing Spreads Ideas

The development of movable type printing press around 1440, shown above in a 16th-century French woodcut, revolutionized the sharing of ideas. The press made it possible to print books quickly and cheaply. This fueled Renaissance learning because scholars could read each other’s works soon after they were written. The ideas of the Renaissance and, later, of the Enlightenment were spread through the printed word.

• The spread of reading matter made literacy for large numbers of people suddenly possible. And an informed citizenry contributed to the rise of democracy. These informed citizens began to question authority. This ultimately spurred democratic revolutions in America and France in the late 1700s.

The Reformation Challenges Church Power

Although Christianity remained a strong force in Europe during the Renaissance, people began to be more critical of the Church. The spirit of questioning that started during the Renaissance came to full bloom in the Reformation. The Reformation was a religious reform movement that began in the 16th century. Those who wanted to reform the Catholic Church were called Protestants, because they protested against the power and abuses of the Church. Reformers stressed the importance of a direct relationship with God.

The Reformation started in Germany. In 1517, a monk and teacher named Martin Luther criticized the Church’s practice of selling pardons for sins. Soon, Luther went further. He contradicted the Church’s position that salvation came through faith and good works. He said people could be saved only through faith in God. What began as a reform movement ended up as a new division of Christianity—Protestantism.

Key Ideas of the Renaissance and Reformation

Class Time 30 minutes

Task Creating a chart of key ideas

Purpose To familiarize students with important ideas of the Renaissance and Reformation

Instructions Ask students to review the text on the Renaissance and Reformation on pages 16 and 17. Draw a chart on the chalkboard containing key terms from the text. Lead a discussion to help students fill in the meanings of the terms. Then ask students to show how these key ideas contributed to the rise of democracy. Point out that new beliefs in the importance of the individual, the value of self-reliance, and the focus on earthly life led to the development of democratic ideas.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance</td>
<td>Cultural movement marked by interest in Greek and Roman art and learning with its focus on the value of earthly life for its own sake</td>
</tr>
<tr>
<td>Individualism</td>
<td>The belief in the importance of the individual and the value of self-reliance and independence</td>
</tr>
<tr>
<td>Reformation</td>
<td>A religious movement to reform the Catholic Church that led to a new division of Christianity—Protestantism</td>
</tr>
</tbody>
</table>
Because Protestantism encouraged people to make their own religious judgments, Protestants began to have differences of belief. They then established new churches in addition to the already-formed Lutheran Church. These included the Anglican, Presbyterian, and Calvinist churches.

Catholics and Protestants differed on many issues. The Catholic Church claimed the right to interpret the Bible for all Christians. Protestants called on believers to interpret the Bible for themselves. The Catholic Church said the only way to salvation was through the Church. Protestants said that the clergy had no special powers; people could find individual paths to God. The Protestant emphasis on private judgment in religious matters—an emphasis on the importance of the individual—strengthened the importance of the individual even more. It also led to a questioning of political authority. (See History in Depth on this page.)

**Legacy of the Renaissance and Reformation**

The Reformation and the other changes that swept Europe during and after the Middle Ages greatly influenced the shaping of the modern world. By challenging the authority of monarchs and popes, the Reformation indirectly contributed to the growth of democracy. Also, by calling on believers to read and interpret the Bible for themselves, it introduced individuals to reading and exposed them to more than just religious ideas.

Both the Renaissance and the Reformation placed emphasis on the importance of the individual. This was an important idea in the democratic revolutions that followed and in the growth of political liberty in modern times.

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**ANSWERS**

1. Judaism, p. 12  
   - Ten Commandments, p. 13  
   - Reformation, p. 16

2. Sample Answer: Judaism—emphasis on individual morality; Christianity—equality of believers; Islam—dignity of all human beings; Renaissance—growth of individualism; Reformation—challenging of traditional authority. These traits all support the democratic idea that people are capable of governing themselves.

3. They focus on morality and ethics.

4. the equality of all human beings

5. by challenging the authority of monarchs and popes

6. They respected the worth of the individual and emphasized morality and each person's responsibility to make moral choices.

7. by asserting that people could have a direct relationship with God and read and interpret the Bible for themselves

8. by helping to create a literate and informed citizenry

9. Rubric Summary paragraphs should
   - discuss reason, faith, and the duties of the individual and community.
   - show logical connections between Judeo-Christian and democratic views.

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**3 ASSESS**

**SECTION 2 ASSESSMENT**

Have groups of three students take turns quizzing each other on the terms and names in question 1 and work together in making the chart in question 2.

**Formal Assessment**
- Section Quiz, p. 6

**4 RETEACH**

To help students review the main ideas of this section, pair students and ask each pair to write a brief summary of the content of one heading. Let students post their summaries on a bulletin board.

**In-Depth Resources: Unit 1**
- Guided Reading, p. 2

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**CULTURAL INTERACTION**

It was the largest mass uprising in the history of Germany. The peasants looked to Luther to support their rights, but Luther supported the nobles instead. As many as 100,000 peasants were killed during the rebellion.

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**CREATING A COLLAGE**

Using newspapers or magazines, create a collage showing modern nations practicing ideas of democracy. You might include headlines, pictures, or articles about equality of all people and community efforts to combat oppression. (p. 4)

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**The Rise of Democratic Ideas**

- Judeo-Christian and democratic views.
- Discuss reason, faith, and the duties of the individual and community.
- Show logical connections between Judeo-Christian and democratic views.
### LESSON PLAN

#### OBJECTIVES
- List medieval legal reforms in England.
- Explain how Parliament gained power between 1300 and 1650.
- Trace events that led to establishment of a constitutional monarchy.

#### FOCUS & MOTIVATE
In this section, students will learn about England's famous Magna Carta, considered to be a cornerstone of democratic government. Ask students to name some of the United States' most important documents. (Possible Answers: Constitution, Emancipation Proclamation)

#### INSTRUCT

**Reforms in Medieval England**

**10.2.2 Critical Thinking**

- What are advantages or disadvantages of a common law system? (Advantage—Laws may be fairer and more practical. Disadvantage—“Bad” precedents may be difficult to overturn.)

### CALIFORNIA RESOURCES

- California Reading Toolkit, p. L7
- California Modified Lesson Plans for English Learners, p. 9
- California Daily Standards Practice Transparencies, TTC
- California Standards Enrichment Workbook, pp. 17–18, 25–26
- California Standards Planner and Lesson Plans, p. L5
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

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**MAIN IDEA**

**POWER AND AUTHORITY**

England began to develop democratic institutions that limited the power of the monarchy.

**WHY IT MATTERS NOW**

Democratic traditions developed in England have influenced many countries, including the United States.

**TERMS & NAMES**

- common law
- Magna Carta
- due process of law
- Parliament
- Glorious Revolution
- constitutional monarchy
- bill of rights

### SETTING THE STAGE

The idea of democracy developed gradually over the centuries, as you read in previous sections. From its beginnings in the city-states of ancient Greece, democracy moved to Rome. There, the Romans adapted democratic ideas to establish a republican form of government. Judaism and Christianity spread the ideas of individual worth and responsibility to community. Democracy finally took root and found permanence in England in the late Middle Ages.

**Reforms in Medieval England**

In 1066, William, duke of Normandy in France, invaded England and defeated the Anglo-Saxons at the Battle of Hastings. William then claimed the English throne. This set in motion events that led to: (1) the end of feudalism—the political and economic system of the Middle Ages, (2) the beginnings of centralized government in England, and (3) the development of democracy there. One of William’s descendants was Henry II, who ruled from 1154 to 1189. He controlled most of the western half of France, as well as all of England. A man of great wisdom and vigor, Henry is considered one of the most gifted statesmen of the 12th century.

**Juries and Common Law**

One of Henry’s greatest achievements was the development of the jury trial as a means of administering royal justice. Before then, people were tried in courts of feudal lords. In such courts, the accused would usually have to survive a duel or some physically painful or dangerous ordeal to be set free.

With Henry’s innovation, a royal judge would visit each shire, or county, at least once a year. First, the judge would review the crime that had been committed. Then he would ask 12 men, often neighbors of the accused, to answer questions about the facts of the case. These people were known as a jury. Unlike modern juries, they did not decide guilt or innocence. People came to prefer the jury trial to the feudal-court trial because they found it more just.

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**SECTION 3 PROGRAM RESOURCES**

**ALL STUDENTS**

- In-Depth Resources: Unit 1
  - Guided Reading, p. 3
- Formal Assessment
  - Section Quiz, p. 7

**ENGLISH LEARNERS**

- In-Depth Resources in Spanish
  - Guided Reading, p. 13
- Reading Study Guide (Spanish), p. 9
- Reading Study Guide Audio CD (Spanish)

**STRUGGLING READERS**

- In-Depth Resources: Unit 1
  - Guided Reading, p. 3
- Reading Study Guide, p. 9
- Reading Study Guide Audio CD

**GIFTED AND TALENTED STUDENTS**

- In-Depth Resources: Unit 8
  - Primary Source: from the Magna Carta, p. 10
  - Literature: from Here Be Dragons, p. 12
  - Connections Across Time and Cultures: New Beginnings for Democracy, p. 17

**Electronic Library of Primary Sources**

- “The Restoration of Charles II”

**INTEGRATED TECHNOLOGY**

- eEdition CD-ROM
- Power Presentations CD-ROM
- Electronic Library of Primary Sources
  - “The Restoration of Charles II”
- classzone.com
Legal decisions made by royal justices were used as precedents in new cases. Gradually, England was unified under a single legal system. This was called “common law” because it was common to the whole kingdom. Unlike Roman law, which expressed the will of a ruler or a lawmaker, common law reflected customs and principles established over time. Common law became the basis of the legal systems in many English-speaking countries, including the United States.

The Magna Carta When Henry II died, his son Richard the Lion-Hearted assumed the throne. Richard’s brother John, an unpopular king, followed him. King John fought a costly and unsuccessful war with France. Not only did England lose many of its land holdings in France, but John also tried to raise taxes to pay for the war. This led to conflict between the English nobles and the king. In 1215 the angry nobles rebelled and forced John to grant guarantees of certain traditional political rights. They presented their demands to him in written form as the Magna Carta (Great Charter).

The Magna Carta is the major source of traditional English respect for individual rights and liberties. Basically, it was a contract between the king and nobles of England. However, the Magna Carta contained certain important principles that limited the power of the English monarch over all his English subjects. It implied the idea that monarchs had no right to rule in any way they pleased. They had to govern according to law.

Vocabulary
A contract is an agreement between two or more parties, especially one that is written and enforceable by law.

Analyzing Primary Sources

The Magna Carta

The Magna Carta is considered one of the cornerstones of democratic government. The underlying principle of the document is the idea that all must obey the law, even the king. Its guaranteed rights are an important part of modern liberties and justice.

PRIMARY SOURCE

38. No bailiff [officer of the court] for the future shall, upon his own unsupported complaint, put anyone to his “law,” without credible witnesses brought for this purpose.

39. No freeman shall be taken or imprisoned . . . or exiled or in any way destroyed, nor will we [the king] go upon him nor send upon him, except by the lawful judgement of his peers or by the law of the land.

40. To no one will we sell, to no one will we refuse or delay right or justice.

45. We will appoint as justices, constables, sheriffs, or bailiffs only such as know the law of the realm and mean to observe it well.

DOCUMENT-BASED QUESTIONS

1. Analyzing Motives Why might the English nobles have insisted on the right listed in number 45?

2. Making Inferences Which of the statements is a forerunner to the right to a speedy public trial guaranteed in the Sixth Amendment of the U.S. Constitution?

Creating a Skit About the Magna Carta

Class Time 45 minutes

Task Researching and writing a short skit

Purpose To demonstrate understanding of the Magna Carta’s contents and importance

Instructions Divide students into groups. Have each group research the Magna Carta, the events that led to its signing, and the scene of its signing at Runnymede. Then ask them to write a brief skit in which a news reporter on the scene describes the events leading up to the signing, interviews a group of nobles presenting their demands to King John, reads excerpts from the document, and interviews the king before he signs it. Skits should mention what grievances the nobles have and how the king feels about signing. If time permits, ask for volunteers to perform one or more skits. Students may wish to use the primary source excerpt from the Magna Carta or the literature excerpt from Here Be Dragons. Both are available in In-Depth Resources: Unit 1.

Tip for English Learners

Explain that precedent is related to the word precede and, in law, refers to a judicial decision that can serve as a rule to be applied under similar circumstances in future cases.

More About . . .

Limits on Monarchy

The Magna Carta was only the first step in the ongoing struggle between the English monarchy and nobility. In 1258, English barons forced King Henry III to sign the Provisions of Oxford. The Provisions gave the barons the right to rule with the king in exchange for financial aid. Although soon discarded, the Provisions are regarded as the first written constitution in English history. Had the Provisions been enforced, they would have effectively established a constitutional monarchy 400 years earlier than its establishment under William and Mary.

Analyzing Primary Sources

The Magna Carta

Ask students to restate law 38.

(Possible Answer: Government officials cannot arrest anyone without believable witnesses.)

Answers to Document-Based Questions

1. Analyzing Motives to prevent the king from appointing men who would do anything he told them to

2. Making Inferences number 40
The Magna Carta had 63 clauses. Two established basic legal rights for individuals. Clause 12 declared that taxes “shall be levied in our kingdom only by the common consent of our kingdom.” This meant that the king had to ask for popular consent before he could tax. Clause 39 declared, “No man shall be arrested or imprisoned . . . except by the lawful judgment of his peers or by the law of the land.” This meant that a person had the right to a jury trial and to the protection of the law. This right—to have the law work in known, orderly ways—is called due process of law. In other words, the king could not willfully, or arbitrarily, punish his subjects.

Over the centuries, the principles of the Magna Carta were extended to protect the liberties of all the English people. Clause 12, for example, was later interpreted to mean that the king could not levy taxes without the consent of Parliament, England’s national legislature. The principle of “no taxation without representation” was a rallying cry, over five centuries later, of the American Revolution.

Model Parliament Even before the Norman Conquest, Anglo-Saxon kings had discussed important issues with members of the nobility who acted as a council of advisers. This practice continued through the centuries. In 1295, King John’s grandson, Edward I, needed money to pay for yet another war in France. He wanted wide support for the war. So he called together not only the lords but also lesser knights and some burgesses, or leading citizens of the towns. Edward explained his action by saying, “What affects all, by all should be approved.” Historians refer to this famous gathering as the Model Parliament, because it established a standard for later parliaments. The Model Parliament voted on taxes and helped Edward make reforms and consolidate laws.

By the mid-1300s, the knights and burgesses had gained an official role in the government. They had formed an assembly of their own—the House of Commons, which was the lower house of Parliament. Nobles and bishops met separately in the upper house, the House of Lords. Because the majority of English people had no part in Parliament, it was not truly a democratic body. Even so, its existence limited the power of the monarch and established the principle of representation.

Parliament Grows Stronger

Over the next few centuries, Parliament’s “power of the purse,” or its right to approve certain expenses, gave it strong influence in governing. The House of Commons, which controlled those purse strings, was gradually becoming the equal of the House of Lords. Parliament increasingly viewed itself as a partner with the monarch in governing. It voted on taxes, passed laws, and advised on royal policies.

Conflict With the Monarch The struggle to limit the power of the monarchy continued over the centuries. In the 1600s, monarchs on the European continent were asserting greater authority over lords than they had during the Middle Ages. These kings claimed not just the right to rule but the right to rule with absolute power. They claimed that a king’s power came from God. This assertion was known as the theory of the divine right of kings. Advocates of divine right said that monarchs were chosen by God and responsible only to God.

Paraphrasing a Passage

Class Time 20 minutes

Task Rewriting a textbook passage in informal language

Purpose To better understand the text by paraphrasing it

Instructions Tell students to pick two paragraphs from “Parliament Grows Stronger” and rewrite them in their own words. Make the activity more enjoyable for students by encouraging them to use informal language.

A sample paragraph follows.

A woman named Elizabeth came from a family called the Tudors. At some point, she became England’s queen and went by the name of Elizabeth I. She died in 1603. Usually, when an English monarch died, one of the monarch’s children became the new monarch. Since Elizabeth didn’t have any children, a relative from Scotland was put in charge. He was called James I and was from a family called the Stuarts. The Stuarts said monarchs get their power straight from God. This belief that James I had about divine rights, along with his ignorance about how they did things in England, soon got him into trouble with the English Parliament.
Elizabeth I, the last Tudor monarch of England, died in 1603, without a child. She was succeeded by a new line of monarchs, the Stuarts, who were relatives from Scotland. The Stuarts were strong believers in divine right. King James VI of Scotland became James I, the first Stuart king of England. Because he came from Scotland and knew little of English laws and institutions, he clashed with Parliament over the rights of the people.

Three issues caused conflict. First, religious reformers known as Puritans were trying to change the Church of England, or Anglican Church, through legislation. They wanted to simplify, or purify, Church doctrines and ceremonies. They felt the Church of England was still too much like the Roman Catholic Church, from which it had separated. The Puritans entered an ongoing battle with James, the official head of the Church.

Second, James used the Star Chamber, a royal court of law, to administer justice. He ignored parliamentary courts, which used common law. The people began to accuse the king of tyranny. Third, and most important, was the issue of money. Elizabeth had left James a large debt. In addition, he wanted more money in order to have an extravagant court and to wage war. Parliament declined to grant him any additional funds. James then ignored Parliament and tried to raise money by other means.

**Parliament Overthrows the King** The troubles under James became explosions under his son, Charles I, who became king in 1625. Like James, Charles needed funds. He asked Parliament for money in 1628. In return for granting revenue from taxes, Parliament tried to limit royal power further. It sought to force Charles to accept the Petition of Right.

The Petition of Right went against theories of absolute monarchy. It is viewed as a landmark in constitutional history. It demanded an end to

- taxing without Parliament’s consent
- imprisoning citizens illegally
- housing troops in citizens’ homes
- maintaining military government in peacetime

Charles agreed to sign the petition in order to get the funds he wanted. Later, he ignored the commitments secured in the document.

Charles dismissed Parliament in 1629 and refused to convene it again. When the Scots invaded England in 1640, Charles was forced to call Parliament to get funds to defend the country. In a show of independence, Parliament refused to discuss money until Charles considered how he had wronged Parliament. Parliament passed laws to reduce the power of the monarchy, angering the king. Grievances continued to grow. Eventually, in 1642, the English Civil War broke out. Royalists, who upheld the monarchy, were opposed by antinomians, who supported Parliament.

After years of conflict, antinomian forces, commanded by Puritan leader Oliver Cromwell, won control of the government. Charles was condemned as a “tyrant, murderer, and public enemy” and, in 1649, was executed.
Establishment of Constitutional Monarchy

10.2.2

Critical Thinking
- Why might Charles II have accepted the limitations Parliament imposed? (Possible Answer: The memory of his father’s execution probably made him more cooperative.)
- Why wouldn’t Parliament simply pick a suitable leader from outside the royal family? (Possible Answers: They may have believed that such a move would appear illegitimate and cause renewed unrest.)

In-Depth Resources: Unit 1
- Connections Across Time and Cultures: New Beginnings for Democracy, p. 17
- Electronic Library of Primary Sources
- “The Restoration of Charles II”

Prelude to the American Revolution

James II’s unpopularity extended across the Atlantic Ocean to England’s American colonies. In 1684, a royal court took away the charter of the Massachusetts Bay Colony. James had decided to create a union of all colonies from New Jersey to New Hampshire. He appointed Sir Edmund Andros as royal governor of the Dominion of New England. Andros abolished elective assemblies, declared town meetings illegal, and collected taxes the people had never voted on. When word of the Glorious Revolution reached America, the colonists overthrew Andros in their own version of the revolt. This action may have contributed to the colonists’ belief that it was their right to overthrow an unjust king.

Establishment of Constitutional Monarchy

After Charles’s execution, Cromwell established a republic called the Commonwealth of England. He spent several years crushing a series of uprisings against his rule. He was opposed both by supporters of monarchy and by more extreme Puritans. Cromwell became unhappy with Parliament’s failure to enact his religious, social, and economic reforms. In 1653 he dissolved Parliament and created a government called the Protectorate. He named himself Lord Protector, in effect becoming a military dictator.

Cromwell’s rule was increasingly authoritarian, and he became extremely unpopular. Most of the English were not unhappy at his death in 1658.

The Restoration

Cromwell’s son Richard succeeded him as Lord Protector. He was not a strong ruler, and the military dictatorship continued to be unpopular. Cromwell resigned in 1659. In 1660, a new Parliament restored the monarchy and invited Charles Stuart, the son of Charles I, to take the throne. This period was called the Restoration, because the monarchy was restored to the throne. Yet Parliament retained the powers it had gained during the struggles of the previous two decades.

For example, the monarch could not tax without Parliament’s consent. In addition, Parliament continued to try to limit the monarchy and to expand rights. In 1679 it passed the Habeas Corpus Amendment Act. 

Habeas corpus

is a Latin term meaning “you are ordered to have the body.” When someone is arrested, the police must produce the person in court. That person must be informed of what he or she is accused of having done. The court then decides if there is reason to hold the accused. Habeas corpus prevents authorities from detaining a person wrongfully or unjustly. (This right is still important in democracies today. It is mentioned in the U.S. Constitution.)

Glorious Revolution

When Charles II died in 1685, his younger brother became King James II. James was a Roman Catholic and a believer in the divine right of kings. English Protestants were afraid that he wanted to make Catholicism the official religion. They hoped that when James died, his Protestant daughter, Mary, would become queen. But James’s wife gave birth to a son in 1688. Because a male heir to the throne took precedence, or came before, a female, it appeared that rule by Catholic monarchs would continue. This was unacceptable to most of the English people.

Parliament withdrew its support from James and offered the English throne to his daughter, Mary, and her husband, William of Orange, ruler of the Netherlands, both Protestants. William invaded England, and James fled to France. In 1689 William and Mary were crowned co-rulers of England. The Glorious Revolution, as it came to be called, was a turning point in English constitutional history. Parliament had established its right to limit the English monarch’s power and to control succession to the throne. England was now a constitutional monarchy, in which the powers of the ruler are restricted by the constitution and the laws of the country.

“Who Am I?”

Class Time 20 minutes

Task Defining or describing people and events in history

Purpose To help students understand complex material

Instructions Explain that the text under “Establishment of Constitutional Monarchy” is especially challenging because it includes many names, dates, and concepts that are new to students. Pair students and assign each pair a term or name from the following list:

- Parliament
- Oliver Cromwell
- Richard Cromwell
- Charles II
- habeas corpus
- James II
- Glorious Revolution
- constitutional monarchy
- bill of rights

Each pair should write a few sentences that answer the question “Who am I?” or “What am I?” about their term or name. For example, the answer to “Oliver Cromwell” might be, “I ruled England as Lord Protector in the mid-1600s. I was a strong ruler but very unpopular.” Have pairs share their answers, emphasizing how the different terms and names are connected.
English Bill of Rights  In 1689, William and Mary accepted from Parliament a bill of rights, or formal summary of the rights and liberties believed essential to the people. The English Bill of Rights limited the monarchy’s power and protected free speech in Parliament.

The Bill of Rights did not allow the monarch to suspend laws, to tax without Parliament’s consent, or to raise an army in peacetime without approval from Parliament. It assured the people the right to petition the king to seek remedies for grievances against government. Excessive bail and cruel and unusual punishment were forbidden. And foremost, the Bill of Rights declared:

**PRIMARY SOURCE**

...that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, parliament ought to be held frequently.

**English Bill of Rights**

England’s Legacy  England’s Glorious Revolution and the bill of rights that it produced had a great impact. English citizens were guaranteed the rule of law, parliamentary government, individual liberties, and a constitutional monarchy. This completed a process begun with the Magna Carta. The Bill of Rights also set an example for England’s American colonists when they considered grievances against Britain nearly 100 years later. These legal and political developments, along with the ideas of the Enlightenment, would give rise to democratic revolutions in America and France in the late 18th century.
The Enlightenment and Democratic Revolutions

MAIN IDEA
- Enlightenment ideas helped bring about the American and French revolutions.

WHY IT MATTERS NOW
- These revolutions and the documents they produced have inspired other democratic movements.

TERMS & NAMES
- Enlightenment
- social contract
- natural rights
- separation of powers
- representative government
- federal system
- United Nations
- Warsaw Pact
- SEATO
- NATO
- United Nations
- Organization of American States

SETTING THE STAGE
The Renaissance continued to affect European thinking throughout the 17th century. The Renaissance emphasis on the individual and on expanding human potential were especially influential. At the same time, Europeans began to explore their physical world. They extended the boundaries of the known world in what came to be called the Age of Exploration. New ideas and discoveries had a great impact on Europeans’ understanding of themselves and the world.

Enlightenment Thinkers and Ideas
During the 17th and 18th centuries, an intellectual movement called the Enlightenment developed. Enlightenment thinkers tried to apply the principles of reason and the methods of science to all aspects of society. They built upon the long history of Western thought.

The philosophers of ancient Greece had established the idea of natural laws that could be discovered by careful observation and reasoned inquiry. Christianity contributed the belief in the equality of all human beings. (This belief would later lead to the principle of equal rights in society.) During the Renaissance, thinkers had focused on worldly concerns. They criticized medieval philosophy for concentrating on questions that seemed unrelated to human conditions.

The Scientific Revolution of the 1500s and 1600s was an even more immediate source of Enlightenment thought. It stimulated new ideas about society and government. The Scientific Revolution caused thinkers to rely on rational thought rather than just accept traditional beliefs. Enlightenment thinkers praised both Isaac Newton’s discovery of the mechanical laws that govern the universe and the scientific method that made such a discovery possible. These thinkers wanted to apply the scientific method, which relied on observation and testing of theories, to human affairs. They hoped to use reason to discover natural laws that governed society just as scientists had used it to discover physical laws.

Hobbes and Locke
The English philosophers Thomas Hobbes and John Locke were important Enlightenment thinkers. Both considered human nature and the role of government. In his masterpiece of political theory, Leviathan (1651), Hobbes stated that people were by nature selfish and ambitious. He thought the type of government needed to control selfish ambitions was absolute monarchy.
In a kind of social contract, or agreement among members of society, people submitted to an authoritarian ruler to prevent disorder. Although Hobbes was a monarchist, his idea of a social contract was important for the development of democracy.

Locke held a more positive view of human nature. His book Two Treatises of Government was published in 1690, the year after the Glorious Revolution. Locke argued that the English people had been justified in overthrowing James II. The government had failed under James to perform its most fundamental duty—protecting the rights of the people. Locke said that all human beings had, by nature, the right to life, liberty, and property. In order to protect these natural rights, they formed governments. The people had an absolute right, he said, to rebel against a government that violated or failed to protect their rights.

Locke believed that a government’s power comes from the people, not from God. Thus, Locke provided a strong argument against the divine right of kings. Locke’s ideas about self-government inspired people and became cornerstones of modern democratic thought.

Voltaire and Rousseau Other thinkers of the Enlightenment admired the democratic nature of English institutions. They themselves, however, lived under absolute monarchs. Voltaire was a brilliant 18th-century French historian. He argued in favor of tolerance, freedom of religion, and free speech. The French government and Christianity were often targets of his criticism.

Perhaps the most freethinking of all Enlightenment philosophers was Jean-Jacques Rousseau. His most famous work was The Social Contract (1762). In it, Rousseau advocated democracy. Unlike Hobbes, he called the social contract an agreement among free individuals to create a government that would respond to the people’s will:

**PRIMARY SOURCE**
The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before.

JEAN-JACQUES ROUSSEAU, The Social Contract

For Rousseau, the only legitimate, or authentic, government came from the consent of the governed. The people, he hoped, would follow their consciences to vote for, or choose, what was best for the community as a whole.

Montesquieu Another French philosopher, Baron de Montesquieu, also recognized liberty as a natural right. In The Spirit of the Laws (1748), Montesquieu pointed out that any person or group in power will try to increase its power. Like Aristotle, Montesquieu searched for a way to control government. He concluded that liberty could best be safeguarded by a separation of powers, that is, by dividing government into three separate branches. These branches were (1) a legislature to make laws, (2) an executive to enforce them, and (3) courts to interpret them.

The United States and many other democratic countries use this basic plan.

The Beginnings of Democracy in America The ideas of the Enlightenment had a strong impact on Britain’s North American colonies. By the mid-1700s, 13 British colonies had been established in North America. They were administered by the British government. To the north and west of Britain’s colonies was New France, a French colony. In 1754, Britain and France went to war for control of North America. The war was called the French and Indian War. France and England also fought in Europe. There the conflict was known as the Seven Years’ War.
**Class Time** 35 minutes  
**Task** Summarizing information and conducting a debate  
**Purpose** To understand the conflict between Britain and the colonies  
**Instructions** Pair students. Have pairs read “The Beginnings of Democracy in America” on pages 25–27, helping each other with difficult words and concepts. Then have one member of each pair list reasons that the colonies should be loyal to Britain and the other list reasons that the colonies should break away. When pairs have finished, debate as a class whether Britain was right to tax its colonies.

**British Point of View**  
- British protected colonists from French soldiers.  
- Colonists were kept safe, so they should help pay for British soldiers.  
- Colonists should be loyal to “mother country.”

**Colonists’ Point of View**  
- No taxes unless colonists can vote in Parliament.  
- Colonists should be allowed to settle on conquered land.  
- Government is to protect people, not to make them do what they don’t want to do.
The French Revolution

During the 1700s, the impulse toward democracy had also been stirring in France. Under Louis XIV, who ruled from 1643 to 1715, France experienced the excesses of absolute monarchy. He left unresolved problems, massive debts, and growing unrest for his heirs—Louis XV and Louis XVI.

Causes of the Revolution

Louis XVI came to the throne at the age of 19 in 1774. He was a well-intentioned but weak leader often dominated by his wife, Marie Antoinette. She was Austrian by birth and unpopular with the French people. France’s problems, however, went deeper than the monarchy. The clergy and the nobility enjoyed many privileges. Even though the monarchy was deeply in debt, only commoners paid taxes. Many historians say that the French Revolution was fought to balance the inequalities in French society.

During the 18th century, Enlightenment ideas caused people to rethink the structure of society. The French middle class and some nobles were strongly impressed with ideas such as the social contract and freedom of speech. They were also inspired by the example of the American people throwing off an oppressive government in the 1770s. French peasants, too, were dissatisfied and restless. There had been poor harvests in the late 1780s. The people were hungry and felt that neither the king nor the nobility cared about their plight.

Early Reforms of the Revolution

In 1789, Louis XVI’s government was about to go bankrupt. In desperation, Louis sought to raise taxes. He called the Estates-General into session. This representative assembly had not been called to meet since 1614. The commoners in the Estates-General, however, felt their class was not fairly represented. They left in protest and formed the National Assembly.

After working out these details, students should use the information from the text and other sources to create their trivia cards. Help students create answers so that questions are not too easy. A sample question and answer might be phrased as follows: The Bastille was: A. the hall where meetings of the Estates-General were held; B. a Parisian prison that was a symbol of the king’s rule; C. the public square where executions took place; D. the name of Napoleon’s headquarters. (Answer: B) After the students complete their projects, have groups exchange and play the games.
The Struggle for Democracy Continues 10.9.8

Critical Thinking
• Why might autocratic rulers voice agreement with the idea of democracy yet fail to follow through with democratic actions? (Possible Answer: may believe they can prevent their people from taking matters into their own hands)
• Why might some UN member nations who are party to the Universal Declaration of Human Rights violate its standards? (Possible Answer: difficult or impossible to enforce the declaration’s standards)

In-Depth Resources: Unit 1
• Connections Across Time and Cultures: New Beginnings for Democracy, p. 17

Case Study 3—Russia and Germany, p. 30
Case Study 8—Argentina and South Africa, p. 100
Case Study 9—Mexico and Japan, p. 114

More About . . .
The United Nations
The United Nations has a number of programs to maintain international peace, foster economic cooperation and social equality, and develop and institute international law. The United Nations Children’s Fund (UNICEF) works to improve the education, nutrition, and health of children around the world. The International Court of Justice rules on issues brought by member nations.

The Struggle for Democracy Continues

Eventually, members of other classes joined them. In the meantime, on July 14, 1789, the people of Paris stormed the Bastille, a much-hated prison in Paris that symbolized autocratic rule. Peasant uprisings then spread from Paris throughout the country. The fight to win democratic freedoms for the people, the French Revolution, had begun.

The National Assembly made many reforms. It adopted the Declaration of the Rights of Man and of the Citizen. This document was influenced by Enlightenment ideas and the American Declaration of Independence. It guaranteed the rights of “liberty, property, security, and resistance to oppression” to all people. The National Assembly also drafted a constitution that made France a limited monarchy. It reorganized the Catholic Church in France and redistributed its land. It reformed the court system. Believing its work done, it disbanded in 1791 so that a newly elected Legislative Assembly could take over.

Democratic Reforms Undone The new French assembly was not accepted by the king, the aristocracy, or many Catholics. Also, European countries that had absolute monarchs feared the spread of democratic ideas. They went to war with France, hoping to undo the new French republic. The country was in a state of crisis. In 1792, the royal family was imprisoned. A new legislature, even more radical, took charge. A period called the Reign of Terror followed. People thought to be opponents of the revolution were killed for their beliefs. Included among them were the king and queen. Finally, in 1799, a military leader, Napoleon Bonaparte, took control of France and created a dictatorship.

Not until the mid-1800s did democracy develop in France. The French Revolution illustrates why democracy is hard to achieve. It is not enough to promise equality and freedom or to have representative government. For democracy to work, a society must have rule by law, protections for both civil rights and civil liberties, tolerance of dissent, and acceptance of majority decisions by the minority.

Designing a Travel Brochure for a World Heritage Site

Class Time 45 minutes
Task Creating a travel brochure
Purpose To familiarize students with other activities of the United Nations
Instructions Divide students into pairs and tell them that they will be assembling a travel brochure for a United Nations World Heritage Site. Explain that, in 1972, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) created a committee to establish a list of World Heritage Sites and work for their preservation. In 2003, the World Heritage List included 754 sites (582 cultural, 149 natural, and 23 mixed). Tell students to use the library or the Internet to find a current list of sites and to choose one as the subject of their brochure. Ask each group to carry out preliminary research to decide on the kind of information their brochure will contain and what sort of layout will best convey the information. They should then allocate responsibility for individual sections of their booklet and do further in-depth research before creating the brochure. Encourage students to be creative in designing their guides. Display the finished brochures in class.
One of the UN’s most important contributions is the Universal Declaration of Human Rights. The General Assembly adopted the Declaration in 1948. This document draws on democratic ideas. It sets a worldwide standard for basic social, political, and economic rights. Included are the right to life, liberty, and security. Also stated are the rights to equal protection under the law, free movement, and free association and assembly with other people. To these rights were added social and economic rights: the rights to work, to rest and leisure, and to education. The declaration’s purpose is to serve as an international code of conduct.

New Movements Toward Democracy

In many places in the world, the ideals of the UN’s Universal Declaration of Human Rights have yet to be wholly achieved. Nations are struggling to move toward more democratic government. But it is not easy to establish democratic policies where, for example, dictatorship has been the rule. Still, beginnings have been made in a number of countries.

In the early 1990s, the breakup of the Soviet Union enabled 15 new republics to assert their people’s national identity and interests. In South Africa, after many years of apartheid, or racial segregation, a democratic, all-race government was established. In 2002, East Timor regained its independence following a UN-sponsored referendum. It had been seized nearly 30 years earlier by Indonesia.

There is no guarantee democracy can be achieved in any particular time and place. Nor is it guaranteed that once achieved, democracy will not be lost if people are not constantly watchful. Yet, as you read the history that follows, you will see that the idea of democracy has survived wars and oppression. It is an idea whose strength comes from the people.

D. Possible Answer

The idea of having a say in government has been a force in history for 2,000 years. People want political freedom. The American Revolution and the democracy it created have been a continuing example in modern times. The UN also has promoted political rights.

MAIN IDEA

Forming and Supporting Opinions

1. Why do you think people and nations continue to struggle toward more democratic government? Explain.