

Young girl winning chariot race. Engraving from red-figure Greek vase.

The Propylaea and the Parthenon, Athens, Greece

# The Legacy of Ancient Greece and Rome

## MAIN IDEA

**POWER AND AUTHORITY** The Greeks developed democracy, and the Romans added representative government.

## WHY IT MATTERS NOW

Representation and citizen participation are important features of democratic governments around the world.

## TERMS & NAMES

- government
- monarchy
- aristocracy
- oligarchy
- democracy
- direct democracy
- republic
- senate

## CALIFORNIA STANDARDS

**10.1.2** Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

**CST 1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**SETTING THE STAGE** Throughout history, people have recognized the need for a system for exercising authority and control in their society. Small bands of people often did not need a formal organization. Councils of elders, for example, worked together to control a group. However, most people in larger groups lived under rulers, such as chieftains, kings, or pharaohs, who often had total power. Over the course of thousands of years, people began to believe that even in large groups they could govern themselves without a powerful ruler.

## Athens Builds a Limited Democracy

About 2000 B.C., the Greeks established cities in the small fertile valleys along Greece's rocky coast. Each city-state had its own **government**, a system for controlling the society.

The Greek city-states adopted many styles of government. In some, a single person called a king or monarch ruled in a government called a **monarchy**. Others adopted an **aristocracy** (AR•uh•STAHK•ruh•see), a government ruled by a small group of noble, land-owning families. Later, as trade expanded, a new class of wealthy merchants emerged in some cities. Sometimes these groups took power or shared it with the nobility. They formed an **oligarchy**, a government ruled by a few powerful people.

Ancient Greek civilization claims the distinction of developing the first democracy in a country. In fact, the word **democracy**, meaning "rule of the people," comes from the Greek words *demos*, meaning "people," and *kratos*, meaning "power."

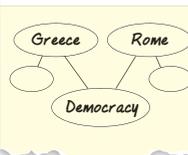
**Building Democracy** Athens was the largest and most powerful city-state to emerge in Greece. In Athens, citizens participated in governmental decision making. Citizens were adult male residents who enjoyed certain rights and responsibilities. Each year, an assembly of citizens elected three nobles to rule the city-state. After a year of service, the nobles became part of a larger council of advisers.

Around 600 B.C., Athens suffered severe economic problems. In order to pay their debts, poor farmers pledged part of their crops to wealthy landowners. They later pledged their land. Then, they sold themselves into slavery and were not able to leave the land. Eventually, a strong leader stepped in to deal with the political and economic crisis.

## TAKING NOTES

### Determining Main Ideas

Use a web diagram to record the contributions of Greece and Rome to democracy.



*The Rise of Democratic Ideas* 5

## OBJECTIVES

- Identify political systems of Athens.
- Trace changes in Greek democracy and the flowering of Greek philosophy.
- Compare democracy in Athens with that under the Roman Republic.
- Describe the influence of Roman law.

## 1 FOCUS & MOTIVATE

Ask students if they can think of English words that reflect the influence of ancient Greece or Rome on U.S. democracy. (Possible Answer: U.S. Senate named after legislative body of Roman Republic)

## 2 INSTRUCT

### Athens Builds a Limited Democracy

#### 10.1.2

#### Critical Thinking

- Why was the situation in 600 B.C. a crisis? (Farmers didn't want to sell themselves into slavery; they probably would have supported a revolution or a civil war.)

## CALIFORNIA RESOURCES

California Reading Toolkit, p. L5  
 California Modified Lesson Plans for English Learners, p. 3  
 California Daily Standards Practice Transparencies, TTA  
 California Standards Enrichment Workbook, pp. 19–20  
 California Standards Planner and Lesson Plans, p. L1  
 California Online Test Practice  
 California Test Generator CD-ROM  
 California Easy Planner CD-ROM  
 California eEdition CD-ROM

## SECTION 1 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 1
- Skillbuilder Practice: Drawing Conclusions, p. 5
- History Makers: Justinian I, p. 15
- Geography Application, p. 6

#### Formal Assessment

- Section Quiz, p. 5

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 11
- Skillbuilder Practice: Drawing Conclusions, p. 15
- Geography Application, p. 16

Reading Study Guide (Spanish), p. 5

Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 1
- Skillbuilder Practice: Drawing Conclusions, p. 5
- Geography Application, p. 6

Reading Study Guide, p. 5

Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 1

- Primary Source: from *Politics*, p. 8

## INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT12 *The Forum*

Electronic Library of Primary Sources

- "Wall Inscriptions from Pompeii," A.D. 79

classzone.com

Analyzing Key Concepts

**OBJECTIVE**

- Identify the major functions and forms of government.

**INSTRUCT**

Explain that the name of a country's government is not always a reliable indicator of social conditions. For example, the United Kingdom has a constitutional monarchy. The popular connotations of monarchy may mislead people into thinking that the United Kingdom is undemocratic. Communist East Germany was officially known as the German Democratic Republic (GDR), yet the GDR's citizens were denied many of the freedoms one normally associates with democratic forms of government.

More About . . .

**"Natural Aristocracy"**

The American statesman Thomas Jefferson wrote that the best government will be made up of a "natural aristocracy," based on virtue and talent, rather than a "tinsel aristocracy," based on wealth and birth.

More About . . .

**The Igbo People**

Older people were accorded great respect in Igbo villages. The village council was traditionally made up of all men between ages 65 and 83. Men between the ages of 30 and 50 were considered "small boys"; only rarely were they involved in important decisions for the village. Men did not retire from the village council until they were in their eighties. Even then, they served as advisers to the council.

Analyzing Key Concepts

CALIFORNIA STANDARDS  
10.1.1, REP 4

**Government**

Every society must create ways to regulate the behaviors of its members. Government consists of the people and institutions with the authority to establish and enforce rules for society. The rules are designed to keep order within the society, to promote the behaviors that the society approves of, and to protect the society from outside dangers. The government has the authority to administer punishments if the rules are broken. Different societies have forms of government that may feature different types of leaders, lawmakers, and enforcers, such as police or the military.

Major Forms of Government	
<p><b>Monarchy</b></p> <ul style="list-style-type: none"> <li>State ruled by a king</li> <li>Rule is hereditary</li> <li>Some rulers claim divine right</li> </ul>	<p><b>Aristocracy</b></p> <ul style="list-style-type: none"> <li>State ruled by nobility</li> <li>Rule is hereditary and based on family ties, social rank, wealth</li> <li>Social status and wealth support rulers' authority</li> </ul>
<p><b>Oligarchy</b></p> <ul style="list-style-type: none"> <li>State ruled by a small group of citizens</li> <li>Rule is based on wealth or ability</li> <li>Ruling group controls military</li> </ul>	<p><b>Direct Democracy</b></p> <ul style="list-style-type: none"> <li>State ruled by its citizens</li> <li>Rule is based on citizenship</li> <li>Majority rule decides vote</li> </ul>

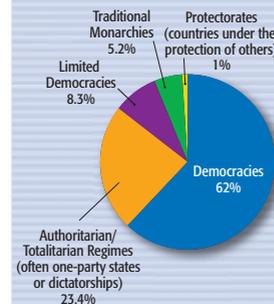


**INTEGRATED TECHNOLOGY**  
**RESEARCH LINKS** For more on forms of government, go to [classzone.com](http://classzone.com)

6 Prologue

DATA FILE

**CURRENT WORLD GOVERNMENTS**



**Democracy Facts**

- Theoretically, 40,000 people could attend the Greek Assembly. In practice, about 6,000 people attended.
- In 1215, King John of England granted the Magna Carta, which largely influenced subsequent democratic thought.
- In the 1970s, there were 40 democratic governments worldwide.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.

Source: adapted from *Democracy's Century*, Freedom House online (2003)

Connect to Today

- Categorizing** In which forms of government is rule based on wealth or property ownership?  
See Skillbuilder Handbook, page R9.
- Hypothesizing** How might the mass media in modern life help make democracy an achievable form of government?

CONNECT TO TODAY: ANSWERS

- Categorizing** aristocracy, oligarchy
- Hypothesizing** *Possible Answer:* Mass media allows access to information and positions on issues.



### Tip for Gifted and Talented Students

Explain that the demise of Greek democracy furnished an important lesson to Americans. In the *Federalist Papers*, James Madison compared the weakness of the United States under the Articles of Confederation to the fragility of the ancient Greek confederacy: “Had Greece . . . been united by a stricter confederation, and preserved in her Union, she would never have worn the chains of Macedon; and might have proved a barrier to the vast projects of Rome.”

### More About . . .

#### Socrates, Plato, and Aristotle

These philosophers laid some of the firmest foundations for Western education. The Socratic method is still used commonly in education. In the fields of law and medicine, for example, it is used to train students in analytical thinking. Plato opened an academy that lasted for about 900 years. Aristotle opened a rival school called the Lyceum, which served as a model for a later educational movement of the same name that began in New England in the early 1800s. The lyceums there were voluntary associations that brought speakers to lecture and debate on current topics. The lyceums helped to broaden school curricula and fostered the development of local museums and libraries.

#### In-Depth Resources: Unit 1

- Primary Source: from *Politics*, p. 8

he said, “Our constitution is called a democracy because power is in the hands not of a minority but of the whole people.”

Democracy ended in Greece after a war between the two strongest city-states, Athens and Sparta. Macedonia, a nearby state, invaded Greece and defeated the weakened city-states.

**Greek Philosophers Use Reason** During the fourth century B.C. in Athens, several great thinkers appeared. They used logic and reason to investigate the nature of the universe, human society, and morality. These Greek thinkers based their philosophy on the following assumptions: (1) The universe (land, sky, and sea) is put together in an orderly way and is subject to absolute and unchanging laws; and (2) people can understand these laws through logic and reason. The Greeks’ respect for human intelligence and the power of reason had allowed the ideas of democracy to flourish.

The first of these great philosophers was Socrates (SAHK•ruh•TEEZ). He encouraged his students to examine their most closely held beliefs. He used a question-and-answer approach that became known as the Socratic method. Socrates’ greatest pupil was Plato (PLAY•toh). In his famous work *The Republic*, Plato set forth his vision of a perfectly governed society. He wanted society governed not by the richest and most powerful but by the wisest, whom he called philosopher-kings.

#### PRIMARY SOURCE

Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils, no, nor the human race.

PLATO, *The Republic*

Plato’s student Aristotle (AR•ih•STAHT•uhl) examined the nature of the world and of human belief, thought, and knowledge. In *Politics*, he wrote, “Man is by nature a political animal; it is his nature to live in a state.”

**Legacy of Greece** Greece set lasting standards in government and philosophy. The Greeks used reason and intelligence to discover patterns and explanations of the world that they called natural laws. The Greeks did not wish to be subject to authoritarian rulers. So they developed direct democracy in order that citizens could actively participate in political decisions. They also were the first to develop three branches of government—a legislative branch to pass laws, an executive branch to carry out the laws, and a judicial branch to settle disputes about the laws. (The chart below compares democracy in ancient Athens and in the United States.)

#### MAIN IDEA

#### Analyzing Primary Sources

What does Plato believe needs to happen to bring peace and harmony to cities and to the human race?

B. Answer rule by philosopher-kings who would have the wisdom to rule fairly

### Athenian and United States Democracy

#### Athenian Democracy

- Citizens: male; at least 18 years old; with citizen parents
- Laws voted on and proposed directly by assembly of all citizens
- Leader chosen by lot
- Executive branch: a council of 500 men
- Juries varied in size
- No attorneys; no appeals; one-day trials

#### Both

- Political power exercised by citizens
- Three branches of government
- Legislative branch passes laws
- Executive branch carries out laws
- Judicial branch conducts trials with paid jurors

#### U.S. Democracy

- Citizens: born in United States or completed citizenship process
- Representatives elected to propose and vote on laws
- Elected president
- Executive branch made up of elected and appointed officials
- Juries composed of 12 jurors
- Defendants and plaintiffs have attorneys; long appeals process

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Using Headers to Understand the Text

**Class Time** 15 minutes

**Task** Turning headings into questions

**Purpose** To provide students with a useful reading strategy

**Instructions** As a way to preview the material in “Greek Democracy Changes” and to provide students with a strategy for reading, ask them to read the headings and turn each heading into a question. For example, students may formulate such questions as:

- How did Pericles strengthen Greek democracy?

- Who were some of the major philosophers in ancient Greece, and what were their most important and lasting ideas?
- What impact did ancient Greece have on later civilizations? Did ancient Greek civilization influence the United States?

Encourage students to look for answers to their questions as they read each section.

Students who need more help may use the Guided Reading activity for this section, available in English and Spanish.

Guided Reading: *The Legacy of Ancient Greece and Rome*

**A. Developing Main and Detail** As you read this section, fill in the chart below by writing and giving examples of the development of democracy in ancient Greece.

Greek Leader	Role in Developing Democracy
1. Solon	
2. Cleisthenes	
3. Pericles	

**B. Identifying Supporting Ideas** Use the diagram to give examples and to explain how Roman laws influenced the development of democracy.

In-Depth Resources: Unit 1

## Juries in Athens

Jury duty was one of the most important civic functions of a citizen of Athens. Juries ranged in size from at least 201 to as many as 2,500 men. (Athenian women were not allowed to serve as jurors.) The jurors would hear both sides of a legal case. Then they would render their verdict by casting bronze ballots in a large ballot box.



### ▲ Selecting a Jury

Each potential juror was given a bronze ticket inscribed with his name. After the tickets had been placed in a basket, jurors were randomly selected.



#### CALIFORNIA STANDARDS

**10.1.1** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

**CST 1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

### ◀ Making a Decision

These round disks are ballots. A hollow ballot was cast for a guilty vote, while a solid ballot indicated a vote in favor of the defendant. (The detail from a Greek drinking cup pictured above shows ballots being cast in a ballot box.)



solid ballot



hollow ballot

### ▶ Deciding on a Punishment

Citizens could vote to ostracize, or banish, a leader from Athens for ten years to prevent a person from gaining too much power. The person's name was inscribed on a pottery fragment called an ostrakon. This one bears the name of Pericles.



ballot box

#### SKILLBUILDER: Interpreting Visual Sources

- 1. Comparing and Contrasting** In what ways are the jury practices of Athens similar to those of the United States? How are they different?
- 2. Forming and Supporting Opinions** What advantages or disadvantages do you see in the number of jurors on an Athenian jury?

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## History *in* Depth

### OBJECTIVES

- Identify the different features of the Athenian jury system.
- Explain the practice of ostracism.

### INSTRUCT

Explain that jury trials are an important part of the U.S. legal system. The right to a trial by jury is guaranteed by the Bill of Rights. The Sixth Amendment guarantees the right of a jury trial in all criminal proceedings. The Seventh Amendment guarantees the right to a jury trial in all civil cases in which the amount of the judgment might exceed \$20. In contrast to the large juries of ancient Greece, trial juries in the United States usually consist of 12 persons.

#### SKILLBUILDER: Answers

- 1. Comparing and Contrasting Possible Answers:** In the United States, a jury pool is randomly selected, but lawyers interview potential jurors; jurors do not use disks; U.S. juries are smaller.
- 2. Forming and Supporting Opinions Advantage—**Many people were involved in the decision. **Disadvantage—**It might be difficult to come to a clear decision with that many jurors.

## SKILLBUILDER PRACTICE: DRAWING CONCLUSIONS

### Understanding Implied Meanings

**Class Time** 25 minutes

**Task** Examining the History in Depth feature and drawing conclusions from it

**Purpose** To practice the skill of drawing conclusions and better understand the text

**Instructions** Explain that drawing a conclusion is more than just making a guess. To draw an effective conclusion, you must consider the various facts that are available to you and form an opinion about their meaning.

Have small groups students read the History in Depth feature on this page. Ask them to write down a conclusion they can draw from the passage, with at least two facts from the feature or from their own knowledge to support it. (*Possible Answer: Conclusion—Jurors in Athens were powerful. Support—could vote on the guilt or innocence of their fellow citizens; could banish a leader for ten years.*) Discuss groups' conclusions as a class. To practice this skill, students can complete the Skillbuilder Practice activity for this chapter.

**SKILLBUILDER PRACTICE: Drawing Conclusions**

**Section 1**

**Democracy in Athens: Every Citizen's Lot**

**1. Drawing conclusions about something when you have read and thought an idea over several paragraphs. In this activity, you will draw a conclusion about the Athenian jury system. Read the passage below. Then complete the activity with your conclusions. Use the Skillbuilder Practice activity for more information.**

**Democracy in Athens: Every Citizen's Lot**

In ancient Athens, every citizen had the right to vote and to stand for public office. Every citizen was a member of the government. The Athenian government was a democracy. The word democracy comes from the Greek words *demo*, meaning "people," and *kratos*, meaning "power." The Athenian government was a democracy because every citizen had the right to vote and to stand for public office. The Athenian government was a democracy because every citizen had the right to vote and to stand for public office. The Athenian government was a democracy because every citizen had the right to vote and to stand for public office.

**Conclusion 1:**

Support: \_\_\_\_\_

Support: \_\_\_\_\_

**Conclusion 2:**

Support: \_\_\_\_\_

Support: \_\_\_\_\_

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In-Depth Resources: Unit 1

**Rome Develops a Republic**  
10.1.2

**Critical Thinking**

- Why did patricians eventually grant plebeians more political power? (*Possible Answer: may have been concessions given because of the plebeians' growing numbers or economic power*)
- Why would the Roman Republic provide for dictatorial rule in times of crisis? (*Possible Answer: legislative processes too slow in wartime*)

**History Makers**

**Justinian**

Ask students how the Justinian Code and the Twelve Tables differed. (*Possible Answer: The Justinian Code was compiled at the behest of an emperor, while the Twelve Tables were the result of plebeian demands.*)

In his official writings about Justinian, court historian Procopius described the emperor as a serious, even-tempered ruler who worked from dawn to midnight. But in *The Secret History* (a book published after both had died), Procopius portrayed Justinian as “deceitful, devious, false, hypocritical, two-faced, and cruel.”

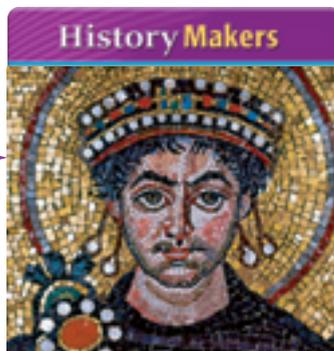
**INTEGRATED TECHNOLOGY**

**Rubric** Tables should

- be logical and well organized.
- cite key similarities and differences.

**In-Depth Resources: Unit 1**

- History Makers: Justinian I, p. 15



**Justinian**  
482–565

Justinian believed that “imperial majesty should not only be adorned with military might but also graced with laws, so that in times of peace and war alike the state may be governed aright.”

To regulate the Byzantine Empire, Justinian set up a panel of legal experts to comb through hundreds of years of Roman law and opinion. The panel’s task was to create a single, uniform legal code for Justinian’s “New Rome.”

The Justinian Code has had a profound impact on the law of most Western countries.

**INTEGRATED TECHNOLOGY**

**INTERNET ACTIVITY** Create a table comparing some of Justinian’s laws with similar ones in the United States. Go to [classzone.com](http://classzone.com) for your research.

**Rome Develops a Republic**

While Greece was in decline, a new civilization to the west was developing. From about 1000 to 500 B.C., the earliest Romans—the Latins—battled with Greeks and Etruscans for control of the Italian peninsula. The Romans were the victors.

**From Kingdom to Republic** Beginning about 600 B.C., a series of kings ruled Rome. Then, in 509 B.C., a group of Roman aristocrats overthrew a harsh king. They set up a new government, calling it a **republic**. A republic is a form of government in which power rests with citizens who have the right to elect the leaders who make governmental decisions. It is an indirect democracy, in contrast to the direct democracy in which all citizens participate directly in the government. In Rome, as in Greece, citizenship with voting rights was granted only to free-born males.

In the early republic, two groups struggled for power. The patricians were aristocratic landowners who held most of the power. The plebeians were common farmers, artisans, and merchants. The patricians inherited their power and social status. They claimed that their ancestry gave them the authority to make laws for Rome and its people. The plebeians were citizens of Rome with the right to vote. But they were barred by law from holding most important government positions. In time, plebeian pressure on the patricians gained them political power.

**Twelve Tables** An important victory for the plebeians was forcing creation of a written law code. With laws unwritten, patrician officials often interpreted the law to suit themselves. In 451 B.C., a group of ten officials began writing down Rome’s laws. They had the laws carved on 12 tables, or tablets, and publicly displayed. The Twelve Tables established the idea that all free citizens had the right to protection of the law and that laws would be fairly administered.

**Republican Government** Like the Athenians, the Romans had established a government with separate branches. Two officials called consuls commanded the army and directed the government. Their term of office was only one year. The legislative branch was made up of a **senate** and two assemblies. Patricians made up the senate. It controlled foreign and financial policies and advised the consuls. The two assemblies included other classes of citizens. In times of crisis, the republic also provided for a dictator, a leader who had absolute power to make laws and command the army. The dictator was limited to a six-month term.

For hundreds of years after the founding of the republic, Rome expanded its territories through conquest and trade. But expansion created problems. For decades, Rome alternated between the chaos of civil war and the authoritarian rule of a series of dictators. Eventually, the republic collapsed. In 27 B.C., Rome came under the rule of an emperor.

**Roman Law**

Rome had become a great power not only by conquering other lands but also by bringing the conquered peoples into its system. The Romans tried to create a system of laws that could be applied throughout the Roman Empire. Like the

**MAIN IDEA**

**Contrasting**

How does an indirect democracy differ from a direct democracy?

**C. Possible Answer**  
In an indirect democracy, citizens select leaders who make decisions for them rather than participating directly in the decision-making.

**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**

**Patricians and Plebeians**

**Class Time** 35 minutes

**Task** Writing a mock interview

**Purpose** To understand class tensions within the Roman Republic

**Instructions** Ask students to imagine how a patrician might justify that group’s wanting most or all of the power in Rome. How might a plebeian respond, and what arguments could be made to justify that group’s ascending to power? Have students write a transcript of a talk-show interview in which a Roman patrician and a plebeian debate this issue. Students may work individually or in pairs. Encourage additional research on the topic.

Points to consider include the following:

- the differences between plebeians and patricians
- social and political restrictions placed on plebeians, such as their exclusion from public offices or the prohibition against intermarriage with patricians
- the plebeian campaign, known as the “Conflict of the Orders,” to win greater social and political freedom

If time permits, ask for volunteers to act out the interviews.

Greeks, they believed that laws should be based on principles of reason and justice and should protect citizens and their property. This idea applied to all people regardless of their nationality. It had a great influence on the development of democracy throughout the Western world.

Some important principles of Roman law were

- All citizens had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- Any law that seemed unreasonable or grossly unfair could be set aside.



▲ A coin from 137 B.C. shows a Roman citizen taking part in the democratic process by voting.

**D. Possible Answers** Rome gave the world the idea of a republic; contributed a written legal code and the idea it should be applied impartially; and passed on democratic traditions to civilizations that followed.

**MAIN IDEA**

**Recognizing Effects**

How did Rome influence the development of democracy in the Western world?

**A Written Legal Code** Another major characteristic of Roman government was its regard for written law as exemplified by the creation of the Twelve Tables

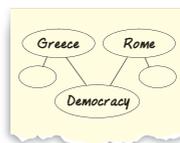
in 451 B.C. Nearly 1,000 years later, in A.D. 528, Emperor Justinian ordered the compilation of all Roman laws since the earlier code. After its completion, this new code consisted of four works. *The Code* contained nearly 5,000 Roman laws. *The Digest* was a summary of legal opinions. *The Institutes* served as a textbook for law students. *The Novellae* contained laws passed after 534. The Code of Justinian later became a guide on legal matters throughout Western Europe. Written laws helped establish the idea of “a government of laws, not of men,” in which even rulers and other powerful persons could be held accountable for their actions.

**Legacy of Rome** Rome gave the world the idea of a republic. Rome also adopted from the Greeks the notion that an individual is a citizen in a state rather than the subject of a ruler. Perhaps Rome’s greatest and most lasting legacy was its written legal code and the idea that this code should be applied equally and impartially to all citizens. Rome preserved and added to Greece’s idea of democracy and passed on the early democratic tradition to civilizations that followed.

**SECTION 1 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.  
 • government • monarchy • aristocracy • oligarchy • democracy • direct democracy • republic • senate

**USING YOUR NOTES**  
 2. Which contribution, shown on your web diagram, do you think had the greatest impact on the modern world? (CST 1)



**MAIN IDEAS**  
 3. How does an aristocracy differ from an oligarchy? (10.1.2)  
 4. What steps did Cleisthenes take to strengthen democracy in Athens? (10.1.2)  
 5. What are the four basic principles of Roman law? (10.1.2)

**CRITICAL THINKING & WRITING**  
 6. **DRAWING CONCLUSIONS** How do the steps taken by leaders of Athens reflect a turn toward democracy? (10.1.2)  
 7. **FORMING AND SUPPORTING OPINIONS** Was Athenian democracy under Pericles truly a democracy? Explain. (10.1.2)  
 8. **SYNTHESIZING** Which characteristic of the government under the Roman Republic had the greatest impact on the democratic tradition? (CST 1)  
 9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a dialogue between a Roman citizen and a Greek citizen each arguing that their style of democracy is a better form of government. (Writing 2.4.a)

**CONNECT TO TODAY** **CREATING AN ORAL REPORT**  
 New England town meetings are similar to the kind of democracy practiced in Ancient Greece. Research New England town meetings and prepare an oral report on your findings. (Writing 2.3.b)

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**Roman Law**

**Critical Thinking**

- How might Rome’s legal system have contributed to its expansion? (*Possible Answer: Protection under Roman laws may have minimized discontent in conquered territories.*)
- Why is it important to publish legal opinions in addition to laws? (*Possible Answer: explains reasoning behind the laws*)

**In-Depth Resources: Unit 1**

- Geography Application: The Roads of the Roman Empire, p. 6

**World Art and Cultures Transparencies**

- AT12 *The Forum*

**Electronic Library of Primary Sources**

- “Wall Inscriptions from Pompeii,” A.D. 79

**3 ASSESS**

**SECTION 1 ASSESSMENT**

Have pairs of students answer the questions. Then have partners compare answers with another pair.

**Formal Assessment**

- Section Quiz, p. 5

**4 RETEACH**

Draw a Venn diagram on the board. Label one side *Greek Democracy* and the other *Roman Republic*. Work with the class to add similarities and differences to the diagram.

**ANSWERS**

1. government, p. 5 • monarchy, p. 5 • aristocracy, p. 5 • oligarchy, p. 5 • democracy, p. 5 • direct democracy, p. 7 • republic, p. 10 • senate, p. 10

2. **Sample Answer:** Greece—Direct democracy, trial by jury, three branches of government. Rome—Republic, written law code, equal treatment under law. Greatest impact—Republic; used by most democracies today.  
 3. Aristocracies are governed by wealthy landowners and are hereditary, while oligarchies are ruled by a small group of citizens with great wealth or ability.  
 4. balanced power of rich and poor in assembly, allowed all citizens to submit laws to the assembly

5. right to equal treatment under law; innocent until proven guilty; burden of proof rests with accuser; unreasonable or unfair laws could be set aside  
 6. more people given political power and direct voice in the government  
 7. **Possible Answer:** No—It applied to only a small part of the population.  
 8. **Possible Answer:** regard for written laws, because laws are less likely to be arbitrary or to change

9. **Rubric** Dialogues should  
 • explain Greek and Roman democracy.  
 • identify reasons one style is superior.

**CONNECT TO TODAY**

- Rubric** Oral reports should  
 • explain New England town meetings.  
 • show how a town meeting is similar to Greek direct democracy.

## LESSON PLAN

### OBJECTIVES

- Explain the importance of Judaism's values.
- Describe how Christianity spread and helped further democratic ideas.
- Analyze the impact of the Renaissance and Reformation on democratic thinking.

### 1 FOCUS & MOTIVATE

Ask students what they know about the history of Judaism, Christianity, and Islam. (*Possible Answer: All three believe in one god, but each has a different sacred text.*)

### 2 INSTRUCT

#### Judaism

##### 10.1.1

##### Critical Thinking

- How could belief in individual worth help shape a democratic tradition? (*Possible Answer: If individuals have worth, then they can choose their leaders and political systems.*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L6  
California Modified Lesson Plans for English Learners, p. 7  
California Daily Standards Practice Transparencies, TTB  
California Standards Enrichment Workbook, pp. 17–18  
California Standards Planner and Lesson Plans, p. L3  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM

A pointer in the shape of a hand is used to help read a Torah scroll

Detail from fourth-century mosaic, Pisces Synagogue, Tiberias, Israel

2

## Judeo-Christian Tradition

#### MAIN IDEA

**CULTURAL INTERACTION**  
Judaism and Christianity taught individual worth, ethical values, and the need to fight injustice.

#### WHY IT MATTERS NOW

These ideals continue to be important to democracy today.

#### TERMS & NAMES

- Judaism
- Ten Commandments
- Christianity
- Islam
- Roman Catholic Church
- Renaissance
- Reformation

#### CALIFORNIA STANDARDS

**10.1.1** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

**HI 4** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

**SETTING THE STAGE** Ideas from three monotheistic religions helped shape democratic traditions. Judaism, Christianity, and Islam all began in a small corner of southwest Asia, and later spread across the world. Their ideas about the worth of individuals and the responsibility of individuals to the community had a strong impact on the development of democracy. More ideas about the value of the individual and the questioning of authority emerged during the periods of the Renaissance and the Reformation.

#### Judaism

Much of what we know about the early history of the Hebrews, later called the Jews, is contained in the first five books of the Hebrew Bible, the Torah. In the Torah, God chose Abraham to be the “father,” or ancestor, of the Hebrew people. God commanded Abraham to move his people to Canaan, an area of ancient Palestine. This occurred around 1800 B.C.

**Created in God's Image** Other groups around the Hebrews were polytheists, people who believed in more than one God. The Hebrews, however, were monotheists. They believed in one God. This God was perfect, all-knowing, all-powerful, and eternal. Earlier, people had generally thought that what the gods wanted from human beings was the performance of rituals and sacrifices in their honor. The Hebrews believed that it was God's wish for people to live moral lives. The religion of the Hebrews was called **Judaism**.

The Hebrew Bible (the Old Testament, to Christians) states that human beings are created in God's image. The Hebrews interpreted this to mean that each human being has a divine spark that gives him or her a dignity that can never be taken away. For the Greeks and Romans, the individual had dignity because of his or her ability to reason. For the Hebrews, each person had dignity simply by being a child of God.

The Hebrews believed that God had given human beings moral freedom—the capacity to choose between good and evil. Therefore, each person was responsible for the choices he or she made. These beliefs led to a new emphasis on the worth of the individual.

**Jewish Law Teaches Morality** Like the Greeks, the Romans, and other ancient peoples, the Jews had a written code of laws. The Bible states that God gave this

#### TAKING NOTES

**Clarifying** Use a chart to list one contribution to democracy with each item on the list.

Category	Contribution
Judaism	
Islam	
Renaissance	
Reformation	

12 Prologue

## SECTION 2 PROGRAM RESOURCES

#### ALL STUDENTS

##### In-Depth Resources: Unit 1

- Guided Reading, p. 2

##### Formal Assessment

- Section Quiz, p. 6

#### ENGLISH LEARNERS

##### In-Depth Resources in Spanish

- Guided Reading, p. 12

##### Reading Study Guide (Spanish), p. 7

##### Reading Study Guide Audio CD

#### STRUGGLING READERS

##### In-Depth Resources: Unit 1

- Guided Reading, p. 2

##### Reading Study Guide, p. 7

##### Reading Study Guide Audio CD

#### GIFTED AND TALENTED STUDENTS

##### In-Depth Resources: Unit 1

- Primary Source: The Ten Commandments, p. 9

##### Electronic Library of Primary Sources

- from the Book of Exodus in the Bible, about 900 B.C.

#### INTEGRATED TECHNOLOGY

##### eEdition CD-ROM

##### Power Presentations CD-ROM

##### Electronic Library of Primary Sources

- from the Book of Exodus in the Bible, about 900s B.C.

classzone.com



History from Visuals

Interpreting the Map

Ask students to discuss why the spread of Christianity might have paralleled the boundaries of the Roman Empire so closely. (Possible Answer: Missionaries used the roads and trade routes of the empire to travel to distant places.)

**Extension** Ask students to write one sentence that summarizes the information the map presents. (From 325 to 500, Christianity developed first in the major cities and then spread outward, reaching every province of the Roman Empire.)

**SKILLBUILDER: Answers**

- 1. Location** Anatolia
- 2. Region** Britain to the north, Egypt to the south, Spain and western Britain to the west, and Armenia to the east

**Christianity**

10.1.1

**Critical Thinking**

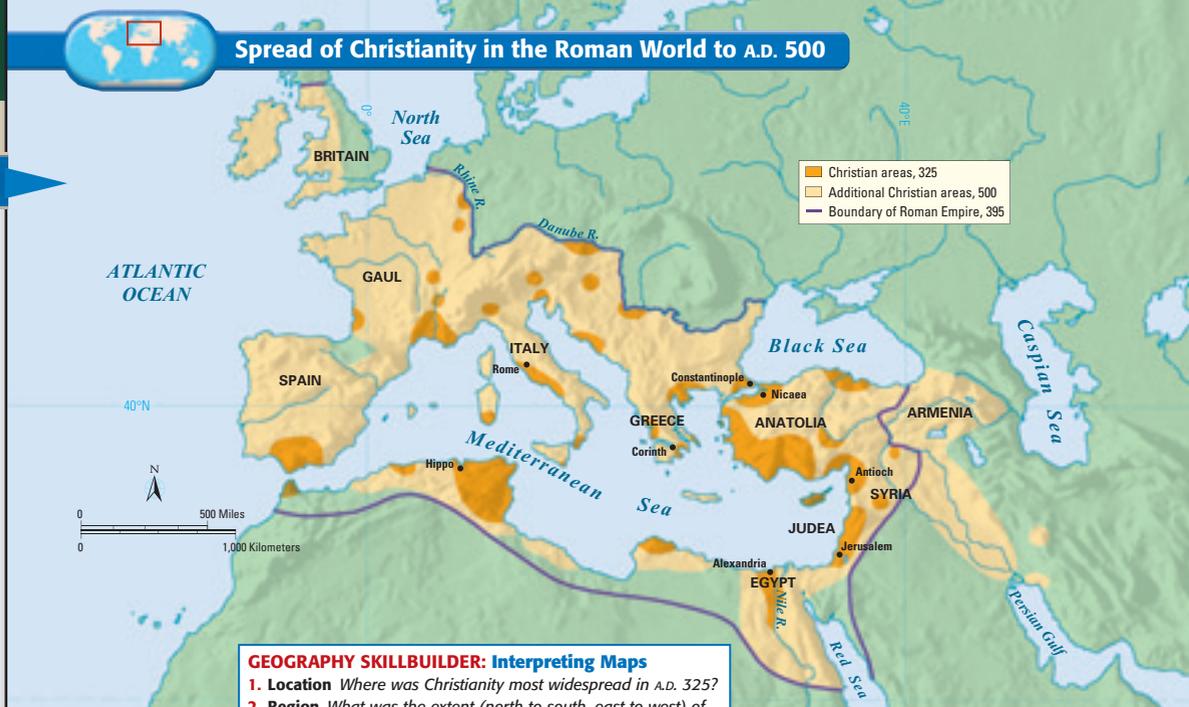
- Why might the belief in life after death be important to Christianity and other religions? (Possible Answer: It may provide believers with the courage needed to follow the principles of their faith.)
- Why might Roman leaders consider Paul's missionary work politically threatening? (Possible Answer: Paul's preaching about the essential equality of all human beings probably appeared dangerous to those in power.)

**In-Depth Resources: Unit 1**

- Primary Source: The Ten Commandments, p. 9

**Electronic Library of Primary Sources**

- from the Book of Exodus in the Bible



**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Location** Where was Christianity most widespread in A.D. 325?
- 2. Region** What was the extent (north to south, east to west) of Christianity's spread by A.D. 500?

**Christianity**

As Rome expanded, its power spread throughout the Mediterranean. It took control of Judea, homeland of the Jews, around 63 B.C. By 6 B.C., the Romans ruled Judea directly as a part of their empire.

According to the New Testament, Jesus of Nazareth was born around 6 to 4 B.C. He was both a Jew and a Roman subject. He began his public ministry at the age of 30. His preaching contained many ideas from Jewish tradition, such as monotheism and the principles of the Ten Commandments. Jesus emphasized God's personal relationship to each human being.

**The Teachings of Christianity** Jesus' ideas went beyond traditional morality. He stressed the importance of people's love for God, their neighbors, their enemies, and themselves. In the Sermon on the Mount, Jesus told the people, "I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." He also taught that God would eventually end wickedness in the world and would establish an eternal kingdom in which he would reign. People who sincerely repented their sins would find life after death in this kingdom.

About A.D. 29, Jesus visited Jerusalem. Because some referred to him as the "king of the Jews," the Roman governor considered him a political threat. Jesus was put to death by crucifixion. According to Jesus' followers, he rose from the dead three days later and ascended into heaven. His followers believed he was the Messiah, or savior. Jesus came to be referred to as Jesus Christ. *Christos* is a Greek word meaning "messiah" or "savior." The word **Christianity**, the name of the religion founded by Jesus, was derived from the name Christ.

**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**

**Mapping Paul's Travels**

**Class Time** 30 minutes

**Task** Researching and mapping the travels of Paul

**Purpose** To help students understand the spread of Christianity

**Instructions** Tell students that Paul made three separate voyages in his missionary work. The voyages occurred in about A.D. 46–48, A.D. 49–51, and A.D. 53–57. Some of the places overlapped from voyage to voyage. Divide students into three groups and assign each group one of the voyages to research. Each group will briefly describe the cities that

Paul visited, summarize his missionary activities in each city during a particular voyage, and draw a map showing his route among the cities. Each group will present its findings to the class beginning with the first voyage.

In addition to mapping the voyages, students should describe Paul's traveling companions and explain the dangers and difficulties Paul encountered on his travels. Remind students that Christianity was not widely accepted in Paul's time and that he faced many challenges in his missionary work.

**Vocabulary**

An *apostle* is one of the followers of Jesus who preached and spread his teaching.

**B. Answer** They were spread by the Jews who shared their beliefs while in exile and by the Christians who wanted to convert others to their faith.

**MAIN IDEA**

**Summarizing**

How were Judeo-Christian ideas spread throughout the Roman Empire?

**The Spread of Christianity** In the first century after Jesus’ death, his followers began to teach this new religion based on his message. Christianity spread slowly but steadily across the Roman Empire. One man, the apostle Paul, had enormous influence on Christianity’s development.

Paul preached in cities around the eastern Mediterranean. He stressed that Jesus was the son of God and that he had died for people’s sins. Paul declared that Christianity was a universal religion. It should welcome all converts, Jew and non-Jew. He said, “There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus.” He stressed the essential equality of all human beings, a belief central to democracy.

**Rome Spreads Judeo-Christian Ideas** In the beginning, the Roman Empire was hostile to the beliefs of Judaism and Christianity. Yet it was the empire that helped spread the ideas of these religions in two ways. The first way was indirect. After the Jews began to rebel against the Romans in the first century, they were exiled from their homeland in A.D. 70. This dispersal was called the Diaspora. The Jews then fled to many parts of the world, where they shared their beliefs that all people had the right to be treated with justice and dignity.

The second way the empire spread Judeo-Christian ideas was more direct. Despite Roman persecution of Christians, Christianity became a powerful religion throughout the empire and beyond. By 380, it had become the official religion of the empire. Eventually it took root in Europe, the Near East, and northern Africa.

**Islam**

Another monotheistic religion that taught equality of all persons and individual worth also developed in southwest Asia in the early 600s. **Islam** was based on the teachings of the prophet Muhammad. Muhammad’s teachings, which are the revealed word of God (Allah in Arabic), are found in the holy book called the Qur’an. He emphasized the dignity of all human beings and the brotherhood of all people. A belief in the bond of community and the unity of all people led to a tolerance of different groups within the community.

Followers of Islam are called Muslims. Muslims were required by their religion to offer charity and help to those in need. Under Muslim law, rulers had to obey the same laws as those they ruled. In lands controlled by Muslims, the Muslims were required to show tolerance for the religious practices of Jews and Christians.

**The Legacy of Monotheistic Religions** Several ideals crucial to the shaping of a democratic outlook emerged from the early monotheistic religions of southwest Asia. They include the following:

- the duty of the individual and the community to combat oppression
- the worth of the individual
- the equality of people before God

These ideas would form part of the basis of democratic thinking. More ideas about the value of the individual and about the questioning of authority would surface during the Renaissance and Reformation.



▲ An illustrated page of the Qur’an from the Ninth century

**More About . . .**

**Constantine and the Spread of Christianity**

Christianity spread quickly through the Roman Empire after the emperor Constantine I took a favorable view toward the religion. In A.D. 312, he was fighting his rivals for the imperial throne and prayed for divine help before going into battle. Constantine reported that he then saw a cross of light in the heavens bearing the inscription, “In this sign, conquer.” He ordered artisans to put the Christian symbol of the cross on his soldiers’ shields, and his troops were victorious. Constantine gave credit for his success to the Christian god and put an end to the Roman persecution of Christians. By 380, Christianity was the empire’s official religion.

**Islam**

**10.1.1**

**Critical Thinking**

- Why might Islamic leaders have required Muslims to show tolerance for the religious practices of Jews and Christians? (*Possible Answer: because their values and beliefs were so similar*)
- Why might three different monotheistic religions develop so near to one another? (*Possible Answer: Changing social, economic, cultural, and political circumstances may have created environments with different spiritual needs.*)

**DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS**

**Judaism, Christianity, and Islam**

**Class Time** 45 minutes

**Task** Answering questions about religions

**Purpose** To improve understanding of the text

**Instructions** Have students work in pairs to reread the text on pages 12–15. Tell them that beliefs from each of the three religions contributed to the idea of *individualism*, the belief in the inherent dignity and worth of each person. Remind students that the ideas of individualism are strongly related to the basic ideas of democracy. Have the pairs of students answer these questions.

1. What are two beliefs of Judaism? (*a belief in one god, each person responsible for choices he or she makes*)
2. Why do Jews believe that people are responsible for their own choices? (*because God gave people the freedom to choose between good and evil*)
3. What is the key difference between Christian and Jewish beliefs? (*belief in Jesus as the savior*)
4. What are two teachings of Muhammad? (*All people are brothers. Muslims must help those in need.*)
5. How did all three religions shape democratic ideas? (*All believe in the worth of each individual.*)

PROLOGUE Section 2 (pages 12–17)

**Judeo-Christian Tradition**

**ANTES DE LEER**  
 En la sección anterior, leíste acerca del desarrollo de la democracia en Grecia y Roma. En esta sección, aprenderás acerca de las contribuciones del judaísmo, el cristianismo y el islam.

**AL LEER**  
 Qué te puedes para tener ideas sobre las contribuciones del judaísmo, el cristianismo y el islam, así como del Renacimiento y la Reforma, a la idea del individualismo.

RELIGIÓN/MOVIMIENTO	CONTRIBUCIÓN
Judaísmo	idea personal de responsabilidad de sus decisiones
Cristianismo	
Islam	
Renacimiento	
Reforma	

**Judaísmo** (pages 12–15)  
**¿Qué son el judaísmo?**  
 Los judíos son una gran parte antigua. No religión, el judaísmo, es la fe en la Biblia. Los judíos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios. A diferencia de otras religiones, los judíos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios. Los judíos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios. Los judíos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios.

**El cristianismo** (pages 15–17)  
**¿Qué es el cristianismo?**  
 El cristianismo es una religión que se basa en la vida y enseñanzas de Jesús. Los cristianos creen que Jesús es el hijo de Dios y que murió por los pecados de la humanidad. Los cristianos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios. Los cristianos creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios.

**El islam** (pages 17–18)  
**¿Qué es el islam?**  
 El islam es una religión que se basa en la vida y enseñanzas de Muhammad. Los musulmanes creen que Muhammad es el mensajero de Dios y que él les dio la Ley. Los musulmanes creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios. Los musulmanes creen que Dios les dio la Ley y que ellos son el pueblo escogido por Dios.

PROLOGUE The Rise of Democratic Ideas and More 7

**Reading Study Guide:**  
**Spanish Translation**

Global Impact

Printing Spreads Ideas

Printing played an important part in the Protestant Reformation as well as in the Renaissance. Protestants believed that the Catholic Church had distorted the Bible’s message and encouraged Protestants to read and interpret the Bible for themselves in order to return to the scriptural truths. Ask students how the development of movable type and the printing press might have advanced the Reformation. *(Possible Answer: by making relatively inexpensive Bibles widely available)*

Renaissance and Reformation

10.1.1

Critical Thinking

- How did a religion that insisted on the essential equality of all human beings develop into an authoritarian structure? *(Possible Answer: Once Christianity became institutionalized, religious leaders became more interested in power and less interested in the spiritual aspects of their faith.)*
- How did Martin Luther respond to the power and abuses of the Church? *(He argued that salvation came through faith, thereby undermining the authority of the clergy, who insisted that salvation came only through the Church.)*

Global Impact



Printing Spreads Ideas

The development of a movable type printing press around 1440, shown above in a 16th-century French woodcut, revolutionized the sharing of ideas. The press made it possible to print books quickly and cheaply. This fueled Renaissance learning because scholars could read each other’s works soon after they were written. The ideas of the Renaissance and, later, of the Enlightenment were spread through the printed word.

The spread of reading matter made literacy for large numbers of people suddenly possible. And an informed citizenry contributed to the rise of democracy. These informed citizens began to question authority. This ultimately spurred democratic revolutions in America and France in the late 1700s.

Renaissance and Reformation

The **Roman Catholic Church** developed from Roman Christianity. By the Middle Ages, it had become the most powerful institution in Europe. It influenced all aspects of life—religious, social, and political. It was strongly authoritarian in structure, that is, it expected unquestioned obedience to its authority.

**Renaissance Revives Classical Ideas** In the 1300s, a brilliant cultural movement arose in Italy. Over the next 300 years, it spread to the rest of Europe, helped by the development of the printing press. This movement was called the **Renaissance**, from the French word for “rebirth.” The Renaissance was marked by renewed interest in classical culture. This included the restoration of old monuments and works of art and the rediscovery of forgotten Greek and Latin manuscripts. Renaissance thinkers were interested in earthly life for its own sake. They rejected the medieval view that life was only a preparation for the afterlife.

Renaissance education was intended to prepare some men for public service rather than just for service to the Church. Scholars placed increasing value on subjects concerned with humankind and culture. The study of classical texts led to an intellectual movement that encouraged ideas about human potential and achievement. Some Christian writers were critical of the failure of the Church to encourage people to live a life that was moral and ethical. They also discussed ways in which the lives of all in society could improve.

Renaissance thinkers and writers began to explore ideas about political power and the role of government in the lives of ordinary people. The Greek and Roman ideas about democracy were quite different from the oligarchic governments they were experiencing.

During the Renaissance, individualism became deeply rooted in Western culture. Artists expressed it by seeking to capture individual character. Explorers and conquerors demonstrated it by venturing into uncharted seas and by carving out vast empires in the Americas. It also was shown by merchant-capitalists, who amassed huge fortunes by taking great economic risks.

**Vocabulary**  
*Individualism* is the belief in the importance of the individual and in the virtues of self-reliance and personal independence.

**The Reformation Challenges Church Power** Although Christianity remained a strong force in Europe during the Renaissance, people began to be more critical of the Church. The spirit of questioning that started during the Renaissance came to full bloom in the **Reformation**. The Reformation was a religious reform movement that began in the 16th century. Those who wanted to reform the Catholic Church were called Protestants, because they protested against the power and abuses of the Church. Reformers stressed the importance of a direct relationship with God.

The Reformation started in Germany. In 1517, a monk and teacher named Martin Luther criticized the Church’s practice of selling pardons for sins. Soon, Luther went further. He contradicted the Church’s position that salvation came through faith and good works. He said people could be saved only through faith in God. What began as a reform movement ended up as a new division of Christianity—Protestantism.

**Vocabulary**  
*A pardon* is a cancellation of punishment still due for a sin that has been forgiven.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Key Ideas of the Renaissance and Reformation

**Class Time** 30 minutes

**Task** Creating a chart of key ideas

**Purpose** To familiarize students with important ideas of the Renaissance and Reformation

**Instructions** Ask students to review the text on the Renaissance and Reformation on pages 16 and 17. Draw a chart on the chalkboard containing key terms from the text. Lead a discussion to help students fill in the meanings of the terms. Then ask students to show how these key ideas contributed to the rise of democracy. Point out that new beliefs in the importance of the individual, the value of self-reliance, and the focus on earthly life led to the development of democratic ideas.

Key Term	Meaning
Renaissance	Cultural movement marked by interest in Greek and Roman art and learning with its focus on the value of earthly life for its own sake
Individualism	The belief in the importance of the individual and the value of self-reliance and independence
Reformation	A religious movement to reform the Catholic Church that led to a new division of Christianity—Protestantism

Because Protestantism encouraged people to make their own religious judgments, Protestants began to have differences of belief. They then established new churches in addition to the already-formed Lutheran Church. These included the Anglican, Presbyterian, and Calvinist churches.

Catholics and Protestants differed on many issues. The Catholic Church claimed the right to interpret the Bible for all Christians. Protestants called on believers to interpret the Bible for themselves. The Catholic Church said the only way to salvation was through the Church. Protestants said that the clergy had no special powers; people could find individual paths to God. The Protestant emphasis on private judgment in religious matters—on a sense of conviction rather than a reliance on authority—strengthened the importance of the individual even more. It also led to a questioning of political authority. (See History in Depth on this page.)

**Legacy of the Renaissance and Reformation** The Reformation and the other changes that swept Europe during and after the Middle Ages greatly influenced the shaping of the modern world. By challenging the authority of monarchs and popes, the Reformation indirectly contributed to the growth of democracy. Also, by calling on believers to read and interpret the Bible for themselves, it introduced individuals to reading and exposed them to more than just religious ideas.

Both the Renaissance and the Reformation placed emphasis on the importance of the individual. This was an important idea in the democratic revolutions that followed and in the growth of political liberty in modern times. 📖

C. Answer Both emphasized the importance of the individual and challenged the rule of authoritarian leaders.

**MAIN IDEA**

**Synthesizing** How did the Renaissance and the Reformation shape ideas about democracy?

History *in* Depth



**The Peasants' Revolt**

Luther questioned Church authority. But peasants in southern Germany took Luther's example further. In 1524, they questioned political and social authority. They wanted an end to serfdom, or being forced to serve a master. They stormed the castles of the nobles, forcing them, at least initially, to give in to their demands.

It was the largest mass uprising in the history of Germany. The peasants looked to Luther to support their rights, but Luther supported the nobles instead. As many as 100,000 peasants were killed during the rebellion.

History *in* Depth

**The Peasants' Revolt**

German peasants had revolted several times in the 1400s before Luther's teachings incited them to rebel. Crops failed in 1523 and 1524, and peasants complained of new fees imposed by their lords. Luther's words, taken out of context, justified their uprisings: "A Christian man is the most free lord of all, and subject to none."

**3 ASSESS**

**SECTION 2 ASSESSMENT**

Have groups of three students take turns quizzing each other on the terms and names in question 1 and work together in making the chart in question 2.

**Formal Assessment**

- Section Quiz, p. 6

**4 RETEACH**

To help students review the main ideas of this section, pair students and ask each pair to write a brief summary of the content of one heading. Let students post their summaries on a bulletin board.

**In-Depth Resources: Unit 1**

- Guided Reading, p. 2

**SECTION 2 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Judaism • Ten Commandments • Christianity • Islam • Roman Catholic Church • Renaissance • Reformation

**USING YOUR NOTES**

2. How do the contributions listed on your chart support the ideals of democracy? (10.1.1)

Category	Contribution
Christianity	
Judaism	
Islam	
Renaissance	
Reformation	

**MAIN IDEAS**

- How are the Ten Commandments different from the laws of other groups? (10.1.1)
- Which of the Christian teachings supports the central idea of democracy? (10.1.1)
- How did the Reformation indirectly contribute to the growth of democracy? (10.1.1)

**CRITICAL THINKING & WRITING**

- COMPARING** What ideas crucial to the shaping of democracy did Judaism and Christianity share? (10.1.1)
- DRAWING CONCLUSIONS** How did the Reformation promote the idea of individualism? (10.1.1)
- SYNTHESIZING** How did the printing press help promote the ideas of democracy? (HI 4)
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **summary paragraph** that illustrates how the Judeo-Christian view of reason and faith, and the duties of the individual and community contributed to the development of democratic thought. (Writing 2.3.c)

**CONNECT TO TODAY** **CREATING A COLLAGE**

Using newspapers or magazines, create a **collage** showing modern nations practicing ideas of democracy. You might include headlines, pictures, or articles about equality of all people and community efforts to combat oppression. (HI 4)

*The Rise of Democratic Ideas* 17

**ANSWERS**

1. Judaism, p. 12 • Ten Commandments, p. 13 • Christianity, p. 14 • Islam, p. 15 • Roman Catholic Church, p. 16 • Renaissance, p. 16 • Reformation, p. 16

- Sample Answer:** Judaism—emphasis on individual morality; Christianity—equality of believers; Islam—dignity of all human beings; Renaissance—growth of individualism; Reformation—challenging of traditional authority. These traits all support the democratic idea that people are capable of governing themselves.
- They focus on morality and ethics.
- the equality of all human beings

- by challenging the authority of monarchs and popes
- They respected the worth of the individual and emphasized morality and each person's responsibility to make moral choices.
- by asserting that people could have a direct relationship with God and read and interpret the Bible for themselves
- by helping to create a literate and informed citizenry

- Rubric** Summary paragraphs should
  - discuss reason, faith, and the duties of the individual and community.
  - show logical connections between Judeo-Christian and democratic views.

**CONNECT TO TODAY**

- Rubric** Collages should
- include examples of democratic ideas.
  - cover several nations.

## LESSON PLAN

### OBJECTIVES

- List medieval legal reforms in England.
- Explain how Parliament gained power between 1300 and 1650.
- Trace events that led to establishment of a constitutional monarchy.

### 1 FOCUS & MOTIVATE

In this section, students will learn about England's famous Magna Carta, considered to be a cornerstone of democratic government. Ask students to name some of the United States' most important documents. (*Possible Answers: Constitution, Emancipation Proclamation*)

### 2 INSTRUCT

#### Reforms in Medieval England

##### 10.2.2

##### Critical Thinking

- What are advantages or disadvantages of a common law system? (*Advantage—Laws may be fairer and more practical. Disadvantage—"Bad" precedents may be difficult to overturn.*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L7  
California Modified Lesson Plans for English Learners, p. 9  
California Daily Standards Practice Transparencies, TTC  
California Standards Enrichment Workbook, pp. 17–18, 25–26  
California Standards Planner and Lesson Plans, p. L5  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Windows and ceiling of Bath Cathedral, Bath, England

Illuminated manuscript with knight traveling to the Holy Land

3

## Democracy Develops in England

#### MAIN IDEA

**POWER AND AUTHORITY**  
England began to develop democratic institutions that limited the power of the monarchy.

#### WHY IT MATTERS NOW

Democratic traditions developed in England have influenced many countries, including the United States.

#### TERMS & NAMES

- common law
- Magna Carta
- due process of law
- Parliament
- divine right
- Glorious Revolution
- constitutional monarchy
- bill of rights

#### CALIFORNIA STANDARDS

**10.1.1** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

**10.2.2** List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

**CST 1** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**SETTING THE STAGE** The idea of democracy developed gradually over the centuries, as you read in previous sections. From its beginnings in the city-states of ancient Greece, democracy moved to Rome. There, the Romans adapted democratic ideas to establish a republican form of government. Judaism and Christianity spread the ideas of individual worth and responsibility to community. Democracy finally took root and found permanence in England in the late Middle Ages.

#### Reforms in Medieval England

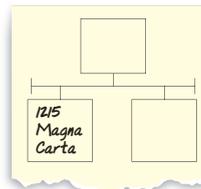
In 1066, William, duke of Normandy in France, invaded England and defeated the Anglo-Saxons at the Battle of Hastings. William then claimed the English throne. This set in motion events that led to: (1) the end of feudalism—the political and economic system of the Middle Ages, (2) the beginnings of centralized government in England, and (3) the development of democracy there. One of William's descendants was Henry II, who ruled from 1154 to 1189. He controlled most of the western half of France, as well as all of England. A man of great wisdom and vigor, Henry is considered one of the most gifted statesmen of the 12th century.

**Juries and Common Law** One of Henry's greatest achievements was the development of the jury trial as a means of administering royal justice. Before then, people were tried in courts of feudal lords. In such courts, the accused would usually have to survive a duel or some physically painful or dangerous ordeal to be set free.

With Henry's innovation, a royal judge would visit each shire, or county, at least once a year. First, the judge would review the crime that had been committed. Then he would ask 12 men, often neighbors of the accused, to answer questions about the facts of the case. These people were known as a jury. Unlike modern juries, they did not decide guilt or innocence. People came to prefer the jury trial to the feudal-court trial because they found it more just.

#### TAKING NOTES

**Following Chronological Order** Use a time line to show the main events in the development of democracy in England.



18 Prologue

King John of England ▶

## SECTION 3 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 3

#### Formal Assessment

- Section Quiz, p. 7

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 13

#### Reading Study Guide (Spanish), p. 9

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 3

#### Reading Study Guide, p. 9

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 8

- Primary Source: from the Magna Carta, p. 10
- Literature: from *Here Be Dragons*, p. 12
- Connections Across Time and Cultures: New Beginnings for Democracy, p. 17

### Electronic Library of Primary Sources

- "The Restoration of Charles II"

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### Electronic Library of Primary Sources

- "The Restoration of Charles II"

classzone.com

Legal decisions made by royal justices were used as precedents in new cases. Gradually, England was unified under a single legal system. This was called “common law” because it was common to the whole kingdom. Unlike Roman law, which expressed the will of a ruler or a lawmaker, **common law** reflected customs and principles established over time. Common law became the basis of the legal systems in many English-speaking countries, including the United States.

**The Magna Carta** When Henry II died, his son Richard the Lion-Hearted assumed the throne. Richard’s brother John, an unpopular king, followed him. King John fought a costly and unsuccessful war with France. Not only did England lose many of its land holdings in France, but John also tried to raise taxes to pay for the war. This led to conflict between the English nobles and the king. In 1215 the angry nobles rebelled and forced John to grant guarantees of certain traditional political rights. They presented their demands to him in written form as the **Magna Carta** (Great Charter).

The Magna Carta is the major source of traditional English respect for individual rights and liberties. Basically, it was a contract between the king and nobles of England. However, the Magna Carta contained certain important principles that limited the power of the English monarch over all his English subjects. It implied the idea that monarchs had no right to rule in any way they pleased. They had to govern according to law.

**Vocabulary**  
A **contract** is an agreement between two or more parties, especially one that is written and enforceable by law.

**Tip for English Learners**

Explain that *precedent* is related to the word *precede* and, in law, refers to a judicial decision that can serve as a rule to be applied under similar circumstances in future cases.

**More About . . .**

**Limits on Monarchy**

The Magna Carta was only the first step in the ongoing struggle between the English monarchy and nobility. In 1258, English barons forced King Henry III to sign the Provisions of Oxford. The Provisions gave the barons the right to rule with the king in exchange for financial aid. Although soon discarded, the Provisions are regarded as the first written constitution in English history. Had the Provisions been enforced, they would have effectively established a constitutional monarchy 400 years earlier than its establishment under William and Mary.

**Analyzing Primary Sources**

**The Magna Carta**

Ask students to restate law 38. (Possible Answer: Government officials cannot arrest anyone without believable witnesses.)

**Answers to Document-Based Questions**

- Analyzing Motives** to prevent the king from appointing men who would do anything he told them to
- Making Inferences** number 40

**Analyzing Primary Sources**

**The Magna Carta**

The Magna Carta is considered one of the cornerstones of democratic government. The underlying principle of the document is the idea that all must obey the law, even the king. Its guaranteed rights are an important part of modern liberties and justice.

**PRIMARY SOURCE**

38. No bailiff [officer of the court] for the future shall, upon his own unsupported complaint, put anyone to his “law,” without credible witnesses brought for this purpose.

39. No freeman shall be taken or imprisoned . . . or exiled or in any way destroyed, nor will we [the king] go upon him nor send upon him, except by the lawful judgement of his peers or by the law of the land.

40. To no one will we sell, to no one will we refuse or delay, right or justice.

45. We will appoint as justices, constables, sheriffs, or bailiffs only such as know the law of the realm and mean to observe it well.



**DOCUMENT-BASED QUESTIONS**

- Analyzing Motives** Why might the English nobles have insisted on the right listed in number 45?
- Making Inferences** Which of the statements is a forerunner to the right to a speedy public trial guaranteed in the Sixth Amendment of the U.S. Constitution?

The Rise of Democratic Ideas 19

**DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS**

**Creating a Skit About the Magna Carta**

**Class Time** 45 minutes

**Task** Researching and writing a short skit

**Purpose** To demonstrate understanding of the Magna Carta’s contents and importance

**Instructions** Divide students into groups. Have each group research the Magna Carta, the events that led to its signing, and the scene of its signing at Runnymede. Then ask them to write a brief skit in which a news reporter on the scene describes the events leading up to the signing,

interviews a group of nobles presenting their demands to King John, reads excerpts from the document, and interviews the king before he signs it. Skits should mention what grievances the nobles have and how the king feels about signing. If time permits, ask for volunteers to perform one or more skits.

Students may wish to use the primary source excerpt from the Magna Carta or the literature excerpt from *Here Be Dragons*. Both are available in In-Depth Resources: Unit 1.

**PRIMARY SOURCE** from the Magna Carta

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**Research Option**  
**Comparing and Contrasting** Read the Bill of Rights and the Magna Carta. Compare the two documents. How are they similar? How are they different? Write a paragraph comparing the two documents.

**In-Depth Resources: Unit 1**

## Parliament Grows Stronger 10.1.1

### Critical Thinking

- Why might English kings have resorted to the Star Chamber? (*They could more successfully prosecute their opponents there than in the parliamentary courts.*)
- What impact might the execution of Charles I have had on English government? (*Possible Answers: signaled the ascendancy of Parliament, weakened the notion of divine-right monarchy*)

## More About . . .

### Power of the Purse

Struggles between Parliament and monarchy over the issue of money must seem familiar to U.S. presidents and to Congress. The president proposes a yearly budget, which Congress either approves or amends. The tension between the two branches of government over the budget can reach a crisis level.

At the end of 1995, President Clinton vetoed a budget amended by the House of Representatives. The House then refused to vote for emergency funding to operate the government, which shut down for several weeks. Both sides eventually agreed to a compromise.

The Magna Carta had 63 clauses. Two established basic legal rights for individuals. Clause 12 declared that taxes “shall be levied in our kingdom only by the common consent of our kingdom.” This meant that the king had to ask for popular consent before he could tax. Clause 39 declared, “No man shall be arrested or imprisoned . . . except by the lawful judgment of his peers or by the law of the land.” This meant that a person had the right to a jury trial and to the protection of the law. This right—to have the law work in known, orderly ways—is called **due process of law**. In other words, the king could not willfully, or arbitrarily, punish his subjects. 🏰

Over the centuries, the principles of the Magna Carta were extended to protect the liberties of all the English people. Clause 12, for example, was later interpreted to mean that the king could not levy taxes without the consent of **Parliament**, England’s national legislature. The principle of “no taxation without representation” was a rallying cry, over five centuries later, of the American Revolution.

**Model Parliament** Even before the Norman Conquest, Anglo-Saxon kings had discussed important issues with members of the nobility who acted as a council of advisers. This practice continued through the centuries. In 1295, King John’s grandson, Edward I, needed money to pay for yet another war in France. He wanted wide support for the war. So he called together not only the lords but also lesser knights and some burgesses, or leading citizens of the towns. Edward explained his action by saying, “What affects all, by all should be approved.” Historians refer to this famous gathering as the Model Parliament, because it established a standard for later parliaments. The Model Parliament voted on taxes and helped Edward make reforms and consolidate laws.

By the mid-1300s, the knights and burgesses had gained an official role in the government. They had formed an assembly of their own—the House of Commons, which was the lower house of Parliament. Nobles and bishops met separately in the upper house, the House of Lords. Because the great majority of English people had no part in Parliament, it was not truly a democratic body. Even so, its existence limited the power of the monarch and established the principle of representation.

▼ The House of Commons meeting in its chamber



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### MAIN IDEA

#### Drawing Conclusions

🏰 How did the principle of rule by law, as implied in the Magna Carta, limit the power of the king?

**A. Possible Answer** It implied that monarchs could not rule as they pleased; they had to govern according to the law.

## Parliament Grows Stronger

Over the next few centuries, Parliament’s “power of the purse,” or its right to approve certain expenses, gave it strong influence in governing. The House of Commons, which controlled those purse strings, was gradually becoming the equal of the House of Lords. Parliament increasingly viewed itself as a partner with the monarch in governing. It voted on taxes, passed laws, and advised on royal policies.

**Conflict With the Monarch** The struggle to limit the power of the monarchy continued over the centuries. In the 1600s, monarchs on the European continent were asserting greater authority over lords than they had during the Middle Ages. These kings claimed not just the right to rule but the right to rule with absolute power. They claimed that a king’s power came from God. This assertion was known as the theory of the **divine right** of kings. Advocates of divine right said that monarchs were chosen by God and responsible only to God.

## DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

### Paraphrasing a Passage

**Class Time** 20 minutes

**Task** Rewriting a textbook passage in informal language

**Purpose** To better understand the text by paraphrasing it

**Instructions** Tell students to pick two paragraphs from “Parliament Grows Stronger” and rewrite them in their own words. Make the activity more enjoyable for students by encouraging them to use informal language. A sample paragraph follows.

*A woman named Elizabeth came from a family called the Tudors. At some point, she became England’s queen and went by the name*

*of Elizabeth I. She died in 1603. Usually, when an English monarch died, one of the monarch’s children became the new monarch. Since Elizabeth didn’t have any children, a relative from Scotland was put in charge. He was called James I and was from a family called the Stuarts. The Stuarts said monarchs get their power straight from God. This belief that James I had about divine rights, along with his ignorance about how they did things in England, soon got him into trouble with the English Parliament.*

Elizabeth I, the last Tudor monarch of England, died in 1603, without a child. She was succeeded by a new line of monarchs, the Stuarts, who were relatives from Scotland. The Stuarts were strong believers in divine right. King James VI of Scotland became James I, the first Stuart king of England. Because he came from Scotland and knew little of English laws and institutions, he clashed with Parliament over the rights of the people.

Three issues caused conflict. First, religious reformers known as Puritans were trying to change the Church of England, or Anglican Church, through legislation. They wanted to simplify, or purify, Church doctrines and ceremonies. They felt the Church of England was still too much like the Roman Catholic Church, from which it had separated. The Puritans entered an ongoing battle with James, the official head of the Church.

Second, James used the Star Chamber, a royal court of law, to administer justice. He ignored parliamentary courts, which used common law. The people began to accuse the king of tyranny. Third, and most important, was the issue of money. Elizabeth had left James a large debt. In addition, he wanted more money in order to have an extravagant court and to wage war. Parliament declined to grant him any additional funds. James then ignored Parliament and tried to raise money by other means.

**Parliament Overthrows the King** The troubles under James became explosions under his son, Charles I, who became king in 1625. Like James, Charles needed funds. He asked Parliament for money in 1628. In return for granting revenue from taxes, Parliament tried to limit royal power further. It sought to force Charles to accept the Petition of Right.

The Petition of Right went against theories of absolute monarchy. It is viewed as a landmark in constitutional history. It demanded an end to

- taxing without Parliament's consent
- imprisoning citizens illegally
- housing troops in citizens' homes
- maintaining military government in peacetime

Charles agreed to sign the petition in order to get the funds he wanted. Later, he ignored the commitments secured in the document.

Charles dismissed Parliament in 1629 and refused to convene it again. When the Scots invaded England in 1640, Charles was forced to call Parliament to get funds to defend the country. In a show of independence, Parliament refused to discuss money until Charles considered how he had wronged Parliament. Parliament passed laws to reduce the power of the monarchy, angering the king. Grievances continued to grow. Eventually, in 1642, the English Civil War broke out. Royalists, who upheld the monarchy, were opposed by antiroyalists, who supported Parliament.

After years of conflict, antiroyalist forces, commanded by Puritan leader Oliver Cromwell, won control of the government. Charles was condemned as a “tyrant, murderer, and public enemy” and, in 1649, was executed.

#### Vocabulary

*Tyranny* is absolute power, especially when exercised harshly or unjustly.

#### MAIN IDEA

#### Analyzing Issues

Explain the controversy between James I and Parliament.

#### B. Possible Answer

James believed in divine right—that he was responsible only to God. Parliament felt that this clashed with the traditional rights of the English people.



**James I**  
1566–1625

As king, James believed he had absolute authority to govern England as he saw fit. Royal authority came directly from God, and kings were answerable only to God, not to the people or Parliament.

In a speech to Parliament in 1609, James declared:

*The state of monarchy is the supremest thing upon earth . . . Kings are justly called Gods, for that they exercise a manner or resemblance of divine power upon earth . . . [T]o dispute what God may do, is blasphemy . . . so is it sedition in subjects, to dispute what a king may do.*

James had passed down these views to a son a decade earlier in *Basilicon Doron*, a book of instructions he wrote on the ways of kingship.

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## More About . . .

### James's Conflict with the Puritans

Among the demands for reform that the Puritans made of King James I was the request to set up a group of elders to help each bishop decide religious questions. James refused to make this change because he had control over the bishops and did not want to give up his power to a more democratic body.

## History Makers

### James I

Do you think James I used religion cynically to gain greater power, or was he genuinely faithful and a believer in his divine right to rule? (*Possible Answer: Based on the quoted passage, it appears that he truly believed in such rights.*)

James was very interested in religion and scholarship. He agreed with Church reformers that, although there were many English translations of the Bible, none was well written enough to be an official version. Therefore, he sponsored a committee of Bible scholars to create a new translation.

The new version of the Bible was first printed in 1611. The King James Bible is noted for the elegance and power of its language. It is still read by millions of English-speaking Protestants throughout the world.

## COOPERATIVE LEARNING

### English Civil War Trading Cards

**Class Time** 40 minutes

**Task** Creating a set of trading cards featuring major figures from the English Civil War

**Purpose** To learn more about the English Civil War

**Instructions** Divide the class into groups. Explain that each group will make a set of English Civil War trading cards. Tell them to begin their project by rereading “Parliament Grows Stronger.” Then have students use the library or the Internet to do further research on the war. Next, students should work as a group to design a format for their cards.

Information might include date and place of birth and death, role in the war, interesting biographical information, and quotations about or by the individual.

Students should also work as a team to put together a pamphlet that will be included in the card set. The pamphlet will put the trading cards in context by providing a brief general history of the war. After they have agreed on a design, each team member should make a trading card for a different individual. As a class, discuss what people and information students chose to include.

## Establishment of Constitutional Monarchy

### 10.2.2

#### Critical Thinking

- Why might Charles II have accepted the limitations Parliament imposed? *(Possible Answer: The memory of his father's execution probably made him more cooperative.)*
- Why wouldn't Parliament simply pick a suitable leader from outside the royal family? *(Possible Answers: They may have believed that such a move would appear illegitimate and cause renewed unrest.)*

#### In-Depth Resources: Unit 1

- Connections Across Time and Cultures: New Beginnings for Democracy, p. 17

#### Electronic Library of Primary Sources

- "The Restoration of Charles II"

## Global Impact

### Prelude to the American Revolution

On April 18, 1689, New Englanders in the English North American colonies captured the hated royal governor, Sir Edmund Andros, and put him in jail. Although Andros was overthrown, England retained power over the New England colonies. The king chose the governor of the colony, who could refuse to seat specific elected representatives in the colony's government.

### Global Impact



**Prelude to the American Revolution**

James II's unpopularity extended across the Atlantic Ocean to England's American colonies.

In 1684, a royal court took away the charter of the Massachusetts Bay Colony. James had decided to create a union of all colonies from New Jersey to New Hampshire. He appointed Sir Edmund Andros as royal governor of the Dominion of New England. Andros abolished elective assemblies, declared town meetings illegal, and collected taxes the people had never voted on.

When word of the Glorious Revolution reached America, the colonists overthrew Andros in their own version of the revolt. This action may have contributed to the colonists' belief that it was their right to overthrow an unjust king.

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## Establishment of Constitutional Monarchy

After Charles's execution, Cromwell established a republic called the Commonwealth of England. He spent several years crushing a series of uprisings against his rule. He was opposed both by supporters of monarchy and by more extreme Puritans. Cromwell became unhappy with Parliament's failure to enact his religious, social, and economic reforms. In 1653 he dissolved Parliament and created a government called the Protectorate. He named himself Lord Protector, in effect becoming a military dictator.

Cromwell's rule was increasingly authoritarian, and he became extremely unpopular. Most of the English were not unhappy at his death in 1658.

**The Restoration** Cromwell's son Richard succeeded him as Lord Protector. He was not a strong ruler, and the military dictatorship continued to be unpopular. Cromwell resigned in 1659. In 1660, a new Parliament restored the monarchy and invited Charles Stuart, the son of Charles I, to take the throne. This period was called the Restoration, because the monarchy was restored to the throne. Yet Parliament retained the powers it had gained during the struggles of the previous two decades. For example, the monarch could not tax without Parliament's consent. 🗳️

In addition, Parliament continued to try to limit the monarchy and to expand rights. In 1679 it passed the Habeas Corpus Amendment Act. *Habeas corpus* is a

Latin term meaning "you are ordered to have the body." When someone is arrested, the police must produce the person in court. That person must be informed of what he or she is accused of having done. The court then decides if there is reason to hold the accused. Habeas corpus prevents authorities from detaining a person wrongfully or unjustly. (This right is still important in democracies today. It is mentioned in the U.S. Constitution.)

**Glorious Revolution** When Charles II died in 1685, his younger brother became King James II. James was a Roman Catholic and a believer in the divine right of kings. English Protestants were afraid that he wanted to make Catholicism the official religion. They hoped that when James died, his Protestant daughter, Mary, would become queen. But James's wife gave birth to a son in 1688. Because a male heir to the throne took precedence, or came before, a female, it appeared that rule by Catholic monarchs would continue. This was unacceptable to most of the English people.

Parliament withdrew its support from James and offered the English throne to his daughter, Mary, and her husband, William of Orange, ruler of the Netherlands, both Protestants. William invaded England, and James fled to France. In 1689 William and Mary were crowned co-rulers of England. The **Glorious Revolution**, as it came to be called, was a turning point in English constitutional history. Parliament had established its right to limit the English monarch's power and to control succession to the throne. England was now a **constitutional monarchy**, in which the powers of the ruler are restricted by the constitution and the laws of the country.

#### MAIN IDEA

#### Analyzing Causes

🗳️ What caused

Parliament to restore the monarchy?

#### C. Possible Answer

The military dictatorship was extremely unpopular because it was authoritarian.

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### "Who Am I?"

**Class Time** 20 minutes

**Task** Defining or describing people and events in history

**Purpose** To help students understand complex material

**Instructions** Explain that the text under "Establishment of Constitutional Monarchy" is especially challenging because it includes many names, dates, and concepts that are new to students. Pair students and assign each pair a term or name from the following list:

- Parliament
- Charles II
- Glorious Revolution
- Oliver Cromwell
- habeas corpus
- constitutional monarchy
- Richard Cromwell
- James II
- bill of rights

Each pair should write a few sentences that answer the question "Who am I?" or "What am I?" about their term or name. For example, the answer to "Oliver Cromwell" might be, "I ruled England as Lord Protector in the mid-1600s. I was a strong ruler but very unpopular." Have pairs share their answers, emphasizing how the different terms and names are connected.

More About . . .

The English Bill of Rights

The United States adopted many of the government reforms and institutions that the English developed in this period, including

- the right to habeas corpus—a document that stops authorities from holding a person in jail without being charged
- a Bill of Rights guaranteeing freedom of speech and freedom of worship
- a strong legislature and strong executive, which act as checks on each other

**English Bill of Rights** In 1689, William and Mary accepted from Parliament a **bill of rights**, or formal summary of the rights and liberties believed essential to the people. The English Bill of Rights limited the monarchy's power and protected free speech in Parliament.

The Bill of Rights did not allow the monarch to suspend laws, to tax without Parliament's consent, or to raise an army in peacetime without approval from Parliament. It assured the people the right to petition the king to seek remedies for grievances against government. Excessive bail and cruel and unusual punishment were forbidden. And foremost, the Bill of Rights declared:



▲ William and Mary became rulers of England in 1689.

PRIMARY SOURCE

. . . that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, parliament ought to be held frequently.

*English Bill of Rights*

**England's Legacy** England's Glorious Revolution and the bill of rights that it produced had a great impact. English citizens were guaranteed the rule of law, parliamentary government, individual liberties, and a constitutional monarchy. This completed a process begun with the Magna Carta. The Bill of Rights also set an example for England's American colonists when they considered grievances against Britain nearly 100 years later. These legal and political developments, along with the ideas of the Enlightenment, would give rise to democratic revolutions in America and France in the late 18th century.

D. Possible Answers England gave the world the guarantee of the rule of law, parliamentary government, individual liberties, and constitutional monarchy.

MAIN IDEA

Summarizing

What was England's legacy to democracy?

SECTION 3

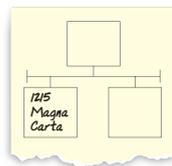
ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- common law • Magna Carta • due process of law • Parliament • divine right • Glorious Revolution • constitutional monarchy • bill of rights

USING YOUR NOTES

2. Which of the events listed do you think was the most important? Explain. (10.2.2)



MAIN IDEAS

3. What were three eventual consequences of William the Conqueror's victory at Hastings? (10.2.2)
4. What important legal practice dates back to Henry II? (10.2.2)
5. Why did Parliament invite William and Mary to rule England in 1689? (10.1.1)

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** What impact did the English common law have on the United States? (CST 1)
7. **COMPARING** Why was Oliver Cromwell's rule like that of an absolute monarch? (10.1.1)
8. **SUMMARIZING** What were the main achievements of the Glorious Revolution? (10.2.2)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Think of yourself as an adviser to King John. Write him a letter in which you argue for or against accepting the Magna Carta. Tell the king the advantages and disadvantages of agreeing to the demands of the nobles. (Writing 2.4.d)

CONNECT TO TODAY COMPARING HISTORICAL DOCUMENTS

Locate a copy of the Magna Carta and a copy of the Bill of Rights of the U.S. Constitution. Study both documents and create a table showing where the U.S. Bill of Rights reflects the ideas of the Magna Carta. (CST 1)

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3 ASSESS

SECTION 3 ASSESSMENT

After students have worked on the first five questions independently, have them work in pairs to check their answers and to complete the remainder of the questions.

Formal Assessment

- Section Quiz, p. 7

4 RETEACH

Use question 2 to review the section. Hold a class discussion about the event students think was most important and why.

ANSWERS

1. common law, p. 19 • Magna Carta, p. 19 • due process of law, p. 20 • Parliament, p. 20 • divine right, p. 20 • Glorious Revolution, p. 22 • constitutional monarchy, p. 22 • bill of rights, p. 23

2. **Sample Answer:** 1295—Model Parliament, 1679—habeas corpus, 1689—Bill of Rights. Most important—Magna Carta, as it was the foundation for further progress.
3. Feudalism ended; centralized government began in England; democracy developed there
4. trial by jury
5. to keep England Protestant
6. Principles of English common law are the basis for law in the United States.

7. Cromwell dissolved Parliament and became increasingly authoritarian.
8. Parliament's right to limit the power of monarchs; guarantee of citizens' rights and liberties
9. **Rubric** Letters should
  - list advantages and disadvantages of signing.
  - take a position on the monarch's signing.

CONNECT TO TODAY

Rubric Tables should

- identify elements of the Magna Carta reflected in the U.S. Bill of Rights.
- link the Magna Carta elements to the correct locations in the U.S. Bill of Rights.

## LESSON PLAN

### OBJECTIVES

- Compare ideas of the Enlightenment and discuss their influence.
- Trace democracy in North America.
- Outline changes in government that occurred during the French Revolution.
- Describe modern struggles for democracy.

### 1 FOCUS & MOTIVATE

Ask students what are the foundations of U.S. democracy. (*Possible Answers: Constitution, Bill of Rights, rule of law*)

### 2 INSTRUCT

#### Enlightenment Thinkers and Ideas

##### 10.2.1

##### Critical Thinking

- Where does the belief in equal rights come from? (*from the Christian belief in the equality of all human beings*)

#### CALIFORNIA RESOURCES

California Reading Toolkit, p. L8  
California Modified Lesson Plans for English Learners, p. 11  
California Daily Standards Practice Transparencies, TTD  
California Standards Enrichment Workbook, pp. 23–24, 29–30, 105–106  
California Standards Planner and Lesson Plans, p. L7  
California Online Test Practice  
California Test Generator CD-ROM  
California Easy Planner CD-ROM  
California eEdition CD-ROM



Andrea Cellarius, *Copernican Solar System, From Harmonia Macrocosmica*

Stearns, *The Signing of the Constitution in 1787*

4

# The Enlightenment and Democratic Revolutions

#### MAIN IDEA

**REVOLUTION** Enlightenment ideas helped bring about the American and French revolutions.

#### WHY IT MATTERS NOW

These revolutions and the documents they produced have inspired other democratic movements.

#### TERMS & NAMES

- Enlightenment
- social contract
- natural rights
- separation of powers
- representative government
- federal system
- United Nations

#### CALIFORNIA STANDARDS

**10.2.1** Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

**10.2.4** Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

**10.9.8** Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**SETTING THE STAGE** The Renaissance continued to affect European thinking throughout the 17th century. The Renaissance emphasis on the individual and on expanding human potential were especially influential. At the same time, Europeans began to explore their physical world. They extended the boundaries of the known world in what came to be called the Age of Exploration. New ideas and discoveries had a great impact on Europeans' understanding of themselves and the world.

#### Enlightenment Thinkers and Ideas

During the 17th and 18th centuries, an intellectual movement called the **Enlightenment** developed. Enlightenment thinkers tried to apply the principles of reason and the methods of science to all aspects of society. They built upon the long history of Western thought.

The philosophers of ancient Greece had established the idea of natural laws that could be discovered by careful observation and reasoned inquiry. Christianity contributed the belief in the equality of all human beings. (This belief would later lead to the principle of equal rights in society.) During the Renaissance, thinkers had focused on worldly concerns. They criticized medieval philosophy for concentrating on questions that seemed unrelated to human conditions.

The Scientific Revolution of the 1500s and 1600s was an even more immediate source of Enlightenment thought. It stimulated new ideas about society and government. The Scientific Revolution caused thinkers to rely on rational thought rather than just accept traditional beliefs. Enlightenment thinkers praised both Isaac Newton's discovery of the mechanical laws that govern the universe and the scientific method that made such a discovery possible. These thinkers wanted to apply the scientific method, which relied on observation and testing of theories, to human affairs. They hoped to use reason to discover natural laws that governed society just as scientists had used it to discover physical laws.

**Hobbes and Locke** The English philosophers Thomas Hobbes and John Locke were important Enlightenment thinkers. Both considered human nature and the role of government. In his masterpiece of political theory, *Leviathan* (1651), Hobbes stated that people were by nature selfish and ambitious. He thought the type of government needed to control selfish ambitions was absolute monarchy.

#### TAKING NOTES

**Outlining** Use an outline to organize the main ideas and details.

- I. Enlightenment Thinkers and Ideas
  - A.
  - B.
- II. The Beginnings of Democracy in America
  - A.
  - B.
- III. The French Revolution

24 Prologue

## SECTION 4 PROGRAM RESOURCES

### ALL STUDENTS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 4
- History Makers: John Locke, p. 16

#### Formal Assessment

- Section Quiz, p. 8

### ENGLISH LEARNERS

#### In-Depth Resources in Spanish

- Guided Reading, p. 14

#### Reading Study Guide (Spanish), p. 11

#### Reading Study Guide Audio CD (Spanish)

### STRUGGLING READERS

#### In-Depth Resources: Unit 1

- Guided Reading, p. 4

#### Reading Study Guide, p. 11

#### Reading Study Guide Audio CD

### GIFTED AND TALENTED STUDENTS

#### In-Depth Resources: Unit 1

- Primary Source: from the Iroquois Constitution, p. 11
- Literature: from 1776, p. 13

#### Electronic Library of Primary Sources

- Destruction of the Berlin Wall

### INTEGRATED TECHNOLOGY

#### eEdition CD-ROM

#### Power Presentations CD-ROM

#### World Art and Cultures Transparencies

- AT50 *Portrait of Marie Antoinette and Her Children*

#### Electronic Library of Primary Sources

- Destruction of the Berlin Wall

#### classzone.com

## More About . . .

## John Locke

During Charles II's reign, John Locke fell under suspicion of treason. He fled England for the Netherlands. There he was befriended by Prince William of Orange and his wife, Mary. When they became the ruling monarchs of England, Locke also returned and became a court favorite.

In addition to his political writings, Locke published *An Essay Concerning Human Understanding* (1690). It describes how the mind learns about the world. Locke believed that at birth, the mind is a clean slate, a *tabula rasa*. As a person grows, he or she is affected by many experiences. People used reason, Locke asserted, to make sense of their experiences and to discover order in the universe.

## In-Depth Resources: Unit 1

- History Makers: John Locke, p. 16

## The Beginnings of Democracy in America

### 10.2.1

## Critical Thinking

- Do you think the colonists were justified in protesting the Stamp Act? (Yes—*Taxation without representation is wrong. No—The colonists should have helped to pay for the war.*)
- Why did the founders opt for an indirect rather than a direct democracy? (Possible Answer: *They probably believed a direct democracy would be too unwieldy in a large nation.*)

In a kind of **social contract**, or agreement among members of society, people submitted to an authoritarian ruler to prevent disorder. Although Hobbes was a monarchist, his idea of a social contract was important for the development of democracy.

Locke held a more positive view of human nature. His book *Two Treatises of Government* was published in 1690, the year after the Glorious Revolution. Locke argued that the English people had been justified in overthrowing James II. The government had failed under James to perform its most fundamental duty—protecting the rights of the people. Locke said that all human beings had, by nature, the right to life, liberty, and property. In order to protect these **natural rights**, they formed governments. The people had an absolute right, he said, to rebel against a government that violated or failed to protect their rights.

Locke believed that a government's power comes from the people, not from God. Thus, Locke provided a strong argument against the divine right of kings. Locke's ideas about self-government inspired people and became cornerstones of modern democratic thought. 🗣️

**Voltaire and Rousseau** Other thinkers of the Enlightenment admired the democratic nature of English institutions. They themselves, however, lived under absolute monarchs. Voltaire was a brilliant 18th-century French historian. He argued in favor of tolerance, freedom of religion, and free speech. The French government and Christianity were often targets of his criticism.

Perhaps the most freethinking of all Enlightenment philosophers was Jean-Jacques Rousseau. His most famous work was *The Social Contract* (1762). In it, Rousseau advocated democracy. Unlike Hobbes, he called the social contract an agreement among free individuals to create a government that would respond to the people's will:

## PRIMARY SOURCE

The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before.

JEAN-JACQUES ROUSSEAU, *The Social Contract*



For Rousseau, the only legitimate, or authentic, government came from the consent of the governed. The people, he hoped, would follow their consciences to vote for, or choose, what was best for the community as a whole.

**Montesquieu** Another French philosopher, Baron de Montesquieu, also recognized liberty as a natural right. In *The Spirit of the Laws* (1748), Montesquieu pointed out that any person or group in power will try to increase its power. Like Aristotle, Montesquieu searched for a way to control government. He concluded that liberty could best be safeguarded by a **separation of powers**, that is, by dividing government into three separate branches. These branches were (1) a legislature to make laws, (2) an executive to enforce them, and (3) courts to interpret them. The United States and many other democratic countries use this basic plan.

## The Beginnings of Democracy in America

The ideas of the Enlightenment had a strong impact on Britain's North American colonies. By the mid-1700s, 13 British colonies had been established in North America. They were administered by the British government. To the north and west of Britain's colonies was New France, a French colony. In 1754, Britain and France went to war for control of North America. The war was called the French and Indian War. France and England also fought in Europe. There the conflict was known as the Seven Years' War.

*The Rise of Democratic Ideas* 25

**A. Possible Answer** Locke believed that a government's power comes from the people, not from God.

## MAIN IDEA

## Summarizing

🗣️ What was John Locke's argument against the divine right of kings?

## Vocabulary

A *freethinker* is one who rejects dogma and authority.

## COOPERATIVE LEARNING

## Depicting Enlightenment Thinkers and Ideas

**Class Time** 45 minutes

**Task** Creating posters

**Purpose** To learn about people and ideas of the Enlightenment

**Instructions** Divide students into pairs and tell them that they will be making posters that feature major Enlightenment thinkers. Have students begin the project by reviewing the material under "Enlightenment Thinkers and Ideas." Pairs should each choose one figure from the text as the subject of their poster. (You may expand the list to include others, such

as Denis Diderot, David Hume, Immanuel Kant, and Blaise Pascal.) Once students have chosen their subject, ask them to carry out further research using the library or the Internet. The aim of their research should be images of or related to their subjects, biographical information, discussions of their subject's major works and ideas, and interesting or representative quotations and anecdotes. Encourage students to be creative. When students have completed their projects, plan a "gallery opening" to show and discuss their work.

More About . . .

**Thomas Jefferson**

The author of the Declaration of Independence, Thomas Jefferson of Virginia was a true figure of the Enlightenment. Of his many achievements, Jefferson wanted to be remembered for three: author of the Declaration of Independence, author of the Statute of Virginia for Religious Freedom, and founder of the University of Virginia.

More About . . .

**Other North American Governments**

The Iroquois Confederacy was a loose organization of Native American groups from what is now New York state. It was formed in the late 1500s and lasted more than 200 years. The federation impressed the colonists with its efficient organization, and it may even have influenced the federal structure of the United States government.

**In-Depth Resources: Unit 1**

- Primary Source: from the Iroquois Constitution, p. 11

**Americans Protest British Policies** The American colonists helped Britain defeat France in the French and Indian War, which ended in 1763. The war had been very costly, however, and further expenses lay ahead. Britain believed its colonies should pay some of the cost because they shared some of the benefits. To protect the newly acquired territory, the British needed to keep even more soldiers in America. To raise money, Britain sought to tax the colonists. The British Parliament passed the Stamp Act in 1765. It was the first in a series of such tax measures.

The colonists, who were not represented in Parliament, protested what they viewed as a violation of their rights as British citizens—there should be no taxation without representation. The colonists also resented the British for preventing them from settling on land west of the Appalachian Mountains. They felt that the French and Indian War had been fought to allow westward expansion.

**Americans Win Independence** The colonists opposed each tax measure Parliament imposed. Eventually, to protect their economic and political rights, the colonists united and began to arm themselves against what they called British oppression. The colonists’ fight for independence from Great Britain, the American Revolution, began with the Battle of Lexington and Concord on April 19, 1775. The Americans issued a Declaration of Independence on July 4, 1776. In it, they declared to King George III of England and to the world why they should be free of British rule. The ideas of the Enlightenment—especially Locke’s ideas that governments are created by the people to protect their rights—strongly influenced the writers of the Declaration. After five more years of war, the British army surrendered in 1781. The Americans had won their independence.

For several years, the new nation existed as a loose federation, or union, of states under a plan of government called the Articles of Confederation. Americans had wanted a weak central government. They feared that a strong government would lead to the kind of tyranny they had rebelled against. The Articles established one body, the Congress. But it was too weak. It did not have the power to collect taxes to pay war debt or to finance the government.

**Enlightenment Ideas Shape the Constitution** In the summer of 1787, a group of American leaders met in Philadelphia. They had been chosen by their state legislatures to frame, or work out, a better plan of government. The result of their efforts was the Constitution of the United States. This document has served as an inspiration and a model for new democracies around the world for more than 200

▼ Delegates sign the new U.S. Constitution in Philadelphia in 1787.



**DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS**

**Debating British Control of the American Colonies**

**Class Time** 35 minutes

**Task** Summarizing information and conducting a debate

**Purpose** To understand the conflict between Britain and the colonies

**Instructions** Pair students. Have pairs read “The Beginnings of Democracy in America” on pages 25–27, helping each other with difficult words and concepts. Then have one member of each pair list reasons that the colonies should be loyal to Britain and the other list reasons that the colonies should break away. When pairs have finished, debate as a class whether Britain was right to tax its colonists.

*British Point of View*

- British protected colonists from French soldiers.
- Colonists were kept safe, so they should help pay for British soldiers.
- Colonists should be loyal to “mother country.”

*Colonists’ Point of View*

- No taxes unless colonists can vote in Parliament.
- Colonists should be allowed to settle on conquered land.
- Government is to protect people, not to make them do what they don’t want to do.

years. Creating the Constitution was not an easy task, however. There was great debate over a very basic question: Is it possible to establish a government that is strong and stable but not tyrannical? The answer that the framers reached was yes—such a government was possible if they created a system in which power and responsibility were shared in a balanced way.

First, the framers agreed to set up a **representative government**, one in which citizens elect representatives to make laws and policies for them. This was to ensure that the power to govern ultimately rested with the people, as advocated by Rousseau. Yet, unlike Rousseau, they selected an indirect form of government over direct democracy. The Romans, too, had chosen an indirect democracy when they established a republic.

Second, the framers created a **federal system**. The powers of government were to be divided between the federal, or central, government and the states, or local, governments.

Third, within the federal government, the framers set up a separation of powers based on the writings of Montesquieu. Power was divided among the executive, legislative, and judicial branches. This provided a system of checks and balances to prevent any branch from having too much power. James Madison played an important role in the constitutional debates. (See History Makers on this page.)

## The French Revolution

During the 1700s, the impulse toward democracy had also been stirring in France. Under Louis XIV, who ruled from 1643 to 1715, France experienced the excesses of absolute monarchy. He left unresolved problems, massive debts, and growing unrest for his heirs—Louis XV and Louis XVI.

**Causes of the Revolution** Louis XVI came to the throne at the age of 19 in 1774. He was a well-intentioned but weak leader often dominated by his wife, Marie Antoinette. She was Austrian by birth and unpopular with the French people. France's problems, however, went deeper than the monarchy. The clergy and the nobility enjoyed many privileges. Even though the monarchy was deeply in debt, only commoners paid taxes. Many historians say that the French Revolution was fought to balance the inequalities in French society.

During the 18th century, Enlightenment ideas caused people to rethink the structure of society. The French middle class and some nobles were strongly impressed with ideas such as the social contract and freedom of speech. They were also inspired by the example of the American people throwing off an oppressive government in the 1770s. French peasants, too, were dissatisfied and restless. There had been poor harvests in the late 1780s. The people were hungry and felt that neither the king nor the nobility cared about their plight.

**Early Reforms of the Revolution** In 1789, Louis XVI's government was about to go bankrupt. In desperation, Louis sought to raise taxes. He called the Estates-General into session. This representative assembly had not been called to meet since 1614. The commoners in the Estates-General, however, felt their class was not fairly represented. They left in protest and formed the National Assembly.

## History Makers



**James Madison**  
1751–1836

As a young man, James Madison was strongly influenced by the Enlightenment. When the Constitutional Convention was called, he spent a year preparing by reading the works of Locke, Montesquieu, Voltaire, and other Enlightenment philosophers.

Madison is known as the Father of the Constitution. He designed the plan that included the three branches of government. He also helped to create the federal system. Madison kept careful records of the debates at the convention so that future Americans could know how the delegates made their decisions. Later, he served as the fourth president of the United States.

## History Makers

### James Madison

Why do you think Madison spent a year reading the works of Enlightenment philosophers? (*Possible Answer: to find out what great thinkers of the times believed was the best form of government*)

#### In-Depth Resources: Unit 1

- Literature: from 1776, p. 13

## The French Revolution

### 10.2.4

#### Critical Thinking

- Which of the causes of the French Revolution discussed in this passage seems most important? (*Possible Answer: economic issues, such as the unequal tax burden and peasant hardship*)
- Why would the National Assembly retain its monarch instead of creating an executive similar to the U.S. president? (*Possible Answer: The United States was very young, and the success of its government was far from certain.*)

#### World Art and Cultures Transparencies

- AT50 *Portrait of Marie Antoinette with Her Children*

**B. Possible Answers** The power to govern rested with the people; power and responsibility should be shared in a balanced way.

#### MAIN IDEA

#### Recognizing Effects

What Enlightenment ideas influenced the U.S. Constitution?

*The Rise of Democratic Ideas* 27

## DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

### Designing a French Revolution Trivia Game

**Class Time** 45 minutes

**Task** Making a trivia board game

**Purpose** To help students become more knowledgeable about the French Revolution

**Instructions** Divide students into groups and ask them to read “The French Revolution” on pages 27–28. After they finish, explain to students that they will be making a board game that uses cards with multiple-choice trivia questions. Groups should consider the rules of the game and how accessories—such as the game board, pieces, and trivia cards—will look.

After working out these details, students should use the information from the text and other sources to create their trivia cards. Help students create answers so that questions are not too easy. A sample question and answer might be phrased as follows: The Bastille was: A. the hall where meetings of the Estates-General were held; B. a Parisian prison that was a symbol of the king's rule; C. the public square where executions took place; D. the name of Napoleon's headquarters. (*Answer: B*) After the students complete their projects, have groups exchange and play the games.

## The Struggle for Democracy Continues

### 10.9.8

#### Critical Thinking

- Why might autocratic rulers voice agreement with the idea of democracy yet fail to follow through with democratic actions? (Possible Answer: may believe they can prevent their people from taking matters into their own hands)
- Why might some UN member nations who are party to the Universal Declaration of Human Rights violate its standards? (Possible Answer: difficult or impossible to enforce the declaration's standards)

#### In-Depth Resources: Unit 1

- Connections Across Time and Cultures: New Beginnings for Democracy, p. 17

**Case Study 3**—Russia and Germany, p. 30

**Case Study 8**—Argentina and South Africa, p. 100

**Case Study 9**—Mexico and Japan, p. 114

## More About . . .

### The United Nations

The United Nations has a number of programs to maintain international peace, foster economic cooperation and social equality, and develop and institute international law. The United Nations Children's Fund (UNICEF) works to improve the education, nutrition, and health of children around the world. The International Court of Justice rules on issues brought by member nations.



▲ During the Reign of Terror, thousands of people suspected of not supporting the French Revolution were beheaded.

of democratic ideas. They went to war with France, hoping to undo the new French republic. The country was in a state of crisis. In 1792, the royal family was imprisoned. A new legislature, even more radical, took charge. A period called the Reign of Terror followed. People thought to be opponents of the revolution were killed for their beliefs. Included among them were the king and queen. Finally, in 1799, a military leader, Napoleon Bonaparte, took control of France and created a dictatorship.

Not until the mid-1800s did democracy develop in France. The French Revolution illustrates why democracy is hard to achieve. It is not enough to promise equality and freedom or to have representative government. For democracy to work, a society must have rule by law, protections for both civil rights and civil liberties, tolerance of dissent, and acceptance of majority decisions by the minority.

## The Struggle for Democracy Continues

It took centuries for the ideas of democracy to develop and take hold in the world. Today, most people view democracy as the preferred form of government. Even some authoritarian governments voice agreement with the idea of democracy. Generally, however, they do not follow through with democratic actions.

**The United Nations Promotes Democracy** Before the end of World War II in 1945, a new international organization called the **United Nations** was established. Its goal was to work for world peace and the betterment of humanity. One branch of the UN, the General Assembly, is a kind of democracy. There, nations discuss problems, hoping to settle conflicts peacefully. Each nation has equal representation. The UN's charter is based on the traditions of democracy. The UN's authority comes from the nations of the world. The charter reaffirms basic human rights, the need for justice and the rule of law, and the desire for social progress.

Eventually, members of other classes joined them. In the meantime, on July 14, 1789, the people of Paris stormed the Bastille, a much-hated prison in Paris that symbolized autocratic rule. Peasant uprisings then spread from Paris throughout the country. The fight to win democratic freedoms for the people, the French Revolution, had begun.

The National Assembly made many reforms. It adopted the Declaration of the Rights of Man and of the Citizen. This document was influenced by Enlightenment ideas and the American Declaration of Independence. It guaranteed the rights of “liberty, property, security, and resistance to oppression” to all people. The National Assembly also drafted a constitution that made France a limited monarchy. It reorganized the Catholic Church in France and redistributed its land. It reformed the court system. Believing its work done, it disbanded in 1791 so that a newly elected Legislative Assembly could take over.

**Democratic Reforms Undone** The new French assembly was not accepted by the king, the aristocracy, or many Catholics. Also, European countries that had absolute monarchs feared the spread

C. Possible Answers The Assembly was not accepted by the king; other European countries went to war with France; a more radical legislature led to a military ruler.

#### MAIN IDEA

#### Recognizing Effects

What factors brought an end to the French Republic?

## DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

### Designing a Travel Brochure for a World Heritage Site

**Class Time** 45 minutes

**Task** Creating a travel brochure

**Purpose** To familiarize students with other activities of the United Nations

**Instructions** Divide students into pairs and tell them that they will be assembling a travel brochure for a United Nations World Heritage Site. Explain that, in 1972, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) created a committee to establish a list of World Heritage Sites and work for their preservation. In 2003, the World Heritage List included 754 sites (582 cultural, 149 natural, and 23 mixed).

Tell students to use the library or the Internet to find a current list of sites and to choose one as the subject of their brochure. Ask each group to carry out preliminary research to decide on the kind of information their brochure will contain and what sort of layout will best convey the information. They should then allocate responsibility for individual sections of their booklet and do further in-depth research before creating the brochure. Encourage students to be creative in designing their guides. Display the finished brochures in class.

Global Impact

**Revolutions of 1989**

Democratic revolutions swept Eastern Europe in 1989. Reforms in the Soviet Union opened the door for more freedoms throughout Communist-controlled Eastern Europe. In April 1989, Poland held its first free election since the Communists seized control during World War II.

Hungary also launched a sweeping reform program. It then began to admit East Germans who claimed to be tourists but actually planned to escape to freedom. Soon, demonstrations began in East Germany, leading to the tearing down of the Berlin Wall. Eventually, the Communists fell from power, and East and West Germany voted to reunite.

Revolutions of 1989

In 2003, a wave of nostalgia for everyday life in the former East Germany swept over Germany. The controversial phenomenon was dubbed *Ostalgie*, after *Ost*, the German word for east. Many have expressed alarm at the sentimentality about a regime that shot people who tried to escape. Ask students why such a phenomenon might have occurred. (*Possible Answer: Economic insecurity and the fading memory of East Germany's abuses may have moved some to reminisce about the less negative features of the regime, such as the security of people's jobs and their futures.*)

One of the UN's most important contributions is the Universal Declaration of Human Rights. The General Assembly adopted the Declaration in 1948. This document draws on democratic ideas. It sets a worldwide standard for basic social, political, and economic rights. Included are the right to life, liberty, and security. Also stated are the rights to equal protection under the law, free movement, and free association and assembly with other people. To these rights were added social and economic rights: the rights to work, to rest and leisure, and to education. The declaration's purpose is to serve as an international code of conduct.

**New Movements Toward Democracy** In many places in the world, the ideals of the UN's Universal Declaration of Human Rights have yet to be wholly achieved. Nations are struggling to move toward more democratic government. But it is not easy to establish democratic policies where, for example, dictatorship has been the rule. Still, beginnings have been made in a number of countries.

In the early 1990s, the breakup of the Soviet Union enabled 15 new republics to assert their people's national identity and interests. In South Africa, after many years of apartheid, or racial segregation, a democratic, all-race government was established. In 2002, East Timor regained its independence following a UN-sponsored referendum. It had been seized nearly 30 years earlier by Indonesia.

There is no guarantee democracy can be achieved in any particular time and place. Nor is it guaranteed that once achieved, democracy will not be lost if people are not constantly watchful. Yet, as you read the history that follows, you will see that the idea of democracy has survived wars and oppression. It is an idea whose strength comes from the people.

**D. Possible Answer** The idea of having a say in government has been a force in history for 2,000 years. People want political freedom. The American Revolution and the democracy it created have been a continuing example in modern times. The UN also has promoted political rights.

MAIN IDEA

Forming and Supporting Opinions

Why do you think people and nations continue to struggle toward more democratic government? Explain.

SECTION 4 ASSESSMENT

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.

- Enlightenment • social contract • natural rights • separation of powers • representative government • federal system • United Nations

USING YOUR NOTES

2. Which Enlightenment idea contributed most to the democratic revolutions in America and France? Why? (10.2.1)

I. Enlightenment Thinkers and Ideas  
A.  
B.

II. The Beginnings of Democracy in America  
A.  
B.

III. The French Revolution

MAIN IDEAS

3. What were natural rights? (10.2.1)
4. What was Rousseau's idea of government? (10.2.1)
5. What political rights are set forth in the Universal Declaration of Human Rights? (10.9.8)

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** How did the writers of the U.S. Constitution adapt the political theories of the Enlightenment? (10.2.1)
7. **COMPARING AND CONTRASTING** In what ways was the French Revolution similar to and different from the American Revolution? (10.2.4)
8. **DEVELOPING HISTORICAL PERSPECTIVE** Why has the idea of democracy survived wars and oppression? (10.2.1)
9. **WRITING ACTIVITY** **REVOLUTION** Prepare a series of slogans for display at a pro-democracy rally during either the American or the French revolutions. (Writing 2.4.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research new members of the United Nations since 1990. Prepare a chart showing the name of the nation, the date of its admission into the UN, and its form of government. (10.9.8)

**INTERNET KEYWORD**  
*United Nations members*

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3 ASSESS

SECTION 4 ASSESSMENT

Divide the class into small groups. Have each work on question 2. Then discuss each group's conclusions.

Formal Assessment

- Section Quiz, p. 8

4 RETEACH

On the board, draw a concept web with the word *democracy* in the center. Work with the class to complete the web with facts and concepts from this section.

ANSWERS

1. Enlightenment, p. 24 • social contract, p. 25 • natural rights, p. 25 • separation of powers, p. 25 • representative government, p. 27 • federal system, p. 27 • United Nations, p. 28

2. **Sample Answer:** I A. People agree to a social contract to prevent disorder. B. People have natural rights to life, liberty, and property. C. Government should have separation of powers so no one part dominates. II A. Americans protested British taxation. B. Americans won independence. C. Enlightenment ideas shaped the government. Most important idea—Natural rights, because they made “the common people” important.

3. rights to life, liberty, and property that John Locke said all human beings had
4. Legitimate government ruled with the consent of the governed.
5. life, liberty, security, equal protection under law, free movement, free association and assembly, work, rest and leisure, education
6. representative government, balance of powers
7. Similar—Wanted freedom, responsive government. Different—French democracy collapsed.

8. **Possible Answer:** All humans want freedom.  
9. **Rubric** Slogans should  
• show an understanding of the topic.  
• be short and to the point.

INTEGRATED TECHNOLOGY

**Rubric** Charts should  
• include accurate information.  
• list all new members from 1990 to present.  
• cite at least one source.