**Objectives**

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Identify the roles that censorship and salons played in the spread of new ideas.
- Describe how the Enlightenment affected the arts and literature.
- Understand how philosophers influenced enlightened despots.
- Explain why Enlightenment ideas were slow to reach most Europeans.

**Prepare to Read**

**Build Background Knowledge**

Discuss how information and ideas have spread throughout history thus far. Ask students how the spread of ideas challenges preexisting institutions.

**Set a Purpose**

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **TEACH** Witness History Audio CD, Mozart, the Musical Genius
- **Ask** How does historian Isaac Kramnick describe Mozart’s opera? (Triumph of light over darkness, of sun over moon, of day over night) How does Mozart’s The Magic Flute illustrate the ideas of the Enlightenment? (It illustrates the triumph of reason.)

**Focus**

Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

**Preview**

Have students preview the Section Objectives and the list of Terms, People, and Places.

**Note Taking**

Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web illustrating the spread of Enlightenment ideas across Europe.

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use word from this section.

**High-Use Word**

- **Define** evolve

- **Sample Sentence**

  Since it began twenty years ago, the town’s July 4th celebration had evolved from a small parade into a large procession with floats and fireworks.

---

**Enlightenment Ideas Spread**

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- Describe how the Enlightenment affected the arts and literature.
- Understand how philosophers influenced enlightened despots.
- Explain why Enlightenment ideas were slow to reach most Europeans.

**Terms, People, and Places**

- censorship
- enlightened despot
- salons
- Frederick the Great
- Catherine the Great
- Joseph II

**Reading Skill: Categorize**

On a sheet of paper, draw a concept web to help you record information from this section.

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The salon originated in the 1600s, when a group of noblewomen in Paris
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rococo
Louis XIV. Architects and designers reflected this change by developing
From Grandeur to Charm
In the age of Louis XIV, courtly art and
Arts and Literature Reflect New Ideas
Ideas Spread in Salons New literature, the arts, sciences, and philo-
 sche took regular topics of discussion in salons, or informal social goth-
strings at which writers, artists, philosophers, and others exchanged ideas.
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began inviting a few friends to their homes for poetry readings. By the
1700s, some middle-class women began holding salons. Here middle-
class citizens could meet with the nobility on an equal footing to discuss
and spread Enlightenment ideas.
Madame Geoffrin’s (shoh FAN) ran one of the most respected salons. In
her home on the Rue St. Honoré (ROO sant ahn ur AH), she brought
together the brightest and most talented people of her day. The young
musical genius Wolfgang Amadeus Mozart played for her guests, and
Diderot was a regular at her weekly dinners for philosophers and poets.

**Checkpoint** What did those opposed to Enlightenment ideas do
to stop the spread of information?

**Arts and Literature Reflect New Ideas**

In the 1600s and 1700s, the arts evolved
gradually over time

**From Grandeur to Charm**

In the age of Louis XIV, courtly art and
architecture were either in the Greek and Roman tradition or in a grand,
ornate style known as baroque. Baroque paintings were huge, colorful,
and full of excitement. They glorified historic battles or the lives of
saints. Such works matched the grandeur of European courts at that
time.

Louis XIV and his court led a much less formal lifestyle than Louis XIV. Architects and designers reflected this change by developing
the rococo style. Rococo art moved away from religion and, unlike the
heavy splendor of the baroque, was lighter, elegant, and charming.
Rococo art in salons was believed to encourage the imagination. Furni-
ture and tapestries featured delicate shells and flowers, and more pastel
colors were used. Portrait painters showed noble subjects in charming
rural settings, surrounded by happy servants and pets. Although this
style was criticized by the philosophes for its superficiality, it had a vast
audience in the upper class and with the growing middle class as well.

**Vocabulary Builder**

**Gulliver’s Travels**

Jonathan Swift published the satirical
Gulliver’s Travels in 1726. Here, an
illustration from the book depicts a bound
Gulliver and the Lilliputians, who are six-
inch-tall, bloodthirsty characters. Although
Gulliver’s Travels satirizes political life in
eighteenth-century England, it is still a
classic today. Why did writers hide their
feelings about society?

**Connections to Our World**

**Censorship continues to be controversial today. From 1990 to 2000, the
American Library Association’s Office for Intellectual Freedom received 6,364 challenges to materials. A
challenge is a request that material be restricted or
removed from a library, usually because of objection-
able content. The reasons cited include violence,
offensive language, and “unsuited to age group.” Seventy-one percent of these challenges were to
materials in schools or school libraries, and sixty per-
cent were filed by parents. The debate is fierce. Some point to the First Amend-
ment, which protects freedom of speech and the press, and argue that we are each free to choose what to
read. Others argue that we must protect children from
ideas and materials that are not yet ready for.

**Teach**

**New Ideas Challenge Society**

**Instruct**

- **Introduce: Key Terms** Have students
find the key term **censorship** (in blue) in the text. Ask them to predict why the
government and church authorities
would want to censor the new ideas of
the Enlightenment. Then have them read
to see if their predictions are true.

- **Teach** Using the Numbered Heads strategy (TE, p. T23), ask students to
list the ways Enlightenment ideas
spread. Ask: How did the govern-
ment restrict access to informa-
tion? (banned books, imprisoned
writers) How did philosophes and
writers try to avoid this censor-
ship? (disguised ideas in works of fic-
tion, exchanged ideas at salons)

- **Quick Activity** Organize the class as
though it were a salon in Paris during
the 1700s and have them debate the
idea of a “just society.” Half of the class
should play defenders of the old order,
and the other half should portray sup-
porters of enlightened ideals.

**Independent Practice**

Have small groups of students write jour-
nal entries from the point of view of a
guest at one of Madame Geoffrin’s salons. Entries should include details of the
salon.

**Monitor Progress**

As students fill in their concept webs, cir-
culate to make sure they understand how
the ideas of the Enlightenment spread
across Europe. For a completed version of
the concept web, see

**Note Taking Transparencies, 134A**

**Answers**

- They engaged in censorship, burning books and
imprisoning writers, to restrict access to information.

**Caption** They wanted to avoid censorship, so they disguised their ideas in fiction.
Arts and Literature Reflect New Ideas

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder term and definition. Tell students that as the ideas of the Enlightenment spread, people's taste in art evolved, or changed, as well.
- Teach Ask: How did music and art change? (Both moved from the baroque, a grand, complex style, to the rococo, which was more elegant, delicate, and charming.) Why did the middle class emerge as a new audience? (They could afford to commission works of music and art, and they had different tastes from the court.) How did middle class tastes influence the rise of the novel? (Middle class readers liked stories about their own times told in a straightforward language, therefore creating a market for long prose fiction.)
- Analyzing the Visuals Direct students' attention to the Infographic on this page. As they look at these artifacts, have them point out the key characteristics of the rococo style. (pastel colors, rural settings, depictions of everyday life, delicate details such as flowers) Then play the selection from the Witness History audio, discussing characteristics of the music of the time and how it differs from other forms of music with which students are familiar.

Lesson: Witness History Audio CD
Rococo Reaction

Independent Practice

Link to Literature To help students better understand the new form of literature that developed, have them read the excerpt from Daniel Defoe's Robinson Crusoe and complete the worksheet.

Monitor Progress Reread the title of this section, Arts and Literature Reflect New Ideas. Ask students to summarize developments in art, music, and literature during the Enlightenment.

History Background

Satire and Society Enlightenment writers tried to bring about reform by satirizing corruption in society. Their satires often presented a premise that, when carried to its logical extreme, was absurd. The Anglo-Irish author Jonathan Swift used this method in his essay "A Modest Proposal." The essay, which may be found in many anthologies of English literature, protested English domination of Ireland.

The Enlightenment Inspires Composers The new Enlightenment ideals led composers and musicians to develop new forms of music. There was a transition in music, as well as art, from the baroque style to rococo. An elegant style of music known as "classical" followed. Ballet and opera—plays set to music—were performed at royal courts, and opera houses sprang up from Italy to England. Before this era, only the social elite could afford to commission musicians to play for them. In the early to mid-1700s, however, the growing middle class could afford to pay for concerts to be performed publicly.

Among the towering musical figures of the era was Johann Sebastian Bach. A devout German Lutheran, Bach wrote beautiful religious works for organ and choir. He also wrote sonatas for violin and harpsichord. Another German-born composer, George Frideric Handel, spent much of his life in England. There, he wrote Water Music and other pieces for King George I, as well as more than 30 operas. His most celebrated work, the Messiah, combines instruments and voices and is often performed at Christmas and Easter.

Composer Franz Joseph Haydn was one of the most important figures in the development of classical music. He helped develop forms for the string quartet and the symphony. Haydn had a close friendship with another famous composer, Wolfgang Amadeus Mozart. Mozart was a child prodigy who gained instant celebrity status as a composer and performer. His brilliant operas, graceful symphonies, and moving religious music helped define the new style of composition. Although he died in poverty at age 35, he produced an enormous amount of music during his lifetime. Mozart's musical legacy thrives today.

The Enlightenment and the American Revolution

In the eighteenth century, France experienced an aesthetic shift in art, clothing, music, and architecture. Curving lines, pastel colors, elegant music, and paintings depicting delightful love scenes replaced the formal lines and dark colors of the baroque style. In literature, the form of the novel became more involved in the salons of the day (numbering about 800 in Paris), they competed with each other for the most fashionable home in which to host their intellectual discussions.

Swift's satire suggests that the starving masses of Ireland could be satisfied if unwanted children were raised and slaughtered for food and accessories. Swift's shocking plan is meant to get the reader to recognize the cannibalism of Ireland by England, a domination he found no less scandalous than the barbarism of his proposal.
The Novel Takes Shape  By the 1700s, literature developed new forms and a wider audience. Middle-class readers, for example, liked stories about their own lives told in straightforward prose. One result was an outpouring of novels, or long works of prose fiction. English novelists wrote many popular stories. Daniel Defoe wrote Robinson Crusoe, an exciting tale about a sailor shipwrecked on a tropical island. This novel is still well known today. In a novel called Pamela, Samuel Richardson used a series of letters to tell a story about a servant girl. This technique was adopted by other authors of the period.

Enlightened Despots Embrace New Ideas

The courts of Europe became enlivened as philosophers tried to persuade rulers to adopt their ideas. The philosophers hoped to encourage the ruling classes that reform was necessary. Some monarchs did accept Enlightenment ideas. Others still practiced absolutism, a political doctrine in which a monarch had seemingly unlimited power. Those that did accept these new ideas became enlightened despots, or absolute rulers who used their power to bring about political and social change.

Frederick II Attempts Reform Frederick II, known as Frederick the Great, exerted extremely tight control over his subjects during his reign as king of Prussia from 1740 to 1786. Still, he saw himself as the “first servant of the state,” with a duty to work for the common good.

Enlightened Despots (in blue) in the text. Tell them that some rulers who believed in absolute power also saw value in political and social reform. Have students speculate on the rulers’ motivations. Ask them to predict whether the rulers’ reforms would last.

Teach  Have students describe the enlightened despots and their reforms.

What reform did all three enlightened despots enact? (extend religious tolerance) What was one of the main goals of Frederick II’s reforms? (to create a more efficient government)

Quick Activity Have students access Web Code nap-1721 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Independent Practice

What was one of the main goals of Frederick II’s reforms? (to create a more efficient government)

Monitor Progress Circulate to make sure students are filling in the map skills questions in the text. For a completed version of the concept web see Note Taking Transparencies, 1348

Answers

Art became more elegant and charming. Music also became more elegant. Performances more affordable for the middle class, there was an outpouring of novels.

Thinking Critically

1. Sample: Life was refined and elegant.
2. The philosopher thought the rococo style was superficial, because it was more decorative than functional.
Lives of the Majority

Change Slowly

Instruct

■ Introduce Have students recall the way most people lived in Europe (as serfs and peasants) Point out that serfdom still existed in central and Eastern Europe, while traces of it remained in Western Europe.

■ Teach Ask Where did the majority of people live during the Age of Reason? (in small, rural villages) Why would their culture be slow to change? (It would take a while for ideas to reach the rural villages, and their lives were based on old traditions.)

■ Quick Activity Discuss with students how peasants and serfs might have reacted to ideas about equality and social justice. Why would some embrace these ideas? Why would others resist?

Independent Practice

Have students fill in the Outline Map Enlightenment Europe. Teaching Resources, Unit 4, p. 12

Monitor Progress

Circulate to make sure students are correctly labeling where the Enlightenment began and the regions it spread to on their Outline Maps.

Answers

Map Skills

1. Review locations with students.
2. Catherine the Great
3. parts of central and eastern Europe

Frederick openly praised Voltaire’s work and invited several of the French intellectuals of the age to Prussia. Some of his first acts as king were to reduce the use of torture and allow a free press. Most of Frederick’s reforms were directed at making the Prussian government more efficient. To do this, he reorganized the government’s civil service and simplified laws. Frederick also tolerated religious differences, welcoming victims of religious persecution. “In my kingdom,” he said, “everyone can go to heaven in his own fashion.” His religious tolerance and also his disdain for torture showed Frederick’s genuine belief in enlightened reform. In the end, however, Frederick desired a stronger monarchy and more power for himself.

Frederick the Great

Catherine II, or Catherine the Great, empress of Russia, read the works of the philosophers and exchanged letters with Voltaire and Diderot. She praised Voltaire as someone who had “fought the united enemies of humankind: superstition, fanaticism, ignorance, trickery.” Catherine believed in the Enlightenment ideas of equality and liberty.

Catherine, who became empress in 1762, toyed with implementing Enlightenment ideas. Early in her reign, she made some limited reforms in law and government. Catherine abolished torture and established religious toleration in her lands. She granted nobles a charter of rights and criticized the institution of serfdom. Still, like Frederick in Prussia, Catherine did not intend to give up power. In the end, her main political contribution to Russia proved to be an expanded empire.
Joseph II Continues Reform

In Austria, Hapsburg empress Maria Theresa ruled as an absolute monarch. Although she did not push for reforms, she is considered to be an enlightened despot by some historians because she worked to improve peasants’ way of life. The most radical of the enlightened despots was her son and successor, Joseph II. Joseph was an eager student of the Enlightenment, and he traveled in disguise among his subjects to learn of their problems.

Joseph continued the work of Maria Theresa, who had begun to modernize Austria’s government. Despite opposition, Joseph supported religious equality for Protestants and Jews in his Catholic empire. He ended censorship by allowing a free press and attempted to bring the Catholic Church under royal control. He sold the property of many monasteries that were not involved in education or care of the sick and used the proceeds to support those that were. Joseph even abolished serfdom. Like many of his other reforms, however, this measure was canceled after his death.

**Checkpoint:** Why were the philosophes interested in sharing their beliefs with European rulers?

**Lives of the Majority Change Slowly**

Most Europeans were untouched by either courtly or middle-class culture. They remained what they had always been—peasants living in small rural villages. Echoes of serfdom still remained throughout Europe despite advances in Western Europe. Their culture, based on centuries-old traditions, changed slowly.

By the late 1700s, however, radical ideas about equality and social justice finally seeped into peasant villages. While some peasants eagerly sought to topple the old order, others resisted efforts to bring about change. In the 1800s, war and political upheaval, as well as changing economic conditions, would transform peasant life in Europe.

**Checkpoint:** During this time, why did change occur slowly for most Europeans?
Opera

Objectives

- Understand how opera developed.
- List the key features of an opera.

Build Background Knowledge

Ask students if they have ever seen a musical or opera. If they have, ask them to share their recollections with the class.

Tell them that in opera, the music showcases the vocal range of the singers.

Instruct

- Play the selection from the Witness History audio that accompanies this page, or play an opera selection of your own choosing. Have students discuss the piece by comparing and contrasting it to other music that is familiar to them.

- Ask students to study the visuals on this page. Point out the image of the modern opera singers, The Three Tenors, and the picture of one of Europe’s oldest opera houses, La Scala.

- Ask What can you conclude about opera from looking at these pictures? (Opera is a formal and elegant art form that is still popular today; attending an opera is an exciting visual and musical experience.)

Monitor Progress

Ask Why do you think operas are still written and performed today? (Sample: Audiences still enjoy the music and theatricality of opera and appreciate the tremendous skill of the performers.)

Thinking Critically

1. Draw Inferences How do you think composing an opera is different from composing a symphony?

2. Determine Relevance Why did operas appeal to composers and musicians during the Enlightenment?

History Background

Opera

Operas originated in Florence, Italy, in the seventeenth century. First called drama per musica, or drama through music, these musical performances typically involve large casts and elaborate sets and costumes. When Italian operas were performed in France, they emphasized glory and love, and included ballet and lavish stage settings to please the French court. Handel, Mozart, Verdi, Wagner, and Puccini composed some of the world’s most famous operas.

Empress Maria Theresa of Austria, whose country ruled Italy by the early 1700s, founded Milan’s La Scala (background image), one of Europe’s oldest and most celebrated opera houses. Built in 1778, this opera house still showcases the great operas of the eighteenth century, including composer Giuseppe Verdi’s masterpieces, Aida and La Traviata. Verdi’s first opera, Oberto, was performed at La Scala, and he was the beloved house composer for many years. After years of care and renovation, the interior of La Scala retains its elegance as operatic performances continue to entertain audiences today.

The “Three Tenors” (from left), Plácido Domingo, José Carreras, and Luciano Pavarotti, are some of the best-known opera singers of the modern era. In the hierarchy of the opera stage, the tenor is the highest male voice and usually plays the part of the hero. The female lead is typically sung by a soprano, which is the highest female voice. Singers in the lower ranges (mezzo-soprano and alto for women, baritone and bass for men) generally play villainous or comic roles.

The story of a black fishing town in South Carolina and the unlikely relationship between Bess, a woman with a sordid past, and Porgy, an old crippled man. At first, critics did not accept the work as an opera, and Gershwin himself chose to have it open on Broadway. Eventually, though, it was accepted as an opera and performed at major opera houses worldwide.