

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?