Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit # 4 Study Guide

Overview of Chapter: This chapter is relatively brief, but it is a very important transition point between previous chapters and the ones in the immediate future. The central focus is built upon the institutions of colonial control, both economic (mercantilism and colonial trade wars that emerge for dominance of trade and territory) and political (government organization and increased oversight/involvement that lead to many upset colonists). The chapter begins with an overview of mercantilist policy and colonial administration, using the Spanish empire as an example. This showcases the strong role the government in Spain played in all aspects of the life of the Spanish colonies, though it could just as easily be describing the efforts of the British after the 7 Years War. Following this breakdown of mercantilism and colonial policy, it moves towards the development of colonial wars that plagued the European nations during then middle of the 18th century, which created a strong shift in traditional balance of power and spheres of European influence. These wars were fought by professional armies all across the globe, and led to great expenses for the "mother countries." The colonial powers thus needed to increase the taxation upon these colonies, and issues such as this helped lead to the American Revolution, which serves as the culminating event of this chapter’s historical material.

Special Note: Geography plays a huge role in understanding this chapter. Please frequently reference maps when reading about the colonial wars, as geographic conditions will help to explain many of the shifting alliances that occur throughout these wars of empire.

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| 11-26 |  15.2 The Aristocracy 15.3 The Land and Its Tillers 15.5 The Revolution in Agriculture | Compare and contrast the human experience of the 18th century in Eastern and Western Europe. Be sure to include nobility and peasants. |
| HW:  | 1. **Two 18th century- Writers (Answer 1-5)**
2. **Kagan- TSP- (Paradigm shift Chart) p. 497-509**
 |
| 11-27 |  15.6 The Industrial Revolution of the 18th Century* Hogarth- Comparisons
* Industrialization/ Urbanization: TSP-to Modern society
 | How did the industrial revolution change the economy and European society? |
| HW: | 1. **Read FRQ Compare and Contrast Colbert and Smith**
2. **Read and Outline- Article 2- From Mercantilism to “The Wealth of Nations”**
 |
| 11-28 | Quiz- (open note)Commercial Revolution * Mercantilism
* The Emergence of the Market Society
* Slavery
 | What is Mercantilism?What was the impact of Mercantilism in regards to European competition and conflict? |
| HW: | ***Read and chart p 532-538Jenkins’ Ear, Austrian Succession, Seven Years’ War, American Revolution*** ***Be able to discuss the questions below tomorrow.*** |
| 11-29 | Compare and Contrast wars and outcomes  | What was the Seven Years' War, and how did it change colonial America? |
| HW: | ***Outline: Events in Great Britain (538-542) (Maybe a Pop quiz)***  |
| 11-30 | TDP Quiz #3 (Fill in the blank) * Development of England
 | How did economic and political competition impact Europe and its colonies? |
| HW:  | ***Read Chapter 17 The Age of the Enlightenment- p 550-557*** ***Questions (1-5)- Handed in on Monday*** ***One FRQ- Outline from* Commercial Revolution/ Industrial Revolution or 17th-19th century**  |

1. Discuss the role that the Treaty of Utrecht played in the onset of the War of Jenkins’ Ear (1739-1748). Do you feel the British were justified in their declaration of war? Why or why not?
2. Create and complete the following chart with regard to the Wars of the Mid-18th Century:
3. How did the "Diplomatic Revolution" of 1756 shake up the traditional European alliance system? \*\*\* See helpful hints for partial rationale of the "switch"
4. Discuss the effects of the 7 Years War and the Treaty of Paris (1763) on Britain, France and Prussia? Who was now (1763) "in the international driver’s seat"?
5. What impact did the wars of the Mid-18th Century, and the Seven Years War in particular, have on European nations’ policies of taxation? How might this affect, say, the British colonies? (wink-wink; think "taxation without representation")

Chapter 17—The Age of Enlightenment: Eighteenth Century Thought

* The Enlightenment is a movement of people and ideas that fostered the expansion of literate sectors of European society and that economic improvement and political reform were both possible and desirable.
* Contemporary western political and economic thought is a product of Enlightenment thinking; therefore, some historians believe the process of Enlightenment continues today.
* Inspired by the scientific revolution and prepared to challenge traditional intellectual and theological authority, Enlightenment writers believed that human beings can comprehend the operation of physical nature and mold it to achieve material and moral improvement, economic growth, and administrative reform.
* Enlightenment intellectuals advocated agricultural improvement, commercial society, expanding consumption, and the application of innovative rational methods to traditional social and economic practices.
* The spirit of innovation and improvement came to characterize modern Europe and Western society.
* Politically, the Enlightenment had a direct impact on some rulers--in eastern and central Europe—whose policies came to be known as *enlightened absolutism*.

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| 12-3 | Preconditions of the Enlightenment  | What was the intellectual and social background to the Enlightenment?Who were the philosophes and what were their fundamental beliefs? |
| HW:  | **Coffeehouses p 555****Kant defines the Enlightenment p 556 (questions 6-8)** **Read and outline p 557-560** ***(Maybe a Pop quiz)*** |
| 4 | Coffee Voltaire, Deism  | How did the Enlightenment present diverse views on the world's religions? |
| HW: |  **Read and Outlined p 564-567 *(Maybe a Pop quiz)*** |
| 5 | The Enlightenment and Society -  | How did the physiocrats challenge to foundations of mercantilism?How did the Enlightenment affect society? |
| HW: |  **Read p 567- 575 ( not 570)and answer Questions *(Maybe a Pop quiz)*****Read Rousseau- Social Contract Sherman p 99-100.**  |
| 6 | * Rousseau – This guy is very important
* Enlightenment and women
 | What was the role of women in the Enlightenment? |
| HW: |  **Chart- Enlightened Monarchs (580-590) *(Maybe a Pop quiz)*** |
| 7 | Evaluation of Enlightened Monarchs 1. Frederick the Great of Prussia
2. Catherine the Great of Russia
3. Joseph II (nobody liked this poor guy) Austria
 | Analyze the extent to which Frederick the Great of Prussia, Catherine the Great and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns. |
|  | * **Take home test ( 100 pts)**
* **2 FRQ outlines 20 pts each**
 |

Chapter 17 Questions

1. What is The Enlightenment?

2. How were Newton and Locke forerunners of the (18th Century) Enlightenment?

3. In what ways was Britain tolerant and stable?

4. Describe the “Print Culture”.

Read “Coffeehouses & Enlightenment” be prepared to discuss in class.

5. What was a *philosophe*?

Read “Immanuel Kant Defines Enlightenment” ***MUST READ!!!***

 6. What authorities should liberated intellect question?

 7. Why does he believe intellectual liberation requires effort?

 8. Why does Kant link enlightenment with freedom?

Past FRQs

17-19th century society

1. Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.
2. Describe and analyze the changes that led to Europe’s rapid population growth in the eighteenth century. (2008 a3)

Commercial Revolution/ Industrial Revolution

1. Britain and France were engaged in a geopolitical and economic rivalry during the eighteenth century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689 to 1789. (2007 A 6)
2. Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
3. Analyze how political, religious, and social factors affected the work of scientists in the sixteenth and seventeenth centuries.
4. How and to what extent did the Commercial Revolution transform the European economy and diplomatic balance of power in the period from 1650 to 1763? (2006 B 2)
5. Both Jean-Baptiste Colbert (1619-1683) and Adam Smith (1723-1790) sought to increase the wealth of their respective countries. How did their recommendations differ?
6. Analyze attitudes toward and responses to "the poor" in Europe between approximately 1450 and 1700.
7. Analyze the economic, technological, and institutional factors responsible for western Europe's domination of world trade from 1650 to 1800. 2005 A 7

Enlightenment / Enlightened Monarchs

1. Describe and analyze the impact of the rise of Russia on international relations in Europe in the period from 1685 to 1815.
2. Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.
3. Compare and contrast the political ideas of Hobbes and Locke.
4. To what extend did the structure of Russian government and society affect its economic development in the eighteenth and nineteenth centuries?
5. Compare and contrast two theories of government introduced in the period from 1640 to 1780.
6. Explain why Europe saw no lasting peace in the period between the Peace of Westphalia in 1648 and the Peace of Paris in 1763.
7. Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500–1800.

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| FRQ Template ( will fit on a ½ sheet of paper) * Write out question
* Thesis
* Note form answer the question

Thesis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Argument that answer part of your thesis  | Argument that answer part of your thesis | Argument that answer part of your thesis |
| Up to 10 words that support your argument  | Up to 10 words that support your argument  | Up to 10 words that support your argument  |

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| **ENLIGHTENMENT** |
| EnlightenmentDeismJohn Locke, *Two Treatises of Civil Gov’t**Essay Concerning Human Understanding*tabula rasa*philosophes*Voltaire*“ecracsez l’infame” (destroy the damn thing)* Baron de Montesquieu, *Spirit of Laws*checks and balancesJean-Jacques Rousseau*Social Contract,* 1762general will“noble savage”Denis Diderot, *The Encyclopedia*Marquis de BeccariaFrançois Quesnay*physiocrats*Adam Smith, *Wealth of Nations*salon movementMadame de GeoffrinMadame de Staël | Mary WollstonecraftBaron Paul d’HolbachDavid HumeImmanuel Kantclassical liberalismMethodismJohn WesleyEnlightened DespotismFrederick the GreatWar of Austrian SuccessionSilesiaSeven Years’ War“Diplomatic Revolution of 1756”Treaty of Paris“first servant of the state”Catherine the GreatPugachev RebellionPolish partitionsliberum vetoMaria TheresaPragmatic Sanction of 1713Joseph II |
| **18th Century Economy and Society** |
| Agricultural Revolutionopen field systemCornelius VermuydenCharles “Turnip” Townsendcrop rotationJethro Tullseed drillRobert BakewellColumbian exchangeEnclosure movementCorn Lawspopulation explosionProto-Industrializationcottage industry (“putting out” system)flying shuttlespinning jennywater framespinning mulemercantilismAtlantic economybullionismBank of EnglandAct of Union, 1707 | Navigation ActsTriangular TradeDutch RepublicAnglo-Dutch WarsSlave trade“Middle Passage”South Sea BubbleMississippi Bubble War of Spanish SuccessionTreaty of UtrechtSeven years’ WarTreaty of ParisAmerican RevolutionEdward JennerJohn WesleyMethodismNeoclassicismJacques-Louis DavidClassical Style (music)Wolfgang Amadeus MozartLudwig van Beethovensymphony |

Model of a Traditional Society

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| --- | --- | --- |
|  | Evidence of TSP- continuing  | Evidence of TSP- becoming modern |
| Large Proportion of societal Resources used for raising the next generation |  |  |
| Low Income Levels |  |  |
| 1. **All factors of production are underutilized**
 |  |  |
| 1. **Inadequate investment in education, health, transportation facilities**
 |  |  |
| 1. **Economy based on barter rather than trade**
 |  |  |
| 1. **Wide gap between rich and poor**
 |  |  |
| 1. **Heavy taxation**
 |  |  |
| 1. **Religion is very important**
 |  |  |
| 1. **Local landlords hold much political and social power**
 |  |  |
| 1. **Ceiling on productivity**
 |  |  |
| 1. **Family and clan very important**
 |  |  |
| 1. **Nationalism lacking**
 |  |  |
| 1. **Caste System exists**
 |  |  |
| 1. **Warfare endemic**
 |  |  |
| 1. **Sense of “Changelessness”**
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| ***Philosophe /*****Author** | **Title of Work** | **Importance / Impact on Enlightenment** |
| Thomas Hobbes | *Leviathan* |  |
| John Locke | *Second Treatise on Government* |  |
| *Essay Concerning Human**Understanding* |  |
| Voltaire | *Letters to the English* |  |
| *Elements of the Philosophy on* |  |
| *Newton* |  |
| *Candide* |  |
| *Treatise on Toleration* |  |
| *Philosophical Dictionary* |  |
| Denis Diderot  | *Encyclopedia* |  |
| Adam Smith  | *Wealth of Nations* |  |
| Marquis CesareBeccaria | *On Crimes and Punishment* |  |
| Baron deMontesquieu | *The Persian Letters* |  |
| *Spirit of the Laws* |  |
| Jean-JacquesRousseau | *Discourse on the Origin of**Inequality* |  |
| *The Social Contract* |  |
| Mary Wollstonecraft | *A Vindication of the Rights of**Woman* |  |