

# Enlightenment

Thought in the 1700s

# The growth of thought...

We have covered how humans:

1. learned to farm,
2. grow civilizations,
3. develop and grow religion,
4. go through a “dark” age (at least in Europe) and Holy War,
5. experience a Renaissance (fueled by Arab contributions in classical ideas and the desire to know more due to the Crusades), &
6. Go through a Christian Reformation (at least Europeans).

Please consider the following question:

What is the next natural progression for human ideas and thought?

Humans went through dramatic changes in the 9,000 years since learning how to farm. Looking at what we have covered, what is the next thought? Where are humans in the 1700s? What will help humans to continue to grow?

(Think about what happened in the 1700s that continue to impact humans today?)

**Please go to the following link:**

<http://worldhistory.abc-clio.com/Topics/Display/1192958>

Read the page and consider the question you discussed on the previous slide.

Write down an answer (to the previous slides question) based on the reading.

# Reading on the Origins of the Enlightenment

Enlighten: give (someone) greater knowledge and understanding about a subject or situation.

The Enlightenment is first and foremost an intellectual movement that values the power of human reason to understand the world and the principles of human society.

# Another question to consider...

Are humans basically good?

Write down a few ideas on your own for 3 minutes. After 3 minutes the teacher will ask you to share with a partner for 3 minutes.

You and your partner should be able to explain your ideas. What anecdotal examples can you share (that are school appropriate)?

**You have just done what Enlightened thinkers did in the 17th and 18th centuries.**

We will study the ideas these philosophers explored that will lead to modern ideas on government and social behaviors.

- *Declaration of Independence*
- French ideas of liberte, fraternite, egalite
- government run by the people

# 7 April

Students: pick up a reading and begin to read & annotate. The purpose for reading is on the paper. Write a summary statement (2-3 sentences) for one of the purposes for reading.

(You can also access the reading in your shared folder if you would like to listen and read along.)

# Hobbes v Locke

Students will obtain one primary source reading from either Hobbes or Locke. Read and answer the purpose for reading.

You will have a chance to discuss the primary source with others after all have read the document.

# 8 April

Create two equal circles with the desks.

Those who read Hobbes yesterday will be in the inner circle. Obviously, Locke on the outer circle.

Inner circle discusses ideas learned from primary source and intro reading.

Outer circle will take notes on inner circle discussion.

# After listening...

We will all consider the following questions for discussion (use your documents to support):

1. Why would the basic nature of humans be a topic of discussion?
2. Why would this be important for developing a concept for an ideal form of government?
3. How would these writers have come up with their point of view?
4. How could Locke and Hobbes have come to such different conclusions?
5. Relate discussion to students' personal experience with people; the role environment plays in forming ideas.

# So what?

Write a response to the following prompt using what we have discussed over the last few days:

How did the Enlightenment ideas of Hobbes and Locke influence political change?

# April 13 Learning Targets

- Explain how the Enlightenment influenced political change in Europe and North America.
- Explain how the Enlightenment addressed issues of social, economic, and political inequality.

# Scientific Revolution Enlightenment

The Scientific Revolution led to the Enlightenment.  
Scientific successes convinced educated Europeans of the power of human reason.

- “Natural law” was used to help discover what governs how the world works (science) so why not use it to better understand social, economic, & political problems?

Natural Law: rules of conduct discoverable by reason

# Hobbes & Locke: Influence on a Movement

The two ideas we studied this week (from both men) set the key ideas of governing that other philosophers would use to implement their own thoughts.

Social Contract (Hobbes)

v

Natural Rights (Locke)

# Before we move on...

## Vocabulary

- Philosophy: the attempt to acquire knowledge, by rational means (think of rational as reasonable or sensible), about topics that are difficult to measure
- Absolutism: any type of gov't where the ruler has complete power
- Rationalism: based on reason & logic rather than tradition & authority
- Revolution: a radical change with a widespread impact
- Enlightenment: philosophical movement largely in the 18<sup>th</sup> Century (1700s) that relied on rationalism as a basis for criticizing government, social institutions, & the social class system

# Historical Context

- Scientific revolution:
  - scientific inquiry and method; use reason and experimentation
- Rebirth of Philosophy: Rene Descartes (1596-1650)
  - Rationalist: certain truths exist and intellect can directly grasp these truths

# Historical Context

- Numerous religious wars
- Response to uncertainty: absolutism
  - Louis XIV in France (1643-1715)
- England: Constitutional Monarchy
  - Magna Carta, 1215, forced king to accept that nobility and other freemen had rights against the Crown.
  - 1689 English Bill of Rights

# Key Thinkers of the Enlightenment

- John Locke (1632-1704):
  - doctrine that men naturally possess rights, including life, liberty, and property
  - rulers derived their power only from the consent of the people
  - Government is a contract between the rulers and his subjects
- Montesquieu (1689-1755): government should divide powers into three independent branches: executive, legislative, judicial.

# Key Thinkers of the Enlightenment

- Voltaire (1694-1778): promoted equality, free speech, religious tolerance
- Jean-Jacques Rousseau (1712-1778)
  - liberty as key
  - social contract: the governed agree to be ruled only so that their rights, property and happiness be protected by their rulers
- Mary Wollstonecraft (1759-1797): In 1792, she published *Vindication of the Rights of Women*, advocating equality between the sexes

# April 14

LT: Explain how the Enlightenment influenced political change in North America & Europe.

We will use the French Philosophes (see below) to investigate.

- Montesquieu
- Rousseau

## Read the following background information:

Many writers and thinkers of the eighteenth century, especially in France, attempted to develop theories of government based on a rational approach to man's relationship with the society in which he lived. Two of the key thinkers on the nature of government were Montesquieu and Rousseau.

- Montesquieu: admired the English system of limited constitutional monarchy, which was a product of the Glorious Revolution of 1689 and was a victory for the political opposition, of which Locke formed part. He also was influenced by Locke's *Two Treatises of Civil Government* (1690).
- Rousseau: on the other hand, found this form of government inadequate, for it did not grant sovereignty equally to all of the people within the society.

# 3 Basic Premises of the Philosophes

1. Human society is governed by Natural Laws.
2. These Natural Laws can be discovered by rational men.
3. Human society can turn from traditional, authoritarian forms, and progress toward a more perfect government through rational thought.

# **You will be placed in a group...**

You will read your excerpt and identify as many of the premises as you can.

Each group will report to the class on their findings.

# So What?

Explain how the Enlightenment influenced political change in North America & Europe.

Your group should write a response to this question and give it into your teacher.