

Name _____

Enlightenment DBQ

Homework due _____

Learning Target: I can use evidence to support a claim that answers the question:

How did the writings of the philosophes change people's expectations of their role within society and within the government?

Read and annotate Documents A - E

DOCUMENT A

John Locke was a famous English Enlightenment philosopher that lived from 1632-1704. The following is an excerpt from his Second Treatise on Government. In it, Locke expresses his views on politics and government.

"All men are naturally born in a state of perfect freedom. They are equal and independent, and can act how they want to. This state of nature is governed by a law of nature. The law of nature says that no one should harm another person in his natural rights to life, liberty, and property (*possessions*).

To maintain (*keep*) this natural state of freedom and equality, men agree to join together into a community to live comfortable, peaceful lives, and also to have security against any people that might desire to harm them and take away their nature rights. When every individual in a community has agreed to join together, the community has made a government.

Men agree to enter into society to preserve (*keep*) their natural rights to life, liberty, and property. Because of this, when the government tries to take away or destroy the life, liberty, or property of the people, the government puts itself in a state of war with the people. At this point, the people do not need to obey the government anymore.

Source: John Locke, "The Second Treatise of Government" published 1689

DOCUMENT B

Charles de Montesquieu was an important French philosopher during the Enlightenment. The following is an excerpt from "The Spirit of Laws," his best known work. In it, he explains his theory of separation of powers and checks and balances.

"In every government there are three kinds of power. These are the legislative, the executive, and the judicial powers.

The power of the first (*legislative*) is to create laws and to change those that have already been created. The power of the second (*executive*) is to maintain the public security (*protect the people*) by enforcing (*carrying out*) the laws. The power of the third (*judicial*) is to punish criminals and solve the disputes (*arguments*) that arise between individuals.

There would be no freedom if the same man or the same group of men controlled all three powers at the same time. This man or group of men would have complete control over all parts of the law. They could create tyrannical (*strict/cruel*) laws or enforce them like a tyrant. They could plunder (*rob*) the country by their choices; and could ruin any private citizen by their decisions.

Many of the kings and princes of Europe, whose goal has been to attain (*acquire*) this kind of absolute power, have tried to unite all the branches of government in themselves."

Source: Charles de Montesquieu, "The Spirit of Laws," written in 1777

DOCUMENT C

Rousseau was a French philosopher and author during the Enlightenment. He saw current governments as corrupt. The following is an excerpt from his most famous work, *The Social Contract*, where he talks about his idea for government.

"Man is born free, and everywhere he is in chains (*slavery*). This is because Man has given up his freedom to many masters (*kings*) in order to preserve (*protect*) his life. This primitive (*outdated*) condition can continue no longer. The problem now is to find a form of government that will defend the life and possessions of each member while still allowing each member to govern himself and remain as free as before.

The Social Contract provides the solution to this fundamental (*important*) problem. The masses (*all people*) must unite together. This union of all people is called the general will. Each person must put himself and all his power under the control of the general will and must obey whatever the general will decides. Each member has the same power and is an equally important part of the whole (*the general will*).

Through this Social Contract, man keeps as many of the freedoms he received from nature as possible. Each man, by giving his freedom to everyone, gives his freedom to no one. Because each person gives their freedom to the general will, they also become part of the general will and have the same power as everyone else in the general will."

Source: Jean-Jacque Rousseau, "The Social Contract," written in 1762

DOCUMENT D

Mary Wollstonecraft was a self-educated Enlightenment philosopher from England. Her focus on women's rights and education helped to start 19th century Feminism, a movement for women's equality.

"All educated men who have written about female education and behavior have depicted women as artificial (fake), weak, and useless members of society. Even Rousseau declares that a woman should never even for a moment think of herself as independent. She should be nothing but an attractive (pretty) object of desire, a sweet companion (friend) to man. This is the purpose of a woman. What nonsense!

I have observed more girls than Rousseau and will dare to say that a girl whose spirit has not been broken by society will always be full of energy. I am fully convinced that if girls were allowed to take enough exercise, and not be kept in closed rooms till their muscles are weak, and their power to think destroyed, women could do anything. They might even study politics. Educate women like men and women will have more power. This is the very thing I want. But I do not wish women to have power over men, but over themselves."

Source: Mary Wollstonecraft, "A Vindication of the Rights of Woman," 1792

DOCUMENT E

Voltaire was a French Enlightenment writer, historian and philosopher famous for his wit, his criticism of Christianity, especially the Roman Catholic Church, and his advocacy of freedom of religion, freedom of speech, and separation of church and state.

"It does not require great art, or magnificently trained eloquence, to prove that Christians should tolerate each other. I, however, am going further: I say that we should regard all men as our brothers. What? The Turk my brother? The Chinaman my brother? The Jew? The Siam? Yes, without doubt; are we not all children of the same father and creatures of the same God?"

Source: Voltaire, "A Treatise on Toleration,"

Annotations Score



Claim: Answers the question: **How did the writings of the philosophes change people’s expectations of their role within society and within the government?** Must include your 3 key points you would discuss in your body paragraphs to describe the impact of enlightenment ideas on future events.

Topic of my **first body paragraph** would be: _____

The quote I would use as evidence of this topic would be: _____

_____ From (Doc _____)

My analysis/conclusion as to how this evidence strengthens my argument that this idea would lead to future revolution and change:

Topic of my **second body paragraph** would be: _____

The quote I would use as evidence of this topic would be: _____

_____ From (Doc _____)

My analysis/conclusion as to how this evidence strengthens my argument that this idea would lead to future revolution and change:

Topic of my **third body paragraph** would be: _____

The quote I would use as evidence of this topic would be: _____

_____ From (Doc _____)

My analysis/conclusion as to how this evidence strengthens my argument that this idea would lead to future revolution and change:

0	1	2	3	4
Please complete as soon as possible	Weak annotations. Claim does not take a position or have 3 key points that apply to that position. Evidence is weak or incorrect. Citations are not present.	Annotations are present. Claim takes a position and attempts to establish strong key points. Evidence is present but lacks connection to claim.	You mostly have it. Annotations show you can focus on the question as you read. Claim makes sense, evidence matches claim, citations are correct.	