

# Unit 7 Goal Sheet: Absolutism; Enlightenment; and the Scientific Revolution

Academic

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

Period: \_\_\_\_\_

**Directions:** Complete each part of the Goal Sheet. Follow the directions that apply to each part.

The Goal Sheet is due (\_\_\_\_\_). The Blackboard Quiz window is: \_\_\_\_\_

**Objectives:**

- Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- Examine the causes of the Scientific Revolution and cite major costs and benefits.
- Classify within the broad patterns of history those events that may be viewed as turning points.
- Relate the dynamics of state economies to the well being of their members and to changes in the role of government.

**PART I Vocabulary:** Write a complete definition to each of the following terms. In addition to the starred (\*) items create an illustration that demonstrates the concept for each starred item.

	<u>Absolutism</u>
1 Philip II	
2. Absolute Monarch*	
3. Divine Right of Kings*	
4. Peter the Great	
5. Louis XIV	
6. Westernization	
7. Spanish Armada*	
8. Elizabeth I	
<u>Enlightenment</u>	
9. Enlightenment	
10. Montesquieu	
11. Separations of Powers*	
12. Rousseau	
13. Thomas Hobbes	
14. Voltaire	
15. John Locke	
16. Natural Rights	
17. Wollstonecraft	

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18. Social Contract	
	<u>Scientific Revolution</u>
19. Scientific Revolution	
20. Heliocentric Model*	
21. Geocentric Model*	
22. Copernicus	
23. Galileo	
24. Kepler	
25. Newton	

**PART II Essential Questions:** Answer the following question in complete sentences on a separate sheet of paper.

1. What is the significance of England's defeat of the Spanish Armada?
2. Many historians think of Louis XIV as the perfect example of an absolute monarch. Do you agree? Explain.
3. Why might institutions of authority tend to reject new ideas? (Think about Galileo and the Church.)
4. What was the legacy of the Enlightenment? What other events are influenced by these ideas?

**PART III Document Analysis:** Read the following passage and answer the questions in complete sentences.

## **James I: A speech to parliament (1610)**

. . .The state of monarchy is the supremest thing upon earth, for kings are not only God's lieutenants upon earth and sit upon God's throne, but even by God himself they are called gods. There be three principal [comparisons] that illustrate the state of monarchy: one taken out of the word of God, and the two other out of the grounds of policy and philosophy. In the Scriptures kings are called gods, and so their power after a certain relation compared to the Divine power. Kings are also compared to fathers of families; for a king is *truly parens patriae* [parent of the country], the politic father of his people. And lastly, kings are compared to the head of this microcosm of the body of man . . .

## **John Locke: Second Treatise on Civil Government**

Sect 4... A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should be equal amongst one another without subordination or subjection, unless the lord and master of all of them should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted to dominion and sovereignty.

1. What comparisons does James I make between kings and gods?
2. According to Locke, if there is a leader, how should he or she be chosen?
3. Do you think that James I and John Locke would agree on government? Explain.