

The Enlightenment

Backwards Planning Curriculum Units

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Printed in the United States of America

ISBN 978-1-56004-706-3

Product Code: Z127

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. Use the “show set up” function in PowerPoint to present with “two monitors.” Have yours set to include the ‘notes view’ and let the projector show only the slides to the students.

You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint

presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service

The Enlightenment: Backwards Planning Activities

Enduring understandings:

- The Enlightenment was a time of intellectual ferment that arose first in France, England, and elsewhere in western Europe in the 1700s.
- The Enlightenment focused on philosophy, society, government, and religion. Yet it was inspired above all by the great scientific breakthroughs of the 16th and 17th centuries, especially those of Isaac Newton.
- The Enlightenment put its trust in reason and observation, not religious tradition or belief, as the basis for all knowledge about society and nature.
- Enlightenment figures did not all agree about what “reason” led them to conclude regarding the nature of the individual, government, or religion.
- In the area of government, some, like Thomas Hobbes, took a pessimistic view of the individual and backed a strong monarch as ruler; others, like John Locke, saw individuals as free agents with natural rights who were entitled to establish limited governments that would protect those rights.
- Criticism of traditional religion and the power of the Catholic Church was a key aspect of Enlightenment thinking, as was also criticism of the power of aristocratic elites.
- A number of powerful monarchs took up Enlightenment ideas, though usually only insofar as those ideas helped them strengthen their own authority.
- Both the American Revolution and the French Revolution were directly influenced by the Enlightenment and its key ideas about government and human rights.

Essential questions:

- The Enlightenment was a time of intellectual ferment that arose first in France, England, and elsewhere in western Europe in the 1700s.
- The Enlightenment focused on philosophy, society, government, and religion. Yet it was inspired above all by the great scientific breakthroughs of the 16th and 17th centuries, especially those of Isaac Newton.
- The Enlightenment put its trust in reason and observation, not religious tradition or belief, as the basis for all knowledge about society and nature.
- Enlightenment figures did not all agree about what “reason” led them to conclude regarding the nature of the individual, government, or religion.
- In the area of government, some, like Thomas Hobbes, took a pessimistic view of the individual and backed a strong monarch as ruler; others, like John Locke, saw individuals as free agents with natural rights who were entitled to establish limited governments that would protect those rights.

- Criticism of traditional religion and the power of the Catholic Church was a key aspect of Enlightenment thinking, as was also criticism of the power of aristocratic elites.
- A number of powerful monarchs took up Enlightenment ideas, though usually only insofar as those ideas helped them strengthen their own authority.
- Both the American Revolution and the French Revolution were directly influenced by the Enlightenment and its key ideas about government and human rights.

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. that Enlightenment thinkers in the 1700s were deeply influenced by the Scientific Revolution of the 1500s and 1600s 2. that the Enlightenment celebrated the use of reason not only to understand nature, but to understand and reform society 3. that aristocratic women played a role in the Enlightenment by fostering salons where new ideas were discussed. Yet many key Enlightenment thinkers did not back equal rights for women. 4. that many aristocrats and several powerful monarchs in the 1700s supported Enlightenment ideas 5. that Enlightenment ideas shaped revolutionary upheavals in Europe and the Americas 6. that Napoleon instituted key Enlightenment ideas as reforms even as he imposed dictatorial order on France and launched wars of conquest in Europe. 	<ol style="list-style-type: none"> 1. read and interpret primary source documents on the Enlightenment of the 18th century 2. understand some of the central Enlightenment ideas about natural rights, religious toleration, the basis of legitimate government, etc. 3. identify the major Enlightenment thinkers from this era and be able to describe the key ideas for which they are best known 4. understand and debate certain key controversies having to do various aspects of the European Enlightenment 5. identify causal relationships between various events and developments during this period.

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in the Enlightenment presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects
- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project #1: The *Philosophes*— A Salon on Individual Rights and the State

Overview:

In this lesson, a small group of students plans and conducts a salon such as those held in France during the Enlightenment. One student moderates the discussion, while others play the parts of key Enlightenment figures in a debate about individual rights and the state. The moderator sparks the discussion by reading two short passages, one from the American Declaration of Independence of 1776 and one from the French National Assembly's Declaration of the Rights of Man and of the Citizen, adopted in 1789. As the student role-players debate, the rest of the class will watch and listen. When the moderator decides to open up the discussion, other students may then join in with questions of their own.

Objectives:

As a result of completing the lesson, students will be able to:

- identify several key Enlightenment thinkers
- better understand some of the most important ideas of the Enlightenment
- better appreciate the sharp differences among key Enlightenment figures, along with ideas they shared in common.

Time required:

Four class periods (with one period for a presentation to the class)

Materials:

Computer(s) with Internet access, word-processing and PowerPoint software, a printer, the “Salon Debate Checklist” (provided)

Procedures:

Assign students to one small group. The group's task is to prepare to conduct a salon in which students assume the roles of various Enlightenment thinkers and discuss their notions of individual rights and the state. One student in the group will play the role of the salon's organizer and act as a moderator. Each of the other group members will take the part of one of the following figures:

- John Locke
- Thomas Hobbes
- Voltaire
- Baron de Montesquieu
- Mary Wollstonecraft
- Jean-Jacques Rousseau
- Thomas Paine

Depending on the group's size, you may wish to have more than one student work on researching each Enlightenment figure—as long as only one of those students is responsible for role-playing that figure during the salon discussion. Students should review the PowerPoint for this lesson to learn about the Enlightenment thinker they have been assigned. Have them also refer to the suggested Internet and/or print resources to learn more about their figure.

The salon will open with each Enlightenment figure reacting to two passages. The first is from the Declaration of Independence, adopted by the colonists in 1776 at the start of the American Revolution. The second is from the French National Assembly's Declaration of the Rights of Man and of the Citizen, adopted in 1789 at the start of the French Revolution.

From the Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights,[74] that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

From the Declaration of the Rights of Man and of the Citizen

1. *Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.*
2. *The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.*
3. *The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.*
4. *Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.*

5. *Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.*
6. *Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.*

It may be that most Enlightenment figures would in a broad way favor both of these two statements. However, students should try to learn enough about the figure they have been assigned to gain a sense of how that particular individual would respond to each statement, what they would approve of most, what they might disagree with, etc. Have students use the Student Handout to take notes on how their Enlightenment figures would respond to the two passages. They can use these handouts to plan their opening remarks in the salon.

At the start of the salon, the above statements from the two declarations should be displayed prominently or provided to everyone as a separate handout. Each salon participant will make some opening remarks responding to these two statements. It is the moderator's job to ask them to clarify their remarks and to invite responses from others. Each student playing an Enlightenment thinker should also feel free to respond to one another's opening remarks.

The moderator may find it helpful to develop a set of questions ahead of time and let the salon participants know in advance what those questions are. The moderator may wish to use a PowerPoint presentation to focus attention on these questions as a way to keep the discussion on track. Here are some suggested questions:

- What do you most agree with in each declaration?
- What do you question or disagree with in each declaration?
- What differences do you see between the two declarations?
- Whose opening statement on these declarations do you agree with most? Why?
- Whose opening statement on these declarations do you disagree with most? Why?

After the opening remarks, the moderator should encourage students in the audience to ask questions as well, with the understanding that they are asking each student to respond as would the Enlightenment thinker the student is role-playing.

Evaluation:

After the group's presentation, you should evaluate students based on their presentation skills as well as on their research skills in completing the "Salon Debate Checklist." While you may wish to develop your own rubric for this project, a sample rubric is included as a guideline.

Suggested Web resources:

The following is a sampling of possible resources for the small group's work. You should supplement this list by assisting students in finding related information via a reputable search engine.

John Locke

- <http://www.iep.utm.edu/locke/>
- http://www.associatedcontent.com/article/351232/john_locke_and_the_declaration_of_independence.html?cat=37
- <http://www.crf-usa.org/foundations-of-our-constitution/natural-rights.html>
- <http://plato.stanford.edu/entries/locke/influence.html>
- <http://plato.stanford.edu/entries/locke/>

Thomas Hobbes

- <http://www.nndb.com/people/691/000031598/>
- <http://www.philosophypages.com/hy/3x.htm>
- <http://www.rjgeib.com/thoughts/nature/hobbes-bio.html>
- <http://www.iep.utm.edu/hobmoral/>
- <http://plato.stanford.edu/entries/hobbes/>

Voltaire

- http://public.wsu.edu/~brians/hum_303/voltaire.html
- <http://www.iep.utm.edu/deismfre/#H1>
- <http://www.positiveatheism.org/hist/darrow5.htm>
- <http://plato.stanford.edu/entries/voltaire/>

Baron de Montesquieu

- <http://www.newworldencyclopedia.org/entry/Montesquieu>
- <http://www.fordham.edu/halsall/mod/montesquieu-spirit.html>
- <http://www.newadvent.org/cathen/10536a.htm>
- <http://plato.stanford.edu/entries/montesquieu/>

Mary Wollstonecraft

- <http://www.historyguide.org/intellect/wollstonecraft.html>
- http://www.newworldencyclopedia.org/entry/Mary_Wollstonecraft
- <http://www25.uua.org/uuhs/duub/articles/marywollstonecraft.html>
- <http://plato.stanford.edu/entries/wollstonecraft/>

Jean-Jacques Rousseau

- <http://www.historyguide.org/europe/rousseau.html>
- <http://www.nndb.com/people/808/000082562/>
- <http://www.iep.utm.edu/rousseau/>
- <http://plato.stanford.edu/entries/rousseau/>

Thomas Paine

- http://www.newworldencyclopedia.org/entry/Thomas_Paine
- <http://www.ushistory.org/paine/>
- <http://www.nndb.com/people/295/000047154/>
- <http://www.let.rug.nl/usa/B/tpaine/paine.htm>

Salon Debate Checklist

Name of Enlightenment thinker:

**This thinker's main ideas
about individual rights
and government**

**This thinker's reactions
to the Declaration
of Independence**

**This thinker's reactions
to the Declaration of the
Rights of Man and of
the Citizen**

Favorable:

Critical:

Favorable:

Critical:

Salon Debate Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: summing up the important facts about this figure's overall views on individual rights and government	Student identifies essential facts accurately and explains their importance clearly	Student describes some key facts accurately and has a good sense of their importance	Student describes a few details about this thinker adequately but not with a good sense of their importance	Student describes a few details but not very accurately at all	
Handout: understanding how this thinker might have regarded the two Declarations	Student clearly and effectively compares this thinker's views about both Declarations	Student adequately compares this thinker's views about both Declarations	Student only vaguely describes this thinker's views about one or both Declarations	Student fails to describe clearly this thinker's views about either of these Declarations	
Presentation: contribution to the salon discussion	Student makes a substantial contribution to the salon discussion and performs the assigned role effectively	Student makes an adequate contribution to the salon discussion and performs the assigned role acceptably	Student makes a minimal contribution to the salon discussion and to performing the assigned role	Student makes no contribution to the salon discussion and performs the assigned role poorly	
Cumulative score					

Project #2: Women and the Enlightenment— Debating Two Conflicting Sources

Overview:

This lesson gives a small group of students a chance to study, discuss, and interpret two conflicting primary source documents on the Enlightenment and its implications for women. The group reads and discusses chapter 5 of *Emile*, by Jean-Jacque Rousseau, and chapter 5 of *A Vindication of the Rights of Women*, by Mary Wollstonecraft. The group chooses three short passages from each chapter and organizes a panel discussion about women and the Enlightenment around these excerpts. After presenting, explaining and debating their excerpts, the group takes questions from the rest of the students in the audience.

Objectives:

As a result of completing the lesson, students will be able to:

- describe the views about women’s education by two major Enlightenment thinkers
- gain some insight into the challenges involved in analyzing two conflicting primary sources
- better understand the impact the Enlightenment had on thinking about the place of women in society.

Time required:

Four class periods (including one for the group’s presentation and discussion)

Materials:

Computer(s) with Internet access, word-processing and PowerPoint software, a printer, the “Women and the Enlightenment Student Handout” (provided)

Procedures:

Interpreting written primary source documents from a distant age is often a challenging task. Meanings of words and grammatical styles are often very different from what students today are used to. Usually, students only partially understand the context in which a document was written. Moreover, primary sources do not all agree. In some cases, the conflicts between them are explicit, a result of clear differences of opinion on basic matters. In such cases, students are presented with the challenge of deciding which account to believe, or which to see as more relevant, more typical, more revealing, or more insightful, etc.

In this case, a small group of students will be assigned the task of interpreting and explaining two sources that conflict in a fundamental way. The sources present two opposing views of the nature of women and the nature of the education women should receive. What is challenging for the student is that both sources are important documents of the Enlightenment. Together they raise these questions: What was the impact of the Enlightenment on the status of women and on thinking about women's nature and place in society? Secondly, how is it that these dramatically conflicting sources can both be considered illustrative of Enlightenment thinking?

- The first of the two sources is Chapter 5 in *Emile, or On Education*, by Jean-Jacques Rousseau. In chapter 5, Rousseau turns from dealing with the education of the boy, Emile, to deal with the ideal education for Emile's future wife, a girl Rousseau calls Sophie.
- The second source is chapter 5 of *A Vindication of the Rights of Woman* (1792), by Mary Wollstonecraft. In this chapter, Wollstonecraft directly challenges Rousseau's views about women and his ideas regarding Sophie's education.

Links to these chapters can be found in the "Suggested Web resources" section.

Explain to the students in the group that this activity will help them decide what the Enlightenment meant for women. In doing this, they will experience the challenges historians face in trying to make sense of complex written historical sources. Along with the two chapters from Rousseau and Wollstonecraft, have students refer to the other suggested Internet resources listed or to other print resources. These resources will help them find out more about these two Enlightenment thinkers and the impact of the Enlightenment on women.

Have students read the chapter by Rousseau before their first group meeting. At that meeting, each student should bring one short passage from the chapter to share and discuss. At the second group meeting, do the same for the chapter by Wollstonecraft. At a third group meeting, have the students decide on three passages from each author to use in a group presentation on these conflicting sources. Students should complete the "Women and the Enlightenment Student Handout" and use it to help guide them in planning the presentation. The group should make its final selections available to the rest of the class ahead of or during their presentation. The groups may want to create a PowerPoint presentation and display the passages that way.

The group should choose passages and organize a presentation to the class in such a way as to address the two broad questions mentioned above:

1. What was the impact of the Enlightenment on the status of women and on thinking about women's nature and place in society?
2. How is it that these dramatically conflicting sources can both be considered illustrative of Enlightenment thinking?

Evaluation:

After this lesson is complete, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

The Two Primary Sources (Each book in its entirety can be accessed from these links):

- Rousseau's *Emile*, chapter five
<http://www.online-literature.com/rousseau/emile/5/>
- Wollstonecraft's *A Vindication of the Rights of Women*, chapter five
<http://www.bartleby.com/144/5.html>

Other Web resources

- http://www2.ivcc.edu/gen2002/women_from_the_renaissance.htm
- <http://feminism.eserver.org/theory/papers/womens-education.txt>
- <http://public.wsu.edu/~dee/ENLIGHT/WOMEN.HTM>
- http://en.wikipedia.org/wiki/Women_in_the_Enlightenment
- <http://www.suite101.com/content/women-and-the-enlightenment-a41812>
- <http://womenshistory.about.com/od/wollstonecraft/a/wollstonecraft-legacy.htm>
- <http://plato.stanford.edu/entries/histfem-condorcet/>
- <http://www.infed.org/thinkers/wollstonecraft.htm>

Women and the Enlightenment

Student Handout

From <i>Emile</i> , chapter 5	Summarize the passage in your own words	Reasons for selecting this passage
Passage (identify it here)		
From <i>Vindication</i>, chapter 5	Summarize the passage in your own words	Reasons for selecting this passage
Passage (identify it here)		

Women and the Enlightenment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: summarizing the selected passages	Student clearly and accurately summarizes the mean- ing of the selected passages	Student ade- quately sum- marizes the meaning of the selected passages	Student only vaguely and partially sum- marizes the meaning of the selected passages	Student does a poor job of summa- rizing the meaning of the selected passages	
Handout: explaining reasons for choosing the selected passages	Student clearly explains the significance of the passage	Student adequately explains the significance of the passage	Student expresses only a vague sense of explains the significance of the passage	Student fails to describe or explain the significance of the passage	
Presentation: contribution to the group presentation	Student makes a substantial contribution to the group's presentation	Student makes an adequate contribution to the group's presentation	Student makes a minimal con- tribution to the group's presentation	Student makes no contribution to the group's presentation	
Cumulative score					

Project #3: Was Napoleon “Enlightened”?— A Debate

Overview:

Was Napoleon Bonaparte an “Enlightened” ruler like Prussia’s Frederick the Great, Joseph II of the Holy Roman Empire, or the other “Enlightened monarchs”? Or was he a tyrant, plain and simple, with no interest at all in the ideas of the Enlightenment? In this lesson, two small groups of students debate these questions, with one group making the case for Napoleon as an “Enlightened” ruler while the other group makes the case against this view. The two groups present their ideas and argue their cases in front of the class. The entire class then votes to decide the matter.

Objectives:

As a result of completing the lesson, students will be able to:

- better understand the concept of the “Enlightened monarch”
- identify many specific aspects of Napoleon’s career, and better see his significance in relationship to the French Revolution and the history of Europe in the early 1800s
- make judgments about Napoleon and his career and about the Enlightenment and its impact on Europe’s history.

Time required:

Four class periods (with one period for a presentation to the class)

Materials:

“Napoleon and the Enlightenment Student Handout” (provided)

Methodology:

Prior to beginning the lesson, assign students to three groups:

- A group defending the idea of Napoleon as “Enlightened”
- A group criticizing the idea of Napoleon as “Enlightened”
- A small group of moderators to supervise the debate

Students may select the group they wish to join, or you may elect to assign them to groups based

on student abilities and personalities.

The term “Enlightened monarch” or “Enlightened despot” has been applied to monarchs who took a personal interest in Enlightenment thinkers and ideas, and who applied some Enlightenment ideals in their own way of ruling – as for example in promoting greater religious tolerance, expanding educational opportunity, protecting property rights, etc. Some historians regard Napoleon as just such an “Enlightened” ruler. They believe that in particular his important reforms within France were undertaken in the spirit of the French Revolution and the Enlightenment. Other historians regard Napoleon as a tyrant, plain and simple, a military man who assembled enormous armies and drove them to conquer all of Europe, spreading chaos, disorder, and injustice wherever his troops marched and fought.

Give each group three class sessions to research, read background materials and discuss Napoleon’s career, his accomplishments, and the concept of the “Enlightened monarch.” Have the groups study the suggested Internet resources or other print resources to prepare for the debate. All students in each of the groups should complete the “Napoleon and the Enlightenment Student Handout” provided for this lesson. At the last of the small group meetings, each group should plan out its debate-day presentation and strategy so as to fulfill the group’s task in the debate.

Here is a suggested format for the debate:

- **Napoleon’s Defenders:** This group will prepare a five-minute presentation describing the accomplishments that they believe entitle Napoleon to be seen as an “Enlightened” ruler. The group should first offer a definition of “Enlightened monarch” or “Enlightened despot” and then indicate the ways Napoleon lived up to what the definition calls for. They will then listen closely to the opening statement of Napoleon’s Critics. They will have some time to discuss that statement, and then they must do two things. First they should repeat back as fully and accurately as they can the key points made by Napoleon’s Critics. They will then have five minutes in which to challenge or criticize those points.
- **Napoleon’s Critics:** This group will prepare a five-minute opening statement criticizing the idea of calling Napoleon an “Enlightened” ruler. They will first listen closely to the opening statement of Napoleon’s Defenders and will then present their own opening statement. They will have some time to discuss the opening statement by Napoleon’s Defenders. They then must do two things. First they should repeat back as fully and accurately as they can the key points the Napoleon’s Defenders make. They will then have five minutes in which to challenge or criticize those points.
- **Moderator group:** This group will supervise the debate the two other student groups carry on with each other. The moderators must remain neutral but should try to keep debaters focused on the issue and make sure each debater listens carefully to responses from the other side. At the end of the debate the moderators will field questions from the rest of the class. To perform this role effectively, the moderators should do some of the same background reading and research as the two debating groups.

Evaluation:

At the end of the debate, evaluate student work using a suitable rubric. Two sample rubrics are included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

- <http://www.notablebiographies.com/Mo-Ni/Napoleon-Bonaparte.html>
- <http://europeanhistory.about.com/od/bonapartenapoleon/a/bionapoleon.htm>
- <http://www.historyguide.org/intellect/lecture15a.html>
- <http://arapahoe.littletonpublicschools.net/LinkClick.aspx?fileticket=-KdU8E07nrA%3D&tabid=8784>
- <http://www.mrdowling.com/705-napoleon.html>
- http://www.historyofwar.org/articles/people_napoleon.html
- <http://www.biography.com/articles/Napoleon-I-9420291?part=0>

Napoleon and the Enlightenment

Student Handout

What does it mean to call a ruler an “Enlightened despot” or an “Enlightened monarch”?

Was Napoleon an “Enlightened” ruler?

Arguments for:

Arguments against:

Napoleon and the Enlightenment Rubric: Moderator Group

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Understands Napoleon's career and issues at stake in the debate	Understand these issues well and uses them well to guide the debate	Understands these issues adequately and uses them to guide the debate	Only partially understands these issues but makes little use of them to guide the debate	Understand these issues poorly and does not use them to guide the debate	
Keeps debate teams focused on topic	Identifies key points in need of clarification and helps teams address them	Identifies and explains only a few key points in need of clarification	Identifies a few points in need of clarification but cannot help teams address them	Fails to identify points in need of clarification or to help teams address them	
Guides teams to listen and respond to each other	Identifies and explains well central points that the teams need to respond to more carefully	Identifies and explains only a few points the teams need to respond to	Identifies few points the teams need to clarify but fails to help the teams respond to them	Identifies no key points that the teams need to respond to more carefully	
Cumulative score					

Napoleon and the Enlightenment Rubric: Debate Group

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: understands details of Napoleon's career	Understand the policies well and explains them clearly	Understands the policies adequately and explains them clearly	Only partially understands and explains the policies	Understand the poli- cies poorly and does not explain them clearly	
Handout: understands the case for and against Napoleon as "Enlightened"	Identifies and explains well several major points in support of or against the policies	Identifies and explains only some key points in support of or against the policies	Identifies only a few points in support of or against the policies	Fails to iden- tify or explain clearly any points in support of or against the policies	
Debate: defends the group's position on Napoleon	Identifies and explains well several major points in support of the group's position	Identifies and explains only some key points in support of the group's position	Identifies only a few points in support of the group's position	Fails to iden- tify or explain clearly any points in support of the group's position	
Debate: responds to the other group's position on Napoleon	Understands and responds in a relevant way to the other side's comments	Understands and responds in a relevant way to only some of the other side's comments	Only partly understands or responds to some of the other side's comments	Understands few of the other side's comments and fails to respond in any relevant way	
Cumulative score					

Extension Activities

1. Have students read a selection from Voltaire's *Philosophical Dictionary*, which is available at <http://history.hanover.edu/texts/voltaire/volindex.html>. Have them read the *Destiny* chapter, for it is fairly easy to understand. It is also a great way to expose children to philosophy if you don't have time to explain the basic theories or forms to your students. *Destiny* is also something they all will recognize, and Voltaire's ideas can excite, incite, and enliven a class discussion.
2. Hold a mock Salon in class. Have students choose a philosopher and research his or her life and ideals. They will participate in a class discussion on a topic you choose related to their philosopher, ready to explain how their philosopher would react to the topic. If this seems too complicated, have each student come in and explain their philosopher and theories to the class. They can also bring in Salon snacks (French bread, spreads, desserts, tea, fruit, etc.). You can even have them dress up!

Here is a list of sites that are useful for researching philosophers:

- <http://dir.yahoo.com/Arts/Humanities/Philosophy/Philosophers/>
 - <http://dir.yahoo.com/Arts/Humanities/Philosophy/Existentialism/Existentialists/>
 - <http://www.aynrand.org/>
 - <http://www.iep.utm.edu/>
 - <http://www.988.com/philosophers/>
3. Listen to Enlightenment Era music in class and explore why it was considered so innovative. Enlightenment composers include Johann Sebastian Bach, Wolfgang Amadeus Mozart, George Handel, and Joseph Haydn. Students may seem especially fond of Mozart, and you might even show parts of *Amadeus* in class—it is a great visual representation of the excess and grandeur of the Enlightenment, court life, and social life.

Discussion Questions

1. How did the Scientific Revolution contribute to the Enlightenment?
2. How were Locke's views similar to the *philosophes*'?
3. Why did Montesquieu prefer the separation of powers?
4. What did Rousseau mean when he wrote, "Man is born free, but everywhere he is in chains"?
5. Explain why education was important to Wollstonecraft.
6. Are the concepts of "Enlightenment" and "Absolutism" compatible?

Web Page Annotation

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfEnlightenment.htm>

This site has links to many other academic sites that link to a wide variety of information about the Enlightenment and the people instrumental in the movement.

http://www.newgenevacenter.org/09_Biography/09b_Thinkers/enlightenment.htm

A site with great links to people, ideas, and facets of the Enlightenment

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The Enlightenment: Multiple-Choice Quiz

1. The term “enlightenment” was first used by
 - A. Galileo Galilei
 - B. Immanuel Kant
 - C. John Locke
 - D. Jean-Jacques Rousseau
 - E. Sir Francis Bacon
2. The “Scientific Method” involved all of the following *except*
 - A. observation
 - B. experimentation
 - C. analysis
 - D. intuition
 - E. reasoning
3. In his *Sketch for a Historical Picture of the Progress of the Human Spirit*, Condorcet stated that
 - A. humans are imperfectable
 - B. humans are governed by emotion
 - C. humans can realistically strive for “perfectibility” in all areas of life
 - D. humans require constant discipline
 - E. humans are, by nature, not curious
4. “I think, therefore I am” was expressed by
 - A. Rene Descartes
 - B. William Shakespeare
 - C. Thomas Hobbes
 - D. Sir Isaac Newton
 - E. None of the above
5. The most famous satirist among the *philosophes* was
 - A. Thomas Paine
 - B. John Locke
 - C. Condorcet
 - D. Diderot
 - E. Voltaire

6. Which of the following best describes Enlightenment philosophers?
 - A. They promoted religious belief.
 - B. They preferred absolutism.
 - C. They were most influential in England and Spain.
 - D. They wanted to reform society and used their writings to spread their message.
 - E. They relied on emotion to guide them.
7. Which of the following is *not* associated with John Locke?
 - A. *Tabula rasa*
 - B. *Treatises on Government*
 - C. All men are equal in the state of nature
 - D. Members of England's House of Lords
 - E. "life, liberty, and estate"
8. Who wrote *The Social Contract*?
 - A. Rene Descartes
 - B. Jean-Jacques Rousseau
 - C. Francis Bacon
 - D. Thomas Paine
 - E. Thomas Hobbes
9. Whose ideas provided the basis for the theory of the "separation of powers?"
 - A. Condorcet
 - B. Frederick the Great
 - C. Edmund Burke
 - D. Charles II
 - E. Montesquieu
10. Who among the following was *not* considered an enlightened monarch?
 - A. Louis XIV
 - B. Frederick II
 - C. Catherine the Great
 - D. Joseph II
 - E. Gustav III

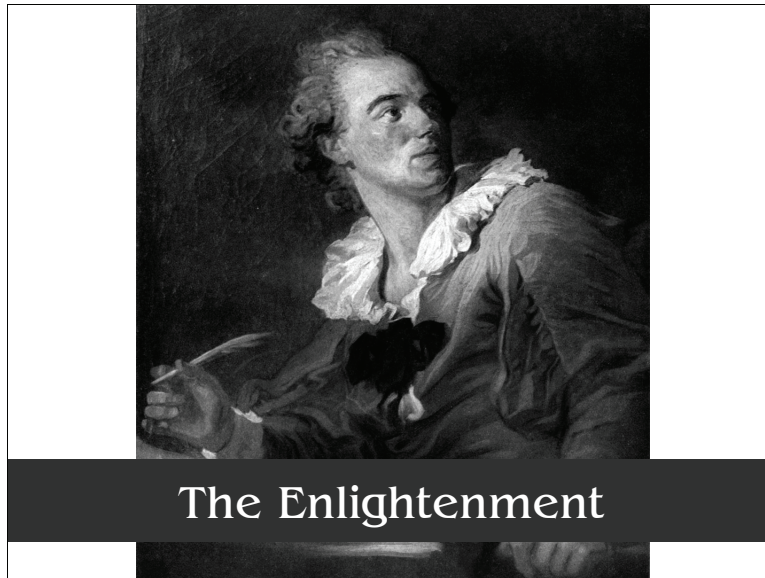
11. Who was the only enlightened monarch to abolish serfdom?
- A. Catherine the Great
 - B. Gustav III
 - C. Frederick the Great
 - D. Joseph II
 - E. Napoleon I
12. In writing the Declaration of Independence, Thomas Jefferson was influenced by
- A. Hobbes and Locke
 - B. Locke and Montesquieu
 - C. Montesquieu and Rousseau
 - D. Locke and Descartes
 - E. Voltaire and Rousseau
13. What woman originated the *salon*?
- A. Mary Wollstonecraft
 - B. Madame de Pompadour
 - C. Catherine the Great
 - D. Olympe de Gouges
 - E. Maria Theresa
14. Which of the following was *not* part of deism?
- A. atheism
 - B. belief in God
 - C. “great watch maker” theory
 - D. rejection of organized religion
 - E. reason outweighs faith
15. Which of the enlightened monarchs hosted Voltaire for two years?
- A. Catherine the Great
 - B. Joseph II
 - C. Louis XIV
 - D. Frederick II
 - E. Gustav III

16. One of the most important issues to Mary Wollstonecraft was
- A. the right to life, liberty, and property
 - B. universal voting rights
 - C. the right to bear children
 - D. the role of women in the courts
 - E. the education of women
17. Which statement best describes the view of Thomas Hobbes?
- A. Democracy is the best form of government.
 - B. Monarchs rule by divine right.
 - C. People need strong authoritarian rulers.
 - D. Humans are by nature rational.
 - E. All monarchies should be abolished.
18. What publication was a major achievement for the *philosophes*?
- A. The Declaration of the Rights of Man
 - B. *The Social Contract*
 - C. *Treatise on Civil Government*
 - D. *Encyclopédie*
 - E. *Candide*
19. What document was clearly influenced by Enlightenment ideas of the French
- A. Revolution?
 - B. The Declaration of Independence
 - C. The Declaration of the Rights of Man
 - D. The Declaration of Common Sense
 - E. The Declaration of the Spirit of the Laws
 - F. The Declaration of Rationality
20. Enlightenment principles have led to all but one of the following:
- A. Universal suffrage
 - B. slavery
 - C. public education
 - D. equality rights
 - E. written constitutions

The Enlightenment: Multiple-Choice Quiz

Answer Key

1. B
2. D
3. C
4. A
5. E
6. D
7. D
8. B
9. E
10. A
11. D
12. B
13. B
14. A
15. D
16. E
17. C
18. D
19. B
20. B



The era known historically as the Enlightenment marks the intellectual beginning of the modern world. Ideas originating in this era would gradually spread around the world creating challenges to existing traditions and ways of governing. Many governments today have Enlightenment principles as the basis of their constitutions and forms of government. In addition, the expansion of suffrage to women, blacks, and people of all classes is a legacy of the Enlightenment. Enlightenment ideas on equality also helped end the dominance of social elites such as the aristocracy and the church. Enlightenment thought also led many countries to establish systems of public schools and put an end to the idea that education was only a privilege for the upper classes.

Note to teacher: The image in this slide is Jean-Honoré Fragonard's "Inspiration," which shows a *philosophe* at his desk deep in thought.

Essential Questions

- Why did the scientific breakthroughs of the 16th and 17th centuries have such a powerful effect on so many Enlightenment figures?
- The Enlightenment saw “reason” as the sole trustworthy guide to arriving at truth, not only about the natural world but also about human society. Why was this seen as such a radical and challenging idea in 18th-century Europe?
- Key Enlightenment thinkers such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau disagreed on many matters—such as the nature of the individual, natural rights, or the basis of legitimate government. What ideas did these thinkers hold in common? Why did they disagree on so many fundamental issues?

Essential Questions (continued)

- Aristocratic women such as Madame de Pompadour conducted salons where Enlightenment thinkers discussed issues with French aristocrats and other wealthy individuals. Why did such gatherings attract so much support from the very groups the Enlightenment often criticized?
- Why did a number of powerful European monarchs also show great interest in Enlightenment ideas?
- How did the Enlightenment contribute to the age of revolutions that began with the American Revolution and the French Revolution?

What Was the Enlightenment?

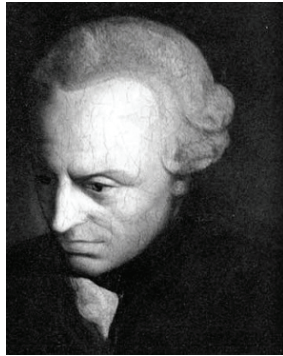


The Enlightenment was an intellectual movement in Europe during the 18th century that led to a whole new world view.

When historians discuss the “Enlightenment,” they are usually referring to 18th-century Europe (France and England in particular), although other parts of the world (including the U.S.) are often included as well. The Enlightenment was a period of intellectual ferment that gave rise to a range of new theories about society, government, philosophy, economics, and religion. The period produced more than just abstract theorizing, however: it offered a whole new way of conceptualizing the world and one’s place in it. In many ways, this change in perception marked the beginning of the modern era, as institutions and traditions of the past began to shift—and even crumble—in the face of new ideas and approaches.

Note to teacher: The painting in this slide is *Une soirée chez Madame Geoffrin*. Created in 1755, it shows a French *salon*. Among the notable *philosophes* depicted in the painting are Diderot, d’Alembert, Turgot, and Condillac. A bust of Voltaire appears in the background.

What Is Enlightenment?



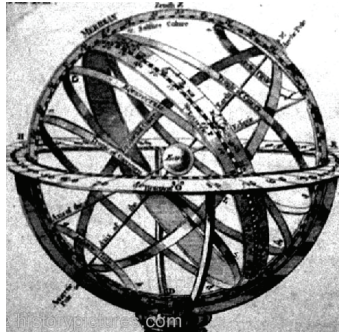
Immanuel Kant

According to the 18th- century philosopher Immanuel Kant, the “motto” of the Enlightenment was “*Sapere aude!* Have courage to use your own intelligence!” (Kant, “What Is Enlightenment?” 1784)

The term “enlightenment” was first coined by Immanuel Kant, a German philosopher. “*Sapere aude*” means “dare to know” in Latin. Kant also wrote in this essay, “All that is required for this enlightenment is freedom; and particularly the least harmful of all that may be called freedom, namely, the freedom for man to make public use of his reason in all matters.” In other words, in order to be “enlightened,” a person had to think independently rather than simply follow society’s customs and traditions. Thus, the Enlightenment encouraged free thought (or at least freer and more wide-ranging thought than had occurred in the recent past).

The Scientific Revolution

The Enlightenment grew largely out of the new methods and discoveries achieved in the Scientific Revolution



The equatorial armillary, used for navigation on ships

The most important factor in the development of the Enlightenment was the Scientific Revolution of the 16th and 17th centuries.

Francis Bacon and the Scientific Method



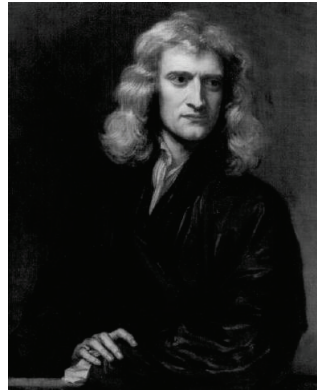
Sir Francis Bacon

- The scientific method
- Observation and experimentation
- Testable hypothesis

Sir Francis Bacon laid the theoretical groundwork for what became known as the scientific method. In Europe, science had been almost a combination of magic and academics, and scientists were not concerned with careful practices, methodical actions, logic, or theory. Bacon believed that all scientific research should rely on careful observation and experimentation rather than simply relying on one's own thought and reasoning, as earlier scientific thinkers had. The data obtained should then be recorded and analyzed according to logic and reason, then used to produce a testable hypothesis.

Isaac Newton and the Scientific Method

- Used the scientific method to make a range of discoveries
- Newton's achievements using the scientific method helped inspire Enlightenment thinkers



Sir Isaac Newton

Although earlier scientists had already put Bacon's ideas into practice, Sir Isaac Newton is the scientist most associated with the scientific method. Newton made a range of groundbreaking discoveries in the fields of mathematics, physics, optics, and more. Newton's achievements provided the inspiration for the Enlightenment: if the scientific method had worked so well for finding scientific truth, perhaps it could be applied to social sciences as well so that the truths about society itself could be discovered.

Enlightenment Principles



A meeting of French Enlightenment thinkers

- Religion, tradition, and superstition limited independent thought
- Accept knowledge based on observation, logic, and reason, not on faith
- Scientific and academic thought should be secular

The Enlightenment era was characterized by secularism, challenges to authority, and the glorification of reason.

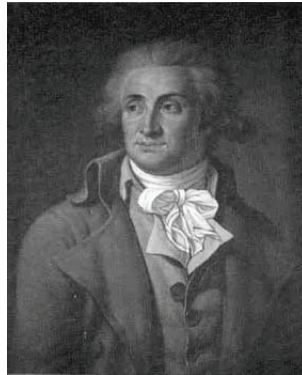
Bullet #1 Many Enlightenment thinkers felt that although the great minds of the medieval and Renaissance eras had achieved much, they also had been overly constrained by religion, tradition, and superstition. To truly achieve independent thought, one had to throw off all limits and rely solely on reason.

Bullet #2 Like the pioneers of the Scientific Revolution, Enlightenment thinkers also strove to make conclusions based on observation, logic, and reason, rather than on faith.

Bullet #3 Enlightenment thinkers revived the spirit of the Renaissance quest for knowledge, choosing to focus on human nature and the workings of society rather than on spiritual matters and religious tenets. This secular approach led to the development of the social sciences.

The Marquis de Condorcet

- French mathematician
- *Sketch for a Historical Picture of the Progress of the Human Spirit*



The Marquis de Condorcet was a renowned mathematician who played an active role early on in the French Revolution, leading a redesign of the educational system and helping to write the first French constitution. When the Radicals (Jacobins) took over the Revolution, however, he went into hiding. During this time, he wrote his most famous work, *Sketch for a Historical Picture of the Progress of the Human Spirit*. His book provided a clear expression of many Enlightenment ideals: an unbending faith in “reason” as the means to discover all “truths,” continual advancements both in science and in social mores and attitudes, and a belief that humans can realistically strive for “perfectibility” in all areas of life.

The Marquis de Condorcet (continued)



- Universal education
- Progress and “perfectibility”

Condorcet felt that not just elite scientists and intellectuals could make great discoveries, but people of “ordinary intelligence” as well. He therefore favored “universal education,” stating that “by giving more people the elementary knowledge that can inspire them with a taste for more advanced study and give them a capacity for making progress in it...and that, therefore, the number of men destined to push back the frontiers of the sciences by their discoveries will grow in the same proportion.”

Condorcet firmly believed that a devotion to reason could ensure a better future. He stated that eventually “the progress of reason will have gone hand in hand with progress in the arts and sciences”; consequently, people would come to realize that “their object is the general welfare of the human species.” To this end, society would move towards providing a larger intellectual life for everyone, innovations that would ease the burden of labor on the working classes, freedom from want, and a greater “equality” among members of society. Condorcet’s optimistic belief in the “perfectibility” of society was shared by many Enlightenment thinkers.

Discussion Questions

1. Immanuel Kant provided a motto for the Enlightenment, "*Sapere aude!*" ("dare to know" in Latin). Another way to put it is, "Have the courage to use your reason." Why do you think many Europeans in the 18th century felt it took courage to "dare" to use one's reason in thinking about all matters? Do you think it takes courage to do this today as well?
2. Men like Bacon and Newton dealt mainly with scientific subjects or the scientific method. But the Enlightenment dealt with philosophy, religion, government, and social customs and traditions. Why do you think the development of science was so important to Enlightenment thinkers?

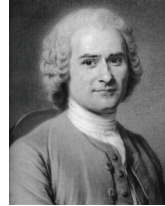
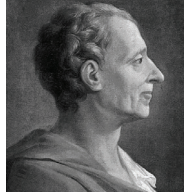
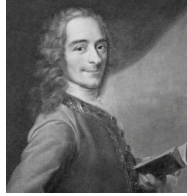
1. Answers will vary and should be discussed. The Enlightenment thinkers often expressed ideas critical of the Church and the aristocracy, both of which could be harsh in punishing such criticism.
2. Answers may vary, but students should see that science had suddenly made major discoveries and was gaining great respect and prestige. Hence it could help Enlightenment thinkers who claimed reason could be applied to human affairs and morality as well.

Discussion Questions (continued)

3. The Marquis de Condorcet, like other Enlightenment figures, had an optimistic belief in the “perfectibility” of society. What do you think such thinkers meant by speaking of the “perfectibility” of society? Do you think the Enlightenment’s faith that using “reason” to solve human problems can lead to the perfectibility of society? Why or why not?

3. Answers are likely to vary and should be discussed thoroughly.

Enlightenment Thinkers



Many Enlightenment thinkers were also mathematicians and scientists. They viewed changes in science as going hand in hand with changes in philosophy.

Rene Descartes (1596–1650)



- French philosopher and mathematician
- Questioned the basis of his own knowledge
- “*Cogito ergo sum*”

René Descartes was one of the most important philosophers and mathematicians of the modern era. In *Discourse on Method* and *The Meditations*, he reasoned that all of his prior knowledge was subject to doubt because it was based on traditional beliefs rather than in rational, empirical thought. He pondered what he could honestly say he knew to be true, going so far as to doubt whether he was awake or dreaming—or if he even existed. He then began to reconstruct his world view: he knew that his thoughts existed, which then suggested the existence of a thinking being—himself. Descartes then came to his famous conclusion, “*Cogito ergo sum*,” which means “I think, therefore, I am.”

The French *Salon* and the *Philosophes*

- Madame de Pompadour
- *Salons*: gatherings for aristocrats to discuss new theories and ideas
- *Philosophes*: French Enlightenment thinkers who attended the salons

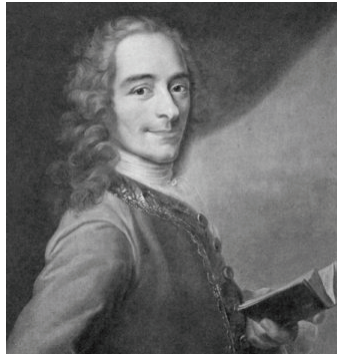


Madame de Pompadour

Madame de Pompadour, mistress of King Louis XV of France, was a devotee of art and philosophy. Around the middle of the 18th century, she began holding what became known as the *salon*. *Salons* were a sort of high class cocktail party for socialites, aristocrats, and intellectuals, where people demonstrated their knowledge of new theories and tried to outwit each other. Madame de Pompadour held the most famous and best attended *salons* in Paris.

Enlightenment thinkers in France who went to *salons* were known as *philosophes*. For a *salon* to be truly successful, it had to have a *philosophe* in attendance as a sort of showpiece.

Voltaire (1694–1778)



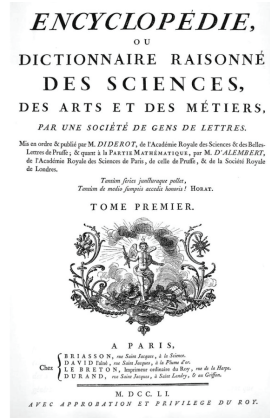
- Most famous *philosophe*
- Wrote plays, essays, poetry, philosophy, and books
- Attacked the “relics” of the medieval social order
- Championed social, political, and religious tolerance

François-Marie Arouet, known more famously as Voltaire, was the most renowned of the *philosophes*. A prolific writer, much of his work either satirized or attacked what he called the “relics” of the medieval social order—in particular, the church and the aristocracy. Despite—or perhaps because of—his controversial ideas, he was in high demand at *salons* not just in France but throughout Europe as well. He lived in the court of Frederick the Great for a time, and he was friends with Catherine the Great.

Above all, Voltaire attacked intolerance in society, politics, and religion. A famous quote usually attributed to Voltaire states, “I disapprove of what you say, but I will defend to the death your right to say it.” He felt that all governments were susceptible to tyranny, but he greatly admired the British model.

The *Encyclopedie*

- Major achievement of the *philosophes*
- Begun in 1745; completed in 1765



Frontspiece to the
Encyclopédie

Perhaps the most notable achievement of the *philosophes* as a group was the 17-volume *Encyclopédie*, known in English as *Encyclopedia: The Rational Dictionary of the Sciences, the Arts, and the Crafts*. In 1745, French publisher André le Breton asked writer Denis Diderot to help him translate the seminal English *Cyclopaedia* into French. Diderot served as co-editor of the project along with mathematician Jean Le Rond d'Alembert.

The *Encyclopedie* (continued)



Encyclopédie editor Denis Diderot

- Denis Diderot and Jean Le Rond d'Alembert
- Banned by the Catholic Church

Shortly after beginning, Diderot came up with a much more ambitious goal than a mere translation. He wanted instead to create a comprehensive work that would include the most up-to-date knowledge on the sciences, arts, and crafts. To this end, he enlisted several of the best thinkers of the era—many of whom were well-known *philosophes*—to write new articles for the *Encyclopédie*. He also wanted to make the work accessible to a wide audience rather than just for scholars.

Although Diderot and d'Alembert ended up writing the majority of the articles, contributions also came from many noted figures (especially Voltaire, as well as Rousseau and Montesquieu). By the time the *Encyclopédie* finally reached completion, it contained nearly 72,000 articles accompanied by numerous illustrations.

The work as a whole represents an outstanding example of Enlightenment thought: it praised science while also questioning religion, social institutions, the legal system, and more. As a result, the Catholic Church viewed it as undermining its authority and placed the *Encyclopédie* on its index of forbidden works. Nevertheless, it was widely read, with people often obtaining cheaper reprint editions published in Switzerland.

Deism

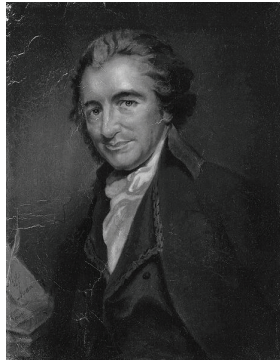
- Deists believed in God but rejected organized religion
- Morality could be achieved by following reason rather than the teachings of the church



Lord Edward Herbert of Cherbury,
founder of deism

Voltaire was also a deist, as were many other leading figures of the Enlightenment. Founded by Lord Edward Herbert in the early 1600s, the philosophy of deism took the technique of rational analysis and applied it to religion, coming up with conclusions that were not to the liking of many followers of Christianity. Deists firmly believed in God, but rejected organized religion. Rather than looking to the church or the supernatural for moral guidance, deists believed that morality could be achieved by following reason. Even though deism affirmed the existence of God, it discarded virtually all Church traditions and practices as irrational and unnecessary, a fact which led many to criticize deists as anti-Christian, or even to portray them as atheists.

Deism (continued)



Thomas Paine

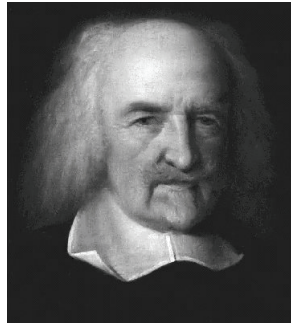
- The “great watchmaker”
- Thomas Paine

Enlightenment philosophy emphasized experience and reason, while the Church asked worshipers to accept its principles on faith, so a conflict here was inevitable. Deists viewed God as the “great watchmaker” whose creation—the universe—operated as smoothly as a fine Swiss watch. The task, as Enlightenment thinkers envisioned it, was to try to discover the principles that governed the functioning of this “watch.” *Deism* thus centered around a belief in a God who operated according to reason and whose existence could be seen in the natural order and logic of all that He had created.

Thomas Paine, famous primarily for writing the classic pamphlet *Common Sense*, was also a key theorist of deism. In his essay “Of the Religion of Deism Compared with the Christian Religion,” Paine asserted that “there is a happiness in Deism, when rightly understood, that is not to be found in any other system of religion” because deism did not force its followers to “stifle reason” in order to accept its tenets.

Thomas Hobbes (1588–1679)

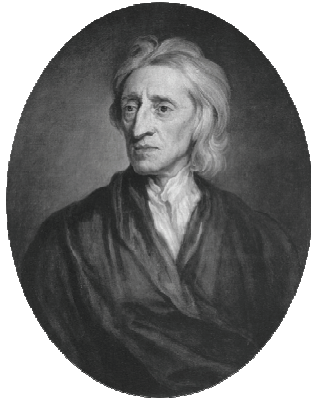
- Applied rational analysis to the study of government
- Attacked the concept of divine right, yet supported a strong monarchy
- Believed that humans were basically driven by passions and needed to be kept in check by a powerful ruler



Englishman Thomas Hobbes was one of the first thinkers to apply rational analysis to the study of government. In his famous work *Leviathan*, Hobbes attacked the notion of the “divine right of kings,” which held that monarchs ruled because they had been appointed by God. Instead, he believed that a ruler derived sovereignty from the implicit consent of the people. Not surprisingly, this radical concept met with near-universal disdain.

Although it seemed to many that Hobbes was attacking monarchy, in reality he favored having strong, authoritarian rulers because of conclusions he drew about human nature. Hobbes somewhat pessimistically believed that people were driven by their passions, and that only a powerful ruler could keep society from degenerating into conflict and chaos. Without a monarch to exercise control, Hobbes wrote that people’s lives would be “solitary, poor, nasty, brutish, and short.”

John Locke (1632–1704)



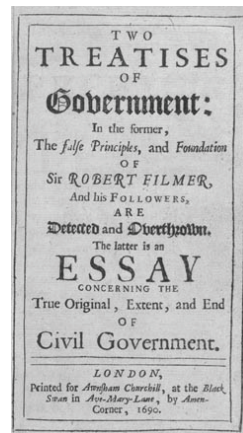
- The “State of Nature”
- *Tabula rasa*

Bullet #1 John Locke, another English theorist, also disagreed with the notion of divine right; however, he held a very different view of human nature than Hobbes did. Locke posited that in the past, before people formed societies, they lived in a “state of nature.” He believed that all men were equal in the state of nature because they were “creatures of the same species and rank” with the “same advantages” and “same faculties.”

Bullet #2 Locke also had an interest in how humans learn. In his *Essay Concerning Human Understanding*, he argued that the mind of a newborn baby was a “*tabula rasa*”—a “blank slate” upon which environment and experience would transcribe ideas and beliefs. Locke saw human nature as something that was externally determined rather than internally determined; correspondingly, he stressed the importance of education.

John Locke (continued)

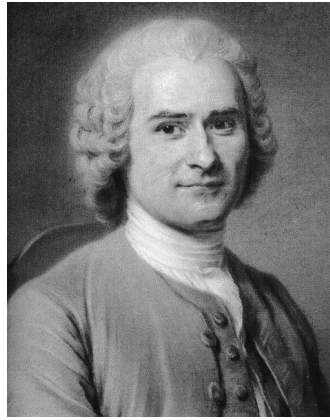
- *Treatises of Government*
- Rights



Bullet #1 In his two *Treatises of Government*, Locke attacked the divine right of kings and authoritarian government. He promoted a constitutional monarchy that derived its power from the law and from the consent of the people. He also believed that a government's primary responsibility was to protect individual property: he wrote, "The great and chief end, therefore, of men uniting into commonwealths, and putting themselves under government, is the preservation of their property; to which in the state of Nature there are many things wanting."

Bullet #2 Locke believed that in the state of nature, individuals had natural rights, which he referred to as "all the rights and privileges of the law of Nature." Locke claimed that one such right was to defend one's "property" (which he defined as "his life, liberty, and estate") against the "injuries and attempts of other men." Locke built on this assumption, suggesting that if any ruler or government violated these natural rights, the people would have the right to change the government—by force if necessary.

Jean-Jacques Rousseau (1712–1778)



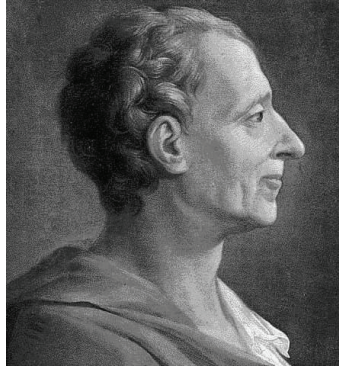
- Philosophized on the nature of society and government
- *The Social Contract*

Like Locke, Jean-Jacques Rousseau also used the concept of a “state of nature” to draw conclusions about society and government.

Rousseau is probably best known for his idea of the “social compact,” which he outlined in his book *The Social Contract*. Locke had viewed societies as having been created through mutual consent of all members. Rousseau went a step further, claiming that instead of mere consent, individuals forming a society entered into a “social compact” with one another. The social compact balanced benefits with obligations. Those who entered into it would receive mutual protection and defense, along with assistance in overcoming obstacles that they could not conquer individually. In return, the social compact obligated members of society to subordinate their “natural liberty” (i.e., the freedom enjoyed by individuals in the state of nature) to “the supreme direction of the general will.”

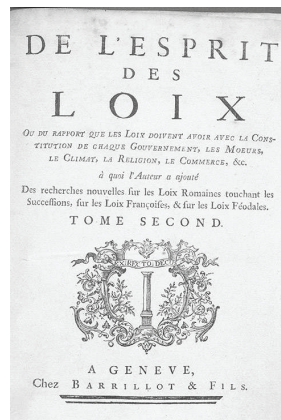
Baron de Montesquieu (1689–1755)

- French noble and political philosopher
- *The Spirit of the Laws*



The Baron de Montesquieu was a French nobleman whose primary contributions to the Enlightenment's political thought came in his 1748 treatise *The Spirit of the Laws*. Years before writing the treatise, Montesquieu had visited several European countries, carefully observing the workings of each nation's government. In *The Spirit of the Laws*, he laid out a comparative study of types of governments, then put forward his own theory of government.

Montesquieu (continued)



- Separation of powers
- Constitutional monarchy

Frontispiece to
The Spirit of the Laws

Montesquieu identified three sorts of governmental power: legislative, executive “in respect to things dependent on the law of nations,” and executive “in regard to those things that depend on civil law” (i.e., the judiciary). Montesquieu believed that if one person or group of people held any two or all three of these powers, it would result in “tyrannical laws” executed in a “tyrannical manner.” His ideas here provided the basis for the doctrine known as “separation of powers,” which significantly influenced the framers of the U.S. Constitution and thus the shaping of the American government.

Montesquieu did not believe that democracy was the best form of government. Instead, he favored a constitutional monarchy based on the British model. He greatly admired Britain’s government because he felt that Parliament, the king, and the courts worked separately and efficiently since each could limit the power of the other. This idea of the different branches of government each preventing the others from obtaining too much power later led to the theory of “checks and balances,” which also influenced the framers of the U.S. Constitution.

Discussion Questions

1. Why do you think the salons became so popular among France's wealthy aristocrats and other socialites from the mid-1700s on?
2. Voltaire was one of the most popular *philosophes* to attend the salons. Why do you think he was so popular among France's aristocratic and intellectual elites, given that he regarded aristocrats and the Church as "relics" of an out-dated medieval order?
3. Diderot decided to expand a simpler translation project into an effort to create the extensive *Encyclopédie*. Why do you think this decision proved so important in helping to spread the ideas of the Enlightenment and establish it as a powerful cultural movement?

1. Answers will vary and should be discussed.
2. Answers will vary and should be discussed. As with the last question, students should consider how comfortable and educated elites are able at times to deal with challenges to their legitimacy as long as their privileges are not actually threatened.
3. The *Encyclopédie* presented up-to-date knowledge and all the key Enlightenment ideas in one very large collection of articles that was sure to get widespread attention and respect.

Discussion Questions (continued)

4. Do you think deism is a religious belief based entirely on reason, as many Enlightenment figures claimed? Why or why not?
5. Compare the ideas of Thomas Hobbes and John Locke. In what ways are they similar? In what ways do they differ? How do you suppose these two examples of the Enlightenment thinking could arrive at such different views about government?

4. Answers will vary and should be discussed. Some students will stress the way deism removed many traditional aspects of religious belief and tried to establish its beliefs on a basis of reason only. Others may feel it still imposed its own mechanistic concept of the universe on the basis of its faith, not purely on the basis of reason alone.
5. Both Hobbes and Locke used the concept of a man living in an original “state of nature” and tried to reason about political realities from that. They differed dramatically in that Hobbes saw a need for an all-powerful monarchy to check aggressive human nature whereas Locke saw a need for limited government based on a contract with the governed and designed to protect the natural rights of individuals.

Discussion Questions (continued)

6. Rousseau spoke of society having a “general will” that should guide individuals and to which they must subordinate their natural liberty. What do you think he meant by the concept of a “general will”? Do you think political elections are the way to determine what society’s “general will” is? Why or why not?
7. Of the following Enlightenment thinkers, which do you think most influenced America’s founders in establishing the United States as an independent nation: Hobbes, Locke, Rousseau, or Montesquieu?

6. Answers will vary and should be discussed. It is not clear what Rousseau really meant by the “general will” or how it could be decided what the general will was. It seems to have meant more than simply the majority opinion as reflected in a vote for members of a legislature.
7. Answers may vary greatly and should be discussed thoroughly. Many of the founders shared Hobbes’s pessimism about human nature while also accepting Locke’s notion of man as a rights-bearing individual. Some might have shared Rousseau’s belief in a “general will,” while others embraced Montesquieu’s concept of a division of powers in the “checks and balances” incorporated into the U.S. Constitution.

Women and the Enlightenment

- Changing views
- Role of education
- Equality



Mary Wollstonecraft

Olympe de Gouges

One of the offshoots of Enlightenment philosophy was a changed view of the role of women in society. Enlightenment thinkers held reason supreme and valued education as the best way to develop a person. They also viewed education as crucial for moral development and for society to function as close to ideal as possible. Many thinkers, therefore, advocated education for women; however, they differed on the specific things they believed women should be taught, and most male thinkers did not extend their arguments to advocate full equality for women. Not surprisingly, some women disagreed with this position and wrote important works advocating equality for women.

Mary Wollstonecraft



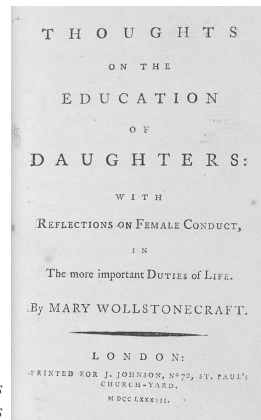
- Declaration of the Rights of Man
- *A Vindication of the Rights of Women*

During the early days of the French Revolution, the National Assembly adopted the Declaration of the Rights of Man. The document drew equally upon Enlightenment ideas and current events at the time to make statements both about basic political rights and the particular abuses which many had suffered under the rule of Louis XVI.

In 1792, Mary Wollstonecraft, a teacher and writer from Great Britain, composed *A Vindication of the Rights of Women*. Wollstonecraft had been living in Paris during the French Revolution and knew many of its leaders. The publication of the *Declaration* prompted her to outline her philosophy on the inequalities that existed between the sexes. She was disheartened by the fact that in spite of their belief in equality, the leaders of the Revolution did not extend that equality to women. She saw this as hypocritical and hoped her work would convince French leaders (especially Talleyrand, to whom she dedicated the book) to recognize that women had the same natural rights and intellectual capacity as men.

Wollstonecraft (continued)

- Education
- Women's rights movement



Title page of Wollstonecraft's *Thoughts on the Education of Daughters*

Wollstonecraft believed women were kept in ignorance “under the specious name of innocence.” She refers here to a common argument of the time which held that women should not be educated because it would ruin their natural “innocence” and have a detrimental effect on their character. She felt that denying education to women would deprive them of the tools they needed to properly exercise their reason.

In the first chapter of her book, Wollstonecraft proclaimed, “It is time to effect a revolution in female manners—time to restore to them their lost dignity—and make them, as a part of the human species, labour by reforming themselves to reform the world.” Many regard *A Vindication of the Rights of Women* as marking the beginning of the modern women's rights movement.

Olympe De Gouges



- Criticized the French Revolution
- *The Rights of Women*
- “Declaration of the Rights of Woman and the Female Citizen”
- Executed in 1793

Olympe de Gouges also lived in Paris during the French Revolution and also produced a response to the *Declaration of the Rights of Man*. Her 1791 work, *The Rights of Women*, criticized the leaders of the Revolution for continuing to “oppress” women even though they had just been freed from oppression themselves. The heart of *The Rights of Women* consisted of a “Declaration of the Rights of Woman and the Female Citizen” that mimicked the language of the Declaration. For example, while Article 1 of the original Declaration stated that, “Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.” Article 1 of de Gouges’ declaration says, “Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.”

De Gouges also included a form for a “Social Contract Between Men and Women.” Much more strident in tone than Wollstonecraft, de Gouges urged women to “wake up” and “discover your rights.” She harshly criticized the Revolution, asking, “Oh, women, women! When will you cease to be blind? What advantage have you received from the Revolution? A more pronounced scorn, a more marked disdain.” She also decried the bloodshed of the Revolution, which led many to label her as a reactionary. In 1793, she was guillotined.

Discussion Questions

1. Most male Enlightenment thinkers failed to extend their calls for equality fully to all women as well. Why?
2. Some Enlightenment figures felt that education for women would ruin a woman's natural "innocence." What do you think Locke would have said about this theory? How might Rousseau have responded to it? Explain your answers.

1. Answers will vary and should be discussed.
2. Answers will vary, but students should notice that Locke's concept of a "tabula rasa" might lead one to deny any natural "innocence" in either men or women and to view education as effective with both. Rousseau did tend to view both men and women as more "innocent" in the state of nature.

“Enlightened Monarchs”



- Most of Europe ruled by absolute monarchs
- Receptive to Enlightenment ideas
- Instituted new laws and practices

Enlightened Monarchs

- Frederick II, Prussia
- Catherine the Great, Russia
- Napoleon I, France
- Maria Theresa, Austria
- Joseph II, Holy Roman Empire
- Gustav III, Sweden

During the time of the Enlightenment, most of the countries in continental Europe were ruled by monarchs who exercised absolute power. Many of these monarchs read Enlightenment works and were intrigued by the new ideas thinkers put forth. The *philosophes* thought that an “enlightened” monarch could implement their ideas, which would result in better laws and a general improvement in the quality of life for all citizens. Some thinkers did end up corresponding with or advising European monarchs and eventually influenced many to put a range of Enlightenment ideals into practice.

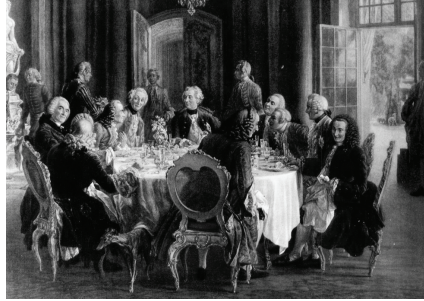
Frederick the Great (ruled 1740–1786)

- Prussian ruler
- Had a strong interest in Enlightenment works
- Induced Voltaire to come to Prussia



Frederick II of Prussia, often called “Frederick the Great,” was fascinated with Enlightenment philosophy. He also was drawn to the arts: not only did he strongly support them during his reign, he also composed poems, essays, and several pieces of music. Frederick also loved all things French: he was such a Francophile that he preferred to speak and write in French rather than German. He greatly admired Voltaire and invited him to come to Prussia as his personal guest. Voltaire accepted and ended up living in Berlin and Potsdam for two years.

Frederick the Great (continued)



Painting titled "Frederick the Great and Voltaire."

- Wanted to make Prussia a modern state
- Reforms

When Frederick ascended to the throne, Prussia had a strong military but remained rather backward in its customs and government. Frederick wanted to transform Prussia into a modern state and introduced many reforms that drew upon Enlightenment ideas. He granted religious freedom, improved education, systematized the government to make it more efficient, simplified many laws, and outlawed torture.

Though most historians do regard Frederick as “enlightened,” he only went so far in implementing Enlightenment ideas. For example, his support of the nobility and the fact that he made no attempt to abolish serfdom demonstrate the limitations of his devotion to Enlightenment ideals.

Catherine the Great (ruled 1762–1796)

- Russian ruler
- Well-versed in Enlightenment works
- “Westernizing” Russia



Catherine II of Russia, often called “Catherine the Great,” was also attracted to Enlightenment ideas. She immersed herself in the works of leading thinkers, focusing in particular on the French *philosophes*. She corresponded with such notables as Voltaire and Diderot and also composed several comedies, works of fiction, and memoirs.

During her reign, she made determined efforts to “westernize” Russia. In the cultural arena, she brought in several leading European intellectuals in order to introduce the Russian elite to Enlightenment ideas. She also bought and imported a vast amount of art. Economically, she made attempts to get foreign capitalists to invest in Russia; she also championed efforts to modernize industry and agriculture.

Catherine the Great (continued)



- Domestic reforms
- Peasant revolt

Domestically, Catherine focused a great deal of effort on reforming and improving Russian law and society. Inspired by the ideas of Enlightenment political thinkers like Montesquieu, she composed a plan to completely overhaul the legal code. Other measures she instituted promoted education, relaxed the censorship law, and restricted the use of torture.

In a 1773–1774 uprising, peasants in southwestern Russia revolted and took control of several forts and cities. Although Catherine’s army put down the insurgents before they progressed any further, the revolt had a major effect on any ideas she had on reforming serfdom. Instead, she reorganized local governments so that they would become more efficient and better able to control the serfs. In 1785, she enacted reforms that strengthened the nobility. She granted them absolute control of the serfs, freed them from taxation, confiscated church land and gave it to nobles, opened up new areas to serfdom, and made nobility hereditary. Thus, like Frederick, Catherine’s devotion to Enlightenment ideals only went so far.

Maria Theresa (ruled 1740–1780)

- Austrian ruler
- Government reforms
- The serfs
- Son—Joseph II



Austrian ruler Maria Theresa started many reforms, but it was really her son, Joseph II, who is better characterized as an “enlightened” monarch.

Maria Theresa centralized and streamlined many aspects of government and the military. In addition, in the later years of her rule she strove to improve the lives of serfs by reducing the power nobles had over them.

Joseph II (ruled 1765–1790)



- Ruled as coregent with his mother until 1780
- Joseph's reforms
 - Religious toleration
 - Control over the Catholic Church
 - Abolition of serfdom

Joseph ruled as co-regent with his mother beginning in 1765. Like other “enlightened” monarchs, he believed in the power of reason; however, the measures he undertook once he became sole ruler in 1780 were much more radical than those instituted by other monarchs. He encouraged religious toleration of Protestants and Jews; he reduced the power of the Catholic Church in Austria and brought it more firmly under his control; and, in his most controversial measure, he abolished serfdom and decreed that peasants be paid in cash for their labors. This cash proviso, however, infuriated the nobles and was even rejected by the peasants, who preferred a barter economy. Joseph's power and health both waned in succeeding years, and his reforms didn't last long after his death in 1790.

Gustav III (ruled 1771–1792)

- Swedish ruler
- Read French Enlightenment works
- Reforms
- Absolutism



King Gustav III of Sweden voraciously read most of the French works of the Enlightenment. He also wrote several plays and historical essays.

Upon ascending to the throne, Gustav sought to rid the Swedish government of corruption and to institute measures in line with Enlightenment principles. Among his reforms: he issued an ordinance providing for freedom of the press, he abolished torture, he relaxed the poor law, he supported complete religious freedom, he encouraged free trade and removed export tolls, he shored up the country's weakened currency, and he even invented a national costume that became quite popular for a while.

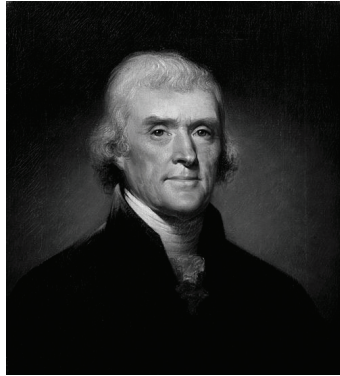
By the mid-1780s, however, Gustav began to shift away from a constitutional monarchy toward an absolutist one. He had grown weary of battling with the Swedish Parliament and the nobility. War with Russia later in the decade provided him with an excuse to increase his power at the expense of the legislature and the gentry. The 1789 Act of Unity and Security allowed him to overcome the nobility's opposition to the war. He then drew up a new constitution that broadened royal authority; the lower classes, also fed up with the nobles, supported him. With his power assured, Gustav managed to lead his armies to a stunning victory over Russia. The Swedish people hailed him, but the aristocracy still held resentments. In 1792, a conspiracy of nobles hired an assassin to kill Gustav; Gustav was shot in the back and died some two weeks later.

Discussion Questions

1. Frederick the Great of Prussia implemented some Enlightenment ideas, as in his effort to promote religious liberty and improve education. But he also continued to support the nobility and serfdom. Why do you think he failed to challenge these traditional institutions when many Enlightenment thinkers were criticizing them?
2. Why did the actions of Russia's serfs lead Catherine the Great to put aside somewhat any Enlightenment ideas she might have had about how to rule over Russia's people?
3. In what ways was Austria's ruler Joseph II much more radical in his efforts to promote Enlightenment ideas than most other "enlightened monarchs"?

1. He entertained Enlightenment ideas but did not apply ones that might have undermined the very groups or institutions in society he depended on for his own support and power.
2. Extremely massive and violent uprisings by Russia's serfs during her rule led her to shore up the power of the nobility and its ability to control the serfs.
3. He did more to encourage toleration of Protestants and Jews and control the power of the Catholic Church; he also did abolish serfdom; etc.

The Enlightenment and the American Revolution



Thomas Jefferson

- Influence of Locke, Montesquieu
- The Declaration of Independence

Written by Thomas Jefferson, the Declaration of Independence shows the influence of Enlightenment ideas—particularly those of Locke and Montesquieu.

Jefferson drew upon Locke’s concepts of natural rights and equality in the “state of nature” when he wrote, “We hold these truths to be self-evident, 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.” Jefferson also employed Locke’s conclusion that if a government denied citizens their natural rights, the people had the right to change the government. He stated, “when a long train of abuses and usurpations...evinces a design to reduce them [the people] under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.”

The U.S. Constitution

- Separation of powers
- Checks and balances



Painting depicting the Constitutional Convention

The framers of the Constitution essentially took Montesquieu's concept of separation of powers and put it into practice, creating a tripartite government that split authority between executive, legislative, and judicial branches. They also instituted measures designed to ensure that no one branch would become too powerful. Popularly known as "checks and balances," these measures included things like the president's veto power, the fact that only Congress can declare war, and the provision that federal and Supreme Court judges hold their terms for life.

The Enlightenment and the French Revolution



The Marquis de Lafayette

- The American Revolution
- The Estates General

The French strongly supported the colonies against Britain during the American Revolution. Hundreds of French officers (most notably, the Marquis de Lafayette) who participated in the Revolution were influenced by how the Americans applied Enlightenment ideas on government both in waging the war and in creating a new nation.

In 1789, King Louis XVI decided to place a tax on land, an idea that the nobility and the Church—who had both been exempt from taxation up to this time—greatly disliked. They fought Louis by claiming that a new tax could only be approved at a meeting of a body known as the Estates General, which represented all three of France’s social “estates”: the Church, the nobility, and the rest of the population. The Third Estate, which made up 98% of France’s population, had become increasingly dissatisfied with its lack of political power. Middle-class citizens at this time functioned more or less as the leaders of the Third Estate, and had been influenced by Enlightenment ideas regarding things like liberty, equality, and rights. They had come to want a voice in government, and at the meeting of the Estates General, they demanded a constitution in return for approving the tax. A chain of events was set in motion that eventually led to the overthrow and execution of the king: this was the French Revolution.

The Declaration of the Rights of Man

- Adopted by National Assembly in 1789
- “*Liberté, Egalité, Fraternité*”



In 1789, the National Assembly adopted the Declaration of the Rights of Man. This document clearly reflected Enlightenment ideals related to liberty, property, natural rights, and the ending of oppression. For example, the first three articles of the Declaration stated:

1. “Men are born and remain free and equal in rights.”
2. “The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.”
3. “The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.”

The influence of the Enlightenment on the French Revolution can be seen most clearly in its slogan: “*Liberté, Egalité, Fraternité*”—“Liberty, Equality, and Fraternity.”

Napoleon I



- French ruler
- Military career
- Rise to power

The French Revolution went through many phases, including ones during which terror and death by guillotine were used to enforce the will of increasingly radical revolutionary leaders. In time, France seemed to tire of this violence and chaos. To many, Napoleon Bonaparte was the hero who protected the Revolution's achievements, yet who also restored order with a firm hand.

Napoleon had been a soldier since the age of 16, after having spent his early years in a military academy. He came to prominence as a young officer in 1795 when he defended the National Convention against royalist forces. He rose quickly after that and eventually seized power by engineering a *coup d'état* in 1799 that effectively ended the French Revolution; later, in 1804, he had himself crowned emperor.

Napoleon wasn't really an "enlightened monarch" like Frederick, Catherine, Joseph, Gustav, or Maria Theresa. Those rulers had avidly read important Enlightenment works and consciously sought to implement Enlightenment principles. Napoleon did not share this affinity for the works of Enlightenment writers; however, he did institute a number of reforms that were in line with Enlightenment ideals.

Napoleon I (continued)

- Reforms
 - Education
 - Law



In education, he created a system of public schools known as *lycées*. These schools were open not just to the upper classes but to the children of all citizens. Graduates of the *lycées* were considered qualified for government jobs and did not need family connections to obtain these positions, as had previously been the case.

Napoleon also created a uniform set of laws known as the Civil Code of 1804. In some areas, the laws reflected Enlightenment principles. For example, the Code guaranteed equality for all male citizens and the right to secure wealth and private property. In other areas, however, the Code worked to restrict individual rights, placing limits on freedom of speech and freedom of the press and rolling back political gains women had made during the French Revolution.

Even as he promoted some revolutionary goals, Napoleon also led huge French armies in wars of conquest throughout Europe. Was he true to Enlightenment ideals? Did those ideals encourage a ruthless leader like Napoleon who sought to remake the world, or did it discourage such leaders in the name of reason and humanity? These are questions people today still debate about the European Enlightenment.

The Legacy of the Enlightenment

- Government
- Society
- Education



The signing of the U.S. Constitution



As stated at the beginning, the Enlightenment marks the intellectual beginning of the modern world. Enlightenment principles have become the basis of constitutions and forms of government for many countries. Universal suffrage and equal rights legislation are a direct legacy of the Enlightenment. Finally, Enlightenment thought led many countries to establish systems of free public education and put an end to the idea that education was only a privilege for the upper classes.

Discussion Questions

1. The Declaration of Independence's famous words about "self-evident" rights and the U.S. Constitution's "separation of powers" reflect Enlightenment ideas by two of its key writers. Can you explain what the ideas were and who those writers were?
2. In what ways were the American and French Revolutions alike in their use of Enlightenment ideas? Do you see any differences between the two revolutions in regard to their use of Enlightenment ideas? Explain your answers.
3. Shouldn't Napoleon be considered a great Enlightenment leader like the "enlightened monarchs"? Why or why not?

1. The Declaration's language closely reflects Locke's ideas about natural rights and government as a contract among freely acting individuals; the Constitution's separation of powers reflects Montesquieu's notions of division of governmental authority among separate executive, legislative, and judicial branches.
2. Answers may vary widely and should be discussed thoroughly.
3. Answers may vary and should be discussed. Some may say Napoleon's dictatorial power and war-promoting actions go against Enlightenment ideals, but others may see in his desire to spread his own notions of the French Revolution's ideals as a sort of Enlightenment effort to "perfect" all other societies as well as his own.



The Enlightenment

Essential Questions

- Why did the scientific breakthroughs of the 16th and 17th centuries have such a powerful effect on so many Enlightenment figures?
- The Enlightenment saw “reason” as the sole trustworthy guide to arriving at truth, not only about the natural world but also about human society. Why was this seen as such a radical and challenging idea in 18th-century Europe?
- Key Enlightenment thinkers such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau disagreed on many matters—such as the nature of the individual, natural rights, or the basis of legitimate government. What ideas did these thinkers hold in common? Why did they disagree on so many fundamental issues?

Essential Questions (continued)

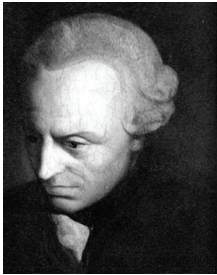
- Aristocratic women such as Madame de Pompadour conducted salons where Enlightenment thinkers discussed issues with French aristocrats and other wealthy individuals. Why did such gatherings attract so much support from the very groups the Enlightenment often criticized?
- Why did a number of powerful European monarchs also show great interest in Enlightenment ideas?
- How did the Enlightenment contribute to the age of revolutions that began with the American Revolution and the French Revolution?

What Was the Enlightenment?



The Enlightenment was an intellectual movement in Europe during the 18th century that led to a whole new world view.

What Is Enlightenment?

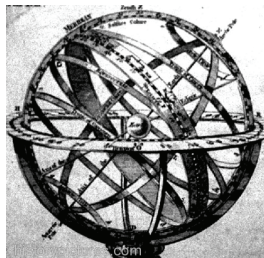


Immanuel Kant

According to the 18th-century philosopher Immanuel Kant, the “motto” of the Enlightenment was “*Sapere aude!* Have courage to use your own intelligence!” (Kant, “What Is Enlightenment?” 1784)

The Scientific Revolution

The Enlightenment grew largely out of the new methods and discoveries achieved in the Scientific Revolution



The equatorial armillary, used for navigation on ships

Francis Bacon and the Scientific Method

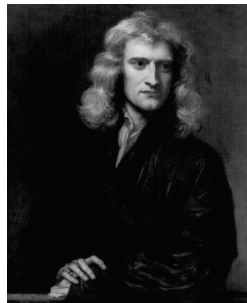


Sir Francis Bacon

- The scientific method
- Observation and experimentation
- Testable hypothesis

Isaac Newton and the Scientific Method

- Used the scientific method to make a range of discoveries
- Newton's achievements using the scientific method helped inspire Enlightenment thinkers



Sir Isaac Newton

Enlightenment Principles

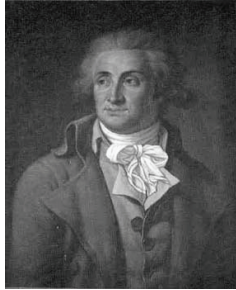


A meeting of French Enlightenment thinkers

- Religion, tradition, and superstition limited independent thought
- Accept knowledge based on observation, logic, and reason, not on faith
- Scientific and academic thought should be secular

The Marquis de Condorcet

- French mathematician
- *Sketch for a Historical Picture of the Progress of the Human Spirit*



The Marquis de Condorcet (continued)



- Universal education
- Progress and “perfectibility”

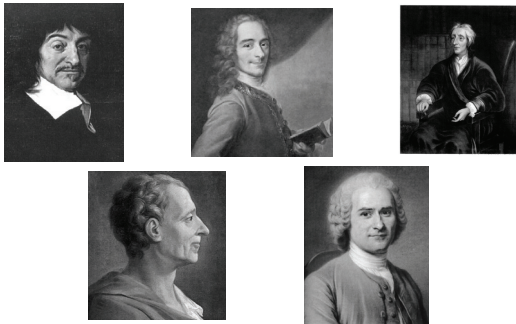
Discussion Questions

1. Immanuel Kant provided a motto for the Enlightenment, “*Sapere aude!*” (“dare to know” in Latin). Another way to put it is, “Have the courage to use your reason.” Why do you think many Europeans in the 18th century felt it took courage to “dare” to use one’s reason in thinking about all matters? Do you think it takes courage to do this today as well?
2. Men like Bacon and Newton dealt mainly with scientific subjects or the scientific method. But the Enlightenment dealt with philosophy, religion, government, and social customs and traditions. Why do you think the development of science was so important to Enlightenment thinkers?

Discussion Questions (continued)

3. The Marquis de Condorcet, like other Enlightenment figures, had an optimistic belief in the “perfectibility” of society. What do you think such thinkers meant by speaking of the “perfectibility” of society? Do you think the Enlightenment’s faith that using “reason” to solve human problems can lead to the perfectibility of society? Why or why not?

Enlightenment Thinkers



Rene Descartes (1596–1650)



- French philosopher and mathematician
- Questioned the basis of his own knowledge
- “*Cogito ergo sum*”

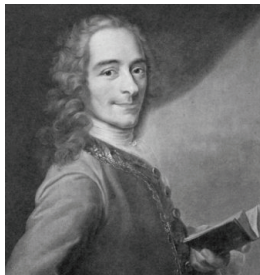
The French *Salon* and the *Philosophes*

- Madame de Pompadour
- *Salons*: gatherings for aristocrats to discuss new theories and ideas
- *Philosophes*: French Enlightenment thinkers who attended the salons



Madame de Pompadour

Voltaire (1694–1778)



- Most famous *philosophe*
- Wrote plays, essays, poetry, philosophy, and books
- Attacked the “relics” of the medieval social order
- Championed social, political, and religious tolerance

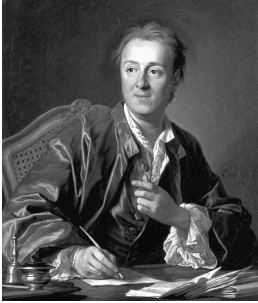
The *Encyclopedie*

- Major achievement of the *philosophes*
- Begun in 1745; completed in 1765



Frontispiece to the *Encyclopédie*

The *Encyclopedie* (continued)



Encyclopédie editor Denis Diderot

- Denis Diderot and Jean Le Rond d'Alembert
- Banned by the Catholic Church

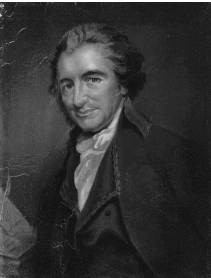
Deism

- Deists believed in God but rejected organized religion
- Morality could be achieved by following reason rather than the teachings of the church



Lord Edward Herbert of Cherbury,
founder of deism

Deism (continued)

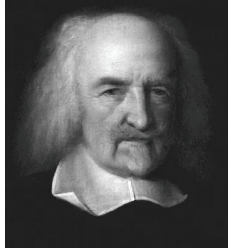


Thomas Paine

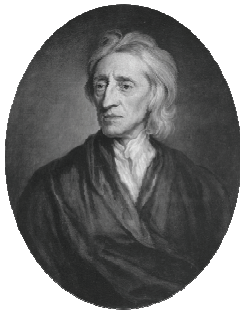
- The “great watchmaker”
- Thomas Paine

Thomas Hobbes (1588–1679)

- Applied rational analysis to the study of government
- Attacked the concept of divine right, yet supported a strong monarchy
- Believed that humans were basically driven by passions and needed to be kept in check by a powerful ruler



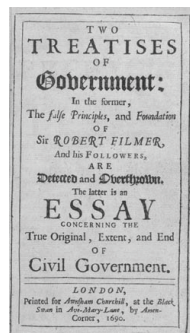
John Locke (1632–1704)



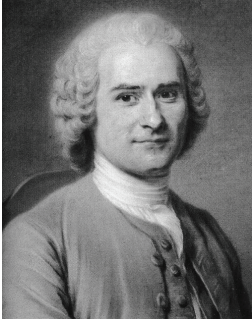
- The “State of Nature”
- *Tabula rasa*

John Locke (continued)

- *Treatises of Government*
- Rights



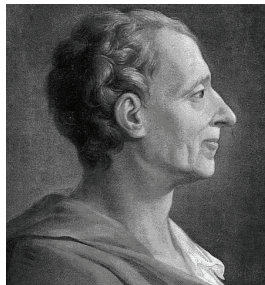
Jean-Jacques Rousseau (1712–1778)



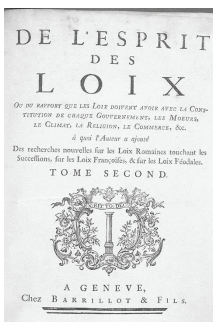
- Philosophized on the nature of society and government
- *The Social Contract*

Baron de Montesquieu (1689–1755)

- French noble and political philosopher
- *The Spirit of the Laws*



Montesquieu (continued)



- Separation of powers
- Constitutional monarchy

Frontispiece to
The Spirit of the Laws

Discussion Questions

1. Why do you think the salons became so popular among France's wealthy aristocrats and other socialites from the mid-1700s on?
2. Voltaire was one of the most popular *philosophes* to attend the salons. Why do you think he was so popular among France's aristocratic and intellectual elites, given that he regarded aristocrats and the Church as "relics" of an out-dated medieval order?
3. Diderot decided to expand a simpler translation project into an effort to create the extensive *Encyclopédie*. Why do you think this decision proved so important in helping to spread the ideas of the Enlightenment and establish it as a powerful cultural movement?

Discussion Questions (continued)

4. Do you think deism is a religious belief based entirely on reason, as many Enlightenment figures claimed? Why or why not?
5. Compare the ideas of Thomas Hobbes and John Locke. In what ways are they similar? In what ways do they differ? How do you suppose these two examples of the Enlightenment thinking could arrive at such different views about government?

Discussion Questions (continued)

6. Rousseau spoke of society having a "general will" that should guide individuals and to which they must subordinate their natural liberty. What do you think he meant by the concept of a "general will"? Do you think political elections are the way to determine what society's "general will" is? Why or why not?
7. Of the following Enlightenment thinkers, which do you think most influenced America's founders in establishing the United States as an independent nation: Hobbes, Locke, Rousseau, or Montesquieu?

Women and the Enlightenment

- Changing views
- Role of education
- Equality



Mary Wollstonecraft

Olympe de Gouges

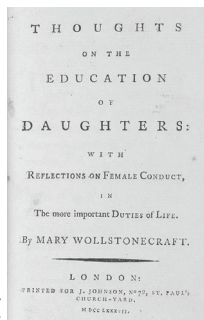
Mary Wollstonecraft



- Declaration of the Rights of Man
- *A Vindication of the Rights of Women*

Wollstonecraft (continued)

- Education
- Women's rights movement



Title page of Wollstonecraft's *Thoughts on the Education of Daughters*

Olympe De Gouges



- Criticized the French Revolution
- *The Rights of Women*
- “Declaration of the Rights of Woman and the Female Citizen”
- Executed in 1793

Discussion Questions

1. Most male Enlightenment thinkers failed to extend their calls for equality fully to all women as well. Why?
2. Some Enlightenment figures felt that education for women would ruin a woman’s natural “innocence.” What do you think Locke would have said about this theory? How might Rousseau have responded to it? Explain your answers.

“Enlightened Monarchs”



- Most of Europe ruled by absolute monarchs
- Receptive to Enlightenment ideas
- Instituted new laws and practices

Enlightened Monarchs

- Frederick II, Prussia
- Catherine the Great, Russia
- Napoleon I, France
- Maria Theresa, Austria
- Joseph II, Holy Roman Empire
- Gustav III, Sweden

Frederick the Great (ruled 1740–1786)

- Prussian ruler
- Had a strong interest in Enlightenment works
- Induced Voltaire to come to Prussia



Frederick the Great (continued)



Painting titled "Frederick the Great and Voltaire."

- Wanted to make Prussia a modern state
- Reforms

Catherine the Great (ruled 1762–1796)

- Russian ruler
- Well-versed in Enlightenment works
- "Westernizing" Russia



Catherine the Great (continued)



- Domestic reforms
- Peasant revolt

Maria Theresa (ruled 1740–1780)

- Austrian ruler
- Government reforms
- The serfs
- Son—Joseph II



Joseph II (ruled 1765–1790)



- Ruled as coregent with his mother until 1780
- Joseph's reforms
 - Religious toleration
 - Control over the Catholic Church
 - Abolition of serfdom

Gustav III (ruled 1771–1792)

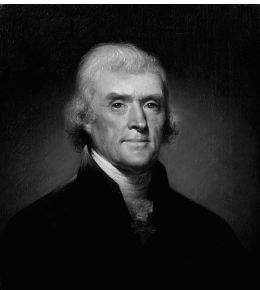
- Swedish ruler
- Read French Enlightenment works
- Reforms
- Absolutism



Discussion Questions

1. Frederick the Great of Prussia implemented some Enlightenment ideas, as in his effort to promote religious liberty and improve education. But he also continued to support the nobility and serfdom. Why do you think he failed to challenge these traditional institutions when many Enlightenment thinkers were criticizing them?
2. Why did the actions of Russia's serfs lead Catherine the Great to put aside somewhat any Enlightenment ideas she might have had about how to rule over Russia's people?
3. In what ways was Austria's ruler Joseph II much more radical in his efforts to promote Enlightenment ideas than most other "enlightened monarchs"?

The Enlightenment and the American Revolution



Thomas Jefferson

- Influence of Locke, Montesquieu
- The Declaration of Independence

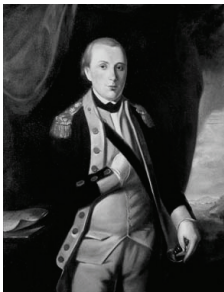
The U.S. Constitution

- Separation of powers
- Checks and balances



Painting depicting the Constitutional Convention

The Enlightenment and the French Revolution



The Marquis de Lafayette

- The American Revolution
- The Estates General

The Declaration of the Rights of Man

- Adopted by National Assembly in 1789
- “*Liberté, Égalité, Fraternité*”



Napoleon I



- French ruler
- Military career
- Rise to power

Napoleon I (continued)

- Reforms
 - Education
 - Law



The Legacy of the Enlightenment

- Government
- Society
- Education



The signing of the U.S. Constitution



Discussion Questions

1. The Declaration of Independence's famous words about "self-evident" rights and the U.S. Constitution's "separation of powers" reflect Enlightenment ideas by two of its key writers. Can you explain what the ideas were and who those writers were?
2. In what ways were the American and French Revolutions alike in their use of Enlightenment ideas? Do you see any differences between the two revolutions in regard to their use of Enlightenment ideas? Explain your answers.
3. Shouldn't Napoleon be considered a great Enlightenment leader like the "enlightened monarchs"? Why or why not?
