An aerial photograph showing a long, winding line of people standing in a dry, open field. The people are dressed in various casual clothing, and their shadows are cast on the ground. The field is surrounded by trees and a fence line in the distance. The overall scene depicts a large gathering of citizens waiting to vote.

In the photo on these pages, thousands of South African citizens stand in a kilometer-long line waiting to vote. This is a right they have sought all their lives. It is May 1994, and the first all-races election in South Africa's history is being held. The appreciation for democracy expressed on this day by individual South Africans shows the depth of their feelings. "It's an incredible experience, like falling in love," remarked Archbishop Desmond Tutu, head of the Anglican Church in South Africa. Said the newly elected South African president Nelson Mandela, "Today is a day like no other before it."

As Americans, we applaud as other countries embrace democracy. Our nation's political ideals as expressed in our most treasured political documents—the Declaration of Independence and the Constitution—have inspired people around the world to adopt democratic forms of government. In the brief time since the democratic elections in Poland and the collapse of the Berlin Wall in 1989, democratic revolutions have transformed many countries around the world. Additional millions of people now live under democratic rule.

As you read this book, you will learn about the people and events that have shaped our modern world. You will also follow the centuries-long struggle for individual freedom. To help understand today's world, we need to understand why democracy matters. We need to know how the idea of democracy has become a reality for so many people in the world, and a goal for others.

The Rise of Democratic Ideas

PREVIEWING THEMES

Power and Authority

People long have recognized the need for government, or a system for exercising authority. For much of history, they lived under authoritarian rulers, such as kings. These absolute rulers gradually lost power with the rise of democratic ideas. People came to demand a role in governing themselves.

Revolution

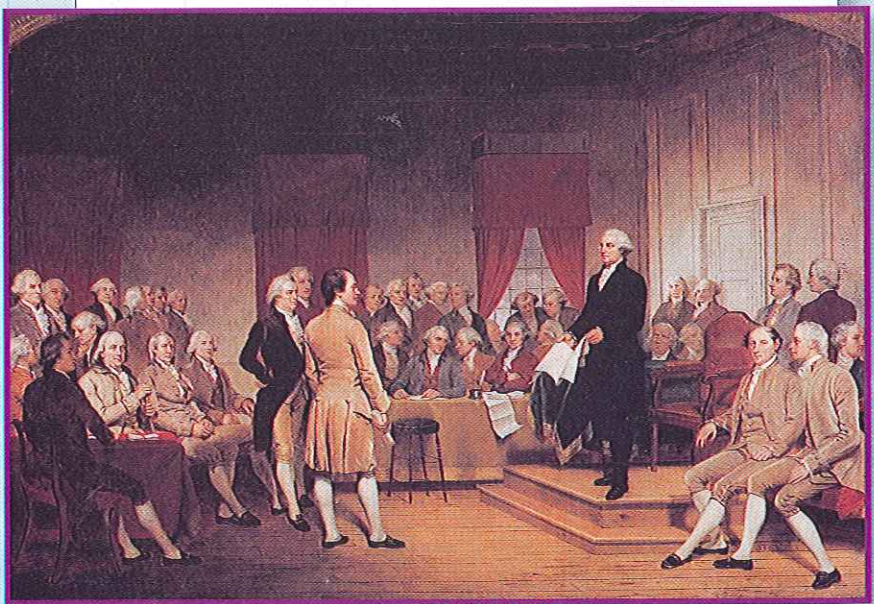
In their Glorious Revolution, the English established the right to limit a ruler's power. This nonviolent revolution and the ideas developed in the Enlightenment sparked a rebellion of the American colonies against British rule. In turn, the American Revolution helped give rise to the French Revolution.

Cultural Interaction

Democracy developed in Greece and was adapted by the Romans. During the Renaissance, Reformation, and Enlightenment, questions concerning authority and individual rights were widely discussed throughout western Europe. From England, democratic ideas moved to its American colonies. The Declaration of Independence and the U.S. Constitution inspired democratic movements throughout the world.



George Washington addressed members of the **Constitutional Convention** who were meeting in Philadelphia in **1787** to draft a new plan for governing the United States. Below is a detail from the oil painting *Washington Addressing the Constitutional Convention* by Junius Brutus Stearns (1856).



INTERNET CONNECTION
 Visit us at www.mcdougallittell.com to learn more about the rise of democratic ideas.

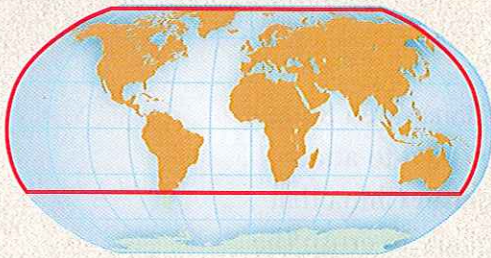
Tropic of Cancer

160°W

120°W

80°W

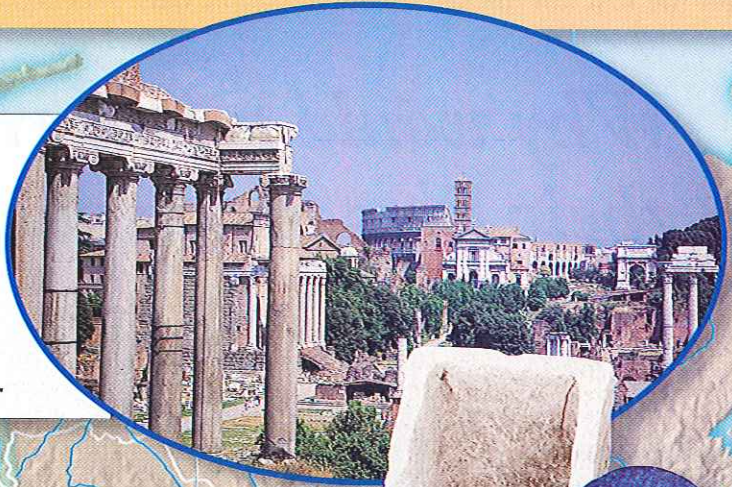
40°W



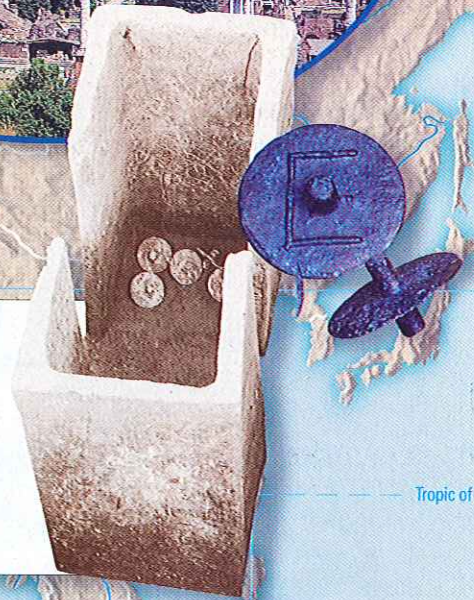
PREVIEWING THE PROLOGUE

| | | |
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| Section 1 | The Legacy of Ancient Greece and Rome | 5 |
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The Roman Forum, pictured here in a contemporary photo, was a government center and place of debate in ancient Rome for more than 600 years beginning in the 2nd century B.C.



This ancient terracotta ballot box, discovered in the Agora in Athens, was used in the 5th century B.C. by Athenian juries to cast verdicts at trials. Shown in detail are two of the ballots.

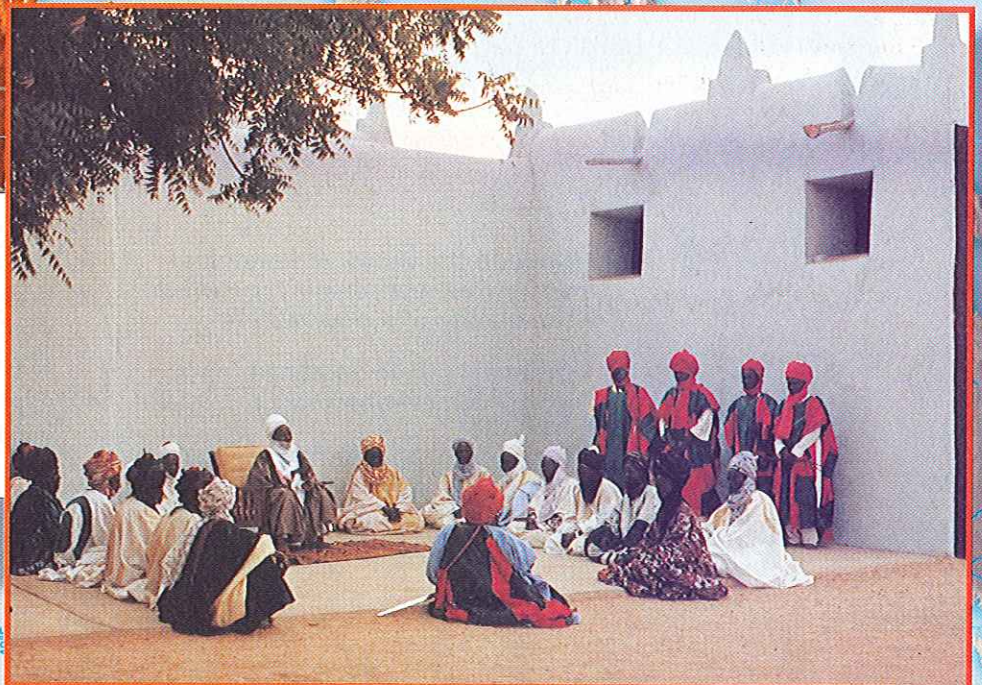


GREAT BRITAIN
GERMANY
FRANCE
ITALY
GREECE

AFRICA

Equator 0°

Some democratic traditions appeared in **West Africa** as early as the 9th century. Modern democracy in Africa did not begin until the **last half of the 20th century**, after a long period of European colonial rule. The photo to the right shows Hausa officials in contemporary West Africa. These men make decisions at several levels of government.



0° Prime Meridian

40°S

Interact *with* History

The young man in the photo faced a line of tanks in Tiananmen Square in Beijing, China, on June 5, 1989. The tanks were poised to attack students who sparked a powerful pro-democracy movement in China that spring. Ultimately, the government sent troops into the square to crush the uprising. Hundreds were reportedly killed and thousands injured. This was neither the first nor the last time that people have rebelled against tyranny.

Why would people risk their lives for democracy?

A lone man stands in front of a column of tanks, pleading for an end to the killing.



Chinese Army tanks are ordered to take control of Tiananmen Square from pro-democracy demonstrators.

EXAMINING *the* ISSUES

- How do the personal freedoms associated with democracy affect the quality of a person's life?
- Do people have an obligation to resist political oppression? Explain.
- How can people bring democracy into their lives?

Discuss these questions with your classmates. In your discussion, first think about what you value most in life, and why. Then imagine how people who are oppressed might feel and what they might do about these feelings.

As you read about the rise of democratic ideas in this prologue, think about how these ideas are expressed today.

The Legacy of Ancient Greece and Rome

TERMS & NAMES

- government
- democracy
- aristocracy
- citizen
- direct democracy
- monarchy
- natural laws
- republic
- senate

MAIN IDEA

The Greeks developed democracy, and the Romans added representative government and a written legal code.

WHY IT MATTERS NOW

Representation and a written law code are important features of democratic governments around the world.

SETTING THE STAGE Throughout history, people have recognized the need for a system for exercising authority, or a **government**. For the most part, they have lived under absolute rulers, such as chieftains, kings, or pharaohs, who have had total power. The idea that people can govern themselves—that is, the idea of **democracy**—evolved very slowly. It grew out of the contributions of many people over the course of thousands of years.

Athens Builds a Limited Democracy

Ancient Greek civilization claims the distinction of developing the first democracy. In fact, the word *democracy*, meaning “rule of the people,” comes from the Greek words *demos*, meaning “people,” and *kratos*, meaning “rule” or “authority.”

Greek civilization began about 2000 B.C. The Greeks established cities in the small fertile valleys along Greece’s rocky coast. Because of geographic isolation, each city-state had its own government. It was the basic political unit of ancient Greece.

Athens was the largest and most powerful city-state to emerge in Greece. It had a monarchy until 683 B.C. By then Athens had developed into an **aristocracy** (AR-uh-STAHK-ruh-see), or a state ruled by the noble class. Each year an assembly of citizens elected three nobles to rule the city-state. **Citizens** were adult male residents who were granted certain rights and responsibilities. After the nobles’ year of service, they became part of a larger council of advisors.

The Reforms of Solon By 600 B.C., Athens was suffering severe economic problems. In order to pay their debts, poor farmers pledged part of their crops to wealthy landowners. They later pledged their land. Finally they sold themselves into slavery and were not able to leave the land. This situation caused a political and economic crisis.

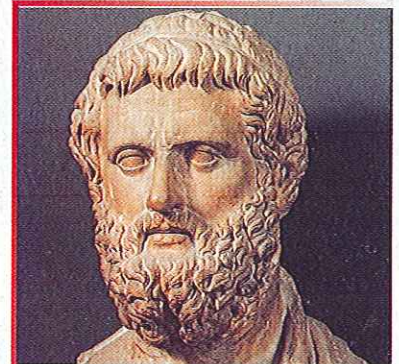
In 594 B.C., Solon (SO-luhn), a respected statesman, tried to solve the problems of Athens. He passed a law outlawing slavery based on debt and canceled the farmers’ debts. This simple act enabled Athens to avoid the devastation of revolution and civil war.

Solon continued his policies of political reform. He established four classes of citizenship based on wealth rather than heredity. Only citizens of the three higher classes were able to hold public office. Yet even the lowest class of citizens could vote in the assembly and, eventually, sit on juries. All free adult males were citizens. Solon also created a new Council of Four Hundred. This body prepared business for the already existing council.

Although these acts increased participation in government, Athens was still limited as a democracy. The aristocracy was still dominant. Only citizens could participate in government, and only about one-

Background
A city-state included the city and its surrounding territory.

HISTORY MAKERS



Solon
6307–5607 B.C.

Solon is known as one of the Seven Wise Men of Greece. He first gained public attention by urging the Athenians to go to war over possession of a nearby island. Athens listened to his advice and won the war. Solon became an Athenian hero.

Solon began a series of political reforms that greatly increased citizen participation in Athenian government. He said that he “stood with a strong shield before both parties [the common people and the powerful] and allowed neither to win an unfair victory.” His reforms, unfortunately, did not please either the wealthy or the poor. He left Athens for ten years to travel. He died not long after his return. However, he spent that period warning people against rulers who would not uphold his reforms.

tenth of the population were citizens. Athenian law denied citizenship to women, slaves, and foreign residents. Women generally were involved in rearing children, weaving clothing, preparing meals, and managing the household. Slaves formed about one-third of the Athenian population. They worked in mines, farmed fields, and did housework.

Solon introduced additional political reforms. These included a fairer code of laws and the right of citizens to bring charges against wrongdoers. His economic reforms benefited many. For example, by encouraging the export of grapes and olives, Solon started a profitable overseas trade and demand for these products. However, Solon stopped short of a complete program of land reform. This perhaps was because he knew that the nobility would not tolerate such an extreme measure.

The Reforms of Cleisthenes Conflicts continued between the landowners and the farming classes. Solon was succeeded by a series of powerful individuals who gained control of the government by appealing to the poor and the discontented for support. They gave land, voting rights, and citizenship to the masses in exchange for power.

Beginning in 508 B.C., the Athenian leader Cleisthenes (KLYS-thuh-NEEZ) introduced further reforms. He worked toward making Athens a full democracy by reorganizing the assembly. He wanted to break up the power of the nobility. He also increased the power of the assembly by allowing all citizens to submit laws for debate and passage. Cleisthenes then created the Council of Five Hundred. This body proposed laws and counseled the assembly. Council members were chosen by lot, or at random. These reforms allowed Athenian citizens to participate in a democracy. Because of his reforms, Cleisthenes is generally regarded as the founder of democracy in Athens.

THINK THROUGH HISTORY

A. Summarizing
Why is Cleisthenes generally considered the founder of Athenian democracy?



Greek plays often dramatized themes important to democracy—leadership, justice, and duty. Pictured here is a modern British production of *The Oresteia*, written by Aeschylus in 458 B.C.

Changes in Greek Democracy

In the 500s B.C., the Persian Empire was rapidly expanding northeast and southeast of Greece. In 490 B.C., Darius (duh-RY-uhs) the Great ordered a Persian fleet carrying 25,000 men to cross the Aegean Sea to invade Athens. The Greeks won this initial series of conflicts. Ten years later, Darius' son and successor, Xerxes (ZURK-seez), again tried to crush Greece. Eventually the Greek city-states fought side by side as allies and defeated the Persian forces in 479 B.C.

With the Persian threat ended, the Greek city-states felt a new sense of confidence and freedom. Athens, which played a major role in the Persian defeat, basked in the glory of the victory. After the war, Athens became the leader of an alliance of 140 city-states called the Delian League. The league drove the Persians from the territory surrounding Greece and ended the threat of future attacks. Soon after, Athens began to use its powerful navy to control other league members.

Pericles Strengthens Democracy The Athenians had maintained democracy during the Persian Wars by holding public debates about how to defend their city. After Persia's defeat, Athens continued to develop democracy. A wise and able statesman named Pericles led Athens for 32 years, from 461 to 429 B.C. The Age of Pericles became known as the Golden Age of Greece.

Vocabulary

juror: one who serves on a jury, or body of persons who hand down a verdict in a case presented in court.

Pericles strengthened Greek democracy by increasing the number of paid public officials and by paying jurors. This allowed poorer citizens to participate in the government. Through greater citizen participation, Athens evolved into a **direct democracy**. This is a form of government in which citizens rule directly and not through representatives. In Athens more citizens were actively involved in government than in any other city-state. In a speech, Pericles expressed his great pride in Athenian democracy, when he said, "Our constitution is called a democracy because power is in the hands not of a minority but of the whole people."

Greece's Golden Age lasted for less than 50 years. Tensions grew between Athens and Sparta, a city-state known for its military values and strong army. The tensions between the two sparked the Peloponnesian War (431–404 B.C.). Sparta defeated Athens and disbanded the Delian League. Greece as a whole was weakened.

In the nearby kingdom of Macedonia, King Philip II also watched events in Greece—and dreamed of taking control of it. In 338 B.C., Philip invaded Greece and defeated the weakened city-states. The defeat led to the end of democracy in Greece. Philip, and then his son Alexander the Great, subjected the Greeks to rule by **monarchy**, or government controlled by one person.

Greek Philosophers Search for Truth During this time of questioning and uncertainty in Athens in the fourth century B.C., several great thinkers appeared. They used logic and reason to investigate the nature of the universe, human society, and morality. They were seeking the truth. The Greeks called such thinkers philosophers, meaning "lovers of wisdom." These Greek thinkers based their philosophy on the following assumptions: (1) The universe (land, sky, and sea) is put together in an orderly way and is subject to absolute and unchanging laws; and (2) people can understand these laws through logic and reason. The Greeks' respect for human intelligence and the power of reason had allowed the ideas of democracy to flourish.

The first of these great philosophers was Socrates (SAHK-ruh-TEEZ). He encouraged his students to examine their most closely held beliefs. He used a question-and-answer approach that became known as the Socratic method. Socrates' greatest pupil was Plato (PLAY-toh). In his famous work *The Republic*, Plato set forth his vision of a perfectly governed society. He wanted society governed not by the richest and most powerful but by the wisest:

A VOICE FROM THE PAST

Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils, no, nor the human race.

PLATO, *The Republic*

Plato's student Aristotle (AR-ih-STAHHT-uhl) examined the nature of the world and of human belief, thought, and knowledge. In *Politics*, he stated, "Man is by nature a political animal; it is his nature to live in a state."

Legacy of Greece Greece set lasting standards in politics and philosophy. The Greeks did not rely on superstition or traditional explanations of the world. Instead, they used reason and intelligence to discover predictable patterns that they called **natural laws**. The Greeks did not wish to be subject to authoritarian rulers. So they developed direct democracy in order that citizens could actively participate in political decisions. The Greeks also were the first to think of three branches of government—a

SPOTLIGHT ON

The Igbo People

Western civilization did not have a monopoly on democratic government. The Igbo (IHG-boh) people—also called Ibo—of southern Nigeria in Africa practiced a form of democracy as early as the ninth century.

Igbo village government was made up of a council of elders and a village assembly. In the council, any adult male could take part in discussion, although the elders made the final decisions. In the assembly, everyone—young or old, rich or poor—had the right to speak. This practice encouraged a spirit of equality and competition among the Igbo.

legislative branch to pass laws, an executive branch to carry out the laws, and a judicial branch to settle disputes about the laws.

Rome Develops a Republic

While the great civilization of Greece was in decline, a new civilization to the west was developing its power. From about 1000 to 500 B.C., the earliest Romans—the Latins—battled with Greeks and Etruscans for control of the Italian peninsula. The Romans were the victors. During the struggle, the Romans became familiar with and adapted elements of Greek civilization, including ideas about government.

From Kingdom to Republic Beginning in about 600 B.C., a series of kings ruled Rome. Then, in 509 B.C., a group of Roman aristocrats overthrew a harsh king. They set up a new government, calling it a republic. A **republic** is a form of government in which power rests with citizens who have the right to elect the leaders who make government decisions. It is an indirect democracy, in contrast to the direct democracy in which all citizens participate directly in the government. In Rome, as in Greece, citizenship with voting rights was granted only to free-born males.

In the early republic, two groups struggled for power. The patricians were aristocratic landowners who held most of the power. The plebeians were common farmers, artisans, and merchants. Over time, the plebeians forced the patricians to give them more power.

Republican Government Like the Athenians, the Romans established a government with separate branches. Two officials called consuls commanded the army and directed the government. Their term of office was only one year. The legislative branch was made up of a Senate and two assemblies. The Senate was the aristocratic branch of Rome's government. It controlled foreign and financial policies and advised the consuls. The two assemblies were more democratic, because they included other classes of citizens. In times of crisis, the republic also provided for a dictator, a leader who had absolute power to make laws and command the army. The dictator was limited to only a six-month term.

For hundreds of years after the founding of the republic, Rome expanded its territories through conquest and trade. By about 70 B.C., Rome's Mediterranean possessions stretched from Anatolia in the east to Spain in the west. But expansion created problems for the republic. For decades, Rome alternated between the chaos of civil war and the authoritarian rule of a series of dictators. Eventually the republic collapsed, and Augustus (aw-GUS-tus) became emperor in 27 B.C.

Roman Law

Rome had become a great power not only by conquering other lands but also by bringing the conquered peoples into its system. The Romans tried to create a system of laws that could be universally applied throughout the Roman Empire. Like the Greeks, they believed that laws should be based on principles of reason and justice and should protect citizens and their property. This idea applied to all people regardless of their nationality. It had a great influence on the development of democracy throughout the Western world.

Some of the most important principles of Roman law were the following:

- All citizens had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.

Background

The Etruscans were an ancient people native to northern Italy.

THINK THROUGH HISTORY

B. Contrasting How does an indirect democracy differ from a direct democracy?

Background

Rome was never a true democracy, a government by and for all the people. In Rome, only upper-class or wealthy men had power. Women could not vote.

HISTORY MAKERS

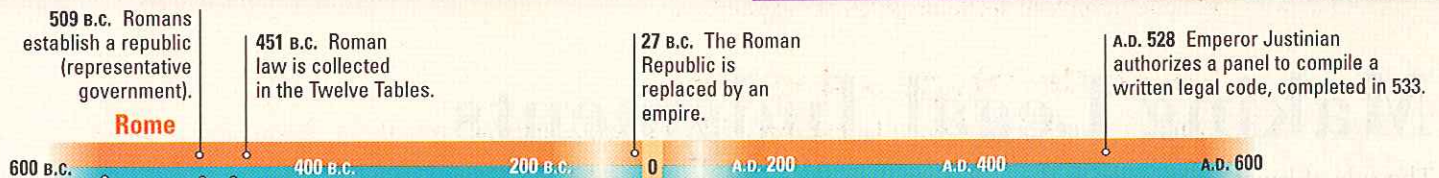


Justinian
482–565

By the time Justinian became emperor of the Roman Empire in the East in 527, the Western Roman Empire had fallen. During his reign, Justinian regained control of parts of the West and reunited them with the East as the Byzantine Empire.

To regulate this complex society, the emperor set up a panel of legal experts to comb through hundreds of years of Roman law and opinion. The panel's task was to create a single, uniform legal code for Justinian's "New Rome."

Justinian believed that "imperial majesty should not only be adorned with military might but also graced with laws, so that in times of peace and war alike the state may be governed aright." The Justinian Code has had a profound impact on the law of most Western countries.



- The burden of proof rested with the accuser rather than the accused.
- Any law that seemed unreasonable or grossly unfair could be set aside.



During the Roman Republic, citizens voted by dropping a stone tablet in a voting urn as depicted on this Roman coin from 137 B.C.

A Written Legal Code Another characteristic of Roman government was its regard for written law. In 451 B.C., officials made a collection of Roman laws called the Twelve Tables. These tables assured that all citizens had a right to the protection of the law. Nearly 1,000 years later, in A.D. 528, Emperor Justinian ordered the compiling of all Roman laws since the earlier code. After its completion, this new code consisted of four works: *The Code*, containing nearly 5,000 Roman laws; *The Digest*, a summary of legal opinions; *The Institutes*, a textbook for law students; and *The Novellae*, laws passed after 534. The Code of Justinian later became a guide on legal matters throughout western Europe. Written laws helped establish the idea of “a government of laws, not of men,” where even rulers and other powerful persons could sometimes be held accountable for their actions.

Legacy of Rome Rome gave the world the idea of a republic. Legal and political terms that are common today, such as senate and dictator, originated in Rome. Rome also adopted from the Greeks the notion that an individual is a citizen in a state rather than the subject of a ruler. Perhaps Rome’s greatest and most lasting legacy was its written legal code and the idea that this code should be applied equally and impartially to all citizens. Rome preserved and added to Greece’s idea of democracy and passed on the early democratic tradition to civilizations that followed.

code: a systematically arranged and comprehensive collection of laws

THINK THROUGH HISTORY
C. Summarizing
 How did Rome influence the development of democracy in the western world?

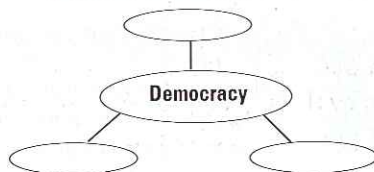
Section 1 Assessment

1. TERMS & NAMES

- Identify
- government
 - democracy
 - aristocracy
 - citizen
 - direct democracy
 - monarchy
 - natural laws
 - republic
 - senate

2. TAKING NOTES

Using a diagram like the one below, list three contributions of Greece to democracy.



Which contribution do you think had the greatest impact on the modern world?

3. SYNTHESIZING

Which characteristic of the government under the Roman Republic had the greatest impact on the democratic tradition?

- THINK ABOUT**
- the control of power by citizens
 - the separation of government branches
 - the regard for written law

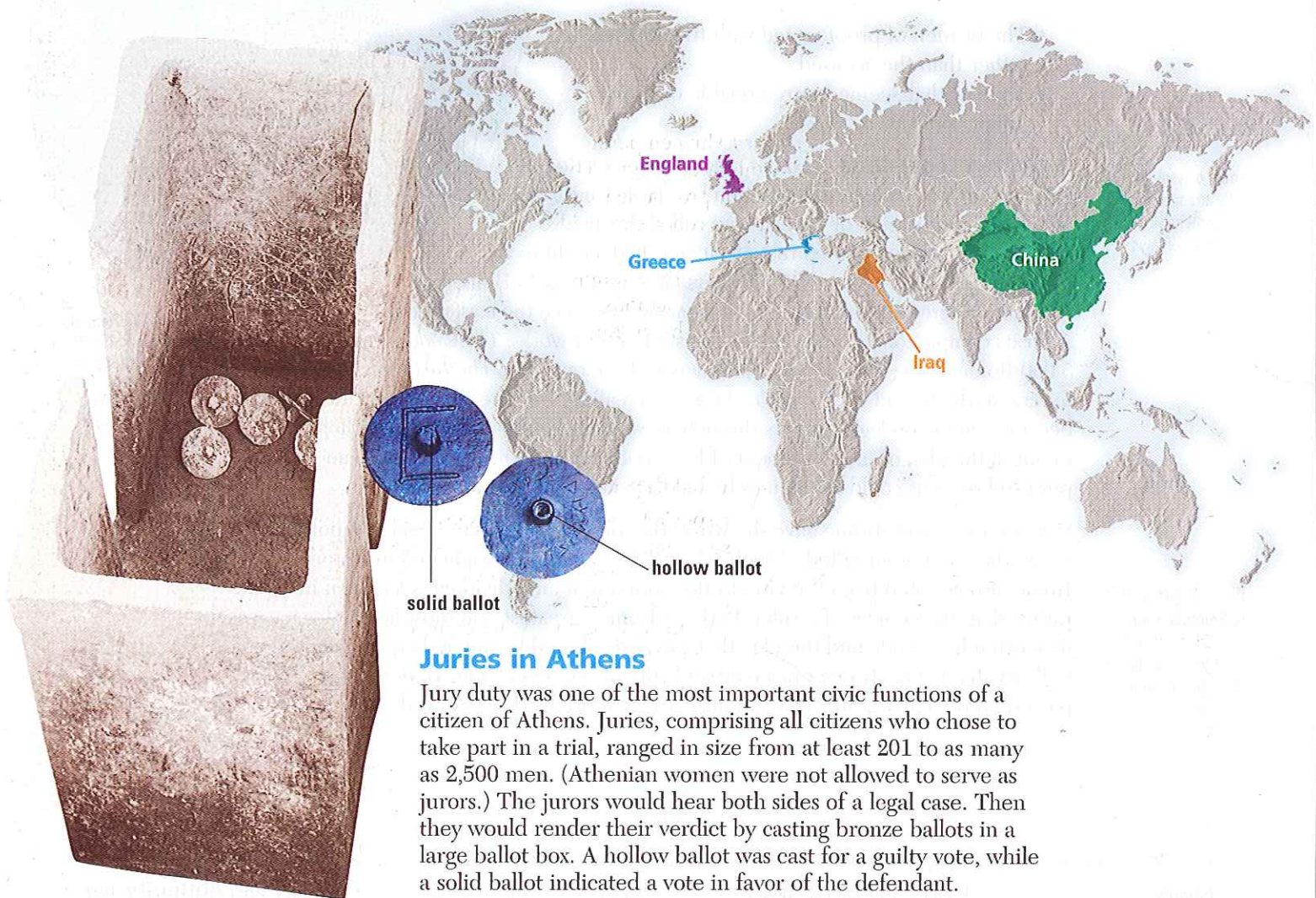
4. ANALYZING THEMES

Power and Authority How do the steps Athens took reflect a turn toward democracy?

- THINK ABOUT**
- Solon’s reforms
 - Cleisthenes’ reforms
 - the Age of Pericles

Making Legal Judgments

The rule of law is an essential feature of democracy. In a democracy, everyone, from the most powerful government official to the poorest citizen, must obey the law. While legal systems have existed in some form in most societies, only in democracies are laws made and enforced by the people themselves or by their representatives. For much of history, the law has often been nothing more than the wishes of an absolute ruler or a ruling elite and has been arbitrarily executed by them. In ancient Athens, however, nearly 2,500 years ago, citizens were first given the right to administer justice—by serving on juries.



solid ballot

hollow ballot

Juries in Athens

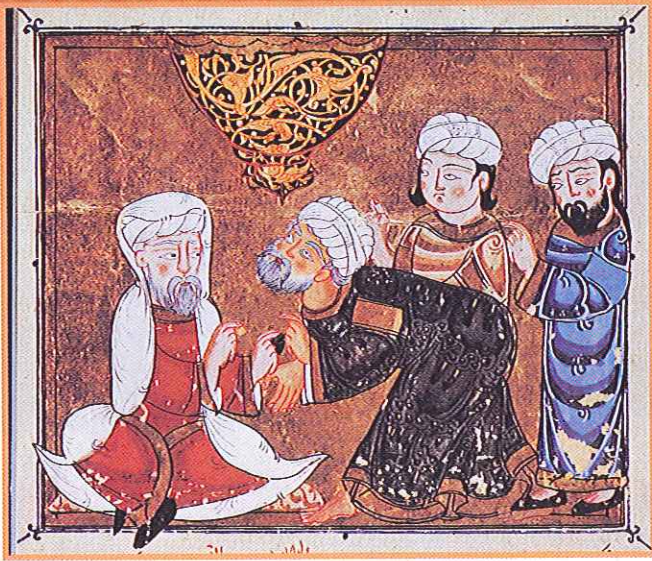
Jury duty was one of the most important civic functions of a citizen of Athens. Juries, comprising all citizens who chose to take part in a trial, ranged in size from at least 201 to as many as 2,500 men. (Athenian women were not allowed to serve as jurors.) The jurors would hear both sides of a legal case. Then they would render their verdict by casting bronze ballots in a large ballot box. A hollow ballot was cast for a guilty vote, while a solid ballot indicated a vote in favor of the defendant.



Each potential juror was given a bronze ticket inscribed with his name. After the tickets had been placed in a basket, jurors were randomly selected.

Citizens could vote to ostracize, or banish, a leader from Athens for ten years to prevent a person from gaining too much power. The person's name was inscribed on a pottery fragment called an *ostrakon*. This one bears the name of Pericles.





Islamic Court in Southwest Asia

Islamic law is based on the Qur'an, the Muslim holy book, and on the teachings of the prophet Muhammad. These teachings are believed to contain the general principles for all matters that need to be regulated. In this 14th-century illustration from the Abbasid period in southwest Asia, a *qadi*, or judge, administers the law. A *qadi* heard testimony from each party and then settled the dispute either by applying the letter of the law or by helping the parties reach agreement.

Imperial Decrees in China

Autocratic rulers like the 14th-century Ming emperor Hongwu, shown at the right, had unlimited power. They made laws through imperial decree, or pronouncement, and saw to their enforcement. Hongwu reportedly said, "In the morning I punish a few; by evening others commit the same crime. I punish these in the evening and by the next morning again there are violations. Although the corpses of the first have not been removed, already others follow their path."



Trial by Ordeal in England

Especially in the Middle Ages, guilt or innocence was sometimes determined through ordeal trials. The alleged evildoer was forced to undergo a physical ordeal, usually by fire or water. In this 17th-century illustration at the left, a woman is tried for witchcraft. It was believed that an innocent person would drown, but a witch would float. The judgment of witchcraft brought death by burning.

Connect to History

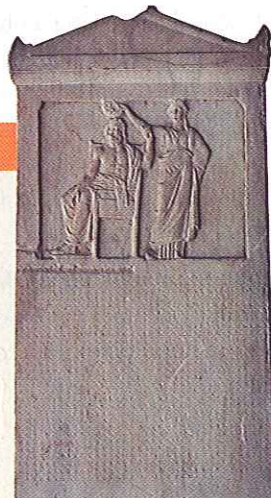
Comparing and Contrasting
What is similar and what is different among the ways legal judgments are made in the examples?

SEE SKILLBUILDER
HANDBOOK PAGE 654

Connect to Today

Researching Read about the trial system in the United States today. Then write two paragraphs explaining which example on these pages is the forerunner of the U.S. system.

This stone relief from 336 B.C. shows **Democracy Crowning the People**, indicating the reverence Athenians had for democracy. The inscription below the image lists laws to guarantee democracy.



2 Judeo-Christian Tradition

TERMS & NAMES

- Judaism
- Ten Commandments
- prophet
- Christianity
- Roman Catholic Church
- Renaissance
- Reformation

MAIN IDEA

Judaism and Christianity taught individual worth, ethical standards, and the need to fight injustice.

WHY IT MATTERS NOW

These ideals continue to be important to democracy today.

SETTING THE STAGE Judaism and Christianity both began in a small corner of southwest Asia. Later, as they spread across the world, their ideas about the worth of individuals and the responsibility of individuals to the community had a strong impact on the development of democracy.

Judaism

Much of what we know about the early history of the Hebrews, later called the Jews, is contained in the first five books of the Hebrew Scriptures, the Torah. In the Torah, God chose Abraham to be the “father,” or ancestor, of the Hebrew people. God commanded Abraham to move his people to Canaan, an area of ancient Palestine. This occurred around 2000 B.C.

In this engraving from the 19th century, Moses holds the Ten Commandments, which, according to Hebrew Scriptures, were given to him by God on Mount Sinai.



Created in God’s Image Unlike the other groups around them, who were polytheists—people who believed in more than one god—the Hebrews were monotheists. They believed in one god. This God was perfect, all-knowing, all-powerful, and eternal. Earlier, people had generally thought that what the gods wanted from human beings was the performance of rituals and sacrifices in their honor. The Hebrews believed that it was God’s wish for people to live moral lives. The religion of the Hebrews was called **Judaism**.

The Hebrew Scriptures (the Old Testament, to Christians) state that human beings are created in God’s image. The Hebrews interpreted this to mean that each human being has a divine spark that gives him or her a dignity that can never be taken away. For the Greeks and Romans, the individual had dignity because of his or her ability to reason. For the Hebrews, each person had dignity simply by being a child of God.

The Hebrews believed that God had given human beings moral freedom—the capacity to choose between good and evil. Therefore, each person was responsible for the choices he or she made. These beliefs led to a new emphasis on the worth of the individual.

Jewish Law Teaches Morality Like the Greeks, the Romans, and other ancient peoples, the Jews had a written code of laws. The Bible

THINK THROUGH HISTORY

A. Drawing Conclusions What religious beliefs made the Hebrews different from other groups around them?

Background The religion of the Hebrews was called Judaism after the Hebrew kingdom of Judah.

states that God gave this code to their leader Moses in about 1200 B.C., in the form of the **Ten Commandments** and other laws. Unlike the laws of other peoples, the Hebrews' code focused more on morality and ethics and less on political laws. The code included rules of social and religious behavior to which even rulers were subject. While the Hebrew code of justice was strict, it was softened by expressions of God's mercy.

A creative expansion of the religious thought of the Jews occurred with the emergence of prophets in the eighth century B.C. The **prophets** were leaders and teachers who were believed by the Jews to be messengers from God. The prophets attacked war, oppression, and greed in statements such as these from the Old Testament:

THE BIBLE

He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

Micah, 6:8

The prophets strengthened the Jewish faith's social conscience, which has become part of the Western tradition. The Jews believed that it is the responsibility of every person to oppose injustice and oppression and that the community should assist the unfortunate. The prophets held out the hope that life on earth could be improved, that poverty and injustice need not exist, and that individuals are capable of living according to high moral standards.

Christianity

As Rome expanded, its power spread throughout the Mediterranean. It took control of Judea, homeland of the Jews, around 63 B.C. By A.D. 6, the Romans ruled Judea directly.

According to the New Testament, Jesus of Nazareth was born around 6 to 4 B.C. He was both a Jew and a Roman subject. He began his public ministry at the age of 30. His preaching contained many ideas from Jewish tradition, such as monotheism and the principles of the Ten Commandments. Jesus emphasized God's personal relationship to each human being.

But Jesus' ideas went beyond traditional morality. He stressed the importance of people's love for God, their neighbors, their enemies, and themselves. In the Sermon on the Mount, Jesus told the people, "I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you." He also taught that God would eventually end wickedness in the world and would establish an eternal kingdom in which he would reign. People who sincerely repented their sins would find life after death in this kingdom.

About A.D. 29, Jesus visited Jerusalem. Because some referred to him as the "king of the Jews," the Roman governor considered him a political threat. They had him put to death by crucifixion. According to Jesus' followers, he rose from the dead three days later and ascended into heaven. His followers believed he was the Messiah, or savior. Jesus came to be referred to as Jesus Christ. *Christos* is a Greek word meaning "messiah" or "savior." The word **Christianity**, the name of the religion founded by Jesus, was derived from the name Christ.

The Teachings of Christianity In the first century after Jesus' death, his followers began to teach this new religion based on his message. Christianity spread slowly but steadily across the Roman Empire. One man, the apostle Paul, had enormous influence on Christianity's development.

Paul traveled from city to city around the eastern Mediterranean to preach. He

HISTORY MAKERS

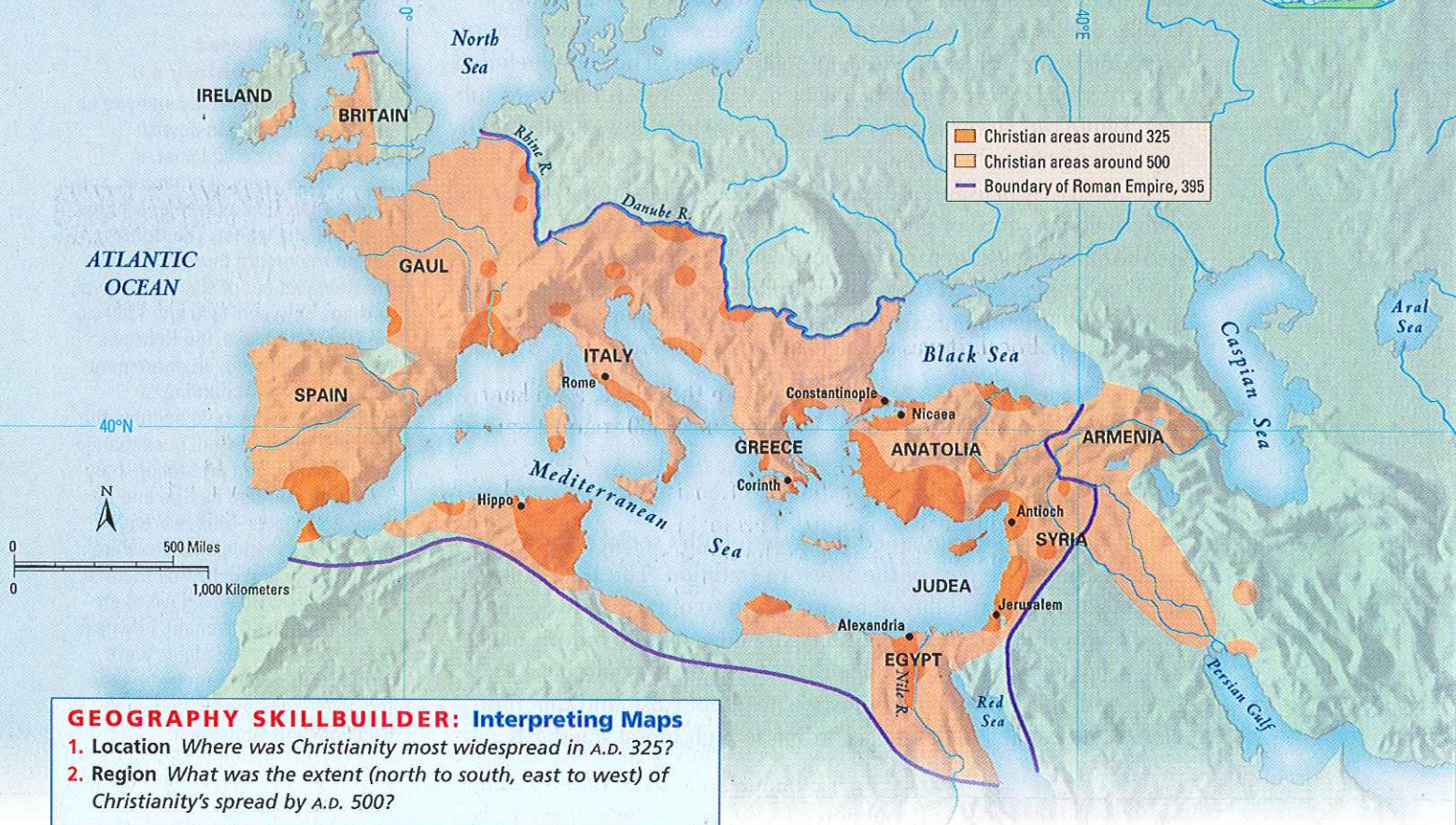
Moses c. 13th century B.C.

Moses is considered by many to be the greatest figure in Jewish history. He was a diplomat, a lawmaker, a political organizer, and a military leader, as well as a judge and religious leader. The Hebrew Scriptures record that Moses led the Hebrews out of slavery in Egypt, perhaps between 1300 and 1200 B.C.

Through Moses, the Hebrews formed a covenant, an agreement with their God. According to Scriptures, they would become the chosen people of God. In exchange for God's love and protection, they agreed to be ruled by God and to obey God's laws. Moses brought the Ten Commandments down from Mount Sinai and delivered them to the Israelites. He also gave them the Book of the Covenant, in which God's rules and guidelines were written. These laws focus on the Israelites' relationship both with God and with each other.

Vocabulary
apostle: one of the followers of Jesus who preached and spread his teaching.

Spread of Christianity in the Roman World to A.D. 500



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Where was Christianity most widespread in A.D. 325?
2. **Region** What was the extent (north to south, east to west) of Christianity's spread by A.D. 500?

stressed that Jesus was the son of God and that he had died for people's sins. Paul declared that Christianity was a universal religion. It should welcome all converts, Jew and non-Jew. He said, "There is neither Jew nor Greek, there is neither slave nor free, there is neither male nor female; for you are all one in Christ Jesus." He stressed the essential equality of all human beings, a belief central to democracy.

Rome Spreads Judeo-Christian Ideas In the beginning, the Roman Empire was hostile to the beliefs of Judaism and Christianity. Yet it was the empire that helped spread the ideas of these religions in two ways. The first way was indirect. After the Jews began to rebel against the Romans in the first century, they were exiled from their homeland in A.D. 70. This dispersal was called the *Diaspora*. The Jews then fled to many parts of the world. With them, they took their beliefs that all people had the right to be treated with justice and dignity.

The second way the empire spread Judeo-Christian ideas was more direct. Despite persecution of Christians over the years, Christianity became a powerful religion throughout the empire and beyond. By 380, it had become the official religion of the empire. Eventually it took root in Europe, the Near East, and northern Africa.

Islam

Another monotheistic religion that taught equality of all persons and individual worth also developed in southwest Asia, in the early 600s. Islam, as it was called, was based on the teachings of the prophet Muhammad. He emphasized the dignity of all human beings and the brotherhood of all people. A belief in the bond of community and the unity of all people led to a tolerance of different groups within the community. Muslims were required by their religion to offer charity and help to those in need. Under Muslim law, rulers had to obey the same laws as those they ruled.

THINK THROUGH HISTORY

B. Summarizing
How were Judeo-Christian ideas spread throughout the Roman Empire?

The Legacy of Monotheistic Religions Several ideals crucial to the shaping of a democratic outlook emerged from the early monotheistic religions of southwest Asia. They include the following:

- the duty of the individual and the community to combat oppression
- the worth of the individual
- the equality of people before God

Renaissance and Reformation

By the Middle Ages, the **Roman Catholic Church**, one church that developed from Roman Christianity, had become the most powerful institution in Europe. It influenced all aspects of life—religious, social, and political. It was strongly authoritarian in structure.

Renaissance Revives Classical Ideas In the 1300s, a brilliant cultural movement arose in Italy. Over the next 300 years, it spread to the rest of Europe. This movement was called the **Renaissance**, from the French word for “rebirth.” The Renaissance was marked by renewed interest in classical culture. This included the restoration of old monuments and works of art and the rediscovery of forgotten Greek and Latin manuscripts. Renaissance thinkers were interested in earthly life for its own sake. They rejected the medieval view that life was only a preparation for the afterlife.

Renaissance education was intended to prepare some men for public service rather than just for service to the Church. The latter had been the goal of medieval education. Scholars placed increasing value on subjects concerned with humankind and culture. Although Christianity remained a strong force in Europe, people began to be more critical of the Church.

During the Renaissance, individualism became deeply rooted in Western culture. It was expressed by artists, who sought to capture individual character. It was demonstrated by explorers, who ventured into uncharted seas, and by conquerors, who carved out vast empires in the Americas. It also was shown by merchant-capitalists, who amassed huge fortunes by taking great economic risks.

The Reformation Challenges Church Power The spirit of questioning that started during the Renaissance came to full bloom in the Reformation. The **Reformation** was a religious reform movement that began in the 16th century. Those who wanted to reform the Catholic Church were called Protestants, because they protested against the power and abuses of the Church. Reformers stressed the importance of a direct relationship with God.

The Reformation started in Germany. Martin Luther, a monk and teacher, criticized the Church’s practice of selling pardons for sins. In 1521, Luther went even farther. He said that people could be saved only through faith in God. This contradicted the Church’s position that salvation came through faith and good works. What began as a reform movement ended up as a new division of Christianity—Protestantism.

Because Protestantism encouraged people to make their own religious judgments, Protestants began to have differences

GlobalImpact

Printing Press

The first European printing press with movable type is thought to have been invented in 1455, by Johannes Gutenberg of Germany. By 1500, presses were used in 13 European countries.

The printing press with movable type, shown below in a 16th-century French woodcut, made it possible to print books quickly and cheaply. This fueled Renaissance learning because scholars could read each other’s works soon after they were written. The ideas of the Renaissance and, later, of the Enlightenment were spread through the printed word.

The spread of reading matter made literacy for large numbers of people suddenly possible. And an informed citizenry contributed to the rise of democracy. These informed citizens began to question authority. This ultimately spurred democratic revolutions in America and France in the late 1700s.



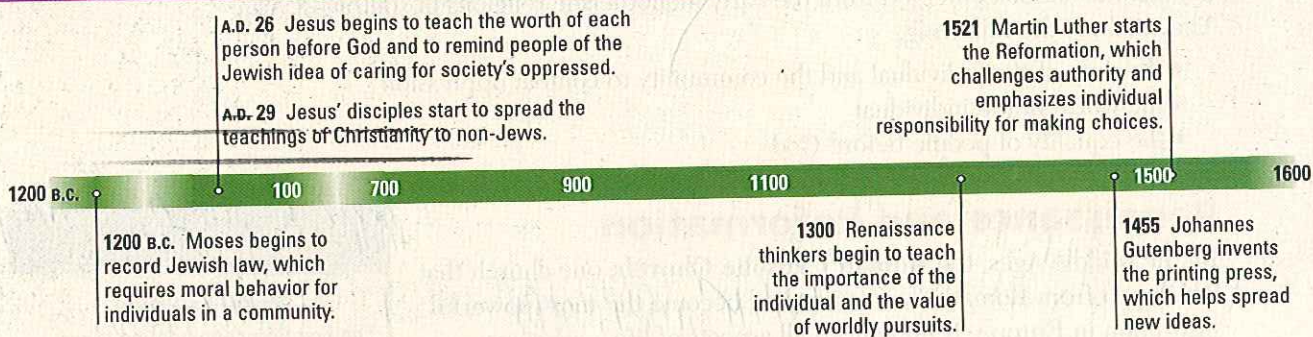
Vocabulary

individualism: belief in the importance of the individual and in the virtues of self-reliance and personal independence.

Vocabulary

pardon: cancellation of earthly punishment till due for a sin that as been forgiven.

The Rise of Democratic Ideas, 1200 B.C.–A.D. 1600



of belief. They then established new churches in addition to the already-formed Lutheran Church. These included the Anglican, Presbyterian, and Calvinist churches.

Catholics and Protestants differed on many issues. The Catholic Church claimed the right to interpret the Bible for all Christians. Protestants called on believers to read and interpret the Bible for themselves. The Catholic Church said that the only way to salvation was through the Church. Protestants said that the clergy had no special powers and that people could find individual paths to God. The Protestant emphasis on private judgment in religious matters—on a sense of conviction rather than a reliance on authority—further strengthened the importance of the individual.

SPOTLIGHT ON

The Peasants' Revolt

Luther questioned Church authority. Peasants in southern Germany went farther. In 1524, they questioned political and social authority. They wanted an end to serfdom, or being forced to serve a master. They stormed the castles of the nobles, forcing them, at least initially, to give in to the demands.

It was the largest mass uprising in the history of Germany. The peasants looked to Luther to support their rights, but Luther supported the nobles instead. As many as 100,000 peasants were killed during the rebellion.

Legacy of the Renaissance and Reformation The Reformation and the other changes that swept Europe during and after the Middle Ages greatly influenced the shaping of the modern world. By challenging the authority of monarchs and popes, the Reformation indirectly contributed to the growth of democracy. Also, by calling on believers to read and interpret the Bible for themselves, it introduced individuals to reading and exposed them to more than just religious ideas.

Both the Renaissance and the Reformation placed emphasis on the importance of the individual. This was an idea that would play a significant part in the democratic revolutions that followed and in the growth of political liberty in modern times.

THINK THROUGH HISTORY
C. Synthesizing
 How did the Renaissance and the Reformation contribute to the growth of democracy?

Section 2 Assessment

1. TERMS & NAMES

Identify

- Judaism
- Ten Commandments
- prophet
- Christianity
- Roman Catholic Church
- Renaissance
- Reformation

2. TAKING NOTES

Using a chart like the one below, list one contribution to democracy associated with each of the following:

| Category | Contribution |
|--------------|--------------|
| Judaism | |
| Christianity | |
| Renaissance | |
| Reformation | |

3. DRAWING CONCLUSIONS

How did the Reformation promote the idea of individualism?

THINK ABOUT

- endorsing a direct relationship with God
- encouraging people to make their own religious judgments

4. ANALYZING THEMES

Cultural Interaction What ideas crucial to the shaping of democracy did Judaism and Christianity share?

THINK ABOUT

- the role of the individual
- a person's relationship to God
- a person's relationship to others

3

Democratic Developments in England

MAIN IDEA

England began to develop democratic institutions that limited the power of the monarchy.

WHY IT MATTERS NOW

Democratic traditions developed in England have influenced many countries, including the United States.

TERMS & NAMES

- feudalism
- common law
- Magna Carta
- due process of law
- Parliament
- divine right
- Glorious Revolution
- constitutional monarchy
- bill of rights

SETTING THE STAGE In 1066, William, the Duke of Normandy in France, invaded England and claimed the English throne. It set in motion events that gradually led to the end of **feudalism**—the political and economic system of the Middle Ages—and to the development of democracy in England.

Medieval Reforms

One of William's descendants was Henry II, who ruled from 1154 to 1189. He controlled almost the entire western half of France, in addition to England. A man of great intelligence, wisdom, and vigor, Henry is considered one of the most gifted statesmen of the 12th century.

Juries and Common Law One of Henry's greatest achievements was the development of the jury trial as a means of administering royal justice. Before then, people were tried in courts of feudal lords. In such courts, the accused would usually have to survive a duel or some physically painful or dangerous ordeal to be set free.

With Henry's innovation, a royal judge would visit each shire, or county, at least once a year. First, the judge would review the crime that had been committed. Then he would ask 12 men, often neighbors of the accused, to answer questions about the facts of the case. These people were known as a jury. Unlike our modern juries, they did not decide guilt or innocence. People came to prefer the jury trial over the feudal-court trial because they found it more just.

Legal decisions made by royal justices were used as precedents in new cases. Gradually, England was unified under a single legal system. This was called "common law" because it was common to the whole kingdom. Unlike Roman law, which expressed the will of a ruler or a lawmaker, **common law** reflected customs and principles established over time. Common law became the basis of the legal systems in many English-speaking countries, including the United States.

The Magna Carta When Henry II died, his son Richard the Lion-Hearted assumed the throne. He was followed by his brother John, an unpopular king. King John fought a costly and unsuccessful war with France. Not only did England lose many of its land holdings in France, but John also tried to raise taxes to pay for the war. This led to conflict between the English nobles and King John. In 1215 the angry nobles rebelled and forced John to grant guarantees of certain traditional political rights. They presented their demands to him in written form as the **Magna Carta** (Great Charter).

The Magna Carta (1215), pictured here, is the most celebrated document in English history because it guaranteed political rights for the first time.





SPOTLIGHT ON

Early Attempts to Limit the Monarchy

The Magna Carta was only the first step in the ongoing struggle between the English monarchy and nobility. In 1258, English barons forced King Henry III to sign the Provisions of Oxford. The Provisions gave the barons the right to rule with the king in exchange for financial aid. Although soon discarded, the Provisions are regarded as the first written constitution in English history.

Chief among those named as rulers by the Provisions was Simon de Montfort, Earl of Leicester, depicted on his seal above. He was initially a favorite of the king. Later, de Montfort lost confidence in Henry's ability to rule. He imprisoned Henry and his son Edward in 1264. Then he established a ruling triumvirate. He was killed the following year at the Battle of Evesham by Edward, who had escaped.

The Magna Carta is celebrated as the source of traditional English respect for individual rights and liberties.

Basically, it was a contract between the king and nobles of England. However, the Magna Carta contained certain important principles that limited the power of the English monarch over all his English subjects. Implied was the idea that monarchs had no right to rule in any way they pleased. They had to govern according to law.

The Magna Carta had 63 clauses. Two established basic legal rights for individuals. Clause 12 declared that taxes "shall be levied in our kingdom only by the common consent of our kingdom." This meant that the king could not demand taxes but rather had to ask for some form of popular consent.

Clause 39 declared, "No man shall be arrested or imprisoned . . . except by the legal judgment of his peers or by the law of the land." This meant that a person had the right to a jury trial and to the protection of the law. This right—to have the law work in known, orderly ways—is called **due process of law**. In other words, the king could not willfully, or arbitrarily, punish his subjects.

Over the centuries, the principles of the Magna Carta were extended to protect the liberties of all the English people. Clause 12, for example, was later interpreted to mean that the king could not levy taxes without the consent of **Parliament**, England's national legislature. The principle of "no taxation without representation" was a rallying cry, over five centuries later, of the American Revolution. Clause 39 was interpreted as forbidding the government from arresting people without grounds for suspicion.

Model Parliament Even before the Norman Conquest, Anglo-Saxon kings had discussed important issues with members of the nobility who acted as a council of advisors. This practice continued through the centuries. In 1295, King John's grandson, Edward I, needed money to pay for yet another war in France. He wanted wide support for the war. So he called together not only the lords but also lesser knights and some burgesses, or leading citizens of the towns. Edward explained his action by saying, "What affects all, by all should be approved." Historians refer to this famous gathering as the Model Parliament, because it established a standard for later Parliaments. The Model Parliament voted on taxes and helped

Edward make reforms and consolidate laws.

By the mid-1300s, the knights and burgesses had gained an official role in the government. They had formed an assembly of their own—the House of Commons, which was the lower house of Parliament. Nobles and bishops met separately in the upper house, the House of Lords. Because the great majority of English people had no part in Parliament, it was not truly a democratic body. Even so, its existence limited the power of the monarch and established the principle of representation.

Parliament Grows Stronger

Over the next few centuries, Parliament's "power of the purse," or its right to approve certain expenses, gave it strong influence in governing. The House of Commons,

Vocabulary

contract: an agreement between two or more parties, especially one that is written and enforceable by law.

Vocabulary

tax: a contribution for the support of a government required of persons, groups, or businesses.

THINK THROUGH HISTORY

A. Drawing

Conclusions How did the principle of rule by law, as implied in the Magna Carta, limit the power of the king?

which controlled those purse strings, was gradually becoming the equal of the House of Lords. Parliament increasingly viewed itself as a partner with the monarch in governing. It voted on taxes, passed laws, and advised on royal policies.

Conflict With the Monarch The struggle to limit the power of the monarchy continued over the centuries. In the 1600s, monarchs on the European continent were asserting greater authority over lords than they had during the Middle Ages. These kings claimed not just the right to rule but the right to rule with absolute power. They claimed that a king's power came from God. This assertion was known as the theory of the **divine right** of kings. Advocates of divine right said that monarchs were chosen by God and responsible only to God. To challenge the authority of the monarch, therefore, was to challenge God.

Elizabeth I, the last Tudor monarch of England, died in 1603, without a child. She was succeeded by a new line of monarchs, the Stuarts, who were relatives from Scotland. The Stuarts were strong believers in divine right. King James of Scotland became James I, the first Stuart king. Because he came from Scotland and knew little of English laws and institutions, he clashed with Parliament over the traditional rights of the people.

Three issues caused conflict during James's reign. First, religious reformers known as Puritans were trying to change the Church of England, or Anglican Church, through legislation. They wanted to simplify, or purify, Church doctrines and ceremonies. They felt the Church of England was still too much like the Roman Catholic Church, which it had separated from, or left. The Puritans entered an ongoing battle with James, who was the official head of the Church.

Second, the king used the Star Chamber, a royal court of law, to administer justice. He ignored parliamentary courts, which used common law. The people began to accuse the king of tyranny.

Third, and perhaps most important, was the issue of money. Elizabeth had left James a large debt. In addition, he wanted even more money in order to have an extravagant court and to wage war. Parliament declined to grant him any additional funds. James then ignored Parliament and tried to raise money by other means.

Parliament Overthrows the King The troubles under James became explosions under his son, Charles I, who became king in 1625. Like James, Charles needed funds. He asked Parliament for money in 1628. In return for granting revenue from taxes, Parliament tried to further limit royal power. It sought to force Charles to accept the Petition of Right.

The Petition of Right went against theories of absolute monarchy. It is viewed as a landmark in constitutional history. It demanded an end to:

- taxing without Parliament's consent
- imprisoning citizens illegally
- housing troops in citizens' homes
- military government in peacetime

Charles agreed to sign the petition in order to get the funds he wanted. Later he ignored the commitments secured in the document.

Charles dismissed Parliament in 1629 and refused to convene it again for 11 years. But when the Scots invaded England in 1640, Charles was forced to call Parliament to get funds to defend the country. In a show of independence, Parliament refused to discuss money until Charles considered how he had wronged Parliament. Parliament passed laws to reduce the power of the monarchy, angering Charles. Grievances

CONNECT to TODAY

Power of the Purse

Many of Parliament's struggles with the monarchy focused on money. Only Parliament could approve certain expenditures. The monarch had to convince Parliament that the proposed expenses were worthwhile.

Such struggles must seem familiar to the President of the United States and to Congress. The President proposes a yearly budget, which Congress either approves or amends. The tension between the two branches of government over the budget can reach crisis level.

At the end of 1995, President Clinton vetoed a budget amended by the House of Representatives. The House then cut off funds for operating the government, which shut down for several weeks. Both sides eventually agreed to a compromise.

Vocabulary

tyranny: absolute power, especially when exercised harshly or unjustly.

THINK THROUGH HISTORY

B. Analyzing Issues

Explain the controversy between James I and Parliament.

continued to grow. Eventually, in 1642, the English Civil War broke out. Royalists, who upheld the monarchy, were opposed by antiroyalists, who supported Parliament.

After several years of conflict, the antiroyalist forces, commanded by Puritan leader Oliver Cromwell, won control of the government. Charles was condemned as a “tyrant, murderer, and public enemy” and in 1649 was executed.

Establishment of Constitutional Monarchy

After Charles’s execution, Oliver Cromwell established a republic called the Commonwealth of England. He spent the next several years crushing a series of uprisings against his rule. He was opposed both by supporters of monarchy and by more extreme Puritans. Cromwell became unhappy with Parliament’s failure to enact his religious, social, and economic reforms. In 1653 he dissolved Parliament and created a government called the Protectorate. He named himself Lord Protector. In effect, Cromwell became a military dictator.

Cromwell’s increasingly authoritarian rule was extremely unpopular. Most of the English were not unhappy at his death in 1658.

The Restoration Cromwell’s son Richard succeeded him as Lord Protector. He was not a strong ruler, and the military dictatorship continued to be unpopular. Cromwell resigned in 1659. In 1660, a new Parliament restored the monarchy and invited Charles Stuart, the son of Charles I, to take the throne. This period was called the Restoration, because the monarchy was restored to the throne. Yet Parliament retained the powers it had gained through the struggles of the previous two decades. For example, the monarch could not tax without Parliament’s consent.

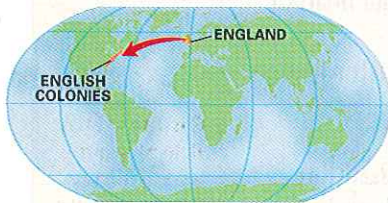
THINK THROUGH HISTORY
C. Analyzing Causes What caused Parliament to restore the monarchy?

In addition, Parliament continued its attempts to limit the monarchy and to expand rights. In 1679 it passed the Habeas Corpus Amendment Act. *Habeas corpus* is a Latin term meaning “you are ordered to have the body.” When someone is arrested, the police must produce the person in court. That person must be informed of what he or she is accused of having done. The court then decides if there is reason to hold the accused. Habeas corpus prevents authorities from detaining a person unjustly or wrongfully. (This right is still important in democracies today. It is mentioned in the U.S. Constitution.)

Glorious Revolution When Charles II died in 1685, his younger brother became King James II. James was a Roman Catholic and also a believer in the divine right of monarchs. The English people were afraid that he wanted to make Catholicism the official religion. They hoped that when James died, his Protestant daughter, Mary, would become queen. However, James’s wife gave birth to a son in 1688. Because a male heir to the throne took precedence, or came before, a female, it seemed likely that Catholic rule would continue. This was unacceptable to most of the English people.

Parliament withdrew its support from James and offered the English throne to his Protestant daughter, Mary, and her husband, William of Orange, ruler of the Netherlands. William invaded England, and James fled to France. In 1689 William and Mary were crowned co-rulers of England. The **Glorious Revolution**, as it came to be called, is now seen as a turning point in English constitutional history. Parliament had established its right to limit the English monarch’s power and to control succession to the throne. England was now a **constitutional monarchy**, where the powers of the ruler are restricted by the constitution and the laws of the country.

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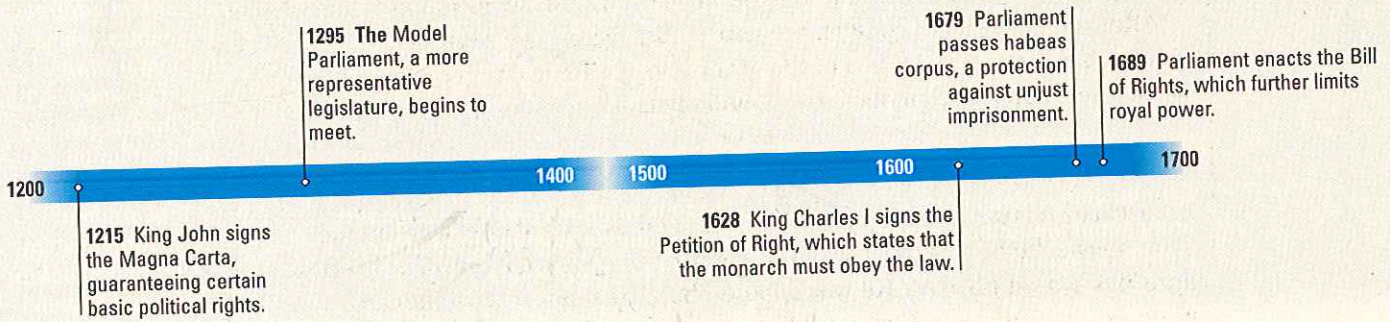


Prelude to the American Revolution

James II’s unpopularity extended across the Atlantic Ocean to England’s American colonies. In 1684, a royal court took away the charter of the Massachusetts Bay Colony. James II had decided to create a union of all colonies from New Jersey to New Hampshire.

James appointed Sir Edmund Andros as royal governor of the Dominion of New England. Andros abolished elective assemblies, declared town meetings illegal, and collected taxes that the people had never voted on.

When word of the Glorious Revolution reached America, the colonists overthrew Andros in their own version of the revolt. This action may have contributed to the colonists’ belief that it was their right to overthrow an unjust king.

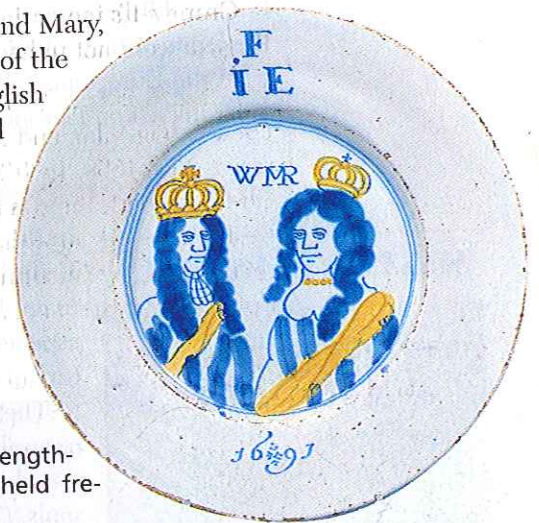


English Bill of Rights In 1689, the new monarchs, William and Mary, accepted from Parliament a **bill of rights**, or formal summary of the rights and liberties considered essential to the people. The English Bill of Rights limited the power of the monarchy and protected free speech in Parliament. The monarch was forbidden to suspend laws, to tax without the consent of Parliament, or to raise an army during peacetime without Parliament's approval. People were assured of their right to petition the king to seek remedies for their grievances against the government. Excessive bail and cruel and unusual punishment were forbidden. And foremost, the Bill of Rights declared:

A VOICE FROM THE PAST

... that for redress of all grievances, and for the amending, strengthening, and preserving of the laws, parliament ought to be held frequently.

English Bill of Rights



This 17th-century plate commemorates William and Mary's ascension to the English throne in 1689.

England's Legacy England's Glorious Revolution and the bill of rights that it produced had a great impact. English citizens were guaranteed the rule of law, parliamentary government, individual liberties, and a constitutional monarchy. This completed a process begun with the Magna Carta. The Bill of Rights also set an example for England's American colonists when they considered grievances against Britain nearly 100 years later. These precedents, along with the ideas of the Enlightenment, would give rise to democratic revolutions in America and France in the late 18th century.

THINK THROUGH HISTORY
D. Summarizing
 What was England's legacy to democracy?

Section 3 Assessment

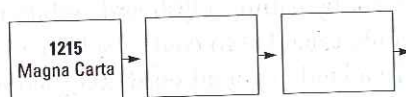
1. TERMS & NAMES

Identify

- feudalism
- common law
- Magna Carta
- due process of law
- Parliament
- divine right
- Glorious Revolution
- constitutional monarchy
- bill of rights

2. TAKING NOTES

Using a sequence graphic like the one below, show the main events that mark the development of constitutional monarchy in England.



Which event do you think was the most important, and why do you think so?

3. SUMMARIZING

What were the main achievements of the Glorious Revolution?

THINK ABOUT

- William and Mary
- the role of Parliament
- English rights and liberties

4. THEME ACTIVITY

Power and Authority Think of yourself as an adviser to King John. Write him a letter in which you argue for or against accepting the Magna Carta. Tell the king the advantages and disadvantages of agreeing to the demands of the nobles.

4

The Enlightenment and Democratic Revolutions

TERMS & NAMES

- Enlightenment
- social contract
- natural rights
- separation of powers
- American Revolution
- representative government
- federal system
- French Revolution
- United Nations

MAIN IDEA

Enlightenment ideas helped bring about the American and French revolutions.

WHY IT MATTERS NOW

These revolutions and the documents they produced have inspired other democratic movements.

SETTING THE STAGE The Renaissance continued to affect European thinking through the 17th century. Its emphasis on the individual and its desire to expand the limits of human ability were especially influential. At the same time, Europeans began to explore the limits of their physical world. They extended the boundaries of the known world in what the Europeans called the Age of Exploration. New ideas and discoveries had a great impact on Europeans' understanding of both themselves and the world.

Background

The Age of Exploration was a period of more than 300 years during which European explorers sailed to Asia, Africa, and the Americas on voyages of discovery and exploration.

Enlightenment Ideas

HISTORY MAKERS



John Locke
1632–1704

During Charles II's reign, John Locke fell under suspicion of treason. He fled England to the Netherlands. There he was befriended by Prince William of Orange and his wife, Mary. When they became the ruling monarchs of England, Locke also returned and became a court favorite.

In addition to his political writings, Locke published *An Essay Concerning Human Understanding* (1690). It describes how the mind learns about the world. Locke believed that at birth, the mind is a clean slate, a *tabula rasa*. As a person grows, he or she is affected by many experiences. People used reason, Locke asserted, to make sense of their experiences and to discover order in the universe.

In the 17th and 18th centuries, an intellectual movement called the **Enlightenment** developed. During this period, thinkers attempted to apply the principles of reason and the methods of science to all aspects of society. Enlightenment thinkers built upon the long history of Western thought.

The philosophers of ancient Greece had established the idea of natural laws that could be discovered by careful observation and reasoned inquiry. Christianity contributed the belief in the equality of souls. (This belief would later lead to the principle of equal rights in society.) During the Renaissance, thinkers had focused on worldly concerns. They criticized medieval philosophy for concentrating on questions that seemed unrelated to human conditions.

The Scientific Revolution of the 1500s and 1600s was an even more immediate source of Enlightenment thought. New ideas about society and government developed out of it. The Scientific Revolution caused thinkers to rely on their own reasoning instead of merely accepting traditional beliefs. Enlightenment thinkers praised both Isaac Newton's discovery of the mechanical laws that govern the universe and the scientific method that made such a discovery possible. They wanted to apply the scientific method, which relied on observation and testing of theories, to human affairs. They hoped that they could use reason to discover the natural laws that governed society just as scientists had used it to discover physical laws.

Hobbes and Locke The English philosopher Thomas Hobbes was influenced by the Scientific Revolution. In his masterpiece of political theory, *Leviathan* (1651), he gave his views on human nature. Hobbes believed that people were by nature selfish and ambitious. He thought the kind of government needed to control selfish ambitions was absolute monarchy. In a kind of **social contract**, people agreed to submit to an authoritarian ruler to prevent disorder.

John Locke, another early Enlightenment thinker, held a more positive view of human nature. His book *Two Treatises on Government* was published in 1690, the year after the Glorious Revolution. Locke

Vocabulary

Western thought: the intellectual activity of the culture that developed in Europe.

argued that the English people had been justified in overthrowing James II. The government had failed under James to perform its most fundamental duty—protecting the rights of the people. Locke said that all human beings had, by nature, the right to life, liberty, and property. In order to protect these **natural rights**, they formed governments. The people had an absolute right, he said, to rebel against a government that violated or failed to protect their rights.

THINK THROUGH HISTORY

A. Summarizing

What was John Locke's argument against the divine right of kings?

Locke was indicating that a government's power comes from the people, not from God. Thus Locke provided a strong argument against the divine right of kings. Locke's ideas about self-government inspired people and became cornerstones of modern democratic thought.

Voltaire and Rousseau Other thinkers of the Enlightenment admired the democratic nature of English institutions. They themselves, however, lived under the rule of absolute monarchs. Voltaire was a brilliant 18th-century French writer and historian. He proposed tolerance, freedom of religion, and free speech. The French government and Christianity were frequent targets of his criticism.

Perhaps the most free-thinking of all Enlightenment philosophers was Jean-Jacques Rousseau. His most famous work was *The Social Contract* (1762). In it, Rousseau advocated democracy. Unlike Hobbes, he called the social contract an agreement among free individuals to create a government that would respond to the people's will:

A VOICE FROM THE PAST

The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before.

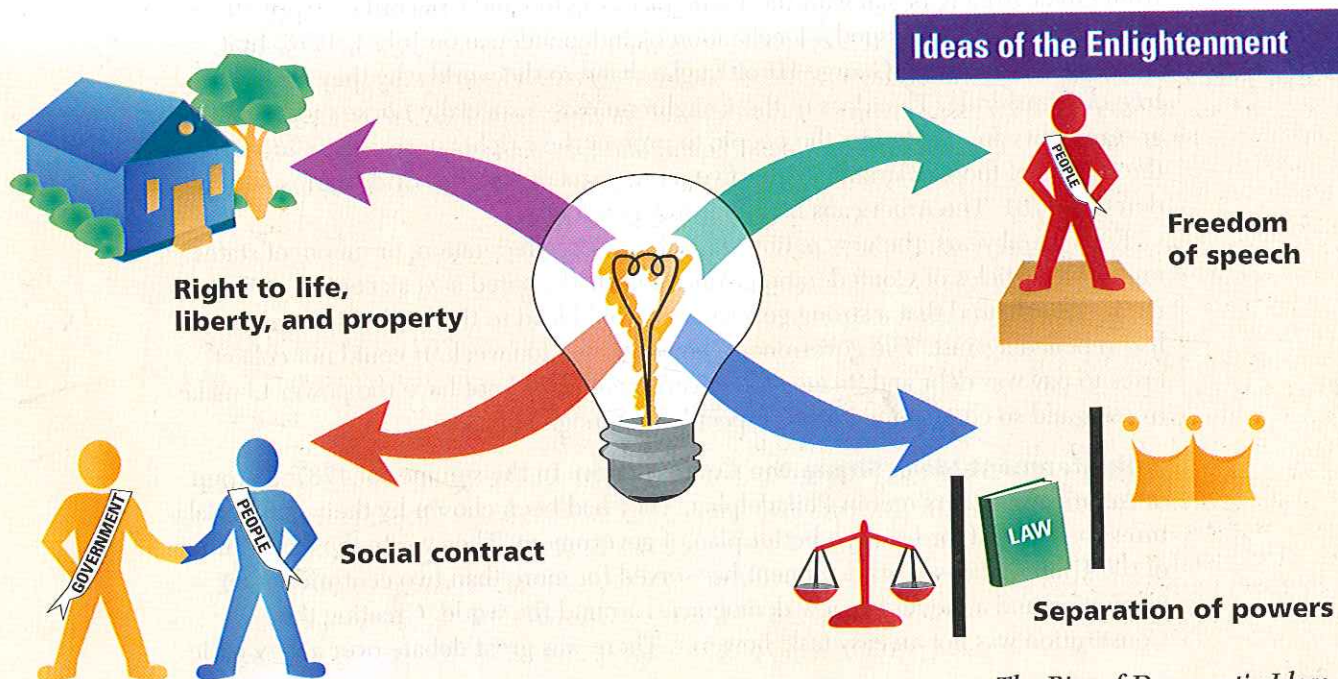
JEAN-JACQUES ROUSSEAU, *The Social Contract*

Vocabulary

legitimate: authentic, or genuine

For Rousseau, the only government that was legitimate came from the consent of the governed. The people, he hoped, would follow the dictates of their consciences to vote for, or choose, that which was best for the community as a whole.

Montesquieu Another French philosopher, Baron de Montesquieu, also recognized liberty as a natural right. In his book *The Spirit of the Laws* (1748), Montesquieu pointed out that any person or group in power will try to increase its power. Like Aristotle, Montesquieu searched for a way to keep government under control. He concluded that liberty could best be safeguarded by a **separation of powers**, that is,



by dividing government into three separate branches. These branches were (1) a legislature to make laws, (2) an executive to enforce them, and (3) courts to interpret them. This basic plan is used today by the United States and many other democratic countries.

The Beginning of Democracy in America

The ideas of the Enlightenment had a strong impact on Britain's North American colonies. By the mid-1700s, 13 British colonies had been established in North America. They were administered under the rule of the British government. To the north and west of Britain's colonies was New France, a French colony. In 1756, Britain and France went to war for control of North America. The war was called the French and Indian War. France and England were also fighting in Europe, where the conflict was known as the Seven Years' War.

SPOTLIGHT ON

The Iroquois Federation

The Iroquois Federation was a loose organization of five, and later six, tribes from upper New York State. Clan and village chiefs from each tribe made up a common council. Each tribe had one vote. All decisions had to be unanimous.

The federation impressed the colonists with its efficient organization. Some people think that knowledge of the Iroquois Federation may have influenced an early plan for a colonial union—the Albany Plan of Union—proposed by Benjamin Franklin in 1754 or even the federal structure of the United States government. The Iroquois Federation split during the Revolutionary War. Some tribes supported the British, while others aided the Americans.

Americans Protest British Policies The American colonists helped Britain defeat France in the French and Indian War. At war's end in 1763, the British Empire in North America stretched west to the Mississippi River. The war had been very costly, however, and further expenses lay ahead. Britain believed its colonies should pay some of the cost because they shared some of the benefits. To protect the newly acquired territory, the British needed to keep even more soldiers in America. To raise money, Britain sought to tax the colonists.

The colonists protested what they viewed as a violation of their rights as British citizens—there should be no taxation without representation. (The taxes were assessed by Parliament, but the colonists had no representation in Parliament.) The colonists also resented the British for preventing them from settling on land west of the Appalachian Mountains. They felt that the French and Indian War had been fought to allow westward expansion.

Americans Win Independence The Stamp Act of 1765 was the first in a series of measures by the British to tax the colonists. The colonists opposed each of these measures. Eventually, to protect their economic and political rights, the colonists united and began to arm themselves against what they called British oppression.

The **American Revolution**, the colonists' fight for independence from Great Britain, began with the Battle of Lexington and Concord on April 19, 1775. The Americans issued a Declaration of Independence on July 4, 1776. In it, they explained to King George III of England and to the world why they should be free of British rule. The ideas of the Enlightenment—especially Locke's ideas that governments are created by the people to protect their rights—strongly influenced the writers of the Declaration. After five more years of war, the British army surrendered in 1781. The Americans had their independence.

For several years, the new nation existed as a loose federation, or union, of states under the Articles of Confederation. Americans had wanted a weak central government. They feared that a strong government would lead to the kind of tyranny they had rebelled against. The government, however, was too weak. It could not collect taxes to pay war debt and finance the government. It did not have the power to make treaties and so commanded little respect from foreign countries.

Enlightenment Ideas Shape the Constitution In the summer of 1787, a group of Americans leaders met in Philadelphia. They had been chosen by their state legislatures to work out, or frame, a better plan of government. They wrote the Constitution of the United States. This document has served for more than two centuries as an inspiration and a model for new democracies around the world. Creating the Constitution was not an easy task, however. There was great debate over a very basic

question: Is it possible to establish a government that is strong and stable but not tyrannical? The answer that the framers reached was yes—such a government was possible if they created a system in which power and responsibility were shared in a balanced way.

First, the framers agreed to set up a **representative government**, one in which citizens elect representatives to make laws and policies for them. This was to ensure that the power to govern ultimately rested with the people, as advocated by Rousseau. Yet unlike Rousseau, they selected an indirect form of government over direct democracy. The Romans had also chosen an indirect democracy when they established a republic.

Second, the framers created a **federal system**. The powers of government were to be divided between the federal, or central, government and the states, or local, government. Third, within the federal government, the framers set up a separation of powers based on the writings of Montesquieu. Power was divided among the executive, legislative, and judicial branches. This provided a system of checks and balances to prevent any branch from having too much power.

THINK THROUGH HISTORY

B. Recognizing

Effects What Enlightenment ideas influenced the U.S. Constitution?

The French Revolution

During the 18th century, the impulse toward democracy had also been stirring in France. Under Louis XIV, who reigned from 1638 to 1715, France experienced the excesses of absolute monarchy. Louis left unresolved problems and massive debts for his heirs. Unrest grew during the reigns of Louis XV and Louis XVI.

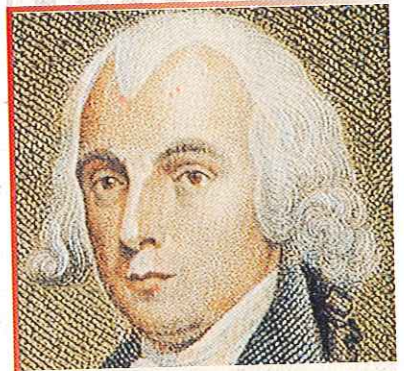
Causes of the Revolution Louis XVI came to the throne at the age of 19 in 1774. He was a well-intentioned but weak leader who was often dominated by his wife, Marie Antoinette. She was a spoiled and extravagant woman who often involved herself in matters of the royal court. She was unpopular with the French people. France's problems, however, went deeper than the monarchy. The clergy and the nobility enjoyed many privileges. Even though the monarchy was deeply in debt, only commoners paid taxes. Many historians say that the French Revolution was fought to balance the inequities, or injustices, in French society.

Throughout the 18th century, Enlightenment ideas caused people to rethink the structure of society. The French middle class and also some nobles were strongly impressed with ideas such as the social contract and freedom of speech. They were also inspired by the example of the American people throwing off an oppressive government in the 1770s. The peasants, too, were dissatisfied and restless. The year 1789 had been preceded by two years of poor harvests. The people were hungry and felt that neither the king nor the nobility cared.

Early Reforms of Revolution Louis XVI's government was about to go bankrupt in 1789. In desperation, Louis sought to raise taxes. He called into session the Estates-General. This representative assembly had not been summoned since 1614. The commoners in the Estates-General, however, felt their class was not fairly represented and protested. They left and formed the National Assembly. Eventually, members of other classes joined them. In the meantime, on July 14, 1789, the people of Paris stormed the Bastille, a much-hated prison in Paris that symbolized autocratic rule. Peasant uprisings then spread from Paris throughout the country. The fight to win democratic freedoms for the people, the **French Revolution**, had begun.

The National Assembly made many needed reforms. It adopted the Declaration of the Rights of Man and of the Citizen. This document was strongly influenced by Enlightenment ideas and the American Declaration of Independence. The declaration

HISTORY MAKERS



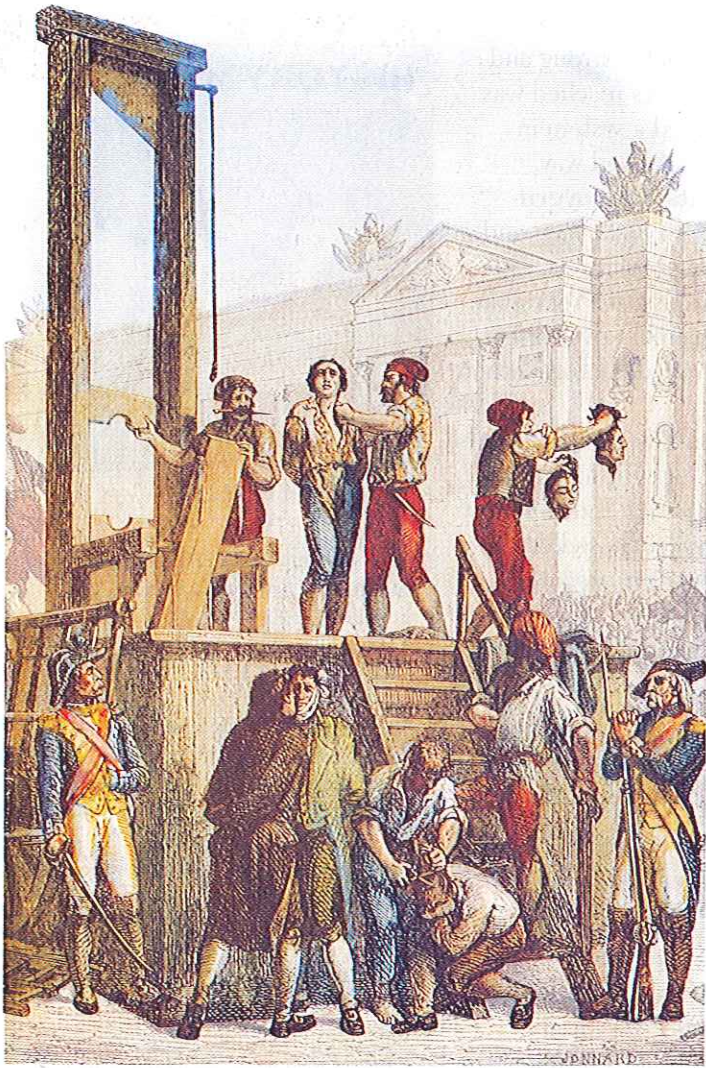
James Madison
1751–1836

As a young man, James Madison was strongly influenced by the Enlightenment. When the Constitutional Convention was called, he spent a year preparing by reading the works of Locke, Montesquieu, Voltaire, and other Enlightenment philosophers.

Madison is known as the father of the Constitution. He designed the plan that included the three branches of government. He also helped to create the federal system. Madison kept careful records of the debates at the convention so that future Americans could know how the delegates made their decisions. Later, Madison served as the fourth president of the United States.

Background

The French people—clergy, nobility, and commoners—were divided into classes called estates.



Thousands of those suspected of not supporting the French Revolution were beheaded by the guillotine, shown here in a 19th-century engraving.

guaranteed the rights of “liberty, property, security, and resistance to oppression” to all people. The assembly also ended feudalism in France. It drafted a constitution that made France a limited monarchy. It reorganized the Catholic Church in France and redistributed its land. It reformed the court system. Believing its work to be over in 1791, it disbanded so that the new Legislative Assembly could take over.

Background
The Assembly sold church lands to the highest bidders to raise money for the new government.

French Republic Undone In France the new assembly was not accepted by the king, the aristocrats, or many Catholics. Other European countries who had absolute monarchs feared the spread of democratic ideas. They went to war with France, hoping to undo the new government. The new French republic was in a state of crisis. In 1792 the royal family was imprisoned. A new legislature, more radical in nature, took charge. A period historians call the Reign of Terror followed. Many people who were thought to be opponents of the revolution were killed for their beliefs. Included among them were the king and queen. Finally, in 1799, a military leader, Napoleon Bonaparte, assumed control of France and created a dictatorship.

It was not until the mid-1800s that democracy developed in France. The French Revolution illustrates why democracy sometimes fails. It is not enough to promise equality and freedom. Nor is it enough to have representative government.

For democracy to work, a society must have rule by law, protections for both civil rights and civil liberties, tolerance of dissent, and acceptance of majority decisions by the minority.

THINK THROUGH HISTORY
C. Recognizing Effects What factors brought an end to the French Republic?

The Struggle for Democracy Continues

It took centuries for the ideas of democracy to develop and take hold in the world. Today, most people view democracy as the preferred form of government. Even some authoritarian governments voice agreement with the idea of democracy. Generally, however, they do not follow through with democratic actions.

The United Nations Promotes Democracy Just before the end of World War II in 1945, a new international organization called the **United Nations** was established. Its goal was to work for world peace and the betterment of humanity. One of the branches of the UN, the General Assembly, is a kind of democracy. There, nations discuss their problems with the hope of settling them peacefully. Each nation has equal representation.

The UN’s charter is based on the traditions of democracy. The UN’s authority comes from the nations of the world. The charter reaffirms basic human rights, the need for justice and the rule of law, and the desire for social progress.

One of the UN’s most important contributions is the Universal Declaration of Human Rights. It was adopted by the General Assembly in 1948. This document also draws on democratic ideas. It sets a worldwide standard for basic social, political, and

| | | | |
|---|--|---|--|
| <p>1690 John Locke propose that a government's power comes from the consent of the governed.</p> | <p>1748 Baron de Montesquieu suggests that a government's powers should be divided among three branches, which act as a check on one another.</p> | <p>1776 The American colonies declare independence from Britain, claiming the right to overthrow an unjust government.</p> | <p>1789 The French National Assembly issues the Declaration of the Rights of Man, stating that all persons are equal.</p> |
|---|--|---|--|

economic rights. Included are the right to life, liberty, and security. Also stated are the rights to equal protection under the law, free movement, and free association and assembly with other people. To these rights were added social and economic rights: the rights to work, to rest and leisure, and to education. The declaration's purpose is to serve as an international code of conduct.

Modern Struggles for Democracy In many places throughout the world today, the ideals of the UN's Universal Declaration of Human Rights have yet to be wholly achieved. Nations are struggling to move toward more democratic government. But it is not easy to establish democratic policies where dictatorship has been the rule. Still, beginnings have been made in a number of these countries.

For example, the breakup of the Soviet Union in the early 1990s enabled 15 new republics to assert their people's national identity and interests. Also, in South Africa, after many years of apartheid, or racial segregation, a democratic government in which all races are represented was established.

There is no guarantee that democracy can be achieved in any particular time and place. There is also no guarantee that once achieved, democracy will not be lost if people are not constantly watchful. Yet, as you read the history of the modern world in the chapters that follow, you will see that the idea of democracy has survived dictators, wars, and oppression. It is an idea whose strength comes not just from leaders but from the people themselves.

THINK THROUGH HISTORY
D. Forming and Supporting Opinions Why do you think people and nations continue to struggle toward more democratic government? Support your opinion with reasons.

GlobalImpact



Revolutions of 1989

Democratic revolutions swept Eastern Europe in 1989. Reforms in the Soviet Union opened the door for more freedoms throughout Communist-controlled Eastern Europe. In April 1989, Poland held its first free election since the Communists seized control during World War II. Soon after, Hungary also launched a sweeping reform program. It then began to admit East Germans who claimed to be tourists but actually planned to escape to the West. Soon, demonstrations began in East Germany, leading to the tearing down of the hated Berlin Wall. Eventually the Communists fell from power, and East and West Germany voted to reunite.

Section 4 Assessment

1. TERMS & NAMES

Identify

- Enlightenment
- social contract
- natural rights
- separation of powers
- American Revolution
- representative government
- federal system
- French Revolution
- United Nations

2. TAKING NOTES

Make a bulleted chart like the one below, showing major ideas of the Enlightenment that helped to spark the American and French revolutions.

| Enlightenment Ideas |
|--|
| <ul style="list-style-type: none"> • • |

Choose one and write a few sentences about its importance.

3. COMPARING AND CONTRASTING

In what ways was the French Revolution similar to and different from the American Revolution?

THINK ABOUT

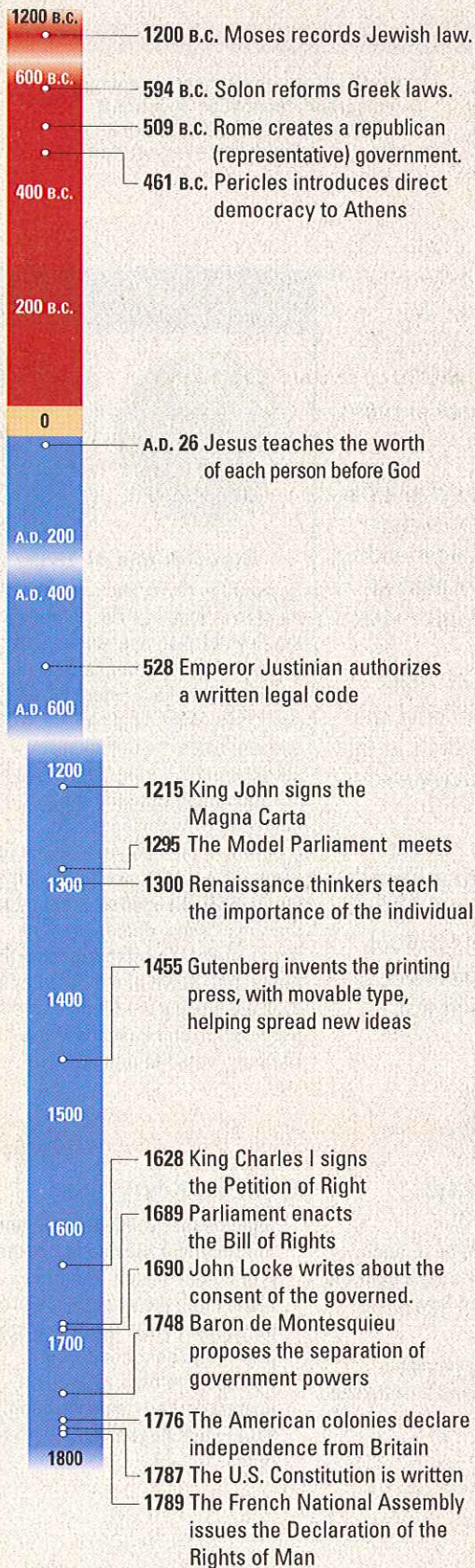
- causes of the revolutions
- types of government established
- results

4. THEME ACTIVITIES

Imagine that you live in the time of the American Revolution or the French Revolution. You are planning to participate in a pro-democracy rally. Prepare a series of slogans describing your demands, to be displayed on posters for the demonstration. Write your slogans on 3-by-5-inch cards.

Visual Summary

The Rise of Democratic Ideas



TERMS & NAMES

Briefly explain the importance of each of the following to the rise of democratic ideas.

1. aristocracy
2. direct democracy
3. monarchy
4. republic
5. due process of law
6. divine right
7. constitutional monarchy
8. social contract
9. representative government
10. federal system

REVIEW QUESTIONS

SECTION 1 (pages 5–9)

The Legacy of Ancient Greece and Rome

11. What changes did Pericles introduce into Greek government to make it more democratic?
12. In what ways is a republic different from direct democracy?
13. What does the phrase “government of laws, not of men” mean?

SECTION 2 (pages 12–16)

Judeo-Christian Tradition

14. What did the Hebrew tradition teach about the responsibilities of the individual and community to combat injustice?
15. How did the Reformation contribute to the growth of democracy?

SECTION 3 (pages 17–21)

Democratic Developments in England

16. How does common law differ from Roman law?
17. Name two basic individual rights guaranteed in the Magna Carta.
18. In what three ways was the power of the English monarch limited by the English Bill of Rights?

SECTION 4 (pages 22–27)

The Enlightenment and Democratic Revolutions

19. What question did the framers of the American Constitution have to deal with, and what was the answer?
20. What is required in a society for democracy to work?

Interact with History



On page 4, you were asked to think about why people would risk death to have or preserve democracy. Imagine yourself as a television news reporter. Write at least five questions that you would ask the young man in the photo. Compare your questions with those of at least one other person in your class.

CRITICAL THINKING

1. LESSONS OF DEMOCRACY

THEME CULTURAL INTERACTION Name some examples from this chapter in which the positive impact of the ideas of democracy helped promote democracy in another part of the world.

2. DEMOCRATIC THINKERS

THEME POWER AND AUTHORITY Create a chart like the one below. For each philosopher, list his ideas about government and the book in which they are found.

| Philosopher | Ideas About Government Power and Authority | Book |
|-------------|--|------|
| Hobbes | | |
| Locke | | |
| Rousseau | | |
| Montesquieu | | |

3. FORMS OF DEMOCRACY

This chapter describes both direct and representative democracy. For what reasons would a nation in today's world choose representative democracy rather than direct democracy?

4. ANALYZING PRIMARY SOURCES

In the following selection from *Politics*, Aristotle presents his views on where the power of the state should reside. His conclusions reflect the idea that moderation is the best path to civic virtue. Read the paragraph and then answer the questions that follow:

A VOICE FROM THE PAST

Where ought the sovereign power of the state to reside? . . . The state aims to consist as far as possible of those who are alike and equal, a condition found chiefly among the middle section. . . . The middle class is also the steadiest element, the least eager for change. They neither covet, like the poor the possessions of others, nor do others covet theirs, as the poor covet those of the rich. . . . Tyranny often emerges from an over-enthusiastic democracy or from an oligarchy, but much more rarely from middle class constitutions . . .

- What is Aristotle arguing here?
- How closely does this model of an ideal state correspond to the reality of Athenian democracy?
- Do you agree with Aristotle? Support your opinion.

CHAPTER ACTIVITIES

1. LIVING HISTORY: Unit Portfolio Project

Your portfolio project focuses on the rise of democratic ideas. As documents, the U.S. Constitution and the Bill of Rights include many of the ideas of democracy that developed over the years. Use the information in this chapter and in Chapter 6, Section 4, to help you with one of the following ideas to add to your portfolio.

- Create a map that shows the countries where the ideas found in the U.S. Constitution originated.
- Working with a team, create a television public service announcement showing the democratic rights guaranteed in the U.S. Constitution. Videotape your announcement or present it to the class.
- Write a dialogue between James Madison and Thomas Jefferson on the topic of democratic ideas to be included in the U.S. Constitution.

2. CONNECT TO TODAY: Cooperative Learning

THEME REVOLUTION Democratic ideas continue to have enormous influence throughout the world. In the last 25 years of the 20th century, democratic changes have taken place in Mexico, Brazil, the former Soviet Union, and South Africa. Work with a team to create a chart comparing steps toward democracy in the countries above.



Using the Internet or your library, research changes that took place in each of the countries listed.

- With the group decide on a set of categories you can use to compare the steps toward democracy in these nations. For example, you might want to compare changes in voting patterns in elections.
- Create a large poster chart comparing or contrasting the changes that took place.

3. INTERPRETING A TIME LINE

Look at the time line in the visual summary. Pick four events and tell why you think they are the most important events of the ones listed.

FOCUS ON GRAPHS

The percentage of registered voters who take part in elections in democracies varies widely, as shown on the graph to the right.

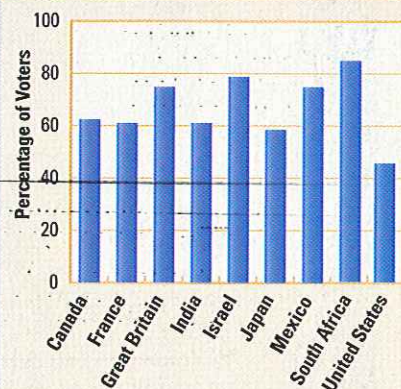
Compare the percentage of voters in the following countries.

- Which country had the highest voter turnout? Which had the lowest?
- Which countries had about 75 percent of the voters participate?

Connect to History

Based on the percentages, what can you conclude regarding the way people in South Africa and in the United States feel about the responsibilities of democracy?

Voter Turnout in the 1990s



Sources: International Institute for Democracy and Electoral Assistance; *Facts on File*