

CHAPTER

# 17

## The Enlightenment and the American Revolution

1700–1800



## WITNESS HISTORY AUDIO

### Pens to Inspire Revolution

Enlightenment thinker Denis Diderot compiled a controversial 28-volume work called the *Encyclopædia*, which was published between 1751 and 1772. This work was a forum for Enlightenment thinkers such as Montesquieu, Rousseau, and Voltaire. These thinkers believed that with the power of reason, they could fix the problems of society. Although the *Encyclopædia* was banned in many places and censored in others, it would prove to be a major factor in the years of revolutions to come. It contains the passage below on freedom. Listen to the Witness History audio to hear more about this work.

“No man has received from nature the right to give orders to others. Freedom is a gift from heaven, and every individual of the same species has the right to enjoy it as soon as he is in enjoyment of his reason.”  
—Denis Diderot

◀ Madame Geoffrin (far right in blue), in her famous salon where Enlightenment thinkers gathered to share ideas.



### Content Standards

**Chapter Focus Question** How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?

**Section 1**  
**Philosophy in the Age of Reason** I.2.HS.3,  
II.1.HS.1, II.4.HS.4

**Section 2**  
**Enlightenment Ideas Spread** II.1.HS.1,  
II.1.HS.2, II.4.HS.4, II.5.HS.2

**Section 3**  
**Birth of the American Republic** II.1.HS.1,  
II.3.HS.2, II.4.HS.1, II.5.HS.1



Denis Diderot bust



Rococo fan



British tax stamp used in the American colonies

### Note Taking Study Guide Online

For: Note Taking and Concept Connector worksheets  
Web Code: nad-1701

SECTION 1

Jean-Jacques Rousseau and quill pen

WITNESS HISTORY  AUDIO



### Rousseau Stirs Things Up

In Jean-Jacques Rousseau's most important work, *The Social Contract*, he argued that in order to be free, people should do what is best for their community. Rousseau had many supporters who were inspired by his passionate writings. European monarchs, on the other hand, were angry that Rousseau was questioning authority. As a result, Rousseau worried about persecution for much of his life. The "chains" below represent the social institutions that confined society.

“Man is born free, and everywhere he is in chains.”

—Rousseau, *The Social Contract*

**Focus Question** What effects did Enlightenment philosophers have on government and society?

# Philosophy in the Age of Reason



## Content Standards

- **I.2.HS.3** Global impact of events/individuals on modern world
- **II.1.HS.1** Describe effect of world issues/events
- **II.4.HS.4** Patterns of economic development, political systems

### Terms, People, and Places

|                 |               |
|-----------------|---------------|
| natural law     | Montesquieu   |
| Thomas Hobbes   | Voltaire      |
| John Locke      | Diderot       |
| social contract | Rousseau      |
| natural right   | laissez faire |
| philosophe      | Adam Smith    |

### Note Taking

**Reading Skill: Summarize** Draw a table like the one shown here. As you read the section, summarize each thinker's works and ideas.

| Thinkers' Works and Ideas |                                    |
|---------------------------|------------------------------------|
| Hobbes                    | <i>Leviathan</i> , social contract |
| Locke                     |                                    |
| Montesquieu               |                                    |

By the early 1700s, European thinkers felt that nothing was beyond the reach of the human mind. Through the use of reason, insisted these thinkers, people and governments could solve every social, political, and economic problem. In essence, these writers, scholars, and philosophers felt they could change the world.

## Scientific Revolution Sparks the Enlightenment

The Scientific Revolution of the 1500s and 1600s had transformed the way people in Europe looked at the world. In the 1700s, other scientists expanded European knowledge. For example, Edward Jenner developed a vaccine against smallpox, a disease whose path of death spanned the centuries.

Scientific successes convinced educated Europeans of the power of human reason. **Natural law**, or rules discoverable by reason, govern scientific forces such as gravity and magnetism. Why not, then, use natural law to better understand social, economic, and political problems? Using the methods of the new science, reformers thus set out to study human behavior and solve the problems of society. In this way, the Scientific Revolution led to another revolution in thinking, known as the Enlightenment. Immanuel Kant, a German philosopher best known for his work *The Critique of Pure Reason*, was one of the first to describe this era with the

word “Enlightenment.” Despite Kant’s skepticism about the power of reason, he was enthusiastic about the Enlightenment and believed, like many European philosophers, that natural law could help explain aspects of humanity.

**Checkpoint** What convinced educated Europeans to accept the power of reason?

## Hobbes and Locke Have Conflicting Views

**Thomas Hobbes** and **John Locke**, two seventeenth-century English thinkers, set forth ideas that were to become key to the Enlightenment. Both men lived through the upheavals of the English Civil War. Yet they came to very different conclusions about human nature and the role of government.

**Hobbes Believes in Powerful Government** Thomas Hobbes outlined his ideas in a work titled *Leviathan*. In it, he argued that people were naturally cruel, greedy, and selfish. If not strictly controlled, they would fight, rob, and oppress one another. Life in the “state of nature”—without laws or other control—would be “solitary, poor, nasty, brutish, and short.”

To escape that “brutish” life, said Hobbes, people entered into a **social contract**, an agreement by which they gave up their freedom for an organized society. Hobbes believed that only a powerful government could ensure an orderly society. For him, such a government was an absolute monarchy, which could impose order and compel obedience.

**Locke Advocates Natural Rights** John Locke had a more optimistic view of human nature. He thought people were basically reasonable and moral. Further, they had certain **natural rights**, or rights that belonged to all humans from birth. These included the right to life, liberty, and property.

In *Two Treatises of Government*, Locke argued that people formed governments to protect their natural rights. The best kind of government, he said, had limited power and was accepted by all citizens. Thus, unlike Hobbes, Locke rejected absolute monarchy. England during this time experienced a shift in political power known as the Glorious Revolution. James II, an unpopular absolute monarch, left the throne and fled England in 1688. Locke later wrote that he thought James II deserved to be dethroned for violating the rights of the English.

Locke proposed a radical idea about this time. A government, he said, has an obligation to the people it governs. If a government fails its obligations or violates people’s natural rights, the people have the right to overthrow that government. Locke’s idea would one day influence leaders of the American Revolution, such as Benjamin Franklin, Thomas Jefferson, and James Madison. Locke’s idea of the right of revolution would also echo across Europe and Latin America in the centuries that followed.

**Checkpoint** How did Hobbes and Locke differ in their views on the role of government?

### Hobbes Writes the *Leviathan*

The title page from *Leviathan* (1651) by Hobbes demonstrates his belief in a powerful ruler. The monarch here represents the Leviathan who rises above all of society.

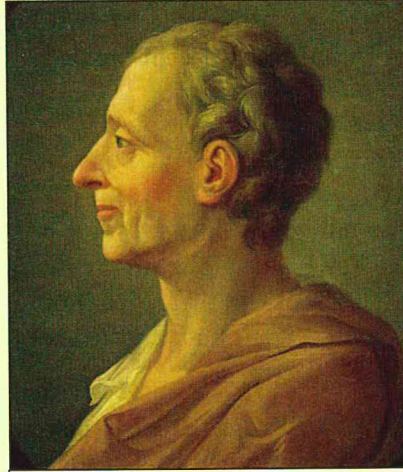


## BIOGRAPHY



**Voltaire**

François-Marie Arouet, known as Voltaire (1694–1778), was an impassioned poet, historian, essayist, and philosopher who wrote with cutting sarcasm and sharp wit. Voltaire was sent to the Bastille prison twice due to his criticism of French authorities and was eventually banned from Paris. When he was able to return to France, he wrote about political and religious freedom. Voltaire spent his life fighting enemies of freedom, such as ignorance, superstition, and intolerance. **What did Voltaire attack in his writings?**



**Montesquieu**

Born to wealth, Charles Louis de Secondat (1689–1755) inherited the title Baron de Montesquieu from his uncle. Like many other reformers, he did not let his privileged status keep him from becoming a voice for democracy. His first book titled *Persian Letters* ridiculed the French government and social classes. In his work published in 1748, *The Spirit of the Laws*, he advanced the idea of separation of powers—a foundation of modern democracy. **What did Montesquieu think was necessary to protect liberty?**

## The *Philosophes*

In the 1700s, there was a flowering of Enlightenment thought. This was when a group of Enlightenment thinkers in France applied the methods of science to understand and improve society. They believed that the use of reason could lead to reforms of government, law, and society. These thinkers were called *philosophes* (fee loh ZOHFS), which means “philosophers.” Their ideas soon spread beyond France and even beyond Europe.

### Montesquieu Advances the Idea of Separation of Powers

An early and influential thinker was Baron de **Montesquieu** (MAHN tus kyoo). Montesquieu studied the governments of Europe, from Italy to England. He read about ancient and medieval Europe, and learned about Chinese and Native American cultures. His sharp criticism of absolute monarchy would open doors for later debate.

In 1748, Montesquieu published *The Spirit of the Laws*, in which he discussed governments throughout history. Montesquieu felt that the best way to protect liberty was to divide the various functions and powers of government among three branches:

the legislative, executive, and judicial. He also felt that each branch of government should be able to serve as a check on the other two, an idea that we call checks and balances. Montesquieu’s beliefs would soon profoundly affect the Framers of the United States Constitution.

**Voltaire Defends Freedom of Thought** Probably the most famous of the *philosophes* was François-Marie Arouet, who took the name **Voltaire**. “My trade,” said Voltaire, “is to say what I think,” and he did so throughout his long, controversial life. Voltaire used biting wit as a weapon to expose the abuses of his day. He targeted corrupt officials and idle aristocrats. With his pen, he battled inequality, injustice, and superstition. He detested the slave trade and deplored religious prejudice.

Voltaire’s outspoken attacks offended both the French government and the Catholic Church. He was imprisoned and forced into exile. Even as he saw his books outlawed and even burned, he continued to defend the principle of freedom of speech.

**Diderot Edits the *Encyclopedia*** Denis **Diderot** (DEE duh roh) worked for years to produce a 28-volume set of books called the *Encyclopedia*. As the editor, Diderot did more than just compile articles.

His purpose was “to change the general way of thinking” by explaining ideas on topics such as government, philosophy, and religion. Diderot’s *Encyclopedia* included articles by leading thinkers of the day, including Montesquieu and Voltaire. In these articles, the *philosophes* denounced slavery, praised freedom of expression, and urged education for all. They attacked divine-right theory and traditional religions. Critics raised an outcry. The French government argued that the *Encyclopedia* was an attack on public morals, and the pope threatened to excommunicate Roman Catholics who bought or read the volumes.

Despite these and other efforts to ban the *Encyclopedia*, more than 4,000 copies were printed between 1751 and 1789. When translated into other languages, the *Encyclopedia* helped spread Enlightenment ideas throughout Europe and across the Atlantic Ocean to the Americas.

**Rousseau Promotes *The Social Contract*** Jean-Jacques Rousseau (roo SOH), believed that people in their natural state were basically good. This natural innocence, he felt, was corrupted by the evils of society, especially the unequal distribution of property. Many reformers and revolutionaries later adopted this view. Among them were Thomas Paine and Marquis de Lafayette, who were leading figures of the American and French Revolutions.

In 1762, Rousseau set forth his ideas about government and society in *The Social Contract*. Rousseau felt that society placed too many limitations on people’s behavior. He believed that some controls were necessary, but that they should be minimal. Additionally, only governments that had been freely elected should impose these controls.

Rousseau put his faith in the “general will,” or the best conscience of the people. The good of the community as a whole, he said, should be placed above individual interests. Rousseau has influenced political and social thinkers for more than 200 years. Woven through his work is a hatred of all forms of political and economic oppression. His bold ideas would help fan the flames of revolt in years to come.

**Women Challenge the *Philosophes*** The Enlightenment slogan “free and equal” did not apply to women. Though the *philosophes* said women had natural rights, their rights were limited to the areas of home and family.

By the mid- to late-1700s, a small but growing number of women protested this view. Germaine de Staël in France and Catharine Macaulay and Mary Wollstonecraft in Britain argued that women were being excluded from the social contract itself. Their arguments, however, were ridiculed and often sharply condemned.

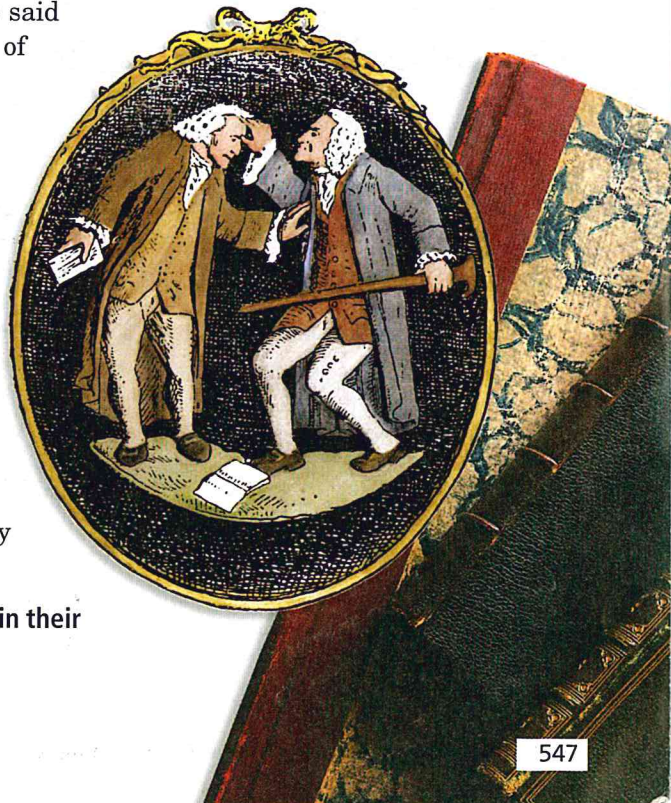
Wollstonecraft was a well-known British social critic. She accepted that a woman’s first duty was to be a good mother but felt that a woman should be able to decide what was in her own interest without depending on her husband. In 1792, Wollstonecraft published *A Vindication of the Rights of Woman*. In it, she called for equal education for girls and boys. Only education, she argued, could give women the tools they needed to participate equally with men in public life.

**Vocabulary Builder**

philosophy—(fih LAHS uh fee) *n.* love of, or the search for, wisdom or knowledge

**Heated Debate**

Rousseau (left) and Voltaire (right) are pictured here in the midst of an argument. Even though the *philosophes* were reform-minded, they disagreed about some issues. Compare the beliefs of Rousseau and Voltaire.



**Checkpoint** What topics were addressed by the *philosophes* in their *Encyclopedia* articles?

## New Economic Thinking

French thinkers known as physiocrats focused on economic reforms. Like the *philosophes*, physiocrats based their thinking on natural laws. The physiocrats claimed that their rational economic system was based on the natural laws of economics.

**Laissez Faire Replaces Mercantilism** Physiocrats rejected mercantilism, which required government regulation of the economy to achieve a favorable balance of trade. Instead, they urged a policy of **laissez faire** (les ay FEHR), allowing business to operate with little or no government interference. Physiocrats also supported free trade and opposed tariffs.

**Smith Argues for a Free Market** Scottish economist **Adam Smith** greatly admired the physiocrats. In his influential work *The Wealth of Nations*, he argued that the free market should be allowed to regulate business activity. Smith tried to show how manufacturing, trade, wages, profits, and economic growth were all linked to the market forces of supply and demand. Wherever there was a demand for goods or services, he said, suppliers would seek to meet that demand in order to gain profits. Smith was a strong supporter of laissez faire. However, he felt that government had a duty to protect society, administer justice, and provide public works. Adam Smith's ideas would help to shape productive economies in the 1800s and 1900s.

✓ **Checkpoint** Why did Smith support laissez faire?

Investors in Paris, France, 1720



SECTION 1

## Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1711

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Summarize** Use your completed tables to answer the Focus Question: What effects did Enlightenment philosophers have on government and society?

#### Comprehension and Critical Thinking

3. **Summarize** How did the achievements of the Scientific Revolution contribute to the Enlightenment?
4. **Recognize Cause and Effect** What did the *philosophes* do to better understand and improve society?
5. **Synthesize Information** Explain the connection between the policy of laissez faire and natural economic laws.

#### Writing About History

**Quick Write: Explore a Topic** On some essay tests, you may have a choice of topic. You should choose one that you feel most knowledgeable about. Choose from the following, and draft a single sentence that identifies the main idea:  
(a) social contracts (b) freedom of speech  
(c) women in the mid-1700s

## John Locke: *Two Treatises of Government*

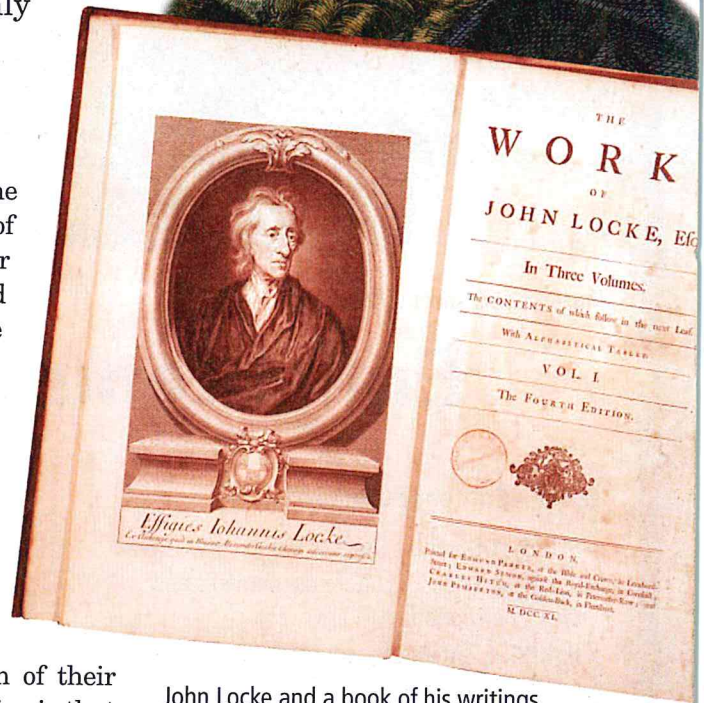
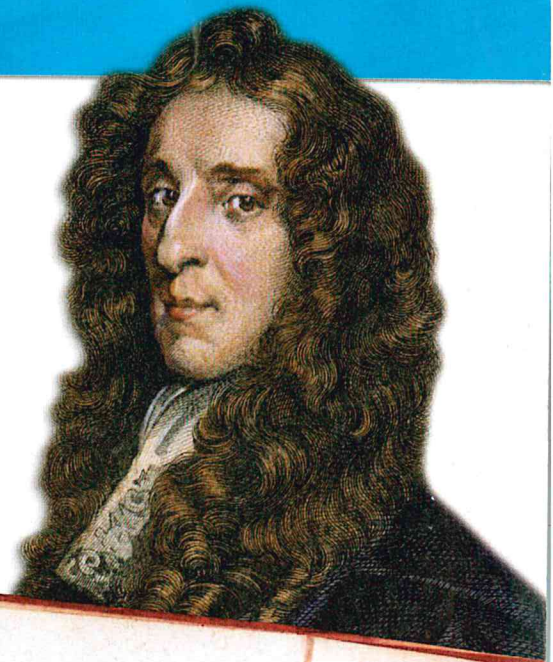
English philosopher John Locke (1632–1704) published *Two Treatises of Government* in 1690. Locke believed that all people had the same natural rights of life, liberty, and property. In this essay, Locke states that the primary purpose of government is to protect these natural rights. He also states that governments hold their power only with the consent of the people. Locke's ideas greatly influenced revolutions in America and France.

But though men, when they enter into society give up the equality, liberty, and executive power they had in the state of Nature into the hands of society . . . the power of the society or legislative constituted by them can never be supposed to extend farther than the common good. . . . Whoever has the legislative or supreme power of any commonwealth, is bound to govern by established standing laws, promulgated<sup>1</sup> and known to the people, and not by extemporary<sup>2</sup> decrees, by indifferent and upright judges, who are to decide controversies by those laws; and to employ the force of the community at home only in the execution of such laws, or abroad to prevent or redress foreign injuries and secure the community from inroads<sup>3</sup> and invasion. And all this to be directed to no other end but the peace, safety, and public good of the people. . . .

The reason why men enter into society is the preservation of their property; and the end while they choose and authorize a legislative is that here may be laws made, and rules set, as guards and fences to the properties of all the society, . . .

Whensoever, therefore, the legislative [power] shall transgress<sup>4</sup> this fundamental rule of society, and either by ambition, fear, folly, or corruption, endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people, by this breach of trust they forfeit the power the people had put into their hands for quite contrary ends, and it devolves<sup>5</sup> to the people; who have a right to resume their original liberty, and by the establishment of a new legislative (such as they shall think fit), provide for their own safety and security. . . .

- **promulgated** (PRAHM ul gayt id) *vt.* published or made known.
- **extemporary** (ek STEM puh reh ee) *adj.* without any preparation.
- **inroads** (IN roh dz) *n.* advances at the expense of someone.
- **transgress** (trans GRES) *vt.* go beyond; break.
- **devolves** (dih VAHLVZ) *vt.* passes.



John Locke and a book of his writings

### Thinking Critically

1. **Draw Inferences** According to Locke, how should a land be governed? Why do you think this is the case?
2. **Identify Central Issues** What does Locke say can happen if a government fails to protect the rights of its people?





Mozart and a sheet of his music

WITNESS HISTORY  AUDIO**Mozart, the Musical Genius**

As a young boy, Wolfgang Amadeus Mozart astonished royalty with his musical talent. Although his life was relatively short, he composed more than 600 pieces of music. Many pieces embraced the spirit of the Enlightenment.

“Few have captured the spirit of the Enlightenment, its intellectual and social agenda, as has Mozart in his opera, *The Magic Flute*, . . . [It] is a series of variations on the triumph of light over darkness, of sun over moon, of day over night, of reason, tolerance, and love over passion, hate, and revenge.”

—Isaac Kramnick, historian

**Focus Question** As Enlightenment ideas spread across Europe, what cultural and political changes took place?

# Enlightenment Ideas Spread

**Content Standards**

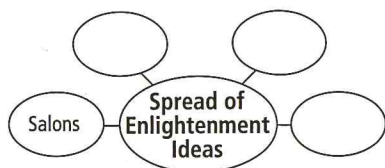
- **II.1.HS.1** Describe effect of world issues/events
- **II.1.HS.2** Effect of culture on women’s and men’s perceptions
- **II.4.HS.4** Patterns of economic development, political systems
- **II.5.HS.2** Causes of global issues and their impact

**Terms, People, and Places**

|            |                     |
|------------|---------------------|
| censorship | enlightened despot  |
| salons     | Frederick the Great |
| baroque    | Catherine the Great |
| rococo     | Joseph II           |

**Note Taking**

**Reading Skill: Categorize** On a sheet of paper, draw a concept web to help you record information from this section.



Paris, France, the heart of the Enlightenment, drew many intellectuals and others eager to debate new ideas. Reforms proposed one evening became the talk of the town the next day. Enlightenment ideas flowed from France, across Europe, and beyond. Everywhere, thinkers examined traditional beliefs and customs in the light of reason and found them flawed. Even some absolute monarchs experimented with Enlightenment ideas, although they drew back when changes threatened the established way of doing things.

**New Ideas Challenge Society**

Enlightenment ideas spread quickly through many levels of society. Educated people all over Europe eagerly read not only Diderot’s *Encyclopedia* but also the small, inexpensive pamphlets that printers churned out on a broad range of issues. More and more, people saw that reform was necessary in order to achieve a just society.

During the Middle Ages, most Europeans had accepted without question a society based on divine-right rule, a strict class system, and a belief in heavenly reward for earthly suffering. In the Age of Reason, such ideas seemed unscientific and irrational. A just society, Enlightenment thinkers taught, should ensure social justice and happiness in this world. Not everyone agreed with this idea of replacing the values that existed, however.

**Writers Face Censorship** Most, but not all, government and church authorities felt they had a sacred duty to defend the old order. They believed that God had set up the old order. To protect against the attacks of the Enlightenment, they waged a war of **censorship**, or restricting access to ideas and information. They banned and burned books and imprisoned writers.

To avoid censorship, *philosophes* and writers like Montesquieu and Voltaire sometimes disguised their ideas in works of fiction. In the *Persian Letters*, Montesquieu used two fictional Persian travelers, named Usbek and Rica, to mock French society. The hero of Voltaire's satirical novel *Candide*, published in 1759, travels across Europe and even to the Americas and the Middle East in search of "the best of all possible worlds." Voltaire slyly uses the tale to expose the corruption and hypocrisy of European society.

**Ideas Spread in Salons** New literature, the arts, science, and philosophy were regular topics of discussion in **salons**, or informal social gatherings at which writers, artists, *philosophes*, and others exchanged ideas. The salon originated in the 1600s, when a group of noblewomen in Paris began inviting a few friends to their homes for poetry readings. By the 1700s, some middle-class women began holding salons. Here middle-class citizens could meet with the nobility on an equal footing to discuss and spread Enlightenment ideas.

Madame Geoffrin (zhoh FRAN) ran one of the most respected salons. In her home on the Rue St. Honoré (roo sant ahn ur AY), she brought together the brightest and most talented people of her day. The young musical genius Wolfgang Amadeus Mozart played for her guests, and Diderot was a regular at her weekly dinners for philosophers and poets.

✔ **Checkpoint** What did those opposed to Enlightenment ideas do to stop the spread of information?

## Arts and Literature Reflect New Ideas

In the 1600s and 1700s, the arts evolved to meet changing tastes. As in earlier periods, artists and composers had to please their patrons, the men and women who commissioned works from them or gave them jobs.

**From Grandeur to Charm** In the age of Louis XIV, courtly art and architecture were either in the Greek and Roman tradition or in a grand, ornate style known as **baroque**. Baroque paintings were huge, colorful, and full of excitement. They glorified historic battles or the lives of saints. Such works matched the grandeur of European courts at that time.

Louis XV and his court led a much less formal lifestyle than Louis XIV. Architects and designers reflected this change by developing the **rococo** style. Rococo art moved away from religion and, unlike the heavy splendor of the baroque, was lighter, elegant, and charming. Rococo art in salons was believed to encourage the imagination. Furniture and tapestries featured delicate shells and flowers, and more pastel colors were used. Portrait painters showed noble subjects in charming rural settings, surrounded by happy servants and pets. Although this style was criticized by the *philosophes* for its superficiality, it had a vast audience in the upper class and with the growing middle class as well.



### Satire by Swift

Jonathan Swift published the satirical *Gulliver's Travels* in 1726. Here, an illustration from the book depicts a bound Gulliver and the Lilliputians, who are six-inch-tall, bloodthirsty characters. Although *Gulliver's Travels* satirizes political life in eighteenth-century England, it is still a classic today. *Why did writers hide their feelings about society?*

### Vocabulary Builder

evolved—(ee VAHLVD) *v.* developed gradually over time

**The Enlightenment Inspires Composers** The new Enlightenment ideals led composers and musicians to develop new forms of music. There was a transition in music, as well as art, from the baroque style to rococo. An elegant style of music known as “classical” followed. Ballets and opera—plays set to music—were performed at royal courts, and opera houses sprang up from Italy to England. Before this era, only the social elite could afford to commission musicians to play for them. In the early to mid-1700s, however, the growing middle class could afford to pay for concerts to be performed publicly.

Among the towering musical figures of the era was Johann Sebastian Bach. A devout German Lutheran, Bach wrote beautiful religious works for organ and choirs. He also wrote sonatas for violin and harpsichord. Another German-born composer, George Frideric Handel, spent much of his life in England. There, he wrote *Water Music* and other pieces for King George I, as well as more than 30 operas. His most celebrated work, the *Messiah*, combines instruments and voices and is often performed at Christmas and Easter.

Composer Franz Joseph Haydn was one of the most important figures in the development of classical music. He helped develop forms for the string quartet and the symphony. Haydn had a close friendship with another famous composer, Wolfgang Amadeus Mozart. Mozart was a child prodigy who gained instant celebrity status as a composer and performer. His brilliant operas, graceful symphonies, and moving religious music helped define the new style of composition. Although he died in poverty at age 35, he produced an enormous amount of music during his lifetime. Mozart’s musical legacy thrives today.



Composers adopted the graceful rococo style in their works of music. They wrote pieces for an instrument called the harpsichord (above) that reflected this new style.  AUDIO

## ● INFOGRAPHIC

# ROCOCO REACTION

In the eighteenth century, France experienced an aesthetic shift in art, clothing, music, and architecture. Curving lines, pastel colors, elegant music, and paintings depicting delightful love scenes replaced the formal lines and dark colors of the baroque style.

The rise of this new style, referred to as rococo, reflected changes in French society that were brought about by

the Enlightenment. As the French elite became more involved in the salons of the day (numbering about 800 in Paris), they competed with each other for the most fashionable home in which to host their intellectual discussions.



**The Novel Takes Shape** By the 1700s, literature developed new forms and a wider audience. Middle-class readers, for example, liked stories about their own times told in straightforward prose. One result was an outpouring of novels, or long works of prose fiction. English novelists wrote many popular stories. Daniel Defoe wrote *Robinson Crusoe*, an exciting tale about a sailor shipwrecked on a tropical island. This novel is still well known today. In a novel called *Pamela*, Samuel Richardson used a series of letters to tell a story about a servant girl. This technique was adopted by other authors of the period.

✓ **Checkpoint** How did the arts and literature change as Enlightenment ideas spread?

## Enlightened Despots Embrace New Ideas

The courts of Europe became enlivened as *philosophes* tried to persuade rulers to adopt their ideas. The *philosophes* hoped to convince the ruling classes that reform was necessary. Some monarchs did accept Enlightenment ideas. Others still practiced absolutism, a political doctrine in which a monarch had seemingly unlimited power. Those that did accept these new ideas became **enlightened despots**, or absolute rulers who used their power to bring about political and social change.

**Frederick II Attempts Reform** Frederick II, known as **Frederick the Great**, exerted extremely tight control over his subjects during his reign as king of Prussia from 1740 to 1786. Still, he saw himself as the “first servant of the state,” with a duty to work for the common good.



### Thinking Critically

- 1. Make Generalizations**  
Based on what you see in the collection of images here, describe what you think it would have been like to live during this time period.
- 2. Draw Inferences** Why might the *philosophes* have disliked the rococo style?



### Ornate Artifacts

In the examples of the rococo style shown here, notice the elegance of the delicate lace and floral patterns, as well as the charming paintings depicting the pleasures of everyday life.

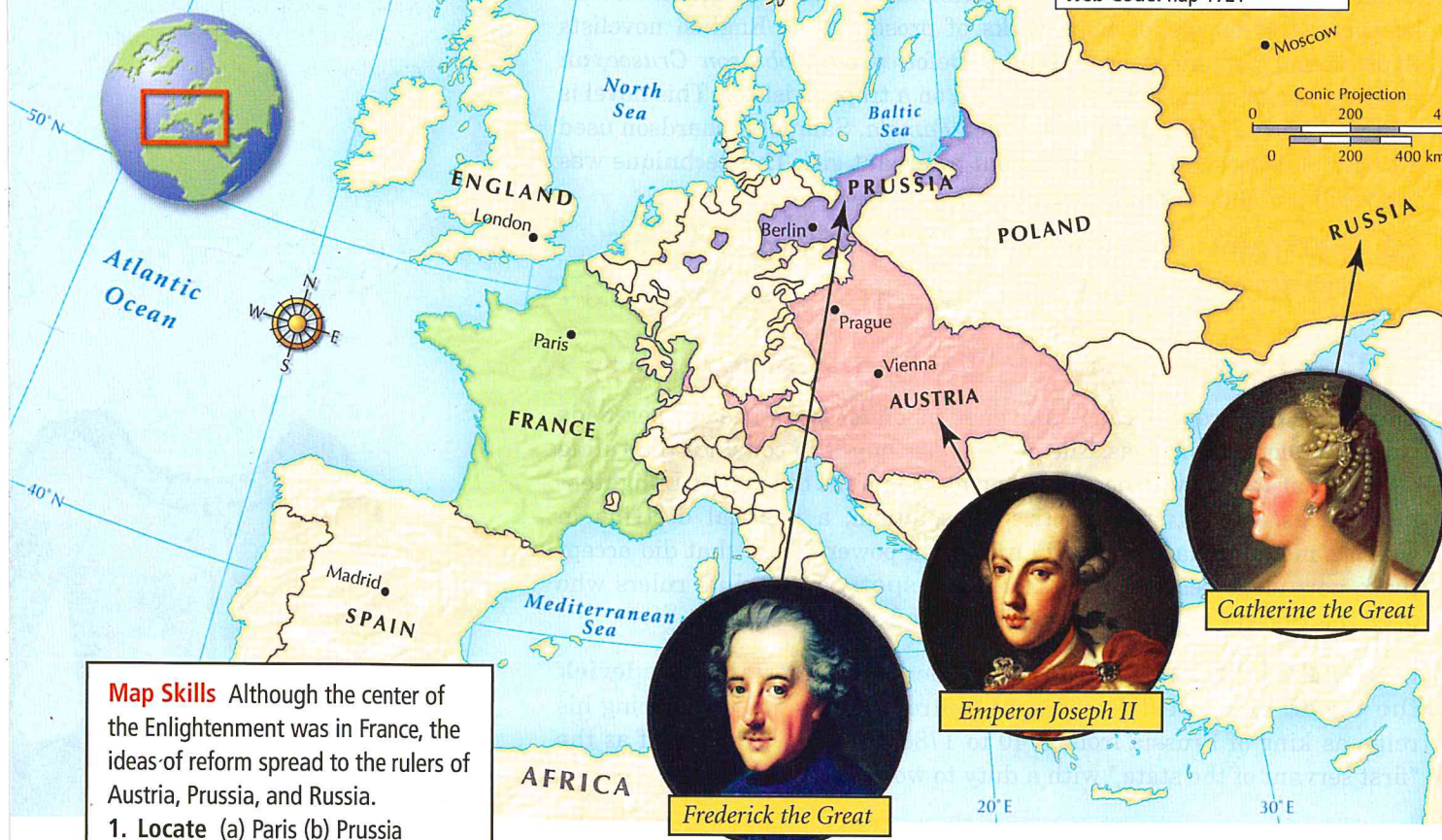


## Enlightened Rulers in the Eighteenth Century

Geography Interactive

For: Audio guided tour

Web Code: nap-1721



**Map Skills** Although the center of the Enlightenment was in France, the ideas of reform spread to the rulers of Austria, Prussia, and Russia.

1. **Locate** (a) Paris (b) Prussia (c) Austria
2. **Location** Which enlightened despot ruled farthest from Paris?
3. **Draw Conclusions** According to the map, what regions of Europe were affected by enlightened despots?

Frederick openly praised Voltaire's work and invited several of the French intellectuals of the age to Prussia. Some of his first acts as king were to reduce the use of torture and allow a free press. Most of Frederick's reforms were directed at making the Prussian government more efficient. To do this, he reorganized the government's civil service and simplified laws. Frederick also tolerated religious differences, welcoming victims of religious persecution. "In my kingdom," he said, "everyone can go to heaven in his own fashion." His religious tolerance and also his disdain for torture showed Frederick's genuine belief in enlightened reform. In the end, however, Frederick desired a stronger monarchy and more power for himself.

**Catherine the Great Studies *Philosophes'* Works** Catherine II, or **Catherine the Great**, empress of Russia, read the works of the *philosophes* and exchanged letters with Voltaire and Diderot. She praised Voltaire as someone who had "fought the united enemies of humankind: superstition, fanaticism, ignorance, trickery." Catherine believed in the Enlightenment ideas of equality and liberty.

Catherine, who became empress in 1762, toyed with implementing Enlightenment ideas. Early in her reign, she made some limited reforms in law and government. Catherine abolished torture and established religious tolerance in her lands. She granted nobles a charter of rights and criticized the institution of serfdom. Still, like Frederick in Prussia, Catherine did not intend to give up power. In the end, her main political contribution to Russia proved to be an expanded empire.

**Joseph II Continues Reform** In Austria, Hapsburg empress Maria Theresa ruled as an absolute monarch. Although she did not push for reforms, she is considered to be an enlightened despot by some historians because she worked to improve peasants' way of life. The most radical of the enlightened despots was her son and successor, **Joseph II**. Joseph was an eager student of the Enlightenment, and he traveled in disguise among his subjects to learn of their problems.

Joseph continued the work of Maria Theresa, who had begun to modernize Austria's government. Despite opposition, Joseph supported religious equality for Protestants and Jews in his Catholic empire. He ended censorship by allowing a free press and attempted to bring the Catholic Church under royal control. He sold the property of many monasteries that were not involved in education or care of the sick and used the proceeds to support those that were. Joseph even abolished serfdom. Like many of his other reforms, however, this measure was canceled after his death.

**Checkpoint** Why were the *philosophes* interested in sharing their beliefs with European rulers?

## Lives of the Majority Change Slowly

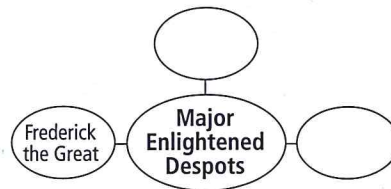
Most Europeans were untouched by either courtly or middle-class culture. They remained what they had always been—peasants living in small rural villages. Echoes of serfdom still remained throughout Europe despite advances in Western Europe. Their culture, based on centuries-old traditions, changed slowly.

By the late 1700s, however, radical ideas about equality and social justice finally seeped into peasant villages. While some peasants eagerly sought to topple the old order, others resisted efforts to bring about change. In the 1800s, war and political upheaval, as well as changing economic conditions, would transform peasant life in Europe.

**Checkpoint** During this time, why did change occur slowly for most Europeans?

## Note Taking

**Reading Skill: Summarize** Fill in a concept web like the one below with information about the enlightened despots and their contributions.



## SECTION 2 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1721

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Categorize** Use your completed concept webs to answer the Focus Question: As Enlightenment ideas spread across Europe, what cultural and political changes took place?

#### Comprehension and Critical Thinking

3. **Draw Conclusions** How did ideas of a "just society" change during the Age of Reason?
4. **Summarize** Explain the differences between baroque and rococo, and how these styles were reflected in art.
5. **Analyze Information** What did Frederick the Great mean when he said, "In my kingdom, everyone can go to heaven in his own fashion"?
6. **Predict Consequences** What actions might peasants take as they learn more about ideas such as equality?

#### Writing About History

**Quick Write: Narrowing Your Response** In the essay prompt below, identify and list the key words. Then write a brief outline of the main ideas to help you form the best response. In your own words, explain what is being asked of you in the instructions.

- Think of the various effects of the Enlightenment. Identify which effect you think most contributed to society, both short-term and long-term. Explain your response.



I.1.HS.3, II.1.HS.1

View of La Scala in Milan, mid-1800s ▼

## Opera

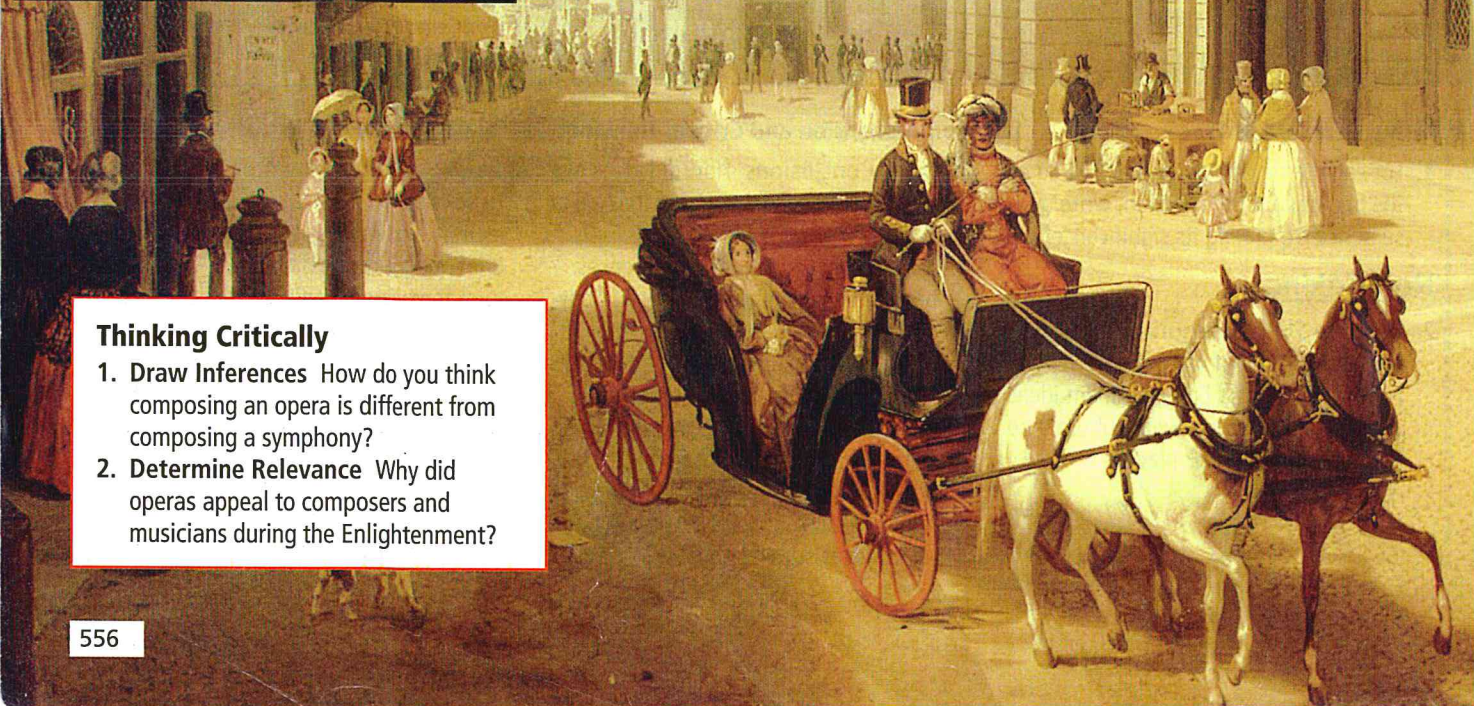
Operas originated in Florence, Italy, in the seventeenth century. First called *drama per musica*, or drama through music, these musical performances typically involve large casts and elaborate sets and costumes. When Italian operas were performed in France, they emphasized glory and love, and included ballet and lavish stage settings to please the French court. Handel, Mozart, Verdi, Wagner, and Puccini composed some of the world's most famous operas.  AUDIO



◀ Empress Maria Theresa of Austria, whose country ruled Italy by the early 1700s, founded Milan's La Scala (background image), one of Europe's oldest and most celebrated opera houses. Built in 1776, this opera house still showcases the great operas of the nineteenth century, including composer Giuseppe Verdi's masterpieces, *Aida* and *La Traviata*. Verdi's first opera, *Oberto*, was performed at La Scala, and he was the beloved house composer for many years. After years of care and renovation, the interior of La Scala retains its elegance as operatic performances continue to entertain audiences today.



◀ The "Three Tenors" (from left), Plácido Domingo, José Carreras, and Luciano Pavarotti, are some of the best-known opera singers of the modern era. In the hierarchy of the opera stage, the tenor is the highest male voice and usually plays the part of the hero. The female lead is typically sung by a soprano, which is the highest female voice. Singers in the lower ranges (mezzo-soprano and alto for women, baritone and bass for men) generally play villainous or comic roles.

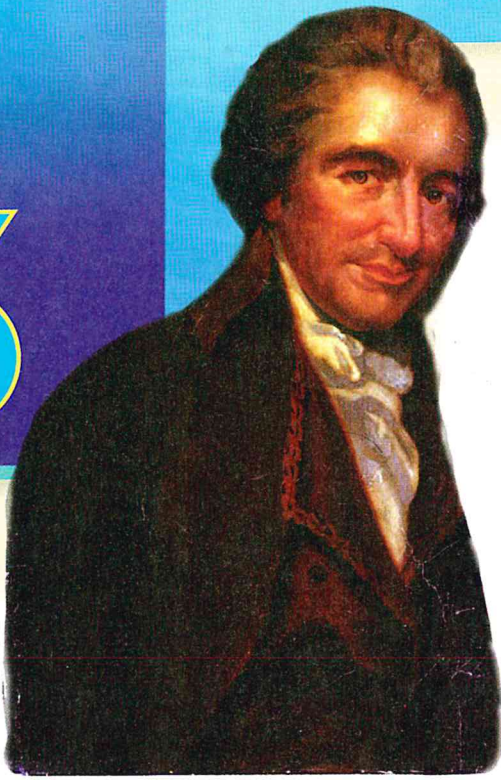


### Thinking Critically

1. **Draw Inferences** How do you think composing an opera is different from composing a symphony?
2. **Determine Relevance** Why did operas appeal to composers and musicians during the Enlightenment?

# SECTION 3

Thomas Paine



British tax stamp



## WITNESS HISTORY AUDIO

### Paine's *Common Sense*

Early in 1776, English colonists in North America eagerly read the newly published *Common Sense*, by Thomas Paine. This pamphlet called on them to declare their independence from Britain and echoed the themes of the Enlightenment.

“’Tis repugnant to reason, to the universal order of things, to all examples from former ages, to suppose that this Continent can long remain subject to any external power.”

—Thomas Paine, *Common Sense*

**Focus Question** How did ideas of the Enlightenment lead to the independence and founding of the United States of America?

# Birth of the American Republic



## Content Standards

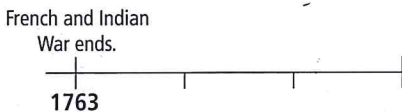
- **II.1.HS.1** Describe effect of world issues/events
- **II.3.HS.2** Global effects from single events
- **II.4.HS.1** Effect of world processes on world regions
- **II.5.HS.1** Effect of geography and world processes on events

## Terms, People, and Places

|                     |                    |
|---------------------|--------------------|
| George III          | Yorktown, Virginia |
| Stamp Act           | Treaty of Paris    |
| George Washington   | James Madison      |
| Thomas Jefferson    | Benjamin Franklin  |
| popular sovereignty | federal republic   |

## Note Taking

**Reading Skill: Recognize Sequence** As you read, complete a timeline like the one below with important dates that led up to the formation of the United States government.



On the eve of the American Revolution, Britain was a formidable foe whose power stretched throughout the world. In addition, an ambitious new ruler sought to expand the powers of the monarchy.

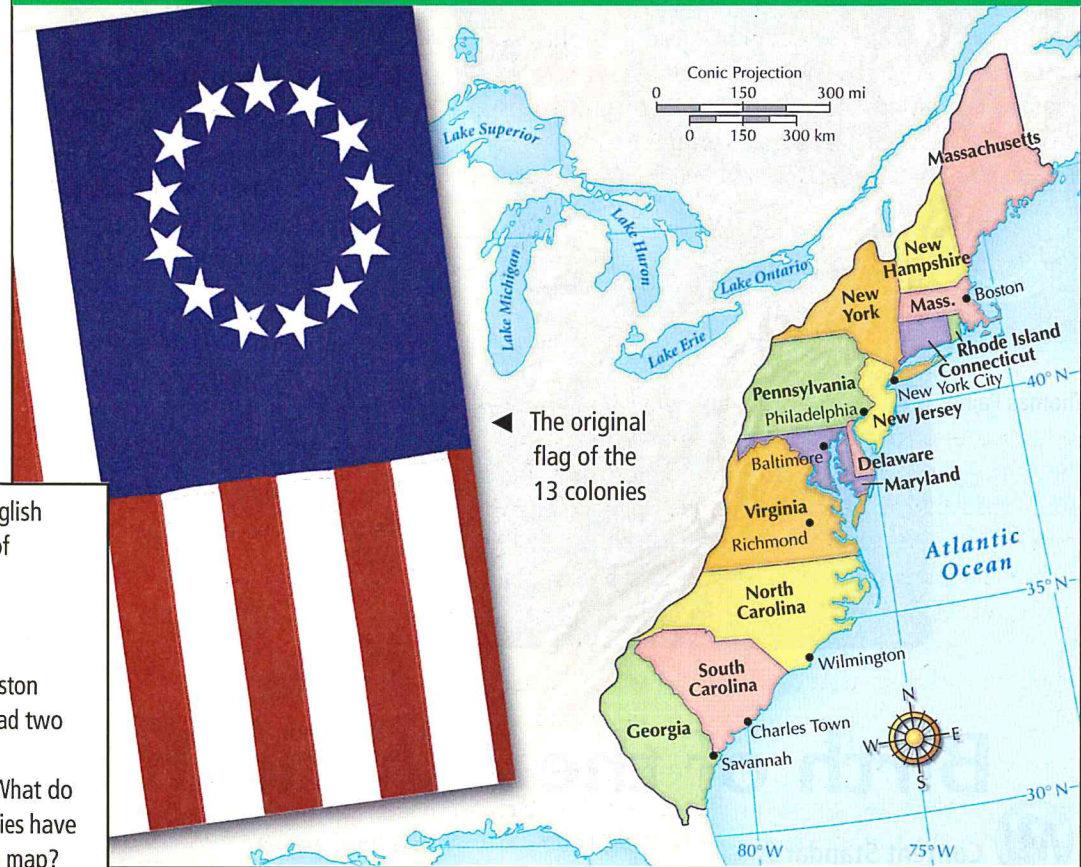
## Britain Becomes a Global Power

There are several key reasons for Britain's rise to global prominence:

- Location placed England in a position to control trade. In the 1500s and 1600s, English merchants sent ships across the world's oceans and planted outposts in the West Indies, North America, and India. From these tiny settlements, England would build a global empire.
- England offered a climate favorable to business and commerce and put fewer restrictions on trade than some of its neighbors.
- In the 1700s, Britain was generally on the winning side in European conflicts. With the Treaty of Utrecht, France gave Nova Scotia and Newfoundland to Britain. In 1763, the end of the French and Indian War and the Seven Years' War brought Britain all of French Canada. The British also monopolized the slave trade in Spanish America, which brought enormous wealth to British merchants.
- England's territory expanded closer to home as well. In 1707, England and Wales were united with Scotland to become the United Kingdom of Great Britain. Free trade with Scotland created a larger market for farmers and manufacturers. Ireland had come under English control during the 1600s. It was formally united with Great Britain in 1801.



## The Original Thirteen Colonies



**Map Skills** Cities in the English colonies were busy centers of trade and important to Britain's economy.

- Locate** (a) Philadelphia (b) Massachusetts (c) Boston
- Region** Which colony had two separate pieces of land?
- Analyze Information** What do almost all the colonial cities have in common based on the map? Why was this important?

### Vocabulary Builder

**assert**—(uh SURT) *vt.* to insist on being recognized

In 1760, **George III** began a 60-year reign. Unlike his father and grandfather, the new king was born in England. He spoke English and loved Britain. But George was eager to recover the powers the crown had lost. Following his mother's advice, "George, be a king!" he set out to reassert royal power. He wanted to end Whig domination, choose his own ministers, dissolve the cabinet system, and make Parliament follow his will. Gradually, George found seats in Parliament for "the king's friends." Then, with their help, he began to assert his leadership. Many of his policies, however, would prove disastrous.


**✓ Checkpoint** What led to Britain's rise to global prominence in the mid-1700s?

## The 13 Colonies in the Mid-1700s

By 1750, a string of 13 prosperous colonies stretched along the eastern coast of North America. They were part of Britain's growing empire. Colonial cities such as Boston, New York, and Philadelphia were busy commercial centers that linked North America to the West Indies, Africa, and Europe. Colonial shipyards produced many vessels for this trade.

Britain applied mercantilist policies to its colonies in an attempt to strengthen its own economy by exporting more than it imported. To this end, in the 1600s, Parliament had passed the Navigation Acts to regulate colonial trade and manufacturing. For the most part, however, these acts were not rigorously enforced. Therefore, activities like smuggling were common and not considered crimes by the colonists.

By the mid-1700s, the colonies were home to diverse religious and ethnic groups. Social distinctions were more blurred than in Europe, although wealthy landowners and merchants dominated government and society. In politics, as in much else, there was a good deal of free discussion. Colonists felt entitled to the rights of English citizens, and their colonial assemblies exercised much control over local affairs. Many also had an increasing sense of their own destiny separate from Britain.

 **Checkpoint** In what ways were the colonies already developing independence from Britain?

## Colonists Express Discontent

The Seven Years' War and the French and Indian War in North America had drained the British treasury. King George III and his advisors thought that the colonists should help pay for these wars. To increase taxes paid by colonists, Parliament passed the Sugar Act in 1764, which imposed import taxes, and the **Stamp Act** in 1765, which imposed taxes on items such as newspapers and pamphlets. "No taxation without representation," the colonists protested. They believed that because they had no representatives in Parliament, they should not be taxed. Parliament repealed the Stamp Act in 1766, but then passed a Declaratory Act that said it had complete authority over the colonists.

**Colonists Rebel Against Britain** A series of violent clashes intensified the colonists' anger. In March 1770, British soldiers in Boston opened fire on a crowd that was pelting them with stones and snowballs. Colonists called the death of five protesters the Boston Massacre. Then in December 1773, a handful of colonists hurled a cargo of recently arrived British tea into the harbor to protest a tax on tea. The incident became known as the Boston Tea Party. When Parliament passed harsh laws to punish Massachusetts for the destruction of the tea, other colonies rallied to oppose the British response.

As tensions increased, fighting spread. Finally, representatives from each colony gathered in Philadelphia and met in a Continental Congress to decide what action to take. Among the participants were the radical yet fair-minded Massachusetts lawyer John Adams, who had defended the British soldiers involved in the Boston Massacre in their trial; Virginia planter and soldier **George Washington**; and political and social leaders from all 13 colonies.

**Colonists Declare Independence** In April 1775, the ongoing tension between the colonists and the British exploded into war in Lexington and Concord, Massachusetts. This war is known as the Revolutionary War, or the American Revolution. The Congress met soon after and set up a Continental Army, with George Washington in command. Although many battles ended in British victories, the colonists were determined to fight at any cost. In 1776, the

**Drafting the Declaration**  
Benjamin Franklin, John Adams, and Thomas Jefferson (from left to right)

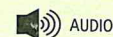


The Declaration of Independence stands as one of the most important documents in all of history. It still serves as inspiration for people around the world. Where did some of the ideas of the Declaration originate?

### Primary Source

“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.”

—*Declaration of Independence*, July 4, 1776



## BIOGRAPHY



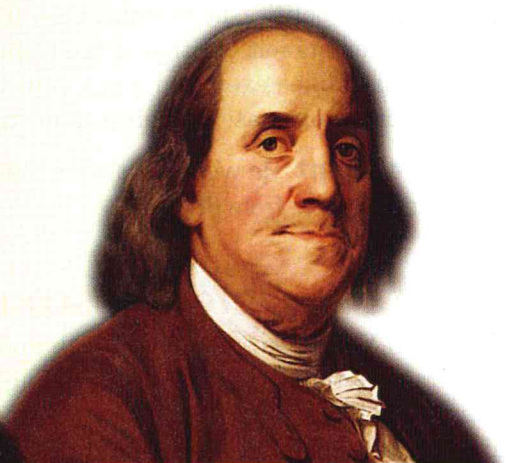
**George Washington**

When George Washington (1732–1799) was chosen to lead the American army, the British thought he would be a failure. Washington indeed faced many challenges, including an army that did not have weapons, uniforms, or bedding. He struggled to incorporate order and discipline and to instill pride and loyalty in his soldiers. Washington persevered to American victory. His success as a leader continued when he became the nation's first President. **How did Washington hold the army together through difficult times?**



**James Madison**

James Madison (1751–1836) arrived at the Constitutional Convention in Philadelphia in May 1787 with his thick notebooks on history and government. Madison chose a seat in front of the president's chair and kept detailed notes of the debates. Madison was greatly respected and quickly became the Convention's floor leader. His notebooks remained unpublished for more than 50 years, but they are now our main source of information about the birth of the Constitution. **What did the Framers of the Constitution have in common?**



**Benjamin Franklin**

Benjamin Franklin (1706–1790) was a philosopher, scientist, publisher, legislator, and diplomat. Sent by Congress to France in 1776 to seek financial and military support for the war, he soon became popular in France because of his intellect and wit. Those who admired America's goal of attaining freedom also admired Franklin. When Franklin returned to America after nine years, he served as a delegate to the Constitutional Convention as the eldest of the delegates. **Why was Franklin admired in France?**

Second Continental Congress took a momentous step, voting to declare independence from Britain. **Thomas Jefferson** of Virginia was the principal author of the Declaration of Independence, a document that reflects John Locke's ideas of the government's obligation to protect the people's natural rights to "life, liberty, and property."

The Declaration included another of Locke's ideas: people had the right "to alter or to abolish" unjust governments—a right to revolt. The principle of **popular sovereignty**, which states that all government power comes from the people, is also an important point in the Declaration. Jefferson carefully detailed the colonists' grievances against Britain. Because the king had trampled colonists' natural rights, he argued, the colonists had the right to rebel and set up a new government that would protect them. Aware of the risks involved, on July 4, 1776, American leaders adopted the Declaration, pledging "our lives, our fortunes, and our sacred honor" to creating and protecting the new United States of America.

 **Checkpoint** What Enlightenment ideas are reflected in the Declaration of Independence?

## The American Revolution Continues

At first, the American cause looked bleak. The British had a large number of trained soldiers, a huge fleet, and greater resources. About one third of the American colonists were Loyalists, or those who supported Britain. Many others refused to fight for either side. The Americans lacked military resources, had little money to pay soldiers, and did not have a strategic plan.

Still, colonists had some advantages. One was the geography of the diverse continent. Since colonists were fighting on their own soil, they were familiar with its thick woods and inadequate roads. Other advantages were their strong leader, George Washington, and their fierce determination to fight for their ideals of liberty.

To counteract these advantages, the British worked to create alliances within the colonies. A number of Native American groups sided with the British, while others saw potential advantages in supporting the colonists' cause. Additionally, the British offered freedom to any enslaved people who were willing to fight the colonists.

**France Provides Support** The first turning point in the war came in 1777, when the Americans triumphed over the British at the Battle of Saratoga. This victory persuaded France to join the Americans against its old rival, Britain. The alliance brought the Americans desperately needed supplies, trained soldiers, and French warships. Spurred by the French example, the Netherlands and Spain added their support.

Hard times continued, however. In the brutal winter of 1777–1778, Continental troops at Valley Forge suffered from cold, hunger, and disease. Throughout this crisis and others, Washington was patient, courageous, and determined. He held the ragged army together.

### WITNESS HISTORY VIDEO

Watch *The Enlightenment and the American Revolution* on the Witness History Discovery School™ video program to learn more about the American Revolution.



#### Fearless Leader

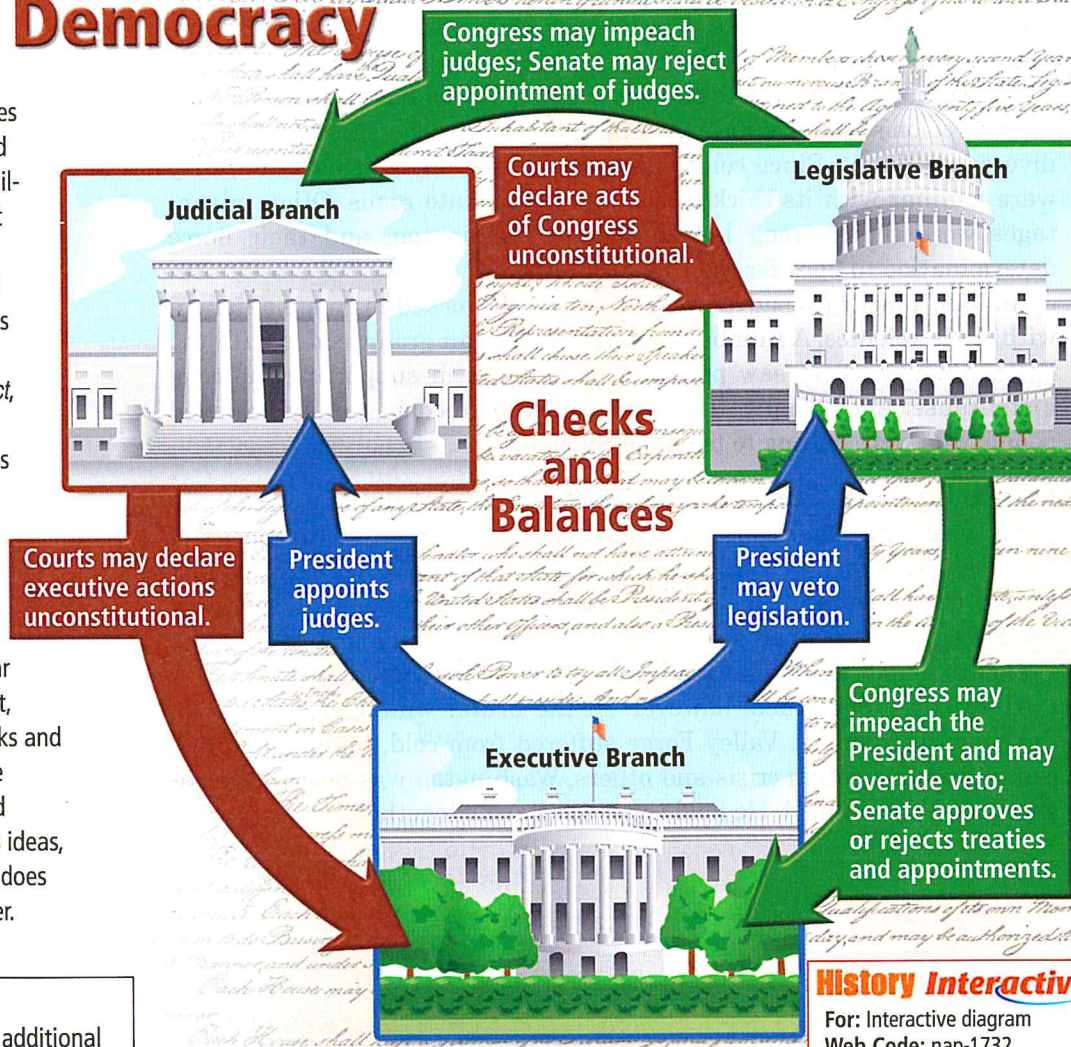
George Washington directs his troops on the battlefield. *What traits did Washington possess that helped lead Americans to victory?*



● INFOGRAPHIC

# The Roots of American Democracy

The Framers of the United States Constitution were well educated and widely read. They were familiar with governments of ancient Greece and Rome and those of contemporary Great Britain and Europe. Political writings such as Montesquieu's *The Spirit of the Laws*, Rousseau's *Social Contract*, and Locke's *Two Treatises of Government* contained principles that greatly influenced the Framers in the development of the Constitution. Centuries later, these fundamental democratic principles of American government—popular sovereignty, limited government, separation of powers, and checks and balances—are still in place. The diagram here shows checks and balances, one of Montesquieu's ideas, which ensures that one branch does not accumulate too much power.



### Thinking Critically

1. **Draw Conclusions** What additional ideas might the Framers have learned from the political writings of the Enlightenment thinkers?
2. **Summarize** Explain how the basic principle of checks and balances works.

**Treaty of Paris Ends the War** In 1781, the French fleet blockaded the Chesapeake Bay, which enabled Washington to force the surrender of a British army at **Yorktown, Virginia**. With that defeat, the British war effort crumbled. Two years later, American, British, and French diplomats signed the **Treaty of Paris**, ending the war. In that treaty, Britain recognized the independence of the United States of America. The Americans' victory can be attributed to their resilient dedication to attaining independence.

✓ **Checkpoint** What advantages did the colonists have in battling Britain for their independence?

## A New Constitution

The Articles of Confederation was the nation's first constitution. It proved to be too weak to rule the new United States effectively. To address this problem, the nation's leaders gathered once more in Philadelphia. Among them were George Washington, **James Madison**, and **Benjamin Franklin**.

During the hot summer of 1787, they met in secret to redraft the articles of the new constitution. The result was a document that established a government run by the people, for the people.

**Enlightenment Ideas Have Great Impact** The Framers of the Constitution had studied history and absorbed the ideas of Locke, Montesquieu, and Rousseau. They saw government in terms of a social contract into which “We the People of the United States” entered. They provided not only for an elective legislature but also for an elected president rather than a hereditary monarch. For the first President, voters would choose George Washington.

The Constitution created a **federal republic**, with power divided between the federal, or national, government and the states. A central feature of the new federal government was the separation of powers among the legislative, executive, and judicial branches, an idea borrowed directly from Montesquieu. Within that structure, each branch of government was provided with checks and balances on the other branches.

The Bill of Rights, the first ten amendments to the Constitution, was important to the passage of the Constitution. It recognized the idea that people had basic rights that the government must protect, such as freedom of religion, speech, and the press. The Bill of Rights, like the Constitution, put the *philosophes’* Enlightenment ideas into practice. In 1789, the Constitution became the supreme law of the land, which means it became the nation’s fundamental law. This remarkable document has endured for more than 200 years.

**Symbol of Freedom** The Constitution of the United States created the most progressive government of its day. From the start, the new republic was a symbol of freedom to European countries and reformers in Latin America. Its constitution would be copied or adapted by many lands throughout the world. The Enlightenment ideals that had inspired American colonists brought changes in Europe too. In 1789, a revolution in France toppled the monarchy in the name of liberty and equality. Before long, other Europeans would take up the cry for freedom as well.

**Checkpoint** Explain the influence of Enlightenment ideas on the United States Constitution and Bill of Rights.

## The U.S. Bill of Rights

- 1st: Guarantees freedom of religion, speech, press, assembly, and petition

---

- 2nd: Right to bear arms

---

- 3rd: Prohibits quartering of troops in private homes

---

- 4th: Protects from unreasonable searches and seizures

---

- 5th: No punishment without due process of law

---

- 6th: Right to a speedy and public trial in the state where the offense was committed

---

- 7th: Right to jury trial for civil cases if over \$20

---

- 8th: Prohibits excessive bail and cruel and unusual punishments

---

- 9th: Civil rights are not restricted to those specified by these amendments.

---

- 10th: Powers not granted to the national government belong to the states and to the people.

**Chart Skills** The first ten amendments to the United States Constitution are known as the Bill of Rights. *What is the significance of the 10th Amendment?*

## SECTION 3 Assessment

**Progress Monitoring Online**  
 For: Self-quiz with vocabulary practice  
 Web Code: naa-1731

**Terms, People, and Places**

- For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

**Note Taking**

- Reading Skill: Recognize Sequence**  
 Use your completed timeline to answer the Focus Question: How did ideas of the Enlightenment lead to the independence and founding of the United States of America?

**Comprehension and Critical Thinking**

- Make Generalizations** Describe society and politics in the 13 English colonies during the mid-1700s.
- Express Problems Clearly** Explain why conflict between the colonists and Britain increased after 1763.
- Identify Point of View** What reasons might a Loyalist have for opposing the American Revolution?
- Determine Relevance** Give two examples of why the Bill of Rights is important to you.

**Writing About History**

**Quick Write: Providing Elaboration** To prove that you fully understand a subject, you need to include specific details. You should use facts, dates, names, examples, explanations, or quotes to support your answer. Write a paragraph to describe the events that led to the American Revolution. Then read through your response and add specific details where you can.

# SPREADING THE WORD OF REVOLUTION

While Enlightenment thinkers had a profound impact on the leaders of the American Revolution, newspapers made a great impact on the colonists. Colonists depended on newspapers for information about the war and the economy. News about the war was the first great news event to report in America. Would the colonists be free? Or would English control continue? As demand increased, newspapers began publishing several times a week instead of weekly. The number of newspapers increased

from 29 to 48 from 1770 to 1775. During this time, the American newspaper changed from a weak form of communication to a propaganda machine that included controversial political cartoons and essays.

Trouble for newspapers came in 1765 when the British government passed the Stamp Act. Newspapers were forced to pay the tax imposed by the Stamp Act or face heavy penalties. Colonists already felt they had no representation so they became even more discontented. Many newspapers strongly opposed

the Stamp Act and showed their resentment in their pages with cartoons, editorial content, and typographical devices. The *Maryland Gazette*, for example, set a skull and crossbones on its front page where the tax stamp belonged (facing page). Others ceased publication. The strength of the press was evident when the British government was forced to repeal the Stamp Act. Newspapers had voiced protest effectively and would continue to be a powerful medium of communication for years to come.



◀ Engraving by Paul Revere of the 1770 Boston Massacre. Revere exaggerated the event to incite anger among the colonists against the British.

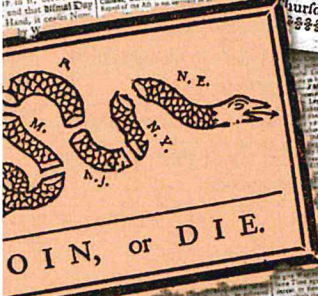
▼ Engraving of the Battle of Lexington, the first battle of the American Revolution. Demand for exciting news of the war led to the creation of more newspapers.



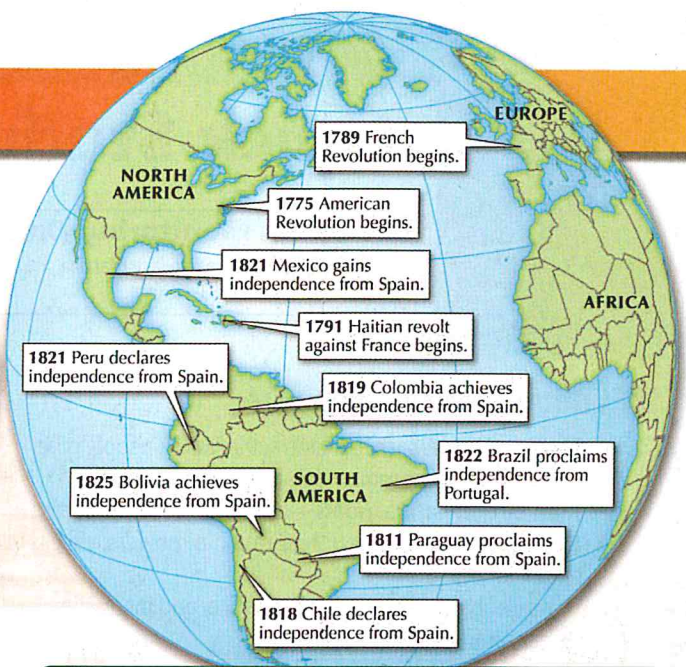
MARYLAND GAZETTE,  
EXPIRING:  
... of a Resurrection to LIFE again.

◀ The Maryland Gazette, October 10, 1765

ADVERTISEMENT.  
THE Members of the Association of the Sons of Liberty, are requested to meet at the City-Hall, at one o'Clock, To-morrow, (being Friday) on Business of the utmost Importance;—And every other Friend to the Liberties, and Trade of America, are hereby most cordially invited, to meet at the same Time and Place.  
Thursday, NEW-YORK, 16th December, 1773.  
The Committee of the Association.



The first political cartoon (left) in an American newspaper was created by Benjamin Franklin and appeared in 1754. The Sons of Liberty, an organization that loudly opposed the Stamp Act, used newspapers (above) to increase colonial participation.



## An Era of Revolutions

As word of revolution spread throughout the colonies, the news also spread throughout the world. The American Revolution had a great impact on other parts of the world because it established the first government with all powers based on the consent of its people. Americans' attainment of freedom inspired revolts in France, in Hispaniola (present-day Haiti), and throughout Latin America as shown on this map.



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Web Code: nap-1733

**Thinking Critically**  
1. **Recognize Propaganda** Explain how the front page of the *Maryland Gazette* was used as a propaganda tool.  
2. **Make Comparisons** How does the newspaper affect people's perceptions today?



# Quick Study Guide



I.1.HS.3, I.2.HS.3,  
II.1.HS.1, V.1.HS.1

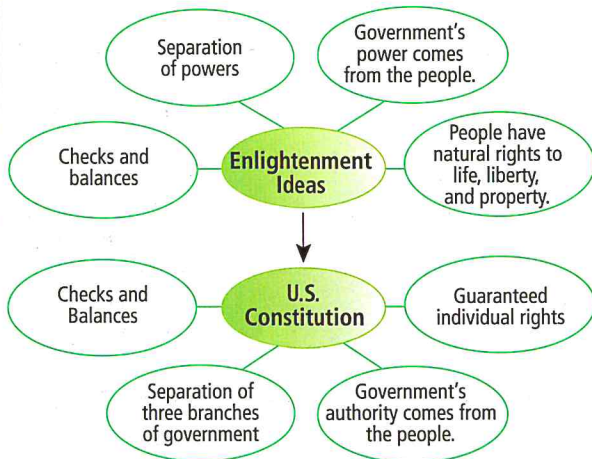
## Progress Monitoring Online

For: Self-test with vocabulary practice  
Web Code: naa-1741

### Enlightenment Thinkers

- **Thomas Hobbes:** social contract in which people give power to the government for an organized society
- **John Locke:** natural rights—life, liberty, and property
- **Baron de Montesquieu:** separation of powers; checks and balances
- **Voltaire:** battled corruption, injustice, and inequality; defended freedom of speech
- **Denis Diderot:** *Encyclopedia*
- **Jean-Jacques Rousseau:** social contract in which people follow the “general will” for true liberty
- **Adam Smith:** free market; laissez faire

### Enlightenment Ideas Influence Democracy



### Key Events

From 1700–1789

**1700s**  
France sees flowering of Enlightenment thought.

**1721**  
Johann Sebastian Bach publishes his Brandenburg Concertos.

**1740**  
Frederick II begins his reign in Prussia.



**1735**  
China's Emperor Qianlong begins his long reign.

### American Declaration of Independence: Main Ideas

#### Declaration of Independence: Main Ideas

- All men are created equal and have natural rights to life, liberty, and the pursuit of happiness.
- It is the government's obligation to protect these rights.
- If a government fails to protect these rights, the people can revolt and set up a new government.

### The U.S. Bill of Rights

#### The U.S. Bill of Rights

- |                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| <b>1st:</b> Guarantees freedom of religion, speech, press, assembly, and petition                  |
| <b>2nd:</b> Right to bear arms                                                                     |
| <b>3rd:</b> Prohibits quartering of troops in private homes                                        |
| <b>4th:</b> Protects from unreasonable searches and seizures                                       |
| <b>5th:</b> No punishment without due process of law                                               |
| <b>6th:</b> Right to a speedy and public trial in the state where the offense was committed        |
| <b>7th:</b> Right to jury trial for civil cases if over \$20                                       |
| <b>8th:</b> Prohibits excessive bail and cruel and unusual punishments                             |
| <b>9th:</b> Civil rights are not restricted to those specified by these amendments.                |
| <b>10th:</b> Powers not granted to the national government belong to the states and to the people. |

### Chapter Events Global Events

**1720**

**1730**

**1740**

# Concept Connector

## Cumulative Review

Record the answers to the questions below on your **Concept Connector worksheets**. In addition, record information from this chapter about the following concepts:

- Political Systems: federal government
- Democracy: The American Declaration of Independence

1. **Cooperation** Throughout time, people have used cooperation to reach common goals. As you have read in this chapter, colonists in America joined together to fight for their independence from Britain and were ultimately successful. Without cooperation, change would be difficult to achieve. Think of another time in history when groups of people cooperated for a mutual benefit. How might the outcome have changed had they not cooperated? Read to learn more about the:

- development of trade routes in medieval Europe
- Glorious Revolution

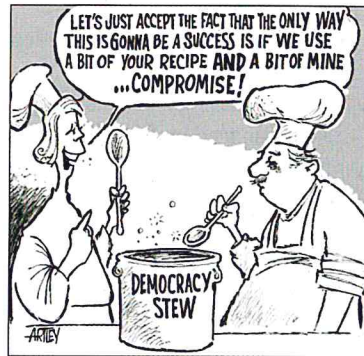
2. **Conflict** There are many different causes for the conflicts that have occurred throughout history. There have been conflicts about religion, land, and power, for example. The Thirty Years War in the early 1600s had both religious and political causes. Compare the American Revolution to the Thirty Years' War. How were they similar and different? Think about the:

- cause(s) of conflict
- scope of conflict
- groups involved
- goals or strategic plans
- results

3. **Culture** Enlightenment thinkers found inspiration not only in the cultures of other lands, but also in the cultures of other times. The relatively new science of archaeology gave thinkers more access to the knowledge of past civilizations. During the early 1700s, archaeologists discovered the ruins of the ancient Roman cities of Herculaneum and Pompeii, buried under volcanic debris for many centuries. How do you think Enlightenment thinkers may have benefited from this discovery?

## Connections To Today

1. **Democracy: Still Strong Today** As you have read, the Framers of the United States Constitution were inspired by Montesquieu, Rousseau, and Locke. Democratic revolutions around the world were inspired by the same Enlightenment ideas that had inspired American colonists. Even today, nations seeking a model for democratic government often turn to the Constitution of the United States. Research and write a newspaper article about one of these nations.



2. **Culture: Modern Salons** Salons provided a way for people to gather and share ideas, especially during the Enlightenment. Today, we know that many people do this without ever meeting in person—through the Internet. People are able to join chat rooms and newsgroups to share their thoughts. Many discussions on the Internet lack the serious-minded tone of a salon conversation and the benefit of face-to-face conversation. The Internet does, however, provide a sense of community, where people can gather to discuss ideas, even if it is a “virtual” living room. Compare salons of the Enlightenment and Internet chat rooms. Explain which you think is the better forum for sharing ideas, and why.

### History Interactive

For: Interactive timeline  
Web Code: nap-1701

1751  
Diderot publishes *Encyclopedia*.

1759  
Voltaire publishes *Candide*.

1762  
Rousseau publishes *The Social Contract*.

1776  
American leaders sign the Declaration of Independence.

1750

1760

1770

1780

1754  
French and Indian War begins.

1763  
Treaty of Paris gives Britain control of Canada.



1789  
The French Revolution begins.

# Chapter Assessment

## Terms, People, and Places

Complete each sentence by choosing the correct answer from the list of terms below. You will not use all of the terms.

natural rights  
John Locke  
laissez faire  
rococo  
baroque  
Joseph II

Montesquieu  
federal republic  
Yorktown, Virginia  
Frederick the Great  
Treaty of Paris  
Rousseau

1. In a \_\_\_\_\_, power is divided between the federal government and the states.
2. \_\_\_\_\_ advanced the idea of separation of powers.
3. The \_\_\_\_\_ style influenced by the Enlightenment was personal, elegant, and charming.
4. The enlightened despot who ended censorship was \_\_\_\_\_.
5. The American Revolution ended when George Washington forced the surrender of the British at \_\_\_\_\_.
6. \_\_\_\_\_ believed in \_\_\_\_\_, which are the rights to life, liberty, and property.

## Main Ideas

### Section 1 (pp. 544–549)

7. What idea did John Locke advocate for the role of a government?
8. Explain the economic policy of laissez faire.

### Section 2 (pp. 550–556)

9. How did the Enlightenment affect some rulers in Europe, and what are these rulers known as?

### Section 3 (pp. 557–565)

10. How did taxation create tensions between the American colonies and the British government?

11. How does the Bill of Rights reflect a key Enlightenment idea?

### Chapter Focus Question

12. How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?

## Critical Thinking

13. **Synthesize Information** Choose one *philosophe* from this chapter and describe how he or she might respond to a human rights issue that has been in the news recently.
14. **Predict Consequences** Given the impact the Enlightenment thinkers had on the American Revolution, what can you predict will happen in other areas of the world? Explain why you predicted what you did.
15. **Analyzing Visuals** Identify the style of this painting and describe its characteristics.



16. **Make Comparisons** Compare Britain and the 13 colonies in the mid-1700s.
17. **Analyze Information** What ideas about government do you think English settlers brought with them to the Americas?



## ● Writing About History

**Writing for Assessment** Select either a philosopher from the Enlightenment or an important figure from the American Revolution. Explain how his or her actions, beliefs, and/or works contributed to improving society. Provide specific examples.

### Prewriting

- Consider what you know about the people in this chapter and choose one who interests you.
- Develop a focus or main idea. Write a single sentence identifying the main idea you will develop.
- As you prepare to write your essay, make sure you understand the instructions. Circle verbs, nouns, or important phrases in the question.

### Drafting

- Develop a thesis statement that identifies the focus of your essay.
- Make an outline for your essay and fill in facts and examples.
- Write an introduction to explain your thesis, a body to provide evidence for your thesis, and a conclusion.

### Revising

- Even though time is limited on essay tests, you should still leave time to check your writing for accuracy and clarity.
- Use the guidelines for revising your essay on page SH22 of the Writing Handbook.



# Test Preparation

II.4.HS.4, II.5.HS.1,  
II.5.HS.2

## Enlightenment Thought

Enlightenment thinkers believed in the possibility of social, political, and economic change. Often critical of society during this time, they were driven by the power of human reason and progress.

### Document A

"Common sense is not so common."

—From *Philosophical Dictionary* by Voltaire

### Document B

"A prince ought not to deem it beneath his dignity to state that he considers it his duty not to dictate anything to his subjects in religious matters, but to leave them complete freedom."

—From *What Is Enlightenment?* by Immanuel Kant

### Document C

"A strange consequence that necessarily follows from the use of torture is that the innocent person is placed in a condition worse than that of the guilty, for if both are tortured, the circumstances are all against the former. Either he confesses the crime and is condemned, or he is declared innocent and has suffered a punishment he did not deserve."

—From *On Crimes and Punishments* by Marchese di Beccaria

### Document D



Diderot and Catherine the Great

### Document E

#### Selected Enlightenment Thinkers

| Thinker               | Lifespan  | Nationality | Key Work                                        |
|-----------------------|-----------|-------------|-------------------------------------------------|
| Jean DiAlembert       | 1717–1783 | French      | <i>Encyclopedia</i>                             |
| Jeremy Bentham        | 1748–1832 | English     | <i>The Principles of Morals and Legislation</i> |
| Cesare Beccaria       | 1738–1794 | Italian     | <i>Crimes and Punishment</i>                    |
| Denis Diderot         | 1713–1784 | French      | <i>Encyclopedia</i>                             |
| David Hume            | 1711–1776 | Scottish    | <i>Treatise of Human Nature</i>                 |
| Immanuel Kant         | 1724–1804 | E. Prussian | <i>Critique of Pure Reason</i>                  |
| John Locke            | 1632–1704 | English     | <i>Essay Concerning Human Understanding</i>     |
| Charles Montesquieu   | 1689–1755 | French      | <i>The Spirit of the Laws</i>                   |
| Jean-Jacques Rousseau | 1712–1778 | French      | <i>The Social Contract</i>                      |
| Adam Smith            | 1723–1790 | English     | <i>The Wealth of Nations</i>                    |
| Voltaire              | 1694–1778 | French      | <i>Philosophical Dictionary</i>                 |

## Analyzing Documents

Directions: Read the documents above and use them with what you already know to answer the following questions.

- Kant believes in \_\_\_\_\_ based on Document B.
  - freedom of religion
  - freedom of speech
  - the government making a religious choice for its people
  - dignity
- In Document C, the author condemned
  - capital punishment.
  - religion of any kind.
  - torture.
  - the Inquisition.
- Catherine the Great and Diderot pictured in Document D are most likely
  - sharing war stories.
  - sharing Enlightenment ideas.
  - planning the American Revolution.
  - discussing population growth in France.
- Writing Task** Which of the above documents do you think best exemplifies the spirit of the Enlightenment? Why? Use your knowledge of the Enlightenment and specific information from the documents to support your opinion.