

Copernican Solar System, from Andreae Cellarius, *Harmonia Macrocosmica*, 1661

Signing of the U.S. Constitution

The Scientific Revolution

MAIN IDEA

SCIENCE AND TECHNOLOGY In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation.

WHY IT MATTERS NOW

Such questioning led to the development of the scientific method still in use today.

TERMS & NAMES

- geocentric theory
- Scientific Revolution
- heliocentric theory
- Galileo Galilei
- scientific method
- Isaac Newton

SETTING THE STAGE As you recall, the period between 1300 and 1600 was a time of great change in Europe. The Renaissance, a rebirth of learning and the arts, inspired a spirit of curiosity in many fields. Scholars began to question ideas that had been accepted for hundreds of years. Meanwhile, the religious movement known as the Reformation prompted followers to challenge accepted ways of thinking about God and salvation. While the Reformation was taking place, another revolution in European thought had begun, one that would permanently change how people viewed the physical world.

The Roots of Modern Science

Before 1500, scholars generally decided what was true or false by referring to an ancient Greek or Roman author or to the Bible. Few European scholars challenged the scientific ideas of the ancient thinkers or the church by carefully observing nature for themselves.

The Medieval View During the Middle Ages, most scholars believed that the earth was an immovable object located at the center of the universe. According to that belief, the moon, the sun, and the planets all moved in perfectly circular paths around the earth. Common sense seemed to support this view. After all, the sun appeared to be moving around the earth as it rose in the morning and set in the evening.

This earth-centered view of the universe was called the **geocentric theory**. The idea came from Aristotle, the Greek philosopher of the fourth century B.C. The Greek astronomer Ptolemy (TOL•a•mee) expanded the theory in the second century A.D. In addition, Christianity taught that God had deliberately placed the earth at the center of the universe. Earth was thus a special place on which the great drama of life unfolded.

A New Way of Thinking Beginning in the mid-1500s, a few scholars published works that challenged the ideas of the ancient thinkers and the church. As these scholars replaced old assumptions with new theories, they launched a change in European thought that historians call the **Scientific Revolution**. The Scientific Revolution was a new way of thinking about the natural world. That way was based upon careful observation and a willingness to question accepted beliefs.

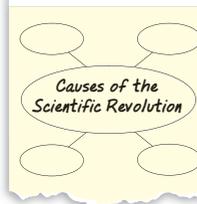
CALIFORNIA STANDARDS

10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

TAKING NOTES

Analyzing Causes Use a diagram to list the events and circumstances that led to the Scientific Revolution.



Enlightenment and Revolution 189

OBJECTIVES

- List circumstances that led to the Scientific Revolution.
- Summarize the development of the heliocentric theory.
- Describe the scientific method and explain Newton's law of gravity.
- Describe the importance of the scientific method in different fields.

1 FOCUS & MOTIVATE

Note that the Scientific Revolution began with questions about accepted beliefs. What are some ways that people today question accepted beliefs? (*Possible Answers: voting, editorials, letters to the editor*)

2 INSTRUCT

The Roots of Modern Science

10.1.1

Critical Thinking

- Why would the peoples and animals of Africa open Europeans to new ideas? (*They realized they didn't know everything.*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L28
- California Modified Lesson Plans for English Learners, p. 51
- California Daily Standards Practice Transparencies, TT20
- California Standards Enrichment Workbook, pp. 17–18, 23–24
- California Standards Planner and Lesson Plans, p. L47
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 2

- Guided Reading, p. 25
- Skillbuilder Practice, p. 30
- Geography Application, p. 31
- History Makers: Nicolaus Copernicus, p. 41

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 52
- Skillbuilder Practice, p. 56
- Geography Application, p. 57

Reading Study Guide (Spanish), p. 63

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 2

- Guided Reading, p. 25
- Building Vocabulary, p. 29
- Reteaching Activity, p. 44

Reading Study Guide, p. 63

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 2

- Primary Source: from *Starry Messenger*, p. 33
- Literature: from *The Recantation*, p. 38

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Geography Transparencies

- GT22 Maps of the World, 1492–1761

World Art and Cultures Transparencies

- AT48 Vermeer's *The Astronomer*

Electronic Library of Primary Sources

- "Of Studies"

classzone.com

A Revolutionary Model of the Universe

10.1.1

Critical Thinking

- In what way did Copernicus’s theory contradict religious views? (*Christianity taught that Earth was the center of the universe, not the sun.*)
- Why do you think that Galileo chose to recant? (*Possible Answers: fear of torture; valued the Church, accepted its authority*)

In-Depth Resources: Unit 2

- Geography Application: Theories of the Solar System, p. 31
- History Makers: Copernicus, p. 41

Tip for English Learners

The word *heliocentric* is a combination of the prefix *helio* and the suffix *centric* meaning “center.” *Helio* comes from the Greek *helios* meaning “sun,” so *heliocentric* means “sun-centered.”

A combination of discoveries and circumstances led to the Scientific Revolution and helped spread its impact. During the Renaissance, European explorers traveled to Africa, Asia, and the Americas. Such lands were inhabited by peoples and animals previously unknown in Europe. These discoveries opened Europeans to the possibility that there were new truths to be found. The invention of the printing press during this period helped spread challenging ideas—both old and new—more widely among Europe’s thinkers.

The age of European exploration also fueled a great deal of scientific research, especially in astronomy and mathematics. Navigators needed better instruments and geographic measurements, for example, to determine their location in the open sea. As scientists began to look more closely at the world around them, they made observations that did not match the ancient beliefs. They found they had reached the limit of the classical world’s knowledge. Yet, they still needed to know more.

A Revolutionary Model of the Universe

An early challenge to accepted scientific thinking came in the field of astronomy. It started when a small group of scholars began to question the geocentric theory.

The Heliocentric Theory Although backed by authority and common sense, the geocentric theory did not accurately explain the movements of the sun, moon, and planets. This problem troubled a Polish cleric and astronomer named Nicolaus

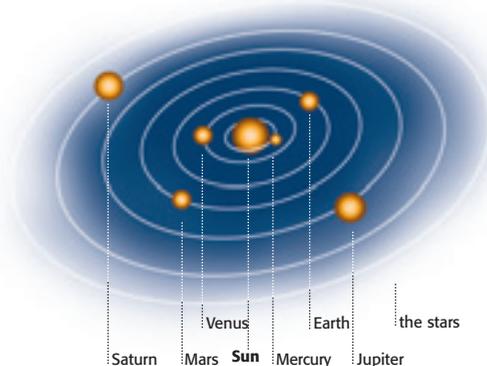
Copernicus (koh•PUR•nuh•kuhs). In the early 1500s, Copernicus became interested in an old Greek idea that the sun stood at the center of the universe. After studying planetary movements for more than 25 years, Copernicus reasoned that indeed, the stars, the earth, and the other planets revolved around the sun.

Copernicus’s **heliocentric**, or sun-centered, **theory** still did not completely explain why the planets orbited the way they did. He also knew that most scholars and clergy would reject his theory because it contradicted their religious views.

Fearing ridicule or persecution, Copernicus did not publish his findings until 1543, the last year of his life. He received a copy of his book, *On the Revolutions of the Heavenly Bodies*, on his deathbed.

While revolutionary, Copernicus’s book caused little stir at first. Over the next century and a half, other scientists built on the foundations he had laid. A Danish astronomer, Tycho Brahe (TEE•koh brah), carefully recorded the movements of the planets for many years. Brahe produced mountains of accurate data based on his observations. However, it was left to his followers to make mathematical sense of them.

After Brahe’s death in 1601, his assistant, a brilliant mathematician named Johannes Kepler, continued his work. After studying Brahe’s data, Kepler concluded that certain mathematical laws govern planetary motion. One of these laws showed that the planets revolve around the sun in elliptical orbits instead of circles, as was previously thought. Kepler’s laws showed that Copernicus’s basic ideas were true. They demonstrated mathematically that the planets revolve around the sun.



▲ This model shows how Copernicus saw the planets revolving around the sun.

A. Answer They supported the theory mathematically.

MAIN IDEA

Recognizing Effects

How did Kepler’s findings support the heliocentric theory?

SKILLBUILDER PRACTICE: CLARIFYING; SUMMARIZING

Clarifying Scientific Terms

Class Time 30 minutes

Task Defining and restating unfamiliar terms

Purpose To better understand the heliocentric model

Instructions Explain that clarifying means defining unfamiliar terms in the material and restating content in the students’ own words. This process can help reinforce students’ understanding of concepts. Have students use a dictionary and the glossary to define the following terms:

geocentric theory, heliocentric theory, revolved, orbited, elliptical orbit.

Then have students reread “The Heliocentric Theory” on page 190. Have students work in pairs to write questions about the main ideas of the passage. Questions might include “How did the heliocentric theory develop?” or “Why was the heliocentric theory revolutionary?” Students should write other questions about the passage. Have partners answer the questions in their own words and use their answers to write a summary.

In-Depth Resources in Spanish

Galileo's Discoveries An Italian scientist named **Galileo Galilei** built on the new theories about astronomy. As a young man, Galileo learned that a Dutch lens maker had built an instrument that could enlarge far-off objects. Galileo built his own telescope and used it to study the heavens in 1609.

Then, in 1610, he published a small book called *Starry Messenger*, which described his astonishing observations. Galileo announced that Jupiter had four moons and that the sun had dark spots. He also noted that the earth's moon had a rough, uneven surface. This shattered Aristotle's theory that the moon and stars were made of a pure, perfect substance. Galileo's observations, as well as his laws of motion, also clearly supported the theories of Copernicus.

Conflict with the Church Galileo's findings frightened both Catholic and Protestant leaders because they went against church teaching and authority. If people believed the church could be wrong about this, they could question other church teachings as well.

In 1616, the Catholic Church warned Galileo not to defend the ideas of Copernicus. Although Galileo remained publicly silent, he continued his studies. Then, in 1632, he published *Dialogue Concerning the Two Chief World Systems*. This book presented the ideas of both Copernicus and Ptolemy, but it clearly showed that Galileo supported the Copernican theory. The pope angrily summoned Galileo to Rome to stand trial before the Inquisition.

Galileo stood before the court in 1633. Under the threat of torture, he knelt before the cardinals and read aloud a signed confession. In it, he agreed that the ideas of Copernicus were false.

MAIN IDEA**Analyzing Primary Sources**

In what two ways does Galileo seek to appease the Church?

B. Answer He declares his former beliefs to be false and swears not to contradict Church doctrine again.

PRIMARY SOURCE

With sincere heart and unpretended faith I abjure, curse, and detest the aforesaid errors and heresies [of Copernicus] and also every other error . . . contrary to the Holy Church, and I swear that in the future I will never again say or assert . . . anything that might cause a similar suspicion toward me.

GALILEO GALILEI, quoted in *The Discoverers*

Galileo was never again a free man. He lived under house arrest and died in 1642 at his villa near Florence. However, his books and ideas still spread all over Europe. (In 1992, the Catholic Church officially acknowledged that Galileo had been right.)

The Scientific Method

The revolution in scientific thinking that Copernicus, Kepler, and Galileo began eventually developed into a new approach to science called the **scientific method**. The scientific method is a logical procedure for gathering and testing ideas. It begins with a problem or question arising from an observation. Scientists next form a hypothesis, or unproved assumption. The hypothesis is then tested in an experiment or on the basis of data. In the final step, scientists analyze and interpret their data to reach a new conclusion. That conclusion either confirms or disproves the hypothesis.



▲ Galileo stands before the papal court.

Enlightenment and Revolution 191

More About . . .**Galileo's Trial**

In front of the pope, Galileo retracted his support of the theory that the earth moved around the sun. A popular legend reports that as Galileo was being led away from the pope, he muttered, "And yet it moves." Although most historians reject this account, the statement was discovered inscribed on a portrait of Galileo painted around 1640.

In-Depth Resources: Unit 2

- Primary Source: from *Starry Messenger*, p. 33
- Literature: *The Recantation of Galileo Galilei*, p. 38

World Art and Cultures Transparencies

- AT48 Vermeer's *The Astronomer*

The Scientific Method**10.2.1****Critical Thinking**

- How was the scientific method of exploring ideas different from looking to history for answers? (*It was based on observation and experimentation.*)
- Why might the Church dislike the ideas of Bacon and Descartes? (*Both questioned old ideas and urged experimentation and logic rather than faith.*)

Electronic Library of Primary Sources

- "Of Studies"

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**Exploring Galileo's Recantation**

Class Time 25 minutes

Task Studying primary sources within historical context

Purpose To understand actions of Galileo and the pope

Instructions Tell students that Pope Urban VIII was elected in 1623. He loved art, music, and architecture, even writing a sonnet complimenting Galileo on his scientific work. Galileo hoped that a man open to new ideas in the arts would be equally enthusiastic about new scientific theories. Instead, Pope Urban VIII in effect handed Galileo over to the Inquisition. At the trial, instruments of

torture were displayed as a threatening promise of what Galileo could expect if he did not cooperate. Not surprisingly, Galileo retracted his support for heliocentric theory—at least in front of the pope. Suggest that students read the excerpt from the play *The Recantation of Galileo Galilei* in In-Depth Resources: Unit 2. Have students read the play aloud, taking the various parts. Discuss with students why the pope might have abandoned his support for Galileo's work and why Galileo might have chosen to sign the confession. Ask students if they agree with Galileo's decision.



In-Depth Resources: Unit 2

History from Visuals

Interpreting the Chart

Have students tell how the time line suggests that the scientific revolution was spreading by the 1600s. (*Important scientific events are more frequent after 1600.*)

Extension Tell students to connect early events on the time line with later scientific developments. For example, the invention of the microscope in 1590 probably led to the observation of bacteria in 1674.

More About . . .

Newton's Law of Gravity

What does an apple have to do with gravity? Supposedly, Newton was sitting under an apple tree when an apple fell nearby. Newton began to wonder why apples always fall to the ground, but never sideways or up. He reasoned that the earth must have a power that draws objects to it. Thus began observation and study of the force of gravity.

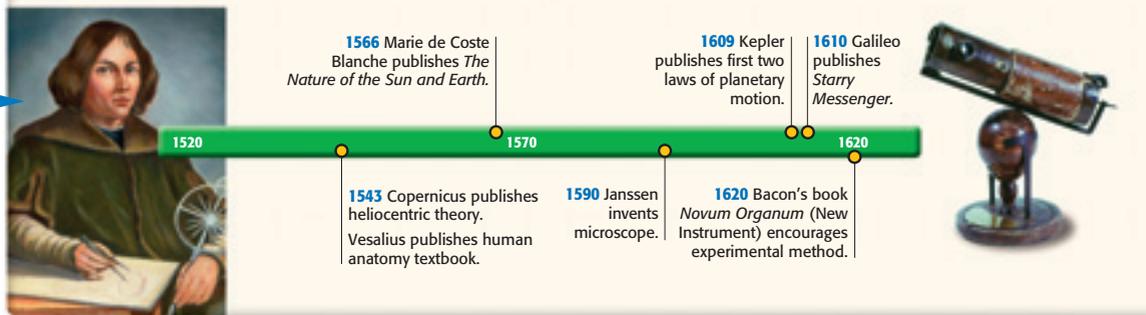
Newton Explains the Law of Gravity

10.2.1

Critical Thinking

- Why were the new scientific views so revolutionary? (*Possible Answer: They didn't simply accept answers from the Church or classical scholars but based conclusions on logic and experimentation.*)
- What was the universe like, according to Newton? (*a giant clock*)

Major Steps in the Scientific Revolution



▲ Nicolaus Copernicus began the Scientific Revolution with his heliocentric theory.

Bacon and Descartes The scientific method did not develop overnight. The work of two important thinkers of the 1600s, Francis Bacon and René Descartes (day•KAHRT), helped to advance the new approach.

Francis Bacon, an English statesman and writer, had a passionate interest in science. He believed that by better understanding the world, scientists would generate practical knowledge that would improve people's lives. In his writings, Bacon attacked medieval scholars for relying too heavily on the conclusions of Aristotle and other ancient thinkers. Instead of reasoning from abstract theories, he urged scientists to experiment and then draw conclusions. This approach is called empiricism, or the experimental method.

In France, René Descartes also took a keen interest in science. He developed analytical geometry, which linked algebra and geometry. This provided an important new tool for scientific research.

Like Bacon, Descartes believed that scientists needed to reject old assumptions and teachings. As a mathematician, however, he approached gaining knowledge differently than Bacon. Rather than using experimentation, Descartes relied on mathematics and logic. He believed that everything should be doubted until proved by reason. The only thing he knew for certain was that he existed—because, as he wrote, “I think, therefore I am.” From this starting point, he followed a train of strict reasoning to arrive at other basic truths.

Modern scientific methods are based on the ideas of Bacon and Descartes. Scientists have shown that observation and experimentation, together with general laws that can be expressed mathematically, can lead people to a better understanding of the natural world.

Newton Explains the Law of Gravity

By the mid-1600s, the accomplishments of Copernicus, Kepler, and Galileo had shattered the old views of astronomy and physics. Later, the great English scientist **Isaac Newton** helped to bring together their breakthroughs under a single theory of motion.

MAIN IDEA

Contrasting

How did Descartes's approach to science differ from Bacon's?

C. Answer Descartes emphasized mathematical reasoning; Bacon, experimentation.

Changing Idea: Scientific Method

Old Science	New Science
Scholars generally relied on ancient authorities, church teachings, common sense, and reasoning to explain the physical world.	In time, scholars began to use observation, experimentation, and scientific reasoning to gather knowledge and draw conclusions about the physical world.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

The Scientific Revolution

Class Time 20 minutes

Task Examining scientific discoveries

Purpose To better understand the scientific revolution

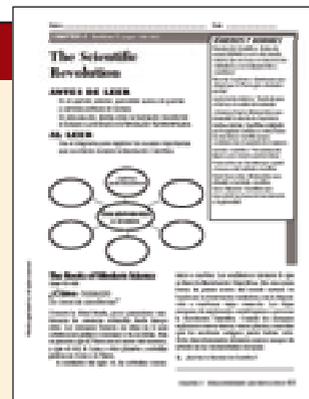
Instructions Tell students to look at the time line at the top of pages 192 and 193. They should notice the increasing frequency of scientific discoveries beginning in the early 1600s. Have pairs of students answer the following questions.

1. What are the four steps of the scientific method? (*1. Stating a problem or question 2. Stating a hypothesis or idea about the problem 3. Testing the idea in an*

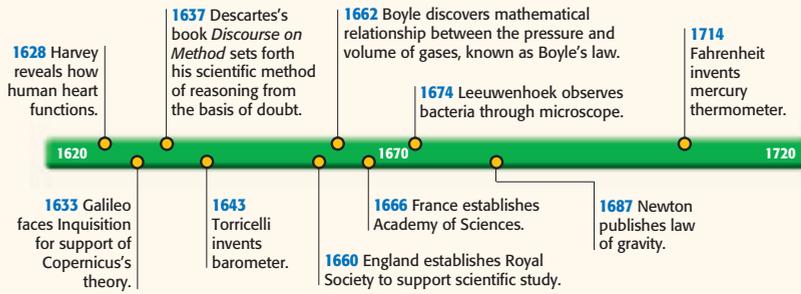
experiment 4. Looking at the results of the test and stating whether the idea in no. 3 is correct or incorrect.)

2. Before the 1500s, looking inside a human body had rarely been done. Why was it important to dissect a human body? (*It showed doctors how the body functions and helped them treat diseases.*)
3. Why would a microscope help doctors treat disease? (*With a microscope, it is possible to identify different types of bacteria and thus identify the disease.*)

Students can use the Reading Study Guide in Spanish for additional help with Section 1.



Reading Study Guide: Spanish Translation



▲ Isaac Newton's law of gravity explained how the same physical laws governed motion both on earth and in the heavens.

Newton studied mathematics and physics at Cambridge University. By the time he was 26, Newton was certain that all physical objects were affected equally by the same forces. Newton's great discovery was that the same force ruled motion of the planets and all matter on earth and in space. The key idea that linked motion in the heavens with motion on the earth was the law of universal gravitation. According to this law, every object in the universe attracts every other object. The degree of attraction depends on the mass of the objects and the distance between them.

In 1687, Newton published his ideas in a work called *The Mathematical Principles of Natural Philosophy*. It was one of the most important scientific books ever written. The universe he described was like a giant clock. Its parts all worked together perfectly in ways that could be expressed mathematically. Newton believed that God was the creator of this orderly universe, the clockmaker who had set everything in motion.

MAIN IDEA

Clarifying

Why was the law of gravitation important?

D. Answer It explained motion both on the earth and in the heavens and helped prove that the same physical laws govern both.

The Scientific Revolution Spreads

As astronomers explored the secrets of the universe, other scientists began to study the secrets of nature on earth. Careful observation and the use of the scientific method eventually became important in many different fields.

Scientific Instruments Scientists developed new tools and instruments to make the precise observations that the scientific method demanded. The first microscope was invented by a Dutch maker of eyeglasses, Zacharias Janssen (YAHN•suhn), in 1590. In the 1670s, a Dutch drapery merchant and amateur scientist named Anton van Leeuwenhoek (LAY•vuhn•HUK) used a microscope to observe bacteria swimming in tooth scrapings. He also examined red blood cells for the first time.

In 1643, one of Galileo's students, Evangelista Torricelli (TAWR•uh•CHEHL•ee), developed the first mercury barometer, a tool for measuring atmospheric pressure and predicting weather. In 1714, the German physicist Gabriel Fahrenheit (FAR•uhn•HYT) made the first thermometer to use mercury in glass. Fahrenheit's thermometer showed water freezing at 32°. A Swedish astronomer, Anders Celsius (SEHL•see•uhs), created another scale for the mercury thermometer in 1742. Celsius's scale showed freezing at 0°.

Medicine and the Human Body During the Middle Ages, European doctors had accepted as fact the writings of an ancient Greek physician named Galen. However, Galen had never dissected the body of a human being. Instead, he had studied the anatomy of pigs and other animals. Galen assumed that human anatomy was much the same. A Flemish physician named Andreas Vesalius proved Galen's assumptions wrong. Vesalius dissected human corpses and published his observations. His

Enlightenment and Revolution 193

The Scientific Revolution Spreads

10.2.1

Critical Thinking

- How does the Scientific Revolution support the saying "Necessity is the mother of invention"? (*Possible Answer: Scientists developed tools in order to continue their studies.*)
- What was the likely danger of using live germs to inoculate? Why were the risks lower if the germs were for a mild disease? (*Possible Answers: getting the disease; The disease was less serious.*)

More About . . .

Scientific Expeditions

In 1768, the English navigator and map-maker James Cook set out on the first of three voyages to explore and chart the South Pacific. These scientific expeditions were sponsored by the Royal Society of London, a group founded in the mid-1600s to encourage the growth of scientific knowledge. Astronomers, artists, and a botanist went with Cook to gather information about distant parts of the world. Captain Cook became one of the first to chart the east coast of Australia and the islands of Tahiti, New Zealand, and Hawaii.

Geography Transparencies

- GT22 Maps of the World, 1492–1761

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Summarizing Scientific Advances

Class Time 20 minutes

Task Charting advances in scientific thought and discovery

Purpose To understand the impact of the Scientific Revolution

Instructions Have students work in pairs to complete a chart describing the new ideas and discoveries that were happening in different areas of science. Post the following list of discoveries for reference:

- Zacharias Janssen invents microscope
- Anton van Leeuwenhoek views bacteria and blood cells
- Evangelista Torricellis develops mercury barometer
- Gabriel Fahrenheit and Anders Celsius invent mercury thermometers
- Andreas Vesalius creates accurate anatomical drawings of human body

- William Harvey shows function of the heart and blood vessels
- Edward Jenner introduces inoculation for smallpox

Tell partners to use a chart like the one here and to write two to three items in each column.

Scientific Ideas and Discoveries		
Scientific Instruments	Biology and Medicine	Chemistry

More About . . .

Smallpox Inoculations

In the 1600s and 1700s, smallpox killed or horribly scarred many infants and young children. In the early 1700s, English writer Lady Mary Wortley Montague saw women in Turkey deliberately infecting their young children with smallpox. They did this by breaking the skin and applying some liquid from a victim's sore. These children caught a mild case of the disease and gained protection from ever having it again. Lady Montague had her own son inoculated, then brought the procedure back to Britain, from which it spread all over Europe.



▲ The famous Dutch painter Rembrandt painted *Anatomy Lesson of Dr. Tulp* in 1632 from an actual anatomy lesson. The corpse was that of a criminal.

chemistry. He is considered the founder of modern chemistry. In a book called *The Sceptical Chymist* (1661), Boyle challenged Aristotle's idea that the physical world consisted of four elements—earth, air, fire, and water. Instead, Boyle proposed that matter was made up of smaller primary particles that joined together in different ways. Boyle's most famous contribution to chemistry is Boyle's law. This law explains how the volume, temperature, and pressure of gas affect each other.

The notions of reason and order, which spurred so many breakthroughs in science, soon moved into other fields of life. Philosophers and scholars across Europe began to rethink long-held beliefs about the human condition, most notably the rights and liberties of ordinary citizens. These thinkers helped to usher in a movement that challenged the age-old relationship between a government and its people, and eventually changed forever the political landscape in numerous societies.

book, *On the Structure of the Human Body* (1543), was filled with detailed drawings of human organs, bones, and muscle.

In the late 1700s, British physician Edward Jenner introduced a vaccine to prevent smallpox. Inoculation using live smallpox germs had been practiced in Asia for centuries. While beneficial, this technique could also be dangerous. Jenner discovered that inoculation with germs from a cattle disease called cowpox gave permanent protection from smallpox for humans. Because cowpox was a much milder disease, the risks for this form of inoculation were much lower. Jenner used cowpox to produce the world's first vaccination.

Discoveries in Chemistry Robert Boyle pioneered the use of the scientific method in

Vocabulary

Inoculation is the act of injecting a germ into a person's body so as to create an immunity to the disease.

3 ASSESS

SECTION 1 ASSESSMENT

Group students to complete the web organizer in question 2. Invite groups to share their completed webs.

Formal Assessment

- Section Quiz, p. 103

4 RETEACH

Use the Guided Reading worksheet to reteach the information in the section. Have student pairs answer the questions with information from the text.

In-Depth Resources, Unit 2

- Guided Reading, p. 25
- Reteaching Activity, p. 44

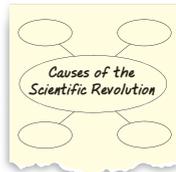
SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- geocentric theory
- Scientific Revolution
- heliocentric theory
- Galileo Galilei
- scientific method
- Isaac Newton

USING YOUR NOTES

2. Which event or circumstance do you consider to be the most significant? Why? (10.2.1)



MAIN IDEAS

3. Before the 1500s, who and what were the final authorities with regard to most knowledge? (10.1.1)
4. How did the heliocentric theory of the universe differ from the geocentric theory? (10.2.1)
5. What are the main steps of the scientific method? (10.2.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** "If I have seen farther than others," said Newton, "it is because I have stood on the shoulders of giants." Could this be said of most scientific accomplishments? Explain. (10.2.1)
7. **ANALYZING MOTIVES** Why might institutions of authority tend to reject new ideas? (10.1.1)
8. **FORMING AND SUPPORTING OPINIONS** Do you agree with Galileo's actions during his Inquisition? Explain. (10.1.1)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Create a television **script** for a discovery of the Scientific Revolution. Include key people, ideas, and achievements. (Writing 2.5.b)

CONNECT TO TODAY CREATING A GRAPHIC

Research a modern-day invention or new way of thinking and then describe it and its impact on society to the class in a **poster** or **annotated diagram**. (Writing 2.3.d)

ANSWERS

1. geocentric theory, p. 189 • Scientific Revolution, p. 189 • heliocentric theory, p. 190 • Galileo Galilei, p. 191 • scientific method, p. 191 • Isaac Newton, p. 192

2. **Sample Answer:** A. Renaissance inspires new curiosity. B. Exploration broadens European horizons. C. Scientific discoveries challenge accepted thinking. Printing press spreads ideas. Most significant—the work of astronomers or of Newton, or advances in medicine
3. ancient Greek or Roman thinkers and the Bible
4. Heliocentric—Planets revolved around the sun. Geocentric—Planets moved around the earth.

5. observation; hypothesis; experimentation to test; data analysis and interpretation; conclusion
6. **Possible Answer:** Yes—Most scientific accomplishments are based on earlier discoveries.
7. **Possible Answer:** They upset the status quo and threaten authority.
8. Agree—Galileo faced torture and had to appease the Church. Disagree—Galileo hurt the Scientific Revolution by publicly renouncing the truth.

9. **Rubric** Television scripts should
- be well organized and easy to follow.
 - tell a well-rounded story of the discovery.

CONNECT TO TODAY

- Rubric** Graphics should
- clearly illustrate the invention.
 - explain the invention's impact.

Copernican Solar System, from Andreae Cellarius, *Harmonia Macrocosmica*, 1661

Signing of the U.S. Constitution

The Enlightenment in Europe

MAIN IDEA

POWER AND AUTHORITY A revolution in intellectual activity changed Europeans' view of government and society.

WHY IT MATTERS NOW

The various freedoms enjoyed in many countries today are a result of Enlightenment thinking.

TERMS & NAMES

- Enlightenment
- social contract
- John Locke
- philosophe
- Voltaire
- Montesquieu
- Rousseau
- Mary Wollstonecraft

CALIFORNIA STANDARDS

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

HI 2 Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

SETTING THE STAGE In the wake of the Scientific Revolution, and the new ways of thinking it prompted, scholars and philosophers began to reevaluate old notions about other aspects of society. They sought new insight into the underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the **Enlightenment**, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

Two Views on Government

The Enlightenment started from some key ideas put forth by two English political thinkers of the 1600s, Thomas Hobbes and John Locke. Both men experienced the political turmoil of England early in that century. However, they came to very different conclusions about government and human nature.

Hobbes's Social Contract Thomas Hobbes expressed his views in a work called *Leviathan* (1651). The horrors of the English Civil War convinced him that all humans were naturally selfish and wicked. Without governments to keep order, Hobbes said, there would be "war . . . of every man against every man," and life would be "solitary, poor, nasty, brutish, and short."

Hobbes argued that to escape such a bleak life, people had to hand over their rights to a strong ruler. In exchange, they gained law and order. Hobbes called this agreement by which people created a government the **social contract**. Because people acted in their own self-interest, Hobbes said, the ruler needed total power to keep citizens under control. The best government was one that had the awesome power of a leviathan (sea monster). In Hobbes's view, such a government was an absolute monarchy, which could impose order and demand obedience.

Changing Idea: The Right to Govern

Old Idea

A monarch's rule is justified by divine right.

New Idea

A government's power comes from the consent of the governed.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Enlightenment in Europe

I. Two Views on Government

- A.
- B.

II. The Philosophes Advocate Reason

- A.
- B.

Enlightenment and Revolution 195

OBJECTIVES

- Explain the ideas of Hobbes and Locke and other Enlightenment philosophers.
- Describe women and the Enlightenment.
- Explain the legacy of the Enlightenment.

1 FOCUS & MOTIVATE

Tell students that Enlightenment philosophers thought a lot about the responsibilities of individuals and governments toward each other. Ask students what responsibilities they have as citizens. (Possible Answer: follow laws, respect others' rights, be informed)

2 INSTRUCT

Two Views on Government

10.2.1

Critical Thinking

- What are some arguments for and against an absolute monarchy as proposed by Hobbes? (For—creates law and order. Against—abuse of power.)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L29
- California Modified Lesson Plans for English Learners, p. 53
- California Daily Standards Practice Transparencies, TT21
- California Standards Enrichment Workbook, pp. 23–24
- California Standards Planner and Lesson Plans, p. L49
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 2

- Guided Reading, p. 26
- History Makers: Baron de Montesquieu, p. 42

Formal Assessment

- Section Quiz, p. 104

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 53

Reading Study Guide (Spanish), p. 65

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 2

- Guided Reading, p. 26
- Building Vocabulary, p. 29
- Reteaching Activity, p. 45

Reading Study Guide, p. 65

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 2

- Primary Sources: from *The Social Contract*, p. 34; from *Two Treatises on Government*, p. 35; from *A Vindication of the Rights of Woman*, p. 36

Electronic Library of Primary Sources

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT22 The Spread of Enlightenment Ideas

Electronic Library of Primary Sources

- from *The Persian Letters*
- from *Gulliver's Travels*

classzone.com

The Philosophes Advocate Reason

10.2.1

Critical Thinking

- What is the meaning of Voltaire’s famous quotation “I do not agree with a word you say but will defend to the death your right to say it”? (*Possible Answers: You have a right to say what you think, even if others disagree.*)
- How does power check power in today’s U.S. government? (*three government branches, each with limited powers*)

Electronic Library of Primary Sources

- from *The Persian Letters*

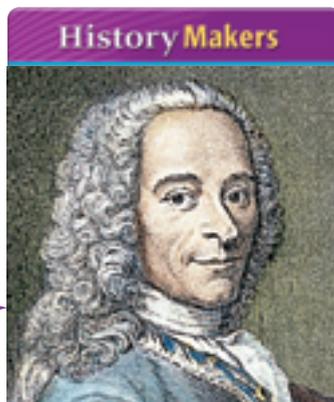
History Makers

Voltaire

Why would a monarch be interested in Voltaire? (*Voltaire was brilliant and witty.*) Voltaire left his studies at age 16 to focus on literary pursuits. He joined a group of irreverent young aristocrats and began to write witty political verses. While his writing sometimes got him into trouble, it also introduced him to like-minded people. His acquaintance with these philosophers, artists, and thinkers helped Voltaire become a great thinker.

Tip for English Learners

Explain that writers sometimes use names other than their own when they publish. This is a *pen name*, or the name used for the writings of one’s pen.



Voltaire
1694–1778

Voltaire befriended several European monarchs and nobles. Among them was the Prussian king Frederick II. The two men seemed like ideal companions. Both were witty and preferred to dress in shabby, rumpled clothes.

Their relationship eventually soured, however. Voltaire disliked editing Frederick’s mediocre poetry, while Frederick suspected Voltaire of shady business dealings. Voltaire eventually described the Prussian king as “a nasty monkey, perfidious friend, [and] wretched poet.” Frederick in turn called Voltaire a “miser, dirty rogue, [and] coward.”

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on Voltaire, go to classzone.com

Locke’s Natural Rights The philosopher **John Locke** held a different, more positive, view of human nature. He believed that people could learn from experience and improve themselves. As reasonable beings, they had the natural ability to govern their own affairs and to look after the welfare of society. Locke criticized absolute monarchy and favored the idea of self-government.

According to Locke, all people are born free and equal, with three natural rights—life, liberty, and property. The purpose of government, said Locke, is to protect these rights. If a government fails to do so, citizens have a right to overthrow it. Locke’s theory had a deep influence on modern political thinking. His belief that a government’s power comes from the consent of the people is the foundation of modern democracy. The ideas of government by popular consent and the right to rebel against unjust rulers helped inspire struggles for liberty in Europe and the Americas.

The Philosophes Advocate Reason

The Enlightenment reached its height in France in the mid-1700s. Paris became the meeting place for people who wanted to discuss politics and ideas. The social critics of this period in France were known as **philosophes** (FIHL•uh•SAHFS), the French word for philosophers. The philosophes believed that people could apply reason to all aspects of life, just as Isaac Newton had applied reason to science. Five concepts formed the core of their beliefs:

1. **Reason** Enlightened thinkers believed truth could be discovered through reason or logical thinking.
2. **Nature** The philosophes believed that what was natural was also good and reasonable.
3. **Happiness** The philosophes rejected the medieval notion that people should find joy in the hereafter and urged people to seek well-being on earth.
4. **Progress** The philosophes stressed that society and humankind could improve.
5. **Liberty** The philosophes called for the liberties that the English people had won in their Glorious Revolution and Bill of Rights.

Voltaire Combats Intolerance Probably the most brilliant and influential of the philosophes was François Marie Arouet. Using the pen name **Voltaire**, he published more than 70 books of political essays, philosophy, and drama.

Voltaire often used satire against his opponents. He made frequent targets of the clergy, the aristocracy, and the government. His sharp tongue made him enemies at the French court, and twice he was sent to prison. After his second jail term, Voltaire was exiled to England for more than two years.

Although he made powerful enemies, Voltaire never stopped fighting for tolerance, reason, freedom of religious belief, and freedom of speech. He used his quill pen as if it were a deadly weapon in a thinker’s war against humanity’s worst enemies—intolerance, prejudice, and superstition. He summed up his staunch defense of liberty in one of his most famous quotes: “I do not agree with a word you say but will defend to the death your right to say it.”

MAIN IDEA

Contrasting

How does Locke’s view of human nature differ from that of Hobbes?

A. Answer Hobbes believed that humans were naturally selfish and wicked; Locke’s view was more positive—humans were reasonable, could learn and grow, and had natural rights.

Vocabulary

Satire is the use of irony, sarcasm, or wit to attack folly, vice, or stupidity.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Enlightenment Beliefs

Class Time 20 minutes

Task Analyzing the core beliefs of the philosophes

Purpose To understand views of different Enlightenment philosophes

Instructions To help students understand the five core beliefs of the philosophes, have them attach each belief to a concrete example. Students will fill out a chart, giving an example for each belief. First, have them create a chart like the one here. Give them the text under Beliefs. With a series of questions, help them come up with examples. Some possibilities are shown here.

Beliefs	Example
1. Truth can be found through reason.	1. People can reason about right and wrong. Not necessary to look only to the Bible for answers.
2. The natural is also good and reasonable.	2. Children’s natural desire to run and play is good and does not need to be stopped.
3. People can find happiness in this life.	3. Happiness can be found in the here and now, not only in the afterlife.
4. People and society can improve.	4. Our local government can get better.
5. People should have the protection of the law.	5. Laws protecting freedom of speech can work.

Montesquieu and the Separation of Powers Another influential French writer, the Baron de **Montesquieu** (MAHN•tuh•SKYOO), devoted himself to the study of political liberty. Montesquieu believed that Britain was the best-governed and most politically balanced country of his own day. The British king and his ministers held executive power. They carried out the laws of the state. The members of Parliament held legislative power. They made the laws. The judges of the English courts held judicial power. They interpreted the laws to see how each applied to a specific case. Montesquieu called this division of power among different branches separation of powers.

Montesquieu oversimplified the British system. It did not actually separate powers this way. His idea, however, became a part of his most famous book, *On the Spirit of Laws* (1748). In his book, Montesquieu proposed that separation of powers would keep any individual or group from gaining total control of the government. “Power,” he wrote, “should be a check to power.” This idea later would be called checks and balances.

Montesquieu’s book was admired by political leaders in the British colonies of North America. His ideas about separation of powers and checks and balances became the basis for the United States Constitution. ■

Rousseau: Champion of Freedom A third great philosophe, Jean Jacques **Rousseau** (roo•SOH), was passionately committed to individual freedom. The son of a poor Swiss watchmaker, Rousseau won recognition as a writer of essays. A strange, brilliant, and controversial figure, Rousseau strongly disagreed with other

B. Answer It would keep any individual or group from gaining total power; each branch would check the power of the other branches.

MAIN IDEA

Analyzing Issues

■ What advantages did Montesquieu see in the separation of powers?

> Analyzing Primary Sources

Laws Protect Freedom

Both Montesquieu and Rousseau believed firmly that fair and just laws—not monarchs or unrestrained mobs—should govern society. Here, Rousseau argues that laws established by and for the people are the hallmark of a free society.

PRIMARY SOURCE

I . . . therefore give the name “Republic” to every state that is governed by laws, no matter what the form of its administration may be: for only in such a case does the public interest govern, and the *res publica* rank as a reality. . . . Laws are, properly speaking, only the conditions of civil association. The people, being subject to the laws, ought to be their author: the conditions of the society ought to be regulated . . . by those who come together to form it.

JEAN JACQUES ROUSSEAU, *The Social Contract*

Laws Ensure Security

While laws work to protect citizens from abusive rulers, Montesquieu argues that they also guard against anarchy and mob rule.

PRIMARY SOURCE

It is true that in democracies the people seem to act as they please; but political liberty does not consist in an unlimited freedom. . . . We must have continually present to our minds the difference between independence and liberty. Liberty is a right of doing whatever the laws permit, and if a citizen could do what they [the laws] forbid he would be no longer possessed of liberty, because all his fellow-citizens would have the same power.

BARON DE MONTESQUIEU, *The Spirit of Laws*



DOCUMENT-BASED QUESTIONS

- Analyzing Issues** Why should citizens be the authors of society’s laws, according to Rousseau?
- Making Inferences** Why does Montesquieu believe that disobeying laws leads to a loss of liberty?

Enlightenment and Revolution 197

More About . . .

Jean Jacques Rousseau

All through his life, Rousseau was plagued by feelings of guilt, depression, and inferiority. His attempts to form friendships often failed, and he spent his life as an outsider. These difficulties may have been the result of a very unhappy childhood. Rousseau’s mother died giving birth to him. His father made him feel guilty for this and was either warm and affectionate or very cold and rejecting. When Rousseau was ten, his father abandoned him. As an adult, Rousseau realized he was more comfortable opposing society than trying to fit into it.

Analyzing Primary Sources

Laws Protect Freedom and Ensure Security

Ask students to read the primary source from Rousseau. Then ask them what Rousseau says about people’s responsibility to laws. Challenge them to think of responsibilities U.S. citizens have to the nation’s laws. (*Possible Answers: to create them and abide by them*)

Answers to Document-Based Questions

- Analyzing Issues** They are the ones who will be subject to the laws.
- Making Inferences** Without a sense of justice, people would do whatever they wanted.

In-Depth Resources: Unit 2

- History Makers: Montesquieu, p. 42
- Primary Source: *Social Contract*, p. 34

COOPERATIVE LEARNING

Analyzing Enlightenment Philosophers

Class Time 45 minutes

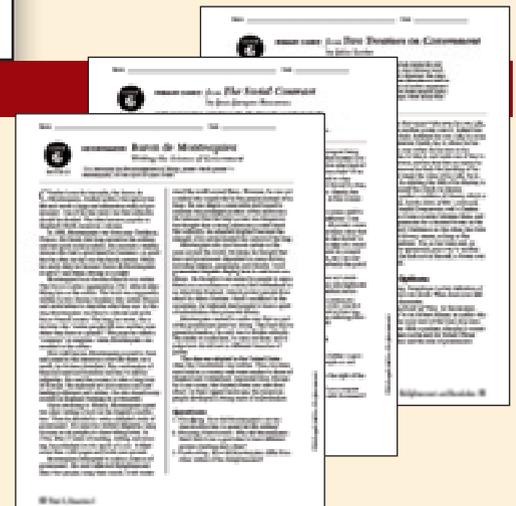
Task Writing reports about Enlightenment philosophers

Purpose To understand the ideas of the Enlightenment philosophers

Instructions Divide the class into five groups and assign each group one of the following philosophers:

- Hobbes
- Locke
- Voltaire
- Montesquieu
- Rousseau

Group members should work together to research and write reports about their philosopher. Each report should explain who the man was, what his ideas about government were, and how he agreed or disagreed with the ideas of one of the other philosophers. Each group should choose one member to present its report to the class. Refer students to Primary Sources and History Makers for more information. Use the Standards for Evaluating a Cooperative Activity once the class has finished the activity.



In-Depth Resources: Unit 2

More About . . .

The State of Nature

Hobbes, Locke, and Rousseau all discussed the state of nature, or human nature, in their philosophies. This referred to the way humans behaved before the structures of society existed. Hobbes thought this state of nature was self-centered and brutish. Locke believed humans were naturally reasonable and able to make decisions. Rousseau thought they were happiest when solitary.

History from Visuals

Interpreting the Chart

Ask students how Voltaire’s and Beccaria’s views impacted the U.S. (Possible Answer: freedom of speech; religion guaranteed; no torture)

Extension Have pairs prompt each other with items from the chart, for example the first item in the “Idea” column. Partners then make up a question that the item answers, such as “How did Locke’s ideas affect the United States?”

SKILLBUILDER Answers

- Analyzing Issues** U.S. Declaration of Independence and Bill of Rights, various constitutions, French Declaration of Rights of Man/Citizens
- Forming Opinions** Possible Answers: freedom of expression: allows individuality; no torture: forbids inhumane treatment

Critical Thinking Transparencies

- CT22 The Spread of Enlightenment Ideas

Enlightenment thinkers on many matters. Most philosophes believed that reason, science, and art would improve life for all people. Rousseau, however, argued that civilization corrupted people’s natural goodness. “Man is born free, and everywhere he is in chains,” he wrote.

Rousseau believed that the only good government was one that was freely formed by the people and guided by the “general will” of society—a direct democracy. Under such a government, people agree to give up some of their freedom in favor of the common good. In 1762, he explained his political philosophy in a book called *The Social Contract*.

Rousseau’s view of the social contract differed greatly from that of Hobbes. For Hobbes, the social contract was an agreement between a society and its government. For Rousseau, it was an agreement among free individuals to create a society and a government.

Like Locke, Rousseau argued that legitimate government came from the consent of the governed. However, Rousseau believed in a much broader democracy than Locke had promoted. He argued that all people were equal and that titles of nobility should be abolished. Rousseau’s ideas inspired many of the leaders of the French Revolution who overthrew the monarchy in 1789.

Beccaria Promotes Criminal Justice An Italian philosophe named Cesare Bonesana Beccaria (BAYK•uh•REE•ah) turned his thoughts to the justice system. He believed that laws existed to preserve social order, not to avenge crimes. Beccaria regularly criticized common abuses of justice. They included torturing of witnesses and suspects, irregular proceedings in trials, and punishments that were arbitrary or cruel. He argued that a person accused of a crime should receive a speedy trial, and that torture should never be used. Moreover, he said, the degree of punishment should be based on the seriousness of the crime. He also believed that capital punishment should be abolished.

Beccaria based his ideas about justice on the principle that governments should seek the greatest good for the greatest number of people. His ideas influenced criminal law reformers in Europe and North America.

Major Ideas of the Enlightenment		
Idea	Thinker	Impact
Natural rights—life, liberty, property	Locke	Fundamental to U.S. Declaration of Independence
Separation of powers	Montesquieu	France, United States, and Latin American nations use separation of powers in new constitutions
Freedom of thought and expression	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce or eliminate censorship
Abolishment of torture	Beccaria	Guaranteed in U.S. Bill of Rights; torture outlawed or reduced in nations of Europe and the Americas
Religious freedom	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce persecution
Women’s equality	Wollstonecraft	Women’s rights groups form in Europe and North America

SKILLBUILDER: Interpreting Charts

- Analyzing Issues** What important documents reflect the influence of Enlightenment ideas?
- Forming Opinions** Which are the two most important Enlightenment ideas? Support your answer with reasons.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Illustrating Enlightenment Ideas

Class Time 30 minutes

Task Creating posters to illustrate quotations from the section

Purpose To improve students’ understanding of Enlightenment ideas

Instructions Organize students in small groups and assign each group a quote from the section. Use the following quotes:

- Thomas Hobbes: Without governments, there would be “war . . . of every man against every man.”
- Voltaire: “I do not agree with a word you say but will defend to the death your right to say it.”
- Baron de Montesquieu: “Power should be a check to power.”

- Jean Jacques Rousseau: “Man is born free, and everywhere he is in chains.”
- Mary Astell: “If absolute sovereignty be not necessary in a state, how comes it to be so in a family? . . . If all men are born free, how is it that all women are born slaves?”

Discuss all the quotes, helping students paraphrase and build meaning. Clarify terms and phrases such as *check to power*, *absolute sovereignty*, and *in chains*. Then have each group copy its quote onto poster paper and create an image to illustrate it. Ask groups to present their posters to the class.

Women and the Enlightenment

The philosophes challenged many assumptions about government and society. But they often took a traditional view toward women. Rousseau, for example, developed many progressive ideas about education. However, he believed that a girl's education should mainly teach her how to be a helpful wife and mother. Other male social critics scolded women for reading novels because they thought it encouraged idleness and wickedness. Still, some male writers argued for more education for women and for women's equality in marriage.

Women writers also tried to improve the status of women. In 1694, the English writer Mary Astell published *A Serious Proposal to the Ladies*. Her book addressed the lack of educational opportunities for women. In later writings, she used Enlightenment arguments about government to criticize the unequal relationship between men and women in marriage. She wrote, "If absolute sovereignty be not necessary in a state, how comes it to be so in a family? . . . If all men are born free, how is it that all women are born slaves?"

During the 1700s, other women picked up these themes. Among the most persuasive was **Mary Wollstonecraft**, who published an essay called *A Vindication of the Rights of Woman* in 1792. In the essay, she disagreed with Rousseau that women's education should be secondary to men's. Rather, she argued that women, like men, need education to become virtuous and useful. Wollstonecraft also urged women to enter the male-dominated fields of medicine and politics.

Women made important contributions to the Enlightenment in other ways. In Paris and other European cities, wealthy women helped spread Enlightenment ideas through social gatherings called salons, which you will read about later in this chapter.

One woman fortunate enough to receive an education in the sciences was Emilie du Châtelet (shah•tlay). Du Châtelet was an aristocrat trained as a mathematician and physicist. By translating Newton's work from Latin into French, she helped stimulate interest in science in France.

Legacy of the Enlightenment

Over a span of a few decades, Enlightenment writers challenged long-held ideas about society. They examined such principles as the divine right of monarchs, the union of church and state, and the existence of unequal social classes. They held these beliefs up to the light of reason and found them in need of reform.

The philosophes mainly lived in the world of ideas. They formed and popularized new theories. Although they encouraged reform, they were not active revolutionaries. However, their theories eventually inspired the American and French revolutions and other revolutionary movements in the 1800s. Enlightenment thinking produced three other long-term effects that helped shape Western civilization.

Belief in Progress The first effect was a belief in progress. Pioneers such as Galileo and Newton had discovered the key for unlocking the mysteries of nature in the 1500s and 1600s. With the door thus opened, the growth of scientific knowledge

History Makers



Mary Wollstonecraft
1759–1797

A strong advocate of education for women, Wollstonecraft herself received little formal schooling. She and her two sisters taught themselves by studying books at home. With her sisters, she briefly ran a school. These experiences shaped much of her thoughts about education.

Wollstonecraft eventually took a job with a London publisher. There, she met many leading radicals of the day. One of them was her future husband, the writer William Godwin. Wollstonecraft died at age 38, after giving birth to their daughter, Mary. This child, whose married name was Mary Wollstonecraft Shelley, went on to write the classic novel *Frankenstein*.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Mary Wollstonecraft, go to classzone.com

Women and the Enlightenment

10.2.1

Critical Thinking

- Why might men hesitate to give women education and equality under the law? (*Possible Answer: to avoid losing power*)
- What does Mary Astell mean that women are "born slaves"? (*They are not free to make their own decisions.*)

History Makers

Mary Wollstonecraft

Read aloud the following quote from Mary Wollstonecraft's *A Vindication of the Rights of Woman*. Then ask students what ideas about women and education the quote expresses.

"...[women] spend many of the first years of their lives acquiring a smattering of accomplishments; meanwhile strength of body and mind are sacrificed to the desire of establishing themselves—the only way women can rise in the world—by marriage."

Legacy of the Enlightenment

10.2.1

Critical Thinking

- How can you link the belief in reason to the desire to end slavery and promote social equality? (*Possible Answer: If everyone has reason, everyone is equal.*)
- How would explaining mysteries by math change one's view of God? (*Possible Answer: One might question if God was behind the mysteries.*)

Enlightenment and Revolution 199

MAIN IDEA

Drawing Conclusions

Why do you think the issue of education was important to both Astell and Wollstonecraft?

C. Answer

Education was closed to women; it could help women improve themselves and was key to exercising the same rights as men

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Exploring Mary Wollstonecraft's Ideas

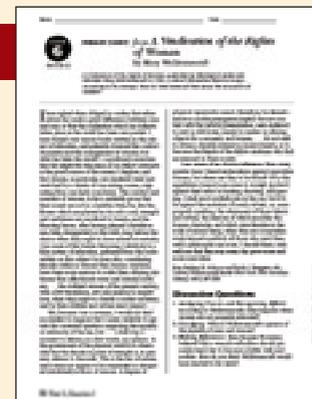
Class Time 30 minutes

Task Connecting background information to a primary source

Purpose To extend understanding of Mary Wollstonecraft's views and their impact

Instructions Make sure that students have read the text on this page titled "Women and the Enlightenment." Then give students the excerpt from *A Vindication of the Rights of Woman* from In-Depth Resources: Unit 2. Have them read the excerpt and then work in small groups to answer

the questions. After all groups have finished, discuss their answers as a whole. Challenge students to link Mary Wollstonecraft's ideas to the women's liberation efforts of the late 1900s. Explain that these efforts sought equal social, political, and economic rights for women. Peaking in the 1960s and 1970s, many women in the U.S. protested unequal treatment of women and demanded the right to earn and spend money, and to receive equal pay for doing equal work. Encourage students to share what they learned about Mary Wollstonecraft's ideas with the rest of the class.



In-Depth Resources: Unit 2

More About . . .

Attitudes Toward Children

The Enlightenment changed people’s views about children, too. People had believed that children were naturally sinful small adults and thus needed a harsh hand. During the Enlightenment, people came to believe that children should be better educated and could be allowed to mature into adulthood. Slowly, use of corporal punishment lessened and playtime increased.

3 ASSESS

SECTION 2 ASSESSMENT

Group students of different reading proficiencies to answer the questions. Then have groups share their answers with the whole class.

Formal Assessment

- Section Quiz, p. 104

4 RETEACH

Have students complete the Guided Reading worksheet for Section 2. Then draw the organizer on the board and review students’ answers as a class.

In-Depth Resources: Unit 2

- Guided Reading, p. 26
- Reteaching Activity, p. 45

seemed to quicken in the 1700s. Scientists made key new discoveries in chemistry, physics, biology, and mechanics. The successes of the Scientific Revolution gave people the confidence that human reason could solve social problems. Philosophes and reformers urged an end to the practice of slavery and argued for greater social equality, as well as a more democratic style of government.

A More Secular Outlook A second outcome was the rise of a more secular, or non-religious, outlook. During the Enlightenment, people began to question openly their religious beliefs and the teachings of the church. Before the Scientific Revolution, people accepted the mysteries of the universe as the workings of God. One by one, scientists discovered that these mysteries could be explained mathematically. Newton himself was a deeply religious man, and he sought to reveal God’s majesty through his work. However, his findings often caused people to change the way they thought about God.

Meanwhile, Voltaire and other critics attacked some of the beliefs and practices of organized Christianity. They wanted to rid religious faith of superstition and fear and promote tolerance of all religions.

Importance of the Individual Faith in science and in progress produced a third outcome, the rise of individualism. As people began to turn away from the church and royalty for guidance, they looked to themselves instead.

The philosophes encouraged people to use their own ability to reason in order to judge what was right or wrong. They also emphasized the importance of the individual in society. Government, they argued, was formed by individuals to promote their welfare. The British thinker Adam Smith extended the emphasis on the individual to economic thinking. He believed that individuals acting in their own self-interest created economic progress. Smith’s theory is discussed in detail in Chapter 9.

During the Enlightenment, reason took center stage. The greatest minds of Europe followed each other’s work with interest and often met to discuss their ideas. Some of the kings and queens of Europe were also very interested. As you will learn in Section 3, they sought to apply some of the philosophes’ ideas to create progress in their countries.

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Enlightenment • social contract • John Locke • philosophe • Voltaire • Montesquieu • Rousseau • Mary Wollstonecraft

USING YOUR NOTES

2. Which impact of the Enlightenment do you consider most important? Why? (10.2.1)



MAIN IDEAS

- 3. What are the natural rights with which people are born, according to John Locke? (10.2.1)
- 4. Who were the philosophes and what did they advocate? (10.2.1)
- 5. What was the legacy of the Enlightenment? (10.2.1)

CRITICAL THINKING & WRITING

- 6. **SYNTHESIZING** Explain how the following statement reflects Enlightenment ideas: “Power should be a check to power.” (10.2.1)
- 7. **ANALYZING ISSUES** Why might some women have been critical of the Enlightenment? (10.2.1)
- 8. **DRAWING CONCLUSIONS** Were the philosophes optimistic about the future of humankind? Explain. (10.2.1)
- 9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Compare the views of Hobbes, Locke, and Rousseau on government. Then write one **paragraph** about how their ideas reflect their understanding of human behavior. (Writing 2.2.b)

CONNECT TO TODAY PRESENTING AN ORAL REPORT

Identify someone considered a modern-day social critic. Explore the person’s beliefs and methods and present your findings to the class in a brief **oral report**. (Writing 2.3.b)

ANSWERS

- 1. Enlightenment, p. 195 • social contract, p. 195 • John Locke, p. 196 • philosophe, p. 196 • Voltaire, p. 196 • Montesquieu, p. 197 • Rousseau, p. 197 • Mary Wollstonecraft, p. 199

2. **Sample Answer:** I. A. Hobbes’s social contract, B. Locke’s natural rights. II. A. Reason supports all, B. Philosophes support tolerance, separation of powers, freedoms, humanity. III. A. Women want education and equality, B. Women spread Enlightenment ideas. IV. A. Belief in progress, B. More secular outlook, C. Importance of individual. **Possible Answer:** Belief in progress—Spurred efforts to improve society. Importance of individual—Promoted growth of democratic ideas.

3. life, liberty, and property
 4. French thinkers and social critics; applying reason to many aspects of life
 5. greater belief in progress, rise of secularism, the rise of individualism
 6. No one powerful group should be in charge, but various groups should check the influence of others, thus forcing compromise.
 7. Many of its thinkers had little interest in improving women’s rights.

8. **Possible Answer:** Yes, they believed in progress and urged people to find joy and well-being on earth.
 9. **Rubric** Paragraphs should
 • identify and compare the three views.
 • link each view to human behavior.

CONNECT TO TODAY

Rubric Oral reports should
 • explain the person’s beliefs and methods.
 • provide examples of the critic’s philosophy.
 • be delivered in a concise manner.

INTERACTIVE

European Values During the Enlightenment

Writers and artists of the Enlightenment often used satire to comment on European values. Using wit and humor, they ridiculed various ideas and customs. Satire allowed artists to explore human faults in a way that is powerful but not preachy. In the two literary excerpts and the painting below, notice how the writer or artist makes his point.

A PRIMARY SOURCE

Voltaire

Voltaire wrote *Candide* (1759) to attack a philosophy called Optimism, which held that all is right with the world. The hero of the story, a young man named Candide, encounters the most awful disasters and human evils. In this passage, Candide meets a slave in South America, who explains why he is missing a leg and a hand.

“When we’re working at the sugar mill and catch our finger in the grinding-wheel, they cut off our hand. When we try to run away, they cut off a leg. I have been in both of these situations. This is the price you pay for the sugar you eat in Europe. . . .

“The Dutch fetishes [i.e., missionaries] who converted me [to Christianity] tell me every Sunday that we are all the sons of Adam, Whites and Blacks alike. I’m no genealogist, but if these preachers are right, we are all cousins born of first cousins. Well, you will grant me that you can’t treat a relative much worse than this.”

C PRIMARY SOURCE

William Hogarth

The English artist William Hogarth often used satire in his paintings. In this painting, *Canvassing for Votes*, he comments on political corruption. While the candidate flirts with the ladies on the balcony, his supporters offer a man money for his vote.



CALIFORNIA STANDARDS

10.3.7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

B PRIMARY SOURCE

Jonathan Swift

The narrator of *Gulliver’s Travels* (1726), an English doctor named Lemuel Gulliver, takes four disastrous voyages that leave him stranded in strange lands. In the following passage, Gulliver tries to win points with the king of Brobdingnag—a land of giants—by offering to show him how to make guns and cannons.

The king was struck with horror at the description I had given of those terrible engines. . . . He was amazed how so impotent and grovelling an insect as I (these were his expressions) could entertain such inhuman ideas, and in so familiar a manner as to appear wholly unmoved at all the scenes of blood and desolation, which I had painted as the common effects of those destructive machines; whereof, he said, some evil genius, enemy to mankind, must have been the first contriver [inventor].

Different Perspectives

OBJECTIVE

- Understand that European Enlightenment values can be examined from more than one perspective.

INSTRUCT

Discuss how the three primary sources explore Enlightenment values in different ways. Voltaire undercuts optimism. Swift criticizes the inhumanity of which humans are capable. Hogarth comments on political corruption.

INTEGRATED TECHNOLOGY

Interactive This feature is available in an interactive format on the eEdition. Students can view a large version of the Hogarth painting, follow hyperlinks for vocabulary help, and listen to audio excerpts.

More About . . .

Satire

Satire is an artistic style that uses humor to ridicule the practices of a society or institution through art instead of open criticism. For example, Voltaire’s main characters maintain optimism despite constant evidence of stupidity and evil, implying that optimism and its followers lack reason.

Electronic Library of Primary Sources

- from *Gulliver’s Travels*

Document-Based QUESTIONS

1. What is the main point that Voltaire is making in Source A? What technique does he use to reinforce his message?
2. What does the king’s reaction in Source B say about Swift’s view of Europe’s military technology?
3. Why might Hogarth’s painting in Source C be difficult for modern audiences to understand? Does this take away from his message?

201

DOCUMENT-BASED QUESTIONS: ANSWERS

1. Christian missionaries are hypocritical in their treatment of slaves. Voltaire shows this by contrasting the brutality of slavery with the missionaries’ empty words about all men being the sons of Adam. Voltaire uses satire to reinforce the message of hypocrisy.
2. He saw such technology as cruel and wasteful.
3. Hogarth’s painting requires knowledge of the unfamiliar elements in the scene that most modern audiences will lack. However, once the elements are understood, observers can more easily empathize with Hogarth’s message about political corruption.

LESSON PLAN

OBJECTIVES

- Explain how Enlightenment ideas spread throughout Europe.
- Describe changes in art, music, and literature during the Enlightenment.
- Show how Enlightenment ideas reformed monarchies in Prussia, Austria, and Russia.

1 FOCUS & MOTIVATE

Explain that Enlightenment ideas spread through discussion, printed materials, songs, and visual arts, as well as laws and governmental decisions. Ask students how *they* learn about new ideas. (Possible Answers: television, Internet, print media, at the mall, from friends)

2 INSTRUCT

A World of Ideas

10.2.1

Critical Thinking

- Why do you think Enlightenment ideas spread so readily? What does this suggest about their appeal? (improved communication; widespread appeal)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L30
California Modified Lesson Plans for English Learners, p. 55
California Daily Standards Practice Transparencies, TT22
California Standards Enrichment Workbook, pp. 23–24
California Standards Planner and Lesson Plans, p. L51
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Copernican Solar System, from Andreae Cellarius, *Harmonia Macrocosmica*, 1661

Signing of the U.S. Constitution

3

The Enlightenment Spreads

MAIN IDEA

POWER AND AUTHORITY
Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.

WHY IT MATTERS NOW

An “enlightened” problem-solving approach to government and society prevails in modern civilization today.

TERMS & NAMES

- salon
- baroque
- neoclassical
- enlightened despot
- Catherine the Great

CALIFORNIA STANDARDS

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

SETTING THE STAGE The philosophes’ views about society often got them in trouble. In France it was illegal to criticize either the Catholic Church or the government. Many philosophes landed in jail or were exiled. Voltaire, for example, experienced both punishments. Nevertheless, the Enlightenment spread throughout Europe with the help of books, magazines, and word of mouth. In time, Enlightenment ideas influenced everything from the artistic world to the royal courts across the continent.

A World of Ideas

In the 1700s, Paris was the cultural and intellectual capital of Europe. Young people from around Europe—and also from the Americas—came to study, philosophize, and enjoy the culture of the bustling city. The brightest minds of the age gathered there. From their circles radiated the ideas of the Enlightenment.

The buzz of Enlightenment ideas was most intense in the mansions of several wealthy women of Paris. There, in their large drawing rooms, these hostesses held regular social gatherings called **salons**. At these events, philosophers, writers, artists, scientists, and other great intellects met to discuss ideas.

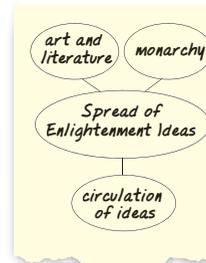
Diderot’s Encyclopedia The most influential of the salon hostesses in Voltaire’s time was Marie-Thérèse Geoffrin (zhuh•frehn). She helped finance the project of a leading philosophe named Denis Diderot (DEE•duh•ROH). Diderot created a large set of books to which many leading scholars of Europe contributed articles and essays. He called it *Encyclopedia* and began publishing the first volumes in 1751.

The Enlightenment views expressed in the articles soon angered both the French government and the Catholic Church. Their censors banned the work. They said it undermined royal authority, encouraged a spirit of revolt, and fostered “moral corruption, irreligion, and unbelief.” Nonetheless, Diderot continued publishing his *Encyclopedia*.

The salons and the *Encyclopedia* helped spread Enlightenment ideas to educated people all over Europe. Enlightenment ideas also eventually spread through newspapers, pamphlets, and even political songs. Enlightenment ideas about government and equality attracted the attention of a growing literate middle class, which could afford to buy many books and support the work of artists.

TAKING NOTES

Summarizing Use a web diagram to list examples of each concept related to the spread of ideas.



202 Chapter 6

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 2

- Guided Reading, p. 27

Formal Assessment

- Section Quiz, p. 105

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 54

Reading Study Guide (Spanish), p. 67

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 2

- Guided Reading, p. 27
- Building Vocabulary, p. 29
- Reteaching Activity, p. 46

Reading Study Guide, p. 67

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 2

- Connections Across Time and Cultures: The Search for Truth and Reason, p. 43

Electronic Library of Primary Sources

- Letter to Catherine the Great

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Electronic Library of Primary Sources

- Letter to Catherine the Great

classzone.com

Connect to Today

Cybercafés

These days, when people around the world gather to explore new ideas and discuss current events, many do so at Internet cafés. These are coffee shops or restaurants that also provide access to computers for a small fee.

While Internet cafés originated in the United States, they are thought to be on the decline in America as more people become able to afford their own computers.

Overseas, however, Internet cafés continue to boom. Observers estimate that some 200,000 operate in China. Most of them are illegal. China's Communist government has little desire to give so many of its citizens access to the kind of uncensored information that the Internet provides. As was the case with the Enlightenment, however, the spread of new ideas is often too powerful to stop.



New Artistic Styles

The Enlightenment ideals of order and reason were reflected in the arts—music, literature, painting, and architecture.

Neoclassical Style Emerges European art of the 1600s and early 1700s had been dominated by the style called **baroque**, which was characterized by a grand, ornate design. Baroque styles could be seen in elaborate palaces such as Versailles (see page 166) and in numerous paintings.

Under the influence of the Enlightenment, styles began to change. Artists and architects worked in a simple and elegant style that borrowed ideas and themes from classical Greece and Rome. The artistic style of the late 1700s is therefore called **neoclassical** (“new classical”).

Changes in Music and Literature Music styles also changed to reflect Enlightenment ideals. The music scene in Europe had been dominated by such composers as Johann Sebastian Bach of Germany and George Friedrich Handel of England. These artists wrote dramatic organ and choral music. During the Enlightenment, a new, lighter, and more elegant style of music known as *classical* emerged. Three composers in Vienna, Austria, rank among the greatest figures of the classical period in music. They were Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.

Writers in the 18th century also developed new styles and forms of literature. A number of European authors began writing novels, which are lengthy works of prose fiction. Their works had carefully crafted plots, used suspense, and explored characters' thoughts and feelings. These books were popular with a wide middle-class audience, who liked the entertaining stories written in everyday language. Writers, including many women, turned out a flood of popular novels in the 1700s.

Samuel Richardson's *Pamela* is often considered the first true English novel. It tells the story of a young servant girl who refuses the advances of her master. Another English masterpiece, *Tom Jones*, by Henry Fielding, tells the story of an orphan who travels all over England to win the hand of his lady.

Enlightenment and Revolution 203

Connect to Today

Cybercafés

By late 2002, China's government had either permanently or temporarily closed about 12,000 Internet cafés, officially for safety code violations. Still, many accused the government of simply trying to limit Internet access. Certainly, China's laws—cafés off-limits to those under 16, cafés list users' names—do much to control access. In addition, the government blocks many sites.

New Artistic Styles

10.2.1

Critical Thinking

- How does neoclassicism reflect the ideas of order and reason? (*Possible Answer: Simple structures with limited decoration suggest order and reason.*)
- Why did novels become popular in the 18th century? (*Possible Answers: The middle class had more leisure time; more people knew how to read; they wanted entertainment.*)

More About . . .

The Literate Middle Class

The middle class, eager for news, ideas, and entertainment, readily purchased popular magazines that began to circulate in the 18th century. One of the most famous, *The Spectator*, offered essays about social behavior, love, marriage, and literature. Another, *The Ladies Diary*, was aimed at middle-class women. By the 1780s, over 150 magazines were available in England.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Researching Enlightenment Arts

Class Time 40 minutes

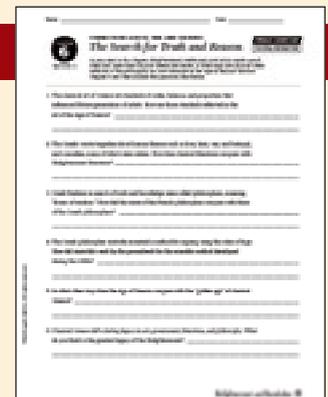
Task Developing oral reports about architecture and the arts during the Enlightenment

Purpose To help students recognize the Enlightenment's impact on culture

Instructions Organize students into five groups and assign each group one of the following topics: painting and sculpture, architecture, music, literature, and drama. Groups should conduct research to learn how their art form changed during the Enlightenment and who were the most important persons associated with it. Students

can begin their research with the textbook and then extend to general and topic encyclopedias and other books. Each group will develop and present an oral report that includes examples of the art form. These can include pictures, books, audio recordings, videos, and other items. The literature and drama groups may wish to read aloud a short excerpt from a novel or play.

After students present their reports, have them complete the Connections Across Time and Cultures activity. Use the Standards for Evaluating an Oral Presentation to assess students' work.



In-Depth Resources: Unit 2

Enlightenment and Monarchy

10.2.1

Critical Thinking

- Why must all rulers balance their philosophical goals with practical concerns about support? (*Without support, they cannot stay in power or make any changes.*)
- Why were most of the reforms applied to middle and upper classes? How did rulers view the peasants? (*Reformers came from the middle classes. Peasants had little power and were viewed as unimportant.*)

More About . . .

Joseph II

In 1765, Joseph was appointed co-regent by his mother, Maria Theresa. He had little power and could do almost nothing without his mother's approval. He proposed many radical reforms, such as mandatory military service for young nobles, religious toleration, an end to government spying on private affairs, limiting nobles' power, and using the army for public works projects. Joseph was unable to implement any of these reforms until Maria Theresa's death in 1780.

Vocabulary Note

Explain that the suffix *-dom* creates a noun that describes state or condition, position or rank, office or character. Examples include *freedom*, *serfdom*, *stardom*, and *kingdom*.



▲ Joseph II

Enlightenment and Monarchy

From the salons, artists' studios, and concert halls of Europe, the Enlightenment spirit also swept through Europe's royal courts. Many philosophes, including Voltaire, believed that the best form of government was a monarchy in which the ruler respected the people's rights. The philosophes tried to convince monarchs to rule justly. Some monarchs embraced the new ideas and made reforms that reflected the Enlightenment spirit. They became known as **enlightened despots**. Despot means "absolute ruler."

The enlightened despots supported the philosophes' ideas. But they also had no intention of giving up any power. The changes they made were motivated by two desires: they wanted to make their countries stronger and their own rule more effective. The foremost of Europe's enlightened despots were Frederick II of Prussia, Holy Roman Emperor Joseph II of Austria, and Catherine the Great of Russia.

Frederick the Great Frederick II, the king of Prussia from 1740 to 1786, committed himself to reforming Prussia. He granted many religious freedoms, reduced censorship, and improved education. He also reformed the justice system and abolished the use of torture. However, Frederick's changes only went so far. For example, he believed that serfdom was wrong, but he did nothing to end it since he needed the support of wealthy landowners. As a result, he never tried to change the existing social order.

Perhaps Frederick's most important contribution was his attitude toward being king. He called himself "the first servant of the state." From the beginning of his reign, he made it clear that his goal was to serve and strengthen his country. This attitude was clearly one that appealed to the philosophes.

Joseph II The most radical royal reformer was Joseph II of Austria. The son and successor of Maria Theresa, Joseph II ruled Austria from 1780 to 1790. He introduced legal reforms and freedom of the press. He also supported freedom of worship, even for Protestants, Orthodox Christians, and Jews. In his most radical reform, Joseph abolished serfdom and ordered that peasants be paid for their labor with cash. Not surprisingly, the nobles firmly resisted this change. Like many of Joseph's reforms, it was undone after his death.

Catherine the Great The ruler most admired by the philosophes was Catherine II, known as **Catherine the Great**. She ruled Russia from 1762 to 1796. The well-educated empress read the works of philosophes, and she exchanged many letters with Voltaire. She ruled with absolute authority but also sought to reform Russia.

In 1767, Catherine formed a commission to review Russia's laws. She presented it with a brilliant proposal for reforms based on the ideas of Montesquieu and Beccaria. Among other changes, she recommended allowing religious toleration and abolishing torture and capital punishment. Her commission, however, accomplished none of these lofty goals.

Catherine eventually put in place limited reforms, but she did little to improve the life of the Russian peasants. Her views about enlightened ideas changed after a massive uprising of serfs in 1773. With great brutality, Catherine's army crushed the

A. Answer
Intrigued by Enlightenment ideas and convinced by philosophes, they wanted to make their countries stronger and their own rule more effective.

MAIN IDEA

Analyzing Motives

Why did the enlightened despots undertake reforms?

Vocabulary

Serfdom was a system in which peasants were forced to live and work on a landowner's estate.

Changing Idea: Relationship Between Ruler and State

Old Idea	New Idea
The state and its citizens exist to serve the monarch. As Louis XIV reportedly said, "I am the state."	The monarch exists to serve the state and support citizens' welfare. As Frederick the Great said, a ruler is only "the first servant of the state."

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Creating Flash Cards

Class Time 45 minutes

Task Making flash cards of important persons in the section

Purpose To build understanding of key persons and reinforce knowledge of their significance

Instructions Organize students in small groups. Review key persons from the section, such as the following:

- Catherine the Great
- Joseph II
- Frederick the Great
- Denis Diderot
- Marie-Thérèse Geoffrin
- Samuel Richardson

- Wolfgang Amadeus Mozart
- Franz Haydn
- Ludwig van Beethoven
- Henry Fielding

Have group members work together to make flash cards for each person. Each flash card should include the name of the person, a drawing of the person or something associated with the person and, on the back, facts about the person, and a sentence linking the person to Enlightenment ideas. After group members have finished, have them use the cards to quiz each other.

For students who need help, provide the Guided Reading worksheet for Section 3.

In-Depth Resources: Unit 2

MAIN IDEA

Synthesizing

How accurately does the term enlightened despot describe Catherine the Great? Explain.

B. Possible Answer It accurately describes two sides of her rule—she tried to make reforms, but she also ruled with absolute authority; it's not very accurate, since she was ultimately more despotic than enlightened.

rebellion. Catherine had previously favored an end to serfdom. However, the revolt convinced her that she needed the nobles' support to keep her throne. Therefore, she gave the nobles absolute power over the serfs. As a result, Russian serfs lost their last traces of freedom.

Catherine Expands Russia Peter the Great, who ruled Russia in the early 1700s, had fought for years to win a port on the Baltic Sea. Likewise, Catherine sought access to the Black Sea. In two wars with the Ottoman Turks, her armies finally won control of the northern shore of the Black Sea. Russia also gained the right to send ships through Ottoman-controlled straits leading from the Black Sea to the Mediterranean Sea.

Catherine also expanded her empire westward into Poland. In Poland, the king was relatively weak, and independent nobles held the most power. The three neighboring powers—Russia, Prussia, and Austria—each tried to assert their influence over the country. In 1772, these land-hungry neighbors each took a piece of Poland in what is called the First Partition of Poland. In further partitions in 1793 and 1795, they grabbed up the rest of Poland's territory. With these partitions, Poland disappeared as an independent country for more than a century.

By the end of her remarkable reign, Catherine had vastly enlarged the Russian empire. Meanwhile, as Russia was becoming an international power, another great power, Britain, faced a challenge from its North American colonies. Inspired by Enlightenment ideas, colonial leaders decided to do the unthinkable: break away from their ruling country and found an independent republic.

History Makers



Catherine the Great
1729–1796

The daughter of a minor German prince, Catherine was 15 when she was handed over to marry the Grand Duke Peter, heir to the Russian throne.

Peter was mentally unstable. Catherine viewed her husband's weakness as her chance for power. She made important friends among Russia's army officers and became known as the most intelligent and best-informed person at court. In 1762, only months after her husband became czar, Catherine had him arrested and confined. Soon afterward, Peter conveniently died, probably by murder.

History Makers

Catherine the Great

Ask students, With which of Catherine the Great's decisions might Voltaire have disagreed? (*Possible Answer: crushing the peasant rebellion*) In fact, Catherine the Great wrote letters to Voltaire and claimed to rule by enlightened principles. Voltaire, in turn, flattered Catherine, calling her "the star of the north," "benefactress of Europe," and "the first person in the universe." What might have been his motivation for praising her? (*Possible Answer: to gain her favor*)

Electronic Library of Primary Sources

- Letter to Catherine the Great

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- salon
- baroque
- neoclassical
- enlightened despot
- Catherine the Great

USING YOUR NOTES

2. What are two generalizations you can make about the spread of Enlightenment ideas? (10.2.1)



MAIN IDEAS

3. What were the defining aspects of neoclassical art? (10.2.1)
4. What new form of literature emerged during the 18th century and what were its main characteristics? (10.2.1)
5. Why were several rulers in 18th century Europe known as enlightened despots? (10.2.1)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** What advantages did salons have over earlier ways of spreading ideas? (10.2.1)
7. **ANALYZING ISSUES** In what way were the enlightened despots less than true reformers? Cite specific examples from the text. (10.2.1)
8. **MAKING INFERENCES** How did the *Encyclopedia* project reflect the age of Enlightenment? (10.2.1)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a public relations consultant for an enlightened despot. Write a **press release** explaining why your client is "Most Enlightened Despot of the 1700s." (Writing 2.6.a)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find out more about a composer or writer mentioned in this section. Then write a brief **character sketch** on that artist, focusing on interesting pieces of information about his or her life. (Writing 2.1.a)

INTERNET KEYWORDS

biography European Enlightenment

Enlightenment and Revolution 205

3 ASSESS

SECTION 3 ASSESSMENT

Ask students to complete the questions independently. Then pair students to discuss their answers in peer conferences.

Formal Assessment

- Section Quiz, p. 105

4 RETEACH

Use the Reteaching Activity to review the ideas of the section.

In-Depth Resources: Unit 2

- Reteaching Activity, p. 46

ANSWERS

1. salon, p. 202 • baroque, p. 203 • neoclassical, p. 203 • enlightened despot, p. 204 • Catherine the Great, p. 204

2. **Sample Answer:** Ideas—Encyclopedia, salon. Literature/art—Neoclassicism, novels, classical music. Monarchy—Frederick II, "servant of state"; Joseph II, abolished serfdom. **Possible Answer:** Ideas spread via written materials and salons; enlightened despots instituted limited reforms.
3. **Possible Answer:** a simple and elegant style that borrowed ideas and themes from classical Greece and Rome
4. the novel; long prose fiction, suspense, carefully crafted plots, revealed characters' thoughts and feelings

5. They were absolute rulers who attempted reforms in the Enlightenment spirit.
6. access to many great artists and educated people; held in private homes so guests could speak freely without threat of jail
7. wouldn't give up real power or complete reforms such as abolishing serfdom
8. **Possible Answer:** collected, examined, and spread new ideas; urged people to learn and reason

9. **Rubric** Press releases should
 - discuss reforms and their effects.
 - include specific details.
 - use effective persuasive language.

INTEGRATED TECHNOLOGY

- Rubric** Sketches should
- include key facts about the subject.
 - depict the subject's personality.
- Go to **classzone.com** for a Web research guide.

LESSON PLAN

OBJECTIVES

- Describe America's colonies in the late 1700s.
- List events that led to the American Revolution.
- Explain the Enlightenment's influence on American government.

1 FOCUS & MOTIVATE

Explain that Enlightenment ideas inspired the American Revolution and the new government that followed it. Ask students what they like/dislike, about America's system of government (*Possible Answers: freedom of speech, religious tolerance; power goes with money*)

2 INSTRUCT

Britain and Its American Colonies

10.2.1

Critical Thinking

- Why might Parliament want to restrict American colonial trade? (*increased British control and income*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L31
California Modified Lesson Plans for English Learners, p. 57
California Daily Standards Practice Transparencies, TT23
California Standards Enrichment Workbook, pp. 21–22, 23–24, 25–26, 27–28
California Standards Planner and Lesson Plans, p. L53
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Copernican Solar System, from Andrea Cellarius, *Harmonia Macrocosmica*, 1661

Signing of the U.S. Constitution

4

The American Revolution

MAIN IDEA

REVOLUTION Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.

WHY IT MATTERS NOW

The revolution created a republic, the United States of America, that became a model for many nations of the world.

TERMS & NAMES

- Declaration of Independence
- Thomas Jefferson
- checks and balances
- federal system
- Bill of Rights

CALIFORNIA STANDARDS

10.1.3 Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

10.2.3 Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SETTING THE STAGE Philosophes such as Voltaire considered England's government the most progressive in Europe. The Glorious Revolution of 1688 had given England a constitutional monarchy. In essence, this meant that various laws limited the power of the English king. Despite the view of the philosophes, however, a growing number of England's colonists in North America accused England of tyrannical rule. Emboldened by Enlightenment ideas, they would attempt to overthrow what was then the mightiest power on earth and create their own nation.

Britain and Its American Colonies

Throughout the 1600s and 1700s, British colonists had formed a large and thriving settlement along the eastern shore of North America. When George III became king of Great Britain in 1760, his North American colonies were growing by leaps and bounds. Their combined population soared from about 250,000 in 1700 to 2,150,000 in 1770, a nearly ninefold increase. Economically, the colonies thrived on trade with the nations of Europe.

Along with increasing population and prosperity, a new sense of identity was growing in the colonists' minds. By the mid-1700s, colonists had been living in America for nearly 150 years. Each of the 13 colonies had its own government, and people were used to a great degree of independence. Colonists saw themselves less as British and more as Virginians or Pennsylvanians. However, they were still British subjects and were expected to obey British law.

In 1651, the British Parliament passed a trade law called the Navigation Act. This and subsequent trade laws prevented colonists from selling their most valuable products to any country except Britain. In addition, colonists had to pay high taxes on imported French and Dutch goods. Nonetheless, Britain's policies benefited both the colonies and the motherland. Britain bought American raw materials for low prices and sold manufactured goods to the colonists. And despite various British trade restrictions, colonial merchants also thrived. Such a spirit of relative harmony, however, soon would change.



▲ This French snuffbox pictures (left to right) Voltaire, Rousseau, and colonial statesman Benjamin Franklin.

TAKING NOTES

Identifying Problems and Solutions Use a chart to list the problems American colonists faced in shaping their republic and solutions they found.

Problem	Solution
1.	1.
2.	2.
3.	3.

206 Chapter 6

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 2

- Guided Reading, p. 28

Formal Assessment

- Section Quiz, p. 106

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 55

Reading Study Guide (Spanish), p. 69

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 2

- Guided Reading, p. 28
- Building Vocabulary, p. 29
- Reteaching Activity, p. 47

Reading Study Guide, p. 69

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 2

- Primary Source: from The Declaration of Independence, p. 37

Electronic Library of Primary Sources

- Conflicting Accounts of the Battles of Lexington and Concord

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT58 Chapter 6 Visual Summary

Electronic Library of Primary Sources

- Conflicting Accounts of the Battles of Lexington and Concord

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Americans Win Independence

In 1754, war erupted on the North American continent between the English and the French. As you recall, the French had also colonized parts of North America through the 1600s and 1700s. The conflict was known as the French and Indian War. (The name stems from the fact that the French enlisted numerous Native American tribes to fight on their side.) The fighting lasted until 1763, when Britain and her colonists emerged victorious—and seized nearly all French land in North America.

The victory, however, only led to growing tensions between Britain and its colonists. In order to fight the war, Great Britain had run up a huge debt. Because American colonists benefited from Britain's victory, Britain expected the colonists to help pay the costs of the war. In 1765, Parliament passed the Stamp Act. According to this law, colonists had to pay a tax to have an official stamp put on wills, deeds, newspapers, and other printed material.

MAIN IDEA

Analyzing Causes

How did the French and Indian War lead to the Stamp Act?

A. Answer Britain passed the act to help pay the costs of the war.

American colonists were outraged. They had never paid taxes directly to the British government before. Colonial lawyers argued that the stamp tax violated colonists' natural rights, and they accused the government of "taxation without representation." In Britain, citizens consented to taxes through their representatives in Parliament. The colonists, however, had no representation in Parliament. Thus, they argued they could not be taxed.

Growing Hostility Leads to War Over the next decade, hostilities between the two sides increased. Some colonial leaders favored independence from Britain. In 1773, to protest an import tax on tea, a group of colonists dumped a large load of British tea into Boston Harbor. George III, infuriated by the "Boston Tea Party," as it was called, ordered the British navy to close the port of Boston.

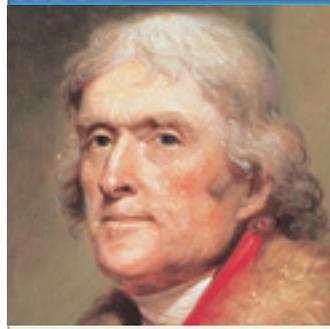
Such harsh tactics by the British made enemies of many moderate colonists. In September 1774, representatives from every colony except Georgia gathered in Philadelphia to form the First Continental Congress. This group protested the treatment of Boston. When the king paid little attention to their complaints, the colonies decided to form the Second Continental Congress to debate their next move.

On April 19, 1775, British soldiers and American militiamen exchanged gunfire on the village green in Lexington, Massachusetts. The fighting spread to nearby Concord. The Second Continental Congress voted to raise an army and organize for battle under the command of a Virginian named George Washington. The American Revolution had begun.

The Influence of the Enlightenment Colonial leaders used Enlightenment ideas to justify independence. The colonists had asked for the same political rights as people in Britain, they said, but the king had stubbornly refused. Therefore, the colonists were justified in rebelling against a tyrant who had broken the social contract.

In July 1776, the Second Continental Congress issued the **Declaration of Independence**. This document, written by political leader **Thomas Jefferson**,

History Makers



Thomas Jefferson
1743–1826

The author of the Declaration of Independence, Thomas Jefferson of Virginia, was a true figure of the Enlightenment. As a writer and statesman, he supported free speech, religious freedom, and other civil liberties. At the same time, he was also a slave owner.

Jefferson was a man of many talents. He was an inventor as well as one of the great architects of early America. He designed the Virginia state capitol building in Richmond and many buildings for the University of Virginia. Of all his achievements, Jefferson wanted to be most remembered for three: author of the Declaration of Independence, author of the Statute of Virginia for Religious Freedom, and founder of the University of Virginia.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a time line of Jefferson's major achievements. Go to classzone.com for your research.

Americans Win Independence

10.2.1; 10.2.2

Critical Thinking

- Why would taxation without representation seem unfair to Enlightenment thinkers? (*Possible Answer: no chance to present reasons, to think and discuss, to vote*)
- Was the Declaration of Independence justified or was it treason? Explain. (*Possible Answer: Enlightenment ideas justified it, but it was a rebellion.*)

Electronic Library of Primary Sources

- Battles of Lexington and Concord

History Makers

Thomas Jefferson

How do you think Jefferson's ideas, interests, and career reflect the spirit of the Enlightenment? (*Possible Answer: They demonstrate belief in progress, in reason, in individual liberties.*) Tell students that in his lifetime, Jefferson held many different positions, including governor, congressman, minister to France, secretary of state, vice-president, and president. In retirement, he pursued his interests in music, architecture, and scientific exploration.

In-Depth Resources: Unit 2

- Primary Source: from the Declaration of Independence, p. 37

INTEGRATED TECHNOLOGY

Rubric Time lines should

- include Jefferson's major achievements.
- reflect accurate historical data.
- present clear and concise information.

Enlightenment and Revolution 207

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

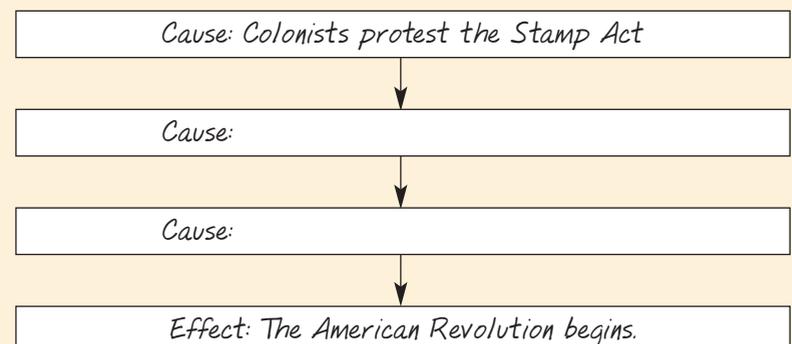
Causes of the American Revolution

Class Time 30 minutes

Task Retelling events leading to the American Revolution and identifying its causes

Purpose To help students understand events and trace their effect

Instructions To help students understand the events that led to the American Revolution, have them complete a chart like the one at the right. As preparation, pair students to read the first part of the section titled "Americans Win Independence." After both have finished, one partner should retell the information as the other listens. After the retelling, partners can then list causes in the chart, before continuing to read the subsection. For help, refer students to the Guided Reading worksheet for Section 4.



Tip for English Learners

Explain that the phrase *go down in quick defeat* means “lose quickly.” The adjective *ragtag* means “messy, wearing dirty, torn clothing.”

Changing Idea: Colonial Attachment to Britain	
Old Idea	New Idea
American colonists considered themselves to be subjects of the British king.	After a long train of perceived abuses by the king, the colonists asserted their right to declare independence.

was firmly based on the ideas of John Locke and the Enlightenment. The Declaration reflected these ideas in its eloquent argument for natural rights. “We hold these truths to be self-evident,” states the beginning of the Declaration, “that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”

Since Locke had asserted that people had the right to rebel against an unjust ruler, the Declaration of Independence included a long list of George III’s abuses. The document ended by declaring the colonies’ separation from Britain. The colonies, the Declaration said, “are absolved from all allegiance to the British crown.”

Success for the Colonists The British were not about to let their colonies leave without a fight. Shortly after the publication of the Declaration of Independence, the two sides went to war. At first glance, the colonists seemed destined to go down in quick defeat. Washington’s ragtag, poorly trained army faced the well-trained forces of the most powerful country in the world. In the end, however, the Americans won their war for independence.

Several reasons explain the colonists’ success. First, the Americans’ motivation for fighting was much stronger than that of the British, since their army was defending their homeland. Second, the overconfident British generals made several mistakes. Third, time itself was on the side of the Americans. The British could win battle after battle, as they did, and still lose the war. Fighting an overseas war, 3,000 miles from London, was terribly expensive. After a few years, tax-weary British citizens called for peace.

Finally, the Americans did not fight alone. Louis XVI of France had little sympathy for the ideals of the American Revolution. However, he was eager to weaken France’s rival, Britain. French entry into the war in 1778 was decisive. In 1781, combined forces of about 9,500 Americans and 7,800 French trapped a British army commanded by Lord Cornwallis near Yorktown, Virginia. Unable to escape, Cornwallis eventually surrendered. The Americans had shocked the world and won their independence.

History from Visuals

Interpreting the Map

Have students use the map key to identify which European country claimed the largest area of land in North America and which claimed the smallest. (*Largest—Spain. Smallest—France.*)

Extension Assign pairs a territory from the map and have them use an encyclopedia to learn more about the territory in 1783. Pairs can share their findings with the class.

SKILLBUILDER Answers

- 1. Region** Mississippi River
- 2. Human-Environment Interaction**
Spain, Russia, Britain, France



208 Chapter 6

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Reporting on the Enlightenment

Class Time 30 minutes

Task Finding evidence of Enlightenment ideas

Purpose To recognize the influence of Enlightenment ideas today

Instructions Brainstorm with students a list of Enlightenment thinkers’ ideas. These should include

- separation of powers
- election and direct democracy
- freedom of speech and religion
- protection of the accused

- prohibition of torture
- importance of reason and scientific inquiry
- government power from the consent of the governed

Have students work in pairs. Tell each pair to find an article in a newspaper or magazine that reflects Enlightenment ideas. For example, partners might find an article about a local election or about the courts’ ruling on the constitutionality of a law. Students will then develop an oral report that describes what the article is about, tells which Enlightenment ideas and thinkers the article reflects, and explains how it does this.

➤ Analyzing Key Concepts

Democracy

CALIFORNIA STANDARDS
10.2.1, REP 4

Ancient Greece and Rome were strong influences on the framers of the U.S. system of government. Democracy as it is practiced today, however, is different from the Greek and Roman models.

The most famous democracy today is the United States. The type of government the United States uses is called a federal republic. "Federal" means power is divided between the national and state governments. In a republic, the people vote for their representatives. Two key components of democracy in the United States are the Constitution and voting.

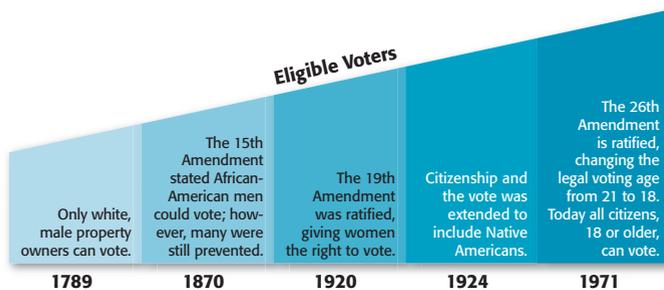
Enlightenment Ideas and the U.S. Constitution

Many of the ideas contained in the Constitution are built on the ideas of Enlightenment thinkers.

Enlightenment Idea	U.S. Constitution
Locke A government's power comes from the consent of the people.	<ul style="list-style-type: none"> Preamble begins "We the people of the United States" to establish legitimacy. Creates representative government Limits government powers
Montesquieu Separation of powers	<ul style="list-style-type: none"> Federal system of government Powers divided among three branches System of checks and balances
Rousseau Direct democracy	<ul style="list-style-type: none"> Public election of president and Congress
Voltaire Free speech, religious toleration	<ul style="list-style-type: none"> Bill of Rights provides for freedom of speech and religion.
Beccaria Accused have rights, no torture	<ul style="list-style-type: none"> Bill of Rights protects rights of accused and prohibits cruel and unusual punishment.

Who Votes?

Voting is an essential part of democracy. Universal suffrage means that all adult citizens can vote. Universal suffrage is part of democracy in the United States today, but that was not always the case. This chart shows how the United States gradually moved toward giving all citizens the right to vote.



INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on democracy, go to classzone.com

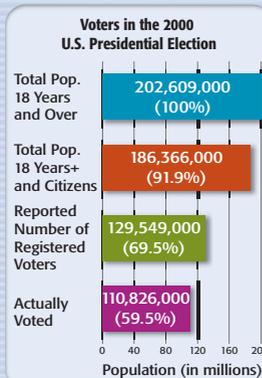
➤ DATA FILE

U.S. Constitution

- There have been 27 amendments to the Constitution since its creation.
- The U.S. Constitution has been used by many other countries as a model for their constitutions.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.

Voting

- In the 2000 U.S. presidential election, only 36.1 percent of people between 18 and 24 years old voted.
- Some countries, such as Australia, fine citizens for not voting. Australia's voter turnout has been over 90 percent since 1925.



Source: U.S. Census Bureau, Current Population Survey, November 2000.

Connect to Today

- Synthesizing** If so much of the U.S. Constitution can be found in European ideas, why were the framers of the U.S. Constitution so important?
See Skillbuilder Handbook, Page R21.
- Hypothesizing** Why is it important that every citizen has, and exercises, his or her right to vote?

209

Analyzing Key Concepts

OBJECTIVE

- Trace the development of democracy in the United States.

INSTRUCT

Explain to students that American democracy was a logical outgrowth of Enlightenment ideas. Emphasize that these ideas formed the basic foundation of the fledgling American government.

More About . . .

The Division of Power

In America, states retain many powers. For example, states have their own constitutions. Those of the original 13 states predate the U.S. Constitution. In addition, states have their own elections. These contest local and state representation, as well as many tax and social policies.

More About . . .

The Electoral College

Americans elect their president through the electoral college. In this system, each state has the number of electors that it has congressional representatives. The candidate receiving the most citizen votes on election day earns all the votes of that state's electors (except in Maine and Nebraska). Thus, as George W. Bush did in 2000, one can win the presidency without winning the popular vote.

CONNECT TO TODAY: ANSWERS

1. Synthesizing

Possible Answer: The framers of the Constitution took the ideas of different thinkers in different times and combined them into a new and unique way of thinking about government, which the U.S. Constitution represents.

2. Hypothesizing

Possible Answer: It is important that everyone has the right to vote so that not just one part of the population is represented. It is important that everyone exercises his or her right to vote because it is the only way to ensure that every voice gets heard and the only way representative government can be truly effective.

Global Impact

The French Revolution

In 1789, a French writer made this comment about the newly formed United States: “This vast continent which the seas surround will soon change Europe and the universe.” What does this writer believe about the United States? What kind of change might the writer be predicting? Would kings and commoners have viewed this change in the same way? Explain. (Possible Answers: U.S. democracy will inspire Europeans to want a similar government; Commoners would like this change, while kings would not.)

Americans Create a Republic
10.1.3; 10.2.3

Critical Thinking

- Why would the states want to avoid a strong national government? (Possible Answer: to avoid problems of monarchies) Which Enlightenment thinkers does this recall? (Montesquieu and Locke)
- The delegates argued for four months to create the U.S. Constitution. What united and motivated them for so long? (Possible Answer: dedication to new country; passion for its ideas)

Global Impact

The French Revolution

The American Revolution inspired the growing number of French people who sought reform in their own country. They saw the new government of the United States as the fulfillment of Enlightenment ideals, and longed for such a government in France.

The Declaration of Independence was widely circulated and admired in France. French officers like the Marquis de Lafayette (shown here), who fought for American independence, captivated his fellow citizens with accounts of the war. One Frenchman remarked about this time period, “We talked of nothing but America.” Less than a decade after the American Revolution ended, an armed struggle to topple the government would begin in France.



Americans Create a Republic

Shortly after declaring their independence, the 13 individual states recognized the need for a national government. As victory became certain, all 13 states ratified a constitution in 1781. This plan of government was known as the Articles of Confederation. The Articles established the United States as a republic, a government in which citizens rule through elected representatives.

A Weak National Government To protect their authority, the 13 states created a loose confederation in which they held most of the power. Thus, the Articles of Confederation deliberately created a weak national government. There were no executive or judicial branches. Instead, the Articles established only one body of government, the Congress. Each state, regardless of size, had one vote in Congress. Congress could declare war, enter into treaties, and coin money. It had no power, however, to collect taxes or regulate trade. Passing new laws was difficult because laws needed the approval of 9 of the 13 states.

These limits on the national government soon produced many problems. Although the new national government needed money to operate, it could only request contributions from the states. Angry Revolutionary War veterans bitterly complained that Congress still owed them back pay for their services. Meanwhile, several states issued their own money. Some states even put tariffs on goods from neighboring states.

A New Constitution Colonial leaders eventually recognized the need for a strong national government. In February 1787, Congress approved a Constitutional Convention to revise the Articles of Confederation. The Constitutional Convention held its first session on May 25, 1787. The 55 delegates were experienced statesmen who were familiar with the political theories of Locke, Montesquieu, and Rousseau.

Although the delegates shared basic ideas on government, they sometimes disagreed on how to put them into practice. For almost four months the delegates argued over important questions. Who should be represented in Congress? How many representatives should each state have? The delegates’ deliberations produced not only compromises but also new approaches to governing. Using the political ideas of the Enlightenment, the delegates created a new system of government.

The Federal System Like Montesquieu, the delegates distrusted a powerful central government controlled by one person or group. They therefore established

MAIN IDEA

Making Inferences

What was the main cause of the nation’s problems under the Articles?
B. Answer a weak federal government

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Connecting Enlightenment Ideas and Democracy

Class Time 20 minutes

Task Reviewing Enlightenment ideas and the U.S. Constitution

Purpose To clarify the connection of Enlightenment ideas and U.S. democracy

Instructions Put students into small groups with a range of reading levels in each group. Have each group review the Analyzing Key Concepts feature on page 209. Each group will paraphrase the text of the chart in their own words and give an example of how the idea works. For example,

for the first row, students might write “People must agree to give government certain powers.” Make sure that students, especially English learners, know what the following words and phrases mean:

- establish legitimacy (*to set up legally*)
- representative government (*government speaks for and acts for the people*)
- limits government powers (*sets up restrictions on what a government can do*)
- Federal system (*has both national and*

state governments)

- three branches (*courts, Congress, the presidency*)
- checks and balances (*Each branch can stop or slow down the actions of other branches.*)
- cruel and unusual punishment (*Punishments must be just and reasonable.*)

After students have finished paraphrasing the ideas and giving examples, have them share their work. Use the Reading Study Guide in Spanish for additional help.

C. Possible Answer: Federalists believed the Constitution reflected balance between federal and state powers; Antifederalists thought federal government too powerful, wanted bill of rights to protect individual freedoms.

MAIN IDEA

Analyzing Issues

What were the opposing views regarding ratification of the Constitution?

three separate branches—legislative, executive, and judicial. This setup provided a built-in system of **checks and balances**, with each branch checking the actions of the other two. For example, the president received the power to veto legislation passed by Congress. However, the Congress could override a presidential veto with the approval of two-thirds of its members.

Although the Constitution created a strong central government, it did not eliminate local governments. Instead, the Constitution set up a **federal system** in which power was divided between national and state governments.

The Bill of Rights The delegates signed the new Constitution on September 17, 1787. In order to become law, however, the Constitution required approval by conventions in at least 9 of the 13 states. These conventions were marked by sharp debate. Supporters of the Constitution were called Federalists. They argued in their famous work, the *Federalist Papers*, that the new government would provide a better balance between national and state powers. Their opponents, the Antifederalists, feared that the Constitution gave the central government too much power. They also wanted a bill of rights to protect the rights of individual citizens.

In order to gain support, the Federalists promised to add a bill of rights to the Constitution. This promise cleared the way for approval. Congress formally added to the Constitution the ten amendments known as the **Bill of Rights**. These amendments protected such basic rights as freedom of speech, press, assembly, and religion. Many of these rights had been advocated by Voltaire, Rousseau, and Locke.

The Constitution and Bill of Rights marked a turning point in people's ideas about government. Both documents put Enlightenment ideas into practice. They expressed an optimistic view that reason and reform could prevail and that progress was inevitable. Such optimism swept across the Atlantic. However, the monarchies and the privileged classes didn't give up power and position easily. As Chapter 7 explains, the struggle to attain the principles of the Enlightenment led to violent revolution in France.

▼ Early copy of the U.S. Constitution



SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Declaration of Independence
- Thomas Jefferson
- checks and balances
- federal system
- Bill of Rights

USING YOUR NOTES

2. Which of the solutions that you recorded represented a compromise? (10.2.1)

Problem	Solution
1.	1.
2.	2.
3.	3.

MAIN IDEAS

3. Why did the colonists criticize the Stamp Act as "taxation without representation"? (10.2.3)
4. How did John Locke's notion of the social contract influence the American colonists? (10.2.1)
5. Why were the colonists able to achieve victory in the American Revolution? (10.2.3)

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might it be important to have a Bill of Rights that guarantees basic rights? (10.2.2)
7. **FORMING AND SUPPORTING OPINIONS** Do you think the American Revolution would have happened if there had not been an Age of Enlightenment? (10.2.3)
8. **ANALYZING CAUSES** Why do you think the colonists at first created such a weak central government? (10.2.3)
9. **WRITING ACTIVITY** **REVOLUTION** Summarize in several paragraphs the ideas from the American Revolution concerning separation of powers, basic rights of freedom, and popular sovereignty. (Writing 2.3.b)

CONNECT TO TODAY CELEBRATING AMERICA'S BIRTHDAY

Create a **birthday poster** to present to the United States this July 4th. The poster should include images or quotes that demonstrate the ideals upon which the nation was founded. (10.2.2)

Enlightenment and Revolution 211

More About . . .

The Colonies

Enlightenment ideas spread through the American colonies in books and pamphlets. Literacy rates in the colonies were high among white males. While only one-third of the males in England could read, in some colonies, over 50% of the white males could read. Literacy rates in New England were particularly high because the Puritans who settled there advocated public education so that everyone, women included, could read the Bible.

3 ASSESS

SECTION 4 ASSESSMENT

Have partners prompt each other with the list of terms and names. Then encourage discussion of the questions before students answer them individually.

Formal Assessment

- Section Quiz, p. 106

4 RETEACH

Use the Visual Summary to review the chapter as a whole.

Critical Thinking Transparencies

- CT58 Chapter 6 Visual Summary

In-Depth Resources: Unit 2

- Reteaching Activity, p. 47

ANSWERS

1. Declaration of Independence, p. 207 • Thomas Jefferson, p. 207 • checks and balances, p. 211 • federal system, p. 211 • Bill of Rights, p. 211
2. **Sample Answer:** Stamp Act/Protest; Tea tax/Boston Tea Party; Weak Articles of Confederation/Constitutional Convention; Mistrust of central government/Federal system; **Possible Answer:** federal system, which divided the power
3. The colonists felt they should not have to pay taxes on which they had no vote.
4. It suggested that citizens had a right to overthrow an unjust government that did not promote their rights.
5. stronger motivation; British mistakes of overconfidence; British weary of taxes; help from European allies
6. **Possible Answer:** prevents government from suppressing rights whenever it wishes
7. **Possible Answer:** No—Need belief in human progress and supremacy of reason; ideas of natural rights and need for consent of the governed. Yes—The colonists felt so oppressed that they eventually would have acted.
8. **Possible Answer:** to avoid tyranny as under King George II
9. **Rubric** Paragraphs should
 - discuss checks and balances.
 - summarize Bill of Rights guarantees.
 - explain consent of the governed.

CONNECT TO TODAY

Rubric Posters should

- convey the nation's founding ideals.
- be visually clear and appealing.