French women march on the Palace of Versailles

- Badge worn by French revolutionaries

1622 English Civil War begins
1688 Glorious Revolution takes place in England
1776 U.S. issues Declaration of Independence
1789 U.S. Constitution is adopted
SECTION 1 Revolution in England

In England, there was a struggle for power between the king and Parliament. After a civil war and a revolution, or an attempt to overthrow or change the government, Parliament won. From that point on, the monarch ruled in the name of the people.

Conflict with Parliament In 1603, the last Tudor monarch, Queen Elizabeth I, died. Since she had never married, the Crown, or royal power, passed to a distant relative. This was James VI of Scotland, a member of the Stuart family. He became James I of England.

The Tudors had enjoyed great power. They had been careful, however, to get Parliament’s opinion on their actions. James I, on the other hand, believed in rule by divine right. When Parliament...
objected to some of his actions, he dismissed it and ruled without a legislature for ten years.

Religious differences also caused trouble between the king and Parliament. James I wanted to force the Anglican Church on the people. Many members of Parliament, however, were Puritans. They wanted to be able to worship as they pleased. They believed in hard work and plain living and did not like the Crown’s free-spending ways. They wanted a say in how the government raised and spent taxes. With the help of other groups, they worked against what they felt was the king’s unjust power.

Although James I did not agree with many of his subjects about religion, it was his idea to have a new translation of the Bible. He appointed a committee of church officials who put together the King James version. Its style has greatly influenced English speech and literature. Many English-speaking Protestant churches today still use the King James version.

When James I died in 1625, his son became King Charles I. He held the same beliefs about the monarchy as his father.

The English Civil Wars

MAP STUDY

PLACES AND REGIONS  The English civil war was both a religious and a political war. From what part of England did Parliament draw its support? From what part did Charles I draw his support?
In 1628, Charles I was forced to call a meeting of Parliament to approve new taxes to pay for wars with France and Spain. Parliament saw a chance to limit the Crown’s power and gain more for itself. It drew up the Petition of Right. This said that the king could not declare *martial* (mar’ shuhl) law, or rule by the army instead of by law. It also said that the Crown could not pass tax laws without Parliament’s consent. In addition, people could not be put in prison just because the king wanted them out of the way. At first, Charles I agreed to the petition. Then, in 1629, he broke his word and dismissed Parliament.

In 1640, however, Charles I needed money to build a larger army to fight the Scots. He had tried to force the Anglican Church on the Presbyterian Scots, and they had revolted, taking over part of northern England. So, he called a meeting of Parliament.

Parliament again saw a chance to limit Charles’s power. It passed a law abolishing taxes collected by the Crown without Parliament’s consent. It also passed a law to set up regular meetings of Parliament and to do away with the Star Chamber. This was a royal court that tried people without a jury.

**Civil War** Once again, Charles I accepted the laws Parliament passed and then disregarded them. In 1642, civil war broke out between the Crown and Parliament.

Those who backed the Crown were called Cavaliers (kav uh lirz’). They wore their hair shoulder length, often in curls. They were mostly rich Roman Catholics and Anglicans. Those who backed Parliament were called Roundheads because they wore their hair short. They were mostly middle- and lower-class Puritans and other Calvinists.

Oliver Cromwell (krahm’ wel), a Puritan leader who backed Parliament, formed a New Model Army. It drilled hard and followed strict rules against drinking, swearing, and robbing. It chose its officers because they were good fighters and leaders, not because they were of high birth. In 1646, the New Model Army defeated the king’s forces and ended the war.

Most English leaders still believed that monarchy was the best form of government. They did not, however, trust Charles I and were afraid to allow him to return to the throne. Cromwell and his supporters put Charles I on trial for treason. The court found him guilty, and he was beheaded in 1649.

**Oliver Cromwell** After the king’s death, Cromwell took over the rule of England, now called the Commonwealth. The Commonwealth was overwhelmed with troubles from the start. The Irish and the Scots both looked to Charles I’s son as the true ruler of England. Cromwell had to put down their rebellion. He also had trouble balancing the English who felt enough changes had been made with those who wanted more. He finally did away
Many Puritans were very strict. They disapproved of dancing, theater-going, sports, and other popular amusements. They believed people should spend their free time praying and reading the Bible. Despite this, Puritan rule was not completely gloomy. Cromwell himself was fond of music and horses, and allowed women to act on stage for the first time. After Cromwell died, his son Richard took over. By 1660, however, Parliament decided that England again needed a monarch.

**The Return of the Stuarts**  
Parliament’s choice was Charles I’s son, who became Charles II. Charles II had spent most of the previous 15 years in France. He brought French dances, food, and clothing styles with him to London. Soon, the English court was a center of gaiety and fashion. Men copied the fashions of Paris and wore silks and velvets and huge wigs. The wealthy ate large meals. One meal might include rabbit and chicken stew, a leg of mutton, a side of lamb, roasted pigeons, lobsters, tarts, anchovies, and wine. The English nobility was ready for this kind of living, and Charles II became very popular.
In September 1666, a great fire destroyed two-thirds of London’s buildings. Charles II put Sir Christopher Wren, an architect, in charge of rebuilding the city. Wren designed St. Paul’s Cathedral and 52 other churches. He also had most new houses and shops built of brick and stone instead of wood.

As king, Charles II tried to work with Parliament and not anger it. He refused, however, to consult with it about foreign policy, or relations with other countries. Parliament was worried by his friendship with the Roman Catholic king of France.

The Glorious Revolution  In 1685, Charles II died and his brother James became king. Openly Roman Catholic, James II named many Roman Catholics to high posts in the army and the government. This went against a law passed by Parliament under Charles II. James II also tried to have the Act of Habeas Corpus (hā’ bē uhs kôr’ puhs) repealed, or abolished. That act had also been passed under Charles II. It stated that a person could not be put in jail unless charged with a specific crime.

The leaders of Parliament did not like James II. They did not move against him, however, until 1688 when his second wife, who was Roman Catholic, had a son. Fearing the ultimate establishment of Roman Catholic rule, they offered the throne to Mary, James’s Protestant daughter by his first wife. Mary’s husband William landed in England in 1688 with a large army, and James II fled to France. William and Mary were then named joint rulers. Because the change in monarchs took place without a shot being fired, it came to be called the “Glorious Revolution.”

After becoming the new rulers of England in 1689, William and Mary accepted Parliament’s Declaration of Rights. This made Parliament stronger and protected the rights of the English people. The declaration stated that the Crown could not tax people or keep an army in peacetime without Parliament’s consent. Parliament had the right to debate openly, meet often, and be freely elected. People had the right to a fair and speedy trial by a jury of their peers. People could also petition the Crown without fear of being punished.

The Writings of John Locke  Many of the ideas behind the Glorious Revolution were explained in a book called Two Treatises of Government. It was written in 1690 by an English philosopher named John Locke. He believed that people are born with certain natural rights. Among them are the right to life, liberty, and property. Locke believed that the purpose of government is to protect these rights. If it fails to do so, then the people can revolt and set up a new government. Locke thought the best kind of government was a representative one. His writings were widely read, and his ideas became a basis for the American Revolution and, later, the French Revolution.
Section 1 Assessment

1. Define: revolution, martial law, foreign policy, repealed.
2. Why did civil war finally break out between the Crown and Parliament in 1642?
3. Why did Parliament remove James II from the throne?

Critical Thinking

4. Identifying Central Issues What was the central issue addressed by England’s Declaration of Rights?

Graphic Organizer Activity

5. Draw this diagram, and use it to summarize the key ideas of John Locke’s Two Treatises of Government.

<table>
<thead>
<tr>
<th>Two Treatises of Government</th>
<th>Key Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Key Idea</td>
</tr>
<tr>
<td></td>
<td>Key Idea</td>
</tr>
</tbody>
</table>

SECTION 2 The American Revolution

At first, England and its American colonies got along well. Over time, however, things changed. The colonists became angry over English controls. This led to revolution and the forming of a new country.

Mercantilism In 1660, when Charles II became king of England, most European leaders believed in an economic system called mercantilism (mer’ kuhn tēl ızd uhm). Under it, colonies served as a source of raw materials and as a market for finished products. England’s colonies in America were supposed to send goods to England that were scarce or could not be grown there, such as furs, lumber, tobacco, and cotton. The colonists were supposed to buy only goods made in England so that English merchants could make money. These goods could be carried only in ships built in England or in the colonies. The ships also had to be sailed by English crews. This was to make the shipbuilding industry and merchant marines stronger in case of war.

Mercantilism worked well until the 1700s. There were not enough skilled people in the American colonies to produce many goods. The colonists also enjoyed a monopoly (muh nop’ uhl le), or sole right, on the sale of several major crops. In addition, their ships were protected against pirates by the English navy.

Then, things changed. With the population in the colonies growing, the colonists wanted to make their own manufactured goods, such as iron products and beaver hats. Also, people in northern colonies were not able to sell as much to England as
people in southern colonies did. Yet, they needed money to buy English goods. So, they began smuggling goods to and from the West Indies. Soon, a triangular, or three-way, trade grew up. The colonists shipped in sugar and molasses from the West Indies. They made rum and traded it for enslaved Africans. Then, they brought the enslaved Africans to the West Indies, where they traded them for sugar and molasses.

**Changes in British Policy**  
Although England, now known as Great Britain, regulated colonial trade, the colonists handled local affairs. Their legislatures generally passed tax laws. Since colonial officials were paid out of taxes, they had to do as the colonial legislatures wished. This gave the legislatures a great deal of power.

In the middle of the 1700s, this changed. The French, who also had colonies in America, built a fort on the site of present-day Pittsburgh, Pennsylvania. The French and their Native American allies wanted to keep the British out of northern and western America. Great Britain, however, had already claimed the area for itself. The dispute led to the French and Indian War. By the time it ended in 1763, the British controlled nearly all of North America east of the Mississippi River.

The war left the British government deeply in debt. It wanted the colonies to pay a large share of the money owed. After all, the war had been fought partly to protect their western frontier. So, Great Britain moved to raise money by tightening its control over the colonies.

In 1765, Parliament passed the Stamp Act. It called for a tax on all newspapers, legal documents, calendars, and playing cards. All these items had to bear a stamp showing that the tax had been paid. This was the first direct tax Parliament placed on the colonies. That is, it was a tax paid directly to the government, not included in the price of the goods.

The Stamp Act hurt merchants, lawyers, and people in the newspaper business. These groups were among the most able to lead the colonists in a fight against British control. Angry mobs formed in many cities. Tax officials were threatened, and stamps were destroyed. People throughout the colonies decided to boycott, or refuse to buy, British goods.

In October 1765, delegates from 9 of the 13 colonies met in New York to discuss the Stamp Act. They sent a letter to the British government. It stated that the colonies had not been taxed before by anyone except their own legislatures. It also said that Parliament had no right to tax them because they did not have representatives in Parliament.

In March 1766, Parliament finally voted to repeal the Stamp Act. At the same time, however, it passed the Declaratory Act, which stated that Parliament had the right to make laws on all
matters concerning the colonies. This showed that Parliament was not going to give in completely to the demands of the American colonists.

**The Road to Revolution**  In 1767, Parliament passed a series of laws known as the Townshend Acts. These acts placed a tax on such goods as paper, paint, glass, lead, and tea that were shipped to the colonies. Part of the tax money was to be used to pay colonial officials. This took away the colonial legislatures’ main source of power. The following year, the British sent soldiers to Boston to make sure the colonists obeyed the new laws. The colonists called the soldiers “redcoats” because of their bright red uniforms.

The Townshend Acts made the colonists angry. Soon, there were incidents of violence. One of the worst of these took place in Boston in 1770. A crowd of colonists began insulting British soldiers and throwing stones at them. The soldiers fired into the crowd. Five people were killed. This incident came to be called the Boston Massacre. Shortly after, all the Townshend taxes were repealed except the one on tea. The Boston Massacre itself would probably have been forgotten had not some colonists used it to stir up feelings against British rule.

Three years later, Parliament passed the Tea Act. It allowed the British East India Company to sell tea directly to the colonists rather than to colonial merchants, who took part of the profits. This hurt the merchants. The act also further angered those colonists already tired of British tax policies. In Massachusetts, a group of colonists dressed as Native Americans boarded a British ship in Boston harbor and dumped its cargo of tea into the water. This event is known as the Boston Tea Party.

To punish the colonists, Parliament, in 1774, passed the Coercive (kō’ər’siv) Acts. These acts closed Boston harbor and put the government of Massachusetts under military rule. These acts also said that British troops in the colonies should be quartered, or given a place to live, in private homes. Next, Parliament passed the Quebec Act, which extended the boundaries of Quebec west of the Appalachians and north of the Ohio River. This took in land that Massachusetts, Connecticut, and Virginia claimed as their own. The colonists called these laws the Intolerable Acts, or laws they could not bear.

The Coercive Acts only made the colonists more determined than ever to fight for their liberties. In September 1774, delegates from 12 of the colonies met in Philadelphia. They called themselves the First Continental Congress. The Congress spoke out against the Coercive Acts and called for their repeal.

Colonial leaders, however, were divided about what to do. Some, like George Washington of Virginia, hoped to settle the differences with Great Britain. Others, like Samuel Adams of
Maps that contain information about wars are called **military maps**. They show troop movements, battle sites and dates, and battle victories.

Look at the legend for the two maps below. Notice that different symbols and colors stand for American and British advances, retreats, and battle victories.

For example, the map has a solid red line to show that the British advanced to New York City, where they won a battle in August 1776. This victory is indicated by a red star. The Americans then retreated to Trenton, New Jersey, as shown by a dashed blue line.

### Map Practice

1. Which army won the battle at Saratoga, New York?
2. Which army advanced to Camden, South Carolina, after the Battle of Charleston?
3. Where did the British retreat to after the Battle of Guilford Courthouse?
Massachusetts and Patrick Henry of Virginia, wanted the colonies to become independent.

**The Outcome** Before anything was decided, fighting broke out in Massachusetts between the colonists and British soldiers. The British set out to destroy a store of weapons at Concord. On the way there, they met the colonists at Lexington and fought the first battle of the American Revolution.

In May 1775, the Second Continental Congress met. George Washington was named head of the colonial army. The colonists then tried again to settle their differences with Great Britain. They appealed to King George III, who refused to listen.

On July 4, 1776, Congress issued the Declaration of Independence. Written mostly by Thomas Jefferson of Virginia, it stated that all men are created equal and have certain God-given rights. In the Declaration, the colonies broke away from Great Britain and declared themselves the United States of America.

War between the British and Americans dragged on. In 1778, the French, who were old enemies of Great Britain, agreed to help the Americans. In 1781, the Americans and French forced the British to surrender at Yorktown, Virginia. This ended the fighting. Two years later, the Treaty of Paris ended the war.

---

**Peace Treaties** Many peace treaties have been signed in Paris, France. In addition to the treaty ending the American Revolution, they include those that ended the French and Indian War (1763), the European allies’ war with Napoleon (1814), and U.S. involvement in the Vietnam War (1973).
In 1789, the United States adopted a constitution that set up a new form of government. The Constitution set forth certain principles of government. One of these is **popular sovereignty** (sov’ ruhn te¯), or the idea that a government receives its powers from the people. Another is **limited government**, or the idea that a government may use only the powers given to it by the people.

Later, ten **amendments**, or formal changes, known as the Bill of Rights were added. The Bill of Rights guarantees all American citizens such rights as freedom of speech, press, and religion; the right to trial by jury; and freedom from unreasonable searches and seizures.

### Reading Check

What is the principle of **popular sovereignty**?
What is the principle of **limited government**?
What are the first ten **amendments** to the U.S. Constitution called?

### Section 2 Assessment

1. **Define:** mercantilism, monopoly, direct tax, boycott, popular sovereignty, limited government, amendments.
2. Why were colonial legislatures powerful?
3. How did the Townshend Acts affect the power of the colonial legislatures?

### Critical Thinking

4. **Evaluating Information**  “The Bill of Rights is an important addition to the U.S. Constitution.” What is your opinion of this statement? Explain.

### Graphic Organizer Activity

5. Draw this diagram, and use it to show the causes and effects of the American Revolution.

---

### SECTION 3 \ The French Revolution

The events in America influenced people in France. The American example pointed to the need for political change and helped bring about a revolution.

**Old Regime**  During the 1600s and early 1700s—the time of the Old Regime (ri zhēm’)—France was a divine-right monarchy. French society was divided into three **estates** (e stāts’), or classes. The First Estate was the clergy. Although they made up less than 1 percent of the people, they owned 10 percent of the land. They were not only exempt, or free, from taxes, but they also received income from church lands. Church income was not divided evenly, however. Most went to high church officials, who were generally nobles. They wore robes of purple and scarlet velvet.
trimmed with lace. Parish priests lived simply and served people’s religious needs.

The Second Estate was the nobility. They made up about 2 percent of the people and also owned large areas of land. Nobles, too, were free from taxes. They lived off grants from the royal treasury and rents paid by the peasants. Some nobles spent their time at the royal court, dancing, hunting, and gambling. Others filled the highest posts in the government and the army.

The Third Estate was everyone else in France. At the top of this class was the bourgeoisie (bur zhwa-zh’)-—bankers, merchants, lawyers, doctors, manufacturers, and teachers. They controlled much of France’s wealth and trade. Next were the city workers—artisans, day laborers, and servants. At the bottom were the peasants, who made up more than 80 percent of the French people.

Members of the Third Estate had no power in the government, but they paid the country’s taxes. They paid taxes on income, personal property, land, and crops. They paid sales taxes on salt, tobacco, and wine. Parents even paid a tax when a child was born. In addition, the peasants still paid feudal dues.

**The Estates-General** By the 1780s, the French government was in trouble. Educated French writers and thinkers called philosophes (fē luh zōfs’), or philosophers, wrote articles pointing out the country’s political problems. One of the most widely read philosophes was Francois Marie Arouet (fran’ swah muh ré’ ah rwe’), known as Voltaire (vōl tair’). Voltaire favored free speech, a free press, freedom of religion, and equal justice for everyone. One of his favorite sayings was: “I do not agree with a word you say, but I will defend to the death your right to say it.”

The major problem facing the French government, however, was a lack of money. The French government had given so much help to the colonies during the American Revolution that it was almost bankrupt. King Louis XVI and his wife added to the problem by spending money on jewels, hunting parties, horse races, and balls. In fact, Queen Marie-Antoinette (muh rē an twuh net’) spent so much that she was accused of increasing France’s deficit, or shortage of money. For this reason, the French people called her Madame Deficit. The king wanted the clergy and nobles to give him money. They, however, had never paid taxes and saw no reason to start.

Finally, Louis XVI called a meeting of the French legislature to help decide how to raise money. It was the first time that this body, known as the Estates-General, had met since 1614. In the past, each of the estates had met separately, with each casting one vote. This meant the nobles and clergy together could outvote the Third Estate and protect themselves from change.
The Third Estate, however, wanted a bigger voice in government. “What is the Third Estate?” one of their leaders wrote in a pamphlet. “Everything. What has it been until now? Nothing. What does it demand? To become something.” The members of the Third Estate wanted the Estates-General to meet as a single body with each representative having a vote. They also wanted to have the same number of representatives as the other two estates together.

In May 1789, the Estates-General met. The Third Estate was granted more representatives, but the other two estates refused to meet with it. So, the Third Estate and a small number of parish priests and nobles met as a separate body. They called themselves the National Assembly. When Louis XVI threatened to break up the National Assembly, its members swore not to do so until they had written a constitution for France. At last, the king gave in and ordered the First and Second Estates to meet with the National Assembly.

**Uprisings in City and Country**   Meanwhile, a series of uprisings took place throughout most of France. When the Estates-General was called to meet, most French people had high hopes for change. Before long, however, they began to fear that nothing would improve. The fall harvests had been poor, and

---

**TENNIS COURT OATH**   Members of the Third Estate met on a tennis court to write a new French constitution. **What was the Third Estate?**

---

**Marie-Antoinette**  
1755–1793  
**French Queen**  
Born in Vienna, Austria, Marie-Antoinette grew up the daughter of the Holy Roman Emperor Francis I. At age 15, she married Louis XVI in an effort to strengthen ties between France and Austria. Disliked as a foreigner, the queen was mistakenly accused of pushing France into debt with her luxurious lifestyle. During the Reign of Terror, she was charged with treason and executed.
Have you ever collected baseball cards or cataloged the CDs in your collection? Have you ever kept a list of the names and addresses of your friends and relatives? If you have collected information and kept some sort of list or file, then you have created a database.

**Learning the Skill** An electronic database is a collection of facts that are stored in files on a computer. The information is organized in fields.

A database can be organized and reorganized in any way that is useful to you. By using a database management system (DBMS)—special software developed for record keeping—you can easily add, delete, change, or update information. You give commands to the computer telling it what to do with the information, and it follows your commands. When you want to retrieve information, your computer searches through the files, finds the information, and displays it on the screen.

**Practicing the Skill**

A number of democratic documents are discussed in this chapter. Follow these steps to build a database of democratic documents written during the English, American, and French revolutions.

1. Determine what facts you want to include in your database.
2. Follow instructions in the DBMS you are using to set up fields. Then enter each item of data in its assigned field.
3. Determine how you want to organize the facts in your database—in this case, alphabetically by the name of the document.
4. Follow the instructions in your computer program to place the information in order of importance.
5. Check that all the information in your database is correct. If necessary, add, delete, or change information or fields.
food was scarce and expensive. A loaf of bread cost more than a day’s pay. The winter was so cold that water froze in front of fireplaces. Hundreds of thousands of city workers were unemployed.

In Paris, mobs began to form. On July 14, 1789, a mob in search of weapons attacked and captured the Bastille (ba stēl’). This was an old fort used as a prison. To the mob, it was a symbol of the tyranny (tir’ uh nē), or unjust use of power, of the monarchy. The mob then killed the mayor of Paris and set up a new city government.

News of what happened in Paris spread. In the countryside, there were rumors that the nobles were planning to hire brigands (brig’ uhndz), or roving bandits, to destroy the peasants’ homes and crops. So, the peasants attacked and burned the houses of the nobles and destroyed all records of feudal dues.

The National Assembly The uprisings caused the National Assembly to act. To calm the people, it did away with the privileges of the clergy and nobles.

On August 27, 1789, the Assembly issued the Declaration of the Rights of Man and the Citizen. It said that people “are born equal and remain free and equal in rights.” It said that the government’s right to rule came from the people, not from the

**FRENCH PEASANTS** Farmers of the French countryside worked hard to raise their crops. They were tired of paying most of their earnings to the nobles. **What did peasants in the countryside do to show their unhappiness when they heard about the riots in Paris?**

---

**Reading Check** What is tyranny?

---

**Fun Facts**

**The March of Women**

In October 1789, a mob of women walked to Versailles, a few miles outside Paris. Armed with sticks and farm tools, the “March of Women” stopped first at the National Assembly and demanded lower prices for bread. They then burst into the royal palace and forced Louis XVI, Marie-Antoinette, and their son—whom they called “the baker, the baker’s wife, and the baker’s little boy”—to return to Paris as prisoners of the people.
Crown. It gave everyone freedom of speech and the right to share in government. The ideas of equal rights and individual freedoms came mostly from the philosophes and from the English and American revolutions.

For the next two years, the National Assembly worked to write a constitution. At the same time, to pay off what the government owed, it began selling church lands to peasants. Although many peasants now owned land for the first time, the Roman Catholic Church was angered. It was further angered when the National Assembly declared that the clergy should be elected and should swear an oath to the government. The Church did not like being brought under state authority.

In 1791, a constitution was finished. It established freedom of religion and made France a constitutional monarchy. Under this kind of government, the ruler’s power is limited by written law. The Crown and the legislature would govern together. Both representatives and voters had to have a certain amount of wealth. This pleased the bourgeoisie because it gave them the power they wanted. It did not please most peasants and the sans-culottes (san skū lahts’), or city workers, because they did not have enough money to vote. (The word “sans-culottes” means “without knee breeches.” Wealthy men wore knee breeches and silk stockings. Workers wore long pants.)

The End of the Monarchy

Many of the ideas of the French Revolution spread to other countries. Rulers throughout Europe were afraid that these ideas would weaken their own power. French émigrés (em’ uh grayz’), or political exiles, encouraged the rulers to march into France and help Louis XVI take back control of the government. Many of the French revolutionary leaders also wanted war because it would unite the French people. Before any country could act, in the spring of 1792 France declared war on Austria, where the queen’s brother ruled.

At first, the war did not go well for France. By August 1792, Austrian and Prussian armies were marching toward Paris. Meanwhile, in the city, the sans-culottes took over. They set up a new government called the National Convention. It made France a republic. The following year, Louis XVI and Marie-Antoinette were executed. As a result, more European countries joined the war against France.

Threats from outside and inside the country made the new French government take drastic action. Although another constitution was written, it was never put into force. Instead, the Committee of Public Safety, led by a lawyer named Maximilien de Robespierre (mak suh mil’ yuhn duh rōbz’ piuhr), took over the government. Thousands of people suspected of being against the Revolution lost their lives to the guillotine (gil’ uh tēn). This was a machine with a heavy blade that fit between two wooden
After France adopted use of the metric system in 1791, the government attempted to educate people about its many uses (below). Today the metric system is followed in most technological nations in the world, except the United States. It is so widespread that the metric system is used for measurement at the Olympics. What other lasting reform grew out of the French Revolution?
system, which the National Assembly adopted in 1791. Metrics, a system of numbers that is based on powers of ten, helped scientists carry out experiments and made international trade easier. Today, metrics are used by all major countries in the world except the United States.

**Section 3 Assessment**


2. What groups made up the three French estates?

3. What did the National Assembly do about the uprisings in 1789?

4. Why did most reforms of the French Revolution come to an end under the Directory?

**Critical Thinking**

5. **Understanding Cause and Effect**
   How did the storming of the Bastille help trigger the French Revolution?

**Graphic Organizer Activity**

6. Draw this diagram, and use it to compare the French Declaration of the Rights of Man and the Citizen to the U.S. Declaration of Independence.

   ![Diagram](image)

   - French Declaration
   - U.S. Declaration

   - Both

**Chapter Summary & Study Guide**

1. As a result of new ideas about freedom and government, the 1700s are known as the Age of Enlightenment.

2. England’s political revolution began in the 1600s when the Crown and Parliament disagreed over issues of divine right and religion.

3. In 1689, Parliament passed the Declaration of Rights, which made Parliament stronger and protected the rights of the people.

4. In 1776, disagreements between the American colonies and Great Britain led to the Declaration of Independence, which defended the right to self-government.

5. In 1789, the United States adopted a new constitution based on the principles of popular sovereignty and limited government.

6. The French Revolution, which began in 1789, ended as a result of the Reign of Terror. However, two lasting reforms survived—use of the metric system and the idea that people had a right to choose their government.

[Click here for Self-Check Quiz](humanheritage.glencoe.com)
Using Key Terms

Sort these words describing the revolutions in England, America, and France by the country to which each applies. (Words may be used more than once.) Use the words in each group to write a sentence or two about each country’s revolution.

- revolution
- constitutional
- mercantilism
- monarchy
- direct tax
- monopoly
- boycott
- popular sovereignty
- bourgeoisie
- estates
- martial law
- tyranny
- guillotine

Understanding Main Ideas

1. What were some Puritan beliefs?
2. Why was the Glorious Revolution called “glorious”?
3. How did Great Britain tighten its control over the American colonies?
4. How did the British colonists respond to the Stamp Act?
5. Who had the most power in the French government before the French Revolution? After the Revolution?
6. Why were European rulers afraid of the ideas of the French Revolution?

Critical Thinking

1. What economic questions played a part in the American Revolution? In the French Revolution?
2. What were the most important political issues that played a part in England’s Glorious Revolution? Explain your answer.
3. Do you agree with the idea that people have the right to rule themselves? Explain.

Graphic Organizer Activity

Citizenship
Create a diagram like the one on this page, and use it to compare the reforms and rights sought by the leaders of the English, American, and French revolutions.

Geography in History

The World in Spatial Terms
Look at the maps of the American Revolution on page 511. The advances and retreats of both armies are shown. About how many miles (or kilometers) did the British advance from the battle at Long Island, New York, to the battle at Brandywine, Pennsylvania?

Using Your Journal

Review any details you may have noted about the changes in government that took place during the 1700s. Imagine you are setting up your own country with its own government. Using ideas you have noted, write a description of how you think the government should be organized.