World History Beginnings to Present B

**Unit 3: Europe 1650-1815**

**Unit Summary:** During this time, Europe had emerged from the Middle Ages. The Renaissance was over. New ideas, inventions, and ways of being had spread across the continent. Not only that but contact also had been made between the Americas and Europe, Asia, and Africa. The Columbian Exchange had begun. The Commercial Revolution was started.

In the years to come, beliefs would change. The Enlightenment would shift the way people related with the world. New philosophers would spread new ideas that would change society.

Politics would also change. They would change with revolutions like the American Revolution and the Haitian Revolution. These revolutions challenged existing political structures such as absolutism. Economics would also shift. Laissez-faire capitalism changed how governments interacted with the economy.

**Unit Timeline:** This timeline provides *some* events included in this unit’s learning. The goal is to assist understanding chronologically.

* 1215 – Magna Carta signed
* 1400–1690 CE – Scientific Revolution
* 1500-1558 – Charles V Holy Roman Emperor
* 1600-1800 – the Enlightenment
* 1628 – Petition of Right
* 1633 – Galileo charged with heresy
* 1642 – start of English Civil War
* 1642-1715 – Louis XIV was king of France
* 1682-1725 – Peter the Great ruled Russia
* 1688 – Britain became a constitutional monarchy
* 1724 - Peter set up the Academy of Sciences
* 1726 – Jonathan Swift wrote *Gulliver’s Travels*
* 1748 – Baron de Montesquieu wrote *The Spirit of Laws*
* 1756-1763 – Seven Years’ War
* 1759 – Voltaire published *Candide*
* 1763 – Proclamation of 1763 a royal English law that set aside trans-Appalachia as an Indigenous American reserve. It forbade English colonists from settling west of the Appalachian Mountains
* 1772 - Poland lost one-third of its population and territory as a result of the First Partition
* 1774 – Boston Tea Party
* 1775-1783 – American Revolution
* 1763 - Navigation Act - put in place by Britain that forbade its colonies from trading with other countries
* 1776 – American Declaration of Independence
* 1776 - Thomas Paine wrote *Common Sense*
* 1789 - French Declaration of the Rights of Man and of the Citizen
* 1789 – Bastille was attacked by a mob of people
* 1789 - Women’s March on Versailles
* 1793 - Louis XVI executed
* 1793-1794 – Reign of Terror
* 1799 – Napoleon became Consul of France
* 1804 – Napoleon became emperor of France
* 1806 - Napoleon started the Continental System
* 1917 – Russian Revolution ended monarchy
* 1978 – Spain restored as constitutional monarchy

**Lesson 2 – Science and Political Thought**

**Objective 1:** Identify big ideas and triumphs from the Scientific Revolution.

**Essential Question:** How do triumphs of the Scientific Revolution still impact the modern world?

**Big Ideas**: In the 16th and 17th centuries, Europe underwent a revolution of thought. It would be called the Scientific Revolution.

People in Europe began to question the world around them by building on:

1. ideas of the Islamic Golden Age.
2. philosophical thinkers from across the Mediterranean.

The scientific method was used to test hypotheses.

Galileo tested the theory that the earth did not move. This was called the geocentric theory. Galileo’s observations supported a different theory. He used a telescope and saw the moons of Jupiter orbiting around it. This supported the heliocentric theory. That theory said the earth moved around the sun.

**Objective 2:** Explain how new scientific theories and methods challenged existing worldviews in Europe. Include those of Robert Boyle.

**Essential Question:** Can a Scientific Revolution also be a cultural revolution?

**Big Ideas:** The 16th and 17th centuries underwent many changes. The 1500s - 1650s are often thought of as one era.

As the Scientific Revolution began, the people of Europe were dealing with big shifts:

1. Europe began colonizing the Americas.
2. Protestant Reformation spread across Europe.

Galileo’s findings about the heliocentric theory went against the Catholic Church. Ideas that went against the church were thought of as a threat. This is because they could undermine the government. This led to Galileo being charged with heresy. He spent the rest of his life under house arrest.

Some people used science to explain religion. Some even used religion to explain scientific theories. Combining scientific and religious though evolved into the Deist movement.

**Objective 3:** Investigate the major causes of political thoughts around the Enlightenment.

**Essential Question:** Why was the Enlightenment key to the political landscape of the 18th century?

**Big Ideas:** The Enlightenment is thought of as the legacy of the Scientific Revolution. The intellectuals of prior centuries stressed the value of rationality and reason.

These ideas became a staple of 18th-century thinking. The thinkers of the time tried to apply reason to all studies.

The Enlightenment inspired reforms in some governments, and even revolutions such as the American War of Independence and the French Revolution.

Two declarations were written by Enlightenment thinkers during this period: the American Declaration of Independence (1776) and the French Declaration of the Rights of Man and of the Citizen (1789).

**Objective 4:** Summarize and compare Enlightenment philosophers with the realities of Enlightenment ideas in practice.

**Essential Question:** How did thinkers grapple with and justify the flaws of Enlightenment ideas when they were practiced?

**Big Ideas:**

Key Enlightenment thinkers:

1. John Locke
	* British philosopher.
	* medical researcher.
	* ideas revolved around the concept of a “social contract”
		+ between individuals in a nation or community that kept the natural rights of those people.
	* backed limited government.
	* favored checks and balances among many branches of government.
	* inspired authors of the U.S. Constitution.
	* favored religious freedom.
	* believed human understanding came from the experiences.
	* one of the earliest Enlightenment thinkers.
	* highly influential to thinkers during the era.
2. Charles-Louis de Secondat
	* referred to as Baron de Montesquieu.
	* French philosopher and writer.
	* studied history and science widely.
	* critical of the church and governments.
	* published works without his name.
	* thought religion should not play a part in government.
3. Montesquieu
	* involved early on in the era.
	* writings influenced the next generation of Enlightenment thinkers.
	* used history and science as parallels for discussing political reform.
	* inspired this approach in nearly every Enlightenment thinker.

**Keywords**:

* **utilitarianism** – a philosophical and moral theory that defines the “usefulness” of an action by its outcome. Considers the best course of action to be that which has a positiveoutcome for the greatest number of people
* **inalienable rights** – the natural rights of all people that are universal and supersede all legal rights
* **geocentric theory** – an astronomical model of the universe in which Earth is at the center of the universe
* **heliocentric theory** – an astronomical model of the universe in which celestial bodies such as Earth move around the sun

**Quick Check**

Question 1: Identify a significant idea from the Scientific Revolution

* geocentric model: Earth stays still as celestial objects orbit around it.
* circle orbit theory: All the planets in the solar system have a perfectly round orbit around the sun.
* round Earth theory: Earth is not flat.
* **Newton’s laws of motion: The forces acting on an object change how it moves, or doesn’t move.**

Question 2: Explain the impact of scientific ideas on Europe.

* New scientific discoveries were always immediately accepted.
* **New scientific discoveries initially were considered threats to religious views, but they later became widespread and accepted.**
* Scientific discoveries were always considered threats, as they challenged religious doctrine.
* New scientific discoveries initially were widely accepted, but they later were rejected for contradicting religious doctrine.

Question 3: Investigate the concept of utilitarianism. Which example best fits the philosophical idea?

* The needs of the one outweigh the needs of the many.
* We either all succeed, or we all fail, no in-between.
* If it makes me happy, then it doesn’t matter if it makes everyone else unhappy.
* **The needs of the many outweigh the needs of the few.**

Question 4: What previous movement inspired the Enlightenment?

* **the Scientific Revolution.**
* the American Independence movement.
* the French Revolution.
* the age of reason.

Question 5: Which statement **best** summarizes the ideas of Mary Wollstonecraft?

* Women should be trained as teachers in accordance with Enlightenment ideas.
* Women and men should both be educated, but not equally.
* Enlightenment ideas were irrational and limited.
* **Women and men should be educated equally and in accordance with Enlightenment ideas.**

**Lesson 3 – Constitutional Monarchy and Absolutism**

**Objective 1:** Explain how Louis XIV and his Palace of Versailles in France were an exemplar of absolutism and the divine right of kings.

**Essential Question:** How did the rule of Louis XIV exemplify both the potential and the limitations of an absolute ruler?

**Big Ideas**:

Louis XIV:

* king of France from 1642–1715.
* claimed, “L'Etat c'est a moi,” or, “I am the state”.
* famous self-declared absolute ruler.

Absolute rulers were kings and queens who held themselves the highest authority in their nations. This type of governing philosophy is called absolutism.

Rulers like Louis XIV justified their exercise of absolute power in many ways. The most critical was their claim of divine authority.

This was an extension of the idea of the divine right of kings. But it might be Louis’s most notable triumph that, centuries later, the illusion he built--—that his power was truly absolute and his rule successful—has survived.

**Objective 2:** Compare the absolutism of Louis XIV in France, of Peter the Great in Russia, and of Frederick the Great in Prussia.

**Essential Question:** How was absolutism similar and different as practiced by Louis XIV in France, Peter the Great in Russia, and Frederick the Great in Prussia?

**Big Ideas:** While European monarchs claimed the divine right to rule since medieval times. In practice their exercise of power was far more complicated and limited.

Feudal lords held a lot of power. The king needed their help to levy taxes and raise armies. Also, the centralized medieval church was a rival power for a medieval king. This was because it kept its own hold on political power in every country.

The strength of the Catholic Church was weakened by the rise of Protestantism. This happened in early modern Europe. This allowed kings and queens to set themselves up as the true central rulers of their nations.

Three rulers who tried absolutism were:

1. Louis XIV of France.
2. Peter the Great of Russia.
3. Frederick the Great of Prussia.

**Objective 3:** Compare the causes and effects of constitutional monarchy in England with those of absolute monarchy in France, Spain, and Russia.

**Essential Question:** How were the causes and effects of the constitutional monarchy system in England similar to and different from those of the absolute monarchy systems in France, Spain, and Russia?

**Big Ideas:** Medieval Europeans believed in some version of the divine right of kings to rule. This belief implied that to question, limit the power of, or overthrow a king was sacrilegious.

But medieval European kings worked within a complex structure. They shared power with groups of nobles and the single, unified Catholic Church.

In early modern Europe, after the chaos of the Protestant Reformation weakened the Church, ideas of monarchical power began to change. In England, this led to the development of a constitutional monarchy. In France, Spain, and Russia, absolute monarchies took hold.

**Objective 4:** Explain how England made a constitutional monarchy. Note the importance of events and documents such as the Magna Carta, the Petition of Right, the English Bill of Rights, the English Civil War, and the Glorious Revolution.

**Essential Question:** How did England develop a constitutional monarchy?

**Big Ideas:** Though the popular image of a monarch is someone who can do whatever they wish, with accountability to no one, this was not often the case in real history.

Very few monarchs were able to rule with truly infinite power. Reasons for this vary.

In England absolute rule became legally impossible in 1215. This was due to the signing of the Magna Carta. Over the next centuries, the monarchs ruled while sharing power with the British Parliament.

The British power structure grew into a constitutional monarchy. It was the first of its kind in Europe and significant globally. Today, almost all kings and queens in the world rule as constitutional monarchs.

**Keywords**:

* **absolutism** – a governing philosophy based around the unlimited legal and political power of a single, centralized authority such as a king or an emperor
* **divine right of kings** – the belief that the power of the monarch comes from God and is therefore absolute
* **enlightened despotism** – a governing philosophy that included absolutism but added the idea that an absolute ruler should implement reforms for the betterment of their people
* **absolute monarchy** – a system of government where political power and decision making is granted to one individual (usually a king or a queen), most commonly for his/her lifetime

**Quick Check**

Question 1: Which of the following statements **best** explains how Louis XIV’s rule exemplified absolute power?

* Louis XIV’s power had a few limitations, but in general he was able to act, like many other rulers at the time, as the absolute ruler of his country.
* Louis XIV ruled without any legal limitations on his authority and was therefore an absolute ruler and a model for all future European rulers.
* Louis XIV was one of the most successful absolute rulers in history, and no other absolute king or queen was more successful.
* **Louis XIV had power more absolute than any French ruler before him, even though in reality his power, like all absolute rulers’ power, was often limited.**

Question 2: Which of these is an example of how Louis XIV’s absolute power was limited?

* his expansion of the state bureaucracy.
* his establishment of a standing army for the first time.
* his entertainment and observation of the nobility.
* **his reliance on Jean-Baptiste Colbert to make reforms for him.**

Question 3: Which statement **best** compares the absolutism practiced by Louis XIV and Peter the Great?

* **Louis XIV created the illusion of absolute power, while Peter the Great was closer to a true absolute ruler.**
* Louis XIV needed to work constantly to expand his power, while Peter the Great was the unquestioned ruler of Russia.
* Louis XIV and Peter the Great were both successful absolute rulers.
* Louis XIV ruled by relying on a large bureaucracy, while Peter the Great was independent of all administration

Question 4: Which of the following statements **best** compares the causes of absolute monarchy and constitutional monarchy?

* **While both usually come out of disorder and chaos, a constitutional monarchy places legal checks on the power of monarchs.**
* While absolute monarchies only last for a short time, constitutional monarchies last for much longer.
* While constitutional monarchy means that a king must officially be invited by another governing body, absolute monarchies can only be inherited.
* While both result in one main religion, there is more religious diversity under an absolute monarchy.

Question 5: Which of the following statements **best** explains the development of constitutional monarchy in England?

* Between Charles I and the Glorious Revolution, English monarchs were in constant conflict with Parliament, eventually leading Parliament to pass the English Bill of Rights to try to keep monarchs from causing more civil wars.
* Constitutional monarchy developed because of the Magna Carta, which led to the Glorious Revolution.
* **The idea that a monarch’s powers should not be absolute was first made law in the Magna Carta, and with the Glorious Revolution it became the basis of England’s monarchial system.**
* The idea that a monarch’s powers were their divine right was destroyed by the Magna Carta, and over time the English monarch became weaker and Parliament became stronger until constitutional monarchy was established.

**Lesson 4 – Impact of the Enlightenment**

**Objective 1:** Explain how the ideas of the Enlightenment philosophers challenged existing political, economic, social, and religious structures.

**Essential Question:** What are the consequences of challenging existing social, political, economic, and religious structures?

**Big Ideas**: Liberty, freedom, human rights, and the separation of church and state were words or phrases that have not always been spoken so openly. In Europe, before the 1600s, there was only one option. That option was to obey the church and monarchy.

Monarchies were believed to be chosen by God. They were meant to be obeyed. In the 17th century, people began to question and challenge that idea.

Between the 17th – 19th centuries, there were periods of reasoning and questioning in which philosophers, scientists, church clergy, and other people—many of them women—challenged the existing societal structures. These eras are grouped together and known as the Age of Enlightenment or the Age of Reason.

**Objective 2:** Investigate the cultural impacts of Enlightenment philosophy. Include satirical literature and satirical cartoons. Use secondary sources.

**Essential Question:** What were the cultural impacts of the Enlightenment period?

**Big Ideas:** When you think of the word enlighten, what comes to mind? Do you think of a light flashing on, or gaining new knowledge, or maybe even being exposed to new ideas? The Enlightenment was all of that.

The Enlightenment:

* illuminated the way people viewed the world.
* dominated Europe.
* influenced other parts of the world.
* during the 17th-18th centuries.
* made big scientific and cultural impacts on society.

**Objective 3:** Investigate how the rise of Enlightenment thinking impacted economic systems in Western Europe.

**Essential Question:** How did Enlightenment thinking affect the advance of economic systems in Western Europe?

**Big Ideas:** During the 17th and 18th centuries, new philosophical ideas swept across Europe. They came as part of the Enlightenment.

Many of these ideas laid the intellectual foundation for revolutions in the Americas and France. They led to new governments and nations.

Scientific innovations were made based on Enlightenment principles about biology, anatomy, chemistry, and others. These new ideas impacted the economic systems of Western Europe. Those nations built upon their growing wealth from colonies overseas.

**Objective 4:** Explain the characteristics and historical origin of the free enterprise system, including the influence of Adam Smith.

**Essential Question:** How did the free enterprise system develop?

**Big Ideas:** The transition to free market capitalism took time. It occurred over centuries and for many reasons.

The rise of free market capitalism:

* Can be traced back to the effects of the bubonic plague.
	+ Millions of Europeans died from the disease.
* The surviving laborers could charge more for their labor.
* This was a form of early capitalism. Market forces decided prices.

Europe began to recover from the plague. They moved into the Renaissance. Then families, such as the Medici, began to amass wealth. They did this through a money-based banking system.

The new banks provided loans to other businesses. This caused wealth to start to amass by people outside of the aristocracy and monarchy. This change was important. It provided the funding needed for more economic changes.

Europe moved into the age of exploration. European nations embraced mercantilism as their economic system. According to this system, there is a limited amount of wealth in the world. The only way for a nation to grow in power was at the expense of other nations. The result was that nations promoted the sale of goods to other nations. But they wanted to limit the purchase of goods by their own country.

This period also saw expansive colonialism across the Americas, Africa, and Asia. This was driven by nations as well as by state-sponsored companies. An example of such a business was the Dutch East India Company. At its height, the Dutch East India Company was worth $7.8 trillion!

During the 18th century, the world began to change.

* Philosophers formed new approaches to governance, religion, science, and economics.
* Industrial Revolution began in England.
* Industrialists became the source of wealth, not merchants.
* A new middle class developed as factories needed managers, bankers, and engineers.

At this time, Adam Smith wrote his book The Wealth of Nations. In it, he outlined the basis of laissez-faire capitalism. This book was the basis for economic systems found in much of the world into the twenty-first century.

**Keywords**:

* **laissez-faire** – a French phrase meaning “let them be” or “let them do,” which was advocated by Adam Smith and other capitalist thinkers in the age of industrialization. Essentially encouraged the governments to play little to no role in the economy
* **natural right** – a right that is not given by a government or society, but exists universally. According to Enlightenment philosopher John Locke, these included an individual’s right to life, liberty, and property
* **separation of powers** – the principle of government in which executive, judicial, and legislative powers are assigned to different branches of government
* **Enlightenment** – a European intellectual movement in the 1600s and 1700s. It focused on the concepts of God, humankind, nature, and reason
* **social contract theory –** the Enlightenment idea that members of a society agree to give up some individual freedoms to the government in exchange for the government protecting their natural rights.

**Quick Check**

Question 1: Which of the following statements **best** explains how Enlightenment thinkers challenged political authority?

* **Enlightenment thinkers often debated ways to limit the power of the authority or government.**
* Enlightenment thinkers debated ways for one person or group to have complete power
* Enlightenment thinkers believed the monarchy should have absolute power.
* Enlightenment thinkers sided with the monarchy in disputes with the church.

Question 2: Which of the following **best** explains why Adam Smith is considered the father of modern economics?

* **Adam Smith discussed laissez-faire economics and division of labor in his book The Wealth of Nations**
* Adam Smith discussed political authority and economics in his book Two Treatises of Government.
* Adam Smith discussed economic ideas in his book Philosophical Dictionary.
* Adam Smith discussed how government should only control economic activity in spirit in his book The Spirit of the Laws.

Question 3: What would an investigation into the cultural impacts of the Enlightenment conclude?

* It would conclude that the Enlightenment increased the authority of the Catholic Church
* It would conclude that traditional ideas were favored over empirical observations.
* **It would conclude that the Enlightenment led to the rise of new political structures and governments.**
* It would conclude that the power of monarchs was expanded.

Question 4: Which statement **best** investigates the relationship between the Enlightenment and laissezfaire capitalism?

* Both laissez-faire capitalism and the Enlightenment support the idea of universal equality for all peoples.
* The Enlightenment had no impact on the development of laissez-faire capitalism.
* **Both laissez-faire capitalism and the Enlightenment support the ideas of individual property and rights.**
* Laissez-faire capitalism laid the foundation for Enlightenment ideals of private property and individual rights.

Question 5: Which statement **best** explains the development of free enterprise capitalism?

* Capitalism developed quickly because of the Renaissance.
* **Capitalism developed over time in response to changes in European society.**
* Capitalism was rejected by Enlightenment thinkers, slowing its development.
* Capitalism was only developed because of the Industrial Revolution.

**Lesson 5 & 6 – Political Philosophy Discussion**

**Lesson 7 – France, and Eastern Europe**

**Objective 1:** Analyze events that contributed to and were important to the French Revolution to understand their historical importance.

**Essential Question:** How did the events of the French Revolution relate and contribute to one another to result in the rise of Napoleon Bonaparte?

**Big Ideas**: The years 1789 - 1799 saw one of the most famous and violent revolutions in the Western world. But, it did not happen overnight. A series of events occurred that all contributed to one another.

With each event, France was one step closer to the French Revolution, and to Napoleon's rise. One such event was the Women’s March on Versailles on October 5, 1789, after they discovered the price of bread had increased due to Louis XVI’s poor economic policy. Out of fear of starvation, they marched on the Palace of Versailles, which at the time was the home of the nobles and king. What I gathered from this event was that all members of society participated in the French Revolution and were dissatisfied. It did not only involve men, but women and families as well.

The French Revolution saw France change from an absolute monarchy to a constitutional republic, and what is it now. It also saw the rise of one of history’s most renowned and infamous generals, Napoleon. Napoleon helped bring France out of revolutionary turmoil.

**Objective 2:** Analyze events that influenced and were important to the French Revolution. Understand their historical importance.

**Essential Question:** Did France change or stay the same during the French Revolution and the reigns of Napoleon and Louis XVI?

**Big Ideas:**

**Revolution** – when a big change occurs in a society. It can be political, social, or economic. These changes can include an overhaul of political leaders. There are also less violent ones like change from farms to industry.

The French Revolution, saw the downfall of Louis XVI and the rise of Napoleon. It changed the nation. But, many parts of French society stayed the same. Some even went back to pre-French Revolution ways.

During the time of Napoleon the social structure and government came back full circle and began to resemble the structures that Louis had put in place. In 1795 the National Assembly, which became the National Convention, gave power to two councils:

1. Council of Ancients—the upper house of French legislature; 250 members with five appointed directors
2. Council of Five Hundred—the lower house of French legislature; 500 members

France was unstable at this time and the councils were weak. Napoleon decided to take power for himself by becoming a consul. This represented the highest position of political power in France in 1799. This changing of the government structure shows just how frequently changes occurred on a significant level in French society. But the weakness of the assemblies and their dismantling demonstrates how Napoleon was able to take power, remove democratic assemblies, and return France to an aristocratic structure like that of Louis.

**Objective 3:** Explain how Catherine the Great and Peter the Great of Russia fused both absolutist rule and Enlightenment philosophy.

**Essential Question:** How were the czars of Russia able to keep absolutist rule while also facing an Age of Enlightenment philosophy?

**Big Ideas:** In the 17th and 18th centuries, a new wave of political and philosophical thought took Europe by storm. This was the Age of Enlightenment.

At the same time, another practice embodied the rulers of Europe. This practice was absolute monarchy.

Absolutism held that the head of the church and the state was the monarch. Monarchs ruled and were above the laws they enforced.

Absolute monarchy replaced feudalism. Feudalism had let nobles and clergy wield power equal to or greater than their monarchs.

Absolute monarchy ensured the stability and security of the monarch’s rule. But in the face of the Age of Enlightenment, it was challenged.

**Objective 4:** Use maps to identify the growth of Poland, Sweden, and Prussia in the 17th and 18th centuries. Also understand the geographic features of the Baltic and Scandinavia regions.

**Essential Question:** What role did the geographic features of the Baltic and Scandinavia regions have in the growth of Poland, Prussia, and Sweden in the 17th and 18th centuries?

**Big Ideas:** The power of geography in the creation of a powerful state is often overlooked. Mesopotamia, China, India, and Egypt grew in power due to their locations.

Geography was always a factor. In premodern times, politics were more common for European rulers. Better resources, location, and access to kingdoms let certain states profit.

The Baltic Sea helped the growth of Prussia, Poland, and Sweden. This is due to the resources of the sea and the geographic area provided. These states had three key resources. They were softwood timber, hemp, and flax. These natural materials were a great asset for the production of ships. They allowed these states to have a strong maritime presence.

The region also benefited from access to large reservoirs of fish, like herring. Also, the geographic location of states surrounding the Baltic Sea let them act as middlemen for overland trade routes from the East, with access to eastern goods from Eurasia to trade with their western counterparts.

**Keywords**:

* **Reign of Terror –** a brief period of the French Revolution during which thousands of people were executed by the ruling faction
* **Continental System –** Napoleon’s strategy to bankrupt the British Empire by preventing it from accessing the continent
* **Seven Years’ War –** a war between the British and French seeking overall dominance on the world stage (1756 – 1763)
* **Age of Enlightenment** – an intellectual and philosophical movement in the 17th and 18th centuries. It stressed that reason was the main authority and power; also was known as the Enlightenment

**Quick Check**

Question 1: Which statement **best** summarizes how Napoleon’s rise related to the death of Louis XVI?

* The people asked for a vote in the new constitution and voted for Napoleon to be king and for Louis’ execution.
* Louis made Napoleon king.
* **The death of Louis created a power vacuum that could only be filled by powerful individuals.**
* Napoleon became king after killing Louis.

Question 2: Based on the description of feudalism given in the lesson, analyze how Napoleon’s new ruling class resembled feudalistic relationships of Louis XVI’s time.

* **Based on the description of feudalism given in the lesson, analyze how Napoleon’s new ruling class resembled feudalistic relationships of Louis XVI’s time.**
* Napoleon brought back the old ruling class that Louis XVI had used.
* Napoleon created the Council of the Ancients and the Council of 500, with himself at the top as consul.
* Napoleon divided people between the Legion of Honor and taxpayers, similar to the Estates General.

Question 3: Which of the following was a characteristic of French nationalism?

* a belief that people should remain in their designated roles.
* **French belief in their own national superiority compared to other Europeans.**
* France’s appreciation of other cultures and European states.
* the king, who was the sole characteristic of French nationalism.

Question 4: Which of the following was a change brought upon by the Enlightenment?

* restriction of opportunities depending on class.
* **separation of Church and State.**
* absolute power of the Church.
* maintenance of religious practices over science and the arts.

Question 5: Identify who Sweden’s significant trading partner was according to the lesson.

* Russia
* France
* **England**
* Prussia

**Lesson 8 – The Enlightenment Influence on Revolutions**

**Objective 1:** Explain the impact of the British constitutional monarchy on the American colonies. Use text evidence.

**Essential Question:** Why were colonists frustrated by the British constitutional monarchy?

**Big Ideas**: In the 1700s, the British constitutional monarchy imposed its power over its American colonists. When some colonists had enough, they wrote the Declaration of Independence. This document shared their protests at the British.

Some of their protests included:

* lack of representation in government.
* no trial rights.
* unfair taxes.
* limited trade prospects.
* quartering of troops.

These protests show the impact of Britain’s constitutional monarchy on the American colonies.

**Objective 2:** Identify the causes of the American Revolution and the impact of Enlightenment philosophy using charts and/or tables.

**Essential Question:** Why did the American Revolution occur?

**Big Ideas:** The American Revolution was caused by events and mistakes by the British. But, the colonists may not have started a rebellion without ideas from the Enlightenment.

The Enlightenment supplied the ideological basis for the revolution. It stressed using reason and questioning authority.

The British began raising taxes and making harsh laws. This led the colonists to declare independence. In the Declaration of Independence, the impact of Enlightenment thinkers is clear.

**Objective 3:** Analyze the extent to which the Enlightenment impacted the American and French revolutions. Include the Declaration of Independence and the Declaration of the Rights of Man and of the Citizen.

**Essential Question:** Why did the Enlightenment have such a big impact on the American and French Revolutions?

**Big Ideas:** The American and French Revolutions shaped big changes in history. Many factors led to these revolutions.

But one of the key factors was Enlightenment ideas like:

* Democracy.
* Reason.
* Equality.
* Freedom.
* Liberty.

Ideas influential on the American Revolution included democracy, liberty, challenging authority, and fair government. The Enlightenment stressed using reasoning to understand and reform governments and society. The idea that a ruler’s power came from the people, and not from divine right, became influential. The idea that a monarch’s right to rule comes from the “consent” of the people became popular. This idea caused many to argue for independence.

The cry of the French Revolution was “liberté, egalité, fraternité,” or “liberty, equality, fraternity.” These were all key ideas to the Enlightenment. Unlike the American Revolution, the French Revolution was much more focused on the idea of equality.

The new government, though flawed in many ways, tried to remake society. Leaders envisioned a society based on equality and rational ideas. These were both Enlightenment ideas.

**Objective 4:** Analyze whether revolutions in the 18th and 19th centuries were more of a response to the economic theory and practice of mercantilism, shifting social structures, or Enlightenment political philosophy.

**Essential Question:** How do changing beliefs and systems affect society?

**Big Ideas:** During the 18th and 19th centuries, there were many revolutions around the world. Historians have tried to understand why these revolutions occurred.

There were many factors that shaped these many revolutions. But historians have found a pattern.

These revolutions were all caused by:

* Mercantilism.
* Changing social structures.
* Enlightenment philosophy.

Changing social systems were the most influential factor on the 18th- and 19thh-century revolutions. As wealth grew among the lower classes, their position in society was barely changing. In Spain, they had more influence but no power. This led to frustrations and later rebellion. The amount of power people hold is important to them. When they feel they are being undervalued or mistreated, they are more likely to revolt.

**Keywords**:

* **constitutional monarchy** – a system of government in which an elected or hereditary monarch is the head of state and shares power with a constitutionally organized government
* **Intolerable Acts** – a series of laws created by the British in response to the Boston Tea Party protest
* **Proclamation of 1763** – a royal English law that set aside trans-Appalachia as an Indigenous American reserve and forbade English colonists from settling west of the Appalachian Mountains

**Quick Check**

Question 1: Which statement explains the impact that the disbanding of American legislatures had on the American colonies?

* Many American colonists, such as merchants, lost their jobs.
* American colonists were forced to quarter troops in their home.
* American colonists had to pay heavy taxes.
* **American colonists had no say in the creation of laws.**

Question 2: Which statement **best** identifies the impact of the Enlightenment on the American Revolution?

* The social contract belief that the government should have total power motivated the colonists to rebel.
* Thomas Jefferson’s idea that governments should not violate the natural rights of people was used to criticize the British.
* **Ideas such as democracy, natural rights, and fair government inspired colonists to revolt against the British.**
* Rousseau’s creation of social contract theory influenced American ideas on government.

Question 3: Which statement correctly analyzes how Enlightenment thinker Thomas Hobbes’s ideas impacted the American Revolution?

* Thomas Hobbes’s ideas on liberty, equality, and fraternity became the rallying cry of the American Revolution.
* **Colonists felt that their agreement with the king had been broken when he violated their rights.**
* Colonists revolted when their rights to life, liberty, and property were ignored by the king.
* Thomas Hobbes rewrote the founding document of the revolution to include women, emphasizing equality.

Question 4: Which option analyzes the eighteenth and nineteenth century revolutions as more of a response to mercantilism?

* Mercantilism allowed wages to double in Britain, leading many to demand fairer treatment at work.
* **Mercantilism provided the economic conditions that led European colonists to be frustrated.**
* Mercantilism provided a philosophical theory to justify rejecting authority.
* Mercantilism led to economic growth, which led many Spanish colonists to want more power.

Question 5: How did changing social structures lead to revolution in Spanish colonies?

* Enslaved people were a part of the lower class and wished to be free.
* Influenced by Enlightenment thought, the poor resented the rich.
* The rich grew richer in the Spanish colonies, leading to resentment.
* **As economic growth gave people influence, they still had little power.**