“Revolutions: The Questioning Continues” Study Guide

Renaissance encourages a new spirit of adventure and curiosity as there is a desire to grow rich and spread Christianity combined with advances in sailing technology.

- **Age of Exploration (1400 – 1800)**
  - “God, Glory and Gold”
- **Scientific Revolution (1500s – 1700s)**
- **Enlightenment (Age of Reason) (1600s – 1700s)**
- **French Revolution (1789)**

<table>
<thead>
<tr>
<th>Age of Exploration 1400-1800</th>
<th>Scientific Revolution &amp; Enlightenment 1550-1789</th>
<th>French Revolution &amp; Napoleon 1789-1815</th>
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<td>Ch 19 – Section 1 Europeans Explore the East</td>
<td>Ch 20 – Section 3 Atlantic Slave Trade</td>
<td>Ch 22 – Section 1 Scientific Revolution</td>
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<td>Ch 19 – Section 2 China Limits European Contacts</td>
<td>Ch 20 – Section 4 Columbian Exchange and Global Trade</td>
<td>Ch 22 – Section 2 The Enlightenment in Europe (Age of Reason reaches its height in the mid 1700s)</td>
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<td>Ch 22 – Section 3 Enlightenment Spreads</td>
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<td>Ch 23 – Section 2 Revolution Brings Reform &amp; Terror</td>
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"Revolutions & Questioning" Individual Presentations (Ch 19, 20, 22, 23)

Name: ___________________________ /100 PTS

Assignment: You will be assigned a topic (person, place, event or theme) related to our unit on Revolutions: The Questioning Continues*. You will verbally explain your topic, why it is important and what we can learn from studying it. You will use Presentation software (PowerPoint, Google Presentation, Prezi) as your visual aid. Your presentation will be at least 90 seconds. Please incorporate images into your presentation. You will not read – but will add value as a presenter (which means you must be an expert on your subject).

Due Date: You should be prepared to present on ____________________________.

What will be submitted: Your presentation (9 slides to a page) as a handout.

<table>
<thead>
<tr>
<th>Unacceptable: 0</th>
<th>Needs Improvement: 70</th>
<th>Proficient: 85</th>
<th>Exemplary: 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>Student did not communicate effectively in writing or orally. Final product demonstrates an unacceptable ability to communicate effectively.</td>
<td>The communication of ideas and information within the topic are not very clear and misunderstood by the audience. Topic was discussed with few details. Was able to explain some historical facts. Communicates an unclear message to a specific audience. Visuals could have been more appealing and descriptive. Read majority &amp; didn't demonstrate knowledge of topic.</td>
<td>The communication of ideas and information within the topic are somewhat clear and understood by the audience. Topic was discussed with details. Was able to explain historical facts and significance of topic in a historical context. Communicates a somewhat clear message to a specific audience. Visuals were acceptable but could've provided a better visual to the audience. Comfortable with topic.</td>
</tr>
<tr>
<td>0-69 pts</td>
<td>70 pts</td>
<td>85 pts</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

- 50% if not prepared to present on due date. Will have one other opportunity to present – but highest grade will be 50%. Scale will be (0-20-35-50).

- -10% if handouts not printed 9-slides to a page & not on time.

Marco Polo
Zheng He
Bartolomeu Dias
Prince Henry
Vasco de Gama
Samuel de Champlain
Qing Dynasty

Middle Passage
Geocentric theory
Nicolaus Copernicus
Galileo Galilei
Isaac Newton
Voltaire
Baron de Montesquieu

Jean Jacques Rousseau
Three Estates
Storming the Bastille
Great Fear
Guillotine
Maximilien Robespierre
Reign of Terror
Napoleon Bonaparte
Fill-Ins

Chapter 19

Portugal took the lead in overseas exploration in part due to strong government support. Prince ________ who was referred to as “the Navigator” never went on voyages of discovery – but took a leading role in Portuguese exploration.

In the 1400s, shipbuilders designed a new vessel, the _______________, which allowed it to sail effectively against the wind.

Europeans improved their navigational techniques as sailors used the _______________ which the Muslims had perfected.

Explorers were also able to more accurately track direction by using a magnetic _______________, a Chinese invention.

The rivalry between the Portuguese and Spanish for West African trading posts and a direct sea route to Asia heightened in the 1490s. To keep the peace between the two nations, _______________ VI stepped in to suggest an imaginary dividing line, known as the _______________ _______________. Lands to the west would be Spain’s and lands to the east of the line would belong to Portugal. In 1494, the line was moved farther west when both nations signed the _______________ _______________.

Beginning around 1600, the _______________ and _______________ began to challenge Portuguese dominance over the Indian Ocean trade.

Around 1700, _______________ and _______________ emerged as two European powers who entered Asia seeking to profit from global trading.

_________________________ became a major power in Asia under the _______________ Dynasty from 1368-1644.

_________________________ _______ was a Chinese Muslim admiral who led seven voyages of Chinese exploration that China hoped would impress the world with its power and expand China’s _______________ system.
Chapter 20

The buying and selling of Africans for work in the Americas – known as the ________________ ________________ ________________ - became a massive enterprise.

Africans transported to the Americas were part of a transatlantic trading network known as the ________________________________ ________________.

The voyage that brought captured Africans to the West Indies and later to North and South America was known as the ________________________________ ________________.

The global transfer of foods, plants and animals during the colonization of the Americas is known as the ________________________________ ________________. Some aspects of it had a tragic impact on many Native Americans as ________________________________ led to the death of millions of Native Americans.

The establishment of colonial empires in the Americas influenced the nations of Europe in many ways. New wealth from the Americas and dramatic growth in overseas trade prompted a wave of new business and trade practices in Europe during the 16th and 17th centuries. One aspect of the European economic revolution was the growth of ________________________________ which is an economic system based on private ownership and the investment of resources for profit. No longer were governments the sole owners of great wealth.

Another business venture that developed during this period was known as the ________________ ________________ ________________, which worked like the modern-day corporation, with investors buying shares of stock in a company (people combined their wealth for a common purpose).

Chapter 22

Earth-centered view of the universe: ________________________________ ________________.

A change in European thought in the mid-1500s that brought a new way of thinking about the natural world is called the ________________________________ ________________ by historians.

Copernicus’ sun-centered theory: ________________________________ ________________.

______________________________ was an Italian scientist who supported the theories of Copernicus and frightened both Catholic and Protestant leaders because his findings went against church teaching and authority.

The ________________________________ ________________ is a logical procedure for gathering and testing ideas.

______________________________ ________________’s law of gravity explained how the same physical laws governed motion on both earth and in the heavens.
was a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. It was also known as the ___________ of Reason. This movement reached its height in the mid-1700s.

There were three effects of the Enlightenment:

- Belief in ___________
- A more ______________________ (worldly, non-religious) outlook
- Importance of the ______________________________

In July 1776, the Second Continental Congress issued the ________________ __________ ________________, written by political leader Thomas Jefferson.

The U.S. Constitution set up a ________________ ________________ in which power was divided between national and state governments. Congress then formally added ten amendments that protected the rights of individual citizens known as the ________________ __________ ________________.

Chapter 23

In the 1770s, the social and political system of France was divided into three large social classes or ___________. The Estates-General is an assembly of ____________________________ from all three estates.

During the 1770s and 1780s, France’s government sank deeply into debt due to extravagant spending of Louis XVI and his queen, ________________________________ _____________________________.

July 14 - ________________________ ___________ has been a French national holiday as the fall of the Bastile was a great symbolic act of revolution to the French people. A wave of senseless panic called the _______________ ___________ rolled through France that involved a peasant rebellion and a riot due to the threat of starvation over the rising price of bread.

Most of the people involved in government changes in September 1792 were members of a radical political organization, the ____________________________ Club.

The ____________________________ was a machine used to behead individuals and served as a form of capital punishment.

In 1793, Maximilien Robespierre gained power, governed France as a dictator and the period of his rule became known as the ________________ ________________.

__________________________________________ was a French general who rose to power in France and was crowned Emperor.
### WARMUP: NEWTON'S LAWS

**Directions:** Isaac Newton summed up motion in three laws. Today, we take these laws for granted as we grow up assuming they are true. We do not realize the struggles scientists such as Newton went through in an attempt to understand the world around them. Read Newton's three laws and write examples found in everyday life in which these laws are demonstrated.

<table>
<thead>
<tr>
<th>LAW</th>
<th>EXAMPLES OF HOW THE LAW OCCURS IN EVERYDAY EVENTS</th>
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</thead>
<tbody>
<tr>
<td>An object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by an unbalanced force.</td>
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<tr>
<td>The acceleration of an object as produced by a net force is directly proportional to the magnitude of the net force, in the same direction as the net force, and inversely proportional to the mass of the object.</td>
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<tr>
<td>For every action, there is an equal and opposite reaction.</td>
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<tr>
<td>EXPERIMENT</td>
<td>PREDICTION</td>
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<tr>
<td><strong>FALLING OBJECTS</strong></td>
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<td><strong>PROJECTILES</strong></td>
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<tr>
<td><strong>PENDULUM</strong></td>
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</tbody>
</table>
RENE DESCARTES, DISCOURSE ON METHOD (1637)

As a multitude of laws often only hampers justice, so that a state is best governed when, with few laws, these are rigidly administered; in like manner, instead of the great number of precepts [axioms] of which Logic is composed, I believed that the four following would prove perfectly sufficient for me...

The first was never to accept anything for true which I did not clearly know to be such;...

The second, to divide each of the difficulties under examination into as many parts as possible, and as might be necessary for its adequate solution.

The third, to conduct my thoughts in such order that, by commencing with objects the simplest and easiest to know, I might ascend by little and little, and, as it were, step by step, to the knowledge of the more complex;...

And the last, in every case to make enumerations [list] so complete, and reviews so general, that I might be assured that nothing was omitted.

The long chains of simple and easy reasonings by means of which geometers [people who work with geometry] are accustomed to reach the conclusions of their most difficult demonstrations, had led me to imagine that all things... are mutually connected in the same way, and that there is nothing so far removed from us as to be beyond our reach, or so hidden that we cannot discover it, provided only we abstain from [avoid] accepting the false for the true, and always preserve in our thoughts the order necessary for the deduction of one truth from another.

The "Columbian Exchange"

- Squash
- Turkey
- Cocoa
- Peanut
- Syphilis

- Avocado
- Pumpkin
- Pineapple
- Tomato
- Vanilla

- Peppers
- Tobacco
- Cassava
- Quinine
- Vanilla
- MAIZE

- Sweet Potatoes
- Quinine
- POTATO

- Trinkets
- Liquor
- GUNS

- Olive
- Onion
- Grape
- Citrus Fruits
- Cattle
- Flu
- Diptheria

- COFFEE BEAN
- Turnip
- Peach
- Pear
- Sheep

- Banana
- Honeybee
- SUGAR CANE
- Wheat
- Pigs
- Measles

- Rice
- Barley
- Oats
- HORSE
- Smallpox
- Malaria

- Whooping Cough
Democracy

Ancient Greece and Rome were strong influences on the framers of the U.S. system of government. Democracy as it is practiced today, however, is different from the Greek and Roman models.

The most famous democracy today is the United States. The type of government the United States uses is called a federal republic. "Federal" means power is divided between the national and state governments. In a republic, the people vote for their representatives. Two key components of democracy in the United States are the Constitution and voting.

Enlightenment Ideas and the U.S. Constitution

Any of the ideas contained in the Constitution are built on the ideas of enlightenment thinkers.

<table>
<thead>
<tr>
<th>Enlightenment Idea</th>
<th>U.S. Constitution</th>
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<tbody>
<tr>
<td>Locke</td>
<td>Preamble begins &quot;We the people of the United States&quot; to establish legitimacy.</td>
</tr>
<tr>
<td>Montesquieu</td>
<td>Separation of powers</td>
</tr>
<tr>
<td>Rousseau</td>
<td>Direct democracy</td>
</tr>
<tr>
<td>Voltaire</td>
<td>Free speech, religious toleration</td>
</tr>
<tr>
<td>Beccaria</td>
<td>Accused have rights, no torture</td>
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</tbody>
</table>

Voting

Voting is an essential part of democracy. Universal suffrage means that all adult citizens can vote. Universal suffrage is part of democracy in the United States today, but that was not always the case. This chart shows how the United States gradually moved toward giving all citizens the right to vote.

Connect to Today

1. Synthesizing If so much of the U.S. Constitution can be found in European ideas, why were the framers of the U.S. Constitution so important? See SkillBuilder Handbook, Page 82.
2. Hypothesizing Why is it important that every citizen has, and exercises, his or her right to vote?
Great Debate:

Thomas Hobbes, *The Leviathan*, 1651
John Locke, *Two Treatises on Government*, 1690
Baron de Montesquieu, *Spirit of the Laws*, 1748

The class will be divided into four groups and each group will be assigned one of the individuals above. Your group will be discussing & debating the other four groups concerning your views on government:

- Rights of people
- Role of people
- Role of government
- Organization of government
- Political power & authority
- Any other government or political views

There will be a moderator.
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; that, to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; that whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations [wrongful exercises of authority], pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism [a government in which the ruler exercises absolute power], it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let facts be submitted to a candid world ....

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude [righteousness] of our intentions, do, in the name, and by the Authority of the good People of these Colonies solemnly publish and declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and do all other Acts and Things which Independent States may of right do.

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

**Discussion Questions**

**Determining Main Ideas**

1. According to the first paragraph, what is the purpose of this document?
2. According to the second paragraph, what is the purpose of government, and when do people have the right to alter or abolish it?
3. **Making Inferences** Why do you suppose Jefferson felt that it was not only the right, but also the duty, of a people to overthrow a despotistic government? How would the history of the world be affected if despotism were allowed to reign unchecked?
The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Article 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are harmful to society.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes.

7. No person shall be accused, arrested, or imprisoned except in the case and according to the forms prescribed by law. But any citizen summoned or arrested in virtue of the law shall submit without delay, as resistance constitutes an offense.

8. The law shall provide for such punishments only as are strictly and obviously necessary, and no one shall suffer punishment except it be legally inflicted in virtue of a law passed and promulgated before the commission of the offense.

9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.

10. No one shall be disqualified on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all citizens in proportion to their means.

17. Since property is an inviolable and sacred right no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it and then only on condition that the owner shall have been previously and equitably indemnified.

from Milton Viorst, The Great Documents of Western Civilization (New York: Bantam, 1965), 185-188.
**THE FRENCH REVOLUTION THROUGH MUSIC: “VIVA LA VIDA”**

**Directions:** Based on Coldplay’s song, “Viva la Vida”, write down three (3) facts, three (3) inferences, and three (3) questions.

I used to rule the world  
Seas would rise when I gave the word  
Now in the morning I sleep alone  
Sweep the streets I used to own  

Revolutionaries wait  
For my head on a silver plate  
Just a puppet on a lonely string  
Oh who would ever want to be king?

I used to roll the dice  
Feel the fear in my enemy’s eyes  
Listen as the crowd would sing  
"Now the old king is dead! Long live the king!"

I hear Jerusalem bells a ringing  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field

One minute I held the key  
Next the walls were closed on me  
And I discovered that my castles stand  
Upon pillars of salt and pillars of sand

For some reason I can’t explain  
I know Saint Peter won’t call my name  
Never an honest word  
But that was when I ruled the world

I hear Jerusalem bells a ringing  
Roman Cavalry choirs are singing  
Be my mirror, my sword and shield  
My missionaries in a foreign field

FACTS (What do the lyrics tell you to be true?)

INFERENCES (What does the song imply but not explicitly state as true?)

QUESTIONS (What does the song make you want to know?)

It was the wicked and wild wind  
Blew down the doors to let me in  
Shattered windows and the sound of drums  
People couldn’t believe what I’d become