

2013

Transformations in Europe 15th-18th Centuries

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Transformations in Europe 15th-18th Centuries

Grade Level: 10

Subject/Topic Area(s): Renaissance, Reformation, Scientific Revolution, and Enlightenment

Designed By: Hillary Rodriguez

Time Frame: 15 class periods

School District: Southwest Independent School District

School: Southwest High School

School Address and Phone: 12114 Dragon Lane, San Antonio, TX 78252 210-622-4500

Brief Summary of Unit (Including curricular context and unit goals):

This unit covers the major transformations in Europe from the 15th century to the 18th century. The unit includes the Renaissance, Reformation, Scientific Revolution, and Enlightenment. After background information is provided to students via flipped instruction videos, students will examine each of the four movements in detail during class time through the stories of important “thinkers” associated with each movement. At the end of the unit, students will create a presentation which shows the impact of an assigned thinker from one of the movements on the world today. The essential questions:

Can one person have a significant impact on history?

When should one break with tradition?

How do new ideas change the world?

Will be continuously discussed and the answers refined throughout the unit. Through the study of this unit, students will not only have a clear understanding of the causes and events of these four major units, but they will also understand that individuals can have an impact on history, the decision to break with tradition varies according to circumstances, and there are some ideas that are truly revolutionary and that can continue to influence the world.

UbD Template 2.0

Stage 1 – Desired Results		
<p>TEKS:</p> <p>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>(D) identify major causes and describe the major effects of the following important turning points from 1450 to 1750: the Renaissance and the Reformation</p> <p>(E) identify major causes and describe the major effects of the following important turning points from 1750 to 1914: the Scientific Revolution and the Enlightenment</p> <p>(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:</p> <p>(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance</p> <p>(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation</p> <p>(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:</p> <p>(A) identify the contributions of Adam Smith and the influence of his ideas found in <i>The Wealth of Nations</i></p> <p>(19) Government. The student understands the characteristics of major political systems throughout history. The</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Describe the impact of a particular Renaissance, Reformation, Scientific Revolution, or Enlightenment thinker on the world today.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <p>Although history is complex and influenced by the actions of many people, individuals can have a significant and lasting impact on the world.</p> <p>The decision to break with tradition can be influenced by many factors and comes at different times for different people.</p> <p>There are some ideas that are truly revolutionary and can still be seen in the world today.</p>	<p>Essential Questions</p> <p>Can one person have a significant impact on history?</p> <p>When should one break with tradition?</p> <p>How do new ideas change the world?</p>
Acquisition		
<p>Knowledge <i>Students will know...</i></p> <p>The political, Intellectual, artistic, economic, and religious impact of the Renaissance.</p> <p>The political, intellectual, artistic, economic, and religious impact of the Reformation.</p> <p>The contributions of:</p> <p style="padding-left: 40px;">Michelangelo Leonardo da Vinci Petrarch Desiderius Erasmus Elizabeth I Shakespeare Martin Luther Henry VIII Pope Paul III John Calvin Galileo</p>	<p>Skills <i>Students will be able to...</i></p> <p>Work with a partner to find information about Renaissance, Reformation, Scientific Revolution, and Enlightenment thinkers.</p> <p>Conduct research using both primary and secondary sources (printed and electronic on the internet) to determine the impact of a particular thinker on the world today.</p> <p>Create a presentation (either a poster or using presentation software) using evidence collected during research on a particular thinker.</p> <p>Give an oral presentation to the class.</p>	

<p>student is expected to: (B) identify the characteristics of the following political systems: absolute monarchy, democracy, and limited monarchy</p> <p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: (A) explain the development of democratic-republican government through the Enlightenment</p> <p>(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, and John Calvin</p> <p>(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: (A) describe the historical origins and central ideas of Christianity</p> <p>(B) identify examples of religious influence on various events referenced in the major eras of world history</p> <p>(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to: (B) describe the major influences of women such as Elizabeth I</p> <p>(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced</p>	<p>Copernicus Isaac Newton Robert Boyle John Locke Montesquieu Voltaire Thomas Hobbes Jean Jacques Rousseau Thomas Jefferson Adam Smith</p> <p>The characteristics of absolute monarchy, democracy, and limited monarchy as forms of government</p> <p>The development of democratic-republican government through the Enlightenment.</p> <p>How the Reformation influenced the central ideas of Christianity. Specific examples of art, architecture, and literature and how these represent examples of the societies in which they were created.</p> <p>The impact of the printing press on the Renaissance and Reformation in Europe.</p> <p>The origins of the Scientific Revolution in 16th Century Europe.</p> <p>The impact of the Renaissance, Reformation, Scientific Revolution, and Enlightenment and how these movements influence the world today.</p>	
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subsequent political developments

(26) Culture. The student understands the relationship between the arts & the times during which they were created. The student is expected to:

(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures

(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced

(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes

(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:

(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe

(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide

(E) identify the contributions of significant scientists such as Copernicus, Galileo, and Isaac Newton

(29) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame

<p>of reference, historical context, and point of view</p> <p>(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time</p> <p>(G) construct a thesis on a social studies issue or event supported by evidence</p> <p>(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs</p> <p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly</p> <p>(B) use standard grammar, spelling, sentence structure, and punctuation</p> <p>(C) interpret and create written, oral, and visual presentations of social studies information</p> <p>(D) transfer information from one medium to another</p>		
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T		<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Creating a presentation that describes the impact of a particular Renaissance, Reformation, Scientific Revolution, or Enlightenment thinker on the world today providing one or more specific examples.</p> <p>-----</p> <p>--</p> <p>Other Evidence (e.g., formative)</p>

A,M,T		Pre-Assessment Chalk Talk about Essential Questions Renaissance Background Questions Renaissance Thinkers Graphic Organizer Renaissance Exit Slip Reformation Background Questions Reformation Thinkers Graphic Organizer Reformation Exit Slip Scientific Revolution Background Questions Scientific Revolution Thinkers Graphic Organizer Scientific Revolution Exit Slip Enlightenment Background Questions Enlightenment Thinkers Graphic Organizer Enlightenment Exit Slip Presentation Matrix Varying class discussions throughout lesson
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Stage 3 – Learning Plan

CODE (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> Pre-Assessment handout: students will answer questions about the role of the church in Europe, the impact of the Magna Carta, feudalism and its decline to determine their background knowledge; students will answer questions about their prior knowledge of the Renaissance, Reformation, Scientific Revolution, and Enlightenment.
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A	<p>Learning Activities</p> Day 1: Pre-Assessment Introduce the essential questions with a Chalk Talk activity and discussion.	Progress Monitoring (e.g., formative data) Pre-Assessment
A	<i>Flipped instruction homework prior to Day 2: Key Content Terms – Give students the Key Content Terms handout to complete and instruct them to watch the video titled “Key Content Terms”</i>	Key Content Terms
A, M	Day 2: Hook Activity: Students will rank various innovations in communication regarding their importance (such as written language, the printing press, the cell phone, etc.). Students will then pair with a classmate to discuss their rankings and determine similarities and differences. Students will participate in a class discussion regarding their rankings. Read selection from the textbook about	Innovations in Communication

	<p>the invention of the printing press. Lead a class discussion about the significance of this invention and how it changed the way that books were produced and the numbers of books available to people.</p>	
A	<p><i>Flipped instruction homework prior to Day 3: Background Information on the Renaissance– Give students the Renaissance handout to complete and instruct them to watch the video titled “Renaissance”</i></p>	Renaissance Questions
A,M	<p>Day 3 & 4: Begin with a discussion of the background information and tie this together with the printing press information from the day before.</p> <p>Students will examine the Renaissance more in detail through the study of Michelangelo, Leonardo da Vinci, Elizabeth I, Shakespeare, Petrarch, and Desiderius Erasmus. Place students in pairs. Each pair should be given the information handouts for one of the thinkers. Students will also consult their textbook for information. Each student should complete a graphic organizer. When students have completed the information for one thinker, the pairs should then exchange their handouts for handouts on a new thinker. At the end of day 4 students will complete a short exit slip to check their understanding and reinforce the essential questions.</p>	<p>Graphic Organizer: Renaissance Thinkers</p> <p>Exit slip: Renaissance</p>
A	<p><i>Flipped instruction homework prior to Day 5: Background Information on the Reformation– Give students the Reformation handout to complete and instruct them to watch the video titled “Reformation”</i></p>	Reformation Questions
A,M	<p>Day 5 & 6: Begin with a discussion of the background information and tie this together with the information from the Renaissance from the previous days.</p> <p>Students will participate in a stations activity to examine the Reformation in more detail through the study of Martin Luther, Henry VIII, Pope Paul III, and John Calvin. Prepare the classroom ahead of time with enough copies of the stations for students to work in pairs. If possible, each station should have a copy of the textbook for students to refer to. Each student should complete a graphic</p>	<p>Graphic Organizer: Reformation Thinkers</p> <p>Exit Slip: Reformation</p>

	<p>organizer. At the end of day 6 students will complete a short exit slip to check their understanding and reinforce the essential questions.</p>	
A	<p><i>Flipped instruction homework prior to Day 7: Background Information on the Scientific Revolution– Give students the Scientific Revolution handout to complete and instruct them to watch the video titled “Scientific Revolution”</i></p>	<p>Scientific Revolution Questions</p>
A,M	<p>Day 7 & 8: Begin with a discussion of the background information and tie this together with the Reformation and Renaissance from the previous class days.</p> <p>Students will participate in a stations activity to examine the Scientific Revolution in more detail through the study of Galileo, Copernicus, Isaac Newton, and Robert Boyle. Prepare the classroom ahead of time with enough copies of the stations for students to work in pairs. If possible, each station should have a copy of the textbook for students to refer to. Each student should complete a graphic organizer. At the end of day 8 students will complete a short exit slip to check their understanding and reinforce the essential questions.</p>	<p>Graphic Organizer Scientific Revolution Thinkers</p> <p>Exit Slip: Scientific Revolution</p>
A	<p><i>Flipped instruction homework prior to Day 9: Background Information on the Enlightenment– Give students the Enlightenment handout to complete and instruct them to watch the video titled “Enlightenment”</i></p>	<p>Enlightenment Questions</p>
A,M	<p>Day 9 & 10: Begin with a discussion of the background information and tie this together with the Scientific Revolution, Reformation, and Renaissance from the previous class days.</p> <p>Students will examine the Enlightenment in more detail through the study of John Locke, Montesquieu, Voltaire, Thomas Hobbes, Jean Jacques Rousseau, Thomas Jefferson, and Adam Smith. Place students in pairs. Each pair should be given the information handouts for one of the thinkers. Students will also consult their textbook for information. Each student should complete a graphic organizer. When students have completed the information for one thinker, the pairs should</p>	<p>Graphic Organizer: Enlightenment Thinkers</p> <p>Exit Slip: Enlightenment</p>

<p>M,T</p>	<p>then exchange their handouts for handouts on a new thinker. At the end of day 9 students will complete a short exit slip to check their understanding and reinforce the essential questions.</p> <p>Days 11-15: Students will begin to work on their performance task. Go over the assignment instructions and assign the thinkers. In order to give some amount of autonomy over the subject of the presentation, draw student names from a bowl. As names are drawn, students choose which thinker they would like to complete their project on – have a signup sheet for each thinker that you would like to include in the project (some of the thinkers lend themselves better to this project than others) however, each of the thinkers must be chosen at least once. Allow 2 days for research and project preparation – computers should be available to students to complete research (and prepare presentations as necessary) as well as a variety of books and articles. Allow 2 subsequent days for presentations (more for larger classes). During presentations, students should fill in the presentation matrix with the lasting contributions of each thinker. At the close of the presentations, students should debate which of the thinkers had the greatest impact on the world today and which of the movements they thought was most important to the world today. The person(s) who presented on the winning thinker (and possibly a runner up or two) should get extra points.</p> <p>Follow up the performance task and presentations with another chalk talk on the essential questions followed by a brief class discussion regarding what was learned.</p>	<p>Performance Task</p> <p>Presentation Matrix</p>
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Transformations in Europe = Transformations in Today's World – Performance Task

Now that you have learned about the impact of particular thinkers on the time in which they lived, you will research how these people have an impact on the world we live in today. You will be assigned one of the thinkers that we examined in class. This project consists of a poster or electronic presentation as well as an oral presentation to the class.

Poster or Electronic Presentation must include:

- Who the thinker is
- What movement the thinker was involved in as well as background information about that movement
- How the thinker impacted that movement
- Specific examples (at least 3) of how this thinker impacts the world that we live in today (it is not enough to say that Shakespeare influenced people who write plays – provide an example of a play writer today whose work is directly influenced by Shakespeare)
- Citations from the textbook and/or the materials provided in class
- At least 2 sources in addition to the textbook and class materials with citations

Oral Presentation must:

- **Convince** the class that your assigned thinker is the most influential of all of the thinkers – you really need to sell this, your conviction and presentation may convince people even if your thinker has less impact than others
- **Convince** the class that the movement that your thinker was part of was the most important movement of all of the movements studied
- Be clearly organized

After the presentations, the class will debate and vote on the most influential thinker and the most important movement. Bonus points will be awarded to the students who presented on the thinker and the movement.

Performance Task Rubric

	Excellent	Satisfactory	Needs Improvement	Unacceptable
<p>Summary of Class Information</p> <p>20 Points</p>	<p>Includes all of the following:</p> <ul style="list-style-type: none"> • Who the thinker is • Movement and background • Thinker's impact on movement <p>20 Points</p>	<p>Includes 2 of the following:</p> <ul style="list-style-type: none"> • Who the thinker is • Movement and background • Thinker's impact on movement <p>15 Points</p>	<p>Includes 1 of the following:</p> <ul style="list-style-type: none"> • Who the thinker is • Movement and background • Thinker's impact on movement <p>5 Points</p>	<p>Does not include the following:</p> <ul style="list-style-type: none"> • Who the thinker is • Movement and background • Thinker's impact on movement <p>0 Points</p>
<p>Research</p> <p>40 Points</p>	<p>Includes research on 3 specific examples of how the thinker impacts the world today</p> <p>40 Points</p>	<p>Includes research on 2 specific examples of how the thinker impacts the world today</p> <p>30 Points</p>	<p>Includes research on 2 specific examples of how the thinker impacts the world today</p> <p>15 Points</p>	<p>Does not include any examples of how the thinker impacts the world today or examples are not specific</p> <p>0 Points</p>
<p>Citations</p> <p>20 Points</p>	<p>Provides correct citations from the textbook and at least 2 sources outside of provided materials</p> <p>20 Points</p>	<p>Provides correct citations for 2 sources outside of provided materials but is missing the citation from the textbook</p> <p>15 Points</p>	<p>Provides correct citations for 1 source outside of provided materials but is missing the citation from the textbook and/or 1 source outside of provided materials</p> <p>5 Points</p>	<p>Does not have correct citations or does not have 2 sources outside of the provided materials</p> <p>0 Points</p>
<p>Presentation</p> <p>20 Points</p>	<p>Presentation is clearly understood and organized and attempts to convince the class that the assigned thinker and movement are the most important</p> <p>20 Points</p>	<p>Presentation is clearly understood and organized and attempts to convince the class that the assigned thinker or movement are the most important</p> <p>15 Points</p>	<p>Presentation is clearly understood and organized but does not attempt to convince the class that the assigned thinker and movement are the most important</p> <p>5 Points</p>	<p>Presentation is not clearly understood and organized and does not attempt to convince the class that the assigned thinker and movement are the most important</p> <p>0 Points</p>

Pre-Assessment: Transformations in Europe

1. What was the role of the church in Medieval Europe?

2. What was the Magna Carta and how did it change the idea of the role of the ruler?

3. What was feudalism?

How did the following contribute to the end of feudalism?

a. The Crusades

b. The Black Death

c. The Hundred Years' War

4. What do you know about:

a. The Renaissance

b. The Reformation

c. The Scientific Revolution

d. The Enlightenment

Name: _____

Period: _____

Key Content Terms – Transformations in Europe

Watch the video titled “Key Content Terms” in the Transformation in Europe unit and complete the following:

Key Content Term	Definition	In My Own Words (re-write the definition in your own words)
Humanism		
Secular		
Vernacular		
Indulgences		

Geocentric Theory		
Heliocentric Theory		
Scientific Method		
Social Contract		
Natural Rights		
Separation of Powers		

Name: _____

Period: _____

Renaissance – Transformations in Europe

Watch the video titled “Renaissance” in the Transformation in Europe unit and complete the following:

A new interest in learning about _____ arose in the city-states of Italy in the 1400s.

Renaissance means _____.

Three reasons why the Renaissance originated in Italy:

What did wealthy Italian merchants and nobles do during the Renaissance?

As part of secularism, people used _____ and _____ to explain the world rather than simply relying on _____.

Humanists placed great emphasis on the _____, _____, and _____ of each person.

Two characteristics of Pre-Renaissance art:

Three characteristics of Renaissance art that made it different:

Renaissance architects used _____ and _____ of ancient architecture for a simpler classical style.

New methods of _____ texts led some scholars to _____.

Italian wealth, the weakening of _____ and the _____ of Renaissance scholars contributed to the Renaissance concept of _____.

Name: _____

Period: _____

Renaissance Thinkers

For each of the thinkers below, fill in the boxes using the provided information

For the box "In My Own Words or Through My Work" Choose a quote or one of the works of art provided that you feel **most represents the Renaissance – write the quote/work of art and explain your choice.

Thinker	Who Am I?	How did I Impact the Renaissance?	In My Own Words or Through My Work
Michelangelo			
Elizabeth I			
Shakespeare			

Thinker	Who Am I?	How did I Impact the Renaissance?	In My Own Words or Through My Work
Leonardo da Vinci			
Petrarch			
Erasmus			



Michelangelo (1475-1564)

Michelangelo was born in 1475 in a village near Florence (Italy). He became a leading artist in the Renaissance – one of the most revered and respected painters and sculptors in history. In addition,

Michelangelo wrote poetry and worked as an architect. His preferred medium was sculpture because it allowed him to bring his subjects to life.

Michelangelo was famous for his bad temper, and this may be due to hardships he faced growing up. His mother died when he was six years old and his father was a stern and demanding man. When Michelangelo turned 13, he became an apprentice to a painter in Florence. Only two years later, he began to study with a sculptor who worked for the Medici family – this was a very rich and powerful family who contributed to the Renaissance as patrons of many artists.

Michelangelo lived with the Medici family for a time and was able to meet many other artists as well as writers and Renaissance thinkers.

Michelangelo's works of art exemplify the Renaissance ideals of beauty and emotional expressiveness. Michelangelo was at what he felt was his best when he was sculpting lifelike figures from single blocks of marble. Two exquisite examples are his *David* and his *Pieta* (a depiction of Mary mourning over the death of Jesus) both of which were sculpted before he was 30. Michelangelo is possibly best known for his painting of the Sistine Chapel. Although he preferred sculpting to painting, he took the commission when the Pope offered it. It took Michelangelo nearly four years to complete the painting – during this time he worked on a platform high above the floor, sometimes working while lying on his back.

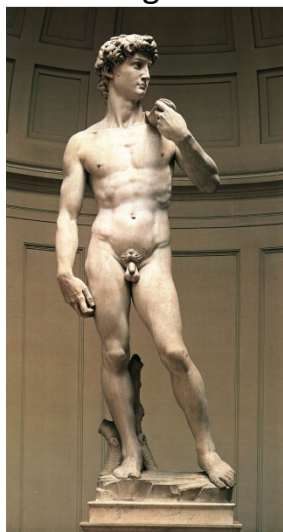
Michelangelo in his own words and through his work...

“My soul can find no staircase to heaven unless it be through Earth’s loveliness.”

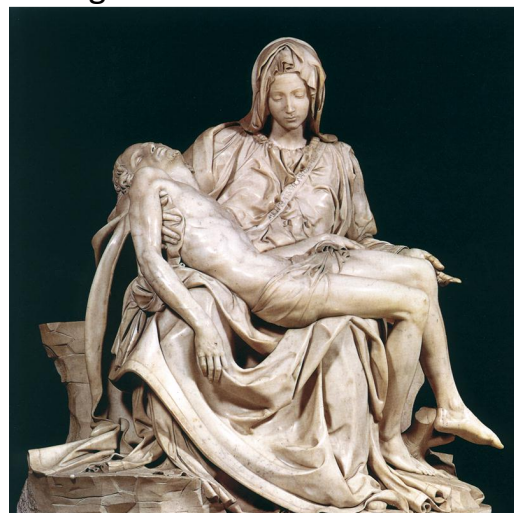
“If people knew how hard I worked to get my mastery, it wouldn’t seem so wonderful at all.”

“The best artist has that thought alone which is contained within the marble shell; the sculptor’s hand can only break the spell to free the figures slumbering in the stone.”

“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark.”



David



Pieta



Ceiling of the Sistine Chapel



The Creation of Adam detail from the Sistine Chapel



Elizabeth I (1533-1603)

Elizabeth I was the daughter of Henry VIII of England and his second wife, Anne Boleyn. Elizabeth was given a private education and was a gifted student. She was fluent in several languages including Greek, Latin, French, and Italian. At the age of 25 she became queen of England. She remained single all of her life so that she could dedicate her life to her country. Under her rule, she brought national unity. She strengthened England as a Protestant nation and ended the bloody conflict between Protestant and Catholic forces in England.

Elizabeth's reign is often called England's Golden Age. She was a patron of the arts, culture thrived under her rule. She supported theater, fashion, literature, dance, and education. Writers and poets composed some of the greatest works in the English language during her reign. This "Elizabethan Age" was led by Shakespeare, Marlowe, and Spenser.

Elizabeth also worked to make the economy in England stronger encouraging trade and commerce. English trading companies developed in Africa, Asia, and the Americas. Her funding of sea exploration helped England gain territory in North America. The first British colony established in North America in 1607 was named Virginia for the "Virgin Queen", Elizabeth.

In 1588, the English navy defeated the Spanish Armada – a large fleet of ships that tried to attack England. This victory strengthened the English navy and established England as a dominant world power. By the time Elizabeth died, England was one of the strongest and richest countries in the world.

Elizabeth in her own words...

"I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and a king of England too."

"There is nothing about which I am more anxious than my country, and for its sake I am willing to die ten deaths, if that be possible."

"There is one thing higher than Royalty: and that is religion, which causes us to leave the world and seek God."

"A clear and innocent conscience fears nothing."

"Though the sex to which I belong is considered weak you will nevertheless find me a rock that bends to no wind."

"I do not so much rejoice that God hath made me to be a Queen, as to be a Queen over so thankful a people."

"I would rather be a beggar and single than a queen and married."

"I have the heart of a man, not a woman, and I am not afraid of anything."

"To be a king and wear a crown is a thing more glorious to them that see it than it is pleasant to them that bear it."

"There will never Queen sit in my seat with more zeal to my country, care to my subjects and that will sooner with willingness venture her life for your good and safety than myself...An though you have had, and may have, many princes more mighty and wise sitting in this seat, yet you never had nor shall have, andy that will be more careful and loving."

"There is nothing about which I am more anxious than my country, and for its sake I am willing to die ten deaths, if that be possible."

"Monarchs ought to put to death the authors and instigators of war, as their sworn enemies and as dangers to their states."

"Brass shines as fair to the ignorant as gold to the goldsmiths."



Shakespeare (1564-1616)

William Shakespeare was born in 1564 in the English town Stratford-on-Avon. When he was a boy, he studied Latin and classical literature in grammar school – he never attended a university. He had a broad knowledge of many subjects such as music, art, politics, and history as evidenced by his plays.

Shakespeare went to London and in his early twenties became an actor with a theater company there. Here he learned about drama by performing and writing plays. He was a skilled actor, but was even better as a playwright and poet. He had an uncanny ability to express thoughts and feelings in memorable words. His writings show that he was curious and very observant. His deep understanding of human nature is shown throughout his work.

Shakespeare wrote poetry and is admired for his 14 line poems called sonnets. However, he is most widely regarded for his 38 plays. These plays cover many different subjects and are both comedies and tragedies. These plays generally focus on universal themes like love, jealousy, power, ambition, hatred, and fear – this makes them timeless and they are still enjoyed today.

Many of Shakespeare's plays were first presented at London's Globe Theater. Among the many people who enjoyed Shakespeare's work was Elizabeth I, Queen of England. Shakespeare influenced many later writers and he impacted the English language – expressions such as "with bated breath" and "a foregone conclusion" are frequently used in everyday speech.

Shakespeare in his own words...

"All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts."

"To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man."

"Neither a borrower nor lender be."

"Parting is such sweet sorrow."

"A fool thinks himself to be wise, but a wise man knows himself to be a fool."

"Some are born great, some achieve greatness, and some have greatness thrust upon them."

"If music be the food of love, play on."

"Life's but a walking shadow, a poor player, that struts and frets his hour upon the stage, and then is heard no more; it is a tale told by an idiot, full of sound and fury, signifying nothing."

"The wheel is come full circle."

"It is not in the stars to hold our destiny but in ourselves."

"Ignorance is the curse of God; knowledge is the wing wherewith we fly to heaven."

"Better three hours too soon than a minute too late."

"Cowards die many times before their deaths; the valiant never taste of death but once."

"Listen to many, speak to a few."

"Better a witty fool than a foolish wit."



Leonardo da Vinci (1452-1519)

Leonardo da Vinci was born in 1452 in a village near Florence (Italy). He is considered to be a “True

Renaissance Man” because of his wide range of interests and accomplishments. He was an artist, a scientist, an engineer, and an inventor. Leonardo da Vinci trained under a master sculptor and painter in Florence and spent most of his life in Florence and Milan (also in Italy).

Da Vinci was gifted in many fields and was an accomplished painter, sculptor, architect, and engineer. He was endlessly curious about the world around him and did not accept anything as true until he had proved it himself. He studied anatomy, including the workings of the eye and circulation of blood, as well as proportions. He wrote about the science of motion and force, geometry and mechanics, and about the effects of the moon on Earth’s tides. He was the first person to draw maps from an aerial, or above ground, point of view. He imagined a variety of machines – many of which were invented centuries later, like the helicopter and submarine.

Some of Leonardo da Vinci’s greatest known work is his painting. The *Mona Lisa* is an iconic piece of artwork and her mysterious smile has captivated viewers for centuries. His use of perspective, balance, and detail are remarkable and the shading techniques show that he closely studied lights. Da Vinci’s work inspired many artists and just as he is the perfect example of a “Renaissance Man” his artwork is a perfect example of Renaissance art.

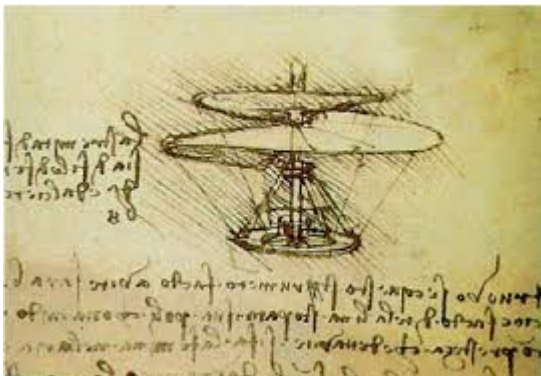
Leonardo da Vinci in his own words and through his work...

“It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things.”

“Human subtlety will never devise an invention more beautiful, more simple or more direct than does nature because in her inventions nothing is lacking, and nothing is superfluous.”

“Life is pretty simple: You do some stuff. Most fails. Some works. You do more of what works. If it works big, others quickly copy it. Then you do something else. The trick is the doing something else.”

“There are three classes of people: those who see, those who see when they are shown, those who do not see.”



Da Vinci's sketch of a helicopter



Mona Lisa



The Last Supper



Petrarch (1304-1374)

Petrarch was born in the Tuscan city of Arezzo in 1304 (in modern day Italy). He studied law at the University of Montpellier, but was more interested in writing. He later worked in numerous clerical (religious) offices and this gave him plenty of time to write. After his first large work, *Africa*, was published, he gained popularity in Europe and was the first poet laureate (an official position granted by the government to write things) since antiquity. Much of Petrarch's writings were in Latin, which was the common language that Europeans wrote in at this time, but he also wrote in the vernacular (the language that people speak, in Petrarch's case this was Italian).

Petrarch traveled widely around Europe and he started collecting Latin manuscripts. He recovered a large amount of "lost" knowledge from classical Greece and Rome. He is generally credited with the coming up with the concept of the "Dark Ages" – a time in which learning was not valued.

Petrarch is traditionally called the father of humanism and some think of him as the father of the Renaissance. He was one of the first people of his time to claim that secular achievements were compatible with religion. He also was one of the first people who did not see a conflict between learning and faith. Later Renaissance humanists would take up and expand upon Petrarch's ideas.

Petrarch in his own words...

“Five enemies of peace inhabit with us – avarice, ambition, envy, anger, and pride; if these were to be banished, we should infallibly enjoy perpetual peace.”

“True, we love life, not because we are used to living, but because we are used to loving. There is always some madness in love, but there is also always some reason in madness.”

“Love is the crowning grace of humanity, the holiest right of the soul, the golden link which binds us to duty and truth, the redeeming principle that chiefly reconciles the heart to life, and is prophetic of eternal good.”

“It is more honorable to be raised to a throne than to be born to one. Fortune bestows the one, merit obtains the other.”

“Often have I wondered with much curiosity as to our coming into this world and what will follow our departure.”

“Who naught suspects is easily deceived.”

“Man has no greater enemy than himself.”

“To be able to say how much you love is to love but little.”

“I certainly will not reject the praise you bestow upon me for having stimulated in many instances, not only in Italy but perhaps beyond its confines also, the pursuit of studies such as ours, which have suffered neglect for so many centuries.”

“Continued work and application form my soul’s nourishment. So soon as I commenced to rest and relax I should cease to live.”

“Books have led some to learning and others to madness, when they swallow more than they can digest.”

“It is better to will the good than to know the truth.”



Desiderius Erasmus (1466-1536)

Erasmus was born in Holland in the late 1460s (the exact year of his birth is unknown). He was highly educated, much of his education occurred in monastic schools (he was taught by monks). Erasmus was ordained as a priest, but he did not practice as a priest during his lifetime. In 1495, Erasmus went to study at the University of Paris where he was exposed to humanist ideas.

Erasmus weighed in on many of the religious controversies of his day. One of the most controversial opinions of Erasmus was that of religious toleration. At a time when many people felt so strongly about their personal religious beliefs that they were willing to go to war with anyone of a different opinion, Erasmus believed in a dialogue between people of different opinions (although when the difference was truly against what Erasmus believed was the word of God, he did not oppose the punishment of such heretics). Erasmus also called for reform in the church.

By the 1530s, the writings of Erasmus accounted for 10 to 20 percent of all book sales. He wrote not only on religious themes, but also on areas of general human interest. One of Erasmus' earliest writings, *Enchiridion militis Christiani (Handbook of the Christian Soldier)*, was a kind of outline on what should be the normal Christian life. In this work, he said that it was important to not just go through the motions of tradition, but that it was essential to understand the basis of traditions in the teachings of Jesus Christ.

Erasmus in his own words...

“In the kingdom of the blind, the one-eyed man is king.”

“If you keep thinking about what you want to do or what you hope will happen, you don’t do it, and it won’t happen.”

“He who allows oppression shares the crime.”

“Great abundance of riches cannot be gathered and kept by any man without sin.”

“By a Carpenter mankind was made, and only by that Carpenter can mankind be remade.”

“Don’t give your advice before you are called upon.”

“It is an unscrupulous intellect that does not pay to antiquity its due reverence.”

“Reflection is a flower of the mind, giving out wholesome fragrance; but revelry is the same flower, when rank and running to seed.”

“Now I believe I can hear the philosophers protesting that it can only be misery to live in folly, illusion, deception and ignorance, but it isn’t – it’s human.”

“The more ignorant, reckless and thoughtless a doctor is, the higher his reputation soars even amongst powerful princes.”

“War is sweet to those who have not experienced it.”

“A good portion of speaking will consist in knowing how to lie.”

“By burning Luther’s books you may rid your bookshelves of him, but you will not rid men’s minds of him.”

“The most disadvantageous peace is better than the most just war.”

Name: _____

Period: _____

Renaissance Thinkers Exit Slip

Match the thinker with his or her contribution to the Renaissance

Michelangelo	Gathered Latin manuscripts from antiquity.
Elizabeth I	Wrote plays that contributed to the English language.
Skaespeare	His art exemplified the Renaissance ideals of beauty and expression.
Leonardo da Vinci	Taught that it is essential to understand tradition, not just go through the motions.
Petrarch	Was a patron of the arts and contributed to the culture of England as its monarch.
Erasmus	Was a true "Renaissance Man" with many interests and talents.

Which of the thinkers that you studied do you think most exemplified the ideas of the Renaissance? Why?

How did one of these people have a significant impact on history? Explain.

At what point did one of these people break with tradition? Explain.

What new ideas developed during the Renaissance that we could see the impact of today?

Name: _____

Period: _____

Reformation – Transformations in Europe

Watch the video titled “Reformation” in the Transformation in Europe unit and complete the following:

What are two reasons for the Reformation?

Who was Martin Luther?

What were his objections about the Church?

What did the Pope do to Luther (explain in detail)?

Luther wrote a _____ of the Bible into _____.

Who were the Protestants?

How did Luther’s writings spread so quickly (explain in detail)?

Religious differences caused _____ and _____.

Why did royal power grow?

What is the Catholic Church’s attempt to reform itself called?

What kind of reforms did the Catholic Church enact?

How did the strength of secular rulers grow in:

Protestant countries: _____

Catholic countries: _____

Name: _____

Period: _____

Reformation Thinkers

For each of the thinkers below, fill in the boxes using the provided information

For the box "In My Own Words" Choose a quote provided that you feel **most represents the Reformation – write the quote explain your choice.

Thinker	Who Am I?	How did I Impact the Reformation?	In My Own Words
Martin Luther			
Henry VIII			
Pope Paul III			
John Calvin			

Martin Luther

(1483-1546)

Martin Luther was born in 1483 in Germany. His father wanted him to become a lawyer. However, when he was young, he was frightened by a very violent thunderstorm. He prayed and vowed that if he survived the storm, he would become a monk. True to his vow, he joined an order of monks and later became a priest.



Pope Leo X needed money to build St. Peter's Basilica in Rome. In order to get money, he authorized the selling of indulgences. Anyone who bought an indulgence was promised pardon for their sins – they could even purchase indulgences for loved ones who had already died. Martin Luther believed this practice was wrong and against what was in the Bible. In response to this and other things that he thought needed to be reformed in the Church, in 1517 Martin Luther wrote the Ninety-Five Theses (statements) and sent them to all of the leaders of the Church. The Pope excommunicated Luther (basically told him that he could no longer be a part of the church). Eventually, Martin Luther had to start his own Church based on the Bible – what he believed was the ultimate authority for Christians. Luther believed every person should read the Bible and interpret scripture for him or herself. He also believed that there was no need for special priests because all Christians were priests.

Martin Luther in his own words...

“Faith must trample under foot all reason, sense, and understanding.”

“Whatever your heart clings to and confides in, that is really your God.”

“All who call on God in true faith, earnestly from the heart, will certainly be heard, and will receive what they have asked and desired.”

“I have held many things in my hands, and I have lost them all; but whatever I have placed in God's hands, that I still possess.”

“I cannot and will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I can do no other, so help me God. Amen.”

Henry VIII (1491-1547)

Henry VIII was the King of England during the Renaissance and Reformation. One of the things that Henry is best known for is his marriage history – he had six wives. Henry’s matrimonial conflicts brought about church reform in England.



Henry was married to Catherine of Aragon and wanted a divorce to marry another woman so that he could have a son – Henry and Catherine only had a daughter. The Pope (head of the Catholic Church) would not grant Henry a divorce from Catherine, so he eventually broke with the Catholic Church and made his own Church of England with himself as the head of the church. Through this separation, Henry was able to divorce his wife and marry another woman. While Henry and the Church of England at this time remained in belief essentially Catholic, this set the stage for further reforms in the church in England.

Henry VIII in his own words...

A note on the quotations: kings and queens at the time would frequently refer to themselves in what is referred to as the “Royal We” basically in the plural, so when Henry says we and our, he is referring to himself.

“Well-beloved subjects, we thought that the clergy of our realm had been our subjects wholly, but now we have well perceived that they be but half our subjects; yea, and scarce our subjects; for all the prelates at their consecration make an oath to the Pope clean contrary to the oath that they make to us, so that they seem to be his subjects, and not ours.”

“We are, by the sufferance of God, King of England; and the Kings of England in times past never had any superior but God.”

“...although you be permitted to read Holy Scripture and to have the Word of God in your mother-tongue, you must understand that it is licensed you so to do only to inform your own conscience and to instruct your children and family...I am very sorry to know and hear how unreverently that most precious jewel, the Word of God is disputed, rhymed, sung and jangled in every ale-house and tavern, contrary to the true meaning and doctrine of the same.”

Pope Paul III (1468-1549)

Pope Paul III came to the papal throne in 1534. This was at a time when there was much religious struggle in Europe. Martin Luther had already sparked the Protestant Reformation – generally referred to as the Reformation. Paul III ruled over the Catholic Church and attempted to address some of the corruptions that had been brought to light during the Reformation this is known as the Counter-Reformation.



The Counter-Reformation began with the Council of Trent (1545-1563). Some of the reforms that came out of the Council of Trent and the Counter-Reformation included the foundation of seminaries (schools) for the proper training of priests in the spiritual life and the theological traditions of the Church, the reform of religious life by returning orders to their spiritual foundations, and new spiritual movements focusing on the devotional life and a personal relationship with Jesus Christ.

Pope Paul III in his own words...

“We...exercise on earth the power of our Lord and seek with all our might to bring those sheep of His flock who are outside into the fold committed to our charge...”

Rulings of the Council of Trent...

Scripture and tradition were to be of equal authority – in response to the Protestant belief that the Bible alone was the authority.

The Catholic Church was to have the sole right in interpreting the Bible.

The veneration (admiration, adoration, or respect) of images (such as paintings of the Virgin Mary, Christ, and saints) and relics was upheld.

Condemned “all base gain for securing indulgences” – paying money for indulgences was wrong.

John Calvin (1509-1564)

John Calvin was born in France in 1509. Like all people of the time, he was born as a Catholic (there was only one church in Europe – the Catholic Church). He would later become one of the leading figures in the Protestant Reformation started by Martin Luther. In 1533, John Calvin experienced a religious conversion and broke with the Catholic Church. Calvin eventually left France and started a new Protestant Church in Geneva, Switzerland.



Calvin taught the idea of predestination. He said that because God was all-knowing, life was predestined – already known/determined by God. Faith was the key to salvation, but God gave faith to some people and denied faith to others. Only those “elect” or chosen by God would be saved and go to Heaven. Calvin and those in his church followed a strict moral code and they encouraged hard work. Success in life was seen as a mark of God’s favor due to hard work. Calvinist ideas later came to the Americas with the Puritans who brought the strict morals and the ideal of hard work to the British colonies.

John Calvin in his own words...

“Is it faith to understand nothing, and merely submit your convictions implicitly to the Church?”

“Knowledge of the sciences is so much smoke apart from the heavenly science of Christ.”

“Augustine does not disagree with this when he teaches that it is a faculty of the reason and the will to choose good with the assistance of grace; evil, when grace is absent.”

“There is no worse screen to block out the Spirit than confidence in our own intelligence.”

“God preordained, for his own glory and the display of His attributes of mercy and justice, a part of the human race, without any merit of their own, to eternal salvation, and another part.”

Name: _____

Period: _____

Reformation Thinkers Exit Slip

Match the thinker with his contribution to the Reformation

Martin Luther	Broke the English church away from Rome and started a new Church of England.
Henry VIII	Started the Protestant Reformation with his criticism of the church in the Ninety-Five Theses.
Pope Paul III	Preached the doctrine of Predestination and started a new church.
John Calvin	Worked to reform the Catholic Church and called together the Council of Trent.

Which of the thinkers that you studied do you think most exemplified the ideas of the Reformation? Why?

How did one of these people have a significant impact on history? Explain.

At what point did one of these people break with tradition? Explain.

What new ideas developed during the Reformation that we could see the impact of today?

Name: _____

Period: _____

Scientific Revolution – Transformations in Europe

Watch the video titled “Scientific Revolution” in the Transformation in Europe unit and complete the following:

What theory did the Church teach? Explain the theory.

Who challenged this? What theory did he propose? Explain the theory.

Later, _____ proved the theory with the use of one of the first _____.

The Scientific Revolution rejected _____ and _____ in favor of _____ of _____.

Name 3 important scientists and their achievements:

Name: _____

Period: _____

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Name 3 important scientists and their achievements:

Name: _____

Period: _____

Scientific Revolution Thinkers

For each of the thinkers below, fill in the boxes using the provided information

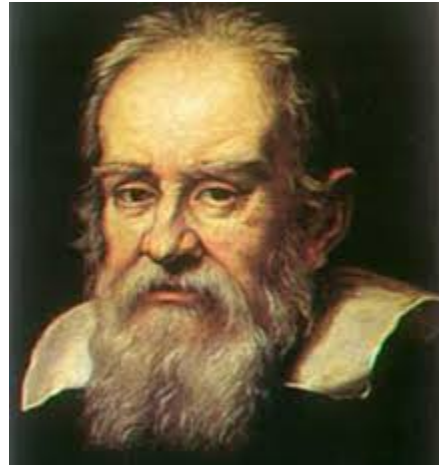
For the box "In My Own Words" Choose a quote provided that you feel **most represents the Scientific Revolution – write the quote explain your choice.

Thinker	Who Am I?	How did I Impact the Scientific Revolution?	In My Own Words
Galileo			
Copernicus			
Sir Isaac Newton			
Robert Boyle			

Galileo Galilei

(1564-1642)

Galileo Galilei was born in Italy in 1564. He was a physicist, mathematician, astronomer, and philosopher. He is credited with laying the foundation of modern physics with his studies of motion. He made improvements to the telescope and used this to observe the solar system. He discovered mountains on the moon and four moons of Jupiter. He also hypothesized that the planets were not balls of light but were composed of material substances just like on Earth.



Galileo is most famous for his support of Copernicus' heliocentric theory – this is the theory that the sun was the center of the solar system and the planets revolved around it. Galileo used his powerful telescope to observe the motions of the planets and these observations supported heliocentrism. The Catholic Church, however, taught a geocentric theory – the Earth was the center of the solar system and the sun rotated around the Earth. Galileo came into conflict with the Church and was ordered to stop publicly stating his findings. He was called to defend himself before the Inquisition in Rome. Galileo was tried and convicted of heresy and disobedience and confined to his house for the rest of his life.

Galileo Galilei in his own words...

“I do not feel obliged to believe that the same God who has endowed us with sense, reason, and intellect has intended us to forgo their use.”

“All truths are easy to understand once they are discovered; the point is to discover them.”

“The Bible shows the way to go to Heaven, not the way the heavens go.”

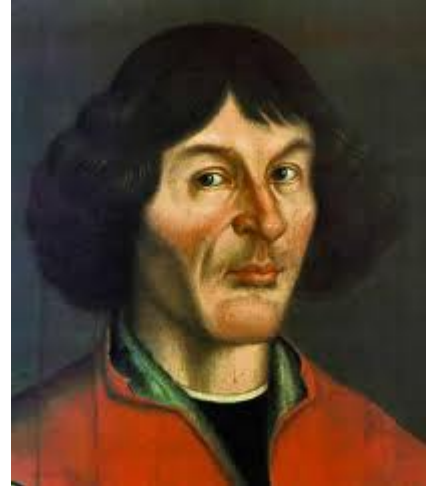
“I think that in the discussion of natural problems we ought to begin not with the Scriptures, but with experiments, and demonstrations.”

“By denying scientific principles, one may maintain any paradox.”

Copernicus (1473-1543)

Copernicus was born in Poland in 1473. He was a Renaissance mathematician and astronomer.

Copernicus proposed that the sun was the center of the universe and that the Earth revolved around it – a heliocentric model of the solar system. The system that was taught at the time was one originally proposed by the ancient astronomer Ptolemy, a geocentric model – Earth was the center of the solar system and the sun and other planets revolved around it. Copernicus also created a concept of the universe in which the distances of the planets from the sun bore a direct relationship to the size of their orbits around the sun.



The heliocentric model was very controversial – it contradicted not only other scientists of the day, but the teachings of the Church as well. Because of this, Copernicus was reluctant to publish his findings. Despite having nearly finished the book with his findings by 1532, it was not until shortly before his death in 1543 that he allowed the printing of the book. His theory was later proved mathematically by Johannes Kepler and substantiated by Galileo through his observations with the telescope

Copernicus in his own words...

“To know that we know what we know, and to know that we do not know what we do not know, that is true knowledge.”

“Therefore, when I considered this carefully, the contempt which I had to fear because of the novelty and apparent absurdity of my view, nearly induced me to abandon utterly the work I had begun.”

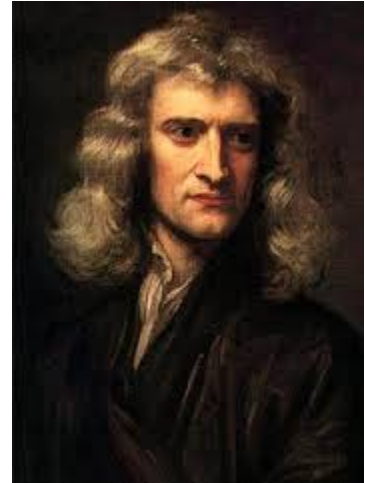
“For I am not so enamoured of my own opinions that I disregard what others may think of them.”

“Moreover, since the sun remains stationary, whatever appears as a motion of the sun is really due rather to the motion of the earth.”

“The massive bulk of the earth does indeed shrink to insignificance in comparison with the size of the heavens.”

Isaac Newton (1643-1727)

Sir Isaac Newton was an English physicist and mathematician who is regarded as one of the most influential thinkers of all time, and the most influential thinker of the Scientific Revolution. He developed an interest in mathematics and the laws of nature. In his work, *Principia Mathematica*, he built upon Galileo's ideas about motion. Legend has it that Newton was reading underneath an apple tree, an apple fell from the tree, and this observation eventually led to Newton's study of gravity.



Isaac Newton found that every object in the universe is attracted to every other object because of the force of gravity. He connected the speed of falling objects on Earth to the movement of the planets and explained it with a single formula: the law of gravity. His defense of the laws of gravity and planetary motion, co-founding calculus, and explaining the laws of light and color have earned him the title "Father of Modern Science". Newton's discoveries encouraged other scientists to see the universe as a machine that worked according to natural laws.

Isaac Newton in his own words...

"I can calculate the motion of heavenly bodies, but not the madness of people."

"If I have seen further than others, it is by standing upon the shoulders of giants."

"Tact is the art of making a point without making an enemy."

"To every action there is always opposed an equal reaction."

"To me there has never been a higher source of distinction than that connected with advances in science."

"It is the weight, not numbers of experiments that is to be regarded."

"If I have done the public any service, it is due to my patient thought."

Robert Boyle (1627-1691)

Robert Boyle was a natural philosopher, chemist, physicist, and inventor born in Ireland in 1627. He was well educated and exposed to the work of Descartes, Bacon, and Galileo. He conducted experiments on gases at different temperatures and worked with mixtures and compounds. He challenged established theories that Earth consisted of just four elements (air, earth, fire, and water) or just three (salt, sulfur, and mercury). In his work, he found that elements were the simplest forms of matter.



Robert Boyle was one of the first scientists to perform controlled experiments. In 1654, he and other prominent scientists began meeting in an organization that became known as the Royal Society. Still in existence today, this was a place where like-minded people could come and discuss their work and exchange ideas. Robert Boyle's contributions to science have earned him the title "Father of Chemistry".

Robert Boyle in his own words...

"And I might add the confidence with which distracted persons do oftentimes, when they are awake, think, they see black fiends in places, where there is no black object in sight without them."

"The gospel comprises indeed, and unfolds, the whole mystery of man's redemption, as far forth as it is necessary to be known for our salvation."

"Self-denial is a kind of holy association with God; and, by making you his partner, interests you in all his happiness."

"I must not step into too spruce a style for serious matters; and yet I approve not the dull insipid way of writing practiced by many chemists."

"I look upon experimental truths as matters of great concernment to mankind."

Name: _____

Period: _____

Scientific Revolution Thinkers Exit Slip

Match the thinker with his contribution to the Scientific Revolution

Galileo	His study of falling objects and the movement of planets helped him develop the law of gravity.
Copernicus	Proved the heliocentric theory with the use of a telescope.
Isaac Newton	Considered the "Father of Chemistry".
Robert Boyle	First to challenge the geocentric theory taught by the Church.

Which of the thinkers that you studied do you think most exemplified the ideas of the Scientific Revolution? Why?

How did one of these people have a significant impact on history? Explain.

At what point did one of these people break with tradition? Explain.

What new ideas developed during the Scientific Revolution that we could see the impact of today?

Name: _____

Period: _____

Enlightenment – Transformations in Europe

Watch the video titled “Enlightenment” in the Transformation in Europe unit and complete the following:

What is the Enlightenment?

_____ Enlightenment

thinkers applied the _____ to _____ and its problems.

The core of the Enlightenment was a _____ of _____, _____, and _____.

What did Enlightened philosophers believe that nature and society operated according to?

Many Enlightenment thinkers were French and were influenced by French _____.

John Calvin believed citizens could challenge _____.

What were 3 ideas of the Enlightenment?

Name: _____

Period: _____

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Name: _____

Period: _____

Renaissance Thinkers

For each of the thinkers below, fill in the boxes using the provided information

For the box "In My Own Words" Choose a quote provided that you feel **most represents the Enlightenment – write the quote and explain your choice.

Thinker	Who Am I?	How did I Impact the Enlightenment?	In My Own Words
John Locke			
Montesquieu			
Voltaire			

Thinker	Who Am I?	How did I Impact the Enlightenment?	In My Own Words or Through My Work
Thomas Hobbes			
Rousseau			
Thomas Jefferson			
Adam Smith			



John Locke (1632-1704)

John Locke was an early English philosopher during the time of the Glorious Revolution – when the English overthrew their king, James II because he was a Catholic (England was considered a Protestant nation). He challenged the theory of divine right – that kings were given the power to rule through God. And Thomas Hobbes’ idea about the nature of man – that man by nature was “nasty and brutish” and needed an absolute monarch to take control.

John Locke was born in Wrington in England in 1632. Locke was educated at the Westminster School in London and later studied at Oxford. Locke was frustrated by the curriculum at Oxford which relied heavily on the classics rather than modern thinkers, such as Rene Descartes. Later, John Locke was employed by the Earl of Shaftesbury and it was while employed by this politician that John Locke composed much of his political ideas.

John Locke believed governments derived their power from the people, not from God. He saw individuals as free in their natural state joining together to form communities to protect themselves. The community then hands their power over to the government in a “social contract.”

John Locke stated the main purpose of government was to protect the life, liberty, and property of its citizens. Furthermore, when the government abused its power, people had the right to revolt. Later, Thomas Jefferson incorporated some of these ideas into the Declaration of Independence, and colonists in America cited Locke’s ideas as justification for their rebellion against England.

John Locke in his own words...

“To properly understand political power, we must consider the state that all people are in naturally – the state of perfect freedom...within the bounds of nature. People in this state do not have to ask permission to act or depend on the will of others. The natural state is one of equality in which all power is shared and no one has more than another. If man in the state of nature is so free,...why will he part with his freedom? Why will he give up this empire, and subject himself to the control of any other power? It is obvious, that though in the state of nature he hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the invasion of others. The enjoyment of the property in this state is unsafe and unsecure. This makes him willing to join society with others, who are already united, or have a mind to unite, for the natural preservation of their lives liberties and property.”

“We are like chameleons, we take our hue and the color of our moral character, from those who are around us.”

“Our incomes are like our shoes; if too small, they gall and pinch us; but if too large, they cause us to stumble and to trip.”

“I have always thought the actions of men the best interpreters of their thoughts.”

“The end of law is not to abolish or restrain, but to preserve and enlarge freedom. For in all the states of created beings capable of law, where there is no law, there is no freedom.”

“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.”

“Government has no other end, but the preservation of property.”

“The dread of evil is a much more forcible principle of human actions than the prospect of good.”

“There is frequently more to be learned from the unexpected questions of a child than the discourses of men.”



Baron Charles de Montesquieu (1689-1755)

Baron Charles de Montesquieu, generally referred to simply as Montesquieu, was born in France in 1689 to a family with a long noble ancestry. He attended the Catholic College of Juilly and became a lawyer.

Montesquieu was a young man at a time of great change in governments. England had declared itself a constitutional monarchy (the monarch had to share power with parliament – in contrast to absolute monarchy where the monarch has control over everything).

Montesquieu's first literary success was with a satirical book called *Persian Letters* in 1721. This book commented on the absurdities of society through the imagined correspondence of a Persian visitor to Paris. He used humor to criticize French institutions such as the court of the king and the Catholic Church as well as each of the social classes in French society. The success of this book allowed Montesquieu the opportunity to travel. He spent a long period of time in England and was a great admirer of the English system of constitutional monarchy.

Montesquieu's trip to England would influence his most famous book, *The Spirit of the Laws*. In this work he argued for the protection of political liberty. The way to keep this liberty was through the separation of the powers of the government. Each part of the government should be separate from each other so no one power would be able to exceed that of the others. He also encouraged the development of a system of checks and balances.

Baron Charles de Montesquieu in his own words...

"In republican governments, men are all equal; equal they are also in despotic governments: in the former, because they are everything; in the latter, because they are nothing."

"Luxury is therefore absolutely necessary in monarchies; as it is also in despotic states, In the former, it is the use of liberty, in the latter, it is the abuse of servitude..."

"Hence arrives a very natural reflection. Republics end with luxury; monarchies with poverty."

"As distant as heaven is from the earth, so is the true spirit of equality from that of extreme equality..."

"In a true state of nature, indeed, all men are born equal, but they cannot continue in this equality. Society makes them lose it, and they recover it only by the protection of laws."

"The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy."

"There is no crueller tyranny than that which is perpetuated under the shield of law and in the name of justice."

"Liberty is the right to do what the law permits."

"An empire founded by war has to maintain itself by war."

"Countries are well cultivated, not as they are fertile, but as they are free."

"To become truly great, one has to stand with people, not above them."

"I have never known any distress that an hour's reading did not relieve."



Voltaire (1694-1778)

Francois-Marie Arouet, more commonly known by his pen-name Voltaire was born in France in 1694. He was an Enlightenment writer, historian and philosopher famous for his wit and his attacks on the Catholic Church. His mother died when he was very young and he came under the influence of his free-thinking godfather. He attended a Catholic college in Paris, but the religious instruction made him more critical of the Church.

After college, Voltaire started writing and quickly became popular as a writer. He frequently visited the famous Parisian salons of the Enlightenment where like-minded people would gather and debate the questions of the day. He frequently came into conflict with the authorities because he was so outspoken, he was even imprisoned in the Bastille for nearly a year when he mocked a nobleman who was ruling as the regent in France. He was also forced to leave Paris on several occasions because of his unorthodox ideas.

Like Montesquieu, Voltaire was an admirer of the English constitutional monarchy (the monarch had to share power with parliament as opposed to an absolute monarchy in which the monarch has control over everything). He felt that this was a better system, to be governed by laws rather than the arbitrary wishes of a single person.

Voltaire was also a champion of religious tolerance and free speech. In his opinion, religious conflict was a main source of evil within the world. Quite different from many people of the time, he argued that no one religion possessed all of the truth. These ideas would influence later political thinkers.

Voltaire in his own words...

“Life is thickly sown with thorns, and I know no other remedy than to pass quickly through them. The longer we dwell on our misfortunes, the greater is their power to harm us.”

“In general, the art of government consists of taking as much money as possible from one class of citizens to give to another.”

“Anyone who has the power to make you believe absurdities has the power to make you commit injustices.”

“Of all religions, the Christian should of course inspire the most tolerance, but until now Christians have been the most intolerant of all men.”

“Stand upright, speak thy thoughts, declare The truth thou hast, that all may share; Be bold, proclaim it everywhere: They only live who dare.”

“Such then is the human condition, that to wish greatness for one’s country is to wish harm to one’s neighbors.”

“It is dangerous to be right in matters where established men are wrong.”

“It is better to risk sparing a guilty person than to condemn an innocent one.”

“I do not agree with what you have to say, but I’ll defend to the death your right to say it.”

“God gave us the gift of life; it is up to us to give ourselves the gift of living well.”

“Common sense is not so common.”

“Faith consists in believing when it is beyond the power of reason to believe.”

“I have never made but one prayer to God, a very short one: ‘O Lord make my enemies ridiculous.’ And God granted it.”



Thomas Hobbes (1588-1679)

Thomas Hobbes was an English philosopher born in 1588 in Westport in England. He was born prematurely when his mother heard of the coming invasion of the Spanish Armada. Hobbes received a private education before going to Oxford University. He did not enjoy the learning that he was engaged in at the university and left before earning his degree. After leaving the university, Hobbes traveled around Europe.

The outbreak of the English Civil War greatly alarmed Thomas Hobbes. He saw the need of a strong central authority (monarch) in the government to counter the evil and discord of civil war. Hobbes wrote the book *Leviathan* about his ideas of government.

In this book, he is the originator of the social contract theory of government. He wrote that man was “nasty and brutish”. In order to keep people from destroying each other, Hobbes believed they needed to enter into a “social contract” with an absolute monarch. In this contract the people would form a state and give that state absolute power. Any abuses of power by this authority are to be accepted as the price of peace.

John Locke would later also write about a social contract, but Hobbes disagreed with him on the right of people to break the contract. Locke believed that people had the right to break the contract with a government that did not represent the best interest of the people. Hobbes on the other hand did not agree that the social contract could be broken.

Thomas Hobbes in his own words...

"For the laws of nature (as justice, equity, modesty, mercy, and, in sum, doing to others as we would be done to) of themselves, without the terror of some power, to cause them to be observed, are contrary to our natural passions, that carry us to partiality, pride, revenge and the like."

"Another doctrine repugnant to civil society, is that whatsoever a man does against his conscience, is sin; and it dependeth on the presumption of making himself judge of good and evil. For a man's conscience and his judgment are the same thing, and as the judgment, so also the conscience may be erroneous."

"Words are wise men's counters, they do but reckon by them: but they are the money of fools, that value them by the authority of an Aristotle, a Cicero, or a Thomas, or any other doctor whatsoever, if but a man."

"Moral philosophy is nothing else but the science of what is good, and evil, in the conversation, and society of mankind. Good, and evil, are names that signify our appetites, and aversions; which in different tempers, customs, and doctrines of men, are different."

"During the time men live without a common power to keep them all in awe, they are in that conditions called war; and such a war, as if of every man, against every man."

"Where there is no common power, there is no law, where no law, no injustice. Force, and fraud, are in war the cardinal virtues."

"No arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death: and the life of man, solitary, poor, nasty, brutish and short."

"Leisure is the mother of philosophy."



Jean Jacques Rousseau (1712-1778)

Jean Jacques Rousseau was born in Geneva in Switzerland in 1712. He was a philosopher, writer, and a composer. Rousseau worked in a variety of occupations during his youth and struggled with his religious identity – converting to Catholicism then later re-converting to Calvinism.

Rousseau frequently looked to the “State of Nature” as a guide in his life. In contrast to Thomas Hobbes, he believed that men were naturally good rather than naturally wicked. Humans agreed to laws and government to preserve their private property and wealth. As a result, their freedoms were lost and they became enslaved by the government.

In his most famous work, *The Social Contract*, published in 1762, he suggested that a state based on a genuine social contract would give men real freedom and citizens would obey self-imposed laws. Rousseau believed a government should express the general will of the people. The ideal type of government for Rousseau was a direct democracy in which all citizens participated in the government rather than a representative democracy – ideally organized in a small city-state.

Jean Jacques Rousseau in his own words...

“We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate, is the gift of education.”

“Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer.”

“We are born weak, we need strength; helpless, we need aid; foolish, we need reason. All that we lack at birth, all that we need when we come to man's estate, is the gift of education.”

“Every man having been born free and master of himself, no one else may under any pretext whatever subject him without his consent. To assert that the son of a slave is born a slave is to assert that he is not born a man.”

“Everything is good as it comes from the hands of the Maker of the world, but degenerates once it gets into the hands of man.”

“Civilization is a hopeless race to discover remedies for the evils it produces.”

“I have never thought, for my part, that man's freedom consists in his being able to do whatever he wills, but that he should not, by any human power, be forced to do what is against his will.”



Thomas Jefferson (1743-1826)

Thomas Jefferson, a delegate to the House of Burgesses and both Continental Congresses, was selected to draft the Declaration of Independence. He was strongly influenced by the philosophers of the Enlightenment period. Among them, John Locke who believed people enter into a social contract, that government power comes from the people it governs, and that those people have the right to overthrow an abusive government. Rousseau believed a government should express the general will of the people. Many of these influences can be found in the Declaration of Independence.

He was elected as the third President of the United States. He believed in states' rights, a limited central government, individual rights as guaranteed in the Bill of Rights, and a strict interpretation of the Constitution. As President, he was responsible for the Louisiana Purchase in 1803 and the Embargo Act in 1807 in his attempt to avoid war with England and France.

Thomas Jefferson in his own words...

“I predict future happiness for Americans if they can prevent the government from wasting the labors of the people under the pretense of taking care of them.”

“A wise and frugal Government, which shall restrain men from injuring one another, which shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities.”

“The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants.”

“An association of men who will not quarrel with one another is a thing which has never yet existed, from the greatest confederacy of nations down to a town meeting or a vestry. “

“When the people fear the government, there is tyranny. When the government fears the people, there is liberty.”

“A Bill of Rights is what the people are entitled to against every government, and what no just government should refuse, or rest on inference.”

“I never considered a difference of opinion in politics, in religion, in philosophy, as cause for withdrawing from a friend.”

“My reading of history convinces me that most bad government results from too much government.”

“But friendship is precious, not only in the shade, but in the sunshine of life, and thanks to a benevolent arrangement the greater part of life is sunshine.”



Adam Smith (1723-1790)

Adam Smith was a Scottish moral philosopher and a pioneer of political economy. He was born in Scotland in 1723. Smith went to the University of Glasgow when he was 14. He developed a passion for liberty, reason, and free speech while studying here. He later transferred to Oxford University in England, but found the intellectual environment at Oxford to be more stifling and less intellectually stimulating than at Glasgow – he left the university before earning his degree.

Adam Smith's first published work was *The Theory of Moral Sentiments*, published in 1759. In this book, Smith suggests that conscience arises from social relationships. The act of observing others makes people aware of themselves and the morality of their own behavior.

Adam Smith's most famous and influential work was *The Wealth of Nations*. This book played an important role in bringing about the Industrial Revolution. He said that in a capitalistic economy, each producer tried to provide goods and services that were better and less expensive than those of competitors in order to make a profit. He believed that little to no government influence in the economy was the best way to encourage competition and create wealth. Rational self-interest and competition lead to economic prosperity. Smith said that the market is guided by an "Invisible Hand". *The Wealth of Nations* was the precursor to the modern academic discipline of economics.

Adam Smith in his own words...

“It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest.”

“No society can surely be flourishing and happy, of which the far greater part of the members are poor and miserable.”

“As soon as the land of any country has all become private property, the landlords, like all other men, love to reap where they never sowed, and demand a rent even for its natural produce.”

“Science is the great antidote to the poison of enthusiasm and superstition.”

“The real tragedy of the poor is the poverty of their aspirations.”

“The propensity to truck, barter and exchange one thing for another is common to all men, and to be found in no other race of animals.”

“Man is an animal that makes bargains: no other animal does this – no dog exchanges bones with another.”

“On the road from the City of Skepticism, I had to pass through the Valley of Ambiguity.”

“Labour was the first price, the original purchase – money that was paid for all things. It was not by gold or by silver, but by labour, that all wealth of the world was originally purchased”

“All money is a matter of belief.”

“No complaint...is more common than that of a scarcity of money.”

“Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer.”

Name: _____

Period: _____

Enlightenment Thinkers Exit Slip

Match the thinker with his contribution to the Enlightenment

John Locke	Author of the <i>Wealth of Nations</i> and considered the Father of Economics.
Montesquieu	Wrote about religious toleration and free speech.
Voltaire	Believed people entered into the social contract to protect their property.
Thomas Hobbes	Believed the separation of powers of the government would protect against tyranny.
Rousseau	Originator of the idea of the social contract.
Thomas Jefferson	Government should be based on the will of the people.
Adam Smith	Wrote the Declaration of Independence and included Enlightenment ideas into that document.

Which of the thinkers that you studied do you think most exemplified the ideas of the Enlightenment? Why?

How did one of these people have a significant impact on history? Explain.

At what point did one of these people break with tradition? Explain.

What new ideas developed during the Enlightenment that we could see the impact of today?

Presentation Matrix

Use this sheet to record the impact of the thinkers that we have studied on the world today as your classmates present. This will also be helpful as we conduct our debate on which of the thinkers had the most impact on our world today.

Thinker	Impact on the World Today
Michelangelo	
Elizabeth I	
Shakespeare	
Leonardo da Vinci	
Petrarch	
Erasmus	
Martin Luther	

Thinker	Impact on the World Today
Henry VIII	
Pope Paul III	
John Calvin	
Galileo	
Copernicus	
Isaac Newton	
Robert Boyle	

Thinker	Impact on the World Today
John Locke	
Montesquieu	
Voltaire	
Thomas Hobbes	
Rousseau	
Thomas Jefferson	
Adam Smith	