Previewing Main Ideas

**SCIENCE AND TECHNOLOGY**  The Scientific Revolution began when astronomers questioned how the universe operates. By shattering long-held views, these astronomers opened a new world of discovery.

**Geography** In what Russian city did Enlightenment ideas bloom?

**POWER AND AUTHORITY**  The thinkers of the Enlightenment challenged old ideas about power and authority. Such new ways of thinking led to, among other things, the American Revolution.

**Geography** Where had Enlightenment ideas spread outside Europe?

**REVOLUTION**  Between the 16th and 18th centuries, a series of revolutions helped to usher in the modern era in Western history. Revolutions in both thought and action forever changed European and American society.

**Geography** What city in Brandenburg-Prussia was an Enlightenment center?

**INTERNET RESOURCES**

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- Interactive Visuals
- Interactive Primary Sources
- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

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1543  Copernicus publishes heliocentric theory.

1556  Golden Age of Mughal Empire begins in India.

1603  Tokugawa Ieyasu becomes ruler of all Japan.

1609  Galileo observes heavens through a telescope similar to this one.
How would you react to a revolutionary idea?

You are a university student during the late 1600s, and it seems that the world as you know it has turned upside down. An English scientist named Isaac Newton has just theorized that the universe is not a dark mystery but a system whose parts work together in ways that can be expressed mathematically. This is just the latest in a series of arguments that have challenged old ways of thinking in fields from astronomy to medicine. Many of these ideas promise to open the way for improving society. And yet they are such radical ideas that many people refuse to accept them.

EXAMINING the ISSUES

- Why might people have difficulty accepting new ideas or ways of thinking?
- What are the risks of embracing a different idea? What are some risks of always refusing to do so?

Meet in small groups and discuss these questions. As you discuss these and other issues, recall other times in history when people expressed ideas that were different from accepted ones. As you read this chapter, watch for the effects of revolutionary ideas, beliefs, and discoveries.
The Scientific Revolution

MAIN IDEA

SCIENCE AND TECHNOLOGY In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation.

WHY IT MATTERS NOW

Such questioning led to the development of the scientific method still in use today.

TERMS & NAMES

- geocentric theory
- heliocentric theory
- Galileo Galilei
- scientific method
- Isaac Newton

SETTING THE STAGE

As you recall, the period between 1300 and 1600 was a time of great change in Europe. The Renaissance, a rebirth of learning and the arts, inspired a spirit of curiosity in many fields. Scholars began to question ideas that had been accepted for hundreds of years. Meanwhile, the religious movement known as the Reformation prompted followers to challenge accepted ways of thinking about God and salvation. While the Reformation was taking place, another revolution in European thought had begun, one that would permanently change how people viewed the physical world.

The Roots of Modern Science

Before 1500, scholars generally decided what was true or false by referring to an ancient Greek or Roman author or to the Bible. Few European scholars challenged the scientific ideas of the ancient thinkers or the church by carefully observing nature for themselves.

The Medieval View During the Middle Ages, most scholars believed that the earth was an immovable object located at the center of the universe. According to that belief, the moon, the sun, and the planets all moved in perfectly circular paths around the earth. Common sense seemed to support this view. After all, the sun appeared to be moving around the earth as it rose in the morning and set in the evening.

This earth-centered view of the universe was called the geocentric theory. The idea came from Aristotle, the Greek philosopher of the fourth century B.C. The Greek astronomer Ptolemy (TOL•a•mee) expanded the theory in the second century A.D. In addition, Christianity taught that God had deliberately placed the earth at the center of the universe. Earth was thus a special place on which the great drama of life unfolded.

A New Way of Thinking Beginning in the mid-1500s, a few scholars published works that challenged the ideas of the ancient thinkers and the church. As these scholars replaced old assumptions with new theories, they launched a change in European thought that historians call the Scientific Revolution. The Scientific Revolution was a new way of thinking about the natural world. That way was based upon careful observation and a willingness to question accepted beliefs.
A combination of discoveries and circumstances led to the Scientific Revolution and helped spread its impact. During the Renaissance, European explorers traveled to Africa, Asia, and the Americas. Such lands were inhabited by peoples and animals previously unknown in Europe. These discoveries opened Europeans to the possibility that there were new truths to be found. The invention of the printing press during this period helped spread challenging ideas—both old and new—more widely among Europe’s thinkers.

The age of European exploration also fueled a great deal of scientific research, especially in astronomy and mathematics. Navigators needed better instruments and geographic measurements, for example, to determine their location in the open sea. As scientists began to look more closely at the world around them, they made observations that did not match the ancient beliefs. They found they had reached the limit of the classical world’s knowledge. Yet, they still needed to know more.

A Revolutionary Model of the Universe

An early challenge to accepted scientific thinking came in the field of astronomy. It started when a small group of scholars began to question the geocentric theory.

The Heliocentric Theory

Although backed by authority and common sense, the geocentric theory did not accurately explain the movements of the sun, moon, and planets. This problem troubled a Polish cleric and astronomer named Nicolaus Copernicus (koh•PUR•nuh•kuhs). In the early 1500s, Copernicus became interested in an old Greek idea that the sun stood at the center of the universe. After studying planetary movements for more than 25 years, Copernicus reasoned that indeed, the stars, the earth, and the other planets revolved around the sun.

Copernicus’s heliocentric, or sun-centered, theory still did not completely explain why the planets orbited the way they did. He also knew that most scholars and clergy would reject his theory because it contradicted their religious views. Fearing ridicule or persecution, Copernicus did not publish his findings until 1543, the last year of his life. He received a copy of his book, On the Revolutions of the Heavenly Bodies, on his deathbed.

While revolutionary, Copernicus’s book caused little stir at first. Over the next century and a half, other scientists built on the foundations he had laid. A Danish astronomer, Tycho Brahe (TEE•koh brah), carefully recorded the movements of the planets for many years. Brahe produced mountains of accurate data based on his observations. However, it was left to his followers to make mathematical sense of them.

After Brahe’s death in 1601, his assistant, a brilliant mathematician named Johannes Kepler, continued his work. After studying Brahe’s data, Kepler concluded that certain mathematical laws govern planetary motion. One of these laws showed that the planets revolve around the sun in elliptical orbits instead of circles, as was previously thought. Kepler’s laws showed that Copernicus’s basic ideas were true. They demonstrated mathematically that the planets revolve around the sun. ▲
Galileo’s Discoveries  An Italian scientist named Galileo Galilei built on the new theories about astronomy. As a young man, Galileo learned that a Dutch lens maker had built an instrument that could enlarge far-off objects. Galileo built his own telescope and used it to study the heavens in 1609.

Then, in 1610, he published a small book called Starry Messenger, which described his astonishing observations. Galileo announced that Jupiter had four moons and that the sun had dark spots. He also noted that the earth’s moon had a rough, uneven surface. This shattered Aristotle’s theory that the moon and stars were made of a pure, perfect substance. Galileo’s observations, as well as his laws of motion, also clearly supported the theories of Copernicus.

Conflict with the Church  Galileo’s findings frightened both Catholic and Protestant leaders because they went against church teaching and authority. If people believed the church could be wrong about this, they could question other church teachings as well.

In 1616, the Catholic Church warned Galileo not to defend the ideas of Copernicus. Although Galileo remained publicly silent, he continued his studies. Then, in 1632, he published Dialogue Concerning the Two Chief World Systems. This book presented the ideas of both Copernicus and Ptolemy, but it clearly showed that Galileo supported the Copernican theory. The pope angrily summoned Galileo to Rome to stand trial before the Inquisition.

Galileo stood before the court in 1633. Under the threat of torture, he knelt before the cardinals and read aloud a signed confession. In it, he agreed that the ideas of Copernicus were false.

Galileo was never again a free man. He lived under house arrest and died in 1642 at his villa near Florence. However, his books and ideas still spread all over Europe. (In 1992, the Catholic Church officially acknowledged that Galileo had been right.)

The Scientific Method  The revolution in scientific thinking that Copernicus, Kepler, and Galileo began eventually developed into a new approach to science called the scientific method. The scientific method is a logical procedure for gathering and testing ideas. It begins with a problem or question arising from an observation. Scientists next form a hypothesis, or unproved assumption. The hypothesis is then tested in an experiment or on the basis of data. In the final step, scientists analyze and interpret their data to reach a new conclusion. That conclusion either confirms or disproves the hypothesis.
Bacon and Descartes  The scientific method did not develop overnight. The work of two important thinkers of the 1600s, Francis Bacon and René Descartes (day•KAHRT), helped to advance the new approach.

Francis Bacon, an English statesman and writer, had a passionate interest in science. He believed that by better understanding the world, scientists would generate practical knowledge that would improve people’s lives. In his writings, Bacon attacked medieval scholars for relying too heavily on the conclusions of Aristotle and other ancient thinkers. Instead of reasoning from abstract theories, he urged scientists to experiment and then draw conclusions. This approach is called empiricism, or the experimental method.

In France, René Descartes also took a keen interest in science. He developed analytical geometry, which linked algebra and geometry. This provided an important new tool for scientific research.

Like Bacon, Descartes believed that scientists needed to reject old assumptions and teachings. As a mathematician, however, he approached gaining knowledge differently than Bacon. Rather than using experimentation, Descartes relied on mathematics and logic. He believed that everything should be doubted until proved by reason. The only thing he knew for certain was that he existed—because, as he wrote, “I think, therefore I am.” From this starting point, he followed a train of strict reasoning to arrive at other basic truths.

Modern scientific methods are based on the ideas of Bacon and Descartes. Scientists have shown that observation and experimentation, together with general laws that can be expressed mathematically, can lead people to a better understanding of the natural world.

Newton Explains the Law of Gravity
By the mid-1600s, the accomplishments of Copernicus, Kepler, and Galileo had shattered the old views of astronomy and physics. Later, the great English scientist Isaac Newton helped to bring together their breakthroughs under a single theory of motion.

Changing Idea: Scientific Method

<table>
<thead>
<tr>
<th>Old Science</th>
<th>New Science</th>
</tr>
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<tbody>
<tr>
<td>Scholars generally relied on ancient authorities, church teachings, common sense, and reasoning to explain the physical world.</td>
<td>In time, scholars began to use observation, experimentation, and scientific reasoning to gather knowledge and draw conclusions about the physical world.</td>
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Newton studied mathematics and physics at Cambridge University. By the time he was 26, Newton was certain that all physical objects were affected equally by the same forces. Newton’s great discovery was that the same force ruled motion of the planets and all matter on earth and in space. The key idea that linked motion in the heavens with motion on the earth was the law of universal gravitation. According to this law, every object in the universe attracts every other object. The degree of attraction depends on the mass of the objects and the distance between them.

In 1687, Newton published his ideas in a work called *The Mathematical Principles of Natural Philosophy*. It was one of the most important scientific books ever written. The universe he described was like a giant clock. Its parts all worked together perfectly in ways that could be expressed mathematically. Newton believed that God was the creator of this orderly universe, the clockmaker who had set everything in motion.

**The Scientific Revolution Spreads**

As astronomers explored the secrets of the universe, other scientists began to study the secrets of nature on earth. Careful observation and the use of the scientific method eventually became important in many different fields.

**Scientific Instruments** Scientists developed new tools and instruments to make the precise observations that the scientific method demanded. The first microscope was invented by a Dutch maker of eyeglasses, Zacharias Janssen (YAHN•suhn), in 1590. In the 1670s, a Dutch drapery merchant and amateur scientist named Anton van Leeuwenhoek (LAY•vuh•nuhw•HUK) used a microscope to observe bacteria swimming in tooth scrapings. He also examined red blood cells for the first time.

In 1643, one of Galileo’s students, Evangelista Torricelli (TAWR•uh•CHEHL•ee), developed the first mercury barometer, a tool for measuring atmospheric pressure and predicting weather. In 1714, the German physicist Gabriel Fahrenheit (FAR•uhhn•FAIRNT) made the first thermometer to use mercury in glass. Fahrenheit’s thermometer showed water freezing at 32°. A Swedish astronomer, Anders Celsius (SEHL•see•uhs), created another scale for the mercury thermometer in 1742. Celsius’s scale showed freezing at 0°.

**Medicine and the Human Body** During the Middle Ages, European doctors had accepted as fact the writings of an ancient Greek physician named Galen. However, Galen had never dissected the body of a human being. Instead, he had studied the anatomy of pigs and other animals. Galen assumed that human anatomy was much the same. A Flemish physician named Andreas Vesalius proved Galen’s assumptions wrong. Vesalius disected human corpses and published his observations. His

In the late 1700s, British physician Edward Jenner introduced a vaccine to prevent smallpox. Inoculation using live smallpox germs had been practiced in Asia for centuries. While beneficial, this technique could also be dangerous. Jenner discovered that inoculation with germs from a cattle disease called cowpox gave permanent protection from smallpox for humans. Because cowpox was a much milder disease, the risks for this form of inoculation were much lower. Jenner used cowpox to produce the world’s first vaccination.

**Discoveries in Chemistry** Robert Boyle pioneered the use of the scientific method in chemistry. He is considered the founder of modern chemistry. In a book called *The Sceptical Chymist* (1661), Boyle challenged Aristotle’s idea that the physical world consisted of four elements—earth, air, fire, and water. Instead, Boyle proposed that matter was made up of smaller primary particles that joined together in different ways. Boyle’s most famous contribution to chemistry is Boyle’s law. This law explains how the volume, temperature, and pressure of gas affect each other.

The notions of reason and order, which spurred so many breakthroughs in science, soon moved into other fields of life. Philosophers and scholars across Europe began to rethink long-held beliefs about the human condition, most notably the rights and liberties of ordinary citizens. These thinkers helped to usher in a movement that challenged the age-old relationship between a government and its people, and eventually changed forever the political landscape in numerous societies.

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**TERMS & NAMES**

1. For each term or name, write a sentence explaining its significance.
   - geocentric theory
   - Scientific Revolution
   - heliocentric theory
   - Galileo Galilei
   - scientific method
   - Isaac Newton

**USING YOUR NOTES**

2. Which event or circumstance do you consider to be the most significant? Why?

**MAIN IDEAS**

3. Before the 1500s, who and what were the final authorities with regard to most knowledge?
4. How did the heliocentric theory of the universe differ from the geocentric theory?
5. What are the main steps of the scientific method?

**CRITICAL THINKING & WRITING**

6. **DRAWING CONCLUSIONS** “If I have seen farther than others,” said Newton, “it is because I have stood on the shoulders of giants.” Could this be said of most scientific accomplishments? Explain.
7. **ANALYZING MOTIVES** Why might institutions of authority tend to reject new ideas?
8. **FORMING AND SUPPORTING OPINIONS** Do you agree with Galileo’s actions during his Inquisition? Explain.
9. **WRITING ACTIVITY** Create a television script for a discovery of the Scientific Revolution. Include key people, ideas, and accomplishments.

**CONNECT TO TODAY**

CREATING A GRAPHIC

Research a modern-day invention or new way of thinking and then describe it and its impact on society to the class in a **poster** or annotated diagram.
The Enlightenment and Revolution

Enlightenment and Revolution

MAIN IDEA
Power and Authority
A revolution in intellectual activity changed Europeans’ view of government and society.

WHY IT MATTERS NOW
The various freedoms enjoyed in many countries today are a result of Enlightenment thinking.

TERMS & NAMES
- Enlightenment
- social contract
- John Locke
- philosophe
- Voltaire
- Montesquieu
- Rousseau
- Mary Wollstonecraft

SETTING THE STAGE
In the wake of the Scientific Revolution, and the new ways of thinking it prompted, scholars and philosophers began to reevaluate old notions about other aspects of society. They sought new insight into the underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the Enlightenment, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

Two Views on Government
The Enlightenment started from some key ideas put forth by two English political thinkers of the 1600s, Thomas Hobbes and John Locke. Both men experienced the political turmoil of England early in that century. However, they came to very different conclusions about government and human nature.

Hobbes’s Social Contract
Thomas Hobbes expressed his views in a work called Leviathan (1651). The horrors of the English Civil War convinced him that all humans were naturally selfish and wicked. Without governments to keep order, Hobbes said, there would be “war . . . of every man against every man,” and life would be “solitary, poor, nasty, brutish, and short.”

Hobbes argued that to escape such a bleak life, people had to hand over their rights to a strong ruler. In exchange, they gained law and order. Hobbes called this agreement by which people created a government the social contract. Because people acted in their own self-interest, Hobbes said, the ruler needed total power to keep citizens under control. The best government was one that had the awesome power of a leviathan (sea monster). In Hobbes’s view, such a government was an absolute monarchy, which could impose order and demand obedience.

Changing Idea: The Right to Govern

<table>
<thead>
<tr>
<th>Old Idea</th>
<th>New Idea</th>
</tr>
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<tbody>
<tr>
<td>A monarch’s rule is justified by divine right.</td>
<td>A government’s power comes from the consent of the governed.</td>
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TAKING NOTES
Outlining Use an outline to organize main ideas and details.

Enlightenment in Europe
I. Two Views on Government
   A.
   B.
II. The Philosophes Advocate Reason
   A.
   B.
Locke’s Natural Rights  The philosopher John Locke held a different, more positive, view of human nature. He believed that people could learn from experience and improve themselves. As reasonable beings, they had the natural ability to govern their own affairs and to look after the welfare of society. Locke criticized absolute monarchy and favored the idea of self-government.

According to Locke, all people are born free and equal, with three natural rights—life, liberty, and property. The purpose of government, said Locke, is to protect these rights. If a government fails to do so, citizens have a right to overthrow it. Locke’s theory had a deep influence on modern political thinking. His belief that a government’s power comes from the consent of the people is the foundation of modern democracy. The ideas of government by popular consent and the right to rebel against unjust rulers helped inspire struggles for liberty in Europe and the Americas.

The Philosophes Advocate Reason

The Enlightenment reached its height in France in the mid-1700s. Paris became the meeting place for people who wanted to discuss politics and ideas. The social critics of this period in France were known as philosophes (FIHL•uh•SAHFS), the French word for philosophers. The philosophes believed that people could apply reason to all aspects of life, just as Isaac Newton had applied reason to science. Five concepts formed the core of their beliefs:

1. **Reason**  Enlightened thinkers believed truth could be discovered through reason or logical thinking.
2. **Nature**  The philosophes believed that what was natural was also good and reasonable.
3. **Happiness**  The philosophes rejected the medieval notion that people should find joy in the hereafter and urged people to seek well-being on earth.
4. **Progress**  The philosophes stressed that society and humankind could improve.
5. **Liberty**  The philosophes called for the liberties that the English people had won in their Glorious Revolution and Bill of Rights.

Voltaire Combats Intolerance  Probably the most brilliant and influential of the philosophes was François Marie Arouet. Using the pen name Voltaire, he published more than 70 books of political essays, philosophy, and drama.

Voltaire often used satire against his opponents. He made frequent targets of the clergy, the aristocracy, and the government. His sharp tongue made him enemies at the French court, and twice he was sent to prison. After his second jail term, Voltaire was exiled to England for more than two years.

Although he made powerful enemies, Voltaire never stopped fighting for tolerance, reason, freedom of religious belief, and freedom of speech. He used his quill pen as if it were a deadly weapon in a thinker’s war against humanity’s worst enemies—intolerance, prejudice, and superstition. He summed up his staunch defense of liberty in one of his most famous quotes: “I do not agree with a word you say but will defend to the death your right to say it.”
Montesquieu and the Separation of Powers

Another influential French writer, the Baron de Montesquieu (MAHN•tuh•SKYOO), devoted himself to the study of political liberty. Montesquieu believed that Britain was the best-governed and most politically balanced country of his own day. The British king and his ministers held executive power. They carried out the laws of the state. The members of Parliament held legislative power. They made the laws. The judges of the English courts held judicial power. They interpreted the laws to see how each applied to a specific case. Montesquieu called this division of power among different branches separation of powers.

Montesquieu oversimplified the British system. It did not actually separate powers this way. His idea, however, became a part of his most famous book, On the Spirit of Laws (1748). In his book, Montesquieu proposed that separation of powers would keep any individual or group from gaining total control of the government. “Power,” he wrote, “should be a check to power.” This idea later would be called checks and balances.

Montesquieu’s book was admired by political leaders in the British colonies of North America. His ideas about separation of powers and checks and balances became the basis for the United States Constitution.

Rousseau: Champion of Freedom

A third great philosophe, Jean Jacques Rousseau (roo•SOH), was passionately committed to individual freedom. The son of a poor Swiss watchmaker, Rousseau won recognition as a writer of essays. A strange, brilliant, and controversial figure, Rousseau strongly disagreed with other Enlightenment thinkers. Yet Rousseau’s ideas won the admiration of some of his contemporaries. Rousseau’s ideas had a significant influence on the political thinkers of his age.

Laws Protect Freedom

Both Montesquieu and Rousseau believed firmly that fair and just laws—not monarchs or unrestrained mobs—should govern society. Here, Rousseau argues that laws established by and for the people are the hallmark of a free society.

Laws Ensure Security

While laws work to protect citizens from abusive rulers, Montesquieu argues that they also guard against anarchy and mob rule.

PRIMARY SOURCE
1. . . . therefore give the name “Republic” to every state that is governed by laws, no matter what the form of its administration may be: for only in such a case does the public interest govern, and the res republica rank as a reality. . . . Laws are, properly speaking, only the conditions of civil association. The people, being subject to the laws, ought to be their author: the conditions of the society ought to be regulated . . . by those who come together to form it.

JEAN JACQUES ROUSSEAU, The Social Contract

PRIMARY SOURCE
It is true that in democracies the people seem to act as they please; but political liberty does not consist in an unlimited freedom. . . . We must have continually present to our minds the difference between independence and liberty. Liberty is a right of doing whatever the laws permit, and if a citizen could do what they [the laws] forbid he would be no longer possessed of liberty, because all his fellow-citizens would have the same power.

BARON DE MONTESQUIEU, The Spirit of Laws

DOCUMENT-BASED QUESTIONS
1. Analyzing Issues Why should citizens be the authors of society’s laws, according to Rousseau?
2. Making Inferences Why does Montesquieu believe that disobeying laws leads to a loss of liberty?
Enlightenment thinkers on many matters. Most philosophes believed that reason, science, and art would improve life for all people. Rousseau, however, argued that civilization corrupted people’s natural goodness. “Man is born free, and everywhere he is in chains,” he wrote.

Rousseau believed that the only good government was one that was freely formed by the people and guided by the “general will” of society—a direct democracy. Under such a government, people agree to give up some of their freedom in favor of the common good. In 1762, he explained his political philosophy in a book called The Social Contract.

Rousseau’s view of the social contract differed greatly from that of Hobbes. For Hobbes, the social contract was an agreement between a society and its government. For Rousseau, it was an agreement among free individuals to create a society and a government.

Like Locke, Rousseau argued that legitimate government came from the consent of the governed. However, Rousseau believed in a much broader democracy than Locke had promoted. He argued that all people were equal and that titles of nobility should be abolished. Rousseau’s ideas inspired many of the leaders of the French Revolution who overthrew the monarchy in 1789.

**Beccaria Promotes Criminal Justice** An Italian philosophe named Cesare Bonesana Beccaria (BAYK•uh•REE•ah) turned his thoughts to the justice system. He believed that laws existed to preserve social order, not to avenge crimes. Beccaria regularly criticized common abuses of justice. They included torturing of witnesses and suspects, irregular proceedings in trials, and punishments that were arbitrary or cruel. He argued that a person accused of a crime should receive a speedy trial, and that torture should never be used. Moreover, he said, the degree of punishment should be based on the seriousness of the crime. He also believed that capital punishment should be abolished.

Beccaria based his ideas about justice on the principle that governments should seek the greatest good for the greatest number of people. His ideas influenced criminal law reformers in Europe and North America.

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**Major Ideas of the Enlightenment**

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

1. Analyzing Issues What important documents reflect the influence of Enlightenment ideas?
2. Forming Opinions Which are the two most important Enlightenment ideas? Support your answer with reasons.
**Women and the Enlightenment**

The philosophes challenged many assumptions about government and society. But they often took a traditional view toward women. Rousseau, for example, developed many progressive ideas about education. However, he believed that a girl’s education should mainly teach her how to be a helpful wife and mother. Other male social critics scolded women for reading novels because they thought it encouraged idleness and wickedness. Still, some male writers argued for more education for women and for women’s equality in marriage.

Women writers also tried to improve the status of women. In 1694, the English writer Mary Astell published *A Serious Proposal to the Ladies*. Her book addressed the lack of educational opportunities for women. In later writings, she used Enlightenment arguments about government to criticize the unequal relationship between men and women in marriage. She wrote, “If absolute sovereignty be not necessary in a state, how comes it to be so in a family? . . . If all men are born free, how is it that all women are born slaves?”

During the 1700s, other women picked up these themes. Among the most persuasive was Mary Wollstonecraft, who published an essay called *A Vindication of the Rights of Woman* in 1792. In the essay, she disagreed with Rousseau that women’s education should be secondary to men’s. Rather, she argued that women, like men, need education to become virtuous and useful. Wollstonecraft also urged women to enter the male-dominated fields of medicine and politics.

Women made important contributions to the Enlightenment in other ways. In Paris and other European cities, wealthy women helped spread Enlightenment ideas through social gatherings called salons, which you will read about later in this chapter.

One woman fortunate enough to receive an education in the sciences was Emilie du Châtelet (shah•tlay). Du Châtelet was an aristocrat trained as a mathematician and physicist. By translating Newton’s work from Latin into French, she helped stimulate interest in science in France.

**Legacy of the Enlightenment**

Over a span of a few decades, Enlightenment writers challenged long-held ideas about society. They examined such principles as the divine right of monarchs, the union of church and state, and the existence of unequal social classes. They held these beliefs up to the light of reason and found them in need of reform.

The philosophes mainly lived in the world of ideas. They formed and popularized new theories. Although they encouraged reform, they were not active revolutionaries. However, their theories eventually inspired the American and French revolutions and other revolutionary movements in the 1800s. Enlightenment thinking produced three other long-term effects that helped shape Western civilization.

**Belief in Progress** The first effect was a belief in progress. Pioneers such as Galileo and Newton had discovered the key for unlocking the mysteries of nature in the 1500s and 1600s. With the door thus opened, the growth of scientific knowledge...
seemed to quicken in the 1700s. Scientists made key new discoveries in chemistry, physics, biology, and mechanics. The successes of the Scientific Revolution gave people the confidence that human reason could solve social problems. Philosophes and reformers urged an end to the practice of slavery and argued for greater social equality, as well as a more democratic style of government.

**A More Secular Outlook** A second outcome was the rise of a more secular, or non-religious, outlook. During the Enlightenment, people began to question openly their religious beliefs and the teachings of the church. Before the Scientific Revolution, people accepted the mysteries of the universe as the workings of God. One by one, scientists discovered that these mysteries could be explained mathematically. Newton himself was a deeply religious man, and he sought to reveal God's majesty through his work. However, his findings often caused people to change the way they thought about God.

Meanwhile, Voltaire and other critics attacked some of the beliefs and practices of organized Christianity. They wanted to rid religious faith of superstition and fear and promote tolerance of all religions.

**Importance of the Individual** Faith in science and in progress produced a third outcome, the rise of individualism. As people began to turn away from the church and royalty for guidance, they looked to themselves instead.

The philosophes encouraged people to use their own ability to reason in order to judge what was right or wrong. They also emphasized the importance of the individual in society. Government, they argued, was formed by individuals to promote their welfare. The British thinker Adam Smith extended the emphasis on the individual to economic thinking. He believed that individuals acting in their own self-interest created economic progress. Smith's theory is discussed in detail in Chapter 25.

During the Enlightenment, reason took center stage. The greatest minds of Europe followed each other's work with interest and often met to discuss their ideas. Some of the kings and queens of Europe were also very interested. As you will learn in Section 3, they sought to apply some of the philosophes' ideas to create progress in their countries.

### TERMS & NAMES
1. For each term or name, write a sentence explaining its significance.
   - Enlightenment • social contract • John Locke • philosophe • Voltaire • Montesquieu • Rousseau • Mary Wollstonecraft

### USING YOUR NOTES
2. Which impact of the Enlightenment do you consider most important? Why?

### MAIN IDEAS
3. What are the natural rights with which people are born, according to John Locke?
4. Who were the philosophes and what did they advocate?
5. What was the legacy of the Enlightenment?

### CRITICAL THINKING & WRITING
6. SYNTHESIZING Explain how the following statement reflects Enlightenment ideas: "Power should be a check to power."
7. ANALYZING ISSUES Why might some women have been critical of the Enlightenment?
8. DRAWING CONCLUSIONS Do you think the philosophes were optimistic about the future of humankind? Explain.
9. WRITING ACTIVITY [POWER AND AUTHORITY] Compare the views of Hobbes, Locke, and Rousseau on government. Then write one paragraph about how their ideas reflect their understanding of human behavior.

### CONNECT TO TODAY  PRESENTING AN ORAL REPORT
Identify someone considered a modern-day social critic. Explore the person's beliefs and methods and present your findings to the class in a brief oral report.
The Enlightenment Spreads

MAIN IDEA
POWER AND AUTHORITY
Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.

WHY IT MATTERS NOW
An “enlightened” problem-solving approach to government and society prevails in modern civilization today.

TERMS & NAMES
• salon
• baroque
• neoclassical
• enlightened despot
• Catherine the Great

SETTING THE STAGE
The philosophes’ views about society often got them in trouble. In France it was illegal to criticize either the Catholic Church or the government. Many philosophes landed in jail or were exiled. Voltaire, for example, experienced both punishments. Nevertheless, the Enlightenment spread throughout Europe with the help of books, magazines, and word of mouth. In time, Enlightenment ideas influenced everything from the artistic world to the royal courts across the continent.

A World of Ideas
In the 1700s, Paris was the cultural and intellectual capital of Europe. Young people from around Europe—and also from the Americas—came to study, philosophize, and enjoy the culture of the bustling city. The brightest minds of the age gathered there. From their circles radiated the ideas of the Enlightenment.

The buzz of Enlightenment ideas was most intense in the mansions of several wealthy women of Paris. There, in their large drawing rooms, these hostesses held regular social gatherings called salons. At these events, philosophers, writers, artists, scientists, and other great intellects met to discuss ideas.

Diderot's Encyclopedia
The most influential of the salon hostesses in Voltaire’s time was Marie-Thérèse Geoffrin (zhuh•frehn). She helped finance the project of a leading philosophe named Denis Diderot (DEE•duh•ROH). Diderot created a large set of books to which many leading scholars of Europe contributed articles and essays. He called it Encyclopedia and began publishing the first volumes in 1751.

The Enlightenment views expressed in the articles soon angered both the French government and the Catholic Church. Their censors banned the work. They said it undermined royal authority, encouraged a spirit of revolt, and fostered “moral corruption, irreligion, and unbelief.” Nonetheless, Diderot continued publishing his Encyclopedia.

The salons and the Encyclopedia helped spread Enlightenment ideas to educated people all over Europe. Enlightenment ideas also eventually spread through newspapers, pamphlets, and even political songs. Enlightenment ideas about government and equality attracted the attention of a growing literate middle class, which could afford to buy many books and support the work of artists.
New Artistic Styles

The Enlightenment ideals of order and reason were reflected in the arts—music, literature, painting, and architecture.

Neoclassical Style Emerges  European art of the 1600s and early 1700s had been dominated by the style called baroque, which was characterized by a grand, ornate design. Baroque styles could be seen in elaborate palaces such as Versailles (see page 600) and in numerous paintings.

Under the influence of the Enlightenment, styles began to change. Artists and architects worked in a simple and elegant style that borrowed ideas and themes from classical Greece and Rome. The artistic style of the late 1700s is therefore called neoclassical (“new classical”).

Changes in Music and Literature  Music styles also changed to reflect Enlightenment ideals. The music scene in Europe had been dominated by such composers as Johann Sebastian Bach of Germany and George Friedrich Handel of England. These artists wrote dramatic organ and choral music. During the Enlightenment, a new, lighter, and more elegant style of music known as classical emerged. Three composers in Vienna, Austria, rank among the greatest figures of the classical period in music. They were Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.

Writers in the 18th century also developed new styles and forms of literature. A number of European authors began writing novels, which are lengthy works of prose fiction. Their works had carefully crafted plots, used suspense, and explored characters’ thoughts and feelings. These books were popular with a wide middle-class audience, who liked the entertaining stories written in everyday language. Writers, including many women, turned out a flood of popular novels in the 1700s.

Samuel Richardson’s Pamela is often considered the first true English novel. It tells the story of a young servant girl who refuses the advances of her master. Another English masterpiece, Tom Jones, by Henry Fielding, tells the story of an orphan who travels all over England to win the hand of his lady.

CYBERCAFÉS

These days, when people around the world gather to explore new ideas and discuss current events, many do so at Internet cafés. These are coffee shops or restaurants that also provide access to computers for a small fee.

While Internet cafés originated in the United States, they are thought to be on the decline in America as more people become able to afford their own computers.

Overseas, however, Internet cafés continue to boom. Observers estimate that some 200,000 operate in China. Most of them are illegal. China’s Communist government has little desire to give so many of its citizens access to the kind of uncensored information that the Internet provides. As was the case with the Enlightenment, however, the spread of new ideas is often too powerful to stop.
Enlightenment and Monarchy

From the salons, artists’ studios, and concert halls of Europe, the Enlightenment spirit also swept through Europe’s royal courts. Many philosophes, including Voltaire, believed that the best form of government was a monarchy in which the ruler respected the people’s rights. The philosophes tried to convince monarchs to rule justly. Some monarchs embraced the new ideas and made reforms that reflected the Enlightenment spirit. They became known as enlightened despots. Despot means “absolute ruler.”

The enlightened despots supported the philosophes’ ideas. But they also had no intention of giving up any power. The changes they made were motivated by two desires: they wanted to make their countries stronger and their own rule more effective. The foremost of Europe’s enlightened despots were Frederick II of Prussia, Holy Roman Emperor Joseph II of Austria, and Catherine the Great of Russia.

Frederick the Great Frederick II, the king of Prussia from 1740 to 1786, committed himself to reforming Prussia. He granted many religious freedoms, reduced censorship, and improved education. He also reformed the justice system and abolished the use of torture. However, Frederick’s changes only went so far. For example, he believed that serfdom was wrong, but he did nothing to end it since he needed the support of wealthy landowners. As a result, he never tried to change the existing social order.

Perhaps Frederick’s most important contribution was his attitude toward being king. He called himself “the first servant of the state.” From the beginning of his reign, he made it clear that his goal was to serve and strengthen his country. This attitude was clearly one that appealed to the philosophes.

Joseph II The most radical royal reformer was Joseph II of Austria. The son and successor of Maria Theresa, Joseph II ruled Austria from 1780 to 1790. He introduced legal reforms and freedom of the press. He also supported freedom of worship, even for Protestants, Orthodox Christians, and Jews. In his most radical reform, Joseph abolished serfdom and ordered that peasants be paid for their labor with cash. Not surprisingly, the nobles firmly resisted this change. Like many of Joseph’s reforms, it was undone after his death.

Catherine the Great The ruler most admired by the philosophes was Catherine II, known as Catherine the Great. She ruled Russia from 1762 to 1796. The well-educated empress read the works of philosophes, and she exchanged many letters with Voltaire. She ruled with absolute authority but also sought to reform Russia.

In 1767, Catherine formed a commission to review Russia’s laws. She presented it with a brilliant proposal for reforms based on the ideas of Montesquieu and Beccaria. Among other changes, she recommended allowing religious toleration and abolishing torture and capital punishment. Her commission, however, accomplished none of these lofty goals.

Catherine eventually put in place limited reforms, but she did little to improve the life of the Russian peasants. Her views about enlightened ideas changed after a massive uprising of serfs in 1773. With great brutality, Catherine’s army crushed the
Catherine had previously favored an end to serfdom. However, the revolt convinced her that she needed the nobles’ support to keep her throne. Therefore, she gave the nobles absolute power over the serfs. As a result, Russian serfs lost their last traces of freedom.

**Catherine Expands Russia**
Peter the Great, who ruled Russia in the early 1700s, had fought for years to win a port on the Baltic Sea. Likewise, Catherine sought access to the Black Sea. In two wars with the Ottoman Turks, her armies finally won control of the northern shore of the Black Sea. Russia also gained the right to send ships through Ottoman-controlled straits leading from the Black Sea to the Mediterranean Sea.

Catherine also expanded her empire westward into Poland. In Poland, the king was relatively weak, and independent nobles held the most power. The three neighboring powers—Russia, Prussia, and Austria—each tried to assert their influence over the country. In 1772, these land-hungry neighbors each took a piece of Poland in what is called the First Partition of Poland. In further partitions in 1793 and 1795, they grabbed up the rest of Poland’s territory. With these partitions, Poland disappeared as an independent country for more than a century.

By the end of her remarkable reign, Catherine had vastly enlarged the Russian empire. Meanwhile, as Russia was becoming an international power, another great power, Britain, faced a challenge from its North American colonies. Inspired by Enlightenment ideas, colonial leaders decided to do the unthinkable: break away from their ruling country and found an independent republic.
The American Revolution

MAIN IDEA

REVOLUTION Enlightenment ideas helped spur the American colonies to shed British rule and create a new nation.

WHY IT MATTERS NOW

The revolution created a republic, the United States of America, that became a model for many nations of the world.

TERMS & NAMES

• Declaration of Independence
• Thomas Jefferson
• checks and balances
• federal system
• Bill of Rights

SETTING THE STAGE

Philosophes such as Voltaire considered England’s government the most progressive in Europe. The Glorious Revolution of 1688 had given England a constitutional monarchy. In essence, this meant that various laws limited the power of the English king. Despite the view of the philosophes, however, a growing number of England’s colonists in North America accused England of tyrannical rule. Emboldened by Enlightenment ideas, they would attempt to overthrow what was then the mightiest power on earth and create their own nation.

Britain and Its American Colonies

Throughout the 1600s and 1700s, British colonists had formed a large and thriving settlement along the eastern shore of North America. When George III became king of Great Britain in 1760, his North American colonies were growing by leaps and bounds. Their combined population soared from about 250,000 in 1700 to 2,150,000 in 1770, a nearly ninefold increase. Economically, the colonies thrived on trade with the nations of Europe.

Along with increasing population and prosperity, a new sense of identity was growing in the colonists’ minds. By the mid-1700s, colonists had been living in America for nearly 150 years. Each of the 13 colonies had its own government, and people were used to a great degree of independence. Colonists saw themselves less as British and more as Virginians or Pennsylvanians. However, they were still British subjects and were expected to obey British law.

In 1651, the British Parliament passed a trade law called the Navigation Act. This and subsequent trade laws prevented colonists from selling their most valuable products to any country except Britain. In addition, colonists had to pay high taxes on imported French and Dutch goods. Nonetheless, Britain’s policies benefited both the colonies and the motherland. Britain bought American raw materials for low prices and sold manufactured goods to the colonists. And despite various British trade restrictions, colonial merchants also thrived. Such a spirit of relative harmony, however, soon would change.
In 1754, war erupted on the North American continent between the English and the French. As you recall, the French had also colonized parts of North America throughout the 1600s and 1700s. The conflict was known as the French and Indian War. (The name stems from the fact that the French enlisted numerous Native American tribes to fight on their side.) The fighting lasted until 1763, when Britain and her colonists emerged victorious—and seized nearly all French land in North America.

The victory, however, only led to growing tensions between Britain and its colonists. In order to fight the war, Great Britain had run up a huge debt. Because American colonists benefited from Britain’s victory, Britain expected the colonists to help pay the costs of the war. In 1765, Parliament passed the Stamp Act. According to this law, colonists had to pay a tax to have an official stamp put on wills, deeds, newspapers, and other printed material. American colonists were outraged. They had never paid taxes directly to the British government before. Colonial lawyers argued that the stamp tax violated colonists’ natural rights, and they accused the government of “taxation without representation.” In Britain, citizens consented to taxes through their representatives in Parliament. The colonists, however, had no representation in Parliament. Thus, they argued they could not be taxed.

Growing Hostility Leads to War Over the next decade, hostilities between the two sides increased. Some colonial leaders favored independence from Britain. In 1773, to protest an import tax on tea, a group of colonists dumped a large load of British tea into Boston Harbor. George III, infuriated by the “Boston Tea Party,” as it was called, ordered the British navy to close the port of Boston.

Such harsh tactics by the British made enemies of many moderate colonists. In September 1774, representatives from every colony except Georgia gathered in Philadelphia to form the First Continental Congress. This group protested the treatment of Boston. When the king paid little attention to their complaints, the colonies decided to form the Second Continental Congress to debate their next move.

On April 19, 1775, British soldiers and American militiamen exchanged gunfire on the village green in Lexington, Massachusetts. The fighting spread to nearby Concord. The Second Continental Congress voted to raise an army and organize for battle under the command of a Virginian named George Washington. The American Revolution had begun.

The Influence of the Enlightenment Colonial leaders used Enlightenment ideas to justify independence. The colonists had asked for the same political rights as people in Britain, they said, but the king had stubbornly refused. Therefore, the colonists were justified in rebelling against a tyrant who had broken the social contract.

In July 1776, the Second Continental Congress issued the Declaration of Independence. This document, written by political leader Thomas Jefferson,
was firmly based on the ideas of John Locke and the Enlightenment. The Declaration reflected these ideas in its eloquent argument for natural rights. “We hold these truths to be self-evident,” states the beginning of the Declaration, “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.”

Since Locke had asserted that people had the right to rebel against an unjust ruler, the Declaration of Independence included a long list of George III’s abuses. The document ended by declaring the colonies’ separation from Britain. The colonies, the Declaration said, “are absolved from all allegiance to the British crown.”

**Success for the Colonists**  The British were not about to let their colonies leave without a fight. Shortly after the publication of the Declaration of Independence, the two sides went to war. At first glance, the colonists seemed destined to go down in quick defeat. Washington’s ragtag, poorly trained army faced the well-trained forces of the most powerful country in the world. In the end, however, the Americans won their war for independence.

Several reasons explain the colonists’ success. First, the Americans’ motivation for fighting was much stronger than that of the British, since their army was defending their homeland. Second, the overconfident British generals made several mistakes. Third, time itself was on the side of the Americans. The British could win battle after battle, as they did, and still lose the war. Fighting an overseas war, 3,000 miles from London, was terribly expensive. After a few years, tax-weary British citizens called for peace.

Finally, the Americans did not fight alone. Louis XVI of France had little sympathy for the ideals of the American Revolution. However, he was eager to weaken France’s rival, Britain. French entry into the war in 1778 was decisive. In 1781, combined forces of about 9,500 Americans and 7,800 French trapped a British army commanded by Lord Cornwallis near Yorktown, Virginia. Unable to escape, Cornwallis eventually surrendered. The Americans had shocked the world and won their independence.
Democracy

Ancient Greece and Rome were strong influences on the framers of the U.S. system of government. Democracy as it is practiced today, however, is different from the Greek and Roman models.

The most famous democracy today is the United States. The type of government the United States uses is called a federal republic. “Federal” means power is divided between the national and state governments. In a republic, the people vote for their representatives. Two key components of democracy in the United States are the Constitution and voting.

Enlightenment Ideas and the U.S. Constitution

Many of the ideas contained in the Constitution are built on the ideas of Enlightenment thinkers.

<table>
<thead>
<tr>
<th>Enlightenment Idea</th>
<th>U.S. Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locke</td>
<td>• Preamble begins “We the people of the United States” to establish legitimacy.</td>
</tr>
<tr>
<td></td>
<td>• Creates representative government.</td>
</tr>
<tr>
<td></td>
<td>• Limits government powers.</td>
</tr>
<tr>
<td>Montesquieu</td>
<td>• Federal system of government.</td>
</tr>
<tr>
<td>Separation of</td>
<td>• Powers divided among three branches.</td>
</tr>
<tr>
<td>powers</td>
<td>• System of checks and balances.</td>
</tr>
<tr>
<td>Rousseau</td>
<td>• Public election of president and Congress.</td>
</tr>
<tr>
<td>Direct democracy</td>
<td>• Bill of Rights provides for freedom of speech and religion.</td>
</tr>
<tr>
<td>Voltaire</td>
<td>• Bill of Rights protects rights of accused and prohibits cruel and unusual punishment.</td>
</tr>
<tr>
<td>Free speech, religious tolerance</td>
<td></td>
</tr>
<tr>
<td>Beccaria</td>
<td>Accused have rights, no torture.</td>
</tr>
</tbody>
</table>

Who Votes?

Voting is an essential part of democracy. Universal suffrage means that all adult citizens can vote. Universal suffrage is part of democracy in the United States today, but that was not always the case. This chart shows how the United States gradually moved toward giving all citizens the right to vote.

1789 Only white, male property owners can vote.
1870 The 15th Amendment stated African-American men could vote; however, many were still prevented.
1920 The 19th Amendment was ratified, giving women the right to vote.
1924 Citizenship and the vote was extended to include Native Americans.
1971 The 26th Amendment is ratified, changing the legal voting age from 21 to 18. Today all citizens, 18 or older, can vote.

Connect to Today

1. Synthesizing If so much of the U.S. Constitution can be found in European ideas, why were the framers of the U.S. Constitution so important? See Skillbuilder Handbook, Page R21.
2. Hypothesizing Why is it important that every citizen has, and exercises, his or her right to vote?
Americans Create a Republic

Shortly after declaring their independence, the 13 individual states recognized the need for a national government. As victory became certain, all 13 states ratified a constitution in 1781. This plan of government was known as the Articles of Confederation. The Articles established the United States as a republic, a government in which citizens rule through elected representatives.

A Weak National Government

To protect their authority, the 13 states created a loose confederation in which they held most of the power. Thus, the Articles of Confederation deliberately created a weak national government. There were no executive or judicial branches. Instead, the Articles established only one body of government, the Congress. Each state, regardless of size, had one vote in Congress. Congress could declare war, enter into treaties, and coin money. It had no power, however, to collect taxes or regulate trade. Passing new laws was difficult because laws needed the approval of 9 of the 13 states.

These limits on the national government soon produced many problems. Although the new national government needed money to operate, it could only request contributions from the states. Angry Revolutionary War veterans bitterly complained that Congress still owed them back pay for their services. Meanwhile, several states issued their own money. Some states even put tariffs on goods from neighboring states.

A New Constitution

Colonial leaders eventually recognized the need for a strong national government. In February 1787, Congress approved a Constitutional Convention to revise the Articles of Confederation. The Constitutional Convention held its first session on May 25, 1787. The 55 delegates were experienced statesmen who were familiar with the political theories of Locke, Montesquieu, and Rousseau.

Although the delegates shared basic ideas on government, they sometimes disagreed on how to put them into practice. For almost four months the delegates argued over important questions. Who should be represented in Congress? How many representatives should each state have? The delegates’ deliberations produced not only compromises but also new approaches to governing. Using the political ideas of the Enlightenment, the delegates created a new system of government.

The Federal System

Like Montesquieu, the delegates distrusted a powerful central government controlled by one person or group. They therefore established
three separate branches—legislative, executive, and judicial. This setup provided a built-in system of **checks and balances**, with each branch checking the actions of the other two. For example, the president received the power to veto legislation passed by Congress. However, the Congress could override a presidential veto with the approval of two-thirds of its members.

Although the Constitution created a strong central government, it did not eliminate local governments. Instead, the Constitution set up a **federal system** in which power was divided between national and state governments.

**The Bill of Rights**  The delegates signed the new Constitution on September 17, 1787. In order to become law, however, the Constitution required approval by conventions in at least 9 of the 13 states. These conventions were marked by sharp debate. Supporters of the Constitution were called Federalists. They argued in their famous work, the **Federalist Papers**, that the new government would provide a better balance between national and state powers. Their opponents, the Antifederalists, feared that the Constitution gave the central government too much power. They also wanted a bill of rights to protect the rights of individual citizens.

In order to gain support, the Federalists promised to add a bill of rights to the Constitution. This promise cleared the way for approval. Congress formally added to the Constitution the ten amendments known as the **Bill of Rights**. These amendments protected such basic rights as freedom of speech, press, assembly, and religion. Many of these rights had been advocated by Voltaire, Rousseau, and Locke.

The Constitution and Bill of Rights marked a turning point in people’s ideas about government. Both documents put Enlightenment ideas into practice. They expressed an optimistic view that reason and reform could prevail and that progress was inevitable. Such optimism swept across the Atlantic. However, the monarchies and the privileged classes didn’t give up power and position easily. As Chapter 23 explains, the struggle to attain the principles of the Enlightenment led to violent revolution in France.

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**MAIN IDEA**

Analyzing Issues

What were the opposing views regarding ratification of the Constitution?

**TERMS & NAMES**

1. Declaration of Independence  
2. Thomas Jefferson  
3. checks and balances  
4. federal system  
5. Bill of Rights

**USING YOUR NOTES**

2. Which of the solutions that you recorded represented a compromise?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**MAIN IDEAS**

3. Why did the colonists criticize the Stamp Act as “taxation without representation”?

4. How did John Locke’s notion of the social contract influence the American colonists?

5. Why were the colonists able to achieve victory in the American Revolution?

**CRITICAL THINKING & WRITING**

6. **MAKING INFERENCE** Why might it be important to have a Bill of Rights that guarantees basic rights of citizens?

7. **FORMING AND SUPPORTING OPINIONS** Do you think the American Revolution would have happened if there had not been an Age of Enlightenment?

8. **ANALYZING CAUSES** Why do you think the colonists at first created such a weak central government?

9. **WRITING ACTIVITY** Summarize in several paragraphs the ideas from the American Revolution concerning separation of powers, basic rights of freedom, and popular sovereignty.

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**SECTION ASSESSMENT**

**CELEBRATING AMERICA’S BIRTHDAY**

Create a **birthday poster** to present to the United States this July 4th. The poster should include images or quotes that demonstrate the ideals upon which the nation was founded.
European Values During the Enlightenment

Writers and artists of the Enlightenment often used satire to comment on European values. Using wit and humor, they ridiculed various ideas and customs. Satire allowed artists to explore human faults in a way that is powerful but not preachy. In the two literary excerpts and the painting below, notice how the writer or artist makes his point.

**A PRIMARY SOURCE**

**Voltaire**

Voltaire wrote *Candide* (1759) to attack a philosophy called Optimism, which held that all is right with the world. The hero of the story, a young man named Candide, encounters the most awful disasters and human evils. In this passage, Candide meets a slave in South America, who explains why he is missing a leg and a hand.

“When we’re working at the sugar mill and catch our finger in the grinding-wheel, they cut off our hand. When we try to run away, they cut off a leg. I have been in both of these situations. This is the price you pay for the sugar you eat in Europe..."

“The Dutch fetishes [i.e., missionaries] who converted me [to Christianity] tell me every Sunday that we are all the sons of Adam, Whites and Blacks alike. I’m no genealogist, but if these preachers are right, we are all cousins born of first cousins. Well, you will grant me that you can’t treat a relative much worse than this.”

**B PRIMARY SOURCE**

**Jonathan Swift**

The narrator of *Gulliver’s Travels* (1726), an English doctor named Lemuel Gulliver, takes four disastrous voyages that leave him stranded in strange lands. In the following passage, Gulliver tries to win points with the king of Brobdingnag—a land of giants—by offering to show him how to make guns and cannons.

The king was struck with horror at the description I had given of those terrible engines... He was amazed how so impotent and grovelling an insect as I (these were his expressions) could entertain such inhuman ideas, and in so familiar a manner as to appear wholly unmoved at all the scenes of blood and desolation, which I had painted as the common effects of those destructive machines; whereof, he said, some evil genius, enemy to mankind, must have been the first contriver [inventor].

**C PRIMARY SOURCE**

**William Hogarth**

The English artist William Hogarth often used satire in his paintings. In this painting, *Canvassing for Votes*, he comments on political corruption. While the candidate flirts with the ladies on the balcony, his supporters offer a man money for his vote.

**Document-Based Questions**

1. What is the main point that Voltaire is making in Source A? What technique does he use to reinforce his message?
2. What does the king’s reaction in Source B say about Swift’s view of Europe’s military technology?
3. Why might Hogarth’s painting in Source C be difficult for modern audiences to understand? Does this take away from his message?
**TERMS & NAMES**

For each term or name below, briefly explain its connection to European history from 1550–1789.

1. heliocentric theory
2. Isaac Newton
3. social contract
4. philosophe
5. salon
6. enlightened despot
7. Declaration of Independence
8. federal system

**MAIN IDEAS**

**The Scientific Revolution** Section 1 (pages 623–628)

9. According to Ptolemy, what was the earth’s position in the universe? How did Copernicus’s view differ?
10. What are the four steps in the scientific method?
11. What four new instruments came into use during the Scientific Revolution? What was the purpose of each one?

**The Enlightenment in Europe** Section 2 (pages 629–635)

12. How did the ideas of Hobbes and Locke differ?
13. What did Montesquieu admire about the government of Britain?
14. How did the Enlightenment lead to a more secular outlook?

**The Enlightenment Spreads** Section 3 (pages 636–639)

15. What were three developments in the arts during the Enlightenment?
16. What sorts of reforms did the enlightened despots make?

**The American Revolution** Section 4 (pages 640–645)

17. Why did the Articles of Confederation result in a weak national government?
18. How did the writers of the U.S. Constitution put into practice the idea of separation of powers? A system of checks and balances?

**CRITICAL THINKING**

1. **USING YOUR NOTES**
   
   List in a table important new ideas that arose during the Scientific Revolution and Enlightenment. In the right column, briefly explain why each idea was revolutionary.

<table>
<thead>
<tr>
<th>New Idea</th>
<th>Why Revolutionary</th>
</tr>
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<tbody>
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</table>

2. **RECOGNIZING EFFECTS**
   
   What role did technology play in the Scientific Revolution?

3. **ANALYZING ISSUES**
   
   How did the U.S. Constitution reflect the ideas of the Enlightenment? Refer to specific Enlightenment thinkers to support your answer.

4. **CLARIFYING**
   
   How did the statement by Prussian ruler Frederick the Great that a ruler is only “the first servant of the state” highlight Enlightenment ideas about government?

**VISUAL SUMMARY**

**Enlightenment and Revolution, 1550–1789**

- **Scientific Revolution**
  - Heliocentric theory challenges geocentric theory.
  - Mathematics and observation support heliocentric theory.
  - Scientific method develops.
  - Scientists make discoveries in many fields.

- **Enlightenment**
  - People try to apply the scientific approach to aspects of society.
  - Political scientists propose new ideas about government.
  - Philosophes advocate the use of reason to discover truths.
  - Philosophes address social issues through reason.
  - Enlightenment writers challenge many accepted ideas about government and society.

- **Spread of Ideas**
  - Enlightenment ideas appeal to thinkers and artists across Europe.
  - Salons help spread Enlightenment thinking.
  - Ideas spread to literate middle class.
  - Enlightened despots attempt reforms.

- **American Revolution**
  - Enlightenment ideas influence colonists.
  - Britain taxes colonists after French and Indian War.
  - Colonists denounce taxation without representation.
  - War begins in Lexington and Concord.
  - Colonists declare independence, defeat Britain, and establish republic.
1. All of the following are stated objectives of the Constitution except
A. justice.
B. liberty.
C. defense.
D. prosperity.

2. With whom does the ultimate power in society lie, according to the Constitution?
A. the church
B. the military
C. the citizens
D. the monarchy

3. Which of the following statements best summarizes the main idea of this Enlightenment engraving?
A. Nothing good comes from relaxation or laziness.
B. A lack of reason fosters superstition and irrational fears.
C. Dreams are not restricted by the boundaries of reason.
D. Rulers that let down their guard risk rebellion and overthrow.