

Name:

Period:

Due Date:

7th Grade Social Studies

Unit 3 Packet- Age of Enlightenment

Part 1: Vocabulary (40% of grade): identify or explain the significance of each term/ person/ place listed using the internet, suggested sites, dictionary.com, history.com, biography.com, encyclopedia.com

3.1 Absolute Monarchy	-----
Absolute Monarchy	
Divine Right of Kings	
Absolutism	
3.2 English Civil War	-----
Constitutional Monarchy	
Oliver Cromwell	
King Charles I of England	
Parliament	
Magna Carta	
3.3 Enlightenment/ Age of Reason	-----
Reason	-----
Scientific Revolution	
Age of Reason	

3.4 Enlightenment	-----
Philosophers	-----
Thomas Hobbes	
Social Contract	
Jean Jacques Rousseau	
Baron de La Montesquieu	
Seperation of Powers	
John Locke	
Natural Rights	
Voltaire	
3.5 Glorious Revolution/ Enlightened Despots	
Glorious Revolution	
English Bill of Rights	
Enlightened Despot	
Frederick the Great	

Part 2: Essential Questions (40 % of grade, 20% each question): Answer two (2) of the three (3) questions thoroughly. You may answer all for possible extra credit (maximum 10 points extra credit).

1. Compare/contrast enlightenment philosophers that believed in absolute monarchy and a democracy. **Evaluate** both Enlightenment philosophers, Locke and Hobbes within your comparison. Utilize/ cite their works to justify their reasoning.

2. Based on your knowledge, what enlightenment philosophers would you use to **build** a government? Include in your **explanation** the specific philosopher with their works and their beliefs about government.

3. Compare and contrast two enlightenment philosophers from the period of 1550- 1800. **Identify** which philosopher illustrated the best ideas for government and provide reasons why. (You may NOT use BOTH Locke and Hobbes, you may use ONE of them- not both)

Part 3: Document Analysis (20% of grade, 5% each task): Using the attached HIPP Document Analysis sheet interpret the meaning of the passage.

Excerpts from John Locke's Second Treatise of Government Of the State of Nature. TO understand political power aright, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man.

* * *

The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions: for men being all the workmanship of one omnipotent, and infinitely wise maker; all the servants of one sovereign master, sent into the world by his order, and about his business; they are his property, whose workmanship they are, made to last during his, not one another's pleasure: and being furnished with like faculties, sharing all in one community of nature, there cannot be supposed any such subordination among us, that may authorize us to destroy one another, as if we were made for one another's uses, as the inferior ranks of creatures are for our's. Every one, as he is bound to preserve himself, and not to quit his station wilfully, so by the like reason, when his own preservation comes not in competition, ought he, as much as he can, to preserve the rest of mankind, and may not, unless it be to do justice on an offender, take away, or impair the life, or what tends to the preservation of the life, the liberty, health, limb, or goods of another.

H.I.P.P.: DBQ and Document Analysis

1. HISTORICAL CONTEXT-Connect the document to specific historical events using outside examples. Connect the document across time to earlier and/or later eras or across space to events happening in different places. (What else is going on in the world that you need to know to help you understand the document? This is the background info, like the scrolling text at the beginning of Star Wars)

2. INTENDED AUDIENCE-Identify a person or group the author expects to inform or influence.

3. POINT OF VIEW-What do think the author's point of view is on the topic shown in the document? Is there any evidence of bias? If so provide specific details.

4. PURPOSE-Why did the author create the source?