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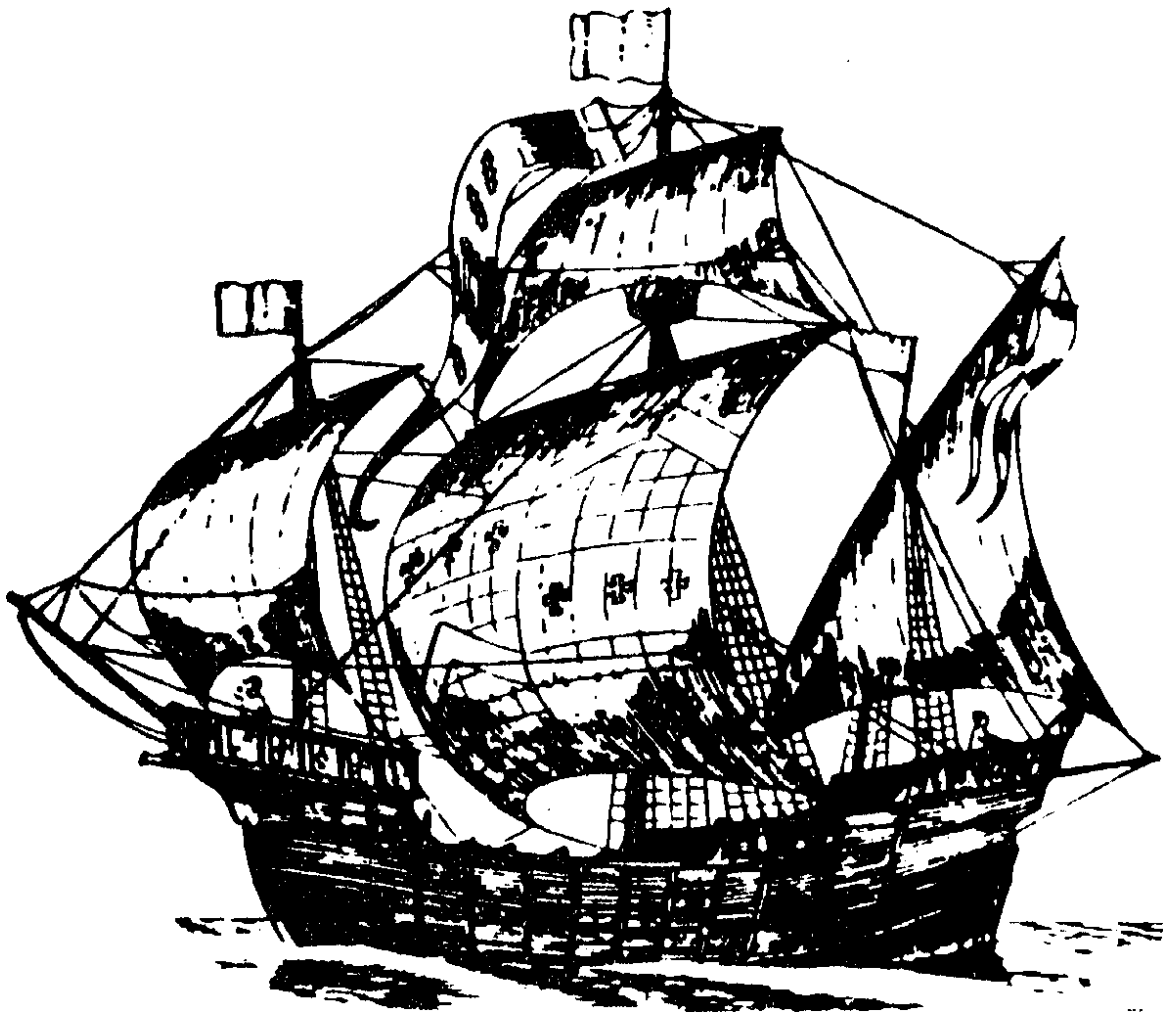
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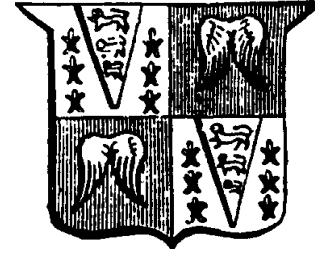
Creative Activities for Teaching World History
Renaissance to Revolution



Stevens & Shea Publishers

**Creative Activities
for Teaching
World History**

SS123



Introduction

The eleven activities and puzzles in this unit emphasize decision making through the study of historical events. Involvement comes through hands-on projects, creative expression, problem solving, decision making and evaluation.

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This classroom celebration of the Renaissance provides for many forms of student expression.

2 Constructing A Caravel

Students construct a model boat patterned after Columbus' caravel. Milk cartons are used for the hull.

3 Exploration

Students learn the use of maps and directions in a concrete way.

4 The Trial of Louis XVI

Students decide the fate of Louis XVI.

5 The French Revolution

Students decide on the course of the French Revolution.

6 The Committee of Safety

Students evaluate the Committee of Safety and its actions.

7 Age of Reason Questionnaire

Students compare their personal philosophies with those of the Age of Reason.

8 Great Ideas of the Age of Reason

Students compare the ideas of Rousseau, Locke, Voltaire, Spinoza and Bacon.

9 The Problems of the Great Philosophers

Students compare the lives of Rousseau, Locke, Voltaire, Spinoza and Bacon.

10 The Salon

Students "philosophize" about what the ideal society would be like on a space station.

11 Puzzle

These vocabulary words are from the terminology of exploration and the high seas.

**Creative Activities for Teaching
World History:**

Renaissance to Revolution

by Lawrence Stevens

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Renaissance to Revolution (Set 1)

Answers

1 Renaissance Festival

A good way to introduce or conclude the study of the Renaissance. A mixture of activities can be used.

Answers to Problems

1. Fill the hole with water. 2. It was his mother. 3. Fill the three gallon jug twice and empty it into the five gallon jug. You now have 1 gallon left in the three gallon jug. Empty the five gallon jug and pour the 1 gallon into it from the three gallon jug. Fill the three gallon jug again and empty it into the five gallon jug and, voila, you have four gallons. 4. Pick up the middle full glass and pour it into the middle empty glass. 5. The answer is 3-dimensional. Make a triangle for a base and build a three-sided pyramid on top of it.

Science

1. Moisture will form on the outside of the jar because of the moisture in the air. 2. It won't because of the air trapped in the glass. 3. Pepper moves away from soap, sugar will bring it back. 4. It will sink because cold water is heavier. 5. It will rise.

2 Build A Caravel

A plan for building a boat from a milk carton. Students can race their boats or have a model competition to see who can produce the most realistic boat from everyday materials.

3 Exploration

An activity for making maps and following directions.

4 Trial of Louis XVI

Can be used to teach the background of the French Revolution and learn about the issues surrounding Louis' execution.

5 The French Revolution

A decision making activity. The government tried all the solutions except 3 and 7 and there was an unsuccessful attempt to accomplish 2.

6 The Committee of Safety

Herault de Sechelles was executed by the Committee. The National Convention executed Robespierre, Couthon and Saint-Just. Stu-

dents can also write a short report making generalizations about the composition of the Committee.

7 Age of Reason Questionnaire

The questionnaire on which the students indicate their agreement or disagreement with the ideas of the Age of Reason. Items 1 through 10 are worded so that if the students mark "disagreement," they are actually in agreement with the ideas of the Age of Reason. Items 11 through 20 are the reverse. If the students mark "agreement," they agree.

8 Great Ideas of the Age of Reason

The philosophies of five famous philosophers are summarized. The introductory page provides ideas for writing assignments. The purpose of the unit is to stimulate students to think about their own philosophies of life.

9 The Problems of the Great Philosophers

The personal problems of the five philosophers are introduced. Students are asked what choices they would make. The activity could be used to generate writing assignments that are described on the first page. Answers: Rousseau blamed the servant girl and put his children up for adoption. Locke fled the country. Bacon prosecuted his friend and attempted to bribe the king. Spinosa gave the money to his sister and refused the money from the community. Voltaire challenged him to a duel and received a jail sentence for his boldness. He continued to criticize the king, again landing in jail.

10 Salon

This is a group problem-solving activity.

11 Puzzle

Students are to find nautical terms to identify the parts of a sailing ship. There is an answer sheet. This could be used as a research exercise.

A renaissance festival is an excellent way to introduce or conclude a unit on the Renaissance. The festival should include a variety of activities to appeal to the different talents of the students. Some of the activities will be purely for fun, others will offer an academic challenge.

Process

The students are divided into teams. To add a competitive spirit, points can be awarded for each activity. Each team will be judged according to the contributions of each member.

The teams that win the various competitions and the overall festival could receive prizes.

Activities

The festival activities may include several of those described in this manual.

Exploration

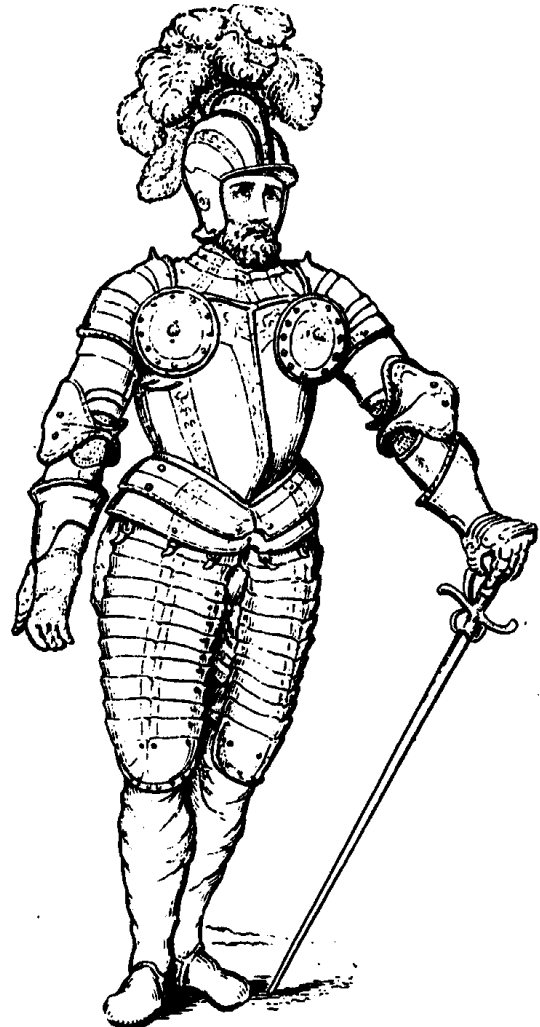
The Renaissance was a period of worldwide exploration. In this activity the students make maps and write directions for the other teams to follow on voyages of discovery around the school.

Caravel Construction

This is a model-building activity. The students construct ships of the period.

Essay

Since the Renaissance was a time of renewed interest in learning, each team could compose an essay on an important topic. The essay should be read to the class.



Song or Poem

Each team can compose a song or poem about the period. Again, this can be read or sung to the class by members of the team.

Science and Math

The Renaissance saw a revival in the study of science and math. Each team could perform a simple science experiment or perform a math “magic” trick.

Problem Solving

Each team can be given a set of intellectually demanding problems to solve. The winning team will be the one that solves the most problems.

Some Problems To Think Through

1. There is a ping pong ball in a hole. The hole is deeper than your arm or anyone else's arm. There are no sticks around. How can you get the ball out?
2. A boy went to the dentist to get a cavity filled. The boy was the dentist's son, but the dentist was not the boy's father. How could this be?
3. You have two jugs. One holds five liters. One holds three. You need exactly four liters. How can you get it?
4. Line up, or draw six glasses. Three of them are empty and three of them are full. Line them up so that the three full ones are on the left and the three empty ones are on the right.
You may move only one glass. Change the lines so no empty is next to another empty and no full glass is next to another full glass.
5. Use six toothpicks and make four triangles that all have the same length sides.

Some Simple Experiments in Science

See if the class can figure out the reasons why.

1. Take a jar with a lid. Make sure the outside of the jar is dry. Fill the jar with ice cubes. What happens to the outside of the jar and why does it happen?
2. Stuff paper into a glass. Turn the glass upside down and lower it under water. Does the paper get wet? Why?
3. Take a pie plate and fill it with water. Shake pepper in it. Take a piece of wet soap and dip it into the water. What happens to the pepper and why does it happen? Take some sugar and shake it into the water. What happens and why?

4. Take a glass bowl and fill it with warm water. Take a small bottle and fill it with cold water. Color the cold water. Pick up the small bottle. Put your thumb on its mouth. Hold the bottle sideways and lower it into the warm water. Take away your thumb. What happens and why?

5. Now fill the bowl with cold water. Fill the bottle with warm water and color the water. Hold your thumb on the mouth of the bottle and lower it to the bottom of the bowl. Set it down on its side and take away your thumb. What happens and why?

Some Math Magic Problems

1. Write a three digit number. The first number must be higher than the other two. Then reverse the order of the numbers and subtract. Add the numbers in this answer. Your answer will be 18. Do it again with a different beginning number. What is the answer now?

2. This is a classroom trick. You need a partner and a blindfold. One person is blindfolded. The other person writes a 4 digit number provided by the class on the board. Have the person multiply by 9 and cross out any one of the digits in the answer. The person is to add the rest of the digits and call out the answer. If you know the magic trick, you will be able to guess which digit was left out.

The Secret: Subtract the number called out from the nearest multiple of nine which is higher than the number called out. If the sum of the digits in the answer is 15, for example, then you subtract that from 18, which is the next highest multiple of 9. Try it.

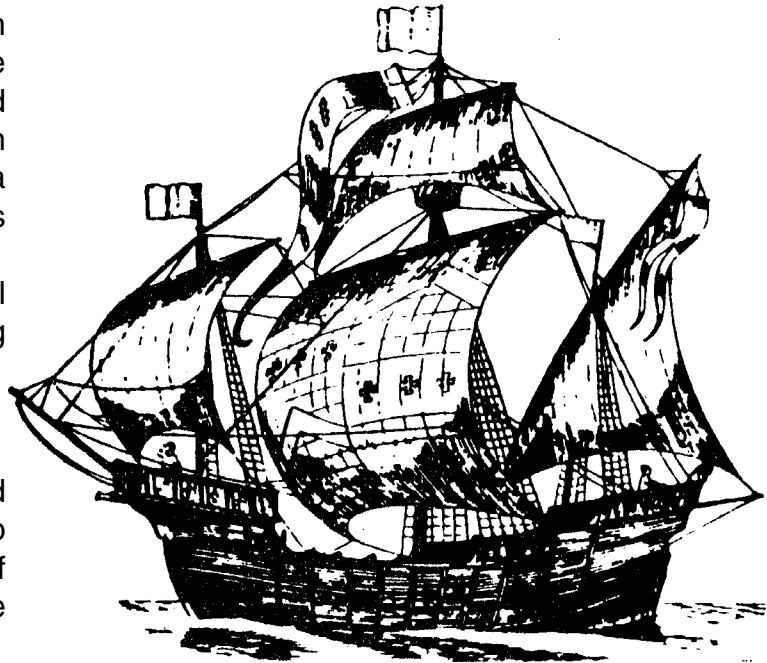
Directions

A boat similar to the one Columbus used can easily be made from a half-gallon milk carton. Since the carton is waterproof, it makes a good sailing vessel. Using the diagram on the following page, you can make a model sailing vessel. These vessels were called caravels.

At right is a picture of a caravel that you can use as a guide for adding details to your boat.

Equipment

To make the boat you will need an X-acto knife, razor blade or sharp knife. You will also need a pair of scissors, masking tape, white glue and Scotch tape.



Materials

You will need a half-gallon milk carton, some plastic straws, and paper, cloth or plastic. Some string will also be needed. Liquid shoe polish or a brown, permanent felt-tip marking pen can be used to color the boat. Toothpicks can be used for railings.

Steps

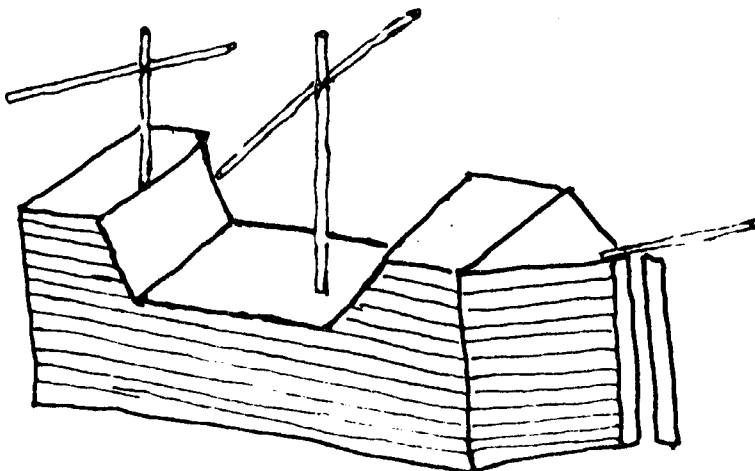
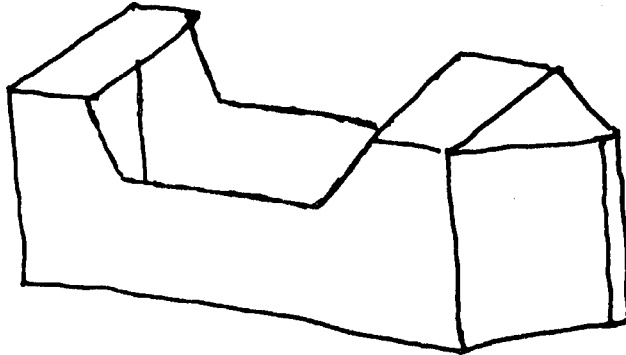
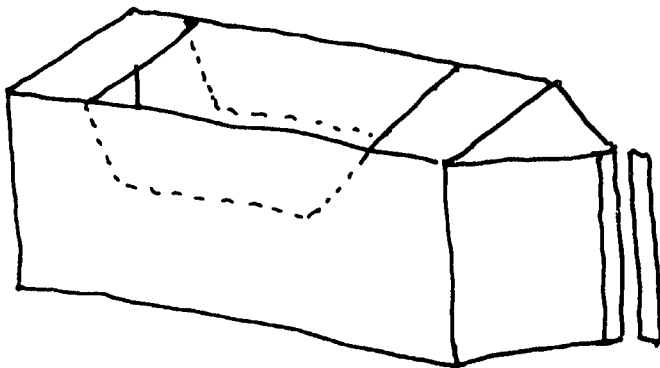
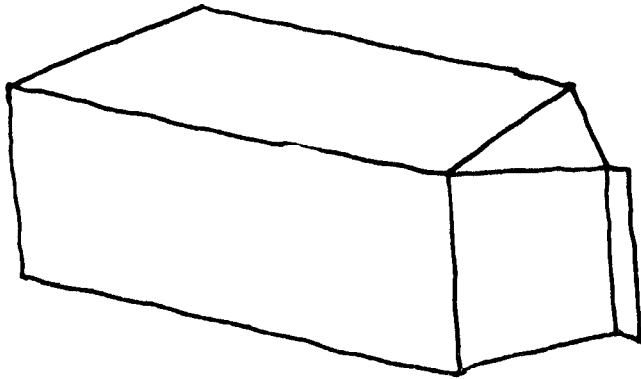
1. Cut the basic shape of the boat from the milk carton. Follow the diagrams on the following page.

2. Cover the hull of the boat with overlapping strips of masking tape. This will simulate the wood planking.

3. Add the decks with pieces of cardboard or milk carton cut to fit. Make braces for the masts in the bottom of the boat. Cut holes in the deck for the masts. Make sure the deck is covered with tape to simulate wood planking. Paper could also be used to cover the deck and hull. Draw in black lines to simulate the planks. Then color the paper brown, or simply use brown paper. Glue the paper to the hull. Do not use too much glue.

4. Attach the masts. Then you can create rigging with string or thread. Rigging is the net that is used to climb to the top of the masts. Sails can be made from cloth, paper, or plastic sheets.

5. Details can be added with toothpicks. This would include rails and flagpoles. A crow's nest can be fashioned from cardboard and paper.



Directions

A caravel can be constructed from a milk carton.

1. Cut away the middle part of the carton so that it resembles a caravel.
2. Remove the nose flap.
3. Remove the excess portion of the top of the carton. Make a new foredeck.
4. Fashion decks.
5. Install masts made of plastic straws. Sails can be made of paper or cloth.
6. Cover hull and decks with masking tape. Overlap tape on hulls so that it resembles planking.
7. Tie cross pieces with string.
8. Hold bow together with tape.
9. Stain with shoe polish or water-proof marker. Use brown.
10. Add shrouds with string or thread.

Directions

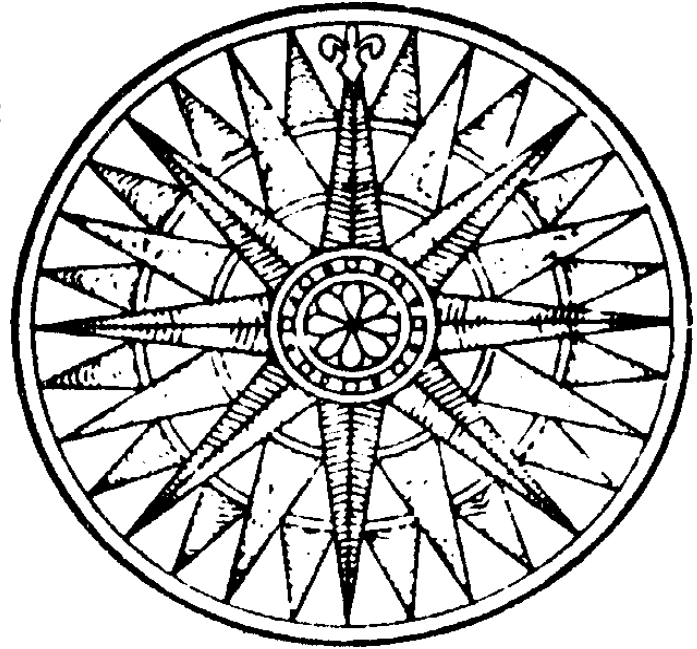
The students are divided into teams of 2 or 3. The activity has two parts. In the first part, they must plant a treasure somewhere on the school grounds. The treasure can be a simple note with the names of the people who planted it. It should be attached to a prominent landmark. Then they must draw a map showing how to reach the treasure. The map may also include written directions as needed. Time: 1 period.

In the second half of the activity, the teacher will collect the maps and give each one a code number. The maps should be given to other teams. Then the teams will try to find the treasure by following the map and written directions. After the exploration, the students will discuss the activity. Time: 1 period.

Objectives

1. Share a similar experience to that of early day explorers.
2. Learn how to draw accurate maps.
3. Learn how to write accurate directions.
4. Learn how to follow maps and directions.

Note: Students should be instructed to make the maps and directions as accurate as possible. The goal is for the other team to find the treasure.

**Debriefing**

Students should discuss the difficulties they had in drawing the maps and writing the directions. Did they have trouble with accurate measurements and directions like, “go to the right,” etc.?

Students should tell how successful they were in finding the treasure. They should discuss ways in which the maps they made and used could be improved.

Note: Students should be cautioned to avoid conventional designations like room numbers and designations such as “office” or “gym.” They should stick to physical descriptions and landmarks only.

Introduction

This is a simulation of the trial of Louis XVI. The execution of Louis XVI was a turning point in history. France, Europe and the rest of the world took a different path when Louis was executed.

France went to war with the rest of Europe; Napoleon emerged as the leader of France and imposed many of the ideas of the French Revolution on the rest of Europe; feudalism in Europe was swept away.

Objectives

This simulation involves the students in the issues of the trial of Louis XVI. In addition, it serves as a vehicle to learn about the background of the French Revolution. It can also be used to practice some problem solving techniques.

Simulation Procedures

1. Distribute handouts and explain the importance of Louis' trial.
2. Review background events.
3. Have one or two students take the positions of Robespierre, Danton and Brissot. Conduct a classroom debate.
4. Have the class vote on the issues.

Problem Solving

1. Have students list the good points and bad points of the positions of Robespierre, Danton and Brissot.
2. Have students brainstorm other possible solutions to the problem of what to do with the king.



Student Directions

You are a member of the National Convention that is governing France in 1792. Much has happened in France in the four years since the French Revolution began in 1789. A democratically elected legislature of which you are a part has been chosen to rule France. During these four years, the king, Louis XVI, and his wife, Marie Antoinette, have been allowed to continue on the throne. However, there is the widespread suspicion and some proof that the king and his wife have been encouraging counter-revolutionaries, nobles and priests, who want their power back. The country has also been invaded by the Prussians.

Now there are those who want to put the king and queen on trial. There are some who want them executed. You must decide.

You will hear arguments of various factions. Some of you will be asked to play the parts of famous revolutionary leaders. They will present the arguments for and against the king. Then you will vote. You can also participate in the debate since you are a member of the convention.

Read the background information carefully so that you fully understand the situation as it was in 1792.

Below is an illustration of the trial of Marie Antoinette. Describe what you see. How many people are in the picture?



Background

Before 1789

France had been ruled by a king. The nobles and the Church shared the power. The vast majority of the people had no power and were taxed unfairly. The nobles paid no taxes. The French government, because of a long series of wars, was deeply in debt. The estates – nobles, priests, and the Third Estate (the rest of the people), were called together to deal with the problem. The Third Estate insisted upon a voice equal to its numbers. They wanted majority rule. The Third Estate formed a National Assembly and insisted upon a constitution. The king reluctantly went along with this.

July 14, 1789

A mob looking for weapons in Paris seizes the Bastille which was a prison. The fall of the Bastille ends the authority of the king and places it with the National Assembly and encourages peasants to revolt. Feudalism is ended in France.

August 26, 1789

The Declaration of the Rights of Man is adopted by the Assembly.

September 9, 1789

The king is deprived of power to dissolve the National Assembly.

October 1789

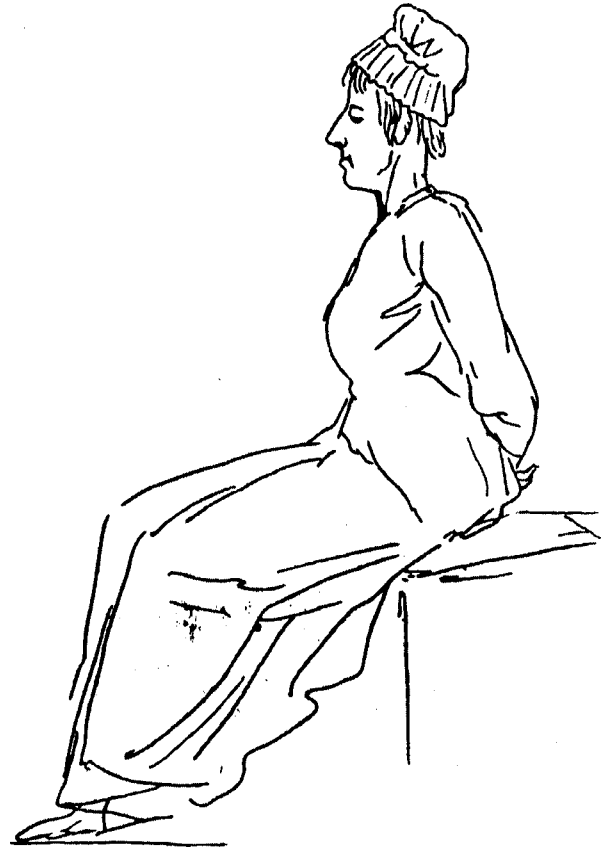
The king becomes a constitutional monarch, holding office by law rather than by hereditary right.

October–December 1789

The French government is reorganized. A democratic government is set up, courts are reformed and France is divided into 83 administrative departments.

November 27, 1790

An oath is required of priests to uphold the laws of the National Assembly. The priests resist the oath.



Marie Antoinette.

March 10, 1791

The Pope, the head of the Church, condemns the oath and the political and social reforms in France.

June 21, 1791

The king and queen attempt to flee France. They are caught and returned to Paris.

July 17, 1791

Radicals sign a petition for the king's dethronement. Soldiers fire into a crowd and kill some of the radicals.

October 1, 1791

A newly elected Legislative Assembly takes office.

September 3, 1791

A new constitution is approved by the National Assembly and is accepted by the king.

Background**April 20, 1792**

France declares war on Austria. The French are concerned about the activities of counter-revolutionaries, especially the king's brother and other nobles who have left France.

May–June 1792

The Legislative Assembly disbands the National Guard in Paris. It also sends priests who are against the government out of the country and summons 20,000 provincial national guardsmen to Paris. These measures are designed to reduce the power of counter-revolutionaries and send more troops to the front. The war is not going well, and many think that the war effort is intentionally being sabotaged by counter-revolutionary officers in the army.

June 13, 1792

The king, who still has power to veto laws passed by the Legislative Assembly, vetoes the law to send priests out of the country and fires his ministers.

July 23, 1792

Radicals call for a National Convention.

July 28, 1792

Terms of the Brunswick Manifesto become known. It states that the purpose of the armies invading France is to restore the king to his full powers.

August 1, 1792

Paris citizens are armed and the National Guard becomes radical. The radical forces want the king deposed.

August 9, 1792

A new radical government is set up in Paris. It is called the Commune.

August 10, 1792

National Assembly orders the arrest of counter-revolutionaries.

September 2, 1792

Paris mob attacks prisons and kills many prisoners.

September 20, 1792

The National Convention assembles. The French army wins a victory over the invading forces at Valmy.

September 21, 1792

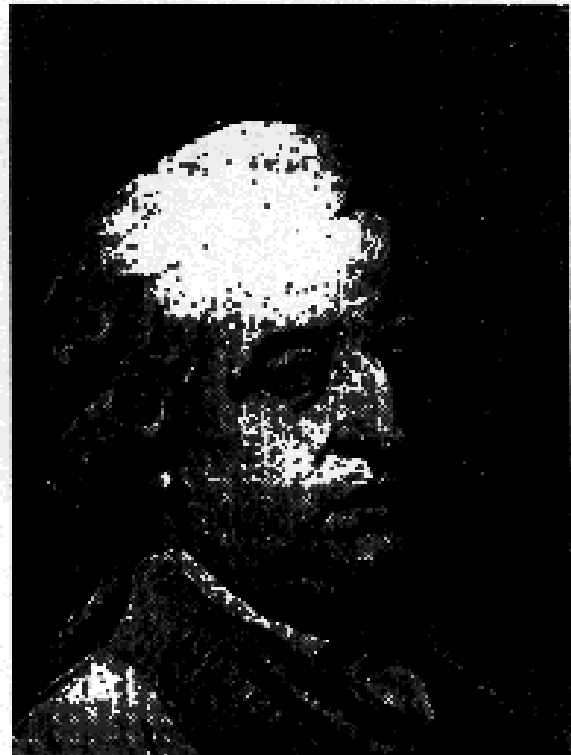
The National Convention abolishes the monarchy and declares France a republic.

November 20, 1792

A chest is found in the king's palace. It contains documents that link him with counter-revolutionaries.

November–December 1792

The National Convention debates the fate of Louis XVI. Some believe that he should be put to death. This group is divided into two factions, those who want a trial and those who don't think a trial is necessary. There are others who feel he has already been punished by the abolition of the monarchy.

King Louis XVI.

Arguments**Robespierre (A Jacobin Leader)**

The king has already been condemned by the people. The Paris Commune set up on August 9 has already decided that the king should be punished. There is no need for a trial. The people of Paris have already made their verdict. The king is guilty of counter-revolutionary activity.

The king has broken his oath to uphold the constitution of France by attempting to flee. The documents found in his chest at the palace also prove that he was supporting counter-revolutionary elements. He also vetoed the law that was to rid the country of counter-revolutionary priests.

In addition, the reforms that the revolution has made, which most of the people want, are threatened by the invading armies from counter-revolutionary countries.

Under the circumstances, there is no need for a trial and there is only one punishment—the death penalty. The king should be executed immediately or he will continue to be a threat to the revolution. The counter-revolutionaries will want to put him back on the throne.

Danton (A Jacobin Leader)

Without question the king has violated his oath to uphold the constitution. The documents in the chest found in his palace prove that. However, he cannot be condemned without a trial. The people expect a trial in cases affecting them. The king deserves no less.

Without doubt the king will be found guilty. The evidence that he violated his oath is overwhelming. His punishment, however, should not be death. That would only make the king a martyr.

It would offend some inside the coun-

try. It would most certainly offend the governments of all of the countries of Europe. They would only see France as a greater threat to their kings and forms of government, and they would increase their efforts to defeat France on the battlefield. We cannot afford an extension of the war.

Brissot (A Leader of the Gironde)

The king should not be punished unless he has violated his oath to the constitution. It is not proven that he has. Indeed, the king did flee to Varenne, but the Legislative Assembly welcomed him back. It did not punish him then. In fact, restoring his powers as a constitutional king means that they forgave him. It was an amnesty.

The documents found in the trunk do point to his association with counter-revolutionaries. But they refer to acts before he was dethroned. In effect, the king has already been punished for any counter-revolutionary deeds. There is no need for a trial or any additional punishment.

If the king has been guilty of anything, it has been to follow the bad advice of some of his advisors and his wife. The king has accepted the principle of a constitutional monarchy. He has not supported the counter-revolutionaries as much as he could have.

At any rate, any punishment that the Convention does decide upon should be voted on by the people of France. Many people still support the king.

Your Ballot

You are to vote on four issues.

- Put the king on trial.
- Do not put the king on trial.

If it is decided to put the king on trial for failing to uphold the constitution,

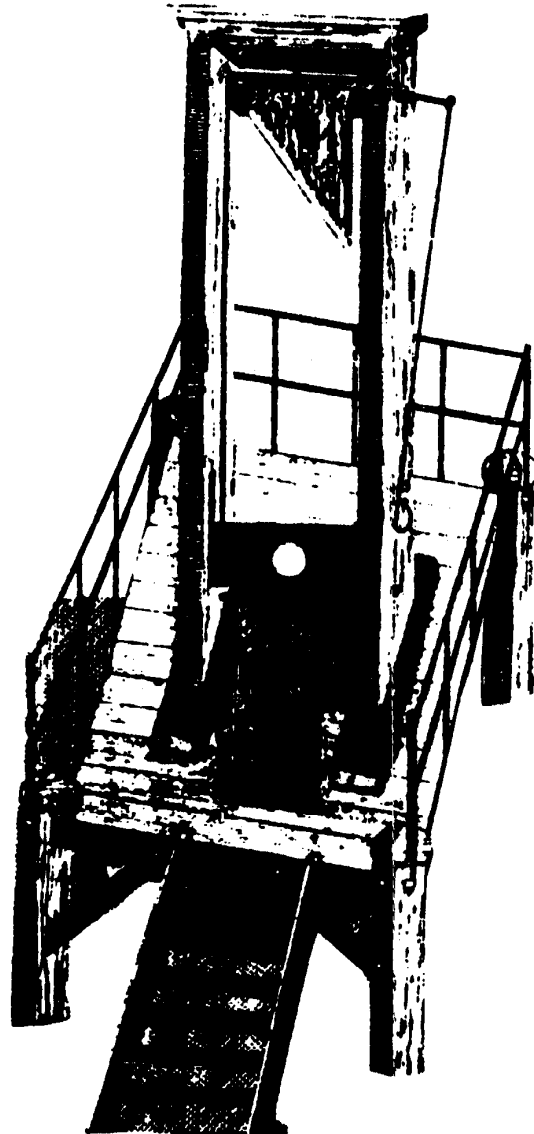
- Is he guilty?
- Is he not guilty?

If he is guilty, what should his punishment be?

- Death.
- Something other than death such as exile or imprisonment.

Should the punishment be put to a vote of all the people?

- Yes.
- No.



The Guillotine.

Imagine you are a member of the National Convention ruling France in late 1792. There has been a revolution and the monarchy has been abolished. You are faced with a large number of problems. In this exercise you are to attempt to solve these problems.

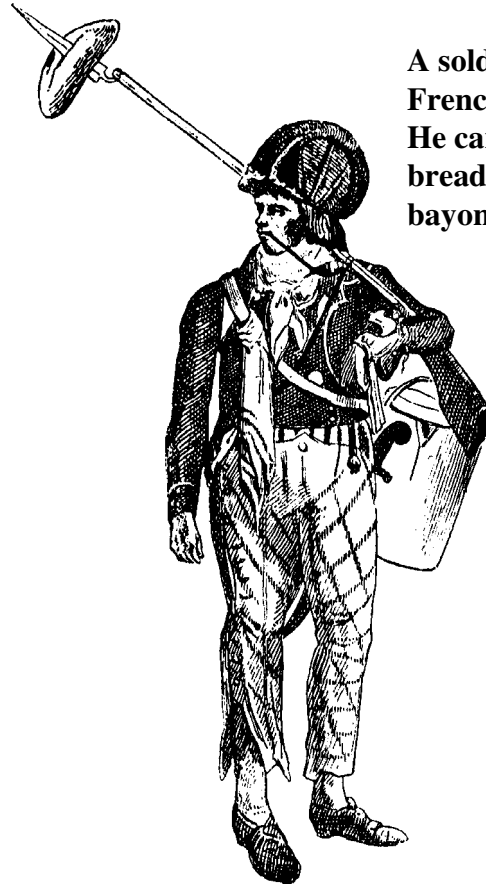
Problems

1. Your country has been invaded by the forces of several countries who want to restore the king to the throne.
2. The commanding general of the army fighting in Belgium has proved to be disloyal.
3. Your currency is out of control. Many people are counterfeiting money. There is so much money in circulation that prices are climbing rapidly.
4. Supplies of food are uncertain. People are so worried about getting food that they attack convoys of wheat.
5. The peasants in the West of the country, encouraged by priests who do not like the new government, are in revolt.
6. The sans culottes (the poor people of Paris) are making demands for economic and social changes that would make people more equal.

Your Solutions

You can select more than one solution to solve the problems listed above.

1. Call for a national draft to increase the size of the army.
2. Negotiate peace with other countries.



A soldier of the French Revolution. He carries a loaf of bread stuck on his bayonet.

3. Put the king back on the throne to make the other countries happy.
4. Execute anybody caught counterfeiting money.
5. Execute anybody who wants to make peace or speaks out against the revolution.
6. Impose new taxes upon the people to pay for the war and social programs.
7. Begin a welfare program to take care of the poor people in Paris.
8. Place controls on prices.
9. Execute anyone caught stealing or hoarding food.
10. Allow the peasants to buy or rent land taken from fleeing aristocrats.

The king had been beheaded and the French Revolutionary government declared war on the other monarchies of Europe. France, a country of 25 million, began to fall apart. The French people had little in common with one another and had only the king to unite them. Now, the revolutionary government, faced with war and serious financial problems, had to find a way of keeping the country together. The new government appointed a Committee of Safety to ensure obedience to the new government. The committee embarked upon the famous "Reign Of Terror." People who were thought to be threats to the new government were brought to the guillotine, an instrument which quickly and painlessly chopped off their heads. 40,000 were put to death in the year that the Committee of Safety ruled. Hundreds of thousands were put in jail.

The committee was composed of 12 men. They ruled France from September 1793 to the following July 27 when the National Convention reacted to the activities of the committee and sent three members of the committee to the guillotine. During the course of its rule, the committee also executed one of its members.

Your Task

Below are short biographies of nine of the committee members. Read each one carefully. Decide which person the committee probably executed and which three were executed by the National Convention.

MAXIMILIEN ROBESPIERRE

He was the most famous member of the Committee. He was the best known outside the committee and was viewed as a leader, though the committee had no single person as a leader. He was a serious and lonely man. He believed that society could be better than it was. He was self righteous. Those who disagreed with him he thought were in error. He thought other men had selfish interests. He viewed himself as a



lover of mankind and totally unselfish and dedicated to the improvement of society. By trade and education he was a lawyer.

LAZARE CARNOT

He was a captain in the army. Well educated, he was an excellent mathematician and engineer. However, since he was only a commoner he could not advance beyond the rank of captain. The only radical idea he had was that the ranks of officers should be open to people of ability rather than just nobles. As a member of the committee, he headed the country's army.

BERTRAND BARERE

He had a certain amount of noble blood and was known as a shifty politician. He did not dream of an ideal world. He was willing to compromise his ideas, especially with the side that won. He was a lawyer and had an extraordinary memory. He was also a very effective speaker. As a noble who had peasants working on his estate, he released the peasants from their feudal obligations before the law required him to do so.

LOUIS-ANTOINE de SAINT-JUST

He was an unruly child in school and ran away to Paris at 19, after stealing some of his mother's silver. His mother had him arrested. He studied law but did not practice it. He spent his time chasing girls and writing poetry. When the revolution began he was just 22. He became a leader in the revolution.

JEANBON SAINT-ANDRE

He was a Protestant minister. He viewed the monarchy as friendly and necessary to protect the Protestants from the prejudice of Catholics. He believed in both toleration and an orderly government. He did not believe that religious beliefs were worth fighting over. He was a practical man who believed in a firm government. He became a revolutionary only after the revolution began.

JEAN-NICHOLAS BILLAUD-VARENNE

Educated to be a lawyer, he could find no practice. He was a failure at most things he tried. He was a revolutionary before the revolution began. He hated the Catholic Church and believed that its property should be confiscated by the government. Priests, he thought, should be treated as ordinary citizens. The ritual of the church should be controlled by the government and simplified to a few basic truths.

GEORGES COUTHON

He was a mild-mannered lawyer who was known for his kind and generous ways. He was so badly crippled by meningitis that he had to be carried wherever he went. He was a humanitarian but was also an impatient revolutionary who wanted a better society.

MARIE-JEAN HERAULT de SEHELLES

He was a rich, spoiled noble man. At 18 he was a king's attorney in the courts of Paris. Having wealth and no worries, he spent his time cultivating himself. He knew ideas, women, wine, books and clothes. He was good natured and quite amoral.

JEAN-MARIE COLLOT D'HERBOIS

He was closest to being a plain man of the people. He was an actor. Actors at the time were social outcasts. He tried writing plays and managing theatres but failed at both. He was frustrated by the lack of respect he received from the middle class.

Below are some ideas about how people should be governed. The Age of Reason was very concerned about how society should be governed. Indicate whether you agree (A) or disagree (D) with the ideas.

1. _____ The government should encourage people to be religious by such things as having prayer in schools because it will make people behave better.
2. _____ No one should have the right to oppose the majority will of the people.
3. _____ The police should have the right to enter a person's house and search it if they suspect the person is a criminal.
4. _____ The best way to govern is to allow the most intelligent people to make all of the decisions.
5. _____ A person should not be allowed to criticize the government if it hurts the well-being of most of the people.
6. _____ A policeman who catches a person committing a violent crime such as mugging an old lady should be allowed to shoot the criminal on the spot.
7. _____ The best way to get things done in government is to concentrate the power in the hands of a few people.
8. _____ A person charged with a crime should be forced to testify about the crime.
9. _____ It is more important for a person to have a feeling of belonging to a community and having responsibilities than to have rights.
10. _____ People who own the most property have the greatest stake in government and therefore should have the most say.
11. _____ The best way to make the rules for society is to elect people to make them.
12. _____ No one should be allowed to interfere with the rights of others.
13. _____ Everyone, no matter how rich or poor, has certain rights that should be protected by the government.
14. _____ If a ruler has too much power, he is apt to abuse it.
15. _____ A person should be allowed to say what he wants even if others don't like it.
16. _____ People, if they are unhappy with the government, should overthrow it.
17. _____ The government should not be allowed to interfere with the privacy of a person.
18. _____ Government should seek to improve the lives of people.
19. _____ The government that benefits the most people is the best kind of government.
20. _____ A person should always have a fair trial no matter how terrible the crime.



The Age of Reason was a revolution in the thought of mankind. For the first time since the Greeks there was an outpouring of ideas about life, society and the nature of truth. Philosophers wrote about how truth could be discovered through knowledge and about the perfect society.

This activity is about five great philosophers of the Age of Reason. You are to read about, compare and reflect on the ideas of these great thinkers.

The ideas of Francis Bacon, John Locke, Baruch Spinoza, Voltaire and Jean Jacques Rousseau are summarized on the next five pages.

Write short essays on the following topics comparing the ideas of the great philosophers. Decide which ideas you agree with the most and give reasons for your opinions.

1. Locke, Voltaire, Rousseau and Bacon had ideas about what the perfect society should be. Which ideas do you agree with the most?
2. Locke, Spinoza, Rousseau and Bacon had opinions about the importance of knowledge. Which philosopher do you agree with the most?
3. Rousseau and Voltaire had opposing views about the sources of evil in society. Who do you think was most correct?
4. Bacon, Locke and Rousseau wrote about errors in judgement. Why do you think people make mistakes in thinking?
5. Voltaire, Spinoza, Rousseau and Bacon had opinions about the purpose of life. Do you agree with their ideas and what do you think is the purpose of life?

The Purpose of Life

The greatest error in life is to seek too much. "Virtue is like a rich stone – best plain set."

The Importance of Knowledge

The mind should be purged of counterfeit values. False images or mental "idols" that give a person a distorted picture of life should be eliminated.

Sources of Error

There are four kinds of false images that produce error in thought.

Idols of the Tribe

The human mind distorts its images of the world. People believe not what is true but what they want to be true. The mind jumps easily from faulty observations to faulty conclusions. People must learn to be patient and take pains to observe and reason carefully. Superstition, dreams and omens should be discarded. These are "idols" common to all human beings.

Idols of the Cave

These are fallacies that each individual has. Each person has a cave or den which distorts and discolors the light of reality. Some people are analytical and see only the trees, not the forest: others have minds which are synthetic, they see the forest but not the trees. Every person sees the world through the bias of his family, church, education, political party, nation, etc. A person should recognize the limitations of his point of view.

Idols of the Market Place

These mistakes arise out of the interaction of people during the course of living. The errors arise from a vagueness of language. Words are too imprecise to reveal what we really mean or the meanings of words are misunderstood. Vague and misleading words should be eliminated from the language.

**Francis Bacon (1561-1626)**

He was an official in the court of Queen Elizabeth I of England. He was very wealthy and powerful.

Idols of the Theater

Life is a play upon the stage of the world, and many humans would like to make the play simpler than it really is. In order to understand the real world, false definitions and unfounded prejudices or dogmas must be tossed out. People must reason from observations. If people begin with certainties, they will end in doubt; if they begin with doubt, they will end in certainty. Don't make assumptions and generalizations until you check the facts.

The Perfect Society

In the *New Atlantis* Bacon describes a society in which people pursue the cooperative conquest of nature. They have superior happiness through intelligence. There is no selfish exploitation by businessmen. Leaders are selected for character and intelligence. There is no competition among people; only cooperation for the betterment of society. The only trade is in the ideas by scientists and philosophers who travel the world to exchange new ideas on fair play.

The Purpose of Life

Man can only live happily in a natural state. Civilization corrupts man and makes him dishonest. Man must avoid education and follow his instincts rather than his reason.

The Source of Evil

As long as man lives in a natural state and has enough to eat he is friendly toward others. When humans become educated and develop hungers beyond food they become aggressive, spiteful and eager for a fight. The educated and rich want to enslave others to satisfy their hungers. The evils of civilization and education are due to people listening to their minds rather than their hearts.

The Nature of Man

Man is naturally good. His environment and civilization make him bad. All people are equal.

The Nature of God and Religion

God is good and he is everywhere in nature. If man follows his heart, he will discover that there is one religion for all and everyone will be saved. There will be kindness, tolerance and understanding among people. This will be achieved only if man lives in a natural way.

The Perfect Society

The perfect society is formed by people through a social contract. Through the social contract all people will have an equal voice. The will of the people must be represented, not through electing representatives, but through the people voting directly on issues. If the people have enough information, they will always make the right decision.

The government does not have the right to give anyone special favors. The state has the right to weave the interests of individuals into the common good.

Private property will be abolished because property leads people to take advantage

**Jean Jacques Rousseau (1712-1778)**

Rousseau was born to a poor family in Geneva, Switzerland. He did not begin to write philosophy until he was nearly forty.

Questions

1. What makes people “unkind?”
2. Why is private property “bad?”
3. How should decisions be made according to Rousseau?

of others. The people will own all property through the government and it will be managed in the interest of the common good of all people.

The “ideal government” will reflect the “general will” of all the people.

The Purpose of Life

The goal of life is to obtain happiness. Happiness is the presence of pleasure and the absence of pain. Pleasure is not a state but a mood. Pleasure is what takes place as a person moves to a greater sense of fulfillment. Each person must love himself and seek whatever is useful to him. Man must have the power to perfect himself.

The Importance of Knowledge

Only knowledge will provide freedom and power. The only permanent happiness is the pursuit of knowledge and the joy of understanding. Spinoza creates different types of knowledge. One must use only the best form of knowledge. Hearsay is one type of knowledge. It is second-hand knowledge. It is gained from someone else. Empirical knowledge is based upon what we generally know works, but is not based upon any scientific test. Immediate deduction is knowledge based upon reasoning. This knowledge is superior to the other two types, but is subject to correction by the direct experience of science. The best form of knowledge is a combination of deduction and science.

The Nature of God

God is everywhere and exists in everything. This is called pantheism.

What Life Is About

Everything in life is interconnected. The unity of the world, both good and bad things, is part of God's plan. Even though God's intelligence exists in everything, there are many different grades of intelligence. A tree is below the mind of an animal, for example. Even though each thing is only a small part of God, each animal, person, plant and thing has an equally important part. The lowly is as important as the high and mighty. Each learns according to his ability and moves toward perfection. All living things are divine.



Baruch Spinoza (1632-1677)

Spinoza was a Jewish philosopher who lived in Holland during the 17th Century.

Questions

1. What different types of knowledge did Spinoza define and which did he think is best?
2. What did Spinoza believe about living things?
3. What, according to Spinoza, should people do in their lives?

A Person's Duty

A wise person will recognize that all things are part of God's plan and each person should reach out to help people. When you hurt someone else you are hurting yourself. There is only one kind of aggression that is just; a universal aggressiveness for peace.

Freedom

The free man will desire nothing for himself that he will not desire for mankind. Man should be free from envy, hatred, ignorance and spite.

The Purpose of Life

People should work to make the world a better place by cultivating their own garden. People should get rid of the weeds that threaten good and beauty. People should take care of themselves rather than letting others take care of them. They should not be greedy. People should try to harmonize their plans with the plans of others.

The Source of Evil and Error

Superstition, intolerance, greed and oppression are the main problems of the world. Man is by nature a brutal sort. The chief wrong in the world is man's inhumanity to man.

The Nature of God and Religion

Religion should be without superstition and sectarianism. There should be one religion for all. It should be a religion without ritual and without hate. The bible of the religion should be the Book of Nature. The best way to worship is by tending to one's own business (cultivating one's own garden) by freeing oneself of intolerance and superstition.

Improving Mankind and the Perfect Society

Voltaire did not believe in a perfect world. People are too greedy, intolerant and dishonest for that. He did believe that through education humans might become more enlightened and tolerant. Human beings are improved by civilization and by those who attempt to change laws for the betterment of people. He did not believe that people were capable of ruling themselves. He thought enlightened kings were better able to improve the condition of people. People, he thought, should "*ecrase: l'infame*," destroy the infamy. The infamy was intolerance, greed and oppression.

The Nature of Man

All people who work are good. It is the idle that cause the problems.

**Voltaire (1694-1778)**

He was a French philosopher and playwright who lived in Paris. His writings were very popular.

Questions

1. What did Voltaire believe people should do to improve society?
2. Why didn't Voltaire believe in a perfect world?
3. What kind of government did Voltaire believe in?

The Nature of Man

Man is born with a blank mind (tabula rasa). Man has only the senses: taste, sight, smell, touch and hearing with which to absorb knowledge.

The Importance of Knowledge

The more that is known the less there is to argue about. Knowledge reduces intolerance. Man acquires knowledge through the senses; this is stored in the memory. It is used for thought and thought becomes reason. Man has different points of view and this leads to intolerance. Intolerance is due to our stubbornness which is caused by lack of knowledge.

The Perfect Society

All government and human relations should be based upon contractual consent. People should conduct their affairs like a business. People should agree what is to be given and for what price. People should develop mutual understanding and respect for one another. There should exist among people cooperative toleration. No one has the right to harm another in his life, health, liberty or pursuit of happiness. The government should protect these rights.

Improving Life and Government

Kings make laws for themselves. Therefore, government should be based upon consent of the majority of the governed. Government should have built-in checks and balances. If government fails and uses force against its citizens, then the citizens should use force to overturn the government.

Ethics and Virtue

Happiness is determined by the will of the people, not the king or a self-appointed person. Morality is the product of an individual's intuitive sense of good and bad. Virtue is action by a person guided by prudence. A person's prudence is based upon his knowledge and reason. God's laws can be discovered by empirical



John Locke (1632-1704)

He lived in England. He was a teacher and medical doctor. His ideas were a strong influence in the American Revolution.

Questions

1. What kind of government did Locke believe in?
2. Why is gaining knowledge important according to Locke?
3. What is the purpose of government according to Locke?

(looking at the real world) investigation.

Two of God's laws are "all men are created equal" and "men should help one another."

Property

Man can own private property which is the result of his labor; but he cannot own more than he needs until others have had a chance to get their share.



Philosophers not only think about the problems of the world, they have problems—personal problems—that they must solve. On the following five pages are brief biographies of the famous philosophers whose ideas were presented in the previous unit.

Each short biography has one or two decisions that the philosopher had to make during his life. You are to decide how the philosopher might solve the problem and how you might solve it.

Other Assignments

Short essays may be written about the lives of these five great philosophers. Some possible topics:

1. The lives of the five philosophers can be compared.
 - A. How did the lives of Voltaire and Rousseau differ and how are they the same? (You could take any two or more philosophers.)
 - B. Compare how the philosophers made decisions. Which philosophers made personal decisions that were in accord with the values expressed in their philosophies?
2. Compare the philosophies of the people with their actions.
 - A. Show how the life experience of a philosopher might have shaped his philosophy.
 - B. Which philosopher(s) showed the most integrity in their personal lives and why do you think that they did? Which showed the most courage?

Francis Bacon (1561-1626)

Francis Bacon was not only a philosopher but he was also very ambitious. He loved to live lavishly. Often his expenses exceeded his income, and several times he found himself in debtor's prison.

Bacon wanted to advance in the court of Elizabeth I. His chief friend and supporter was the Earl of Essex, one of the Queen's favorites. Essex promoted the fortunes of Bacon by attempting to persuade the Queen to give him important jobs. Failing this, Essex gave Bacon an estate. Essex fell from the Queen's favor. The Queen asked Bacon to be her attorney and head the prosecution of Essex.

If you were Bacon, what would you do?

- A. Refuse the Queen.
- B. Prosecute Essex but do it in such a way as to assure acquittal or a light sentence
- C. Prosecute with vigor to prove to the Queen you are worthy of promotion.

Bacon rose in power. He finally became Lord Chancellor of England. He also became extremely wealthy. Much of his wealth was earned through bribes and extortion.

Then Parliament opened an investigation into Bacon's activities. It uncovered convincing evidence of his greed and dishonesty.

If you were Bacon, what would you do?

- A. Resign to avoid any embarrassment.
- B. Offer the Queen a bribe if she would pardon him.

John Locke (1632-1704)

Locke was 17 years old when Charles I, the King of England, was beheaded. The people decided they no longer needed to be ruled by a king. This made a tremendous impression on Locke's thinking. Taking the place of Charles I was Oliver Cromwell. Cromwell was a dictator who destroyed those who opposed his rule. Finally, the monarchy was restored. Under the new king, there was an attitude of "eat, drink and be merry." The king was more interested in chasing women and hunting with his horses and dogs than he was in helping the country. The king sold out to Louis XIV of France for a bribe of a 100 thousand pounds a year.

Locke, the son of a country lawyer, went to college and was eventually appointed a teacher of Greek at Christ Church College. His family, one by one, died of consumption. Locke himself had the disease. Locke ignored his own health. He was more interested in saving England. He became the advisor to Lord Ashley. Ashley, though a liberal, was a favorite of the king and was appointed Lord Chancellor, the second most powerful position in the country. Locke was promoted along with Ashley. Suddenly, the king turned against them. Locke was more than Ashley's advisor. He was also the tutor of his children and the family doctor. Locke, though never receiving a medical degree, successfully removed a tumor from Ashley's chest. When the king turned against Ashley and Locke, he put Lord Ashley in prison. Locke escaped.

If you were Locke, what would you do?

- A. Flee the country.
- B. Attempt to persuade the king to release Ashley.
- C. Promise not to disagree with the king and his policies.

Jean Jacques Rousseau (1712-1778)

Rousseau was born to a poor family. His mother died when he was young. His father was a watchmaker and a dance master. He raised his son on strict Calvinism and hard crusts of bread. Jean quit school at age 12. At 16, he left his native city of Geneva, Switzerland.

He wandered from place to place trying to make a living. Finally, in Turin, he asked to be converted to Catholicism. He admitted that what he wanted was a free meal rather than salvation. Later, he became a Protestant, and then left religion altogether. After leaving the monastery in Turin, Rousseau became a servant to Madame de Vercellis. After a few months, she died. Rousseau fell in love with a servant girl. When the madame died, Rousseau stole some of her silverware. He was caught by the police.

If you were Rousseau, what would you do?

- A. Confess that you had stolen the silverware.
- B. Claim that the servant girl with whom you were in love had stolen it and given it to you.

Rousseau continued to travel. He became the secretary to the French Ambassador in Venice. The ambassador refused to pay him for his service. Rousseau took his complaint to the French government. Even though everyone agreed that he was right, the government refused to do anything about it. From this point on, Rousseau was opposed to all government that operated without the consent of the governed. His wandering stopped. He settled down and lived with a servant girl. She was stupid and ugly. With great difficulty, he taught her to write her name, but he could not teach her to remember the names of the months or do simple addition.

Rousseau did not begin writing philosophy until he was nearly forty. Rousseau argued that learning corrupted society. His book *The Social Contract* made him famous. Rousseau spent many years with the servant girl. They had five children.

If you were Rousseau, what would you do?

- A. Raise the children according to your philosophy.
- B. Refuse to raise the children and put them in an orphanage.

Baruch Spinoza (1632-1677)

Spinoza was a Jew. His family had migrated to Holland from Portugal where the Jewish people had been persecuted. The Inquisition subjected Jewish people to torture and the stake. When he was a young boy he watched a man of his synagogue lie in the threshold of the synagogue doorway as the congregation trampled over him. This was his punishment for disagreeing with the religious laws of the Jewish community. The next day the man, humiliated by his punishment, committed suicide.

When he grew up, Spinoza thought he would become a teacher in order to teach a new philosophy, a philosophy of tolerance and understanding. He had seen Christians persecute Jews and he had seen Jews persecute their own kind. He wanted to change this. When he was young he fell in love with the Gentile (non-Jewish) daughter of one of his teachers. He asked her to marry him. She rejected him because he was Jewish. When his father died his sister attempted to cheat him out of his inheritance. He sued her and the court awarded him his share of the inheritance.

If you were Spinoza, what would you do with the money?

- A. Keep it.
- B. Give it back to his sister.

The Jewish religious leaders did not like Spinoza's ideas. He was only 24 but his writings and teachings had already begun to attract the attention of many people. The Jewish elders offered him \$500 a year for life if he would keep his ideas to himself. If not, they assured him that he would be excommunicated from the homes and hearts of his people, and he would have to spend the rest of his life cut off from his community.

If you Were Spinoza, what would you do?

- A. Accept the offer.
- B. Reject the offer.

Voltaire (1694-1778)

Voltaire was thin and ugly. A long nose protruded from his pock-marked face. His appearance, however, did not dim his sense of humor or his attractiveness to the opposite sex.

Voltaire was funny and popular. He loved to poke fun at the high and mighty. He saw that there was much wrong with the world. Wealthy noblemen oppressed the peasants. The Church oppressed free thought and encouraged intolerance. The legal system was unfair to the poor. Voltaire attacked the despotism of the government and the intolerance of the Church.

Voltaire was so successful that Louis XVI declared that Voltaire, along with Rousseau, were the two men who destroyed France. As a young man Voltaire was asked what his trade would be. He replied, "My trade will be to say what I think." Saying what he thought landed him in jail and drove him from France.

As a young man Voltaire traveled to Paris, which was the cultural center of the country. He was a very popular and successful playwright. He invested his money wisely and grew wealthy. However, many were jealous of his success and did not like him because he lacked noble blood. Once at a party he outwitted and embarrassed a nobleman. The nobleman, a few days later, sent a gang of thugs to beat up Voltaire.

If you were Voltaire, what would you do?

- A. Ignore the matter
- D. Challenge the nobleman to a duel.

Voltaire continued to write. He was invited to stay at the court of Frederick the Great of Prussia. Frederick the Great was an enlightened king. He liked Voltaire's ideas. His feelings were hurt, however, when Voltaire criticized his poetry.

If you were Voltaire, what would you do?

- A. Continue to criticize the king.
- B. Not say anything critical of the king.

Educated people spent a great deal of time discussing ways to improve society. These discussions took place in a salon. The salons were maintained by wealthy people in whose drawing rooms the educated met for their discussions.

Your task in this activity is to develop a perfect society for a space station which will circle the earth. The station will have a population of 10,000 and be self-contained. In order to create the perfect society you will have to discuss the same ideas that were discussed in the salons of the 18th Century.

You will have to describe your perfect society in words and you should also draw a diagram of how it would look physically. You will work with two or three other students to accomplish this.

QUESTIONS

The Government

What kind of government should this society have? Should everyone have an equal voice or should only the best educated and best informed rule? How should the leaders be chosen?

The Economy

How should the people earn a living? How much should they be paid? How should the wealth be distributed? Is private property to be allowed?

Agriculture

Since the society is to be self-contained, how should food be grown and how should it be distributed? How much space should be allowed for growing food?

Population

How should people be chosen to live on this space station? Should there be restrictions on education, health, occupations? How should people who don't follow the rules be treated? Should they be punished? Who should decide on the punishment?

Living Arrangements

In what kind of shelters will the people live? Will they live in small families? Will they have their own houses or apartments?

Education

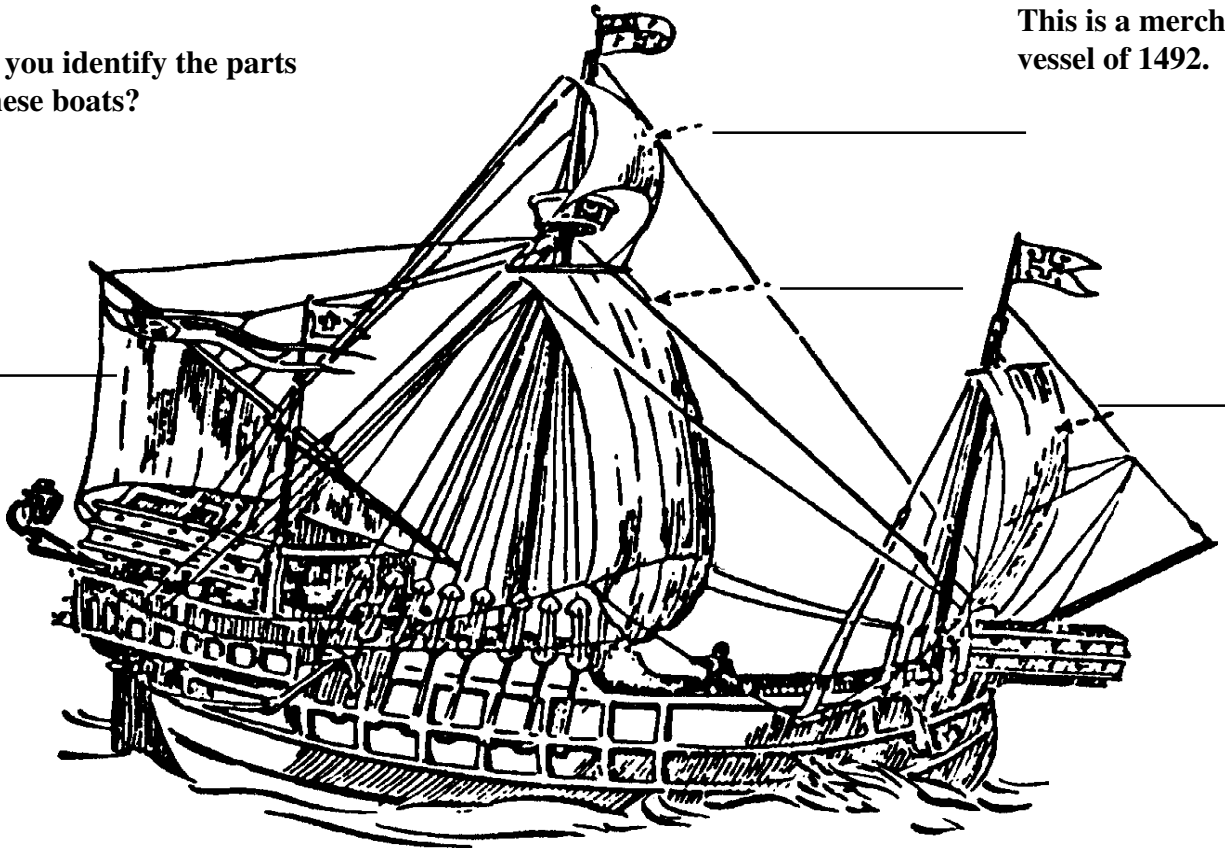
What kind of education will be provided? Will everyone have to go to school? Will everyone receive the same kind of education or will some receive specialized training?

Recreation

What kind of recreation will be provided? Will people be entertained or will they create their own amusements?

Can you identify the parts of these boats?

This is a merchant vessel of 1492.



This is a "castled" ship. It was used for fighting. It was called a castled ship because of the platforms fore and aft.

