

## Step One: The Hook

---

**Teacher Note:** This Enlightenment Mini-Q introduces students to four paradigm-shifting ideas – popular government, freedom of religion, capitalism, and equality for women. The Hook is intended to put students in a frame of mind for considering large ideas and the consequences they might have. As suggested in the Hook directions, have students work through the exercise in pairs. Then open discussion to the full class. Some possible responses are provided below.

**Task One:** With a partner, consider each idea and explain why it should rightfully be called a paradigm-shifting (revolutionary) idea. In each case, ask yourself, "So what? What are the consequences of the new idea?"

- The New Testament idea "turn the other cheek" challenges the Old Testament idea of "an eye for eye, a tooth for a tooth."  
This is a call against violence, and for pacifism. It could be earth changing.
- The Polish astronomer Copernicus presents evidence of a heliocentric (sun-centered) universe. This replaces the old idea supported by the Pope and the Catholic Church that the earth is the center of the cosmos.  
If the Catholic Church was wrong about earth being the center of the universe, was the Church also wrong about the Pope and Rome being the center of Christianity? Might this idea not fuel protest against the Church?
- Louis Pasteur discovers that many diseases are spread by bacteria and viruses. This challenges those who believe the cause is bad air, bad blood, or evil spirits.  
The paradigm shift here is away from the snake healers and potion peddlers and towards hard science in medicine.
- Possible future paradigm shift: Makers of the iPad successfully develop curriculum materials that allow students to study and learn on their own outside of school. They show through studies that students actually learn more on their own than in classrooms.  
Paradigm shift here would be away from the idea that schools are the best place to educate kids on a mass scale. Schools, teachers, parents who have attended schools themselves, all might feel challenged by this new way of "growing up" in front of a screen with less human interaction.

**Task Two:** Is there any new idea that is a candidate for causing a paradigm shift now or in the future?

Opinion. Genetic medicine, nanotechnology, gender preference

## Step Two: Establishing the Context (continued)

---

### Answers to Background Essay Questions

1. What two centuries were the centuries of the *philosophes*?

The late 17th and the 18th centuries were the heart of the Enlightenment.

2. What did the *philosophes* hope to accomplish?

They hoped to find natural laws or truths about human nature and human society. They hoped to find natural laws for the social sciences like government, economics and social relations.

3. What two tools did the *philosophes* believe are necessary to find out the truth of things?

Observation and reason. All truth comes from a combination of these two tools.

4. What is another name for the Enlightenment period?

The Age of Reason.

5. How did Isaac Newton inspire the *philosophes*?

Newton used observation and reason to determine that gravity operates on earth as well as in outer space. The *philosophes* admired his method of knowing and hoped they could use it to find truths about human society.

6. Define these terms:

*philosophe*: a French word meaning philosopher. This is a person who loves wisdom and pursues answers to challenging questions about human society.

natural law: truths and patterns in nature.

universal: having to do with the universe. In this context it means everywhere, all the time.

social sciences: fields of study about the ways humans behave. Among others they include political science, economics, and sociology.

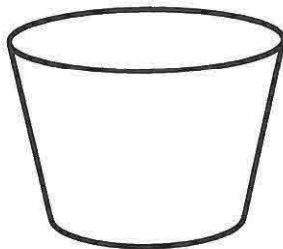
## Step Three: Understanding the Question and Pre-Bucketing

### Understanding the Question

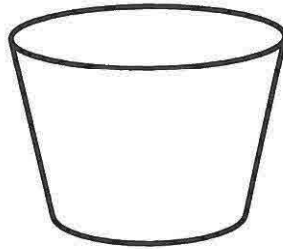
1. What is the analytical question asked by this Mini-Q?  
The Enlightenment Philosophers: What Was Their Main Idea?
2. Define any terms that need more clarification.  
*philosophes* and Enlightenment
3. Rewrite the question in your own words.  
What was the central idea of the thinkers who led the intellectual revolution of the late 17th and 18th centuries?

### Pre-Bucketing

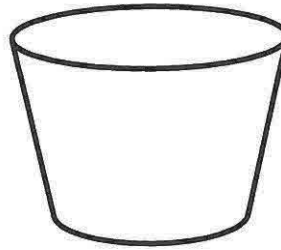
**Teacher Note:** As students suggest their bucket labels, draw bucket sets on the board. At this stage, students are simply looking for generic labels that provide a framework for organizing the essay.



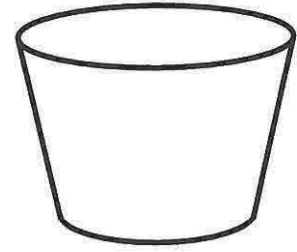
Ideas of  
Locke



Ideas of  
Voltaire



Ideas of  
Smith



Ideas of  
Wollstonecraft

## Step Four: Document Analysis

---

### Document A: John Locke, *Second Treatise on Civil Government*

#### Content Notes:

- John Locke was seventeen years old when Parliament made the decision to execute King Charles I of England in 1649. This execution left England with a big question - where should power lie? In 1689, Parliament passed a now famous new law called the Bill of Rights, and asked William of Orange and his wife Mary (from the Netherlands) to rule England. The Bill of Rights gave most of the power to govern England to the Parliament instead of to the king and queen. Soon after, in 1690, John Locke published his *Second Treatise on Civil Government*. Locke believed that the people could rightly overthrow a corrupt government and establish a new one with a strong legislative branch.
- John Locke (1632–1704) greatly influenced political thought in Great Britain, continental Europe, and the United States. Thomas Jefferson, third president of the United States and author of the Declaration of Independence, was a particularly strong advocate of Locke's beliefs about the roles of government and the governed.
- An interesting aspect of the Enlightenment thinkers is the degree to which they read and cited each other's work. Adam Smith cited John Locke in *The Wealth of Nations*, Locke noted Isaac Newton in *An Essay Concerning Human Understanding*, Voltaire commented on Locke and Newton in *Letters Concerning the English Nation*, and Jefferson referenced Locke in a letter to Samuel Kercheval, July 12, 1816.

#### Teaching Tips:

Discuss the Document Analysis questions:

1. In what year is John Locke writing these words? How many years was this before the American Declaration of Independence?

1690, 86 years before the writing of the American Declaration of Independence

2. What does John Locke mean when he says that all men are naturally in a "state of perfect freedom ... within the bounds of the law of nature"?

People are free to live their lives, buy and sell their goods, and work where they want within reasonable natural limits. That is, people are free to take care of themselves. People are also equal in a state of nature, which meant to many that they had equal rights.

3. What does Locke have to say about human equality?

He says that creatures of the same species, which would include all human beings, are equal without any one being less than another. His proof appears to be that "nothing is more evident" in the natural world.

4. According to Locke, who has the right to create a new government if the old government fails? What two branches of government does Locke appear to recommend?

The people; A legislative branch and an executive branch

5. Based on these two passages, what would you say is Locke's main idea?

All people are born free and have the ability through reason and understanding natural law to create their own government. He suggests forming a government based on a legislative branch and an executive branch created by the people. This sounds like democracy, a government by the people and for the people.

## Step Four: Document Analysis

---

### Document B: Voltaire, *Letters Concerning the English Nation*

#### Content Notes:

- Voltaire was concerned about the lack of religious tolerance in France. In 1572, one of the most infamous incidents of religious persecution occurred, the Saint Bartholomew's Day Massacre. Somewhere between 5000 and 30,000 Protestants were murdered by Catholics. In 1598, King Henry IV approved the Edict of Nantes, which required toleration of Protestants. However, in 1685 King Louis XIV revoked the Edict of Nantes and once again made Catholicism the official church of France. To Voltaire, this was deeply disturbing. It challenged the natural progression toward toleration that was happening in England and the Holy Roman Empire. Voltaire did not hesitate to criticize the Catholic Church deeming it old-fashioned and corrupt.
- Voltaire respected the religious freedoms that developed in England during the 17th and 18th centuries. Although he probably exaggerated the degree to which various religious groups got along in 18th century England, there was progress in that direction. The Toleration Act of 1689 granted freedom of worship to most Dissenters, the name for Protestants who did not belong to the Church of England. Roman Catholics, on the other hand, were not allowed to hold high offices in the government, the army, the navy, or the universities.

#### Teaching Tips:

Discuss the Document Analysis questions:

1. What happens at the Royal Exchange in London?

People from all over the world who practice different religions come to the Royal Exchange to buy things from one another. They talk to each other about all sorts of things and "benefit all mankind."

2. Why, according to Voltaire, is it good that England allows a "multitude" of religions?

When there is just one accepted religion, the government becomes very arbitrary (tyrannical); when there are two, the country polarizes into us against them; when there are many religions, people tend to relax and get along.

3. What is Voltaire's main idea about religion in society?

Voltaire believes that governments should promote tolerance of different religions. If individuals can be like the tolerant Jew, Muslim, and Christian, societies everywhere will be at peace and will prosper. This idea connects with Locke in Document A because it trusts the individual over the king or the state.

4. What does Voltaire's main idea about religion have in common with John Locke's main idea about government?

Like Locke, Voltaire places great importance on individual freedom. Locke believes that individuals behaving freely are capable of creating good government. Voltaire believes that allowing individuals to choose their own religion is the way to avoid religious conflict. Both thinkers believed that authoritarian rule – Locke in matters of government, Voltaire in matters of religion – leads to imperfect societies.

## Step Four: Document Analysis

---

### Document C: Adam Smith, *The Wealth of Nations*

#### Content Notes:

- Adam Smith's beliefs about the complex system of individual and collective economic decision making has led him to be considered the father of modern economics.
- In other writings, Adam Smith's thinking went well beyond advocacy of free markets and the pursuit of self-interest (what is often described by the French term *laissez faire* meaning "leave alone"). He recognized that the self-interest of manufacturers and merchants might be achieved at the expense of the poor. He supported the levying of a tax on luxuries rather than on necessities to relieve the poor and the creation of a state-supported system of public education.

#### Teaching Tips:

Discuss the Document Analysis questions:

1. In paragraph one, does Adam Smith support an economic system based on government control or individual decision-making? Why?

Economic activity should be based on individual decision-making. This is because no ruler can possibly have sufficient information to micromanage an economy. People acting out of self interest will make better decisions.

2. In paragraph two, according to Adam Smith, why do most individuals work?

Individuals work to earn money and to benefit themselves.

3. According to Smith, what is the happy and unexpected result when people pursue their own economic gain?

Individuals who work for themselves make the whole society better off.

4. Smith mentions an "invisible hand." What do you think he means by that?

The Invisible Hand is a force that somehow acts on the whole society so that if all individuals are pursuing their own interests, the needs of the whole society will be met. It is the opposite of government regulation and relies on the basic laws of supply and demand to determine smart choices in what and how much gets produced. The invisible hand may be thought of as the god of pure capitalism.

5. What is Adam Smith's main idea about trade and economic decision making?

Government should not regulate trade. Governments should let individual traders make their own sales. Since everyone wants to make money, people will change what or how they trade if what they are doing is not profitable. Therefore, governments need to trust in the decisions made by individual shopkeepers, farmers, weavers and ship owners. In pursuing their own profit, people learn to be efficient and unintentionally help the whole society. Economic freedom is a twofer. It benefits the individual and society as a whole.

## Step Four: Document Analysis

---

### Document D: Mary Wollstonecraft, *A Vindication on the Rights of Woman*

#### Content Notes:

- Mary Wollstonecraft was disappointed by two events that motivated her to write *A Vindication on the Rights of Woman*. The first event was when the revolutionary French Constitution of 1791 excluded women from public life and granted suffrage only to men over the age of 25. The second was when French diplomat Talleyrand issued his report on education to France's National Assembly stating that girls' education should be oriented toward subservient activities. These two attacks on women during an era when philosophes were talking about natural laws and rights prompted Wollstonecraft to write *A Vindication of Rights of Woman*.
- *A Vindication of the Rights of Woman* was celebrated among radical reformers when it was published, but many people criticized it and attacked Wollstonecraft. Statesman Horace Walpole called Wollstonecraft "a hyena in petticoats" in an attempt to discredit her. During the 19th century, the book was largely ignored because of its scandalous reputation, but in the late 20th century, literary critics and philosophers began to treat it as one of the founding works of feminism.
- Wollstonecraft's daughter, also called Mary, married Percy Shelley and went on to write the famous romantic novel, *Frankenstein*.

#### Teaching Tips:

Discuss the Document Analysis questions:

1. In what year is Mary Wollstonecraft writing these words? What revolution was going on at the time?

The year is 1792, the third year of the French Revolution.

2. How does Wollstonecraft believe women compare to men? What does Wollstonecraft recommend in order to make women equal to men?

Compared to men, Wollstonecraft thought women were ignorant of important kinds of knowledge and lacked desire or ambition. She believed the key was an education in the same pursuits or subjects as those studied by men – history, geography, and rhetoric (effective argument).

3. What methods did Wollstonecraft use to reach her conclusions?

She came to her conclusions through reason and experience. She is challenged other "enlightened" thinkers to look at women and their place in the world in a reasonable way.

4. What is Wollstonecraft's main idea?

Wollstonecraft believes that for women to compete with men they must be educated, and that education must focus on reason.

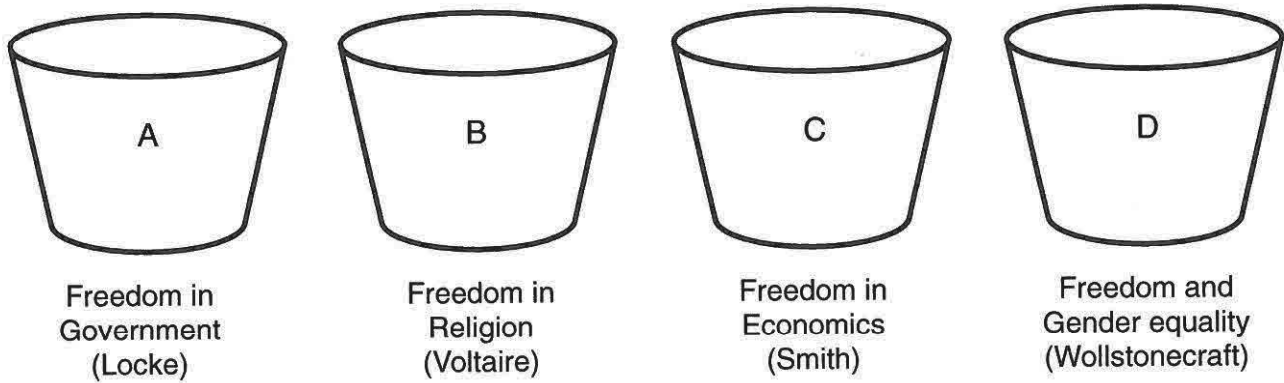
5. In what ways are the main ideas of Wollstonecraft, Locke, Smith, and Voltaire similar?

To build a better society or a stronger nation, all four thinkers place great importance on individual freedom. Wollstonecraft wanted to "free women of all restraints"; Locke wrote that man is born in a state of "perfect freedom"; Smith said that every individual should be "free to pursue his own interest"; Voltaire provided a rational argument against intolerance by arguing that every person should be free to practice his own religion.

## Step Five: Bucketing – Getting Ready To Write

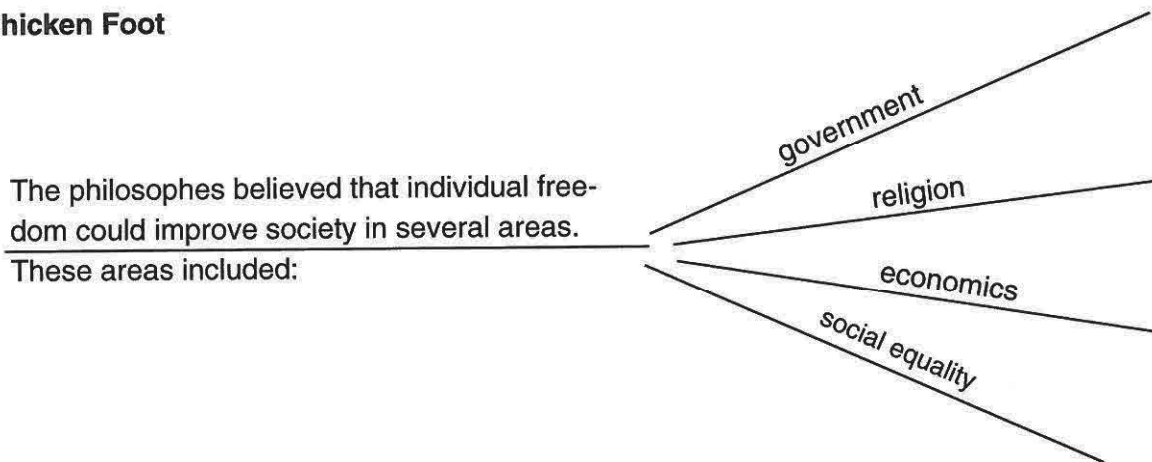
---

### Task One: Bucketing



### Task Two: Thesis Development and Road Map

#### The Chicken Foot





## Step Six: From Thesis to Essay Writing

---

### Mini-Q Essay Outline Guide

#### Working Title: The Enlightenment Philosophers: What Was Their Main Idea?

##### Paragraph #1

Grabber: Important change requires important ideas.

Background: During late 17th and early 18th centuries, well-educated people in western Europe known as *philosophes* explored ideas about how to improve society.

Stating the question with key terms defined: What was the key idea among the many ideas presented by the *philosophes*?

Thesis and road map: Individual freedom was necessary to improving society. This was especially true in matters of government, religion, economics, and social equality for women.

##### Paragraph #2

Baby Thesis: John Locke argued that individual freedom was necessary to good government.

Evidence: supporting detail from documents with document citation

Locke first wrote that people are naturally free and have the right to maintain their freedom. (Doc A)

To preserve this freedom, men needed to create a government with a legislature and an executive.

Argument: A government created by free individuals was more likely than a monarchy to preserve the freedom of individuals. Only this kind of government was likely to succeed in the long run.

##### Paragraph #3

Baby Thesis: Voltaire argued that individual freedom in matters of religion was necessary to a peaceful government.

Evidence: Voltaire compared the benefits of religious freedom to the benefits of economic freedom.

A society works best and most peacefully when all participants can freely sell their goods or practice their religious ideas. (Doc B)

Argument:

When society limits religious practice to one faith, you have bullying by the state. When you limit to two religions, you can have civil war. When all faiths are welcome, you have peace because no one group can control all the others. Again, individual freedom is the key ingredient – this time in religion – for a smoothly running country.

##### Paragraph #4

Baby Thesis: Adam Smith argued that individual freedom was necessary to a strong economy.

Evidence: Smith believed that state controlled mercantilism did not work well. He said that when individuals freely pursue their own economic interest, the state (country) benefits. (Doc C)

Argument:

The reason for this was the mysterious “invisible hand” that causes the sum of individual self-interest to result in the best interest of the state. Again, individuals wheeling and dealing freely is the key.

##### Paragraph #5

Baby Thesis #4: Mary Wollstonecraft argued that individual freedom was key to greater social equality for women.

Evidence: The key was education. Women must have access to the same knowledge as men. (Doc D)

Argument: A woman who is free to pursue an education will acquire the skills and knowledge to be able to contribute to society. Without the freedom to learn she is a farce.

##### Paragraph #6

Conclusion: Although the *philosophes* contributed many powerful ideas – for example the importance of using reason and observation in understating the best ways to improve society -- the bottom line idea was that individual freedom is necessary when improving any aspect of human society. True in government (Locke), religion (Voltaire), economics (Smith), and equality for women (Wollstonecraft). And the idea has staying power. Individual freedom remains the cornerstone of the world we are trying to build today.