

# WORLD HISTORY



## Chapter 17 Resources

### Revolution and Enlightenment, 1550–1800

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**Vocabulary Activity 17**

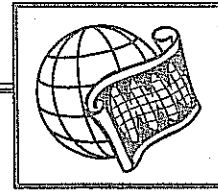
**Revolution and Enlightenment, 1550–1800**

**DIRECTIONS:** Match each term with its definition by writing the correct letter on the blank.

A. geocentric	F. scientific method	K. mulatto
B. philosophe	G. natural law	L. heliocentric
C. separation of powers	H. rationalism	M. social contract
D. federal system	I. deism	N. salon
E. ellipses	J. enlightened absolutism	

- \_\_\_\_\_ 1. religious philosophy based on reason and natural law
- \_\_\_\_\_ 2. reliance on reason as the best guide for belief and action
- \_\_\_\_\_ 3. oval paths in which planets move around the Sun
- \_\_\_\_\_ 4. system by which rulers tried to govern by Enlightenment principles while maintaining their royal powers
- \_\_\_\_\_ 5. universal moral law that Enlightenment thinkers believed could be understood through reason
- \_\_\_\_\_ 6. social gathering in which ideas of the Enlightenment were discussed
- \_\_\_\_\_ 7. relating to a reference system based at the center of the Sun
- \_\_\_\_\_ 8. intellectual thinker in the Age of Enlightenment
- \_\_\_\_\_ 9. power shared between the national government and the state governments
- \_\_\_\_\_ 10. offspring of Africans and Europeans
- \_\_\_\_\_ 11. entire society agrees to be governed by its general will
- \_\_\_\_\_ 12. executive legislative and judicial branches of the government limit and control each other in a system of checks and balances
- \_\_\_\_\_ 13. places Earth at the center of the universe
- \_\_\_\_\_ 14. means of attaining knowledge by repeated observation and experimentation

# Mapping History Activity 17



## The Age of Revolution

Between 1500 and 1830, a revolution in scientific thinking spread across Europe. This Scientific Revolution affected politics, religion, philosophy, and the arts.

**DIRECTIONS:** The map below of present-day Europe shows places where significant developments in the Scientific Revolution and the Age of Enlightenment occurred. Use the map to answer the questions and complete the activity that follow.

1. Identify three nations shown on the map that did not exist in the Age of Enlightenment.

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2. Identify three or more cities on the map that existed when the Scientific Revolution began, around 1500.

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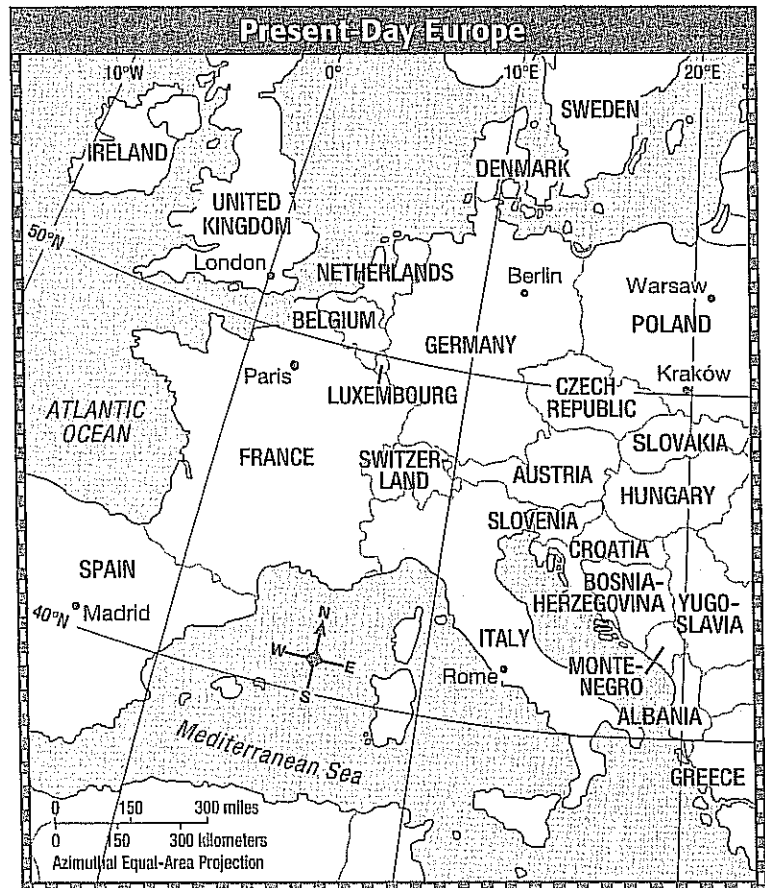
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3. On the map, mark and label the city or country where the following developments in the Scientific Revolution and the Age of Enlightenment occurred:

- Copernicus begins his scientific career;
- Galileo stands trial for his heretical ideas;
- Charles II establishes the Royal Society;
- Madame de Pompadour draws together enlightened thinkers in salons.



## Historical Significance Activity 17



### The First Amendment

The basic freedoms enjoyed by Americans for more than 200 years—freedom of speech, freedom of the press, freedom of religion, and freedom of assembly—come from the Bill of Rights, which became part of the Constitution in 1791. These freedoms are such a basic part of American life that sometimes we take them for granted. Yet

billions of people in countries around the world do not enjoy the freedoms that Americans have considered sacred for 200 years.

The Bill of Rights contains ten amendments to the Constitution. The First Amendment reads as follows:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**DIRECTIONS:** In the space below, describe the story from your life that best expresses the meaning of the First Amendment to you.

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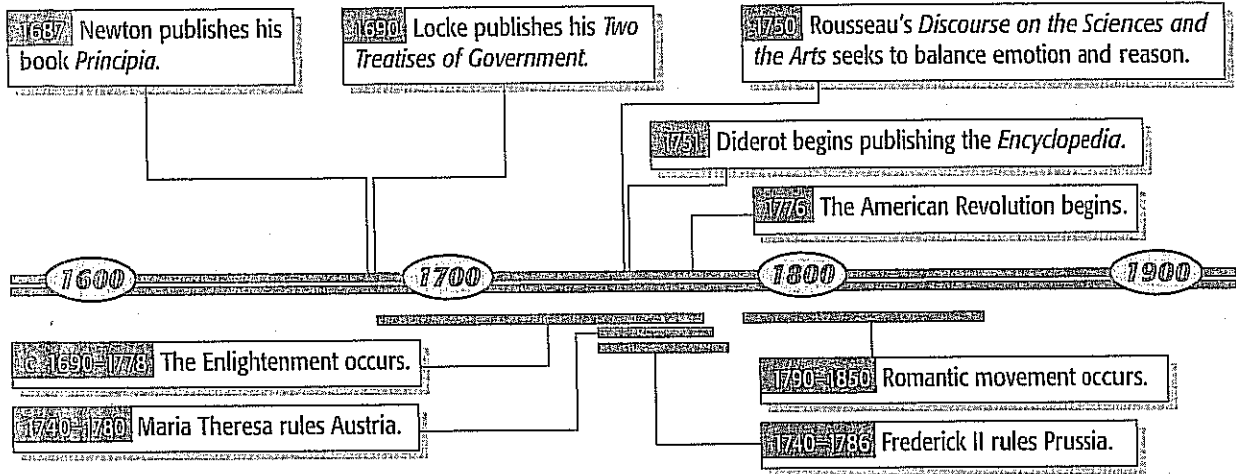
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## Time Line Activity 17

### Revolution and Enlightenment

**DIRECTIONS:** During the Scientific Revolution, ideas changed the world. Look at the events listed on the time line. Write each event in the box next to the field of study it affected. Then describe the significance of the event. Events may be placed in more than one box.



Significance of Historical Events		
Field	Event	Significance
Science/Mathematics		
Government/Politics		
Philosophy/Religion		
The Arts		

## Linking Past and Present Activity 17

### Leeuwenhoek and Modern Biology

**THEN** Because many things are impossible to see with the naked eye, people who lived before and during the Middle Ages had mistaken concepts about material reality. They could not see the eggs that fleas and lice laid. Therefore, they believed that such vermin sprang from nonliving matter. Since the germs that cause diseases are even tinier than insect eggs, they supposed that a mysterious vapor brought plague.

Antonie van Leeuwenhoek (1632–1723) did not change these mistaken ideas during his lifetime. However, he did make discoveries that eventually helped to correct them. Leeuwenhoek was a fabric merchant who experimented with the microscope, which had been invented around 1595. Two scientists, Robert Hooke of England and Jan Swammerdam of the Netherlands, had made microscopes and used them before Leeuwenhoek. Hooke's book, *Micrographia*, turned Leeuwenhoek's attention to the microscopic world.

Leeuwenhoek developed a lens that magnified objects to appear 200 times larger. He used the lens on ordinary things, such as pond water and the tartar from his own teeth. In these, he discovered fabulous creatures that he called animalcules. He was the first to observe such things as bacteria, sperm cells, blood cells, rotifers, and nematodes. Leeuwenhoek's work led to the understanding of the composition of blood and the development of ways to control diseases caused by microbes.

**NOW** Biology is the science most deeply indebted to Leeuwenhoek's discoveries. Its principle tool remains the microscope. This instrument has, of course, advanced far beyond the simple device used in the sixteenth century. Stereoscopic microscopes allow scientists to dissect extremely small specimens by showing these specimens in three dimensions. Electron microscopes magnify images of objects over one million times. With these and other new instruments and techniques, modern biologists are probing even more deeply into the mysteries of life. Some of the more recent—and most exciting—medical discoveries follow.

Some of biology's most exciting advances have been in genetics, or the study of genes. Genes determine the essence and appearance of living organisms. Scientists have learned to manipulate them to modify living organisms. For example, they can change the genetic structures of plants to make them more resistant to disease.

The manipulation of genes has led to a process called cloning. In 1997 Ian Wilmut, a Scottish scientist, cloned a sheep; that is, he reproduced a sheep from one cell of the animal. Biologists hope that cloning will lead to creating animals whose organs can be used to replace damaged human organs.

In 1999 members of the Human Genome Project decoded virtually all the genetic information in a human cell. This knowledge will enable doctors and scientists to help people in a number of ways. For example, a doctor could identify whether a patient has a gene that makes that person susceptible to a particular disease.

#### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** Why do you think Leeuwenhoek was interested in the microscope?
- 2. Making inferences:** Why might it be helpful for people to learn that they have a gene that makes them susceptible to a disease?
- 3. Extending prior knowledge:** How do you think Leeuwenhoek's work led to the control of disease? Do research in the library and on the Internet to learn about scientists who fought microbes. Write a brief report of your findings.

## Nicholas Copernicus (1473–1543)

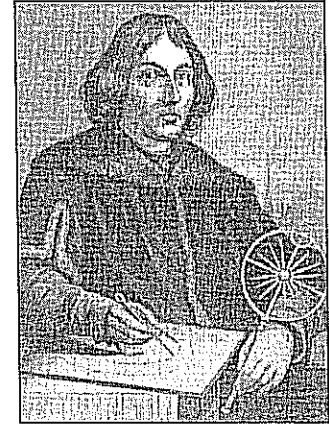
In the early 1500s, most people believed Ptolemy's theory of the universe. More than 1,000 years earlier, the Greek astronomer had concluded that the earth was the center of the universe. According to Ptolemy, the earth was stationary, and all the other planets moved around it in complicated paths, or orbits. Copernicus, however, dared to disagree with his theory.

Born in Toruń, Poland, Copernicus began his studies at the University of Kraków. His uncle was a prelate, a powerful church official. When Copernicus was 24, his uncle used his influence to have him appointed a canon, an official of the cathedral in Frombork, Poland. Copernicus used the income from this position to finance his studies in mathematics, astronomy, and medicine in Italy. When he was 33, he earned a doctorate from the University of Ferrara. Then he returned to Poland and his position as church canon.

While finishing his formal education, Copernicus became aware of serious problems within the Ptolemaic theory. Most significantly, Ptolemy's theory of the planets' movement in the galaxy seemed too complicated. Looking for a way to make sense of this defective logic, Copernicus began to review other theories of the universe.

After years of careful study, Copernicus came to believe that the Sun is stationary and located near the center of the universe. Further, he theorized that the earth is a planet like all the other planets in the sky. As a result, the earth must move like the other planets. Copernicus believed the earth to be in the third planetary orbit around the Sun.

Disturbing fixed ideas about the universe was a dangerous thing. Copernicus's theory of the universe not only challenged Ptolemy's theory; it also refuted the Church's view of the universe. If Copernicus's theory became known, he could have been severely punished. Copernicus, however, was careful, and he shared his ideas only with those people with whom he could trust his life. Nonetheless, news of his thesis spread rapidly. Copernicus's masterpiece, *On The Revolutions of the Heavenly Spheres*, was published right before his death in 1543. For his achievements, Copernicus is considered the founder of modern astronomy.



### REVIEWING THE PROFILE

**Directions:** Answer the following questions on a separate sheet of paper.

1. How was Copernicus's theory of the universe different from Ptolemy's theory?
2. **Critical Thinking Determining Cause and Effect.** Why would the Church have been angered by Copernicus's theory?
3. **Critical Thinking Recognizing Ideologies.** Why do you think people in Copernicus's time reacted so negatively to his ideas?

## People in World History Activity 17

## Profile 2

**Adam Smith (1723–1790)**

How can social order and human progress be possible in a society where people follow their own self-interests? This is the problem that Adam Smith set out to solve.

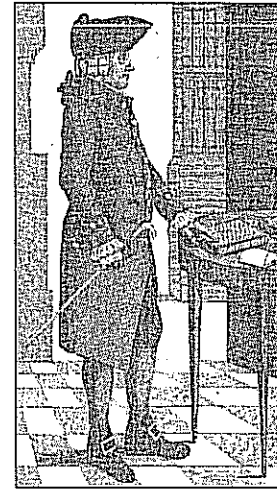
Smith argued that people's personal interests lead to progress and order. To make money, people make things that other people want to buy. People spend money for the things they want the most. Buying and selling creates social harmony. Smith claimed that all this would happen without control, as if by an "invisible hand." This belief came to be called *laissez-faire* economics, the policy that a government should impose the fewest possible restrictions on prices and trade. *Laissez-faire* is a French phrase meaning "let do" or "leave them alone." As a result of his work with freedom and order, economic process, and a unified social theory, Adam Smith is considered the founder of modern economics.

Smith was born in Kirkcaldy, Scotland, to a distinguished family. His father was an important lawyer and public official; his mother was a member of the upper class. His college education was the best that could be had: first at Scotland's University of Glasgow and then at England's Oxford University. Smith left Oxford when he was

23 years old. Two years later, he became a professor at the University of Edinburgh, where he taught literature, law, and philosophy. In 1751, he was made a professor of logic at the University of Glasgow. Later that year Smith accepted a post as professor in moral philosophy.

At Glasgow, Smith wrote his first book, *The Theory of Moral Sentiment* (1759). He then was hired to tutor the Duke of Buccleuch. While accompanying the young duke on a tour of France, Smith began his most important book, *The Wealth of Nations*.

When Smith returned to England in 1766, the young duke's stepfather provided him with a regular income. Freed from the need to earn a living, Smith was able to leave teaching and spend the next decade writing and studying. He published the first edition of *The Wealth of Nations* in 1776 and revised it five times during his life. The book became a major influence on economic policy in the early nineteenth century.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. What social dilemma did Smith address in *The Wealth of Nations*?
2. What is *laissez-faire* economics?
3. **Critical Thinking Recognizing Bias.** What assumptions about human nature did Adam Smith make?
4. **Critical Thinking Identifying Alternatives.** What might be the advantage of a government that controls trade—"hands-on" as opposed to Smith's "*laissez-faire*" ideal?





## Of the *Encyclopedia*

**V**oltaire was one of the most influential philosophers of the Enlightenment. A man with a sharp tongue and an even sharper pen, he was twice imprisoned in the Bastille for his comments. He spent two years in England, where he was impressed by England's greater freedom of thought. Back in France, he wrote philosophy and satire and, through the influence of Madame de Pompadour, was made a member of the French Academy.

In the passage below, Voltaire ridicules French responses to Diderot's *Encyclopedia*, to which Voltaire himself was a contributor.

**Guided Reading** *In this selection, read to learn why Diderot's Encyclopedia was banned in France and why it should not have been.*

A servant of Louis XV told me that while his master, the king, was dining one day at Trianon with a small group, the conversation turned first on hunting and then on gun powder. Someone said that the best powder is made with equal parts of saltpeter, sulphur and coal. The Duke de La Vallière, who knew better, argued that to make good gun powder all you needed was one part of sulphur and one of coal to five parts of saltpeter that had been well filtered, well evaporated, and well crystallized.

"It is funny," said the Duke de Nivernois, "that we amuse ourselves daily by killing partridges in the park at Versailles, and sometimes by killing men or by being killed ourselves at the frontier, without knowing exactly with what we kill."

"Alas! We are reduced to that state for most things of this world," answered Madame de Pompadour; "I do not know what the rouge I put on my cheeks is made of, and I should be very much embarrassed if someone asked me how the silk hose I am wearing is made."

"It is a pity," the Duke de La Vallière then said, "that His Majesty confiscated our encyclopedic dictionaries, each of which cost us a hundred gold pieces: there we would quickly find the answer to all our questions."

The king justified the confiscation: he had been warned that the twenty-one folio volumes that were found on all the ladies' dressing tables were the most dangerous thing in the world for the French kingdom; and he wanted to know for himself if this were true before allowing anyone

to read this work. At the end of the dinner he sent three of his servants for a copy, each of whom returned carrying seven volumes with great difficulty.

They saw at the article "Powder" that the Duke de La Vallière was right; and soon Madame de Pompadour learned the difference between the old Spanish rouge that the ladies of Madrid used to color their cheeks, and the rouge of Parisian ladies. She learned that Greek and Roman ladies were painted with purple that came from seashells, and that consequently our scarlet was the purple of the ancients; she learned that there was more saffron in Spanish rouge, and more cochineal in the French.

She saw how her stockings were manufactured; and the operation of this process delighted her with wonder. "Oh, the fine book!" she exclaimed. "Sire, did you confiscate this storehouse of useful things so as to possess it alone and be the only wise man of your kingdom?"

They all jumped at the volumes like the daughters of Lycomedes at Ulysses' jewels; every one found at once what he was looking for. Those who had lawsuits were surprised to find there the judgment of their cases. The king read all the rights of the crown. "But really," he said, "I don't know why I was told so many bad things about this work."

"Well, don't you see, Sire," said the Duke de Nivernois, "it's because it is very good? Men do not attack the mediocre and the dull of whatever sort. If women try to ridicule a new comer, it is



# PRIMARY SOURCE READING 17

CHAPTER 17

certain that she is prettier than they."

All the while the others kept leafing through the pages, and the Count de C . . . said aloud: "Sire, you are too fortunate that there should be under your reign men capable of knowing the arts and of transmitting them to posterity. Everything is here, from how to make a pin to how to make and direct your canons; from the infinitely small to the infinitely great. Thank God for having made men born in your kingdom who have thus served the entire universe. Other nations must either buy the *Encyclopedia* or copy it. Take all my property if you like; but give me back my *Encyclopedia*."

"Yet they say," replied the king, "that there are many faults in this so necessary and so admirable work."

"Sire," rejoined the Count de C . . . , "there were two spoiled sauces at your dinner; we did not eat them, and we ate very well. Would you like to have the whole dinner thrown out the window because of these two sauces?"

The king felt the strength of reason; every one recovered his property: it was a happy day.

Envy and ignorance did not hold themselves beaten; these two immortal sisters continued their outcries, their schemes, their persecutions: ignorance is very learned in these matters.

What happened? Foreigners brought out four editions of this French work, banned in France, and made about eighteen hundred thousand gold pieces.

Frenchmen, try henceforth to understand your interests better.

## INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. Why did King Louis XV ban Diderot's *Encyclopedia*?

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2. After King Louis XV read the rights of the crown, he stated, "I don't know why I was told so many bad things about this work." Give three reasons why his guests argued not to ban the *Encyclopedia*.

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3. What did Voltaire mean by "Envy and ignorance did not hold themselves beaten"?

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### Critical Thinking

4. **Synthesizing Information** In one of Voltaire's letters, he states, "Twenty *in-folio* volumes will never cause a revolution; it's the little portable 30 cent books which are to be feared." Discuss why a smaller, less expensive book could have a greater effect on peoples' ideas and beliefs and how it might lead people to revolt against their country.

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## Reteaching Activity 17

### Revolution and Enlightenment

In the Age of Enlightenment, innovative ideas in astronomy, physics, mathematics, medicine, chemistry, and philosophy changed the way people viewed the physical and social world. New theories and beliefs based on the scientific method and on reason replaced old beliefs based on magic, mysticism, and ancient writings.

**DIRECTIONS:** The outline below lists fields that changed tremendously in the Age of Enlightenment and people who initiated or contributed to these changes. In the space provided, record the discoveries, contributions, or ideas of these individuals.

I. Astronomy, Physics, and Mathematics

- A. Copernicus \_\_\_\_\_
- B. Kepler \_\_\_\_\_
- C. Galileo \_\_\_\_\_
- D. Newton \_\_\_\_\_

II. Biology

- A. Vesalius \_\_\_\_\_
- B. Harvey \_\_\_\_\_

III. Chemistry

- A. Boyle \_\_\_\_\_
- B. Lavoisier \_\_\_\_\_

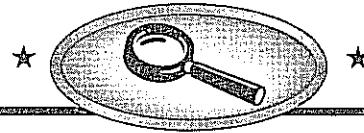
IV. Government

- A. Rousseau \_\_\_\_\_
- B. Montesquieu \_\_\_\_\_

V. Literature

- A. Voltaire \_\_\_\_\_
- B. Diderot \_\_\_\_\_

# ★ Enrichment Activity 17



## The Commotion Galileo Caused

In Chapter 17, you read about the reaction of the Catholic Church to Galileo's ideas, which conflicted with Church teachings. Galileo's hypothesis that the earth was not the center of the universe threatened to

undermine the religious world-view that pervaded every aspect of European society. Read the excerpt below from Bertolt Brecht's play *Galileo*.

**A**round the corner from the market place a BALLAD SINGER and his WIFE, who is costumed to represent the earth in a skeleton globe made of thin bands of brass, are holding the attention of a sprinkling of representative citizens, some in masquerade, who were on their way to see the carnival procession. From the market place the noise of an impatient crowd.

BALLAD SINGER (accompanied by his WIFE on the guitar):

When the Almighty made the universe  
 He made the earth and then he made the sun.  
 Then round the earth he bade the sun to turn—  
 That's in the Bible, Genesis, Chapter One.  
 And from that time all beings here below  
 Were in obedient circles meant to go:  
     Around the pope the cardinals  
     Around the cardinals the bishops  
     Around the bishops the secretaries  
     Around the secretaries the aldermen  
     Around the aldermen the craftsmen  
     Around the craftsmen the servants  
     Around the servants the dogs, the  
     chickens, and the beggars.

A conspicuous reveller—henceforth called the SPINNER—has slowly caught on and is exhibiting his idea of spinning around. He does not lose dignity, he faints with mock grace.

BALLAD SINGER:

Up stood the learned Galileo  
 Glanced briefly at the sun  
 And said: "Almighty God was wrong  
 In Genesis, Chapter One!"

Now that was rash, my friends, it is no  
 matter small:

For heresy will spread today like foul  
 diseases.

Change Holy Writ, forsooth? What will  
 be left at all?

Why: each of us would say and do just  
 what he pleases!

—From *Galileo* by Bertolt Brecht, translated by Charles Laughton, edited by Eric Bentley, copyright © 1940 by Arvid Englund, copyright © 1952 by Bertolt Brecht, copyright © 1966 by Eric Bentley.

**DIRECTIONS:** Answer the questions below in the space provided.

1. Write a one-sentence summary of the message the Ballad Singer tries to convey. \_\_\_\_\_

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2. Write your own ballad, poem, or short play about either Copernicus or Diderot and the persecution either man faced for expressing his views. If necessary, use a separate sheet of paper. \_\_\_\_\_

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CHAPTER 17

# WORLD HISTORY



## Chapter 17 Section Resources

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SECTIONS

**Guided Reading Activity 17-1**

**The Scientific Revolution**

**DIRECTIONS:** Answer the following questions as you read Section 1.

1. What did the writings of Ptolemy and Archimedes make obvious?  
\_\_\_\_\_  
\_\_\_\_\_
2. What new invention helped to spread new scientific ideas quickly and easily?  
\_\_\_\_\_
3. Where is Earth placed in the universe according to the Ptolemaic system?  
\_\_\_\_\_
4. Contrary to Ptolemy, what did Copernicus argue concerning the construction of the universe?  
\_\_\_\_\_  
\_\_\_\_\_
5. What discoveries did Galileo make using a telescope?  
\_\_\_\_\_
6. Why did the Church order Galileo to abandon the Copernican idea of the nature of the universe?  
\_\_\_\_\_  
\_\_\_\_\_
7. What did Isaac Newton define in his first book, *The Principia*?  
\_\_\_\_\_
8. What did William Harvey's observations and experiments show?  
\_\_\_\_\_
9. What field of science in Germany provided opportunities for women?  
\_\_\_\_\_
10. What did René Descartes emphasize and assert?  
\_\_\_\_\_  
\_\_\_\_\_
11. Who developed the scientific method?  
\_\_\_\_\_

SECTION 17-1



## Guided Reading Activity 17-2

### The Enlightenment

**DIRECTIONS:** Fill in the blanks below as you read Section 2.

The (1) \_\_\_\_\_ was an eighteenth-century philosophical movement of intellectuals who were greatly impressed with the achievements of the (2) \_\_\_\_\_ Revolution. (3) \_\_\_\_\_, natural law, hope, and (4) \_\_\_\_\_ were common words to the thinkers of the Enlightenment.

Montesquieu's analysis of the system of checks and (5) \_\_\_\_\_ through separation of powers was his most lasting contribution to political thought. Voltaire was especially well known for his criticism of (6) \_\_\_\_\_ and his strong belief in religious toleration. Diderot's most famous contribution to the Enlightenment was the (7) \_\_\_\_\_, or *Classified Dictionary of the Sciences, Arts, and the Trades*.

The (8) \_\_\_\_\_, a French group, were interested in identifying the natural economic laws that governed human society. They believed the state should not interrupt the free play of natural economic forces by imposing government (9) \_\_\_\_\_ on the economy. This doctrine became known as (10) \_\_\_\_\_ meaning "to let do."

Jean-Jacques Rousseau argued for a social (11) \_\_\_\_\_ between the government and the people. Through a social contract, an entire society agrees to be (12) \_\_\_\_\_ by its general will. The English writer Mary (13) \_\_\_\_\_ advanced the strongest statement for the rights of women.

Many Enlightenment philosophes (14) \_\_\_\_\_ the Christian churches. But many people also sought a deeper personal (15) \_\_\_\_\_ to God. (16) \_\_\_\_\_ proved that the need for spiritual experience had not been eliminated by the eighteenth-century search for reason.



## Guided Reading Activity 17-3

### The Impact of the Enlightenment

**DIRECTIONS:** Fill in the blanks below as you read Section 3.

- I. The Enlightenment brought important changes in art, \_\_\_\_\_, and literature.
  - A. By the 1730s, a new artistic style known as \_\_\_\_\_ had spread over Europe.
  - B. The eighteenth century was one of the greatest periods in the history of \_\_\_\_\_ music.
    1. Johann Sebastian \_\_\_\_\_ was one of the greatest composers of all time.
    2. Wolfgang Amadeus \_\_\_\_\_ was a true child prodigy of the age.
  - C. The eighteenth century was important in the development of the European \_\_\_\_\_.
- II. Enlightenment thought had an effect on \_\_\_\_\_ life in European states.
  - A. Frederick II of \_\_\_\_\_ was well-versed in the ideas of the Enlightenment
  - B. Joseph II of Austria said, "Philosophy is the \_\_\_\_\_ of my empire."
  - C. Catherine II of Russia said Diderot's \_\_\_\_\_ theories "would have turned everything in my kingdom upside down."
- III. The philosophes \_\_\_\_\_ war as a foolish waste of life and resources.
  - A. In 1740, a major war broke out in connection with the succession to the \_\_\_\_\_ throne.
  - B. The \_\_\_\_\_ Years' War had three major areas of conflict: Europe, India, and North America.
  - C. The struggle between Britain and France in the rest of the world, known as the \_\_\_\_\_, was fought in India and North America.





## Guided Reading Activity 17-4

### Colonial Empires and the American Revolution

**DIRECTIONS:** Fill in the blanks below as you read Section 4.

1. In the sixteenth century, Portugal came to dominate \_\_\_\_\_. Spain's empire included parts of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ America.
2. By 1501, Spanish rulers permitted \_\_\_\_\_ between Europeans and Native Americans, whose offspring became known as \_\_\_\_\_.
3. A noticeable feature of Latin American \_\_\_\_\_ was the dominant role of the large landowner.
4. Portuguese Brazil and Spanish Latin America were colonial \_\_\_\_\_ that lasted over three hundred years.
5. Catholic missionaries, especially the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, fanned out to different parts of the Spanish Empire.
6. The United Kingdom of Great Britain came into existence in 1707, when the governments of \_\_\_\_\_ and \_\_\_\_\_ were united.
7. William Pitt the Elder expanded the British Empire by acquiring \_\_\_\_\_ and \_\_\_\_\_ in the Seven Years' War.
8. On July 4, 1776, the Second Continental Congress approved a declaration of \_\_\_\_\_ written by Thomas Jefferson.
9. The \_\_\_\_\_, signed in 1783, recognized the independence of the American colonies.
10. The proposed Constitution of the United States created a \_\_\_\_\_ system in which power would be shared between the \_\_\_\_\_ government and the \_\_\_\_\_ governments.

SECTION 17-4