

# World History 2

## Enlightenment Packet

### Mr. Ackerman

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"YOU'VE STUMPED ME WITH THAT QUESTION.  
I THINK THAT'S SOMETHING YOU NEED TO GOOGLE."

Name: \_\_\_\_\_

## Quote Analysis:

**Directions:** Explain the quote to the best of your ability. Also, explain why you think the speaker may have made this comment (in other words, what's their bias?).

*"I have always thought the actions of men the best interpreters of their thoughts." – John Locke*

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*"Not believing in force is the same as not believing in gravitation." – Thomas Hobbes*

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*"It is unnatural for a majority to rule, for a majority can seldom be organized and united for specific action, and a minority can." – Jean Jacques Rousseau*

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*"Children, I grant, should be innocent; but when the epithet is applied to men, or women, it is but a civil term for weakness." – Mary Wollstonecraft*

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# Enlightenment Morality Worksheet

	I do it because it's "right"	I do it because "I have to"
I show up on time to class.		
I don't cheat on homework or tests.		
I follow the dress code.		
I do my homework.		
I don't take advantage of hall passes (ex: taking 20 minutes to go to the bathroom, walking a few laps around the school, chatting with friends in the hallway).		
I am respectful to teachers and other adults in the building.		



	Most students do it because it's "right"	Most students do it because "they have to"
Students show up on time to class.		
Students don't cheat on homework or tests.		
Students follow the dress code.		
Students do their homework.		
Students don't take advantage of hall passes (ex: taking 20 minutes to go to the bathroom, walking a few laps around the school, chatting with friends in the hallway).		
Students are respectful to teachers and other adults in the building.		

# School Scenarios

## Example 1

**A wallet is lying in the hallway after the passing period has ended. Inside is \$100 in cash and the ID of the student that owns the wallet.**

I would \_\_\_\_\_  
\_\_\_\_\_

I think the "average student" would \_\_\_\_\_  
\_\_\_\_\_

John Locke would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thomas Hobbes would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Example 2

**It's the day of a test and the teacher is passing out copies of the exam. The answer key falls on the floor next to your desk. No one else has noticed.**

I would \_\_\_\_\_  
\_\_\_\_\_

I think the "average student" would \_\_\_\_\_  
\_\_\_\_\_

John Locke would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thomas Hobbes would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Example 3**

**You're having a cookie craving during lunch and head back to the cafeteria. You get 5 cookies and stand in line to checkout. When you get to the register, the cafeteria worker miscounts your stack of snacks and says, "4 cookies huh? That'll be \$3.00."**

I would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think the "average student" would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jean-Jacques Rousseau would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Example 4**

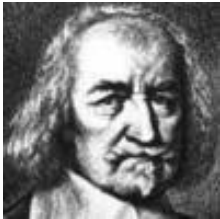



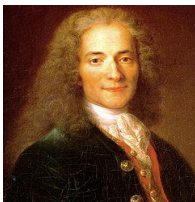
**You've been best friends with Jesse for 8 years. You know that they've been seriously dating a good friend of yours for the last few months, but at a weekend party you happen to notice Jesse making out with someone you don't know. Jesse sees you and asks you to promise not to tell anyone.**

I would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think the "average student" would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jean-Jacques Rousseau would say that people would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## THE ENLIGHTENMENT: INFLUENTIAL THINKERS

PHILOSOPHER	WHAT DID THEY BELIEVE?
 <p>Hobbes</p>	<p>Full Name:</p> <p>Best form of Government for People:</p> <p>Beliefs on Human Behavior:</p> <p>Interesting Notes:</p>
 <p>Locke</p>	<p>Full Name:</p> <p>Best form of Government for People:</p> <p>Beliefs on Human Behavior:</p> <p>Interesting Notes:</p>
 <p>MONTESQUIEU</p>	<p>Full Name:</p> <p>Best form of Government for People:</p> <p>Beliefs on Human Behavior:</p> <p>Interesting Notes:</p>
 <p>ROUSSEAU</p>	<p>Full Name:</p> <p>Best form of Government for People:</p> <p>Beliefs on Human Behavior:</p> <p>Interesting Notes:</p>
 <p>VOLTAIRE</p>	<p>Full Name:</p> <p>Best form of Government for People:</p> <p>Beliefs on Human Behavior:</p> <p>Interesting Notes:</p>



## Age of Enlightenment - Final Project Student Philosophers!



As we have learned during our study of the Enlightenment, every person has their own unique view of humanity. Some philosophers believed people are naturally good and become corrupt because of their environment. Others believed that human beings are a "blank slate," whose development is determined by their experiences and choices. In any case, your belief in human nature inevitably determines your opinion of how mankind should be governed: if people are naturally good, they need very few rules...however if they are naturally "not good", they will need to be tightly controlled.

### Philosophy of High School Students Today (45 minutes)

- Determine where high school students fit on the scale of "Good" and "Evil"
  - Provide examples to illustrate your point.
- Determine what makes them that way...is it their environment, parents, teachers, friends, homework, etc, or is it totally natural?
  - Provide examples to illustrate your point
- Decide if students' human nature can "fluctuate"... can they move from "good" to "evil" and vice-versa.

**\*\*Be sure to reference at least one Enlightenment philosopher that shares your belief in humanity\*\***

**\*\*Be sure to reference at least one Enlightenment philosopher that disagrees with your ideas\*\***

### Designing your own school:

- Based on your decisions in the previous box, how should a school be run in order to best protect students?
- Based on those decisions, how should a school be run in order to maximize student's academic potential?
- Is this philosophy that you have created possible to implement in the real world?
  - If yes, how? If not, why not?

In addition to the questions above Please include the following information:

- Mission statement (Why does your school exist? What is its goal(s)?)
- School Rules,
- Curriculum (courses offered/required),
- School lay out/design (Displayed on the poster)
- Faculty (administrators, teachers, counselors, and custodians)
- Extra-curricular activities (i.e. sports and clubs)

**\*\*Be sure to implement the ideas of at least one Enlightenment philosopher in your new school\*\***

**\*\*Be sure to discuss the ideas of at least one Enlightenment philosopher that you will definitely NOT include in your new school\*\***

After you and your group agree on the above issues, you will "display" your new school on a poster. The class will then "visit" each school, and listen to a presentation that explains what you have done and the reasons behind those decisions. The class will then discuss how the ideas of the Enlightenment are/are not relevant today.

# ***The Enlightenment***

<u>Name of Philosopher</u>	<u>Their Belief in Human Nature?</u>	<u>Their Best Form of Government?</u>
Thomas Hobbes		
John Locke		
Voltaire		
Baron de Montesquieu		
Jean-Jacques Rousseau		

**MONARCHY**  
People Should  
Be Totally  
Controlled



**DEMOCRACY**  
People Should  
Be Totally  
Free

On the back, draw another spectrum. This one should be illustrated (use pictures), and should show how the philosophers felt about human nature (good to evil).



# World History 2 - Enlightenment

## Philosopher Cheat Sheet

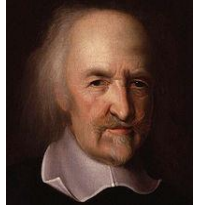
### John Locke

- Believes people are naturally reasonable and can govern themselves
- **Natural Rights** – everyone is born with the right to **life, liberty, and property**
- Government should protect rights, or be overthrown by the people
- Best form of government:  
**DEMOCRACY**



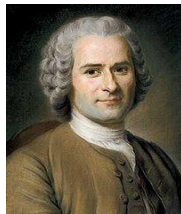
### Thomas Hobbes

- Convinced man is wicked and selfish
- **Social Contract** – People should give up their rights and have a strong, brutal ruler
- Government should have “the awesome power of a **leviathan**”
- Best form of government:  
**ABSOLUTE MONARCHY**



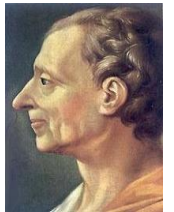
### Jean-Jacque Rousseau

- People are basically good, but are corrupted by society
- Government should be freely formed by the people...not forced on them by the powerful
- **Social Contract** – people agree to give up some freedom to have good society
- **Total equality** – no more classes
- Best form of government:  
**DIRECT DEMOCRACY**



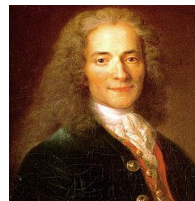
### Baron de Montesquieu

- People are good, but rulers are corrupt
- **Separation of Powers** – power should be divided between a ruler, a law-making body of people, and the courts
- **Checks & Balances** – each branch should have power over the others
- Best form of government:  
**REPRESENTATIVE DEMOCRACY**



### Voltaire

- Distrusts the church, nobles, peasants, blacks and Jews
- Distrusts democracy because people are idiots
- Believes in **freedom of thought, speech, expression, and religion**
- Best form of government:  
**ENLIGHTENED MONARCHY**



# Enlightenment Wrap-Up

Directions: Use the following philosophers to complete the assessment.

- John Locke
  - Jean-Jacques Rousseau
  - Baron Montesquieu
  - Thomas Hobbes
  - Voltaire
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1) The philosopher that would definitely agree with my school model is \_\_\_\_\_, because...

2) The philosopher that would definitely disagree with my school model is \_\_\_\_\_, because...

3) If John Locke were in charge of your school, what is one thing that he would keep/change? Why?

4) If Rousseau were in charge of your school, what is one thing that he would keep/change? Why?

5) If Montesquieu were in charge of your school, what is one thing that he would keep/change? Why?