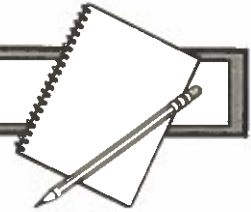


## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



#### IV. Women and the Origins of Modern Science (pages 515–516)

- A. One of the most prominent female scientists of the seventeenth century was **Margaret Cavendish**. In works such as her *Observations Upon Experimental Philosophy*, she criticized the belief that humans, through science, were the masters of nature.
- B. In Germany many women scientists were astronomers. They often received training in family observatories from their fathers or husbands. **Maria Winkelmann** was the most famous; she assisted her husband, the famous Prussian astronomer **Gottfried Kirch**, and discovered a comet.
- C. Winkelmann was denied a post as assistant astronomer at the Berlin Academy because of her gender. In the view of most people of the seventeenth century, science and scholarship conflicted with the domestic roles women were expected to fulfill.

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#### Discussion Question

Throughout history many people have believed that women were not good at mathematics and science. Some educators claim that view has changed in the contemporary world, some that it has not. In your school, are the girls and boys treated as having equal potential for doing mathematics and science? Are there areas where the girls are thought to have more potential? (*Answers will vary. Accept relevant, thoughtful answers.*)

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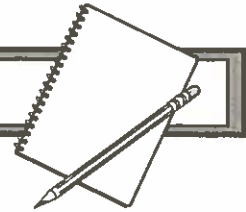
#### V. Descartes and Reason (pages 516–517)

- A. The work of the French philosopher **René Descartes** strongly reflects the Western view of humankind that came from the Scientific Revolution. In his *Discourse on Method* (1637) he asserts that he can rationally be sure of only one thing—his own existence. He asserted he would accept only those things his reason said were true.
- B. Descartes asserted that while he could not doubt the existence of his mind—“I think, therefore I am”—he could doubt the existence of the material world. He concluded that the material world and the mental world were two different realms. He separated mind and matter. This made matter something inert and independent of the observer that could be investigated by a detached rationality.
- C. Descartes has been called the father of modern **rationalism**. This system of thought is based on the idea that reason is the chief source of knowledge.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 1



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#### Discussion Question

On what basis did Descartes claim he could not doubt his own existence? (*When Descartes inspected his thoughts to judge which were false and which were true, he realized that he could not doubt he was thinking. Therefore, he knew he had to exist because he was thinking: "I think, therefore I am."*)

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#### VI. The Scientific Method (page 517)

- A. During the Scientific Revolution, people were concerned about how they could best understand the physical universe. They created the **scientific method**. The philosopher **Francis Bacon** was most responsible for this method.
- B. Bacon emphasized arriving at conclusions about nature using **inductive reasoning**, or making generalizations from particular observations and experiments organized to test hypotheses.
- C. He believed science was to give human kind new discoveries and the power to serve human purposes by conquering "nature in action." The control and domination of nature became an important concern of science and its accompanying technology.

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#### Discussion Question

Some contemporary thinkers argue that the goal of controlling nature has done a lot of harm to the world. What might they have in mind? (*Answers will vary. Accept relevant, thoughtful answers. Such thinkers often argue that extending our power over nature through science has led us to exploit the environment in ways that are spiritually and physically harmful.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



**Did You Know?** The German Enlightenment philosopher Immanuel Kant maintained his regimen so reliably that people set their clocks according to his daily walk along the street in Königsberg now named for him, “The Philosopher’s Walk.” He is said to have missed this walk for only one short period: while reading Rousseau’s *Emile*, he stayed at home for several days.

#### I. Path to the Enlightenment (pages 518–519)

- A. The Enlightenment was an eighteenth-century philosophical movement built off the achievements of the Scientific Revolution. The Enlightenment philosophers hoped to make a better society by applying the scientific method and reason to social problems. They talked a lot about reason, natural law, hope, and progress.
- B. Enlightenment philosophers thought that society was governed by natural laws just as the Newtonian physical universe was.
- C. John Locke’s theory of knowledge greatly influenced Enlightenment thinkers. He argued that people are born with a mind that is a tabula rasa, or blank slate, and that knowledge comes to it through the five senses. This meant that the right influences could create a new kind of society by creating a new way of understanding.
- D. Enlightenment thinkers hoped to discover with the scientific method the laws that all institutions should follow to produce the ideal society.

#### Discussion Question

Are methods of understanding that work in the physical world applicable to the social world? (Answers will vary. Accept relevant, thoughtful answers. The affirmative view emphasizes that humans are physical beings like the rest of nature. The negative view emphasizes that non-human nature is ordered by causality in a way that the social world is not. The social world emerges from freedom, reflection, and purpose.)

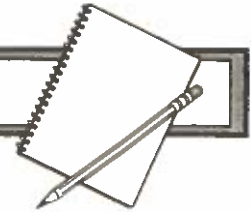
#### II. Philosophes and Their Ideas (pages 519–521)

- A. The Enlightenment intellectuals were called by the French name **philosophe** (“philosopher”). Most were writers, professors, economists, journalists, and social reformers.
- B. The ideas of the philosophes influenced the entire Western world. To them ideas were to change the world by the rational criticism of beliefs in all areas, including religion and politics. The three greatest French philosophes were Montesquieu, Voltaire, and Diderot.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



- C. Charles-Louis de Secondat, the Baron de Montesquieu, studied governments to find the natural laws governing social and political relationships. He published his ideas in *The Spirit of the Laws* (1748). He identified three kinds of government: republics, despotism, and monarchies.
- D. His analysis of the English monarchy is his most lasting contribution. He argued that the government functioned through a **separation of powers** controlled by checks and balances. This structure gives the greatest freedom and security for the state. Montesquieu's ideas influenced the American framers of the Constitution.
- E. The greatest figure of the Enlightenment was the prolific writer François-Marie Arouet, known simply as **Voltaire**. He wrote pamphlets, plays, novels, letters, essays, and histories.
- F. Voltaire was best known for his criticism of Christianity and his belief in religious toleration. He championed **deism**, an eighteenth-century religious philosophy based on reason and natural law. Deists believe the world is like a clock that God created and set according to his natural laws, and then let run without his intervention.
- G. **Denis Diderot's** most important contribution to the Enlightenment was the *Encyclopedia, or Classified Dictionary of the Sciences, Arts, and Trades*. He edited this 28-volume collection of knowledge, published in 1751, to "change the general way of thinking." Many of its articles attacked old French society and argued for religious toleration and social improvements to make society more humane. The *Encyclopedia* spread the ideas of the Enlightenment.

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#### Discussion Question

Who was the foremost deist among the influential leaders in early U.S. history? (*Thomas Jefferson. He even went so far as to write a deist Bible, one in which he took out all the parts that did not conform to deism.*)

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### III. Toward a New Social Science (pages 521–522)

- A. The Enlightenment's belief that the methods of the Scientific Revolution and Newton could discover the natural laws of society led to the creation of what we call the social sciences, such as economics and political science.
- B. The French Physiocrats and Scottish philosopher Adam Smith founded modern economics. The Physiocrats believed that if people were free to pursue their economic self-interest, all society would benefit. They developed the doctrine of **laissez-faire** ("to let [people] do [what they want]"), which argued that the government should not interfere with natural economic processes by imposing regulations.



## Daily Lecture and Discussion Notes

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- C. **Adam Smith** gave the best expression of this approach to economics in his famous work *The Wealth of Nations*. Smith said the government had only three legitimate functions: protecting society from invasion (army), defending citizens from injustice (police), and maintaining public works like roads and canals that private individuals could not afford.
- D. For centuries punishments for crimes had often been quite cruel. One reason was that extreme punishment was necessary to deter crime in a time when the police force was too weak to ensure that criminals would be captured.
- E. In 1764 the philosophe Cesare Beccaria argued in his essay *On Crimes and Punishments* that punishments should not be exercises in brutality. He also argued against capital punishment, finding it absurd because the state murders to punish a murderer.

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#### Discussion Question

What contemporary approach to punishing criminals has its roots in the Enlightenment social reform movements? (*The approach that emphasizes rehabilitation, based on the belief that people can change and progress.*)

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#### IV. The Later Enlightenment (page 522)

- A. A new generation of philosophes emerged by the 1760s. **Jean-Jacques Rousseau** was the most famous. In his *Discourse on the Origins of the Inequality of Mankind*, he argued that people formed governments and laws to protect their private property, but the government relationship enslaved them. In *The Social Contract* (1762) he presented the idea of a **social contract** in which members of society agree to be governed by the general will, which represents what is best for society as a whole.
- B. In his novel *Emile*, Rousseau argued that education should nurture, not restrict, children's natural instincts. Unlike many Enlightenment thinkers, he believed that emotions, as well as reason, were important to human development.
- C. Critics have accused Rousseau of not practicing what he preached. His children were sent to dangerous orphanages, and he believed women were naturally subservient to men.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



#### Discussion Question

In what ways are emotions important to human development? (*Answers will vary. Accept relevant, thoughtful answers. Two good possibilities are that emotions are needed to make a person sensitive to others and that the development of emotions adds to happiness through such experiences as love.*)

#### V. Rights of Women (page 523)

- A. Mary Wollstonecraft is considered the founder of the European and American movement for women's rights. She argued that women were as rational as men and as capable of being responsible free citizens.
- B. In *A Vindication of the Rights of Women*, Wollstonecraft identified two problems with the beliefs of many Enlightenment thinkers. Those who argued men should rule women also argued against government based on the arbitrary power of kings. Power of men over women was equally wrong. She also argued that because women are rational beings, they should have the same rights as men—in educational, economic, and political life.

#### Discussion Question

Where is there sexism in the contemporary world, if anywhere? (*Answers will vary. Accept relevant, thoughtful answers.*)

#### VI. Social World of the Enlightenment (pages 523–525)

- A. The Enlightenment ideas were most known among the urban upper class. They spread among the literate elite. Literacy and the availability of books were increasing greatly during the eighteenth century. Many titles were aimed at the new, middle-class reading public, which included women and urban artisans.
- B. Magazines for the general public developed during this time. The daily newspaper did as well. The first was printed in London in 1702.
- C. Enlightenment ideas also spread at the **salon**. Salons were gatherings in the elegant homes of the wealthy. The guests took part in conversations, often about the new philosophical ideas. Nobles, thinkers, artists, and government officials attended these salons. Some became very famous. The women who hosted them could sway political opinion and influence literary and artistic taste.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 2



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#### Discussion Question

What have magazines and newspapers done historically for the spread of ideas and knowledge? (*Magazines and newspapers spread ideas and knowledge throughout society. They were disseminated more and were affordable. Ideas and knowledge spread to the lower classes.*)

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#### VII. Religion in the Enlightenment (page 525)

- A. Most of the philosophes attacked the Christian churches, but most Europeans of the time were devout believers. The desire of ordinary Protestants for a greater depth of religious experience led to new religious movements.
- B. One new religious movement was Methodism. John Wesley had a mystical experience in which “the gift of God’s grace” assured him of salvation. He became a missionary to bring the “glad tidings” of salvation.
- C. He preached to masses in open fields in England and appealed most to the lower classes. His sermons often caused people to have conversion experiences. Many Methodists helped each other do good works, which gave to the lower and middle classes a sense of purpose. Methodists stressed the importance of hard work.
- D. After Wesley’s death, Methodism became a separate Protestant group.

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#### Discussion Question

What religious revival was happening in the American colonies at this same time? (*The Great Awakening.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



**Did You Know?** Some Enlightenment thinkers believed that human reason was so powerful that one day human beings would be able to predict the condition of the entire universe in the next moment.

#### I. The Arts (pages 526–528)

- A. The Enlightenment had a large impact on culture.
- B. European monarchs tried to emulate Versailles, but in the Italian baroque style, not the French classical. They created a new kind of architecture. By the 1730s a new artistic style—**rococo**—had emerged. While the baroque style stressed grandeur and power, the rococo style emphasized grace, charm, and gentle action. It was highly secular, valuing the pursuit of pleasure, happiness, and love. The greatest rococo painter was Antoine Watteau.
- C. Enchantment and enthusiasm are also part of rococo, as is evident in the paintings of Giovanni Battista Tiepolo. Much of his work is in churches and palaces. His masterpiece is the ceiling of the Bishop's Palace at Würzburg, a huge scene representing the four continents.
- D. The eighteenth century was one of the greatest in history for European music. Johann Sebastian Bach and George Frederick Handel, both German, were the two baroque standouts at the beginning of the century. **Bach** was a great organist and composer. *Mass in B Minor* is one of his famous works. **Handel** is best known for his *Messiah*.
- E. Franz Joseph **Haydn** and Wolfgang Amadeus **Mozart** were the two standouts of the classical style in the second half of the eighteenth century. Haydn's *The Creation* is one of his greatest works. Mozart was a child prodigy, known for symphonies, concerti, and operas. His perpetual poverty made his life miserable. Haydn once said to Mozart's father, "Your son is the greatest composer known to me."
- F. The novel developed in Europe in the eighteenth century. Henry Fielding wrote novels about people with no morals surviving by their wits, such as *The History of Tom Jones, a Foundling*. His characters reflect real types in eighteenth-century England.

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#### Discussion Question

Who are some important twentieth-century composers of classical music? (*Sergei Prokofiev, Anton Bruckner, Benjamin Britten, and Aaron Copland are some.*)

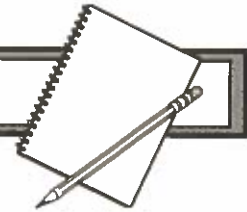
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## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



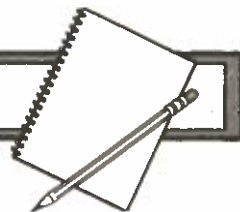
#### II. Enlightenment and Enlightened Absolutism (pages 528–531)

- A. The philosophes believed in natural rights for all people. These rights are the ones referred to in the American Declaration of Independence: to religious worship, speech, press, assembly, property, and the pursuit of happiness.
- B. The philosophes believed that enlightened rulers were to establish and preserve these rights. These rulers were to nurture the arts, sciences, and education, and to enforce the laws fairly over all subjects.
- C. **Enlightened absolutism** is a term once used to describe the monarchies that emerged at this time. According to this view, monarchs of this time tried to govern by Enlightenment principles while retaining royal power.
- D. Is the concept of enlightened absolutism correct? We can examine three states where philosophies tried to influence rulers to make enlightened reforms: **Prussia, Austria, and Russia.**
- E. Frederick William I and Frederick II made Prussia a European power in the eighteenth century. Frederick William I tried to maintain a highly efficient bureaucracy, whose values were obedience, honor, and service to the king. He doubled the army's size.
- F. Nobles who owned large estates were officers in the Prussian army. They believed in duty, obedience, and sacrifice, and were loyal to the king.
- G. Frederick II, or **Frederick the Great**, was one of Europe's most cultured kings. He knew and adopted some Enlightenment ideas. He abolished torture except in treason and murder cases, and granted limited freedom of speech, limited freedom of the press, and complete religious toleration.
- H. As a boy, mischievous Frederick II once escaped with a friend from his father. The king had them captured and made his son watch his friend's beheading. A year later the boy who would become Frederick the Great asked his father's forgiveness and followed his father's model thereafter.
- I. Austria was a major power by the eighteenth century. Empress **Maria Theresa**, who came to the throne in 1740, centralized the Austrian Empire and strengthened the state's power. Her successor, Joseph II, was more influenced by the philosophes.
- J. Joseph II abolished serfdom and the death penalty; he recognized equality before the law and religious reforms, including toleration. His program largely failed. Nobles were alienated because of the serfs' being freed. Serfs were confused about the sudden changes.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



- K.** After several weak rulers following Peter the Great's death, **Catherine the Great**, the German wife of the murdered Peter III, came to the Russian throne. She ruled from 1762 to 1796. She knew the ideas of the Enlightenment, and even invited Diderot to speak in Russia, which he did. She invited him to speak to her "man to man." In the end she did not adopt Enlightenment reforms because she needed the support of the Russian nobility.
- L.** Conditions for the peasants worsened, and Catherine the Great responded strongly to a peasant revolt. Serfdom was expanded to newer parts of the empire. She effectively expanded Russia's territory. For example, in the west, Russia gained about 50 percent of Poland's territory.
- M.** The theory of enlightened absolutism seems questionable. Most of these three governments did not institute Enlightenment reforms. The decisions the rulers made were ultimately about the well-being of their states, which the monarch equated with the state's power—to collect taxes and wage war.

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#### Discussion Question

What do you think Frederick II learned from watching his friend being beheaded?  
(Answers will vary. Accept relevant, thoughtful answers. It seems he learned either the gravity of the life he was destined for, and so reformed for that reason, or he learned that he must simply obey his father, and changed for that reason.)

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### III. War of the Austrian Succession (pages 531–532)

- A.** Maria Theresa succeeded her father to the Austrian throne after his death in 1740. The Prussian king took advantage of having a woman on the throne and invaded Austrian **Silesia**. France allied with Prussia, and Britain allied with Austria.
- B.** The War of the Austrian Succession (1740 to 1748) was fought in Europe, the Far East, and North America. In 1748 all parties made peace with the Treaty of Aix-la-Chapelle, and all occupied territories but Silesia were returned to their original owners.

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#### Discussion Question

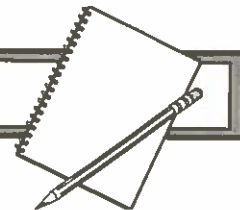
Prussia invaded Austrian lands because it considered Austria weakened with a female monarch. Are female leaders in politics or business still perceived as less authoritative than males? (Answers will vary. Accept relevant, thoughtful answers.)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 3



#### IV. The Seven Years' War (pages 532–534)

- A. Two new rivalries took center stage: France and Britain over colonial empires and Austria and Prussia over Silesia. Maria Theresa refused to accept the loss of Silesia.
- B. Though Austria and France had long been rivals, France abandoned Prussia and allied with Austria. Russia joined that alliance because it saw Prussia as a threat. Britain then allied with Prussia. In 1756 another worldwide war broke out—in Europe, India, and North America.
- C. The superb Prussian army was able to defeat the French, Austrians, and Russians for some time. Prussian forces were being worn down, however, and Frederick the Great faced disaster until the czar Peter III withdrew his troops from the war. Peter III greatly admired the Prussian leader.
- D. A stalemate led to peace. In 1763, under the Treaty of Paris, all occupied territories were returned and Austria officially recognized Prussia's permanent control of Silesia.
- E. The struggle between Britain and France during this time outside of Europe was known as the Great War for Empire. Sheer persistence made the British win out in India. In 1763 the French withdrew from India for good.
- F. The greatest conflicts of the Seven Years' War took place in North America. The French colonies in North America (Canada and Louisiana) were thinly populated trading outposts. French settlers would not move to North America. The 13 British colonies were thickly populated with about 1.5 million people by 1750. The British colonies also were quite prosperous.
- G. The British and French fought in the waterways of the Gulf of St. Lawrence in Canada and in the Ohio River valley. The French tried to establish forts in this valley to keep the British settlers from expanding into new territory. Native Americans allied with the French because the French were viewed as traders, not settlers.
- H. At first the French were winning, but then William Pitt the Elder, Britain's prime minister, revived Britain's cause. He focused the British navy against the French colonial forces. It defeated the smaller, weaker French navy.
- I. The British soon scored a series of land victories in the Great Lakes area and the Ohio River valley. The French made peace, and the 1763 Treaty of Paris transferred Canada and all lands east of the Mississippi to Britain. Spain, an ally of France, transferred Florida to British control, and France gave Spain its Louisiana territory.
- J. By 1763 Britain was the world's greatest colonial power.

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#### Discussion Question

Why did the British defeat of the French navy turn the tide in Britain's favor in the land war? (*The French were unable to resupply and reinforce their garrisons.*)

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end

## Daily Lecture and Discussion Notes

### Chapter 17, Section 4



**Did You Know?** Some believe that Crispus Attucks, a former slave, was the first American to fall during the Boston Massacre on March 5, 1770. He is generally considered the first man to have lost his life in the fight for American independence. His body lay in state for three days in Boston's Faneuil Hall. In 1888 a monument honoring Attucks was unveiled in the Boston Commons.

#### I. Colonial Empires in Latin America (pages 536–538)

- A. After the Spanish and Portuguese colonized the Americas, a new civilization arose that we call Latin America. Colonies often developed differently from the parent country.
- B. Latin America was a multiracial society. Europeans and Native Americans intermarried; their offspring were known as **mestizos**. Close to 8 million African slaves were brought to these countries. **Mulattoes**—offspring of Europeans and Africans—were also part of the unique society of Latin America.
- C. The Portuguese and Spanish sought ways to profit from their colonies. One source of wealth was gold and silver, but farming was more lucrative in the long run. An important feature of Latin American agriculture was the dominant role of the large landowner. The system of large landowners and dependent peasants has remained a lasting part of Latin America.
- D. Trade between the parent country and colony also was profitable. Spain and Portugal both regulated their colonies to keep others out. By the beginning of the eighteenth century, both France and Britain were getting too powerful to be kept out of the lucrative Latin American markets.
- E. The colonies of Portuguese Brazil and Spanish Latin America lasted over three hundred years. Colonial officials in Latin America had much freedom in carrying out their imperial policies.
- F. The European rulers were determined to spread Christianity. Catholic missionaries spread throughout the colonies. They brought the Native Americans into missions, where the natives could be converted, taught trades, and encouraged to farm. Missions allowed the missionaries to control the lives of the Native Americans.
- G. The Catholic Church built schools in the colonies, where Native American students were taught the basics of reading and writing and arithmetic. Women could enter convents to become nuns.
- H. Many nuns worked outside their convents by running schools and hospitals. One of these nuns, **Sor Juana Inés de la Cruz**, urged that women be educated.



## Daily Lecture and Discussion Notes

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- I. Sor Juana Inés de la Cruz was a well-known Latin American literary figure. She converted and entered the convent so she could write poetry and plays. She had been rejected from the University of Mexico because she was a woman. She died at the age of 43 while nursing the sick during an epidemic in Mexico City.

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#### Discussion Question

Given the contemporary world, were the Spanish and Portuguese successful in bringing Christianity to their colonies? (*Yes, most of Latin America is Catholic.*)

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#### II. Britain and British North America (page 538)

- A. The United Kingdom of Great Britain came into being in 1707, when the governments of England and Scotland united. The term *British* came to refer to the English and the Scots.
- B. The monarch and Parliament shared power in eighteenth-century Britain. Parliament was gradually getting the upper hand. It had the power to make laws, levy taxes, and pass the budget.
- C. A new dynasty, the **Hanoverians**, took power in 1714. From the first Hanoverian king, George I, their chief ministers were allowed to handle Parliament and so were powerful. **Robert Walpole** was prime minister from 1721 to 1742. The middle class wanted Britain's trade and empire expanded.
- D. One place for expansion was North America, where Britain controlled Canada and 13 colonies on the eastern coast of the present United States. Merchants in the colonial ports of Boston, Philadelphia, New York, and Charleston did not want the British government to run their affairs. Colonies had their own legislatures and often acted independently.

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#### Discussion Question

Why did the early Hanoverian kings depend so much on their prime ministers? (*They were not familiar with the customs and language of Britain since they came from the German state of Hanover.*)

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## Daily Lecture and Discussion Notes

### Chapter 17, Section 4



### III. The American Revolution (page 539)

- A. After the Seven Years' War, Britain needed more revenue from the colonies. In 1765 Parliament imposed the Stamp Act. Printed material such as legal documents and newspapers had to carry a stamp showing that a tax had been paid to Britain. After strong opposition, the act was repealed in 1766.
- B. The American colonies and Great Britain had numerous crises throughout the 1770s. The First Continental Congress convened in 1774. Fighting between Britain and the colonists erupted at Lexington and Concord in 1775. In 1776 the signing of Jefferson's stirring Declaration of Independence formally declared the colonies' intent to be independent.
- C. The help of foreign countries was essential to the colonies' cause. France supplied arms and men, and formally recognized the American state in 1777. It supplied troops and arms, and the Spanish and Dutch joined in against Great Britain. The volunteer American forces finally beat the well-trained professional British army after defeating Cornwallis at Yorktown (1781). The Treaty of Paris (1783) recognized the independence of the American colonies and gave the Americans control of the western territory from the Appalachians to the Mississippi River.

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#### Discussion Question

How would America be different now if the British had won the Revolutionary War?  
(Answers will vary. Accept relevant, thoughtful answers.)

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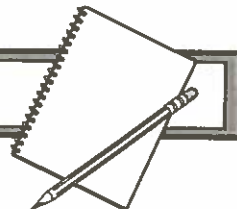
### IV. The Birth of a New Nation (pages 539–540)

- A. The 13 former colonies were now states, having created a new social contract. They had little interest in forming a country with a strong central government. Each kept to its own affairs, as the weak Articles of Confederation showed. Soon it was clear the government under the Articles lacked the power to deal with the new nation's problems.
- B. In 1787 delegates met to revise the Articles. That meeting became the Constitutional Convention. The delegates wrote a plan for a new national government.
- C. The proposed Constitution created a **federal system**. Power is shared between the national and state governments. The national (federal) government had the power to levy taxes, raise an army, regulate trade, and create a national currency.
- D. The federal government was divided into three branches in a system of checks and balances. The president (executive) had the power to execute laws, veto the legislature's acts, supervise foreign affairs, and direct military forces.



## Daily Lecture and Discussion Notes

### Chapter 17, Section 4



- E. The second branch (the legislative) consisted of the Senate, elected by the state legislatures, and the House of Representatives, elected directly by the people. The Supreme Court and other courts made up the third branch (judicial). The courts were to enforce the Constitution as the “supreme law of the land.”
- F. The promise of a Bill of Rights helped get the Constitution adopted. These 10 amendments guaranteed freedom of religion, speech, press, petition, and assembly. They gave Americans the right to bear arms and to be protected from unreasonable search and seizures. They guaranteed a trial by jury, due process of law, and the protection of property rights.
- G. Many of these rights were derived from the natural rights proposed by the eighteenth-century philosophes.

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#### Discussion Question

An irony of the American Revolution is that Founders such as Thomas Jefferson continued to own slaves, not entirely practicing what they preached. If a person does not practice what he or she preaches, is that sufficient reason to reject the ideas he or she espouses? *(Answers will vary. Accept relevant, thoughtful answers. One good avenue to explore is getting students to see that people can hold beliefs for reasons other than the kinds of people they are. Evidence can be independent of life history.)*

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