Age of Revolutions

Global History and Geography I

Name: ____________________________

Set: ______________

1. Road to a Constitutional Monarch in England
2. Scientific Revolution
3. Enlightenment

King Louis XVI head is being shown to the people of France
New Scientific Ideas

Summary
Nicolaus Copernicus (1473–1543)

*In the beginning we should remark that the world is like a globe . . . especially suitable for comprehending and conserving all things.* — From *On the Revolutions of the Heavenly Spheres* (1543) by Nicolaus Copernicus

In the late 1400s and early 1500s, most people believed Ptolemy’s theory of the universe. More than 1,000 years earlier, the Greek astronomer had concluded that the earth was the center of the universe. According to Ptolemy, the earth was stationary, and all the other planets moved around it in complicated paths, or orbits. Copernicus, however, dared to disagree with his theory.

Born in Toruń, Poland, Copernicus began his studies at the University of Kraków. His uncle was a prelate, a powerful church official. When Copernicus was 24 years old, his uncle used his influence to have him appointed a canon, an official of the cathedral in Frombork, Poland. Copernicus used the income from this position to finance his studies in mathematics, astronomy, and medicine in Italy. When he was 33 years old, Copernicus earned a doctorate from the University of Ferrara. His studies complete, he returned to Poland and his position as church canon.

While finishing his formal education, Copernicus became aware of serious problems within the Ptolemaic theory of the universe. Most significantly, Ptolemy’s theory of the planets’ movement in the galaxy seemed too complicated. Looking for a way to make sense of this defective logic, Copernicus began to review other theories of the universe.

After years of careful study, Copernicus came to believe that the sun is stationary and located near the center of the universe. Further, he theorized that the earth is a planet like all the other planets in the sky. As a result, the earth must move like the other planets. Copernicus believed the earth to be in the third planetary orbit around the sun.

Disturbing fixed ideas about the universe was a dangerous thing. Copernicus’s theory of the universe not only challenged Ptolemy’s theory; it also refuted the Church’s view of the universe. If Copernicus’s theory became known, he could have been severely punished. Copernicus, however, was careful, and he shared his ideas only with those people with whom he could trust his life. Nonetheless, news of his thesis spread rapidly. Copernicus’s masterpiece, *On the Revolutions of the Heavenly Spheres*, was published right before his death in 1543. For his achievements, Copernicus is considered the founder of modern astronomy.

**Reviewing the Profile**

*Answer the following questions on a separate sheet of paper.*

1. What was Ptolemy’s theory of the universe?

2. How was Copernicus’s theory of the universe different from Ptolemy’s theory?

**Critical Thinking**

3. **Determining Cause and Effect** Why would the Church have been angered by Copernicus’s theory?

4. **Recognizing Ideologies** Why do you think people in Copernicus’s time reacted so negatively to his ideas?
Bellringer Activity:

Answers to reading on Copernicus:
1.
2.
3.
4.

Directions: Follow along with the overhead or powerpoint screen and fill in your graphic organizer on New Scientific Ideas.

The Scientific Method

Summary: The Scientific Revolution changed the way Europeans looked at the world. People began to make conclusions based on experimentation and observation instead of merely accepting traditional ideas. This scientific revolution would lead to the ideas of the Enlightenment in Europe.

Enlightenment: a period in the 1700's in which people rejected traditional ideas and supported a belief in human reason. The Enlightenment introduced new ways of viewing authority, power, government, and law.

Homework on back of this sheet
Follow up homework questions:

1. What role did the Scientific Revolution play in changes that took place in Europe from 1450-1700?

2. Why did the Europeans try to apply the scientific method to society?

3. To what extent was the Scientific Revolution a rejection of traditional authority?

4. Does this tension between science and tradition still exist today? Explain.
French Absolutism, Enlightenment, & Revolution!
Outcome: The Scientific Revolution and the Enlightenment

1. Setting the Stage: The Renaissance & The Reformation
   a. The Renaissance, a rebirth of ________ and the arts, inspired a spirit of ________ in many fields.
   b. Scholars began to ________ that had been accepted for hundreds of years
   c. The Reformation prompted religious followers to challenge accepted ways of thinking about ________ and ________.

2. The Scientific Revolution Early Days
   a. In the 1500s, scholars looked to ancient ________ or ________ texts or the ________ to determine what was true and false
   b. Many believed in the ________: the idea that the sun, moon, and planets revolve around the _________. Ptolemy said ________ put the earth at the center.
   c. By the mid ________, the Scientific Revolution began.
   d. The Scientific Revolution was a ________.
   e. The way was based upon careful ________ and willingness to ________ accepted ________.
   f. The ________ and Age of ________ helped lead to the Scientific Revolution

3. Theories and Discoveries
   a. ________ reasoned that the _____ was the center of our solar system and this led to his ________ theory
   b. Copernicus did not publish his findings until the year he died, fearful that scholars and clergy would ________.
   c. ________ built the first ________ in 1609; discovered Jupiter has 4 moons and that our own moon has a ________ surface.
   d. Galileo was put on ________ with threat of torture from the Pope. He admitted Copernicus' ideas were ________ and lived the rest of his life under ________.
   e. Copernicus, Kepler, and Galileo began using the ________: a logical procedure for ________ and ________
   f. ________ discovered new laws of ________ and ________.
   g. The first ________, first mercury ________, a smallpox ________, and advances in ________ were also made during the Scientific Revolution

4. The Enlightenment
   a. Not only did new ways of thinking apply to science, but were also applied to all aspects of ________: ________, religion, ________, and education.
   b. This spurred on the Enlightenment: ___________
5. Views on Government: 
   a. All humans are naturally _______ and ________ and we a strong ruler to govern.
   b. Hobbes called for a _______ ________, a government where people agreed to give 
      total control to a _________ because people acted in their own _______ ________.

6. Views on Government: 
   a. More _______ view than Hobbes; people could ____ from experiences and 
      _________ themselves
   b. All people are born ____ and _______ with three natural rights: _______, _______,
      __________
   c. The purpose of government is to ______ these rights, if they fail to do so, the 
      citizens have the right to _______ it.

7. The Philosophes Advocate Reason
   a. _________ in France during the 1700s were known as _________
   b. Five concepts formed their core beliefs: __________________________
      ____________________________
   c. _________ was the most brilliant and influential of the philosophes
   d. He used _______ against the clergy, aristocracy, and government
   e. Even though Voltaire made enemies, he never stopped fighting for _______,
      reason, freedom of _______ and freedom of __________.
   f. _________ believed _________ was best-governed and helped influence 
      creation of US government
   g. _________ was passionately committed to individual _________
   h. _________ was interested in the _______ system; laws existed to preserve 
      social order, not to __________.
   i. _______ _________ argued that women’s _________ should not be secondary 
      to men’s and that women need to education to become more virtuous and useful.

Result: The Enlightenment writers _________ long held beliefs and ideas about society. 
They challenged the _______, state, monarchs, and _______ social classes. These ideas 
would spread and ultimately help start two of the most _________ _________ of World 
History: The _________ and _________ _________.

![The Scientific Method]

- Problem
- Procedure
- Observations & Data
- Conclusions
The Scientific Revolution

What: ____________________ When: ____________________ Where: ____________________

the heliocentric theory vs. geocentric theory:

heliocentric theory definition:

Scientist | Date | Achievement towards understanding the Heliocentric Theory
--- | --- | ---
Copernicus | | |
Johannes Kepler | | |
Galileo Galilei | | |

Significance to today's world:

the scientific method

1. question 2. hypothesis 3. experiment 4. analysis

definition:

Francis Bacon: | Rene Descartes: |
--- | --- |

Significance to today's world:
**Newton and gravity**

Newton realized that the same forces and the same laws of physics apply everywhere in the universe. So, his law of gravity is called the law of **universal gravitation**.

### Newton's Law of Gravitation

Newton's Law of Gravitation states that every mass in the universe attracts every other mass with a force that is proportional to the product of their masses and inversely proportional to the square of the distance between their centers.

### Newton's Achievements

- Development of calculus
- Laws of motion
- Universal law of gravitation

### Significance to today's world:

---

**medicine and chemistry**

**Inoculation**: injecting a germ or virus into a person's body so as to enable the body to create an immunity to the disease.

<table>
<thead>
<tr>
<th>Scientific Instruments</th>
<th>Medicine &amp; the Human Body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smallpox Inoculations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Significance to today's world:

---
1. In the space provided below draw a miniature diagram of what the ancient Greek, Ptolemy, believed the universe to look like. (Be sure to label).

2. In the space provided below draw a miniature diagram of what the Polish scholar, Copernicus, believed the universe to look like. (Be sure to label)

3. In what ways was the Scientific Revolution a rejection of traditional authority?

4. Use the diagram below to answer this question.

First, give this diagram the appropriate title in the space provided above. Second, why did Europeans try to apply this idea depicted above to society?
5. How did the Scientific Revolution prepare the way for the Enlightenment?
The Enlightenment

Summary

____________________________________________________________________________________

____________________________________________________________________________________
This way of thinking led to the Enlightenment, the period in the 1700s in which people rejected traditional ideas and supported a belief in human reason. The belief that logical thought can lead to truth is called rationalism. The Enlightenment introduced new ways of viewing authority, power, government, and law.

**LEADING THINKERS OF THE ENLIGHTENMENT**

Four of the most influential Enlightenment philosophers were John Locke, Baron de Montesquieu, Voltaire, and Jean-Jacques Rousseau.

**Locke**

John Locke, an English thinker of the late 1600s, believed that all people possess natural rights. These rights, he said, include the rights to life, liberty, and property. According to Locke, people form governments to protect these rights. If a government does not protect these rights, people have the right to overthrow it.

**Montesquieu**

In the 1700s, French thinker Baron de Montesquieu wrote that the powers of government should be separated into three branches: legislative, executive, and judicial. This separation of powers would prevent tyranny by creating what is called a system of checks and balances. Each branch could keep the other two from gaining too much power.

**Voltaire**

Voltaire was a French thinker of the 1700s who believed in free speech. He used his sharp wit to criticize the French government and the Catholic Church for their failure to permit religious toleration and intellectual freedom.

**Rousseau**

Jean-Jacques Rousseau, another French philosopher of the 1700s, put forth his ideas in a book titled *The Social Contract*. He believed that people are naturally good but are corrupted by the evils of society, such as the unequal distribution of property. In agreeing to form a government, he felt, people choose to give up their own interests for the common good. Rousseau believed in the will of the majority, which he called the general will. He believed that the majority should always work for the common good.

**IMPACT OF THE ENLIGHTENMENT**

The ideas proposed by Enlightenment thinkers had a great impact throughout Europe in the 1700s. Greater numbers of people began to question established beliefs and customs. Enlightenment beliefs affected leaders and the development of nations.

**Government Censorship**

As Enlightenment ideas gained in popularity, government and Church leaders worked to defend the established systems. They started a campaign of censorship to suppress Enlightenment ideas. Many writers, including Voltaire, were thrown into prison, and their books were banned and burned.
SELECTIONS FROM OF CIVIL GOVERNMENT
John Locke (1632–1704)
(Primary Source)

The State of Nature

To understand political power aright, we must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature; without asking leave, or depending upon the will of any other man. . . .

The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions: for men [are] all the workmanship of one omnipotent and infinitely wise Maker; all the servants of one sovereign master, sent into the world by his order, and about his business. . . .

Reason

Men living together according to reason, without a common superior on earth, with authority to judge between them, is properly the state of nature.

God, who hath given the world to men in common, hath also given them reason to make use of it to the best advantage of life, and convenience. The earth, and all that is therein, is given to men for the support and comfort of their being.

Nothing was made by God for man to spoil or destroy. And thus, considering the plenty of natural provision there was a long time in the world, and the few spenders . . . there could be then little room for quarrels or contentions about property so established.
Lesson One

**Selections from The Spirit of the Laws (1749)**
Charles de Secondat, Baron de Montesquieu (1689-1755)
(Primary Source)

**Of the Laws in General**

Laws, in their most general meaning, are the necessary relations arising from the nature of things. In this sense, all beings have their laws, the Deity his laws, the material world its laws, the intelligences superior to man their laws, the beasts their laws, man his laws . . .

Since we observe that the world, though formed by the motion of matter, and void of understanding, subsists through so long a succession of ages, its motions must certainly be directed by invariable laws . . .

Law in general is human reason, inasmuch as it governs all the inhabitants of the earth; the political and civil laws of each nation ought to be only the particular cases in which human reason is applied.

They should be adapted in this manner to the people for whom they are framed, because it is most unlikely that the laws of one nation will suit another.

They should be relative to the nature and principle of each government . . . They should be relative to the climate of each country, to the quality of its soil, to its situation and extent, to the principal occupation of the inhabitants, whether farmers, huntsmen, or shepherds: they should have a relation to the degree of liberty which the constitution will bear, to the religion of the inhabitants, to their manners, and customs . . . in all which different respects they ought to be considered.
SELECTIONS FROM THE SPIRIT OF THE LAWS (1749)
Charles de Secondat, Baron de Montesquieu (1689–1755)
(Primary Source)

Of Political Liberty and the Constitution of England

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.

The political liberty of the subject is a tranquility of mind arising from the opinion each person has of his safety. In order to have this liberty, it is requisite the government be so constituted 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, there can be no liberty....

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

In perusing the admirable treatise of Tacitus on the manners of the ancient German tribes, we find it is from that nation the English have borrowed the idea of their political government. This beautiful system was invented first in the woods....

Neither do I pretend by this to undervalue other governments, nor to say that this extreme political liberty ought to give uneasiness to those who have only a moderate share of it. How should I have any such design; I who think that even the highest refinement of reason is not always desirable, and that mankind generally find their account better in mediums than in extremes?

SELECTIONS FROM *The Social Contract* (1762)
Jean Jacques Rousseau (1712-1778)
(Primary Source)

Man is born free, and everywhere he is in chains. Many a one believes himself the master of others, and yet he is a greater slave than they.

...[T]he social order is a sacred right which serves as a foundation for all others...now, as men cannot create any new forces, but only combine and direct those that exist, they have no other means of self-preservation than to form...a sum of forces which may overcome the resistance, to put them in action...and to make them work in concert.

This sum of forces can be produced only by the combination of man; but the strength and freedom of each man being the chief instruments of his preservation, how can he pledge them without injuring himself, and without neglecting the cares which he owes to himself? This difficulty, applied to my subject, may be expressed in these terms:

‘To find a form of association which may defend and protect with the whole force of the community the person and property of all its members and by means of which each, coalescing with all, may nevertheless obey only himself, and remain as free as before. Such is the fundamental problem of which the social contract furnishes the solution.’

In short, each giving himself to all, gives himself to nobody...'

We see from this formula that the act of association contains a reciprocal engagement between the public and individuals, and that every individual...is engaged in a double relation...'

...the social pact...includes this engagement...that whoever refuses to obey the general will shall be constrained to do so by the whole body; which means nothing else than that he shall be forced to be free...

Human Equality:

Nature has made men so equal, in the faculties of the body and mind; as that though there be found one man sometimes manifestly stronger in body, or of quicker mind than another, yet when all is reckoned together, the difference between man and man, is not so considerable. . .

For such is the nature of men, that howsoever they may acknowledge many others to be more witty, or more eloquent, or more learned; yet they will hardly believe there be many so wise as themselves. . .

The State of Nature:

From this equality of ability, arises equality of hope in the attaining of our ends. And therefore if any two men desire the same thing, which nevertheless they cannot both enjoy, they become enemies. . .

Hereby it is manifest, that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war, as is of every man, against every man. For ‘war’ consists not in battle only, or the act of fighting, but in a tract of time, wherein the will to contend by battle is sufficiently known.

In such condition there is no place for industry [meaning productive labor, not “industry” in modern sense of factories], because the fruit thereof is uncertain, and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; no commodious building . . . no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and, which is worst of all, continual fear and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.
# People of the Enlightenment - 1600s & 1700s

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>Wrote</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locke</td>
<td>England</td>
<td>Two Treatises on Gov't</td>
<td>- Observation: gov’t exists to “preserve life, liberty, &amp; property”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: people should be sovereign (rule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: monarchs not chosen by God</td>
</tr>
<tr>
<td>Hobbes</td>
<td>England</td>
<td>Leviathan</td>
<td>- Observation: Life without gov’t is “solitary, poor, nasty, brutish, &amp; short.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: Absolute gov’t needed to control evil behavior (not divine right)</td>
</tr>
<tr>
<td>Montesquieu</td>
<td>France</td>
<td>The Spirit of Laws</td>
<td>- Observation: “When the legislature &amp; executive are united in the same person, there is no liberty (freedom)”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: Gov’t must have “Separation of Powers” -- 3 branches</td>
</tr>
<tr>
<td>Rousseau</td>
<td>France</td>
<td>The Social Contract</td>
<td>- Observation: “man is born free, but everywhere he is in chains.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: Gov’t is contract between people &amp; rulers. Gov’t must be what people want.</td>
</tr>
<tr>
<td>Voltaire</td>
<td>France</td>
<td></td>
<td>- Observation: Life is better with liberty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hypothesis: Freedom of speech &amp; religion, separation of church &amp; state</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- “I disapprove of what you say, but I will defend to the death your right to say it.”</td>
</tr>
</tbody>
</table>
The Enlightenment

The new ways of thinking developed during the Scientific Revolution began to extend into other areas of life beyond that of just science. Scholars and philosophers began to re-think the old ideas about religion, economics, and education.

In France, these social critics were known as "Philosophes". For the most part, they were not professional philosophers, but rather self-appointed critics who believed that it was their duty to think critically. These thinkers were optimistic and believed that they lived in an exciting era of great change for humanity.

Five concepts formed the core of their beliefs:

DIRECTIONS: use the pictures to explain what you think each means in your own words

1. Reason-
2. Nature-
3. Happiness-
4. Progress-
5. Liberty-

Hobbes and Locke

The Enlightenment started from key ideas put forth by two English political thinkers of the 1600's, Thomas Hobbes and John Locke. Both men experienced hardships in England early in that century (in the English Civil War) but as a result, they developed very different ideas about government and human nature.

Thomas Hobbes expressed his views in a book called *Leviathan*. The horrors of the English Civil war convinced him that all humans were selfish and wicked.

John Locke wrote his views in a book called *The Two Treatises on Government*. Locke took on a more positive view of human nature. He believed that all people are born with three natural rights- life, liberty, and property.

With a partner, examine the views of Locke and Hobbes and decide who you agree with more.

Why do people join society?

Hobbes

When men live without common power (order in society) to keep them all in order, they are in a condition which is called war... every man against every man. In such conditions, there is fear of danger, violent death, and the life of men is poor, nasty, brutish, and short.

Locke

The reason men enter into society is the preservation of their property; and the reason they make a government is so laws can be made, and rules set, to limit the power of every member of society.

Explain each view of Locke and Hobbes in your own words:

<table>
<thead>
<tr>
<th>Hobbes</th>
<th>Locke</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We agree more with... (include your reason in the box)

The Ideal Government
**Hobbes:** *The Social Contract*

The only way to create a government is to give the power and strength to one man..., men will give up their right of governing oneself to this man. This is more than just giving up their individuality; it is the real unity of them all. This done, so united in one person, is called a commonwealth.

**Locke:** *Protection of the people's Natural Rights*

Whenever the government tries to take away the property of the people, or to reduce them to slavery, they put themselves into a state of war with the people who are then freed from any further obedience. People are right to put the laws in the hands of a government which will protect their rights.

**Explain each view of Locke and Hobbes in your own words:**

<table>
<thead>
<tr>
<th>We agree more with... (include your reason in the box)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobbes</td>
</tr>
</tbody>
</table>

**Discussion:** Who ideas most reflects our government in America today: Hobbes or Locke? Why?

**What would Locke and Hobbes think of us today?**

Look at the different issues below and with your group, decide how Locke and Hobbes would answer the question.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Hobbes</th>
<th>Locke</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Should there be a military draft?</td>
<td><img src="image" alt="I need your skill in a JURD!" /></td>
<td></td>
</tr>
<tr>
<td>2. Should the government censor obscenity and violence in our music and movies?</td>
<td><img src="image" alt="Censored" /></td>
<td></td>
</tr>
<tr>
<td>3. Should the police use any means necessary to prevent crime?</td>
<td><img src="image" alt="Police" /></td>
<td></td>
</tr>
<tr>
<td>4. Should the government eavesdrop on our phone calls, text messages, and email in order to prevent terrorism?</td>
<td><img src="image" alt="Spy" /></td>
<td></td>
</tr>
</tbody>
</table>
1. When did the Age of Reason begin?

2. What technologies allowed people during this age to look “outward” and “inward”?

3. Identify the various changes that occurred during the Renaissance paving the way for the Age of Reason/Enlightenment to take place?

4. Why do many historians point to 1642 as the start of age of reason?

5. List the various achievements of Sir Isaac Newton.

6. Although the Industrial Revolution did not occur well into the 1800s what types of technology were being developed as early as the 1700s?

7. What does the architectural term, “Neo-Classicism”, refer to?

8. What role did the colonies play for the “mother country” What is this system called?

9. Explain how “enlightened” thinkers such as Newton helped contribute to later revolutions such as the one in America?
1. Which enlightenment thinker would most agree with the following statement, "I may not agree with what you say but, I will defend to the death your right to say it"? Also, what right does this individual strongly believe in?

2. Which of the following reflects the chronological order in which these movements began?
   a. Scientific Revolution......Age of Revolutions......Enlightenment
   b. Scientific Revolution......Enlightenment......Age of Revolutions
   c. Enlightenment......Age of Revolutions......Scientific Revolution
   d. American Independence......Scientific Revolution......Age of Revolution

3. The social contract that Thomas Hobbes wrote about was an agreement between or among
   a. nations
   c. God and humanity
   b. the individuals of a society
   d. a society and its government

Matching: Write the letter of the name that matches the description. Not all names will be used.
   a. Voltaire
   b. John Locke
   c. Mary Wollstonecraft
   d. Emile du Chatelet
   e. Montesquieu
   f. Jean Jacques Rousseau

4. In a *Vindication of the Rights of Women*, this political thinker presented an argument for the education of women. She also declared that women should have the same political rights as men.

5. This aristocratic philosophe was devoted to the study of political liberty. In his famous book *On the Spirit of the Laws*, he proposed that separation of powers would keep any individual or group from total control of the government.

6. This philosophe strongly disagreed with other philosophes on a number of matters. For instance, although most philosophes believe that reason, science, and art improve the lives of all people, he argued that civilization corrupts people's natural goodness.

7. This political thinker felt that people are reasonable beings. He supported self-government and argued that the purpose of government is to protect the natural rights of people. If government fails to protect these natural rights, he said, citizens have the right to overthrow it.

8. What were some of the important effects of the Enlightenment? (Write on back)
Writing Exercises: The Enlightenment in Europe I

Answer each of the following questions using complete sentences.

<table>
<thead>
<tr>
<th>Define the Enlightenment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did the Scientific Revolution contribute to the Enlightenment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did the Enlightenment contribute to the development of modern democracies?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Writing Exercises: The Enlightenment in Europe II

Answer each of the following questions using complete sentences.

1. How did Enlightenment ideas threaten the concept of absolute monarchy?

2. What is meant by the term “natural rights”?

3. Describe the enlightened despot.
Impact of Science

As you read Section 2, answer the following questions.

1. To which aspects of society did Europeans of the 1600s and 1700s apply advances made in the scientific revolution?

2. How did European monarchs of the 1600s help scientific inquiry?

3. What did political theorist Thomas Hobbes believe to be the best form of government?

4. What natural rights did political theorist John Locke believe people have?

5. In what books did Hobbes and Locke explain their views of government?
   - Hobbes
   - Locke

6. On what ideas did Thomas Jefferson base much of the Declaration of Independence?

7. What means of determining the guilt or innocence of suspected criminals became obsolete with the application of scientific reasoning to human affairs?

8. What application did Dutch jurist Hugo Grotius see in natural law?

9. What pacifist beliefs did William Penn espouse about political life?

10. Why did Deists often denounce organized religion?
Triumph of Reason

As you read Section 3, complete the sentences below.

1. The period from the late 1600s through the 1700s is known as the _________________.

2. Thinkers of the time saw the universe as a machine maintained by fixed laws, largely due to reading the works of _________________.

3. Sophisticated thinkers, or _________________, expounded their radical views of individual rights in books and essays.

4. Prominent thinkers such as Denis Diderot and Baron de Montesquieu contributed to the _________________, a 28-volume work that presented everything known about science, technology, and history.

5. The biting satires of the Church and the French court written by _________________ resulted in his imprisonment and eventual exile to England.

6. Rulers such as _________________ and _________________ of Austria and _________________ of Prussia attempted to practice some of the new political ideas.

7. Artists, musicians, writers, and architects espoused the classical ideals of ancient _________________ and _________________.

8. Distinguished thinkers who asserted the limitations of reason in governing human affairs included English poet _________________, French philosopher _________________, and German philosopher _________________.

9. The appeal of religion with more feeling than deism fueled religious movements led by _________________, a German, and _________________, an Englishman.
ENLIGHTENED DESPOTS

Directions: Examine the following primary and secondary sources on the Enlightened Despots and answer the guiding questions.

FREDERICK II:

Frederick II (the Great) was king of Prussia from 1740 to 1786, and he stands as one of the greatest of the Enlightened Despots. He was an absolute ruler, but he lived under the principle that he was the "first servant of the state." He consequently did not rule by his own personal whims, but always under the guidance of what was most beneficial for Prussia, and he expected his people to possess the same devotion.

As king, Frederick issued a series of domestic reforms that modernized Prussia and built her up from within. He continued the work of his predecessors to consolidate power by giving the territorial princes a place in the governmental bureaucracy. He established universal religious toleration and granted freedom of the press. He established individual protections against the law by speeding up the legal process, abolishing torture, and making sentences of death legal only with his personal sanction. Prussian judges were educated and the courts gained a reputation as the most honest in Europe. He established the first German law code and enforced general education rules across Prussia. Frederick financed the rebuilding of towns through agricultural reforms and built thousands of miles of roads. Frederick built Prussia into one of the strongest nations in Europe and left a legacy of absolute devotion to the fatherland that continued to shape German history into the 20th century.

Primary Source:

"Rulers should always remind themselves that they are men like the least of their subjects. The sovereign is the foremost judge, general, financier, and minister of his country, not merely for the sake of his prestige. Therefore, he should perform with care the duties connected with these offices. He is merely the principal servant of the State. Hence, he must act with honesty, wisdom, and complete disinterestedness in such a way that he can render an account of his stewardship to the citizens at any moment. Consequently, he is guilty if he wastes the money of the people, the taxes which they have paid, in luxury, pomp and debauchery. He who should improve the morals of the people, be the guardian of the law, and improve their education should not pervert them by his bad example.

Princes, sovereigns, and king have not been given supreme authority in order to live in luxurious self-indulgence and debauchery. They have not been elevated by their fellow-men to enable them to strut about and to insult with their pride the simple-minded, the poor and the suffering. They have not been placed at the head of the State to keep around themselves a crowd of idle loafers whose uselessness drives them towards vice. The sovereign is the representative of his State. He and his people form a single body. Ruler and ruled can be happy only if they are firmly united. The sovereign stands to his people in the same relation in which the head stands to the body. He must use his eyes and his brain for the whole community, and act on its behalf to the common advantage."

1. According to Frederick, what is his role as a monarch? What reforms did he enact?

2. What examples does he give of a flawed or corrupt leader?

3. Frederick declares himself as the "first servant of the state." What does he mean by this?

Catherine II:

On August 21, 1744 Catherine married Peter III, the Grand Duke of Holstein and heir apparent to the Russian throne, in the biggest ceremony ever performed in Europe. Catherine proceeded to "Westernize" Russia. Her reforms went even farther after a failed peasant revolt in 1773 led by Yemelian Pugachev threatened Eastern Russia. As a result, Catherine the Great instituted several drastic reforms within the Russian society. First, she established the Free Economic Society (1765) to encourage
the modernization of agriculture and industry. Second, she encouraged foreign investment in economically underdeveloped areas. Third, Catherine relaxed the censorship law and encouraged education for the nobles and middle class.

Primary Source:

"The Sovereign is absolute; for there is no other Authority but that which centers in his single Person

33. The Laws ought to be so framed, as to secure the Safety of every Citizen as much as possible. The Equality of the Citizens consists in this; that they should all be subject to the same Laws. This Equality requires Institutions so well adapted, as to prevent the Rich from oppressing those who are not so wealthy as themselves. In a State or Assemblage of People that live together in a Community, where there are Laws, Liberty can only consist in doing that which every One ought to do, and not to be constrained to do that which One ought not to do.

123. The Usage of Torture is contrary to all the Dictates of Nature and Reason... That Law, therefore, is highly beneficial to the Community where it is established, which ordains that every Man shall be judged by his Peers and Equals. For when the Fate of a Citizen is in Question, all Prejudices arising from the Difference of Rank or Fortune should be stilled; because they ought to have no Influence between the Judges and the Parties accused.

194. (1.) No Man ought to be looked upon as guilty, before he has received his judicial Sentence; nor can the Laws deprive him of their Protection, before it is proved that he has forfeited all Right to it.

253. And therefore, to shun all Occasions of reducing People to a State of Slavery, except the utmost Necessity should inevitably oblige us to do it."

4. What were three reforms that Catherine II passed in Russia during her reign?

5. Where do you see Enlightenment influence in her new law code?

6. What type of government do you think she favors and why?

JOSEPH II:

Following Maria Theresa's death in 1780, Joseph II reigned in his own right until his death in 1790. The Edict of Tolerance, issued in 1781, granted Protestants almost equal status with Catholics; other decrees lifted restrictions on Jews and opened up communities, trades, and educational opportunities previously barred to them. The reforms created an administrative, fiscal, and judicial bureaucracy directly responsible to the monarch. As the seat of the new centralized institutions, Vienna grew from merely being the sovereign's place of residence to a true political and administrative capital.

Primary Source:

"I determined from the very commencement of my reign to adorn my diadem with the love of my people, to act in the administration of affairs according to just, impartial, and liberal principles; consequently, I granted toleration [in 1781], and removed the yoke which had oppressed the protestants for centuries... nobody shall any longer be exposed to hardships on account of his creed; no man shall be compelled in future to profess the religion of the state if it be contrary to his persuasion....

Tolerance is an effect of that beneficent increase of knowledge which now enlightens Europe and which is owing to philosophy and the efforts of great men; it is a convincing proof of the improvement of the human mind... and which, fortunately for mankind, has now become the highway of monarchs."

7. What were some of the reforms passed under Joseph II?

8. Why can he be considered an Enlightened despot?