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2009

## **The History Success Kit. High School History Resources for the Ohio Graduation Test. Section 1: 1700-1800 Enlightenment and Revolution**

Miami Valley Teaching American History

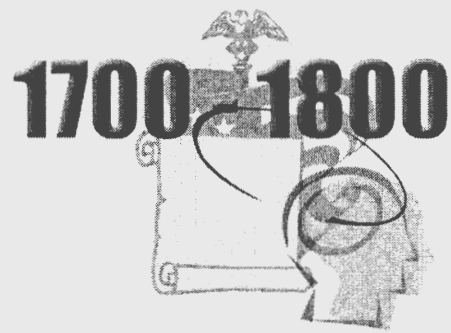
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## Enlightenment and Revolution





# Enlightenment and Revolution

## OVERVIEW 1



Miami Valley  
Teaching American History

The Scientific Revolution of the seventeenth century gave rise to what historians call "Enlightenment Thought" by setting a model for intellectual inquiry through the use of the scientific method. The **Enlightenment**, also known as the "Age of Reason," blossomed in France in the eighteenth century. The French Enlightenment thinkers, or **philosophes**, emphasized human reason and logic and explored the ideas of "natural rights" such as equality and liberty. These ideas quickly spread throughout Europe, and the European Enlightenment thinkers began questioning long established political institutions such as **absolutism** and inherited power as found in **monarchies**. In addition, they posed challenges to religious authority by stressing reason over a faith-based worldview, through a movement known as Deism. These ideas spread throughout Europe and across the Atlantic Ocean and took root in the American colonies. As with the European Enlightenment, the new schools of thought in the American colonies were primarily limited to the well educated **colonists** of the upper class.

Many European **philosophes**, such as the Baron de Montesquieu, who first conceived of the idea of separation of powers within government, thought that change in society must come from above through an "enlightened" ruler. American colonists, however, thought that **power** should be in the hands of the people and that political change was both necessary and possible. With no native hereditary nobility or peasant class, as in European **feudal society**, the colonists

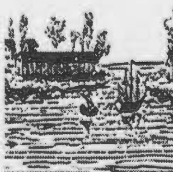
could more easily envision change coming from below rather than above. The radical, liberal, ideas that were circulating prior to the American Revolution were encouraged and inflamed by a series of taxes imposed on the colonists to help ease the British out of the extreme debt that followed the Seven Years War with France. The American Revolution was a victory for the colonists who overthrew British colonial rule as well as an inspiration for the French Revolution that followed in France a little over a decade later. Later, South American colonies would begin a struggle for independence and liberation from the colonial rule of Spain and Portugal.

Enlightenment thought also informed our economic system. Adam Smith's *Wealth of Nations*, written in 1776, gave rise to economics as an academic discipline as well as provided the argument for **laissez-faire** economics, **capitalism**, **free markets**, and free trade, which would serve as a model for American economic **policy** and practice. Enlightenment thought is further reflected in our documents. The Constitution and Bill of Rights clearly reflect the Enlightenment ideas of inherent human rights, equality, and liberty. Sadly, the contentious institution of slavery, which was hotly debated during the Constitutional Convention, was in effect protected by the document that granted so many freedoms to others. Deep divisions over the question of slavery and states' rights during the Constitutional Convention would come to **define** the **issues** central to the conflict leading to the Civil War in America nearly a century later.



### America at Home

- 1702- Queen Anne's War:**
- 1713** Second of the French and Indian wars between France and Britain
- 1712** Slave Revolt in Boston
- 1718** French Settle New Orleans
- 1732** Ben Franklin Publishes *Poor Richard's Almanac*
- 1734- The Great Awakening:**
- 1736** Protestant religious revival in the American colonies
- 1739** Stono Rebellion:  
Slave revolt in South Carolina
- 1739- King George's War:**
- 1748** Third of four French and Indian wars
- 1756- French and Indian War:**
- 1763** Also known as the Seven Years War, was a conflict between British and French fought in the Americas
- 1764** Pontiac's Rebellion:  
Native American uprising against British after the French and Indian War
- 1765** Stamp Act:  
Tax imposed by the British on a number of print documents



### America and the World

- 1688- Glorious Revolution in England:**
- 1689** James II deposed; William and Mary take throne
- 1690** The Second Treatise of Civil Government written by John Locke:  
Cited as Enlightenment manifesto on democracy
- 1702- Queen Anne's War:**
- 1713** Known in Europe as the War of Spanish Succession - was a conflict over the Spanish throne; fought in N. America as well
- 1721** Montesquieu writes *The Persian Letters*:  
Social Critique of European Society
- 1739- War of Austrian Accession:**
- 1748** Known as King George's War in England and the colonies; third of Four French and Indian Wars in the colonies
- 1748** Montesquieu writes *The Spirit of Laws*:  
Social Science comparison study of Republics, Monarchies, and Tyrannies
- 1756** Britain Declares War on France:  
Seven Years War begins; fighting on the American continent referred to as the French and Indian War





## Enlightenment and Revolution



### America at Home

- 1766** **Declaratory Act:**  
Asserted British legislative power and tax authority on the colonies
- 1767** **Townsend Act:**  
British tax imposed on a number of imports into the colonies
- 1768** **British Troops Occupy Boston**
- 1770** **Boston Massacre**
- 1771** **North Carolina Regulators Defeated**
- 1773** **Tea Act Incites the Boston Tea Party**
- 1774** **Intolerable Acts**  
**First Continental Congress:**  
Meets in Philadelphia in September
- 1775** ***Common Sense* by Thomas Paine:**  
Pamphlet advocating independence from Great Britain
- 1776** **Declaration of Independence:**  
Document in which the thirteen colonies declare their independence from Great Britain; Thomas Jefferson was the principal author
- 1777** **Battle of Saratoga:**  
Turning point in the American Revolutionary War with a decisive American victory  
  
**Second Continental Congress:**  
Articles of Confederation Adopted  
  
**Washington's Army at Valley Forge:**  
Troops suffered lack of supplies; 2,500 perished
- 1780** **Pennsylvania Begins to Abolish Slavery**
- 1781** **Cornwallis Surrenders at Yorktown:**  
British forced to negotiate an end to the Revolutionary War
- 1786** **Annapolis Convention:**  
Calls for the Revision of the Articles of Confederation
- 1786-1787** **Shay's Rebellion:**  
Armed uprising of small farmers beleaguered by excessive debt and forced into debtor's prison
- 1787** **Northwest Ordinance:**  
Created the Northwest Territory; expansion would proceed with the establishment of new states  
  
**Constitutional Convention:**  
Philadelphia Convention to frame the new Constitution
- 1788** **United States Constitution Ratified**
- 1789** **George Washington Becomes President**
- 1796** **John Adams Elected President**
- 1798** **Alien and Sedition Acts:**  
Prohibited criticism of Congress or President; gave power to deport aliens
- 1801** **Jefferson Elected President**
- 1803** **Louisiana Purchase:**  
Large purchase of French territory



### America and the World

- 1760** **George III Becomes King of England**
- 1762** **Rousseau writes *The Social Contract*:**  
Elaborated on his belief that sovereign power was vested in the people, not a ruler
- 1763** **Treaty of Paris:**  
Ends Seven Years War
- 1773** **East India Company Act:**  
Establishes tea monopoly; colonial merchants can no longer distribute tea
- 1776** **Adam Smith Writes *Wealth of Nations*:**  
Ideas regarding free trade, capitalism, and division of labor; these views informed the structure of American economy  
  
**Benjamin Franklin in Paris:**  
Franklin becomes first American minister to the French court
- 1778** **French Supply Arms to the American Revolution**  
**French Treaty of Alliance:**  
French enter into formal alliance with the colonists due in part to Ben Franklin's diplomatic efforts
- 1779-1780** **Spanish and Dutch Declare War on British:**  
British in a European war as well as American Revolution
- 1783** **Treaty of Paris:**  
Peace treaty with Great Britain; colonies granted independence
- 1784** **Jefferson Becomes Ambassador to France**
- 1789-1791** **French Revolution:**  
Revolution overturning French Absolute Monarchy; government replaced with a republic
- 1792** **Mary Wollstonecraft writes *The Vindication of the Rights of Women*:**  
Argued the equality of women and men; this is cited as one of the first great feminist works
- 1799** **Napoleon Seizes Power:**  
Begins military campaigns across Europe and later crowns himself emperor
- 1799-1815** **Napoleonic Wars:**  
Series of European Wars fought during Napoleon's reign
- 1804** **Haiti Declares Independence from France**
- 1808-1814** **Peninsula War:**  
Major conflict during the Napoleonic Wars pitted the countries of the Iberian peninsula and Great Britain against the French
- 1810-1821** **Mexican War for Independence from Spain**
- 1822** **Brazil Gains Independence from Portuguese**





## Enlightenment and Revolution

*Standards – History, Government, Citizenship Rights and Responsibilities*

### Worksheet

1



If there is an "All of the above" choice, and you see that at least two are correct statements, then "All of the above" is probably the answer.

**1. Read the following excerpt and then answer the question.**

In a well-ordered city every man flies to the assemblies: under a bad government no one cares to stir a step to get to them, because no one is interested in what happens there, because it is foreseen that the general will not prevail, and lastly because domestic cares are all-absorbing. Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State What does it matter to me? the State may be given up for lost.

*On the Social Contract by Jean Jacques Rousseau*

**According to the reading, an important aspect of a good government is:**

- a. Elections
- b. Participation by the citizens
- c. Good laws
- d. Strong king

**2. An effort by individuals to work together for the benefit of all is called:**

- a. Alliances
- b. Civil rights
- c. Common good
- d. Cultural diversity

**3. Which of the following events influenced the coming of the Enlightenment?**

- a. Scientific Revolution
- b. French Revolution
- c. Reformation
- d. Renaissance

**4. Another name for the Enlightenment is:**

- a. Age of Question
- b. Age of New Thoughts
- c. Age of Reason
- d. Age of Revolutions

**5. The Enlightenment changed the way people viewed:**

- a. Religion
- b. Government
- c. Music
- d. Science



## Enlightenment and Revolution

*Standards – History, Government, Citizenship Rights and Responsibilities*

### Worksheet 2



Bring at least two pens/pencils with good erasers to the test.

1. What century did the Enlightenment begin?
  - a. Sixteenth century
  - b. Seventeenth century
  - c. Eighteenth century
  - d. Nineteenth century
2. In his work *Leviathan* Thomas Hobbes explained reasons and examples of both good and bad governments. Regardless of the rule, Hobbes believed all governments and their citizens had to establish \_\_\_\_\_ in order to exist.
  - a. Freedom of thought
  - b. Separation of powers
  - c. Social contracts
  - d. Freedom of religion
3. Enlightenment thinkers believed there were improvements to be made in the area of government. One concept in government that was challenged during the Enlightenment was the idea of:
  - a. Divine right of kings
  - b. Only men could efficiently rule a nation
  - c. Women could vote in elections
  - d. Children had natural rights
4. Enlightenment thinkers were called:
  - a. Philosophes
  - b. Radicals
  - c. Reformers
  - d. Socialists
5. Montesquieu believed that to prevent tyranny in government there should be separation of powers. Which of the following best illustrates this idea?
  - a. Absolute power in the executive branch
  - b. Total power in the legislative branch
  - c. Dividing power among three branches of government
  - d. Splitting power among three or more countries



## Enlightenment and Revolution

### Standards – History, Government

#### Worksheet 3



Keep your eyes on your own paper; you don't want to appear to be cheating and cause unnecessary trouble for yourself.

1. During the Enlightenment, new ideas of government emerged which challenged existing governments. One form of government challenged was an absolute monarchy. Absolute monarchies still exist today in the countries of Saudi Arabia, Brunei, and Swaziland. The best definition of an absolute monarchy is:
  - a. A hereditary ruler which has limits on her/his power
  - b. A system of government in which political control is exercised by all the people, either directly or through their elected representatives
  - c. A system of government headed by a religious leader
  - d. A hereditary ruler controls all of the functions of government
2. Presently, the countries of the United Kingdom, Japan, and Spain have a form of government in which their head of state is a hereditary position and is limited by a set of laws and rules. This type of government is referred to as:
  - a. Absolute monarchy
  - b. Dictatorship
  - c. Constitutional monarchy
  - d. Presidential democracy
3. The present countries of Iran, Saudi Arabia, and Vatican City are ruled by a government in which a religion and the government are intertwined. This type of government is called:
  - a. Absolute monarchy
  - b. Dictatorship
  - c. Parliamentary democracy
  - d. Theocracy
4. Historically, several countries have been ruled under a dictatorship. This is a government headed by a dictator, or more generally any authoritarian or totalitarian government. Which of the following countries would be an example of a twentieth century dictatorship?
  - a. Nazi Germany led by Adolph Hitler
  - b. Soviet Union led by Josef Stalin
  - c. Cuba led by Fidel Castro
  - d. United Kingdom led by Elizabeth II
5. Several countries operate as a presidential democracy. For example the United States, Mexico, and Brazil all are presidential democracies. Under this type of government the main role of the president is both head of state and head of government. The president cannot introduce bills or vote in the:
  - a. Legislature
  - b. Executive branch
  - c. Local elections
  - d. State elections



## Enlightenment and Revolution

*Standards – History, Economics, Citizenship Rights and Responsibilities*

### Worksheet 4



Don't rush;  
pace yourself!



Look for key words like who, what, when, where, why, and how, to help determine exactly what you need to include in your answer.

1. The large majority of Enlightenment thinkers were from the countries of:
  - a. Germany and France
  - b. France and Russia
  - c. Russia and England
  - d. France and England
2. New economic theories were advanced by the Enlightenment period. The physiocrats — economic theorists — applied the idea of natural law to economics. They believed that with less government influence, businesses would thrive and grow. This economic policy is called:
  - a. Laissez-Faire
  - b. Socialism
  - c. Communism
  - d. Traditional market

Short Answer — Two points

3. Read the passage below by the Enlightenment thinker Immanuel Kant and answer the question.

"Have courage to use your own intelligence? That is the motto of the Enlightenment. . . 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. But I hear people clamor on all sides: "Don't argue?" The officer says: "Don't argue, drill?" The tax collector: "Don't argue, pay?" The pastor: "Don't argue, believe?" . . . Here we have restrictions on freedom everywhere. Which restriction is hampering Enlightenment, and which does not, or even promotes it? I answer: The public use of a man's reason must be free at all times, and this alone can bring Enlightenment among men."

*Immanuel Kant, "What is Enlightenment?" 1784*

**What does Kant believe is necessary in order to spread the ideas of the Enlightenment and why does he believe that people need courage to use their intelligence?**

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## Enlightenment and Revolution

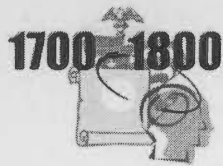
*History, Government, Social Studies Skills and Methods*

### Worksheet 5



Keep a positive attitude throughout the whole test and try to stay relaxed.

1. John Locke believed that the government had an obligation to the people it governed to protect their natural rights. If a government failed to do this, then the people had the right to:
  - a. Overthrow the government
  - b. Complain privately but not publicly
  - c. Nothing
  - d. Move to another country
2. Which of the following topics would be too broad for a research project?
  - a. A comparison of two speeches by Voltaire
  - b. An analysis of Adam Smith's *The Wealth of Nations*
  - c. An evaluation of all the Enlightenment thinkers and their influence on the modern world
  - d. A comparison of Hobbes and Locke's view on the role of government
3. You are studying the Enlightenment. Which of the following resources would most likely make inaccurate use of facts and would not be a reliable resource?
  - a. An article on the front page of a newspaper
  - b. An article in a history journal
  - c. An article in an academic journal
  - d. An article in the editorial section of a newspaper
4. Which of the following was not one of Locke's natural rights?
  - a. Life
  - b. Liberty
  - c. Property
  - d. Pursuit of happiness
5. Voltaire was a French Enlightenment thinker. He stated, "I disapprove of what you say, but I will defend to the death your right to say it." Voltaire supported freedom of:
  - a. Religion
  - b. Speech
  - c. Assembly
  - d. Protest

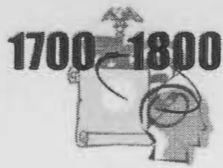
**Worksheet  
6**

If you start to feel nervous, take a few deep breaths to relax.

## Enlightenment and Revolution

*History, Citizenship Rights and Responsibility, People in Societies*

1. **The first actual revolutionary application of the ideas of the Enlightenment thinkers was:**
  - a. French Revolution
  - b. Russian Revolution
  - c. American Revolution
  - d. Cuban Revolution
2. **All of the following were reasons why the British imposed strict laws and rules on the American colonies EXCEPT:**
  - a. Britain needed to generate money in order to pay their large war debt
  - b. After decades of neglect, Britain wanted to reestablish control over the American colonies
  - c. The colonies had begun to forget that Britain ruled them
  - d. To avert the expansion of the colonies, Britain needed to curtail the colonies movement westward
3. **The main focus of colonial protest toward Britain was due to:**
  - a. Taxes
  - b. Restrictions on expansion
  - c. Native American attacks on colonial outposts
  - d. Removal of guns and weapons from the colonists
4. **The American colonists wanted the same privileges, status, and rights as the citizens of Britain. This is called:**
  - a. Assimilation
  - b. Equality
  - c. Reparations
  - d. Stereotype
5. **Patriot leaders such as Samuel Adams and Patrick Henry called for independence from Britain. They based their argument on the idea that if a government broke the social contract between itself and its citizens, the citizens had the right to overthrow the government. This principle of "social contract" is based on the teachings of:**
  - a. Voltaire
  - b. John Locke
  - c. Thomas Hobbes
  - d. Baron de Montesquieu



## Enlightenment and Revolution

*Standards – History, Economics, Social Studies Skills and Methods*

### Worksheet 7



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.



Look for “number” words to help determine how many points to make in your answer – for example the question to the right is asking for you to list two reasons.

1. The Second Continental Congress appointed Thomas Jefferson to write a Declaration of Independence. Jefferson was well educated and used ideas of the Enlightenment in his writing. Jefferson wrote that all men were born with natural rights: life, liberty, and property. Jefferson borrowed his words from:
  - a. Voltaire
  - b. Montesquieu
  - c. Hobbes
  - d. Locke
2. James Madison, the father of the U.S. Constitution, was also influenced by the writings of the Enlightenment thinkers. He applied the concept of the separation of powers and checks and balances to create the U.S. government. This concept is best viewed in:
  - a. Three levels of the government: local, state, and federal
  - b. Three regions of the U.S.: South, North and Midwest
  - c. Three branches of the government: legislative, executive, and judicial
  - d. Three class systems: lower, middle, and upper
3. After the American Revolution, the United States created a democracy. In a democracy, the source of authority for the government is the:
  - a. Head of state
  - b. Legislature
  - c. Courts
  - d. People

Extended Response — Two points

4. Using the influence of the Enlightenment, explain two reasons why the American colonists, in 1776, felt they had the right to declare independence from Britain.

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## Enlightenment and Revolution

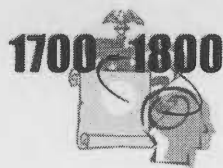
*Standards – Peoples in Societies, Geography*

### Worksheet 8



Eliminate answers  
you know aren't  
right.

1. **Natural law was a fundamental idea of the Enlightenment. Which concept is an application of natural law to the government's role in the economic lives of its citizens?**
  - a. Free markets based on supply and demand
  - b. Government control to achieve a favorable balance of trade
  - c. Agriculture based on tenant farming and serfdom
  - d. Lower taxes on the most privileged groups in society
2. **The Enlightenment ideas appealed to the French people of the Third Estate. The First and Second Estate had more voting power even though the Third Estate had the largest number of representatives. When Louis XVI called for a meeting of the Estates General, the Third Estate demanded:**
  - a. A larger room
  - b. The imbalance of voting power to be corrected
  - c. The power of the Second Estate reduced
  - d. Nothing
3. **The French Revolution saw a great amount of violence in the streets. This was typified by the storming of the Bastille by a mob of Parisians on July 14, 1789. This prison-fortress was a hated symbol of the Old Regime in France. Which of the following provides the best explanation for these French citizens resorting to violence against their government?**
  - a. All citizens in France had an equal voice in the French government
  - b. The lower classes had no real way to participate in the French government
  - c. All classes had equal representation in the French legislative branch
  - d. The lower classes supported the aristocracy in the way it governed France
4. **In August, the National Assembly issued the Declaration of the Rights of Man and Citizens which demanded freedom of speech, religion, and justice for the people of France. The Declaration of the Rights of Man and Citizens was modeled after:**
  - a. U.S. Constitution by James Madison
  - b. Declaration of Independence by Thomas Jefferson
  - c. The Wealth of Nations by Adam Smith
  - d. The Spirit of Laws by Baron de Montesquieu
5. **In which of the following systems of government would you expect citizens to have the least influence?**
  - a. Absolute monarchies
  - b. Constitutional monarchies
  - c. Parliamentary democracies
  - d. Presidential democracies



## Enlightenment and Revolution

*Standards – History, Citizenship Rights and Responsibilities, Geography, Government*

### Worksheet 9



Read the entire question and look for key words.



Make sure to identify when the question is asking for a cause and effect answer.

1. After Napoleon Bonaparte gained power during the French Revolution, Napoleon waged war with many European nations and extended France's influence, especially in respect to its Enlightenment ideas. This exchange of ideas is referred to as:
  - a. Geographic movement
  - b. Imports
  - c. Informational society
  - d. Culture
2. Enlightenment ideas and news of the successful American and French Revolutions eventually spread to Latin America. The first Latin American nation to gain independence from a European nation was:
  - a. Mexico
  - b. Cuba
  - c. Haiti
  - d. Brazil
3. Each of the following forms of government has clearly defined means of transfer of power EXCEPT:
  - a. Presidential democracy
  - b. Dictatorship
  - c. Constitutional monarchy
  - d. Parliamentary democracy

Short Answer — Two points

4. Describe how citizenship action affected the following events:  
American Revolution and French Revolution.

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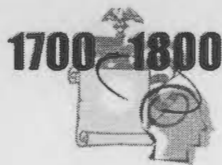
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## Enlightenment and Revolution

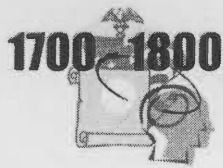
*Standards – Economics, Social Studies Skills and Methods*

### Worksheet 10



If the question is asking for facts, don't give your personal opinion on the topic.

1. The Enlightenment brought about new ideas and concepts in the area of economics. Nations began examining their economic policies and goals. In some places, decisions about employment are rather simple in that the sons usually follow in the footsteps of the father. If the father owned a restaurant, then the son would work in the restaurant and eventually take it over once the father retired. This is an example of what kind of economy?
  - a. Market
  - b. Mixed
  - c. Command
  - d. Traditional
2. In a command economy, who makes the decision as to what is produced, how much is produced, and who will produce it?
  - a. Consumers
  - b. Government
  - c. Business owners
  - d. Entrepreneurs
3. Laissez-faire economics would be classified as what kind of economy?
  - a. Market
  - b. Mixed
  - c. Command
  - d. Traditional
4. Due to the ideas of the Enlightenment, citizens began to demand participation in government. One such method of political action attempts to enact change through:
  - a. Dictators
  - b. Revolution
  - c. Social protest
  - d. Ignoring the situation
5. If you planned to write a paper arguing that an important cause of the American Revolution was Britain's economic policy toward the colonies, what would be a great piece of evidence to include in your paper?
  - a. An article in a contemporary newspaper about the celebration of the Fourth of July
  - b. U.S. history textbook
  - c. Thomas Paine's pamphlet, *Common Sense*
  - d. PBS television program about the American Revolution



## Enlightenment and Revolution

### *Standards – History, Government, Citizenship Rights and Responsibilities*

#### Answer Key 1



If there is an "All of the above" choice, and you see that at least two are correct statements, then "All of the above" is probably the answer.

**1. Read the following excerpt and then answer the question.**

In a well-ordered city every man flies to the assemblies: under a bad government no one cares to stir a step to get to them, because no one is interested in what happens there, because it is foreseen that the general will not prevail, and lastly because domestic cares are all-absorbing. Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State What does it matter to me? the State may be given up for lost.

*On the Social Contract by Jean Jacques Rousseau*

**According to the reading, an important aspect of a good government is:**

- a. Elections
- b. Participation by the citizens
- c. Good laws
- d. Strong king

**2. An effort by individuals to work together for the benefit of all is called:**

- a. Alliances
- b. Civil rights
- c. Common good
- d. Cultural diversity

**3. Which of the following events influenced the coming of the Enlightenment?**

- a. Scientific Revolution
- b. French Revolution
- c. Reformation
- d. Renaissance

**4. Another name for the Enlightenment is:**

- a. Age of Question
- b. Age of New Thoughts
- c. Age of Reason
- d. Age of Revolutions

**5. The Enlightenment changed the way people viewed:**

- a. Religion
- b. Government
- c. Music
- d. Science



## Enlightenment and Revolution

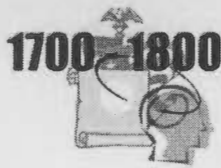
*Standards – History, Government, Citizenship Rights and Responsibilities*

### Answer Key 2



Bring at least two pens/pencils with good erasers to the test.

1. What century did the Enlightenment begin?
  - a. Sixteenth century
  - b. Seventeenth century
  - c. Eighteenth century
  - d. Nineteenth century
2. In his work, *Leviathan*, Thomas Hobbes explained reasons and examples of both good and bad governments. Regardless of the rule, Hobbes believed all governments and their citizens had to establish \_\_\_\_\_ in order to exist.
  - a. Freedom of thought
  - b. Separation of powers
  - c. Social contracts
  - d. Freedom of religion
3. Enlightenment thinkers believed there were improvements to be made in the area of government. One concept in government that was challenged during the Enlightenment was the idea of:
  - a. Divine right of kings
  - b. Only men could efficiently rule a nation
  - c. Women could vote in elections
  - d. Children had natural rights
4. Enlightenment thinkers were called:
  - a. Philosophes
  - b. Radicals
  - c. Reformers
  - d. Socialists
5. Montesquieu believed that to prevent tyranny in government there should be separation of powers. Which of the following best illustrates this idea?
  - a. Absolute power in the executive branch
  - b. Total power in the legislative branch
  - c. Dividing power among three branches of government
  - d. Splitting power among three or more countries



## Enlightenment and Revolution

### Standards – History, Government

#### Answer Key 3



Keep your eyes on your own paper; you don't want to appear to be cheating and cause unnecessary trouble for yourself.

1. During the Enlightenment, new ideas of government emerged which challenged existing governments. One form of government challenged was an absolute monarchy. Absolute monarchies still exist today in the countries of Saudi Arabia, Brunei, and Swaziland. The best definition of an absolute monarchy is:
  - a. A hereditary ruler which has limits on her/his power
  - b. A system of government in which political control is exercised by all the people, either directly or through their elected representatives
  - c. A system of government headed by a religious leader
  - d. A hereditary ruler controls all of the functions of government
2. Presently, the countries of the United Kingdom, Japan, and Spain have a form of government in which their head of state is a hereditary position and is limited by a set of laws and rules. This type of government is referred to as:
  - a. Absolute monarchy
  - b. Dictatorship
  - c. Constitutional monarchy
  - d. Presidential democracy
3. The present countries of Iran, Saudi Arabia, and Vatican City are ruled by a government in which a religion and the government are intertwined. This type of government is called:
  - a. Absolute monarchy
  - b. Dictatorship
  - c. Parliamentary democracy
  - d. Theocracy
4. Historically, several countries have been ruled under a dictatorship. This is a government headed by a dictator, or more generally any authoritarian or totalitarian government. Which of the following countries would be an example of a twentieth century dictatorship?
  - a. Nazi Germany led by Adolph Hitler
  - b. Soviet Union led by Josef Stalin
  - c. Cuba led by Fidel Castro
  - d. United Kingdom led by Elizabeth II
5. Several countries operate as a presidential democracy. For example the United States, Mexico, and Brazil all are presidential democracies. Under this type of government the main role of the president is both head of state and head of government. The president cannot introduce bills or vote in the:
  - a. Legislature
  - b. Executive branch
  - c. Local elections
  - d. State elections



## Enlightenment and Revolution

*Standards – History, Economics, Citizenship Rights and Responsibilities*

### Answer Key 4



Don't rush;  
pace yourself!



Look for key words like who, what, when, where, why, and how, to help determine exactly what you need to include in your answer.

1. The large majority of Enlightenment thinkers were from the countries of:
  - a. Germany and France
  - b. France and Russia
  - c. Russia and England
  - d. France and England
2. New economic theories were advanced by the Enlightenment period. The physiocrats — economic theorists — applied the idea of natural law to economics. They believed that with less government influence, businesses would thrive and grow. This economic policy is called:
  - a. Laissez-faire
  - b. Socialism
  - c. Communism
  - d. Traditional market

Short Answer — Two points

3. Read the passage below by the Enlightenment thinker Immanuel Kant and answer the question.

"Have courage to use your own intelligence? That is the motto of the Enlightenment. . . 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. But I hear people clamor on all sides: "Don't argue?" The officer says: Don't argue, drill?" The tax collector: "Don't argue, pay?" The pastor: "Don't argue, believe?" . . . Here we have restrictions on freedom everywhere. Which restriction is hampering Enlightenment, and which does not, or even promotes it? I answer: The public use of a man's reason must be free at all times, and this alone can bring Enlightenment among men."

*Immanuel Kant, "What is Enlightenment?" 1784*

**What does Kant believe is necessary in order to spread the ideas of the Enlightenment and why does he believe that people need courage to use their intelligence?**

#### Zero points

He believes that a man's reason can't be restricted to spread Enlightenment. He feels people need to use their courage because if they don't then they'll be restricted.

#### One point

Kant believed that the public use of a man's reason must be free at all times. He believed that people needed courage to use their intelligence because all that is required for the enlightenment is freedom.

#### Two point

Kant believes that freedom is necessary in order to spread the ideas. People need courage because they might be afraid to state their beliefs. Government should not restrict a person's belief, though they may try as Kant shows with the preacher and the officer.



## Enlightenment and Revolution

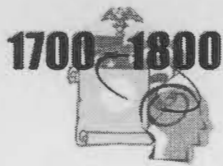
*History, Government, Social Studies Skills and Methods*

### Answer Key 5



Keep a positive attitude throughout the whole test and try to stay relaxed.

1. John Locke believed that the government had an obligation to the people it governed to protect their natural rights. If a government failed to do this, then the people had the right to:
  - a. Overthrow the government
  - b. Complain privately but not publicly
  - c. Nothing
  - d. Move to another country
2. Which of the following topics would be too broad for a research project?
  - a. A comparison of two speeches by Voltaire
  - b. An analysis of Adam Smith's *The Wealth of Nations*
  - c. An evaluation of all the Enlightenment thinkers and their influence on the modern world
  - d. A comparison of Hobbes and Locke's view on the role of government
3. You are studying the Enlightenment. Which of the following resources would most likely make inaccurate use of facts and would not be a reliable resource?
  - a. An article on the front page of a newspaper
  - b. An article in a history journal
  - c. An article in an academic journal
  - d. An article in the editorial section of a newspaper
4. Which of the following was not one of Locke's natural rights?
  - a. Life
  - b. Liberty
  - c. Property
  - d. Pursuit of happiness
5. Voltaire was a French Enlightenment thinker. He stated, "I disapprove of what you say, but I will defend to the death your right to say it." Voltaire supported freedom of:
  - a. Religion
  - b. Speech
  - c. Assembly
  - d. Protest



## Enlightenment and Revolution

*History, Citizenship Rights and Responsibility, People in Societies*

### Answer Key 6



If you start to feel nervous, take a few deep breaths to relax.

1. The first actual revolutionary application of the ideas of the Enlightenment thinkers was:
  - a. French Revolution
  - b. Russian Revolution
  - c. American Revolution
  - d. Cuban Revolution
2. All of the following were reasons why the British imposed strict laws and rules on the American colonies EXCEPT:
  - a. Britain needed to generate money in order to pay their large war debt
  - b. After decades of neglect, Britain wanted to reestablish control over the American colonies
  - c. The colonies had begun to forget that Britain ruled them
  - d. To avert the expansion of the colonies, Britain needed to curtail the colonies movement westward
3. The main focus of colonial protest toward Britain was due to:
  - a. Taxes
  - b. Restrictions on expansion
  - c. Native American attacks on colonial outposts
  - d. Removal of guns and weapons from the colonists
4. The American colonists wanted the same privileges, status, and rights as the citizens of Britain. This is called:
  - a. Assimilation
  - b. Equality
  - c. Reparations
  - d. Stereotype
5. Patriot leaders such as Samuel Adams and Patrick Henry called for independence from Britain. They based their argument on the idea that if a government broke the social contract between itself and its citizens, the citizens had the right to overthrow the government. This principle of "social contract" is based on the teachings of:
  - a. Voltaire
  - b. John Locke
  - c. Thomas Hobbes
  - d. Baron de Montesquieu



## Enlightenment and Revolution

*Standards – History, Economics, Social Studies Skills and Methods*

### Answer Key 7



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.



Look for “number” words to help determine how many points to make in your answer – for example the question to the right is asking for you to list two reasons.

1. The Second Continental Congress appointed Thomas Jefferson to write a Declaration of Independence. Jefferson was well educated and used ideas of the Enlightenment in his writing. Jefferson wrote that all men were born with natural rights: life, liberty, and property. Jefferson borrowed his words from:
  - a. Voltaire
  - b. Montesquieu
  - c. Hobbes
  - d. Locke
2. James Madison, the father of the U.S. Constitution, was also influenced by the writings of the Enlightenment thinkers. He applied the concept of the separation of powers and checks and balances to create the U.S. government. This concept is best viewed in:
  - a. Three levels of the government: local, state, and federal
  - b. Three regions of the U.S.: South, North and Midwest
  - c. Three branches of the government: legislative, executive, and judicial
  - d. Three class systems: lower, middle, and upper
3. After the American Revolution, the United States created a democracy. In a democracy, the source of authority for the government is the:
  - a. Head of state
  - b. Legislature
  - c. Courts
  - d. People

Extended Response — Two points

4. Using the influence of the Enlightenment, explain two reasons why the American colonists, in 1776, felt they had the right to declare independence from Britain.

#### Zero points

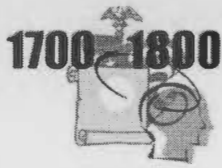
Because they needed the concept of separation of powers and check and balances to create the U.S. government.

#### One point

American colonists wanted independence from Britain because the Enlightenment thinkers believed in free speech, and so did the Americans. The Americans wanted that, as well as checks and balances, another idea from the Enlightenment.

#### Two points

The Enlightenment brought about a school of thought where beliefs about economy and government were questioned. People, including American revolutionaries felt that they no longer needed a king to govern them, and thought that they should also have a say in the process of government, possibly even going so far as to elect their officials. The Enlightenment also brought about the belief that there are “inalienable rights” that all people have, rights the revolutionaries felt they were not receiving.



## Enlightenment and Revolution

### *Standards – Peoples in Societies, Geography*

#### Answer Key 8



Eliminate answers  
you know aren't  
right.

1. Natural law was a fundamental idea of the Enlightenment. Which concept is an application of natural law to the government's role in the economic lives of its citizens?
  - a. Free markets based on supply and demand
  - b. Government control to achieve a favorable balance of trade
  - c. Agriculture based on tenant farming and serfdom
  - d. Lower taxes on the most privileged groups in society
2. The Enlightenment ideas appealed to the French people of the Third Estate. The First and Second Estate had more voting power even though the Third Estate had the largest number of representatives. When Louis XVI called for a meeting of the Estates General, the Third Estate demanded:
  - a. A larger room
  - b. The imbalance of voting power to be corrected
  - c. The power of the Second Estate reduced
  - d. Nothing
3. The French Revolution saw a great amount of violence in the streets. This was typified by the storming of the Bastille by a mob of Parisians on July 14, 1789. This prison-fortress was a hated symbol of the Old Regime in France. Which of the following provides the best explanation for these French citizens resorting to violence against their government?
  - a. All citizens in France had an equal voice in the French government
  - b. The lower classes had no real way to participate in the French government
  - c. All classes had equal representation in the French legislative branch
  - d. The lower classes supported the aristocracy in the way it governed France
4. In August, the National Assembly issued the Declaration of the Rights of Man and Citizens which demanded freedom of speech, religion, and justice for the people of France. The Declaration of the Rights of Man and Citizens was modeled after:
  - a. U.S. Constitution by James Madison
  - b. Declaration of Independence by Thomas Jefferson
  - c. The Wealth of Nations by Adam Smith
  - d. The Spirit of Laws by Baron de Montesquieu
5. In which of the following systems of government would you expect citizens to have the least influence?
  - a. Absolute monarchies
  - b. Constitutional monarchies
  - c. Parliamentary democracies
  - d. Presidential democracies



## Enlightenment and Revolution

*Standards – History, Citizenship Rights and Responsibilities, Geography, Government*

### Answer Key 9



Read the entire question and look for key words.



Make sure to identify when the question is asking for a cause and effect answer.

1. After Napoleon Bonaparte gained power during the French Revolution, Napoleon waged war with many European nations and extended France's influence, especially in respect to its Enlightenment ideas. This exchange of ideas is referred to as:
  - a. Geographic movement
  - b. Imports
  - c. Informational society
  - d. Culture
2. Enlightenment ideas and news of the successful American and French Revolutions eventually spread to Latin America. The first Latin American nation to gain independence from a European nation was:
  - a. Mexico
  - b. Cuba
  - c. Haiti
  - d. Brazil
3. Each of the following forms of government has clearly defined means of transfer of power EXCEPT:
  - a. Presidential democracy
  - b. Dictatorship
  - c. Constitutional monarchy
  - d. Parliamentary democracy

Short Answer — Two points

4. Describe how citizenship action affected the following events:  
American Revolution and French Revolution.

**Zero points**

Citizenship impacted the American Revolution and the French Revolution because the people had to stand up for what they believed in, in order to get the things that they wanted.

**One point**

Citizenship gave America freedom. That's why they were able to have the American Revolution. And it was the same for the French Revolution. The French people revolted and protested the king's decision and started the revolution.

**Two points**

Citizenship action impacted the American and French Revolutions because citizens were willing to act on beliefs. They felt their governments weren't what they wanted and acted on that. The citizens used protest and demonstrations to show their disapproval. If these citizen had not stood up for what they believed in, the Enlightenment ideas of life, liberty, and property, there's no telling where America or France would be today.



## Enlightenment and Revolution

### *Standards – Economics, Social Studies Skills and Methods*

#### Answer Key 10



If the question is asking for facts, don't give your personal opinion on the topic.

1. The Enlightenment brought about new ideas and concepts in the area of economics. Nations began examining their economic policies and goals. In some places, decisions about employment are rather simple in that the sons usually follow in the footsteps of the father. If the father owned a restaurant, then the son would work in the restaurant and eventually take it over once the father retired. This is an example of what kind of economy?
  - a. Market
  - b. Mixed
  - c. Command
  - d. Traditional
2. In a command economy, who makes the decision as to what is produced, how much is produced, and who will produce it?
  - a. Consumers
  - b. Government
  - c. Business owners
  - d. Entrepreneurs
3. Laissez-faire economics would be classified as what kind of economy?
  - a. Market
  - b. Mixed
  - c. Command
  - d. Traditional
4. Due to the ideas of the Enlightenment, citizens began to demand participation in government. One such method of political action attempts to enact change through:
  - a. Dictators
  - b. Revolution
  - c. Social protest
  - d. Ignoring the situation
5. If you planned to write a paper arguing that an important cause of the American Revolution was Britain's economic policy toward the colonies, what would be a great piece of evidence to include in your paper?
  - a. An article in a contemporary newspaper about the celebration of the Fourth of July
  - b. U.S. history textbook
  - c. Thomas Paine's pamphlet, *Common Sense*
  - d. PBS television program about the American Revolution