

GLOBAL HISTORY & GEOGRAPHY II Regents

MR. REGAN

The Enlightenment

Date	Classwork	Homework
Tues. 9/17 & Wed. 9/18	Enlightenment Introduction / Contextualization Activity How did European society arrive at the Enlightenment?	Complete through the matching column on p. 10 of the Unit Packet by Thurs. 9/19.
Thurs. 9/19	What Contributed to the Start of the Enlightenment? Group Work: Work on Enlightenment Press Conference Projects (if time)	Complete through p. 13 of the Unit Packet by Mon. 9/23.
Fri. 9/20	Group work -- Work on Enlightenment Press Conference Projects	Complete through p. 13 of the Unit Packet by Mon. 9/23
Mon. 9/23	Key Enlightenment Thinkers -- Locke, Montesquieu & Rousseau	Complete through p. 22 of the Unit Packet by Wed. 9/25
Tues. 9/24	Key Enlightenment Thinkers -- Locke, Montesquieu & Rousseau	Complete through p. 22 of the Unit Packet by Wed. 9/25.
Wed. 9/25	The Influence of the Enlightenment Ideals on Social Reform -- Women's Rights & the Anti-Slavery Movement	Prep for Enlightenment Press Conference on Wed. 10/2. Complete the Unit Packet by Thurs. 10/3.
Thurs. 9/26 & Fri. 9/27	Group work -- Work on Enlightenment Press Conference Projects Prepare for Press Conference on Wed. 10/2	Prep for Enlightenment Press Conference on Wed. 10/2. Complete the Unit Packet by Thurs. 10/3.

Mon. 9/30 & Tues. 10/1	NO SCHOOL -- RELIGIOUS OBSERVANCE	Prep for Enlightenment Press Conference on Wed. 10/2. Complete the Unit Packet by Thurs. 10/3.
Wed. 10/2	MP # 1 Project -- Enlightenment Press Conference Simulation	Complete the Unit Packet by Thurs. 10/3. Prep for Enlightenment test on Thurs. 10/3.
Thurs. 10/3	Collect Unit Packets Enlightenment test	

The Enlightenment




The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals later inspired political and social movements. Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.




Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

What was the political and cultural situation in Europe ca. 1750?

Introduction

Directions: Below are six groups of people who had very different perspectives in early modern history. Try to imagine yourself as a member of each group when answering the questions.

Questions	What power do you have?	What power do you want?
Monarchs (Kings and queens) 		
Catholic Clergy (People who work for the church like the Pope, bishops, and priests) 		
Nobles (Wealthy landowners) 		

<p>Merchants</p> 		
<p>Intellectuals (Artists, Philosophers, Scientists)</p> 		
<p>Peasants (Farmers, workers, lower class people)</p> 		

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Topic	<p>1. Think Independently, write anything you can remember about the topic from the timeline above.</p>	<p>2. Pair Explain everything you wrote in the “Think” column to a partner then, ask them to do the same. Add new information from your partner below.</p>
Middle Ages		
Feudalism		
Renaissance		
Protestant Reformation		





Age of Absolutism		
Scientific Revolution		

Slides # 1 & 2 -- Review Topic: Feudalism & The Middle Ages (476 - 1500's)

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After the **fall of Rome** in 476 CE, Western Europe was in chaos. Without a centralized government, monarchs who ruled small kingdoms continuously fought wars against one another for more land and power. The **Catholic Church** became the unifying force and the **feudal system (feudalism)** brought order to each kingdom in Europe. *The Catholic Church was the cultural, intellectual, and political center of Europe.* Monarchs were crowned by the Pope, most art and music was about Christianity and paid for by the Church, and the church was the source of all knowledge. The **Bible was printed only in Latin** which only the educated clergy members could read, so everyone relied on their interpretation to learn what they were supposed to do and how to live their lives according to God.

Economically, Europe was isolated. Most people lived their whole lives on the **manor** (piece of land owned by a lord) because they could grow all of the food they needed there, the manor was **self-sufficient**. There was little trade between Western Europe and the rest of the world and as a result, there was a lack of new ideas and innovation.

Question	Monarchs (Kings and queens) 	Catholic Clergy (People who work for the church like the Pope, bishops, and priests) 	Nobles (wealthy landowners) 	Peasants (Farmers, workers, lower class people) 
How did the Middle Ages affect you?				4

Slide # 3 -- Review Topic: The Renaissance: Trade and New Money Fuel a European Comeback

The Renaissance, “**rebirth**” in French, was a **cultural movement in the 14th-17th centuries** during which **European** artists, scientists, and scholars, were inspired by Classical achievements of the **Greeks and Romans**, which they became aware of through ruins and Greco-Roman texts preserved by **Islamic scholars** in the **Ottoman Empire**. The Renaissance started in Italy in the **14th century (1300s)**, then its ideas and cultural trends spread slowly across Europe. The **Renaissance** marked the end of the **Middle Ages**.





The end of the Middle Ages and start of the Renaissance occurred because of **renewed trade connections** and a great deal of **wealth** that was made off of that trade. **The Crusades** which took place during the Middle Ages, though destructive, connected Europeans with Islamic traders in the Middle East who had access to trade networks in Asia. As a result, Western European interest in the rest of the world grew.

Italy was the connection between Western Europe and Islamic Empires in the Middle East. After the Crusades, Italian cities like Venice made strong trade connections with the Ottoman Empire. Wealthy merchants, like the Medici family, turned their interest to beautifying cities like Florence. They funded artists, architects, and scientists to study Greek and Roman buildings and texts, then to build new Italian achievements. Without money from trade the achievements of the Renaissance would not have been created.

When the Black Death swept through Italy, a disease that spread through trade routes, it killed off a lot of the **nobles**. Merchants replaced the nobles as the wealthy people in Italy. The nobles held wealth in land, but the merchants made money through trade. Peasants also had new options since the nobles that controlled them under feudalism were no longer as strong and they could make money in businesses that made goods to trade.

Over the course of the 14th, 15th, 16th, and 17th centuries, the wealth and cultural trends in Italy spread throughout Europe inspiring achievements in the arts and science in the Netherlands, England, France, and elsewhere, bringing Europe out of the “Dark Ages” and into the Modern Era.

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	Nobles (wealthy landowners)	Merchants	Intellectuals (Artists, Philosophers, Scientists)	Peasants (Farmers, workers, lower class people)
Question				
How did the Renaissance affect you?				

Slide # 4 -- Review Topic: The Protestant Reformation: A Challenge to the Church's Authority

The Catholic Church's Authority

In the Middle Ages, the Catholic Church was the cultural, intellectual, and political center of Europe. Monarchs were crowned by the Pope, most art and music was about Christianity and paid for by the Church, and the church was the source of all knowledge.

The Bible, which was the source of the Catholic Church's power and knowledge and it was only written in Latin, a language that very few people outside of the clergy (educated members of the church) could read, so priests interpreted the Bible for everyone else and told them what it said they

should do and how they should act.

The Protestant Reformation Questions the Catholic Church





The Protestant Reformation changed all of that. In 1517, a Catholic monk named Martin Luther started the Protestant Reformation by writing, publishing, and distributing his critiques of the church's selling of indulgences called the **95 Theses**.

Martin Luther believed that the only true word of God was the Bible and that people did not need a pope, bishops, or priests to interpret it for them. He felt that the Catholic Church had corrupted what the Bible actually said and that the selling of indulgences was just one example. Indulgences were pieces of paper issued by the Catholic Church that forgave sins.

In response, Luther had the Bible printed in the languages that most people spoke and created a new church called the Lutheran Church. Later, many other Protestant churches were created by other leaders of the Reformation.

Many monarchs, especially in Northern Europe, converted to Protestant religions as a way of freeing themselves from the power the Catholic Church held over them since the Middle Ages.

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	Nobles (wealthy landowners)	Merchants	Intellectuals (Artists, Philosophers, Scientists)	Peasants (Farmers, workers, lower class people)
Question				
How did the Renaissance affect you?				

Slide # 5 -- Review Topic -- Political Life: Absolute Monarchs Ruled in Most European Countries





In the 1500s, 1600s and 1700s, some monarchs in Europe became very wealthy thanks to the **increase in trade during the Renaissance** and colonies established during the **Age of Exploration**. As a result, they were able to pay for large and powerful armies and expand their land and power. These kings and queens are known as **Absolute Monarchs**. Most of the countries in Europe were ruled by absolute monarchs in the 17th and 18th centuries. Some of the absolute

monarchs you studied last year were **Louis XIV of France** and **Peter the Great of Russia**.

Absolute monarchs and people they ruled believed in divine right. **DIVINE RIGHT** is the belief that one's authority to rule comes directly from God.

Since people believed that the king received his authority to rule directly from God, this meant:

- The king had the 'right' to rule completely and totally without approval from the people
- The king was God's representative on earth
- Only God could judge the king

Question	Monarchs (Kings and queens) 	Catholic Clergy (People who work for the church like the Pope, bishops, and priests) 	Nobles (wealthy landowners) 	Peasants (Farmers, workers, lower class people) 
How did the rule of absolute monarchs affect you?				

Slide # 6 -- Review Topic -- Scientific Revolution (1600s- late 1700s): A New Way to Look at the World

The Renaissance brought ideas from the Ancient Greeks and Romans, and from Asia, Northern Africa, and the Middle East to Western Europe. Those ideas, combined with religious doctrine from the Catholic Church became the basis of knowledge in the 14th, 15th, and 16th centuries.

As Martin Luther's Protestant Reformation changed the way people looked at religion in Western Europe, the Scientific Revolution changed the way people understood the world. The **scientific revolution** was the *beginning of modern science* when **advances in mathematics, physics, astronomy and biology** gave people a better understanding of the world around them and led them to *question what they were being told by monarchs and the Catholic Church*.





Scientists, known as "natural philosophers," used the **scientific method** to examine the world. To use the method, a scientist generated a hypothesis about solving a problem, experimented to test the hypothesis, observed and collected information based on the experiment, used **reason** and **logic** to draw conclusions, and then shared his or her findings with other scientists to discuss them. This process was very different than the way of finding truth in the Middle Ages, which was to ask a

member of the clergy.







Scientists in the 1600s and 1700s discovered **natural laws**, facts proven true through the scientific method, that disproved what the Catholic Church claimed. For example, **Galileo Galilei**, an astronomer whose ideas were based on an earlier scientist named Nicolaus Copernicus, wrote about and taught that the sun was at the center of the solar system, an idea called the heliocentric theory. The church claimed that the Earth was at the center and that the sun revolved around it. In 1633, Galileo was convicted of heresy, teaching an idea the was in opposition to the church, was forced to state that he was wrong, and spent the rest of his life under house arrest.

Many other discoveries were made during the Scientific Revolution that changed human history including Isaac Newton's discovery of the laws of motion and gravity and advances in every field of science and technology.

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Question	<p>Monarchs (Kings and queens)</p> 	<p>Catholic Clergy (People who work for the church like the Pope, bishops, and priests)</p> 	<p>Nobles (wealthy landowners)</p> 	<p>Peasants (Farmers, workers, lower class people)</p> 
<p>How did the rule of absolute monarchs affect you?</p>				

Review: The Context of the Enlightenment

Questions	What are you concerned about in 1750?	What do you hope will happen in the next hundred years?
<p>Monarchs (Kings and queens)</p> 		
<p>Catholic Clergy (People who work for the church like the Pope, bishops, and priests)</p> 		9
<p>Nobles (Wealthy landowners)</p> 		
<p>Merchants</p> 		
<p>Intellectuals (Artists, Philosophers, Scientists)</p> 		
<p>Peasants (Farmers, workers, lower class people)</p> 		

What historical circumstances led to the Enlightenment?

Introduction

Directions: Match the vocabulary word with the definition.

- | | |
|--------------------------------|---|
| 1. _____ absolute monarch | A. the percentage of people who are able to read |
| 2. _____ Catholic Church | B. the process of making an area more city-like, usually through in an increase in population |
| 3. _____ government | C. the organized Christian church led by Pope centered in Rome |
| 5. _____ literacy rate | E. something you are allowed to do because you are a person |
| 6. _____ philosopher | F. the power of the mind to think, understand, and make sense of world |
| 7. _____ reason | G. the group of people that has power to make laws and important decisions for a community, state, or nation |
| 8. _____ rights | H. a king or queen with complete control |
| 9. _____ Scientific Revolution | I. one who thinks about, questions, and studies the nature of life, truth, knowledge, and other important human matters |
| 10. _____ urbanization | K. a period of time from the 1500s through the 1700s in which scholars started to question their beliefs about the world and base their conclusions on observation and reason rather than spiritual belief or what organizations like the Catholic Church told them |

What was the Enlightenment?

Slide # 7 -- Directions: Read the text and watch the video (Slide # 7), then respond to the accompanying questions.

In Europe, in the mid-1600s to late 1700s scholars inspired by the Scientific Revolution started to ask questions like, "*What is the purpose of government?*," "*What is the best way for a government to rule its people?*," and "*Are people born with rights? If so, should they be protected by a government?*" The philosophers writing about these questions were part of the Enlightenment.

The Enlightenment is a period of time (mid-1600s to the late 1700s) in **Western Europe** when **philosophers** and **writers** applied the scientific idea of **reason to answer political questions**. The Enlightenment is sometimes known as the **Age of Reason**

The writers who took part in the Enlightenment are called **Enlightenment Thinkers**, sometimes known as *philosophes*, the French word for philosophers. Just as scientists challenged the claims of the Catholic Church, Enlightenment Thinkers often challenged the claims of absolute monarchs. We study them because of the actions that their ideas inspired later in history.

1. Based on the video, what organization had the most influence on how people in Europe lived and what they thought?
2. What changes came about as a result of the Enlightenment?

Slides # 8 - 10. Directions: Read each of the events that contributed to the start of The Enlightenment below, then respond to the accompanying question.

1. Power of Absolute Monarchs -- During the 1500s, 1600s and 1700s, some monarchs in Europe became very wealthy. As a result, they were able to pay for large and powerful armies and expand their land and power. These kings and queens are known as **Absolute Monarchs**. Most of the countries in Europe were ruled by absolute monarchs in the 17th and 18th centuries. **Louis XIV of France** and **Peter the Great of Russia** were examples of absolute monarchs.

Many absolute monarchs consolidated and maintained their power by punishing those who opposed them and questioned their right to rule.

- How might the power of absolute monarchs have contributed to the start of the Enlightenment?

2. Protestant Reformation and Scientific Revolution Influence -- Martin Luther's actions in the Protestant Reformation challenged the Catholic Church's hold on power by translating the Bible into common languages and encouraging people to read it for themselves instead of having priests translate it for them.

Isaac Newton and other scientists used observation and reason to explain the true nature of the world which often proved the Catholic Church's claims wrong.

- How might the influence of the Protestant Reformation and Scientific Revolution have contributed to the start of the Enlightenment?

3. Increased Book Production and Literacy -- Johannes Gutenberg invented his printing press around 1440. That invention made it easier and less expensive to produce books. It was very important in spreading Martin Luther's ideas during the Protestant Reformation.

During the Enlightenment, book production increased even more and **literacy** rates, the percentage of people who are able to read, also increased.

- How might increased book production and literacy have contributed to the start of the Enlightenment?

4. Urbanization, Salons, and Coffeehouses -- During the 1700s, the process of **urbanization** (people moving to cities and the growth of those cities) increased in Europe. As more people moved to cities they found places to socialize and discuss ideas.

Coffee was a newly popular drink in Europe and intellectuals from the upper and middle classes like the *philosophes* came to coffee houses to drink it and discuss politics and religion.

Upper class philosophers also exchanged ideas in **salons**, gatherings, usually at someone's home where the guests came to listen to readings and discuss a specific topic.

- How might urbanization, salons, and coffeehouse have contributed to the start of the Enlightenment?

Directions: Based on what you have learned, complete the task below.

Event: The Enlightenment

Who?

individuals, groups of people, regions, nations involved

When?

date, year, era, "before __," "after __"

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Where?

continents, regions, countries, geographic features nearby, describe the geography if relevant

Why?

use words and phrases like "led to," because, and so to show connections between events and to explain why

Combined Contextualization

Why did it happen **when** and **where** it happened?

Key Thinkers of the Enlightenment

The spark for the Enlightenment came from the progress made by the Scientific Revolution. It was a revolution because of the way individuals perceived the world. As such it was an intellectual revolution that changed people's thought processes. The Scientific Revolution led many in society to reject traditional authority in favor of direct observation of nature.

Enlightenment thinkers believed that nature and society operated according to certain basic natural, or universal, laws. They believed that people could use reason to discover these laws and apply this knowledge to improve the quality of life. This belief led them to question the theory of divine right of kings, the hereditary privileges of the nobility, and the power of the Roman Catholic Church. The ideas of the Enlightenment transformed the western world forever. Their ideas affected Europe and the rest of the world for centuries to come.

Key Vocabulary

Word/Phrase (part of speech)	Definition
absolute monarchy (n.)	system of government where one person has absolute control
abuse of power (n.)	misuse of one's position in power, usually government
Baron de Montesquieu (n.)	French Enlightenment thinker who wrote The Spirit of Laws and believed that to keep one person or group from gaining too much power a government should be separated into three branches: judicial, legislative, and executive.
consent (n.)	permission for something to happen or an agreement to do something
consent of the governed (n.)	permission given by the people in a country to the government allowing them to rule, usually through voting.
constitution (n.)	the set of basic laws and principles by which a nation, state, or other organization is governed
contract (n.)	an agreement between two or more people
equity (n.)	fairness or justice

executive (n./adj.)	the part of a government that enforces laws- the president, governor, or mayor
governed (the) (n.)	those who are ruled; citizens
government (n.)	the group of people that has power to make laws and important decisions for a community, state, or nation
Institution (n.)	an organization founded for a religious, educational, social, or similar purpose like a government
judiciary (n.)	the part of a government that interprets laws- courts, judges
justice (n.)	fairness
legislature (n.)	
legislative (adj.)	the part of a government that makes laws- parliament or congress
liberty (n.)	the freedom to do what you'd like to do
natural rights (n.)	rights that all people are born with and that John Locke believed the government should protect including the rights to life, liberty, and property; sometimes called "natural laws"
philosopher (n.)	one who thinks about, questions, and studies the nature of life, truth, knowledge, and other important human matters
political (adj.)	having to do with government
reason (n.)	the power of the mind to think, understand, and make sense of world
right (n.)	something you are allowed to do because you are a person
separation (n.)	the division of something into different parts
social (adj.)	having to do with society, people living together in large groups
treatise (n.)	a written work dealing with a specific subject

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Slide 11 -- John Locke (1632 - 1704)

John Locke was an English philosopher and writer. He lived through the English Civil War and Glorious Revolution in England both of which heavily influenced his ideas and he lived for a time in France during the reign of Louis XIV. Locke was a religious Protestant Christian and believed in freedom of religion. Combining his Christian beliefs with reason and the examination of evidence that scientists used, he wrote about the government, its purpose, and the best way to govern.

His most popular and influential book was *Two Treatises of Government*. A treatise is a written work dealing with a specific subject. The book explains Locke's view on the purpose of government and the natural rights of people. It influenced Thomas Jefferson's writing of the *Declaration of Independence*.

Location: England

Famous Writing: *Two Treatises of Government*, 1690

Most Well-Known Ideas: Government should protect people's **Natural Rights (life, liberty, and property)**

Government should be based on the **Consent of the Governed**. This means that the people (the governed) should give their permission (consent) to the government, usually through voting.

Read the passage below and answer the questions that follow.

The following is an excerpt from *Two Treatises of Government*, 1690, by John Locke

If man in the **state of nature** is free, if he is absolute lord of his own person and possessions [things that he owns], why will he give up his freedom? Why will he put himself under the control of any person or **institution** [an organization created for a religious, educational, social, or political purpose]? The obvious answer is that rights in the state of nature are constantly exposed to the attack of others. Since every man is equal and since most men do not concern themselves with **equity and justice**, the enjoyment of rights in the state of nature is unsafe and insecure. Hence each man joins in society with others to preserve his **life, liberty, and property**.

...as far as we have any light from history, we have reason to conclude, that all peaceful beginnings of government have been laid in the **consent** [permission] of the people.

[When] the **legislature** shall . . . grasp [for] themselves, or put into the hands of any other, an absolute power over their lives, liberties, and estates of the people, . . . they forfeit [give up] the power the people had put into their hands for quite contrary [opposite] ends, and it [passes] to the people, who have a right to resume their original liberty. . . .

1. What do you think Locke means by “state of nature?”
2. According to John Locke, why would a person “put himself under the control of any person or institution,” like a government?
3. What does Locke mean when he says, “the enjoyment of rights in the state of nature is unsafe and insecure?” Can you think of an example of this?
4. What are the three natural rights that Locke lists at the end of this excerpt?
5. According to Locke, what have “all peaceful beginnings of government” had in common? Why do you think that might lead to a more peaceful government?
6. According to Locke, when does a legislature, or government, lose its right to rule?

Slide 12 -- Baron de Montesquieu (1689 - 1755)

Charles de Secondat was born to a noble family of modest wealth in France. He inherited the title "Baron de Montesquieu" when his uncle died and is now most commonly referred to by that name. Montesquieu was a lawyer but later devoted his life to political study and writing. He lived during the English Civil War and the reign of Louis XIV, both of which influenced his writing.

Montesquieu's most well known book, *De l'Esprit des Loix (The Spirit of the Laws)* was critical of absolute monarchy. The kings and queens of Europe and their supporters disagreed with his claims and it was banned by the Catholic Church. It was very popular among opponents of monarchy especially in England and the British colonies in North America where it heavily influenced the writing of the United States Constitution.

Location: France

Most Famous Writing: *The Spirit of Laws*, 1748

Most Well-Known Idea: **Separation of Powers**- there should be **three branches of government**- one that makes laws, one that enforces laws, and one that interprets laws

Read the passage below and answer the questions that follow.

Political **liberty** is to be found only in moderate governments; and even in these it is not always found. It is there only when there is no abuse of power: but constant experience shows us that every man invested with power is apt to abuse it, and to carry his authority as far as it will go. To prevent this abuse, it is necessary, from the very nature of things, that power should be a check to power...In order to have this liberty, it is requisite [required] the government be so constituted [created] as one man need not be afraid of another. When the **legislative** and **executive** powers are united in the same person, or in the same body of magistrates [government employees], there can be no liberty. . .

Again, there is no liberty if the **judiciary** power be not separated from the **legislative** and **executive**...

Source: The Spirit of the Laws (1749) Charles de Secondat, Baron de Montesquieu

1. According to Montesquieu, when is “political liberty” found in a government?
2. Explain what Montesquieu means when he writes, “every man invested with power is apt to abuse it, and to carry his authority as far as it will go?” Do you agree or disagree? Why? | C
3. According to Montesquieu, how can the “abuse” of power be prevented in a government?
4. What three branches of government does Montesquieu say must be separated to have liberty?

Slide 13 -- Jean-Jacques Rousseau (1712-1778)

Jean-Jacques Rousseau was born in Geneva, Switzerland. He spent much of his adult life travelling first as a teacher and the secretary of the French ambassador in Venice, Italy. He spent time in Paris where he met and socialized with other Enlightenment philosophers including Voltaire and Diderot. Rousseau returned to Switzerland when his relationships with other Enlightenment thinkers became strained.

While in Geneva, Switzerland, he wrote his most famous book, *The Social Contract*. In the book, Rousseau argues that as members of a society we enter an agreement, **the social contract**, in which we promise to follow the “general will” of the members of the society as expressed by the laws made by the government. In exchange, we receive the liberty to do what we want as long as we do not break those laws.

The Social Contract was banned in France and Switzerland. To avoid arrest for his views, Rousseau moved to England. Eventually he returned to Paris where he lived until his death and continued to write books that were politically controversial.

His writings, which were heavily influenced by John Locke, inspired the leaders of the French Revolution which started shortly after his death.

Location: Switzerland/France
Most Famous Writing: *The Social Contract*, 1762
Most Well-Known Idea: Social Contract Theory

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Read the passage below and answer the questions that follow.

I...regard the establishment of the political body as a real **contract** between the people and the chiefs chosen by them: a contract by which both parties bind themselves to observe the laws therein expressed, which form the ties of their union.

From whatever side we approach our principle [belief], we reach the same conclusion, that the social compact [contract] sets up among the citizens an equality of such a kind, that they all bind themselves to observe the same conditions and should therefore all enjoy the same rights.

Source: Jean-Jacques Rousseau, *The Social Contract & Discourses*. Published by J.M. Dent & Sons, 1920.

1. According to this excerpt from *The Social Contract*, what do the people and the government agree to as a part of the contract?
2. According to Rousseau, what is one advantage of the social contract?

Other Enlightenment Thinkers

Voltaire (1694-1778)



Location: France

Most Famous Writing: *Candide, 1762*

Most Well-Known Ideas: **Freedom of Expression**

Famous Quotes: "I do not agree with what you have to say, but I'll defend to the death your right to say it."

Denis Diderot (1713-1784)



Location: France





Most Famous Idea: Editor of the *Encyclopedie (1751-1772)*, a 28 volume encyclopedia whose entries included useful knowledge on craft and trade skills and new discoveries from the Scientific Revolution and philosophy from Enlightenment Thinkers like Rousseau and Voltaire.

The *Encyclopedia* had a great impact on Enlightenment philosophers and later intellectuals who had never had access to the information contained within it before and certainly not all in one place.

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Enlightenment Thinker Review

Directions: Use the information from previous activities in class to fill in the graphic organizer below.

Enlightenment Thinker	Mnemonic a helpful way to remember something	Most Famous Writing	Most Well-Known Ideas	How might these ideas affect a country under absolute rule?
<p>John Locke (1632-1704)</p> 	<p>Locke: Life, Liberty, and Land (Property)</p>			
<p>Baron de Montesquieu (1689-1755)</p> 	<p>Mont-es-quieu Three Syllables! Three Branches of Government!</p>			
<p>Jean-Jacques Rousseau (1712-1778)</p> 	<p>Rousseau His name has two s's in it. His big idea starts with an s, Social Contract.</p>			
<p>Voltaire (1694-1778)</p> 	<p>Voltaire His name starts with a "v" just like the word VOICE and Voltaire supported the freedom of expression.</p>			

The Influence of the Enlightenment Ideals on Social Reform

Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.

Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Students will also examine enlightened despots including Catherine the Great.

New Enlightenment ideals helped to shape political attitudes. However, the ideas of the **Enlightenment** also sparked **social reform movements** in the 18th century and continue to fuel them today. Two key subjects that Enlightenment writers debated were the role of women and the issue of slavery. Some of the most noteworthy people who addressed these issues were Mary Wollstonecraft, William Wilberforce, and Catherine the Great of Russia.

Word/Phrase (part of speech)	Definition
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abolition (n.)	the action of stopping or ending something
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abolition movement (n.)	the social/political movement whose goal was to end slavery
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abolitionists (n.)	those who wanted to end slavery
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despot (n.)	a ruler with absolute power
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enlightened (adj.)	Influenced by the writings of the Enlightenment philosophers who supported natural rights, the separation of power in a government, the consent of the governed, social contract, and the freedom of expression.
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enlightened despot (n.)	a king or queen whose ideas and actions were influenced by the Enlightenment thinkers
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movement (n.)	a group of people working together to advance their shared ideas
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natural rights (n.)	rights that all people are born with and that John Locke believed the government
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should protect including the rights to life, liberty, and property; sometimes called “natural laws”

parliament (n.) a part of a government that makes laws; the legislative branch of government; referred to as Parliament in Great Britain and many other countries, but can have different names like Congress in the United States of America

social reform movement (n.) an attempt by a group of people who attempt to make positive change in society

suffrage (n.) the right to vote

women’s rights movement (n.) an attempt to bring social, political, and economic rights to women

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Slide # 14 - Mary Wollstonecraft

The Roots of Feminism and Women’s Rights Movements

Directions: As you read through the information about the Women’s Rights movements below, draw a star wherever you see evidence of an Enlightenment idea then complete the task that follows.

Throughout most of history, women were treated as inferior to men and those actions were supported by ideas in culture, religion, and law. In 18th century Europe, women were not as educated as men, and they were restricted by laws and customs that made women look to marriage as a means of stability and made them dependent on men. Due to their favored position in society, men were able to excel in public life and in science, philosophy, religion and politics, while women were expected to marry, have children, and take care of the home.

Using Enlightenment ideas, some women, including Mary Wollstonecraft, argued for more equal rights for men and women. Mary Wollstonecraft (April 27, 1759 – September 10, 1797) was a British intellectual, writer, philosopher, and early feminist. She wrote several novels, essays, and children's books, but is best known for her book, *A Vindication of the Rights of Woman* (1792).

Wollstonecraft argued that all men and women had equal **natural rights**, and that an ideal society could not be realized until everyone was free to exercise those rights. She spoke out against the

situation of women in the eighteenth century, declaring that they were educated to be submissive [obedient] to men and to value physical attractiveness over character and intelligence.

Sources: Adapted from *Social Status of Women in 18th Century English Society As Reflected In a Dictionary of the English Language of Dr. Johnson* Karabi Hazarika Research Scholar, CMJ University, Shillong, Meghalaya
IJCAES Special Issue on Basic, Applied & Social Sciences, Volume II, October 2012

19th and 20th Century Women's Rights and Suffrage Movement in the United Kingdom (England)

The writings of Mary Wollstonecraft and others in the 18th century inspired women later in history to fight for equal rights. Women led campaigns to improve education for girls, child custody and property rights, career options for women, and the right to vote (suffrage).

Slides # 15 & 16 -- Identify three examples of Enlightenment ideas in the information and sources about Women's rights movements in the 18th and 19th centuries.

Slides # 17 & 18 -- William Wilberforce

The Abolition Movement Starts in England

Directions: As you read through the information about the Abolition Movement below, draw a star wherever you see evidence of an Enlightenment idea then complete the task that follows.

Soon after the colonization of the Western hemisphere, European countries started importing slaves from Africa to work in mines and on farms in the new world. During the course of the 18th century the British made the Atlantic slave system more efficient. It has been estimated that between 1700 and 1810, British merchants transported almost three million Africans across the Atlantic. British slave traders and those who owned companies that benefited from the slave trade became wealthy because of it, while others in Great Britain led the struggle to bring the system to an end.

Several groups who found the practice of slavery immoral petitioned [asked] the British government to stop trading slaves in the 1700s, but It was the **Society for the Abolition of the Slave Trade**,

organized in May 1787, that had the greatest impact. Led by **Thomas Clarkson** and **William Wilberforce**, the Society for the Abolition of the Slave Trade organized abolitionists, made speeches, released newsletters, and lobbied politicians to gain support for the end of slavery in the British Empire.

Eventually, in 1807 they were successful in getting Parliament to pass a law outlawing slavery and the slave trade in England and all of the British colonies. While slavery was officially illegal, people of African descent were not yet treated equally.

Source: Adapted from Dr. John Oldfield. "British Anti-Slavery."
http://www.bbc.co.uk/history/british/empire_seapower/antislavery_01.shtml

Using the document above and the image in Slide # 18, identify three examples of Enlightenment ideas in the information and sources about the British Abolition movement in the 18th and 19th centuries.

Enlightened Despots: The Enlightenment's Effects on Monarchs

Directions: As you read through the information about Enlightened Despots and Catherine the Great below, draw a star wherever you see evidence of an Enlightenment idea then complete the task that follows

Slide # 19 -- Catherine the Great of Russia

During the mid-late 1700s, Enlightenment writings circulated around Europe. Some of those reading the ideas of Locke, Rousseau, Montesquieu, and Voltaire were monarchs. Most rulers found Enlightenment ideas dangerous and banned them, but some kings and queens, who historians call **ENLIGHTENED DESPOTS** incorporated Enlightenment ideas into their rule. Several monarchs that ruled in northern and central Europe in the 18th century are referred to as **Enlightened Despots**. Of those, **Catherine the II (the Great) of Russia** was the most well known.

ENLIGHTENED

+

DESPOT

Influenced by the writings of the Enlightenment philosophers who supported natural rights, the separation of power in a government, the consent of the governed, social contract, and the freedom of expression.

A ruler with absolute power.

Catherine II, also known as **Catherine the Great** (Russian: Екатерина II Великая or *Yekaterina II Velikaya*, born *Sophie Augusta Fredericka of Anhalt-Zerbst*; May 2, 1729 – November 5, 1796) reigned as Empress of Russia for more than three decades, from June 28, 1762 until her death in 1796. She is one example of an "enlightened despot" and was one of the most powerful and successful women rulers, who, like Elizabeth I of England and Isabella of Castile left a permanent mark on her nation, extending territory and supporting art and learning.

Catherine read the works of Enlightenment thinkers and considered herself a "philosopher on the throne" though she ruled Russia like an absolute monarch. She declared her love for the Enlightenment ideals of liberty and freedom, but also enacted laws that tied Russian serfs (slaves) to their land and their lord, treating them like property and preventing them from having what John Locke referred to as "natural rights."

Catherine supported the arts, literature, and education. She wrote comedies, fiction, and memoirs. She corresponded with **Voltaire** for fifteen years until his death, though she never met him face-to-face. Demonstrating her fondness for Voltaire and the ideas of this contemporaries, she acquired his collection of books from his heirs and placed it in the Imperial Public Library.

Within a few months of becoming queen, upon hearing that the publication of the famous French Encyclopedie was in danger of being stopped by the French government because of it did not include religious ideas supported by the Catholic Church, she proposed to **Diderot** that he complete his great work in Russia under her protection.

Catherine also wrote a manual for the education of young children, drawing from the ideas of **John Locke**. She also founded the famous Smolny Institute for noble young ladies. This school was to become one of the best of its kind in Europe, and broke ground by admitting young girls born to wealthy merchants alongside the daughters of the nobility.

In addition, she attempted to embody the principles of Enlightenment in laws. A Grand Commission, acting as a parliament, composed of 652 members of all classes—officials, nobles, burghers [wealthy members of town or city] and peasants and of various nationalities—was convened in Moscow to consider the needs of the empire and ways to address them. The laws proposed by the commission were influenced by **Montesquieu**, but were never enacted.

Proposals for a New Law Code from Catherine's Grand Commission in 1767

33. The Laws ought to be so framed, as to secure the Safety of every Citizen as much as possible.

123. The Usage of Torture is contrary to all the Dictates of Nature and Reason; even Mankind itself cries out against it, and demands loudly the total Abolition of it.

34. The Equality of the Citizens consists in this; that they should all be subject to the same Laws.

194. No Man ought to be looked upon as *guilty*, before he has received his judicial Sentence...

Using the biography and the proposal above, identify three examples of actions taken by Catherine the Great that were influenced by Enlightenment ideas.