

Grade 6 History & Geography

Unit 3: The Enlightenment

6 lessons and a unit quiz. Use this pack with the **The Enlightenment Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Isaac Newton	PDF pages 5–16	AP 1.1, AP 1.2, AP 1.4
☐	Chapter 2: René Descartes	PDF pages 17–22	AP 1.1, AP 1.2, AP 1.4
☐	Chapter 3: Thomas Hobbes	PDF pages 23–30	AP 1.1, AP 1.2, AP 1.4, AP 3.1
☐	Chapter 4: John Locke	PDF pages 31–36	AP 1.1, AP 1.2, AP 1.4, AP 4.1, AP 4.2
☐	Chapter 5: The Enlightenment in France	PDF pages 37–46	AP 1.1, AP 1.2, AP 1.4, AP 5.1
☐	Chapter 6: The Enlightenment in Action	PDF pages 47–56	AP 1.1, AP 1.2, AP 1.4, AP 6.1, AP 6.2
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Isaac Newton

THE BIG QUESTION

What part did scientific observation and reason play in Isaac Newton's thought process, and why did he hesitate to publish his findings?

Words to know

- **reason** — the ability of the mind to think clearly and understand; logic *Isaac Newton, and many other Enlightenment thinkers, relied on reason to draw conclusions about the world around them.*
- **divine right of kings** — the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin *The king believed that the divine right of kings gave him the ability to do whatever he wanted as ruler.*
- **gravitation** — the attractive force existing between any two objects that have mass; the force that pulls objects together *Gravitation pulled the moon into orbit around the planet.*
- **calculus** — a type of advanced mathematics focused on the study of change *The student used calculus to figure out the growth rate of the mold in her science experiment.*
- **epidemic** — a situation in which a disease spreads to many people in an area or region *The epidemic spread across Europe, causing thousands of people to become very ill.*
- **gravity** — the gravitational force that occurs between Earth and other bodies; the force acting to pull objects toward Earth *The players watched as the baseball flew straight up into the air before gravity pulled it back down to the ground.*
- **scholar** — a person who specializes in a specific academic subject; an expert *The scholar spent years studying the works of Socrates and other Greek philosophers.*

Read

Read Chapter 1 in the Student Reader: PDF pages 5–16. Look at the pictures and maps together.

Talk it over

1. What was the Enlightenment, and why did it have that name?
2. How were the Renaissance and the Enlightenment similar?
3. How was society in Europe changing around the time of the Enlightenment?
4. Why do you think Isaac Newton compared truth to a great ocean?
5. How did people's perceptions, or ideas, about Isaac Newton differ from who he actually was?

6. Why do you think two of Isaac Newton's most productive years occurred during an epidemic?
7. According to the story, how did Isaac Newton first come to think about the concept of gravity?
8. What conclusion did Isaac Newton come to about the force of gravity?
9. How did Isaac Newton's curiosity sometimes cause him problems?
10. How would you describe Isaac Newton's personality?
11. What was the main idea in Newton's Principia?
12. How did Newton's work in science influence thinking in other areas of life?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What part did scientific observation and reason play in Isaac Newton's thought process, and why did he hesitate to publish his findings?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86

Chapter 2: René Descartes

THE BIG QUESTION

Why is Descartes considered to be the father of modern philosophy?

Words to know

- **philosophy** — the study of ideas about knowledge, life, and truth; literally, love of wisdom *The scholar studied philosophy for years, dedicating his work toward a better understanding of the meaning of life.*

Read

Read Chapter 2 in the Student Reader: PDF pages 17–22. Look at the pictures and maps together.

Talk it over

1. How would you describe René Descartes's early life?
2. What did Descartes's family expect him to become? What did he enjoy instead?
3. Why do you think much of Descartes's studying and thinking occurred during the wintertime?
4. What one thing was Descartes certain of?
5. Why did Descartes choose to live in Holland for much of his life?
6. How did Descartes change the way people thought about their world?
7. How were the ideas of Isaac Newton and René Descartes similar? How were they different?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why is Descartes considered to be the father of modern philosophy?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86

Chapter 3: Thomas Hobbes

THE BIG QUESTION

Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?

Words to know

- **Parliament** — the original lawmaking branch of the English government that is made up of the House of Lords and the House of Commons *Parliament passed a new law that increased taxes on imported goods.*
- **pessimist** — a person who tends to see the worst in a situation or who believes the worst will happen *A true pessimist, Sally always assumed the worst about the people she met.*
- **social contract** — an agreement among individuals in a society and a ruler or government; individuals give up some of their freedoms in exchange for protection by the ruler or government *Thomas Hobbes believed in a social contract between the people and a strong, protective government.*
- **absolute monarchy** — a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions *Subjects in the absolute monarchy were often unhappy; they had no power to stop their king from increasing taxes and waging wars on foreign countries.*
- **authoritarian** — requiring absolute obedience to a ruler or government; not allowing personal freedom *The authoritarian ruler punished any citizen who spoke out against the government.*

Read

Read Chapter 3 in the Student Reader: PDF pages 23–30. Look at the pictures and maps together.

Talk it over

1. Why can Thomas Hobbes be considered remarkable for his time?
2. How did Thomas Hobbes compare to other philosophers of his time?
3. How would you describe the political situation in England during Hobbes's lifetime?
4. Why did Hobbes flee from England to France?
5. How did Thomas Hobbes describe human beings in their natural state?
6. What kind of government did Hobbes favor?
7. How did events in England during the 1660s affect Hobbes?
8. Why is Thomas Hobbes considered an important philosopher?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86
- Activity Page 3.1: Domain Vocabulary: Chapters 1–3 — Teacher Guide PDF pages 87–88

Chapter 4: John Locke

THE BIG QUESTION

In what ways did the philosophies of Thomas Hobbes and John Locke differ?

Words to know

- **natural rights** — rights that all people are born with and that cannot be taken away by the government *Locke believed that the natural rights of humankind included life, liberty, and property.*
- **treason** — disloyalty to a country by helping an enemy *The spy was convicted of treason for sharing government secrets with an enemy country.*
- **bill of rights** — a series of laws that protect the liberties and freedoms of citizens *The U.S. Bill of Rights protects freedom of speech, religion, press, assembly, and petition.*
- **radical** — favoring large or widespread changes *The idea that Earth revolves around the sun was considered a radical idea by many people.*

Read

Read Chapter 4 in the Student Reader: PDF pages 31–36. Look at the pictures and maps together.

Talk it over

1. What did John Locke believe was the role of government?
2. What did John Locke believe people had the right to do if their government did not do its job?
3. Why were the 1600s a good time for Locke to be in school?
4. What did Locke study at school?
5. What does the phrase *tabula rasa* mean, and how is it connected to John Locke?
6. How did Locke's views on human nature differ from those of Thomas Hobbes?
7. What three natural rights did John Locke believe a government must protect?
8. How did Locke's experiences in England compare to those of Hobbes?
9. What happened during the Glorious Revolution, and what did Locke think of it?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In what ways did the philosophies of Thomas Hobbes and John Locke differ?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226

- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86
- Activity Page 4.1: Locke and Hobbes Venn Diagram — Teacher Guide PDF pages 89–90
- Activity Page 4.2: Locke and Descartes Venn Diagram — Teacher Guide PDF pages 91–92

Chapter 5: The Enlightenment in France

THE BIG QUESTION

Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?

Words to know

- **social order** — a system—formed by institutions, organizations, customs, and beliefs—that helps to maintain accepted ways of behaving *The government helped enforce the social order by passing new laws to govern the people.*
- **clergy** — in the Christian Church, people, such as priests, who carry out religious duties *The distressed parishioners looked to the clergy for guidance during the troubling time.*
- **separation of powers** — the division of responsibilities among multiple branches of government *The U.S. Constitution outlines the separation of powers among the legislative, executive, and judicial branches of government.*
- **pseudonym** — a fake name, frequently used by authors *The author wrote under a pseudonym to prevent readers from discovering who she really was.*
- **limited monarchy** — a government in which the power of the king or queen is restricted by a governing body such as Parliament *After the Glorious Revolution, England created a limited monarchy.*
- **censorship** — the practice of removing or prohibiting books, art, films, or other media that the government finds offensive, immoral, or harmful *The government enforced the censorship of all materials it believed to be harmful to the public.*

Read

Read Chapter 5 in the Student Reader: PDF pages 37–46. Look at the pictures and maps together.

Talk it over

1. Why did most writers in France during the 1700s choose their words carefully?
2. What made Montesquieu an authority on government?
3. What conclusion did Montesquieu draw about France’s government, and why?
4. Why did Montesquieu keep his identity as author of *The Persian Letters* a secret?
5. Why do you think foreigners, or in the instance of Montesquieu, writers pretending to be foreigners, could speak out against the king of France, but French writers could not?
6. How did Montesquieu believe government power should be divided?
7. How did Montesquieu feel about slavery?
8. What did Montesquieu believe was the most effective method of change?

9. Can you identify another Enlightenment thinker with whom Montesquieu might have agreed? How were their beliefs similar?
10. Why was Arouet (Voltaire) in the Bastille?
11. Why did Voltaire go to live in England?
12. What opinion did Montesquieu and Voltaire share about the English government?
13. What did Voltaire mean when he said, “I do not agree with a word that you say, but I will defend to the death your right to say it!”?
14. What was the Encyclopedia, and what did it have to do with the Enlightenment?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86
- Activity Page 5.1: Voltaire’s Candide — Teacher Guide PDF pages 93–94

Chapter 6: The Enlightenment in Action

THE BIG QUESTION

In what ways did Europe's Enlightenment thinkers inspire America's Founding Fathers to create a government by the people, for the people?

Words to know

- **tolerate** — to accept different beliefs or practices *Many Protestants did not tolerate Catholics living in Europe.*
- **tyranny** — a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship *The Founding Fathers wished to prevent tyranny in the United States.*
- **institute** — to establish or start something new *The town council wished to institute a new procedure for voting.*
- **derive** — to get something from a source *The Framers of the Constitution believed it was important for the government to derive its power from the people.*
- **diplomat** — a person who represents a government in its relationships with other governments *The diplomat traveled to France to speak with the country's leaders.*
- **delegate** — a representative *Georgia sent more than one delegate to the Constitutional Convention to represent the state.*

Read

Read Chapter 6 in the Student Reader: PDF pages 47–56. Look at the pictures and maps together.

Talk it over

1. Who or what inspired the revolutionaries in America?
2. How did American revolutionaries use the ideas of John Locke?
3. Why was Thomas Jefferson particularly well suited to writing the Declaration of Independence?
4. In what ways was Thomas Jefferson similar to the other Enlightenment thinkers you have read about so far?
5. What did the Declaration of Independence do?
6. What are three rights in the Declaration of Independence?
7. What ideas did Jefferson include in the Declaration of Independence that echo the beliefs of John Locke?
8. What is one thing Benjamin Franklin is famous for?
9. How did Benjamin Franklin expand his knowledge of philosophy?

10. What do you think Franklin meant when he wrote, “Fish and visitors smell after three days”?
11. What Enlightenment ideas were included in the U.S. Constitution?
12. When was the U.S. Constitution written?
13. Who was the “Father of the Constitution”?
14. What aspects of U.S. government do we owe to the French thinker Montesquieu?
15. What stops one branch of government from becoming too powerful?
16. What does the U.S. Constitution do?
17. What Enlightenment ideas does the U.S. Constitution put into action?
18. What effect did Enlightenment ideas have in Europe?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In what ways did Europe’s Enlightenment thinkers inspire America’s Founding Fathers to create a government by the people, for the people?
- Use one of today’s words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 1.4: Thinkers of the Enlightenment — Teacher Guide PDF pages 84–86
- Activity Page 6.1: Domain Vocabulary Review — Teacher Guide PDF page 95
- Activity Page 6.2: Matching the Enlightenment Thinkers — Teacher Guide PDF page 96

UNIT QUIZ

The Enlightenment

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which statement best describes the beliefs of the Enlightenment thinkers?
 - a) They had faith that absolute monarchs would govern wisely and fairly.
 - b) They believed that science and reason could improve people's lives.
 - c) They believed religion alone could answer all questions about life.
 - d) They believed that the ancient Greeks and Romans knew all there was to know.
2. Which groups played the greatest role in the Enlightenment?
 - a) peasants and farmers
 - b) soldiers and military leaders
 - c) scientists and philosophers
 - d) explorers and adventurers
3. How did the Enlightenment differ from the Renaissance?
 - a) During the Enlightenment, kings and queens no longer held power.
 - b) During the Enlightenment, governments always treated the poor and the rich equally.
 - c) During the Enlightenment, Europe became less powerful than America.
 - d) During the Enlightenment, people increasingly looked to science and reason to answer their questions about the natural world.
4. In which part of the world did the Enlightenment begin?
 - a) Europe
 - b) Asia
 - c) the United States
 - d) South America
5. Which of the following best describes Isaac Newton?
 - a) influential scientist
 - b) father of democracy
 - c) friend of the poor peasants
 - d) leader of religious thought
6. Newton's theory of gravity draws what conclusion?
 - a) People descended from apes.
 - b) A natural force pulls objects toward Earth.
 - c) The monarch does not rule by divine right.
 - d) Eating at least one apple each day promotes good health.

- 7.** Why is René Descartes known as the “father of modern philosophy”?
- a) He wrote a new constitution for his country.
 - b) He plotted to overthrow the monarch.
 - c) He used reason to ask questions and find truths.
 - d) He discovered medicines that improved health.
- 8.** Descartes encouraged people to doubt everything except
- a) the word of the Church.
 - b) a monarch’s right to rule.
 - c) their own existence.
 - d) the law.
- 9.** Which of the following ideas is associated with Thomas Hobbes?
- a) I think, therefore I am.
 - b) tabula rasa
 - c) life, liberty, and the pursuit of happiness
 - d) the need for a strong government
- 10.** Which statement best describes Thomas Hobbes’s conclusions about human nature?
- a) People are naturally selfish and greedy.
 - b) Given the choice, people will help one another.
 - c) People in a society are naturally peaceful.
 - d) Given the choice, people will help only family members.
- 11.** Which type of government did Thomas Hobbes support?
- a) an absolute monarchy
 - b) a monarch whose power is limited by a parliament
 - c) democracy with government officials elected by the people
 - d) no government
- 12.** Which did Hobbes consider most important for a strong society?
- a) human rights
 - b) law and order
 - c) exploration and discovery
 - d) scientific research
- 13.** What did John Locke consider a government’s most important duty?
- a) to force all citizens to practice a single religion
 - b) to expand the nation’s borders
 - c) to avoid war and promote world peace
 - d) to protect the natural rights of citizens
- 14.** Locke believed that a good government gets its power from
- a) God.
 - b) the people.
 - c) military strength.
 - d) a strict monarch.

- 15.** According to Locke, which of the following is true?
- a) People are born naturally greedy and selfish.
 - b) People are born with no rights whatsoever.
 - c) Some people are born good while others are born evil.
 - d) People develop their ideas through life experiences.
- 16.** Both Locke and Hobbes lived through a period in English history that brought
- a) many political struggles between Parliament and the monarchy.
 - b) a better way of life for all citizens.
 - c) the collapse of the British Empire.
 - d) total democracy.
- 17.** How did John Locke feel about England's Glorious Revolution?
- a) He was against it because it gave too much power to the monarch.
 - b) He supported it because it created a stronger Parliament and a bill of rights.
 - c) He opposed any form of rebellion.
 - d) He was disappointed because it did not provide total democracy.
- 18.** John Locke's ideas were considered radical because he
- a) said that people had the right to overthrow a bad government.
 - b) was a friend and tutor to King Charles II.
 - c) left his home in England to live in Paris.
 - d) had ideas that differed from those of Thomas Hobbes.
- 19.** What was Montesquieu's purpose in writing *The Persian Letters*?
- a) to promote friendship between Persia and France
 - b) to encourage Persian travelers to visit France
 - c) to criticize French government and society
 - d) to encourage a revolution in Paris
- 20.** Why did Voltaire write under a pen name?
- a) He could get in trouble for speaking against the French monarchy.
 - b) He did not think anyone would buy a book he had written.
 - c) He was embarrassed by his ideas.
 - d) French noblemen were not allowed to write books.
- 21.** Which of the following did Voltaire most value?
- a) an orderly society with strictly enforced laws
 - b) the freedom to express one's opinions
 - c) living according to the religious teachings of the Church
 - d) loyalty to the crown
- 22.** The French philosophes were
- a) scholars and thinkers who considered ways to achieve a better society.
 - b) monarchs who refused to give up total control.
 - c) peasants and poor farmers who launched a revolt against the monarchy.
 - d) noble men and women of the French court.

23. Which of John Locke's ideas influenced the American patriots' decision to fight a war for independence from Great Britain?

- a) People are the way they are because of their experiences in life.
- b) One's mind at birth is like a blank sheet of paper.
- c) People should rebel against a government that does not protect their rights.
- d) People learn about their world through their senses of sight, hearing, smell, taste, and touch.

24. Who was known as an American philosophe?

- a) George Washington
- b) Benjamin Franklin
- c) Thomas Hobbes
- d) René Descartes

25. Which of Montesquieu's ideas greatly influenced the organization of the U.S. government, as outlined in the Constitution?

- a) A government needs strict laws to keep people in order.
- b) The use of reason helps people understand the world.
- c) A separation of powers will keep any one branch of government from becoming too strong.
- d) People must question everything except their own existence.

26. Summarize a major idea of each thinker. 2. Identify the country where each thinker was born. 3. Read the following quotations. Match each quote with the thinker who said it by writing the letter of his quote in the table.

- a) "[Slavery is] the most shocking violation of nature."
- b) "I think, therefore, I am."
- c) "I do not agree with a word that you say, but I will defend to the death your right to say it!"
- d) "If men were angels, no government would be necessary."
- e) Without a strong government, life is "solitary, poor, nasty, brutish, and short."
- f) "I hold that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical."
- g) "I seem to have been only like a boy playing on the seashore . . . whilst the great ocean of truth lay all undiscovered before me."
- h) "Three may keep a secret, if two of them are dead."
- i) All humans are entitled to the natural rights of "life, liberty, and property."

Answers

Chapter 1: Isaac Newton

1. **What was the Enlightenment, and why did it have that name?**

The Enlightenment was a time in the 1600s and 1700s in Europe when people began to question old ideas and search for knowledge. The name Enlightenment refers to the light of knowledge that supposedly replaces the darkness of superstition and ignorance.

2. **How were the Renaissance and the Enlightenment similar?**

Both reacted against the medieval period, with its reliance on authorities, such as Church and king. Renaissance thinkers looked primarily to the literature and arts of ancient Greece and Rome for ideas and answers. Enlightenment thinkers turned to science and reason. They did build on the work of some Renaissance scientists, such as Copernicus and Galileo.

3. **How was society in Europe changing around the time of the Enlightenment?**

During the Middle Ages, society was divided into distinct social classes: kings and lords at the top, and peasants and other working people at the bottom. Around the time of the Enlightenment, a new social class referred to as the “middle class” began to grow. These people were neither super rich nor super poor, and many lived in cities as craftspeople and merchants. 22

4. **Why do you think Isaac Newton compared truth to a great ocean?**

Possible answer: Truth, like a great ocean, is vast. There is so much to learn about both things, and the learning and understanding is seemingly infinite. Newton experimented with light and mirrors. He was one of the first to light the “candles” of the Enlightenment.

5. **How did people’s perceptions, or ideas, about Isaac Newton differ from who he actually was?**

Newton appeared to be very scatterbrained; no one assumed he was a genius or as smart as he really was.

6. **Why do you think two of Isaac Newton’s most productive years occurred during an epidemic?**

Possible response: Newton isolated himself from the outside world to prevent himself from getting sick. This likely gave him plenty of time to work independently and to reflect on the world around him.

7. **According to the story, how did Isaac Newton first come to think about the concept of gravity?**

An apple fell from tree branches above him and hit him on the head.

8. **What conclusion did Isaac Newton come to about the force of gravity?**

He determined that the law of gravity applies not only to Earth, but also to other bodies in the universe.

9. **How did Isaac Newton's curiosity sometimes cause him problems?**
His curiosity led him to do some foolish things, for example staring at an eclipse without eye protection. This action caused Newton to be temporarily blinded.
10. **How would you describe Isaac Newton's personality?**
Possible response: Newton was a very modest and sensitive person. According to the text, he hesitated to publish his ideas because he was afraid of being criticized.
11. **What was the main idea in Newton's Principia?**
Certain basic laws of nature were true for the whole physical world. These laws could be discovered through observation and reason.
12. **How did Newton's work in science influence thinking in other areas of life?**
His work encouraged people not to accept ideas on faith but to question and search for answers. Activity Page

Chapter 2: René Descartes

1. **How would you describe René Descartes's early life?**
Descartes's early life was challenging. He lost his parents at an early age and lived with his grandmother before being sent away to boarding school. He was also frequently sick.
2. **What did Descartes's family expect him to become? What did he enjoy instead?**
His family expected him to become a lawyer. Descartes enjoyed traveling. He also developed a fascination with mathematics.
3. **Why do you think much of Descartes's studying and thinking occurred during the wintertime?**
Possible response: Descartes disliked the cold winter weather, and instead of going outside, occupied his time indoors with expanding his mind.
4. **What one thing was Descartes certain of?**
His thoughts were his own, and they proved his existence.
5. **Why did Descartes choose to live in Holland for much of his life?**
Holland allowed more freedom of thought and expression than other European countries.
6. **How did Descartes change the way people thought about their world?**
He showed people how to use observation and reason to find truths, rather than accepting them on faith alone. He encouraged people to question everything except their own existence.
7. **How were the ideas of Isaac Newton and René Descartes similar? How were they different?**
Both Isaac Newton and René Descartes were interested in studying the world around them and in asking questions, even those that challenged previously accepted ideas. While Newton focused mainly on studying natural laws, Descartes reflected on human reason.

Chapter 3: Thomas Hobbes

1. **Why can Thomas Hobbes be considered remarkable for his time?**

He lived until he was ninety-one; he lived roughly twice as long as the average person during his time.

2. **How did Thomas Hobbes compare to other philosophers of his time?**

Hobbes was often unpopular relative to other philosophers who lived at the same time.

3. **How would you describe the political situation in England during Hobbes's lifetime?**

The political situation in England was turbulent; there was constant conflict between the Crown and Parliament.

4. **Why did Hobbes flee from England to France?**

He supported the English monarch and believed in the divine right of kings. Hobbes worried about his safety because of his beliefs.

5. **How did Thomas Hobbes describe human beings in their natural state?**

He described them as cruel, greedy, and selfish; he believed humans were willing to do anything to get what they wanted.

6. **What kind of government did Hobbes favor?**

He favored a strong government with strict laws to keep people from fighting each other.

7. **How did events in England during the 1660s affect Hobbes?**

The restoration of the monarchy in 1660 meant Hobbes could publish freely. The plague and the fire caused people to return to religion; and Hobbes's ideas fell out of favor.

8. **Why is Thomas Hobbes considered an important philosopher?**

He had a dark view of human nature and believed in strong government and an authoritarian society. This was different from many other thinkers. Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Thomas Hobbes. If time allows, review students' answers for accuracy.

Chapter 4: John Locke

1. **What did John Locke believe was the role of government?**

Locke believed it was the job of the government to protect citizens' natural rights.

2. **What did John Locke believe people had the right to do if their government did not do its job?**

Locke believed that if the government failed to do its job, the people could overthrow the government and replace it with a new one.

3. **Why were the 1600s a good time for Locke to be in school?**

Teachers encouraged students to use reason and to experiment, to think deeply about everything from science and government to religious faith.

4. **What did Locke study at school?**

He studied medicine and became a medical doctor, though that is not how he earned his living.

5. **What does the phrase *tabula rasa* mean, and how is it connected to John Locke?**

Tabula rasa means “blank slate”; Locke believed that the mind is a blank slate when a person is born and that this slate is filled with and defined by experiences during the person’s life.

6. **How did Locke’s views on human nature differ from those of Thomas Hobbes?**

Locke thought human nature was neither good nor bad; Hobbes thought humans were naturally selfish and warlike.

7. **What three natural rights did John Locke believe a government must protect?**

Locke believed the government must protect the rights to life, liberty, and property.

8. **How did Locke’s experiences in England compare to those of Hobbes?**

Both Locke and Hobbes were forced to flee their home country because of their beliefs.

9. **What happened during the Glorious Revolution, and what did Locke think of it?**

During the Glorious Revolution, the English Parliament drove out an absolute monarch, King James II. Parliament replaced him with two constitutional monarchs, William and Mary. Locke was strongly in favor of the revolution and even became an adviser to Queen Mary.

Chapter 5: The Enlightenment in France

1. **Why did most writers in France during the 1700s choose their words carefully?**

Writers were at risk of being imprisoned for their words or beliefs, especially if they spoke out against the monarch or government.

2. **What made Montesquieu an authority on government?**

He had studied the governments of European countries and had read about past civilizations and about Chinese and Native American cultures.

3. **What conclusion did Montesquieu draw about France’s government, and why?**

He determined that France’s government was in big trouble. The country had a strict social order, and many people were struggling with poverty.

4. **Why did Montesquieu keep his identity as author of *The Persian Letters* a secret?**

The book made fun of the French ruling class. Montesquieu could have been thrown in prison for publishing these ideas in his own name.

5. **Why do you think foreigners, or in the instance of Montesquieu, writers pretending to be foreigners, could speak out against the king of France, but French writers could not?**

Possible answer: Foreigners were not subjects of France, whereas French people were.

The government did not want its own people speaking out against it, but it could not do as much to prevent foreigners from doing the same thing.

6. **How did Montesquieu believe government power should be divided?**

He believed power should be divided among three branches: executive, legislative, and judicial.

7. **How did Montesquieu feel about slavery?**

He was strongly against it. He called it a “most shocking violation of nature.”

8. **What did Montesquieu believe was the most effective method of change?**

He believed in peaceful, modest reforms instead of rebellion.

9. **Can you identify another Enlightenment thinker with whom Montesquieu might have agreed? How were their beliefs similar?**

Possible response: Montesquieu would most likely agree with John Locke. Both men believed in the importance of limiting the power of government.

10. **Why was Arouet (Voltaire) in the Bastille?**

He had written verses that made fun of the French government.

11. **Why did Voltaire go to live in England?**

He had insulted a nobleman and was given the choice of going to jail or going to England. He chose England.

12. **What opinion did Montesquieu and Voltaire share about the English government?**

Both men admired England’s limited monarchy and supported such a system for France.

13. **What did Voltaire mean when he said, “I do not agree with a word that you say, but I will defend to the death your right to say it!”?**

Possible response: He was saying that freedom of speech should be absolute, should be a protected right of all people, including those who disagreed with one another. Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Voltaire. If time allows, review students’ answers for accuracy.

14. **What was the Encyclopedia, and what did it have to do with the Enlightenment?**

The Encyclopedia was a collection of the ideas of Enlightenment thinkers in more than thirty volumes. It was written by Voltaire and other philosophes. Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group. Page 43

Chapter 6: The Enlightenment in Action

1. **Who or what inspired the revolutionaries in America?**

The ideas of Enlightenment thinkers in Europe inspired and influenced revolutionaries in America.

2. **How did American revolutionaries use the ideas of John Locke?**

They followed Locke’s argument that if a government takes away liberty, citizens have the duty to protest, and if the government does not listen to citizens’ demands, they

must replace the government.

3. **Why was Thomas Jefferson particularly well suited to writing the Declaration of Independence?**

Jefferson had years of education, including a college degree, and had spent countless hours reading and studying.

4. **In what ways was Thomas Jefferson similar to the other Enlightenment thinkers you have read about so far?**

Jefferson, like the other Enlightenment thinkers, dedicated much of his life to asking questions about and observing the world around him. He studied the works of many other thinkers and challenged the ideas of the past.

5. **What did the Declaration of Independence do?**

It announced that the American colonies were separating from Great Britain.

6. **What are three rights in the Declaration of Independence?**

The Declaration of Independence says that all men have the right to life, liberty, and the pursuit of happiness.

7. **What ideas did Jefferson include in the Declaration of Independence that echo the beliefs of John Locke?**

Possible answer: All citizens have natural rights to life and liberty; when a government does not grant those rights, the people have the right to change or overthrow it. The government gets its power from the people. Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Thomas Jefferson. If time allows, review students' answers for accuracy.

8. **What is one thing Benjamin Franklin is famous for?**

Possible answers: He is famous for Poor Richard's Almanack, helping Thomas Jefferson with the Declaration of Independence, experimenting with electricity, and inventing the lightning rod.

9. **How did Benjamin Franklin expand his knowledge of philosophy?**

Franklin corresponded with and visited philosophes in Europe. He also recorded his responses to the ideas of others and original ideas of his own.

10. **What do you think Franklin meant when he wrote, "Fish and visitors smell after three days"?**

Possible answer: Guests, like food, become unwanted after time. While fish might be delicious on the first day (and equally guests may be welcome, too), their presence starts to become less welcome over time.

11. **What Enlightenment ideas were included in the U.S. Constitution?**

Possible answers: The people have unalienable rights. The government must "promote the general welfare" by protecting the rights of its citizens. Each branch of government can "check" certain acts by other branches.

12. **When was the U.S. Constitution written?**

It was written in 1787.

13. Who was the “Father of the Constitution”?

James Madison

14. What aspects of U.S. government do we owe to the French thinker Montesquieu?

Possible answers: We owe the separation of powers, and checks and balances, to Montesquieu.

15. What stops one branch of government from becoming too powerful?

A separation of powers and checks and balances help prevent one branch of government from becoming too powerful.

16. What does the U.S. Constitution do?

It outlines, or organizes, the government.

17. What Enlightenment ideas does the U.S. Constitution put into action?

Possible responses: It creates a government based on reason. It creates a government created by the people for the purpose of serving the people.

18. What effect did Enlightenment ideas have in Europe?

They led to the French Revolution.

Unit quiz key

1. b 2. c 3. d 4. a 5. a 6. b 7. c 8. c 9. d 10. a 11. a 12. b 13. d 14. b 15. d 16. a 17. b 18. a
19. c 20. a 21. b 22. a 23. c 24. b 25. c 26. b