

# Enlightenment and Revolution



## California Standards

### History–Social Science

**7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

### Analysis Skills

**HR 5** Detect different historical points of view on historical events.

**HI 3** Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

### English–Language Arts

**Writing 7.2.4** Write persuasive compositions.

**Reading 7.2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

### FOCUS ON WRITING

**A Persuasive Article** Imagine that you are a philosopher writing an article arguing for the ideas of the Enlightenment. How would you persuade people who don't agree with the new ideas? How will you change their minds? You will write a persuasive article in favor of Enlightenment ideas to be published in a pamphlet.



### CHAPTER EVENTS

**1642**  
Civil war  
begins in  
England.

### WORLD EVENTS

**1650**

**1647**  
Construction on  
the Taj Mahal is  
completed.

## History's Impact

### ▶ video series

Watch the video to understand the impact of the Declaration of Independence on the development of American government and society.



### What You Will Learn...

In this chapter you will learn how ideas of the Enlightenment led to revolutions around the world. This photo shows a reenactment of one of these revolutions—the American Revolution.

**1690**

John Locke argues that government's power should be limited.



**1759** Mary Wollstonecraft is born in London.

**1776** The American colonies declare their independence.

**1789** The French Revolution begins.



**1700**

**1707** The Mughal Empire ends in India.



**1750**



**1769** Spanish missionaries begin founding missions in California.

**1800**

**1780** Tupac Amaru leads a peasant revolt against Peru's colonial rulers.

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter will introduce you to the Enlightenment, an era of great **political** thinkers, writers, and activists. You will learn about some of these figures, among the most influential people in all of world history. In their ideas, you

will see the roots of our modern government, a government brought about by bold statesmen who inspired a revolution. You will also see how similar revolutions changed **society and culture** in countries around the world.

## Points of View in Historical Texts

**Focus on Reading** History is made up of issues, questions about what to do in a particular situation. Throughout history, people have looked at issues from all sides. Each person's view of the issue shaped what he or she thought should be done.

**Identifying Points of View** The way a person views an issue is called his or her point of view, or perspective. Points of view can be shaped by many factors, such as a person's background or political beliefs. When you read a historical document, figuring out the author's point of view can help you understand his or her opinions about an issue.

Additional reading support can be found in the

.....  
**Interactive**  
  
**Reader and Study Guide**

### Thomas Jefferson, from the Declaration of Independence

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 a direct Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary to the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

**Consider the author's background**—Jefferson was a leader in the American colonies.

**Look for emotional language**—Words like *injuries* and *usurpations* make Jefferson's opinion clear.

**Look at the evidence**—Jefferson uses only examples of the king's flaws.

**Put it all together to determine the author's point of view**—Jefferson was opposed to the policies of the English king and wanted a change in government.



**ELA Reading 7.2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.

## You Try It!

Read the following passage from this chapter. Then answer the questions that follow.

### Rousseau

French thinker Jean-Jacques Rousseau criticized divine right. He believed in popular sovereignty—the idea that governments should express the will of the people. In *The Social Contract*, published in 1762, Rousseau declared, “Man is born free, but he is everywhere in chains.” According to Rousseau, citizens submit to the authority of government to protect their own interests, entering into a “social contract.” This contract gives the government the power to make and enforce laws as long as it serves the people. The government should give up that power if it is not serving the people.

*From  
Chapter 17,  
p. 480*

Think about the passage you have just read and then answer the questions below.

1. What do you think was Rousseau's point of view about France's government?
2. What words or phrases in this passage helped you identify his point of view?
3. How did Rousseau's own beliefs and ideas affect his point of view?
4. Do you think Rousseau's point of view was similar to or different from that of the king of France?
5. Who do you think would more likely share Rousseau's point of view: a wealthy French noble or a colonist planning a rebellion? Why do you think so?

# Key Terms and People

## Chapter 17

### Section 1

Enlightenment (p. 474)  
secular (p. 475)  
Voltaire (p. 476)  
salon (p. 477)  
Mary Wollstonecraft (p. 477)

### Section 2

John Locke (p. 479)  
natural rights (p. 480)  
Charles-Louis Montesquieu (p. 480)  
Jean-Jacques Rousseau (p. 480)  
popular sovereignty (p. 480)  
Benjamin Franklin (p. 481)  
Thomas Jefferson (p. 481)

### Section 3

English Bill of Rights (p. 485)  
Declaration of Independence (p. 486)  
Declaration of the Rights of Man and of the Citizen (p. 489)

## Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

contract (p. 479)  
ideals (p. 486)

As you read Chapter 17, try to determine the points of view of the various figures you are studying.

# Ideas of the Enlightenment

## What You Will Learn...

### Main Ideas

1. The Enlightenment was also called the Age of Reason.
2. The Enlightenment's roots can be traced back to earlier ideas.
3. New ideas came mainly from French and British thinkers.

### The Big Idea

Enlightenment thinkers built on ideas from earlier movements to emphasize the importance of reason.

## Key Terms and People

Enlightenment, p. 474

secular, p. 475

Voltaire, p. 476

salon, p. 477

Mary Wollstonecraft, p. 477



**HSS 7.11.4** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

## If YOU were there...

You are a student in the early 1700s. It seems your teacher can pass or fail whomever he wants. You think the teacher should make his decisions about grades based on what a student has learned. You come up with a new idea—testing students so they can prove what they know. You think this idea will improve your grades as well as relations in your school.

## Will you challenge the teacher's authority?

**BUILDING BACKGROUND** In the 1600s and 1700s, people like the student mentioned above began to question sources of authority in society—particularly those of religion and government. They thought that using reason and logic would lead to improvements in society. Their ideas spread quickly in Europe.

## The Age of Reason

Discoveries made during the Scientific Revolution and on the voyages of discovery led to changes in Europe. A number of scholars were beginning to challenge long-held beliefs about science, religion, and government.

These new scholars relied on reason, or logical thought, instead of religious teachings to explain how the world worked. They believed human reason could be used to achieve three great goals—knowledge, freedom, and happiness—and that achieving these goals would improve society. **The use of reason in guiding people's thoughts about philosophy, society, and politics defined a time period called the Enlightenment.** Because of its emphasis on the use of reason, the Enlightenment was also known as the Age of Reason.

**READING CHECK Finding Main Ideas** How did the Enlightenment thinkers explain the world?

## The Enlightenment's Roots

The main ideas of the Enlightenment had their roots in other eras. Enlightenment thinkers looked back to the Greeks, Romans, and the history of Christianity. The Renaissance, Reformation, and Scientific Revolution provided ideas also.

### Greek and Roman Philosophers

Enlightenment thinkers used ideas from the ancient Greeks and Romans. Greek philosophers had observed an order and regularity in the natural world. Aristotle, for example, taught that people could use logic to discover new truths. Building on Greek ideas, Roman thinkers developed the concept of natural law, the idea that a law governed how the world operated.

With Greek and Roman beliefs as guidelines, Enlightenment thinkers began studying the world in a new way. They applied these beliefs not just to the natural world but also to the human world of society and government.

### Christianity

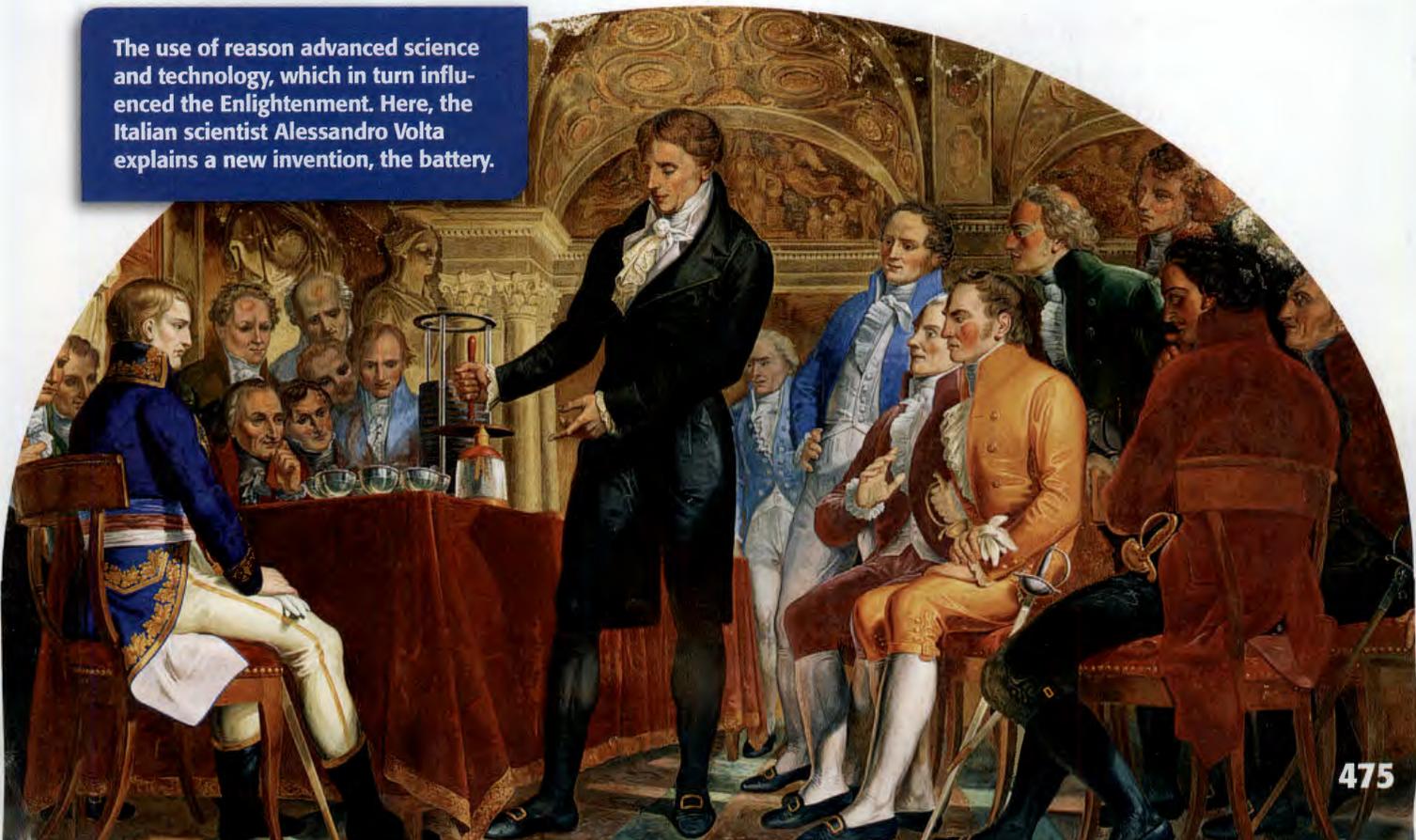
The history of Christianity in Europe provides other clues about ideas that emerged in the Enlightenment. One theologian, Thomas Aquinas, had taught in the Middle Ages that faith paired with reason could explain the world. Although it was indebted to Aquinas, the Enlightenment was mostly a **secular, or non-religious**, movement. Enlightenment thinkers disagreed with the church's claims to authority and its intolerance toward non-Christian beliefs.

### The Renaissance and Reformation

Other reactions to the Christian Church in Europe also influenced the ideas of the Enlightenment. For example, some Renaissance thinkers used Greek and Roman ideas to raise questions about established religious beliefs. These Renaissance thinkers were known as humanists.

Although most humanists were religious, they focused on human value and achievement rather than the glory of God.

The use of reason advanced science and technology, which in turn influenced the Enlightenment. Here, the Italian scientist Alessandro Volta explains a new invention, the battery.



**The Enlightenment is also called the Age of Reason because reason, or logical thought, is a basic part of all Enlightenment ideas.**

## Ideas of the Enlightenment

**QUICK  
FACTS**

- The ability to reason is what makes humans unique.
- Reason can be used to solve problems and improve people's lives.
- Reason can free people from ignorance, superstition, and unfair government.
- The natural world is governed by laws that can be discovered through reason.
- Like the natural world, human behavior is governed by natural laws.
- Governments should reflect natural laws and encourage education and debate.

Renaissance humanists believed people could improve their world by studying it and changing it. These ideas contributed to the Enlightenment idea of progress—the idea that humans were capable of improving their world.

Some Reformation ideas also reappeared during the Enlightenment. Like Martin Luther and other reformers, Enlightenment scholars questioned church authority. They found that religious beliefs didn't always fit in with what they learned from their logical study of the world.

### The Scientific Revolution

The Scientific Revolution also influenced Enlightenment thinkers. Through experiments, scientists like Newton and Galileo had discovered that the world did not work exactly the way the church explained it. Using scientific methods of study, scientists discovered laws that governed the natural world. Enlightenment thinkers took the idea of natural laws one step further. They believed that natural laws must also govern human society and government.

#### **READING CHECK** Identifying Main Ideas

What were some movements that influenced the Enlightenment?

### New Ideas

Enlightenment thinkers borrowed ideas from history to develop a new worldview. They believed the use of reason could improve society. To achieve this progress, they had to share their ideas with others.

### French Philosophers

French philosophers popularized many Enlightenment ideas. One philosopher, **Voltaire** (vohl-TAYR), mocked government and religion in his writings. Instead of trusting God to improve human happiness, Voltaire believed humans could improve their own existence.

Having gotten in trouble for some of his writings, Voltaire also spoke out against censorship—removal of information considered harmful. He argued, "I [may] disapprove of what you say, but I will defend to the death your right to say it." His statement emphasized the Enlightenment goal of freedom of thought.

Enlightenment thinkers made an effort to share their thoughts with the public. Philosopher Denis Diderot (dee-DROH) edited a book called the *Encyclopedia*. This book included articles by more than 100 experts on science, technology, and history. The French king and the pope both banned the *Encyclopedia*.

In spite of censorship, Enlightenment ideas spread. One important place for the exchange of ideas was the **salon**, a social gathering held to discuss ideas. Women often hosted the salons. Most Enlightenment thinkers did not view women as equal to men. However, in hosting salons women could influence opinions.

### British Writers

Women and men also began to publish their ideas in books, pamphlets, and newspaper articles. British writer **Mary Wollstonecraft**, for example, argued that women should have the same rights as men.

Enlightenment thinkers even applied their ideas of freedom and progress to economics. British writer Adam Smith believed economics was governed by natural laws. He argued that governments should not try to control the economy and that economic growth came when individuals were free to make their own choices. Like many Enlightenment thinkers, his ideas would have a lasting effect.

**READING CHECK** Summarize How did Enlightenment thinkers spread their ideas?

## BIOGRAPHY

### Voltaire

1694–1778

Voltaire is the pen name of the French philosopher and author François-Marie Arouet. He used his wit, intelligence, and sense of justice to poke fun at religious intolerance. Voltaire's skill and bold ideas made him a popular writer. In his writings he argued that the purpose of life is the pursuit of human happiness through progress in science and the arts.



**Drawing Inferences** Why did Voltaire poke fun at religious intolerance?

**SUMMARY AND PREVIEW** Scholars during the Enlightenment drew on ideas from previous eras. They proposed ideas about the importance of reason and progress. In the next section you will learn how the Enlightenment changed ideas about government.

## Section 1 Assessment

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Online Quiz

KEYWORD: SQ7 HP17

### Reviewing Ideas, Terms, and People **HSS** 7.11.4 **Critical Thinking**

- a. Define** What was the Enlightenment?

**b. Explain** What was the main goal of most Enlightenment thinkers?
- a. Define** What does it mean to say that the Enlightenment was a **secular** movement?

**b. Explain** What was the connection between the discoveries of the Scientific Revolution and the Enlightenment?

**c. Elaborate** How did the idea of natural law contribute to the Enlightenment?
- a. Describe** How did **Voltaire** feel about censorship?

**b. Explain** What did Adam Smith contribute to Enlightenment ideas?

- 4. Summarize** Draw a chart like this one. Use it to summarize the sources of Enlightenment ideas.

Greek and Roman Philosophers	→	<input type="text"/>
Christianity	→	<input type="text"/>
Renaissance and Reformation	→	<input type="text"/>
Scientific Revolution	→	<input type="text"/>

### FOCUS ON WRITING

- 5. Arguing for Enlightenment Ideas** Review the section for new ideas about science, religion, women's rights, and economics. How may these ideas help people? Write down what you could say in favor of Enlightenment ideas on these topics.

# New Views on Government

## What You Will Learn...

### Main Ideas

1. The Enlightenment influenced some monarchies.
2. Enlightenment thinkers helped the growth of democratic ideas.
3. In America, the Enlightenment inspired a struggle for independence.

### The Big Idea

Enlightenment ideas influenced the growth of democratic governments in Europe and America.

### Key Terms and People

John Locke, p. 479

natural rights, p. 480

Charles-Louis Montesquieu, p. 480

Jean-Jacques Rousseau, p. 480

popular sovereignty, p. 480

Benjamin Franklin, p. 481

Thomas Jefferson, p. 481



**HSS 7.11.5** Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

## If YOU were there...

You are in a coffee house, discussing everything from politics to religion with friends. It is 1770. Suddenly, someone next to you questions the king's right to rule. Other people begin to agree with that person. As you listen to their logic, you wonder about other ways to run a government.

**Would you support a government that didn't include a king or queen? Why or why not?**

**BUILDING BACKGROUND** For centuries, Europe's monarchs had struggled with nobles and with church leaders for power. In England, Parliament limited the monarch's power. In some other countries, however, the kings and queens ruled without limits. The Enlightenment would change governments in Europe and in America.

## Enlightenment Influence on Monarchies

In the 1600s and 1700s kings, queens, and emperors ruled Europe. (See the map.) Many of these monarchs believed that they ruled through divine right. That is, they thought that God had given them the right to rule as they chose. They also thought they shouldn't be limited by bodies such as England's parliament. King Louis XIV of France saw himself as the entire government. He declared, "*L'état, c'est moi!*" or "I am the state."

Although monarchs such as Louis XIV held the most power, other groups in society also had privileges. In France, for example, the nobles paid few taxes and held the highest positions in the army. The French clergy paid no taxes at all. However, most of the French people, the commoners, were poor, paid high taxes, and had no role in their government.

Outside of France, some monarchs began to change their ideas about how they ruled. They applied Enlightenment ideas to government. These rulers became known as enlightened despots.

## European Monarchies, 1789



A despot is a ruler with absolute power. The enlightened despots tried to make life better for the commoners. They also thought they could make their countries stronger if the commoners were happier. Frederick II of Prussia was one such ruler. He approved reforms in law and education. Empress Catherine the Great of Russia was another enlightened despot. Her reforms gave the Russian nobility greater rights and powers.

Although the enlightened despots made some improvements in their countries, many Enlightenment thinkers looked for bigger changes. They began to consider the need for democracy.

**READING CHECK** **Contrasting** How do rule by divine right and rule by an enlightened despot differ?

## Democratic Ideas

Some Enlightenment thinkers only challenged the idea of rule by divine right. Others went further. They developed some completely new ideas about how governments should work. Three of these thinkers—Locke, Montesquieu, and Rousseau—tried to identify the best possible form of government. The ideas of these Enlightenment thinkers contributed to the creation of modern democracy.

### Locke

The English philosopher **John Locke** had a major influence on Enlightenment political thought. In 1690, he published *Two Treatises on Government*. In this work, Locke argued for government as a **contract** between the ruler and the people.

### ACADEMIC VOCABULARY

**contract** a binding legal agreement

Because a contract bound both sides, the ruler's power would be limited. In fact, Locke thought that government existed only for the public good of the people.

Locke also declared that all people had certain **natural rights**, which included the rights to life, liberty, and property. He thought that no person was born with special privileges. According to Locke, the government should protect the natural rights of its citizens. If it didn't, the people had the right to change rulers.

### Montesquieu

Frenchman **Charles-Louis Montesquieu** (mohn-te-SKYOO) was a member of the nobility. He built on Locke's ideas in *The Spirit of the Laws*, published in 1748. Montesquieu claimed that a government should be divided into separate branches to protect people's freedom. In this idea, known as the separation of powers, each branch of government is limited by the others. As

a result, the separate branches must share power. None of them can control the government completely.

### Rousseau

French thinker **Jean-Jacques Rousseau** (roo-SOH) criticized divine right. He believed in **popular sovereignty** (SAHV-ruhn-tee)—the idea that governments should express the will of the people. In *The Social Contract*, published in 1762, Rousseau declared, "Man is born free, but he is everywhere in chains." According to Rousseau, citizens submit to the authority of government to protect their own interests, entering into a "social contract." This contract gives the government the power to make and enforce laws as long as it serves the people. The government should give up that power if it is not serving the people.

**READING CHECK** Analyzing What idea appears in the works of both Locke and Rousseau?

## Enlightenment Thinkers

The ideas of Locke, Montesquieu, and Rousseau contributed to the creation of modern democracy.

Who believed in separation of government powers?



**John Locke**  
1632–1704

- Government's power is limited.
- People have natural rights, such as life, liberty, and property.



**Charles-Louis Montesquieu**  
1689–1755

- The powers of government should be separated into separate branches.

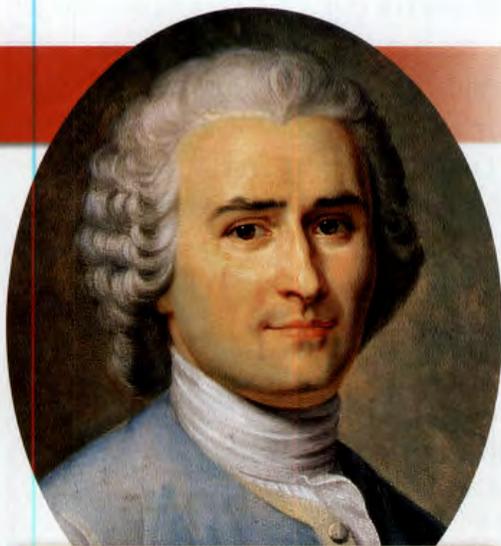
## The Enlightenment in America

The ideas of these three philosophers spread throughout Europe. From Europe, they spread to the British colonists living in North America. Enlightenment ideas would have a big effect on America's history.

The British colonists already knew basic ideas about participation in government. Because they were British citizens, the colonists knew about Parliament and its control over the British monarch. When the British government began to chip away at what the colonists saw as their rights, the colonists fought back.

### British Policy in North America

To learn more about this struggle, we must go back to the founding of the colonies. Other countries besides Britain settled and controlled land in North America. One of them was France.



**Jean-Jacques Rousseau**  
1712–1778

- Governments should express the will of the people.
- People enter into a social contract with their government, giving it the right to create and enforce laws.

In North America the French and British had many disagreements. These conflicts led to war. Even though the British eventually defeated the French, years of fighting cost Britain a lot of money.

To raise funds, the British government created new taxes in the colonies. One tax added to the cost of molasses. Another new tax, called the Stamp Act, required colonists to pay more for newspapers, some legal documents, and other printed materials. People in England didn't have to pay these taxes. As a result, the colonists thought the taxes were unfair. The colonists wanted to be treated as British citizens. They wanted the same rights as Europeans.

### Colonists' Views

Many colonial leaders were familiar with the ideas of the Enlightenment. Two leaders in particular—**Benjamin Franklin** and **Thomas Jefferson**—would apply those ideas to the colonists' complaints.

In 1766 philosopher and scientist Benjamin Franklin went to London. There he addressed the House of Commons in Parliament. He argued that the British government had no right to tax the colonists because they had no representative in Parliament. His argument against "taxation without representation" inspired riots against the tax in the colonies. The riots persuaded the British government to get rid of the Stamp Act.

Thomas Jefferson was a farmer, scientist, and scholar. He had been influenced by the Scientific Revolution. John Locke was another source of inspiration. In keeping with Locke's ideas, Jefferson believed that Britain had no right to govern or impose taxes on the colonies. He supported the idea of independence for the colonies. Jefferson also supported the separation of religious and political power. In this way, he reflected the Enlightenment's secular attitudes.

#### FOCUS ON READING

Why did the colonists' point of view on taxes differ from the view of the British government?

## The Enlightenment Reaches America

**1690** John Locke publishes *Two Treatises on Civil Government*.

**1748** Montesquieu publishes *The Spirit of the Laws*.

**1762** Rousseau publishes *The Social Contract*.

1690

1745

1755

1765

1775

**1766** Benjamin Franklin argues against unfair tax policies in the American colonies.

**1774** Thomas Jefferson argues that only voluntary loyalty to the king ties the American colonies to Great Britain.



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**ANALYSIS SKILL**

**READING TIME LINES**

Who might have been influenced by Rousseau's writings?

Jefferson would later become president of the United States. His philosophies and achievements, based on Enlightenment ideas, helped to establish the democratic government and the rights we enjoy today in the United States.

**READING CHECK** **Finding Main Ideas** Why did some colonists want to be independent of Britain?

**SUMMARY AND PREVIEW** In the 1600s and 1700s some European monarchs thought they had a divine right to rule. As Enlightenment thinkers proposed new ways of thinking, people questioned the monarchs' rights. Democratic ideas spread. In the next section you will learn how these ideas changed governments in England, France, and America.

## Section 2 Assessment

go.hrw.com  
**Online Quiz**

KEYWORD: SQ7 HP17

### Reviewing Ideas, Terms, and People **HSS** 7.11.5

- a. Define** What does divine right mean?

**b. Explain** What did enlightened despots try to do?
- a. Define** What are **natural rights**?

**b. Explain** What did Locke believe was the purpose of government?

**c. Elaborate** Why would separation of powers protect people's freedoms?
- a. Describe** What role did **Benjamin Franklin** play in the American colonists' disagreement with the British government?

**b. Elaborate** Why do you think many Americans consider **Thomas Jefferson** a hero?

### Critical Thinking

- Identifying Cause and Effect** Draw a graphic organizer like the one shown. Use it to describe the effect of the British government's policies on its North American colonies.



### FOCUS ON WRITING

- Organizing Ideas about Government** Note ways Enlightenment ideas might improve government by making it more effective or fair. How would you present your arguments to someone who favors monarchy or rule by divine right?

## John Locke

### Would you risk arrest for your beliefs in people's rights?

**When did he live?** 1632–1704

**Where did he live?** England and the Netherlands

**What did he do?** Locke worked as a professor, physician, and government official. He wrote about the human mind, science, government, religion, and other topics.

**Why is he important?** Locke believed in the right of common people to think and worship as they pleased and to own property. He also had great faith in science and people's basic goodness. Not everyone liked his ideas. At one point Locke fled to Holland to avoid arrest by political enemies. Locke's ideas have inspired political reforms in the West for some 300 years.

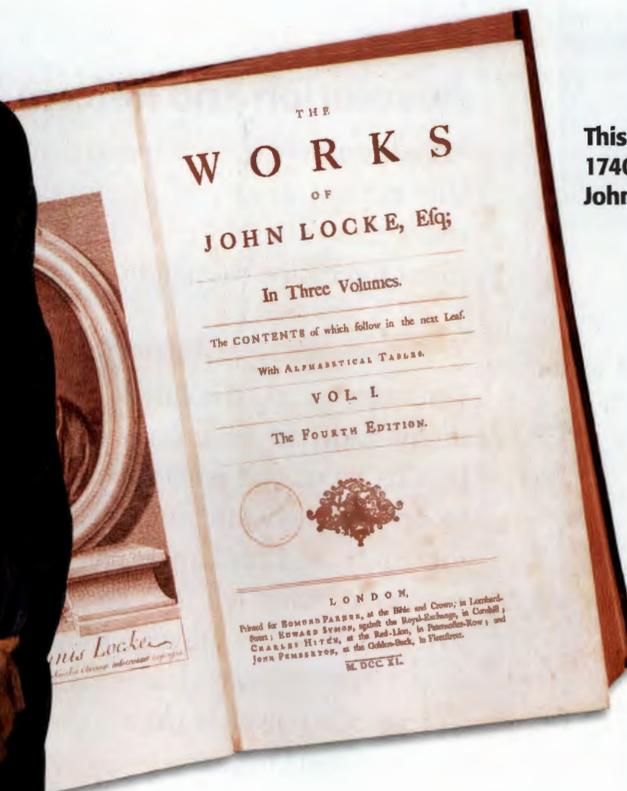
**Drawing Inferences** Why do you think some people disliked Locke's ideas?

### KEY IDEAS

“Men being, as has been said, by nature, all free, equal, and independent, no one can be . . . subjected to the political power of another, without his own consent. The only way whereby any one divests himself of his natural liberty . . . is by agreeing with other men to join and unite into a community.”

—John Locke, from *Second Treatise of Civil Government*

This book printed in 1740 is a collection of John Locke's writings.



# The Age of Revolution

## What You Will Learn...

### Main Ideas

1. Revolution and reform changed the government of England.
2. Enlightenment ideas led to democracy in America.
3. The French Revolution caused major changes in France's government.

### The Big Idea

Revolutions changed the governments of Britain, the American colonies, and France.

### Key Terms

English Bill of Rights, *p. 485*

Declaration of Independence, *p. 486*

Declaration of the Rights of Man and of the Citizen, *p. 489*



**HSS 7.11.6** Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

## If YOU were there...

You live near Boston, Massachusetts. British soldiers have moved in and taken over your house. They say that the law allows them to take whatever they need. But your father doesn't want the soldiers living in your house and eating your food. What can he do to fight the king's laws?

**Should your father disobey the king?  
Why or why not?**

**BUILDING BACKGROUND** British soldiers in the North American colonies were just one sign that trouble was brewing. Ideas about the rights of the people were in conflict with ideas about the rights of monarchs. In England, the North American colonies, and France, this conflict led to violent revolutions.

## Revolution and Reform in England

Enlightenment ideas inspired commoners to oppose monarchies that ruled without concern for the people's needs. However, the monarchs wouldn't give up their privileges. In England, Parliament forced the monarchy to change.

### Trouble with Parliament

For many years, the English Parliament and the English monarchy had had an uneasy relationship. Parliament demanded that its rights and powers be respected. However, the monarchy stood for rule by divine right. The relationship between English monarchs and Parliament got worse.

The conflict led to a civil war in 1642. Representatives of Parliament led by Oliver Cromwell took over the country. The king, Charles I, was charged with various crimes and beheaded in 1649. Cromwell became a dictator. The years of his rule were troubled and violent.





George Washington led the colonial army to victory over the British in the American Revolution. In this 1851 copy of a famous painting, Washington is shown leading his troops across the Delaware River to attack British forces.

By 1660 many English people were tired of turmoil and wanted to restore the monarchy. They invited the dead king's son to return and rule England as Charles II. They made Charles promise to allow Parliament to keep the powers it had won in the civil war. These powers included the right to approve new taxes. Parliament was able to work with Charles II during most of his rule. However, when Charles died and his brother James became king, the trouble began again.

James II, an unpopular Catholic, tried to promote his religious beliefs in England, a Protestant country. As a result, Parliament invited the Protestant William of Orange, James's son-in-law, to invade England. When William and his wife, Mary, arrived in England in 1688, James and his family fled to France.

### New Rights for the English People

Parliament offered the throne to William and Mary on one condition. They had to accept the **English Bill of Rights**, a document that listed rights for Parliament and the English people. This document, approved in 1689, drew on the principles of Magna Carta, which limited a ruler's power and recognized some rights for the people.

Magna Carta had been in place for hundreds of years, but the monarchs had not honored it. William and Mary agreed to honor Magna Carta. They also agreed that Parliament could pass laws and raise taxes. As a result, the monarchs ruled according to laws passed by Parliament. Divine right to rule had ended in England.

**READING CHECK** Sequencing What events led to the creation of the English Bill of Rights?

## Democracy in America

Although the power of the monarchs was limited in England, some people in North America were not satisfied. Colonists there grew increasingly unhappy with both the king and Parliament.

### A New Country

Some colonists disliked the laws and taxes that the British government had imposed. In addition, colonists were used to ruling themselves through their own assemblies, or congresses. They also believed that a faraway king and parliament could not understand life in America.

Many colonists protested British laws they thought were unfair. As conflict continued, colonial leaders met to resolve the crisis. At this meeting, called the First Continental Congress, the delegates decided to resist the British. Not all colonists wanted independence, but they did want to have fair laws and to feel safe. They

created militias, or groups of armed men, to protect themselves from the British troops stationed in the colonies.

Fighting began in April of 1775 when a militia exchanged fire with British troops. In 1776 the colonial leaders gathered again. At that meeting, Thomas Jefferson wrote the **Declaration of Independence**, a document declaring the colonies' independence from British rule. Like Magna Carta, the Declaration stated people's rights to certain liberties. The Declaration begins with a sentence that also expresses Enlightenment **ideals**:

“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.”

—from the Declaration of Independence

In this passage, the word *unalienable* means “cannot be taken away.” This wording shows the influence of John Locke’s ideas

### ACADEMIC VOCABULARY

**ideals** ideas or goals that people try to live up to

## Documents of Democracy

QUICK FACTS

The growth of modern democracy was greatly influenced by several key documents, which are shown here.

Which two documents contain some of John Locke's ideas?



### Magna Carta (1215)

- Limited the power of the monarchy
- Identified people's rights to property
- Established people's right to trial by a jury



### The English Bill of Rights (1689)

- Outlawed cruel and unusual punishment
- Guaranteed free speech for members of Parliament



about natural rights. In addition, the Declaration of Independence said that people unhappy with their government had the right to change it. This statement builds on the ideas of Rousseau as well as Locke.

The Declaration of Independence was signed by representatives from all of the colonies. A new nation—the United States of America—was born.

## A New Government

The British government finally agreed to end the fighting and recognize the United States. American leaders then met to form a new government. They wrote a set of rules called the Articles of Confederation. Under the Articles, the central government was weak. The Americans were afraid that a strong central government would be too much like a monarchy. However, the weak government didn't serve the needs of the people. A new government plan was needed.

Virginia farmer James Madison was a main author of the new plan—the Constitution. This document reflected the ideas of Montesquieu, who had proposed the separation of powers in 1748. In keeping with Montesquieu's idea, the Constitution divided power among three branches of government:

- The legislative branch, called Congress, would make laws.
- The executive branch, headed by the president, would enforce laws.
- The judicial branch, or court system, would interpret laws.

The Constitution did not address the rights of women or of slaves, and men without land couldn't vote. It did, however, guarantee the rights of most citizens.

**READING CHECK Finding Main Ideas** How were ideas of Enlightenment thinkers reflected in the American Revolution and the new American government?



### The United States Declaration of Independence (1776)

- Declared that people have natural rights that governments must protect
- Argued that people have the right to replace their government



### The French Declaration of the Rights of Man and of the Citizen (1789)

- Stated that the French government received its power from the people
- Strengthened individual rights and equality



### Women's March on Versailles

During the French Revolution, about 6,000 women marched to the palace at Versailles to demand bread from the king.

## The French Revolution

As the Americans fought for and created a new nation, the French people paid close attention to events. They were inspired by the Americans to fight for their own rights.

### An Unfair Society

The French king ruled over a society split into three groups called estates. The clergy were members of the First Estate and enjoyed many privileges. Nobles made up the Second Estate. They held important positions in the military, the government, and the courts.

Most French people belonged to the Third Estate. Included were peasants, craftworkers, and shopkeepers. The Third Estate paid the highest taxes but had few rights. Many members of the Third Estate were poor and hungry. They felt that the king didn't understand their problems. While the common people starved, King Louis XVI had

fancy parties. His queen, Marie-Antoinette, spent huge amounts of money on clothes.

Meanwhile, the government was badly in debt. Louis XVI wanted to raise money by taxing the rich. To do so, in 1789 he called together members of the three estates.

The meeting did not go smoothly. Some members of the Third Estate were familiar with Enlightenment ideas. These members demanded a real voice in the meeting's decisions. Eventually, the Third Estate members formed a separate group called the National Assembly. This group demanded that the king accept a constitution limiting his powers.

Louis XVI refused to agree to such demands, angering the common people of Paris. Violence broke out on July 14, 1789. On that day a mob stormed a Paris prison, the Bastille. After forcing the guards to surrender, the mob took guns stored inside the building and freed the prisoners. The French Revolution had begun.

#### THE IMPACT TODAY

July 14, Bastille Day, is France's independence day.

## Revolution and Change

After the Bastille fell, the revolution spread to the countryside. Peasants there were afraid that the king and nobles would crush the revolution. In events called the Great Fear, peasants took revenge on their noble landlords for years of poor treatment. In their rage and fear, the peasants burned country houses and monasteries.

Other leaders of the revolution were taking peaceful steps. The National Assembly wrote a constitution. It included some of the same ideas found in the writings of Enlightenment philosophers, the English Bill of Rights, and the Declaration of Independence. **Called the Declaration of the Rights of Man and of the Citizen, this document guaranteed some freedoms for citizens and distributed the payment of taxes more fairly.** Among the rights the Declaration supported were freedom of speech, of the press, and of religion. It also guaranteed that men could take part in the government.

Louis XVI was forced to accept the new laws, but new laws did not satisfy the revolution's leaders. In 1792 they ended the monarchy and created a republic. The next year, the leaders put Louis XVI on trial and executed him.

Facing unrest, in 1793 the new French government began to order trials of anyone who questioned its rule. In the period that followed, called the Reign of Terror, thousands of people were executed with the guillotine. This machine beheaded victims quickly with a heavy blade. The Reign of Terror ended when one of its main leaders, Maximilien Robespierre, was himself executed in July of 1794.

Although the Reign of Terror was a grim chapter in the story of the French Revolution, the revolution wasn't a failure. Eventually, France created a democratic government. Enlightenment ideas about

freedom were powerful. Once they took hold, they would not go away. Many Europeans and Americans enjoy freedoms today thanks to Enlightenment ideas.

**READING CHECK** **Summarizing** What is the Declaration of the Rights of Man and of the Citizen?

**SUMMARY AND PREVIEW** Questions about divine right led to struggles between the English monarchy and Parliament. Enlightenment ideas inspired the American Revolution and led to democracy in the United States. The French also formed a republic. In the next chapter you will learn how Enlightenment ideas continue to influence world events.

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Online Quiz

KEYWORD: SQ7 HP17

## Section 3 Assessment

### Reviewing Ideas, Terms, and People **HSS** 7.11.6

- a. Summarize** What caused the conflict between the English monarchy and Parliament?

**b. Compare** What was the connection between Magna Carta and the **English Bill of Rights**?
- a. Identify** What basic rights were listed in the **Declaration of Independence**?

**b. Explain** How were Montesquieu's ideas reflected in the U.S. Constitution?
- a. Describe** How was French society organized before the French Revolution?

**b. Compare** What did the Great Fear and the Reign of Terror have in common?

### Critical Thinking

- Sequencing** Draw a graphic organizer like the one shown. Use it to describe the steps of the French Revolution.



### FOCUS ON WRITING

- Exploring Changes in Government** Consider how Enlightenment ideas improved governments in England, the United States, and France. How would you answer someone who said that the Enlightenment caused only trouble?



## Continuity and Change in History

### Understand the Skill

A well-known saying claims that “the more things change, the more they stay the same.” Nowhere does this observation apply better than to the study of history. Any look back over the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, and people on the move, to name just a few.

The reasons for change have not changed, however. The same general forces have driven the actions of people and nations across time. These forces are the “threads” that run through history and give it continuity, or connectedness. They are the “sameness” in a world of continuous change.

### Learn the Skill

You can find the causes of all events of the past in one or more of these major forces or themes that connect all history.

- 1 Cooperation and Conflict:** Throughout time, people and groups have worked together to achieve goals. They have also opposed others who stood in the way of their goals.
- 2 Cultural Invention and Interaction:** The values and ideas expressed in peoples’ art, literature, customs, and religion have enriched the world. But the spread of cultures and their contact with other cultures have produced conflict also.
- 3 Geography and Environment:** Physical environment and natural resources have shaped how people live. Efforts to gain, protect, or make good use of land and resources have been major causes of cooperation and conflict in history.

- 4 Science and Technology:** Technology, or the development and use of tools, has helped people make better use of their environment. Science has changed their knowledge of the world, and changed their lives, too.
- 5 Economic Opportunity and Development:** From hunting and gathering to herding, farming, manufacturing, and trade, people have tried to make the most of their resources. The desire for a better life has also been a major reason people have moved from one place to another.
- 6 The Impact of Individuals:** Political, religious, military, business, and other leaders have been a major influence in history. The actions of many ordinary people have also shaped history.
- 7 Nationalism and Imperialism:** Nationalism is the desire of a people to have their own country. Imperialism is the wish to control other peoples. Both have existed through history.
- 8 Political and Social Systems:** People have always been part of groups—families, villages, nations, or religious groups, for example. The groups to which people belong affect how they relate to people around them.

### Practice and Apply the Skill

Check your understanding of the sources of continuity and change in history by answering the following questions.

1. How does the Enlightenment illustrate cultural invention and interaction in history?
2. What other forces in history were at work during the Enlightenment? Explain your answer.

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK FACTS**

**The Enlightenment**

Enlightenment thinkers developed new ideas about government and society.

Enlightenment ideas helped inspire revolutions in America and Europe.

New governments created influential documents based on Enlightenment ideas that guaranteed people's rights and freedoms.

## Reviewing Vocabulary, Terms, and People

Match the words or names with their definitions or descriptions.

- |                           |                              |
|---------------------------|------------------------------|
| a. Enlightenment          | f. popular sovereignty       |
| b. English Bill of Rights | g. secular                   |
| c. Voltaire               | h. Charles-Louis Montesquieu |
| d. John Locke             | i. Benjamin Franklin         |
| e. natural rights         |                              |

1. non-religious
2. argued for the colonists' rights before Parliament
3. a period also known as the Age of Reason
4. proposed the separation of powers
5. document that William and Mary had to sign before they could rule
6. spoke out against censorship

7. the idea that governments should express the will of the people
8. included life, liberty, and property in Locke's view
9. argued against divine right in *Two Treatises on Civil Government*

## Comprehension and Critical Thinking

**SECTION 1** (Pages 474–477) **HSS 7.11.4**

10. a. **Identify** What three goals did Enlightenment thinkers believe the use of reason could achieve?
- b. **Compare** How was the influence of Greek and Roman ideas similar to the influence of the Scientific Revolution on the Enlightenment?
- c. **Elaborate** Voltaire and others have argued against censorship. Is censorship ever acceptable? Explain your answer.

**SECTION 2** (Pages 478–482) **HSS** 7.11.5

11. **a. Identify** Who were two important leaders in the American colonies?
- b. Compare and Contrast** What ideas did Locke and Rousseau share? How did these ideas differ from most monarchs' ideas about government?
- c. Elaborate** Do you think things would have happened the same or differently in the colonies if colonial leaders had not been familiar with Enlightenment ideas? Explain your answer.

**SECTION 3** (Pages 484–489) **HSS** 7.11.6

12. **a. Identify** What event started the French Revolution?
- b. Analyze** What basic ideas are found in both the English Bill of Rights and Magna Carta?
- c. Elaborate** The way people interpret the Constitution has changed over the years. What do you think is a reason for this change?

## Social Studies Skills

13. **Understanding Continuity and Change in History**

The Enlightenment was a period of great change in Europe and America. However, it was also driven by some of the same forces that have driven the actions of people and nations across time. Choose one of the factors listed below that helped promote change during the Enlightenment. Write a sentence explaining how this factor influenced the Enlightenment. Then, choose one factor that shows historical continuity during the Enlightenment. Write a sentence explaining the influence of that factor on the Enlightenment.

Cooperation and Conflict	Economic Opportunity and Development
Cultural Invention and Interaction	Impact of Individuals
Geography and Environment	Nationalism and Imperialism
Science and Technology	Political and Social Systems

## Reviewing Themes

14. **Politics** How did the English Bill of Rights and the Declaration of the Rights of Man and of the Citizen change the power of monarchs?
15. **Society and Culture** How would daily life have changed for a peasant after the French Revolution?

## Using the Internet

go.hrw.com  
KEYWORD SQ7 WH7

16. **Activity: Making a Collage** The Age of Enlightenment was a time of religious, political, and economic change. Enlightenment thinkers such as John Locke, Benjamin Franklin, and Charles-Louis Montesquieu created ripples of change in democratic thought and institutions. Enter the activity keyword and learn more about these and other Enlightenment figures. Pick your favorite person and create a collage about his or her life and ideas.

## Reading Skills

**Understanding Points of View** Read the passage below and answer the questions that follow.

“From whatever side we approach our principle, we reach the same conclusion, that the social compact sets up among the citizens an equality of such a kind, that they all bind themselves to observe the same conditions and should therefore all enjoy the same rights.”

—Jean-Jacques Rousseau, from *The Social Contract*

17. What is Rousseau's point of view about rights?
18. Who might disagree with Rousseau?

## FOCUS ON WRITING

19. **Writing Your Article** Use the work you have already done to write your persuasive article. In 3–4 sentences, introduce the ideas of the Enlightenment. In the next paragraph, discuss the benefits of these ideas to society and government. Conclude with a summary of your main points and a call to action—what you want readers of your article to do or think.

# Standards Assessment

**DIRECTIONS:** Read each question, and write the letter of the best response.

**1**

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 [organized] among Men, deriving [getting] 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 abolish it, and to institute new Government . . .

—from *The Declaration of Independence*, 1776

**This passage is based *mainly* on the ideas of which Enlightenment thinker?**

- A Voltaire
- B John Locke
- C Adam Smith
- D Charles-Louis Montesquieu

**2 The idea that a king's rule is limited is contained in which earlier document in English history?**

- A Magna Carta
- B Ninety-Five Theses
- C Proclamation of 1763
- D The Declaration of Independence

**3 The period of history known as the Enlightenment grew out of all of the following *except***

- A the Renaissance.
- B the ideas of the ancient Greeks.
- C the Scientific Revolution.
- D the writings of Confucius.

**4 The U.S. Constitution divides the power to govern among the president, the Congress, and the courts. This approach to government is based on the ideas of which Enlightenment thinker?**

- A John Locke
- B Denis Diderot
- C Charles-Louis Montesquieu
- D Mary Wollstonecraft

**5 What view did the political thinkers of the Enlightenment share with the scientists of the Scientific Revolution?**

- A a belief in reason
- B a belief in human rights
- C a belief in divine right
- D a belief in democracy

## Connecting with Past Learnings

**6 In Grade 6 you learned about the Greek philosopher Plato, who taught that society should be based on fairness and justice for all. Which European later *best* expressed Plato's idea?**

- A Oliver Cromwell
- B Sir Isaac Newton
- C Adam Smith
- D Jean-Jacques Rousseau

**7 You have learned about various forms of government. The Enlightenment idea that governments should express the will of the people was illustrated in ancient history by**

- A the Ten Commandments.
- B the Roman Republic.
- C the city-states of Mesopotamia.
- D the teachings of the Buddha.

## Assignment

Write a paper explaining one of the following topics:

- (1) The effects of the Columbian exchange
- (2) The causes of the French Revolution

### TIP Adding Facts and

**Details** For each cause or effect you identify, you need supporting facts and examples.

#### Example

Effect: New plants and animals introduced to Americas

- European seeds
- Bananas, sugarcane, onions
- Domesticated animals
- Cows, goats, sheep



**ELA Writing 7.2.0** Students write narrative, expository, and descriptive texts of at least 500–700 words.

# Cause and Effect in History

**“W**hy did it happen?” “What happened as a result?” Historians ask questions like these in order to study the causes and effects of historical events. In this way, they learn more about historical events and the links that form the chain between them.

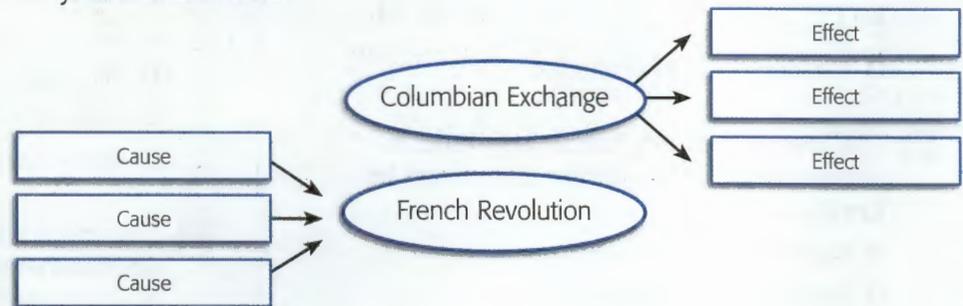
## 1. Prewrite

### Identifying Causes and Effects

A **cause** is an action or event that causes another event or situation to happen. An **effect** is what happens as a result of an event or situation. To understand historical events, we sometimes look at causes, sometimes look at effects, and sometimes look at both. For example, we could look at the causes behind Columbus’s discovery of a new land, but we could also limit our discussion to the effects.

### Collecting and Organizing Information

After choosing the topic you want to write about, gather information from the chapter in this textbook, an encyclopedia, or another library source. You can use graphic organizers like the ones below to organize your information:



## 2. Write

You can use this framework to help you write your first draft.

### A Writer’s Framework

#### Introduction

- Briefly identify the event that you will discuss. [Columbian Exchange or French Revolution]
- Identify at least three causes or effects you will discuss.

#### Body

- Explain the causes or effects one at a time, providing supporting facts and examples for each.
- Present the causes or effects in order of importance, placing the most important point last.

#### Conclusion

- Summarize your ideas about the causes or effects of the event.

### 3. Evaluate and Revise

#### Evaluating

Use the following questions to discover ways to improve your draft.

#### Evaluation Questions for an Explanation of Causes or Effects

- Does your introduction identify the event you are going to explain?
- Does your introduction identify the causes or effects you will discuss?
- Do you explain the causes or effects one at a time, using facts and examples to support each one?
- Do you present the causes or effects in order of importance? Do you discuss the most important cause or effect last?
- Does the conclusion summarize causes or effects and their importance?

#### Revising

Keep a sharp eye out for false cause-and-effect relationships. The fact that one event happened after another does not mean that the first event caused the second.

**Historical events:** Columbus sailed to America in 1492. John Cabot sailed to Canada in 1497.

**False cause-and-effect relationship:** Because Columbus sailed to America in 1492, John Cabot sailed to Canada in 1497. [Although Columbus's voyage happened before Cabot's discovery, it was not a cause.]

### 4. Proofread and Publish

#### Proofreading

As you proofread your paper, check to see whether you have unclear pronoun references. They occur when you have two different nouns or phrases the pronoun might refer to.

**Unclear** After the explorers conquered the native peoples, many of *them* died. [Does *them* refer to the explorers or the native peoples?]

**Clear** After the explorers conquered the native peoples, many of the native peoples died.

#### Publishing

With classmates who wrote about the same topic, create a booklet of essays to display in your classroom or in the school library.

#### Practice and Apply

Use the steps and strategies outlined in this workshop to write an explanation of causes or effects.

#### TIP

#### Saving the Best for the Last

Why would you place the most important cause or effect at the end of your paper, rather than at the beginning? Think about your own experience. When you read something, what part do you remember best—the first or the last? When you hear a speech or your teacher presents a lesson, what sticks in your mind?

Most of the time, we remember what we heard last or read last. That is why it is often a good idea to “save the best for last.”

#### TIP

#### Signaling Causes and Effects

Signal that you are about to discuss a cause or an effect with words and phrases like these:

- **Words and phrases that signal causes:** *because, due to, given that, since*
- **Words and phrases that signal effects:** *therefore, thus, consequently, so, as a result, for that reason*

# Linking Past to Present

The United States and most other countries in the world have capitalist economies. People are free to buy and sell goods, and consumers often have a huge number of products from which to choose.

## America and the World Today

The ideas that you have learned about in world history continued to shape the world after 1800. In particular, the rise of capitalism and the Enlightenment brought social, economic, and political changes to places throughout the world.

One place influenced by these key ideas was the United States of America. The United States was a young country in 1800. Upon gaining independence from Great Britain, citizens of the United States were eager to create a better society than they had known before. To improve their society, they formed a government based on the Enlightenment idea that citizens had a right to participate in government. They also created a market economy based on the ideas of capitalism.

Ideas from history continue to influence the world you live in today. We draw on the ideas of capitalism and the Enlightenment to advance science and technology, solve problems, and promote human rights in our society and in the world.

## Capitalism

Capitalism developed in Europe in the 1600s. Today it is the basis for most countries' economic systems. Key features of capitalism are free trade, private investment, and the basic laws of supply and demand.



In the United States, capitalism drives economic policies on both small and large scales. For example, on a small scale, shopkeepers consider the law of supply and demand when determining how much to charge for their products. On a large scale, groups of countries often make free trade agreements with each other. For example, the North American Free Trade Agreement (NAFTA) is an agreement between the United States, Canada, and Mexico to eliminate taxes on goods traded among these three countries.

Capitalism has been responsible for economic growth around the world. Having proven to be a successful economic system, capitalism will continue to influence our society and the world in the future.

## The Enlightenment

Just as capitalism has had a lasting impact on the world, so did the Enlightenment give rise to ideas that have influenced many countries. Enlightenment ideas have been especially influential in politics. The world's many democracies are built on these basic Enlightenment ideas:

- individual freedom
- free and fair elections
- the rights of citizens
- people's right to participate in their government
- government's responsibility to its citizens

In the United States, Enlightenment ideas continue to guide our political system. The government has a responsibility to its citizens to uphold their rights and to work to improve the country. Although different people have different opinions about what is best for the country, all citizens have the right and the responsibility to communicate their ideas to the government. For example, citizens over age 18 can influence the government by voting in elections. How else might you participate in your government?



The Enlightenment influenced and changed our ideas about government. This photo shows the California State Capitol in Sacramento.



## Science and Technology

One idea that gave rise to the Enlightenment was the belief in the use of reason. The belief that people could use rational thought and the scientific method to explain the world began with the Scientific Revolution in the late 1500s. Today modern science and technology are built on the foundation of rational thought, and scientists around the world use the scientific method to increase their understanding of how the world works.

This increased understanding has led to major advances in science and technology in the last 200 years. For example, space exploration allows scientists to study our solar system and what lies beyond it. Scientists have sent satellites into space that enable people around the world to communicate in ways previously unimaginable. Also, in only a few decades, computers and the Internet have changed the ways we communicate with others and how we learn about the world.

There is value in studying the world just to gain knowledge, but scientists usually study the world in order to solve problems. For example, new and better medical techniques allow doctors to see injuries and heal diseases in the body without ever lifting a scalpel. Also, scientists have learned how to build stronger bridges and construct buildings to better withstand earthquakes. Researchers work to create new medicines to cure diseases and new types of car engines that don't pollute the air. These advancements and others in areas such as biology, genetics, and physics have had a remarkable impact on our world.



Scientists use technology to measure earthquakes. Here a scientist measures how much the ground moves at the site of a fault in the earth's crust.

Science and technology can help solve problems like traffic, which clogs highways like this one in Los Angeles.



## Solving Problems

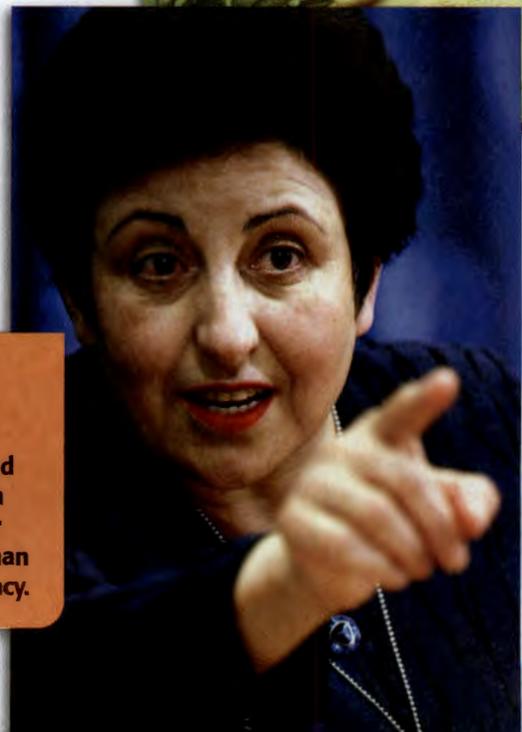
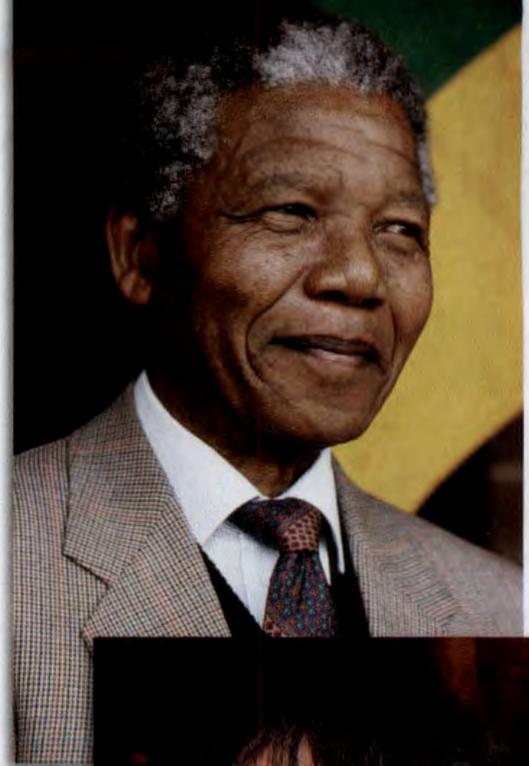
Although people's lives have been greatly improved by advancements in science and technology, problems still exist in our cities, in our country, and around the world. Using rational thinking, individuals, governments, private businesses, and cooperative associations study why problems exist and try to come up with solutions.

Some local problems may be solved by groups working together. For example, a city government and a private company may work together to widen roads or build a rail system to improve traffic in your town. Other problems, like poverty, exist worldwide. Private companies and government groups study the reasons for and the effects of this problem. Governments try to make policies to help reduce poverty. Individuals, along with local and international organizations, contribute their efforts and their money to help the poor. There will always be problems to solve, and the world will always need educated, rational thinkers.

## Human Rights

Finally, an important issue around the world today is the issue of human rights. Building on ideas from the Enlightenment, many people agree on the basic right to live in freedom and dignity, and to have access to justice.

People from around the world encourage change in countries where human rights are not respected. National leaders can work to promote human rights everywhere. In addition, more than 190 countries are members of the United Nations (UN). The UN works to solve international economic, social, and humanitarian problems. It also strives to protect human rights. People involved in promoting human rights, along with scientists and other problem solvers, use ideas from world history to try to make the world today a better place. How will you contribute?



**Nobel Peace Prize winners Nelson Mandela (top) of South Africa, Aung San Suu Kyi (middle) of Myanmar, and Shirin Ebadi (bottom) of Iran have all been recognized for their efforts to improve human rights and promote democracy.**