

# Enlightenment and Revolution



## Essential Question

Why did Enlightenment principles influence radical changes in governments around the world?



**About the Photo:** This photo shows a reenactment of the American Revolution. American revolutionaries were inspired by Enlightenment ideas.

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In this module you will learn how ideas of the Enlightenment led to revolutions around the world.

### What You Will Learn...

#### Lesson 1: Ideas of the Enlightenment . . . . . 826

**The Big Idea** Enlightenment thinkers built on ideas from earlier movements to emphasize the importance of reason.

#### Lesson 2: New Views on Government . . . . . 830

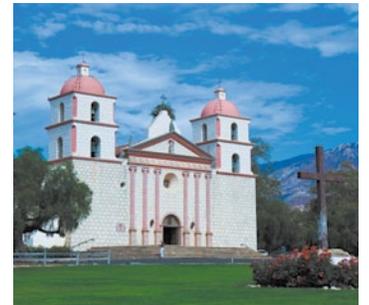
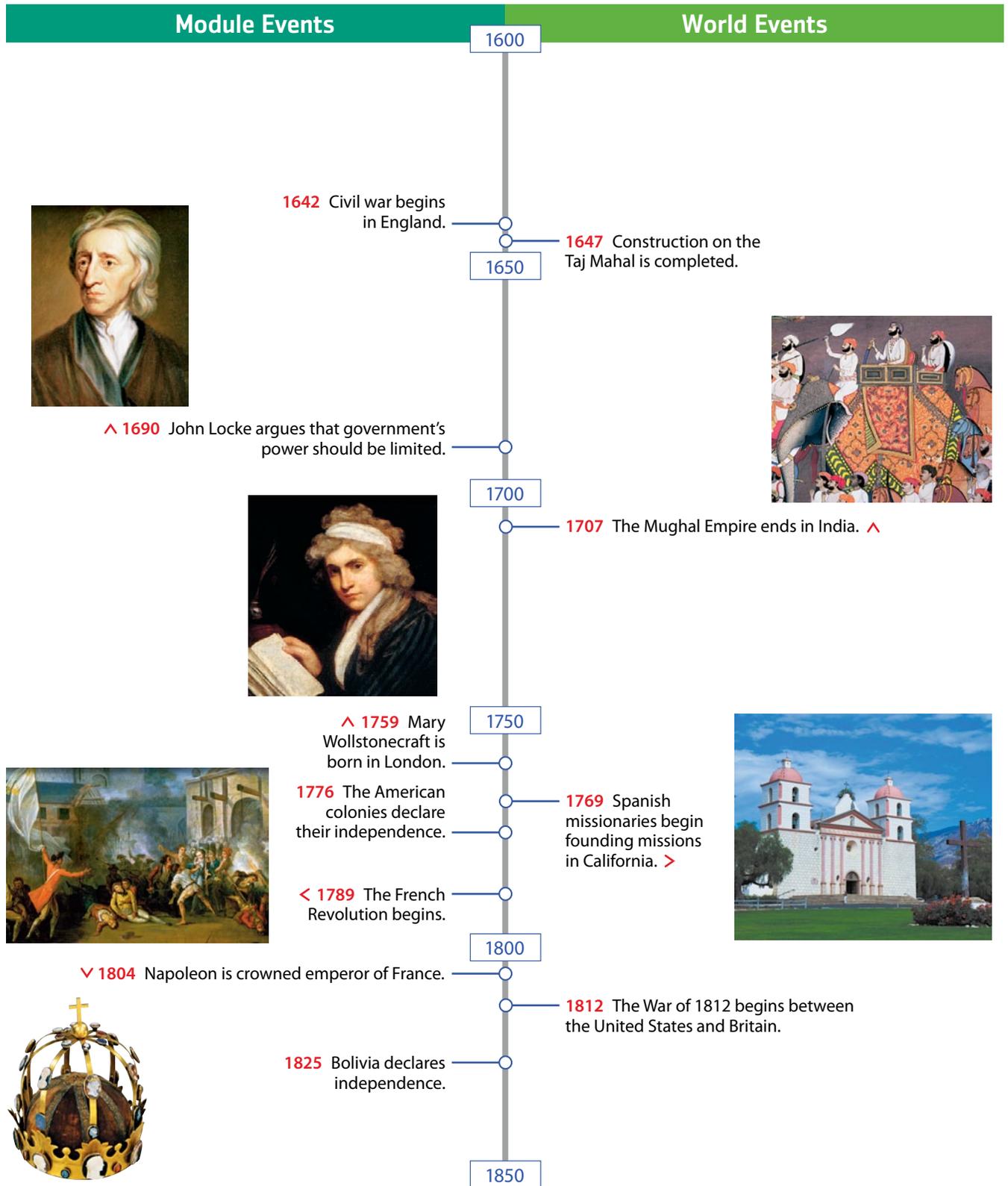
**The Big Idea** Enlightenment ideas influenced the growth of democratic governments in Europe and the Americas.

#### Lesson 3: The Age of Revolution . . . . . 837

**The Big Idea** Revolutions changed the governments of Britain, the American colonies, and France.

#### Lesson 4: The Spread of Revolutionary Ideals . . . . . 844

**The Big Idea** Napoleon's quest to rule Europe was eventually thwarted, but not before the ideals of the French Revolution spread throughout the continent and Latin America.



# Reading Social Studies

## THEME FOCUS:

### Politics, Society and Culture

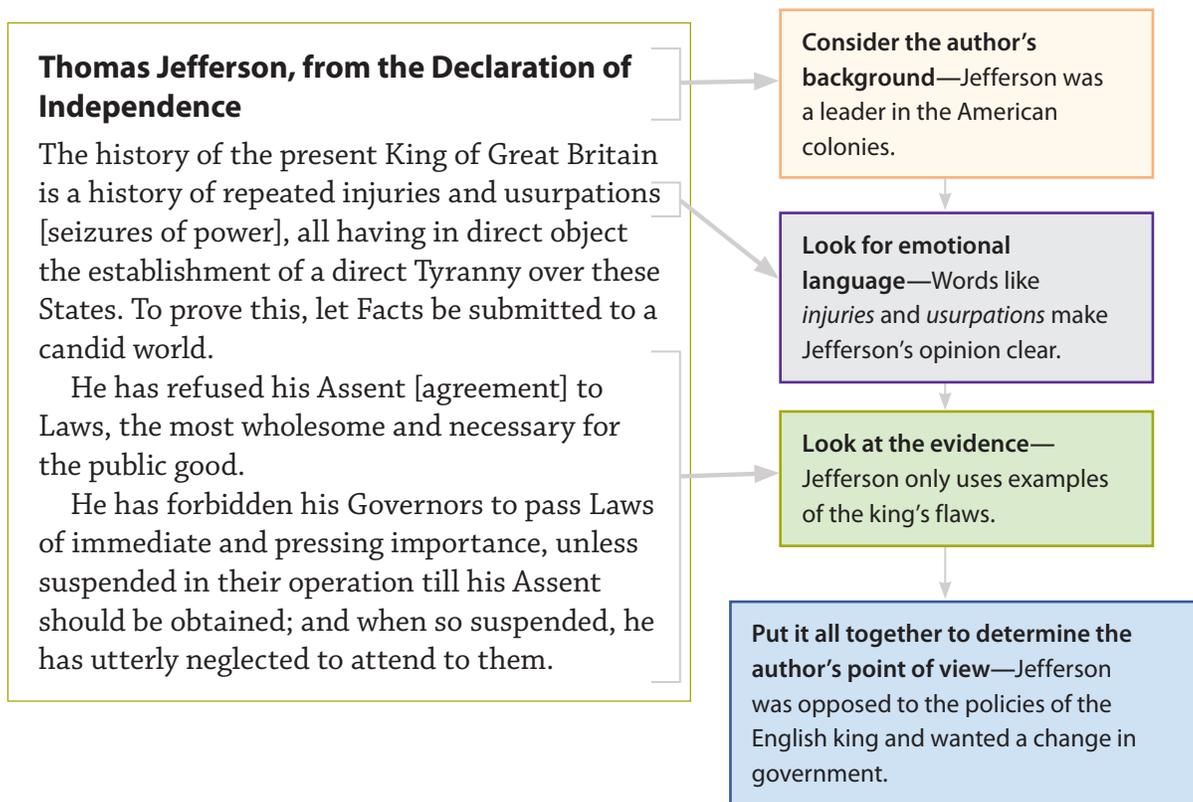
This module will introduce you to the Enlightenment, an era of great political thinkers, writers, and activists. You will learn about some of these figures, who are among the most influential people in all of world history. In their ideas, you will see the roots of our modern government, a government brought about by bold statesmen who inspired a revolution. You will also see how similar revolutions changed society and culture in countries around the world.

## READING FOCUS:

### Points of View in Historical Texts

History is made up of issues, or questions about what to do in a particular situation. Throughout history, people have looked at issues from all sides. Each person's view of the issue shaped what he or she thought should be done.

**Identify Points of View** The way a person views an issue is called his or her point of view, or perspective. Points of view can be shaped by many factors, such as a person's background or political beliefs. When you read a historical document, figuring out the author's point of view can help you understand his or her opinions about an issue.



# You Try It!

Read the following passage from this module. Then answer the questions that follow.

**Rousseau** French thinker Jean-Jacques Rousseau (roo-SOH) criticized divine right. He believed in popular sovereignty—the idea that governments should express the will of the people. In *The Social Contract*, published in 1762, Rousseau declared, “Man is born free, but he is everywhere in chains.” According to Rousseau, citizens submit to the authority of government to protect their own interests, entering into a “social contract.” This contract gives the government the power to make and enforce laws as long as it serves the people. The government should give up that power if it is not serving the people.

Think about the passage you have just read, and then answer the questions.

1. What do you think was Rousseau’s point of view about France’s government?
2. What words or phrases in this passage helped you identify his point of view?
3. How did Rousseau’s own beliefs and ideas affect his point of view?
4. Do you think Rousseau’s point of view was similar to or different from that of the king of France?
5. Who do you think would be more likely to share Rousseau’s point of view, a wealthy French noble or a colonist planning a rebellion? Why do you think so?

**As you read this module**, try to determine the points of view of the various figures you are studying.

## Key Terms and People

### Lesson 1

Enlightenment  
Voltaire  
salon  
Mary Wollstonecraft

### Lesson 2

unlimited government  
limited government  
John Locke  
natural rights  
majority rule  
Charles-Louis Montesquieu  
Jean-Jacques Rousseau  
popular sovereignty

### Lesson 3

English Bill of Rights  
rule of law  
Declaration of Independence  
Declaration of the Rights of Man  
and of the Citizen

### Lesson 4

Napoleon Bonaparte  
coup d’état  
Klemens von Metternich  
conservatism  
liberalism  
Simón Bolívar



# Ideas of the Enlightenment

## The Big Idea

Enlightenment thinkers built on ideas from earlier movements to emphasize the importance of reason.

## Main Ideas

- The Enlightenment was also called the Age of Reason.
- The Enlightenment's roots can be traced back to earlier ideas.
- New ideas came mainly from French and British thinkers.

## Key Terms and People

Enlightenment

Voltaire

salon

Mary Wollstonecraft

### Reading Check

Find Main Ideas

How did the Enlightenment thinkers explain the world?

## If YOU were there . . .

You are a student in the early 1700s. It seems your teacher can pass or fail whomever he wants. You think the teacher should make his decisions about grades based on what a student has learned. You come up with a new idea—testing students so they can prove what they know. You think this idea will improve your grades as well as relations in your school.

**Will you challenge the teacher's authority?**

## The Age of Reason

Discoveries made during the Scientific Revolution and on the voyages of discovery led to changes in Europe. A number of scholars were beginning to challenge long-held beliefs about science, religion, and government.

These new scholars relied on reason, or logical thought, instead of religious teachings to explain how the world worked. They believed human reason could be used to achieve three great goals—knowledge, freedom, and happiness—and that achieving these goals would improve society. The use of reason in guiding people's thoughts about philosophy, society, and politics defined a time period called the **Enlightenment**. Because of its emphasis on the use of reason, the Enlightenment was also known as the Age of Reason.

## The Enlightenment's Roots

The main ideas of the Enlightenment had their roots in other eras. Enlightenment thinkers looked back to the Greeks, the Romans, and the history of Christianity. The Renaissance, Reformation, and Scientific Revolution also provided ideas.

**Greek and Roman Philosophers** Enlightenment thinkers used ideas about the natural world from the ancient Greeks and Romans. Greek philosophers had observed an order and regularity in the natural world. Aristotle, for example, taught

that people could use logic to discover new truths. Building on Greek ideas, Roman thinkers developed the concept of natural law, the idea that a law governed how the world operated.

With Greek and Roman beliefs as guidelines, Enlightenment thinkers began studying the world in a new way. They applied these beliefs not just to the natural world but also to the human world of society and government.

**Christianity** The history of Christianity in Europe provides other clues about ideas that emerged in the Enlightenment. One religious thinker, Thomas Aquinas, had taught in the Middle Ages that faith paired with reason could explain the world. Although it owed a great deal to Aquinas, the Enlightenment was mostly a secular, or nonreligious, movement. Enlightenment thinkers disagreed with the church's claims to authority and its intolerance toward non-Christian beliefs.

**The Renaissance and Reformation** Other reactions to the Christian Church in Europe also influenced the ideas of the Enlightenment. For example, some Renaissance thinkers used Greek and Roman ideas to raise questions about established religious beliefs. These Renaissance thinkers were known as humanists.

Although most humanists were religious, they focused on human value and achievement rather than on the glory of God. Renaissance humanists believed people could improve their world by studying it and changing it. These ideas contributed to the Enlightenment idea of progress—the belief that humans were capable of improving their world.

Some Reformation ideas also reappeared during the Enlightenment. Like Martin Luther and other reformers, Enlightenment scholars questioned church authority. They found that religious beliefs didn't always fit in with what they learned from their logical study of the world.

## Quick Facts

### Ideas of the Enlightenment

The Enlightenment is also called the Age of Reason because reason, or logical thought, is a basic part of all Enlightenment ideas.

- The ability to reason is what makes humans unique.
- Reason can be used to solve problems and improve people's lives.
- Reason can free people from ignorance, superstition, and unfair government.
- The natural world is governed by laws that can be discovered through reason.
- Like the natural world, human behavior is governed by natural laws.
- Governments should reflect natural laws and encourage education and debate.



The use of reason advanced science and technology, which in turn influenced the Enlightenment.

Here, the Italian scientist Alessandro Volta explains a new invention, the battery.

### Reading Check

#### Find Main Ideas

What ideas influenced the Enlightenment?

**The Scientific Revolution** The Scientific Revolution also influenced Enlightenment thinkers. Through experiments, scientists like Newton and Galileo had discovered that the world did not work exactly the way the church explained it. Using scientific methods of study, scientists discovered laws that governed the natural world. Enlightenment thinkers took the idea of natural laws one step further. They believed that natural laws must also govern human society and government.

## New Ideas

Enlightenment thinkers borrowed ideas from history to develop a new worldview. They believed the use of reason could improve society. To achieve this progress, they had to share their ideas with others.

**French Philosophers** French philosophers popularized many Enlightenment ideas. One philosopher, **Voltaire** (vohl-TAYR), mocked government and religion in his writings. Instead of trusting God to improve human happiness, Voltaire believed humans could improve their own existence.

### BIOGRAPHY

## Voltaire 1694–1778

Voltaire is the pen name of the French philosopher and author François-Marie Arouet. He used his wit, intelligence, and sense of justice to poke fun at religious intolerance. Voltaire's skill and bold ideas made him a popular writer. In his writings he argued that the purpose of life is the pursuit of human happiness through progress in science and the arts.

### Make Inferences

Why did Voltaire poke fun at religious intolerance?



Having gotten in trouble for some of his writings, Voltaire also spoke out against censorship—removal of information considered harmful. He argued, “I [may] disapprove of what you say, but I will defend to the death your right to say it.” His statement emphasized the Enlightenment goal of freedom of thought.

Enlightenment thinkers made an effort to share their thoughts with the public. Philosopher Denis Diderot (dee-DROH) edited a book called the *Encyclopedia*. This book included articles by more than 100 experts on science, technology, and history. The French king and the pope both banned the *Encyclopedia*.

In spite of censorship, Enlightenment ideas spread. One important place for the exchange of ideas was the **salon**, a social gathering held to discuss ideas. Women often hosted the salons. Most Enlightenment thinkers did not view women as equal to men. However, in hosting salons women could influence opinions.

**British Writers** Women and men also began to publish their ideas in books, pamphlets, and newspaper articles. British writer **Mary Wollstonecraft**, for example, argued that women should have the same rights as men.

Enlightenment thinkers even applied their ideas of freedom and progress to economics. British writer Adam Smith believed economics was governed by natural laws. He argued that governments should not try to control the economy and that economic growth came when individuals were free to make their own choices. Like many Enlightenment thinkers, his ideas would have a lasting effect.

**Summary and Preview** Scholars during the Enlightenment drew on ideas from previous eras. They proposed ideas about the importance of reason and progress. In the next lesson, you will learn how the Enlightenment changed ideas about government.

**Reading Check**  
Summarize  
How did  
Enlightenment  
thinkers spread their  
ideas?

## Lesson 1 Assessment

### Review Ideas, Terms, and People

- a. Define** What was the Enlightenment?

**b. Explain** What was the main goal of most Enlightenment thinkers?
- a. Define** What does it mean to say that the Enlightenment was a secular movement?

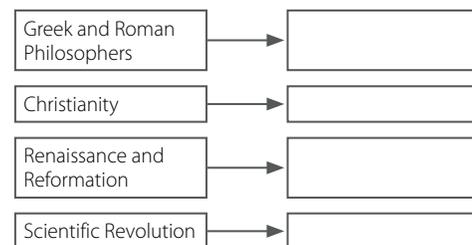
**b. Explain** What was the connection between the discoveries of the Scientific Revolution and the Enlightenment?

**c. Elaborate** How did the idea of natural law contribute to the Enlightenment?
- a. Describe** How did Voltaire feel about censorship?

**b. Explain** What did Adam Smith contribute to Enlightenment ideas?

### Critical Thinking

- Summarize** Draw a chart like this one. Use it to summarize the sources of Enlightenment ideas.





# New Views on Government

## The Big Idea

Enlightenment ideas influenced the growth of democratic governments in Europe and the Americas.

## Main Ideas

- The Enlightenment influenced some monarchies.
- Enlightenment thinkers helped the growth of democratic ideas.
- In the Americas, the Enlightenment inspired a struggle for independence.

## Key Terms and People

unlimited government  
 limited government  
 John Locke  
 natural rights  
 majority rule  
 Charles-Louis Montesquieu  
 Jean-Jacques Rousseau  
 popular sovereignty

## If YOU were there . . .

You are in a coffee house, discussing everything from politics to religion with friends. It is 1770. Suddenly, someone next to you questions the king's right to rule. Other people begin to agree with that person. As you listen to their logic, you wonder about other ways to run a government.

**Would you support a government that didn't include a king or queen? Why or why not?**

## Enlightenment Influence on Monarchies

In the 1600s and 1700s, kings, queens, and emperors ruled Europe. Many of these monarchs believed that they ruled through divine right. That is, they thought that God had given them an unlimited right to rule as they chose. An **unlimited government** is one in which one person or group of people holds all power with no restrictions. An unlimited government can also be called an authoritarian state. This type of state is one in which power is centralized and the people have few, if any, freedoms. **Limited government** is one that is not all-powerful. It is checked by laws and institutions representing the will of the people.

### Unlimited Government in France

King Louis XIV, who ruled France from 1643 to 1715, was an absolute monarch who saw himself as the entire government. He declared, "*L'état, c'est moi!*" or "I am the state."

Louis XIV established a totalitarian state. A totalitarian state has absolute control not only over government but also over every aspect of culture, from the arts and literature to science and commerce. Censorship was common. Any artist or writer who criticized the monarchy was punished.

Although absolute monarchs like Louis XIV held all governmental power, other groups in society also had privileges. In France, the nobles paid few taxes and held the highest



King Louis XIV ruled France as an absolute monarch.

positions in the army. The French clergy paid no taxes at all. Most of the French people, the commoners, were poor, paid high taxes, and had no role in their government.

**Enlightened Despotism** The spread of Enlightenment ideas pushed some absolute monarchs to change how they ruled. They applied Enlightenment ideas to government. These rulers became known as enlightened despots. A despot is a ruler with absolute power. The enlightened despots tried to make life better for the commoners. They thought they could make their countries stronger if the commoners were happier. Frederick II of Prussia was one such ruler. He approved reforms in law and education.

Empress Catherine the Great of Russia was another enlightened despot. For most of its history, Russia had an unlimited government whose tsar ruled with an iron fist. Catherine the Great ruled Russia from 1762 to 1796. A German, Catherine became czarina through marriage to a



Empress Catherine the Great of Russia

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## European Monarchies, 1789



### Interpret Maps

**Place** To which sea did the Russian Empire extend in the south?

Russian prince. Catherine became inspired by Enlightenment ideals during her rule and tried to put in place reforms. She promoted education for all by expanding the number of state-run schools in Russia. She reformed Russia's legal system according to Enlightenment principles.

Part of the reform gave “equal protection” to all Russians. Many Russians believed that Russian serfs would now be freed and provided protection under the law. Serfs were workers legally tied to a lord's land. Serfs made up the majority of the population in Russia, but Catherine needed support from the Russian nobility to maintain power. The nobility opposed freedom for the serfs. Ultimately, serfdom expanded under Catherine's rule.

Even though Catherine the Great and other enlightened despots made some improvements to their countries, many Enlightenment thinkers criticized these reform efforts. These thinkers began looking for bigger changes. They began to consider the need for democracy.

## Democratic Ideas

Some Enlightenment thinkers challenged only the idea of rule by divine right. Others went further. They developed some completely new ideas about how governments should work. Three of these thinkers—Locke, Montesquieu, and Rousseau—tried to identify the best possible form of government. The ideas of these Enlightenment thinkers contributed to the creation of modern democracy.

**Locke** The English philosopher **John Locke** had a major influence on Enlightenment political thought. In 1690, he published *Two Treatises of Government*. In this work, Locke argued for government as a **contract** between the ruler and the people. A constitution, or written plan for government, is one form of this contract. A constitution defines the relationship between the government and its citizens, outlines the structure of the government, and describes the government's powers. Because a contract binds both sides, it limits the ruler's power.

Locke also declared that all people had certain **natural rights**, which included the rights to life, liberty, and property. He thought that no person was born with special privileges. According to Locke, this equality should be reflected in government. The government's decisions should reflect **majority rule**. Majority rule is a system in which the ideas and decisions supported by the most people are followed. A government also had to protect the natural rights of those in the minority. If it didn't protect the rights of all its citizens, the people had the right to change rulers. Locke thought that government existed only for the common good of the people.

**Montesquieu** **Charles-Louis Montesquieu** (mohn-te-SKYOO) was a member of the French nobility. He built on Locke's ideas in *The Spirit of the Laws*, published in 1748. Montesquieu claimed that a government should be divided into separate branches to protect people's freedom. In this idea, known as the separation of powers, the powers of each branch of government are limited by the others. In addition, each branch has certain

### Reading Check

#### Contrast

How do rule by divine right and rule by an enlightened despot differ?

### Academic Vocabulary

contract a binding legal agreement

## Separation of Powers

When Charles-Louis Montesquieu published *The Spirit of the Laws* in 1748, it was immediately viewed by many as one of the most important political writings of the period. Montesquieu used England's government as a model for his discussion of the separation of powers, the most well-known chapter of the work. The concept later became the model for the U.S. Constitution.

Montesquieu believed that for a government to effectively protect citizens' liberty, governmental powers must be separated into three distinct branches.

If the powers to execute the law and interpret the law were granted to the same branch, then citizens would be unprotected against government oppression.

### Analyze Historical Sources

What might happen if the same branch of government held both legislative and judicial power?

*“When the legislative and executive powers are united in the same person, or in the same body of magistracy, there can be no liberty; because apprehensions [fear] may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.*

*Again, there is no liberty, if the power of judging be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary [random] control, for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression.”*

— Charles-Louis Montesquieu from *The Spirit of the Laws*

powers that the others don't have. As a result, the separate branches must share power. None of the individual branches can control the government completely.

**Rousseau** French thinker **Jean-Jacques Rousseau** (roo-SOH) criticized divine right. He believed in **popular sovereignty** (SAHV-ruhn-tee)—that governments should express the will of the people. In *The Social Contract*, published in 1762, Rousseau said, “Man is born free, but he is everywhere in chains.” He believed citizens submit to the authority of government to protect their own interests, entering into a “social contract.” This contract gives the government the power to make and enforce laws if it serves the people. The government gives up its power if it is not serving the people.

## The Enlightenment in the Americas

The ideas of these three philosophers spread throughout Europe and then to the British colonists living in North America. Enlightenment ideas would have a big effect on the history of the Americas.

The British colonists already knew basic ideas about participation in government. Because they were British citizens, the colonists were familiar with Parliament and its control over the British monarch. When the

**Reading Check**  
Synthesize  
What idea appears in the works of both Locke and Rousseau?

## Enlightenment Thinkers

The ideas of Locke, Montesquieu, and Rousseau contributed to the creation of modern democracy.



**John Locke**  
1632–1704

- Government's power is limited.
- People have natural rights, such as life, liberty, and property.



**Charles-Louis Montesquieu**  
1689–1755

- The powers of government should be divided into separate branches.



**Jean-Jacques Rousseau**  
1712–1778

- Governments should express the will of the people.
- People enter into a social contract with their government, giving it the right to create and enforce laws.

### Analyze Visuals

Who believed in the separation of government powers?

British government began to chip away at what the colonists saw as their rights, the colonists were outraged. Many believed that they needed to fight back.

**British Policy in North America** To learn more about this struggle, we must go back to the founding of the colonies. Other countries besides Britain settled and controlled land in North America. One of them was France.

In North America, the French and British had many disagreements. These conflicts led to war. Even though the British eventually defeated the French, years of fighting cost Britain a lot of money.

The British government created new taxes in the colonies to pay its war debt. One tax added to the cost of molasses. Another tax, called the Stamp Act, required colonists to pay a tax on newspapers, some legal documents, and other printed materials. People in England didn't have to pay these taxes. As a result, the colonists thought the taxes were unfair. The colonists wanted to be treated as British citizens because they were subject to British laws. They wanted the same rights as people in England.



King George III ruled Great Britain when the Stamp Act was passed.

### Economists of the Enlightenment

New ideas about economic freedom also became important during the Enlightenment, largely in response to the principles of mercantilism. Mercantilism was the dominant economic system in Europe from the 1500s to the 1800s. It was based on creating wealth through strict government regulations on trade.

Enlightenment thinkers supported free trade and greater economic freedom. English philosopher John Locke's theory of the social contract stated that people willingly gave up some of their freedoms to government in return for protection of their liberty and property. Laws that violated these protections, such as those restricting free trade, were unjust. Charles-Louis Montesquieu, a French Enlightenment philosopher, also called for the expansion of

trade among nations as a way to achieve greater wealth and peace for all.

Economist Adam Smith took the ideas of the Enlightenment and formally applied them to economics. Smith rejected mercantilism and government control of the economy. He also rejected monopolies, or the control of a particular good or service by one person or business. He maintained that they prevented the natural competition that takes place when people have the freedom to produce, sell, and buy as they choose. Adam Smith's ideas formed the basis of capitalism, an economic system in which a country's trade and industry are controlled by private owners rather than by the state. The freedom to engage with and compete in the market and the freedom to trade openly with others in the market were key Enlightenment ideas that endure today.

#### Analyze Information

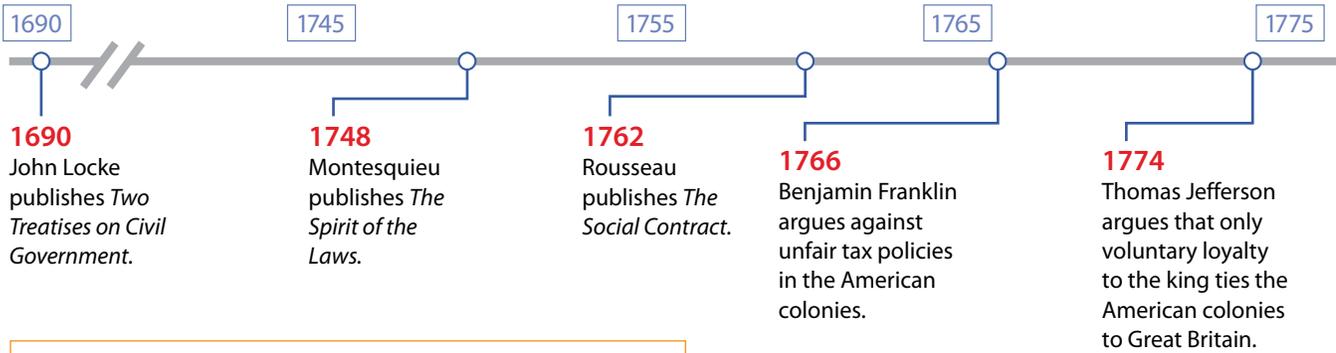
How did Adam Smith apply Enlightenment principles to economics?

**Colonists' Views** Many colonial leaders were familiar with the ideas of the Enlightenment. Two leaders in particular—Benjamin Franklin and Thomas Jefferson—applied those ideas to the colonists' complaints.

In 1766, philosopher and scientist Benjamin Franklin went to London. There he addressed the House of Commons in Parliament. He argued that the British government had no right to tax the colonists because they had no representation in Parliament. His argument against "taxation without representation" inspired riots against taxes in the colonies. The riots persuaded the British government to get rid of the Stamp Act.

Thomas Jefferson was a farmer, scientist, and scholar. He had been influenced by the Scientific Revolution. John Locke was another source of inspiration. In keeping with Locke's ideas, Jefferson believed that Britain had no right to govern or impose taxes on the colonies. He supported the idea of independence for the colonies. Jefferson also supported the separation of religious and political power. In this way, he reflected the Enlightenment's secular attitudes.

## Timeline: The Enlightenment Reaches America



### Analyze Timelines

Who might have been influenced by Rousseau's writings?

### Reading Check

#### Find Main Ideas

Why did some colonists want to be independent of Britain?

Jefferson would later become president of the United States. His philosophies and achievements, based on Enlightenment ideas, helped to establish the democratic government and the rights we enjoy today in the United States.

**Summary and Preview** In the 1600s and 1700s, some European monarchs thought they had a divine right to rule. As Enlightenment thinkers proposed new ways of thinking, people questioned the monarchs' powers. Democratic ideas spread. In the next lesson, you will learn how these ideas changed governments in England, France, and the Americas.

## Lesson 2 Assessment

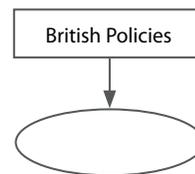
### Review Ideas, Terms, and People

- a. Define** Describe the difference between limited and unlimited government.  
**b. Explain** What did enlightened despots try to do?
- a. Define** What are natural rights?  
**b. Explain** What did Locke believe was the purpose of government?  
**c. Elaborate** Why would the separation of powers protect people's freedoms?
- a. Describe** What role did Benjamin Franklin play in the American colonists' disagreement with the British government?

- b. Elaborate** Why do you think many Americans consider Thomas Jefferson a hero?

### Critical Thinking

- Analyze Effects** Draw a graphic organizer like the one shown. Use it to describe the effect of the British government's policies on its North American colonies.





# The Age of Revolution

## The Big Idea

Revolutions changed the governments of Britain, the American colonies, and France.

## Main Ideas

- Revolution and reform changed the government of England.
- Enlightenment ideas led to democracy in North America.
- The French Revolution caused major changes in France's government.

## Key Terms and People

English Bill of Rights  
rule of law

Declaration of Independence

Declaration of the Rights of Man and of the Citizen

## If YOU were there . . .

You live near Boston, Massachusetts. British soldiers have moved in and taken over your house. They say that the law allows them to take whatever they need. But your father doesn't want the soldiers living in your house and eating your food. What can he do to fight the king's laws?

**Should your father disobey the king?  
Why or why not?**

## Revolution and Reform in England

Enlightenment ideas inspired commoners to oppose monarchies that ruled without concern for the people's needs. However, the monarchs wouldn't give up their privileges. In England, Parliament forced the monarchy to change.

**Trouble with Parliament** For many years, the English Parliament and the English monarchy had had an uneasy relationship. Parliament demanded that its rights and powers be respected. However, the monarchy stood for rule by divine right. The relationship between English monarchs and Parliament got worse.

The conflict led to a civil war in 1642. Representatives of Parliament led by Oliver Cromwell took over the country. The king, Charles I, was charged with various crimes and beheaded in 1649. Cromwell became a dictator. The years of his rule were troubled and violent.

By 1660, many English people were tired of turmoil and wanted to restore the monarchy. They invited the dead king's son to return and rule England as Charles II. They made Charles promise to allow Parliament to keep the powers it had won in the civil war. These powers included the right to approve new taxes. Parliament was able to work with Charles II during most of his rule. However, when Charles died and his brother James became king, the trouble began again.



In this painting, King John signs the Magna Carta. The English Bill of Rights drew on the ideas in the Magna Carta.

James II, an unpopular Catholic, tried to promote his religious beliefs in England, a Protestant country. As a result, Parliament invited the Protestant William of Orange, James's son-in-law, to invade England. When William and his wife, Mary, arrived in England in 1688, James and his family fled to France.

**New Rights for the English People** Parliament offered the throne to William and Mary on one condition. They had to accept the **English Bill of Rights**, a document that listed rights for Parliament and the English people. This document, approved in

1689, drew on the principles of Magna Carta, which limited a ruler's power and recognized some rights for the people.

Magna Carta had been in place for hundreds of years, but the monarchs had not honored it. William and Mary agreed to honor Magna Carta. They also agreed that Parliament could pass laws and raise taxes. As a result, the monarchs ruled according to laws passed by Parliament. William and Mary's agreement to accept the Bill of Rights ensured that Britain would have a limited government. The monarchs, like everyone else, were subject to the laws of the land. This principle is known as the **rule of law**.

## Democracy in America

Although the power of the monarchs was limited in England, some people in North America were not satisfied. Colonists there grew increasingly unhappy with both the king and Parliament.

**A New Country** Some colonists disliked the laws and taxes that the British government had put in place. In addition, colonists were used to ruling themselves through their own assemblies, or congresses. They also believed that a faraway king and parliament could not understand life in America.

Many colonists protested British laws they thought were unfair. As conflict continued, colonial leaders met to resolve the crisis. At this meeting, called the First Continental Congress, the delegates decided to resist the British. Not all colonists wanted independence, but they did want to have fair laws and to feel safe. They created militias, or groups of armed men, to protect themselves from the British troops stationed in the colonies.

The American Revolution began in April 1775 when a militia exchanged fire with British troops. In 1776, the colonial leaders gathered again. At that meeting, Thomas Jefferson wrote the **Declaration of Independence**, a document declaring the colonies' independence from British rule. Like Magna Carta, the Declaration stated people's rights to certain liberties.

### Reading Check

#### Analyze Events

What events led to the creation of the English Bill of Rights?



George Washington led the colonial army to victory over the British in the American Revolution. In this 1851 copy of a famous painting, Washington is shown leading his troops across the Delaware River to attack British forces.

### Academic Vocabulary

**ideals** ideas or goals that people try to live up to

The Declaration begins with a sentence that also expresses Enlightenment **ideals**:

“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.”

—from the Declaration of Independence

In this passage, the word *unalienable* means “cannot be taken away.” This wording shows the influence of John Locke’s ideas about natural rights. In addition, the Declaration of Independence said that people unhappy with their government had the right to change it. This statement builds on the ideas of Rousseau as well as Locke.

The Declaration of Independence was signed by representatives from all of the colonies. A new nation—the United States of America—was born.



Signers of the U.S. Declaration of Independence

**A New Government** In 1783, the British government finally agreed to end the fighting and recognize the United States. American leaders then met to form a new government. They wrote a set of rules called the Articles of Confederation. Under the Articles, the central government was weak. The Americans were afraid that a strong central government would

## An Unwritten Constitution

A constitution is a set of laws for how a country's government operates. Many people might think all constitutions are a single written document. The U.S. Constitution, for example, is made up of a single document and its amendments, or changes that have been added over time to the original. Great Britain, however, has what has become known as an "unwritten constitution." Rather than operating according to rules set forth in one written document, Great Britain has a collection of documents, court decisions, laws, and traditions that has developed as its constitution over time. The English Bill of Rights is a key part of what has become known as Great Britain's "unwritten constitution."

### Analyze Information

How is Great Britain's "unwritten constitution" different from the U.S. Constitution?



The English Bill of Rights guaranteed free speech for members of Parliament.

### Reading Check

#### Find Main Ideas

How were ideas of Enlightenment thinkers reflected in the American Revolution and the new American government?

be too much like a monarchy. However, over time, the weak government didn't serve the needs of the people. A new plan for the American government was needed.

Virginia farmer James Madison was a main author of the new plan—the Constitution. This document reflected the ideas of Montesquieu, who had proposed the separation of powers in 1748. In keeping with Montesquieu's idea, the Constitution divided power among three branches.

- The legislative branch, called Congress, would make laws.
- The executive branch, headed by the president, would enforce laws.
- The judicial branch, or court system, would interpret laws.

The Constitution did not address the rights of women or slaves, and men without land couldn't vote. It did, however, guarantee the rights of most citizens.

Locke's idea of the social contract was included in statements ensuring that the government existed to serve the common good of the people. In addition, some states approved the Constitution only on the condition that a Bill of Rights was added. This document—the first ten amendments to the Constitution—further guaranteed the individual rights and liberties of the new nation's citizens.

## The French Revolution

As the Americans fought for and created a new nation, the French people paid close attention to the events. They were inspired by the Americans to fight for their own rights.

## Documents of Democracy

The growth of modern democracy was greatly influenced by several key documents.



### Magna Carta (1215)

- Limited the power of the monarchy
- Identified people's rights to property
- Established people's right to trial by a jury



### The English Bill of Rights (1689)

- Outlawed cruel and unusual punishment
- Guaranteed free speech for members of Parliament



### The U.S. Declaration of Independence (1776)

- Declared that people have natural rights that governments must protect
- Argued that people have the right to replace their government



### The French Declaration of the Rights of Man and of the Citizen (1789)

- Stated that the French government received its power from the people
- Strengthened individual rights and equality

**An Unfair Society** The French king ruled over a society split into three groups called estates. The clergy were members of the First Estate and enjoyed many privileges. Nobles made up the Second Estate. They held important positions in the military, the government, and the courts.

Most French people belonged to the Third Estate. Included were peasants, craftworkers, and shopkeepers. The Third Estate paid the highest taxes but had few rights. Many members of the Third Estate were poor and hungry. They thought that the king didn't understand their problems. While the common people starved, King Louis XVI had fancy parties. The queen, Marie-Antoinette, also had little regard for commoners. She spent huge amounts of money on clothes.

Meanwhile, the government was badly in debt. Louis XVI wanted to raise money by taxing the rich. To do so, in 1789 he called together members of the three estates.

The meeting did not go smoothly. Some members of the Third Estate were familiar with Enlightenment ideas. These members demanded a real voice in the meeting's decisions. Eventually, the Third Estate members



During the French Revolution, about 6,000 women marched to the palace at Versailles to demand bread from the king.

The French Declaration of the Rights of Man and of the Citizen stated that the French government received its power from the people.

formed a separate group called the National Assembly. This group demanded that the king accept a constitution limiting his powers.

Louis XVI refused to agree to the demands, angering many Parisians. Violence broke out on July 14, 1789. A mob stormed a Paris prison, the Bastille. After forcing the guards to surrender, the mob used guns from the building to free the prisoners. The French Revolution had begun.

**Revolution and Change** After the Bastille fell, the revolution spread to the countryside. Peasants there were afraid that the king and nobles would crush the revolution. In events called the Great Fear, peasants took revenge on their noble landlords for years of poor treatment. In their rage and fear, the peasants burned country houses and monasteries.

Other leaders of the revolution were taking peaceful steps. The National Assembly wrote a list of rights. It included some of the same ideas found in the writings of Enlightenment philosophers, the English Bill of Rights, and the Declaration of Independence. Called the **Declaration of the Rights of Man and of the Citizen**, this document guaranteed some freedoms for citizens and distributed the payment of taxes more fairly. Among the rights the Declaration supported were freedom of speech, of the press, and of religion. It also guaranteed that men could take part in the government.

Louis XVI was forced to accept the new laws, but new laws did not satisfy the revolution's leaders. In 1792, they ended the monarchy and created a republic. The next year, the leaders put Louis XVI on trial and executed him.



## Impact of the French Revolution

Thomas Paine was a supporter of the American Revolution. He also supported the cause of the French Revolution. He gave this speech right after the end of the French monarchy.

### Analyze Historical Sources

What do you think Thomas Paine envisioned the “new era” to be?

*“It is no longer the paltry [small] cause of kings, or of this, or of that individual, that calls France and her armies into action. It is the great cause of ALL. It is the establishment of a new era, that shall blot despotism from the earth, and fix, on the lasting principles of peace and citizenship, the great Republic of Man. . . .”*

—Thomas Paine, “Address to the People of France”

### Reading Check

**Summarize**  
What is the Declaration of the Rights of Man and of the Citizen?

Facing unrest, in 1793 the new French government began to order trials of anyone who questioned its rule. In the period that followed, called the Reign of Terror, thousands of people were executed with the guillotine. This machine beheaded victims quickly with a heavy blade. The Reign of Terror ended when one of its main leaders, Maximilien Robespierre, was himself executed in July 1794.

Although the Reign of Terror was a grim chapter in the story of the French Revolution, the revolution wasn’t a failure. Eventually, France created a democratic government. Enlightenment ideas about freedom were powerful. Once they took hold, they would not go away. Many Europeans and Americans enjoy freedoms today thanks to Enlightenment ideas.

**Summary and Preview** Questions about divine right led to struggles between the English monarchy and Parliament. Enlightenment ideas inspired the American Revolution and led to democracy in the United States. The French also formed a republic. Next, you will learn how Enlightenment ideas continued to influence world events.

## Lesson 3 Assessment

### Review Ideas, Terms, and People

- a. Summarize** What caused the conflict between the English monarchy and Parliament?

**b. Compare** What was the connection between Magna Carta and the English Bill of Rights?
- a. Identify** What basic rights were listed in the Declaration of Independence?

**b. Explain** How were Montesquieu’s ideas reflected in the U.S. Constitution?

- a. Describe** How was French society organized before the French Revolution?

**b. Compare** What did the Great Fear and the Reign of Terror have in common?

### Critical Thinking

- Organize Information** Draw a graphic organizer like the one shown. Use it to describe the steps of the French Revolution.





# The Spread of Revolutionary Ideals

## The Big Idea

Napoleon's quest to rule Europe was eventually thwarted, but not before the ideals of the French Revolution spread throughout the continent and Latin America.

## Main Ideas

- During the Napoleonic Era, Napoleon conquered vast territories in Europe and spread reforms across the continent.
- At the Congress of Vienna, European leaders tried to restore the old monarchies and ensure peace.
- Inspired by revolutionary ideals in Europe, Latin American colonies began to win their independence.

## Key Terms and People

Napoleon Bonaparte  
 coup d'état  
 Klemens von Metternich  
 conservatism  
 liberalism  
 Simón Bolívar

## If YOU were there . . .

You are living in Paris in 1799. You have complained for years about the weak, corrupt government officials who rule your country. Just days ago, however, a popular general led an overthrow of the government. His supporters say he is strong and patriotic.

**Will you support this new leader?**

## The Napoleonic Era

After the French Revolution, a young general named **Napoleon Bonaparte** became a hero in France. He defeated rebels at home and foreign armies that threatened the new republic. Before long, Napoleon seized political power and made France into a great empire that dominated Europe.

**The Rise of an Emperor** By the late 1790s, the French had had enough of the violence. They wanted order and strong leaders, not the weak politicians who were running the country. In 1799, Napoleon took part in a **coup d'état** (koo day-TAH), the forceful overthrow of a government. Napoleon took the top position in the new government of France. Then in 1804, with his popularity soaring, he crowned himself emperor.

Napoleon was a remarkable military leader and showed his abilities as he began to take over the rest of Europe. He had learned the value of artillery as a young officer. He grouped his cannons on the battlefield to maximize their effect. Napoleon also stressed mobility. He quickly moved his troops into place to surround the enemy. Under his command and using these techniques, the French army won a series of dazzling victories against Austria, Prussia, and Russia. French troops conquered many countries and forced others to become allies of France. By 1810, Napoleon was the master of Europe. His empire stretched across most of the continent.



Between 1805 and 1808, Napoleon's armies defeated the armies of Austria, Prussia, and Russia. As a result, these countries were forced to become allies of France. This painting shows Napoleon during his victory against the Russian army at the Battle of Friedland in 1807.

**Academic Vocabulary**  
opposition the act of opposing or resisting

Napoleon wanted an efficient government, and he created one. He put in place a system of public education. He made taxes fairer. He also created the Bank of France as a central financial institution. Perhaps most significantly, he issued a set of laws, called the Napoleonic Code, for his empire. The code reflected many of the ideals of the French Revolution. All men were equal before the law. All received the same civil rights, including trial by jury. All could practice religion freely.

With these reforms, Napoleon brought new liberties to the people of the French Empire. Yet his legal code denied rights to women. In addition, Napoleon did not allow fair elections. He restricted freedom of the press. Napoleon also tolerated no **opposition** to his rule, and he harshly punished those hostile to him.

**The Defeat of Napoleon** Great Britain was the one enemy Napoleon could not defeat. In 1805, the British navy destroyed the French fleet at the Battle of Trafalgar, off the coast of Spain. In response, Napoleon ordered all nations in Europe to stop trading with Great Britain.

When Russia ignored this order, Napoleon invaded with a force of 600,000 men. The decision was a disaster for the French. Smart Russian tactics and harsh winter weather forced the French into a bloody retreat.

With Napoleon's army weakened, Austria, Great Britain, Prussia, and Russia joined forces to defeat the French. These allies captured Paris in March 1814. In April they forced Napoleon to give up power and leave France. A year later, he returned and raised a new army. The British and Prussians, however, dealt Napoleon his final defeat at the Battle of Waterloo in Belgium in June 1815. The allies then sent Napoleon away to a small island in the Atlantic. He died there six years later.

**Reading Check**  
Summarize  
What changes did  
Napoleon bring  
to Europe?

## The Congress of Vienna

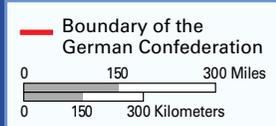
Napoleon was driven from France in 1814. European leaders met in Vienna to draw up a peace settlement. They aimed to restore stability after many years of war.

**Redrawing the Map** Countries across Europe sent representatives to the Congress of Vienna. But the leaders of powerful Austria, Britain, Prussia, and Russia made all the important decisions.

Prince **Klemens von Metternich** (MEH-tuhr-nik) of Austria led the meetings. At first the congress offered generous peace terms to France. But after Napoleon returned in 1815, the diplomats were not so lenient.

[Explore ONLINE!](#)

### Europe after the Congress of Vienna, 1815



- Interpret Maps**
- 1. Region** How many Italian states resulted from the Congress of Vienna's reshaping of territories?
  - 2. Location** How might France's location have contributed to Napoleon's rise and fall?

Following the Battle of Waterloo, they sent an army to take control of France. France had to give back the territory it had conquered. The French also had to pay 700 million francs to rebuild Europe. In addition, diplomats added and subtracted territory to reshape the kingdoms along France's borders. They did this to try to balance the strength of the different countries in Europe. After Napoleon, the diplomats wanted to make sure that no single European power could ever again threaten the rest of the continent.

**Containing the French Revolution** Metternich and the other leaders at the Congress of Vienna opposed the ideals of the French Revolution. They instead promoted **conservatism**, a movement to preserve the old social order and governments. The diplomats at Vienna wanted to return Europe to the way it was before the French Revolution.

The Congress of Vienna restored the old European monarchies. Royal families returned to power in Spain, Portugal, and the Italian states. In France, Louis XVIII took the throne, putting the Bourbon family back in power. The new king, however, did have to accept a constitution that left some of the reforms of the French Revolution in place.

Despite Metternich's efforts, the ideals of democratic revolution did not die. **Liberalism**, a movement for individual rights and liberties, gained strength in the following decades. In the 1820s, liberal uprisings erupted in Spain, Portugal, and a number of Italian states. But conservative forces rallied to preserve the old order. The dreams of liberals would have to wait.

## Latin American Independence

The ideals of the Enlightenment and the French Revolution also inspired uprisings across the Atlantic. European powers had ruled Latin America for 300 years. The people living in these colonies now wanted to control their own affairs. In the 1800s, they launched a series of revolts to throw off European rule.

Haiti, a Caribbean island under French rule, was the first colony in Latin America to gain independence. In the 1790s, Toussaint Louverture (too-SAN loo-vehr-TOOR), a freed slave, led a rebellion of the island's African slaves. Although Napoleon sent an army to retake the island, Haitian fighters defeated the French troops. In 1804, Haiti declared its independence.

**Revolution in South America** The movement for freedom quickly spread to the continent of South America. Here, the ideas of Locke, Montesquieu, and Rousseau had been widely discussed among the educated elite in Latin American cities. Many had begun to question Latin America's colonial status and to desire independence. The Spanish government had adopted a more liberal constitution in 1812, but it still denied colonists representation in the Spanish government and maintained rigid control over the colonies. Latin American colonists were angry at their continued lack of political and economic power.

### Reading Check

#### Analyze Motives

What did the diplomats at the Congress of Vienna fear?

## Simón Bolívar

Simón Bolívar was born in Caracas, Venezuela. At the time of his birth, European powers governed Latin America. As a teenager, Bolívar moved to Spain to finish his education. He spent much of his adult life in South America, where he lived mostly in Venezuela and Colombia. He led independence movements in Bolivia, Colombia, Ecuador, and Venezuela, and he also helped liberate Upper Peru. The people there named their new nation Bolivia, in his honor. He later worked to build unity among Latin America's new countries and to establish the new nations as constitutional republics. Rebellions and unrest, however, defeated these efforts.

### Summarize

What is Simón Bolívar known for?



**Bolívar and Independence** The revolutionary leaders **Simón Bolívar** (see-MOHN boh-LEE-vahr) and José de San Martín led independence movements across the continent. Bolívar condemned the Spanish rulers:

“They have committed every manner of crime, reducing the Republic of Venezuela to the most frightful desolation [state of ruin]. Justice therefore demands vengeance, and necessity compels us to exact [get] it. Let the monsters who infest Colombian soil, who have drenched it in blood, be cast out forever.”

—Simón Bolívar, from *Proclamation to the People of Venezuela*

Bolívar's successes inspired other revolutionaries to fight for liberation. Independence movements flared up across Latin America. One by one, the colonies threw off European rule. Neither Spain nor Portugal could hold onto their New World empires. By 1831 a dozen Latin American nations had won their freedom.

**Mexican Independence** In 1810, Father Miguel Hidalgo, a priest who served a poor Mexican parish in Dolores, called his parish by ringing the bells atop the church. Instead of leading the people in prayer, Hidalgo issued what came to be known as *el grito de Dolores*—the cry of Dolores. Hidalgo urged the people of his parish to fight for rights and for economic justice for the poor. He demanded racial equality and the redistribution of land to the poor in Mexico. He also demanded independence from Spain.

Hidalgo was eventually caught and executed for his rebellion and his radical ideas about the poor. Another priest, José Morelos, took up the cause for Mexican independence. Morelos led many followers in the fight for four years, until he also was caught and executed in 1815. In 1821, Mexico finally gained its independence.

## Latin American Independence



**Creating Constitutional Government** Latin American republics looked to the United States, France, and Great Britain when they created their new governments. They adopted Enlightenment principles and used the U.S. Constitution as the basis for their own founding documents. The first Latin American constitutions, enacted in Chile and Venezuela (1811–1812), set up representative governments that guaranteed the rights and liberties of citizens. These first constitutions did not sufficiently separate the powers of government, however, and created a weak executive branch.

By about 1815, Latin American nations began to move away from truly liberal Enlightenment principles. **Conflict** between conservatives, who wanted the wealthy to control government at any cost, and liberals, who favored democracy, created turmoil. It was hard for inexperienced new leaders to rule under these conditions. Throughout the region,

**Academic Vocabulary**  
**conflict** an open clash between two opposing groups

### Reading Check

#### Find Main Ideas

Name three key leaders in the movement for Latin American independence.

unstable governments rose and fell. The power struggle led to new constitutions that gave more power to a centralized authority. The elites not only wanted power, they thought that a strong centralized government would offer better opposition to any future Spanish interference.

**Summary** After gaining power in France, Napoleon conquered much of Europe. After his defeat, European leaders met in Vienna to try to restore stability to the continent. In Latin America, revolutionary ideals led to independence movements.

## Lesson 4 Assessment

### Review Ideas, Terms, and People

- a. Describe** What is a coup d'état?

**b. Explain** What events led to Napoleon Bonaparte being forced to leave France in 1814?

**c. Evaluate** How did the Napoleonic Code reflect the ideals of the French Revolution?
- a. Recall** Which four countries had the most influence at the Congress of Vienna?

**b. Contrast** What is the difference between conservatism and liberalism?

**c. Evaluate** Why do you think the old European monarchies opposed the ideals of the French Revolution?

- a. Recall** What was the first colony in Latin America to gain independence?

**b. Identify** Who initially led the movement for Mexican independence?

**c. Draw Conclusions** How did independence affect the new Latin American countries?

### Critical Thinking

- Categorize** Identify two achievements and one failure of each leader. Use a chart like this one.

Leader	Achievements	Failure
Napoleon Bonaparte		
Klemens von Metternich		
Simon Bolívar		

# Social Studies Skills

## Accept Social Responsibility

### Define the Skill

A *society* is an organized group of people who share a common set of activities, traditions, and goals. You are part of many societies—your school, community, and nation are just three. Every society's strength depends on the support and contributions of its members. *Social responsibility* is the obligation that every person has to the societies of which he or she is a member.

### Learn the Skill

As a part of your school, community, and nation, you have obligations to the people around you. The most obvious is to do nothing to harm your society. You also have a duty to take part in it. At the very least, this means exercising the rights and responsibilities of membership. These include being informed about issues in your society.

Another level of social responsibility is support of change to benefit society. This level of involvement goes beyond being informed about issues to trying to do something about them. If you take this important step, here are some points to consider.

1. Few efforts to change society have everyone's support. Some people will want things to stay the same. They may treat you badly if you work for change. You must be prepared for this possibility.
2. Sometimes, efforts to improve things involve opposing laws or rules that need to be changed. No matter how just your cause is, if you break laws or rules, you must be willing to accept the consequences of your behavior.

3. Remember that violence is never an acceptable method for change. People who use force in seeking change are not behaving in a socially responsible manner, even if their cause is good.

This module was filled with the stories of socially responsible people. Many of them devoted their lives to changing society for the better. The revolutionary leader Simon Bolívar spent much of his life struggling for Latin American independence from Spain and to establish these new nations as constitutional republics.

### Practice the Skill

Imagine you live in Latin America during the 1800s. You believe the Spanish government is oppressive and you want your colony to become an independent constitutional republic. But you know not everyone thinks the same way you do about a new government. Some people might report your thoughts or actions to the authorities. You might be imprisoned.

1. Would reading the ideas of Locke, Montesquieu, and Rousseau benefit society? Explain why or why not.
2. Are you willing to risk imprisonment for speaking out against the oppression of the Spanish government? Why or why not?
3. Would participating in the movements led by Simon Bolívar and other revolutionaries be a socially responsible thing to do? Explain why or why not.

# Module 24 Assessment

## Review Vocabulary, Terms, and People

Match the words or names with their definitions or descriptions.

1. British writer who argued that women should have the same rights as men
  2. defeated rebels and foreign armies to make France into a great empire
  3. a period also known as the Age of Reason
  4. proposed the separation of powers
  5. document that William and Mary had to sign before they could rule
  6. spoke out against censorship
  7. the idea that governments should express the will of the people
  8. included life, liberty, and property in Locke's view
  9. led revolutionary movements in Latin America in order to replace colonial rule with liberalism
  10. argued against divine right in *Two Treatises on Civil Government*
- a. Enlightenment
  - b. English Bill of Rights
  - c. Voltaire
  - d. John Locke
  - e. natural rights
  - f. popular sovereignty
  - g. Mary Wollstonecraft
  - h. Charles-Louis Montesquieu
  - i. Napoleon Bonaparte
  - j. Simon Bolívar

## Comprehension and Critical Thinking

### Lesson 1

11. **a. Identify** What three goals did Enlightenment thinkers believe the use of reason could achieve?  
**b. Compare** How was the influence of Greek and Roman ideas similar to the influence of the Scientific Revolution on the Enlightenment?  
**c. Elaborate** Voltaire and others have argued against censorship. Is censorship ever acceptable? Explain your answer.

### Lesson 2

12. **a. Identify** Who were two important leaders in the American colonies?  
**b. Compare and Contrast** What ideas did Locke and Rousseau share? How did these ideas differ from most monarchs' ideas about government?  
**c. Elaborate** Do you think things would have happened the same way or differently in the colonies if colonial leaders had not been familiar with Enlightenment ideas? Explain your answer.

### Lesson 3

13. **a. Identify** What event started the French Revolution?  
**b. Analyze** What basic ideas are found in both the English Bill of Rights and Magna Carta?  
**c. Elaborate** The way people interpret the U.S. Constitution has changed over the years. What do you think is a reason for this change?

### Lesson 4

14. **a. Identify** List the four countries that controlled all the important decisions made at the Congress of Vienna.  
**b. Analyze** How were Napoleon's forces weakened and then defeated?  
**c. Elaborate** Describe the problems that faced South American nations after they threw off colonial rule.

# Module 24 Assessment, continued

## Review Themes

- Politics** How did the English Bill of Rights and the Declaration of the Rights of Man and of the Citizen change the power of monarchs?
- Society and Culture** How would daily life have changed for a peasant after the French Revolution?

## Reading Skills

**Understand Points of View** Use the Reading Skills taught in this module and the passage below to answer the questions that follow.

“From whatever side we approach our principle, we reach the same conclusion, that the social compact sets up among the citizens an equality of such a kind, that they all bind themselves to observe the same conditions and should therefore all enjoy the same rights.”

—Jean-Jacques Rousseau, from  
*The Social Contract*

- What is Rousseau’s point of view about rights?
- Who might disagree with Rousseau?

## Social Studies Skills

**Accept Social Responsibility** Use the Social Studies Skills taught in this module to answer the question below.

- Fill in the chart to answer whether each action is socially responsible, and give your reason for your conclusion.

Action	Is this socially responsible?	Why or why not?
Teach someone to read		
Throw litter on the sidewalk		
Cut in front of someone in line		
Vote		

## Focus On Writing

- Write a Persuasive Article** Write an article on the ideas and benefits of the Enlightenment. In three to four sentences, introduce the ideas of the Enlightenment. In the next paragraph, discuss what you believe are the benefits of these ideas to society and government. Be sure you include your strongest argument about the benefits first. Then support your argument with your weaker points, and address any possible objections to your arguments. Conclude with a summary of your main points and a call to action—what you want readers of your article to do or think.

THE

# American REVOLUTION

**The American Revolution led to the formation of the United States of America in 1776.** Beginning in the 1760s, tensions grew between American colonists and their British rulers when Britain started passing a series of new laws and taxes for the colonies. With no representation in the British government, however, colonists had no say in these laws, which led to growing discontent. After fighting broke out in 1775, colonial leaders met to decide what to do. They approved the

Declaration of Independence, announcing that the American colonies were free from British rule. In reality, however, freedom would not come until after years of fighting.

Explore some of the people and events of the American Revolution online. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

*“I know not what course others may take; but as for me, give me liberty or give me death!”*

—Patrick Henry



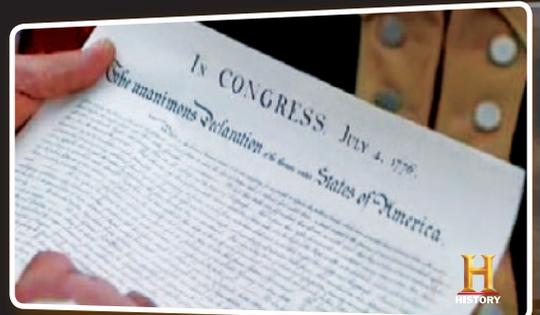
### “Give Me Liberty or Give Me Death!”

Read an excerpt from Patrick Henry’s famous speech, which urged the colonists to fight against the British.



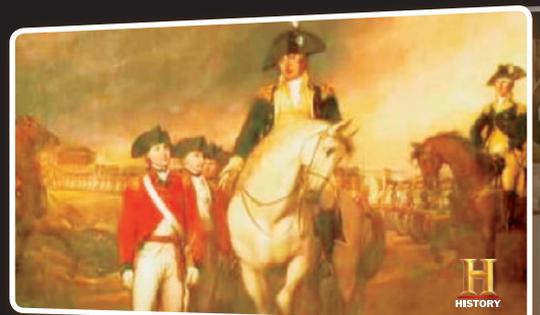
### Seeds of Revolution

Watch the video to learn about colonial discontent in the years before the Revolutionary War.



### Independence!

Watch the video to learn about the origins of the Declaration of Independence.



### Victory!

Watch the video to learn how the American colonists won the Revolutionary War.

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