

MIDDLE AGES – AMERICAN REVOLUTION

2017

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For online assistance and assignments on power pt go to:

Mr P's Website:

[**http://www.worldhistoryhomework.blogspot.com/**](http://www.worldhistoryhomework.blogspot.com/)

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[**Click for Extra Credit Vocab Game Info**](#)

2012

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SPECTRUM OF TIME

<u>THEME</u>	<u>TIME PERIOD</u>	<u>PEOPLE/THINGS</u>		
1.	1.	1. Divine Right	Printing Press	Heliocentric Theory
		95 Theses	Natural Rights	Feudalism
2.	2.	2. A)		B)
3.	3.	3. A)		B)
4.	4.	4. A)		B)
5.	5.	5. A)		B)
6.	6.	6. A)		B)
7.	7.	7. A)		B)
8.	8.	8. A)		B)
9.	9.	9. A)		B)



Middle Ages

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SPECTRUM OF TIME

<u>THEME</u>	<u>TIME PERIOD</u>	<u>PEOPLE/THINGS</u>		
1. Middles Ages	1. 400 - 1200	1. Divine Right	1. Printing Press	1. Heliocentric Theory
2.	2.	2. 95 Theses	2. Natural Rights	2. Feudalism
3.	3.	3. A)		3. B)
4.	4.	4. A)		4. B)
5.	5.	5. A)		5. B)
6.	6.	6. A)		6. B)
7.	7.	7. A)		7. B)
8.	8.	8. A)		8. B)
9.	9.	9. A)		9. B)



Middle Ages

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MIDDLE AGES – AMERICAN REVOLUTION VOCAB GAME LIST

MIDDLE AGES

Feudalism	Hierarchy	King	Queen	Kingdom
Manor	Lord	Knight	Peasant	Serf
Barbarian	Farmer	Vermin	Priest	Heaven

RENAISSANCE

Humanism	Secular	Patron	Perspective	Vernacular
Florence	Cosimo Di Medici	Machiavelli	Michelangelo	Dante
Leonardo Da Vinci	Renaissance Man	Lorenzo "the Magnificent" Di Medici		

NORTH RENAISSANCE

Utopia	Thomas More	Erasmus	Praise of Follies
William Shakespeare	Printing Press	Gutenberg Bible	Queen Elizabeth I

EXPLORATION

Henry the Navigator	Vikings	Treaty of Tordesillas	King Philip of Spain
Zheng He	Columbus	Pizzaro	Cortez
Isolationist	Magellan	Spices	Slave Trade
Compass	Gun Powder	Marco Polo	Joint Stock Company
Corporation	God, Glory & Gold	1421	

REFORMATION

Martin Luther	Indulgence	95 Theses	Annul	Protestant
King Henry VIII	Spanish Armada	Anglican	Peace of Augsburg	
Calvinism	Predestination	Catholics	Presbyterians	
Pope	Council of Trent	Theocracy	Jesuits	

SCIENTIFIC REVOLUTION

Galileo	Tyco Brahe	Johannes Kepler	Nicolas Copernicus
Heliocentric Theory	Geocentric Theory	Scientific Method	Dissent
Empirical	Isaac Newton	Francis Bacon	Rene Descartes
Celsius	Fahrenheit	Vesalius	Janssen
Harvey	Toricelli	Boyle's Law	

ENLIGHTENMENT

Voltaire	Montesquieu	Rousseau	Thomas Hobbes
John Locke	Natural Rights	Social Contract	Age of Reason
Separation of Power	Mary Wollstonecraft	Salons	Baroque
Neoclassical	Mozart	Beethoven	Encyclopedia
Madame Geoffrin	Frederick The Great		

AMERICAN REVOLUTION

US Constitution	Bill of Rights	1 st Amendment	4 th Amendment
5 th Amendment	10 th Amendment	James Madison	Preamble
Declaration of Independence		Thomas Jefferson	Alexander Hamilton
Checks & Balances	Federal power	Central Power	State / Local Power
Federalist	Anti-Federalist	Due Process	Executive Branch
Legislative Branch	Judicial Branch	Representative Democracy	

THE ENLIGHTENMENT THINKERS

Until the 1700's, the people of France accepted the fact that their king ruled by divine right, that Church teachings were correct, and that well-to-do nobles had privileges not enjoyed by the poor. But by the end of the century, Frenchmen no longer accepted these beliefs. This change in attitude came about as the result of writings by a group known as the "philosophes".

The philosophes were intelligent, reasonable men who felt there was much about life in Europe that was unfair and unjust. Since most philosophes were from France, and since France was ruled by an absolute monarch surrounded by privileged nobility, that the French way of life came under attack.

The chart which follows lists four leading thinkers of the 1700's. They published writings during a period called the Age of Reason, or Enlightenment. Many ideas from the Enlightenment were eventually adopted by countries in Europe and around the world. Ideas even spread to the United States and are today a part of our way of life.

Read each statement by the philosophers given on the chart and decide whether the statement is a true description of present American life. If it is true of the United States today, fill in the space with yes. If the ideas or attitude is not true of present life in the U.S., put no in the space.

<u>Philosophe</u>	Statements	True in the U.S. today? (yes or no)
John Locke	(1) All men are free and equal at birth. (2) Everyone has the right to life, liberty, and the ownership of property. (3) Citizens have the right to overthrow the government when their "natural rights" are restricted (4) Rulers receive the right to govern from the people, and unfair rulers can be forced from power. (5) Man is not born to be a good or evil person - he is made one or the other by his life experiences and society around him.	(1) ____ (2) ____ (3) ____ (4) ____ (5) ____
Baron de Montesquieu	(1) An absolute ruler is an undesirable leader because one-man rule limits such basic freedoms as speech, press, and religion. (2) There should be a "separation of powers" in government between legislative, executive, and judicial branches. (3) Slavery, torture, religious persecution, and censorship are all wrong. (4) A man is innocent until a jury finds him guilty (5) When one country increases its military power, so do other countries - therefore, all nations should limit their military strength in order to reduce the chances of war.	(1) ____ (2) ____ (3) ____ (4) ____ (5) ____

<u>Philosophe</u>	Statements	
Voltaire	(1) A man should not be persecuted because of his religious beliefs. (2) An intelligent person should not accept all religious beliefs __ we should only accept those beliefs about God that are based on reason and common sense. (3) Religious myths and ceremonies do nothing to make men better, and, therefore, should be ignored. (4) Clergymen are more interested in increasing the power of the Church than they are in making man better. (5) A scientist is a greater person than a conquering general. (6) All men should be treated as equals, and should have freedom of speech and freedom of the press. (7) Democracy is not a good form of government because the common people are not capable of governing themselves; the best government is one headed by a good and fair king.	(1) ____ (2) ____ (3) ____ (4) ____ (5) ____ (6) ____ (7) ____
Jean Jacques Rousseau	(1) It is unfair that some people are rich while other people are poor. (2) The rich should not enjoy special privileges. (3) Compared to man during the Stone Age, modern man is unhappy, insecure, and greedy. (4) Social and political reforms must be made before man can be a good person. (5) Democracy is a good form of government.	(1) ____ (2) ____ (3) ____ (4) ____ (5) ____

(1) If the philosophers were alive today, do you think they would be generally satisfied or dissatisfied with social conditions and the type of government we have in the United States? Explain your answer.

(2) Which 3 statements by the philosophers do you believe are the greatest importance to mankind?

Period:
Assignment:

ENLIGHTENMENT QUESTIONS

Use your book as well as other sources (other books, smart people, online information, etc) to answer the following questions.

1. Philosophers use ideas of the Scientific Revolution during the Enlightenment. What idea did they use? Why? (pg. 54-55)

Answer to #1

2. Name two items that helped spread the ideas of Enlightenment. Explain how they helped to spread ideas. (pg. 57, 61)

ITEM	HOW IT HELPED SPREAD IDEAS
<u>Answers For This Chart</u>	

3. Complete this Venn Diagram comparing the RENAISSANCE AND ENLIGHTENMENT ART. (p. 61)

Answers To Venn Diagram

4. What changes occurred regarding the relationship between ruler & state and the people? (pg. 63-65)

Ruler	Country	Types of Reform
<u>Answer To Question 4</u>		

5. Name and EXPLAIN 3 long-term effects the Enlightenment thinking had on Western Civilization

Answer To Question 5

MORE ENLIGHTENMENT QUESTIONS

1. How does the attitude towards children change during this period? (Ask Mr. F about Postman's *Disappearance of Childhood*)

Answer To Question 1

2. What new styles of writing and forms of literature were developed? (p. 63)

Answer To Question 2

3. Who was that Voltaire guy? What did he contribute to the Enlightenment? (p. 56)

Answer To Question 3

The Enlightenment's Influence on the Creation of the United States

Read the Declaration of Independence and Constitution and find evidence of Enlightenment ideas.

Go online and print a copy of these documents, then hi-lite the parts where you found enlightenment ideas and attach to this worksheet

Enlightenment Thinker	Enlightenment Idea	Evidence of Idea found in the <u>Declaration of Independence</u> (DI) or the <u>Constitution</u>.(C)
Locke	<ol style="list-style-type: none"> 1. Natural rights to life, liberty and property. 2. Government's power comes from the consent of the people. 3. If the government doesn't protect the people's rights, People have the right to rebel. 	<ol style="list-style-type: none"> 1. (DI) 2. (DI) 3. (DI)
Montesquieu	<ol style="list-style-type: none"> 1. Separation of Powers (Executive, Legislative, Judicial) 2. System of check and balances 	<ol style="list-style-type: none"> 1. (C) 2. (C)
Rousseau	<ol style="list-style-type: none"> 1. Direct Democracy 2. All people are equal 3. Title of nobility should be abolished 	<ol style="list-style-type: none"> 1. (C) 2. (DI) 3. (C)
Voltaire	<ol style="list-style-type: none"> 1. Religious Tolerance 2. Freedom of speech 	<ol style="list-style-type: none"> 1. (C) 2. (C)

COMMENTARY

The Declaration of Independence has four parts: **the Preamble, the Declaration of Natural Rights, the List of Grievances, and the Resolution of Independence.**

The Preamble states why the Declaration was written. The document explains to the world the reasons why the colonists felt forced to separate from Great Britain.

The Declaration of Natural Rights lists the basic rights to which all people are entitled. These rights are *unalienable*; they cannot be taken away. The purpose of government is to protect these natural rights. When a government does not protect the rights of the people, the people must change the government or create a new one.



The Paths of Democracy

After the Glorious Revolution of 1688, John Locke wrote that governments derive their legitimacy from the consent of the people. People establish governments to protect their natural rights to life, liberty, and property. Governments cannot take away these rights, nor can they violate the social contract under which they govern with the consent of the people. The Declaration of Independence reflects Locke's ideas.

In CONGRESS, July 4, 1776

The unanimous Declaration of the thirteen united States of America, 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, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, 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 [George III] 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.

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

LOCKE 1?

Hi-lite the sentence influenced by Locke #1

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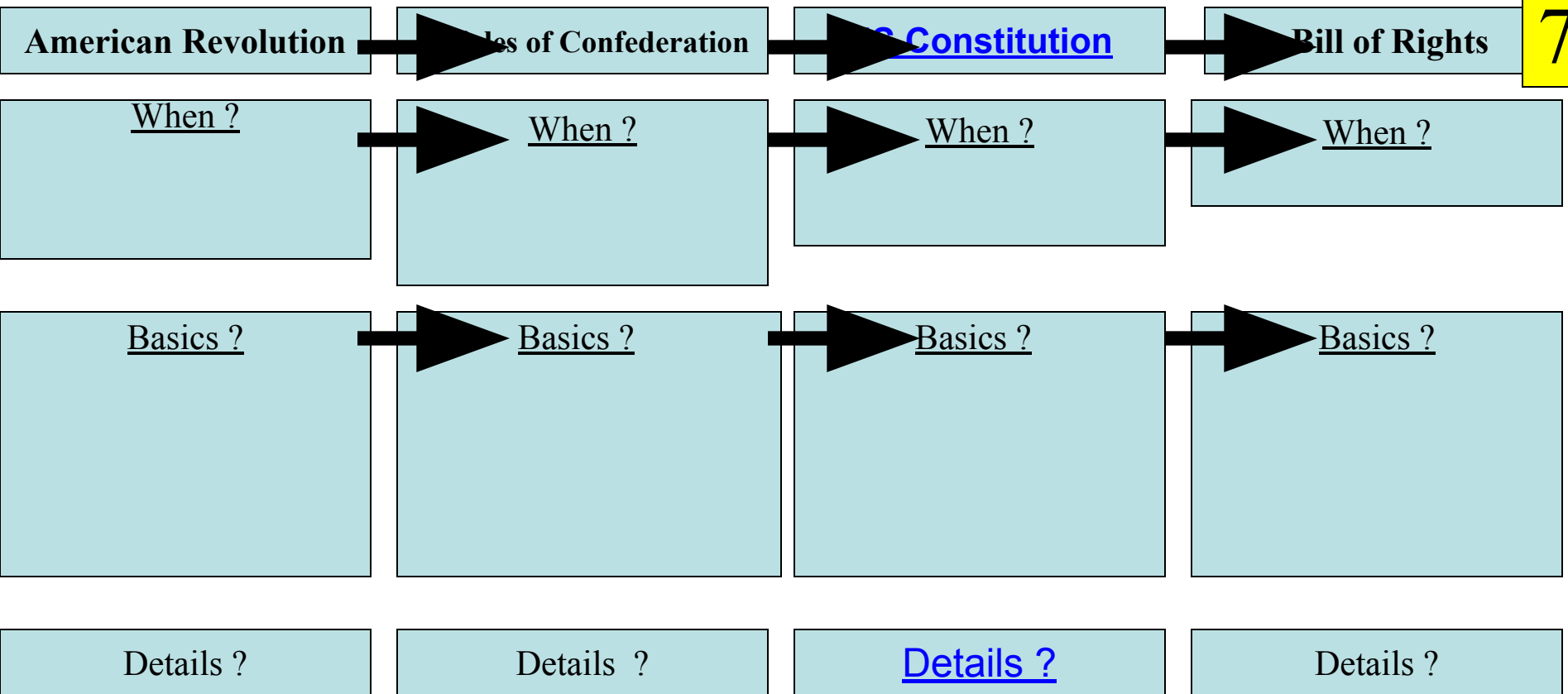
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LOCKE 1

American Revolution & Constitution



Constitution

US Constitution

Author:

Preamble:
_____ & _____ to
Constitution

For:

Against:

Articles _____ : There are _____ Articles (parts) to the Constitution

S _____ of Power between _____ Branches

C _____ & B _____ = Keeps 1 Branch from taking over

Article 1 = _____

Article 2 = _____

Article 3 = _____

Article 1 = _____

Article 2 = _____

Article 3 = _____

_____ Law

E _____ Law

_____ Law



Sections 1-10
CONGRESS = 535

House = 435
Per 600,000 citizens

Senate = 100
2 per State

Section 7 –
A)
Section 8 –
A)
B)
C)
D)

Section 4

Section 2 – Head of _____
(Leads _____ into _____)

Section 2 – Makes _____
(agreements with other nations)

Section 2 – A _____
(Pick people for govt jobs / Congress must approve)

Section 4 - I _____
(Why, when & how to over throw the president?)

Sections 1-3

Section 2 – _____ Terms

Section 2 – Types of _____

Not murder cases, but cases between S _____

(California vs Arizona on water rights)

Bill of Rights

Amendment
1

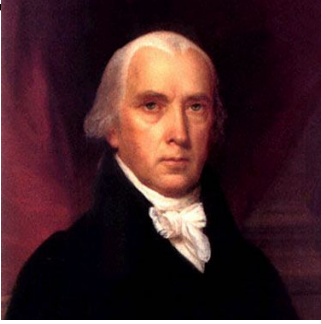
Amendment
4

Amendment
5

Amendment
10

BILL OF RIGHTS

Author:



Against:

For:

7

Definition:

Amendment 1

Amendment 4

Amendment 5

Amendment 10

- a) Freedom of S
- b) Freedom of P
- c) Freedom of R
- d) Right to peaceably a
- e) Right to p government

- a) Right to P
- b) No unreasonable search & seizure without..?
- c) Need _____ or S from Judge

- a) Right to remain s.
- b) I until proven guilty
- c) I (explanation for arrest)

Any power **NOT** Mentioned in the Constitution belongs to the S and / or The P (YOU!)

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HEAR YE! HEAR YE! **EXTRA CREDIT** HERE!

Mr P's Challenge - Vocab Game For Middle Ages - American Revolution

MONDAY NOVEMBER 25, 2013

At lunch and after school Mr P will offer a rare opportunity for any and all students to come by, form a group and take a shot at the Vocab Game. It will be offered on a first-come first-serve basis. If student performance is weak and they want to try again, they must get to the back of the line. Due to the fact it is unfair for Mr P's family if he comes home late, he will NOT allow for numerous attempts. So study and do well on your first attempt. If students perform well and qualify, they can obtain extra credit up to:

10 pts = Any student with less than 75% in class.

5 pts = Any student with more than 75% in class.

Message to DODs and Supreme Councils - if this extra credit event is to take place, there will need to be:

a) A Vocab Game Committee to negotiate & determine what terms will be apart of the Vocab Game (ie Francis Bacon = yes Tycho Brahe = No). Committee should consist of at least 2 members from each period. Committee will meet Thursday after school. [Once list for Vocab Game](#) is established it will be posted on Mr P's website to inform all students.

Link to Official Student List Posted Here? (If there is no link, then there is no official list yet)

b) Vocab Game volunteers on Monday (4 Score Keepers, 2 Timers, 4 Flippers). One set of volunteers for lunch & another for after school.

MIDDLE AGES – AMERICAN REVOLUTION VOCAB GAME LIST

MIDDLE AGES

Feudalism	Hierarchy	King	Queen	Kingdom
Manor	Lord	Knight	Peasant	Serf
Barbarian	Farmer	Vermin	Priest	Warrior

RENAISSANCE

Humanism	Secular	Patron	Respectable	Vernacular
Florence	Cosimo Di Medici	Machiavelli	Michelangelo	Dante
Leonardo Da Vinci	Renaissance Man	Lorenzo "the Magnificent" Di Medici		

NORTH RENAISSANCE

Utopia	Thomas More	Erasmus	Praise of Follies
William Shakespeare	Printing Press	Columbus Bible	Queen Elizabeth I

EXPLORATION

Henry the Navigator	Vikings	Treaty of Tordesillas	King Philip of Spain
Zheng He	Columbus	Pizzaro	Cortez
Isolationist	Magellan	spices	Slave Trade
Compass	Gun Powder	Marco Polo	Joint Stock Company
Cooperation	God, Glory & Gold	1421	

REFORMATION

Martin Luther	Indulgence	95 Theses	Annul	Protestant
King Henry VIII	Spanish Armada	Anglican	Peace of Augsburg	
Calvinist	Predestination	Catholics	Presbyterians	
Pope	Council of Trent	Theology	Jesuits	

SCIENTIFIC REVOLUTION

Galileo	Two Books	Johannes Kepler	Nicolas Copernicus
Helio-centric Theory	Geocentric Theory	Scientific Method	Dissent
Empirical	Isaac Newton	Francis Bacon	Rene Descartes
Galileo	Fahrenheit	Vaccines	Jansson
Huygens	Telescope	Boyle's Law	

ENLIGHTENMENT

Voltaire	Montesquieu	Rousseau	Thomas Hobbes
John Locke	Natural Rights	social Contract	Age of Reason
Separation of Power	Mary Wollstonecraft	Salons	Baroque
Neoclassical	Mozart	Beethoven	Encyclopedia
Madame Geoffrin	Frederick The Great		

AMERICAN REVOLUTION

US Constitution	Bill of Rights	1 st Amendment	4 th Amendment
5 th Amendment	10 th Amendment	James Madison	Preamble
Declaration of Independence		Thomas Jefferson	Alexander Hamilton
Checks & Balances	Federal power	Central Power	State / Local Power
Federalist	Anti-Federalist	Due Process	Executive Branch
Legislative Branch	Judicial Branch	Representative Democracy	

MIDDLES AGES – AMERICAN REVOLUTION ALPHABETICAL VOCAB LIST 2011

Does NOT include American Revolution

95 Theses	Exploration	Kingdom	Queen Elizabeth I
Age of Reason	Feudalism	Knight	Reformation
American Revolution	Florence	Leonardo da Vinci	Renaissance
Anglican	Francis Bacon	Lord	Renaissance Man
Catholics	Frederick the Great	Lorenzo “the Magnificent” diMedici	Rene Descartes
Columbus	Galileo	Machiavelli	Rousseau
Cortez	Geocentric Theory	Manor	Salons
Cosimo diMedici	God, Glory, & Gold	Marco Polo	Scientific Method
Dante	Gutenberg Bible	Martin Luther	Scientific Revolution
Dissent	Heliocentric Theory	Mary Wollstonecraft	Secular
Encyclopedia	Hierarchy	Michelangelo	Separation of Power
Enlightenment	Humanism	Middle Ages	Slave Trade
	Indulgence	Montesquieu	Spanish Armada
	Isolationist	Mozart	Spices
	John Locke	North Renaissance	Thomas Hobbes
	King Henry VIII	Patron	Utopia
	King Philip of Spain	Peasant	Vernacular
		Pope	Vikings
		Praise of Follies	Voltaire
		Printing Press	Zheng He
		Protestant	

Describer's	Guesser's	Points
7 or more	9 or more	10
6	8	9
5	7	8.5
4	6	8.0
3	5	7.5
2	4	7
1	3	6.0
0	2	Why are you in this class?
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