

Western Civilization

Mr. L. Smith

Course Overview

Western Civilization is a survey course designed to trace the origins and development of democracy throughout the world. The curriculum investigates alternative political ideologies as they relate to the rise of democracy. The curriculum presents a broad overview of modern historical events including updated challenges facing humanity today.

Units Covered

- Government and Map Unit
- Enlightenment
- French Revolution
- Fall of Napoleon and Congress of Vienna
- Unification and Nationalism
- Industrial Revolution
- Imperialism
- World War I
- Russian Revolution
- Between the Wars & World War II
- Cold War

Skills Emphasized

- Identifying cause & effect
- Making meaningful connections both inside and outside the classroom
- Compare and contrast
- Sequencing
- Time Management
- Writing persuasively
- Evaluating various resources for independent research
- Explain geographic tools and uses
- Thinking critically
- Articulating opinion

Grades

You will EARN your grade by accumulating as many points as possible throughout the marking period. At the end of the 1st, 3rd, 5th, and 7th marking periods you will receive a grade of pass/fail. You will receive a letter grade at the end of each quarter (9 week period).

Grades will be calculated according to a total point system. Your numeric grade will be calculated by dividing the total possible points by the total points earned. Your final grade for this course will be the average of the 8 marking period grades and your

Class Website: <http://teacherweb.com/PA/Haverfordhighschool/Smith>

- Check each night for homework assignments and handouts for all team teachers

grades on the midterm, final exams and portfolio.

Earning your grade

You will earn your grade based on how well you fulfill the following requirements.

- Tests and Quizzes
- Homework/Classwork
- Projects
- Final Portfolio (I will let you know what assignments to include)
 - 1.5 inch binder, dividers w/ pockets
- Classroom Participation (Preparation for class included)
 - All students will need a pencil/pen, notebook with paper (about 2 inch), textbook, and assignment book **everyday**
 - Respect yourself and others
 - Actively participate in classroom/small group discussions and activities

Late work

You are responsible for making up any work that you missed due to an **excused absence** (w/ absence card). When you return, there will be a hanging folder labeled for each day of the week so that you can get the missed work.

In addition, there will be a notebook with each day's topic and homework so that when you return, you can make up the work. Moreover, you will be assigned a homework buddy so that you can contact someone in the class to find out what you missed. Homework assignments can be handed in up to two days late for **AT MOST 70%**. Assignments handed in after the second day will receive a maximum grade of 50%. If you miss a test, **IT IS YOUR RESPONSIBILITY TO COME SEE ME TO MAKE IT UP**. Projects, essays, and presentations will lose one letter grade for each day late.

Materials Needed for Class

- Notebook (3 ring) w/ paper
- Hole puncher (3 ring) ***optional--I will try and hole punch as many papers as possible prior to handing out
- Notecards (3 -5 packs) for vocabulary words
- Pencil/pen-everyday!
- Highlighter (I will let you know when to bring in)
- Colored Pencils/Markers (I will let you know when to bring in)
- Textbook (Used daily)--If we will not use it, I will let you know the day before
- Assignment Book (Daily)

Student: I have read and understand the information presented in this course overview Michael Plasmeier

Parent/Guardian: I have read and understand the information presented in this course overview A. L.

*****If you need help please ask, I am always here to help. I am in room 214 at the end of the day, just let me know you are coming. My email address is: lsmith@havsd.net and my phone number is (610)

Michael Plasmeier
Smith
Western Civ 9H
9/12/05

Where would we
go + why

Think-Pair-Share-Show

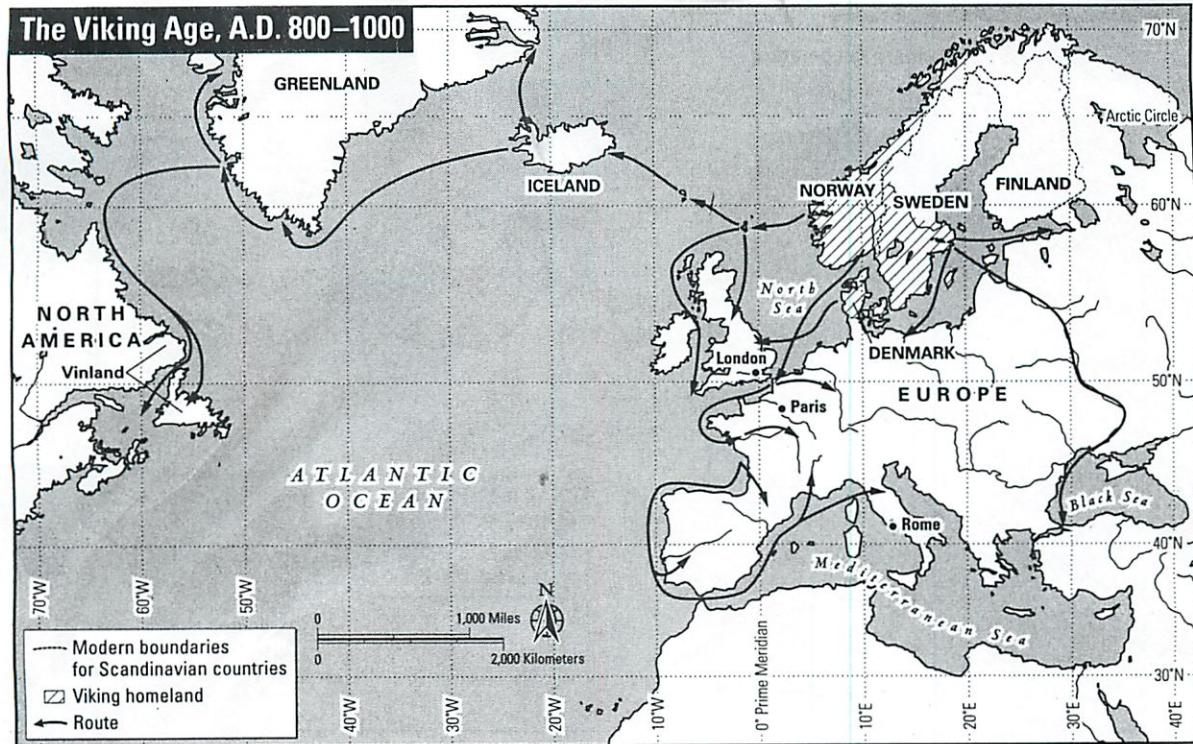
- Dubai, UAE - It is in the middle of, a construction boom. It is "buying" its place on the map - with all of these neat things and attractions, Americans don't regularly go here or the Middle East.
- Disney World, Orlando, Again - It has been a while since I was there last, they have amazing themes and attractions, some of which I was too afraid to go last time.
- Japan - You never hear anything about them, probably because of the different writing style. They are a major force of the world economy and innovation and also a place Americans don't go on vacation.
- UK - Great History
- South Africa - British Influence - What did it leave
- Sydney; Australia - seems good

Interpreting Lines, Labels, and Symbols

Maps show more than just size and direction. They also define borders of cities, regions, states, and countries. They can be used to depict historical events, to demonstrate how geography has influenced history, and to illustrate human interaction with the environment.

Such information found on a map comes from a reading of its various lines, labels, and symbols. Lines of various width indicate land boundaries,

types of roads and waterways, and routes of movement. Labels are words on a map that identify such things as cities, states, countries, continents, and bodies of water. Symbols are decorative objects such as large circles, dots, stars, and bursts used to identify an area's special features—cities, battle sites, resources, and the like. Study the map below and answer the questions.



1. Vikings came from a region of four present-day countries north of Europe called Scandinavia. Which one, identified on the map, was not a point of origin for Vikings? Finland

2. Which of the cities on the map is farthest from the Vikings' homeland? Rome

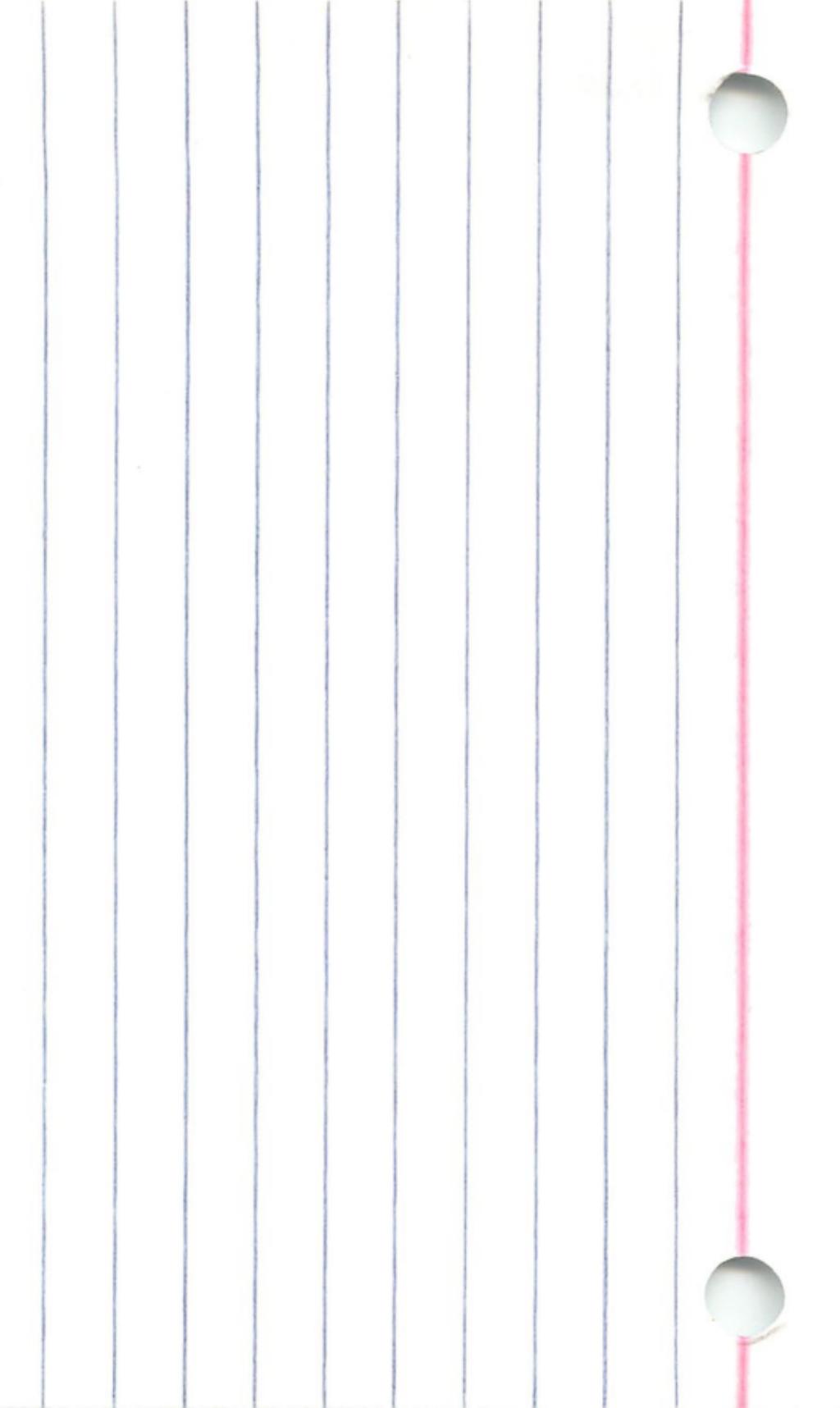
3. What direction did the Vikings go to reach Greenland? West + North

4. What is the region of North America where the Vikings landed? Vinland (Present-day la...

5. The Arctic Circle runs just south, north, east, or west of Iceland? North

Record
History Timeline

Removed for
Portfolio



Michael Plasmeier
Smith

Western Civ. 9H

14 Sept 2005

Revision B

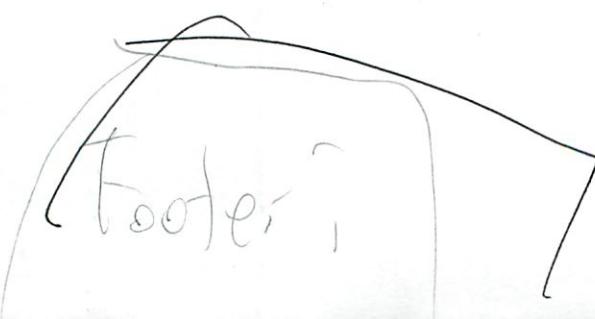
Michael's Life Timeline

14 Apr 1991 – My Birth at Lankenau Hospital - This had the biggest impact on my life ^{more} than anything, because it started it. It was very important to me because without it, there would be no rest of this timeline. It also affected me ^{greatly} because of the above reason. I was born at 4:33 AM and weighed 7 lbs, 7 ounces. I was 21.25 inches long at birth.

30 Aug 1991 – My First Tooth – This was day my first tooth appeared in my mouth. It was on the bottom right center. This is an important milestone in a baby's development. My ^{5th} second tooth appeared next to it, one day later. Having teeth is important to chew your food into smaller pieces to swallow. The first baby tooth is the beginning of being able to chew ^{your} food.

2 March 1992 – My First Steps – Just as your first tooth is the first step to being able to eat, your first steps are the beginning to being able to walk. These milestones are again, very important to any baby. Being able to walk upright is something few animals can, it is very important that humans are able to walk. The first steps are the beginning to ^{a life of} ~~waking up right~~.

11 Sept 2001 - A ~~day~~ the ~~changed~~ America – Just as we were talking about in class, September 11th had and is still having a massive effect in the country ^{where} I live. Security is so much tighter and we are spending billions of dollars in a foreign country creating more terrorists¹. More people are angry at the government and caused such a fierce battle at



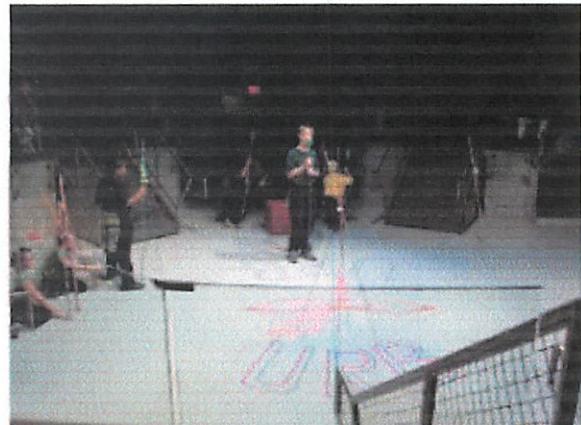
election times. Still the after-effects are still visible, especially if the new (because of Iraq) terrorists attack again in the USA.

18 June 2002 – 5th Grade Graduation – This event was important for me because I graduate from Manoa Elementary. I was there for 6 years of my life. After this it was my time to start Middle School and move on to a whole new school with new opportunity and friends. This was a major milestone in my education.



6 Dec 2002 – *Still Tickin'* – This was my first foray into acting. This was my first real stage-show musical and led the way for 3 summer camps and 3 more shows with more to come. I was the lead girl's father with the closing ten lines. I was also in the chorus, and I helped out with stage crew. This was also my first time in technical theater, which is a path I will consider following far into the future.

29 July 2004 - *We the Insects* at NCC – This is a show that I am real proud of. I played the role of head beetle in the show that our summer camp of 70 kids made up. It was also my last year in People's Light Youth Summerstage. For one night, we traveled to the National Constitution Center and preformed our show in the round Kimmel Theater in the middle. I traveled with the stage manager and helped set up the show. I also made up the name and logo.



25 Dec 2004 – Got my Laptop – This Christmas was very special to me because I bought myself a laptop. (I am typing this on it now) This is very special to me because I love

also very proud because I

computers. I can ~~no~~^{now} do my work alone in my room with no one else wanting to share my computer. It is a Dell 600m and it is all my own. *to do whatever I want with it*

22 Apr 2005 – *Wonderland!* – This was the 6th grade show when I was in 8th grade. It is important to me because it is the *helped produce and stage manage* *It also got me* first show I stage managed and further got me interested in Technical Theater. I also convinced me with which after-school activity to do in the High School. It was a lot of fun as were all shows because of the months of hard work, preparation, and paperwork leading up to the shows.



6 Sept 2005 – First Day of High School – This started yet another part of my education. I am finally in High School, no longer a middle school-er. This is the time when I get to pick my classes and what I will do with my life. *There are so many* *of the first day* *to* hard to pick. I think I am ready for it to start in earnest and complete the final leg of the great *journey.*



Wed

Western Civilization

Personal History Timeline

Mr. Smith

Objective: To create a timeline of your own history from birth until now. This will allow everyone to get to know one another and learn the highlights of your life. You will also see that YOU are a part of history.

Procedure:

- 1.) Make a rough list of information you would like to include - your list should include at least 20 events.
- 2.) Select 10 pivotal events from that list that have shaped your life and include them on the timeline.
- 3.) Create a timeline of these events. You have complete creative freedom, so have fun! This will be placed in the classroom so make it good! You can include pictures and illustrations. **Follow format listed below!**
- 4.) Write a one paragraph annotation (paragraphs contain 5-7 sentences) for each of the ten events.
 - Within the paragraph, you should explain what each event was, why you included it and/or the impact it had on your life.
- 5.) Be prepared to share your timeline with a small group in class.

Format:

- 1.) You must use 8.5" X 11" paper (UNLINED ONLY), if you need more than 1 page, use two sheets to form a booklet.
- 2.) You must include 10 events with a MINIMUM of 5 pictures or illustrations. For each event you must EXPLAIN WHY you included it, WHY is it important to you and HOW did it affect you?
- 3.) Annotations should be typed (if you cannot do this at home make time for the library) in 12pt, Times New Roman Font and 2 PAGES in length. BE SURE TO PROOFREAD!

Rubric:

Timeline:	Title	____/2
	10 events	____/10
	Presentation	____/4

Essay:	Required info on events- complete sentences are used to provide a clear explanation and purpose of each event included.	____/20
	Spelling and Punctuation	____/4

Total:	____/40
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Personal History Timeline

Brainstorm

9/2

1 Birth 4/14/92 4-33 AM Lankenau - Brynwood PA

2 1st steps 5/2/92 7 lbs 7 oz 21 1/4 in

3 Laptop 12/25/04

4 Nursery School
~~1st Words~~

5 Kindergarten

6 5th Grade Graduation June 18, 2002

~~7 1st day Middle School~~

~~8 8th Grade Graduation~~

9 1st day High School 9/6/05

~~10 11th Grade Graduation - High School Grad~~

11 1st tooth 8/30/91

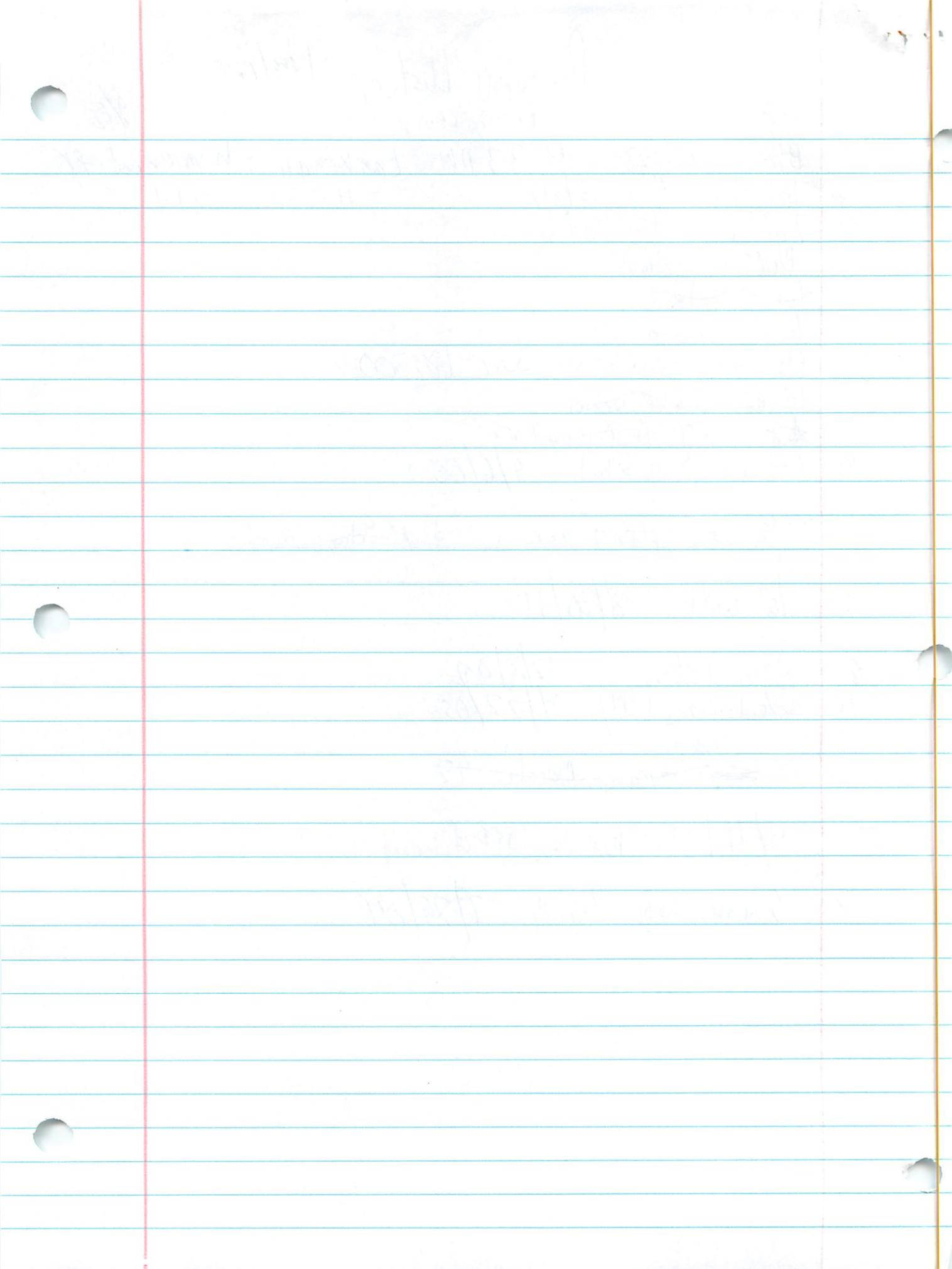
12 Still Ticken 12/6/02

13 Wonderland (SM) 4/22/05

~~14 Art Camp~~
~~15 Germany~~ March 7, 92

16 9/11/01 - Big day, affect world

17 Summer stage 14 month 7/29/04



Names: Michael Plasmire, Dan, DJ

Teacher's Name: Smith
Class: Western Civ 9th 4A
Date: 16 Sept 2005

Create a Sustainable Society

"A sustainable way of life is one in which human needs are met without diminishing the ability of other people, wild species, or future generations to survive."

oceanlink.island.net/biodiv-web/glossary.htm

"Able to maintain or stay in existence over a period of time; a sustainable population is one that is able to maintain a healthy number of individuals year after year."

www.kentuckyawake.org/templates/glossary/

Goal: Your goal as a group is to create a *sustainable* society. You have only the materials and knowledge that you brought to class with you today. As a group, your challenge is to create a rulebook for the society. The rulebook must be approved and signed by all members of the group.

A. Create a name for your society. _____

B. Create 5 rules that you feel will be MOST important to a sustainable society.

- 1.) If you cut down a tree, must build now one.
- 2.) No killing other humans.
- 3.) 3 members have power, ^{to change rules} elected every year.
- 4.) Must be 13 to vote
- 5.) No polluting water or air

C. Devise a system to create more rules in the future when need arises.

Explain that system in detail.

Rule #3

3 members + 51% of public must agree



D. How will you deal with someone if it is believed that he/she broke a rule? Explain how to settle disputes in detail.

3 leaders - each person gets 30 min to present case
come up w/ decision

Term. Have trial w/ Judge Jury which are selected as above

E. How will you choose the leader of the society? Are there limits on amount of time in power?

See #3

F. How will your group handle the distribution of food, wealth, and shelter? Be specific in your explanation.

~~Free market~~

No free market - Everyone for itself

Term ~~Comission~~ - Am't of work in the determine cost to spend

G. List three things not already mentioned in the instructions that you feel are important to the continued survival of your group. Provide a rationale (reason) for your choices.

1.)

2.)

3.)

Group signatures:

~~I do not consent~~ - plz

Michael Plamondon

Smith

western Civ 9H 81A

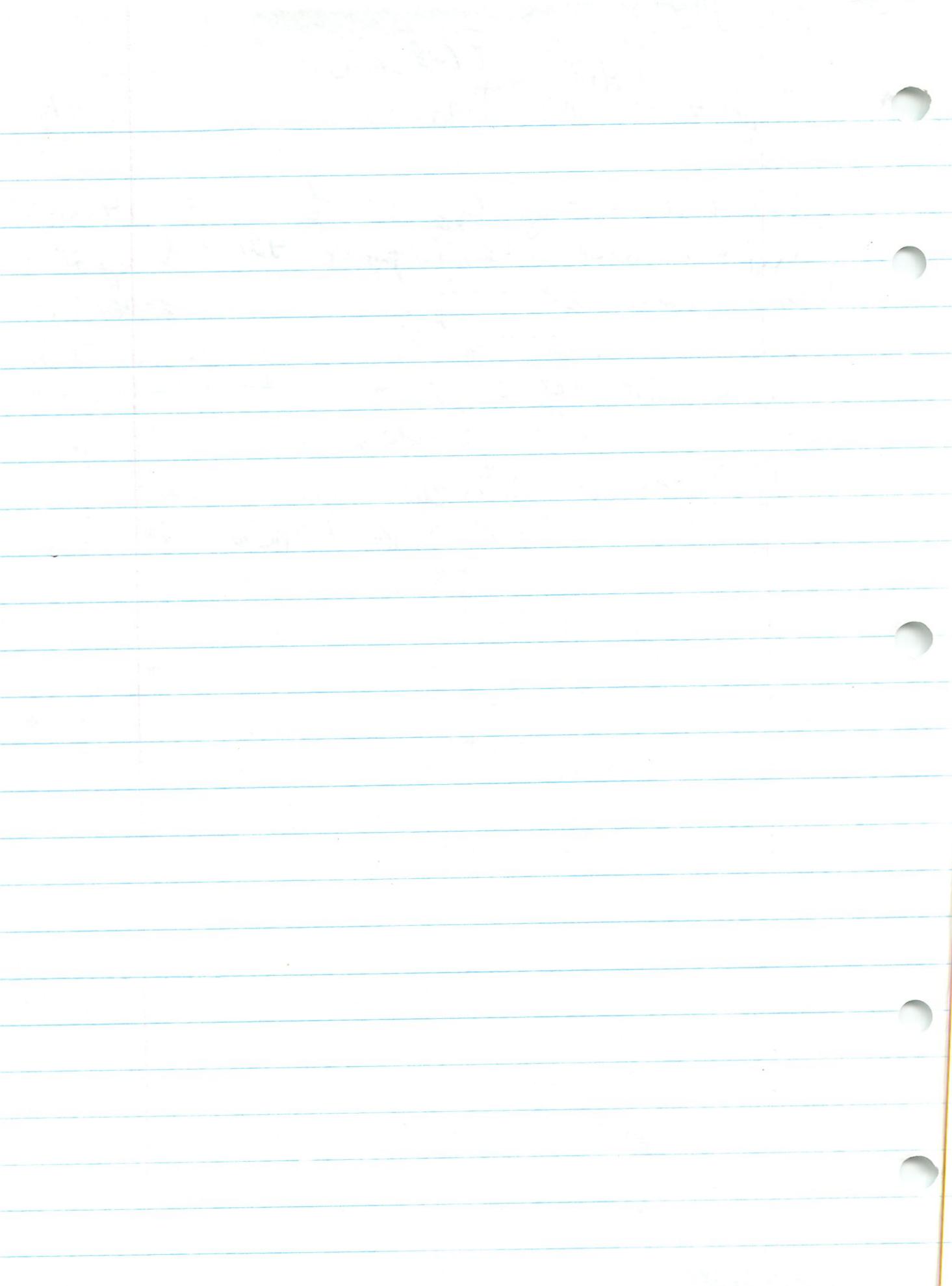
16 Sept 2005

Preewitko

Reefed Island Act

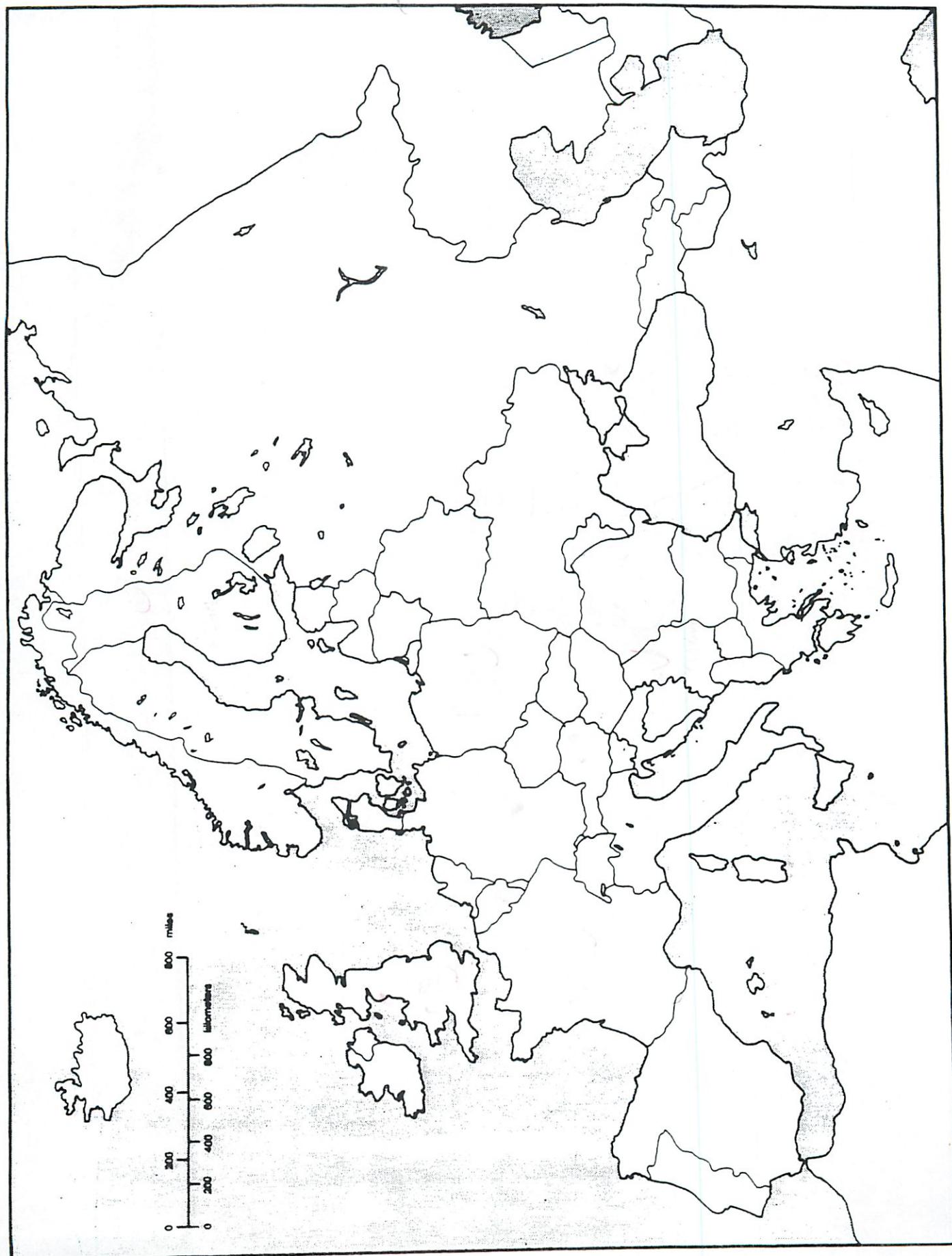
9/16

It was very hard to get everyone agree, it went good till I got a tisshoe and the other members voted me out (except by power) then I split off and they didn't always agree with me. Part of it was I would always say what if... but.. they didn't like it.



EUROPE

Peatice



Poland Warsaw ✓

France Paris ✓

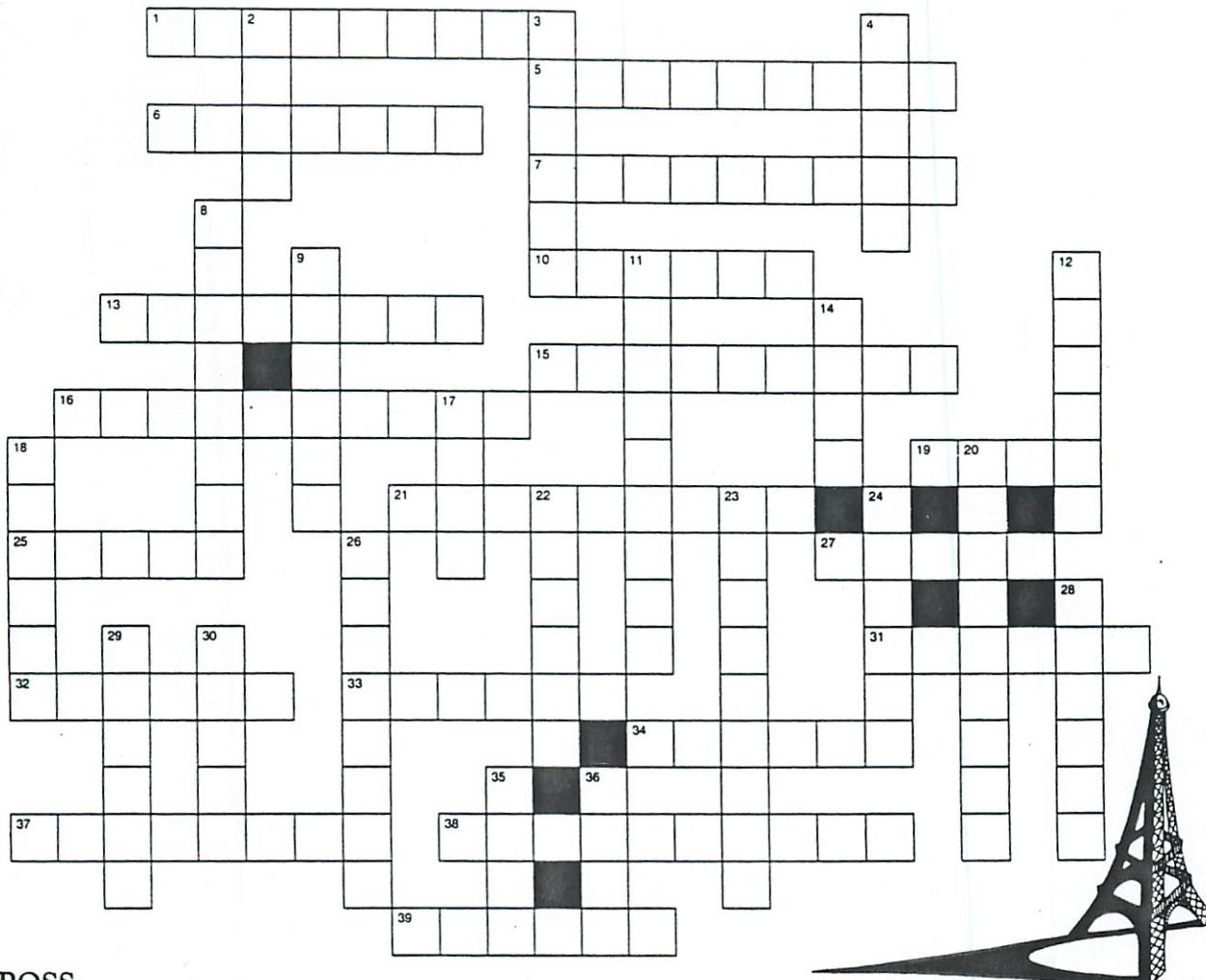
Finland ~~Rovaniemi~~ Helsinki

Great Britain London ✓

Yugoslavia ~~Belgrade~~ Belgrade

Name _____ Date _____

92. CAPITAL CITIES OF THE WORLD—EUROPE



ACROSS:

1. Capital of Sweden
5. Capital of the Netherlands
6. Capital of Northern Ireland
7. Capital of Iceland
10. Capital of Ireland
13. Capital of Finland
15. Capital of Romania
16. Capital of Luxembourg
19. Capital of Switzerland
21. Capital of Holland
25. Capital of Bulgaria
27. Capital of Bulgaria
31. Capital of Ireland
32. Capital of Poland
33. Capital of Greece
34. Capital of Germany
37. Capital of Belgium
38. Capital of Denmark
39. Capital of Austria

DOWN:

2. Capital of Norway
3. Capital of Spain
4. Capital of France
8. Capital of Malta
9. Capital of Portugal
11. Capital of Romania
12. Capital of Austria
14. Capital of Switzerland
17. Capital of Italy
18. Capital of Russia
20. Capital of Scotland
22. Capital of Albania
23. Capital of the Netherlands
24. Capital of Great Britain
26. Capital of Hungary
28. Capital of Portugal
29. Capital of the Czech Republic
30. Capital of France
35. Capital of Italy
36. Capital of Switzerland

Michael Plasmeier

Smith

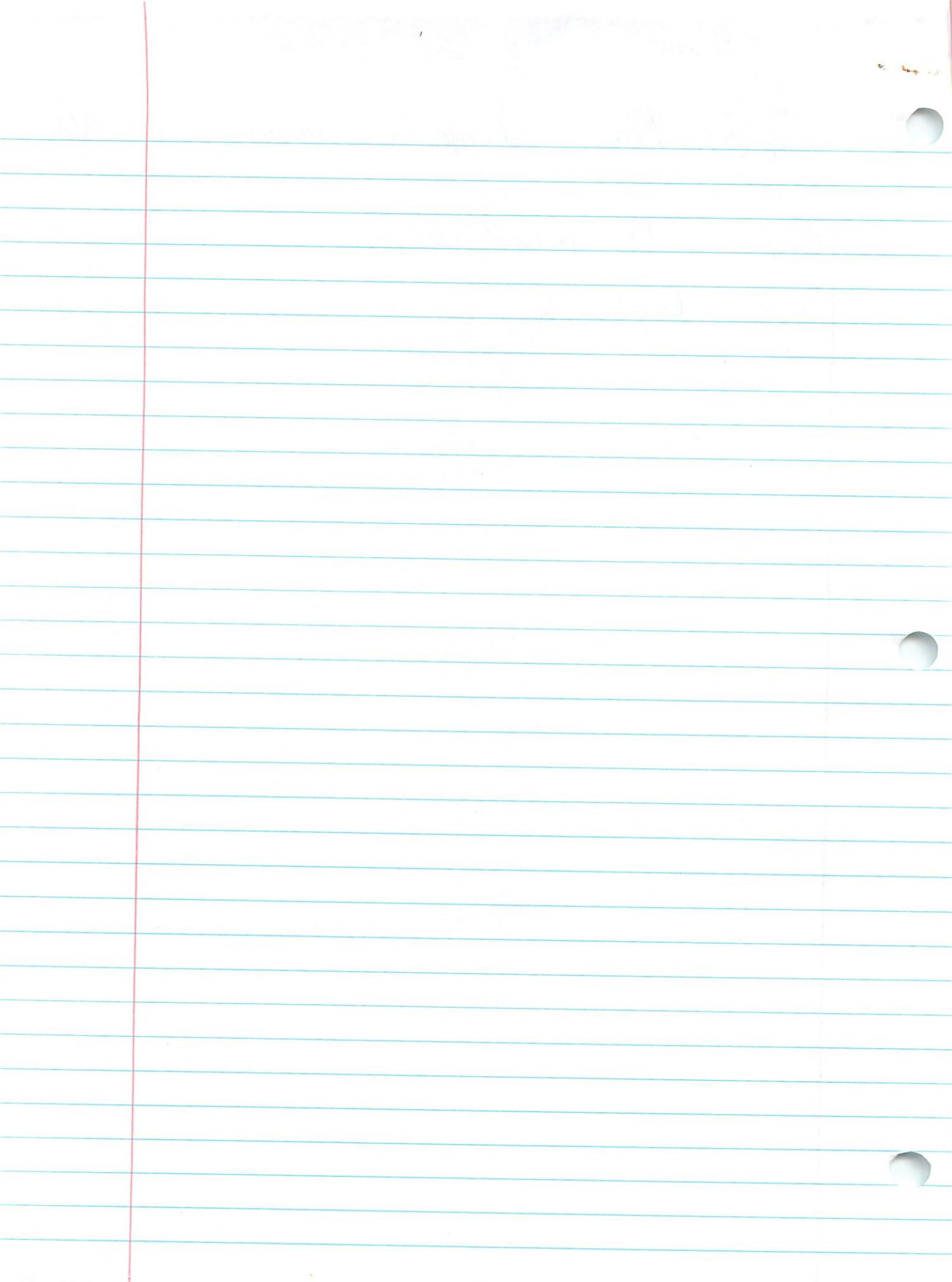
Western Civ

26 Sept 2005 Map of Europe Quiz Corrections

9/26

18. Bosnia and Herzegovina - Sarajevo

7. Iceland, Reykjavik



Name: Michael Blasmeier
Teacher's Name: Smith
Class: Western Civ
Date: 9/27/05

-0

40
40

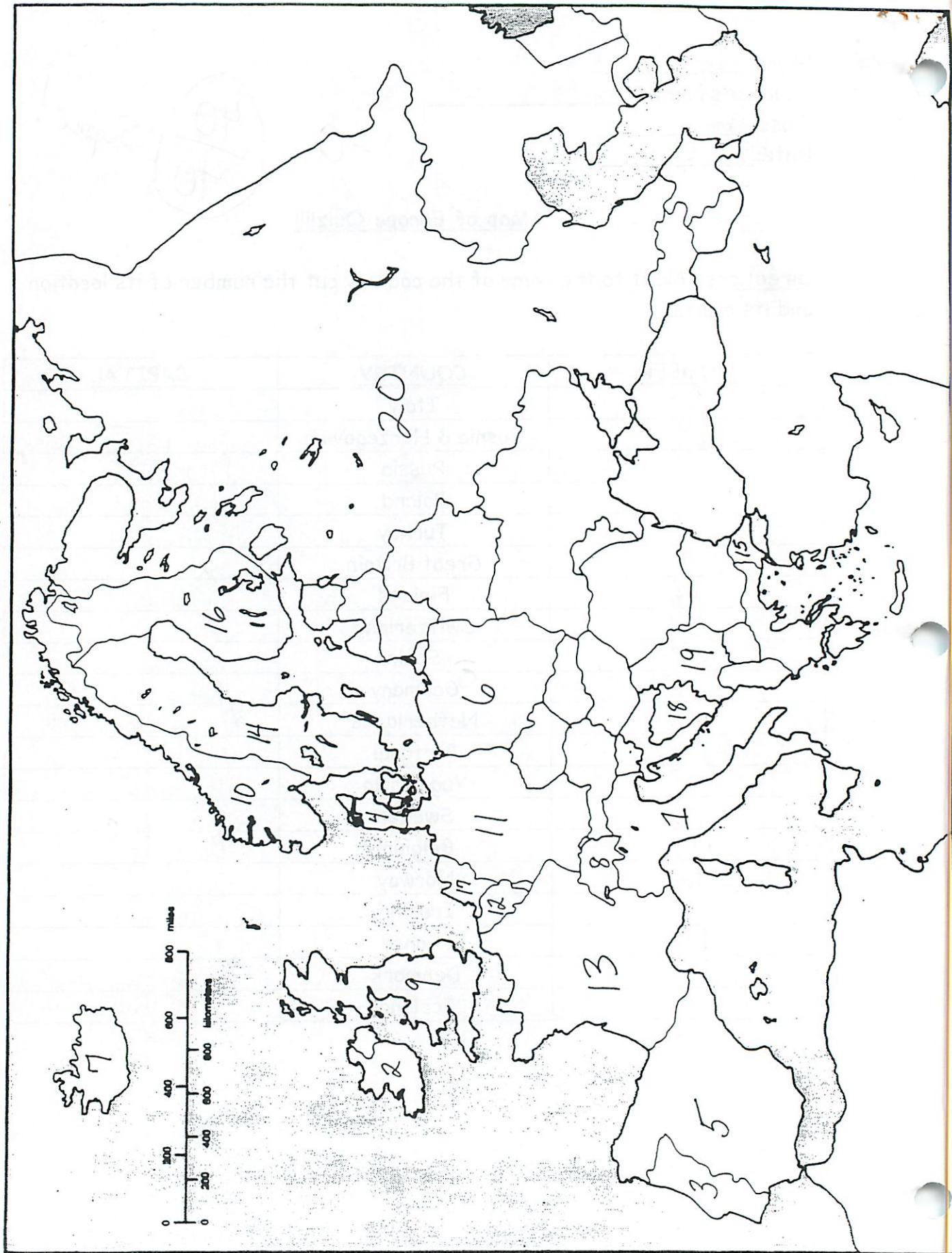
Super!

Map of Europe Quiz!!!!

Directions: Next to the name of the country put the number of its location and its capital.

<u>NUMBER</u>	<u>COUNTRY</u>	<u>CAPITAL</u>
1	Italy	Rome
18	Bosnia & Herzegovina	Sarajevo <small>check spelling</small>
28	Russia	Moscow
6	Poland	Warsaw
15	Turkey	Istanbul
9	Great Britain	London
16	Finland	Helsinki
8	Switzerland	Bern
5	Spain	Madrid
11	Germany	Berlin
17	Netherlands	Amsterdam
3	Portugal	Lisbon
19	Yugoslavia	Belgrade
14	Sweden	Stockholm
12	Belgium	Brussels
10	Norway	Oslo
2	Ireland	Dublin
13	France	Paris
4	Denmark	Copenhagen
7	Iceland	Reykjavik <small>check spelling</small>

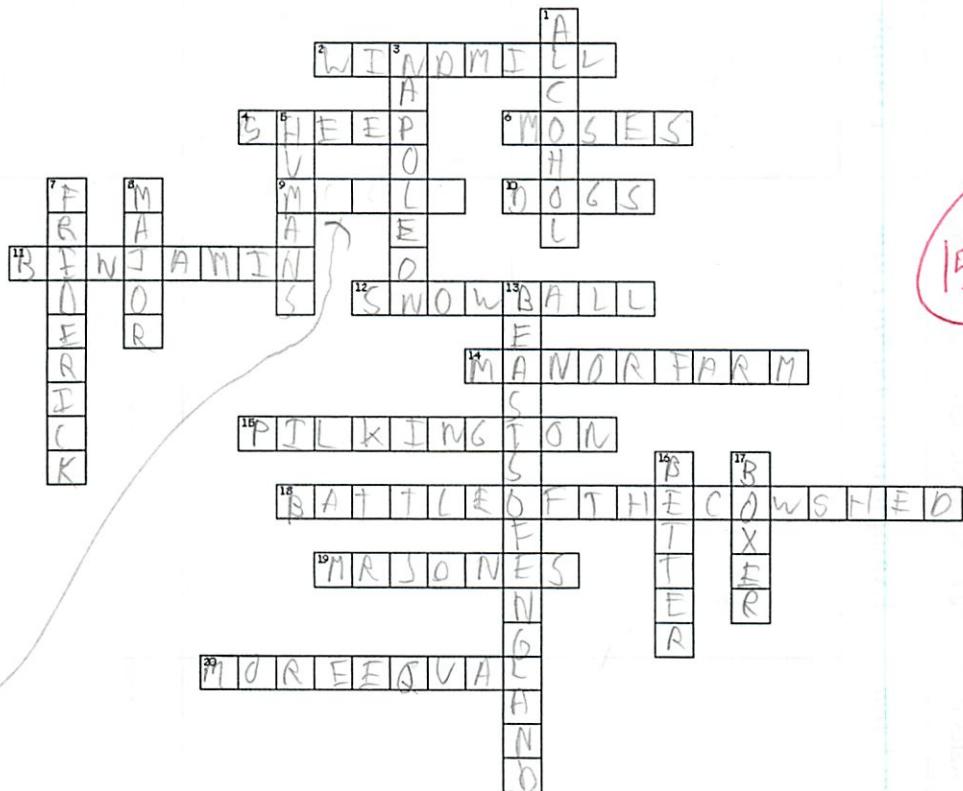
EUROPE





Assignment: After reading *Animal Farm* and completing the summer reading packet, use the following puzzle to review the characters and the main events of the novel. Answers may be used more than once.

Crossword Puzzle: Let's Review George Orwell's *Animal Farm*



Across

2. originally Snowball's idea but becomes Napoleon's project after Snowball is chased away
4. always bleating: "four legs good, two legs bad"; not very smart; go along with what the pigs tell them
6. tells animals about SugarCandy mountain
9. went with anyone who gave her what she wanted; loved her beauty
10. this animal makes up the private army that killed or intimidated any opponent of Napoleon
11. thinks "nothing ever changes"; is suspicious of the revolution
12. young, smart, one of the leaders of the revolution; chased off of Animal Farm
14. the name of the farm at the beginning and end of the novel
15. owner of Foxwood Farm
18. the first battle of the novel
19. the original owner of Manor Farm; not a very good master
20. "All animals are equal, but some animals are _____ than others"

Down

1. the reason that Jones lost the farm and what the pigs are abusing at the end of the novel
3. his ambition is for power; he is cruel, selfish and corrupt
5. the pigs resemble _____ at the end of the novel
7. tricked Napoleon with fake bank notes and began the Battle of the Windmill
8. dies before the revolution
13. the patriotic song of Animal Farm
16. at the end of the novel, the sheep are bleeting "four legs good, two legs _____"
17. gives his complete devotion to Napoleon, but is betrayed and sold

Assignment: Read the following definitions, then cite an example of each type of government in *Animal Farm*.

Government: an institution through which society makes and enforces its public policies (laws); this includes the mechanism and the personnel. Government exercises control over the state.

State: a body of people living in a defined territory that is politically organized with the power to make and enforce laws without the consent of a higher authority (examples: United States of America, China, Mexico, France, Egypt).



Type of Government	Example from <i>Animal Farm</i>	Example from <i>Animal Farm</i>	Example from <i>Animal Farm</i>
Communism: A system of government in which the state controls the <i>economic</i> and <i>social life</i> of the society as well as the <i>political</i> ; the goal is to <i>remove</i> the need for government in society.	In the beginning, all the animals worked equally and had a vote in gov which also ruled on social life.	Squeaker gives misinformation representing Communist governments use of media control + twisting info.	Mr. Jones controlled the social + economic life and wanted to remove government from his farm
Totalitarianism: The belief that the government should control <i>individual</i> and <i>group</i> behavior, that the needs of the state outweigh those of the individual and that all should work for the common goals of the state.	Napolean forces all the animals to work (with whips) for the good of the farm	Napolean makes the animals work on the windmill	Napolean controls all information given through Squeaker; twisting the facts for "The good of the farm"
Dictatorship: A form of government in which absolute authority is held by an <i>individual</i> or <i>small group of individuals</i> ; the power is usually gained by force.	Napolean + the pigs control everything on the farm	Jones controlled everything on the farm before he was kicked out	Napolean decides the fate of Boxer.

Michael Plesner

List of forms of government

From Wikipedia, the free encyclopedia.

This article lists forms of government and political systems, according to a series of different ways of categorising them. The systems listed are of course not mutually exclusive, and often have overlapping definitions (for example autocracy, despotism, totalitarianism and tyranny).

Contents

- 1 Alphabetical list with hierarchy
- 2 By approach to regional autonomy
- 3 By political franchise
- 4 According to Weber's tripartite classification of authority
- 5 According to an etymologist approach
- 6 See also

Alphabetical list with hierarchy

The following list groups major political systems (recognized by political science) in alphabetical order. The various subtype political systems are listed below the main system of government.

- Anarchism (perhaps better defined as a system of *non-government*)
 - Anarcho-communism
 - Anarcho-capitalism
 - Eco-anarchism
 - Anarcho-socialism
- Authoritarianism
 - Police state
 - Corporate police state
 - Single-party state
 - Communist states (their relationship with the communist movement is disputed)
 - Fascism
 - Totalitarianism
- Autocracy
 - Absolutism
 - Despotism
 - Enlightened Despotism, and the modern equivalent *Benevolent Dictatorship*
 - Dictatorship (not all dictatorships are autocracies)
 - Military Junta
 - Monarchy
 - Absolute monarchy
 - Constitutional monarchy
 - Despotate
 - Duchy
 - Grand Duchy
 - Elective monarchy
 - Emirate
 - Hereditary monarchy
 - Popular monarchy
 - Principality
 - New Monarchs

- Self-proclaimed monarchy
- Viceroyalty
- Patriarchy
- Patrimonialism
- Tyranny
- Democracy
 - Deliberative democracy
 - Direct democracy
 - Participatory democracy
 - Representative democracy
 - Westminster system
 - Parliamentary system
 - Consensus government
 - Presidential system (*Congressional system*)
 - Semi-presidential system
 - Social democracy (also a political movement)
- Oligarchy (*note: the various oligarchies have never totally identified themselves as such*)
 - Aristocracy
 - Corporatism
 - Gerontocracy
 - Kleptocracy
 - Meritocracy
 - Plutocracy
 - Technocracy
- Republic
 - Federal Republic
 - Constitutional Republic
 - Commonwealth
 - Socialist republic
- Theocracy (Hierocracy)
 - Caliphate
 - Holy See
 - Islamic Republic
 - Sultanate
- Tribalism

By approach to regional autonomy

This list focuses on differing approaches that political systems take to the distribution of sovereignty, and the autonomy of regions within the state.

- Sovereignty located exclusively at the centre
 - Empire
 - Unitary state
- Sovereignty located at the centre and in peripheral areas
 - Federation and Federal republic
 - Confederation
 - Supranational union

By political franchise

This list shows a division based on differences in political franchise (*suffrage*).

- rule by all

- Self-proclaimed monarchy
- Viceroyalty
- Patriarchy
- Patrimonialism
- Tyranny
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By political franchise

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- rule by all

- anarchy
- rule by majority
 - democracy
- rule by minority
 - oligarchy
- rule by one
 - autocracy

According to Weber's tripartite classification of authority

Max Weber in his tripartite classification of authority distinguished three ideal types of political leadership, domination and authority:

- charismatic domination (familial and religious)
- traditional domination (patriarchs, patrimonialism, feudalism)
- legal domination (modern law and state, bureaucracy)

According to an etymologist approach

Finally, the list below present an etymologist's approach to forms of government: the following are real, possible or imaginary forms of government, all made different by the prefix and suffix combination. Nearly all use one of two suffixes: -archy meaning "leadership" (eg. anarchy - no leadership), and -cacy suffix from Greek "kratos" and means "strength" and "power" (e.g., democracy - people's power). The major exception is the Republic, which is derived from the Latin *res publicae*, which means "the public matter" or, more literally, "the thing of the people", i.e. socio-political affairs. For various extant terms, an example or annotation is juxtaposed.

- **adhocracy** government in an unstructured fashion; an unstructured organization
- **anarchy** absence of government
- **andrarchy/androcracy** government by men
- **aristocracy** government by the nobility (aristo="the best")
- **autarchy** government by an absolute ruler
- **autocracy** government by one individual, autarchy
- **bureaucracy** government by civil servants; also the civil servants themselves
- **confederacy** a union of sovereign states
- **corpocracy** government by corporations (industry)
- **demarchy** government by the people by lot
- **democracy** government by the people, either direct (through referendum or popular assembly) or via elections (representative form)
- **ethnocracy** government by a particular ethnic group
- **geniocracy** government by those of a high average intelligence
- **gerontocracy** government by the aged - see the Spartan gerousia
- **gynarchy** government by women
- **gynocracy** government by women; gynarchy
- **hierarchy** government by a ranked body; government by priests
- **hierocracy** government by priests or religious ministers
- **kakistocracy** government by the worst
- **kleptocracy** government by thieves - not an existing form, but a negative appreciation of any regime where corruption is excessive
- **klerostocracy** government by all, by sortition (random selection, lot)
- **kryptocracy** government by judges
- **matriarchy** government by women or mothers
- **meritocracy** government by those with merit
- **minarchy** government with the smallest possible bureaucracy or size

- **monarchy** government by one individual
- **ochlocracy** government by mobs
- **oligarchy** government by the few; sometimes specified after their fixed number :
 - *dyarchy* government by two, as in a dual monarchy
 - **heptarchy** government by seven people
 - **triumvirate** government by three people
 - **tetrarchy** government by four people
- **panarchy** universal rule or dominion
- **particracy** government by political parties
- **patriarchy** government by fathers - the original Roman Senate, styling itself Patres ('fathers'), came close; usually just said of rule by men
- **plantocracy** government by plantation owners
- **plutocracy** government by the wealthy
- **polyarchy** government by many people, a vague antonym to monarchy and oligarchy
- **pornocracy** government by prostitutes
- **republic** government by professional politicians elected by the populace
- **stratocracy** government by the armed forces - usually termed military dictatorship or junta
- **synarchy** joint sovereignty, just as the condominium of Andorra
- **technocracy** government by technical experts
- **thalassocracy** sovereignty of the seas
- **theocracy** government by a deity through clergy or by religious law
- **timocracy** government by the propertied class

See also

- Form of government
- Golden Freedom
- Countries by system of government

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Categories: Forms of government

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I. GOVERNMENT NOTES

A. What is a government?

An institution through which a society makes and enforces its laws.

B. Purpose of Government

1. provide social control for people living in groups
2. provides a way to solve problems an individual can not solve alone
3. preserve common culture
4. distributes goods and services for the group

C. Who Has the Power?

1. Power: The ability to make others do what they would not normally do.

D. Classify (Group) Governments By Asking: How Many Rule?

1. Democracy: A government where supreme political authority rests with the people

*Types of Democracies

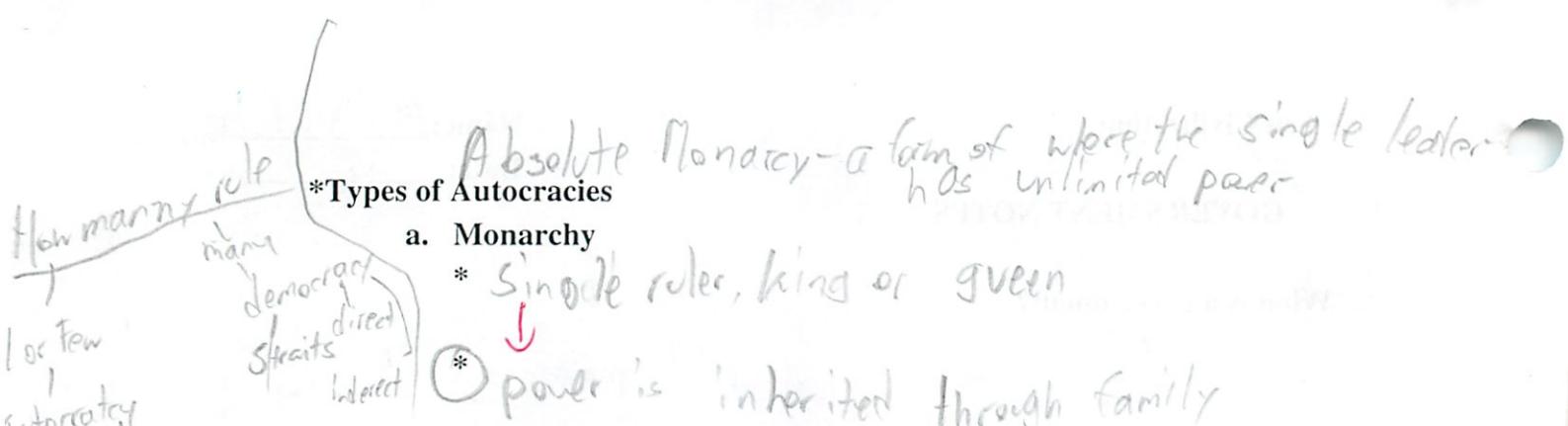
- a. Direct: using your power to affect an outcome (no reps)
- b. Indirect: People elects representatives who represent the people

*Fundamental (Basic) Concepts of Democracy

- a. Fundamental worth of the individual
everyone important
d. necessity of compromise
- b. Equality (of political power) for e. individual freedom (speech, arms)
- c. all people
majority rules + minority rights

2. Autocracy

Authoritarian: One person has total control over others
See next pg



b. Constitutional Monarchy -

Government where monarch's power are limited by a constitution (set of laws)

c. Dictatorship

- * absolute power vested in 1 or few people
- * not responsible to people, gains power through force
- * can not be limited by people

Characteristics - one political party, single leader w/ power
 Leader seizes power, sometimes by political force
 few individual rights, secret police to enforce leaders' views

Examples:

Individual - Castro or Hitler

Party - USSR or China

* Most dictatorships can be described as totalitarianism

d. **Absolute Monarchy** - government, single leader, unlimited power

3. Fascism-

A system w/ highly centralized go controlled by 1 political party and maintained by political suppression

4. Oligarchy

*

Example:

Other parties aren't recognized, individuals shall work for common goals of party

Government T-Chart

9/20

Does

Subsidies healthcare

Collects tax

Collects garbage

defense

Protects citizens
from natural disasters

education

develops land

attracts +
promotes industry
business

gives freedoms
(or should that
be a ~~priv~~ right)

trial by jury

punishment to lawbreaker

Should Do

free healthcare

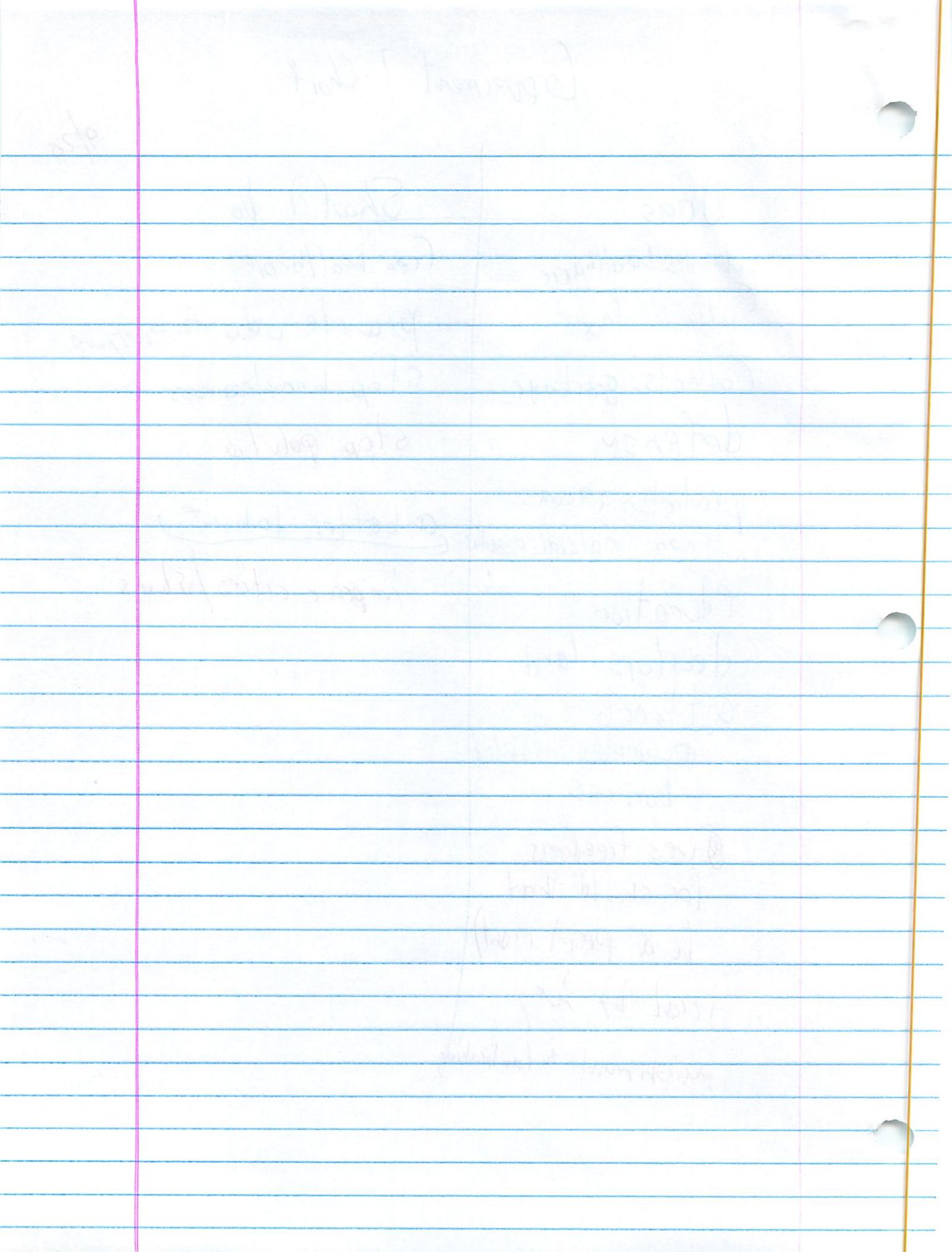
provide jobs to everyone

stop homelessness

stop pollution

a better job of

improve cities/slums



Michael Rasmeir
Smith
Western Civ. H
9/20/08

Reflection 10/10
9/20

9/20

Today in history class we talked about government and what it should do for us. We started with a quote from the previous day's reading. I thought the quote was just stating the obvious and was not really clever. Next we talked about our maps. I did not like that because the country lines were not pre-drawn. I knew all 5 locations but missed 2 of the capitals. I need to study big time! **OK**

The main thing we did today was talk about government and what it does. It is something which makes and enforces laws. We also talked about what services it provides/should provide. I disagreed with Dan, my partner about gas prices. The government should not cap them or drill in Alaska. The price makes no difference. Home heat will go up too. It reminds me of an article in the Inquirer today on whether they can shoot off dead beats. I think they should. Homework for the class is this.

01/01 2018

Government Notes

States

9/22

What is a state: An organized body of people living within a defined territory and having the power to make and enforce its own law

Characteristics

- population - must have people
- territory - land w/ boundaries

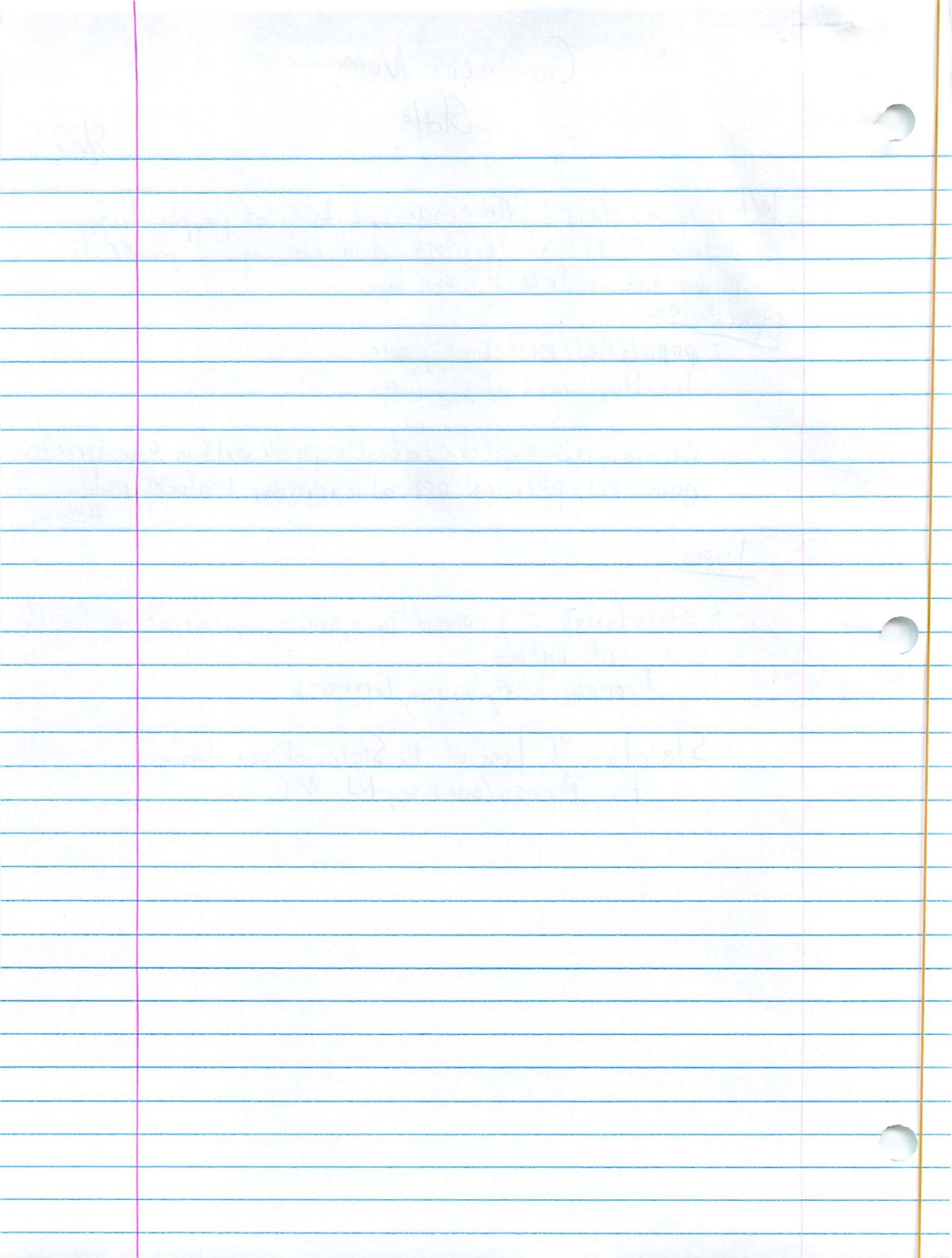
Sovereignty - supreme/absolute power within own territory
Government - political organization, creates, + enforces public policy

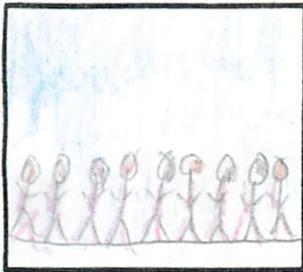
Types

- state (small "s") - one of the sovereign members of a family of nation

Examples: USA, France, Germany

- State (big "S") - one of the ~~States~~ of our Union
Ex: Pennsylvania, NJ, NY





DEMOCRACY:

A government whose power resides with the general population

(Get prepared)

Give examples of **DEMOCRACY** in every day life

Some people believe that school clubs are democracy. When you go to vote or write a letter to your elected officials, that is democracy in action. Being able to express your views through freedom of speech is made possible by democracy. Student senate, homeowner, and many non-profit groups have democracy as their type of government.

Communities public + private gov

vote for school office

PROS

Democracy

CONS

Fights of People are represented
Makes the people's decision
Opinions are heard
Freedom of speech
Leader has limited power

Someone may take control
Takes too long to get stuff done
Fighting by 2 minority groups w/o majority may never get anything done
Uneducated people don't understand different opinions
Views cause controversies

TOPIC:

Democracy

Basically Democracy in a classroom

TOPIC:

Classroom

DIFFERENT

led by people

Usually judges control

discipline

Usually written laws

laws made by people

Purposes usually to survive

form of government +

vote on president

Vote in polling place

Can be a state

Leader must answer to citizens

SIMILAR

Everyone usually able to have voice

can protest decisions

have personal responsibilities

People can suggest laws

laws made by teacher

Single leader

Leader helps others

roles + consequences

Minority can be heard

choose to participate

Controlled by DIFFERENT

1) main leader

Leader Controls discipline

Taught written laws

laws made by teacher

Purpose to learn

plans

assigned a teacher

→ raise your hand

→ Can't be a state

Teachers must answer to admin.

Name:
Teacher's Name:
Class:
Date:

Government Unit Review Sheet

Important Terms/Information:

1.) What is **government**?

A institution through which a society makes + enforces laws

2.) What does the government do for you? What **should** it do?

Collect tax + garbage, funds education, should stop pollution

3.) **Purposes** of government

Provide for people, solve problems, preserve culture, distribute goods

4.) Definition of **power**

The ability to make others do what they would not normally do + services

5.) What is a **state**?

Organized body of people living in a defined boundary w/ power to make +

6.) What are the **characteristics** of a state?

Population, boundaries, Sovereignty (absolute power in territory), ^{inforce its own} government, laws

7.) Difference between **state** and **State**

State is a state

8.) Definition of **democracy**

A government where supreme political authority rests w/ the

9.) Characteristics of **democracy**

Everyone ^{important} has power, majority rules + minority rights, freedom of speech, ^{free press}

10.) Types of democracy: **Direct & Indirect**

Direct: People make decisions (use your power to affect outcome)

11.) Definition of **autocracy**

Government run by ~~aristocrats~~ / person, small group rules ^{not aristocrats}

12.) Types of autocracy: **Monarchy, Absolute Monarchy, Constitutional Monarchy**,

Dictatorship

13.) Characteristics of a **Dictatorship**

Political party, single leader w/ power, seized power, sometimes w/ force, few individual rights, ^{leader's} ^{police}

14.) Contributions of **Solon, Cleisthenes, & Pericles** to democracy (Greek)

See Sheet

15.) Roman contributions to democracy and law, ex: **Twelve Tables, Code of Justinian**

12 Tables (5th BC - Assured Romans protection b/ law (not whim of ruler)) / judges

Emperor Justinian - 528 - Ordered collection of all laws + legal textbook
- guided legal matters throughout Rome

-3

44
47

Excellent

Western Civilization
Government Quiz

Name: Michael

1. Define government. State **three** purposes for having a government.

Government: An institution through which a government makes and enforces

its own laws

Purposes: to protect the citizens and people

2. Absolute monarchy This form of government is headed by a single leader who inherited his/her title and has unlimited power.

B

3. Democracy is defined as

- A. an institution through which society interprets and enforces its laws
- B. supreme political authority rests with the people
- C. all governmental powers are concentrated in the hands of a single central powers
- D. the ability to make others do what they would not normally do

4. Define autocracy:

Autocracy: a government where 1 or a few rule
↳ have total power

5. Read each of the following statements. Decide whether it is a characteristic of a democracy or an autocracy.

- A.) Fundamental worth of the individual. demo
- B.) Equal political power for all people. demo
- C.) A leader's rules are enforced by a secret police. auto
- D.) Political power rests with one or a few people. auto
- E.) Majority rules, but minority has rights. demo

6. Explain the difference between a **direct democracy** and **indirect democracy**.

In an Indirect democracy, we elect leaders to represent us

In a Direct democracy, supreme political power rests with all the people (everyone votes)

7. In a Autocracy, absolute power is vested in one or a few persons.

Furthermore, the leader is generally responsible to the military; and usually gains power through force. Lastly, the leader cannot be protested by the people.

↳ a monarchy is an autocracy + that leader does not get power through force

8. List and explain the 4 characteristics of a state.

- population - must have people (animals can't rule)

- territory - must have its own land

- Sovereignty - must be able to make its own laws

- Government - needs to be organized and have some rule

-3

Does Democracy technically have a leader

9. List 2 differences between democracy and a classroom.

Democracy's leader is elected & must listen to people

Teacher is leader (people have no say) in classroom administration

10. Rome's early written laws were expanded by Justinian into a legal code which has had a profound impact on the laws of most Western countries.

11. How did Pericles change democracy in Athens?

Paid juries allowing poor to participate

Started direct democracy in Athens

12. What were the Twelve Tables? Give at least three examples.

The original Roman Set of laws from the 300 BCE's written

- Innocent until proven guilty
- Burden of proof rests w/accuser
- Right to contest the charges against him

3 Greeks Notes Chap 1

Solon 594 BCE - reformed + canceled farmers debts
avoided civil war

4 classes of citizenship

- wealth not heredity

3 higher classes could vote

4th could vote ^{serve} on juries

but only free males were in above system (citizens)

new Council of 400

- increased participation in gov

- still only for aristocrats ($\frac{1}{10}$ of people)

Better code of laws

encouraged exports

With ↑ to total land reform

'nobles wouldn't tolerate'

Cleisthenes

508 BC - farmers + aristocrats fighting

leaders gave rights to poor in exchange for peace

he wanted to break power of nobility

Created council of 500 - chosen by random

all citizens could submit law

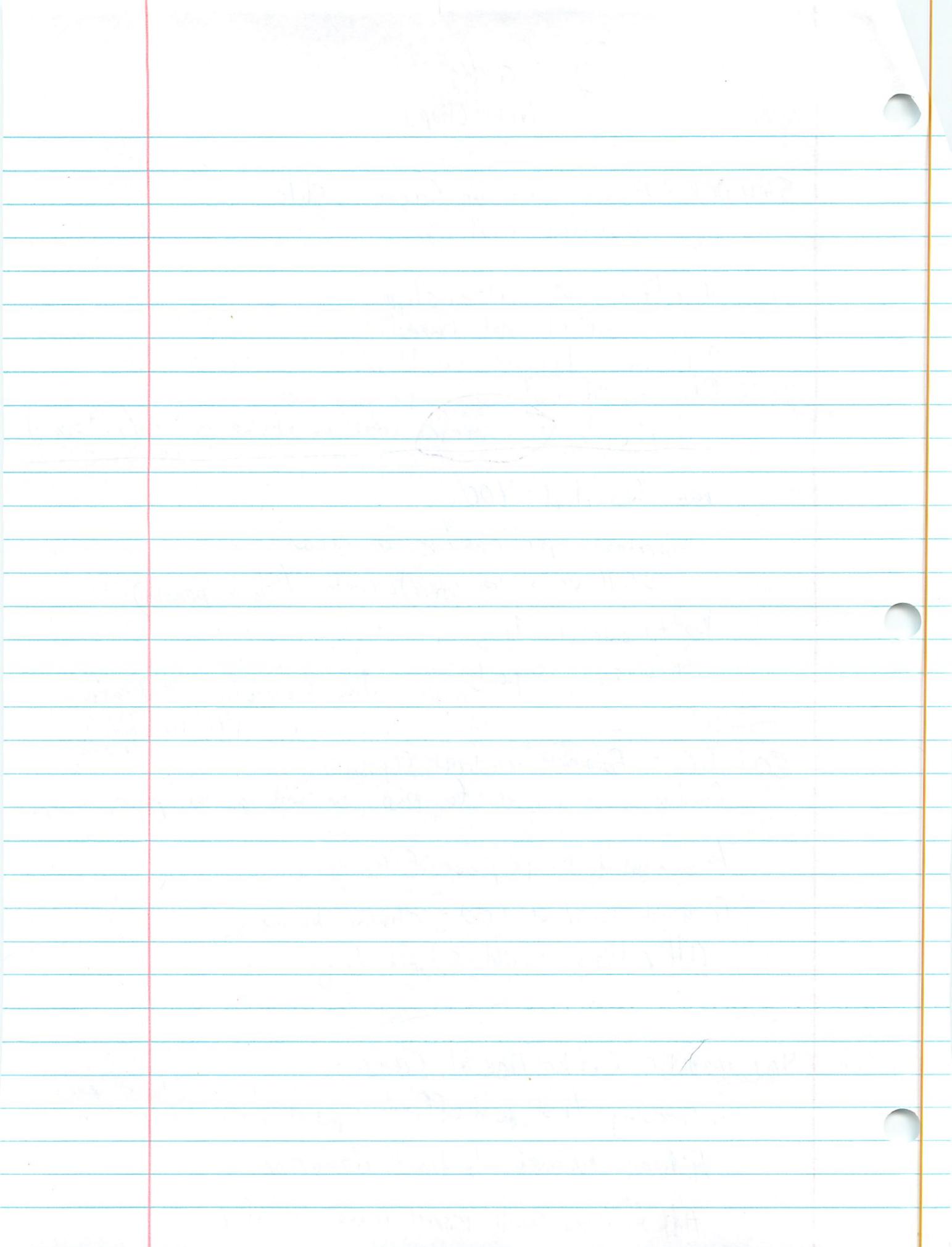
Pericles

461-429 BC Golden Age of Greece

increasing # of paid officials + paid juries ^{allowed poor} to participate

Athens evolved into direct democracy

Any citizens could present laws for debate



PROLOGUE Section 1 (pages 5–9)

The Legacy of Ancient Greece and Rome

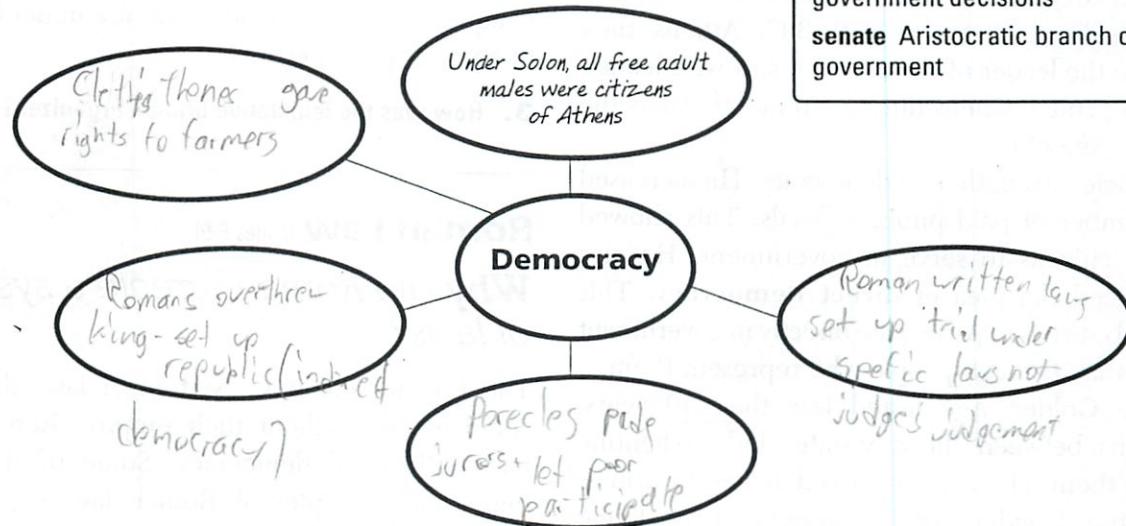
BEFORE YOU READ

In this section, you will learn how democracy started in Greece and Rome.

In the next section, you will see how Judaism and Christianity started and you will learn what ideas were spread by the Renaissance and the Reformation.

AS YOU READ

Use the diagram below to take notes on the contributions that Greece and Rome made to the democracy.



Athens Builds a Limited Democracy (pages 5–6)

How did democracy develop?

Throughout history, people have known the need for a **government**, or a system for exercising authority. For most of history, people have lived under single rulers, such as kings. These rulers had total power. The idea of **democracy**—that people can govern themselves—grew slowly. Many people contributed to that idea over the centuries.

Greek civilization began about 2000 B.C. Ancient Greece was made up of *city-states*. Each city-state had its own government. The first

democracy developed in the city-state of Athens.

Athens had a king at first. Then it became an **aristocracy**, a state ruled by the noble class. Each year an *assembly* of **citizens** elected three nobles to rule Athens. Citizens were adult male residents given certain rights and responsibilities.

A *statesman* called Solon created four new kinds of citizenship in the sixth century B.C. All free adult males were citizens. All citizens were able to vote in the assembly. But only citizens of the three higher classes could hold public office.

Democracy in Athens was limited. Only about one-tenth of the population were citizens. Women, slaves, and foreign residents could not be citizens.

TERMS AND NAMES

government System for exercising authority

democracy Idea that people can govern themselves

aristocracy State ruled by the noble class

citizen Adult male resident granted certain rights and responsibilities

direct democracy Government in which citizens rule directly and not through representatives

monarchy Government controlled by one person

natural laws Patterns and explanations of the world discovered through reason and intelligence

republic Government in which citizens elect the leaders who make government decisions

senate Aristocratic branch of Rome's government

Slaves made up about one-third of the Athenian population at that time.

About a hundred years after Solon, a leader named Cleisthenes increased the power of the assembly. He allowed all citizens to present laws for debate and passage. He also created a council whose members were chosen by lot, or at random. The council suggested laws and advised the assembly.

1. How did Cleisthenes help to increase democracy in Athens?

Changes in Greek Democracy

(pages 6-8)

What changes occurred in Greek democracy?

In the fifth century B.C., armies of Persian Empire invaded Greece. But the Persians were defeated by the Greek city-states in 479 B.C. Athens then became the leader of the city-states. A wise leader, Pericles, ruled Athens during a time known as the Golden Age of Greece.

Pericles strengthened democracy. He increased the number of paid public officials. This allowed poorer citizens to serve in government. He also introduced the idea of **direct democracy**. This allowed citizens to participate directly in government rather than through people who represent them.

The Golden Age lasted less than 50 years. Tensions between the city-states led to fighting among them. Then Greece was defeated by armies from the kingdom of Macedonia. This defeat ended democracy in Greece. The Macedonian leaders ruled Greece by **monarchy**, or government controlled by one person.

During this troubled time, several *philosophers* appeared. Socrates, Plato, and Aristotle set forth their ideas on government and society.

Greek ideas had lasting influence on government and philosophy. The Greeks did not rely on *traditional* explanations of the world. Instead they used reason to find patterns that they called **natural laws**. They developed direct democracy and the three branches of government.

2. How did Pericles change democracy in Athens?

Rome Develops a Republic

(page 8)

How was the Roman government organized?

Rome began to rise as Greece fell. By 509 B.C., Rome was a republic. A **republic** is a form of government in which citizens have the right to vote and to select their leaders. In Rome, as in Athens, citizenship with voting rights belonged only to males who were not born slaves.

Rome's republican government had separate branches. Two officials called consuls directed the government. The legislative branch was made up of the **Senate** and two assemblies. The Senate was the aristocratic branch of government. The assemblies were more democratic. They included other classes of citizens. In times of trouble, the republic gave vast powers to a ruler called a *dictator*.

Rome gradually increased its territory through conquest. It then became an empire under the rule of a powerful emperor.

3. How was the legislative branch organized?

Roman Law

(pages 8-9)

Why did Romans create a system of laws?

The Romans created a system of laws that they could use throughout their empire. Rome's laws have influenced democracy. Some of the most important principles of Roman law were: equal treatment under the law; innocent until proven guilty; the burden of proof rests with the accuser; and unreasonable or unfair laws could be set aside.

In 451 B.C., the Romans created the **Twelve Tables**, the first written collection of Roman laws. They gave citizens the right to be protected by the laws. About 1,000 years later, all Roman laws were put together in the **Code of Justinian**. It later was used as a guide on law throughout western Europe. The Code established the idea of "a government of laws, not of men." Under this idea, even rulers and other powerful persons could be held accountable for their actions.

4. Why were the Twelve Tables important?

Name: Michael Plasmier
Teacher's Name: Smith
Class: Western Civ
Date: 9/28

Government People Search

Read each of the following statements. Then circulate around the room. When you find a person who knows the answer to one of the statements below, have them sign the line next to the statement. You are finished when all of the lines have been signed or time is up.

- 1.) Boaz T Define dictatorship.
- 2.) Kristin D. Define democracy.
- 3.) Naomi Daudoff List two purposes of government.
- 4.) DJ List two things government does for us.
- 5.) Liz Maynor Define power.
- 6.) Duffy Hall List two examples of democracy in everyday life.
- 7.) Dan Whitney Define a state.
- 8.) Gabi Gavin-Hanner List three characteristics (fundamental concepts) of a democracy.
- 9.) Melissa McGowan Define autocracy.
- 10.) Atty L. Raig List two characteristics of a dictatorship.
- 11.) Kelly Kieser Define a constitutional monarchy.
- 12.) Tom What is the difference between state and State?
- 13.) Lauren Schneel Explain the difference between direct and indirect democracy.
- 14.) Chelsea Maguire What two ways can you answer the question, How many rule?
- 15.) Melanie Salano List two similarities between democracy and a classroom.

Michael Plasmeier
Smith
Western Civ
9/26/2005

History Government Quiz

Directions: Choose the best answer. Good Luck

1. Power is....
 - a. Making people do what you want
 - b. Making people do what they would not normally do
 - c. Controlling people
 - d. Electricity
2. True or False. A government is used to control people.
 - a. True
 - b. False
3. Name some of the services a government should provide to its citizens.

4. True or False. People have a direct say in what their government does in a representative democracy.

- True
- False

5. A monarchy is described as:

- A government who has a single leader that is elected
- A government whose leaders got the job by force
- A government where the people have complete power
- A government who has a single leader and the power is inherited

History Government Quiz **Answers**

Directions: Choose the best answer. Good Luck

1. Power is....
 - a. Making people do what you want
 - b. **Making people do what they would not normally do**
 - c. Controlling people
 - d. Electricity
2. True or False. A government is used to control people.
 - a. **True**
 - b. False
3. Name some of the services a government should provide to its citizens.

Answers will vary

4. True or False. People have a direct say in what their government does in a representative democracy.

- True
- False

5. A monarchy is described as:

- A government who has a single leader that is elected
- A government whose leaders got the job by force
- A government where the people have complete power
- A government who has a single leader and the position is inherited

Michael Plesniak
Smith
Western Civ
28 Sept 2005

Enlightenment + Revolution

Notes

9/28

Main Idea

People started to question, others (church) didn't want to question

I. Connect History + God - p62

1. Berlin
2. To Eastern US, Boston, Phila, Williamsburg
3. Caused democratic ideas to question Britons role in colonizing US + latter foundation for Constitution

II. No,

III. Interact w/ History

The church is dangerously powerful at this time. They suppress scientific ideas that do not go along with their little book. The study of religion and its effects on people is interesting.

This is a hard question. I try to always stay true to the fact so I probably would not have published it till I died. Still today the church is less powerful. I don't believe in it. If I were Galileo, I would move out of Catholic areas and spread Ideas elsewhere. I probably would say it to get out but may secretly say I lied.

The church always suppressed things their book doesn't say. They put too much trust in these

old ideas. I think this reliance is stupid.

There shouldn't be. But the Catholic church tries to suppress some ideas like:

Evolution + Sex Ed

Doing ~~not~~ may be against moral

Not really in the US due to freedom of speech, but will face uphill battle from conservatives. In other unfree countries, yes. (though so, it's becoming) will come to us.

If an ~~Heath~~
was popular

It would have a
life of its own

against free ~~Inst~~
Institution

Teaching terrorism
religion

CHAPTER
6

Section 1

LITERATURE SELECTION *from The Recantation of Galileo Galilei*
by Eric Bentley

Galileo

In the 1600s, the Roman Catholic Church taught that the earth was the center of the universe. Galileo Galilei, however, observed otherwise. After publicly supporting Copernicus's theory that the earth revolves around the sun, Galileo was declared a heretic. At odds with church teachings, he was asked to recant, or formally deny, this theory. As you read this play excerpt, think about the consequences of Galileo's struggle with the Church.

Palace of the Inquisition. Galileo's quarters.
Guards in the entrance hall. Castelli [Galileo's assistant] is eating lunch from a tray.

Guard. The Commissar General.

Firenzuola enters.

FIRENZUOLA, TO CASTELLI. I wish to see the professor alone.

Castelli goes out to a back room where, we can assume, Galileo has been resting. Enter Galileo.

The two men stand facing each other.

FIRENZUOLA. Please be seated, Professor. Galileo sits. A private conference between the two of us has been deemed desirable before the tribunal reconvenes. Is that agreeable to you?

① GALILEO. Has nothing been decided yet?

FIRENZUOLA. I represent the Inquisition. May I use our method of procedure?

② GALILEO. By all means.

FIRENZUOLA. I shall begin by sounding you out a little. What is your own sense of the situation?

③ GALILEO. Do I know what the situation now is?

FIRENZUOLA. Of the situation . . . as it has developed during the hearing. How would you say you were doing?

④ GALILEO. Not too badly. I nailed down the main weaknesses in Scheiner's [the leading Jesuit scientist] position.

FIRENZUOLA. You maintained—correct me if I'm wrong—that he is a liar. Even a forger.

⑤ GALILEO. I proved those things.

FIRENZUOLA. And proof lies very near to your heart, isn't that true?

⑥ GALILEO. That is very true.

FIRENZUOLA. Would you expect Scheiner to enjoy being exposed?

⑦ GALILEO. No.

FIRENZUOLA. Yet you needed him. No one but he had read your book.

⑧ GALILEO. The others could read my book.

FIRENZUOLA. And understand it?

⑨ GALILEO. I could help them understand it.

FIRENZUOLA. Between now and tomorrow's session?

⑩ GALILEO. The world has waited for centuries for these truths. The tribunal could wait another week or two.

FIRENZUOLA. And in that spirit you have appealed from Scheiner to the six cardinals?

⑪ GALILEO. Yes.

FIRENZUOLA. Three of whom, like Scheiner himself, are members of the Society of Jesus.

Silence. Any comment?

⑫ GALILEO. Your own irony is a comment. But not mine.

FIRENZUOLA. You wouldn't, of course, have made this appeal if you didn't think it could succeed?

⑬ GALILEO. I wouldn't. No.

FIRENZUOLA. What are—or were—its chances of success?

⑭ GALILEO. Oh, about fifty-fifty.

FIRENZUOLA. Yes?

⑮ GALILEO. Lucignano's friendly, isn't he? Gorazio and Sordi will jog along behind him, I should think. That's half the tribunal.

FIRENZUOLA. You need five votes.

⑯ GALILEO. Are you assuming that the individual Jesuits don't think for themselves?

FIRENZUOLA. What would you assume?

⑰ GALILEO. That they have to. Because they respect themselves. And their Order knows about science. . . . They are not inquisitors, they are Catholics, Father Commissar!

FIRENZUOLA. Ah, then you have a better than fifty-fifty chance?

⑱ GALILEO. Maybe. If this must be regarded as a gamble. I'd have said faith had something to do with it. You know, the faith which can move mountains.

FIRENZUOLA. Very good, very good. I am not employing our inquisitorial method to torment you. Merely to bring the truth home to you. You have certainly brought home to me your illusion. *Quietly.* Galilei, after you left this morning, the tribunal dismissed your appeal.

Unanimously.

(7) GALILEO. What? My book is to be banned?

FIRENZUOLA. Which was inevitable, as I told you in advance.

(10) GALILEO. The tribunal will not even entertain the possibility that the earth moves round the sun?

FIRENZUOLA. Will not even entertain the possibility. *Pause.*

(1) GALILEO. It's unbelievable.

FIRENZUOLA. Tell me why it is unbelievable.

(2) GALILEO. Because what my book provides is not opinion but proof.

FIRENZUOLA. Proof of what?

(3) GALILEO. Of the truth. Obviously.

FIRENZUOLA. The truth. Obviously. Is what is "obvious" to Galilei "obvious" to a tribunal of the Holy Office? Could it be?

(4) GALILEO. Be plain with me, Father Commissar. Proving things true has been my life's business, my personal vocation. Proving certain things true to the Holy Office has occupied me continuously for over fifteen years. The results are in that manuscript. Now if truth did not interest the Holy Office, what would that show?

FIRENZUOLA. What would that show?

(5) GALILEO. A career, a whole life based on a total misunderstanding. A life thrown away. Wasted.

FIRENZUOLA. I should not have enjoyed formulating those phrases.

(6) GALILEO. Then it is so? There is no interest in truth here in Rome at all?

FIRENZUOLA. I am not trying to instruct you but to help you to . . . certain conclusions.

(7) GALILEO, *suddenly.* Do you think you're God? But God could never be indifferent to truth. You can? Firenuola, you're a human being, aren't you, let me address you as such. Are you totally unconcerned with truth? *Silence.* Then what are you concerned with?

FIRENZUOLA, *unruffled.* What is a Commissar concerned with?

(8) GALILEO, *bitterly.* Power. Just naked power. I suppose that's what you are trying to tell me.

FIRENZUOLA. Let's say administration. A Commissar has very little power. He does what he's told.

(9) GALILEO. By the cardinals. Are you saying they're a lot of power-hungry politicians?

FIRENZUOLA. Heaven forbid! I've got you too excited, Galilei. Let me ask you an academic question. What is a church?

(10) GALILEO. What?

FIRENZUOLA. Not what does it stand for. What is it?

(11) GALILEO. An institution, of course—

FIRENZUOLA. An institution. Among other institutions of this world. Matching itself against other institutions of this world. Matching itself as to what? As to power. Its power against theirs. Or it will no longer exist in this world. What way out is there, except to exist only in other worlds? But the Catholic Church was placed here by Christ Himself. Upon this rock. Upon this earth.

(12) GALILEO. I'm naive in politics, the point is not new. But how, in God's holy name, is the church threatened by wholly unpolitical activities such as mine? How is it threatened by the motion of the earth around the sun?

FIRENZUOLA. I think [Lord Cardinal] Bellarmine must have explained that years ago.

(13) GALILEO. He said all new views were wrong.

FIRENZUOLA. Would that we still had his simplicity! *Pause.* The church is a fabric of traditions, nothing else. None of these traditions must be broken or the fabric as whole would fray, wear through, disintegrate. Now, if Bellarmine could feel that a generation ago, how much more strongly must any good Catholic feel it today! Protestant power was not stopped, as Bellarmine hoped. Throughout Central and Northern Europe, a so-called war of religion has been raging fifteen years, and no end in sight. Not just that, but—

(14) GALILEO, *stopping him rudely.* Yes, yes! *Silence.* But this preoccupation of yours with power and the struggle for power, this disregard of truth and the struggle for truth, this is just your viewpoint, Firenuola, an inquisitor's viewpoint. The cardinals of the Catholic Church could not, dare not, permit themselves—

FIRENZUOLA, *cutting in just as abruptly.* You appealed to them from Scheiner. Would you now appeal to them from me?

(15) GALILEO. Yes. I reject this "private conference." *Much louder.* Let me go back before the cardinals. Let me set my proofs before the tribunal.

FIRENZUOLA, *gently.* Very good. I can now

complete my report. This morning, Galilei, five of the six cardinals voted for your execution.

Pause. By burning. *Pause.* At the stake. If, like Scheiner, I am suspected of lying, you may send Castelli to check.

⑥ GALILEO. Burning at the stake!

FIRENZUOLA. The verdict was halted by a single opposing vote, but till tomorrow morning only. Hence the decisive importance of this meeting this afternoon.

⑦ GALILEO. Not burning at the stake!

FIRENZUOLA. I see you have believed me.

Silence.

⑧ GALILEO, *suddenly.* I have been living in a fool's paradise.

FIRENZUOLA. Had I said so myself, at the outset, you wouldn't have believed me.

⑨ GALILEO. My whole life has been based on a misunderstanding. All these efforts, these years, have been wasted.

FIRENZUOLA. And there is very little time left.

⑩ GALILEO. For what?

FIRENZUOLA. Even as the captive Arab king can escape the stake by a last-minute genuflection [to bend the knee or touch one knee to the floor as in worship] before the cross, so you can escape it by one small token gesture of submission.

⑪ GALILEO. What?

FIRENZUOLA. Read this. *Hands him a scroll.*

⑫ GALILEO, *reading tonelessly.* "I, Galileo Galilei, do hereby confess to the sin of disobedience, which sin, however, was committed unintentionally, in zeal prompted by idle vanity, and not in malice as an enemy of Holy Church."

Silence.

And in this way my lifelong attempt to change the church's mind is abandoned forever.

FIRENZUOLA. As you have just demonstrated, your attempt to change the church's mind has definitively failed.

⑬ GALILEO. Definitively? Are you the church?

FIRENZUOLA. The Holy Office speaks for the church; the Holy Inquisition acts for it.

⑭ GALILEO. No, no, no! I had heard the Jesuits were slippery; I had heard the Inquisition was arbitrary and had not dared to believe it. It's true. But they are not the church. And a final appeal still remains open, the appeal that all Catholics may make when others have failed.

FIRENZUOLA. The appeal to the pope? You have already appealed to him.

⑮ GALILEO. The book was snatched from his grasp by the Inquisition. As a good Catholic, I demand the right to present my case to him in person.

FIRENZUOLA. Today? At a couple of hours' notice?

⑯ GALILEO. That is for you to say. I don't mind if the tribunal does not meet tomorrow!

FIRENZUOLA. The pope cannot commute a sentence passed by the Holy Office.

⑰ GALILEO. Will the Holy Office pass sentence if the pope agrees to state in public what he has already conceded in private?

FIRENZUOLA. Namely?

⑱ GALILEO. That the earth moves round the sun.

FIRENZUOLA. That, my dear Galilei, would be more than his triple crown is worth.

⑲ GALILEO, *loudly.* I believe in my Barberini [Pope Urban VIII]! I have the right to see him!

Silence.

FIRENZUOLA. I shall try to get you an audience for this evening.

Activity Options

1. **Making Judgments** With a group of your classmates, plan, rehearse, and give a performance of this excerpt for the class.

2. **Recognizing Facts and Details** As a class, discuss Galileo's dilemma. What will happen if he confesses disobedience? What will happen if he does not confess?

3. **Summarizing Written Texts** Create a playbill, or a poster that announces a theatrical production, for a performance of *The Recantation of Galileo Galilei*.



Chapter 6, Section 1: The Scientific Revolution Outline

1. Roots of Modern Science
 - i. Before 1500, scholars believed Greeks and Romans and Bible
 - ii. Did not question world
 - b. The Middle Ages
 - i. Believed earth was center of universe
 1. moon, sun, planets moved around earth
 2. earth stood still fixed curtain of stars, with heaven beyond
 3. called geocentric *theory*
 4. supported by common sense
 5. invented by Aristotle; modified by Ptolemy
 6. church: "God" put us here and special place
 - ii. Scientific Revolution
 1. started in mid-1500s
 2. was a new way of thinking about natural world
 3. started in part by translating Muslim texts
 4. uncovered ancient books, which did not agree with each other
 5. moving out; expanding view of world; discovering new worlds
 - a. navigators needed better instruments
 6. people looked closer at life
 2. Revolutionary Model of the Universe
 - a. Heliocentric Theory
 - i. Backed by common sense
 - ii. Did not accurately account for planet's movement
 - iii. Nicolaus Copernicus spent 25 years researching movements
 1. believed sun was center of universe
 2. suppressed findings till last year of life
 3. thought revolve in perfect circles
 4. *On the Revolution of Heavenly Bodies*
 - iv. After he died, little work on theory
 - v. Tycho Brahe made careful observations and then died
 - vi. Johannas Kepler made sense of them
 1. proved that revolves around sun
 2. proves travel in ellipses not circles
 - b. Galileo's Discoveries
 - i. Galileo Galilei watched chandelier swinging and disproved Aristotle theory
 - ii. Proved object fall at same speeds and accelerate when falling (does not fall at constant rate)
 - iii. Improved telescope to study in 1609

- iv. In 1610, published Jupiter had spots and moons surface was not smooth and perfect (as Aristotle believed)
- c. Conflict with Church
 - i. Frighten Catholic and Protestant leaders
 - ii. Went against church teachings and beliefs
 - iii. In 1616, church warned him to shut up; he kept findings secret
 - iv. In 1632, *Dialogue Concerning Two Chief World Systems*
 - 1. he supported Copernicus + presented *Platony*
 - v. in 1633, under threat of torture, he retracted statement in church Inquest
- 3. Scientific Method
 - a. A logical process of gathering and testing ideas
 - b. Invented by Francis Bacon and Rene Descartes
 - i. Bacon criticized way Aristotle came up with info
 - ii. Thought should observe world to draw conclusions
 - iii. Descartes approached everything logically
 - iv. Everything should be doubted until proven
 - 1. "I think, therefore I am"; only way he could prove he existed
- 4. Newton and Gravity
 - a. disproved Aristotle that principles are totally different off earth
 - b. Isaac Newton said all objects affected by same force
 - c. Everything attracts, but mass of object and distance between them affects how great pull is
 - d. 1687, *Mathematical Principles of Natural Philosophy*
 - e. Believed "God" created this
- 5. Scientific Revolution Spreads
 - a. Scientific Instruments
 - i. Zacharias Janssen – microscope
 - ii. Anton van Leeuwenhoke – discovered immature insects before birth (did not come to life suddenly)
 - iii. Evangelista Torricella – Mercury barometer to predict weather
 - iv. Fahrenheit and Celsius invented scales
 - b. Medicine and Human Body
 - i. Galen was accepted as fact
 - ii. Galen never dissected human; instead thought pigs where same as humans
 - iii. Vesalius dissected human (practice frowned upon)
 - iv. *On the Fabric of the Human Family* in 1543
 - v. William Harvey *Motion of the Heart and Blood in Animals*
 - 1. shows heart pumps blood in system
 - vi. Edward Jenner – smallpox vaccine
 - c. Discoveries in Chemistry
 - i. Robert Boyle used sci method in chem.
 - 1. *The Skeptical Chemist* 1661
 - 2. challenged Aristotle's earth, wind, fire, water

- 3. matter made of smaller particles
- 4. Boyle's Law
- ii. Joseph Priestley separate oxygen from air
 - 1. like an "air of luxarry"

This entire thing called Enlightenment.



The Scientific Revolution

Main Idea: In the mid-1500's, scientists began to question accepted beliefs and make new theories based on experimentation.

Why It Matters Now: Scientists' questioning lead to the development of the scientific method still in use today.

The Roots of Modern Science

Prior to 1500, few European scholars questioned the scientific ideas of the ancient thinkers or the Church. In general, they operated under the principle, Aristotle and every Greek & Roman philosopher as well as the Bible was correct

- During the **Medieval Ages**, most people held an earth-centered view of the universe known as the geo centric theory. Summarize this belief, then state the reasons (3) why this belief was so widely accepted during this time.

Summarize

Earth didn't move
Sun + planets move around
Earth in circles

Star a fixed sphere
heaven beyond this

Reasons to Support

Explained by common sense
no telescope

- Define the term **Scientific Revolution**; then explain what events/discoveries lead to the Scientific Revolution.

People began to question Aristotle, Church
came up w/ new discoveries / ideas

Leading Figure	Major Accomplishments and Contributions to Science
Nicolaus Copernicus	1st to say heliocentric (earth revolves around sun) "The Revolutions of heavenly bodies"
Johannes Kepler	Continued Tycho Brahe's observations math laws govern all planets proved heliocentric theory of math and revolved in <u>ovals</u>
Galileo Galilei	laws of pendulum laws of motion made famous telescope newsletters Jupiter had 4 moons Sun had dark spots Supported heliocentric
Francis Bacon	Scientific Method guy English politician/writer sci. generates knowledge that would improve people's knowledge criticized Aristotle's scholars reliance on Aristotle + way of coming to knowledge not use abstract theories from experience
Rene Descartes	like algebra to geometry everything needed to be proved, people should doubt till proven "I think, therefore I am!"

Scientific Ideas and Discoveries		
Scientific Instruments	Biology and Medicine	Chemistry
Zacharias Janssen - Microscope Anton Van Leeuwenhoek - Used microscope to see insects	Galen dissected pigs + thought same for human Vesalius actually dissected a human - William Harvey - blood system - Edward Jenner - smallpox vaccine	Robert Boyle - Matter made of smaller particles - Boyle's law Joseph Priestly - separated oxygen
Evangelista Torricelli - Mercury barometer Fahrenheit + Celsius - temp scale		

20/20 Good



Chapter 6.2 - The Enlightenment - #2 p. 176

↑
people not diseased

Thinker	Ideas
Thomas Hobbes	<ul style="list-style-type: none">• All humans are selfish, wicked• Without gov., it would be each man for himself• People get strong ruler to control order• Social contract said people gave up rights for this strong ruler (absolute monarch) to control order
John Locke	<ul style="list-style-type: none">• People can learn from experiences and improve• People could govern themselves• ***all people born free and equal; with 3 natural rights to life, liberty and property• If a gov does not protect these rights, it should be overthrown• Helped shape modern thinking and Constitution
General Thought	<ol style="list-style-type: none">1. Reason<ul style="list-style-type: none">○ Truth can be discovered by logical thinking○ No hatred or prejudice in reason2. Nature<ul style="list-style-type: none">○ Nature was good and reasonable○ Followed certain laws3. Happiness<ul style="list-style-type: none">○ If person lived by nature's laws, they would find happiness○ Wanted well being on earth, and thought possible○ Reject medieval thinking that misery was part of life4. Progress<ul style="list-style-type: none">○ Society can progress and through science, humankind can be perfected5. Liberty<ul style="list-style-type: none">○ Through reason, society could be set free from limits on speech, ideas, religion, trade
Voltaire (pen name for Francois Arouet)	<ul style="list-style-type: none">• Used satire and published over 70 books• Raised question about Christianity• Tolerance, reason, freedom of religion, speech• "Crush the evil things!"
Baron de Montesquieu	<ul style="list-style-type: none">• Studied political liberty• Collapse of Rome blamed on loss of political liberties• Separation of powers and check and balances<ul style="list-style-type: none">○ over simplified British system like this

	<ul style="list-style-type: none"> ○ these ideas formed US government ○ not an absolute monarch with absolute power
Jean Jacques Rousseau	<ul style="list-style-type: none"> • individual freedom • civilization corrupts people's goodness • did not believe reason, art, science, civilization improved people • gov limits people • use to be everyone was equal, but strong started to rule weak • gov should be guided by general will of people (aka direct democracy) • people do need to give up some power for the common good • all people = • inspired French Rev.
Cesare Beccaria	<ul style="list-style-type: none"> • justice system • laws should hold up social order, not avenge crimes • people should have fair, speedy trial and not be tortured • degree of punishment based off crime • capital punishment should be abolished
Mary Wollstonecraft	<ul style="list-style-type: none"> • woman's rights • woman needed same edu. as men and become useful • woman should be nurses and be able to participate in politics

Baron de Montesquieu influenced democracy as it is today. He wrote about and simplified the British system of government. He simplified it into 3 branches of power. These powers check and balance each other and operate independently. The king carried out the laws of the state. Parliament made the laws and the courts interpret them to each case, not a political agenda. His book *On the Spirits of Laws*, promoted this separation of power. Many years later, Ben Franklin and other constitutional writers read his book and decided to model the United States government against this book and his idea of government. These ideas and system have survived 300 years to today.

Michael Plasser
Smith
Western Civ 9H
14 Oct 2002

Enlightenment

Main Ideas

18/14

- Legacy/Importance

* Belief in Progress

- Slavery, poor treatment of children, women lack of rights
- economic + political hardship + discrimination, lack of edu
- Society could be perfected *

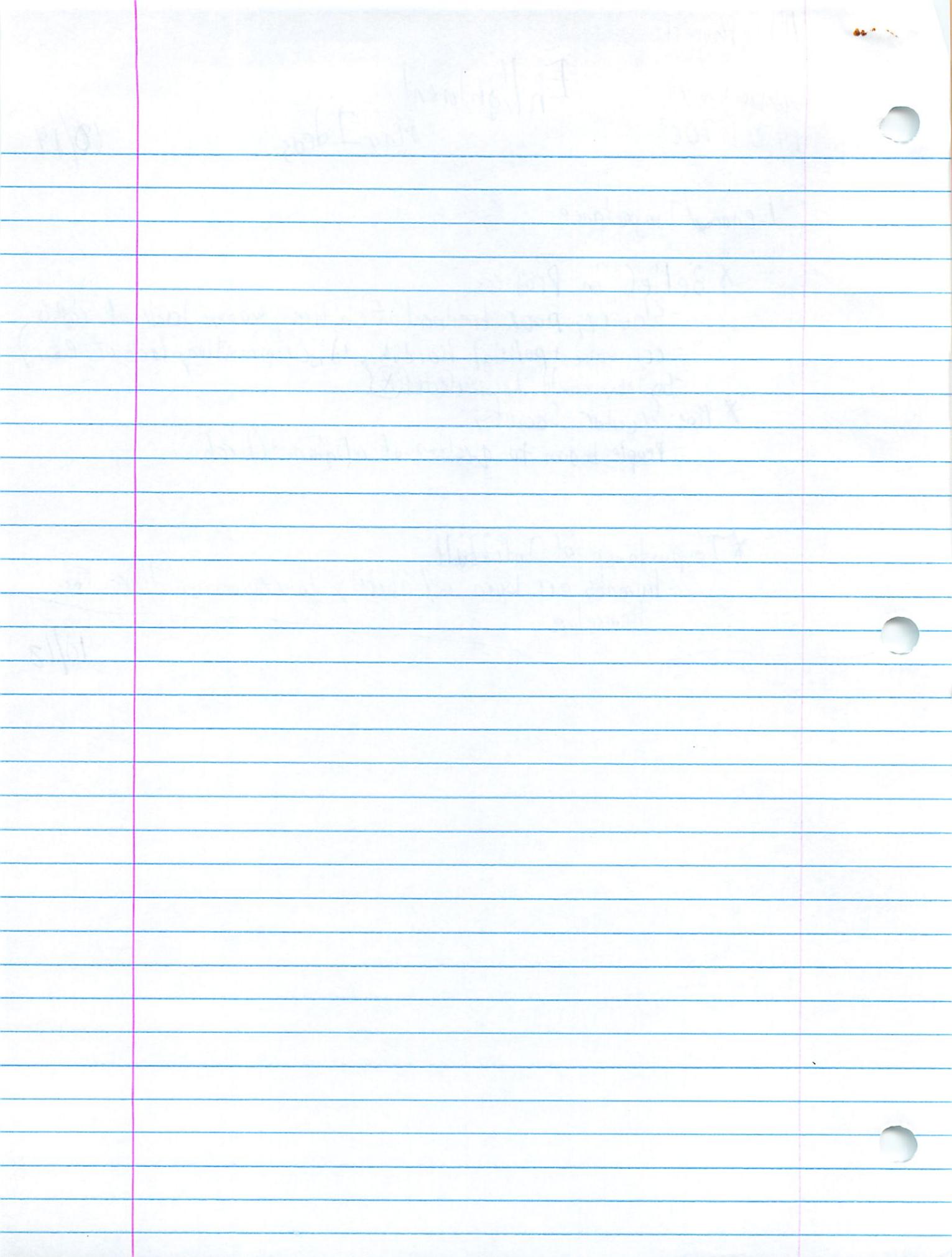
* More Secular Society

- People began to question of religion + Church

* Importance of Individual

- humans are born w/ ability to reason or think for themselves

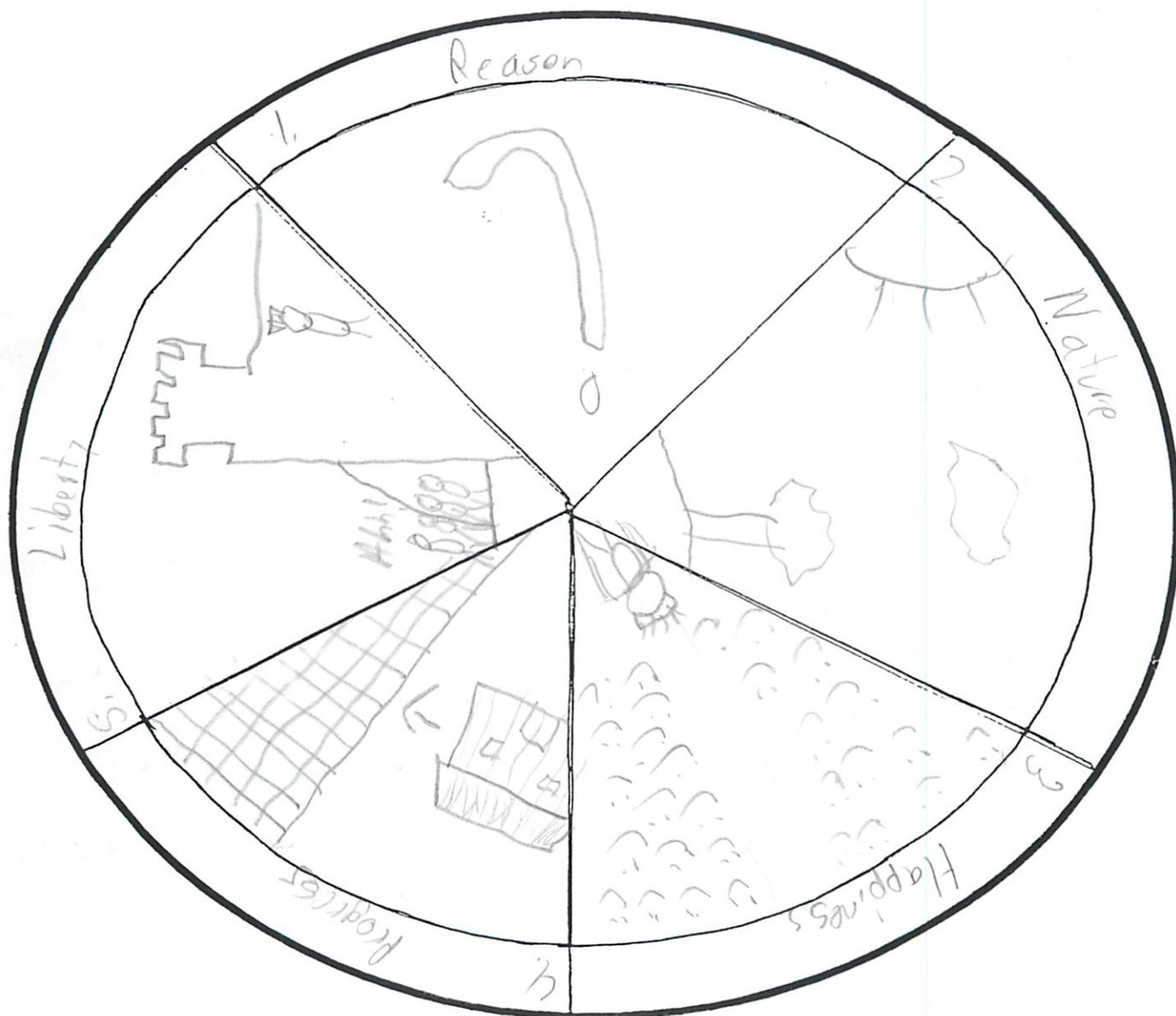
10/12



Five Ideas of the Enlightenment

Identify and define each of the five ideas of the Enlightenment in the outer ring of the circle. In each pie piece, draw a symbol, scene or representation of each idea.

- Write definitions on back →



1. Reason

- Truth can be discovered by logical reasoning
- No hatred or prejudice in reason

2. Nature

- Nature was good and reasonable
- Followed certain law

3. Happiness

- If people lived by nature's laws, they would find happiness
- Wanted well being on earth, and thought this was possible
- Reject medieval thinking that misery was part of life

4. Progress

- Society could progress and through science, humankind could be perfected

5. Liberty

- Through reason, society could be set free from limits on speech, ideas, religion, + trade

Name: Michael Plasmeier

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Class: Western Civ II
Date: 7 Oct 2005

The Philosophes of the Enlightenment

	John Locke	Thomas Hobbes	Jean-Jacques Rousseau	Montesquieu	Mary Wollstonecraft	Voltaire
Type of Government	Democracy Constitutional Monarchy	Absolute Monarchy	Direct Democracy	Constitutional Monarchy	Direct Democracy	Constitutional Monarchy
Purpose of Government	right to freedom of gov, life	gives God people from natural selflessness	everyone should rule themselves	protect people's freedom	All people = no King	Provide freedom of ideas Control people
Book	Two Treatises on Government	Leviathan "Sea monster"	Social Contract	On the Spirit of the Laws	A Vindication of the Rights of Women	"Candide"
View on Women	Ability to Reason	All people are = not =	Good wives, mothers	Useful, gentle nature (inborn)	They shall be = vs men	Traditional View
View on religion	tolerance of only protestants	freedom of religion not tolerant	Nonbelievers	tolerancy of religious	No view	did not like church believed in God
View on Mankind	If people have no government make one	Evil, selfish always want more power wealth	People born good, changed by gov	natural greedy and corrupt	All people control their life, all people =	Foolish, intolerant optimistic

nat. rights

Absolute Monarchy
Social Contract

freedom

Baccari - Criminal Justice System

balance of power

women

Anti Church

Answer key

The Philosophers of the Enlightenment

	JOHN LOCKE	T. HOBBES	ROUSSEAU	MONT'QUIEU	
TYPE OF GOVT	Constitutional Monarchy: a king with limited power	Absolute Monarchy: a king with unlimited power	Direct Democracy: decisions are made locally; majority rules	Constitutional Monarchy: a king with limited power	
PURPOSE OF GOVT	to protect our natural right to life, liberty, and property No Divine Right	to protect people from their own selfishness No Divine Right	to ensure stability and security Choose Govt	to ensure that a country is stable and secure Maintain Balance Between Branches	
BOOK	Treatises of Government: a book that claims govt is a contract	Leviathan (meaning sea monster): people should give up rights to an abs. mon.	Social Contract: a book about how govt should work (willingly enter into contract)	On the Spirit of the Laws: book on govt Persian Letters: book on religion	
VIEW ON WOMEN	women are equal and therefore they should have an equal voice in the home but not in govt	X	women are naturally good but should not participate in the govt	women are weak, should obey men and are valuable decision makers in govt because of their gentle nature	
VIEW ON RELIGION	religious tolerance for all protestants but not for atheists or catholics	intolerant of all religions except his own branch of protestant	X	religious tolerance: wrong to persecute others for their religious beliefs; anti-atheist	
VIEW ON MANKIND	<ul style="list-style-type: none"> people have the ability to reason, therefore, they have rt to rebel equality leads to cooperation and harmony should not be ruled against will people can be trusted to govern themselves 	<ul style="list-style-type: none"> people are naturally evil and wicked equality leads to competition and violence people can not be trusted to govern themselves 	<ul style="list-style-type: none"> people are born good & independent people would live happily and peacefully in a state of nature state of nature is the absence of govt corrupted by govt, school, greed, luxury, etc. 	<ul style="list-style-type: none"> political liberty: when there is no abuse of power yes to slavery separation of power into three branches checks and balances believed people would abuse power 	people not equal



Biographical Briefing on John Locke

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play John Locke and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

John Locke was born into a Puritan family in Bristol, England in 1632. Locke's father, an attorney, was part of the parliamentary army fighting against the monarchy during the English Civil War. He wanted his son to become a minister, but Locke decided against this and instead studied medicine. As a student at Oxford University, Locke was influenced by John Owen, Dean of Christ Church College. It was Owen who first introduced Locke to the idea of religious freedom and the idea that people should not be punished for having different views on religion. However, Locke, a Protestant, continued to oppose Catholic and atheist (the belief that there is no God) influence in England. He remained entirely tolerant only of different forms of Protestantism. He was deeply influenced by the writing of the French philosopher and mathematician René Descartes, who proclaimed that all men possess the ability to reason. Locke also believed that people develop reason and can therefore rationally settle their differences by seeking a middle ground and compromising.

Stop here
and discuss



- Describe Locke's family background.
- In what ways did John Owen and René Descartes influence Locke?
- Why did Locke believe people could rationally settle their differences?

After college, Locke continued to study and read with a passion. He expressed his views about freedom of religion and the rights of citizens. When in 1682 his ideas were seen by the English government as a challenge to the king's authority, he fled to Holland. Locke returned to England in 1689 after the Glorious Revolution had forced the new British monarch to respect the authority of Parliament and accept a Bill of Rights limiting the king's power. Locke defended this revolution and the limitation of the monarch's power. Throughout his writings, Locke argued that people have the gift of reason, or the ability to think. Locke thought people have the natural ability to govern themselves and to look after the well-being of society. He wrote, "The state of nature has a law of nature to govern it, which [treats] everyone [equally]. Reason, which is that law, teaches all mankind...that being all equal and independent, no one ought to harm another in his life, health, or possessions."

Stop here
and discuss



- Why did Locke go to Holland?
- What ability did Locke believe people had?
- Did Locke believe people were capable of governing themselves? Why or

Locke did not believe that God had chosen a group or family of people to rule countries. He rejected this idea of "Divine Right," which many kings and queens used to justify their right to rule. In his own society, Locke supported a monarchy (rule by king or queen) whose power is limited to ensure that the rights of the people are respected. He argued that governments—including the limited monarchy under which he lived—should only operate with the consent, or approval, of the people being governed. Locke wrote, "[We have learned from] history we have reason to conclude that all peaceful beginnings of government have been laid in the consent of the people." Governments are formed, according to Locke, to protect the right to life, the right to freedom, and the right to property. These rights are absolute, belonging to all people. Locke believed that ideally government power should be divided equally into three branches of government so that politicians do not face the "temptation...to grasp at [absolute] power." If any government abuses the rights of the people instead of protecting them, the people have the right to rebel and form a new government. He wrote, "Whenever [the preservation of life, liberty, and property for which power is given to rulers by a commonwealth] is manifestly neglected or opposed, the trust must necessarily be forfeited and then [returned] into the hands of those that gave it, who may place it anew where they think best for their safety and security." Locke's idea that only the consent of the governed gives validity to a government inspired the founders of new democracy, such as the writers of the United States Constitution.

Stop here
and discuss



- What did Locke think about Divine Right?
- According to Locke, what is the purpose of government?
- What did Locke think people should do if governments abused people's rights?

John Locke believed that the control of any person against her or his will was unacceptable, whether in the form of an unfair government or in slavery. Locke wrote, "The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but only have the law of nature for his rule." He extended his ideas about freedom to a belief in civil liberties. Locke felt that women had the ability to reason, which entitled them to an equal voice, at least in the home—an unpopular idea during this time in history. Despite fearing that he might be censored, he wrote, "It may not be [wrong] to offer new...[ideas] when the old [traditions] are apt to lead men into mistakes, as this [idea] of [fatherly] power probably had done, which seems so [eager] to place the power of parents over their children wholly in the father, as if the mother had no share in it; whereas if we consult reason or [the Bible], we shall find she has an equal title."

Stop here
and discuss



- What did Locke think of men being controlled against their will?
- What did Locke write about the abilities of women?
- How do you think Locke's views were received?



Biographical Briefing on Thomas Hobbes

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play Thomas Hobbes and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

Thomas Hobbes was born in England in 1588. This was a time of much social unrest in England, and Hobbes later wrote that “fear and I were born twins.” Hobbes’ father was a clergyman, and Hobbes was educated in the classics at Oxford University. He traveled many times to meet writers, philosophers, and scientists of other European countries and to study different forms of government. The English Civil War prompted Hobbes to flee to Paris and to become a political philosopher. In 1651 Hobbes wrote his most famous work *Leviathan*. In it, he argued that people are naturally wicked and cannot be trusted to govern. Therefore, Hobbes believed that an absolute monarchy—a government that gives all power to a king or queen—is best.

*Stop here
and discuss*



- What was happening in England when Hobbes was born?
- Where did Hobbes go to study government?
- What was the topic of Hobbes’ book *Leviathan*?

Hobbes’ political philosophy is based on his idea that humans are essentially selfish creatures. He believed that all people are equal, and that this equality leads to competition and violence. In *Leviathan* Hobbes wrote that humans are driven by a “perpetual and restless desire [for] power...that ceases only in death,” and that the natural condition of humankind is a situation of “a war of every man against every man.” Because he thought that people act in their own selfish interests if they are left alone, Hobbes did not believe that people should be trusted to make their own decisions. He also felt that nations, like people, are selfishly motivated and in a constant battle for power and wealth. To further prove his point, Hobbes wrote, “If men are not naturally in a state of war, why do they always carry arms and why do they have keys to lock their doors?”

*Stop here
and discuss*



- What did Hobbes believe to be humankind’s main characteristics?
- According to Hobbes, why should people not be trusted to make decisions?
- What evidence did Hobbes use to prove his point that countries are in a battle for wealth and power?

Governments were created, according to Hobbes, to protect people from their own selfishness and evil. He believed that it is not possible for people to have both freedom and peace, since the state of freedom is a state of unlimited greed and war. Joining together to form societies is thus humankind's only possibility for peace. The best government is one that has the great power of a *leviathan*, or sea monster. Hobbes believed in the rule of a king or queen because he felt a country needs an authority figure to provide direction and leadership. Because the people are only interested in promoting their own interests, Hobbes believed that democracy—allowing citizens to vote for government leaders—would never work. Hobbes believed that without a strong government, people experience “continual fear and danger of violent death” and lives that are “solitary, poor, nasty, brutish, and short.”

Stop here
and discuss



- For what purpose did Hobbes think governments were created?
- Why did Hobbes believe in the rule of a king or queen?
- Why would democracy not work, according to Hobbes?

Hobbes reasoned that all people should voluntarily choose to relinquish (give up) their rights to the leviathan, who then would protect people from one another and ensure peace. This idea was not the same as divine right—the belief that monarchs are chosen by God and thus people do not have the right to question their rule. Instead, Hobbes believed that a ruler's absolute power comes not from God, but from people rationally deciding that this is in their best interests. Hobbes considered that the ruler could abuse his or her absolute power and become cruel and unfair. However, this problem could be lessened, Hobbes believed, by appointing a diverse group of representatives to present the problems of the common people to the leviathan. These representatives would only have the power to present opinions, since all final decisions would be made by the leviathan.

Stop here
and discuss



- For Hobbes, what was the proper role in government for the people?
- Where does the leviathan get his or her power?
- How did Hobbes propose to lessen the possibility that the leviathan might abuse his or her power?



Biographical Briefing on Jean-Jacques Rousseau

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play Jean-Jacques Rousseau and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

*(poor violent
alone upbring)*

Jean-Jacques Rousseau was born in Geneva in 1712. By the time he was 13 his mother had died and his father, a failed watchmaker, had been forced to leave Geneva to avoid being imprisoned for fighting a duel. Virtually abandoned, Rousseau was forced to serve as an apprentice to an engraver who brutally mistreated him. Partly to free himself from bitter servitude and partly to embark on an adventure, Rousseau fled the Swiss capital at the age of 16, and wandered about Europe. In his travels, Rousseau befriended several wealthy people who took him into their homes and provided the time and money for him to receive an excellent education in music and philosophy. At the age of 30, he moved to Paris and quickly established himself as one of the most outstanding philosophers of the eighteenth century. He died in 1778.

Stop here
and discuss



- What was Rousseau's early family life like?
- Why did he leave Geneva?
- How was Rousseau educated?

Unlike most other philosophers of his time, Rousseau believed that people are born good, independent, and compassionate. If left to their own devices in a state of nature (a society with no government or laws, like on a deserted island) people would naturally live happily and peacefully. In fact, such a society would be free and ideal, much more satisfying than the inequalities brought by modern society. Influenced by the peace and stability he saw in simple, traditional Swiss villages, Rousseau believed the luxury, corruption, and greed of modern nations harm the individual, giving too few people too much power over many others. In modern countries, for example, political control ends up in huge capital cities far away from most of the people. Further, he believed that society's institutions, like government, schools, the arts, and the media, corrupt naturally good individuals. Rousseau thought that modern civilization, for all its progress, has made humans neither happier nor more virtuous (morally good).

Stop here
and discuss



- How did Rousseau believe people would act in a state of nature?
- According to Rousseau, what corrupts the natural goodness of human beings? Why?
- Based on Rousseau's views of human nature, do you think he thought people can be trusted to govern themselves?

Rousseau's Swiss background had an enormous influence on the type of government he advocated (supported). Unlike its surrounding autocratic (government with unlimited power by one person over others) neighbors, Switzerland for centuries had been divided into small districts. Decisions were made locally, not far away in a royal palace in the capital city. The manner in which people in these traditional villages gathered regularly to make decisions was an example of democracy (government by the people), whereby a simple majority vote by the adult male citizens enacted a law. Each adult male voted on laws himself, without anybody representing him. This form of direct democracy also flourished briefly in ancient Athens and Rome. Although direct democracy was extremely rare outside of Switzerland at that time, Rousseau believed it was the ideal way for people to make decisions. He referred to how nondemocratic governments in Europe had corrupted modern people when he wrote in his book *The Social Contract*, "Man was born free, and everywhere he is in chains." He believed that even representative democracy (where people vote for other people to represent them)—as in England and the United States—is corrupt. "Any law which the people has not ratified in person is void; it is not law at all. The English people believes itself to be free; it is gravely mistaken; it is free only during the election of Members of Parliament; as soon as the Members are elected, the people is enslaved."

Stop here
and discuss



- How were decisions made in the Swiss villages where Rousseau grew up?
- What did Rousseau believe is the ideal way of making laws for government?
- Give examples from your life where you have participated in decision making like that of a direct democracy.

Many philosophers during Rousseau's time believed that people must choose to enter into a "contract" (agreement) with society and be ruled by a monarch, or stay outside of society and be free. They believed that only the rule of a monarch would ensure that society is stable and secure. Freedom, for many philosophers, meant chaos or anarchy (no government). In contrast, Rousseau believed that people can be both ruled and free if they rule themselves. He thought that governments should exist on the basis of a democratic "social contract," where people have direct say in the way their society is governed. Only through direct democracy, Rousseau felt, can people's freedom be preserved. While Rousseau believed that all adult males should help make the laws in assemblies, those who administer or carry out the laws (like presidents and prime ministers) can be elected as representatives of the people.

Stop here
and discuss



- In Rousseau's time, what did most philosophers think about freedom?
- How did Rousseau's idea differ from theirs?
- What two parts did Rousseau's ideal government consist of?



Biographical Briefing on Baron de Montesquieu

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play Baron de Montesquieu and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

Charles Louis de Secondat was born in Bordeaux, France in 1689. Despite his family's wealth, de Secondat was placed in the care of a poor family during his childhood. He later went to college and studied science and history, eventually becoming a lawyer in the local government. De Secondat's father died in 1713, and de Secondat was placed under the care of his uncle, Baron de Montesquieu. The Baron died in 1716 and left de Secondat his fortune, his office as president of the Bordeaux Parliament, and his title of Baron de Montesquieu. Later, the new Baron de Montesquieu became a member of the Bordeaux and French Academies of Science and studied the customs and governments of the countries of Europe. He gained fame in 1721 with his *Persian Letters*, which criticized the life-style and liberties of the wealthy French, as well as the church. However, Montesquieu's *On the Spirit of the Laws*, published in 1748, was his most famous book. It outlined his ideas on how government would best work.

Stop here
and discuss



- Where was Montesquieu born?
- How did he acquire the title Baron de Montesquieu?
- What was the subject of *On the Spirit of the Laws*?

Montesquieu was very concerned about the relationship between religion and violence. He writes in the *Persian Letters*, "I can assure you that no kingdom has ever had as many evil wars as the kingdom of Christ." A character in the *Persian Letters* states strongly, "in order to love and conform to one's religion it is not necessary to hate and persecute those who do not conform to it." Montesquieu argued not for atheism (belief that there is no God), but rather a secular (worldly) morality that is tolerant of many different religions. Despite Montesquieu's belief in religious tolerance, he did not feel that all people were equal. Montesquieu approved of slavery. He also thought that women were weaker than men and that they had to obey the commands of their husbands. At the same time, he felt that the gentler nature of women could make them valuable decision makers and participants in government. "It is against reason and against nature for women to be mistresses in the house...but not for them to govern an empire. In the first case, their weak state does not permit them to be preeminent (above others); in the second, their very weakness gives them more gentleness and moderation, which, rather than the harsh and ferocious virtues, can make for good government."

Stop here
and discuss



- How did Montesquieu feel about religious intolerance?
- What did he think about slavery?
- Why did Montesquieu believe that women would be valuable members of government?

According to Montesquieu, there are three forms of government: monarchy (rule by a king or queen), aristocracy (rule by the noble or wealthy class), and republicanism (rule by elected leaders). Montesquieu was opposed to absolute monarchy (where no other persons or institutions have any control over the monarch) and believed that a **monarchy with limited powers makes countries the most stable and secure**. People's role in government, Montesquieu believed, should be based on political virtue (moral goodness) and equality. Political virtue means that **citizens voluntarily put their public interests above their individual interests**. **States should be kept small to make it easier for people to play a role in government**. Montesquieu believed that the success of a government depends upon maintaining the right balance of power between different branches.

Stop here
and discuss



- How did Montesquieu define the three types of government?
- Which type did Montesquieu favor?
- Upon what did Montesquieu believe the success of a government depends?

Montesquieu argued that the best government is one in which power is balanced among three separate branches of government with equal but different powers. He thought that **England** in the eighteenth century provided the best model of government because it divided power among three parts: the king, who enforced laws; the Parliament, which created laws; and a court system, which interpreted laws. Montesquieu called this idea of divided government rule the **"separation of powers."** He believed in the separation of powers because he felt that if all political power is handed over to one branch, greed and corruption inevitably result. He wrote, "When the [lawmaking] and law-enforcing powers are united in the same person...there can be no liberty." According to Montesquieu, each branch of government checks (limits) the power of the other two. This way, no branch of government can threaten the freedom of the people, and tyranny can be avoided. His ideas about the separation of powers became the basis for the United States Constitution.

Stop here
and discuss



- What kind of government did Montesquieu believe was best?
- What country provided a good model of government?
- Why did Montesquieu favor a separation of powers?



Biographical Briefing on Mary Wollstonecraft

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play Mary Wollstonecraft and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

Mary Wollstonecraft, born in London in 1759, was one of the first women during the late eighteenth century to actively call for the **rights of women**. Wollstonecraft, the daughter of a silk weaver, left home at the age of 19, angry that all her family's small resources went to the oldest son (she was the oldest daughter). At that time, laws supported men's control of the family's money. For instance, even if a woman entered a marriage with money inherited from her family, it was immediately turned over to her husband. If she worked, all her wages were given to her husband. Wollstonecraft did not want to get married and be controlled by her husband like many other women she knew. Instead she **established her own small school**. Later, she left to work as a **servant** to a wealthy widow, then as a seamstress, schoolteacher, and finally governess to the Viscount and Lady Kingsborough in Ireland. During the French Revolution in 1789, she lived in France, where she worked and wrote about the rights of women and the French Revolution. She was **not married when her first daughter**, Fanny, was born in 1794. The next year, Wollstonecraft **tried to commit suicide**. Eventually she married the famous writer **William Godwin** after she became pregnant with his child. Godwin, like Wollstonecraft, did not believe in the institution of marriage. He wrote that only his love for her and nothing else "could have induced me to submit to an institution which I wish to see abolished." Wollstonecraft died soon after giving birth to their daughter, Mary Shelley. Even after her marriage, society still condemned her for her unconventional behavior, and after her death she was **renounced (spoken badly of) as a prostitute and a monster**.

Stop here
and discuss



- Why did Wollstonecraft leave home?
- What kind of work did she do after she left home?
- How did Wollstonecraft view marriage?

Women led a restricted life during Wollstonecraft's time. Men generally thought that women had an inferior intellect and considered them weak by nature. Wollstonecraft attributed human nature and behavior to environment, as opposed to heredity. She believed that **all people are equal and that every person possesses the natural right to determine his or her own destiny**. Human nature can be **perfected if education is improved and oppression ended**. Oppressive systems—which include the rule of masters over slaves as well as the rule of husbands over wives—corrupt both the oppressed and the oppressor. Thus, all of society would benefit from equality and the end of male domination over women.

Stop here
and discuss



- What was the general attitude of men toward women in the late 1700s?
- What did Wollstonecraft believe determined human behavior?
- How did she believe human nature could be improved?

"I am about to display 'the mind of a woman, who has thinking powers,'" Wollstonecraft wrote in the introduction of her book, *A Vindication of the Rights of Women*. During this period in England, women had virtually no rights of political participation. They could not receive an education, vote, or run for public office. In addition, women were not allowed access to the court system—they could not file a complaint, appear in court, or hire a lawyer. Women were not allowed to hold jobs in government, medicine, or a number of other occupations. Inequality between men and women is not the result of natural differences, Wollstonecraft believed, but rather the result of the powerful tyranny (cruel and unjust rule) of men. Women do not have the opportunity to prove their equality because men have kept them in inferior positions. "Let men prove [that women are weaker]," she wrote. If men truly want to confirm women's inferiority, they must first treat women as equals, she believed.

Stop here
and discuss



- Describe the status of women in eighteenth-century England.
- To what did Wollstonecraft attribute inequality?
- What did she argue that men must do if they want to prove women are inferior?

While most of her writing centered on issues of equality between women and men in the home as a way to improve society, Wollstonecraft was also concerned with women's role in civic life. She believed that humanity's progress is held back by the fact that women are not allowed to fully contribute to society. She demanded that women, whether married or single, must participate in civic and political life, and that they be able to study professions such as medicine, politics, and business. Wollstonecraft compared the unjust rule of kings over their subjects to the unjust rule of husbands over their wives. She was opposed to monarchy (rule by a king or queen), as well as to all patriarchal (dominated by men) systems. Power corrupts, Wollstonecraft believed, and therefore is the enemy of society. She referred to the reign of monarchs and the color symbolizing royalty as the "pestiferous (harmful) purple," and wanted to return to a state where every person was her or his own master. "Society will not be whole," Wollstonecraft wrote in *Vindication of the Rights of Women*, "until the last king is strangled with the guts of the last priest."

Stop here
and discuss



- To what does Wollstonecraft compare the dominance of husbands over their wives?
- What role did she believe women should have in civic and political life?
- How did she feel about monarchs?



Biographical Briefing on Voltaire

Directions: The following information will help your group prepare for the press conference in which one of you has been assigned to play Voltaire and the rest of you have other roles to play. To prepare for the press conference, each group member reads a section of the handout and leads a discussion of the questions following that section.

Francois Marie Arouet (pen name Voltaire) was born on November 21, 1694 in Paris. Voltaire's intelligence, wit and style made him one of France's greatest writers and philosophers. Young Francois Marie received his education at "Louis-le-Grand," a Jesuit college in Paris where he said he learned nothing but "Latin and the Stupidities." Throughout his life, Voltaire's sharp words and strong ideas found him frequently in prison. During his first time in prison Francois Marie wrote "Oedipe" which was to become his first theatrical success and adopted his pen name "Voltaire." Voltaire was exiled from France and lived in England from 1726-29. After returning to Paris he wrote a book praising English customs and institutions. It was interpreted as criticism of the French government and in 1734, Voltaire was forced to leave Paris again. In 1753, Voltaire returned to France where he lived for the rest of his life. While living on his estate called "Ferney," Voltaire wrote his most famous work, "Candide," in 1759. Voltaire never openly admitted to having written the controversial Candide. The work is signed with a pseudonym: "Monsieur le docteur Ralph," literally "Mr. Dr. Ralph." Voltaire died in Paris at the age of 83. Because of his criticism of the church Voltaire was denied burial in church ground.

Stop here and discuss



- 1) Describe Voltaire's beliefs about public education.
- 2) Why was Voltaire imprisoned so frequently?
- 3) Why did Voltaire use a pseudonym for his most famous work?

While in England Voltaire was attracted to the philosophy of John Locke and ideas of mathematician and scientist, Sir Isaac Newton. This philosophy emphasized tolerance, reason, freedom of religious belief, and freedom of speech, and an individual's right to self-expression. He admired the personal and religious freedoms he found in England's Constitutional Monarchy and sought to mold the French government in the same pattern. Voltaire perceived the French elite to be too small and ineffective, the aristocracy to be corrupt, the commoners as ignorant and superstitious, and the church as a never changing force only useful because it created powerbase against the monarchy. However, Voltaire distrusted democracy, which he saw as propagating the idiocy of the masses. To Voltaire only an enlightened monarch, advised by philosophers like himself, could bring about change as it was in the king's rational interest to improve the power and wealth of France in the world. Voltaire is quoted as saying that he "would rather obey one lion, than 200 rats of (his own) species". Voltaire essentially believed monarchy to be the key to progress and change.

Constitutional monarchy

Stop here and discuss



- 4 ① What other great thinkers influenced Voltaire? How?
- 5 ① How did Voltaire's time in England impact his beliefs?
- 6 ① What type of government did Voltaire think was ideal? Why?

As far as society was concerned, Voltaire believed that instead of looking for a perfect society, which he did not believe existed; citizens should spend their time and energy trying to perfect the society in which they had been placed. Voltaire did not have a positive outlook on mankind; in fact despite the stereotype of the Enlightenment as a movement of optimism, Voltaire was deeply pessimistic about the human nature. He never dreamed of creating a perfect world. He only argued that the world could be less bad than it is if we replaced ignorance and superstition with knowledge and rational thought. Voltaire had long opposed the extreme optimism of many people of his time that was expressed in the belief that this is the "best of all possible worlds" and that all that happens is for the best. Voltaire's discussion of these questions can be found in *Candide*, his witty attack on optimism. In Voltaire's time, optimism had been turned into a philosophical system that believed everything already was for the best, no matter how terrible it seemed. This was a philosophy that denied any need for change. To a man like Voltaire who believed in working to achieve a more just and humane society, philosophical optimism was an enemy. Voltaire's career was not aimed merely at destroying intolerance and injustice. His work had a positive force- for the betterment of society, for the spread of knowledge as a way of fighting prejudice ("opinion without judgment") and intolerance, whether social, religious, or racial. Voltaire believed that the purpose of an individual is to refine the society in which he lives.

Stop here and discuss



- 7 ① What did Voltaire believe was the goal for citizens?
- 8 ① What was Voltaire's view about mankind?
- 9 ① How did Voltaire suggest society be improved?

Voltaire also campaigned heavily against the church and Christians, arguing that the Bible and the church were intolerant of other religions. Voltaire himself was a deist. He believed that God must exist to create our complex world and control morals, but he did not believe in the God of the Bible. It is crucial to understand that at his time, organized religion in France (and elsewhere) ranged itself on the opposite side of every one of these issues, censoring the press and speech, opposing religious toleration, supporting the doctrine of the divine right of kings to rule and often endorsing slavery as well. Voltaire railed against the Catholic Church not because he was a wicked man who wanted freedom to sin, but because he viewed it as a source of evil. He felt that no change of the kind he wanted was possible without undermining the power of the Church; that is why he devoted so much of his attention to ridiculing and discrediting it. *Candide*, in which Voltaire analyzes the problem of evil in the world, blames the woes heaped upon the world in the name of religion.

Stop here and discuss



- 10 ① Why did Voltaire dislike the Catholic Church?
- 11 ① What was Voltaire's personal religious view?
- 12 ① How did he think the church hindered change?

Major Ideas of the Enlightenment

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

SKILLBUILDER: Interpreting Charts

1. What important documents reflect the influence of Enlightenment ideas?
2. In your opinion, which are the two most important Enlightenment ideas? Support your answer with evidence.

SKRIFTENFIRDER: INTELLIGENTER CHATS

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Midterm Project

Topic:

Thomas Hobbes

Suggested Criteria for Project

Different

Witness to
that type
of war

English Civil Violent war

Right to
Rebel?

People choose ~~the~~ absolute leader
so no

Humans
are...

evil, selfish, want power

Religious
toleration

Tolerant of all religions
No religious tolerance ??

Purpose of
government

keep people safe + keep ² peace

Freedom
vs.
Peace

Peace (can't have freedom)

Would
people give
up their
rights?

Yes

Type of
government

Absolute Monarch ~~monarchs~~
(not elected, but people want this Gov type)

Jomen

~~All~~ people = U.R.
Not =

Topic:

John Locke

Different

~~Successful~~
Peaceful Glorious Revolution

Yes if gov does not

people will make gov
Should not be controlled or govt will

~~more~~ tolerant of protestants
more tolerant of all religions ??

to protect life, freedom, property &
natural rights

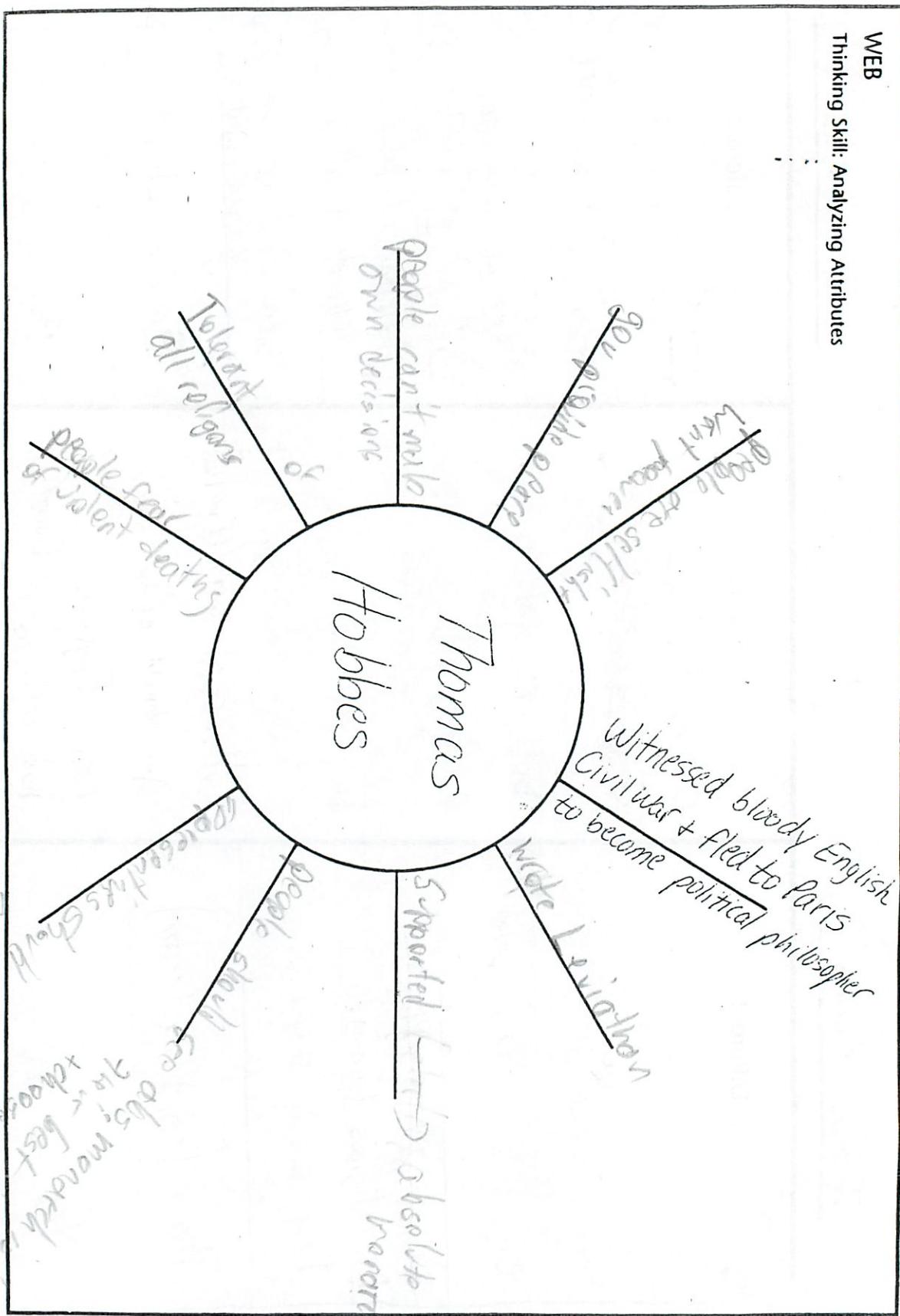
Freedom while having peace

No

Constitutional Monarchy

had ability to reason, should be
= in house

WEB
Thinking Skill: Analyzing Attributes



Voltaire

Qu

10/7

1. He didn't think highly of it. All he learned was "Idiots and the Stupidities"
2. Because of his controversial ideas, sharp words, against the church
3. To avoid getting in trouble for the controversial work.
4. Sir Isaac Newton + John Locke because they advocated tolerance, and individual freedom of speech, self expression, religious belief
5. He saw how well a constitutional monarch could work
6. A constitutional monarchy because French too dumb and distrusted people for democracy power needed to be limited.
7. To improve their world not to look for a perfect world.
8. Yet though mankind was foolish and should be more tolerant and not look for perfection
9. Knowledge should fight prejudice and intolerance + people should refine society in their own lives
10. Voltaire did not like the Church because it forced its views on everyone and had intolerance to other religions and ideas.
11. Voltaire believed God created the world and controlled morals.

12. Voltaire believed the church would not change
and they would not let his changes take place

Compare/Contrast the Philosophes

The spirit of the Enlightenment governed much of the 18th century, a time when thinkers and writers, known as philosophes, valued reason above all else. Enlightened thinkers believed that their goals of social welfare, individual freedom, and the happiness of humanity could be reached through greater economic and political freedom.

People should be free

As part of our ongoing research and interaction with the "Age of Reason," also known as the Enlightenment, we are going to compare and contrast a couple of the leading thinkers of the time. As we are concluding our investigation of the beliefs and lives of John Locke, Baron de Montesquieu, Thomas Hobbes, Jean-Jacques Rousseau, Mary Wollstonecraft, and Voltaire, you will select two and discover their similarities and differences.

In pairs or individually, you are to select two of the philosophes we have discussed in class, the only restriction being that the two philosophes cannot be Locke and Hobbes together. Secondly, each pair will select a visual method to present the information. Possibilities include, but are not limited to, poster board, Power Point presentation, or a mobile. Next, you are to choose 8-10 aspects to research about each of the two philosophes using the readings passed out in class, or the textbook. Additionally, your final evaluation must include at least four similarities. After each group has presented a visual aid to compare and contrast the two selected philosophes, the following questions should also be answered and presented. How did the ideas of the philosophes of the Enlightenment alter society's values? How do the philosophes ideas contribute to economic, religious, and/or political liberty? How did their early experiences in life shape their later beliefs?

Your activity is due Friday, October 14, 2005. We will spend approximately 20-25 minutes in class on Friday and again on Tuesday to work on the project. Make sure you are also allotting time during study hall and after school to work on the philosophes activity. The following is an outline of the requirements and details:

Enduring Understanding: 1. Changes in political values alter the distribution of power within a society.

Use these words
Critical Content: Reason, Nature, Happiness, Progress, Liberty, Philosophes, Locke, Wollstonecraft, Voltaire, Montesquieu, Rousseau, Hobbes.

Requirements: 1. Select two philosophes. (Your pair cannot be Locke and Hobbes together).

2. Select a visual (Poster board, mobile, power point).

Requirements (con't):

3. Set up a matrix chart, T-chart, Venn Diagram, or any other visual aide to compare and contrast eight to ten characteristics about your two philosophes.
4. Your visual aide must include at least 4 similarities between your two philosophes.
5. Lastly, you must answer in written form on the visual the three questions from above.

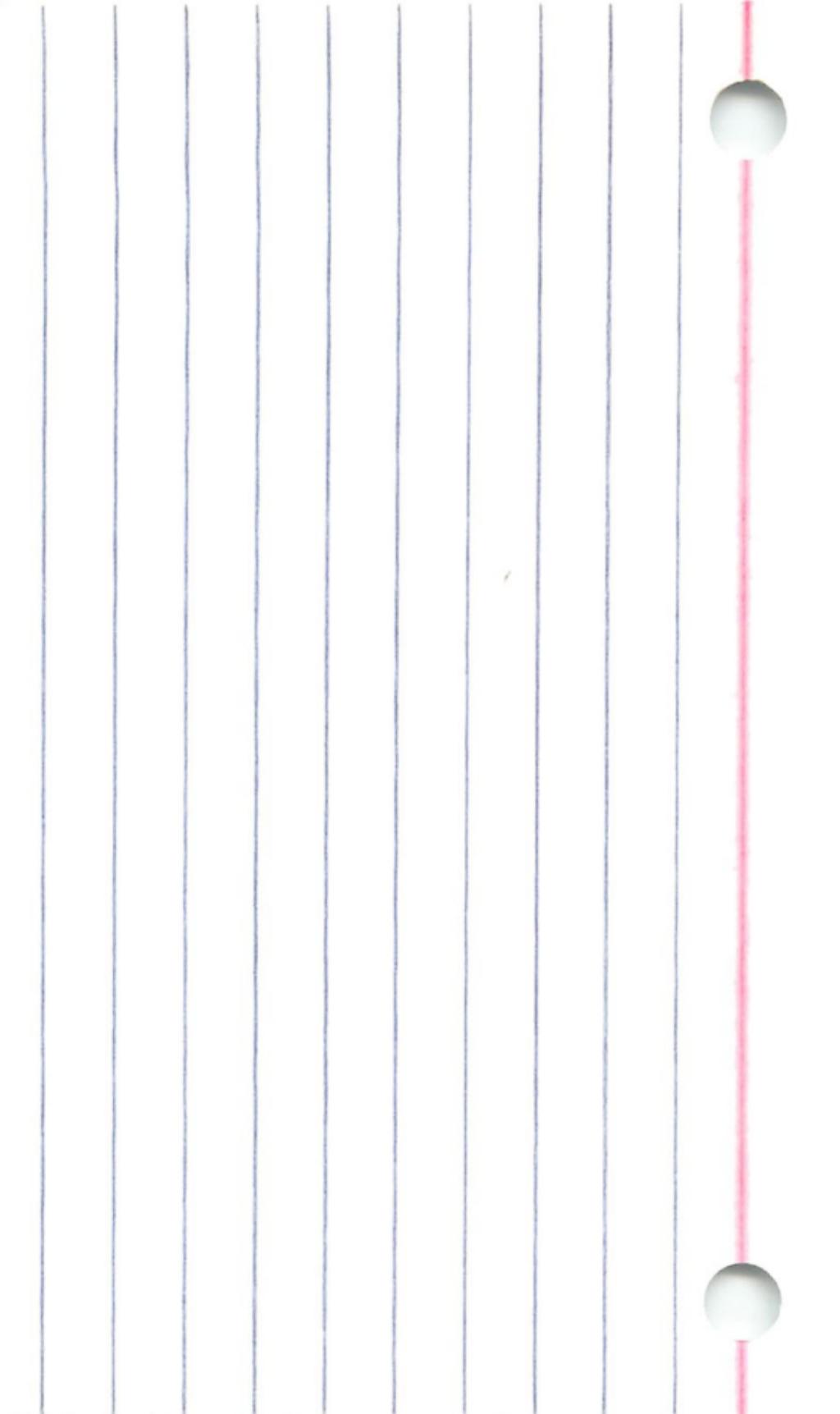
Grading: Each project will be evaluated on its accuracy, ability to answer the key questions, creativity, and thoroughness of the compare and contrast visual.

Points:
40 points for compare/contrast info.
15 points for responses to questions
10 points for accuracy (all information correct and present)
5 points for editing (spell/grammar check)

Total: 70 points

Philosophy
Compare/contrast
Graded copy

In Portfolio



1st Draft

1 Philosophes:

Voltaire vs. Rousseau

By: Michael Plasmeier

2 Type of Government

1 Voltaire

- Constitutional monarchy
- Distrusted democracy
 - Propagated the idiocy of the masses
 - He "would rather obey 1 lion than 200 rats of his own species"

2 Rousseau

- (Direct) Democracy
- Grew up in Switzerland where adult males had direct vote in a small government
- Distrusted representative democracy
 - People must have the actual say in government
- People can be both free and governed by ~~a~~ society

3 Outlook on Life

*the people
general will of the*

1 Voltaire

- People too optimistic
- People intolerant of other ideas
- People foolish

2 Rousseau

- People wanted power
- People born good and free, but corrupted by society
- People who are strong imprison or govern weaker people with unfair laws

4 Perfect Society

1 Voltaire

- People must work to make society better
- 'Everything happens for the better' is not true
- People must actually work to perfect society

2 Rousseau

- If a person lived alone on an island, they would be perfect and happy
- Government makes a society less perfect

5 Religion

1 Voltaire

- Thought the Church controlled too much
- Wanted religious tolerance for all

2 Rousseau

- No view listed

6 Book

1 Voltaire

- *Candide*

- Written under pseudonym Mr. Dr. Ralph and never admitted writing it
- Voltaire had a sharp wit, words, and ideas

2 Rousseau

- *The Social Contract*

- People have direct say in government and sign "social contract" where they say how society is governed

7  Their Life

1 Voltaire

- Educated at Louis-le Grand, a Jesuit college
- Frequently in Prison, *or running away*
- Wrote many books, plays, and stories

2 Rousseau

- Abandoned during teen years
- Forced apprenticeship to evil engraver
- Sheltered by good, rich people, who educated him

8  Their Dates

1 Voltaire

- Born November 21, 1694 in Paris
- Died in Paris, 1777
 - Denied burial at church
- Wrote famous book in 1759

2 Rousseau

- Born in Geneva in 1712
- Died 1778
- Wrote famous book in 1762

9  Famous Quotes

1 Voltaire

- "Écrasez l'infâme!"
 - Crush the evil thing
- Prejudice = "opinion without judgment"
- He wrote over 70 stories and was good with words

2 Rousseau

- "Man was born free, and everywhere he is in chains"
- "Any law which the people has not ratified in person; it is not law at all"

10  Similarities

- #1 – Both wanted change in government
- #2 – Wanted people to be free and well governed/ taken care of
- #3 – Both had traditional views on women
- #4 – Both Spent a lot of time in Paris.

11  How did the ideas of the Philosophes alter society's values?

12 *How did the Philosophes' ideas contribute to economic, religious, and political liberty?*

13 *How did early experiences shape the Philosophes life?*



Philosophes Essay 1

The Philosophes during the Enlightenment changed the moral values of society greatly. They increased the power and respect of women. They increased doubt in authoritarian sources and allowed society to petition the king for changes. The Philosophes also promoted tolerance and equality for all. They let people strive for perfection and happiness.

Some Philosophes wanted to increase the power and rights of women. Women were no longer just objects of men in some of the Philosophes' minds. Women became equal with men in making decisions in the family. Also, they could now hold all of the jobs that were previously reserved for men only, for example doctors and lawyers.

The Philosophes also increased the amount of doubt in society. Scientists could now probe farther into science and they began to doubt the teachings of Aristotle and other ancient scientists. People also began to doubt the Catholic Church's teachings, and learned that the Church was not always correct. This increase in doubt eroded the church's power letting other ideas and religions grow.

People were now able to petition the king and ask him to make their lives better. People did not need to fear being put into jail for speaking bad things about the government or asking for a better life. People could now ask the king to improve their lives and livelihoods without fear of punishment.

Philosophes, especially Voltaire, promoted the tolerance and equality of all people, religions, and races. The Catholic Church persecuted people of other religions. Many Philosophes wanted religious freedom, which let people believe in whatever and

whoever they wanted without fear. Philosophes also wanted all races to be treated equally. This vision was written in the United States Constitution, but was unattainable in America till women were able to vote and segregation was over. The Philosophes paved the foundation for these changes in our values.

Philosophes started convincing people that society could be made better and happiness could be attained. Before the Philosophes, people believe that their lives were miserable and that nothing could be done about that fact. The Philosophes changed this and people tried to be happier.

The Philosophes changed many of the moral values of society. They let women do jobs that men formally did. They increased doubt in ideas and doubt in authoritarian sources like the church and the king. They let people improve their lives and strive for perfection and happiness. They believed in tolerance and equality for all. The Philosophes changed the moral values of society greatly.

Revision: B

10/13/2005
2nd Draft
Philosophes Essay 1



The Philosophes during the Enlightenment changed the moral values of society

greatly. **Add intro** They increased the power and respect of women. They increased doubt in authoritative sources and allowed society to question the king for changes. The Philosophes promoted tolerance and equality for all. They let people strive for perfection and happiness.

Women Some Philosophes increased the power and rights of women. Women were no longer just objects of men in some of the Philosophes' minds. Women became equal with men in making decisions in the family. Also they could now do all of the jobs that were previously reserved for men only, like doctors and lawyers.

Doubt and doubt in church The Philosophes also increased the amount of doubt in society. Scientists could now probe farther into science and they began to doubt the teachings of Aristotle and other ancient scientists. People also began to doubt the church in later years. Some Philosophes were revolutionary in doubting the church even during ~~the Enlightenment~~ this time. People began to learn that the Catholic Church's teachings were not always correct. This increase in doubt eroded the church's power letting other ideas and religions grow.

Question king People were now able to question the king and ask him to make their life better. People did not need to fear being put into jail for speaking bad things about the government or asking for a better life. People could now ask the king to improve their lives and livelihoods. ~~w/o fear~~

Tolerance and equality Philosophes, especially Voltaire, promoted the tolerance and equality of all people, religions, and races. The Catholic Church persecuted people of other religions. Many Philosophes wanted religious freedom, which let people believe in whatever and whoever they wanted. Philosophes also wanted every race to be treated ~~United States~~ ^{all races} equally. This vision was written in the ~~US~~ Constitution, but was unattainable in America till women were able to vote and segregation was over. The Philosophes paved the foundation for these changes in our values. Voltaire was correct in saying that reason could overcome prejudice.

Happiness Philosophes started convincing people that society could be made better and happiness could be attained. Before the Philosophes, people believe that their lives were miserable and that nothing could be done about that fact. The Philosophes changed this and people tried to be happier. This might ^{have} come at the price of moral standards.

Conclusion The Philosophes changed many of the moral values of society. They let ~~people~~ women do jobs men did. They increased doubt in ideas and ~~doubt~~ in the authority church and king to better their life. They believed in tolerance and equality for all and the strive for happiness.

Edit Intro + conclusion

Philosophers Essays

10/1

1. The philosophers changed the values of society greatly,

~~The~~ Some philosophers increased the power and rights of women. Women were no longer objects of their husband but individual people who reasoned ~~th~~ and were doctors.

~~Doubt~~ The philosophers also increased doubt in society. Scientists probed further for more discoveries. People started seeing that the church was not always correct. This increased doubt and eroded the Catholic Church's power.

Tolstoy and other philosophers promoted tolerance of ideas and people could now question authority figures like the king and Aristotle. They also wanted

more tolerance towards other religions. Persecution was seen as taboo after this.

People started being more equal. Slavery was freed upon by some, Voltaire's belief reson could over come this.

Also people started trying happiness to make their society better and active happiness.

Summarize

Project



Essay 2

The Philosophes improved economic, religious, and political liberties during the Enlightenment. Many Philosophes challenged old ideas that the government and church ruled and controlled all with no limit to their power and petitioning for changes.

All of the Philosophes believed that people should choose the type of government they wanted. Some even went further and wanted people to make their own laws in a democracy. This expanse of power by the people let more favorable economic treaties pass, which helped the people.

Most Philosophes were tolerant of all religions. Voltaire wanted people to become tolerant of everyone regardless of their religion or race. Voltaire even went against the powerful Church because they were not tolerant of others. As more people adopted other religions and the power of the church decreased, people were able to believe what they wished and become tolerant to everyone.

The Philosophes wanted government to change, to allow more voices to be heard. Also, the Philosophes pushed governments to grant more freedoms to more people. Most governments let people say and do almost whatever they wanted after the Enlightenment. People were now allowed to make complaints against the government to improve their own lives.

These expanses in economic, religious, and political liberties were caused by the pioneering questioning of the Philosophes of the Enlightenment.

Revision: A

10/13/2005

2nd Draft

Essay 2



The Philosophes improved economic, religious, and political liberty during the Enlightenment. Many Philosophes challenged old ideas that the government and church ruled and controlled all with no limit to their power ~~or~~ ^{and} petitioning for change.

All of the Philosophes believed that people should choose the type of government they wanted. Some even went further and wanted people to make their own laws in a democracy. This expanse of power by the people let more favorable economic treaties ^{for the majority of the people} ~~them~~ pass, which helped ~~the majority of the people~~.

Most Philosophes were tolerant of all religions. Voltaire wanted people to become tolerant of everyone regardless of their religion or race. Voltaire even went against the powerful Church because they were not tolerant. As more people adopted other religions and the power of the church decreased, people were able to believe what they wished. ~~and become tolerant to everyone,~~

The Philosophes wanted government to change to allow more voices to be heard. Also, the Philosophes pushed governments to grant more freedoms to more people. ^{after the Enlightenment} Most Governments let people say and do almost whatever they wanted. ~~They were even allowed to make complaints against the government to improve their own lives.~~

These expanses in economic, religious, and political liberty were caused by the pioneering questioning of the Philosophes of the Enlightenment.

Essay 2

The philosophers improved economic, religious and political liberty. Many of them challenged old ideas that the gov + church ruled everything and no one was able to question these. Some of them believed that people should choose a type of gov. Some went further than that and allowed people to make or vote on laws. This expansion of power let more favorable economic laws be passed. Many philosophers were tolerant of all religions. Voltaire wanted people to become tolerant of everyone. He even went against the dominate Catholic Church because they were not tolerant and persecuted many people. Also the influence and the power

of the church decreased allowing ~~more~~ people
other ideas to be presented. All of
the philosophers ~~from Hobbes to Kant~~
~~wanted a different~~
~~type of~~ government to change allowing
more people's voices to be heard.

the philosophers
placed for
and

Also these governments allowed more
freedom of people. They starting
let people say ^{no (almost)} what ever they wanted.
these expansions in economic, religious
and ~~of~~ liberty ~~actions~~ fields were
caused by the philosophers ~~from~~ ^{using} the
enlightenment.

Revision B



Essay 3

The Philosophes early experiences in life helped shape their later beliefs. *and ideas*
man named

John Locke met a John Owen in college. He introduced Locke to the idea of *and remained tolerant to only protestants* religious freedom. Locke did not catch onto this idea, though. Locke also read the works of René Descartes when he was young. This experience led him to say that all humans have three natural rights; the rights to life, liberty, and property. He also experienced the glorious revolution in England, which helped shape his later beliefs. *about change in government*

Thomas Hobbes witnessed a bloody battle which led him to the conclusion that all people are evil and need a strong government to keep the peace and control them. This led him to believe that an absolute monarchy was the best form of government.

Jean Jacques Rousseau was abandoned during his teen years. He spent years forced into servitude as an apprentice. Later, wealthy people were good to him and took care of him. These experiences led him to believe that people are born good, but society's intuitions turns them bad in their quest for power or wealth.

Baron de Montesquieu was born to a wealthy family, yet raised in a ~~poor family~~
other In this family, he observed people fighting for their religion and prosecuting non-
Poorer family and area. believers. This led him to his belief of tolerance for all religions.

Mary Wollstonecraft grew up in a family where everything went to the oldest son, *oldest* even though she was older than her brother. This experience led her to fight for women's equality. *and rights, She believed that women and men are =.*

Voltaire's education at a Jesuit school thought him, in his opinion, not much except "Latin and the Stupidities." This type of education led him to want to change the Church's control over education and all other matters including ~~religious~~ tolerance. *and equality*
for all, regardless of race or religion.

The philosophers' early experiences in life helped shape their later beliefs.

→ John Locke ~~first~~ met a calothee who taught him to become more tolerant. However he did not really listen. He read a lot of René Descartes' work, which said that everyone could reason.

→ Thomas Hobbes witnessed ~~a~~ a bloody battle which led him to believe that all people were evil, and needed a strong ruler to control them.

→ Jean-Jacques Rousseau was abandoned during his teen years. He spent some of this time forced ~~to be an apprentice~~ into service, with wealthy people took care of him. This led him to believe that people are good, but through society's institutions, are turned bad.

- Baron de Montesquieu was born to a wealthy family yet was raised in a poor family. There he observed people fighting for their religions and persecuting non believers. This led him to be ~~be~~ of religious tolerant.
- Mary Wollstonecraft grew up in a family where everything ~~belonged~~^{vest} to the oldest son, instead of her. This helped her form her idea of woman's =
- Voltaire's education at a Jesuit College taught him not much in his opinion. This helped him want to change the Church's control over education.



Section 2

PRIMARY SOURCE from *The Social Contract* by Jean-Jacques Rousseau

In The Social Contract, published in 1762, the philosoph— a writer during the 18th century French Enlightenment— Jean-Jacques Rousseau outlined his ideas about individual freedom and obedience to authority. As you read this excerpt, think about Rousseau's argument against the use of force as a means of governing the people.

Don't forget to read

Chapter I—Subject of the First Book

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer.

If I took into account only force, and the effects derived from it, I should say: "As long as a people is compelled to obey, and obeys, it does well; as soon as it can shake off the yoke, and shakes it off, it does still better; for, regaining its liberty by the same right as took it away, either it is justified in resuming it or there was no justification for those who took it away." But the social order is a sacred right which is the basis of all rights. Nevertheless, this right does not come from nature, and must therefore be founded on conventions. Before coming to that, I have to prove what I have just asserted.

Chapter III—The Right of the Strongest

The strongest is never strong enough to be always the master, unless he transforms strength into right, and obedience into duty. Hence the right of the strongest, which, though to all seeming meant ironically, is really laid down as a fundamental principle. But are we never to have an explanation of this phrase? Force is a physical power, and I fail to see what moral effect it can have. To yield to force is an act of necessity, not of will—at the most, an act of prudence. In what sense can it be a duty?

Suppose for a moment that this so-called "right" exists. I maintain that the sole result is a mass of inexplicable nonsense. For, if force creates right, the effect changes with the cause: every force that is greater than the first succeeds to its right. As soon as it is possible to disobey with impunity, dis-

obedience is legitimate; and, the strongest being always in the right, the only thing that matters is to act so as to become the strongest. But what kind of right is that which perishes when force fails? If we must obey force, there is no need to obey because we ought; and if we are not forced to obey, we are under no obligation to do so. Clearly, the word "right" adds nothing to force: in this connection, it means absolutely nothing.

Obey the powers that be. If this means yield to force, it is a good precept, but superfluous: I can answer for its never being violated. All power comes from God, I admit; but so does all sickness: does that mean that we are forbidden to call in the doctor? A brigand [bandit] surprises me at the edge of a wood: must I not merely surrender my purse on compulsion, but, even if I could withhold it, am I in conscience bound to give it up? For certainly the pistol he holds is also a power.

Let us then admit that force does not create right, and that we are obliged to obey only legitimate powers. In that case, my original question recurs.

*from Jean-Jacques Rousseau, *The Social Contract and Discourses and Other Essays*, trans. by G.D.H. Cole (E.P. Dutton & Company, Inc., 1950). Reprinted in Peter Gay, ed., *The Enlightenment: A Comprehensive Anthology* (New York: Simon and Schuster, 1973), 322–325.*

do you do it because you want to, or are forced

Discussion Questions

Recognizing Facts and Details

1. Which did Rousseau believe was better—a government freely formed by the people or one imposed on a people by force?
2. Did Rousseau believe that it was the right of the strongest to rule?
3. **Making Inferences** How would you compare Locke's ideas about government with Rousseau's?

*using both creativity
force through violence or
do it through culture*

CHAPTER
6

SECTION QUIZ

The Enlightenment in Europe

Section 2

A. Terms and Names Write the letter of the name that matches the description. Not all names will be used.

- a. Voltaire
- b. John Locke
- c. Montesquieu
- d. Thomas Hobbes
- e. Emilie du Châtelet
- f. Mary Wollstonecraft
- g. Jean Jacques Rousseau
- h. Cesare Bonesana Beccaria

f 1. 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.

h 2. This philosopher's ideas greatly influenced criminal law reformers in Europe and North America. In his book *On Crimes and Punishments*, he argued against the use of torture and other common abuses of justice.

C 3. This aristocratic philosophé 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 gaining total control of a government.

G 4. This philosophé strongly disagreed with other philosophes on a number of matters. For instance, although most philosophes believed that reason, science, and art improve the lives of all people, he argued that civilization corrupts people's natural goodness.

B 5. This philosophé's masterful use of satire got him into frequent trouble with the clergy, the aristocracy, and the government of France. Despite serving two prison terms and being exiled, he never stopped fighting for tolerance, reason, freedom of religion, and freedom of speech.

D 6. 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.

D 7. This political thinker believed that all humans are naturally selfish and wicked. He argued, therefore, that strong governments are necessary to control human behavior. To avoid chaos, he said, people enter into a social contract. They give up their rights in exchange for law and order.

B. Extended Response Briefly answer the following question on the back of this paper.

What were some of the most important effects of the Enlightenment?

women's rights 'tolerance for all' secular
 right to question why other religions accepted
 no torture happiness

Pre-

Quiz: Enlightenment & its Philosophers Name: Michael Plasmoor

1. Leviathan
2. Two treatises on government
3. On the spirit of laws
4. The social contract
5. A vindication of the rights of women
6. Absolute monarch
7. constitutional monarchy
8. 11
9. Democracy
10. Democracy

This is the book written by Thomas Hobbes.

This is the book written by John Locke.

This is the book written by Montesquieu.

This book was written by Rousseau.

This book was written by Wollstonecraft.

This type of government was favored by Hobbes.

This type of government was favored by Locke.

This type of government was favored by Montesquieu.

This type of government was favored by Rousseau.

This type of government was favored by Wollstonecraft.

11. John Locke believed that all people had the ability to Reason, therefore they had the right to think. Locke believed that people could be trusted to govern themselves because people were born good free. Locke believed that all people were equal and that this equality lead to freedom which lead to peace. According to Locke, the purpose of government was to protect 3 natural rights

to life, liberty, + property.

12. Thomas Hobbes, on the other hand, believed that all people were evil + selfish. Hobbes believed that people could not be trusted to govern themselves. He believed that all people were equal and that this equality lead to Competition which would then lead to Violence. According to Hobbes, the purpose of government was to control

the people + keep them safe (from them selves).

13. Montesquieu believed that the government should have three branches. Those branches were Executive, Judicial and Legislative. This was known as the Separation of powers. Montesquieu believed that women were useful + weaker, therefore they should be involved in government + obey their husbands.

According to Montesquieu, political liberty could only exist if people consent to government if power is divided + checked + balanced.

14. Rousseau believed that people were born good and compassionate. He also believed that people would live happily and peacefully in a state of nature. A state of nature is defined as away from social institutions (island). According to Rousseau, people are corrupted by such things as society's institutions

power, money, gov, art, the media.

Luxury, corruption, greed

Voltaire -

Confide

Voltaire -

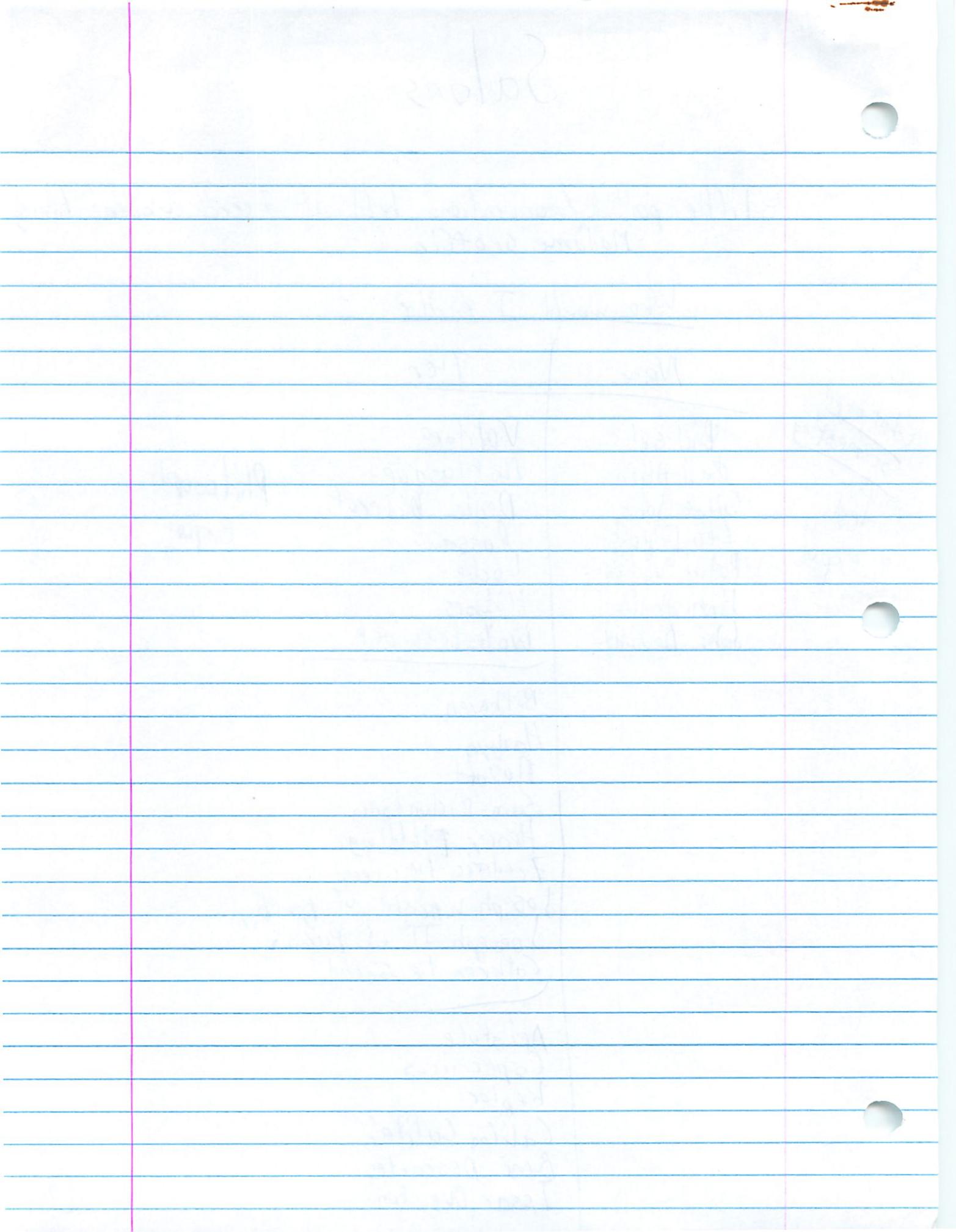
Constitutional
monarchy

Salons

- little parties/conventions held at French women's houses
- Madame Geoffrin

Who would I invite

	Now	Then	
<u>What type of meeting</u>			
C. Tech expo	Bill Gates Paul Allen Steve Jobs Leo Laport Patricia Norton Jimmy Wales John Doerr	Voltaire Montesquieu Denis Diderot Rousseau Locke Hobbes Wollstonecraft	Philosoph expo
		Bethaven Hawthorne Nozott	
		Sam Richardson Henry Fielding Frederick the Great Joseph Wright of Derby Joseph II of Prussia Catherine the Great	
		Aristotle Copernicus Keplor	
		Galileo Galilei René Descartes Issac Newton	





Chapter 6.3 – Spread of Enlightenment Ideas Web/Outline

1. Method of Idea circulation
 - a. Basic Ideas
 - i. Books
 - ii. Letters
 - iii. In-person Visits
 - iv. Magazine Articles
 - b. Salons
 - i. Social events
 - ii. Paris *most*
 - iii. Philosophes gathered to share ideas
 - iv. And to enjoy performances *of plays, etc*
 - v. Marie-Therese Geoffrin
 1. most influential hostess
 2. woman
 - c. Diderot's *Encyclopedia*
 - i. Denis Diderot
 - ii. Many Philosophes contributed
 - iii. Shut down by gov and Church
 - iv. But later restarted with permission
 - d. Middle Class
 - i. Could now afford arts
 1. Helped arts grow
 - ii. Newspapers
 - iii. Pamphlets
 - iv. Political songs
2. Arts and Literature
 - a. Middle class could now afford
 - b. Was Baroque
 - i. Very fancy, ornate
 - ii. Buildings (Versailles)
 - iii. Music (Bach and Handel)
 1. dramatic organ and choral music
 - iv. ~~artists~~ *art*
 1. rich in color, detail, and ornate imagery
 - c. Now neoclassical (for Music = Classical)
 - i. Simple and elegant
 - ii. Borrowed much from Greeks and Romans
 - d. Music
 - i. Franz Joseph Haydn
 1. developed sonata and symphony

- ii. Wolfgang Amadeus Mozart
 - 1. composed music at age 5
 - 2. operas set new standards for elegance and originality
- iii. Ludwig van Beethoven
 - 1. piano music
 - 2. string quartets
 - 3. stirring symphonies
- e. Advent of the Novel
 - i. Was a lengthy work of prose fiction in everyday language
 - ii. Popular with middle class
 - iii. Some written by women
 - iv. Samuel Richardson
 - 1. *Pamela* *slave girl advanced on by master*
 - 2. 1st novel in English
 - v. Henry Fielding
 - 1. *Tom Jones*
 - vi. Daniel Defoe
 - 1. *Robinson Crusoe*
- 3. The Monarchy
 - a. Enlightenment ideas found themselves to monarchs
 - b. Some adopted these ideas, but none gave up power and most tried not to alienate their base of the aristocracy
 - c. **Enlightened deposits (rulers)** known as
 - d. Wanted to make their country stronger and make their rule more effective
 - e. Frederick the Great
 - i. Was the king of Prussia
 - ii. Granted religious freedoms, reduced censorship, and improved education
 - iii. Committed to being king
 - iv. Said he was "first servant of the state" not "I am the state" like Louis XIV
 - 1. purpose was to help grow and improve the country, not the country existed to make the monarch's life better
 - v. said was against serfdom, but didn't do anything about it to not alienate his base
 - f. Joseph II
 - i. Ruler of Austria
 - ii. Textbook called "most radical royal reformer"
 - iii. Legal reforms and freedom of the press
 - iv. Freedom of worship (Protestants, Orthodox Christians, and Jews)
 - v. Abolished serfdom
 - 1. peasants must be paid with cash
 - 2. nobles DID NOT like
 - vi. most changes reverted after death
 - g. Catherine the Great
 - i. Forced marriage to mentally unstable Russian king

- ii. She removed of him and became the ruler herself
- iii. Reviewed laws
- iv. Liked ideas of Philosophes
- v. Wanted to have religious tolerance, and abolish torture and capital punishment, but this didn't happen
- vi. Wanted to end serfdom, but serf revolt changed her mind and she gave absolute power over them to landowners
- vii. Expanded Russian empire to Black Sea and allowed trade to Mediterranean
- viii. Took over part of Poland
- ix. Further enlarged Russia during rule, but didn't make many actually Enlightenment changes

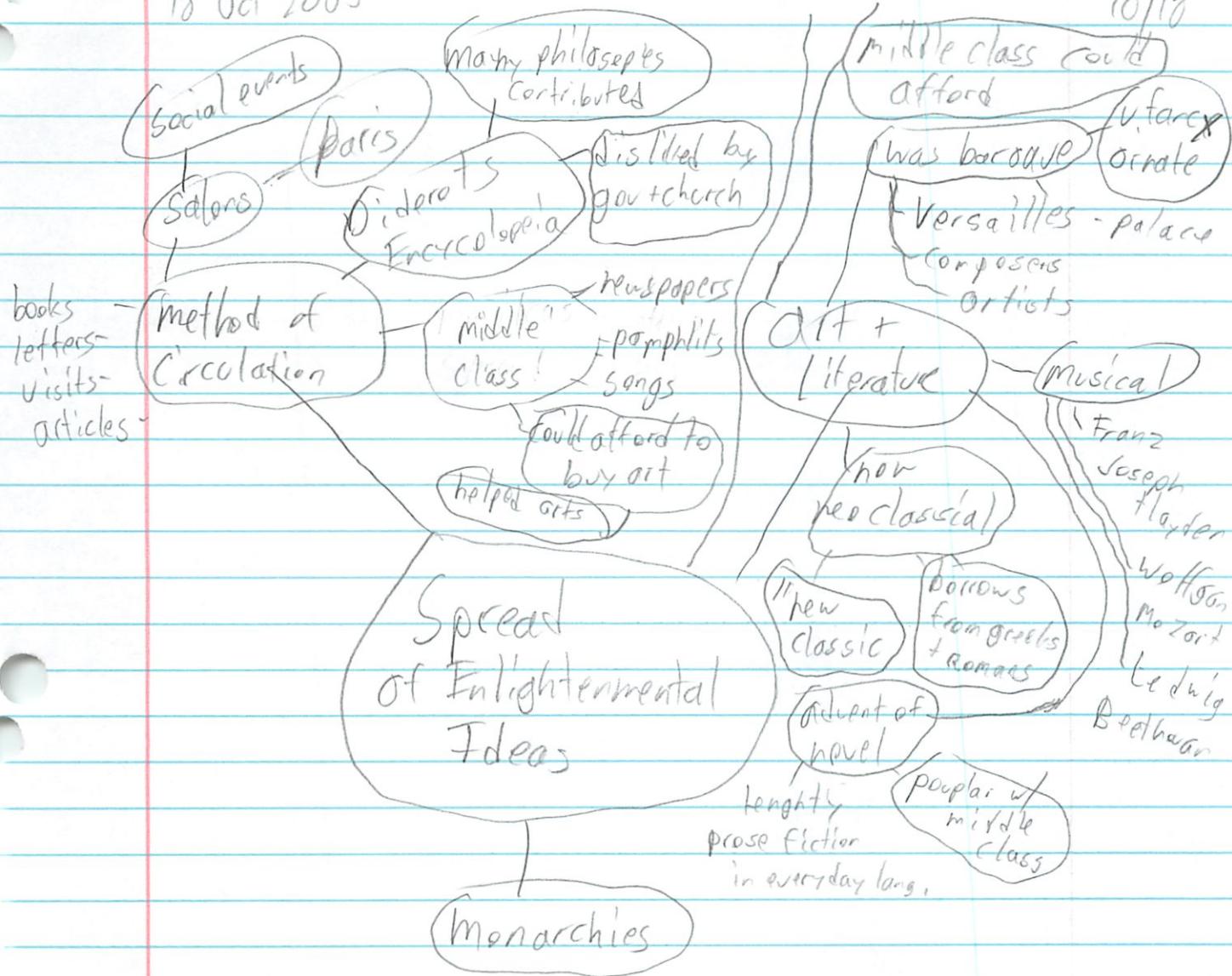
2 generalizations

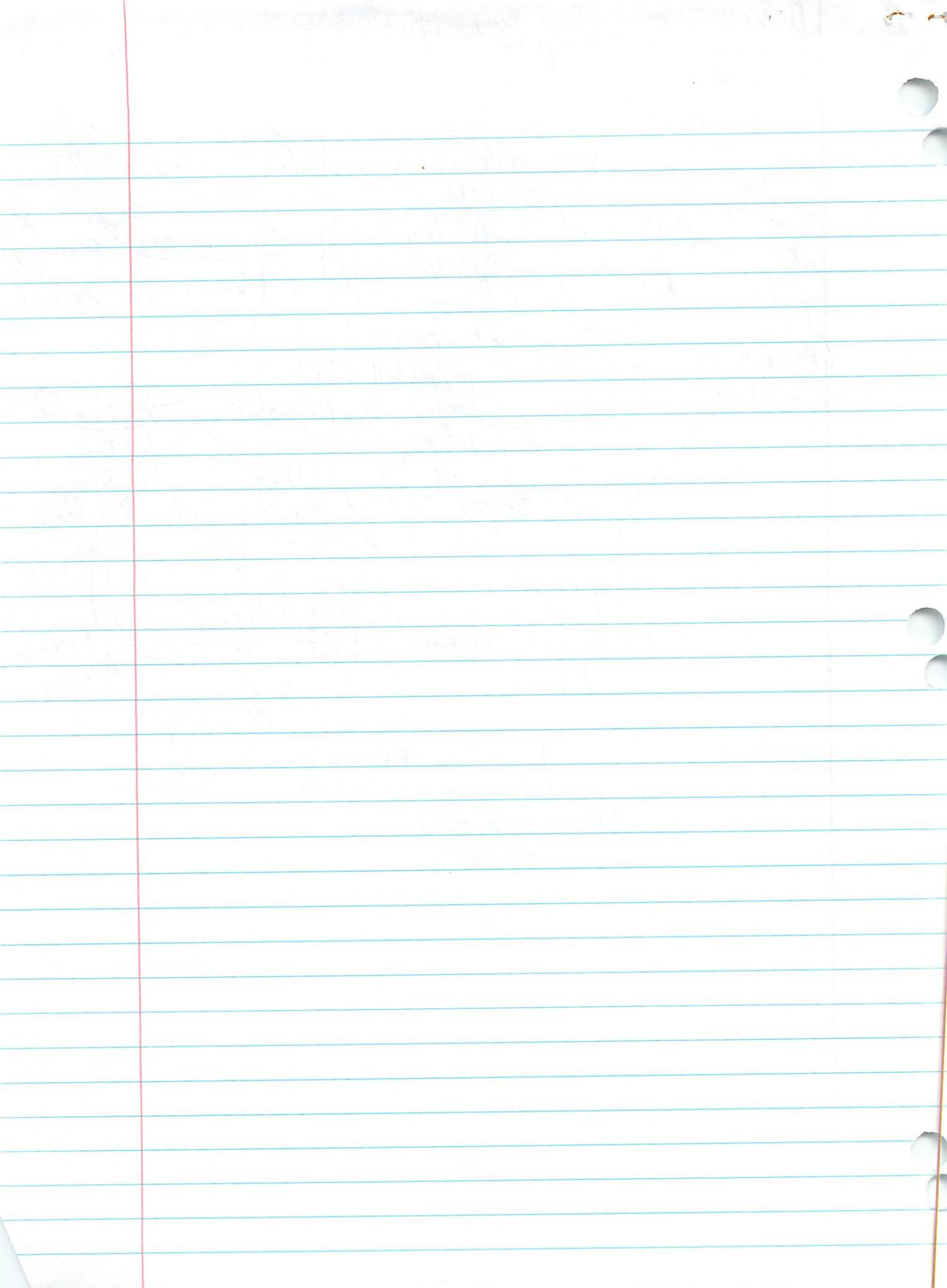
- Ideas Spread through Books, articles, and Diderot's encyclopedia. They also spread through face to face meetings, some at Salons (little parties)
- Arts + literature expanded and some monarchs applied some of the philosophes' ideas.

Michael Plasmid
Smith
Western Civ I
18 Oct 2003

p 182 #2

10/18





Depots

Enlightened or Not?

10/20

Check out the
from old book

Frederick the Great
Prussia
Protestants

Joseph II Austria

Catherine the Great
Russia

wrote poetry
human
liberal ideas
not actions

Granted religious
freedom, reduced
censorship, improved
education

"most radical reformer"

reviewed laws

Enlightened

committed to being
king

abolished serfdom

wanted religious tolerance
abolish torture,
capital punishment,
end serfdom
(yet didn't happen)

Confined w/
Voltaire

* said was lot "servant
of the state"
- his purpose was to
improve country,
not make his life better

- nobles not happy

helped
country
by expanding

wanted to
create Constitution

"must enlighten
my people"

reformed justice sys
abolished torture

Not

Enlightened

said was a saint
Serfdom, yet
didn't do anything
about it to not
alienate his
base

most of his changes
reverted after his death

didn't make any real
changes, all talk
no action (Constitution creation
failed)

her bark is bigger
than her bite

never challenged
Saxons (as social
order)
not tolerant of
Polish or Russian Jews

Determining Factors

Enlightened in ruling
for the people

after serfs rose up,
rec army came down on
them hard + took away
some of their powers
Forced Polish people to comply

Frederik II

- Prussia
- first servant of people
- religious reforms
- reduced censorship
- improved edu
- reforms legal system
abolished torture
- believed serfdom was wrong, did nothing about it

Joseph II

- Austria
- abolished serfdom
- legal reforms
- freedom of press
- peasants paid for labor
- freedom of religion

Catherine the Great

- Russia
- well to do, read books
- conversed w/ Voltaire
- form commission to reform law
Montesquieu's ideas
- expanded Russia
- first partition of Poland

V. Pg. 469 Enlightenment despots sought Progress

The principles of enlightened despotism were:

- religious tolerance
- economic + legal reforms
- justifying rule by usefulness to society, not divine right

The two most significant of Europe's enlightened despots:

Frederick II of Prussia.

Catherine the Great of Russia.

As despots, they were:

Controlling all powers of government.

As enlightened despots, they were: absolute rulers who supposedly used their

Using their power for the:

A. pg. 469 Frederick II (The Great) of Prussia 1740-1786

Describe Frederick's relationship with Voltaire.

Frederick wrote long flattering letters to Voltaire who responded with flowery phrases

Frederick's opinions were:

liberal + humane but deeds were not

He granted religious freedom to:

Catholics + Protestants

He discriminated against:

Polish + Prussian Jews

He reduced but did not abolish:

torture

He allowed:

freedom of press

He admitted:

Serfdom was wrong

But did not end it because:

needed support of land owners, didn't want to offend his base

He called himself:

"The first servant of the state"

His goal:

to serve + strengthen his country

B. pg. 469 Catherine The Great – Russia 1762- 1796

Describe how Catherine came to the Russian court:

Sent away from Germany to marry heir to throne, Grand Duke Peter

In 1767, Catherine called a large convention in order to:

make reforms + write a constitution

She wanted to:

be enlightened

In the end,

They bickered forever + accomplished nothing

Explain how Catherine helped Diderot.

She bought his library by allowing him to name his own price - she

In 1773, a soldier named Pugachev lead a rebellion.

He promised:

end to serfdom

With great brutality Catherine's army:

Made of serfs,

Soldiers and

escaped prisoners

What happened to Pugachev?

brought to Moscow in cage + executed

After the revolt, Catherine saw that:

Thus Russian serfs:

She needed nobles' support, so she gave up plans to end serfdom

Life was worse + no chance for freedom

gave nobles total power over serfs

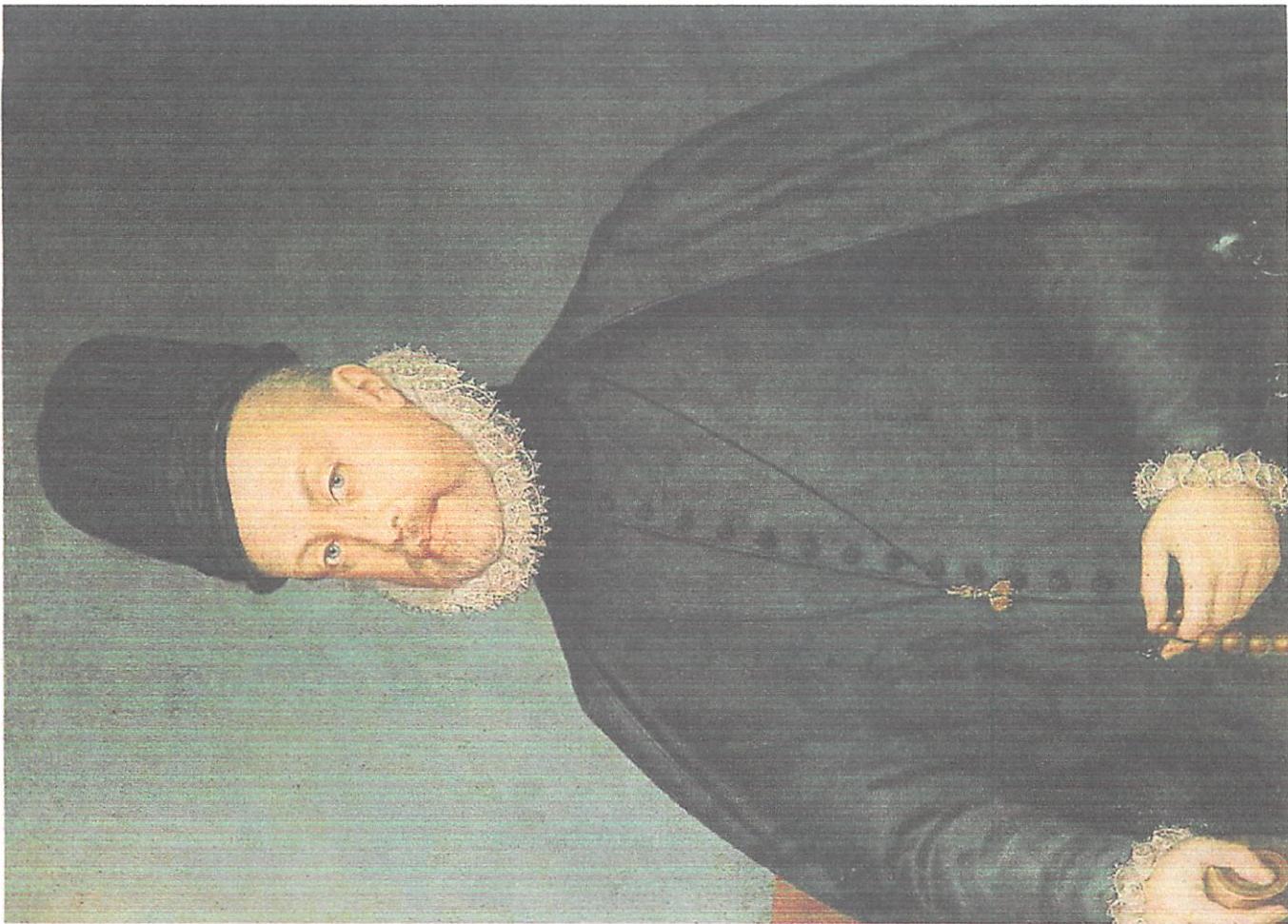


Frederick the
Great

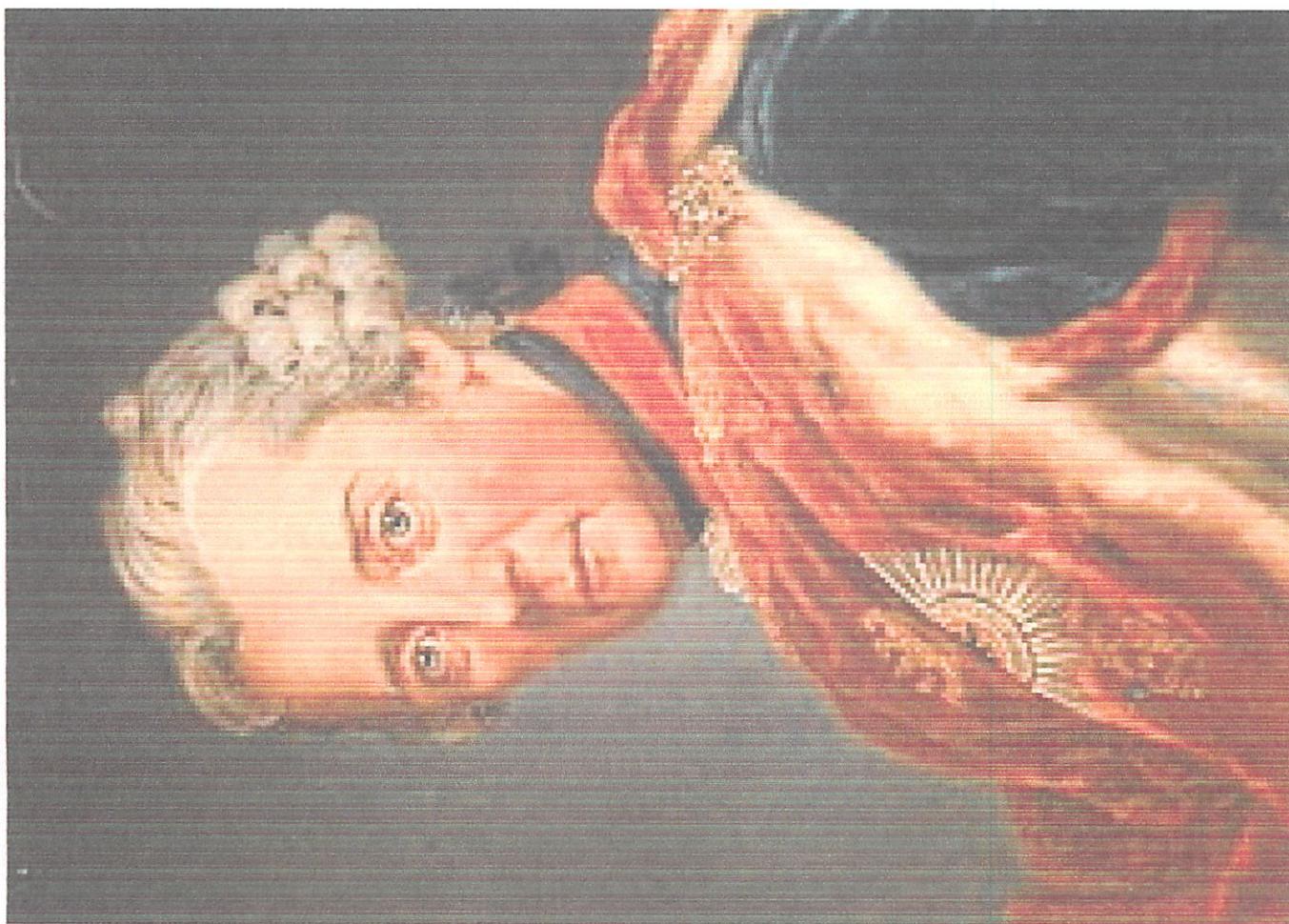


Catherine the Great

I have picked out
Philip II
Joseph II



Philip III not enlightened



Frederick the Great



Philip II Great enlightened despot

Most Enlightened Despot

Of the 17th Century

20/20



Frederick II

Frederick the Second should win the award for Most Enlightened Despot (absolute ruler). Frederick II saw himself as "the first servant of the state." He believed that his purpose was to serve and strengthen his country. This was unlike other monarchs at the time who thought the state existed for them and they were allowed to rule by divine right. Frederick II granted many people religious freedom to believe almost whatever they wanted. He reduced censorship and improved education of young people. He reformed the justice system, making it much better, and abolished cruel torture. Frederick II wrote poetry and conferred with leading Philosophes, Voltaire. For these reasons, Frederick II deserves to be named the most enlightened despot of the the seventeenth century.

By: **M**ichael Plasmeier, Press Secretary

mettete in
500g di

20/20

100g di

Michael Ploskier
Western Civ 9H
Smith
24 Oct 2005

Chap 6, 4
p187 H1+2

10/24

1. Declaration of Independence - a document written by Thomas Jefferson at the 2nd Continental Congress that said the king has wronged America & we were breaking free

Thomas Jefferson - statesman most famous for DoI
was also good lawyer and architect, founded U of Virginia

checks + balances - a system where 1 group does not have too much power. Other people had say and were, to a point, able to override others - therefore no one had too much power

federal system - power is divided between a federal government and smaller state + local governments

Bill of Rights - 10 amendments to the constitution demanded by antifederalists which gave (or affirmed) rights of people

2.

Problems

Solutions

couldn't get money (AoS)
passing new laws was hard

wrote Constitution w/ federal system
" "

who would be represented?
^ people or states?

Constitution solved?

How many votes per state

* Compromise of 2 houses, 1 where 2 voters per state, 1 where # votes per state

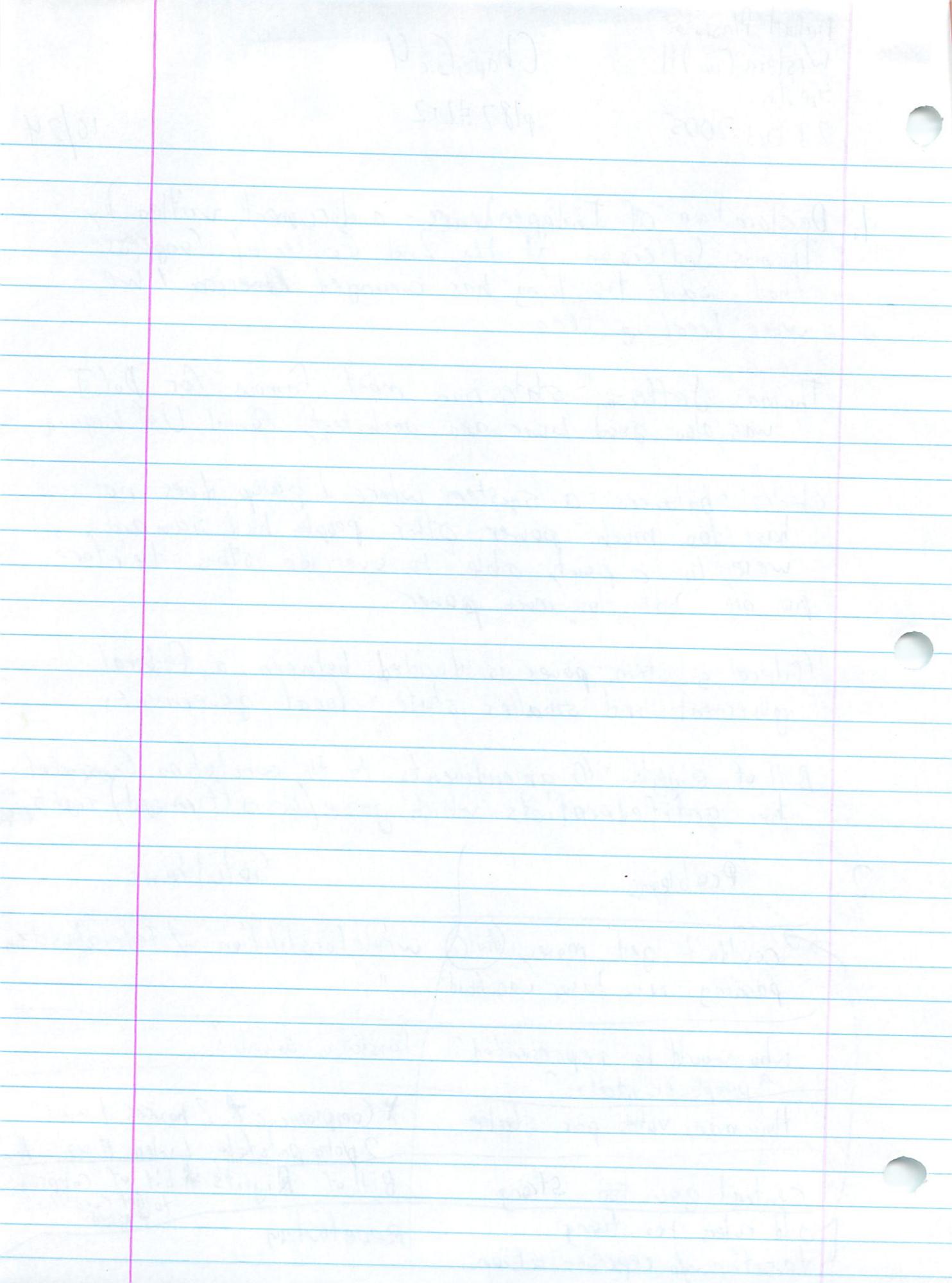
Central gov too strong

Bill of Rights * bit of compromise to get Constitution passed

Political rulers too strong

Revolution

far from no representation



CHAPTER
6

Section 4

PRIMARY SOURCE from *The Declaration of Independence*

In writing The Declaration of Independence, Thomas Jefferson drew many of his ideas from the works of enlightened thinkers such as John Locke. As you read the following excerpt from that document issued in July 1776, think about the Enlightenment ideas it reflects.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. *from oppressive leaders*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; 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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations [wrongful exercises of authority], pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism [a government in which the ruler exercises absolute power], it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. *to progress*

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of

Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let facts be submitted to a candid world. . . .

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude [righteousness] of our intentions, do, in the name, and by the Authority of the good People of these Colonies solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Discussion Questions**Recognizing Facts and Details**

1. According to the first paragraph, what is the purpose of this document?
2. According to the second paragraph, what is the purpose of government, and when do people have the right to alter or abolish it?
3. **Making Inferences** Why do you suppose Jefferson felt that it was not only the right, but also the duty, of a people to overthrow a despotic government? How would the history of the world be affected if despotism were allowed to reign unchecked?

American Road to Revolution

Key: ↓ leads down
→ related to

Navigation Acts

→ F+I War → Stamp Act

→ Closed Boston Port ← Tea Party

Battle in Lexington

→ 2nd Continental Congress

→ D+I

→ War!

Do I

Work + Notes

10/28

Q. from 1. To separate from Britain because the British king has been bad, very bad. To tell world why we were separating

2. To secure certain unalienable rights like life, liberty, and pursuit of happiness. If a government fails to protect these rights, the people can alter, or abolish it and install a new government

3. He thought that people should rebel against unfair rulers for the good of mankind and to protect people's "safety & happiness". If people could not do that, to this day absolute monarchs would keep most people as slaves and take all of the wealth themselves. Progress and freedom of speech would be limited.

Constitution Influences

Bill of Rights → people have rights - Liberty, progress, happiness
"We the people" → consent of government

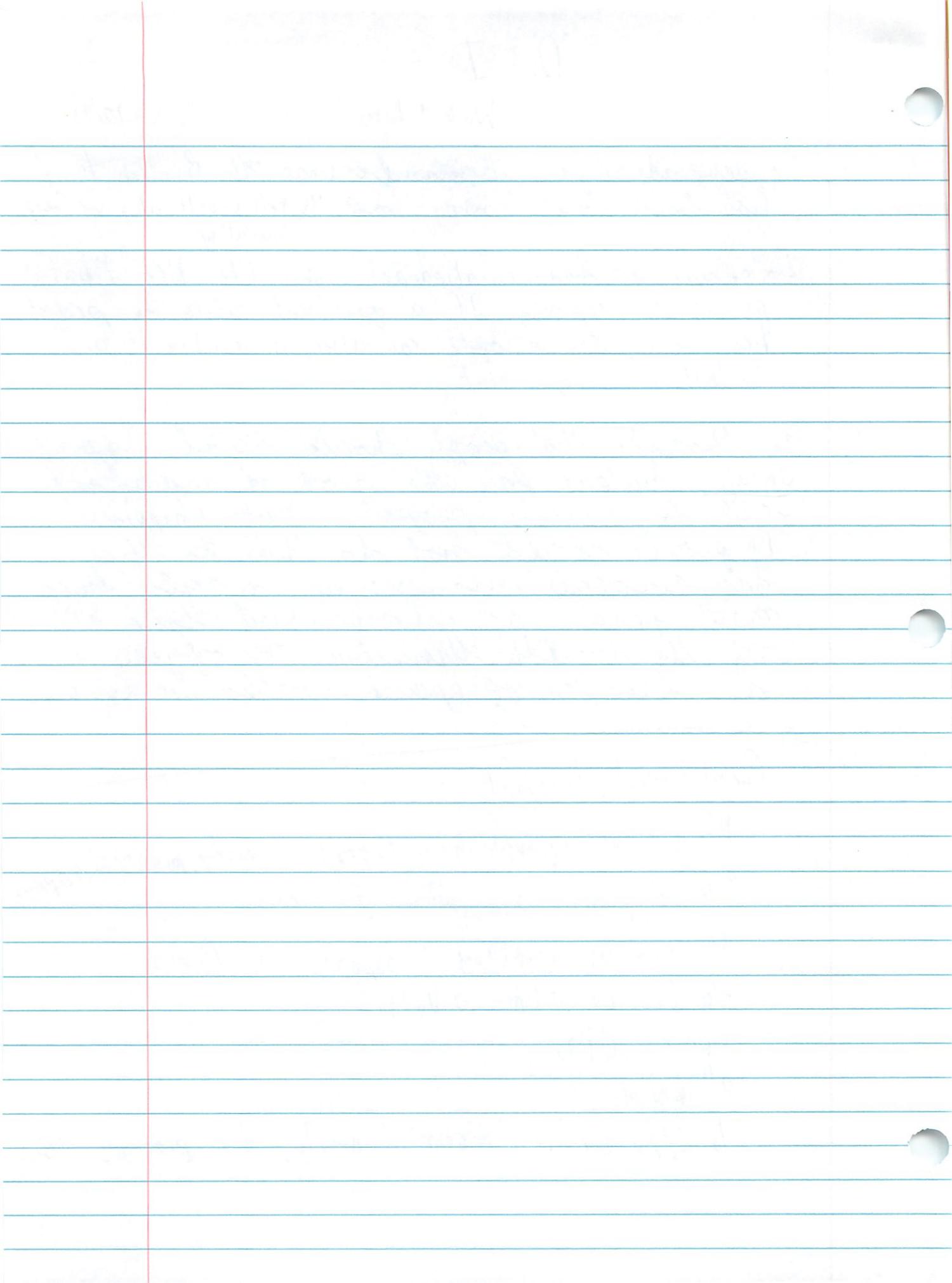
V: balances - Montesquieu - Separation of Powers

Freedom of religion → Voltaire

Women's rights

All people =

laws, no torture, innocent till guilty, due process → Bony



Delmarva Politicians Feel Freedom Of Speech Is Vital To Their Jobs

By CAROLYN SUMA -- WMDT 10/20/2005

"Freedom of speech is absolutely imperative, it's the bedrock of our exchange and communication in America."

Maryland Senator Lowell Stoltzfus believes the First Amendment right is the basis of politics.

"Free speech allows input and that's what America's all about. We have input from all different opinions and if we squash some opinions we're not as good as a people."

Delegate Addie Eckardt says freedom of speech improves our political decision making.

"Up in the legislature, we can differ, we can speak our mind and people are civil, courteous."

"We understand that speaking clearly and articulating our difference is an important part of democracy."

Legislators say that right is sometimes abused.

"A lot of times when something doesn't go right, you're in traffic. Y'know, we may have used a gesture, gotten frustrated and not said anything. But now people are saying things they would have kept private."

"I think politically correct as we know it is becoming more assertive and people just don't feel comfortable with the exchange of something that's out of the cultural norm."

But all agree that cultural norm should not curtail a person's right to speak out.

Friday, as we continue Freedom of Speech week, we will take a look at a special First Amendment advocate, one of WMDT's very first owners who believed free speech and freedom of information "spoil without use."

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Freedom of Speech was one of the Enlightenment ideas that are now in the USA.

Section A. Why did people believe in geocentric theory?

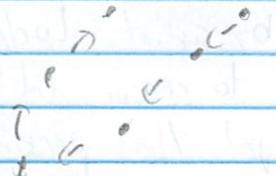
It made sense, that is what people could clearly see and think. The geocentric theory's support was also complicated. The church and Aristotle believed it + people didn't question

B How did Copernicus arrive at the heliocentric theory.

He read some works by Aristotle and he started thinking about that. Then he did some observations to try and answer his question

C How did Kepler's findings support heliocentric theory?

He proved through Brahe's observations, that planets move in ovals. He saw the doubling back of planets which proved they were it's orbiting around.



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

Descartes said everything should be doubted until proven and people should use reason and think instead of using the scientific method + experimenting

E Why is the law of gravity important?

In a historical or scientific approach, gravity is the thing that makes other things work like friction. Without gravity, everything would float away. We would float off the surface of the earth. Planets would not have formed or orbit around the sun. Historically, Newton disproved Aristotle and his idea that different laws govern space.

Section A
2

According to Hobbes why would people want to live under an absolute monarch?

Hobbes said people would live under an absolute monarch to protect themselves from each other. A also monarch would be able to keep peace between all people who are evil.

B How did Locke's view of human nature differ from Hobbes?

If a person was not changed by society, Locke thought they would be good + perfect. They would to reason and look after and govern themselves. Hobbes thought that person was naturally selfish + wicked.

C. How were the 5 general philosophes rules related to Locke's view?

Locke said people could reason, which is one of the 5 general principals. He said free people could govern themselves. He also said people

Chap 6 Margin Qs

Cont

18/27

C Cont:

should be able to overthrow an unfair ruler. The view is like the general philosophy of liberty. Also Locke's views on the 3 natural rights support this.

D What advantages did Montesquieu see in separation of powers.

Montesquieu saw the advantage of limiting people's power. Through the system of checks and balances people's power could be controlled by the other groups which hopefully get along and are not ruled by 1 person. Even if the president vetoes something, $\frac{2}{3}$ of Congress can still act. No one person has total control.

E Where does authority/first w/ Rousseau's view on the Social Contract?

With the general will of the people, not with the individual

F What reforms did Beccaria recommend?

He wanted to overhaul the justice system. He wanted no cruel or unusual punishments, hearing the witness or suspect, regular trial proceedings, have speedy, fair trials and punishment based off the crime.

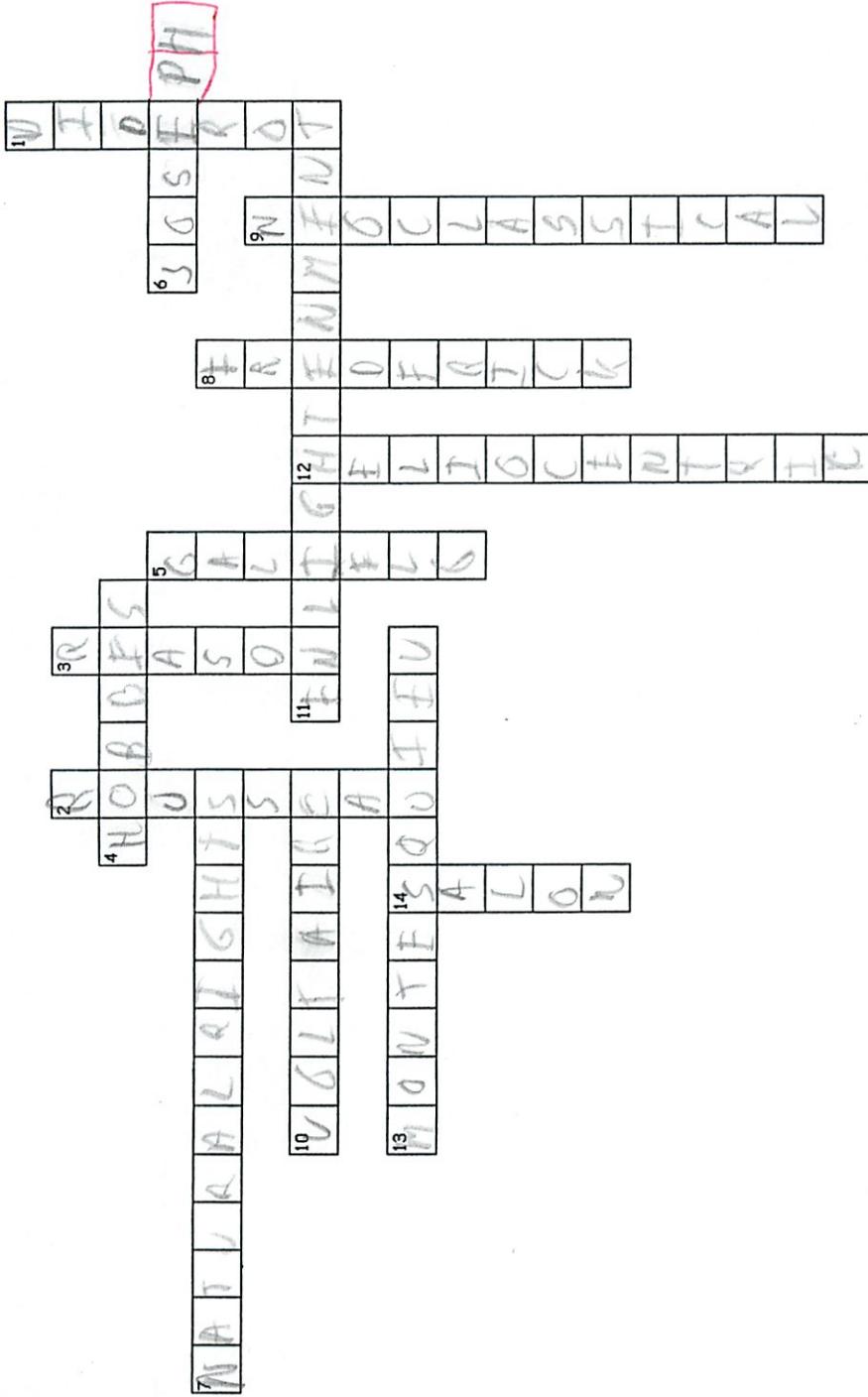
G Why was education an important issue to Astell + Wollstonecraft?

Education of women empowered them to get

6 cont.

good jobs and be respected by men. Many people say that education is the key and knowledge is power.

Enlightenment Review



Across
 4. wrote Leviathan, people are evil

6. radical royal reformer of Austria
 7. life, liberty, property ~~lock~~
 10. used his pen to fight prejudice
 11. Age of Reason
 13. separation of powers

Down
 1. published Encyclopedia
 2. believed in a direct democracy
 3. absence of bigotry, prejudice
 5. Starry Messenger, conflict w/ Church
 8. first servant of the state
 9. simple and elegant style
 12. sun centered
 14. social gatherings during Enlightenment

10/25/2005

Glossary

abuses Improper uses, misuses
astronomy Study of the universe beyond the earth
boycott Organized refusal to buy a certain good or participate in a certain action
hypothesis Attempt to answer a question that needs to be proven or disproven

CHAPTER 6 Enlightenment and Revolution

intellectual Related to thinking or to the mind
law of gravity Idea linking motion in the heavens with motion on the Earth and based on the principle that every object attracts every other object
reformed Changed for the better
repeal Take back a law

serfdom State or condition of using workers as slaves

vaccination Introduction of weakened or killed viruses or bacteria into the body to protect against a specific disease

violated Went against

AFTER YOU READ**Terms and Names****A. Write the term or name in each blank that best completes the meaning of the paragraph.**

Isaac Newton

Johannes Kepler

Nicolaus Copernicus

René Descartes

Francis Bacon

Many thinkers contributed to the Scientific Revolution. In astronomy, 1 Copernicus first developed the idea that the earth revolved around the sun. 2 Kepler later used mathematics to prove that theory. Interest in science led to new approaches to thinking. Two thinkers who helped put forth the ideas that led to the scientific method were writer 3 Bacon and mathematician 4 Descartes. Another great pioneer in science at this time was 5 Newton. He described the law of gravity.

B. Write the letter of the name or term next to the description that explains it best.

a. Mary Wollstonecraft
 b. John Locke
 c. Montesquieu
 d. Thomas Jefferson
 e. Voltaire

b 1. Philosopher who said people have natural rights
c 2. Thinker known for ideas about separation of powers
e 3. Writer who championed freedom of speech and freedom of religion
a 4. Writer who championed women's rights
d 5. Author of the Declaration of Independence

AFTER YOU READ (cont.) **CHAPTER 6** Enlightenment and Revolution**Main Ideas****1. How did European exploration help lead the way to the Scientific Revolution?**

They needed tools to navigate in unknown waters far from land, They brought spires and more, which brought on a classical age.

2. Who were the philosophes, and what did they believe in?

They were thinkers, writers, who believed in change + life could be better - Nature, Reason, Happiness, Progress, Liberty

3. What was one of Montesquieu's key ideas about government?

Separation of powers

4. How did the arts change as a result of the Enlightenment?

More neoclassical, less Baroque, start of the novel

5. How did the government of the United States reflect Enlightenment ideas?

power comes from consent of people - separation (branches) of power, freedom of speech + religion, toleration, accused have rights, no torture

Thinking Critically

Answer the following questions on a separate sheet of paper.

1. How was the Scientific Revolution related to the Enlightenment?

people had new ideas + challenged convention

2. How did monarchs react to Enlightenment ideas?

Most did not like, some embraced but didn't give up any power

CHAPTER 6 Section 1 (pages 165–170)

The Scientific Revolution

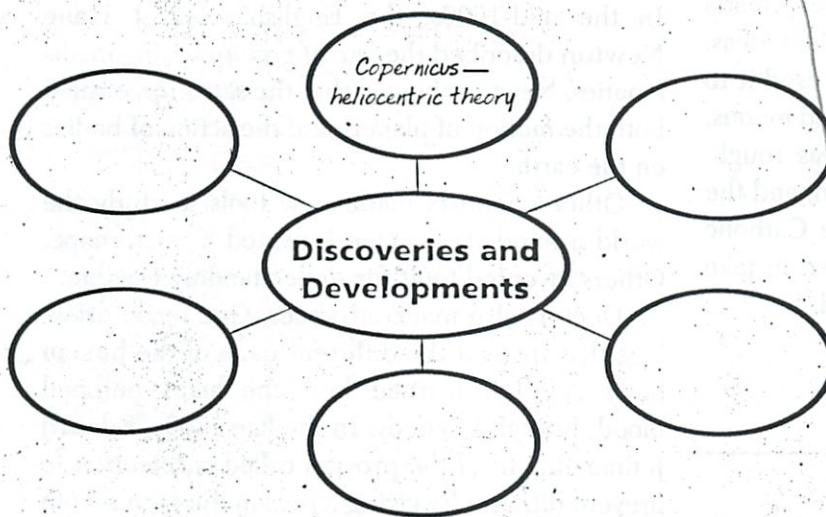
BEFORE YOU READ

In the last chapter, you learned about wars and political changes in Europe.

In this section, you will read how the Enlightenment transformed Europe and helped lead to the American Revolution.

AS YOU READ

Use the web diagram below to record important events that occurred during the Scientific Revolution.



The Roots of Modern Science

(pages 165–166)

How did modern science begin?

During the Middle Ages, few scholars questioned beliefs that had been long held. Europeans based their ideas on what ancient Greeks and Romans believed or on the Bible. People still thought that the earth was the center of the universe. They believed that the sun, moon, other planets, and stars moved around it.

In the mid-1500s, attitudes began to change. Scholars started what is called the **Scientific Revolution**. It was a new way of thinking about

TERMS AND NAMES

Scientific Revolution New way of thinking about the natural world, based on careful observation and a willingness to question

Nicolaus Copernicus Astronomer who said the earth revolved around the sun

heliocentric theory Theory that the sun is at the center of the universe

Johannes Kepler Mathematician who proved the accuracy of Copernicus's theory

Galileo Galilei Scientist who was forced by the Catholic Church to take back scientific ideas that disagreed with the church's view

scientific method Logical procedure for gathering and testing ideas

Francis Bacon Writer who helped advance the scientific method

René Descartes Mathematician who helped promote the scientific method

Isaac Newton Scientist who discovered laws of motion and gravity

the natural world. It was based on careful observation and the willingness to question old beliefs. European voyages of exploration helped to bring about the Scientific Revolution. When Europeans explored new lands, they saw plants and animals that ancient writers had never seen. These discoveries led to new courses of study in the universities of Europe.

1. What was the Scientific Revolution?

*More open thinking + questioning
led to more discoveries*

A Revolutionary Model of the Universe (pages 166–167)

How did new ideas change accepted thinking in astronomy?

The first challenge to accepted thinking in science came in *astronomy*. In the early 1500s, **Nicolaus Copernicus**, a Polish astronomer, studied the stars and planets. He developed a **heliocentric theory**. Heliocentric meant sun-centered. It said that earth, like all the other planets, revolved around the sun. And the moon revolved around the earth. Copernicus did not publish his findings until just before his death. He had been afraid that his ideas would be attacked. They went against the accepted belief that the earth was at the center of the universe. In the early 1600s, **Johannes Kepler** used mathematics to prove that Copernicus's basic idea was correct.

An Italian scientist—**Galileo Galilei**—made several discoveries that also undercut ancient ideas. He made one of the first telescopes and used it to study the planets. He found that Jupiter had moons, the sun had spots, and Earth's moon was rough. Some of his ideas about the earth, the sun, and the planets went against the teaching of the Catholic Church. Church authorities forced Galileo to take back his statements. Still, his ideas spread.

2. What old belief about the universe did the new discoveries destroy?

Earth was center

Aristotle + Church always correct

The Scientific Method (pages 167–168)

Why was the scientific method an important development?

Interest in science led to a new approach, the **scientific method**. With this method, scientists ask a question based on something they have seen in the physical world. They form a *hypothesis*, or an attempt to answer the question. Then they test the hypothesis by making experiments or checking other facts. Finally, they change the hypothesis if needed.

The English writer **Francis Bacon** helped create this new approach to knowledge. He said scientists should base their thinking on what they can observe and test. The French mathematician **René Descartes** also influenced the use of the scientific method. His thinking was based on logic and mathematics.

3. What thinkers helped advance the use of the scientific method?

Bacon + Descartes

Newton Explains the Law of Gravity; The Scientific Revolution Spreads (pages 168–170)

What scientific discoveries were made?

In the mid-1600s, the English scientist **Isaac Newton** described the *law of gravity*. Using mathematics, Newton showed that the same force ruled both the motion of planets and the action of bodies on the earth.

Other scientists made new tools to study the world around them. One invented a microscope. Others invented tools for understanding weather.

Doctors also made advances. One made drawings that showed the different parts of the human body. Another learned how the heart pumped blood through the body. In the late 1700s, Edward Jenner first used the process called *vaccination* to prevent disease. By giving a person the germs from a cattle disease called cowpox, he helped that person avoid getting the more serious human disease of smallpox.

Scientists made progress in chemistry as well. One questioned the old idea that things were made of only four elements—earth, air, fire, and water. He and other scientists were able to separate oxygen from air.

4. How did the science of medicine change?

Start of vaccinations, Drawings of body, understanding of blood Systems

CHAPTER 6 Section 2 (pages 171–176)

The Enlightenment in Europe

BEFORE YOU READ

In the last section, you read how the Scientific Revolution began in Europe.

In this section, you will learn how the Enlightenment began in Europe.

AS YOU READ

Use the chart below to take notes on important Enlightenment ideas.

THINKER	IDEA
Hobbes	social contract between people and government
Locke	
Voltaire	
Montesquieu	
Rousseau	
Wollstonecraft	rights of women

Two Views on Government

(pages 171–172)

What were the views of Hobbes and Locke?

The Enlightenment was an *intellectual* movement. Enlightenment thinkers tried to apply reason and the scientific method to laws that shaped human actions. They hoped to build a society founded on ideas of the Scientific Revolution. Two

TERMS AND NAMES

Enlightenment Age of Reason

social contract According to Thomas Hobbes, an agreement people make with government

John Locke Philosopher who wrote about government

natural rights Rights that John Locke said people were born with: life, liberty, and property

philosophe Social critics in France

Voltaire Writer who fought for tolerance, reason, freedom of religious belief, and freedom of speech

Montesquieu French writer concerned with government and political liberty

separation of powers Montesquieu's idea that power should be divided between different branches of government

Jean Jacques Rousseau Enlightenment thinker who championed freedom

Mary Wollstonecraft Author who wrote about women's rights

English writers—Thomas Hobbes and John Locke—were important to this movement. They came to very different conclusions about government and human nature.

Hobbes wrote that there would be a war of “every man against every man” if there were no government. To avoid this war, Hobbes said, people formed a social contract. It was an agreement between people and their government. People gave up their rights to the government so they

could live in a safe and orderly way. The best government, he said, is that of a strong king who can force all people to obey.

John Locke believed that people have three natural rights. They are life, liberty, and property. The purpose of government is to protect these rights. When it fails to do so, he said, people have a right to overthrow the government.

1. How were Hobbes's and Locke's views different?

People should overthrow govt if bad

The Philosophes Advocate Reason

(pages 172–175)

Who were the philosophes?

French thinkers called **philosophes** had five main beliefs: (1) thinkers can find the truth by using reason; (2) what is natural is good and reasonable, and human actions are shaped by natural laws; (3) acting according to nature can bring happiness; (4) by taking a scientific view, people and society can make progress and advance to a better life; and (5) by using reason, people can gain freedom. (liberty)

The most brilliant of the philosophes was the writer **Voltaire**. He fought for tolerance, reason, freedom of religious belief, and freedom of speech. Baron de **Montesquieu** wrote about **separation of powers**—dividing power among the separate branches of government. The third great philosophe was **Jean Jacques Rousseau**. He wrote in favor of human freedom. He wanted a

society in which all people were equal. Cesare Beccaria was an Italian philosophe. He spoke out against *abuses of justice*.

2. Name the types of freedoms that Enlightenment thinkers championed.

Life, liberty, property

Women and the Enlightenment; Impact of the Enlightenment

(pages 175–176)

What were Enlightenment views about individuals?

Many Enlightenment thinkers held traditional views about women's place in society. They wanted equal rights for all men but paid no attention to the fact that women did not have such rights. Some women protested this unfair situation. "If all men are born free," stated British writer **Mary Wollstonecraft**, "how is it that all women are born slaves?"

Enlightenment ideas strongly influenced the American and French Revolutions. Enlightenment thinkers also helped spread the idea of progress. By using reason, they said, it is possible to make society better. Enlightenment thinkers helped make the world less religious and more worldly. They also stressed the importance of the individual.

3. Explain the influence of Enlightenment ideas.

Raised power of women

Major Ideas of the Enlightenment

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

Skillbuilder

Use the chart to answer these questions.

1. Which Enlightenment thinkers influenced the United States government?

Locke, Montesquieu, Voltaire

Berraria, Wollstonecraft

? Did Rousseau?

2. Which Enlightenment ideas are in the United States Bill of Rights?

Voltaire, Beccaria

CHAPTER 6 Section 3 (pages 178–182)

The Spread of Enlightenment Ideas

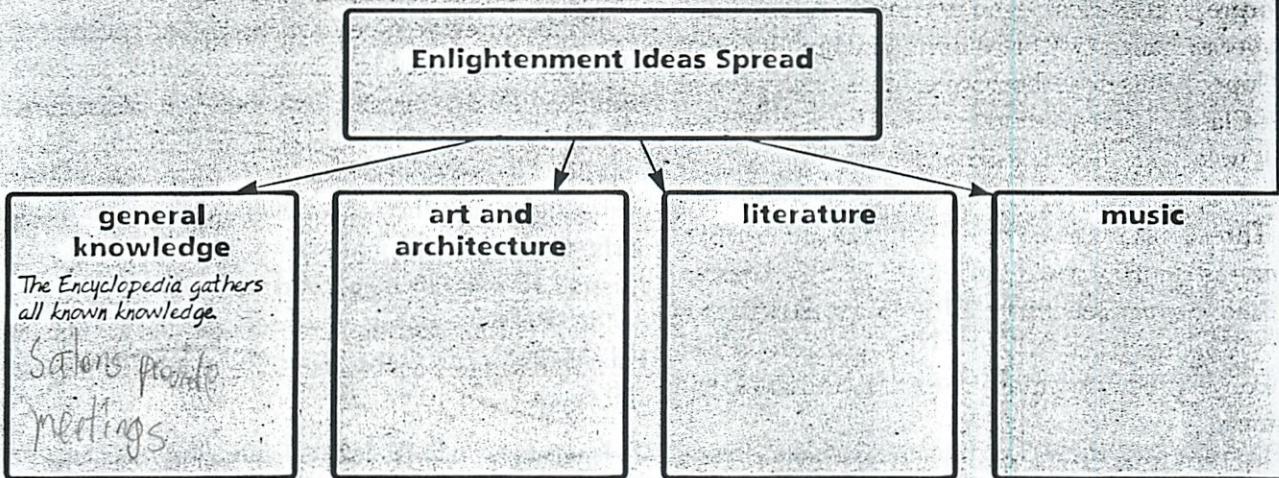
BEFORE YOU READ

In the last section, you read how Enlightenment ideas began.

In this section, you will learn about the spread of these ideas.

AS YOU READ

Use the chart below to take notes on how Enlightenment ideas were spread.



A World of Ideas (pages 178–179)

How did ideas spread from individual to individual?

In the 1700s, Paris was the cultural center of Europe. People came there from other countries to hear the new ideas of the Enlightenment. Writers and artists held social gatherings called **salons**. A woman named Marie-Thérèse Geoffrin became famous for hosting these discussions.

Geoffrin also supplied the money for one of the major projects of the Enlightenment. With her

funds, Denis Diderot and other thinkers wrote and published a huge set of books called the *Encyclopedia*. Their aim was to gather all that was known about the world. The French government and officials in the Catholic Church did not like many of the ideas that were published in the *Encyclopedia*. They banned the books at first. Later, however, they changed their minds.

The ideas of the Enlightenment were spread throughout Europe by works like the *Encyclopedia* and through meetings in homes. The ideas also spread to the growing middle class. This group was becoming wealthy but had less social status than

nobles. They also had very little political power. Ideas about equality sounded good to them.

1. Why were salons important?

They were conventions where people could meet + exchange work + ideas

Art and Literature in the Age of Reason

(pages 179-181)

How did art and literature change?

The arts—painting, architecture, music, and literature—moved in new directions in the late 1700s. They used Enlightenment ideas of order and reason.

Earlier European painting had been very grand and highly decorated. It was a style known as **baroque**. Now styles began to change. A new simpler, yet elegant, style of painting and architecture developed. This style borrowed ideas and themes from Classical Greece and Rome. That is the reason it was called **neoclassical**.

In music, the style of the period is called classical. Three important composers of the time were Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig von Beethoven. They composed music that was elegant and original. New musical forms were developed, including the sonata and the symphony.

In literature, the novel became popular. This new form presented long stories with twisting plots. It explored the thoughts and feelings of characters. A number of European authors, including women, began writing novels. These books were popular with the middle-class. They liked entertaining stories in everyday language.

2. What new styles and forms appeared in art, music, and literature?

neoclassical, sonata, symphony, novel

Enlightenment and Monarchy

(pages 181-182)

Who were the enlightened despots?

Some Enlightenment thinkers believed that the best form of government was a monarchy. In it, a ruler respected people's rights. These thinkers tried to influence rulers to rule fairly. Rulers who followed Enlightenment ideas in part but were unwilling to give up much power were called **enlightened despots**.

Frederick the Great of Prussia was an enlightened despot. He gave his people religious freedom and improved schooling. He also *reformed* the justice system. However, he did nothing to end *serfdom*, which made peasants slaves to the wealthy landowners. Joseph II of Austria did end serfdom. Once he died, though, the nobles who owned the lands were able to undo this reform.

Catherine the Great of Russia was another of the rulers influenced by Enlightenment ideas. She tried to reform Russia's laws but met resistance. She had hoped to end serfdom. But a bloody peasants' revolt persuaded her to change her mind. Instead, she gave the nobles even more power over serfs. Catherine did manage to gain new land for Russia. Russia, Prussia, and Austria agreed to divide Poland among themselves. As a result, Poland disappeared as a separate nation for almost 150 years.

3. In what way was Frederick the Great typical of an enlightened despot?

he stopped short of giving up power or angering base of nobles

CHAPTER 6 Section 4 (pages 183–187)

American Revolution: The Birth of a Republic

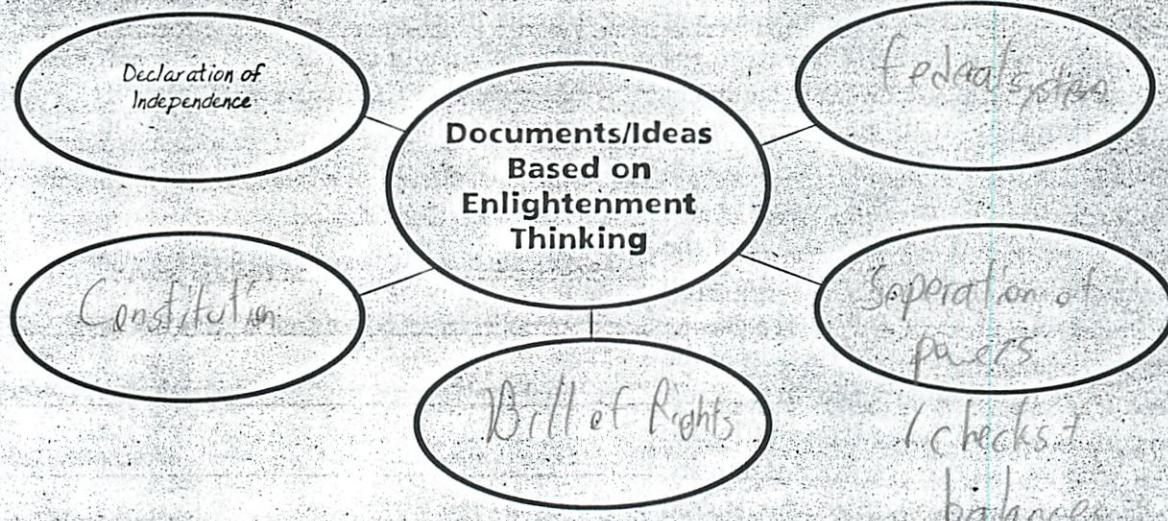
BEFORE YOU READ

In the last section, you read about the spread of Enlightenment ideas in Europe.

In this section, you will learn how Enlightenment ideas influenced the American Revolution.

AS YOU READ

Use the web below to take notes on the influence of the Enlightenment on the early United States.



Britain and Its American Colonies (page 183)

How were the colonies governed?

The British colonies in North America grew in population and wealth during the 1700s. Population went from about 250,000 in 1700 to 2,150,000 in 1770. Economically, they prospered on trade with the nations of Europe. The 13

colonies also had a kind of self-government. People in the colonies began to see themselves less and less as British subjects. Still, Parliament passed laws that governed the colonies. One set of laws banned trade with any nation other than Britain.

1. How did the colonists' image of themselves clash with their status as colonists?

They were half a world away
and independent

Americans Win Independence

(pages 183-185)

What caused Britain and America to grow apart?

The high cost of the French and Indian War led Parliament to pass laws that put taxes on the colonists. The colonists became very angry. They had never before paid taxes directly to the British government. They said that the taxes *violated* their rights. Since Parliament had no members from the colonies, they said, Parliament had no right to tax them.

The colonists met the first tax, passed in 1765, with a *boycott* of British goods. Their refusal to buy British products was very effective. It forced Parliament to *repeal* the law.

Over the next decade, the colonists and Britain grew further apart. Some colonists wanted to push the colonies to independence. They took actions that caused Britain to act harshly. Eventually, the conflict led to war. Representatives of the colonies met in a congress and formed an army. In July 1776, they announced that they were independent of Britain. They issued the **Declaration of Independence**. It was based on Enlightenment ideas. **Thomas Jefferson** wrote it.

From 1775 to 1781, the colonies and the British fought a war in North America. The colonists had a poorly equipped army, and Britain was one of the most powerful nations in the world. However, in the end, the colonies won their independence.

The British people grew tired of the cost of the war and pushed Parliament to agree to a peace. The Americans were also helped greatly by aid from France. In 1783, the two sides signed a treaty. In it, Britain recognized the independent United States of America.

2. Name some of the steps that led to the American Revolution.

F+I war → taxes → boycotts
Occupation → D+I → war

Americans Create a Republic

(pages 185-187)

What are some fundamental ideas in the U.S. Constitution?

The 13 states formed a new government under the Article of Confederation. This government was very weak. States held all the power and the central government had little. This proved unworkable. In 1787, American leaders met again. They wrote a new framework of government.

The Constitution of the United States drew on many Enlightenment ideas. It used Montesquieu's idea of separation of powers into three branches of government. Through a system of **checks and balances**, each branch was able to prevent other branches from abusing their power. The Constitution also set up a **federal system**. Under this system, power was divided between national and state governments.

The Constitution also used Locke's idea of putting power in the hands of the people. It used Voltaire's ideas to protect the right to free speech and freedom of religion. It used Beccaria's ideas about a fair system of justice.

Many of these rights were ensured in a set of additions to the Constitution called the **Bill of Rights**. The inclusion of a bill of rights helped win approval for the Constitution.

3. Explain how the Constitution divides power.

There are 3 branches that control each other in a delicate balance - no one branch can function w/o the others

Michael Plaenker
Smith
Western Civ OH
3 Nov 2005

chap 6.2 + others
Enlightenment

Recap/Big Ideas

11/3

Big Ideas

humans could
think for
themselves

- questioning Established
sources

- rejected old ideas
(church + Aristotle)

- thought to make life
better

- people should be free
(religion, race, political)

- advent of middle class

- ideas caused change
+ revolution
- USA (Dof I)
- France

- people had more rights

Summarize the Enlightenment

People were having
new ideas and
questioning old

ones. People started believing in progress and
happiness. Political liberty and power to the
people was a big theme as other forms of

key parts (6.2)

- Reason - Happiness

- Nature

- Liberty

- Progress

- separation of powers

- freedom of women

- children were not adults

- no torture

- fair trials

- power to the people

- religious tolerance

Sci Revolution

- Heliocentrism

(6.1)

Diderot + Salons + Novels spread ideas
Music changed

(6.2)

American Constitution + Dof I has

Enlightenment ideas

people were challenging for

(6.3)

government them absolute monarchy. The Enlightenment fought for the rights and equality of women, children and rich and poor people. Fair trials and abolishment of torture were other changes made during the Enlightenment.

The lessons and changes made by the Enlightenment are still around today. The government of the US and many other countries were modeled after Enlightenment ideas. The DoT proclaims that people can rebel from unfair governments. The constitution separates the power of the government into 3 branches. The Enlightenment has also paved the way for equality for all. Many things have came out of the Enlightenment.

Chap 6 - Enlightenment Test

-8

99

107

92.5%

A-

Name: Michael Plasmeier Date: 11/1

Select the letter of the term, name, or phrase that best matches each description. Note: Some letters may not be used at all. Some may be used more than once.

- A. Joseph II
- B. Denis Diderot
- C. Frederick the Great
- D. Catherine the Great
- E. Marie-Thérèse Geoffrin
- F. Elisabeth-Louise Vigée-Le Brun
- G. Samuel Richardson and Henry Fielding
- H. Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven

Switch that makes them wrong

- A 1. abolished serfdom
- E 2. ran the most influential of Paris salons during the Enlightenment
- D 3. brutally crushed a massive uprising of serfs
- B 4. edited and published the *Encyclopedia*
- A 5. ruled Austria as an enlightened despot
- C 6. ruled Prussia as an enlightened despot
- D 7. ruled Russia as an enlightened despot
- A 8. Galen
- B Aristotle
- C Tycho Brahe
- D Robert Boyle
- E Isaac Newton
- F Francis Bacon
- G Edward Jenner
- H Galileo Galilei
- I Anders Celsius
- E René Descartes
- A Johannes Kepler
- B Nicolaus Copernicus
- E 8. This great mathematician and physicist brought together some of the theories and discoveries of Copernicus, Kepler, and Galileo under a single theory of motion known as the law of universal gravitation.
- L 9. After studying planetary movements for many years, this astronomer reasoned that the stars and planets revolved around the sun, an idea that became known as the heliocentric theory. Fearing ridicule or persecution, he didn't publish his findings until 1543, the year of his death.
- H 10. Among his many scientific discoveries are the law of the pendulum and the fact that falling objects accelerate at fixed and predictable rates. Despite his genius, he lived the last years of his life under house arrest because his scientific findings did not go along with the church authorities' interpretation of the Bible.

II. Multiple Choice. Write the letter of the correct answer next to each question. (2 points each)

a

11. What kinds of laws did thinkers of the Enlightenment try to find?

- A. Natural
- B. Legal
- C. religious
- D. philosophical

b

12. Montesquieu believed that the best way to protect people's liberties was

- A. to give all political power to one person
- B. to separate the powers of government among three branches
- C. to allow all the people to choose their leaders
- D. to give political power to the executive branch of government

c

13. According to Rousseau, a country should be governed by

- A. natural economic laws
- B. separate branches of government
- C. its people - *all countries are governed by people*
- D. its ruling class

c

14. Thomas Hobbes saw

- A. people voting directly for leaders
- B. the Glorious Revolution, a bloodless revolution
- C. the English Civil War, a bloody revolution
- D. Voltaire selected as King of England

c

15. Social gatherings at wealthy people's homes were known as

- A. fugues
- B. Philosophes
- C. salons
- D. cabinets

a

16. A group of thinkers who believed that people could apply reason to all features of life, not just to science, were the

- A. philosophes
- B. executives
- C. physiocrats
- D. despots

b

17. A government in which the powers of a king or queen are limited by written laws is called

- A. a limited democracy
- B. a constitutional monarchy
- C. an absolute monarchy
- D. enlightened despotism

b

18. What did the Stamp Act require the American colonists to do?

- A. house British troops
- B. pay a tax on documents
- C. buy British goods
- D. sell all tobacco to Britain

D 19. In the mid-1500's, attitudes began to change and scholars started the _____, which was a new way to look at the world based upon careful observations and the willingness to question old beliefs.

A. Industrial Revolution C. Thought Revolution
B. Agricultural Revolution D. Scientific Revolution

C 20. The Enlightenment was a time when people thought progress could come about if society were ruled by

A. economics C. reason
B. religion D. constitutions

C 21. Francis Bacon helped to develop

A. the microscope C. the scientific method
B. the law of the pendulum D. the barometer

C 22. European art of the 1600s and early 1700s was dominated by a grand, ornate style called

A. neoclassical C. baroque
B. classical D. gothic

A 23. Which of the following events did NOT occur before the American Revolution?

A. Shay's Rebellion C. Stamp Act
B. French and Indian War D. Navigation Acts

A 24. Voltaire and Montesquieu believed that this country had the best-governed country of the 1700's

A. Britain C. Russia
B. France D. Australia

III. Fill in the blank. (1 point each)

24.)

Book Authored

On the Spirit of Laws
Social Contract
Leviathan
Vindication of Rights of Women
Treaties
On Government

Montesquieu
Rousseau
Thomas Hobbes
Wollstonecraft
John Locke

Government Favored

Constitutional monarchy w/ separation of powers
Direct Democracy
ABS. Monarchy
Democracy
Const. Monarchy

IV. For each of the statements below, identify who said it and explain what it means. (2 points for the identification, 2 points for the explanation)

25. "I am the first servant of the state."

A. Speaker Frederick II
B. Meaning:

This purpose was to rule the country + make it better, not God put him there + gave them a country to support his lavish lifestyle.

26. "Power should be a check to power."

A. Speaker Montesquieu

B. Meaning: People of power should control other people of power,
aka separation of power aka checks + balances

27. "Man is born free, and everywhere he is in chains."

A. Speaker Rousseau

B. Meaning: Society imprisons and degrades people. They are born
good + free, but society corrupts them.

28. "If I have seen farther than others, it is because I have stood on the shoulders of giants."

⑧ A. Speaker Copernicus (or other Sci Rev. person)

B. Meaning: He discovered more + saw more about Earth + built
on the foundation of famous Greco Roman scientist like
Aristotle

V. More Fill in the Blank

29. An 18th century European monarch who was inspired by Enlightenment ideas to rule
justly and respect the rights of their subjects is called an enlightened despot.

30. After the French + Indian War, Great Britain had run up a huge debt.
Because American colonists benefited from Britain's victory, Britain expected the
colonists to help pay the costs of the war.

31. Enlightenment ideas inspired the American colonists to rebel against the
British government and create a new government.

32. **Compare and Contrast.** In the table below, provide three specific differences and 3
similarities between John Locke and Thomas Hobbes. Remember, your differences
should be parallel. For example, I attended the University of Maryland for college and
Ms. Kaiser attended West Chester University.

Differences: John Locke	Similarities	Differences: Thomas Hobbes
People can overthrow gov	Oxford U	People can't overthrow gov
Const. monarch	A monarch was needed	abs. monarchy
gov purpose:	both Philosopher X	gov purpose:

to protect freedom +
natural rights

need
a
better
similarity → we know
this

to protect peace +
keep people from themselves

VI. Short answer. Answer the questions below in complete sentences and with as many details from the chapter and class notes as possible.

33. Read the quote from the Declaration of Independence below. Then explain how it connects with Enlightenment ideas and thinkers. Give specific examples (at least four) and connect them to different parts of the quote below.

“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness; that to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.”

The DoI contains many Enlightenment ideas. The fact that all people were created equal was brought up by Voltaire and Wollstonecraft. The natural rights were adopted from Locke. Locke + others also said that the right of the ruler comes from the people who must consent to being governed through Locke's social contract. The entire idea of this document is that people have the power to overthrow an unfair government.

34. Explain how Enlightenment ideas spread throughout Europe and the Americas.

Provide specific examples (provide at least 4 ways).

They spread on ships holding, trading and selling stuff. They were exchanged in letters, Diderot's Encyclopédie, and in person at salons. Also the novel and songs and posters spread ideas to the masses.

35. Complete the chart on **Enlightened Despotism**. Add actions taken by **Catherine, Joseph, or Frederick** to the correct category, either **Actions that are Enlightened** or **Actions that are not Enlightened**. Choose the specific actions from the list below:

- (1.) introduced legal reforms
- (2.) called himself “first servant of the state”
- (3.) expanded the empire westward into Poland
- (4.) granted many religious reforms, reduced censorship, and improved education
- (5.) freedom of the press
- (6.) formed a commission to review Russia's laws, recommended allowing religious toleration and abolishing torture and capital punishment
- (7.) believed serfdom was wrong, but did nothing to end it

(8.) abolished serfdom and ordered that peasants be paid for their labor with cash
 (9.) nobles given absolute power over the serfs after a massive uprising
 (10.) supported freedom of worship—even for Protestants, Orthodox Christians, and Jews
 (11.) commission to review laws accomplished nothing

ENLIGHTENED DESPOTISM

Directions: Put the correct number from the list above into the appropriate box below.

	Catherine the Great	Frederick the Great	Joseph II
Actions that are Enlightened	3, 6, 8, 10	1, 2, 4	8, 10, 11
Actions that are not Enlightened	9, 11	7	X

36. List the 5 Big Ideas of the Enlightenment.

A. Reason
 B. Happiness
 C. Progress
 D. Nature
 E. Liberty

✓

37. Tell me something else you know about our chapter that I did not ask on the test!! ☺

+2

Bach was a classical composer

Joseph's reforms were revoked after his death

+2

38. How would you rate the difficulty of the test from 1-10 (one being easy and 10 being impossible!!). What did you do well to prepare for this test? What do you need to work on for the next test?

-5

In order to get this question correct, I will say what

you want to hear. Diff: 7

Not too many due on
 6.1-5a revolution

↓ Studied

there is no
 nothing because subject is different
 correct answer

Road to French Revolution

11/3

France

King: Louis XVI (K)
Queen: Marie Antoinette

Prison: Bastille
Palace: Versailles

Type: Abs Monarchy

Estates (classes)

1. % Roman Catholic Clergy 1%

2% gift to govt

2. Nobles 2% 20% land

3. Peasants 98%

1. Bourgeois - middle class
2. Sans-Couettes (urban workers)
3. Peasants

Themes

1. Power + Authority
- Abs Monarchy, republic

2. Economics

- Gap → rich + poor

3. Revolution

Slogans:

Liberty, Equality,
Fraternity

1. ~~rough~~

2. ~~decorative~~

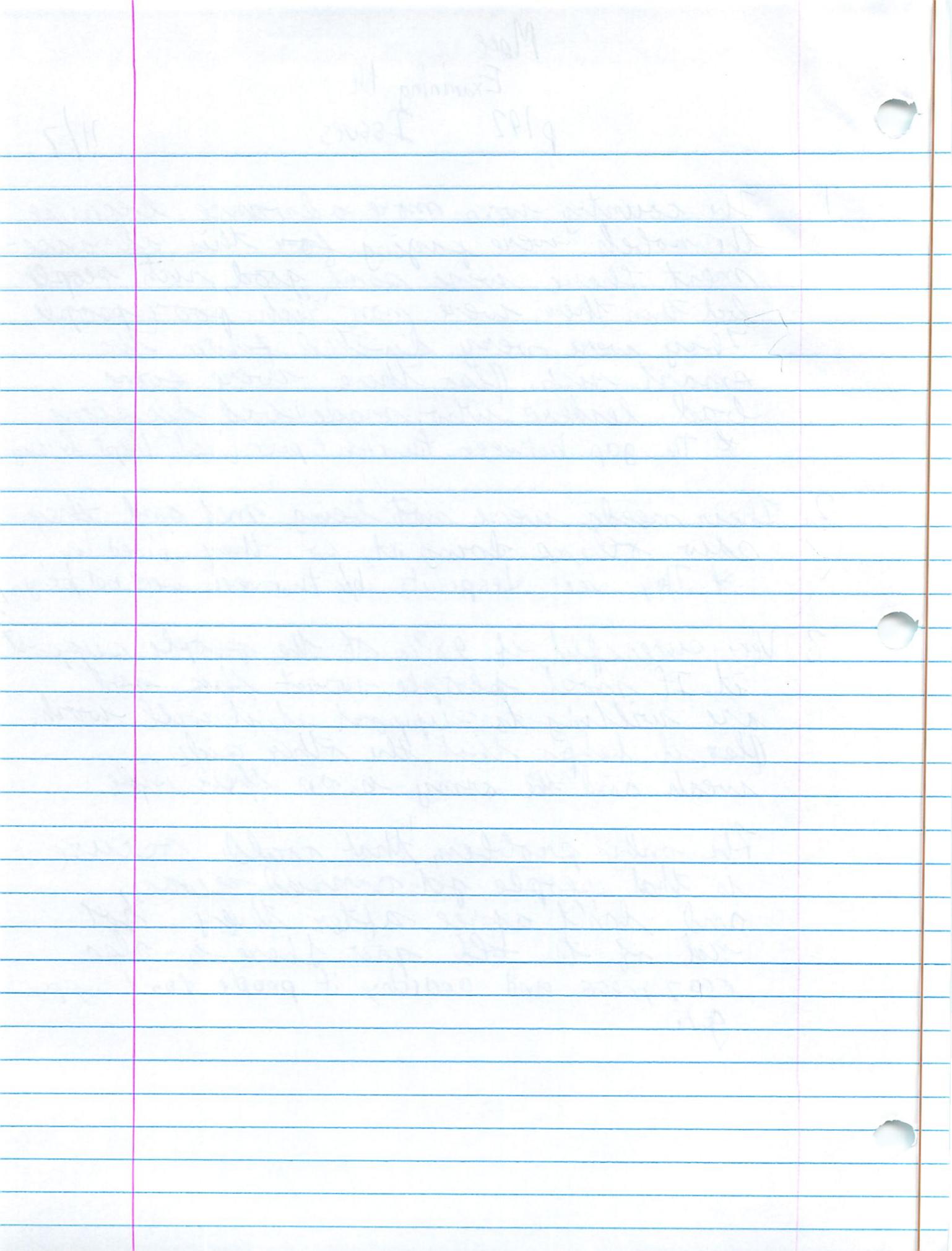
3. ~~model~~

4. ~~hard~~ ~~material~~

More
Examining the
p192 Issues

11/7

1. The country was more advance because the nobels were paying for this advancement. There were some good rich people but then there were non rich poor people. They were very divided from the smart rich. Also there were some bad leaders, who made bad decisions.
* The gap between the rich & poor just kept widening.
2. Their needs were not being met and they saw others doing it, so they joined in.
* They were desperate b/c their needs were not being met.
3. Very successful if 28% of the people support it. If most people want this and are willing to support it, it will work.
Plus it helps that the other side is weak and the army is on their side.
The only problem that could occur is that people get carried away and don't agree after they got rid of the old gov. There is also craziness and anarchy if people don't support gov.



The French Monarchy Faced a Crisis...

- What is meant by the term Old Regime?

The old rules + ruling system of absolute monarchy
+ feudal system

The Old Regime had Three Estates...

- What is meant by the term Estates?

Social classes

- Who was in the 1st Estate? Who was in the 2nd Estate? What was in the 3rd Estate?

Church

Clergy

nobility

government officials

the rest

working class + poor

- What is meant by the term Estates General?

A body of decision makers like parliament in Britain

1st + 2nd

They enjoyed wealth and special privileges under the law.

3rd

They paid tithes (taxes) to the Church.

1st or 2nd

They made up less than 2% of France's population.

1st

They owned 10% of the land.

3rd - Upper

They included the city-dwelling middle class called the bourgeoisie.

3rd - Middle

They included the urban lower class. sans-culottes

3rd - Poor (Peasants)

They paid about half of their income in taxes.

1st

The highest officials (bishops and abbots) were wealthy.

2nd

They owned 20% of the land.

3rd - Upper (mostly)

They believed strongly in the ideals of the Enlightenment (liberty).

1st + 2nd

They paid no direct taxes to the king.

3rd - Peasants

They paid feudal dues to the nobles.

1st + 2nd

They held the highest offices in the church, army and government.

1st

They gave a "free gift" of 2% of their income to the king.

3rd - Middle

They were lucky if they ate three pounds of bread a day.

3rd - Poor

They included the peasant farmers. 4/5 of the people

- What is meant by the term corvée?

Mandatory work on public works project - like a tax

Louis XVI was a Weak Ruler...

- Louis XVI, who became king in 1774, was good-hearted and generous. He was not a strong leader because he was indecisive and allowed matters to drift.
- Louis and his wife, Marie Antoinette, were a devoted couple. She was unpopular from the day she set foot in France because she came from Austria - France's enemy. She made herself even more unpopular by spending, spending + more spending.
- Louis's ministers hoped to avoid bankruptcy by taxing nobles. The nobles, however, refused to pay taxes unless the king called to order Estates General, which had not met since 1614.
- Louis called a meeting of the Estates-General on May 1, 1789. His order was an invitation to revolution.

The National Assembly took power...

- The 1st and the 2nd estates had dominated the Estates General in the Middle Ages. They still expected to do so in 1789. Under the medieval rules, each estate voted in a separate room. In its final decision, each estate was to have 1 vote. Thus, the First and Second Estate could always outvote the Third Estate 2-1.
- In 1789, the Third Estate demanded that everyone vote together and. The votes of the members would count equally. Siding with the nobles, the king ordered to stick to the old rules. The representatives of the Third Estate became more and more determined to wield power.
- On June 16, 1789, Abbe Sieyes suggested that the Third Estate change its name to National Assembly. He called on the new assembly to pass laws + reforms in the name of the French people.
- On June 17, 1789, the Third Estate voted to create the National Assembly. In effect, they proclaimed an end of absolute monarch, and start of representative government and 3.

This was the first **DELIBERATE ACT** of the French Revolution.

Estates in France

Roman catholic clergy
10% land
less than 1% of people

First

Highest officers
of French Church
not actual preachers
no taxes though gave
2% of income

Nobility
20% land
2% of people

Second

Held all the public offices
Army, government, courts
no taxes +
refused to pay - start of
revolution

Estates in
France

Third

Poorest people
no political power
98% of people

Bourgeoisie

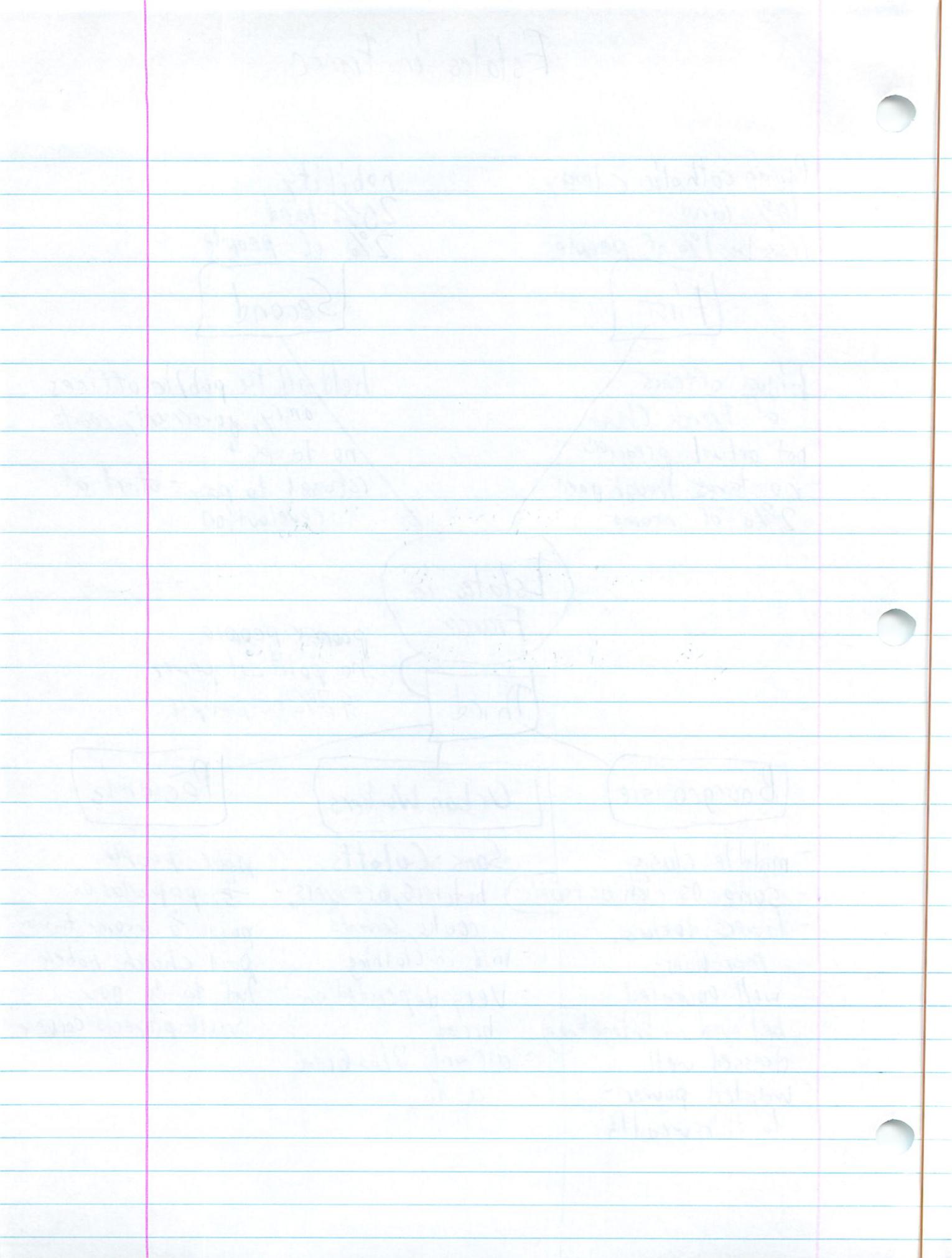
Urban Workers

Peasants

- middle class
- some as rich as nobles
- lawyers, doctors, merchants
- well educated
- believed in Enlightenment
- dressed well
- wanted power to their wealth

- Sans-Culottes
- butchers, brewers, cooks, servants
- mid in clothing
- Very dependent on bread
- ate only 3 lbs bread a day

- Poor people
- $\frac{4}{5}$ population
- paid $\frac{1}{2}$ income taxes
- paid church, nobels
- had to do gov. work projects "Corvee"



7.1 New Textbook Questions

11/7

Answers

1. Explain the causes of French Revolution
2. What was the significance of the creation of National Assembly
3. what factors contributed to fall of Bastille
- 3b. Why was this important?

1. The needs of the people were not being addressed. They were being taxed and the other estates were not. They were excessive spend, from Austria. Always outraged by the other Estates, they could not get any changes made in govt. treatment. 3rd The poor could not pay for grain or bread. The price doubled for some time. 1st 2nd no tax. People paid half of their income in taxes. Some weren't able to feed or take care of their families while the king lived in luxury. Also Enlightenment ideas stirred up the people, and they suffered under the poor leaders, King Louis XVI and Marie Antoinette.

2. It gave more power to the mass of the people. The rich were not allowed at 1st, the power was vested in the poor, not the rich. The poor could finally make changes in govt.

3. The king did not trust the French soldiery who were poor too and sick of the king. Therefore he became even more in debt by hiring Swiss mercenaries. This broke out the Great Fear where people thought these soldiers

Marie Ant.

1st debaters
act of revolution -
Started it

were coming to kill them. When these killers did not come, the scared people became violent themselves and revolted. They stormed the Bastille to get weapon to support the citizens of Paris.

This became significant because it was the 1st act of rebellion ~~against~~ the nobility. It was a symbol to the people of France.

rep gov bastille = political prison

Symbol of old regem

Bastille Day like Independence day

That was
Nat Assembly
Creation +
change to

French Revolution Vocabulary

- **SANS-CULOTTES**

A social designation for a political position. Based primarily in the working class areas of Paris, the sans-culottes, composed of a wide range of artisans from masters to journeymen, opposed themselves to the educated, well-to-do. Their name, literally without breeches, indicates the commitment to trousers worn by the lower classes. Beyond this oppositional stance, these groups opted for controlled bread prices, small business, and revolutionary justice if necessary. By 1792 they were a powerful force on the Parisian scene and politicians required their support. Eventually they were kingmakers, thrusting the Jacobins into office in 1793. But as the latter exercised power over the next year, they abandoned the sans-culottes, eventually repressing them. Thus they were not available when Robespierre, their closest ally, needed their help as he was being overthrown in 1794. Though weakened, the sans-culottes, reemerged and played a role in the Directory and, as a social ideal, well into the future.

TITHE

A fraction of the harvest paid (before all other taxes) to the Roman Catholic Church for the maintenance of the clergy, poor relief, and to support services. In existence for almost a millennium, the weight of tithe varied, but generally it was between one-fifteenth and one-tenth. Often paid to higher and nonresident clergy, the tithe was an important subject of the cahiers de doléances, which often called for its revision or abolition.

NATIONAL ASSEMBLY

This body came into being on 17 June 1789, with the renaming of the Estates-General on the motion of the abbé Sieyès. The renaming was effectively a claim that this new body was now sovereign. Initially, it comprised the members of the Third Estate and a few liberal nobles and clergy. When Louis XVI rejected the use of violence and ordered recalcitrant deputies to meet with the National Assembly on 27 June, the National Assembly became legal without resorting to violence. However, just a fortnight later the people of Paris had to rally to save it, ending with the 14 July assault on the Bastille. This body was to function as the legislative branch of government until the end of September 1791 and charged itself with writing a constitution. To reflect that mission, it called itself the National Constituent Assembly.

ESTATES-GENERAL

An old regime representative body that last met in 1614, which grouped together the three orders or estates of the kingdom: clergy, nobility, and everybody else. This "Third Estate" made up 95 percent of the population. Each order had one vote. The powers of the body were vague, but contemporaries believed they had the right to deny new tax appropriations. When the monarchy's fiscal problems left it with almost no other choices, Louis XVI called for the convening of the Estates-General in May 1789. He also asked that each order meet at the parish level and draw up cahiers [notebooks] that would express their grievances. This request to consult public opinion and the protracted electoral process were crucial to politicization. At the same time, as the parlements inveighed for the "forms of 1614," the Third Estate would always be outvoted by the two privileged orders that paid few taxes. Reformers called for both the "doubling of the third," meaning that this group would comprise half the assembly and for "voting by head." The King granted the former but not the latter, which deadlocked the Estates-General in May and June until a group of deputies declared themselves the "National Assembly" on 17 June 1789, in the belief that this was where sovereignty truly lay.

- **CORVÉE**

Old regime unpaid labor service. The royal corvée was levied for the construction and upkeep of royal roads and the seigneurial corvée was for local labor needs. The former was newer and heavier than the latter, which almost never averaged more than four days a year. Both were primary targets of the cahiers de doléance, written in the spring of 1789 as part of the election to the Estates-General, and were abolished that summer.

BOURGEOIS/BOURGEOISIE

Term with many meanings that must be determined from context. Under the old regime, anyone who lived in an urban area was a bourgeois or member of the bourgeoisie, but the term was usually applied only to wealthier people who did no manual labor. Bourgeois were also those who lived from their invested income or property, thus "living nobly" and constituting a distinct social category that had its own representation in municipal politics. In addition, the bourgeoisie often enjoyed certain privileges that were called the "rights of the city." After the Revolution, the term "bourgeoisie" became associated with the concept of a capitalist social class. In the nineteenth century, most notably in the work of Karl Marx and other socialist writers, the French Revolution was described as a bourgeois revolution in which a capitalist bourgeoisie overthrew the feudal aristocracy in order to remake society according to capitalist interests and values, thereby paving the way for the Industrial Revolution. Thus, when many nineteenth and twentieth century commentators write about the bourgeoisie, they mean something quite different from what contemporaries meant in the eighteenth century. Careful attention to the proper definition in use is essential.

BASTILLE

A medieval fortress-prison in eastern Paris. Frequently used for the subjects/victims of arbitrary royal authority, it held only seven prisoners in 1789. Yet, the Bastille remained a potent symbol of royal power. It was seized by the Paris crowd on 14 July 1789; this event marked the end of the absolute monarchy and the beginning of a new era. The date of the fall of the Bastille is a French national holiday.

ABBÉ

Literally translated, the word means abbot and in fact, abbé can refer to this church official. However, the title abbé was also given to those who completed the ecclesiastical curriculum in the lycée. For example, for the famous revolutionary abbé Sieyès, the title was merely a distinction as he was definitely not an abbot.

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Smith
Westendiv 11
11 Nov 2005

7.2 National Assembly Questions

11/11

a. What were the accomplishments of the National Assembly?

The National Assembly had many accomplishments. They forced nobles to pledge allegiance to them and revolution. This killed the Old Regime and gave the power to the people and gave them a voice in government.

and other
documents.

They published the Declaration of the Rights of Man giving people freedom. They annexed the church to the government and sold its land to pay off debts, alarming French peasants.

The National Assembly wrote a limited monarch constitution stripping the king of power. They gave the power to make laws to the new Legislative Assembly.

b. What were the provisions of the Declaration of the Rights of Man?

It stated that "men are born and remain free and equal in rights" and that "the aim of all political association is the preservation of the natural ... rights of man. These rights are liberty, property, security and resistance to oppression." ^{Individual + Enlightenment ideas}

This document was based off the DDT and gave French people freedom to be free and equal. It also stated that the purpose of government is to protect the →

natural rights of man.

c: Explain the position of the 3 groups that made up the Legislative Assembly

There were 3 divided groups. The Radicals were on the left and wanted to make radical changes to the government like eliminate the king. They wanted to give all of the power to the people and create a republic. The Conservatives were on the right and wanted to keep the limited Monarchy set up by the National Assembly. The Moderates sat in the center and were divide between the 2 sides by wanting some changes but not as many as the radicals.

? could tolerate king

* P.S. Latin word for left = sinister - Radicals & Liberals

" " " right = dexter = Conservatives

Conscience? I think not!

Radicals
Want violent

Sometimes
abs monarchy

Journal Entry

2nd Estate

11/14

Times are bad, the Legislative Assembly has just been created to make laws that favor the peasants not us and the 1st Estate like the king did.

Well, let me start over, I am a member of the 2nd Estate. The French king always made the laws and gave us and the 1st estate special privileges. We made up 2% of the population of France and owned 30% of the land. Still we paid no taxes. We lived in luxury as we had peasants bound to work for us. They paid half of their income to the king and the other half to me. When the price of grain rose and those awful enlightenment ideas reached their ears, they went crazy. They wanted an end to the class system and wanted all people to be equal.

Well they started becoming angry and starting to revolt. When the king called the Estates-General, where we were always been able to outvote the 3rd Estate. However the 3rd Estate demanded to have their voices heard. They named themselves the National Assembly. When we tried to lock them out, they banded together and pledged the Tennis Court Oath. They pledged the end of absolute monarchy. →

I was so afraid for my life, I had to pledge allegiance to their "Liberty, Equality + Fraternity" or something like that.

- Did not mention Bastille
Woman's March
Not Right of Man
Divisions of Leg Assembly

I. Indicate the estate to which an individual who engaged in each of the following vocations would most likely have belonged.

A. First Estate B. Second Estate C. Third Estate

C 1. Lawyer

A 2. Abbot

B 3. Government officeholder

C 4. Manufacturer

C 5. Servant

B 6. General

C 7. Peasant

C 8. Peddler

B 9. Court officer

C 10. Tanner ? - Leather

C 11. Weaver

C 12. Merchant

C 13. Cook

A 14. Archbishop

C 15. Doctor

C 16. Shopkeeper

A 17. Bishop

C 18. Brewer

C 19. Parish priest

C 20. Butcher

II. Indicate the estate or estates to which the following statements refer by placing the correct letter or letters in the blank.

A. First Estate B. Second Estate C. Third Estate

C 21. made up more than 95 percent of the population

C 22. paid a household tax

A 23. owned about 10 percent of the land

C 24. adopted the ideas of Abbe Sieyes

- said 3rd Estate should be National Assembly

A+B 25. dominated the Estates General in the Middle Ages

+ National Court oaths

C 26. demanded that all three estates meet together in 1789

↳ said Estates should meet to discuss tax

C 27. demanded that individual votes of the members in the three estates count equally

A+B 28. made up less than 2 percent of the population

C 29. paid taxes to the king's agent

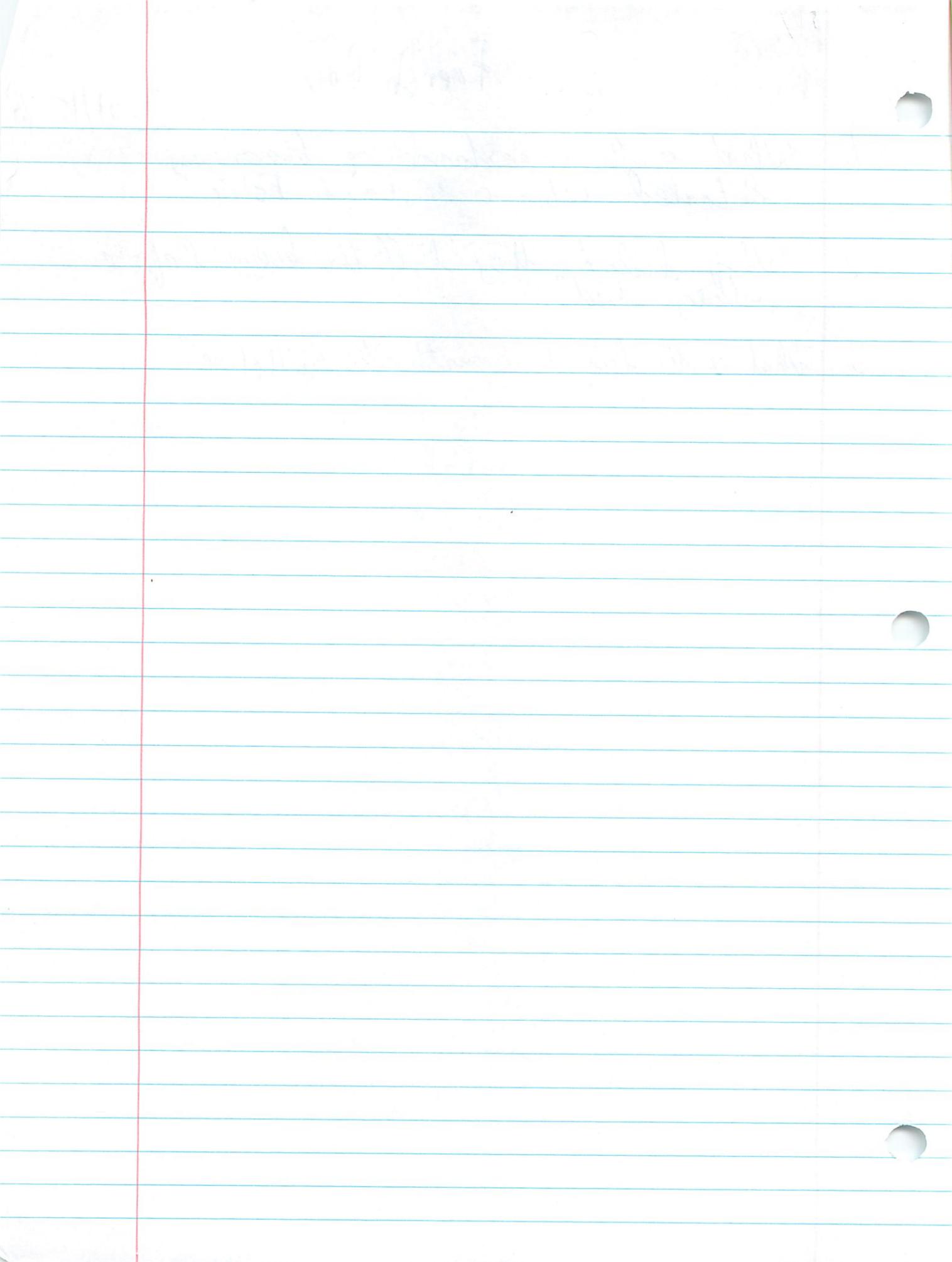
A+B 30. expected to dominate the Estates General in 1789

Michael
Plasmeier

3rd French Rev

11/15

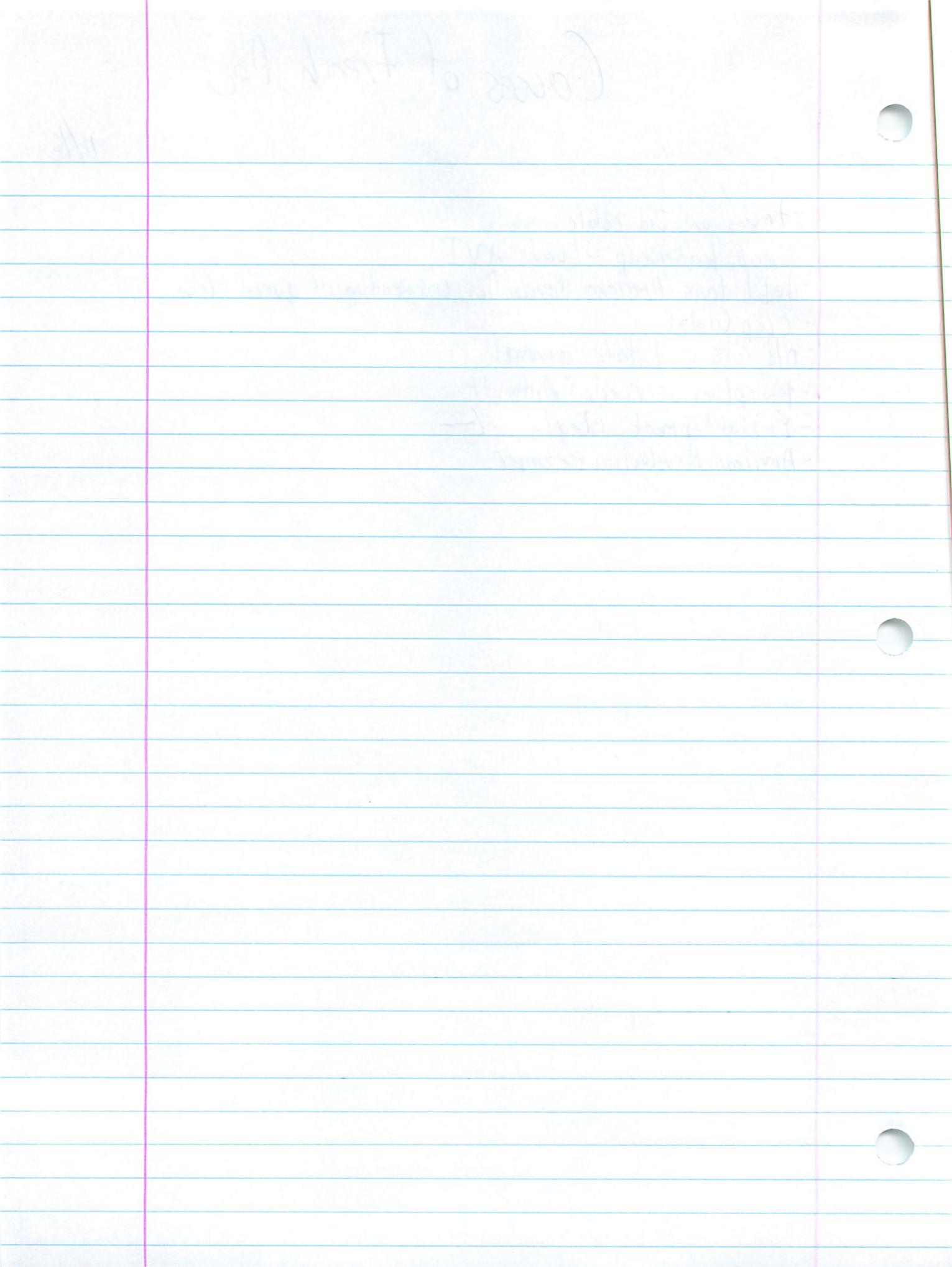
1. What is the importance of knowing very detailed who is in each Estate?
2. Why didn't they kill the king before they did?
3. What is the big deal with the Guillotine?



Causes of French Rev

11/16

- taxes on 3rd estate
- weak leadership of Louis XVI
- debt from American Revolution + spending of queen + king
- crop failures
- old rules of Estates general
- perception of Marie-Antoinette
- Enlightenment ideals
- American Revolution example



Summary - Events French Rev

4/22

- Meeting of Estates - General
turned out to be an invitation to revolution
- Formation of National Assembly (Tennis Court Oath)
1st deliberate act of Rev. Abbe Sieyes
Start of representative gov.
- Fall of Bastille
Symbolic start of Rev.
king called troops back *
Saved Nat'l Assembly *
- March on Versailles
king + Queen go to Paris women
never go back
- Reign of Terror (Robespierre)
- end of radical phase
- end of democracy in France
- Rise + Fall of Napoleon
- order restored + Abs Monarchy restored
- Nationalism v French Empire

Georges Danton - Cordeliers Club
- for the people
executed by Robespierre

the following are the best

the best are the following

CHAPTER
7**HISTORYMAKERS****Marie Antoinette**
*Tragic Queen***Section 1**

"Monsieur, I beg your pardon. I did not do it on purpose."—Marie Antoinette's last words, apologizing to her executioner for stepping on his foot, 1793

In 1781, Marie Antoinette, queen of France, gave birth to a son. The king, Louis XVI, now had a male heir. The French people celebrated, as the line of succession to the throne was now secure. A group of poor working women—called market-women—came to the palace to congratulate the queen.

Eight years later, another group of market-women came to the palace. But on this 1789 visit, the crowd was larger and angrier. Instead of celebrating joyful news, it woke the queen with such shouted threats as "We'll wring her neck!" and "We'll tear her heart out!"

Actually, the 1781 visit marked one of the few times that Queen Marie Antoinette enjoyed any popularity in France. Born in 1755, she was the fifteenth child of Francis I and Maria Theresa, rulers of the Holy Roman Empire. The French and the Austrians ended their long hostility by agreeing to a marriage that united the two royal families. Marie married Louis, heir to the French throne, in 1770. She was only 14 years old, and he only 15 years old. Just four years later, the young couple became king and queen of France.

It wasn't long before Marie Antoinette became the focus of nasty gossip and rumors. People saw her as a spendthrift who meddled in politics. Pamphlets portrayed a queen who lived a life of immorality and luxury.

At the same time, the queen was having difficulty adjusting to her new home. Although she and Louis grew to love each other, their early years included many strains. In addition, the queen found French customs confusing. The court had elaborate rules of etiquette for everything from dressing to eating. She had little patience for these formalities, which won her few friends at court.

Marie Antoinette's spending habits didn't earn her much admiration, either. She bought three or four new dresses every week. However, even when she did not spend, she was criticized. In a complicated plot, some members of the court pretended to buy a diamond necklace worth a fortune. When the scandal erupted, the queen—who was entirely innocent—was nevertheless blamed for it.

The people's anger at the queen boiled over during the French Revolution. The crowd often focused its rage on her. In 1789, when the market-women marched on the palace crying for bread, they were calm at first. The next morning, though, they stormed the queen's bedroom, shouting their bloody threats. Later that day Marie Antoinette faced the mob. She stood on a balcony before the crowd, with muskets aimed at her. She bravely remained still until the muskets were lowered. Then she entered the palace.

After the royal family was taken to Paris, the king and queen feared for their safety. Austria and Spain refused to do anything to help. Marie Antoinette urged that the family try to escape. On June 20, 1791, the family attempted to leave but were captured and returned to Paris. An eyewitness wrote that in the city, the queen "was greeted with violent expressions of disapproval."

The next year, the monarchy was formally overthrown and the king and queen were put in prison. A year later, Marie Antoinette's children were taken from her, and she was placed in a separate cell. She was moved again in September 1793 to a small room lit only by a lantern outside.

The queen was taken to trial the following month. She was accused of conspiring to aid her brother—now the Holy Roman Emperor—to defeat France. She was also accused of immorality. She gave a brief, forceful defense that won sympathy. But the officer presiding over the trial warned the crowd to be quiet and then quickly led the panel to declare her guilty. On October 16, 1793, Marie Antoinette was beheaded.

Questions

- Recognizing Facts and Details** What factors cost the queen support?
- Drawing Conclusions** Do you think the attacks on the queen contributed to the Revolution? Explain.
- Making Judgments** Would you say that the queen was a strong or a weak person? Explain.

CHAPTER
7

Section 2

PRIMARY SOURCE from *The Execution of Louis XVI*
by Henry Essex Edgeworth de Firmont

Sentenced to death by the National Convention, Louis XVI was executed on January 21, 1793. As you read this eyewitness account of the king's final hours, note the different reactions of Louis XVI, the guards, and the French citizens.

The King finding himself seated in the carriage, where he could neither speak to me nor be spoken to without witness, kept a profound silence. . . .

The procession lasted almost two hours; the streets were lined with citizens, all armed, some with pikes and some with guns, and the carriage was surrounded by a body of troops, formed of the most desperate people of Paris. As another precaution, they had placed before the horses a number of drums, intended to drown any noise or murmur in favour of the King; but how could they be heard? Nobody appeared either at the doors or windows, and in the street nothing was to be seen, but armed citizens—citizens, all rushing toward the commission of a crime, which perhaps they detested in their hearts.

The carriage proceeded thus in silence to the Place de Louis XV and stopped in the middle of a large space that had been left round the scaffold: this space was surrounded with cannon, and beyond, an armed multitude extended as far as the eye could reach. As soon as the King perceived that the carriage stopped, he turned and whispered to me, 'We are arrived, if I mistake not.' My silence answered that we were. . . . As soon as the King had left the carriage, three guards surrounded him and would have taken off his clothes, but he repulsed them with haughtiness: he undressed himself, untied his neckcloth, opened his shirt, and arranged it himself. The guards, whom the determined countenance of the King had for a moment disconcerted, seemed to recover their audacity. They surrounded him again and would have seized his hands. 'What are you attempting?' said the King, drawing back his hands. 'To bind you,' answered the wretches. 'To bind me,' said the King, with an indignant air. 'No! I shall never consent to that: do what you have been ordered, but you shall never bind me. . . .'

The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment,

when arrived at the last step, I felt that he suddenly let go my arm, and I saw him cross with a firm foot the breadth of the whole scaffold; silence, by his look alone, fifteen or twenty drums that were placed opposite to me; and in a voice so loud, that it must have been heard at the Pont Tournant, I heard him pronounce distinctly these memorable words: 'I die innocent of all the crimes laid to my charge; I pardon those who have occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France.'

He was proceeding, when a man on horseback, in the national uniform, and with a ferocious cry, ordered the drums to beat. Many voices were at the same time heard encouraging the executioners. They seemed reanimated themselves, in seizing with violence the most virtuous of Kings, they dragged him under the axe of the guillotine, which with one stroke severed his head from his body. All this passed in a moment. The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked round the scaffold; he accompanied this monstrous ceremony with the most atrocious and indecent gestures. At first an awful silence prevailed; at length some cries of 'Vive la République!' were heard. By degrees the voices multiplied, and in less than ten minutes this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air.

from J.M. Thompson, English Witnesses of the French Revolution, Blackwell, 1938. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 250–252.

Discussion Questions**Recognizing Facts and Details**

1. How did Louis XVI respond as he faced execution?
2. How did the French citizens who witnessed the king's execution react?
3. **Making Inferences** Why do you think the soldier ordered the drums to beat as Louis XVI spoke from the scaffold?

DECLARATION OF THE RIGHTS OF MAN AND CITIZEN (1789)

In August, 1789, the National Assembly of France adopted a revolutionary document known as the Declaration of the Rights of Man and Citizen. The following excerpts come from that document.

Article 1. Men are born and remain free and equal in rights. . . .

Article 2. The aim of every political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression.

Article 4. Liberty consists in the power to do anything that does not injure others.

Article 5. The law has the right to forbid only such actions as are injurious to society.

Article 6. The law is the expression of the general will. . . . It must be the same for all, whether it protects, or whether it punishes. All citizens, being equal in its eyes, are equally eligible to all public dignities, places, and employments, according to their capacities, and without other distinction than that of their virtues and their talents.

Article 7. No man can be accused, arrested, or detained except in the cases determined by law. . . .

Article 8. The law ought to establish only penalties that are strictly and obviously necessary. . . .

Article 9. Every man is presumed to be innocent until he has been declared guilty; . . .

Article 10. No one ought to be disturbed because of his opinions, even religious, provided their manifestation does not disturb the public order established by law.

Article 11. The free communication of thought and opinions is one of the most precious rights of men: every citizen then can freely speak, write, and print, subject to responsibility for the abuse of this freedom in the cases determined by law.

Article 13. For the maintenance of the public force and for the expenses of administration, a general tax is indispensable; it ought to be distributed equally among all the citizens according to their means.

Article 16. Any society in which the guarantee of rights is not secured or the separation of powers is not determined has no constitution at all.

Article 17. Property being an inviolable and sacred right, no one can be deprived of it, unless legally established public necessity obviously demand it. . . .

many Enlightenment ideas

1. What article guaranteed citizens each of the following rights? (a) liberty (b) equality before the law (c) religious freedom (d) freedom of speech (e) the right to maintain property

a.1 b.1 c.10 d.11 e.2

2. How does this document define liberty?

free & equal, natural rights

3. According to this document, what is the status of an accused person?

innocent till proven guilty

4. The American Declaration of Independence states that the purpose of government is to secure certain unalienable rights—life, liberty, and the pursuit of happiness—for the citizens of a country. What article from the French Declaration of the Rights of Man and the Citizen adopted this concept?

liberty, property, security, resistance to oppression

CHAPTER
7

Section 2

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION***The French Revolution Under Siege***

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

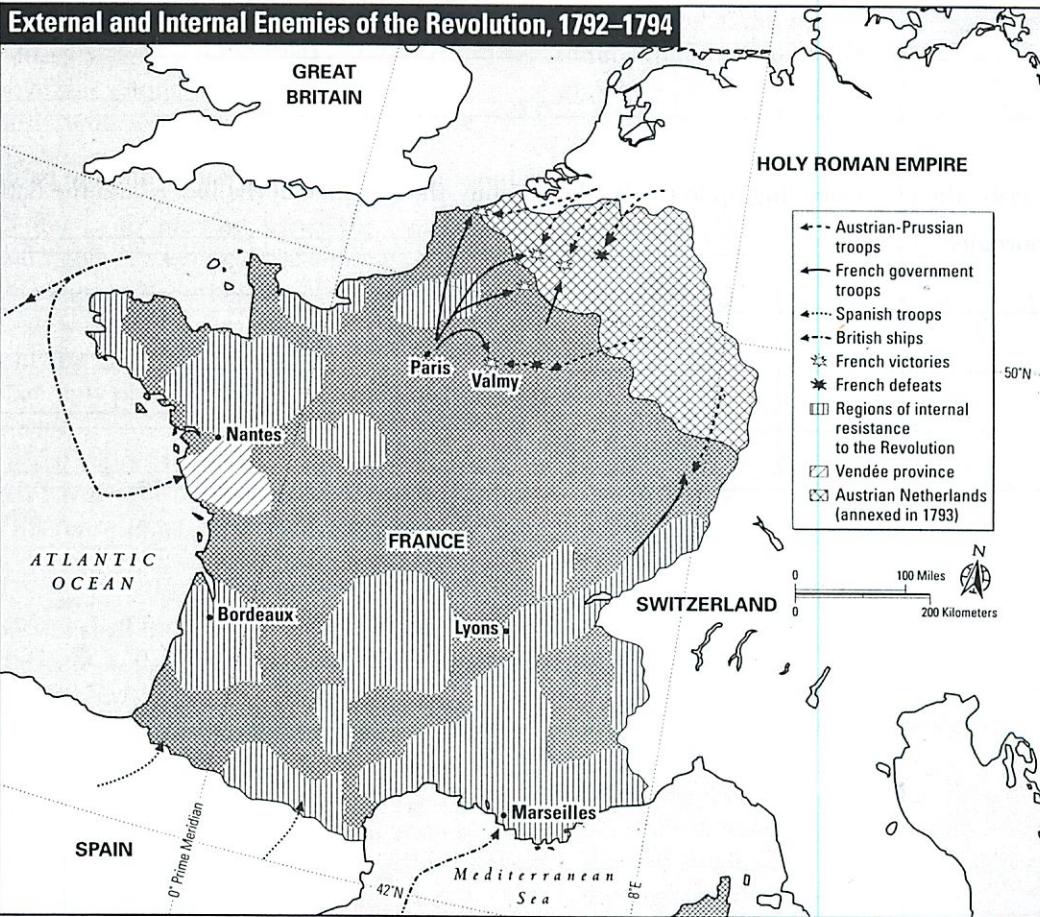
During the French Revolution, in early 1792, the new constitutional government was under attack by neighboring countries and by opponents within France itself.

Émigrés—former noblemen who had fled France—were plotting on foreign soil to destroy the revolution. They had warned monarchs of neighboring countries that the revolutionary ideas of France were a danger to their own reigns. As a result, Austria and Prussia wanted Louis XVI, the French king, restored. France reacted by declaring war on Austria, which quickly gained the support of Spain, Prussia, and Great Britain. At first, an invading army of Austrians and Prussians moved successfully toward Paris. However, at Valmy the French

government's troops defeated the outsiders, and the tide turned. After that, France invaded the Austrian Netherlands, where fighting was fierce through 1794.

Internally, royalists—local supporters of the king—and conservative French peasants worked against the Revolution in several regions. In August of 1792, the French province of Vendée was the scene of violent uprisings, which spread to other regions. Great Britain even shipped émigré troops to the region to support the royalists and the peasants.

Nevertheless, the government succeeded in crushing most revolts by 1793. The French revolutionary leaders were then able to raise the larger army needed for the external battles ahead.



Interpreting Text and Visuals

1. What country or countries attacked revolutionary France on land from the south? Spain
from the northeast? The Holy Roman Empire (or the Austria + Prussia)

2. In what part of France were most battles with foreign troops fought? Northeast

3. How many French defeats does the map show? 2

1st Describe the location of each. Northeast of country - Both
Before Valmy, the due east of Paris
Most Eastern battle in Austrian Netherlands

4. Based on the map, what do the French cities of Nantes, Bordeaux, Lyons, and Marseilles have in common? All located in pockets of internal resistance

5. What was Britain's role in the French Revolution? Not directly attacking
a shown here, but still bankrolled Austria + Prussia +
shipped troops to Verdee

6. Describe the events leading up to the battle at Valmy, the outcome of the battle, and the battle's importance. Austria + Prussia were attacking and winning
battle after battle. In Valmy, the French troops
finally won and stopped the attackers from
reaching Paris. This 1st French victory was a
huge boost to the country

Reign of Terror

10 important events

11/28

Peasants, priests, rival leaders did not like new government, change, less church, wanting rebellion

Maximillian Robespierre - gains control - wants 'Republic of Virtue'

by 1794, army grew to 800,000 loyal patriots

calander = 12×30 w/ sensible Month names,

churchs closed down, no sundays

Robespierre excuted people who opposed or were less radical then him

July 28, 1794 - Robespierre killed + Directory started

Marie Antoinette killed

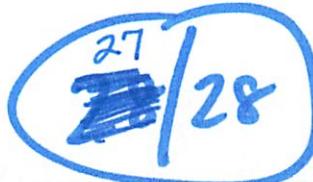
George Danton of Indulgents killed

esp. 3rd estate (85%)

many people killed for silly reasons = people angry

11/14

Western Civilization



Name: Michael Plasmeier

11/14

Pop Quiz: French Revolution

1. What were the three estates in France?

a. 1st - church upper management

b. 2nd - nobility

c. 3rd - others? peasants → spell
→ need a

2. Under the Old Regime, what three groups made

a. bourgeoisie

b. working class (urban)

c. peasants

3. What is meant by the term corvée?

forced labor on government road + projects, form tax paid in

labor

Indicate the estate or estates to which the following statements refer by placing the name(s) on the blank.

1st

4. They gave a "free gift" of 2% of their income to the king.

2nd - peasants

5. They paid about half of their income in taxes.

1st + 2nd

6. They enjoyed wealth and special privileges under the law.

2nd

7. They owned 20% of the land.

1st

8. The highest officials (bishops and abbots) were wealthy.

1st + 2nd

9. dominated the Estates General in the Middle

3rd - bor

10. They believed strongly in the ideals of the E

1st - sort of - 2nd

11. They paid no direct taxes to the king.

2nd

12. They held the highest offices in the church,

1st or 2nd

13. Made up less than 2 percent of the population

3rd

14. They made up about 98% of France's popul

Short Answer/Fill-In

13. Give two reasons why the French government was in debt

a. Madam deficit

b. help

Marie Antoinette → next time
explain howThe School District of Haverford Township
1801 Darby Road
Havertown, PA 19083

3rd - commoners

-Our mission is to educate and to inspire a
community of life-long learners -The School District of Haverford Township
1801 Darby Road
Havertown, PA 19083Madame Deficit - Marie
Antoinette spent a lot
of money on dresses and
other elaborate things-Our mission is to educate and to inspire a
community of life-long learners -

-07

14. Louis XVI and his wife, Marie Antoinette, were a devoted couple.

15. On June 16, 1789, Abbe Sieyes suggested that the Third Estate change its name to National Assembly.

16. The ideas of the revolution were set forth in a document called

Declaration of the Rights of Man

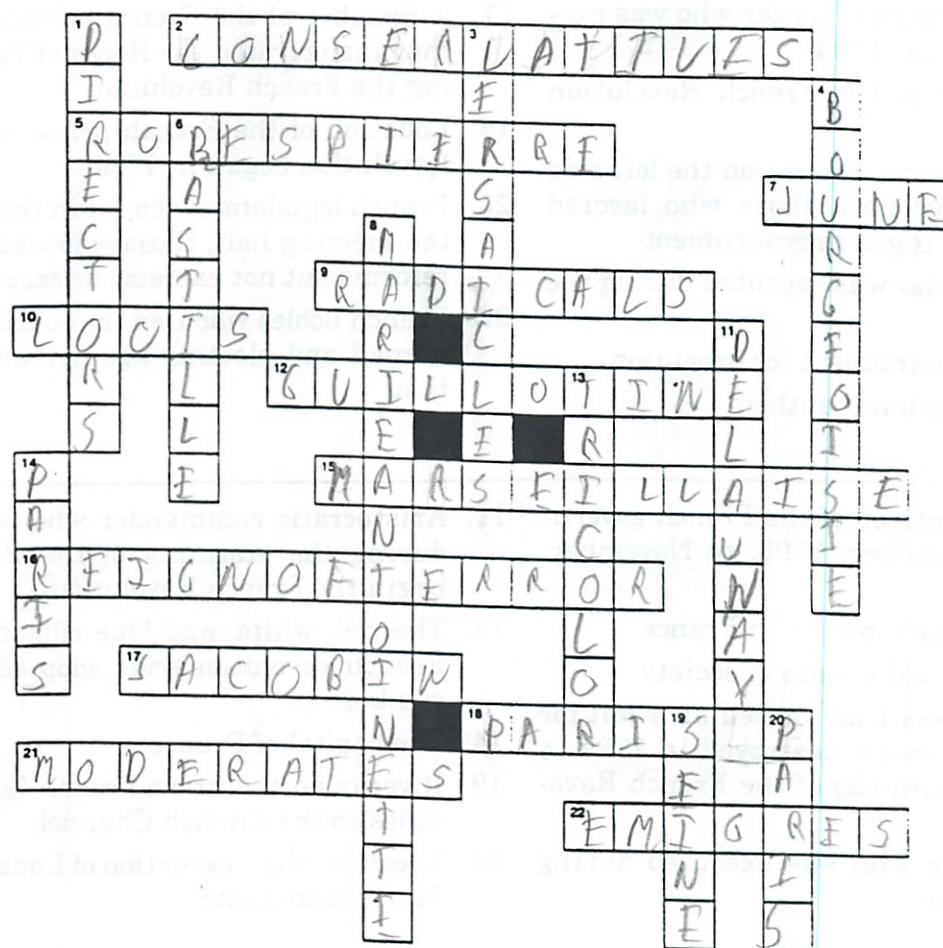
17. The National Assembly ended France's absolute monarchy and started a limited monarchy.

18. The Legislative Assembly split into three general groups. They were:

- A. Radicals - left, republic
- B. Moderates - center, split
- C. Conservatives - right, limited monarchy

Name _____ Date _____

34. Revolution in France



34. REVOLUTION IN FRANCE

ACROSS: _____

2. French legislators who sat on the right side of the meeting hall, those who opposed changes in government

5. French revolutionary leader who was executed on July 28, 1794

7. Month in which the French Revolution began

9. French legislators who sat on the left side of the meeting hall, those who favored widespread changes in government

10. French king who was executed during the Revolution

12. The French instrument for execution

15. The French national anthem

16. The period of the French Revolution from May, 1793, to August, 1794, during which thousands were executed

17. A member of the French political society that inaugurated the Reign of Terror during the French Revolution

18. Location of the French prison where the Revolution began in 1789

21. French legislators who sat in the center of the meeting hall, those who wanted some reforms but not extreme or excessive

22. French nobles who fled the country, living abroad and plotting against the Revolution

DOWN: _____

La Marseillaise

1. The five executives of the French government from October, 1795, to November, 1799

3. Site of the king's palace in France

4. The French middle class of society

6. French fortress that served as a jail for political prisoners, destroyed in 1789 to mark the beginning of the French Revolution

8. French queen who was executed during the Revolution

11. Aristocratic commander who was killed during the storming of the Bastille to begin the French Revolution

13. The red, white, and blue ribbon that the French revolutionaries adopted as their symbol

14. The capital of France

19. River in northeastern France, flowing 480 miles to the English Channel

20. Location of the execution of Louis XVI and Marie Antoinette

De launay

Tricolor

Seine

Paris

Paris

CHAPTER
7

Section 2

HISTORYMAKERS **Maximilien Robespierre**
Master and Victim of the Terror

"Liberty cannot be secured unless criminals lose their heads."—Maximilien Robespierre, 1794

For a brief time, Maximilien François Marie Isidore de Robespierre ruled France. A passionate believer in equality, he kept a copy of Rousseau's *The Social Contract* by his bedside. As a religious man, he hoped to create a republic made virtuous through citizens' devotion to God. But despite his belief in equality and morality, Robespierre plunged France into the bloody Reign of Terror.

Robespierre was born in the city of Arras in 1758. He studied the ideas of the Enlightenment and developed strong principles of social justice. He followed the family tradition by practicing law.

Robespierre was elected to the Estates-General in 1789 and thus became involved in the French Revolution. Soft-spoken, he was ignored at first. Eventually, though, his radical opinions won him attention. One leader said, "That man will go far. He believes what he says." The next year, Robespierre was elected president of the Jacobin Club, a radical group that favored the establishment of a republic. Robespierre lived simply and was clearly a man of deep morality. Supporters called him "the Incorrputible."

Robespierre's views on republican government found little support early in the Revolution. However, after 1792, the king was deposed and a National Convention was elected to draft a new constitution and to rule France during the process. Robespierre was elected as a representative of Paris. He became a spokesman for the radical Jacobin group and contributed to the bitter controversies that arose in the National Convention.

As the combination of foreign war and civil lawlessness brought matters to a crisis, the Committee of Public Safety was formed—with Robespierre one of its most dominant members. Under the rule of this powerful group, civil war was avoided and the French army began to win victories.

However, Robespierre and his allies on the committee still faced political opposition at home. In early 1794, he set out to eliminate the Hébertists. This group wanted strict economic policies and an anti-religious campaign that Robespierre could

not support. The leaders were executed. Next Robespierre attacked a moderate group called the Indulgents, who were led by Georges Danton, once a close friend of his. The Indulgents believed that the crisis was past and the Terror could end. They, too, were tried and executed. As Danton was taken to his death, he uttered a warning: "Robespierre is bound to follow me."

After the death of Danton, Robespierre and the Committee of Public Safety—now completely in control of the government—made new rules. They broadened the definition of public enemies and narrowed the penalty to one punishment only: death. The trial process was speeded up. Defense lawyers and witnesses were no longer needed. Because of these changes, 1,500 people were executed in June and July of 1794.

"Fear was on every side, in the creak of a door, an exclamation, a breath," wrote one observer. On July 26, Robespierre spoke before the Convention and said that more people would have to be executed as enemies of the Republic. He only named one man, Pierre Joseph Cambon, the Superintendent of Finance, who bravely took the floor in his own defense. "It is time to tell the whole truth," he declared. "One man alone is paralyzing the will of the National Convention. And that man is Robespierre." Others, fearing that they would be accused next, joined to denounce Robespierre.

The next day, in a chaotic scene, the deputies voted to arrest Robespierre and his closest allies. He and more than 20 of his supporters were taken to the Place de la Revolution and executed. A newspaper commented, "We are all throwing ourselves into each other's arms. The tyrant is dead."

Questions

- Making Inferences** What about Robespierre might have appealed to others?
- Drawing Conclusions** Why did Robespierre eliminate the Hébertists and the Indulgents?
- Perceiving Cause and Effect** How did Robespierre's methods turn against him?

Summarize the events that lead to the formation of the National Convention.

The convention was started when the Legislative Assembly stepped down. They stepped down because of the factions that split them. They were created by the National Assembly created with the Tennis Court Oath of the 3rd Estate of the Estates-General.

Once in power, what did the National Convention do?

They created a republic from const. monarchy. ^{All} citizens could vote + hold office. (former) King Louis ¹⁶ was beheaded. They upped the army to 800,000 and let Robespierre run the reign of terror as a near dictator. They latter killed him + created the directory.

Personal Response (p. 201): In your opinion, was the guillotine a form of cruel and unusual punishment? What was the purpose of holding public executions then and now?

That depends if you believe capital punishment is cruel. Unusually ending someone's life is harsh.. but they did the same in most cases. During the revolution this was really not the case. Putting someone in jail for life was hard to control. Holding public executions is now taboo, though back then it was to deter other would-be criminals.



Before his execution, Louis XVI said, "I am innocent and shall die without fear. I would that my death might bring happiness to the French, and ward off the dangers which I foresee." King Louis was one of the first persons to be executed by the guillotine.

Part Three: The Terror Grips France; End of Terror

On a separate sheet of paper, create a formal outline of the Reign of Terror (p. 202-203); Underline important terms/names.

Chap 7 Words

7.1 Old Regime
estate

Louis XVI

Marie Antoinette

Estates-General

National Assembly

Tennis Court Oath

Great Fear

7.2 Declaration of the Rights
of Man

Legislative Assembly

Emigres

Sans-culottes

Guillotine

7.2 Maximilian Robespierre
Committee of Public
Safety

Reign of Terror

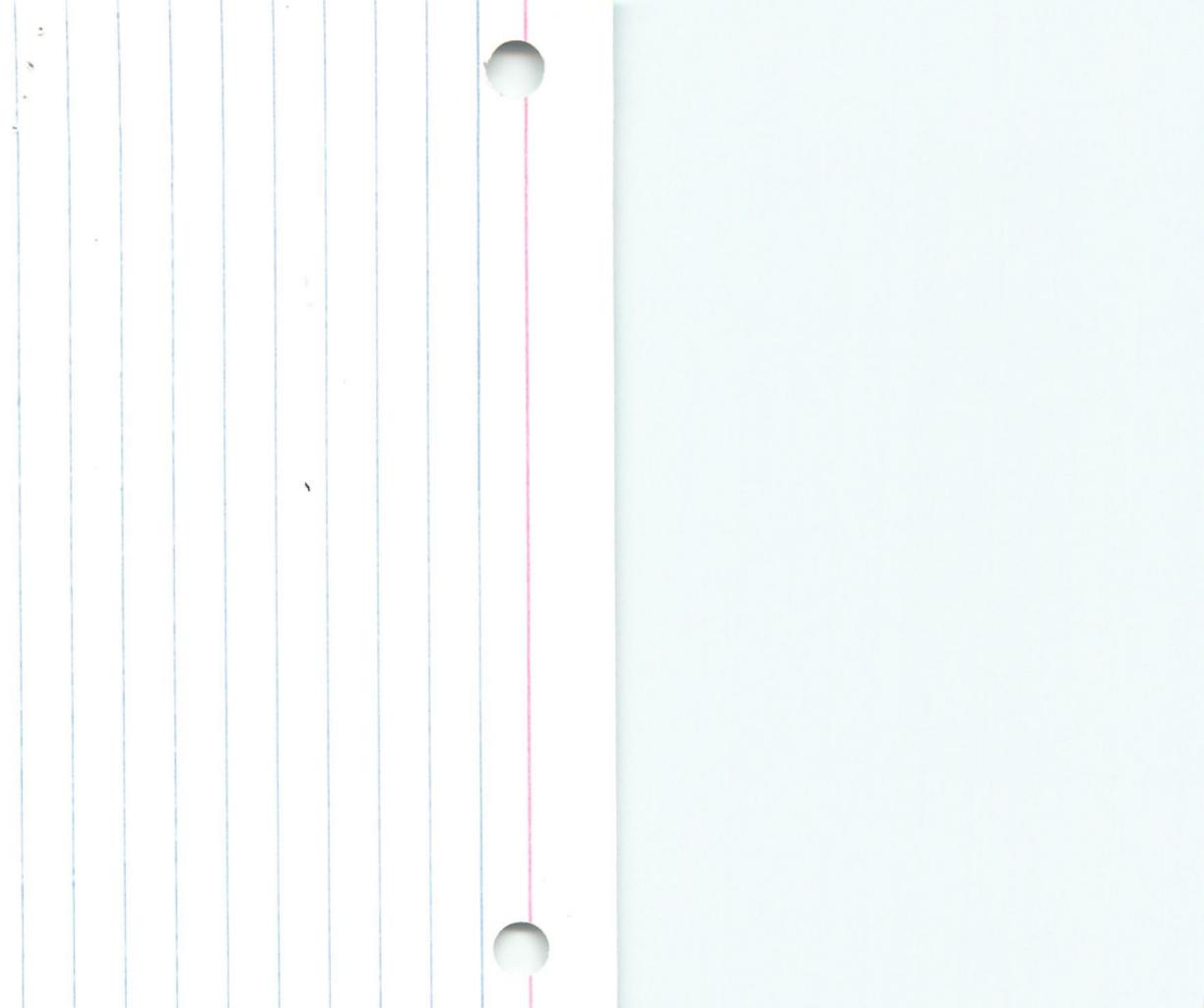
7.3 Napoleon Bonaparte
Coup d'état
plebiscite

lycée

Concordat
Napoleonic Code
Battle of Trafalgar

7.4 blockade
Continental System

Brabant
Peninsular War

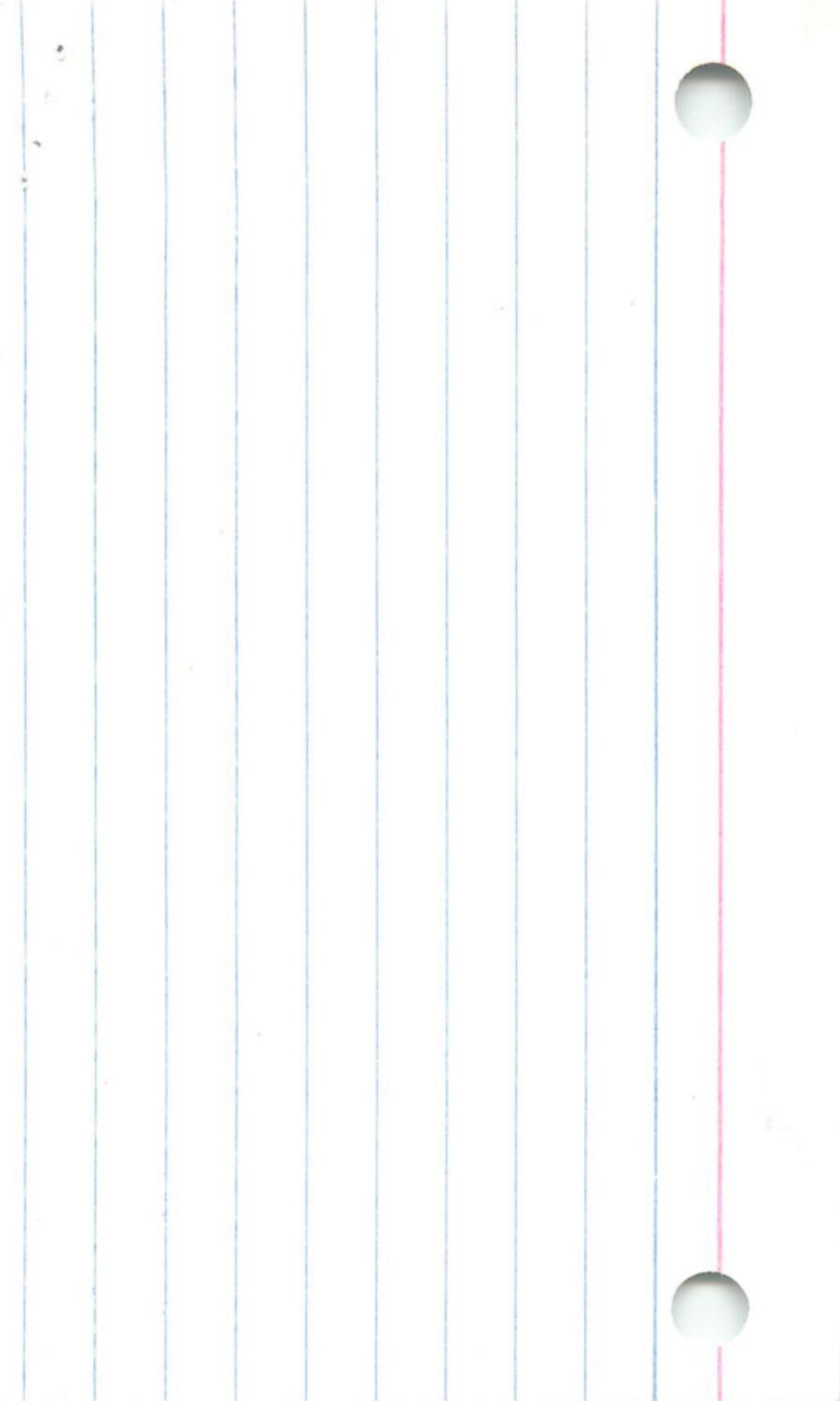


7.3 Seorached - earth policy.
Cont. Water loss

7.4 Hundred Days

7.4 Congress of Vienna
Klemens von Metternich
balance of power
legitimacy

Holy Alliance
Congress of Europe



French Revolution Timeline

Goal: Create an annotated timeline of the major events of the French Revolution.

Method: Research the French Revolution (using Chapter 7 in our new textbook and chapter 21 in the green textbook), and select the most important events to include in a timeline covering the entire period. For each event, write a 2 paragraph entry summarizing the event in your own words, AND explaining its importance to the revolution itself. Furthermore, included within the entries must be 12 of the words included in the "Terms and Names" listings at the end of each section in Chapter 7 and the "Define and Identify" words in Chapter 21. Each word/term/person from these lists must be underlined within the entry and explained on a separate sheet of paper included with the timeline. Additionally, each timeline should include 6 pictures with captions pertaining to the revolution.

Requirements:

- 1.) 10 of the most important events from Chapter 7 Sections 1-2 and Chapter 21 Sections 1-2. Each event should be in **BOLD** and UNDERLINED, as well as, sequenced in chronological order.
- 2.) Typed (12 point font, double spaced), free of spelling and grammar errors
- 3.) 2 paragraphs for each entry:
 - a. first paragraph: summary of event in your own words; (4-5 complete sentences)
 - b. second paragraph: significance of event in French Revolution (why is it important?) 4-5 complete sentences; should be different from first paragraph. Remember, you are explaining why this is one of the most important events of the time period
 - c. 12 terms and names/define and identify words from the chapter included in explanations (put in **BOLD** and *Italicize* within entry)
- 4.) Separate sheet of paper defining and explaining the 12 terms selected
- 5.) 6 pictures with captions

Can do photo
Story as
extra credit

Due Date: Friday, December 9, 2005 (B Day) &
Monday, December 12, 2005 (A Day)

Grading:

- A.) 10 events: Include title for each event and date; should be underlined and in bold (10 points)
- B.) Written explanations for each event (50 points)
 - 5 points for each paragraph
- C.) 12 terms and names/define and identify words included in paragraphs (6 points)
- D.) Separate page with 2 sentence descriptions of each term/person (for the 12 define & identify words) (16 points)
- E.) 6 pictures with captions (12 points)
- F.) Spelling/Grammar/Typed/Presentation (6 points)

TOTAL: 100 points

Timeline of the French Revolution

From Wikipedia, the free encyclopedia.

Timeline of the French Revolution.

Contents

- 1 Events preceding but pertinent to the French Revolution
- 2 Pre-Revolutionary Phase
- 3 Estates-General and Constituent Assembly
- 4 Legislative Assembly
- 5 The National Convention
- 6 The Directory
- 7 Beginning of the Napoleonic Era

Events preceding but pertinent to the French Revolution

1785

- The Diamond Necklace Affair results in the discrediting of Marie Antoinette

1786

- Louis XVI and France face economic ruin

Pre-Revolutionary Phase

1787

- February 22: First assembly of notables, called by Charles Alexandre de Calonne against a background of state financial instability and general resistance by e.g. the aristocracy to the imposition of taxes and fiscal reforms.
- May 1: Étienne Charles de Loménie de Brienne replaces de Calonne as Controller-General of Finances.
- May 25: First Assembly of Notables dissolved.

1788

- May 8: Louis XVI issues the Lamoignon Edict which abolishes the power of parliament to review royal edicts
- August: Necker replaced as Minister for Finance; de Lomenie, Archbishop of Toulouse made Prime Minister
- November: Necker persuades the king to reconvene the Assembly of Notables.

1789

- January 24: General unrest occasioned by economic conditions leads to the Summoning of the Estates-General for the first time since 1614

Estates-General and Constituent Assembly

- May 5: Meeting of the Estates-General

History of France series

- Celtic Gaul
- Roman Gaul
- Franks
- Middle Ages
- Early Modern France
- Revolution to WWI
- French Revolution
- Causes
- Estates-General
- National Assembly
- Storming of the Bastille
- National Constituent Assembly (1, 2, 3)
- Legislative Assembly and fall of the monarchy
- National Convention and Reign of Terror
- Directory
- Consulate
- Related:* Glossary, Timeline, Wars, List of people, List of historians

- First Empire
- Restoration
- July Monarchy
- Second Republic
- Second Empire
- Third Republic
- Modern France

- June 10: The Third Estate (*Tiers Etat*) (commons) votes for the common verification of credentials, in opposition to the First Estate (the clergy) and the Second Estate (the aristocracy)
- June 17: The Third Estate (commons) declares itself as a National Assembly
- June 19: The Third Estate decides upon a declarative vow, known as the "serment au Jeu de Paume," (The Tennis Court Oath) not to dissolve until the constitution has been established
- June 20: Third Estate/National Assembly are locked out of meeting houses by royal decree; Tennis Court Oath in which the National Assembly vows to continue despite royal prohibition is made public
- June 23: Two companies of French guards mutiny in the face of public unrest
- June 24: 48 nobles, headed by the Duke of Orleans, side with the Third Estate. A significant number of the clergy follow their example.
- June 27: Louis orders the First and Second estates to join the Third.
- June 30: Large crowd storms left bank prison and frees mutinous French Guards
- July 1: Louis recruits more troops, among them many foreign mercenaries
- July 9: National Assembly reconstitutes itself as National Constituent Assembly
- July 11: Jacques Necker dismissed by Louis; populace sack the monasteries, ransack aristocrats homes in search of food and weapons
- July 12: The Prince de Lambesc appears at the Tuilleries with an armed guard.
- July 14: Storming of the Bastille; de l'Aulnay, (the governor), Foulon (the Secretary of State) and de Flesselle (the then equivalent of the mayor of Paris), amongst others, are massacred
- July 15: Lafayette appointed Commander of the National Guard
- July 16: Necker recalled, troops pulled out of Paris
- July 17: The beginning of the Great Fear, the peasantry revolt against feudalism and a number of urban disturbances and revolts
- August 4: Surrender of feudal rights
- August 27: Declaration of the Rights of Man and of the Citizen approved by the National Assembly
- October 5-6: Outbreak of the Paris mob; Liberal monarchical constitution;
- November 2: Church property nationalised and otherwise expropriated
- December 12 *Assignats* are used as legal tender

1790

- February 13 Suppression of monastic vows and religious orders
- July 14: Constitution accepted by King Louis XVI; the first Fete of Federation begins, celebrating the fall of the Bastille.
- July: Growing power of the clubs (including: Cordeliers, Jacobin Club)
- July: Reorganisation of Paris
- September: Fall of Necker

1791

- January 30: Mirabeau elected President of the Assembly
- February 28: Day of Daggers; Lafayette orders the arrest of 400 armed aristocrats at the Tuilleries
- March 2: Abolition of trade guilds
- April 2: Death of Mirabeau
- April 13: Papal bull, *Cavitas*, condemning the Civil Constitution and the Declaration of the Rights of Man and of the Citizen is published
- June 14: Le Chapelier law banning trade unions is passed by National Assembly
- June 20-25: Royal family's flight to Varennes
- June 25: Louis XVI forced to return to Paris
- July 10: Leopold II issues the Padua Circular calling on the royal houses of Europe to come to his brother-in-law, Louis XVI's aid.
- July 15: National Assembly declares the king to be inviolable and he is reinstated.
- July 17: Champ-de-Mars massacre in which the National Guard fire on protestors against the reinstatement of the king
- August 27: Declaration of Pillnitz (Frederick William II and Leopold II)

- September 13–14: Louis XVI accepts the constitution formally
- September 30: Dissolution of the National Constituent Assembly

Legislative Assembly

- October 1: Legislative Assembly meets
- November 9 All *émigrés* are ordered by the Assembly to return under threat of death
- November 11 Louis vetoes the ruling of the Assembly on *émigrés*.

1792

- January – March : Food riots in Paris
- February 7: Alliance of Austria and Prussia
- April 20: France declare war against Austria
- August 10–13: Storming of the Tuileries Palace. Louis XVI of France is arrested and taken into custody, along with his family
- August 19 Lafayette flees to Austria
- August 22 Royalist riots in Brittany, La Vendée and Dauphiné
- September 2–7: The September Massacres

The National Convention

- September 20: Battle of Valmy
- September 20: Final sessions of the Legislative Assembly and first meeting of the National Convention; unanimous vote for the abolition of the monarchy
- October 10: The terms *monsieur* and *madame* are banned by decree, to be replaced with *citoyen* and *citoyenne*
- December 11: Commencement of the trial of Louis XVI before the Convention

1793

- January 14: The Convention votes almost unanimously in affirmation of Louis' guilt
- January 17: A sentence of death is imposed on the King by the majority of a single vote
- January 21: Execution of Louis XVI
- February 1: War declared against Britain, Holland, Spain
- February 14: France annexes Monaco
- March: Royalist revolt in the Vendée
- March 10: Establishment of the Revolutionary Tribunal
- April 6: Power centered in the Committee of Public Safety and the Committee of General Security
- June 2: Arrest of 31 Girondist deputies
- July 12 Royalist revolt in Toulon
- July 13: Assassination of Jean-Paul Marat
- July 27: Robespierre joins the Committee of Public Safety
- August 23: Levy of entire male population, the *Levée en masse*
- September 17: Passing of the *Law of Maximum Général*: a comprehensive program of wage and price controls and the *Law of Suspects*
- October 9: Lyon retaken by republicans from royalists
- October 16: Execution of Marie Antoinette
- October 31: Execution of Girondist leaders
- November 8: Madame Roland executed
- November 10: Abolition of the worship of god: Cult of Reason
- December: Retreat of the allies across the Rhine
- December 19: English evacuate Toulon
- December 23: Battle of Savenay crushes the royalist revolt in La Vendée

1794

- January 19: English land in Corsica
- February 4: Abolition of slavery in colonies
- March 24: Execution of the Hébertists
- April 2: Trial of Danton begins
- April 6: Execution of the Dantonists
- June 8: Festival of the Supreme Being
- June 10: Law of 22 Prairial
- June 26: Battle of Fleurus (1794) (French victory in Belgium)
- July 2-July 13: Battle of the Vosges (French victory on the Rhine)
- July 27: Fall of Maximilien Robespierre (9 Thermidor)
- December 24: Repeal of *maximum*

1795

- March 5: Treaty of Basel (Prussia withdraws from war)
- April 1: Bread riots in Paris
- June 8: Death of the dauphin (Louis XVII)
- August 22: Constitution of 1795

The Directory

- October 1795: The Directory installed (new executive power)
- October 5: Napoleon's "whiff of grape-shot"
- October 26: Convention dissolved; Directory begins

1796

- March 5: War against the Holy Roman Empire
- March 9: Marriage of Napoleon Bonaparte and Josephine
- May 10: Battle of Lodi (Napoleon in Italy)
- July: Siege of Mantua

1797

- April 18: Preliminary Peace of Leoben
- July 8: Cisalpine Republic established
- September 4: *Coup d'Etat* at Paris (republicans over reactionaries)
- October 17: Treaty of Campo Formio

1798

- February: Roman Republic proclaimed
- April: Helvetic Republic proclaimed
- July 21: Battle of the Pyramids
- August 1: Battle of the Nile
- December 24: Alliance between Russia and Britain

1799

- June 17–19: Battle of the Trebia (Suvorov defeats French)
- August 24: Napoleon leaves Egypt
- October 22: Russians withdraw from coalition

Beginning of the Napoleonic Era

There is no precise date for the beginning of the Napoleonic Era. The coup of 18 Brumaire produced the effective

dissolution of the Directory; the constitution some six weeks later produced its formal end.

- November 9: The Coup d'Etat of 18 Brumaire: end of the Directory
- December 24: Constitution of the Year VIII: Dictatorship of Napoleon established under the Consulate

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Categories: French Revolution | Timelines

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The French Revolution Timeline

May 10, 1774 - Louis XVI made King – King Louis the 16th became king in 1774. He was a weak leader and had trouble making decisions.

Also, his wife, Marie Antoinette was despised by the French people because she came from long-hated Austria. She also spent like crazy while the price of bread rose above the means of the people.

King Louis also created a lot of debt by helped the American beat long-time French enemy, Britain. In 1786, the banks refused to lend the king any more money causing the government to have serious ~~trouble~~ money problems. Louis called a meeting of the **Estates-General** to try and solve the money problem. Unfortunately this bad decision, along with the others he made, set the road to the French Revolution.

June 20, 1789 - Tennis Court Oath - When the Estates-General met, the third estate, in which 98% percent of the citizens lived, demanded equal representation and taxation. Abbé Sieyès lead the revolt saying, "What is the Third Estate? Everything. What has it been in political order? Nothing. What does it demand? To be something ^{to} herein." Abbé led the delegates to have more influence and be

called the **National Assembly**. Three day later, they were locked out of their meeting room and met on a handball court to pronounce the **Tennis Court Oath** saying that they would end the **Absolute Monarchy** in France and write a new constitution.

This was the first deliberate act of revolution against the king. The Third Estate stood up against the **Old Regime** and declared an end to the absolute power of the monarchy. They were spreading the Enlightenment idea that people govern themselves and reforms are enacted in the name of the people.

July 14, 1789 - Storming of the Bastille – Louis XVI faced the new Assembly and did not know what to do, as usual. Because he no longer trusted the French soldiers to be loyal, he hired Swiss mercenaries to guard Paris. The citizens were scared of the Swiss and attacked the Bastille, where the gunpowder for the guns they stole earlier was ~~was stored~~ ^{soldiers} kept.

The fall of the Bastille, also the political prison, was a shot against the king. It has become the greatest symbolic act of the French Revolution. Today, July 14 is a national holiday in France. The fall of the Bastille also inspired the ~~March of~~ ^Women to walk 10 miles to the

king's palace, Versailles. They took the king from his magnificent palace to the city of Paris forever. Also, peasants all over the country-side tore up old feudal papers and attacked nobles. This wave of revolution was called the **Great Fear**, as peasants thought the nobles would send troops to attack them. *and . . .*

August 27, 1789 - Dec. of Rights of Man - A **Declaration of the Rights of**

Man and the Citizen was passed by the National Assembly. All day *in the*

National Assembly, nobles pronounced their support of liberty, equality, and fraternity,

(the slogan of the revolution). The nobles were forced to give up the special privileges of the Old Regime. This statement of

revolutionary ideals gave all people the promise of the protection

of their natural rights. *It also said that all "men are born and*

remain free in equal in rights. It granted all man equal justice,

freedom of speech, and freedom of religion.

This document granted essential natural rights to all men. It was

made up of mostly Enlightenment ideas. This set the tone of the

revolution and granted many new rights to citizens. This was the *starting point*

On the *road to even more reforms later on. However, it remained an*

essential base and presented many of the ideals of the revolution.



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~~for the city~~

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~~They were starting to fill their heads w/ revolutionary fever reached them.~~

~~Peasants~~

August 27, 1789 - Dec. of Rights of Man - A **Declaration of the Rights of Man** and the Citizen was passed by the National Assembly. All day in the National Assembly, nobles pronounced their support of liberty, equality, and fraternity (the slogan of the revolution). The nobles were forced to give up ~~the~~ ^{from} special privileges of the Old Regime. This statement of revolutionary ideals gave all people the promise of the protection of their natural rights. It also granted all men the right to equal justice, freedom of speech, and freedom of religion.

This document granted essential natural rights to all men. It was made up of mostly Enlightenment ideas. This set the tone of the revolution. This was the starting point on the road ^{to} even more reforms later on.

building up

---new day---

October 1, 1791 - Legislative Assembly Created – The National Assembly had finished the constitution and had Louis XVI sign it. The National Assembly then disbanded and created the **Legislative Assembly**. ^{This new assembly} They had the power to make laws and declare war on other nations. The new assembly soon split as some people wanted more ~~freedom and liberty~~. ^{or a republic. Some like} ~~freedom or liberty~~

~~freedom or liberty~~

This split in the Legislative Assembly helped prolong the revolution. France could not decide if they should keep granting new freedoms after limiting the king's power. Radicals wanted to set up a democracy and conservatives wanted to keep the current limited monarchy. This split in different directions weakened the revolution because leaders could not decide where it was headed. This caused internal weakness and allowed other countries to attack and ~~to start the Reign of Terror~~.

~~set up internal conflicts~~

April 1792 - September 1792 - War with Austria – Austria and Prussia wanted King Louis XVI back on the throne. They were worried the revolutionary fever might spread to their countries and replace their absolute monarchies with democracies. The war started badly with the poorly equipped rebel-French soldiers not able to beat the Prussians. When the Prussian commander said he would attack Paris if the royal family was harmed, a mob stormed the palace in Paris where the king was staying. ~~They locked the king in a tower.~~

These attacks brought confusion to the city. King Louis was locked up in a stone tower. Rumors that royalists would capture the city with the soldiers

~~There were~~

~~gave~~ ^{Mobs}
were away fighting led mobs out onto the street. They murdered many prisoners during the September massacre. These events led the National Assembly to disband, and the National Convention started writing a new ^{second} constitution for a republic. The French soldiers won a battle and the dangers from abroad retreated.

January 21, 1793 - King Executed - The mobs on the street ran around wild after the war with Austria. They had more power than any government assembly. Many clubs formed to give speeches and demand a republic and more freedoms. One of the more radicals clubs was the **Jacobin Club**. They called for the execution of the king. They successfully found him guilty of treason to the new National Convention. He was executed with a **guillotine**.

The execution of the king was a final blow to the royalists. The king was not coming back anymore. The radicals had succeeded in getting rid of a monarchy. Also the political clubs tried to remove each other and install their leaders of ^{form} government. This caused further conflict and weakness.

July 1763-July 28, 1794 - Robespierre's Reign of Terror - **Maximilien Robespierre**, the leader of the Jacobin Club, ^{??? became the head of the Committee of Public Safety for the National Convention. In this role, he was free to decide who France's enemies were. Some of these people} ^{were revolutionary leaders who challenged his leadership. Other people were killed for petty things. The} ^{fear of execution was called the **Reign of Terror**. No one was safe from Robespierre, as he ruled like a dictator.} On July 28, 1794 they finally executed him and brought peace.

^{in France}
^{to Paris}
Everyone was scared by the Reign of Terror. 3,000 people were executed, most of them normal folks and supporters of the original revolution. The price

French Revolution 3rd Constitution

of bread skyrocketed to all time highs. People were tired of the insecurities of democratic government. They wanted more stability and firm rulers.

November 2, 1795 - The Directory in Power - These new rulers were the Directory.

There were ¹⁰ five leaders that ruled together and shared power. They were moderates not radicals. Some of them were corrupt, but gave a troubled country of period of order.

The Directory made the country stable again and ruled for about five years till Napoleon forced them out. They provided a break from the democratic ideas that did not work. By 1799, the Directory lost the confidence of the

French people. They were voted ^{them} out of office, but the army kept them in control.

That changed with Napoleon. ^{when} was put in charge of ~~the~~ ^{army} on Nov. 9

November 10, 1799 - Napoleon appointed First Consul – **Napoleon Bonaparte** was a short man, but a military genius. He defended the National Convention against royalists, and led successful campaigns into Italy. He began to grow hungry for power. ~~He and his wife and him~~ ^{and} worked all of the influence ^{of} people in Paris, ~~and~~ ^{over} on November, 10 the assembly made him first consul. A plebiscite, or vote by the people approved his role and the forth constitution in eight years.

Napoleon did a lot to change France. He ended the unstable revolution and provided a ^{new} stable government. He also was involved in many military campaigns. Over all, he was so-so, but he did provide an end to the bloody revolution that ended up in a long killing spree for power. ~~He~~ certainly ended a long way from liberty, equality, and fraternity.

The Republic

Terms and Names

- **Estates-General** – An assembly of representatives from all of the Estates. Each estate meets separately and gets one vote. The ~~way~~ ^{method} favors the nobility. King

Estates Générales ~~together~~
Louis XVI called them together for the first time in 175 years to talk about the government's money problems.

- **National Assembly** – Abbé Sieyès led the third estate to separate and pass laws in the name of the French people. The legislator they started was called the National Assembly. They swept away feudal privileges, gave people rights, and limited the king's power thought the first constitution.
- **Tennis Court Oath** – Abbé Sieyès and the Third Estate, after being locked out of their meeting hall, met on a handball court. They promised to stick together to create the National Assembly. *This oath was called The Tennis Court Oath*
- **Old Regime** – The old system of doing things in France. There were 3 estates or classes. The first estate contained the church officials. The second estate contained the nobility. The third estate included the commoners.
- **Great Fear** – A wave of panic throughout the country side *when* peasants thought foreigners were coming to attack. They turned their anger towards the nobles and destroyed old papers forcing them to work.

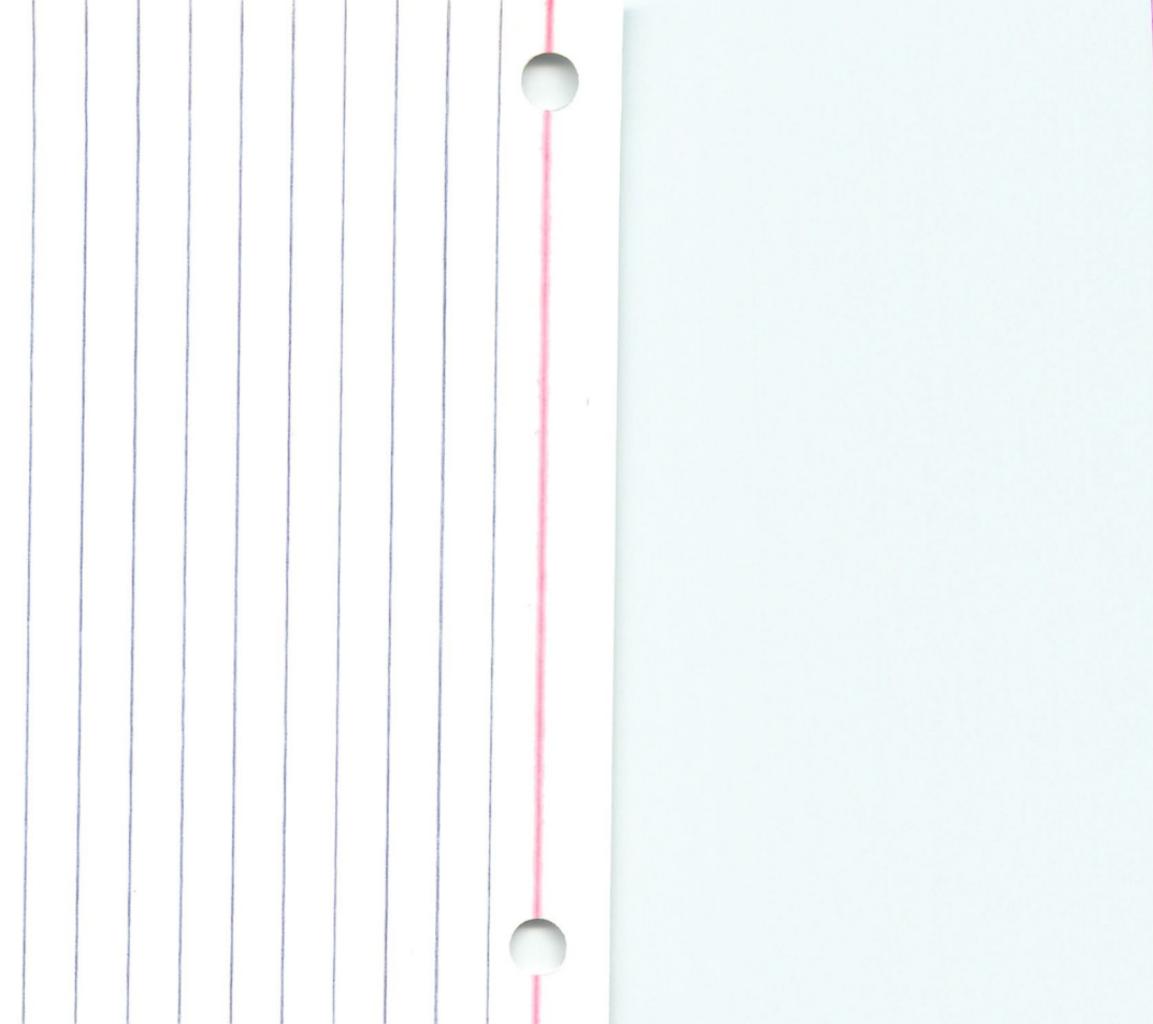
bold

- **Declaration of the Rights of Man** – A document created by the National Assembly that *gave* men many natural rights. These included *the right to* *promised all* *freedom* *rights* liberty, property and security *from* oppression, as well as equal justice, and freedom of speech and religion. It stated that all men were equal.
- **Legislative Assembly** – Another legislator set up by the National Assembly after they wrote *of* the first constitution. This assembly had the power to make laws and declare war. This was divided up *into* three groups that pulled *in* different directions. *legislator* *the country*
- **Jacobin Club** – A radical political club with Maximilien Robespierre as it's leader. ?? They wanted to set up a republic and execute the king. They were successful in both accounts. They made violent speeches and rid France of most of their enemies. *during the Reign of Terror*

- **Guillotine** – A device invented by Dr. Joseph Ignace Guillotin. It was intended to painlessly cut off prisoners heads. It was used to execute thousands of people during the ^{French} revolution.
- **Maximilien Robespierre** – A revolutionary leader and member of the Jacobin Club. He became ^{the} leader of the Committee of Public Safety and led as a dictator. He killed thousands of ^{people} ~~his enemies~~ during the Reign of Terror.
- **Reign of Terror** – A period during the French Revolution when Maximilien Robespierre was the leader. Many people were killed for petty reasons and a period of unrest followed. It happened during July 1793-July 28, 1794.
- **Napoleon Bonaparte** – A military leader and Emperor of France after the French Revolution. He saved the country from unrest and put it back on a stable ground. *He led many military victories but made many mistakes*

French Rev
Timeline Graded copy

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portfolio



Chapter 21 Section 3 - Napoleon Conquered Much of Europe

I. Napoleon Seized Power in France

- By 1799, the Directory had lost the confidence of the French people
- Napoleon had decided that the time had come to seize political power
- he ordered his troops to occupy one chamber of the national legislature and drive out elected members
- second chamber was scared and ended the Directory
- chamber turned over power to three officials known as consuls
- Bonaparte was one of three
- Napoleon assumed dictatorial powers as 1st Consul of French Revolution
- Napoleon's seizure of power is called a Coup d'état

II. A Second Coalition Attacked France

- in 1799, British diplomats arranged a Second Coalition of anti-French powers, which consisted of Britain, Austria and Russia
- Napoleon victorious in Italian campaign against coalition
- British and French signed a peace treaty at Amiens in 1802; Europe was at peace

III. Napoleon Became Emperor

- Napoleon and his two fellow consuls held a plebiscite, an election in which all citizens vote yes or no on an issue

What were the results of the three elections:

1800-

Voted for Napoleon's constitution which gave him all real power- people want strong leader

1802-

Made him consul for life

1804-

Made him emperor

IV. Napoleon Restored Order.

- Napoleon Bonaparte became Emperor Napoleon I
- French Republic was dead; France now an abs monarchy known as French Empire

Economic Order	<ul style="list-style-type: none"> slow inflation by balancing budget + creating national bank Sans-culottes could finally buy bread
Social Order émigrés returned by thousands bourgeoisie happy-napoleonic	<ul style="list-style-type: none"> approximated officials by merit not noble order
Religious Order <i>(gave favor to church not abs power)</i>	<ul style="list-style-type: none"> signed concordat (agreement) w/ Pope Pius VII Catholicism was faith of majority of French gov would appoint bishops - bishops could freedom of religion - tolerated <u>Protestants & Jews</u> Pope stopped trying to win back old lands
Legal Order created Napoleonic Code - gave rights to all - increased censorship + restated slavery in colonies	<ul style="list-style-type: none"> Napoleonic not under law

V. Napoleon Dominated Europe

The lands and kingdoms Napoleon controlled fell into three categories:

- lands Napoleon annexed directly to France
 - Duchy republic, part of Italy
- land that remained independent - rulers were his puppets/brothers
 - Spain, Grand Duchy of Warsaw, some German kingdoms
- countries allied w/ Napoleon
 - Russia, Prussia, Austria
 - loosely held together w/ alliances

-ended Holy Roman Empire

Napoleon

Birth → Emperor

12/2

1764 Born - Mediterranean island of Corsica - Same year that French crushed movement of Corsica 'independence'
"I was born, when my country was dying"

1778 Sent to Private School in France by parents
- students called him a foreigner, so alone he set to master military tactics

1785 Became Lieutenant in artillery in army when revolution broke out - joined with new government

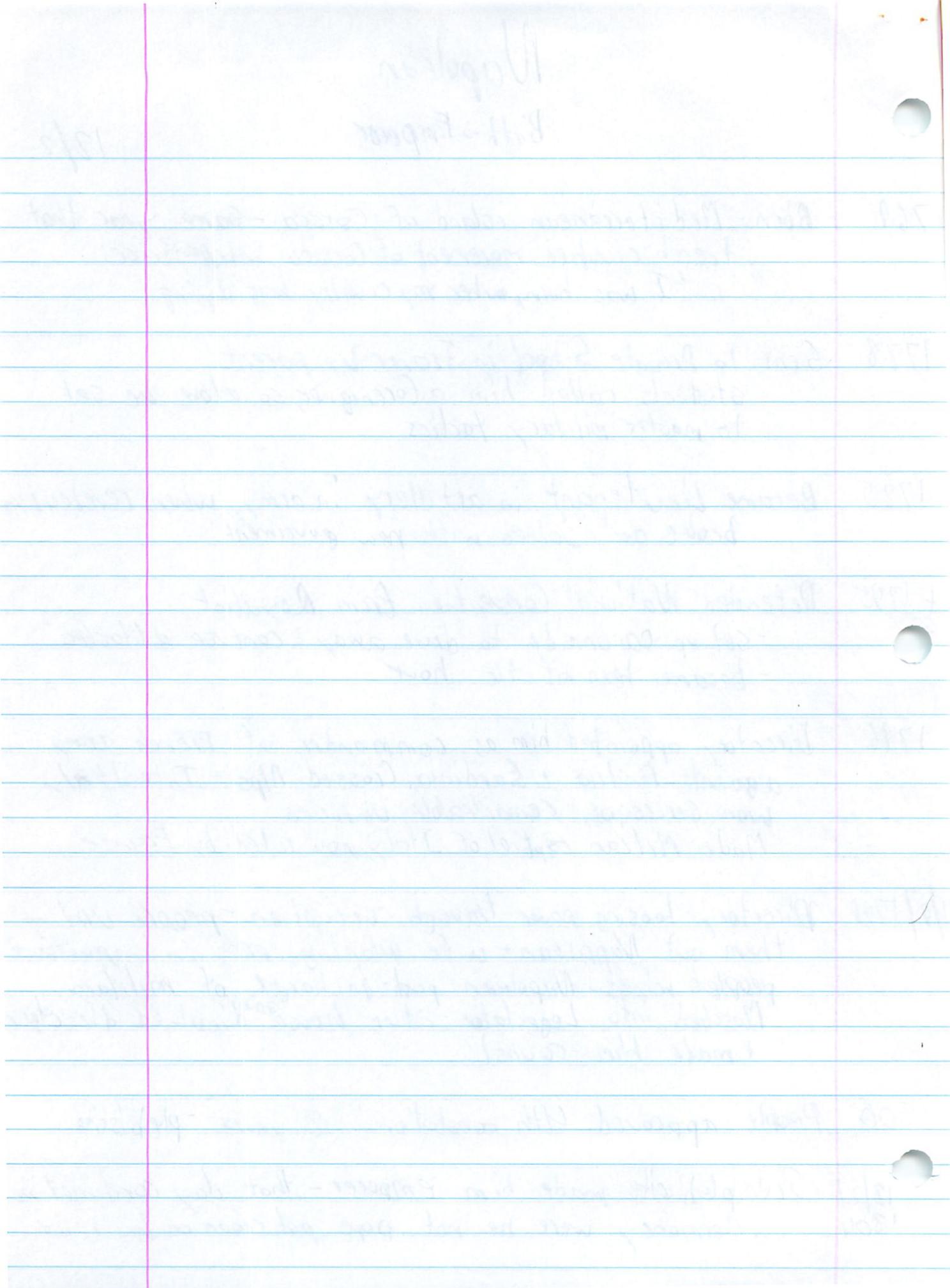
Oct 1795 Detended National Convention from Royalist
- set up canonnade to drive away + confuse attacks
- became hero of the hour

1796 Directory appointed him as commander of French army against Austria + Sardinia. Crossed Alps - Into Italy
won series of remarkable victories
Made Milan capital of Italy, now ruled by France

11/9/1799 Directory losing power through corruption - people voting them out. Napoleon + wife playing seats in important people's minds - Napoleon put in charge of military
Marched into Legislator - other house ⁵⁰⁰⁰ disliked directory + made him consul

1800 People approved 4th constitution in 8 years - plebiscite

12/2 3rd plebiscite made him emperor - that day coronation
1804 Germany where he not pope put crown on his head



Napoleon's good accomplishments

created school system - lycées
fairer tax code

new national bank
stable currency
state loans to businesses

appointed officials by merit
fired corrupt officials
created code of laws

equal taxation
stable economy

honest, competent officials
equal opportunity for all in gov
public edu

religious tolerance

restored land taken by church
Concordat w/ pope

Wetland
Chlorophytum

CHAPTER
7

Section 4

SKILLBUILDER PRACTICE *Interpreting Maps*

By 1812, Napoleon controlled a vast empire. The map on page 208 of your textbook shows the extent of the French Empire and the lands controlled by Napoleon. To learn as much as you can from this map, study the legend, the compass rose, and the scale. Then answer the questions below. (See Skillbuilder Handbook.)

1. Name at least three countries Napoleon controlled.

Naples, Warsaw, Switzerland

Spain, Conf. of the Rhine, Italy

2. What was the extent from east to west, in miles or kilometers, of the lands that

Napoleon governed or controlled? 1700 miles about

Spain to Warsaw (unless you include Russia)

3. What direction would you travel to go from Paris to London?

North + a bit West

4. What part of the lands controlled by Napoleon was the farthest south?

in modern day Italy and city of Gibraltar in Spain
is further

Kingdom of Naples

5. In 1810, Napoleon had signed alliances with Prussia, the Austrian Empire, and

the Russian Empire. What countries shown on the map were NOT allied with

Napoleon or controlled by him? Ottoman Empire, Sardinia, Sicily, Africa

Sweden not directly affected

Britain + Portugal at war

Use map 208 - Denmark + Norway - not

Spain + Sweden at war

6. How does the area of the lands controlled by Napoleon compare to the combined

area of European countries that were not allied with Napoleon or controlled

by him? He controlled ^{much} more combined than not

not including Russia ??

7. What is the approximate distance between Paris and Moscow?

about 1600 miles

8. What were the sites of three major battles the French Army fought between 1805

and 1809? Austerlitz, Ulm, Jena, Friedland

Trafalgar, Wagram

20/20

Michael Plasmeier



Napoleon Forges an Empire

Main Idea: A military genius, Napoleon Bonaparte, seized power in France and made himself an emperor.

Why It Matters Now: In times of political turmoil, military dictators often seize control of nations as in Haiti in 1991.

Part One: Napoleon Grasps the Power

On a separate sheet of paper, alphabetize and then identify/define the following terms. Be sure to include the page number where the information was found in the text (you can refer to the glossary/index, but please, read the text).



- Napoleon Bonaparte 204
- Coup d' état 205
- Plebiscite 205
- Lycée 205
- Concordat 206
- Napoleonic Code 206
- Battle of Trafalgar 207
- Cannonade 204
- Blockade
- Continental System
- Peninsular War
- Guerilla
- Scorched-Earth Policy
- Battle of Waterloo
- Hundred Days
- Coalition



Napoleon Bonaparte was born in 1769 on the island of Corsica located in the Mediterranean in Northern France. At age nine, he was Sent to military school. At age sixteen, he became a lieutenant in artillery. When the French Revolution broke out, he joined the army of the new government.

A Brief Overview of Napoleon's Rise to Power During the French Revolution

In the space below, summarize how Napoleon became the "Hero of the Hour."

Napoleonic defended National Convention from royalist Attackers. He launched a Cannonade to drive them away. He won against Austria + lost in Egypt (lost not reported)

In the space below, summarize how Napoleon executed a "Coup d'état."

Napoleonic met w/ important people to talk about director Josephine, his wife, influenced some. Napoleon used troops to shut down national legislature. They voted to dissolve Directory + have ^Q consuls. Napoleon became 1st consul + took powers from others.

"At first, Napoleon pretended to be the constitutionally chosen leader of a free republic. In 1800, a plebiscite, or vote of the people, was held to approve a new constitution...Desperate for strong leadership, the people voted overwhelmingly in favor of the constitution, which gave all real power to Napoleon as first consul."

Copy from book

Napoleon Rules France and Restores Order

READ TEXT!	Economy	Government & Society	Religion
Goals of the French Revolution	- equal taxation - lowered inflation	- less government corruption - equal opportunity in government	- less powerful Church - religious tolerance
Napoleon's Actions to Restore Order	- set up fairer tax - set up national bank - stabilized currency - gave state loans to businesses	- appointed officials by merit - fired corrupt officials - created lycées (school) - created code of laws	- recognized catholicism as "faith of Frenchmen" - signed concordat w/ pope - retained seized church lands
End Results (Effects) of these Actions	- equal taxation - stable economy	- honest, competent officials - equal opportunity in public education	- religious tolerance - gov control of church lands - gov recognition of church influence

Directions: Explain the following actions of Napoleon, then rank the actions from most important (1) to least important (3). Defend your first (1) choice in the space provided.

Selected Actions of Napoleon Bonaparte		
Rank	Action	Explanation
2	Established Lycées	Public ed is important but people can't be forced to go to school by laws.
3	Signed Concordat w/ Pope	Disclaimer: I am not very religious This wasn't much, just a peace that was needed
1	Wrote Napoleonic Code	Creating a law is very important to creating an even society, and in force tip thing

Part Two: Napoleon Creates an Empire. To better understand Napoleon's life and career, students will create a double timeline of Napoleon's rise, reign and fall from power.



- **Part One of the Timeline:** This timeline will depict the Rise of Napoleon (birth through his coronation) including his important milestones, major achievements, significant accomplishments, and his mistakes. This timeline must meet the requirements outlined in the rubric. This timeline will be placed in your portfolio. It should reflect your best work and show evidence of outside research.
- **Part Two of the Timeline:** This timeline will depict the Fall of Napoleon (coronation through his death) including his important milestones, major achievements, significant accomplishments, and his mistakes. This timeline must meet the requirements outlined in the rubric. This timeline will be placed in your portfolio. It should reflect your best work and show evidence of outside research.

Name: _____

Napoleon's Battles

Directions: Complete the following chart on Napoleon's battles from the information on pg. 494 (Chapter 21 Section 3).

BATTLE	WHERE?	WHO?	RESULT?
Battle of Ulm Oct 1805	Center of Conf. of Rhine Austrian Empire near Vienna	Austrian Empire	Win - caught 50,000 Austrians to surrender entered Vienna
Battle of Austerlitz Dec 1805	in Austrian Empire near Russia	87,000 Russian + Austrians vs. 78,000 French	Biggest win - took 20,000 prisoners killed 15,000 made Austrian emperor make peace.
Battle of Jena Oct 1806	Near Prussia + Berlin Conf. of Rhine	Prussia	killed 27,000 captured 18,000 occupied Berlin
Battle of Friedland June 1807	Prussian part of Poland up north	vs. large Russian army (Zar Alexander I meeting)	met w/ Zar Alexander I Peace of Tilsit agreed to split Europe Napoleonic west out to Poland Aler east to Roman Empire
Battle of Trafalgar Oct 1805	in ocean Near Gibraltar Strait in Spain	(33) 6 ships vs 22 British Ships (Admiral Horatio Nelson)	Very big loss had to give up invading Britain - this led to his undoing

CHAPTER
7

Section 3

PRIMARY SOURCE

Napoleon's Proclamation at Austerlitz

Napoleon Bonaparte, emperor of France, conducted a brilliant military campaign to expand the French empire. After French troops crushed a Third Coalition army of Austrians and Russians in the Battle of Austerlitz, Napoleon issued this victory proclamation on December 3, 1805. How do you think a French soldier might have responded to this proclamation?

Soldiers, I am satisfied with you. In the battle of Austerlitz you have justified what I expected from your intrepidity [unflinching courage]. You have covered yourselves with eternal glory. An army of one hundred thousand men which was commanded by the emperors of Russia and Austria has been in less than four hours either cut off or dispersed. Those that escaped your swords have thrown themselves into the lakes. Forty stands of colors, the stands of the Russian imperial guard, one hundred and twenty pieces of cannon, twenty generals, and above thirty thousand prisoners are the fruits of this ever-memorable battle. Their infantry, so celebrated and so superior to you in numbers, has proved unable to resist your charge, and henceforth you have no rivals to fear.

Thus in less than two months the third coalition is conquered and dissolved. Peace cannot be far off; but, as I promised my people before crossing the Rhine, I will conclude it only upon terms consistent with my pledge, which shall secure not only the indemnification [compensation for loss], but the reward, of my allies.

Soldiers, when the French people placed the imperial crown upon my head I trusted to you to enable me to maintain it in that splendor of glory which could alone give it value in my estimation. But at that moment our enemies entertained the

design of tarnishing and degrading it; and the iron crown, which was gained by the blood of so many Frenchmen, they would have compelled me to place on the head of my bitterest foe—an extravagant and foolish proposal, which you have brought to naught on the anniversary of your emperor's coronation. You have taught them that it is easier for them to defy and to threaten than to subdue us.

Soldiers, when everything necessary to the security, the happiness, and the prosperity of our country has been achieved, I will return you my thanks in France. Then will you be the objects of my tenderest care. My people will receive you with rapture and joy. To say to me, "I was in the battle of Austerlitz," will be enough to authorize the reply, "That is a brave man."

*from Milton Viorst, *The Great Documents of Western Civilization* (New York: Bantam, 1965), 201–202.*

Discussion Questions

1. **Recognizing Facts and Details** According to this proclamation, what happened to the Third Coalition army in the Battle of Austerlitz?
2. **Making Generalizations** What did French troops achieve as a result of this battle?
3. **Making Inferences** How would you characterize Napoleon's attitude toward the French soldiers?

Napoleons' Downfall + Mistakes

(7.9 outline)

12/6

Napoleon worried about finding heir

- Married Marie Louise from Austria
- Had Napoleon II

Napoleon likes power too much

- like musician likes violin
- this love of power caused downfall
 - + hate of power

3 costly

~~Mistakes~~ Blockade of Britain -

- Napoleon signed order to stop trade w/ Europe + Britain
- Nov 1806
- called Continental System
 - was suppose to make continental Europe more successful
 - + destroy Britain
- wasn't tight enough
 - England had better navy
 - some allies disregarded this order
- Britain stopped Neutral ships + made them pay taxes
 - US declared war on Britain (1812) cause ??
- weakened Napoleon more than enemies

Peninsular War

- Portugal was ignoring Continental System
- Napoleon sent troops through Spain
- Spanish people didn't like these troops
- Napoleon responded by putting his brother Joseph in power
 - people even madder
- Spanish people also mad because he weakened church

1808 - 1813 - guerrilla warfare against French army in Spain

Napoleon could not fight these

lost 300,000 men in Iberian Peninsula

* nationalism has powerful enemy against Napoleon

- people loyal to original country

- spread to Germans + Italians

3. Invasions of Russia

1812, most disastrous mistake

Russia kept selling grain to Britain

they thought that they were selling grain to each other

Napoleon had army in wade Russia

- army from all over - not too loyal

Alex pulled back troops and did scorched-earth policy

France army can't eat anything → First Battle of Borodino

Army retreated into burned Moscow

It was Oct + Napoleon waited 8 weeks to make peace after

In Oct Napoleon retreated

- was too cold, people freezed + were hungry

- 30° - very cold

lost all but 10,000 of 420,000 troops to cold

4th coalition pained on France as easy target

(fbc)

In small groups, you will be responsible for presenting a skit on one of the following topics. The first two topics are a review and the second three topics are new information. You should use your notes and your book, pages 204-210, to help you complete the skits. After you are finished, your group will ask the class 3-5 questions about the information you presented to make sure they understood.

Napoleon Skit Topics and Rubric

Group 1 – Napoleon's Rise to Power

To include in your skit...

- How Napoleon saved the Revolution and became “hero of the hour”
- How Napoleon gained the respect of the people (as general...)
- How Napoleon seized power from the Directory
- How Napoleon became First Consul and later Emperor

Group 2 – Napoleon Conquers Europe

To include in your skit...

- Napoleon's plans and actions in the New World
- Napoleon's plans and actions in Europe (Third Coalition)
- Major Battles (including Trafalgar)
- Napoleon's Empire and Boundaries

Group 3 – Napoleon's First Costly Mistake: The Continental System

To include in your skit...

- Explanation and problems of the Continental System and Blockade
- Response from Britain
- American Response and War of 1812
- Effects on Napoleon

Group 4 – Napoleon's Second Costly Mistake: The Peninsular War

To include in your skit...

- Napoleon's actions in Spain in 1808
- Spanish Response (guerillas)
- Peninsular War
- Effects of the War

Group 5 – Napoleon's Third Costly Mistake: The Invasion of Russia

To include in your skit...

- Reasons why Napoleon invaded Russia in 1812
- Scorched Earth Policy and Alexander's strategy
- Battle of Borodino
- Napoleon's Retreat and Loss

Rubric – 20 points per person

Length – 2 to 4 minutes (2 pts)

Participation – all people in the group had a speaking role (2 pts)

Content – all major ideas of the topic were covered (8 pts)

Voice – people spoke loudly and clearly enough for the people in the back to hear (2 pts)

Organization – everyone knew who each character was because names/characters were written on the board or signs were used (2 pts)

Questions – 3-5 comprehension questions were asked after the skit was performed (4 pts)

Napoleon's Rise to Power

After the French Revolution, Napoleon Bonaparte became the leader of France. He was a brilliant general and a skilled politician, and he quickly rose through the ranks of the French army.

French has won all the wars

Napoleon Conquers Europe

Napoleon's military genius and political skill allowed him to quickly conquer most of Europe.

He established the French Empire and created Napoleon's army.

He also established the French Consulate and the French Empire.

He also established the French Consulate and the French Empire.

Napoleon's First Costly Mistake: The Continental System

Napoleon's first costly mistake was the Continental System, which he implemented to cut off Britain from the rest of Europe.

He believed that this would force Britain to withdraw from the war.

However, it only succeeded in isolating France from the rest of Europe.

It also led to the formation of the Triple Alliance, which included Britain, Prussia, and Austria.

Napoleon's Second Costly Mistake: The Peninsular War

Napoleon's second costly mistake was the Peninsular War, which he fought against the British and Spanish forces in Spain and Portugal.

He believed that this would force Britain to withdraw from the war.

However, it only succeeded in isolating France from the rest of Europe.

It also led to the formation of the Triple Alliance, which included Britain, Prussia, and Austria.

Napoleon's Third Costly Mistake: The Invasion of Russia

Napoleon's third costly mistake was the Invasion of Russia, which he fought against the Russian Empire.

He believed that this would force Russia to withdraw from the war.

However, it only succeeded in isolating France from the rest of Europe.

It also led to the formation of the Triple Alliance, which included Britain, Prussia, and Austria.

After the French Revolution, Napoleon Bonaparte became the leader of France. He was a brilliant general and a skilled politician, and he quickly rose through the ranks of the French army.



Group 1 – Napoleon's Rise to Power Script

Scene 1

National Conventioneer: Thank you, thank you, Napoleon. You have saved us from the royalists when they were attacking us, the National Convention.

Napoleon: No problem, anytime.

NC: No really, you were a great service to us. You were our hero of the hour.

N: No really, it was nothing. I hit them with a cannonade. They never saw it coming! Every since my father, that traitor, handed Corsica over to France, I.... And in school, I was always picked on. This made me angry. I stayed up all night to study the likes of Hannibal and Caser! I am going to be the greatest military genius ever.

NC: Wow, you are really sure of yourself! But that was amazing how you dispersed those royalists! We need a general to lead the forces into Austria and Sardinia. Do you think you could help???

N: Why of course! I will leave immediately. (They shake hands and Napoleon leaves)

Scene 2 (NC never leaves stage, but sitting and waiting)

N: I'm back!!!!

NC: Oh, Napoleon, Welcome home! We missed you. How is the war going in Egypt?

N: Well... (pause) DID you see how I annihilated those Austrians?

NC: Yeah, but how's Egy...

N: (cutting him off) AND in Italy, I added a lot of land to France. Those Austrians sure won't be bothering us again!

NC: Ok, but...

N: Wasn't I amazing??? (pause) What do you think about the directory? (pause) Pretty bad, don't you think? The people of France don't support them anymore.

NC: I started to notice that too...

N: They take advantage of everything and they don't have enough power to do anything.

NC: Yes, Yes.

N: Don't you think France needs 1 ruler, who can keep everything in control?

NC: (pondering) You know, that might actually work. It might solve all of our problems.

N: Well, I'd love to solve the people of France's problems. I would be able to keep this country on track. I can do it. Oh yes, I can do it.

NC: Well, you are a strong general. Your soldiers love you. You would make a great sole ruler. Let me ask the rest of the National Convention what they think...

Scene 3 (This time Napoleon stays on stage and the NC leaves)

NC: Sure, you would make a good leader. You're hired! (They shake hands) We have set up a government with three counsels. (Napoleon looks worried) Don't be worried, you will have most of the power anyway. All that is left to do is have a plebiscite.

N: (thinking out loud) Yes, Yes. I will make the best ruler of what will become the French Empire. I will expand its borders and stabilize its economy. My name will be recorded forever in the history books. I will have eternal glory!!!!

Scene 4 (N and NC leave. DJ enters as Narrator)

DJ: Well, well. Hero of the hour Napoleon became the First Counsel. The other consoles just sat around and listed to rap music.

Plaz: (whispers) DJ, wake up. Stop dreaming

DJ: Sorry, Sorry. I was only thinking about what I should be doing instead of being here in Mr. Smith's class. Well, anyway, where was I. Oh yes, Napoleon was a great help to France. He stabilized the economy. He created a public school system. He was the greatest person the world has ever seen. He was the savior, he was THE ONE.

Plaz: (whispers) DJ, that is not in the script.

DJ: Sorry, I was just going alone with your script. I thought I would just liven it up a little. It is not that any of this matters.

Plaz: (to audience) Well, the truth is that Napoleon overall helpfulness to France is still being debated by scholars. In fact, Mr. Smith is going to make us write a paper on it.

DJ: Plaz, I know you are salivating over the next paper; you probably finished it already. Anyway, this is my monologue, so stop butting in.

Plaz: (nods in agreement) Ok, Ok.

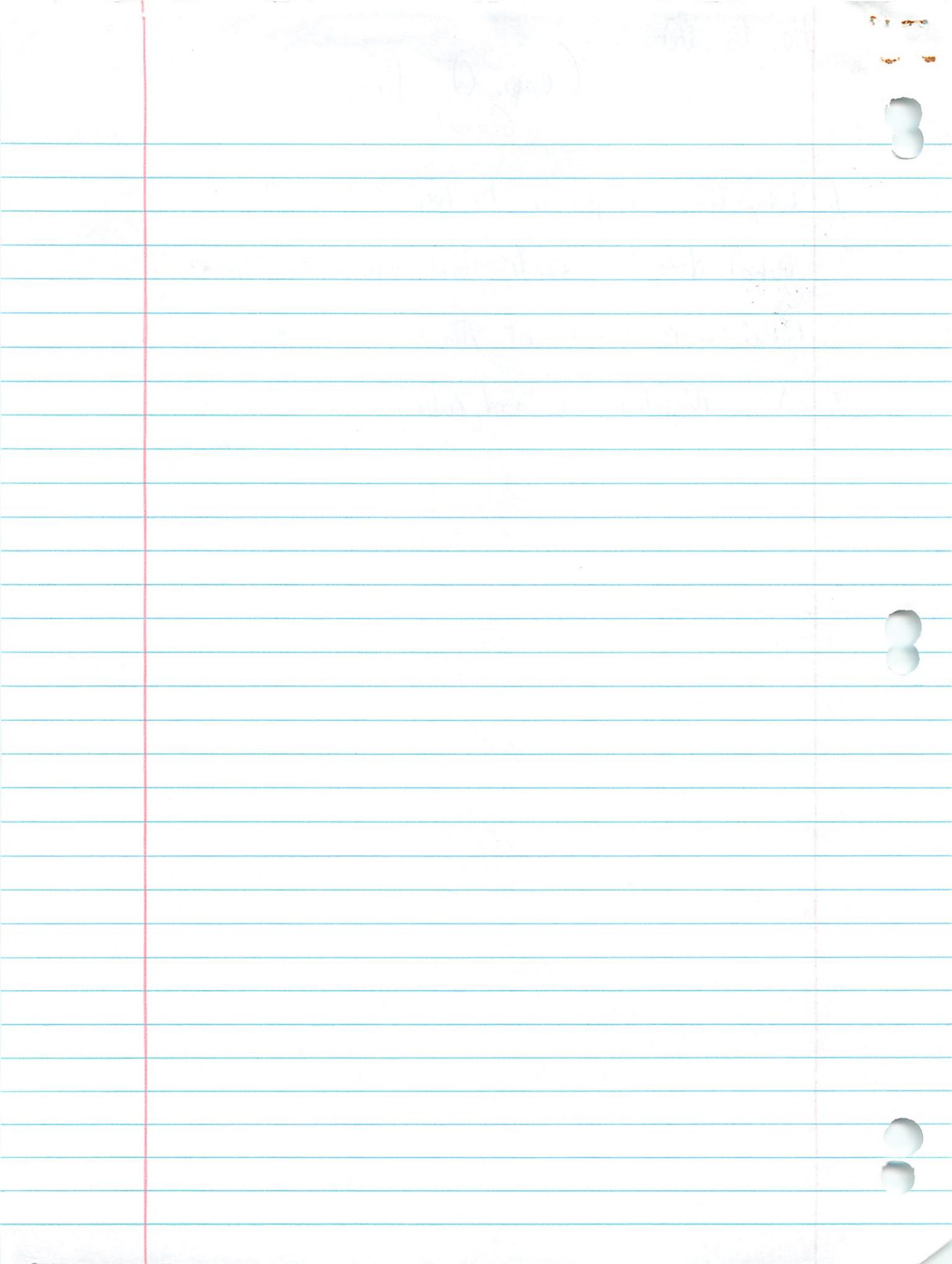
DJ: The new constitution, which made Napoleon First Consol, was approved by the people in a plebiscite. Later on, the people approved him as counsel for life. After that, the people again, voted on making him emperor. After that I guess they lived happily ever after. I don't know? Why don't you ask Group 2? They are the experts anyway.

Plz, Dan, DJ

Comp. Questions
Group 1

12/12

1. Why was Napoleon the hero of the hour?
2. What does the country think about the Directory?
3. What were some of Napoleon's contributions?
4. Was Napoleon a good ruler?



Napoleon Essay Pre-write

"Such work as mine is not done twice in a century. I have saved the Revolution as it lay dying. I cleansed it of its crimes, and held it up to the people shining w/ fame. I have inspired France + Europe w/ ideas that will never be forgotten." - Napoleon

Intro ↗ Use ~~the~~ quote - this is

- support 1
- rebuttal 1
- support 2
- rebuttal 2

Conclusion

Good
rebuttal

②

Bad

① added to France

school system

② ended bloody revolution
restored monarchy

related w/ pope

① conquered many lands

② took over culture

③ killed many in battle + ^{well} under

P

④ weakened econ/ constitutional sys
(indicates)

⑤ slavery - west indies

⑥ took away women's rights

⑦ fell for Britain

⑧ censored press

Good
law

cont.

Bad

~~code~~
national bank
stable currency

officials b. merit
fired corrupt officials

religious tolerance

liked power too much - like musician
3 mistakes
worried about heir

likes
sister

Dan, Plas, DJ

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- How Napoleon seized power from the Directory ^{so/so}
- How Napoleon became First Consul and later Emperor

Group 2 – Napoleon Conquers Europe

To include in your skit...

- Napoleon's plans and actions in the New World
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Group 3 – Napoleon's First Costly Mistake: The Continental System

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To include in your skit...

- Reasons why Napoleon invaded Russia in 1812
- Scorched Earth Policy and Alexander's strategy
- Battle of Borodino
- Napoleon's Retreat and Loss

Rubric – 20 points per person

Length – 2 to 4 minutes (2 pts) 2/2

Participation – all people in the group had a speaking role (2 pts) 2/2

Content – all major ideas of the topic were covered (8 pts) 6/8

Voice – people spoke loudly and clearly enough for the people in the back to hear (2 pts) 2/2

Organization – everyone knew who each character was because names/characters were written on the board or signs were used (2 pts) 1/2

Questions – 3-5 comprehension questions were asked after the skit was performed (4 pts) 4/4

17/20

Napoleon's Rise to Power

Napoleon Conquers Europe

Napoleon's First Costly Mistake: The Continental System

Napoleon's Second Costly Mistake: The Peninsular War

Napoleon's Third Costly Mistake: The Invasion of Russia

Summary of Groups

Napoleon's Rise to Power

(5) Napoleon hero because saved National Convention
Won victories in Austria + Italy
Directory weak
Napoleon becomes ruler as 1st consul
latter emperor for life

Napoleon Conquers Europe

- Sold Louisiana territory for 15 million
- Austria + Prussia (Britain): Third Coalition
- Used money to attack + conquer many battles
- made peace w/ Russia

Napoleon's First Costly Mistake: The Continental System

Napoleon has blockade to make Europe self-sufficient + hurt Britain
Britain started one too
People smuggled in goods - France's army too weak
Led to 2nd Mistake

Napoleon's Second Costly Mistake: The Peninsular War

Portugal violated Continental system
Napoleon invades + Spain attacks + guerrilla system
Napoleon loses 300,000 men + becomes weak - lost allies

Napoleon's Third Costly Mistake: The Invasion of Russia

Napoleon attacked Russia because Russia was friendly w/ Britain
Each thought to stop wall capture Poland

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Napoleon's 3 Mistakes to Groups

Notes

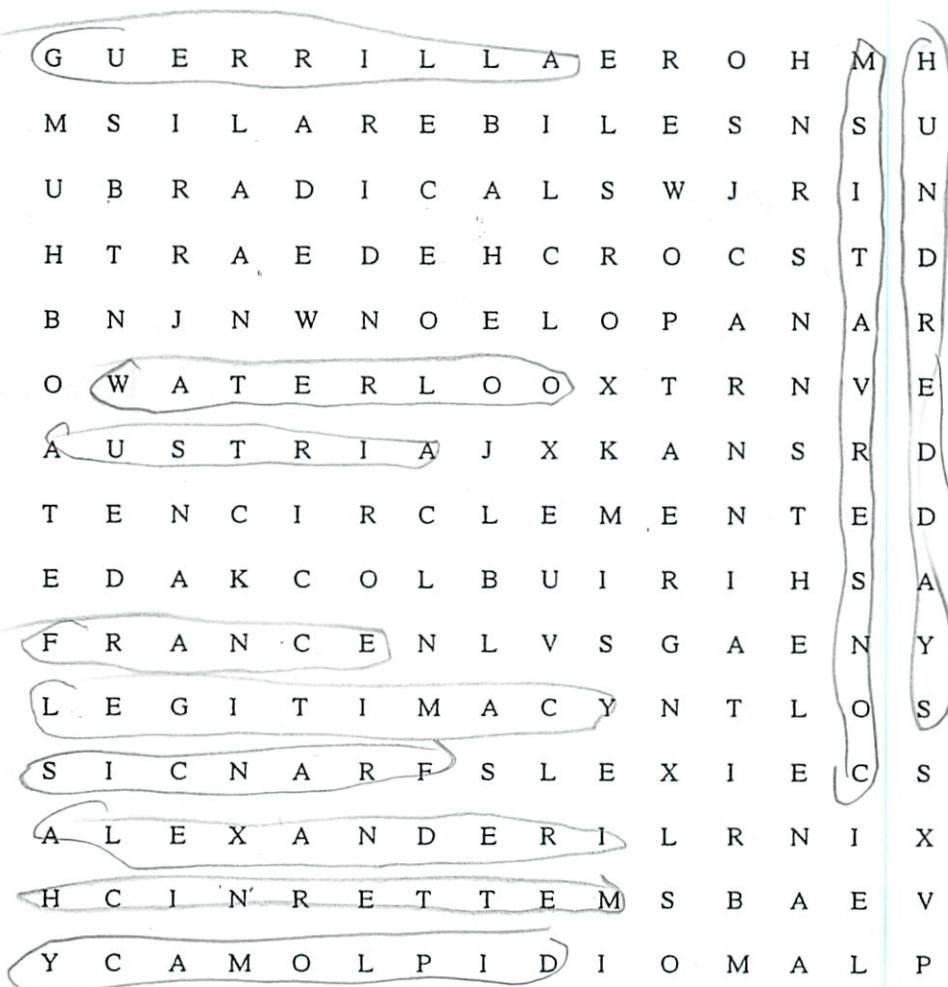
12/20

1. Continental System - a blockade set up between continental Europe + GB, in an attempt to make Europe more self-sufficient.
 - A - Ulterior Motive - to destroy commercial + industrial economy of GB (it failed)
 - B - End Result - smugglers will keep GB trade alive. Europe's economy hurt more than GB
 - C - Why; GB issued its own blockade which was more successful than Napoleon's because GB's navy was stronger
2. Tried to put Brother Joseph as King of Spain
 - A - Nationalism - feeling of loyalty to one's own land, culture, country - the belief that one's greatest loyalty should be to one's country
 - B - Response: Guerrilla Warfare - ordinary peasants hid + ambushed French troops - helped by Britain
 - C - End Result: France lost 300,000 men + war became known as Peninsular War - Nationalism will spread to Germans + Italians who push
3. Attacked Czar of Russia because Alex I refused to stop trading w/ GB during Continental System
 - A - Grand Army - army drafted by Napoleon from countries he "liberated" 422,000 men had little loyalty to France + Napoleon
 - B - Scorched Earth Policy - systematic burning of grain fields, killing of livestock + destroying everything to keep them from the enemy
 - C - End Result - Napoleon retreats - only 10,000 of 422,000 return

4. Conclusion →

4. Conclusion - Seeing that France was weak - Britain, Austria, Prussia, Russia, Sweden organized into 4th coalition (aka Grand Alliance or Grand Coalition) They defeat Napoleon & Exiled him to Island of Elba. He escapes, returns to France, raises an army, regains the throne as emperor before battle of Waterloo, he loses and is exiled again to Island of St. Helena.

Fall of Napoleon/Congress of Vienna



ALEXANDERI
BRITAIN
ELBA
FRANCIS
HUNDREDDAYS
METTERNICH
PENINSULARWAR
STHELENA

AUSTRIA
CONSERVATISM
ENCIRCLEMENT
GREATPOWER
LEGITIMACY
NAPOLEON
RADICALS
VIENNA

BLOCKADE
DIPLOMACY
FRANCE
GUERRILLA
LIBERALISM
NATIONALISM
SCORCHEDDEARTH
WATERLOO

of 26 words were placed into the puzzle.

Visit Puzzlemaker at DiscoverySchool.com

DiscoverySchool.com

Nationalism - pride in one's country + resistance to outside invaders

Alexander I - Ruler of Russia - Tricked Napoleon

Britain - Napoleon's great enemy

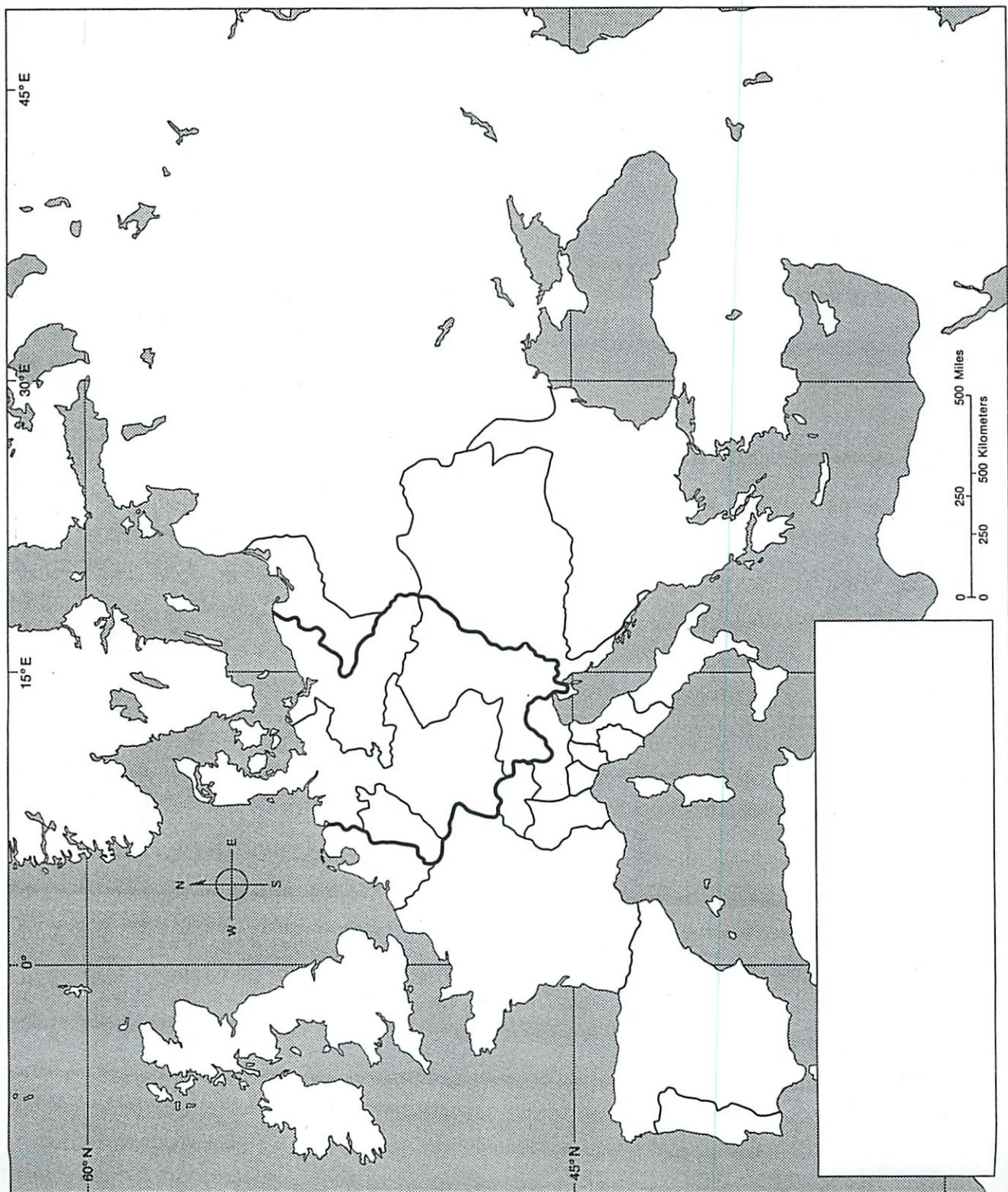
France
Russia
Austria
Prussia
Spain
Italy
Portugal
Netherlands
Belgium
Denmark

England
Belgium
Denmark
Russia
Spain
Italy
Portugal
Netherlands
Belgium
Denmark

Prussia
Austria
Russia
Spain
Italy
Portugal
Netherlands
Belgium
Denmark

Name _____ Date _____

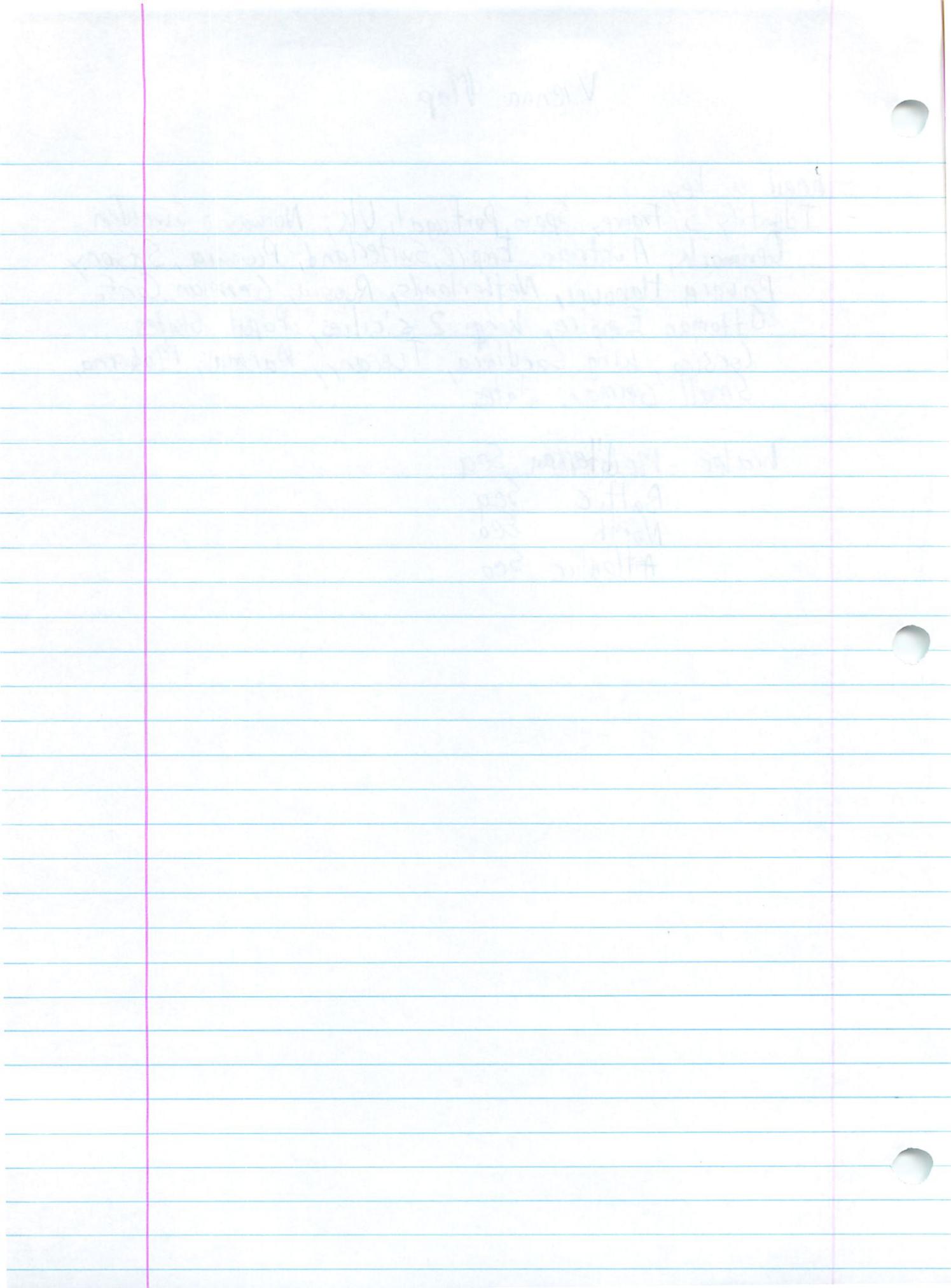
33 Europe After the Congress of Vienna, 1815



Vienna Map

- need a key
- Identify → France, Spain, Portugal, UK, Norway + Sweden
Denmark, Austrian Empire, Switzerland, Prussia, Saxony
Bavaria, Hanover, Netherlands, Russia, German Conf.
Ottoman Empire, King 2 Sicilies, Papal States
Corsica, King Sardinia, Tuscany, Parma, Modena,
Small German states

Water - Mediterranean Sea
Baltic Sea
North Sea
Atlantic Sea



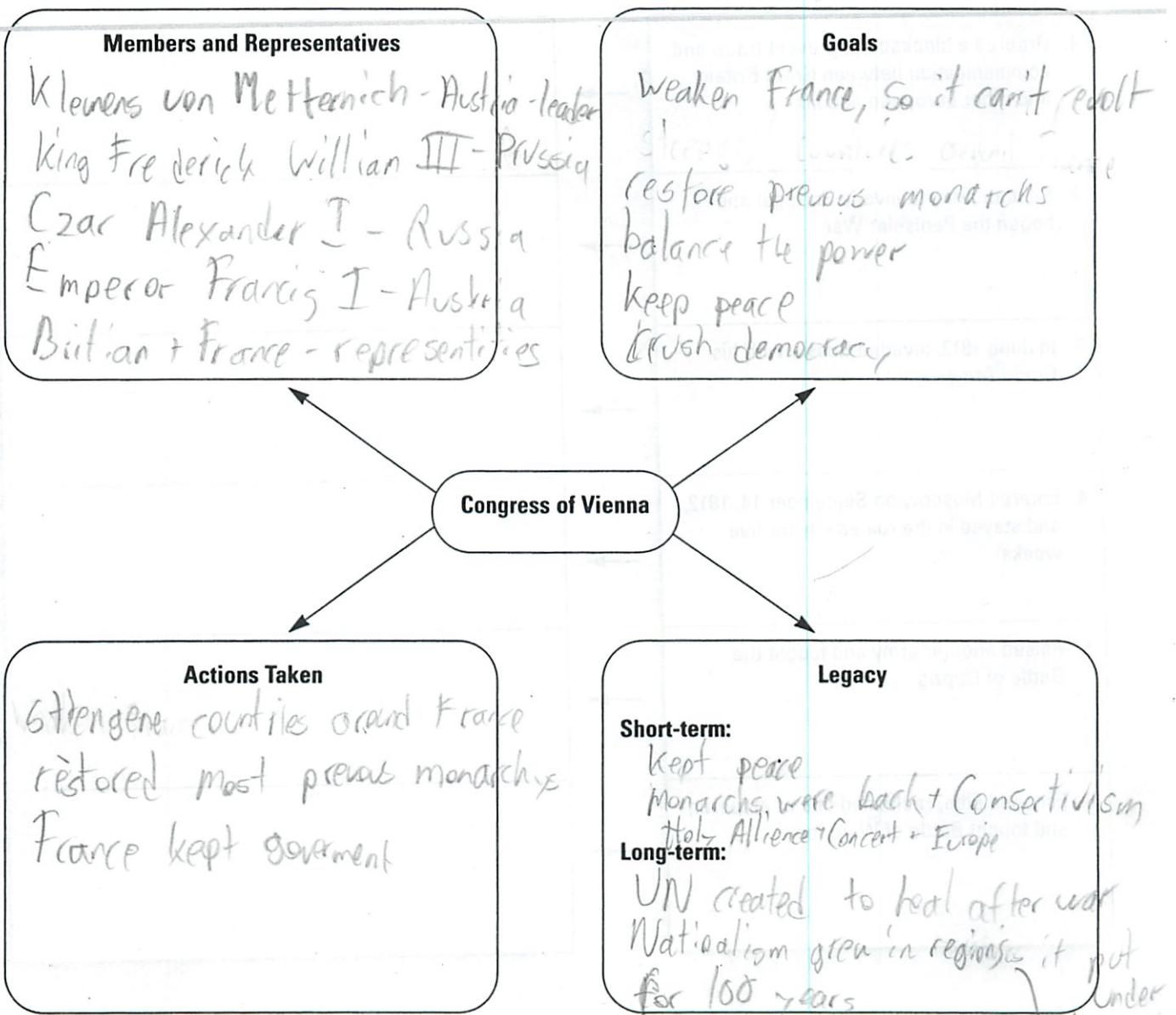
CHAPTER
7

Section 5

GUIDED READING

**The Congress of Vienna
Convenes**

A. Identifying Supporting Ideas As you read about the meeting of the Congress of Vienna, fill in the diagram below.



B. Using Context Clues On the back of this paper, briefly explain Klemens von Metternich's efforts to create peace and stability in Europe. Use the terms **balance of power** and **Concert of Europe** in your explanation.

Metternich tried to restore the monarchy to try and democracy started to declare independence. He also tried to enslave France as he combined some countries to achieve an even balance of power. He also created the Concert of Europe, a defense union to try to achieve his goals. He changed business as usual attitude.

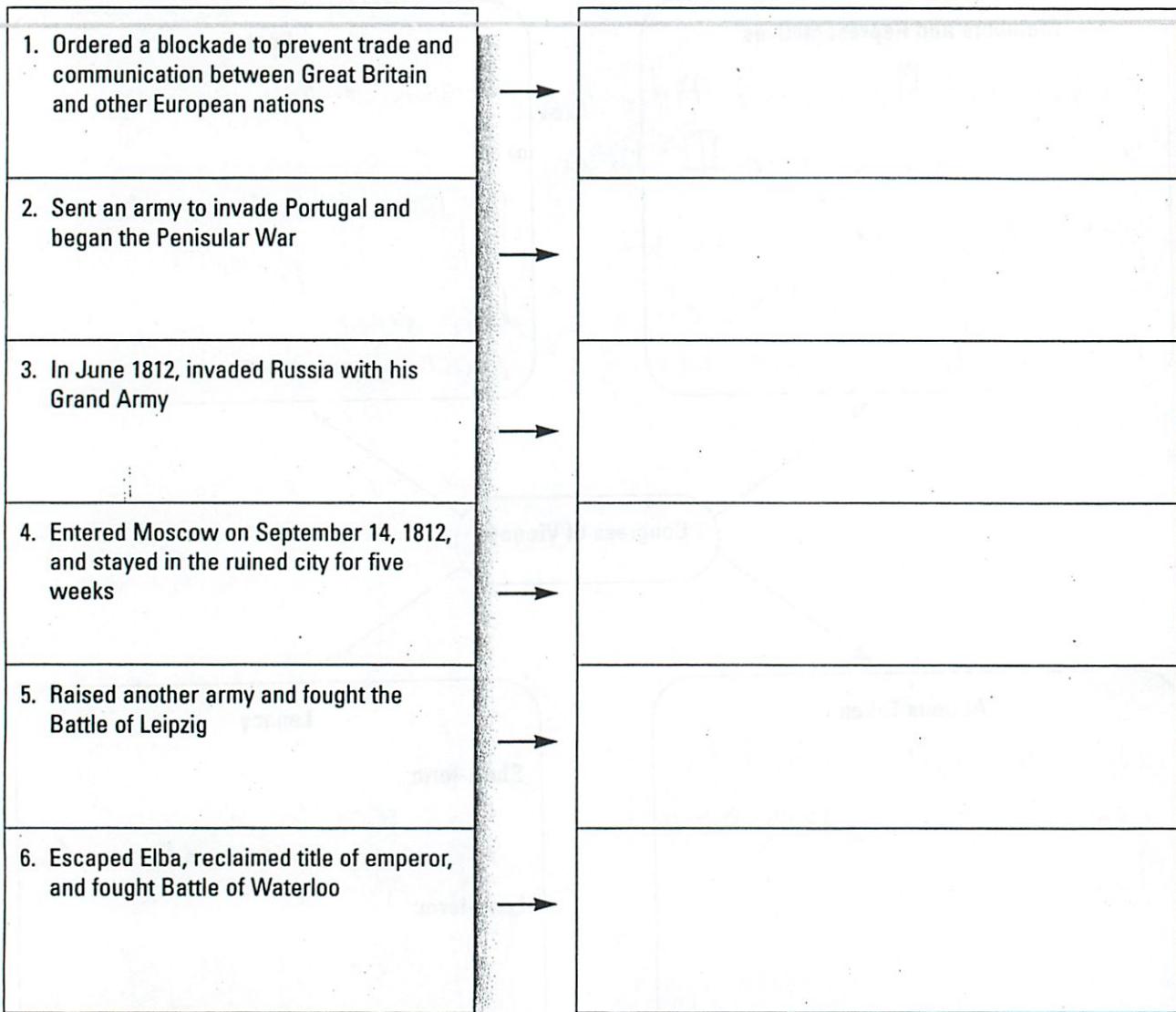
CHAPTER
7

GUIDED READING

Napoleon's Empire Collapses

Section 4

A. Perceiving Cause and Effect As you read about Napoleon's downfall, write notes in the chart to explain how each action contributed to his final defeat.



B. Recognizing Main Ideas On the back of this paper, briefly describe the final defeat of Napoleon using the terms **Hundred Days** and **Waterloo**.

Congress of Vienna

- The Congress of Vienna was a gathering of royalty that was called to order by the four great powers (of Europe) a country that can shape international events

- The Great Powers Austria, Britain, Prussia & Russia (and France)
- The PURPOSE: 1.) celebrate their victory and 2) confirm the defeat of Napoleon
- The GOAL: to restore the old boundaries as they had existed before Napoleon's conquests
- The HOST: Francis I, the emperor of Austria
- The METHOD: DIPLOMACY- The making of an agreement by the officials to establish peace
- The RESULT: No wars between the Great Powers (1815-1853)

Sept 1814 → 8 months

38 years

- The most influential member of the CONGRESS OF VIENNA was Prince Clemens von Metternich (Chief minister of Austria)
 - Called himself a citizen of Europe, not citizen of Austria
 - Not originally from Austria but he linked himself with the Hapsburgs early in his political career
 - Distrusted the democratic ideals of the French Revolution; like most European Aristocrats, he was convinced that Napoleon's warlike dictatorship was the natural result of an experiment w/ democracy



- The GOALS OF METTERNICH at the CONGRESS OF VIENNA

- Encirclement of France: strengthen the countries that surrounded France to prevent future aggression
- Balance of Power: did not destroy France because they wanted to restore the balance of power so that NO country would be a threat to another country
- Legitimacy: to restore the royal families Napoleon had removed from power during his conquests by putting them back on their rightful thrones

- The CONGRESS OF VIENNA was a political triumph because: the Settlements were

fair enough so that no countries left baring a grudge; it did not sow the seeds for a further revolution; and brought peace between the Great Powers for almost 40 years.



Europe – Napoleon and the Congress of Vienna

Napoleon Bonaparte played a large role in reshaping Europe, both directly through his conquests, and indirectly, ^{when} as the Congress of Vienna reshaped Europe after he was exiled.

Napoleon Bonaparte became emperor after the French Revolution, where the people of France disposed ~~of~~ the king and tried to bring about democracy. ~~They failed,~~ ^{create a} ~~France~~ ^{This effort} however, and Napoleon became emperor. ~~He was always trying to expand his empire.~~ ^{Napoleon} He either attacked ~~the~~ country and added it to France or made alliances and installed his family as rulers. Napoleon ended up controlling most of Europe. He even tried to make Europe self-sufficient with the Continental System. However this did not work and this and other mistakes he made weakened his empire. Nationalism, feeling towards one's culture and country, and large expanses of territory, proved to be too much for him. ^{the too} ^{his} ^{were overwhelming} Napoleon's enemies attacked and disposed of him. ^{exiled} ~~for away~~

After removing Napoleon, other countries wanted to weaken France to prevent this from happening again. They also wanted to restore the monarchs that were replaced be democracy. They decided to meet at the Congress of Vienna, in order to reshape Europe. ^{Metternich + others to fix map} They made many changes like joining Norway and Sweden together. They also created the German Confederation, linking together 39 small German states. ^{Today all the} ^{linking} ^{Pr. legacy (cont.)} German states are inside one country, Germany. Italy was also split up into the Papal States, Tuscany, Parma, and Modena. France was restored to near its former size. ^{Also,} ^{however} many of the former monarchs were restored to their former thrones. In France, Louis

XVIII returned to being the king of France. Napoleon and the Congress of Vienna that followed him, greatly changed the map of Europe for years to come.

Critical Content:

Chapter 21 & 23: Napoleon & the Congress of Vienna

- Napoleon (Collapse of the French Empire)
- Birth of Modern Nationalism
- Continental System
- Blockade
- Peninsular War
- Guerrilla Warfare
- Invasion of Russia
- Scorched-Earth Policy
- Grand Coalition
- Battle of Waterloo
- Exile
- Metternich
- Congress of Vienna
- Great Powers
- Encirclement of France
- Balance of Power
- Legitimacy
- Conservatism
- Diplomacy

Enduring Understandings
(Transfer; Timeless; Universal)

1. Decisions made by leaders determine their cycle of power (rise, reign, and fall).
2. Resolution of conflict is determined by one's perception of peace and justice.
3. Political ideology impacts the evolution of government.

Guiding Questions

(Factual; Conceptual; Philosophical)

- a) *How did Napoleon maintain power in Europe?*
- b) *What decision did Napoleon make to cause his downfall from power?*
- a) *What strategies did Metternich implement to control the political direction of Europe?*
- a) *How did the political ideology of the Congress of Vienna affect the evolution of government on the continent of Europe?*

Name Michael plasmeier
Class _____
Date _____

Independent Practice Worksheet 23.1

European leaders sought stability.
(pages 527-530)

For each statement, identify the group whose political philosophy it represented in the early 1800's. Some statements reflect the beliefs of more than one group.

C. Conservatives L. Liberals R. Radicals

- R 1. justified the Reign of Terror
- R 2. favored drastic and sometimes violent change
- C 3. believed that the best form of government was an absolute monarchy
- C 4. controlled Europe after the Congress of Vienna
- L+R 5. favored the ideals of the French Revolution
- L 6. liked the early reforms of the French Revolution
- L 7. wanted more power for elected assemblies
- C 8. protected traditional forms of government
- R 9. believed in the idea of a true democracy
- L 10. appealed to the bourgeoisie, business leaders, and merchants
- R 11. found support among the working classes and students
- L 12. wanted civil participation by educated property owners
- C 13. supported primarily by the upper class
- R 14. wanted elected Parliaments with voting rights for all the people
- C 15. believed that the French Revolution accomplished little or nothing
- L+R 16. feared mobs
- C 17. favored the principle of legitimacy
- C 18. had the support of Metternich
- R 19. committed to the ideals of liberty, fraternity, and equality
- L+R 20. believed that it was wrong to bar people from politics because they were not of noble birth

1. In the end, the CONGRESS OF VIENNA was considered to be a political triumph. Explain why the CONGRESS OF VIENNA was a success.

No country left w/ a grudge (which would cause further conflict)

2. Define CONSERVATISM:

protecting the existing forms of government
(resisting change)

a. who was most likely to be labeled a CONSERVATIVE?

rich people + nobles, 1st & 2nd Estate

b. what kind of government did CONSERVATIVES favor?

Monarchy

c. how did CONSERVATIVES feel about the French Revolution?

That is what happens w/ democracy

3. Define LIBERALISM

wanted some changes (educated people could vote w/ less violence)
liked early reforms, hated violence

a. who was most likely to be labeled a LIBERAL?

wealthy + educated merchants, trades' people (upper bourgeoisie)

b. what kind of government did LIBERALS favor?

const. monarchy w/ elected parliament

c. how did LIBERALS feel about the French Revolution?

liked early reforms, hated latter violence

3. Define RADICALS:

wanted drastic + violent changes

a. who was most likely to be labeled a RADICAL?

working class, students (not too many)

b. what kind of government did RADICALS favor?

100% democracy

c. how did RADICALS feel about the French Revolution?

Should have been democracy - stupid Directory + Napoleon

Conservatism

Liberalism

Radicalism

Legacies

By: Dano, DJ, Plaza

Abstract Legacy of French Revolution

- Made people think about democracy
- Ideas about basis of power and authority changed permanently
 - People rebelled against unfair governments.
- Old school ideas about government were discarded
- Principles of democracy were seen as the best way for equality and justice to prevail for all people
- Challenged old economic patterns of taxation and property ownership
- They adopted more equal treatment for all
- Change the “business as usual” attitude; leading to eventual change to democracy throughout

Concrete Legacies FR (from Textbook)

- Conservative Reaction
- Decline in French power
- Further spread of Enlightenment Ideas
- Growth of nationalism
- Rise of International Organizations
- Haiti declared independence during conflict; leading other colonies to do the same (Revolution in Latin America)

Legacy of the Congress of Vienna

- About 40 years of peace in Europe
- Restored monarchs and conservative feelings
- Led path to the creation of the Holy Alliance and Concert of Europe; later inspired United Nations after WWII
- Nationalism began to grow in Italy, Germany, Greece, and other areas the congress had put under foreign control; leading to further conflicts
- Colonies took advantage of democratic feelings to declare independence

-3

$$\frac{53}{56}$$

Western Civilization
Freshmanators

Name: Michael Pachman

Quiz: Napoleon and the Congress of Vienna

I. Multiple Choice

1. In 1812, Napoleon suffered a terrible defeat because of the cold winter in
 - A. Britain
 - B. Prussia
 - C. Russia
 - D. Austria

2. All of the following were members of the Holy Alliance EXCEPT
 - A. Italy
 - B. Russia
 - C. Austria
 - D. Prussia

3. Why did Napoleon attack Portugal?
 - A. to force Portugal to trade with France
 - B. to enforce the terms of the Continental System
 - C. to prove he was stronger than the Pope
 - D. All of the above are true

4. The main cause of the Spanish rebellion against the French in 1808 was
 - A. guerrilla warfare
 - B. economic hardships caused by Napoleon's Continental System
 - C. the brutality of the French army
 - D. Spanish nationalism

5. Which word best describes the political views of the leaders who met at the Congress of Vienna?
 - A. Conservative
 - B. Democratic
 - C. Liberal
 - D. Radical

M.C.

-0

6. Realizing that France was weak in 1813, Britain, Austria, Prussia, Russia, and Sweden organize into the Grand Alliance/Coalition and defeat Napoleon at the Battle of

- A. Ulm
- B. Jena
- C. Fallujah
- D. Leipzig

7. Napoleon's Continental System was a plan for

- A. keeping British armies off the European continent
- B. strengthening French relations with America
- C. building ships to fight the British navy
- D. blockading Britain to keep British goods out of Europe

8. During the period known as the Hundred Days, Napoleon

- A. was exiled on an island off the Italian coast
- B. staved off defeat in the Battle of Nations
- C. returned to power in France
- D. wrote his memoirs and died

9. France was not treated harshly at the Congress of Vienna because a goal of the Congress was

- A. to open trade relations with France
- B. to establish international good will
- C. to protect old monarchies
- D. to maintain Europe's balance of power

10. The country that forged the Third Coalition against Napoleon and remained outside Napoleon's power was

- A. Britain
- B. Spain
- C. Austria
- D. Prussia

II. Fill in the Blank

Scorched 11.) Systematic burning of grain fields, killing of livestock, and earth destroying of other items to keep them from the enemy.

policy

12.) Although Klemens von Metternich was from Austria he called himself a citizen of Europe. He did this because:

he wanted the nations to think he had a fair solution + didn't favor Austria only

He disliked the democratic ideals of the French Revolution because:

he was rich and had power - did not want to share it
wanted to preserve his own way of life - it brought
Reign of Terror

13.) To banish or expel from one's country is to be exiled/banished

III. Short Answer. Please answer in complete sentences.

14.) LIST and EXPLAIN Napoleon's 3 mistakes that led to his downfall.

A. The Continental System - he wanted to make Europe self-sufficient + punish Britain - Britain's navy was stronger, this hurt his economy and he got mad with Portugal + Russia who cheated on his system \rightarrow + other countries in Europe

B. Peninsular War - Portugal was cheating on his blockade so he sent an army to straighten them out. He marched his troops through Spain, which the natives did not like. Because of the

C. Guerrilla warfare, he replaced the Spanish king w/ his brother. Because of Russian War - Russia was also suspected of cheating on his system + the people both had eyes on Poland. Napoleon marched to Russia, Alexander destroyed all of the crops and burned Moscow, so Napoleon would not get it. Napoleon waited a month and then turned back. His army was poorly supplied and hungry. They battled +

15.) Define GREAT POWER: major nation that in this case took part in most of the Congress of Vienna's meetings [inner-circle]

16.) Who attended the CONGRESS of Vienna (5 countries):

Britain, France, Austria, Prussia, Russia

\rightarrow what makes them major?

17.) What was the GOAL of the CONGRESS:

Put France in its place + restore Europe
to how it was before the French Revolution
(like restore monarchs + peace)
premises to quash revolutions

be more specific

Wili: The ability of one state to influence or control other

Smith - A country that can shape international events

18.) In order to achieve the goal of the CONGRESS OF VIENNA, THREE smaller goals had to be met. List and then EXPLAIN Metternich's THREE goals:

A. Weakened France Wanted to make sure France couldn't take over Europe again, but didn't want to break it up, so other countries could grow strong

B. Balance Power - Didn't want countries getting too strong or too small to be attacked - also nearby countries could help quash revolution + help one another in war

C. Legitimacy - Monarchs were "divinely" chosen rulers of the country + should be put back on their thrones.

Go w/
another
goal ?

19.) Define CONSERVATISM: not wanting change - liking old regime + monarchs

A. who was most likely to be labeled a CONSERVATIVE?

Royalty, rich people that had say in government

B. what kind of government did CONSERVATIVES favor?

Monarchs

Extra Credit:

1.) Where did Mr. Smith go to high school? College of Maryland - Terps (Twerp)

2.) What was the name of Napoleon's second wife? Mrs. Bonaparte

Modern Inventions

Transportation

Faster trains: ACTR
700 seat planes

Buses

Hybrid cars

VSC

Hydrocoff

Submarine

Spaceship?

Jet engine

Helicopter

Hover

duck boat

Scooter

Segway HT

dirt bike

Communication

GPS

Cell phones

Satellite radio

Satellite communication

internet

Satellite TV

Cable TV

OTA TV signal

TV Broadcast equipment

TV

LCD TV

Widescreen TV

HTV

TXT messaging

Walky talky

page

Health/Medicine

CAT Scans
Prescription Drugs

X Ray
Hospitals
Modern Sanitation

Massage Chairs

MRI
CDR

Scan
Bone Density
Glosses

Laser eye Surg.
Liposuction

HTV

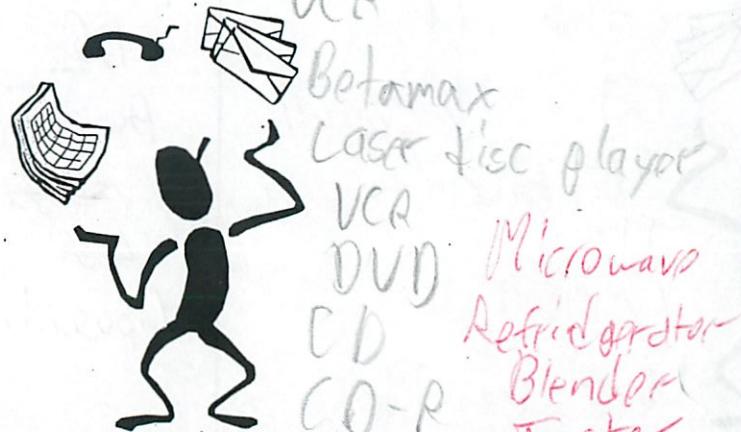
TXT messaging

Walky talky

page

Modern Inventions

Sports/Leisure	Household Items	Other Inventions
Better Tennis Rackets	Vacume	Space ship
Game cube	Roomba	robots
Xbox	Dyson vacume cleaner	Laser
Xbox 360	Post in note	Stapler
PS2	PTVO	Scotch tape
PSP	Plasma TV	Laser pointer
PS1	VCR	Printer
Roller coaster	Betamax	Computer
lst + 10 line	Laser disc player	Nuclear Power
Flying cam	VCR	Nuclear Bomb
Water bed	DVD	Taser
golf tee	CD	
MP3 player	CD-R	
On Demand	DVD-R	
	DVD+R	
	HDD	
	Blu Ray	
	A/C	
	Heater(Electric)	

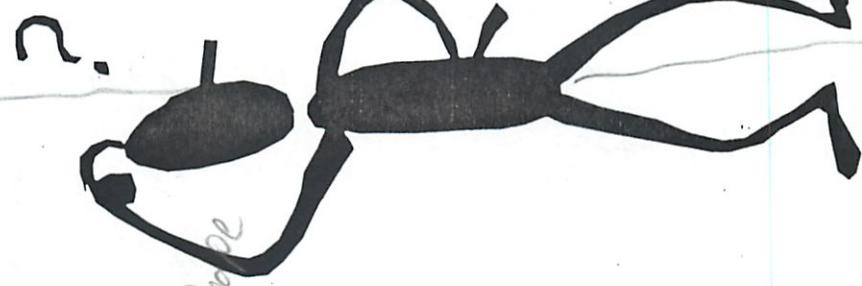


How have Modern Inventions Hurt or Helped us?

Modern

Modern Inventions Hurt

- Lack of Privacy
lead to faster work pace
Americans getting out of shape
Appetite stress (of
work put on 3rd world)



Modern Inventions Help

- Faster, cheaper transport
More international choices
Improve productivity
less physical work
Life expectancy up
Information Available earlier
Computer: Don't need to retype papers
Some Goods cheaper
Worldwide Economy
Service - Economy

Weigh the information above, then decide whether modern inventions have been MORE HELPFUL or MORE HURTFUL to modern society. Defend your opinion: be persuasive and specific (use the reverse side of this).

2nd

Help or Hurt essay

I think modern inventions have helped us more than they have hurt us. As I said in my Industrial Revolution pamphlet that without the Industrial Revolution, we would all be farmers. The Industrial Revolution provided the necessary base for these modern inventions. They have helped to improve our quality of life and standard of living. The Roomba lets people do better things with their life instead of vacuuming. The TV has changed the way we entertain ourselves. Life expectancy is up from 17 to over 70! People now have a much better life due to modern inventions.

However, some people believe that modern inventions have hurt us in the long run. They claim that inventions have put Americans out of shape. These modern inventions help to get Americans into shape by letting exercise equipment be used. Some opponents might also say that Americans are now over worked and overstressed. However machines (parts of which are modern inventions) now do most of the physical back-breaking work. Also machines can repetitively do the same task, freeing a human to do more thoughtful work. These are just some of the reasons that the Industrial Revolution has helped, not hurt us.

Michael Plasencia
Smith
Western Civ 9H
18 Jan 2005

Pre-Industrial Revolution

1/18

Industrial Revolution - The shift, beginning in England during the 18th century (1700's) from making goods by hand to making them by machine

Big Idea - The changing needs of society spur technological advances.

- agricultural revolution
- Subsistence/collective farming

Before	After
independent IR	IR
- farming (subsistent)	- scientific farming (surplus)
- poor roadways	- macadam
- Spinning + weaving done by hand (textile industry)	- spinning + weaving by machine
- villages isolated	- urbanization
- population small (5 million)	- population explodes (30 million)
- rural	- urban
- cottage industry	- factories
- communication slow	- news faster w/ transport

Agricultural Revolution - period of time in early 1700's when large landowners dramatically improved farming methods. This lead to the Industrial Revolution.

Crop rotation - Charles "Turnip" Townsend

Scientific farming - use journal + measuring to find what is best/ most productive

Interact w/ History

p252

There is not much I could do to change my situation. My family needs me to work and make extra money for them.

The safety of the workers is not regarded at all. This should be improved but there is not much I can do. Safety improvements cost money, lost time. My boss would not like to loose money, so I can't ask him. There would need to be a law by the assembly.

^{↓ noware to go}

not making
money

→ I could not run away, go to school, or join a union b/c my family needs me.

^{I could get fired}

But if go to school can get better job elsewhere

→ Continue on, work harder

BEFORE THE INDUSTRIAL REVOLUTION

Unlike political revolutions, the Industrial Revolution did not begin with great civil unrest or the clash of armies. As a result, it is difficult to arrive at a date for its beginning. The Industrial Revolution did not occur overnight, but rather began gradually and grew over several decades. Most historians place its beginnings in England in the ~~mid-1700s~~, a decade or two before the American Revolution.

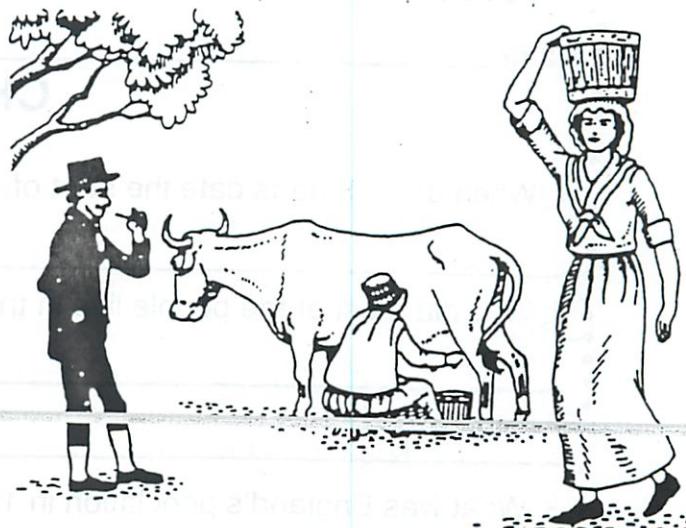
Most people lived in the country before the Industrial Revolution. In England, 75 percent of the population lived in rural areas or small villages in 1700. The percentage was even higher in continental Europe. Those cities that existed were few in number and of modest population. Due to the limited development of farming methods, it was necessary for the majority of the people to live in the country in order to produce enough food for the population. Most families farmed and lived on small plots of land that were controlled by large land owners who were often members of the nobility.

The total population of Europe was quite small. For example, in 1700 England's total population was about five million, compared to 70 million today. The people of preindustrial Europe lived very isolated lives. Roads were poor and dangerous, so people rarely traveled beyond their home villages. News of events in the outside world arrived slowly and sporadically. As a result, the small villages that dotted the countryside were the centers of life for the majority of Europeans. Few people ever left the area of their birth.

While the vast majority of the population worked in the fields, farming did not provide year-round employment. The peasant farmers were quite busy during times of planting and harvesting, but at other times they were free to do other work. During these times, thousands of families worked in their homes for clothing merchants. The merchants provided the families with wool or cotton, and for a fixed price, the families spun yarn on their spinning wheels and produced cloth on their hand-operated looms. This practice between the merchants and rural families is known as "cottage industry" because all of the work was done in a family's cottage home.

Weaving cloth was difficult and tedious, but provided a valuable income for many families. It was convenient work, since it was performed from within the home and at the pace desired by the worker. Children worked along with their parents, often becoming skilled at spinning yarn at a young age.

The system also had advantages for the merchants. The merchants paid very little for the cloth produced by the rural families and could then sell it at a handsome profit. However, the merchants were troubled by the inconsistent levels of production by the families and had no way to supervise their work. Often the cloth would not be delivered on time, especially when there was field work to divert the families from their spinning and weaving. Thus, the merchants desired another system that would allow greater supervision, more consistent delivery, and increased production. When the opportunity to produce their goods through new methods came, the merchants were quick to seize it.



Prior to the Industrial Revolution, most people were involved in agriculture and cottage industry.

Name _____

Date _____

CHALLENGES

1. When do historians date the start of the Industrial Revolution?

around mid-1700, 10 years before start of American Rev.

2. Why did most of the people live in the country before the Industrial Revolution?

They needed to farm to make a living + feed population

3. What was England's population in 1700?

~5 million

4. Why were the European villages isolated?

The roads were bad

5. Where did the term "cottage industry" get its name?

People wove textiles in their cottages or homes

6. Why did rural families participate in cottage industry?

To make extra money during the off season

7. What advantages did cottage industry offer to the merchants?

The merchants had to cloth made at low prices that they could sell at high prices

8. What problems did the merchants face with cottage industry?

Inconsistent quality + timing (Families rather worked in slowish production)

9. What goods were commonly produced by cottage industry?

Cloth

10. What was the primary occupation of most of the people involved with cottage industry?

Farming / Agriculture



Chap 9.1 Beginnings of Industrialization Outline

*Great!
25/25*

1. **Industrial Revolution:** great increase in machine made goods that began in Europe during 18th century (1700s)
 2. USA, France, Latin America had political revolutions around this time
 3. Before Industrial revolution (not in textbook)
 - a. Most people lived on small farms and in small towns
 - b. People worked for themselves
 - c. Made extra money in off season "**cottage industry**"
 - d. See other sheet...
 4. **Agricultural Revolution:** period in the advances of scientific farming before the industrial revolution
 - a. *Cause of this:* wealthy landowners starting buying up land from small farmers
 - b. They experimented with different farming methods
 - i. Divided field up into different **enclosures** or sections
 - ii. They used new seeding and harvesting methods
 - iii. Charles Townsend invented **crop rotation**
 1. different crops were grown on a piece of land to replace nutrients lost by other plants
 - iv. Jethro Tull invented seed drill in 1701; boosted crop yields
 - v. In 1700 each farmer made food for 1.7 people, by 1800, it was 2.5 people per farmer
 - c. Large landowners forced smaller farmers to become tenants or move to the city to work in factories
 - d. Livestock breeders had better methods too
 - i. Robert Bakewell allowed only his best sheep to breed
 - ii. Adv weight per sheep: 1700: 18 lbs increase to 1786: 50 lbs!
 - e. *As a result:* food supplies increased; so living conditions and population; farmers lost their land to wealthy enclosed farms and had to move to city which provided more workers for factories and decline of cottage industries
 5. Britain's Advantages
 - a. Large population
 - b. Many natural resources
 - i. Water power for machines
 - ii. Iron ore to build machines, factories
 - iii. Rivers for in-land transportation
 - iv. Harbors from which ships could set sail
 - c. (my idea) many colonies providing even more resources
 - d. (my idea) Best navy to transport them
 - e. (my idea) Britain didn't let ideas leave
 - f. Britain had expanding economy to support **industrialization** (The process of developing machine-produced goods)

- g. Business people invested in new technologies
- h. Highly developed banking system played a part
 - i. People were encouraged by the availability of bank loans to invest in machines and expand their operations
 - i. Growing overseas trade
 - j. economic prosperity
 - k. Climate for progress
 - l. Political stability (big advantage!)
 - i. Though Britain was in many wars in 1700s, all were on foreign soil and did not disrupt homeland
 - ii. Military and political success gave Britain a positive attitude
 - iii. Parliament passed laws protecting businesses and helping expansion
 - m. Other countries also had some of these advantages
 - n. Though Britain had all the **factors of production** (see below)
 - i. *Main Idea: Britain had all of the resources needed to produce services and goods that the Industrial Revolution required. These were land, labor, and capital/wealth*
- 6. Inventions Spur Technological Advances
 - a. "In an explosion of creativity, inventions now revolutionized industry."
 - b. Britain's textile mills clothed the world in wool, linen, and cotton. This was the first industry to be transformed.
 - c. Major Inventions in the Textile Industry
 - i. By 1800, several major inventions revolutionized + modernized the textile industry. One invention led to another.
 - ii. John Kay made a shuttle that helped with making yarn doubled what a person could do in a day, 1733
 - iii. James Hargreaves invented a spinning wheel; it allowed a worker to spin 8 threads at a time, 1764
 - iv. Richard Arkwright invented the water frame/water wheel to power the new machines, 1769
 - v. Samuel Crompton combined the features of the spinning jenny and water frame to make a spinning mule. It made thread that was stronger, finer, and more consistent than older machines, 1779
 - vi. Edmund Cartwright invented a power loom to speed up the process, 1787
 - vii. The water frame, spinning mule and power loom were bulky and expensive
 - viii. They took weaving out of the house and into **factories**, large buildings owned by wealthy textile merchants
 - ix. Factories were built near water for power and transportation
 - x. England's cotton came from American south
 - 1. removing seeds was hard till Eli Whitney invented cotton gin, 1793
 - 2. This made cotton production skyrocket
 - 3. 1.5 million pounds in 1790 to 85 million pounds in 1810

- d. Improvements in Transportation
 - i. Progress in textiles forced progress in other industries
 - ii. A steam engine was needed for cheap, convenient power
 - iii. Early models (1705) took too much fuel and were used in mines
 - iv. James Watt improved it's efficiency
 - 1. Matthew Boulton, an **entrepreneur** paid Watt to further develop engine in hopes of making profits off it
- v. Water Transportation
 - 1. Robert Fulton used a steam engine to power a boat (The Clermont) up and down the Hudson River
 - 2. England built many canals to help with transportation
 - a. By mid-1800s there were 4250 miles of canal
- vi. Road Transportation
 - 1. John Mc Adam, puts rocks on road to help with drainage
 - a. Roads could now be traveled when wet
 - 2. Private investors build roads and charged the public to use them (Turnpikes)
- vii. Railway Age Begins
 - 1. Richard Trevithick build a locomotive based off steam power
 - 2. George Stephenson built the first railroad line
 - a. It went from Yorkshire coalfields to Stockton port
 - b. Used 4 of Stephenson's locomotives (The Rocket)
 - 3. Liverpool-Manchester Railway
 - a. Used Stephenson's locomotives (The Rocket)
 - i. It could haul 13 tons at 24 mph
 - b. Opened in 1830; immediate success
 - 4. Railroads revolutionize Europe
 - a. Were a cheaper way to transport goods
 - b. Created hundreds of thousands of jobs
 - c. Boosted agriculture and fishing industries which could now ship goods farther to cities
 - d. Made commuting to the city easy
 - e. Took city dwellers to resorts in country side
- 7. "Like a locomotive racing across the country, the Industrial Revolution brought rapid and unsettling change to people's lives.

British Advantages

1/20

- Abundant natural resources
 - The Industrial Revolution was dependent on natural resources
 - water power supplied energy
 - coal
 - iron ore to make machines, tools + buildings
 - GB had all three
- Favorable Geography
 - Geography also gave GB an advantage
 - island nation
 - many fine harbors
 - 6000 merchant ships
 - gave Britian access to raw materials + markets
 - Trade also gave Britian's wealth, merchants something to spend money on
- A favorable climate for new ideas
 - had Royal Society where people exchanged ideas from 1600
 - many other clubs
 - new ideas were not only encouraged but rewarded
 - Business people willing to invest in new ideas
- Good Banking System
 - had most highly developed banking system
 - loaned money at reasonable rates
 - people encouraged to invest in machine, build factories, expand operations
- Political Stability
 - No wars fought on British soil
 - like a century of peace on home soil
 - British citizens did not have to worry about business destroyed
 - British government favored economic growth + businesses
 - favored investment

