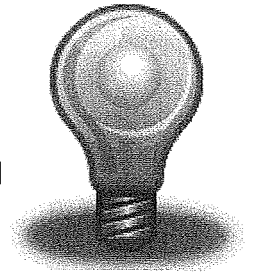


The Enlightenment

Name: _____

A Time of New Ideas

The **Enlightenment** was a period of time when people developed new ideas about human existence, including peoples' basic rights and the level of control they should have over their government and their futures. The Enlightenment began in Europe around 1715. People in cities like Paris gathered in **salons** to discuss philosophy and ways to improve the human experience. Many of their ideas were based in science and reason, which is why this time was also called the Age of Reason.



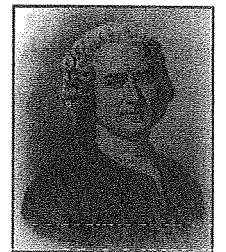
Locke

Natural Rights

Enlightenment thinkers believed that human beings are born with fundamental, basic rights. These **natural rights** included the right to life, liberty, property, and the freedom to find happiness. In order for people to enjoy these natural rights, other rights needed to be protected. Enlightenment thinkers believed people should have the right to express themselves, to move around freely, and to petition the government.

The Social Contract

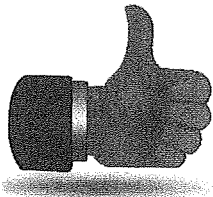
If there was no government at all, people would live in a **state of nature** with no rules and complete freedom—but without any protection from each other. One Enlightenment idea was the **social contract**: citizens give up some freedom they would have in a state of nature (like the freedom to rob and kill people), and in exchange the government protects citizens' right to life, liberty, and property. To Enlightenment thinkers, the relationship between a government and its citizens was like an agreement. Citizens agree to obey a set of rules, and the government agrees to protect citizens' rights.



Rousseau

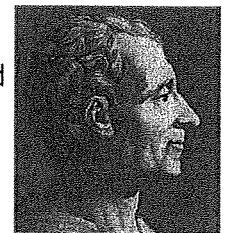
Consent of the Governed

Enlightenment thinkers believed that governments had a responsibility to hold up their end of the social contract. If a government failed, then citizens would no longer agree to be governed and they would have the right to revolt. This idea is known as **consent of the governed**. Traditionally, a government protected citizens from foreign invaders, but the government also had absolute authority over the people. A king ruled his citizens whether they consented or not. To Enlightenment thinkers, this was unacceptable.



Republicanism

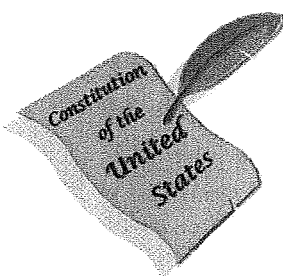
Since the Middle Ages, European leaders had gained power through *heredity*, or family ties. Kings and queens took the throne after another family member died. The people had no say in this process. Many Enlightenment thinkers believed in **republicanism** – the idea that a country's leader should be chosen by the citizens in a general election. Even so, some Enlightenment thinkers frowned on the idea of a democracy. They feared what would happen if a mob of uneducated people had the power to vote.



Montesquieu

Influence on America

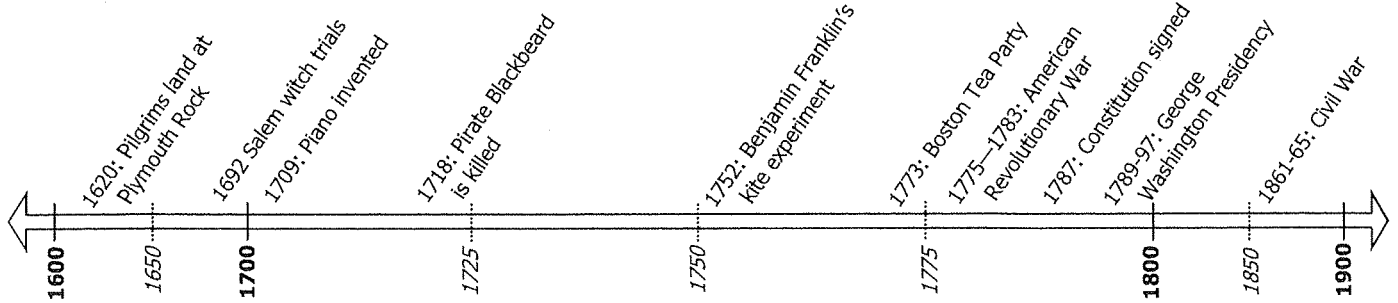
The brightest Enlightenment thinkers, with names like Rousseau, Montesquieu, and Locke, became very famous. They influenced leaders in Europe, and became popular with Americans who wanted independence. When our Founding Fathers created a government for the new United States, they embraced many Enlightenment ideas. America's Constitution recognized that citizens were born with basic rights. And even though some of the Founders agreed with those concerned about democracy, the Constitution gave citizens the power to vote. The Enlightenment ended around 1789, about the same time the Constitution was born.



The Enlightenment

Name: _____

A. Put It In Perspective. Shade in the Enlightenment on the timeline. (Find the dates in the reading.)

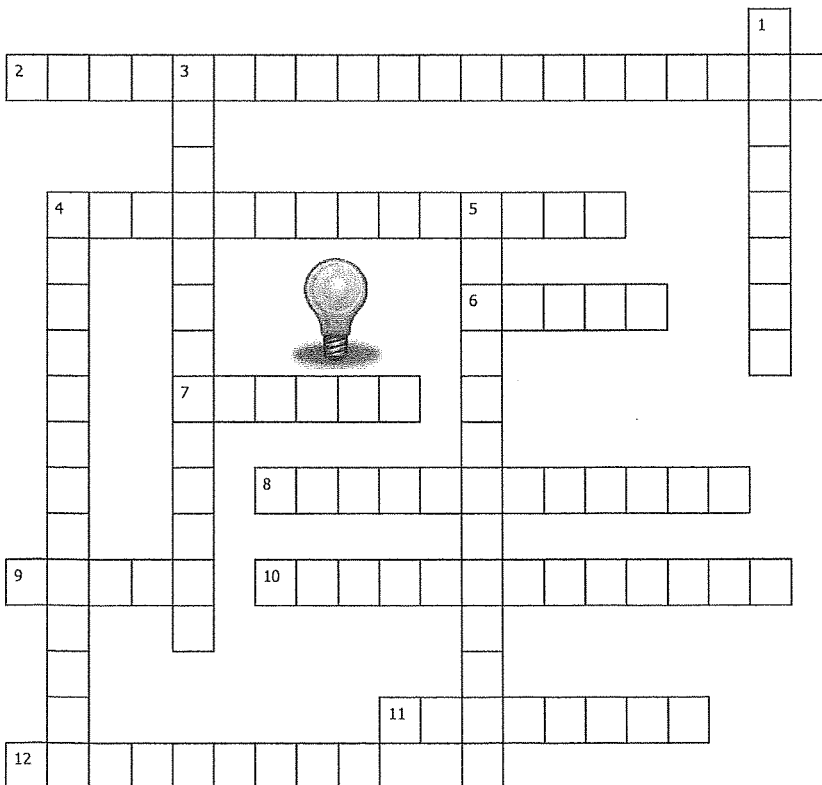


B. Speech and the Social Contract. The U.S. Constitution says the government cannot limit freedom of speech. Is freedom of speech necessary in order to enjoy our natural rights? Pick ONE natural right and explain why it can't be fully enjoyed without freedom of speech.

Without freedom of speech, it would be difficult to have life liberty property happiness because...

Handwritten response area with horizontal lines for writing.

C. Crossword! Use the clues and the reading to complete the crossword puzzle.



Across

- If the government fails to protect citizens, citizens have the right to revolt.
- An agreement where citizens give up some rights in exchange for government protection
- Famous city where people discussed ideas
- Continent where the Enlightenment began
- American document that recognized natural rights
- A place where city people gathered to discuss philosophy
- Fundamental, basic rights people are born with
- The kind of authority a king had over citizens
- Some Enlightenment thinkers were afraid of this

Down

- Obtaining something through family ties
- A period of time when people developed new ideas about human existence and human rights.
- Life with complete freedom, no rules, and no government
- The idea that a country's leader should be chosen by the citizens in a general election

John Locke

Name: _____

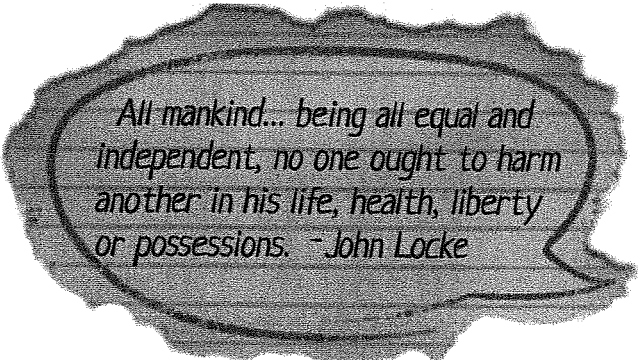
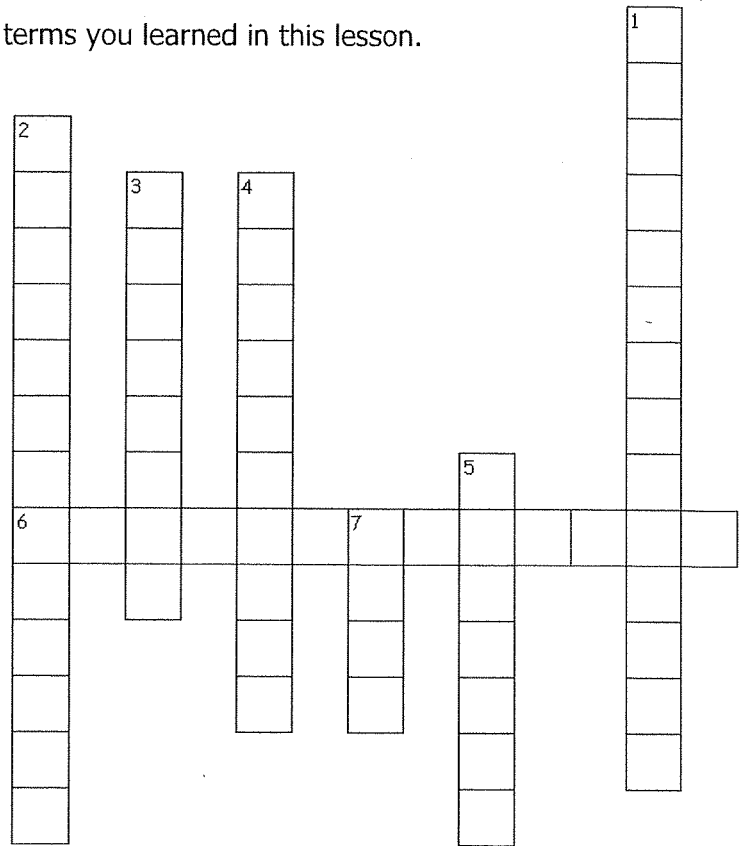
Vocabulary. Complete the crossword puzzle using terms you learned in this lesson.

Across

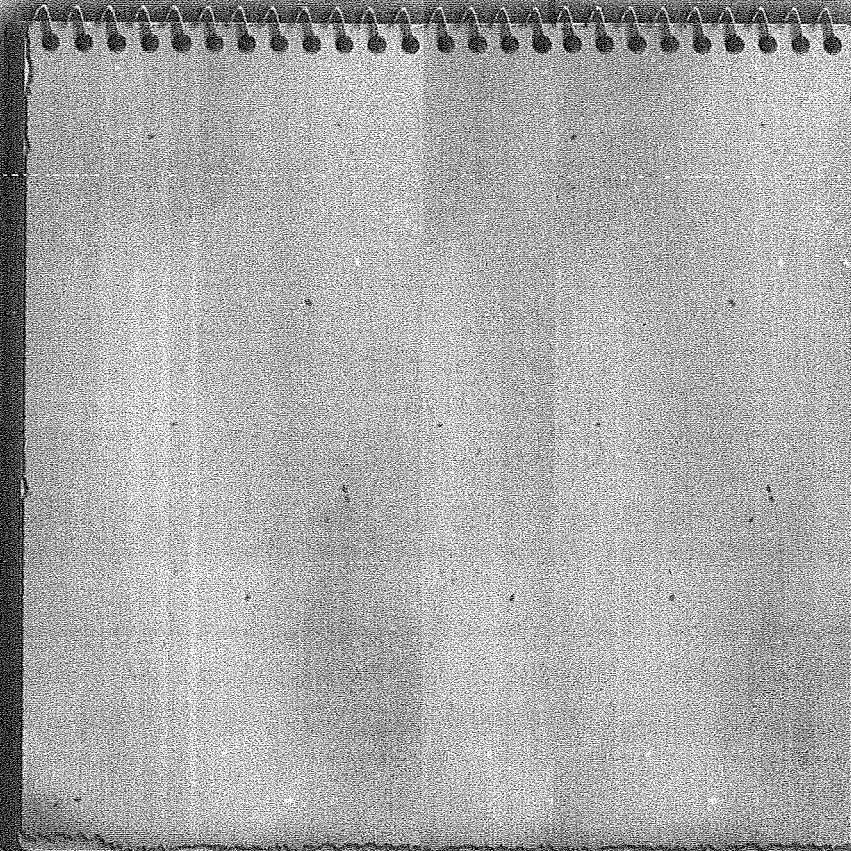
6. life, liberty, and property

Down

- 1. agreement between a government and its people
- 2. living without rules or a government
- 3. things that you own: land, food, tools
- 4. a blank page or slate
- 5. freedom to make your own decisions
- 7. the natural right to live and survive



What if? What would life be like in the state of nature? Draw a scene and include at least three labels describing what is happening. To the right, explain how government keeps ONE of these things from happening.



In your scene, what is one thing a government can prevent?

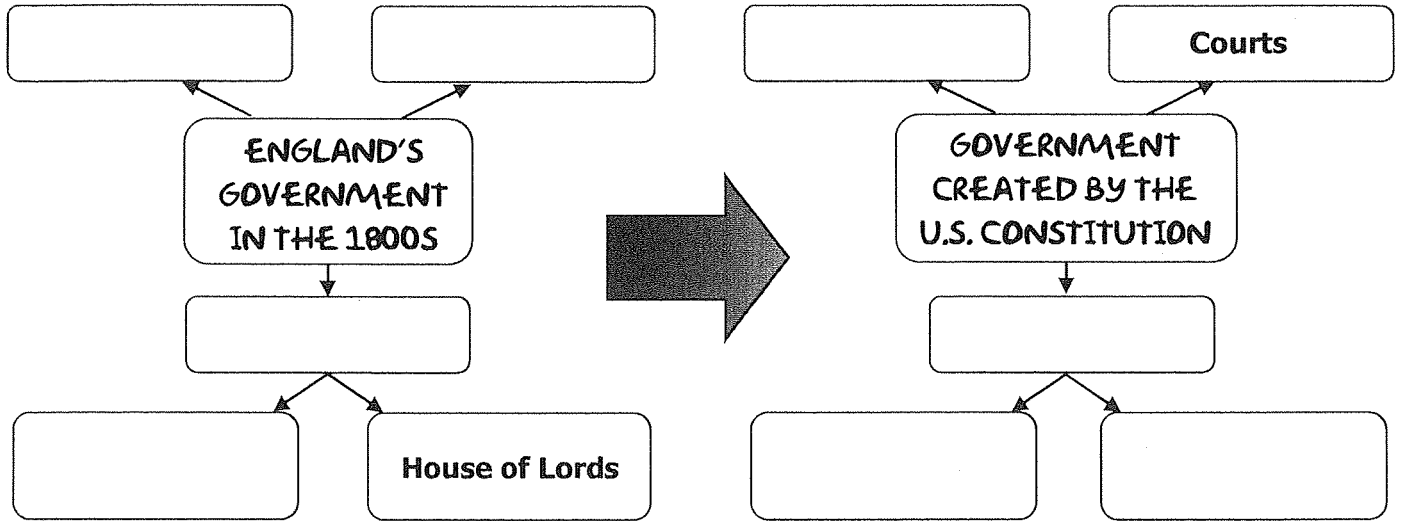
How does a government prevent it?

Baron de Montesquieu

Name: _____

Roots of Our Government. Use the word bank to fill in the graphic organizers to see the similarities and differences between the US and English governments. (We gave you two to start out.) One word will show up twice!

Senate Courts King Parliament House of Lords
 Congress House of Commons President House of Representatives



To Serve and Protect. There are many rules out there that are meant to keep you from harm. Think of a rule important to you. Then draw it.

RULE: _____

Big Ideas. Each statement below is wrong. Cross out the incorrect parts and correct it on the line.

1. Montesquieu's thinking only influenced people in France.

2. Montesquieu thought liberty means people can do whatever they want.

3. Separation of powers happens when everyone follows the law.

4. Montesquieu believed a king should have most of the power.

5. Checks and balances means no branch can limit the power of another branch.

Thomas Hobbes

Name: _____

A. State of Nature. Read the excerpt from Hobbes' book *Leviathan* and think about what you have already learned about Hobbes. Then complete the chart below describing life with and without government. Check the correct boxes for each condition.

"In such condition, there is no place for industry; ... no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short."

— from *Leviathan*

Without Government

- Life would be peaceful and productive.
- Everyone would have a right to everything.
- There would be a constant state of fear and danger.
- Arts and science would thrive.
- People wouldn't have spare time to make things or farm the land.
- People would constantly fight with each other.

With Government

- Rules could be made and enforced.
- The life of men would be short, poor, lonely.
- People could expect protection from a ruler.
- There would more time to work, create, and discover.
- Power would be shared with everyone.
- People would give up some power and rights.

B. Cover Art. Sometimes you can judge a book by its cover. Look at a portion of the title page from *Leviathan* and answer the questions below. (Look closely, the big guy in the middle is made up of people!)



1. List five things you see in this image.
2. Circle the item that represents monarchy, or the king.
3. Draw a square around the item or items that represent power.

4. How might this look different if Hobbes supported a democracy rather than a monarchy?

Jean-Jacques Rousseau

Name: _____

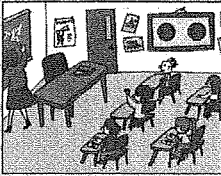
A. Vocabulary:

Match the terms from the reading with their definitions.

- | | |
|---|---|
| <p>A. Social freedom</p> <p>B. Majority rule</p> <p>C. Representative democracy</p> <p>D. Natural freedom</p> <p>E. Direct democracy</p> <p>F. General will</p> | <p>_____ Those things that are in the best interest of society as a whole</p> <p>_____ All citizens are directly involved in making laws and running the government</p> <p>_____ Citizens vote for a small number of people to represent the public in government</p> <p>_____ People sacrifice some natural freedoms so they can have the freedom that comes with security and protection</p> <p>_____ What more than half the people in a community want</p> <p>_____ People live in a state of nature, with no rules, and with freedom to follow their instincts and desires</p> |
|---|---|

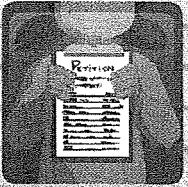
B. Representative or Direct Democracy?

Think about the difference between direct and representative democracy. For each situation below, decide which type of democracy would work best:



Your teacher wants you and your classmates to create new class rules about talking during a lesson.

Direct Representative democracy would work best because . . .




You are part of a national student group that has chapters in every state. The group wants to make some changes to its bylaws.

Direct Representative democracy would work best because . . .

C. What About the Minority?

In a democracy, the will of the majority is considered first. Even so, governments still respect the rights of the minority. Think of three ways to solve the following problem:



Your school's student government has money left over from last year. The students hold a vote to decide what to do with the money. Results show 58% of the student body wants to add an ice cream cart to the cafeteria. But the Lactose Intolerant and Proud of It Student Association opposes the decision. They say it would be unfair to spend the money on something not all the students could enjoy.

The student body is looking for a compromise that follows the will of the majority but respects the needs of the minority.

IDEA #1

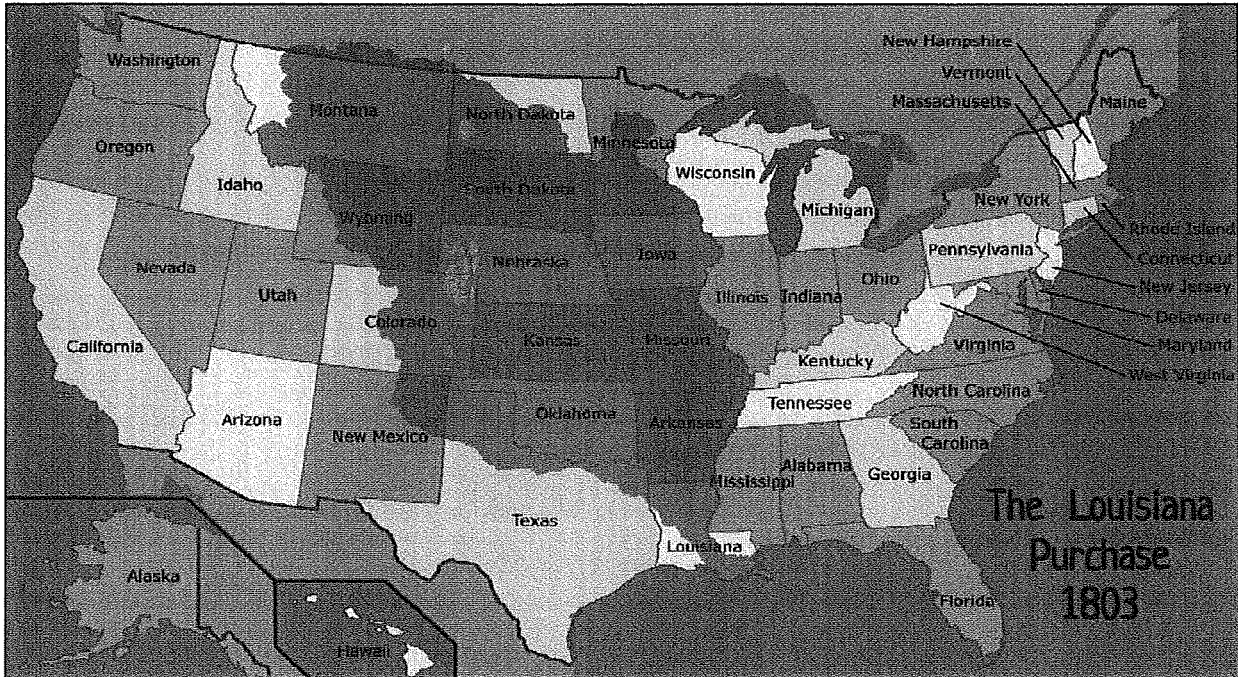
IDEA #2

IDEA #3

Thomas Jefferson

Name: _____

What a Deal! In 1803, the U.S bought the 825,000 square miles of the Louisiana Territory for \$15 million. That is less than \$20 per square mile. Answer the questions below about the Louisiana Purchase.



1. How many states does the purchase cover today?
2. List them all here:

They Said What? The Founding Fathers may have agreed to create the Constitution, but they didn't stay in agreement for long. Connect the quotes to the political party that may have said each statement.

Let's imitate British aristocracy—but without a king!

Common people should be able to govern themselves!

We should be able to limit freedoms in order to keep political power.

Long live freedom of speech and freedom of the press!

The Federalists

- Wealthy and elite men that have power and want to keep it!
- Merchants, bankers, and manufactures
- People in New England and Mid-Atlantic Coast

Democratic-Republicans

- Less wealthy men who wanted to gain more rights and freedoms for commoners
- Artists, shopkeepers, settlers, Small farm owners, and southern plantation owners



Here is a political cartoon from the 1800 presidential election. It shows an eagle stopping Jefferson from "destroying" the Constitution. Which party do you think put out this cartoon?