

1 Step-by-Step Instruction

SECTION

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.

- Explain how science led to the Enlightenment.
- Compare the ideas of Hobbes and Locke.
- Identify the beliefs and contributions of the *philosophes*.
- Summarize how economic thinking changed during this time.


Prepare to Read

Build Background Knowledge L3

Remind students that during the Scientific Revolution, scientists used reason to explain why things happened in the physical universe. Then ask them to predict what other aspects of life people could study using the new scientific method.

Set a Purpose L3

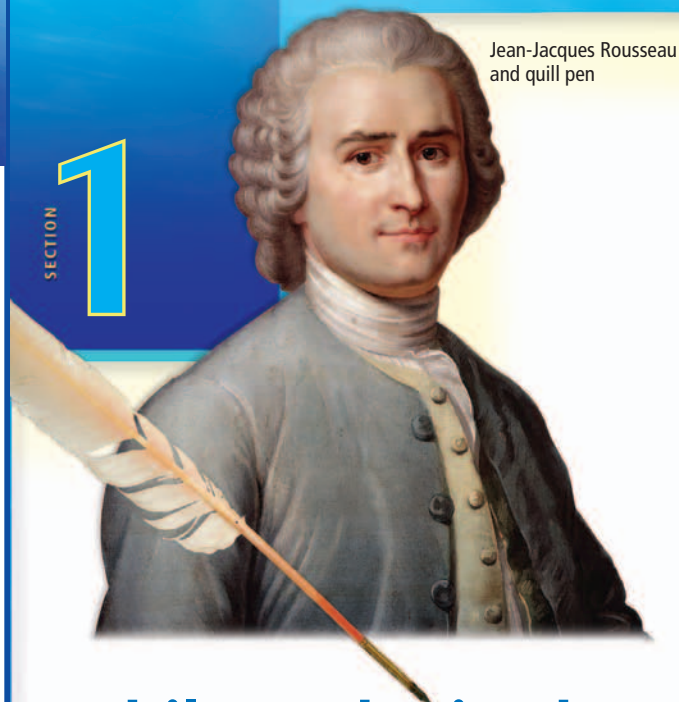
- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,** Rousseau Stirs Things Up

Ask students to explain in their own words what Rousseau meant by “chains.” What might have been some examples of such “chains” in his time? What are some examples today?

- **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 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Summarize* worksheet.

 Teaching Resources, Unit 4, p. 6



Jean-Jacques Rousseau and quill pen

WITNESS HISTORY AUDIO

Rousseau Stirs Things Up

In Jean-Jacques Rousseau’s most important work, *The Social Contract*, he argued that in order to be free, people should do what is best for their community. Rousseau had many supporters who were inspired by his passionate writings. European monarchs, on the other hand, were angry that Rousseau was questioning authority. As a result, Rousseau worried about persecution for much of his life. The “chains” below represent the social institutions that confined society.

“Man is born free, and everywhere he is in chains.”

—Rousseau, *The Social Contract*

Focus Question What effects did Enlightenment philosophers have on government and society?

Philosophy in the Age of Reason

Objectives

- Explain how science led to the Enlightenment.
- Compare the ideas of Hobbes and Locke.
- Identify the beliefs and contributions of the *philosophes*.
- Summarize how economic thinking changed during this time.

Terms, People, and Places

natural law	Montesquieu
Thomas Hobbes	Voltaire
John Locke	Diderot
social contract	Rousseau
natural right	laissez faire
<i>philosophie</i>	Adam Smith

Note Taking

Reading Skill: Summarize Draw a table like the one shown here. As you read the section, summarize each thinker’s works and ideas.

Thinkers’ Works and Ideas	
Hobbes	<i>Leviathan</i> , social contract
Locke	
Montesquieu	

By the early 1700s, European thinkers felt that nothing was beyond the reach of the human mind. Through the use of reason, insisted these thinkers, people and governments could solve every social, political, and economic problem. In essence, these writers, scholars, and philosophers felt they could change the world.

Scientific Revolution Sparks the Enlightenment

The Scientific Revolution of the 1500s and 1600s had transformed the way people in Europe looked at the world. In the 1700s, other scientists expanded European knowledge. For example, Edward Jenner developed a vaccine against smallpox, a disease whose path of death spanned the centuries.

Scientific successes convinced educated Europeans of the power of human reason. **Natural law**, or rules discoverable by reason, govern scientific forces such as gravity and magnetism. Why not, then, use natural law to better understand social, economic, and political problems? Using the methods of the new science, reformers thus set out to study human behavior and solve the problems of society. In this way, the Scientific Revolution led to another revolution in thinking, known as the Enlightenment. Immanuel Kant, a German philosopher best known for his work *The Critique of Pure Reason*, was one of the first to describe this era with the

Vocabulary Builder

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

 Teaching Resources, Unit 4, p. 5; Teaching Resources, Skills Handbook, p. 3

High-Use Word

philosophy, p. 546

Definition and Sample Sentence

n. the love of, or the search for, wisdom or knowledge
Jonathan’s **philosophy** of nature comes from his many hikes in the wilderness, where he observes wildlife.

word “Enlightenment.” Despite Kant’s skepticism about the power of reason, he was enthusiastic about the Enlightenment and believed, like many European philosophers, that natural law could help explain aspects of humanity.

- ✓ **Checkpoint** What convinced educated Europeans to accept the power of reason?

Hobbes and Locke Have Conflicting Views

Thomas Hobbes and **John Locke**, two seventeenth-century English thinkers, set forth ideas that were to become key to the Enlightenment. Both men lived through the upheavals of the English Civil War. Yet they came to very different conclusions about human nature and the role of government.

Hobbes Believes in Powerful Government Thomas Hobbes outlined his ideas in a work titled *Leviathan*. In it, he argued that people were naturally cruel, greedy, and selfish. If not strictly controlled, they would fight, rob, and oppress one another. Life in the “state of nature”—without laws or other control—would be “solitary, poor, nasty, brutish, and short.”

To escape that “brutish” life, said Hobbes, people entered into a **social contract**, an agreement by which they gave up their freedom for an organized society. Hobbes believed that only a powerful government could ensure an orderly society. For him, such a government was an absolute monarchy, which could impose order and compel obedience.

Locke Advocates Natural Rights John Locke had a more optimistic view of human nature. He thought people were basically reasonable and moral. Further, they had certain **natural rights**, or rights that belonged to all humans from birth. These included the right to life, liberty, and property.

In *Two Treatises of Government*, Locke argued that people formed governments to protect their natural rights. The best kind of government, he said, had limited power and was accepted by all citizens. Thus, unlike Hobbes, Locke rejected absolute monarchy. England during this time experienced a shift in political power known as the Glorious Revolution. James II, an unpopular absolute monarch, left the throne and fled England in 1688. Locke later wrote that he thought James II deserved to be dethroned for violating the rights of the English.

Locke proposed a radical idea about this time. A government, he said, has an obligation to the people it governs. If a government fails its obligations or violates people’s natural rights, the people have the right to overthrow that government. Locke’s idea would one day influence leaders of the American Revolution, such as Benjamin Franklin, Thomas Jefferson, and James Madison. Locke’s idea of the right of revolution would also echo across Europe and Latin America in the centuries that followed.

- ✓ **Checkpoint** How did Hobbes and Locke differ in their views on the role of government?

Hobbes Writes the *Leviathan*

The title page from *Leviathan* (1651) by Hobbes demonstrates his belief in a powerful ruler. The monarch here represents the Leviathan who rises above all of society.



- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table describing each thinker’s works and ideas.

 **Reading and Note Taking Study Guide**, p. 158

Teach

Scientific Revolution/ Hobbes and Locke

15

Instruct

- **Introduce: Key Terms** Ask students to find the key term **natural law** (in blue) in the text. Point out that during the 1500s and 1600s, scientists used natural law and the scientific method to challenge long-held beliefs.
- **Teach** Compare Hobbes’s and Locke’s views on government. Ask **In the 1700s, what type of government existed in most European states? (divine-right monarchy)** **How did Locke’s ideas challenge Europe’s traditional order? (His theory of natural rights contradicted the theory of divine rights.)** **What was the long-term effect of these ideas? (They influenced revolutions across the globe.)**
- **Quick Activity** Ask students if they recognize Locke’s ideas of certain natural rights in our government. Have them read the excerpt from John Locke’s *Two Treatises of Government* on page 549. Then discuss if and when people have the right to overthrow their government.

Independent Practice

Pair students and have them write a dialogue between Locke and Hobbes on the dethroning of James II in England.

Monitor Progress

As students compose the dialogues, check to ensure they understand that Hobbes and Locke would have had different views on the dethroning.

Answers

- ✓ scientific successes
- ✓ Hobbes believed that the government needed to impose order and compel obedience. Locke thought governments should have limited power and be accepted by all citizens.


Differentiated

Instruction Solutions for All Learners

- 11 **Special Needs**
- 12 **Less Proficient Readers**
- 12 **English Language Learners**

Help students understand the power of *reason* and its importance to the Enlightenment. Remind them that reason is the ability to think. Previously, people accepted things on faith, which is an unquestioning belief. Have students brainstorm the advantages and disadvantages of using reason rather than faith.

Use the following study guide resources to help students acquiring basic skills:

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 158
- Adapted Section Summary, p. 159

The Philosophes

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask students to define **philosophy** in their own words. Then ask students to explain who the *philosophes* were.

■ **Teach** Create a two-column chart on the board, labeling one column “Thinker” and the other “Main Ideas.” Ask volunteers to fill in the chart with the thinkers discussed in the section and each thinker’s ideas and accomplishments. Then have students use the chart to summarize the main ideas of the Enlightenment. Using the Think-Write-Pair-Share strategy (TE, p. T23), ask students to discuss what made these ideas revolutionary in the 1700s.

■ **Quick Activity** Display **Color Transparency 101: Enlightenment Ideas About Government**. Use the lesson suggested in the transparency book to guide a discussion. Ask how the *philosophes* helped create new assumptions about the proper use of power and the attributes of a just government.

 Color Transparencies, 101

Independent Practice

■ **Biography** To help students better understand the courage it took to criticize powerful institutions, have them read *Voltaire* and complete the worksheet.

 Teaching Resources, Unit 4, p. 7

■ **Viewpoints** To help students learn about the different viewpoints on education, have them read *Enlightenment Views on Education* and complete the worksheet.

 Teaching Resources, Unit 4, p. 10

Monitor Progress

As students fill in their charts, circulate to make sure they understand each thinker’s ideas. For a completed version of the chart, see

 Note Taking Transparencies, 120

Answer

BIOGRAPHY Voltaire: the French authorities and enemies of freedom; Montesquieu: separation of the powers of government

BIOGRAPHY



Voltaire

François-Marie Arouet, known as Voltaire (1694–1778), was an impassioned poet, historian, essayist, and philosopher who wrote with cutting sarcasm and sharp wit. Voltaire was sent to the Bastille prison twice due to his criticism of French authorities and was eventually banned from Paris. When he was able to return to France, he wrote about political and religious freedom. Voltaire spent his life fighting enemies of freedom, such as ignorance, superstition, and intolerance. **What did Voltaire attack in his writings?**



Montesquieu

Born to wealth, Charles Louis de Secondat (1689–1755) inherited the title Baron de Montesquieu from his uncle. Like many other reformers, he did not let his privileged status keep him from becoming a voice for democracy. His first book titled *Persian Letters* ridiculed the French government and social classes. In his work published in 1748, *The Spirit of the Laws*, he advanced the idea of separation of powers—a foundation of modern democracy. **What did Montesquieu think was necessary to protect liberty?**

The Philosophes

In the 1700s, there was a flowering of Enlightenment thought. This was when a group of Enlightenment thinkers in France applied the methods of science to understand and improve society. They believed that the use of reason could lead to reforms of government, law, and society. These thinkers were called **philosophes** (*fee loh ZOHFS*), which means “philosophers.” Their ideas soon spread beyond France and even beyond Europe.

Montesquieu Advances the Idea of Separation of Powers

An early and influential thinker was Baron de **Montesquieu** (MAHN tus kyoo). Montesquieu studied the governments of Europe, from Italy to England. He read about ancient and medieval Europe, and learned about Chinese and Native American cultures. His sharp criticism of absolute monarchy would open doors for later debate.

In 1748, Montesquieu published *The Spirit of the Laws*, in which he discussed governments throughout history. Montesquieu felt that the best way to protect liberty was to divide the various functions and powers of government among three branches:

the legislative, executive, and judicial. He also felt that each branch of government should be able to serve as a check on the other two, an idea that we call checks and balances. Montesquieu’s beliefs would soon profoundly affect the Framers of the United States Constitution.

Voltaire Defends Freedom of Thought Probably the most famous of the *philosophes* was François-Marie Arouet, who took the name **Voltaire**. “My trade,” said Voltaire, “is to say what I think,” and he did so throughout his long, controversial life. Voltaire used biting wit as a weapon to expose the abuses of his day. He targeted corrupt officials and idle aristocrats. With his pen, he battled inequality, injustice, and superstition. He detested the slave trade and deplored religious prejudice.

Voltaire’s outspoken attacks offended both the French government and the Catholic Church. He was imprisoned and forced into exile. Even as he saw his books outlawed and even burned, he continued to defend the principle of freedom of speech.

Diderot Edits the *Encyclopedia* Denis **Diderot** (DEE duh roh) worked for years to produce a 28-volume set of books called the *Encyclopedia*. As the editor, Diderot did more than just compile articles.

History Background

Science and Philosophy Sociology, the study of human behavior and the development of human societies, came out of the science practiced by the eighteenth-century *philosophes*, in particular Baron de Montesquieu. He can legitimately be called the father of sociology. In his great treatise, *The Spirit of Laws*, Montesquieu wrote that religion shapes politics, that

political climate controls behavior, and that the extent of freedom in a society is determined by its institutions. He examined laws, customs, and behaviors of various societies. His method of study was to compare the features of past and present societies. This is similar to the methods of comparative sociology today.

His purpose was “to change the general way of thinking” by explaining ideas on topics such as government, **philosophy**, and religion. Diderot’s *Encyclopedia* included articles by leading thinkers of the day, including Montesquieu and Voltaire. In these articles, the *philosophes* denounced slavery, praised freedom of expression, and urged education for all. They attacked divine-right theory and traditional religions. Critics raised an outcry. The French government argued that the *Encyclopedia* was an attack on public morals, and the pope threatened to excommunicate Roman Catholics who bought or read the volumes.

Despite these and other efforts to ban the *Encyclopedia*, more than 4,000 copies were printed between 1751 and 1789. When translated into other languages, the *Encyclopedia* helped spread Enlightenment ideas throughout Europe and across the Atlantic Ocean to the Americas.

Rousseau Promotes *The Social Contract* Jean-Jacques **Rousseau** (roo SOH), believed that people in their natural state were basically good. This natural innocence, he felt, was corrupted by the evils of society, especially the unequal distribution of property. Many reformers and revolutionaries later adopted this view. Among them were Thomas Paine and Marquis de Lafayette, who were leading figures of the American and French Revolutions.

In 1762, Rousseau set forth his ideas about government and society in *The Social Contract*. Rousseau felt that society placed too many limitations on people’s behavior. He believed that some controls were necessary, but that they should be minimal. Additionally, only governments that had been freely elected should impose these controls.

Rousseau put his faith in the “general will,” or the best conscience of the people. The good of the community as a whole, he said, should be placed above individual interests. Rousseau has influenced political and social thinkers for more than 200 years. Woven through his work is a hatred of all forms of political and economic oppression. His bold ideas would help fan the flames of revolt in years to come.

Women Challenge the *Philosophes* The Enlightenment slogan “free and equal” did not apply to women. Though the *philosophes* said women had natural rights, their rights were limited to the areas of home and family.

By the mid- to late-1700s, a small but growing number of women protested this view. Germaine de Staël in France and Catharine Macaulay and Mary Wollstonecraft in Britain argued that women were being excluded from the social contract itself. Their arguments, however, were ridiculed and often sharply condemned.

Wollstonecraft was a well-known British social critic. She accepted that a woman’s first duty was to be a good mother but felt that a woman should be able to decide what was in her own interest without depending on her husband. In 1792, Wollstonecraft published *A Vindication of the Rights of Woman*. In it, she called for equal education for girls and boys. Only education, she argued, could give women the tools they needed to participate equally with men in public life.

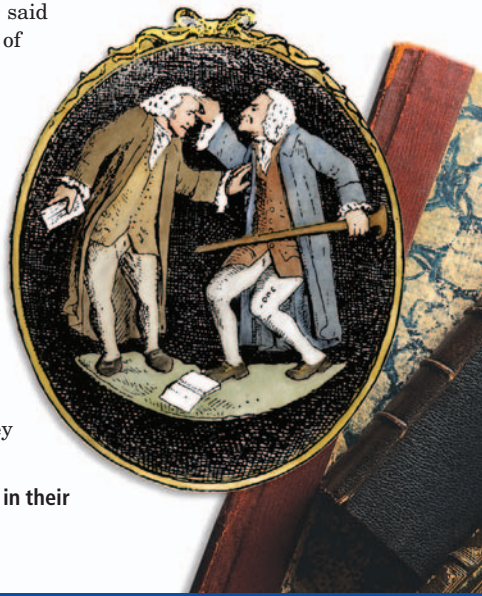
✓ Checkpoint What topics were addressed by the *philosophes* in their *Encyclopedia* articles?

Vocabulary Builder

philosophy—(fih LAHS uh fee) *n.* love of, or the search for, wisdom or knowledge

Heated Debate

Rousseau (left) and Voltaire (right) are pictured here in the midst of an argument. Even though the *philosophes* were reform-minded, they disagreed about some issues. *Compare the beliefs of Rousseau and Voltaire.*




New Economic Thinking

L3

Instruct

■ **Introduce** Ask students to read the introductory sentences under the red heading New Economic Thinking. Have students predict how natural law could apply to economics. Then have them read to find out whether their predictions were accurate.

■ **Teach** Discuss the new economic thinking. Ask **What are two differences between the physiocrats and the mercantilists?** (*mercantilists: favored government regulation, believed in building wealth through trade; physiocrats: opposed government regulation, believed in building wealth through land productivity*) **How did Adam Smith’s ideas build upon those of the physiocrats?** (*He agreed that government should not interfere with the economy.*) **According to Smith, what should rule the economy?** (*market forces of supply and demand*)

■ **Quick Activity** Display **Color Transparency 102: Law of Supply and Demand**. Use the lesson suggested in the transparency book to guide a discussion on the ways Smith’s ideas are included in modern economic theory.  **Color Transparencies, 102**

Independent Practice

Laissez-faire economists argue that society would be better off if the government did not interfere with business and the marketplace. Discuss what students believe to be the proper role of government in a nation’s economy.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Differentiated

Instruction Solutions for All Learners

L4 Advanced Readers L4 Gifted and Talented

While Locke and Montesquieu were rethinking the role of government, Cesare Beccaria was rethinking the role of criminal justice. At this time, critics of the king or the church could be punished for their views. Beccaria objected to the use of torture, secret proceedings, and brutal punishments. In his treatise,

On Crimes and Punishment, he wrote that the object of the penal system should be to preserve order, not to punish people excessively. Have students research Beccaria’s ideas and write a paragraph on his influence on today’s justice system.

Answers

✓ Answers may include topics such as slavery, freedom of expression, and education.

Caption Rousseau believed that a freely elected government should exercise minimal control over the people; Voltaire believed in free speech, equality, justice, and reason.

Assess and Reteach


Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 4, p. 2

- To further assess student understanding, use

 Progress Monitoring Transparencies, 72

Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 159

L3

 Adapted Reading and Note Taking Study Guide, p. 159

L1

L2

 Spanish Reading and Note Taking Study Guide, p. 159

L2

Extend

L4

Organize the class into small groups. Have each group think of areas in modern society that are based on or represent Enlightenment ideas. (Sample: government, human rights, education, gender roles) Have them choose one Enlightenment idea and discuss the similarities and differences between that idea and the present-day manifestation of the idea.

Answer

- ✓ Smith believed the market would be more productive without government regulation.

New Economic Thinking

French thinkers known as physiocrats focused on economic reforms. Like the *philosophes*, physiocrats based their thinking on natural laws. The physiocrats claimed that their rational economic system was based on the natural laws of economics.

Laissez Faire Replaces Mercantilism Physiocrats rejected mercantilism, which required government regulation of the economy to achieve a favorable balance of trade. Instead, they urged a policy of **laissez faire** (les ay FEHR), allowing business to operate with little or no government interference. Physiocrats also supported free trade and opposed tariffs.

Smith Argues for a Free Market Scottish economist **Adam Smith** greatly admired the physiocrats. In his influential work *The Wealth of Nations*, he argued that the free market should be allowed to regulate business activity. Smith tried to show how manufacturing, trade, wages, profits, and economic growth were all linked to the market forces of supply and demand. Wherever there was a demand for goods or services, he said, suppliers would seek to meet that demand in order to gain profits. Smith was a strong supporter of laissez faire. However, he felt that government had a duty to protect society, administer justice, and provide public works. Adam Smith's ideas would help to shape productive economies in the 1800s and 1900s.

✓ **Checkpoint** Why did Smith support laissez faire?

Investors in Paris, France, 1720



SECTION 1

Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1711

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Summarize** Use your completed tables to answer the Focus Question: What effects did Enlightenment philosophers have on government and society?

Comprehension and Critical Thinking

3. **Summarize** How did the achievements of the Scientific Revolution contribute to the Enlightenment?
4. **Recognize Cause and Effect** What did the *philosophes* do to better understand and improve society?
5. **Synthesize Information** Explain why the policy of laissez faire constitutes natural economic laws.

Writing About History

Quick Write: Explore a Topic On some essay tests, you may have a choice of topic. You should choose one that you feel most knowledgeable about. Choose from the following, and draft a single sentence that identifies the main idea:
(a) social contracts (b) freedom of speech (c) women in the mid-1700s

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Enlightenment thinkers spread their ideas to open new ways of thinking and effect change.
3. They led to greater faith in the power of reason. People began to apply reason to

human nature and government as well as to the physical world.

4. They applied the methods of science to study and improve society.
5. The government should not interrupt natural economic forces to achieve a favorable balance of trade.

Writing About History

Sentences should show an understanding of the main idea of one of the three writing topics given.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1711**.

John Locke: *Two Treatises of Government*

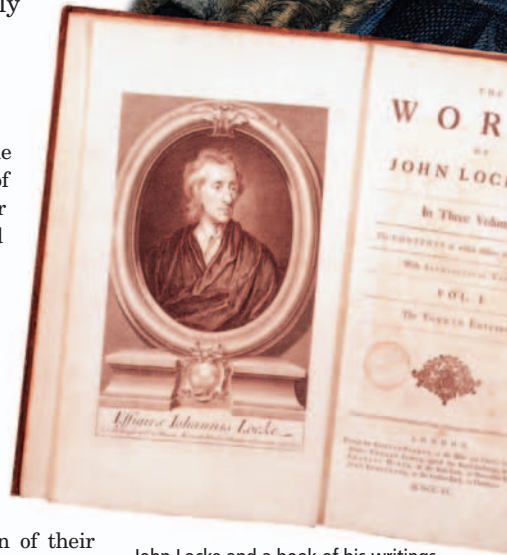
English philosopher John Locke (1632–1704) published *Two Treatises of Government* in 1690. Locke believed that all people had the same natural rights of life, liberty, and property. In this essay, Locke states that the primary purpose of government is to protect these natural rights. He also states that governments hold their power only with the consent of the people. Locke’s ideas greatly influenced revolutions in America and France.

But though men, when they enter into society give up the equality, liberty, and executive power they had in the state of Nature into the hands of society . . . the power of the society or legislative constituted by them can never be supposed to extend farther than the common good. . . . Whoever has the legislative or supreme power of any commonwealth, is bound to govern by established standing laws, promulgated¹ and known to the people, and not by extemporary² decrees, by indifferent and upright judges, who are to decide controversies by those laws; and to employ the force of the community at home only in the execution of such laws, or abroad to prevent or redress foreign injuries and secure the community from inroads³ and invasion. And all this to be directed to no other end but the peace, safety, and public good of the people. . . .

The reason why men enter into society is the preservation of their property; and the end while they choose and authorize a legislative is that there may be laws made, and rules set, as guards and fences to the properties of all the society, . . .

Whensoever, therefore, the legislative [power] shall transgress⁴ this fundamental rule of society, and either by ambition, fear, folly, or corruption, endeavor to grasp themselves, or put into the hands of any other, an absolute power over the lives, liberties, and estates of the people, by this breach of trust they forfeit the power the people had put into their hands for quite contrary ends, and it devolves⁵ to the people; who have a right to resume their original liberty, and by the establishment of a new legislative (such as they shall think fit), provide for their own safety and security. . . .

1. **promulgated** (PRAHM ul gayt id) *vt.* published or made known.
2. **extemporary** (ek STEM puh reh ee) *adj.* without any preparation.
3. **inroads** (IN roh dz) *n.* advances at the expense of someone.
4. **transgress** (trans GRES) *vt.* go beyond; break.
5. **devolves** (dih VAHLVZ) *vt.* passes.



John Locke and a book of his writings

Thinking Critically

1. **Draw Inferences** According to Locke, how should a land be governed? Why do you think this is the case?
2. **Identify Central Issues** What does Locke say can happen if a government fails to protect the rights of its people?

John Locke: *Two Treatises of Government*

Objectives

- Explain the ideas presented in John Locke’s *Two Treatises of Government*.
- Understand the impact of this document on the French and American revolutions.

Build Background Knowledge L3

Ask students to recall what they know about John Locke and his ideas on government. Tell them that Locke explained his ideas in this essay.

Instruct L3

- Direct students to the introduction at the top of the page. Then ask **What does Locke believe is the primary purpose of government?** (*to protect people’s natural rights of life, liberty, and property*) Ask students to recall where else they have heard this idea. Point out that Locke’s ideas about natural rights and the obligations of government later influenced Thomas Jefferson’s writing of the Declaration of Independence. This document states that all men are created equal and are given “certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”
- As students read the selection, have them list each of Locke’s ideas on government. When students have finished, have them compare their lists, and then create a master list on the board. (*Lists should include: People have natural rights; people form governments to protect their natural rights; if a government fails this obligation, the people have a right to overthrow that government.*)

Monitor Progress

To confirm students’ understanding, ask them to briefly summarize Locke’s ideas. How does modern government incorporate his ideas?

Thinking Critically

1. by a government chosen by the people; Sample: All people have the same natural rights and should be able to choose the body that protects them.
2. The people can overthrow the government.

Differentiated

Instruction Solutions for All Learners

L2 Less Proficient Readers

Use shared reading to help students read this document. First, read aloud the first paragraph of the excerpt. As you read, model how to summarize the meaning of each section. For example, after you read aloud the first sentence, think aloud: *When people join a society, they hand over certain powers to that society.* Provide an example: When stu-

L2 English Language Learners

dents enter school, they hand over certain things, such as decisions as to how they may dress. Next, have them go back and read the primary source silently. Then, have students work in groups to explain the meaning of a few sentences. After the groups have had sufficient time, discuss their conclusions as a class.