Chapter 16
The Enlightenment and the Age of Reason

Before You Read: Predicting
Scan the title of the chapter and the lesson titles. Write three questions you think will be answered in the chapter. One example might be

*Why was this period called the Enlightenment?*

If you find the answer to one of your questions as you read, write it down in your notebook.

Big Ideas About the Enlightenment

**Government** New ideas and beliefs can challenge a government’s authority and lead to change.

In the mid-1500s, the Scientific Revolution began when scientists used reason to question accepted beliefs about nature. In the 1600s, philosophers began to use reason to question old beliefs about aspects of society. This marked the beginning of the Enlightenment, a time that brought great changes to Western civilization.

**Integrated Technology**

**eEdition**
- Interactive Maps
- Interactive Visuals
- Starting with a Story

**INTERNET RESOURCES**
Go to ClassZone.com for
- WebQuest
- Homework Helper
- Research Links
- Internet Activities
- Quizzes
- Maps
- Test Practice
- Current Events

**EUROPE & NORTH AMERICA**

- 1653 Taj Mahal is completed in India.
- 1661 Emperor Kangxi comes to power in China.
- 1689 English Bill of Rights is enacted. (William and Mary)
- 1690 John Locke publishes *Two Treatises of Government.*
- 1690s West African kingdoms grow rich on slave trade.
1722  Safavid dynasty collapses in Persia.

1750s  Enlightenment reaches its height in France. (Voltaire statue)

1762  Catherine the Great begins her reign in Russia.

1773  Ali Bey, ruler of Egypt, is killed by rebels.

1776  American colonies declare independence.

1788  Britain establishes a colony in Australia.

1789  Declaration of the Rights of Man adopted in France.
Background: For centuries, European monarchs ruled with absolute power. They claimed their authority came from God. This was called the divine right of kings. Then, in 1689, England adopted the Bill of Rights. It limited the power of the monarch. But other countries in Europe still had rulers with absolute power.

In the mid-1700s, new ideas about government began sweeping through Europe. As you read the following story, imagine that you are hearing a conversation about life at this time. It was a time, called the Enlightenment, when old ways were questioned but new ways were untried. And sometimes supporting new ideas was dangerous.

*The Social Contract* by Jean Jacques Rousseau
A
ndré is a university student in France in 1762. He is sitting in a
coffeehouse in Paris, talking to a friend. A strong, rich smell of coffee
and a buzz of political conversation reach him from nearby tables.
André and his friend Louis begin talking about a new book called The Social
Contract. It was written by the philosopher Jean Jacques Rousseau (roo•SOH).

Louis attends a Catholic university. He says, “Do you believe it! This
Rousseau is challenging the idea that kings have a God-given right to rule.
Can you imagine a government in which the king’s power is questioned?
Can you imagine France without Louis XV?”

Sunlight streams through the coffeehouse windows, and André feels its
warmth on his back. “But really, it’s an interesting idea,” André replies.
“Don’t you think people have the right to freedom? And if they do, shouldn’t
that right be the same for all people, rich and poor? Why shouldn’t the
people have power to choose a government that protects their rights?”

Louis seems impatient. “Well, even if I agreed, how exactly would that
happen? You can’t just ask the king to stop being king, you know. The
nobility won’t give up their titles just because Rousseau thinks they should.
Are you saying the people should risk their lives to overthrow the king
and the nobility?”

Both suddenly look around. They have heard that the coffeehouse has
royal spies. The spies hope to catch people who threaten the government and
to throw them in jail. André stirs his coffee quietly. He wonders if a political
storm is brewing in France. But he is afraid to say more now.

How might these new ideas change the way
the French want to be governed?

1. **READING: Characterization** What character traits
does André show that might represent the spirit of the
Enlightenment?

2. **WRITING: Persuasion** Imagine that you have grown
up in France in the mid-1700s, governed by an absolute
monarchy. The only society you have known is one of
unequals—noble and commoner, rich and poor. Write a
paragraph explaining how you think you might like to be
governed now that you have learned of Rousseau’s ideas.
MAIN IDEAS

1. Culture  The Enlightenment arose from the belief that reason could help people understand their social and political world.

2. Culture  European philosophers used reason to criticize social and political institutions.

3. Culture  Women used reason to argue in favor of equal rights and helped spread Enlightenment ideas.

TAKING NOTES

Reading Skill: Finding Main Ideas
As you read each section of this lesson, look for essential information about the main ideas. Record the information in a cluster diagram like the one shown below.

Words to Know
Understanding the following words will help you read this lesson:

- consent  permission (page 536)
  The people would not give their consent to a government that treated them unfairly.

- superstition  a belief in magic or chance (page 537)
  Superstition, not reason, guided their behavior.

- hostess  a woman who receives or entertains guests (page 538)
  The hostesses of the salons in Paris were well-mannered, charming, and intelligent.
The Enlightenment

Build on What You Know  Have you ever questioned other people’s ideas or beliefs? Well, that’s what scientists did during the Scientific Revolution. And that’s what philosophers would do during the period known as the Enlightenment.

Beginnings of the Enlightenment  

ESSENTIAL QUESTION  Why did the Enlightenment begin?  

Scientists found new truths about nature by experimenting and using reason. So philosophers began using reason to seek truths about human nature. Because they wanted to enlighten, or shine a light on, this new way of finding out about the world came to be called the Enlightenment. The period also is known as the Age of Reason. The Enlightenment gained so much force in the mid-1700s that it destroyed old beliefs and led to lasting changes in society and government.

Roots of the Enlightenment  The respect for reason can be traced back to the ancient Greeks and Romans. Scholars in these classical cultures gained knowledge through observation, logic, and reasoning. They also believed in the worth of the individual.

As Christianity spread during the Middle Ages, faith became more important than reason. But Christianity did introduce the idea that all people were equal in the eyes of God. Equality became a key feature of Enlightenment thought.

Scholars rediscovered the writings of Greece and Rome during the Renaissance. Once again, a person’s ability to reason and the importance of the individual were valued. Later, the Reformation appeared to approve the right of an individual to challenge the authority of the Catholic Church to put itself between God and a believer.
**John Locke** The English philosopher John Locke set the stage for much of the Enlightenment debate in the late 1600s. Locke did not oppose monarchies. But in his writings, he disagreed with the divine right of kings—the claim that they ruled by the authority of God.

Locke wrote that the power of government came from people, not from God or from a ruler. He believed that people gave their consent to be governed. In return, the government was bound to protect what he called the people’s **natural rights**. People were born, Locke said, with the rights to life, liberty, and property. He argued that people had a right to revolt if a ruler failed to protect these rights.

**REVIEW** What was the Enlightenment, and what were its roots?

### European Philosophers

**2 ESSENTIAL QUESTION** Why did European philosophers use reason to criticize social and political institutions?

Thinkers known as **philosophes** (FIHL•uh•SAHF) which is French for philosophers, began applying the scientific method to social problems. They believed that reason could solve every problem and that society could progress. They challenged old beliefs about power. Both the Church and the absolute monarchs felt threatened. They tried to silence the philosophes. But the philosophes’ ideas could not be contained.
Voltaire  One of the most brilliant French philosophes was François-Marie Arouet. He was better known as Voltaire (vohl•TAIR), the name he used when writing. Voltaire wrote more than 70 books. In them, he spoke out against religious intolerance and against superstition in the Church. Voltaire was jailed at times for his writings and was later forced to live outside France. Still, he would not give up his ideas. He called for freedom of speech and insisted that each person had a right to liberty.

Montesquieu  The Baron de Montesquieu (MAHN•tuh•SKYOO) was another widely read philosoph. Like Locke, he believed liberty was a natural right. Unlike Locke, he opposed absolute monarchs.

Montesquieu also feared that a government could become too powerful. To prevent this, he thought government should be divided into three separate branches. One branch would make the laws. Another would enforce them. A third branch would interpret them. In this way, each branch would keep the others in check. His ideas about the separation of powers became part of the U.S. Constitution.

Rousseau  Another philosoph was Jean Jacques Rousseau. In his book The Social Contract, he argued that democracy was the best form of government. He stated that people should create governments that would both defend individual rights and protect the good of the whole. He thought people should decide by their votes how they were to be governed. Rousseau opposed absolute monarchs. He also opposed titles of nobility, because he believed that all people were created equal. In time, his ideas stirred people to action—even to revolt.

REVIEW  What were some of the important ideas of the philosophes?
Women and the Enlightenment

3 ESSENTIAL QUESTION How did women use reason to argue for equal rights?

The philosophes strongly supported the equality of men. But most held traditional views about women. In fact, Rousseau wrote that “woman was specifically made to please man.” Some women pursued Enlightenment ideas without challenging the men’s traditional views. But other women took up the cause of women’s rights.

Women and Salons Some wealthy and talented women in France hosted social gatherings called salons. The era’s best thinkers and artists participated in the salons. There, men and women discussed and exchanged ideas on an equal basis. For the women present, the salons provided an education that was not available to them anywhere else.

Marie Thérèse Rodet Geoffrin (zhaw•FRAN) was one of the most admired salon hostesses. She knew how to draw out her guests’ best ideas. Voltaire and Montesquieu attended her salons. So did leading painters, musicians, playwrights, and scientists. Most guests were of the nobility, but some were not. Foreign visitors were welcome too, for the ideas they brought.

Often the discussions were later written up and published in newspapers as letters to the general public. In this way, many Enlightenment ideas spread beyond the salons.

Education for Women Most women who worked for women’s rights focused on social issues, especially education. In 1694, the English writer Mary Astell criticized the lack of educational opportunities for women. In America, Judith Sargent Murray wrote

Salons Spread Ideas Madame Geoffrin (front row, third from right) hosted Enlightenment thinkers in her Paris home in the mid-1700s. ▼
in 1784 that women who were deprived of education thought poorly of themselves.

In 1792, Mary Wollstonecraft published *A Vindication of the Rights of Woman*. In this thoughtful essay, she argued that well-educated women would help create enlightened families. She stated that public life would be strengthened by having enlightened families. But few people at the time took her views or those of her predecessors seriously.

**REVIEW** How did women reformers try to improve women’s status?

**Lesson Summary**
- Enlightenment thinkers believed that human reason could lead to an understanding of all aspects of life.
- Philosophes and other thinkers believed that people had natural rights to life, liberty, and property.
- Women used reason to argue for equal rights and help spread Enlightenment ideas by hosting salons.

**Why It Matters Now . . .**
The belief that reason is the key that leads humans to understand their social and political world continues to influence thinking today.

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**Terms & Names**
1. Explain the importance of
   - Enlightenment
   - philosophe
   - natural rights
   - salon

**Using Your Notes**
**Finding Main Ideas** Use your completed diagram to answer the following question:
2. What idea of the Enlightenment do you consider the most important? Why?

**Main Ideas**
3. What beliefs regarding reason gave rise to the Enlightenment?
4. What influence did the philosophes have on the ideas of democracy?
5. How did women participate in the Enlightenment?

**Critical Thinking**
6. **Evaluating Information** What was the strongest influence on the Enlightenment? Explain your answer.
7. **Comparing and Contrasting** How were the ideas of Locke, Montesquieu, and Rousseau similar? How were they different?

**Activity**
**Creating a Poster** Select an idea from each Enlightenment philosopher. Turn each into a phrase that could be written on a poster.
Democracy for Women

Purpose: To learn more about the continuing struggle, begun in the Enlightenment, to extend democratic rights to women

Early women reformers wanted change. They demanded that the fundamental human rights called for by Enlightenment thinkers not be limited just to men. In 1791, Olympe De Gouges, a French writer, declared, “Woman is born free and lives equal to man in her rights.” Since the Enlightenment, women have been calling for and fighting for equal political, economic, and social rights.

Political Rights

▶ Past  Early on, women sought the democratic right to express themselves politically and to be heard by those who governed them. In 1789, women who worked in the markets of Paris marched on the palace of King Louis XVI to protest the high cost of bread.

▶ Present  Today, almost all women can vote. But the struggle for women to win the right to vote, took more than 200 years. In 1994, women in South Africa stood for hours alongside men to cast their ballots in the first all-race election in that country.
Economic Rights

**Past** In the 1700s, most women made clothing, took care of children, and raised crops for their families’ food. They received no pay for this work. It was a contribution to the family income.

**Present** Women make up 40 percent of the world’s labor force and about 45 percent of that in the United States. But opportunities for women are not the same everywhere. Women are more likely to be managers and professionals in developed countries. However, in all parts of the world, most women still earn less than men.

Educational Rights

**Past** For much of history, girls were denied formal education. Boys were taught skills that would enable them to make a living; girls were trained to be mothers and housekeepers. During the Enlightenment, women reformers saw education as a way to gain equality.

**Present** Women make up the majority of students in colleges and graduate schools in the United States. Educational opportunities for females, though—like those for employment—are not the same everywhere in the world.

Activities

1. **TALK ABOUT IT** What are some other rights that women are seeking to expand?

2. **WRITE ABOUT IT** What do you think is the most important right women must have to gain full equality? Write a paragraph explaining your choice.
Lesson 2

MAIN IDEAS

1 Government Inspired by the ideas of the Enlightenment, some European monarchs undertook important reforms.

2 Culture Enlightenment ideas helped spark the American Revolution.

3 Government Enlightenment ideas continued to influence the United States and the world.

TAKING NOTES

Reading Skill: Summarizing

To summarize is to restate a passage in fewer words. After you read Lesson 2, write a sentence or two summarizing each of the three main sections. Use a chart like the one below to record your sentences.

<table>
<thead>
<tr>
<th>Democratic Ideas Develop</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Words to Know

Understanding the following words will help you read this lesson:

outlaw to make unlawful (page 543)

Some European leaders outlawed torture as early as the 18th century.

jolt to surprise or shock suddenly (page 545)

Politicians were jolted by the rebellious attitude of the colonists.

pursuit an act of seeking (page 546)

Their pursuit of equal voting rights was ultimately successful.

alter to make different; change (page 546)

The delegates designed an amendment process that could be used to alter the constitution.
Democratic Ideas Develop

Build on What You Know  As you have read, Enlightenment ideas were sweeping Europe. Some of the most dramatic changes in history would be required to put these ideas into practice.

Enlightened Monarchs Attempt Reforms

1  ESSENTIAL QUESTION  Why did some European monarchs undertake important reforms?

A few European monarchs paid close attention to the political ideas of Enlightenment thinkers. They became enlightened despots. A despot is a ruler who has absolute power; enlightened despots wanted to use their power in a just and enlightened way. Frederick II of Prussia, Joseph II of Austria, and Catherine the Great of Russia were the boldest of these rulers.

Frederick II of Prussia  Frederick II is also known as Frederick the Great. He ruled Prussia (what is now Poland and northern Germany) with absolute power from 1740 until 1786. But Frederick pleased Enlightenment thinkers when he called himself “the first servant of the state” and made several reforms. Frederick broadened religious toleration, made the legal system more just, and allowed greater freedom of the press. He also helped improve education and outlawed torture. But Frederick did not see people as equals. He made no reforms to aid serfs, who were the lowest class in feudal society. Also, while he welcomed Catholics into his Protestant kingdom, he did not help Jews, who were oppressed in most German states.

TERMS & NAMES
enlightened despot  Declaration of Independence
Declaration of the Rights of Man and of the Citizen

Connect to Today
Frederick’s Palace
Sansoucci Palace, completed in 1747 and located in Potsdam, was Frederick’s summer home. ▼
Joseph II of Austria  In contrast to Frederick, Joseph II of Austria made widespread reforms. These reforms were based on the principles of equality and freedom. During his reign, from 1780 to 1790, he abolished serfdom and allowed freedom of the press and freedom of worship, even for Jews.

Like Frederick, Joseph outlawed torture and reformed the justice system. He also abolished the death penalty. No other enlightened despot made such sweeping and widespread changes. But many of these changes were opposed by the nobles and did not last past Joseph’s death.

Catherine the Great of Russia  Catherine II, or Catherine the Great, ruled Russia from 1762 to 1796. She too saw herself as an enlightened ruler. She studied the ideas of the philosophes. Early in her reign, she set guidelines for governing based partly on the ideas of Montesquieu. Catherine also encouraged scientific farming methods and developed Russia’s natural resources. She opened hospitals and schools, including one for girls, and supported the arts.

Catherine also had plans to end serfdom. However, when a serf revolt threatened her rule, she crushed the uprising and changed her views. The revolt convinced Catherine that she needed the support of the nobles to keep her throne. So she gave the nobles absolute power over the serfs.

Vocabulary Strategy  Serfdom means being bound to the land from one generation to the next. The word is formed by adding the suffix -dom, which means “the condition or state of,” to the term serf, a peasant legally bound to live and work on a lord’s estate. Other words using -dom include officialdom, dukedom, and stardom.

How did enlightened despots try to put Enlightenment ideas into practice?
Democracy in America

2 ESSENTIAL QUESTION How did Enlightenment ideas help spark the American Revolution?

On a stormy day in June 1752, Benjamin Franklin was conducting an experiment on lightning and electricity in Philadelphia. He was jolted by a spark from a brass key attached to his kite’s string. In the 1770s, a different kind of spark led to a political jolt whose impact is still felt. Americans revolted against Great Britain and then created a democracy based mainly on Enlightenment ideas.

American Thinkers Many Americans studied the ideas of the Enlightenment. Some, including Benjamin Franklin and Thomas Jefferson, visited Europe. They even exchanged letters with the philosophes. Franklin and Jefferson believed reason was the key to understanding both the natural and the social orders of the world.

Franklin was a creative inventor and scientist, a witty writer, and an experienced publisher and statesman. Jefferson also had wide interests and a firm belief in an individual’s ability to reason. He was a scholar, architect, philosopher, inventor, statesman, and educator. He believed that education was the key to freedom of the mind. Jefferson, like Franklin, helped promote freedom of religion.

Colonial leaders, including Jefferson and Franklin, used Enlightenment ideas about political rights and unjust rule to defend their growing opposition to British rule. In the 1770s, tensions mounted between the colonies and Britain.

Signing the Declaration This painting shows the signing on July 4, 1776. Jefferson is second from the right in the group standing at center.
Revolution and the Declaration of Independence  Conflict erupted when Great Britain tried to tax the colonies. The colonists felt they should not have to pay taxes unless they were represented in Parliament. They felt the British government was not protecting their rights. And it was not allowing representation of their interests.

On July 4, 1776, the colonies declared independence from Britain. Jefferson was the principal author of the Declaration of Independence. He used his understanding of Enlightenment ideas and his great gifts as a writer to explain the colonies’ decision to choose independence.

The declaration begins with an echo of Locke’s belief in natural law and human rights when it states that “all men are created equal.” It also reflects Locke’s thinking when it says that people have the right to form a new government if the old one fails to protect their rights. In addition, the declaration includes a list of violations of the colonists’ rights by the British king. In this way, the declaration builds on the democratic principles of the Magna Carta, the first document to limit the power of the sovereign. (See Chapter 10.)

How does the Declaration of Independence reflect Enlightenment ideas?

The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed\(^1\) by their Creator with certain unalienable\(^2\) Rights, that among these are Life, Liberty and the pursuit of Happiness; that, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government.

\(^1\) endowed: provided.  
\(^2\) unalienable: unable to be taken away.
Spread of Democratic Principles

**ESSENTIAL QUESTION** How did Enlightenment ideas continue to influence the United States and the world?

In 1783, the Americans were the victors in the war that followed their declaration of independence. Soon, they would again draw upon Enlightenment ideas. This time, they would create a lasting government that would guarantee the rights and liberties for which the American Revolution was fought. However, women and African Americans would fight for years to have these rights apply to them.

**Creating the U.S. Constitution** The first government of the United States operated under the Articles of Confederation. But the articles were too weak. In 1787, a convention was called to strengthen the federal government. Some of the nation’s best political thinkers gathered in Philadelphia. They included Franklin, George Washington, and James Madison. They debated for months in sweltering summer heat. Finally, they agreed on the U.S. Constitution. Enlightenment ideas were the basis of many of the Constitution’s principles.

In 1791, a bill of rights was added. It was modeled after the English Bill of Rights of 1689, which guaranteed basic freedoms to English citizens. The U.S. Bill of Rights gave protection to rights such as freedom of speech, religion, and the press. (See chart below.)

The success of the American Revolution and its ideas gave hope to people elsewhere that a better world was possible. It led to other revolutions and to the creation of other democratic governments.

### Development of Democratic Ideas

<table>
<thead>
<tr>
<th>Rights</th>
<th>Magna Carta (1215)</th>
<th>English Bill of Rights (1689)</th>
<th>Declaration of Independence (1776)</th>
<th>Declaration of the Rights of Man . . . (1789)</th>
<th>U.S. Constitution with the Bill of Rights (1791)</th>
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</thead>
<tbody>
<tr>
<td>Religious freedom</td>
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<td>–</td>
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<td>✔</td>
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<tr>
<td>Natural rights</td>
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<td>Free speech</td>
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<tr>
<td>Right to petition government</td>
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<td>Trial by jury</td>
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<td>✔</td>
<td>✔</td>
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<tr>
<td>No taxation without representation</td>
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<tr>
<td>Protection of the law</td>
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See the excerpt from the English Bill of Rights, page R58.
The French Revolution  In 1789, the French rebelled against the oppressive rule of Louis XVI. They created a revolutionary government. It adopted the **Declaration of the Rights of Man and of the Citizen**. This document laid out the rights to “liberty, property, security, and resistance to oppression.” These rights, like those in the U.S. Constitution, would not be given to women without many years of struggle. Still, the democratic ideas that inspired the American and French revolutions spread widely in the decades that followed.

**REVIEW** In what ways did the U.S. government use Enlightenment ideas?

Lesson Summary

- Enlightened despots in Europe tried to make reforms without giving up power.
- Americans used Enlightenment ideas to justify their break from Britain.
- The U.S. government is built on Enlightenment ideas and is a model for other democracies.

**Why It Matters Now . . .**

Even today, Enlightenment ideals influence people around the world who are trying to gain and to protect individual rights and freedoms.

**Terms & Names**

1. Explain the importance of enlightened despot
   *Declaration of Independence*
   *Declaration of the Rights of Man and of the Citizen*

**Using Your Notes**

**Summarizing** Use your completed chart to answer the following question:

2. What was the most important legacy of Enlightenment ideas? Explain.

**Main Ideas**

3. How were Prussia, Austria, and Russia affected by Enlightenment thinkers?
4. How did the Enlightenment thinkers in America influence the shape of modern democracies?
5. How did the United States’ experiment in government affect the spread of democracy?

**Critical Thinking**

6. **Drawing Conclusions** Why might it have been easier for Americans than for the French to be the first to put the Enlightenment ideas into action?
7. **Understanding Effects** What was the effect of the Magna Carta on the English Bill of Rights and the Declaration of Independence?

**Activity**

**Internet Activity** Use the Internet to find out more about a political leader mentioned in this lesson. Then write a brief biography of that person.

**INTERNET KEYWORD** leader’s name
Design a Museum Exhibit

**Goal:** To design a museum exhibit with the title “Democracy Hall of Fame”

**Prepare**

1. Consider that the exhibit should highlight the ideas, documents, persons, and events of the Enlightenment that were important in the spread of democratic ideas during the 1600s and 1700s.

2. Reread the information in this chapter on the development and spread of democratic ideas.

3. Use the Internet or books to research the spread of Enlightenment ideas about democracy.

**Do the Activity**

1. Work with a small group of classmates.

2. Select the ideas, documents, persons, and events that you would like to highlight, such as the philosophes, the English Bill of Rights, the enlightened despots, and the American Revolution.

3. Make a rough sketch of the exhibit layout.

4. Write a one-page description of the exhibit.

**Follow-Up**

How well does the exhibit show how democratic ideas and institutions were influenced by Enlightenment thinking?

**Extension**

Making a Presentation Show your exhibit to the class. Read your description of the elements of democracy that you highlighted in the exhibit.

**Materials & Supplies**

- poster board
- scissors
- construction paper
- markers

Optional: Internet research on the Enlightenment

▲ Thomas Jefferson
Adopting a Bill of Rights

**Background:** In the late 1600s, King James II offended many of his subjects by violating English law. Some members of Parliament then asked James’s daughter Mary and her husband, William of Orange of the Netherlands, to overthrow James and become king and queen. When they arrived in England, James fled. Parliament then drew up a declaration of rights in 1689 to limit the monarch’s power. It contained ideas first mentioned in the Magna Carta in 1215 and later developed during the Enlightenment. These ideas about people’s rights also influenced the American Declaration of Independence and the U.S. Bill of Rights.

**Cast of Characters**

**Narrator**

**Robert:** parliamentary page

**Edmund:** parliamentary page

**John Williamson:** member of Parliament

**Henry Russell:** member of Parliament

**Richard Ashby:** member of Parliament

**Speaker of Parliament**

**Queen Mary:** daughter of James II

**King William:** husband of Mary
Narrator: In early 1689, Parliament met for several weeks to discuss a bill of rights. In a back room of the Parliament building, two 13-year-old pages, Robert and Edmund, sharpen quills for Parliament members to use as pens.

Edmund: This is a long session, that’s for sure. It has been going on for well over a week.

Robert: I hear it is very important.

Edmund: Important? That is what they always say. And nothing much comes of it.

Robert: (seriously) I think they are trying to decide how to run this country now that King James has fled.

Edmund: And good riddance, I say.

(Bell tolls.)

Robert: We must hurry; that bell is for us.

Narrator: Parliament is in session. Members sit in parallel rows of seats. The Speaker sits at the front center of the room. Each member indicates to the Speaker when he wants to talk by half standing. The Speaker then calls the person’s name, giving him permission to speak. Robert and Edmund stand off to the side in case they are needed to carry messages to the members of Parliament.

Speaker: John Williamson.

Williamson: We have decided that the monarch’s claim to have the power to suspend laws or carry out laws without our consent is illegal. But I suggest that the right to raise money is also important. Whoever controls that right controls the means to gain power.

Speaker: Richard Ashby.

Ashby: Yes, indeed, and I would also mention that the power to raise money, when not controlled, often leads to abuses and places burdens on the people. So I propose that the raising of money by the crown without our permission be illegal.

Speaker: Henry Russell.

Russell: Wait, are we not missing an obvious point? The power of the monarch can be limited only if we limit the monarch’s use of an army. I believe that the raising or keeping of a standing army in time of peace ought to be against the law. Unless, of course, Parliament gives its approval.

◀ King James II
Robert: (frowning) I think a standing army is an army that is permanent, one that is kept during both peace and war. Parliament, you see, does not want monarchs to have their own army.

Edmund: Why not?

Robert: They want to limit the monarchs’ power. If the royals do not have an army at their beck and call, they cannot force people to do their will. So they do not get an army unless Parliament agrees to it.

Edmund: But what about this suspending of laws? Do you suppose they are actually going to hang pieces of parchment written with laws from buildings? How are they going to do it? With wires? I guess they want to put them up where everybody can see them. But it’s just not practical.

Robert: (shaking his head) By “suspending,” I think they mean stopping the laws from being enforced. Remember, King James used to do this a lot. Parliament wants to prevent monarchs from stopping the enforcement of laws whenever they like. According to this declaration, monarchs cannot even raise money or taxes without Parliament’s say-so. This helps to keep monarchs from taking too much money from common folks like us.

Edmund: Well, if you ask me, I think the gentlemen in Parliament have lost track of their senses.

Robert: Why is that?

Edmund: (puzzled but with some humor) Will you tell me what’s wrong with keeping a standing army? I’d like to see an army do their job sitting down.
Robert: Well, the gentlemen of Parliament must think William and Mary will accept it.

Edmund: (smugly) If they do, then I am the king of England.

Narrator: On April 11, 1689, King William and Queen Mary attend a ceremony held at Westminster Abbey. Edmund and Robert stand off to the side. An official reads the Declaration of Rights to William and Mary, who are seated. Then he asks if they agree to it. This public ceremony is being held only to make official what the monarchs have already agreed to in private. William and Mary confer briefly.

Mary: William, I think the time has come.

William: Yes, it has. (turning to face officials from Parliament) We thankfully accept what you have offered us.

Robert: (whispering to Edmund) Ha, what do you have to say to that, “your highness?”

Edmund: (with curiosity) I wonder what’s next?

Narrator: Several months later, Parliament included this declaration in a bill of rights that became the foundation of British law.

King William and Queen Mary

Activities

1. TALK ABOUT IT What role did the Magna Carta play in efforts by Parliament in 1689 to limit the monarch’s power in the English Bill of Rights?

2. WRITE ABOUT IT Write a scene in which William and Mary discuss the pros and cons of accepting the Declaration of Rights.
VISUAL SUMMARY

The Enlightenment and the Age of Reason

The Enlightenment

- People apply the scientific approach to all aspects of society.
- Philosophes propose the use of reason to discover truths.
- Thinkers suggest new ideas about individual rights and the role of government.

Spread of Enlightenment Ideas

- Enlightenment ideas sweep across Europe.
- Salons help spread Enlightenment thinking.
- Enlightenment thought inspires women to call for reforms.
- Democratic ideas spread to colonial America.

Democratic Ideas in Action

- Enlightened despots attempt reforms.
- Americans declare independence and create a democracy based on Enlightenment ideas.
- Democratic ideas in the English Bill of Rights become a model for the U.S. Bill of Rights.
- Declaration of the Rights of Man and of the Citizen is adopted during the French Revolution.

TERMS & NAMES

For each item below, write a sentence that explains the connections between the given term and the word philosophes. Be sure both terms appear in your sentence.

1. Enlightenment
2. natural rights
3. salon
4. enlightened despot

MAIN IDEAS

The Enlightenment (pages 534–541)

5. What were the main ideas of the Enlightenment?
6. What are the natural rights with which people are born, according to John Locke?
7. How did Locke, Montesquieu, and Rousseau influence the course of democracy?

Democratic Ideas Develop (pages 542–553)

8. How did enlightened despots try to put the philosophes’ ideas into practice?
9. What influence did the Enlightenment have on the American Revolution?
10. What principles in the Magna Carta were included in the Declaration of Independence?

CRITICAL THINKING  Big Ideas: Government

11. MAKING GENERALIZATIONS  How was the role of the individual viewed in Christianity? What ideas about that role developed during the Renaissance and the Reformation?
12. SUMMARIZING  What changes did Enlightenment thinkers want to make to government?
13. MAKING INFERENCES  How did the Declaration of Independence and the U.S. Constitution develop from the Magna Carta and Enlightenment ideas?
ALTERNATIVE ASSESSMENT

1. WRITING ACTIVITY  Imagine that you were a guest at the salon of Madame Geoffrin. You took part in a discussion of the ideas of Locke and Rousseau. Write a letter thanking her and recording the discussion you had.

2. INTERDISCIPLINARY ACTIVITY—LANGUAGE ARTS  In 1732, the English poet Alexander Pope wrote these lines in his *Essay on Man*:

   Know then thyself, presume not God to scan;
   The proper study of Mankind is Man.

Decide whether these words would or would not be a good slogan for the Enlightenment. Then write a paragraph explaining your decision.

3. STARTING WITH A STORY  Review the answer you gave to the question following the story “Challenging Old Ideas.” Would you change your answer now that you have read the chapter? Explain.

Reading Charts  Use the chart below to answer the questions.

<table>
<thead>
<tr>
<th>Enlightenment Ideas in the U.S. Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locke</td>
</tr>
<tr>
<td>A government’s power comes from the consent of the people.</td>
</tr>
<tr>
<td><em>Preamble begins “We the people of the United States” to establish legitimacy</em></td>
</tr>
<tr>
<td><em>Creates representative government</em></td>
</tr>
<tr>
<td><em>Limits government powers</em></td>
</tr>
<tr>
<td>Montesquieu</td>
</tr>
<tr>
<td>Separation of powers</td>
</tr>
<tr>
<td><em>Federal system of government</em></td>
</tr>
<tr>
<td><em>Powers divided among three branches</em></td>
</tr>
<tr>
<td><em>System of checks and balances</em></td>
</tr>
<tr>
<td>Rousseau</td>
</tr>
<tr>
<td>Direct democracy</td>
</tr>
<tr>
<td><em>Public election of president and Congress</em></td>
</tr>
<tr>
<td>Voltaire</td>
</tr>
<tr>
<td>Free speech, religious toleration</td>
</tr>
<tr>
<td><em>Bill of Rights providing for freedom of speech and religion</em></td>
</tr>
</tbody>
</table>

1. What philosopher’s ideas were most responsible for the three branches of the U.S. government?
   A. Voltaire  
   B. Rousseau  
   C. Montesquieu  
   D. Locke

2. Which of these Enlightenment ideas refers to individual rights?
   A. direct democracy  
   B. free speech and religious expression  
   C. separation of powers  
   D. consent of the people

Technology Activity

4. WRITING A VIDEO SCRIPT  To protect itself from threatening ideas, the French government banned many political writings. Write a scene for a documentary on the French Revolution, showing how the French used coffeehouses to keep up with new ideas.
   - Use the Internet to research French coffeehouses in the 1700s.
   - Compare how people in the 2000s keep up with news, and discuss whether censorship is still a problem.
   - Include a location, narration, and music in the script.

Test Practice

Additional Test Practice, pp. S1–S33
Research Reports: The Roots of Cultural Influence

Purpose: To write a research report on the influence of past cultures on your life

Audience: Your classmates

The year is 1550. A Spaniard sits at his table overlooking his sugar plantation on a Caribbean island. Many cultural influences traveled with this Spaniard when he left Europe for the Americas. For example, he sailed on a ship whose navigation was made possible by centuries of scientific development, tracing back to the Greeks, Chinese, Muslims, and Jews. When he says his prayers at night, he follows a tradition that arose in the Middle East. This Spaniard, like so many people in the world today, has been influenced by a blend of cultures.

Organization & Focus

Your assignment is to write a 500- to 700-word research report explaining how three cultural achievements from the past influence your life. For each achievement, trace how it was developed by the original culture, whether it was changed by other cultures, and how it became part of modern life. Also, explain its importance to you.

Your report should have an introduction that includes a thesis statement telling your main idea, a body of supporting paragraphs to explain and give examples of your main idea, a conclusion that draws meaning from the body, and a bibliography listing your sources.

Choosing a Topic Review this book, looking for cultural achievements that influence life today. The Connect to Today features will be especially helpful. Use the Table of Contents to find them. As you review them, ask yourself which of the featured topics play the biggest role in your life. Choose three, and focus your research on those.

Identifying Purpose and Audience When you see how past events helped shape who you are, you will better understand the importance of history. Your audience is your classmates, and your purpose is to explain to them how modern culture grew out of past achievements.
Some of the best tools to use in your research are the questions you develop to guide you. There are several different kinds of questions you can ask at different stages of your research. The chart below shows some of these questions, organized by category.

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>Looking for Meaning</th>
<th>Finding Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who?</td>
<td>• Why is this important?</td>
<td>• What’s a good example?</td>
</tr>
<tr>
<td>• What?</td>
<td>• Are some things more important than others? Why?</td>
<td>• What information do I need to prove my point?</td>
</tr>
<tr>
<td>• Where?</td>
<td>• What does this mean?</td>
<td>• What background information do I need to know?</td>
</tr>
<tr>
<td>• Why?</td>
<td>• What is this like or unlike?</td>
<td></td>
</tr>
<tr>
<td>• When?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How?</td>
<td></td>
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</tr>
</tbody>
</table>

The most probing questions are those in the middle column. Simply listing facts makes for a dull report. But when you can use a clearly posed research question to draw your own meaning from the facts, you will have something original and useful to say.

**Taking Notes** At the top of each sheet of paper or note card, write one of your research questions. Then look for answers in your sources. Record the relevant information about each source for your bibliography.

**Outlining and Drafting** There are many possible ways to organize your report. Consider discussing the three achievements separately. Decide how to order them, and craft an introduction and a conclusion that link them to a main idea.

**Evaluation & Revision**
Share your first draft with a reader for feedback. Can your reader tell what you were trying to say? If not, your message is not coming through clearly. If your reader is confused by certain parts of your draft, you should make those parts stronger or clearer.

**Self-Check**
Does my research report have
- supporting details drawn from a variety of sources?
- quotation marks to show words I borrowed?
- source credits in the proper form?
- a bibliography in the proper form?

**Publish & Present**
Prepare a final copy of your report. If possible, present your report in class. Compare your choices with those of your classmates and discuss the differences.