

“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)**
 - **“Gold, God and Glory”**
- **Scientific Revolution (1500s – 1700s)**
- **Enlightenment (Age of Reason) (1600s – 1700s) – Enlightenment values of liberty, equality and democracy**
- **French Revolution (1789)**

Age of Exploration 1400-1800		Scientific Revolution & Enlightenment 1550-1789	French Revolution & Napoleon 1789-1815
Ch 19 – Section 1 Europeans Explore the East	Ch 20 – Section 3 Atlantic Slave Trade	Ch 22 – Section 1 Scientific Revolution	Ch 23 – Section 1 French Revolution Begins
Ch 19 – Section 2 China Limits European Contacts	Ch 20 – Section 4 Columbian Exchange and Global Trade	Ch 22 – Section 2 The Enlightenment in Europe (Age of Reason reaches its height in the mid 1700s)	Ch 23 – Section 2 Revolution Brings Reform & Terror
		Ch 22 – Section 3 Enlightenment Spreads	Ch 23 – Section 3 Napoleon Forges an Empire
		Ch 22 – Section 4 Scientific Revolution	

“Revolutions & Questioning” – Revolutionary Tweets
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:

1. Pretend to be a person from this historical period (you can either be an assigned individual or a person from that period)
2. You will type a response/reaction that is 140 characters or less that is connected to your assigned topic.
3. You will present your topic, your tweet and explain and analyze from two different points of view (from who tweeted) and from a second individual.
4. You will use Google Slides and have four slides. Your presentation will be at least one minute.
 - a. Title slide, your tweet, explanation, analysis
5. 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).

What will be submitted: Your presentation (6 slides to a page) as a handout.

	Unacceptable-0	Needs Improvement-70	Proficient-85	Exemplary-100
Communicate effectively	<p>Student did not communicate effectively in writing or orally. Final product demonstrates an unacceptable ability to communicate effectively.</p> <p>Completed few/limited aspects of assignment.</p> <p>0-69 pts</p>	<p>The communication of ideas and information within the topic are not very clear and misunderstood by the audience.</p> <p>Topic was discussed with few details. Was able to explain some historical facts.</p> <p>Communicates an unclear message to a specific audience. Visuals could have been more appealing and descriptive.</p> <p>Read majority & didn't demonstrate knowledge of topic</p> <p>Completed some aspects of assignment.</p> <p>70 pts</p>	<p>The communication of ideas and information within the topic are somewhat clear and understood by the audience.</p> <p>Topic was discussed with details. Was able to explain historical facts and significance of topic in a historical context.</p> <p>Communicates a somewhat clear message to a specific audience. Visuals were acceptable but could've provided a better visual to the audience.</p> <p>Completed most aspects of assignment.</p> <p>85 pts</p>	<p>The communication of ideas and information (content) are clear and easily understood by the audience.</p> <p>Topic was discussed comprehensively with details. Was able to explain historical facts and significance of topic in a historical context.</p> <p>Communicates a clear message to a specific audience. Topic was easy for audience to understand with excellent visuals that further explained the topic.</p> <p>Completed all aspects of assignment.</p> <p>100 pts</p>

- 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	Middle Passage	Jean Jacques Rousseau
Zheng He	Geocentric theory	Three Estates
Bartolomeau Dias	Nicolaus Copernicus	Storming the Bastile
Prince Henry	Galileo Galilei	Great Fear
Vasco de Gama	Isaac Newton	Guillotine
Samuel de Champlain	Voltaire	Maximilien Robespierre
Qing Dynasty	Baron de Montesquieu	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 SEXTANT *(replaced astrolabe)* 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 Bastille 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.

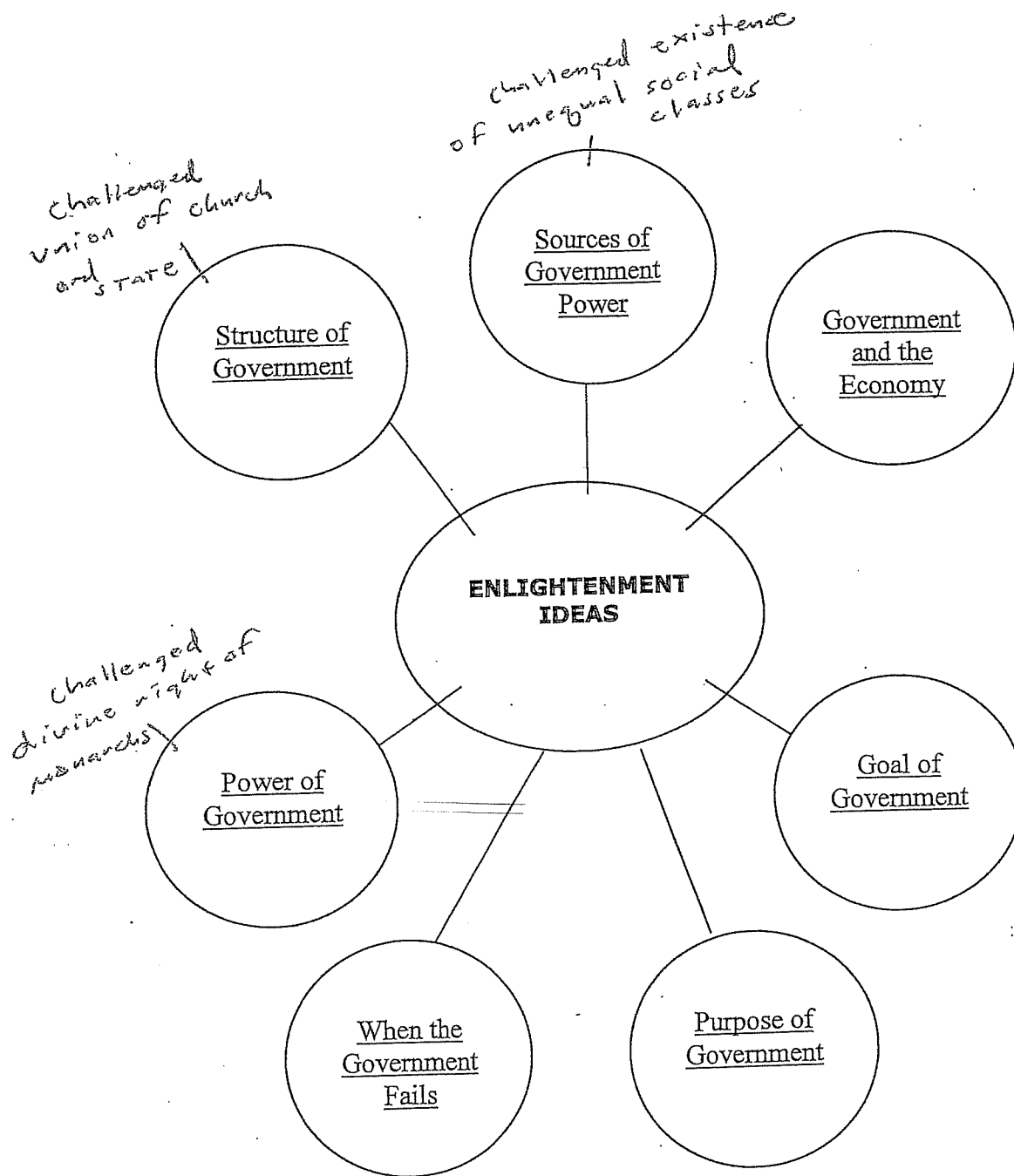
Most of the people involved in government changes in September 1792 were members of a radical political organization, the _____ Club.

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.

ENLIGHTENMENT IDEAS ABOUT GOVERNMENT





Section 4

PRIMARY SOURCE *from* The Declaration of Independence

In writing The Declaration of Independence, Thomas Jefferson drew many of his ideas from the works of enlightened thinkers such as John Locke. As you read the following excerpt from that document issued in July 1776, think about the Enlightenment ideas it reflects.

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 despotic government? How would the history of the world be affected if despotism were allowed to reign unchecked?

PRIMARY SOURCE *from A Declaration of the Rights of Man and of the Citizen*

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Section 2

On August 27, 1789, the National Assembly of France adopted a revolutionary document, the Declaration of the Rights of Man and of the Citizen. As you read this portion of the document, consider the rights it guaranteed to French citizens.

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 hurtful 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 cases 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 disquieted 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. . . .

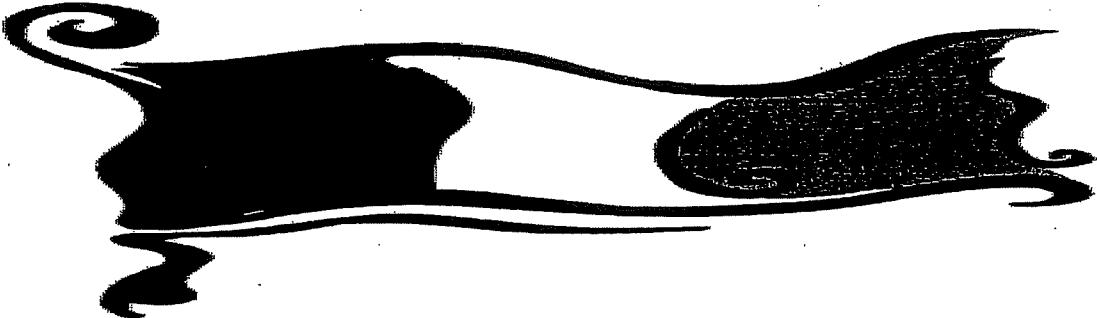
17. Since property is an inviolable and sacred right no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it and then only on condition that the owner shall have been previously and equitably indemnified.

from Milton Viorst, *The Great Documents of Western Civilization* (New York: Bantam, 1965), 185-188.

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The French Revolution



For centuries, the quality of life in Europe had been determined by the status that one held. This status could not be attained, but was instead determined by the family to which someone was born. If you were born to a poor family, your life would be one of poverty. No matter how hard an individual worked, it was impossible to rise above this fate.

The wealthy enjoyed a life of ease, comfort, and recreation. Day after day, they pursued the pleasures of European society, while 97% of Europe's people struggled just to survive. This gap between the wealthy and the poor created resentment. Those at the bottom saw the wealthy grow increasingly richer, while they got nothing.

Then in 1776 something unthinkable happened. A group of people at the bottom of society rebelled against those who were at the top, and what was more remarkable, they won. The British Colonies in America declared their independence and then enforced it by beating back the most powerful military on Earth.

This sent shockwaves throughout Europe. And gave hope to many poverty stricken peasants, who wanted to see the powerful aristocracies of Europe fall. If America could do it, why couldn't they? Why couldn't they rebel, and create a new, fairer society?

French Revolution Timeline of Events

	Year	Event	Who Cares?
	1700s	Philosophes / Enlightenment	
	1776	American Revolution	France allies with colonies versus Britain
	1770s-1780s	France piles up DEBT; Louis XVI - absolute monarch; 3 Estates; Estates General is assembly of all three representative groups	
5/5	1789	Estates-General convenes at Versailles	Meets for first time in 175 years. Gets Louix XVI's attention
6/17	1789	Third Estate votes to name themselves National Assembly	First deliberate act of revolution. Proclaims end of absolute monarchy & beginning of representative govt.
6/20	1789	Tennis Court Oath	Pledge to draw up a new constitution
7/14	1789	Storming of Bastille	Symbolic act of revolution (French Independence Day)
Aug	1789	Declaration of Rights of Man and of the Citizen	Influenced by Declaration of Independence. Slogan of Liberty, Equality and Fraternity is adopted.
Oct	1789	Great Fear	Panic spreads rebellion over price of bread and rumors. Violence ensues
June	1791	Royal Family tries to escape to Austria	This influenced his radical enemies
Sept	1791	National Assembly creates new Constitution	Louis reluctantly approved & Constiution creates a limited constitutional monarchy
Sept	1791	National Convention deposes King & elects new legislature	Rise of Jacobins who take political control
April	1792	France declares war on Austria & Prussia	Other monarchs urged France to restore Louis XVI as they didn't want revolutionary ideas to spread.
1/23	1793	Louis XVI executed	
July	1793	Robespierre becomes leader of Comte. Of Public Safety	He governs France as a dictator (period is known as Reign of Terror as those who opposed him were executed)
July	1794	National Convention turns on Robepierre	Robespierre executed
	1795	Directory formed	Executive body of five men
	1796	Directory appoints Napoleon to lead military forces	
	1799	Directory dissolved	3 consuls established - one being Napoleon
	1802	France at peace	Napoleon restores order (banking, taxes, laws, etc.)
	1804	Napoleon crowned Emperor	More powerful than pope - and begins to create empire.

Name _____ Block _____

Date _____

**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

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!"

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

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

For some reason I can't explain
Once you go there was never
Never an honest word
And that was when I ruled the world

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

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

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

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

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?)

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