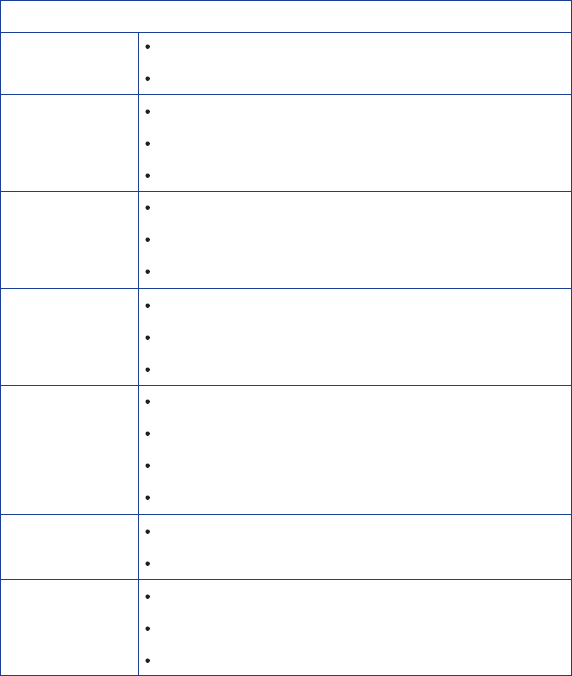
Name Class Date



**Focus Question:** What effects did Enlightenment philosophers have on  
government and society?

*As you read this section in your textbook, complete the following table to summarize  
each thinker’s works and ideas. Some items have been completed for you.*



**Thinkers’ Works and Ideas**

**Hobbes**

*Leviathan*

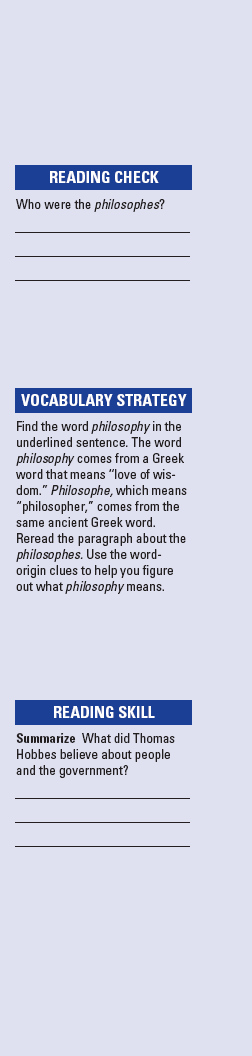
*Two Treatises of Government*

**Locke**

**Montesquieu**



**74**

Name Class Date



In the 1500s and 1600s, the Scientific Revolution changed the  
way people looked at the world. They began to use reason and  
science to learn how things worked. For example, they found  
that rules govern natural forces such as gravity. Scientists and  
others began to call these rules the **natural law.** They believed  
that natural law could be used to solve society’s problems, too.  
In this way the Scientific Revolution sparked another revolu-  
tion in thinking known as the Enlightenment.

Two important English thinkers of the Enlightenment were  
**Thomas Hobbes** and **John Locke.** Hobbes argued that people  
were naturally cruel and selfish. They needed to be controlled  
by a powerful government, such as an absolute monarchy.  
According to Hobbes, people made an agreement, or **social  
contract.** In this contract, people gave up their freedom in  
exchange for an organized society. In contrast, Locke thought  
that people were basically good. He believed that people had  
**natural rights,** or rights that belonged to all humans. These are  
the right to life, liberty, and property. Locke rejected absolute  
monarchy. He thought a government of limited power was best.

French Enlightenment thinkers, called ***philosophes,***also believed that people could use reason to improve govern-  
ment, law, and society. These thinkers included Baron de  
**Montesquieu, Voltaire,** Denis **Diderot,** and Jean-Jacques  
**Rousseau.** Montesquieu, for example, developed the ideas  
of separation of powers and of checks and balances. These  
ideas would be used by the Framers of the United States  
Constitution. In a set of books called the *Encyclopedia,* Diderot  
explained the new ideas on the topics of government,  
philosophy, and religion.

Other thinkers, including **Adam Smith,** focused on using  
natural law to reform the economy. Instead of government  
control, they urged the policy of **laissez faire.** This allowed the  
free market to regulate business.

**Review Questions**

**1.** What is the natural law?

copy

**2.** Which of Montesquieu’s ideas appear in the U.S.  
Constitution?

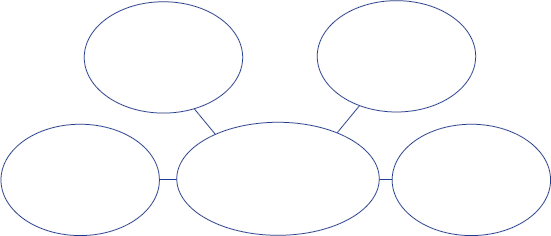
**75**

Name Class Date



**Focus Question:** As Enlightenment ideas spread across Europe, what  
cultural and political changes took place?

**A.** *As you read “New Ideas Challenge Society” and “Arts and Literature Reflect  
New Ideas,” complete the following concept web to categorize how Enlightenment  
ideas spread. Some items have been completed for you.*

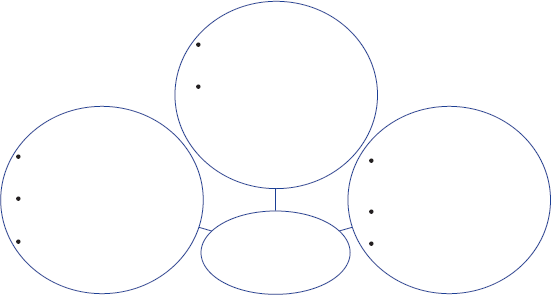


Diderot’s  
*Encyclopedia*

**Spread of  
Enlightenment  
Ideas**

Salons

**B.** *As you read “Enlightened Despots Embrace New Ideas” and “Lives of the  
Majority Change Slowly,” complete the following concept web to summarize  
information about enlightened despots and their contributions. Some items have  
been completed for you.*



**Joseph II**

**Catherine  
the Great**

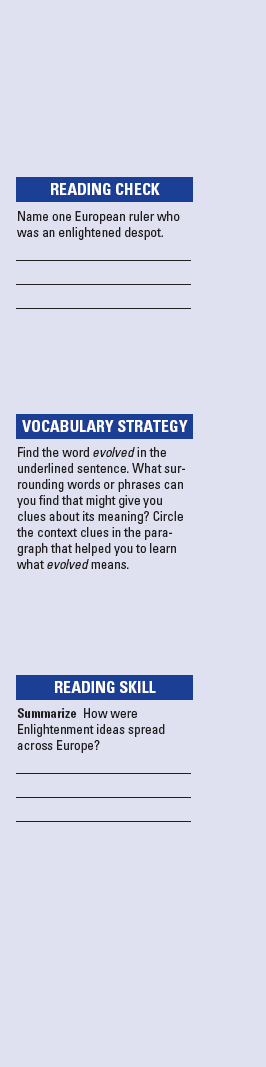
**Frederick  
the Great**

Russian law and  
government reforms

**Major  
Enlightened  
Despots**

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**76**

Name Class Date



Enlightenment ideas flowed from France, across Europe and  
beyond. Before the Enlightenment, society was based on old  
ways of doing things. These included divine-right rule, a strict  
class system, and a belief in heavenly reward for earthly suf-  
fering. Enlightenment ideas challenged traditional beliefs and  
customs. In response, government and church leaders prac-  
ticed **censorship.** They banned and burned books containing  
new ideas they did not like. They put writers in prison. Cen-  
sorship, however, did not stop the spread of ideas. Writers dis-  
guised their ideas in works of fiction. Ideas continued to  
spread in **salons,** or informal social gatherings. There, writers,  
artists, and *philosophes* shared ideas about new literature, the  
arts, science, and philosophy.

In the 1600s and 1700s, the arts also evolved to meet the  
changing tastes and the new Enlightenment ideals. In art and  
in music, there was a shift from the heavy style of **baroque** to  
the more charming style of **rococo.** Later, composers wrote  
works in an elegant style called classical. New forms of  
literature developed, also. For example, new kinds of books  
called novels were being written for the growing group of  
middle-class readers.

Some changes happened in government, too. *Philosophes*tried to persuade European rulers to accept Enlightenment  
ideas. Some monarchs did. These **enlightened despots** used  
their power to bring about some political and social changes.  
In Prussia, **Frederick the Great** allowed a free press. He also  
urged religious tolerance. **Catherine the Great** of Russia abol-  
ished torture. In Austria, **Joseph II** traveled in disguise among  
his subjects to learn of their problems. Even though ideas of  
the Enlightenment spread, the lives of most Europeans  
changed slowly.

**Review Questions**

**1.** How did government and church leaders censor  
Enlightenment ideas?

**2.** What new art and musical styles developed during the  
Enlightenment?



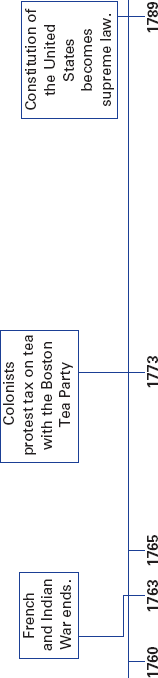
**77**

Name Class Date



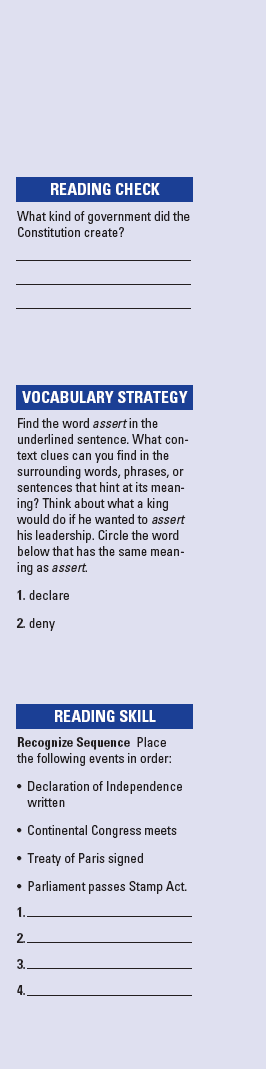
**Focus Question:** How did ideas of the Enlightenment lead to the  
independence and founding of the United States of America?

*As you read this section in your textbook, complete the following timeline with events  
that led to the formation of the United States. Some items have been completed for you.*



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**78**

Name Class Date



In the mid-1700s, Britain was a global power. The new king,  
**George III,** wanted to assert his leadership and expand his  
rule. Britain’s huge territories included colonies in North  
America. However, society and politics in these colonies devel-  
oped in their own way. Some colonists began to feel that  
maybe they would do better if they did not belong to Britain.

Tensions between the colonists and Britain grew. The  
British Parliament passed laws, such as the **Stamp Act,** that  
increased colonists’ taxes. The colonists felt they should not be  
taxed because they had no one to speak for them in the British  
Parliament. A series of violent clashes with British soldiers  
strengthened the colonists’ anger. Leaders from each colony,  
including **George Washington,** met in a Continental Congress  
to decide what to do. In April 1775, however, tensions exploded  
into war. The American Revolution began.

On July 4, 1776, American leaders adopted the Declaration  
of Independence. Written mostly by **Thomas Jefferson,** it  
includes John Locke’s ideas about the rights to “life, liberty,  
and property.” It outlines the reasons for wanting to be free of  
British rule and claims **popular sovereignty.** This principle  
states that all government power comes from the people.

At first, it did not look like the Americans could win.  
Britain had trained soldiers and a huge fleet. However, later  
France and other European nations joined the American side,  
and helped bring about the British surrender at **Yorktown,  
Virginia.** In 1783, the **Treaty of Paris** ended the war.

Leaders of the new American nation, such as **James  
Madison** and **Benjamin Franklin,** wrote the Constitution creat-  
ing a **federal republic.** The new government was based on the  
separation of powers, an idea borrowed from Montesquieu, an  
Enlightenment thinker. The Constitution included the Bill of  
Rights, which listed basic rights that the government must  
protect.

**Review Questions**

**1.** Why did colonists feel they should not be taxed?

**2.** What ideas of John Locke are in the Declaration of  
Independence?



**79**