



# Unit One:

Enlightenment and  
Transatlantic Revolutions

# September 06, 2019

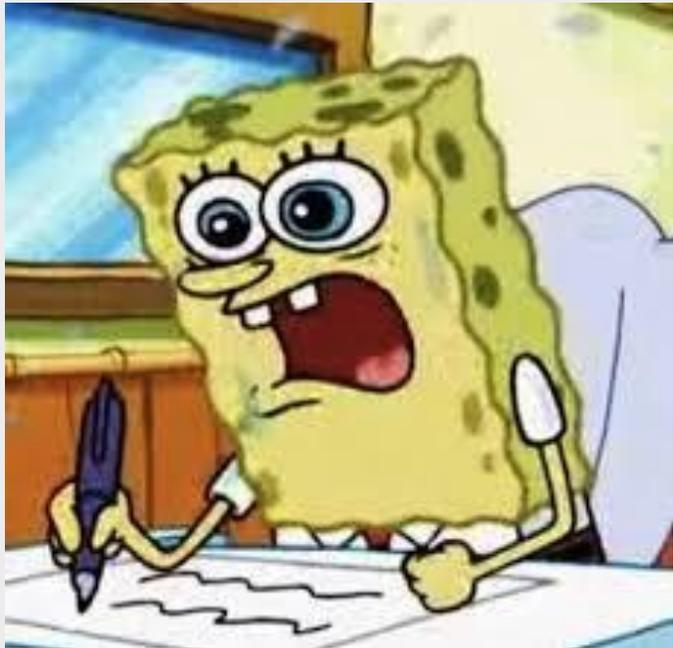
**Turn in:** Nothing

**Do Now:** Have out your notebooks (or paper) and something to write with.

**Objective:** To understand the historical events that led up to what is called the "Modern Era".

**What factors cause cultural shifts (large scale changes in society)?**

**WARNING:**



When we do lectures, do NOT write down everything on my slides! Just key details!! Don't make your life hard!

Before we  
get to the  
"Modern  
Era..."

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Three key steps, or parts, to what led Latin America and Europe to the "Early Modern Era" -or- the Enlightenment.

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Step 1: The Fall of Rome

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Step 2: Constant struggles over political rights and class structures

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Step 3: Failed conflicts, wars, and revolutions slowly eroded the system.

How did Rome go from the greatest and largest empire the world had ever seen, to disintegrating at its core?

Could this happen to us???



Take yourself back to Rome, 475 C.E.



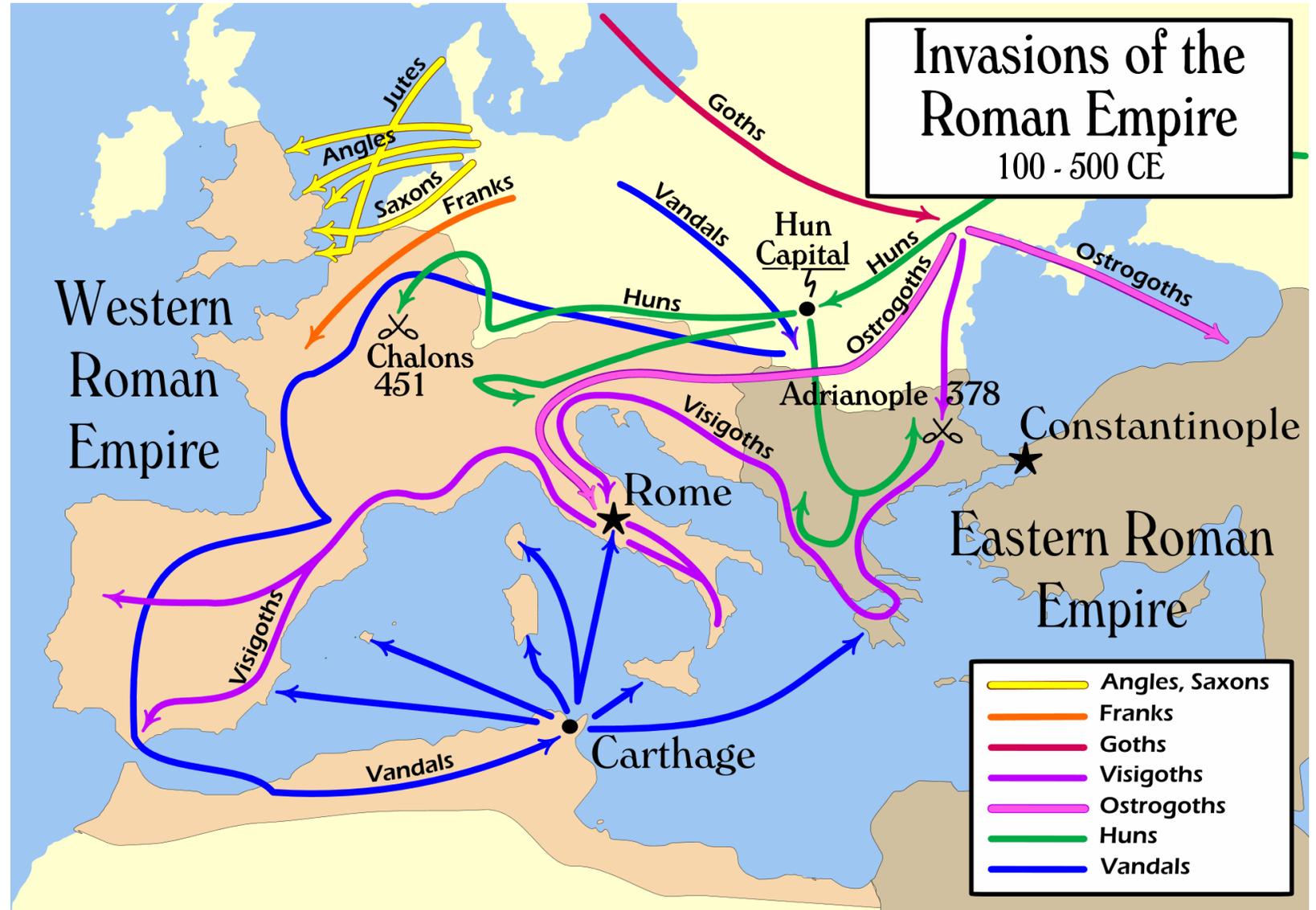
# The fall of the Roman Empire

- Many reasons for the fall..
- Key reasons:
  1. Invasion of Barbarian tribes
  2. The rise of the Eastern Empire (Byzantine)
  3. The spread of Christianity
  4. Corruption, military overspending, and over expanding



**Map of Roman Empire at its greatest extent**  
..... Roman Empire at the time of Jesus

# Barbarian Tribes



# Early Christianity

- Pre-313 AD: persecution of Christian groups
- In 313 AD, the Emperor Constantine issued the Edict of Milan, which accepted Christianity: 10 years later, it had become the official religion of the Roman Empire.
- Growing divide between religion and empire.
- *Edward Gibbon*- Sighted the religion as a weakness

# Side effects of the fall

- Progress went backwards - people could see the old work but could not recreate it
- General size and skill of life decreases
- Trade disruption; loss of common currency
- Decline of cities: population shifts out to regressive, agrarian society
- Decline of arts and learning; loss of a common language
- All this leads to a major, disunifying void - eventually this is filled by Christianity
- Politically there's still a gap, which makes life very dangerous and leads to power for those who can fight (Hierarchy)





Step One:

The turmoil caused by the fall of Rome led to a rigid hierarchical social system in which peasants routinely gave up multiple freedoms to be protected by the upper classes

# Homework:

- For SS: None!
- (Consider getting a notebook if you have not already)

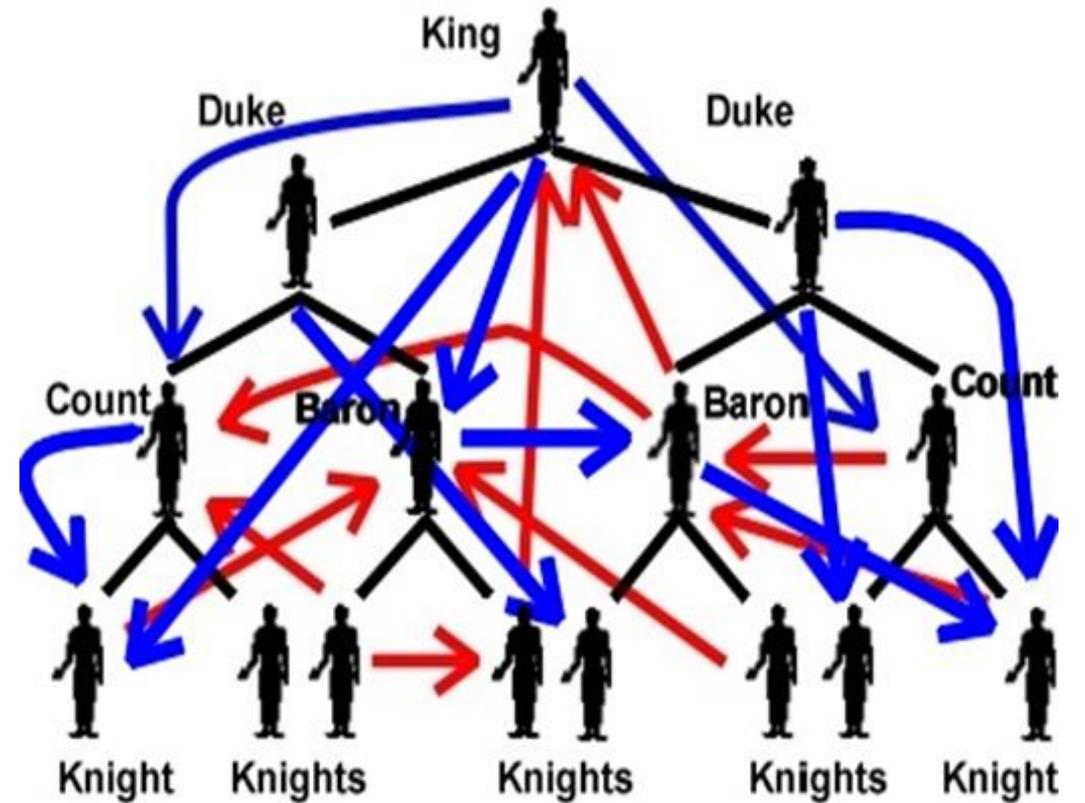
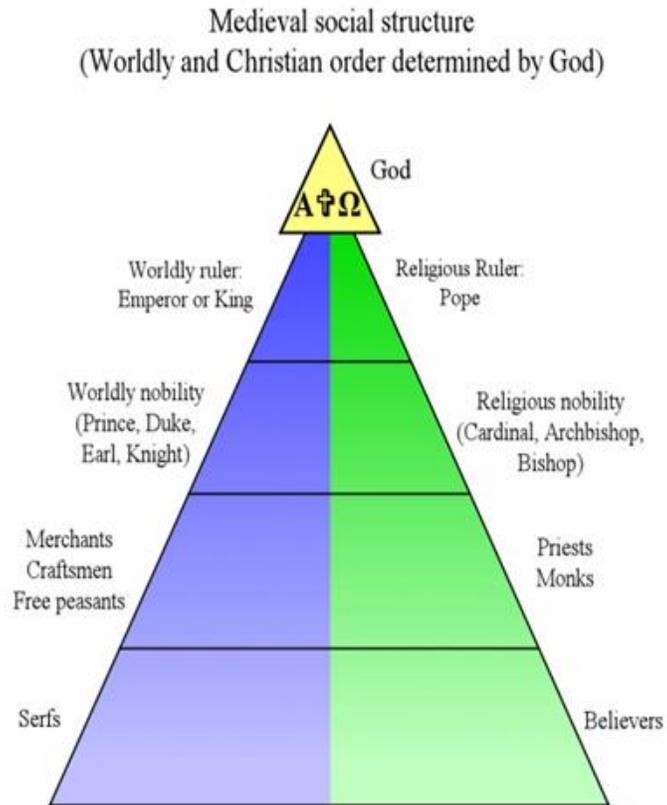
Have a fabulous weekend!

# Feudalism

Idea of feudalism:

vs.

Reality



# Middle Ages

- The medieval period of European history between the fall of the Roman Empire and the beginning of the Renaissance - sometimes referred to as the "Dark Ages."
- **Charlemagne, the Emperor of Romans (800 CE)**
- **Declaration of Magna Carta (1215 CE)**
- **The Black Death (1348-1350 CE)**



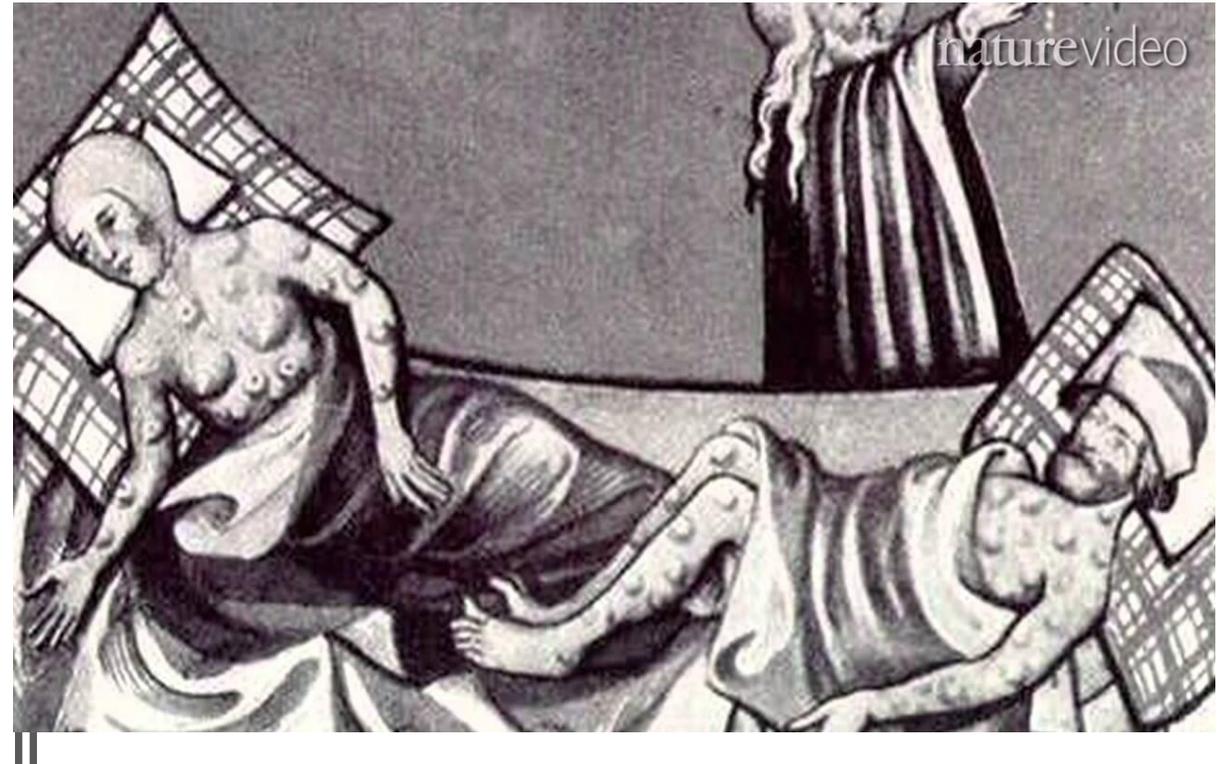
# Magna Carta

- First drafted by the Archbishop of Canterbury to make peace between the unpopular King and a group of rebel barons
- It promised the protection of church rights, protection for the barons from illegal imprisonment, access to swift justice, and limitations on feudal payments to the Crown, to be implemented through a council of 25 barons.

**What does this remind us of?**

# 'Ring Around the Rosie' ...

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# September 09, 2019

**Turn in:** Student Survey

**Do Now:** On the left side your notebooks/paper, list some of the effects of the Fall of Rome.

**Objective:** Analyze cultural aspects of the Renaissance era

# Review!

What were the effects of the Fall of the Roman Empire?

## Effects simplified:

- Decline in quality of life: length, skill, etc.
- Backwards progress
- Rise in Christianity
- Hierarchy of power



Step Two:  
(on our way to  
the modern  
Era)

- During the 14th century, a cultural movement called humanism began to gain momentum in Italy.
- Among its many principles, **humanism promoted the idea that man was the center of his own universe**, and people should embrace human achievements in education, classical arts, literature and science.

# Humanism

- Origins: Francesco Petrarch, Italy
  - studying classical Greek/Roman works.
- Started as an upper-class movement
  - Access
- Idea of man being of great importance, rather than the divine.



**If man is now the center of his own world (the main focus), what implications do you think Humanism had on the Church/Christianity?**

# How did we go from THAT to this?

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- Secular curiosity. (Questioning)
- Increasing literacy rates- (Looking back at what came before.)
- Thinking about the individual
  - Remember that pyramid? Was it about the individual??



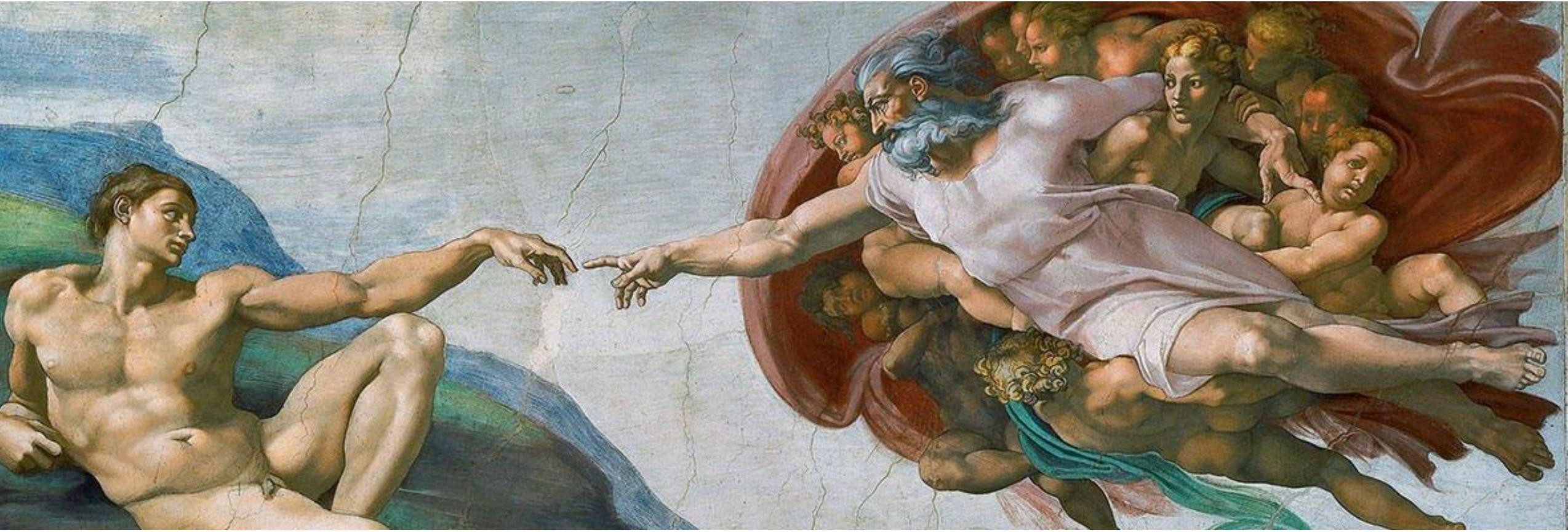
# Renaissance (1304-1588)

- A time of revival of art and literature under the influence of classical models (Greek and Roman)
- The word "Renaissance" means rebirth.
- Closely associated with Florence Italy – due to abundant riches.
- Most famous for art and architecture
  - Michael Angelo, Leonardo Davinci, Rafael

# Renaissance Art

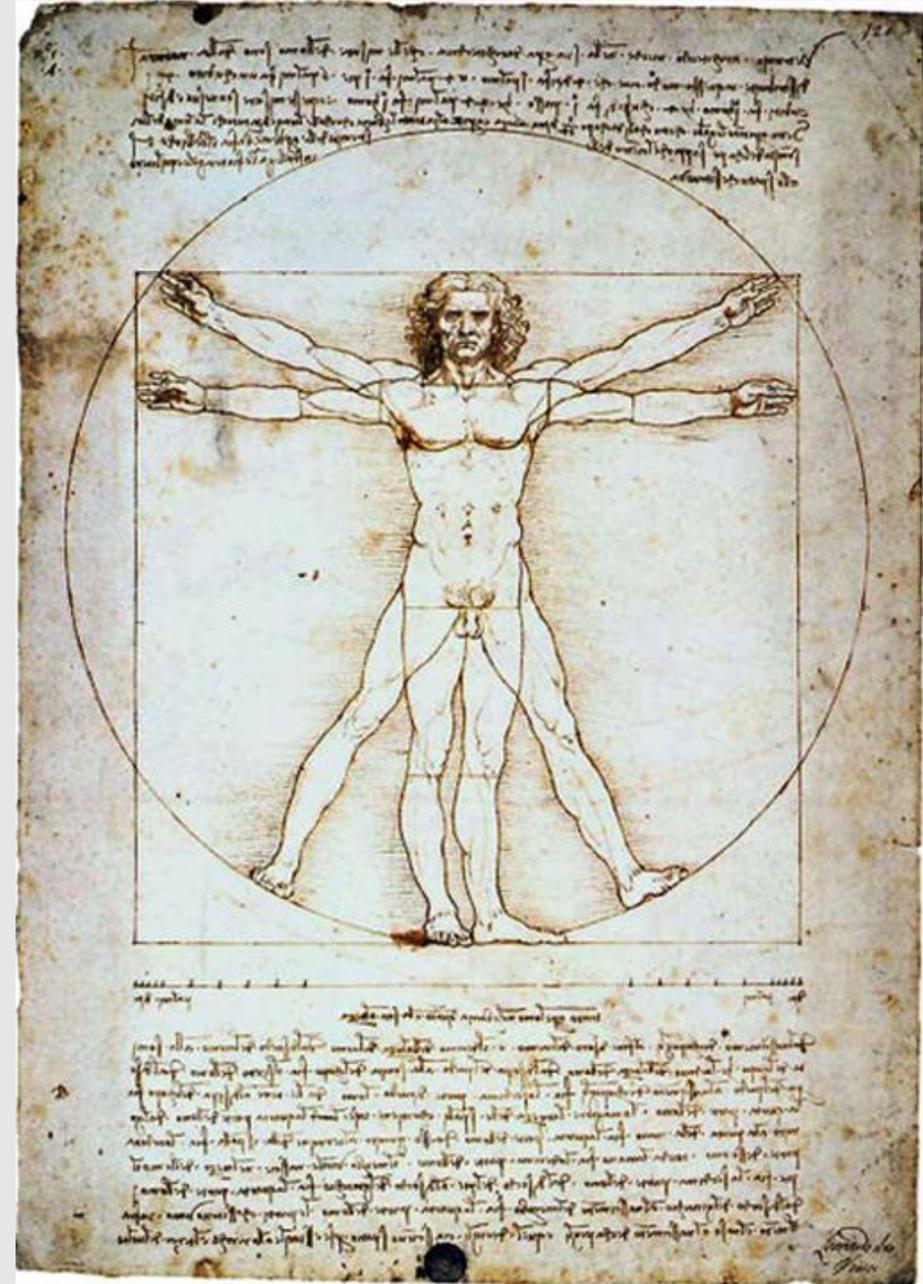
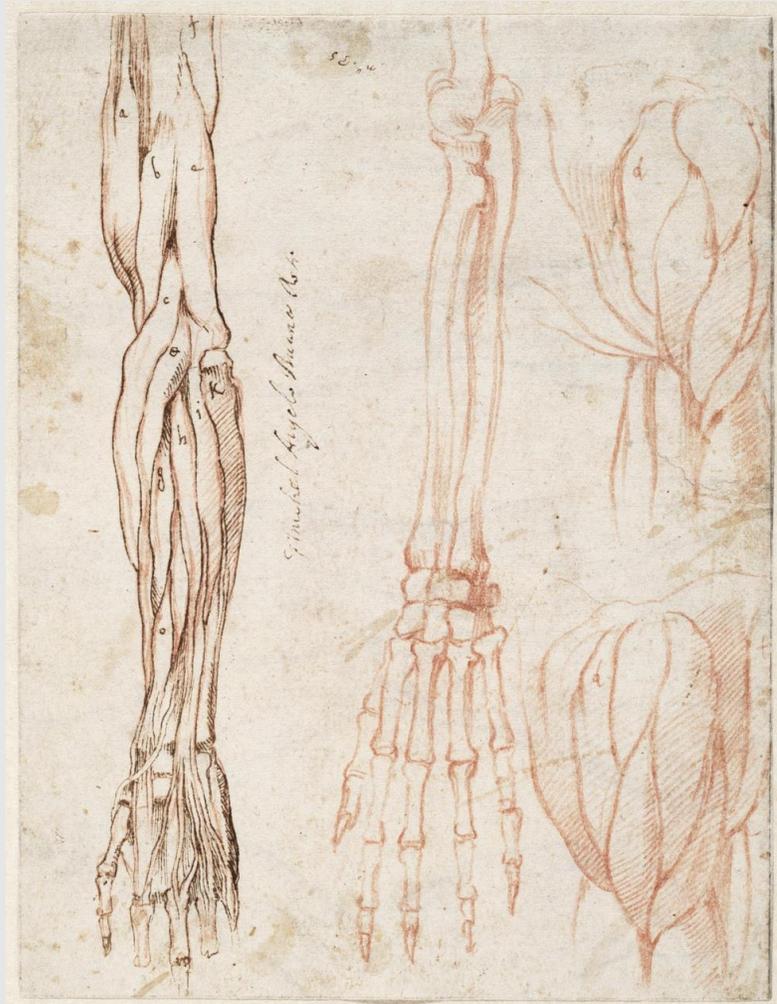
- Attention to detail, anatomy, and realism.
- No more scary looking babies!





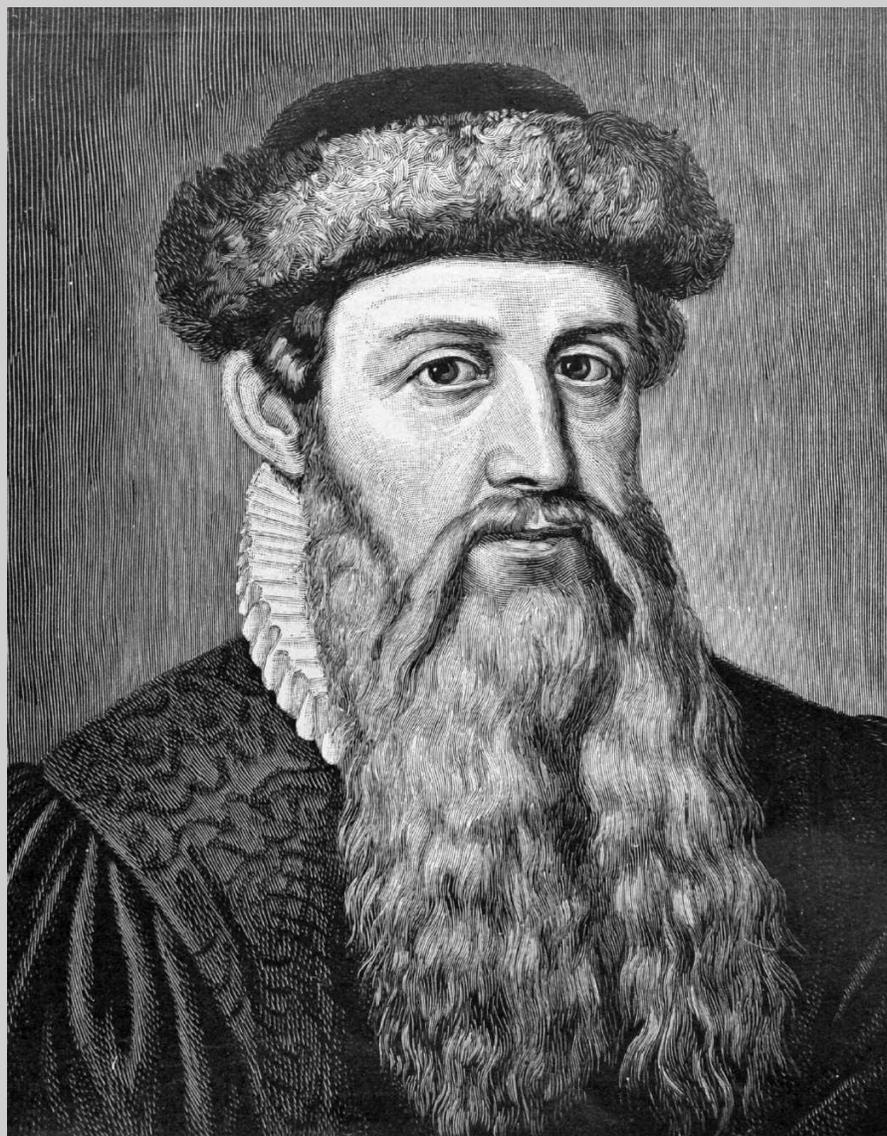


# Renaissance Science



# Innovations of the Renaissance

- Printing press!
  - Arguably the single most important development in the history of Europe.
  - Johannes Gutenberg developed movable type in the 1440s in Germany.
  - Printed the Gutenberg Bible in 1455 (translated)
  - First printed ads were seen in 1466
- Allowed the masses to be educated, read, and form opinions- this greatly hurt priests/the Catholic Church.
- Led to social upheaval- The Reformation!



# Renaissance and Reformation

- Increase in literacy rates meant people could share and receive more and more ideas.
- New ways of thinking about Christianity began to emerge.
- A man named Martin Luther saw a problem with the Catholic Church
  - **Indulgences**



# Martin Luther (1483-1546)

- German born
- Translated the common bible into German- made it more accessible.
- Nailed his *95 Theses* to the door of the town's church
- Due to Renaissance innovations, his ideas were able to spread
- Luther's challenge produced a storm within the church that eventually drove him to reject some Catholic beliefs and organize his own church
- Led to the creation of Protestantism

## *95 Theses*- As a primary source:

- In your table group, analyze the section of the *95 Theses* that you were given.
- Once you have read them all:
- Identify the point Luther was trying to make, then discuss the implications of that point (what effect might it have on society and the Church).
- What might it say about society at the time?
- Be prepared to share.

What kind of Reform did Luther want? What were his main ideas?

# Homework:

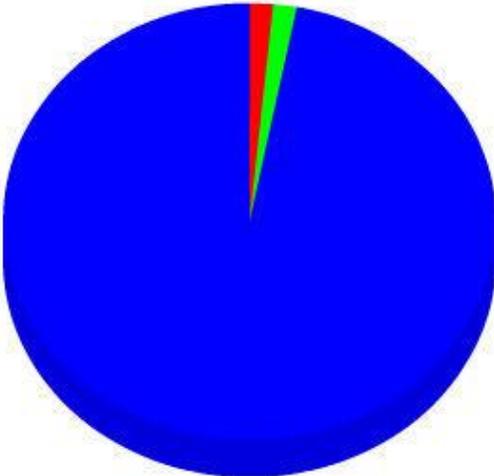
- Go back through your lecture notes and make comments, questions, or connections if you have not done so already.
- (It is always great practice to review your notes)

# September 10, 2019

- **Turn In:**
- **Do now:** On the left side of your notebook/notes, describe Humanism and its effect on Renaissance society. What did it lead to?
- **Objective:** Understand the view of women during the Renaissance and Reformation.

Time to get textbooks! YAY!

# How to use a textbook.



- Use
- Study
- Sleep



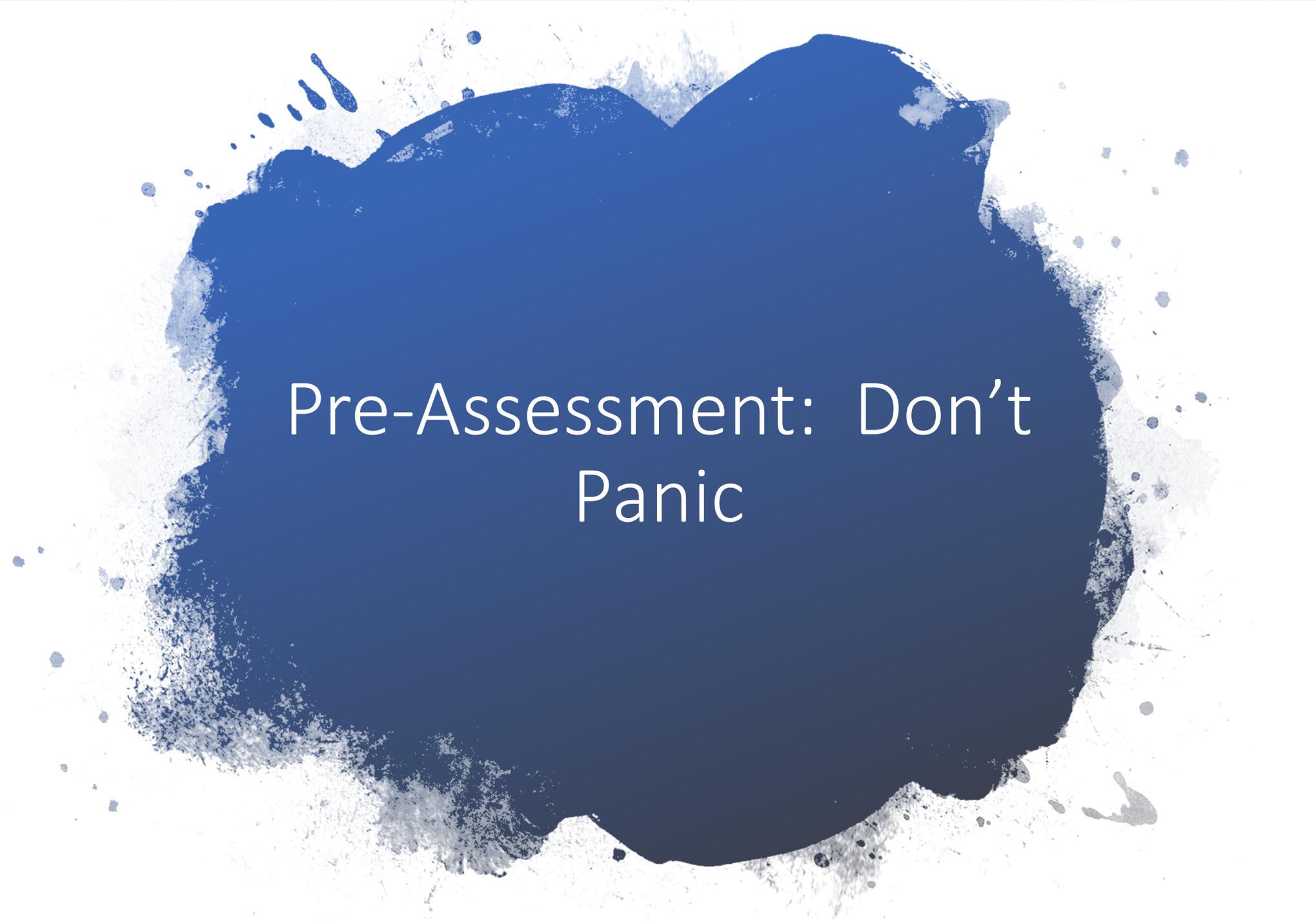
## Review:

What was humanism?

What was the Renaissance?

How did the printing press impact society?

How did Renaissance ideas impact the Reformation?



Pre-Assessment: Don't  
Panic

## Directions:

- Please take something to write! Clear everything else off your desk.
- Answer the prompt provided, using the primary sources you have been given.
- Use the rubric as a guide for your assessment.
- You will have about 40 minutes to work. DON'T STRESS! :)

# Women and Science/Education

- Middle ages: concept of women- very traditional roles.
  - Little to no education
  - Marriage and children at a young age
  - Only other option was the Church
- Early 15th century, new opportunities for women in the secular realm began to emerge. Push towards humanism (for the elite women).

# Women:

- Debates on the nature of women:
  - Querelles des femmes- arguments about women.
  - Women seen as prone to vice or sin, easily swayed, sexually motivated, therefore men needed to control them.
  - Women began to argue against these things- stating that they could participate in education and rational thought.
  - Female anatomy- scientific evidence of inferiority (larger pelvis for child bearing)

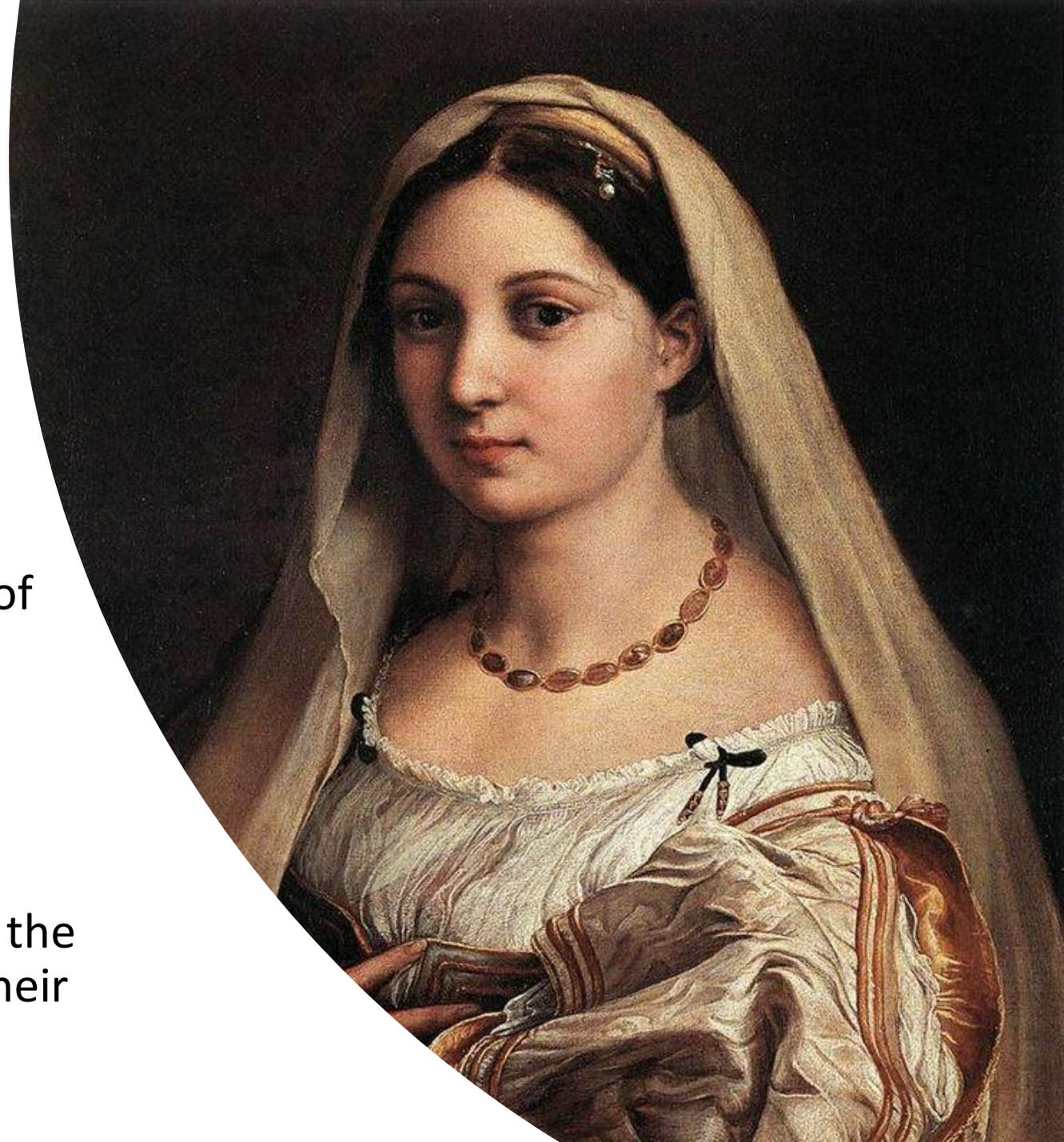
# Did women have a Renaissance?

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- Up for debate.
- Did they experience cultural liberations?
- Did they participate in the developments of the arts?

*The role of women was a very scarce role.*

Women were supposed to be seen and not heard. Women were to be prim and proper, the ideal women. Females were able to speak their minds, but their thoughts and ideas were shaped by men.



# Homework:

- Read pages **476-479** (Stopping at Copernicus) in your new books on the Scientific Revolution. Take notes as you read.



# September 12, 2019

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- **Turn in:** Nothing! Have out you reading from last night.
- **Do Now:** In your notes, answer: What was women's role in Renaissance/Reformation Society?
- **Objective:** Examine the Scientific Revolution and its impact on society!



# Renaissance and Science

- Ideas of humanism- focus on the sciences and education.
- Focus on inward thinking- *who* are we? *What* are we? *HOW* are we? And, *where* are we?

These ideas lead us to.....



# Renaissance Science- Scientific Revolution!

- Drastic change in scientific thought that took place during the 16th and 17th centuries.
- A new view of nature emerged during the Scientific Revolution, replacing the Greek view that had dominated science for about 2,000 years.
- Huge leaps in astronomy- and how we view the universe!

# What caused the Scientific Revolution?

- Ideas of Humanism- Going back to previous works (Greek & Roman)
- Technological innovations from the renaissance helped establish and spread this new process of more critical thinking.
  - The printing press (major)
  - Telescope, microscope
  - The study of mathematics (from the ancient greeks), c

# Revolution Scientists and their Contributions:



1. Go back through your assigned document and identify key contributions of your scientist.



2. Then complete the significance portion.

Next: Meet up  
with your  
same color!

1. Find some one near you  
with the same color -  
discuss what you wrote for  
the "Significance" portion.

2. Make sure you are on  
track with one another!

Now: Go back  
to your table

1. Work as a table  
group and fill out the  
rest of your chart.

2. We will discuss so  
be prepared to share!

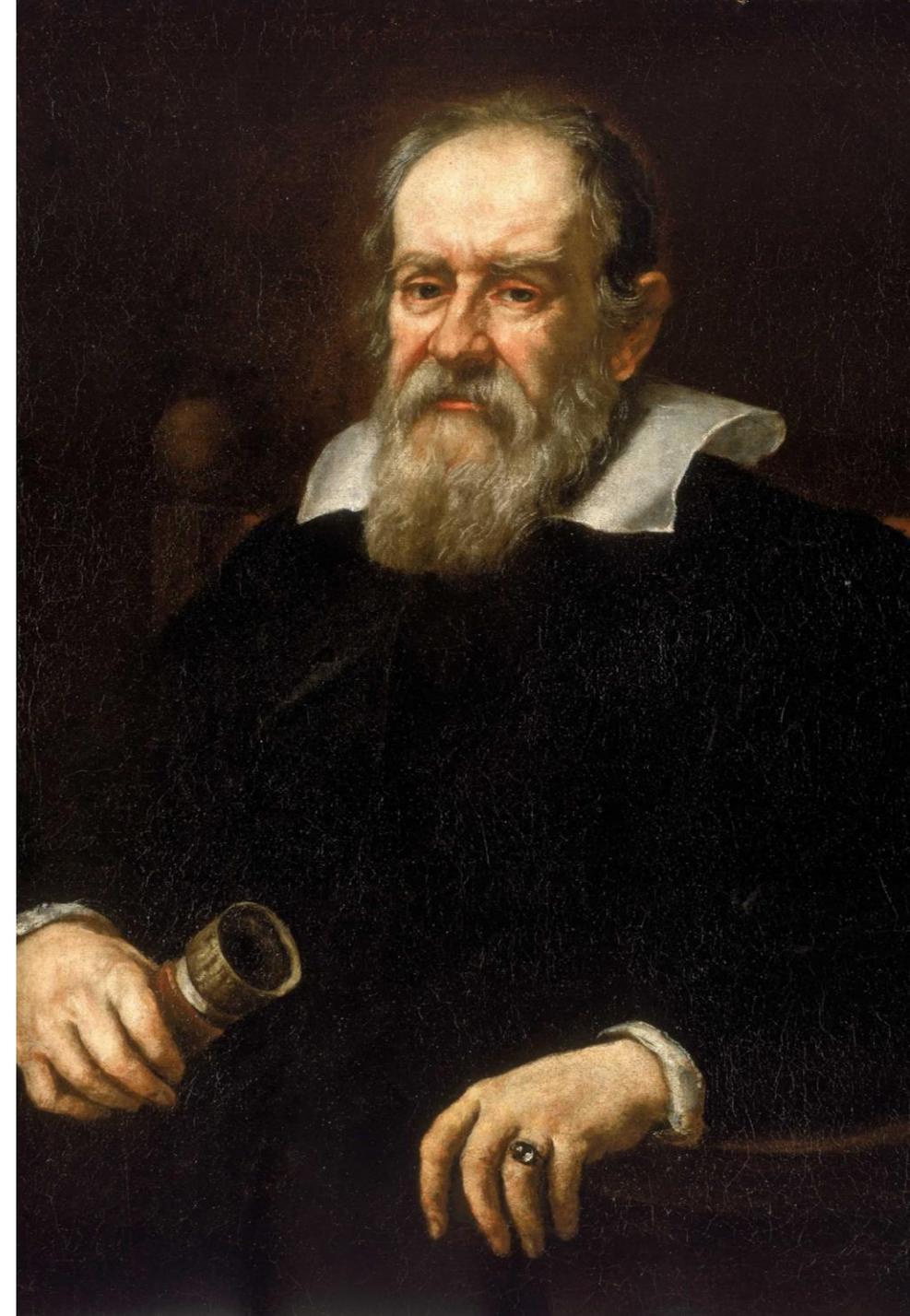
# Isaac Newton (1642-1727)

- Englishman- considered the greatest scientist of the scientific revolution.
- Invented calculus, studied the laws of gravitation (published in his work, Principia) in it, he established the three laws of motion



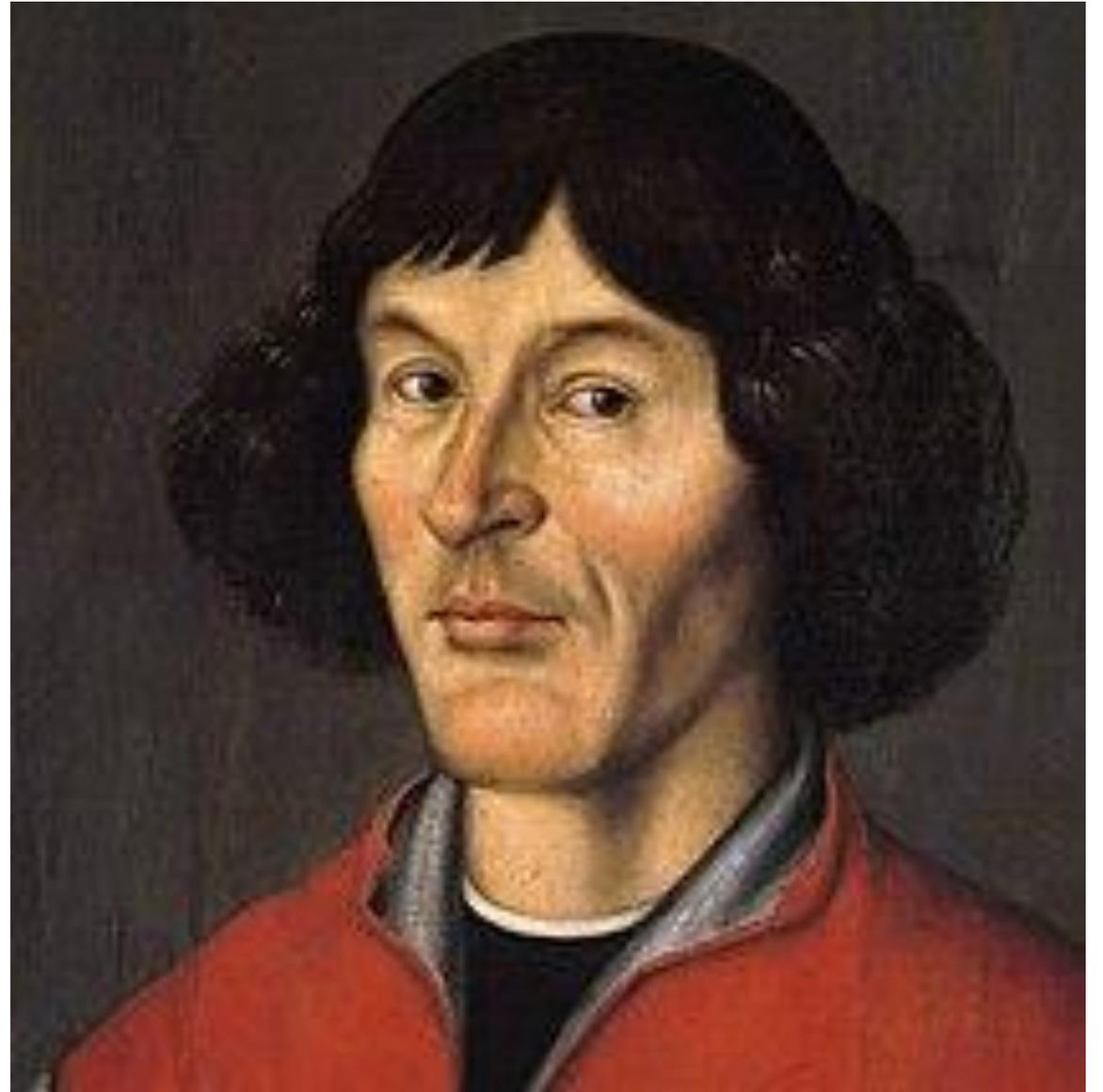
# Galileo Galilei (1564-1642)

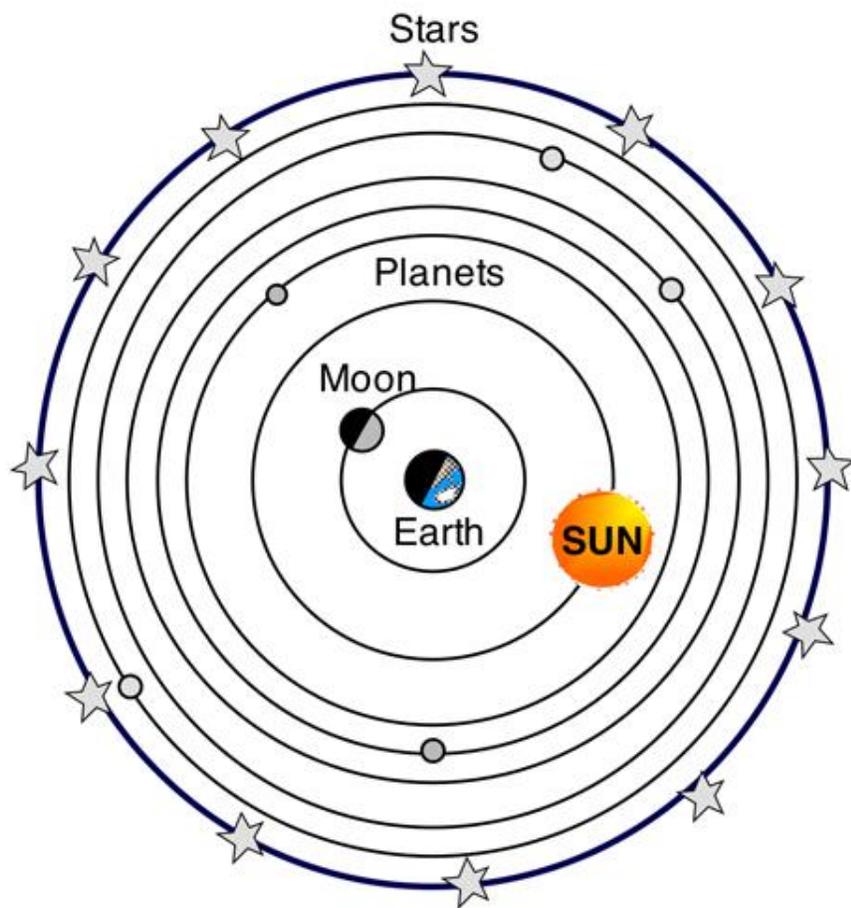
- Taught mathematics at university.
- First European to use a telescope to make observations of the stars
  - Disproved that the “heavens” were made of ethereal materials but were in fact made of earthly materials.
- He was eventually condemned for his beliefs and adherence to the Copernican system and forced under house arrest for the remainder of his life.



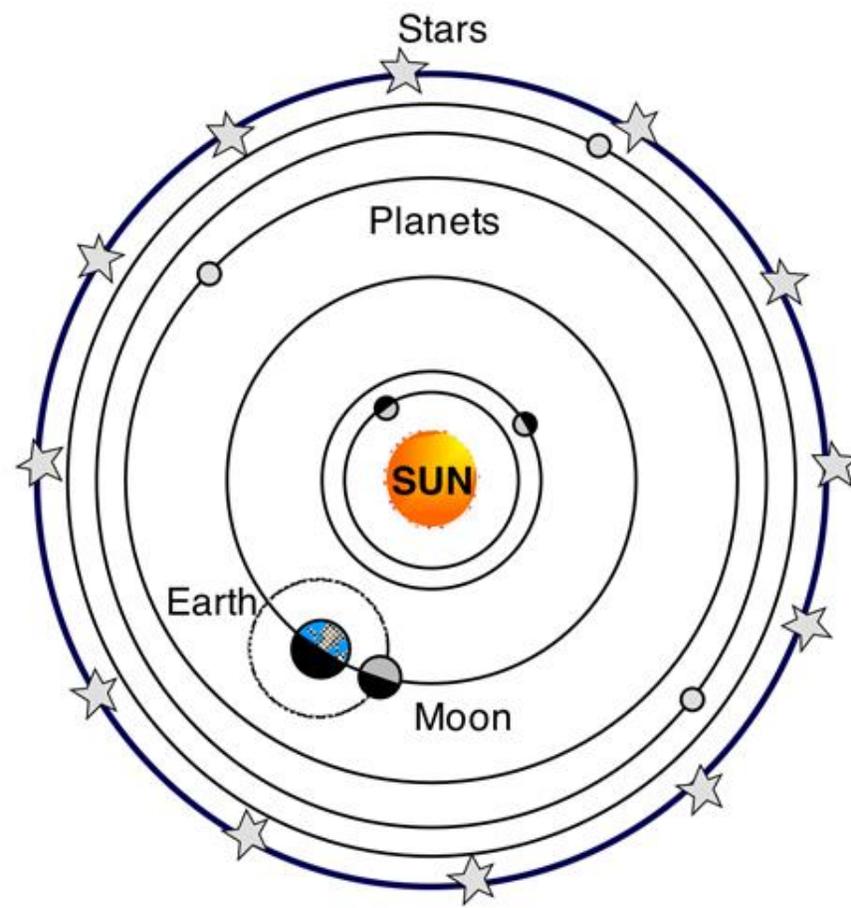
# Nicholas Copernicus (1473-1543)

- From Poland, studied math and astronomy.
- Completed a work- “On the Revolution of Heavenly Spheres”
  - Believed in a heliocentric version of the universe.
  - Sun at center with 8 spheres rotating around. Still believed in the heavenly realms.

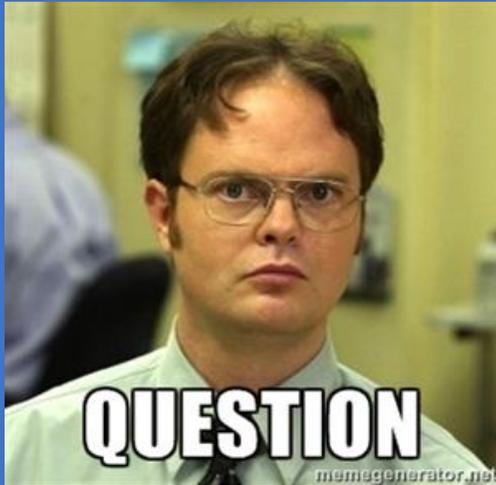




Geocentric Theory



Heliocentric Theory



- How do you think the Church took Copernicus' interpretation of the Universe?

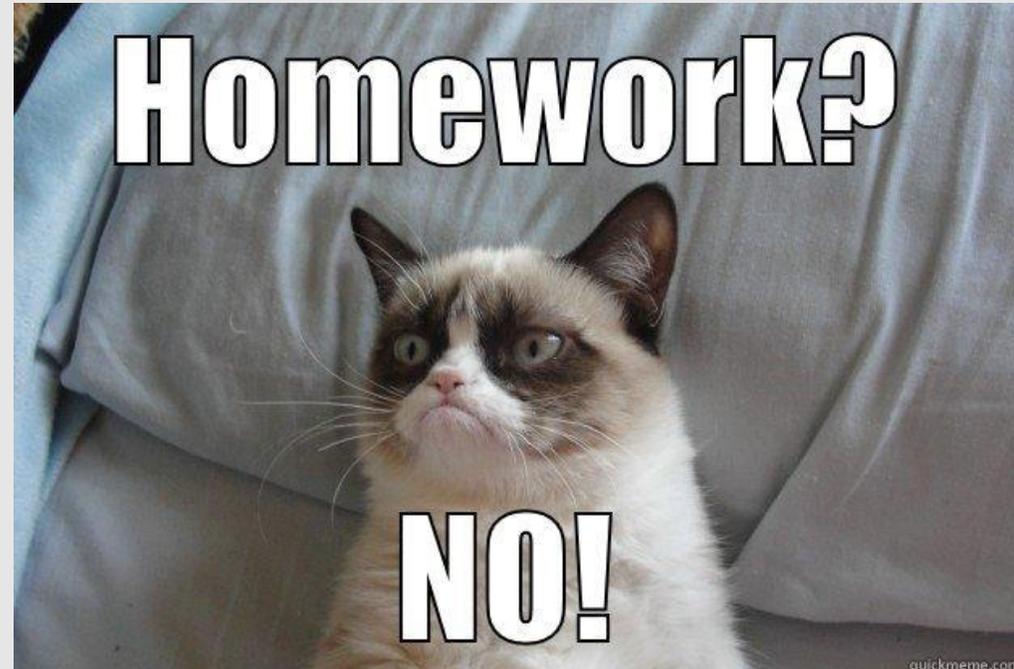
# Margaret Cavendish (1623-1673)

- Was an English aristocrat, philosopher, poet, scientist, fiction-writer, and playwright
  - Theology outside science
  - Education for women
- She was the first woman to attend a meeting at the Royal Society of London in 1667



Homework:

- SS: None! Whoo!
- ELA: None!



# September 13, 2019

Turn in: Nothing



**Do Now:** In your notes/notebook: What were some of the innovations/contributions of the Scientific Revolution?

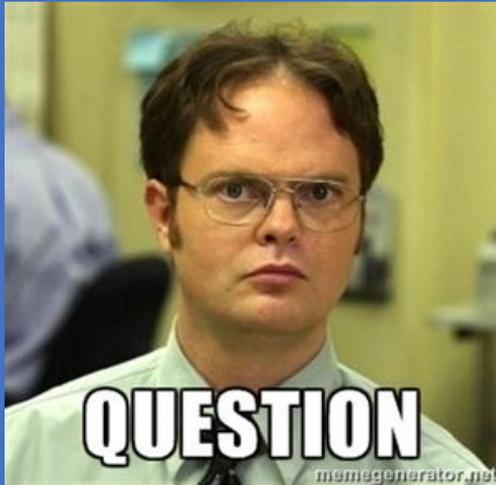
**Objective:** Examine how changing culture created conflicts that changed the power dynamics in Europe.

# Magellan (c. 1480-1521) and his travels

- In search of fame and fortune, Portuguese explorer Ferdinand Magellan set out from Spain in 1519 with a fleet of five ships to discover a western sea route to the Spice Islands.
- During his trip, he discovered what is now known as the Strait of Magellan and became the first European to cross the Pacific Ocean.
- Magellan himself was killed in battle on the voyage, but his expedition proved that the globe could be circled by sea and that the world was much larger than had previously been thought.

# Magellans's voyage around the world





What impact (political, social, etc.) does the concept of the world being larger and traversable have?



## Step Three:

- A number of failed conflicts, which saw little gain for almost all social classes, slowly eroded the system (pyramid)!

# Thirty Years' War

- The Thirty Years' War was a **17th-century** religious conflict fought primarily in central Europe. It remains one of the longest and most brutal wars in human history, with more than 8 million casualties
  - - resulting from military battles as well as from the famine and disease caused by the conflict.
- Holy Roman emperor Ferdinand II in his role as king of Bohemia, attempted to impose Roman Catholic absolutism on his domains, and the Protestant nobles of both Bohemia and Austria rose up in rebellion.
- As the Thirty Years' War progressed, it became less about religion and more about which group would ultimately control and govern Europe. In the end, the conflict changed the geopolitical face of Europe and the role of religion and nation-states in society.

# Impacts of the Thirty Years War

- England Establishes a model for civil liberties in Europe.
  - *"No taxation without representation"*
  - Demonstrates the need for a balance of power in Europe.
    - Wars about religion begin to decline and politics become more important
    - HUGE percentage of peasant population in Central Europe is dead
    - The idea of peace treaties established
    - Swiss neutrality is recognized..

Percentage Loss:





# Absolutism

- **A political theory that absolute power should be vested in one or more rulers.**
  - Gaining popularity across Europe at this time. (Rulers before)
- The most familiar assertion of absolutism was made by King Louis XIV (1643–1715) of France when he said, “I am the state”.
- **“I have no intention of sharing my authority”**  
**“L’état, c’est moi.” (I am the state)**  
**“One king, one law, one faith.”**  
**“The interests of the state must come first”**

# Absolutism





What in the world was  
going on around the rest  
of the world??

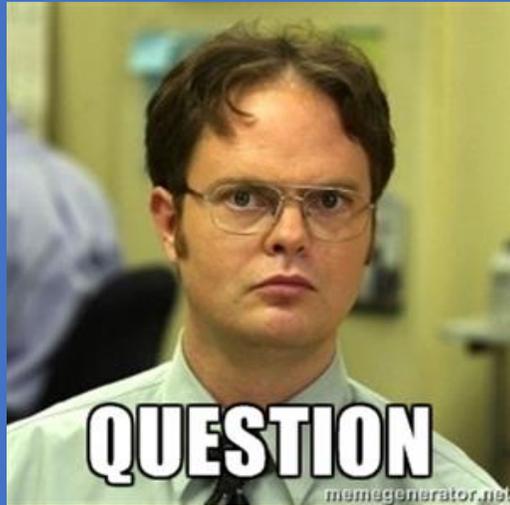
# Rebellion in Latin America

- Series of minor revolts throughout Latin America in the 18th century
- Tend to be amongst oppressed workers/natives
- Normally not a threat unless they disrupted cities/the economy.
- Most famous revolt is that of Tupac Amaru II in Peru
  - Rallied peasants, natives, and other lower class creoles in guerilla warfare.

# Tupac- Last indigenous monarch

- Executed and strewn about town by the Spanish for his action in the rebellion

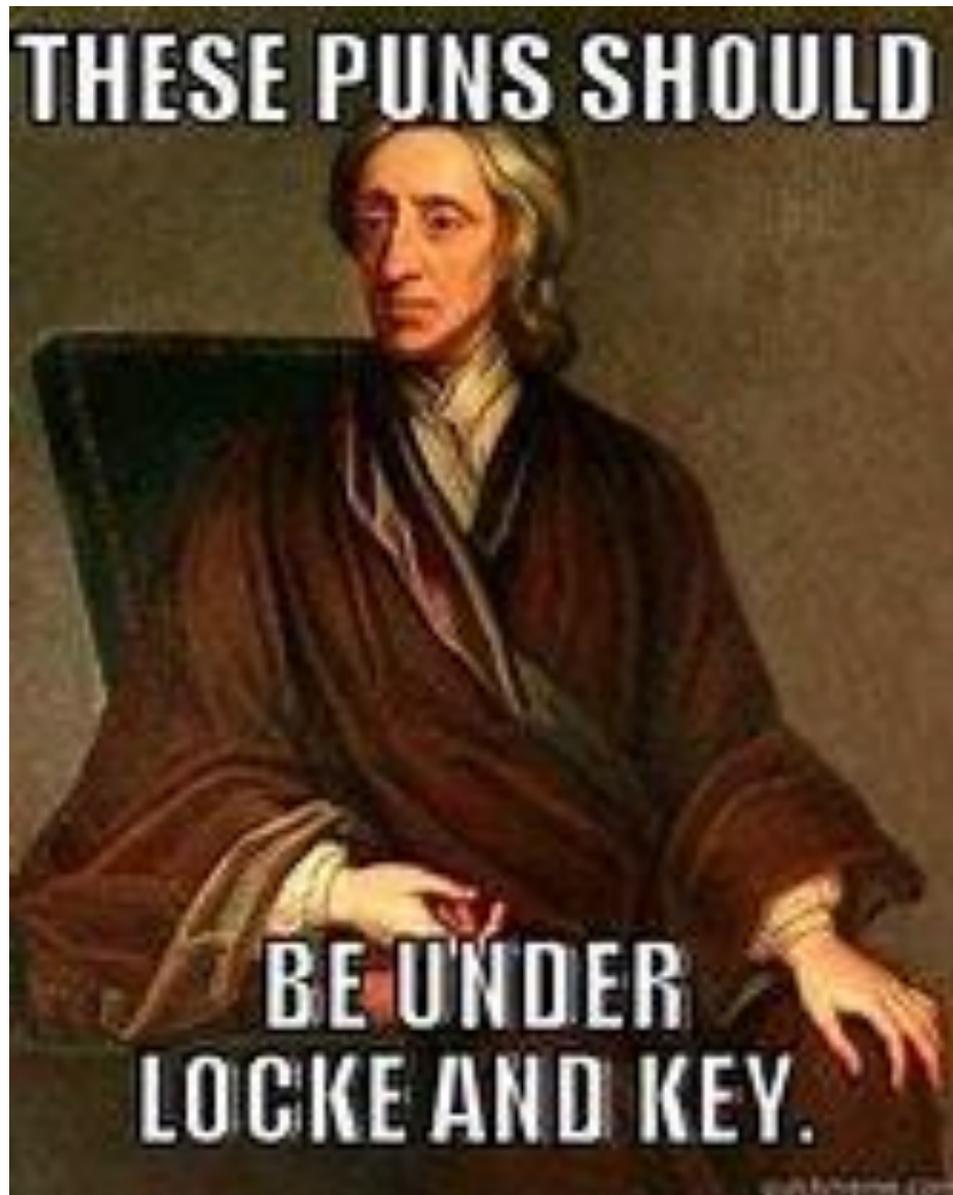




What factors seem to influence political violence (war)/rebellion?



And that brings us to.....

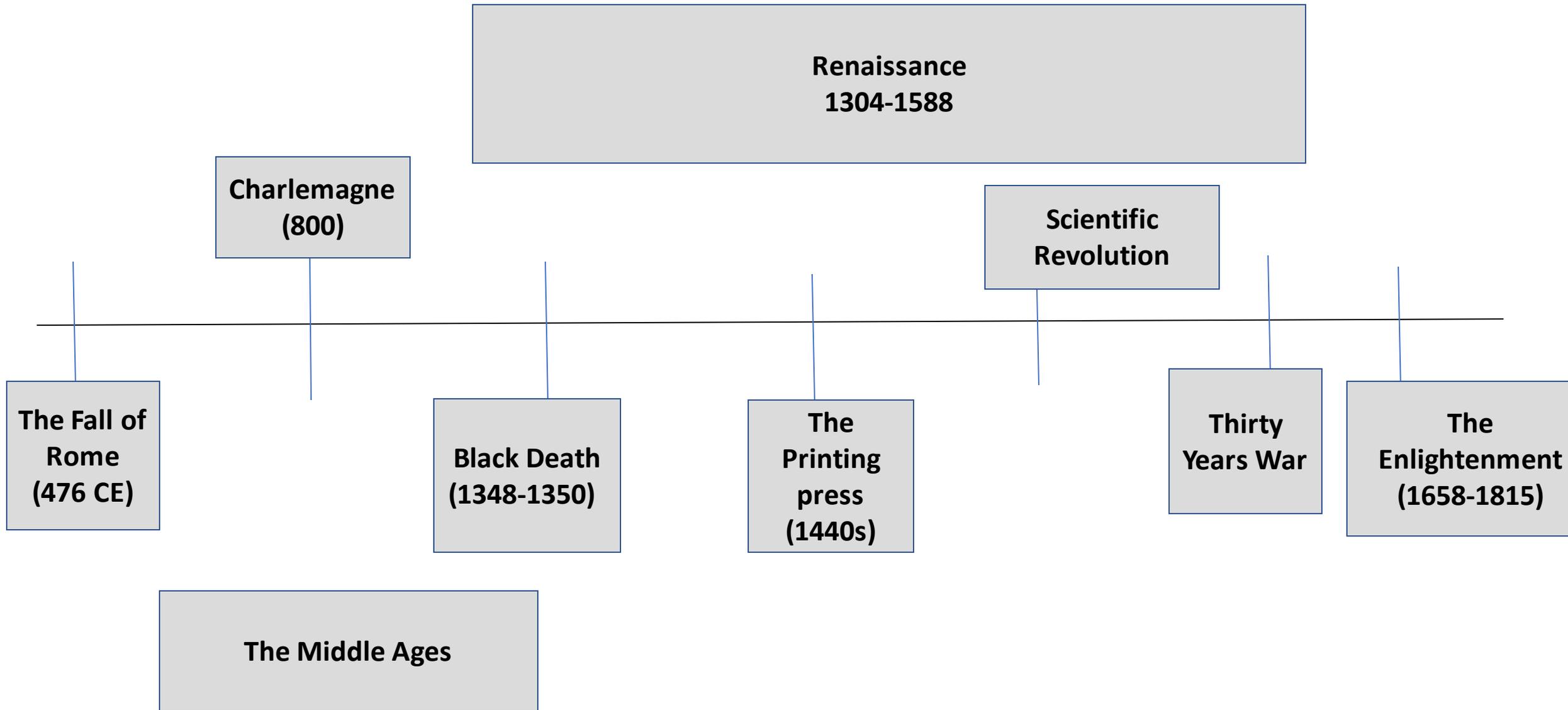


## The Enlightenment

Previous steps culminating in the beginning of free, modern social thought, constructs, and norms!

The modern era.

Lets wrap our brains around this...



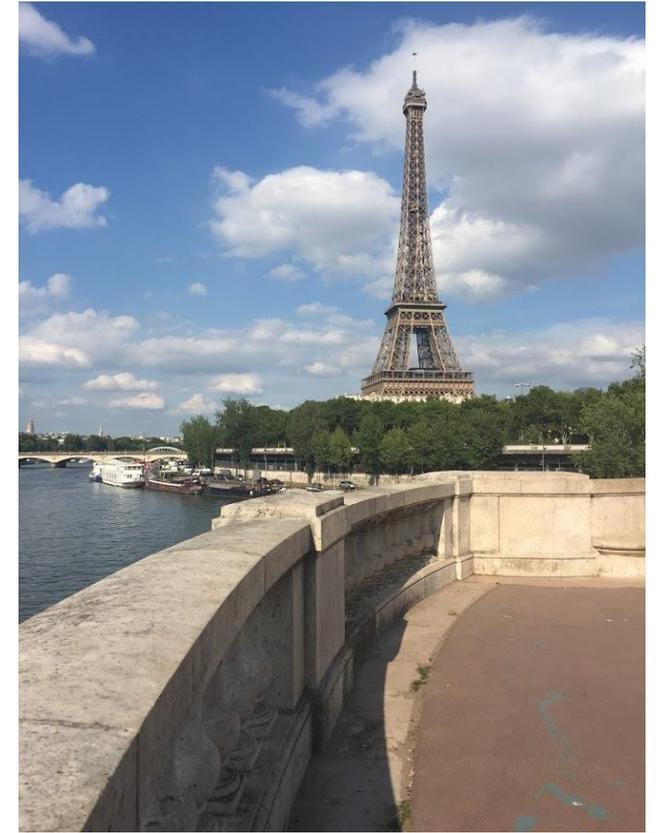
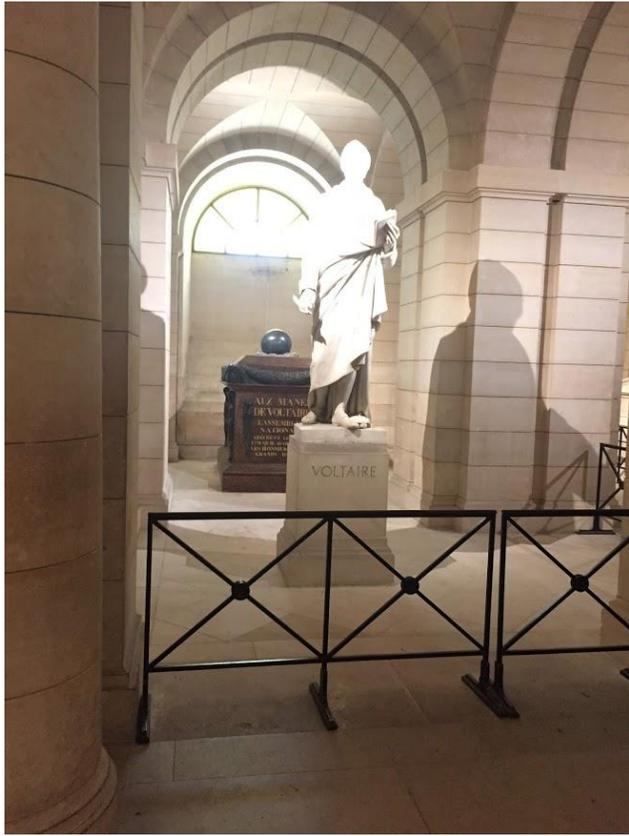
# Enlightenment Defined:

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- European intellectual movement of the late 17th and 18th centuries emphasizing reason and individualism rather than tradition.



- Five main concepts behind their beliefs
  - Reason – truth could be discovered through logic or reasoning
  - Nature – what was natural was also good
  - Happiness – be happy here and now
  - Progress – mankind can always improve
  - Liberty – the French philosophes wanted the same liberties that the English had won through Bill of Rights, etc.



Paris

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Disagree or  
Agree?

1. Humans are naturally reasonable beings.
2. Humans are inherently good.
3. Government has a responsibility to respect the rights of its citizens.
4. There are universal laws that govern the way humans behave.

## Homework:

Read pages **503-505** (Stopping at Philosophes) and take notes in your notebook.

**Due Monday**

# September 16, 2019

- **Turn in:** Nothing.
- **Do Now:** Respond in your notes: What was the Enlightenment? What brought it about?
- **Objective:** Examine Enlightenment thinkers!

# The Enlightenment: Paris 1700s

- Paris becomes the center of learning and ideas in Europe → came out of Thirty Years War looking good
- Questioning authority!
- Philosophes – believed that people could apply logic and reason to all aspects of life
  - Just like Galileo or Newton did applying reason to science in the Scientific Revolution



Back to our  
discussion...

<https://www.youtube.com/watch?v=FRvVFW85IcU>

# Issues of the Enlightenment

3. Government has a responsibility to respect the rights of its citizens.
4. There are universal laws that govern the way humans behave.

# Salons!

- Gathering for men AND women to have intellectual discussions about philosophical ideas and concepts
- Flourished in France but were practiced other places as well.

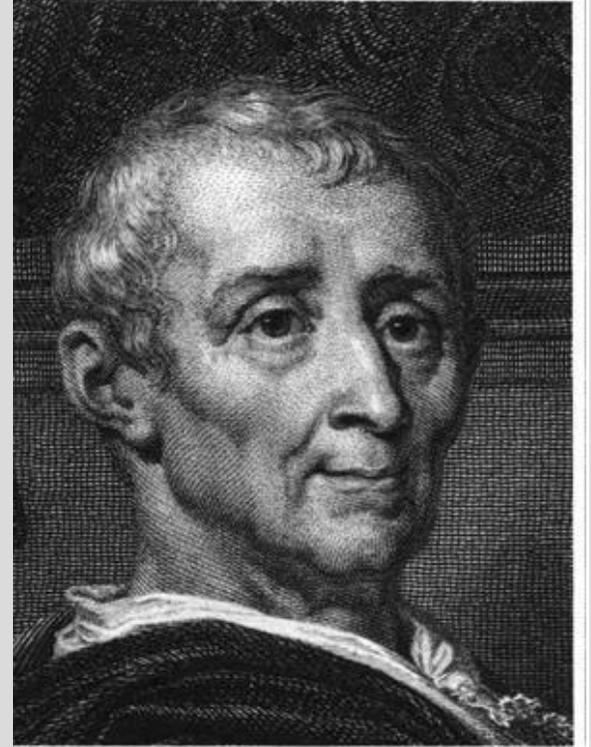


A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like border. The text is centered within the graphic and reads: "Who were the main thinkers of the Enlightenment?"

Who were the main  
thinkers of the  
Enlightenment?

# Baron de Montesquieu

- Thought Britain was the best-run country on earth
- King/Queen had executive power
- Parliament had legislative power
- Courts had judicial power
- All worked in concert – well-balanced
- Came up with the idea of checks and balances
  - One branch of government doesn't have too much power – is “checked” by another branch





What do Montesquieu's ideas about government remind us of?

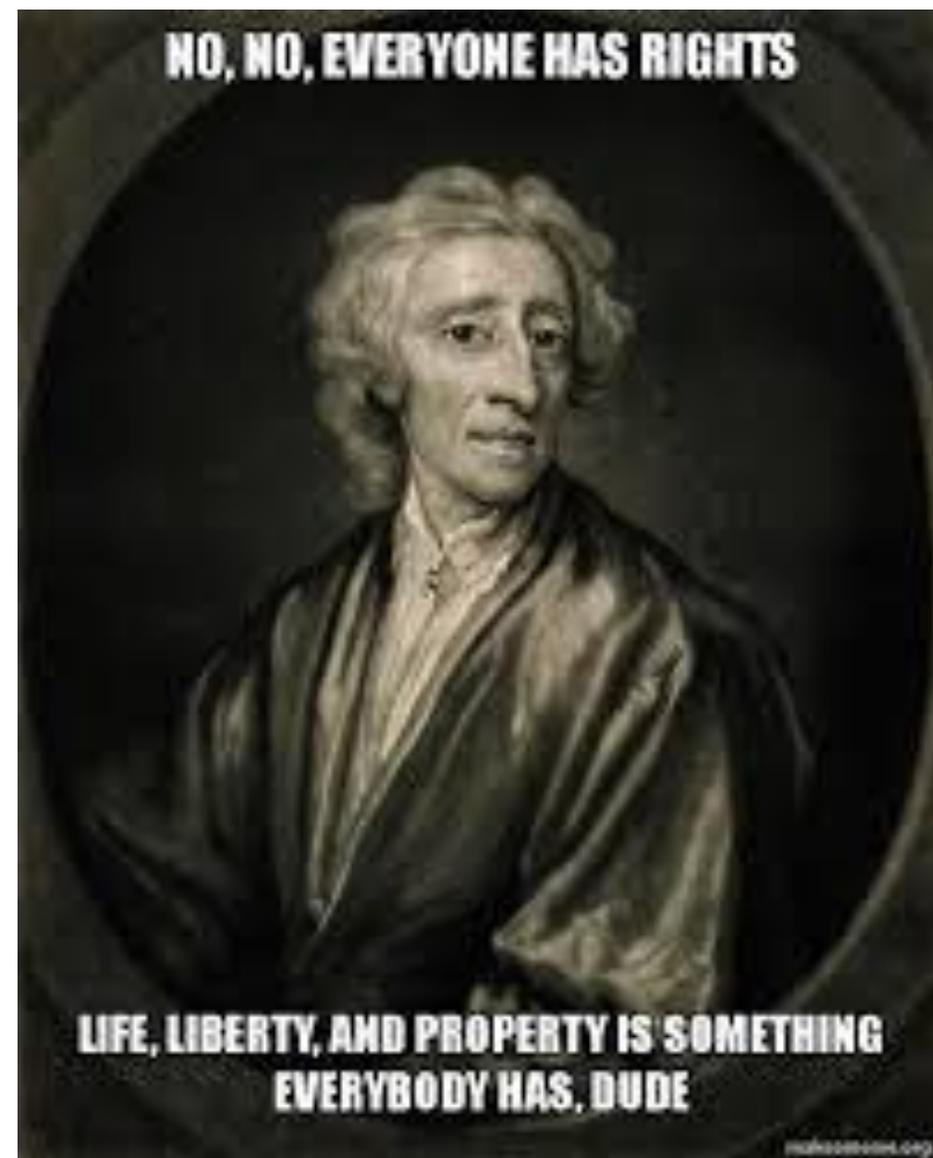
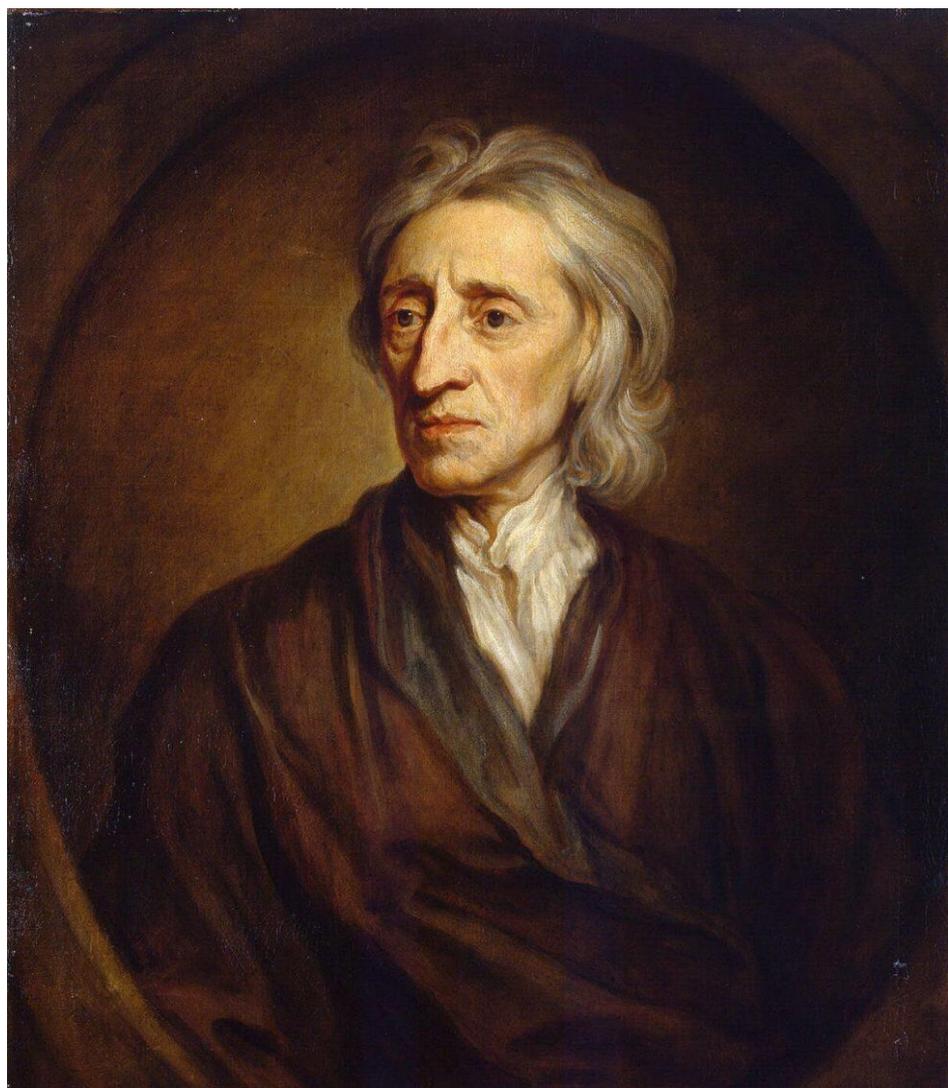
# Influence on the Constitution

He created the idea of separating government authority into the three major branches: executive, legislative and judicial.

This perspective significantly influenced the authors of the Constitution in establishing laws and division of duties, and also in the inclusion of ways to preserve individual liberties.

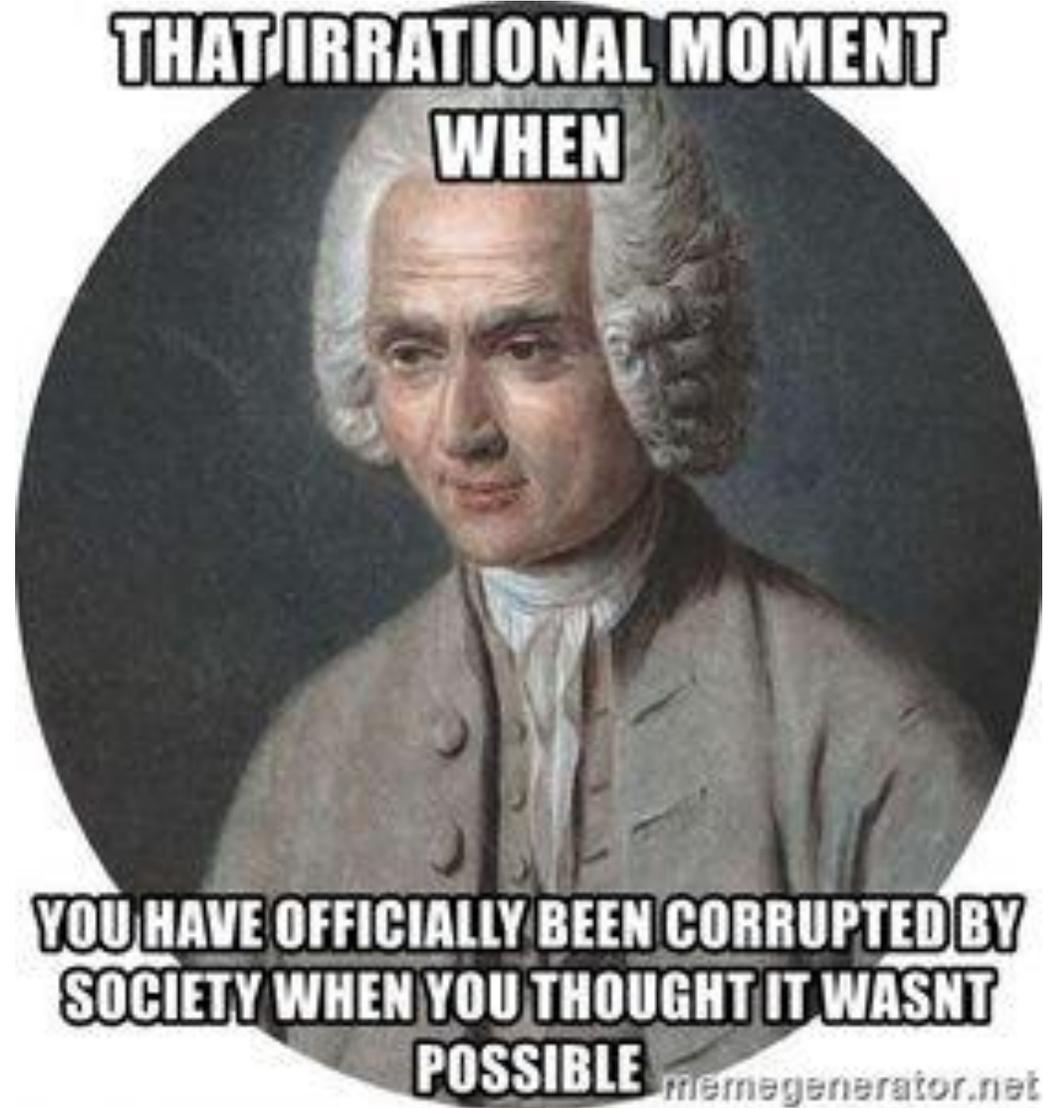
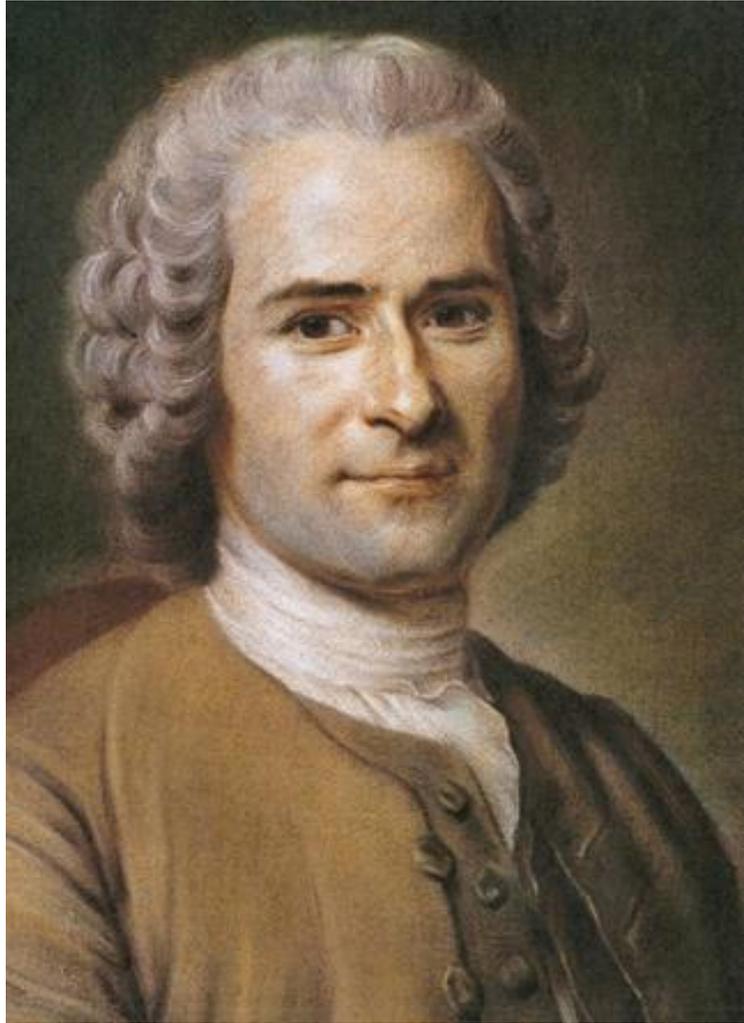
# John Locke

- English philosopher- one of the most well known and influential
- Natural law and natural rights- certain moral truths can be applied to all people.
- Natural state- all people are equal
- People have right to life, liberty, and estate.



# Jean -Jaques Rousseau

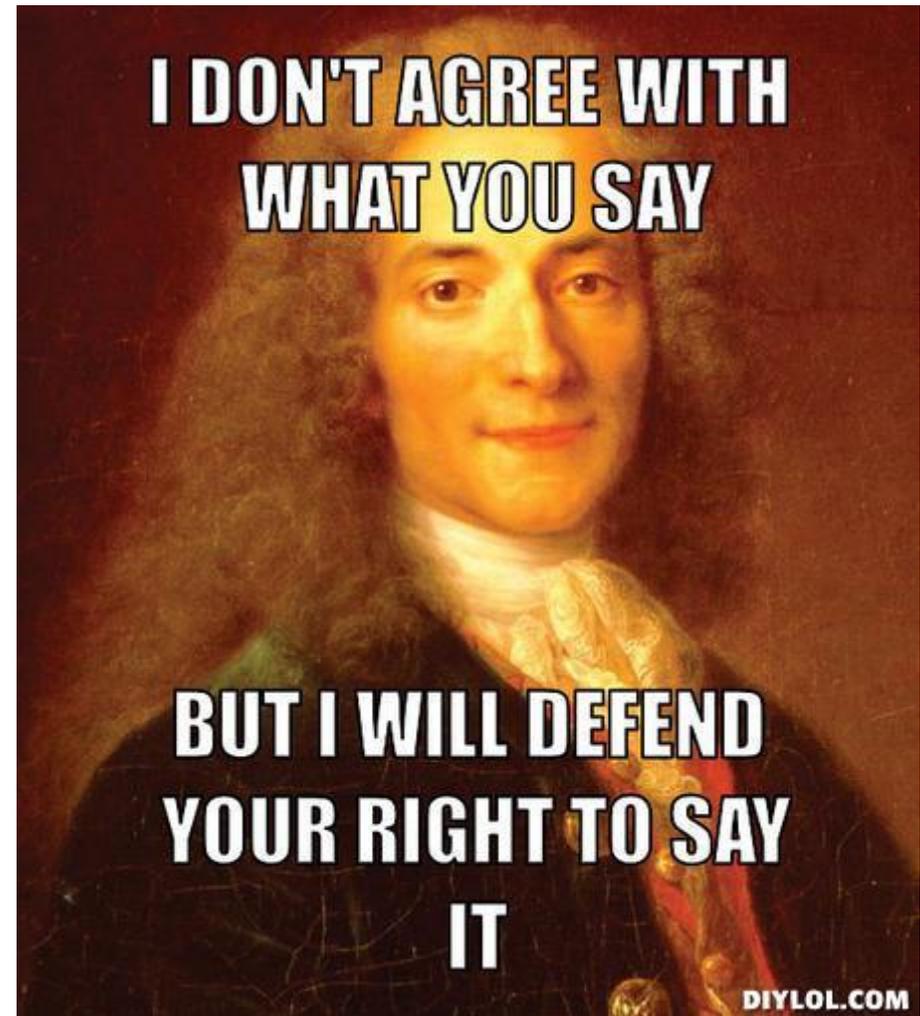
- Believed civilization corrupted people's natural goodness
- The only good government is when people give up rights for the common good
- His social contract was between people working together to create democracy
- Similar to Locke, except Rousseau believed that all people were equal and wanted to abolish all noble titles



[memegenerator.net](http://memegenerator.net)

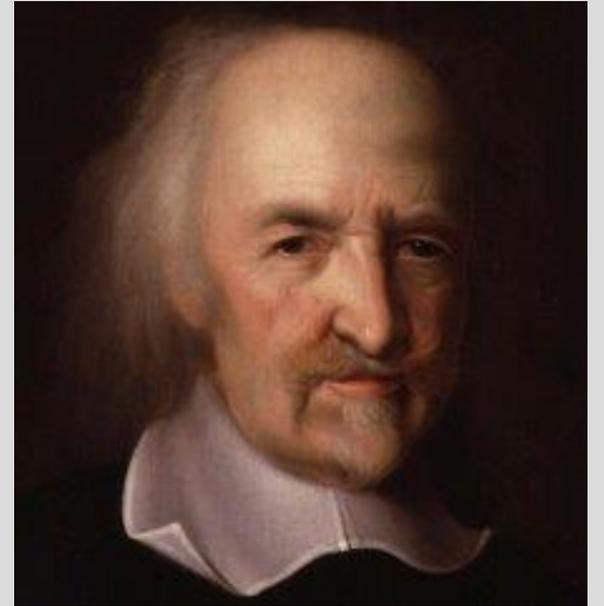
# Voltaire

- Most famous of the French philosophers
- Used satire to make fun of “important” people
  - Satire – use of irony, sarcasm or wit to attack folly or stupidity
- Went to jail for his sharp tongue
- Belief in freedom of speech
- Separation of church and state / religious freedom



# Thomas Hobbes

- English philosophe
- Believed that we should give our obedience to an accountable sovereign (Absolute monarch)
- Human beings are naturally selfish and need authority



Left side of your notes:

Which philosophe do you most identify with? Why?



## Homework:

- Finish your response to the previous question:
  - One paragraph (4-5 sentences) explanation of your choice of philosophe.
  - I will be checking it off for completion tomorrow!

# September 19, 2019

- **Turn in:** Have your notes from last night out. I will be coming around and checking them.
- **Do Now: Get a computer from the cart and get with your group to continue research!!**
- **Objective:** Begin to examine pre-French Revolution Society

# Group work time! (20ish minutes)

- Use this time to continue your research on your philosophe/ what their views were!
- There are laptops available in the carts and in the back of the room.

At 11:11 we are putting the laptops away!

# Absolute Power and Questioning Authority

- Secular questioning/Scientific progress
- Philosophes were questioning authority and the structures of governments!
  - Remember Louis XIV, king James I, rebellions in Latin America
- Many absolute rulers existed in Europe at the time.
  - Seen as tyrannical rulers who were money/land hungry

**All of this power exertion and the questioning of power  
explode into multiple revolutions around the world!**

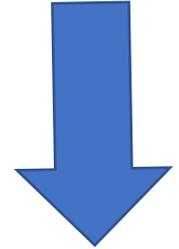
Everything we have discussed prior to this event were events that helped lead up to the Enlightenment and French revolution.



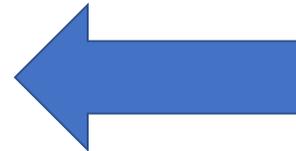
Fall of Rome (Feudalism)



Renaissance and  
Revival!

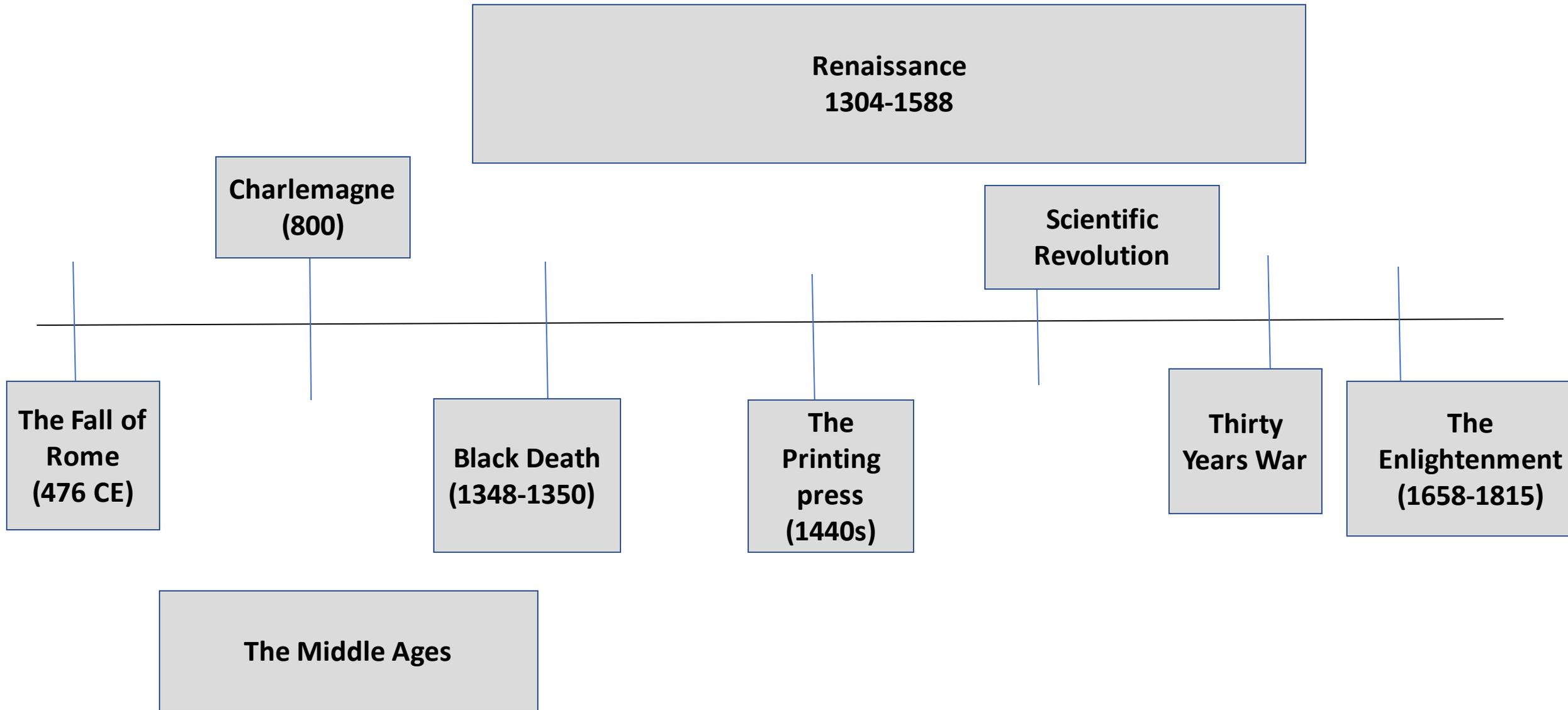


Revolts/ Revolutions!



Scientific Revolution/  
Enlightenment

Lets wrap our brains around this...



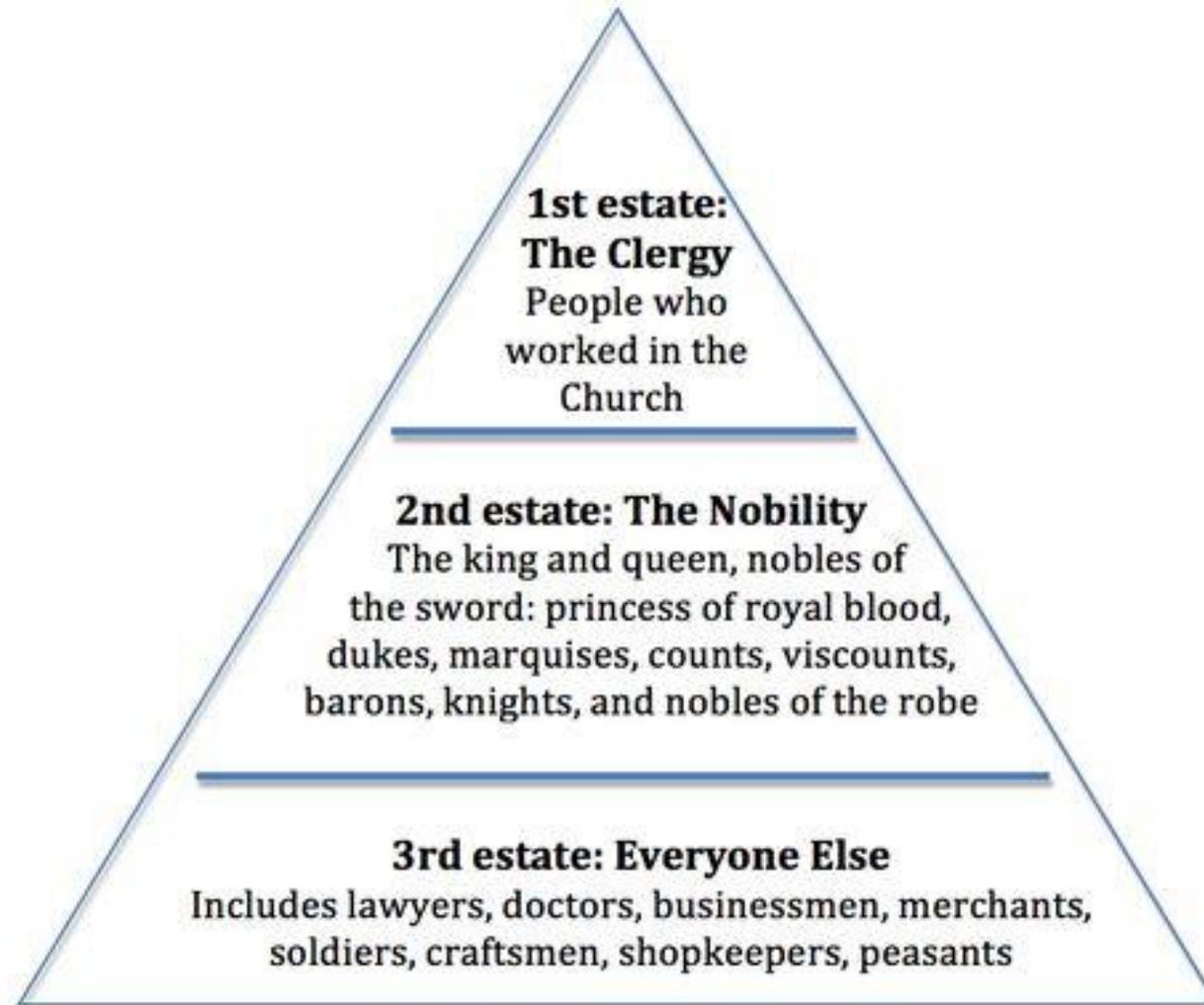


# France: Social climate- 1770s

- King Louis XVI and Marie Antionette



# The French Revolution: Background



# The Estates

- First Estate – Roman Catholic Church
  - –1% of the population of France
  - –Owned 10% of the land in France
  - –Provided education and help to the poor
  - –Donated 2% of its income to the government

- Second Estate – Rich nobles
  - –Owned 70% of the land in France
  - –Paid no taxes
  - –Only 2% of the population of France



# Third Estate

- Everyone else – 97% of population
- Three main groups
  - Bourgeoisie (middle class) – 8%
  - urban lower class – 14%
  - Peasants – 75%
- Bourgeoisie (middle class):
  - Traders, merchants, artisans
  - Sometimes wealthy but paid high taxes
  - No access to power like the 1<sup>st</sup> and 2<sup>nd</sup> estate

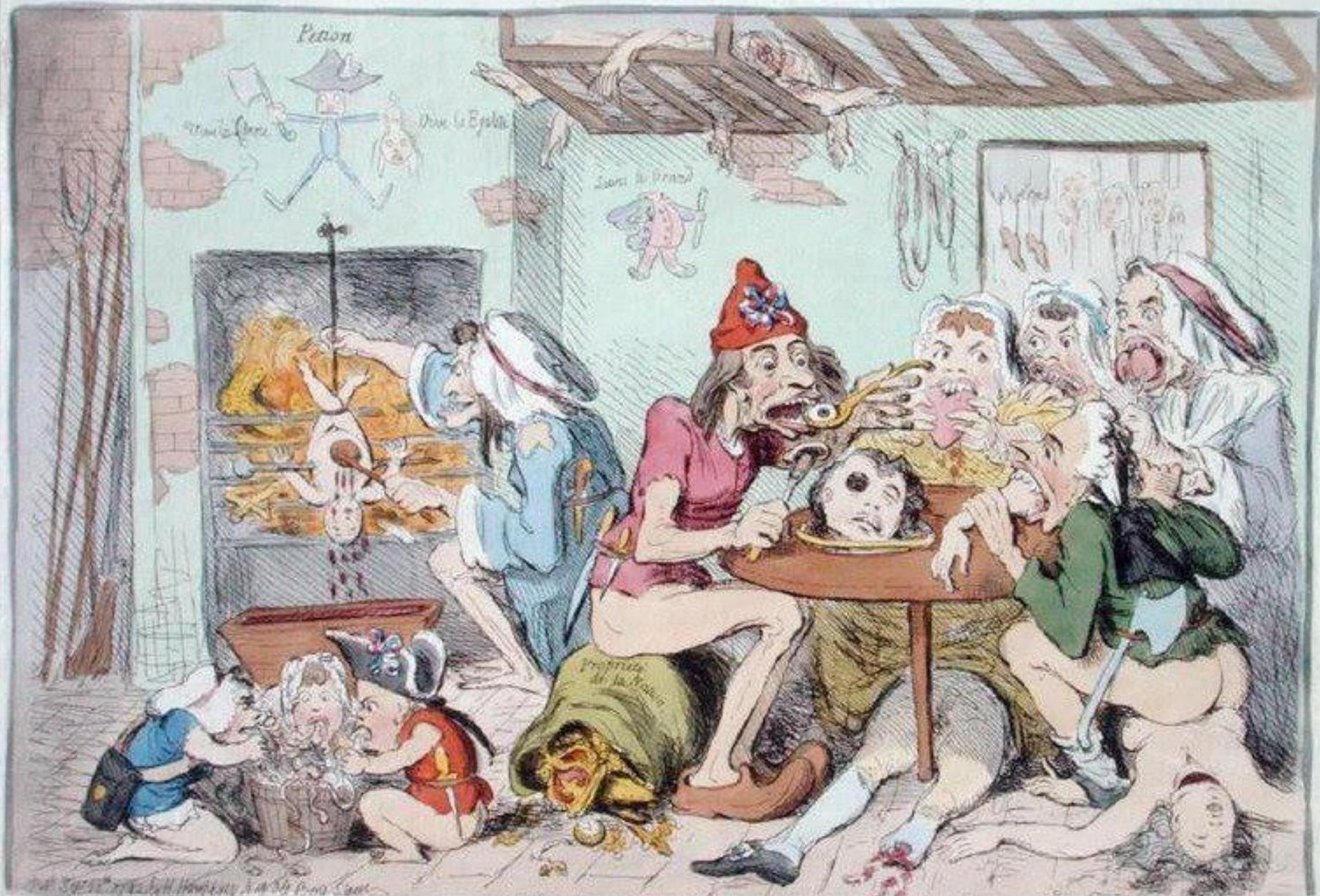
# Third Estate Continued

- Urban lower class:

- Workers who lived in cities
- Apprentices, laborers, servants, maids
- Paid little, would often riot if food not available

- Peasants:

- 80% of the population
- 50% of their income paid in taxes to government and tithes to the church
- Very bitter and resentful toward nobility (2<sup>nd</sup> estate)



*Un petit Souper a la Parisienne: — or — A Family of Sans Culottes refreshing after the fatigues of the day.*

*Epigram extempore on seeing the above Print*

# What caused the Revolution to Break out?

- Enlightenment ideals led to both aristocrats (nobles) and bourgeoisie (middle class) feeling frustrated with the system
  - Everything based on monarchs having excessive privilege
  - Class structure rigid – could not move from one to another

## Causes Continued:

- Despite France's wealth, the monarchy could not cope with change and crisis
- Bad harvests in 1787 resulted in drop in economic growth
- Food shortages
- Inflation
- Mass unemployment
- All while the upper classes were flourishing

Homework:

Read Pages **567-570** in your textbooks and take notes!

Human.. please do  
not watch me bathe



# September 20, 2019

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**Turn in:** Nothing!

**Do Now:** Answer in your notes: What were the causes of the French Revolution?

**Objective:** Understand the events of the French Revolution.

### Long term causes

- Rigid class structure
- Enlightenment thinkers ideas
- Frustrations with the governments inability to deal with new social realities
- Ideas of the American Revolution

### Immediate causes

- Collapse of government finances
- Government continuing to borrow money
- Government short on money, yet people continue to spend **extravagantly**

## Video viewing:

As you are viewing the video-

- Answer the questions on the handout on a sheet of paper.
- This will be turned in after we finish the movie

Homework:

Read pages: **570-573** in your textbooks and take notes!

