

**Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:

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## Teacher Overview

[Go directly to student-facing materials!](#)



### SQ 4. What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?



**Unit Essential Question(s):** How do new ideas spark change? Do these changes last? [Link to Unit](#)

**Supporting Question(s):** What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?

**Objective(s):** Explain how Enlightenment ideas influenced the women's rights and abolition movements in England and Enlightened Despots.

### Vocabulary

The following words appear in this lesson. Reference the unit vocabulary tracker for more information on the unit's target words. [Click here](#) for the New Visions Global History glossary.

Word/Phrase (part of speech)	Definition
abolition (n.)	the action of stopping or ending something
abolition movement (n.)	the social/political movement whose goal was to end slavery
abolitionists (n.)	those who wanted to end slavery
Catherine the Great (n.)	an enlightened despot who ruled Russia from 1762 to 1796
despot (n.)	a ruler with absolute power
enlightened (adj.)	Influenced by the writings of the Enlightenment philosophers who supported natural rights, the separation of power in a government, the consent of the governed, social contract, and the freedom of expression.
enlightened despot (n.)	a king or queen whose ideas and actions were influenced by the Enlightenment thinkers

Immoral (adj.)	bad; wrong
Mary Wollstonecraft (n.)	an English writer and philosopher who was an advocate for women’s rights and wrote <i>A Vindication of the Rights of Woman</i>
movement (n.)	a group of people working together to advance their shared ideas
natural rights (n.)	rights that all people are born with and that John Locke believed the government should protect including the rights to life, liberty, and property; sometimes called “natural laws”
Parliament (n.)	a part of a government that makes laws; the legislative branch of government; referred to as Parliament in Great Britain and many other countries, but can have different names like Congress in the United States of America
petition (v.)	to make a formal request
social reform movement (n.)	an attempt by a group of people who attempt to make positive change in society
suffrage (n.)	the right to vote
William Wilberforce (n.)	English abolitionist who, along with Thomas Clarkson led the movement to end slavery in the British empire
women’s rights movement (n.)	an attempt to bring social, political, and economic rights to women

## Formative Assessment Possible Responses

These responses represent possible answers to the formative assessment tasks in this lesson. They are not the only correct answers. Create your own list of possible responses before using this resource with students to anticipate student misconceptions and adjust your instruction.

<b>Summarize how women were affected by the ideas of the Enlightenment.</b>	<b>Summarize how supporters of the slave trade and/or slaves were affected by the ideas of the Enlightenment.</b>	<b>Summarize how <i>Enlightened Despots</i> were affected by the ideas of the Enlightenment.</b>
As a result of Enlightenment ideas, women's rights movements started like the one in England started by Mary Wollstonecraft. Eventually, these movements led to women's right to vote.	Supporters of the slave trade were negatively affected by Enlightenment ideas because they helped fuel the abolition movement, which led to the end of the slave trade and freed slaves in British colonies.	Enlightenment ideas influence Enlightened Despots like Catherine the Great who attempted to include some of their ideas in Russian laws.

## NYS Social Studies Framework

Key Idea	Conceptual Understandings	Content Specifications
10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and	10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements, such as women’s rights and abolition; some leaders may be considered enlightened despots.	Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.

colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)

Students will examine enlightened despots including Catherine the Great.

## Social Studies Practices

### NYS Social Studies Practices

### New Visions Student Social Studies Practices

#### Comparison and Contextualization (C3)



Connect Cause and Effect

## NYS Common Core Learning Standards

Reading	Writing	Speaking and Listening
<p><b>Craft and Structure:</b>  <b>CCSS.ELA-LITERACY.RH.9-10.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>CCSS.ELA-LITERACY.RH.9-10.9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>Text Types &amp; Purposes:</b>  <b>CCSS.ELA-LITERACY.WHST.9-10.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p>	<p><b>Comprehension and Collaboration:</b>  <b>CCSS.ELA-LITERACY.SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

## Drawings

The following Google Drawings are used in this lesson. We often place uneditable versions of these drawings in lesson resources because they are better image quality. If you would like to change the images, edit the drawings below and replace the images in the following pages.



Objective:

## What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?

**Explain** how Enlightenment ideas influenced the women's rights and abolition movements in England and Enlightened Despots.

### Introduction:

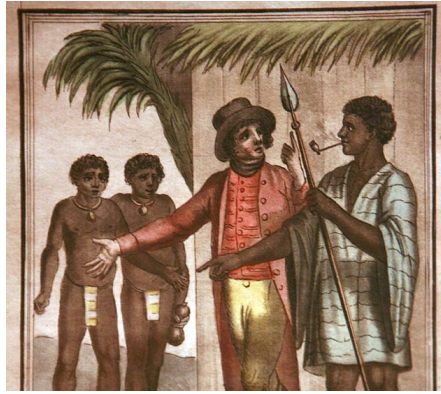
➔ **Directions:** For each of the groups below, predict how they might have reacted when they read the ideas of the Enlightenment Thinkers.

#### Women



Mary Wollstonecraft Original Stories from Real Life copy [image](#) is courtesy of Wikimedia Commons and is public domain.

#### Supporters of the Slave Trade



[Slave traders in Gorés](#), by Jacques Grasset de Saint-Sauveur courtesy of wikimedia commons

#### Monarchs



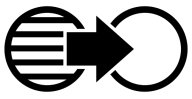
[Empress Maria Theresa of Austria](#), by Jacques Grasset de Saint-Sauveur courtesy of wikimedia commons  
[Bildnis des späteren Kaisers Joseph II. als Mitregent seiner Mutter](#) courtesy of wikimedia commons

1. How might women react to the ideas of the Enlightenment?

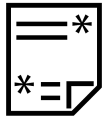
2. How might supporters of the slave trade react to the ideas of the Enlightenment?

3. How might monarchs react to the ideas of the Enlightenment?

The ideas of the **Enlightenment** sparked social reform movements in the 18th century and continue to fuel them today. Two of those reform movements were the **women's rights movement** and the **abolition movement**.




**Connect Cause  
and Effect**



**Annotate**

## The Roots of Feminism and Women's Rights Movements

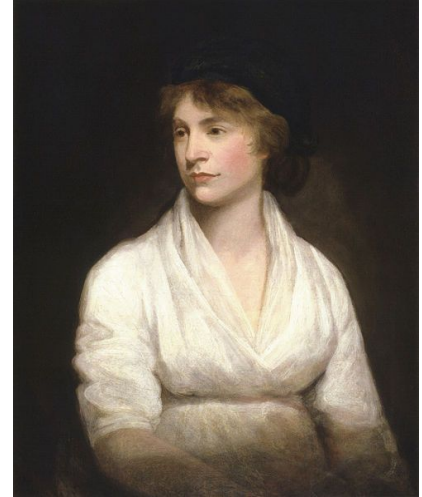
➔**Directions:** As you read through the information about the Women's Rights movements below, draw a  wherever you see evidence of an Enlightenment idea then complete the task that follows.

Throughout most of history, women were treated as inferior to men and those actions were supported by ideas in culture, religion, and law. In 18th century Europe, women were not as educated as men, and they were restricted by laws and customs that made women look to marriage as a means of stability and made them dependent on men. Due to their favored position in society, men were able to excel in public life and in science, philosophy, religion and politics, while women were expected to marry, have children, and take care of the home.

Using Enlightenment ideas, some women, including Mary Wollstonecraft, argued for more equal rights for men and women. Mary Wollstonecraft (April 27, 1759 – September 10, 1797) was a British intellectual, writer, philosopher, and early feminist. She wrote several novels, essays, and children's books, but is best known for her book, *A Vindication of the Rights of Woman* (1792).

Wollstonecraft argued that all men and women had equal **natural rights**, and that an ideal society could not be realized until everyone was free to exercise those rights. She spoke out against the situation of women in the eighteenth century, declaring that they were educated to be submissive [obedient] to men and to value physical attractiveness over character and intelligence.

Sources: Adapted from *Social Status of Women in 18th Century English Society As Reflected In a Dictionary of the English Language of Dr. Johnson Karabi Hazarika Research Scholar, CMJ University, Shillong, Meghalaya ICAES Special Issue on Basic, Applied & Social Sciences, Volume II, October 2012.*  
<http://www.caesjournals.org/spluploads/IJCAES-BASS-2012-189.pdf>; Adapted from "Mary Wollstonecraft." Encyclopedia Britannica.  
<https://www.britannica.com/biography/Mary-Wollstonecraft>



Portrait of Mary Wollstonecraft painted by John Opie, 1797

[Image](#) is courtesy of Wikimedia Commons and is public domain.



## 19th and 20th Century Women's Rights and Suffrage Movement in the United Kingdom (England)

The writings of Mary Wollstonecraft and others in the 18th century inspired women later in history to fight for equal rights. Women led campaigns to improve education for girls, child custody and property rights, career options for women, and the right to vote (suffrage).



A leaflet from an Australian suffrage group from the late 1800s.

[Image](#) is courtesy of Wikimedia Commons and is public domain.

### Leaflet Text:

Australian Women Explain: "Why We Want the Vote"

We Women of Victoria appeal to you, the men, the electors in the Colony, to secure for us the right that you have won for yourselves - THE RIGHT TO VOTE.

DEMOCRATS !

Remember that Democracy means Government by the People, and not Government by Half the People.

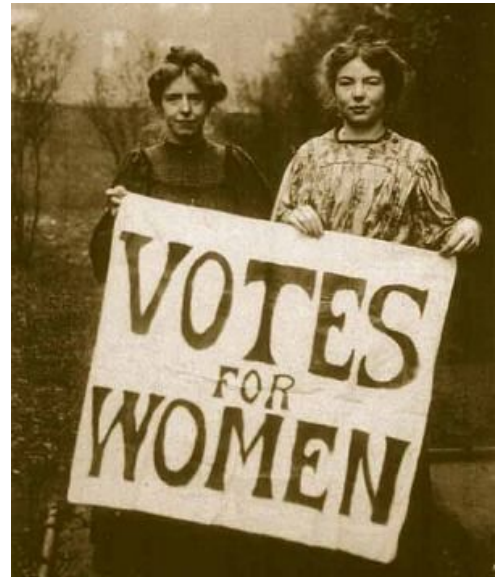
We want the Vote for the Same Reasons that You want it !

1. WE ARE TAXED - Taxation without representation is tyranny.

2. WE HAVE TO OBEY THE LAWS - Therefore we should have a voice in making them.

DEMOCRATS !

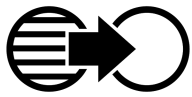
Pledge your member to Secure for the Women of Victoria the same Political Right as is Possessed by the Women of South Australia and West Australia.



Women's Social and Political Union leaders Annie Kenney (left) and Christabel Pankhurst. ca. 1908

[Image](#) is courtesy of Wikimedia Commons and is public domain.

Identify three examples of Enlightenment ideas in the information and sources about Women's rights movements in the 18th and 19th centuries.




**Connect Cause  
and Effect**



**Annotate**

## The Abolition Movement Starts in England

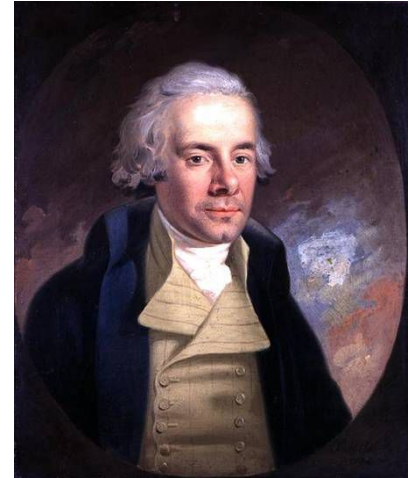
➔**Directions:** As you read through the information about the Abolition Movement below, draw a  wherever you see evidence of an Enlightenment idea then complete the task that follows.

Soon after the colonization of the Western hemisphere, European countries started importing slaves from Africa to work in mines and on farms in the new world. During the course of the 18th century the British made the Atlantic slave system more efficient. It has been estimated that between 1700 and 1810, British merchants transported almost three million Africans across the Atlantic. British slave traders and those who owned companies that benefited from the slave trade became wealthy because of it, while others in Great Britain led the struggle to bring the system to an end.

Several groups who found the practice of slavery immoral petitioned [asked] the British government to stop trading slaves in the 1700s, but it was the **Society for the Abolition of the Slave Trade**, organized in May 1787, that had the greatest impact. Led by **Thomas Clarkson** and **William Wilberforce**, the Society for the Abolition of the Slave Trade organized abolitionists, made speeches, released newsletters, and lobbied politicians to gain support for the end of slavery in the British Empire.

Eventually, in 1807 they were successful in getting Parliament to pass a law outlawing slavery and the slave trade in England and all of the British colonies. While slavery was officially illegal, people of African descent were not yet treated equally.

Source: Adapted from Dr. John Oldfield. "British Anti-Slavery."  
[http://www.bbc.co.uk/history/british/empire\\_seapower/antislavery\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/antislavery_01.shtml)



Portrait of William Wilberforce painted by Karl Anton Hickel 1794

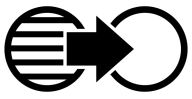
[Image](#) is courtesy of Wikimedia Commons and is public domain.



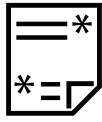
The Official Medallion of the British Anti-Slavery Society that reads, "Am I Not a Man and a Brother?"

[Image](#) is courtesy of Wikimedia Commons and is public domain.

**Identify three examples of Enlightenment ideas in the information and sources about the British Abolition Movement in the 18th and 19th centuries.**




**Connect Cause  
and Effect**



**Annotate**

## Enlightened Despots: The Enlightenment's Effects on Monarchs

➔**Directions:** As you read through the information about Enlightened Despots and

Catherine the Great below, draw a  wherever you see evidence of an Enlightenment idea then complete the task that follows.

In the mid-late 1700s, Enlightenment writings circulated around Europe. Some of those reading the ideas of Locke, Rousseau, Montesquieu, and Voltaire were monarchs. Most rulers found Enlightenment ideas dangerous and banned them, but some kings and queens, who historians call **ENLIGHTENED DESPOTS**, incorporated Enlightenment ideas into their rule.

# ENLIGHTENED

# +

# DESPOT

Influenced by the writings of the Enlightenment philosophers who supported natural rights, the separation of power in a government, the consent of the governed, social contract, and the freedom of expression.

A ruler with absolute power.

Several monarchs that ruled in northern and central Europe in the 18th century are referred to as **Enlightened Despots**. Of those, **Catherine the II (the Great) of Russia** was the most well known.

### Catherine the Great of Russia

**Catherine II**, also known as **Catherine the Great** (Russian:

Е к а т е р и н а II В е л и к а я or *Yekaterina II Velikaya*, born *Sophie Augusta Fredericka of Anhalt-Zerbst*; May 2, 1729 – November 5, 1796) reigned as Empress of Russia for more than three decades, from June 28, 1762 until her death in 1796. She is one example of an "enlightened despot" and was one of the most powerful and successful women rulers, who, like Elizabeth I of England and Isabella of Castile left a permanent mark on her nation, extending territory and supporting art and learning.

Catherine read the works of Enlightenment thinkers and considered herself a "philosopher on the throne" though she ruled Russia like an absolute monarch. She declared her love for the Enlightenment ideals of liberty and



Portrait of Catherine the Great painted in the 1780s.

[Image](#) is courtesy of Wikimedia Commons and is public domain.



freedom, but also enacted laws that tied Russian serfs (slaves) to their land and their lord, treating them like property and preventing them from having what John Locke referred to as “natural rights.”

Catherine supported the arts, literature, and education. She wrote comedies, fiction, and memoirs. She corresponded with **Voltaire** for fifteen years until his death, though she never met him face-to-face. Demonstrating her fondness for Voltaire and the ideas of this contemporaries, she acquired his collection of books from his heirs and placed it in the Imperial Public Library.

Within a few months of becoming queen, upon hearing that the publication of the famous French Encyclopedie was in danger of being stopped by the French government because it did not include religious ideas supported by the Catholic Church, she proposed to **Diderot** that he complete his great work in Russia under her protection.

Catherine also wrote a manual for the education of young children, drawing from the ideas of **John Locke**. She also founded the famous Smolny Institute for noble young ladies. This school was to become one of the best of its kind in Europe, and broke ground by admitting young girls born to wealthy merchants alongside the daughters of the nobility.

In addition, she attempted to embody the principles of the Enlightenment in laws. A Grand Commission, acting as a parliament, composed of 652 members of all classes—officials, nobles, burghers [wealthy members of town or city] and peasants and of various nationalities—was convened in Moscow to consider the needs of the empire and ways to address them. The laws proposed by the commission were influenced by **Montesquieu**, but were never enacted.

<b>Proposals for a New Law Code from Catherine’s Grand Commission in 1767</b>	
33. The Laws ought to be so framed, as to secure the Safety of every Citizen as much as possible.	123. The Usage of Torture is contrary to all the Dictates of Nature and Reason; even Mankind itself cries out against it, and demands loudly the total Abolition of it.
34. The Equality of the Citizens consists in this; that they should all be subject to the same Laws.	194. No Man ought to be looked upon as <i>guilty</i> , before he has received his judicial Sentence...

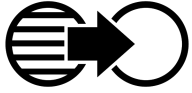
Source: Adapted from “Catherine II of Russia.” Encyclopedia Britannica. <https://www.britannica.com/biography/Catherine-the-Great>; *Documents of Catherine the Great: The Correspondence with Voltaire and the Instruction of 1767 in the English Text of 1768*, W. F. Reddaway, trans. (Cambridge: Cambridge University Press, 1931), pp. 216-17, 219, 231, 241, 244, 256 258. <http://legacy.fordham.edu/halsall/mod/18catherine.asp>

**Identify three examples of actions taken by Catherine the Great that were influenced by Enlightenment ideas.**

# FA

## SQ 4: What effect did the Enlightenment have on social reform movements and monarchs in the 18th century?

➔ **Directions:** Based on what you have learned, complete the task below.



### Content and Vocabulary Checklist

Use the checklist below to assess the use of important content and vocabulary in the unit.

Self Yes/No	Teacher Yes/No	Did you use the content and vocabulary below in your response?
		movement
		abolition
		laws

**Connect Cause and Effect**

### Women



Mary Wollstonecraft Original Stories from Real Life copy [Image](#) is courtesy of Wikimedia Commons and is public domain.

### Supporters of the Slave Trade



[Slave traders in Gorés](#), by Jacques Grasset de Saint-Sauveur courtesy of wikimedia commons

### Monarchs



[Empress Maria Theresa of Austria](#), by Jacques Grasset de Saint-Sauveur courtesy of wikimedia commons  
[Bildnis des späteren Kaisers Joseph II. als Mitregent seiner Mutter](#) courtesy of wikimedia commons

Summarize how women were affected by the ideas of the Enlightenment.

Summarize how supporters of the slave trade and/or slaves were affected by the ideas of the Enlightenment.

Summarize how *Enlightened Despots* were affected by the ideas of the Enlightenment.