The Restoration and the 18th Century
1660–1798

TRADITION AND REASON
• Social Observers
• Satirical Voices
• The Age of Johnson
• The Rise of Women Writers

Introduce the Unit
Call students’ attention to the pictures on this page. Explain that the large picture is The Restoration: Charles II Lands at Dover.

Ask students if they are familiar with the writer Mary Wollstonecraft, shown in the smaller picture on the page. Explain that Wollstonecraft (1759–1797) was an English writer and early feminist. In her best-known work, A Vindication of the Rights of Woman, Wollstonecraft speaks out for equal rights and opportunities for women. Tell students that they will read excerpts from Wollstonecraft’s groundbreaking essay in this unit. Also note that students can read more about Wollstonecraft on page 718.

About the Art    The Restoration: Charles II Lands at Dover was painted by British artist Charles M. Padday (1868–1954). Charles II’s landing at Dover on May 25, 1660, signified the restoration of the monarchy after the English Civil Wars.

The small portrait of Mary Wollstonecraft was painted by British artist John Opie (1761–1807).

Find It Online!
This unit on thinkcentral.com includes
• PowerNotes introductions to key selections
• audio support—listen or download
• ThinkAloud models
• WordSharp vocabulary tutorials
• interactive unit review and assessment

Unit Resources
See resources on the Teacher One Stop DVD-ROM and on thinkcentral.com.

For help in planning this unit, see

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pp. 1–10
## Unit 3

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For additional lesson planning help, see Teacher One Stop DVD.

To see the complete Essential Course of Study, see pp. T23–T28.
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- W 2, W 2c, W 9: Writing Prompt

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**Resource Manager Unit 3**

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- Additional Academic Vocabulary, p. 4
- Grammar Focus, p. 5
- Text Analysis Workshop, pp. 9, 61
- Writing Workshop: Persuasive Essay, p. 249

**SELECTION SUPPORT***
- Plan and Teach
  - Lesson planning pages
  - Additional leveled selection questions
  - Extension activities

**Student Copy Masters**
- Selection summaries in four languages
- Skills Copy Masters in English and Spanish
- Vocabulary preteaching and support
- Reading Check and Question Support
- Reading Fluency

* Available for all selections
† Available on thinkcentral.com

### Differentiated Instruction

#### STRUGGLING READERS AND WRITERS

- Resource Manager Unit 3
- Additional Selection Questions
- Question Support
- Reading Fluency
- Interactive Reader
- Adapted Interactive Reader
- Level Up Online Tutorials
- Audio Anthology (with Audio summaries)
- Diagnostic and Selection Tests
- Selection Tests A/B

#### ENGLISH LANGUAGE LEARNERS

- Resource Manager Unit 3
- Selection Summaries in English, Spanish, Vietnamese and Haitian Creole
- Skills Copy Masters in Spanish
- English Language Learner Adapted Interactive Reader Teacher’s Guide
- ELL Adapted Interactive Reader
- Audio Tutor
- Guide to English for Newcomers
- Audio Anthology
- Audio Summaries in Multiple Languages
  - on thinkcentral.com

#### ADVANCED LEARNERS

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- Additional Selection Questions
- Ideas for Extension
- Diagnostic and Selection Tests
- Selection Tests B/C
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Unit and Benchmark Tests
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* Level Up Online Tutorials

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ThinkCentral Online Reteaching:
* Level Up Online Tutorials
* Reteaching Worksheets

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Interactive Whiteboard Lessons
Prepare your students for college and careers by teaching relevant, real-world skills through dynamic, interactive instruction. Go to thinkcentral.com to browse through all whiteboard lessons or to access the lessons that focus on the skills taught in this unit:
* Irony and Satire
* Evaluating Arguments
* Author’s Purpose and Perspective
* Writing Effective Arguments

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Questions of the Times

What can fix society’s PROBLEMS?

Writers of the Restoration and 18th century often used satire to bring attention to the problems of the day. Appalled by their society’s dark side, social critics castigated the aristocracy, educators, politicians, and any other persons who the writers believed had failed to exercise their innate sense of reason. Is satire an effective tool for changing society? Might it really make a difference?

Can SCIENCE tell us how to live?

Inspired by the many achievements in science, philosophers of this period hoped to apply the scientific method to human behavior, using reason to decide, for instance, what form of government would be best or how people ought to live their lives. What role should scientific reasoning play in society? Do you think logic and observation can tell us not just what is but what should be?
What topics are NEWSWORTHY?

Eighteenth-century writers Joseph Addison and Richard Steele changed the nature of news with their periodicals The Tatler and The Spectator. Often gossipy in character, the periodicals examined contemporary manners and customs as well as more serious subjects. Do you think news should focus only on serious subjects, or does the lighter side have a place as well?

What is a woman's ROLE in public life?

Women of this period were as interested in new ideas as men were, but they were excluded from the public arenas where men enjoyed lively discussions. Undaunted, some women held salons, bringing intellectual life into their own homes; others, through their writing, broke into the public sphere. How are women today challenging their traditional roles and changing expectations?

What topics are NEWSWORTHY?

Point out that these days “news” more often than not seems to mean “bad news.” In other words, such topics as war, terrorism, and crime seem to dominate news coverage. Ask students whether the media should make more of an effort to balance the bad with the good and the serious news with lighter stories. Or, are the less serious stories simply not worth reporting?

What is a woman's ROLE in public life?

Invite students to summarize how the role of women has changed over the years. Then explore the extent to which women have or have not achieved equality with men. Encourage students to consider various fields of endeavor, including politics, sports, the arts, and the corporate world. Extend the discussion by challenging students to compare the role of women in American public life with their status in other countries of the world.
After years of tumult and upheaval, England settled happily into a time of peace, order, and prosperity. Behind the façade of tradition, however, was a radical new way of thinking—scientific, logical, “enlightened”—that would change the face of Britain. The monarchy had been restored, but in this era, reason ruled unchallenged.

**COMMON CORE FOCUS**

**RL 9** Demonstrate knowledge of foundational works of literature, including how two or more texts from the period treat similar themes or topics. **RI 9** Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features. **L 1** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

The essay on pages 562–571 provides students with a historical context for the Unit 3 reading selections. It presents a brief overview of significant events that occurred during the time period 1660–1798 and discusses key people and ideas of the times.

To get started, read and discuss the opening paragraph on this page. Ask students to briefly summarize key events of the “years of tumult and upheaval” that preceded the Restoration—the reestablishment of the monarchy in England in 1660 under Charles II. Elicit or explain the meaning of *enlightened* (“freed from ignorance; provided with knowledge”).

**READING STRATEGY**

**PREVIEW**

Have students preview the historical essay by skimming the side-column headings, boldfaced terms, and *Taking Notes* features. Ask volunteers to summarize what the essay is about.

**About the Art** This painting by British artist Arthur Devis (1712–1787) depicts Arthur Holdsworth (1668–1726) as its central figure. His importance as a successful merchant and future mayor of Dartmouth is indicated by his fine clothing, seated position, direct gaze, and adoring dog. Behind him, a ship rests in Dartmouth harbor, and the ship’s captain, shown on the right, reports on the success of the journey. Holdsworth’s brother-in-law stands on the left.

**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

**Vocabulary Support** To help students understand the essay, review these words

- *coronation*, “the formal crowning of a king or queen”
- *patron*, “a person who uses his or her wealth or influence to support a cause”
- *poet laureate*, “a poet appointed for life as the official poet of the royal household”
- *faction*, “a group within a larger group”
- *financier*, “a person who engages in matters of finance and investment on a large scale”
- *aristocrat*, “a member of a privileged class; nobleman”

Use this copy master to help students take notes on the essay on pages 562–571:

**RESOURCE MANAGER—Copy Master**

Note Taking p. 8
The Restoration and the 18th Century: Historical Context

Writers of this era worked in a context of relative political stability and increasing rights under a more limited monarchy.

The Reign of Charles II

The coronation of Charles II in 1660 as he regained the throne was surely a sight to behold. Samuel Pepys recorded the event in his diary, describing the crowd of “10,000 people,” who watched the king with “his scepter in his hand—under a canopy borne up by six silver staves, carried by Barons of the Cinque Ports—and little bells at every end.” This grand celebration signaled the beginning of a new era in England: the Restoration.

SOPHISTICATED SOCIETY Turning its back on the grim era of Puritan rule, England entered a lively period in which the glittering Stuart court of Charles II set the tone for upper-class social and political life. Charles had spent much of his long exile in France, and upon his return, he tried to emulate the sophistication and splendor he’d observed at the court of Louis XIV. As a result, the lords and ladies of his court dressed in silks and lace, elaborate wigs and sparkling jewels. They held elegant balls and flocked to London’s newly reopened theaters, where they proved their sophistication by attending comedies of manners, plays that poked fun at the glamorous but artificial society of the royal court.

Like Louis XIV, Charles was a patron of the arts and sciences, appointing John Dryden England’s first official poet laureate and chartering the scientific organization known as the Royal Society. In addition, Charles re-established Anglicanism as England’s state religion.

RESTORATION POLITICS With the restoration, however, came a realization that monarchs would have to share their authority with Parliament, whose influence had increased substantially. An astute politician, Charles at first won widespread support in Parliament, weathering a series of disasters that included the Great Plague of 1665 and the Great Fire of London a year later. Soon, however, old political rivalries resurfaced in two factions that became the nation’s chief political parties: the Tories and the Whigs.

The Whigs, who wanted to limit royal authority, included wealthy merchants, financiers, and some nobles. They favored leniency toward Protestant dissenters and sought to curb French expansion in Europe and North America, which they saw as a threat to England’s commercial interests. The Tories—supporters of royal authority—consisted mainly of land-owning aristocrats and conservative Anglicans, who had little tolerance for Protestant dissenters and no desire for war with France.

Arthur Hely-Hutchinson Conversing with Thomas Taylor and Captain Stanwix by the River Dart (1757), Arthur Devis. Oil on canvas, 50 1/4” × 40 1/4”. Paul Mellon Collection. © 2006 Board of Trustees, National Gallery of Art, Washington, D.C.
Royalty and the People

**William and Mary** Political conflict increased when Charles was succeeded in 1685 by his Catholic brother, James. A blundering, tactless statesman, James II was determined to restore Roman Catholicism as England's state religion. As a result, Parliament forced James to abdicate his throne. In 1688, James's Protestant daughter Mary and her husband, the Dutch nobleman William of Orange, took the throne peacefully in what came to be known as the Glorious Revolution—a triumph of parliamentary rule over the divine right of kings. The next year, Parliament passed the English Bill of Rights, which put specific limits on royal authority.

As a Dutchman and a Protestant, King William (who ruled alone after Mary died) was a natural enemy of Catholic France and its expansionist threats to Holland. From the first year of his reign, with Whig support, he took every opportunity to oppose the ambitions of Louis XIV with English military power, beginning a series of wars with France that some historians consider a second Hundred Years' War. A year before William's death, Parliament passed the Act of Settlement, which permanently barred Catholics from the throne. In 1702, therefore, the crown passed to Mary's Protestant sister, Anne, a somewhat stodgy but undemanding ruler. During her reign, Scotland officially united with England to form Great Britain.

**The House of Hanover** Outliving all 16 of her children, Anne was the last monarch in the house of Stuart. With her death in 1714, the crown passed to a distant cousin, the ruler of Hanover in Germany, who as George I became the first ruler of Britain's house of Hanover. The new king spoke no English and was viewed with contempt by many Tories, some of whom supported James II's Catholic son, James Edward Stuart. The Whigs, on the other hand, supported the new king and won his loyalty.

Because of the language barrier, George I relied heavily on his Whig ministers; and Robert Walpole, the head of the Whig party, emerged as the king's prime minister (the first official to be so called)—a position he continued to hold under George II, who succeeded his father in 1727. Toward the end of George II's reign, another able prime minister, William Pitt, arose on the political scene. Pitt led the nation to victory over France in the Seven Years' War (called the French and Indian War in America), which resulted in Britain's acquisition of French Canada.

**Differentiated Instruction**

**For Struggling Readers**

**Taking Notes** Have students record the main ideas about Royalty and the People (pages 564–565) in outline form. Then ask students to trade papers, evaluate each other's work, and offer suggestions for improvement.

Sample notes:

**William and Mary**
- Parliament forces James II to abdicate
- Glorious Revolution: William and Mary peacefully take the English throne (1688)
- Parliament passes the English Bill of Rights
- William opposes France's Louis XIV
- Catholics are barred from the English throne
- Scotland is united with England to form Great Britain
- House of Hanover
  - George I, ruler of Hanover in Germany, succeeds Queen Anne
  - Britain defeats France in the Seven Years' War

**Analyze Visuals**

Eighteenth-century artist James Gillray was known for his caricatures of political figures. In this cartoon, "Temperance enjoying a Frugal Meal" (1792), Gillray satirizes King George III and his wife, Charlotte, who were notorious for their miserliness—particularly when it came to food and drink. The king is shown dining on a boiled egg while the queen stuffs her large mouth with salad. Can you find another detail that points to the couple's frugality?
Ideas of the Age
This period became known as the Age of Reason, because people used reason, not faith, to make sense of the world.

The Age of Reason
The period including the late 1600s and the 1700s is called the Enlightenment or the Age of Reason because it was then that people began to use scientific reasoning to understand the world. Earlier, most people had regarded natural events such as comets and eclipses as warnings from God. The new, scientific way of understanding the world suggested that by applying reason, people could know the natural causes of such events.

The Scientific Method
The British scientist Sir Isaac Newton set the tone for the era in his major work, Mathematical Principles of Natural Philosophy (1687), in which he laid out his newly formulated laws of gravity and motion and the methodology by which he arrived at his conclusions. Newton’s scientific method, still employed today, consists of analyzing facts, developing a hypothesis, and testing that hypothesis with experimentation.

Newton’s findings were enormously important because they suggested that the universe operated by logical principles that humans were capable of understanding. Inspired by Newton’s example, scientists searched for these principles, making all kinds of discoveries along the way. Astronomers learned that stars were not fixed but moving and that the Milky Way was an immense collection of stars. Chemists isolated hydrogen, discovered carbon dioxide, and converted hydrogen and oxygen into water. Botanists and zoologists categorized literally millions of individual plants and animals, and in agriculture, breeding was improved, as were methods for cultivating and harvesting crops.

Enlightened Philosophies
The discoveries of Newton thrilled not only scientists but also philosophers. If nature operated by simple, orderly laws that could be worked out by logic, they asked, why not human nature as well? Why couldn’t scientific methods be used to predict economic trends, for instance, or to figure out what form of government was best?

A Voice from the Times
Nature and Nature’s laws lay hid in night:
God said, Let Newton be! and all was light.
—Alexander Pope

FOR STRUGGLING READERS
Vocabulary Support
• **abdicate**, “formally give up”
• **divine right of kings**, “the belief that a monarch receives the right to rule directly from God”
• **expansionist**, “relating to the policy or practice of expanding a nation’s territory”
• **hypothesis**, “a tentative assumption or explanation used for the purpose of experimentation or investigation”

FOR ADVANCED LEARNERS/AP
The Enlightenment Have students research the Enlightenment: its leaders, ideals, principles, methods, and impact. Also ask them to explore the influence of the Enlightenment on later generations of British citizens. Have students share their findings with the class in informal oral presentations.
Believing that reasonable people could create a perfect society, philosophers such as John Locke encouraged people to use their intelligence to rid themselves of unjust authorities. Rejecting the “divine right” of kings, Locke provided a logical justification for the Glorious Revolution (and, later, the American Revolution) by asserting the right of citizens to revolt against an unfair government.

Living well
The spirit of the Enlightenment led to many improvements in living conditions. Early in the century, for instance, writer Lady Mary Wortley Montagu, wife of a British ambassador, brought back from Turkey the idea of inoculation, and by the end of the 1700s, scientist Edward Jenner had developed an effective smallpox vaccination.

Many British citizens lived well during the 18th century, and a few lived sumptuously. Wealthy aristocrats built lavish country estates surrounded by beautifully tended lawns and gardens. When Parliament was in session, members relocated to their London townhouses on the spacious new streets and squares that had been laid out after the Great Fire. Writers, artists, politicians, and other members of society gathered daily in London’s coffeehouses to exchange ideas, conduct business, and gossip. Educated women sometimes held salons, or private gatherings, where they, too, could participate in the nation’s intellectual life. However, as the period drew to a close and the Industrial Revolution took hold, one writer noted, “No society can be flourishing and happy of which the far greater part of the members are poor and miserable.”

A Voice from the Times
Man being . . . by nature all free, equal, and independent, no one can be put out of his estate, and subjected to the political power of another, without his own consent.

—John Locke

Tiered Discussion Prompts
Use these prompts to continue discussion of The Age of Reason:

Interpret What does the writer (Scottish economist Adam Smith) mean by the statement: “No society can be flourishing and happy of which the far greater part of the members are poor and miserable”? In what way does the statement apply to 18th-century England? Possible answer: The writer is pointing out that there is a great imbalance in a society in which a small minority is rich and privileged while most everyone else is much less fortunate. This imbalance existed in 18th-century England and persists today.

Synthesize In what way are the principles of democracy reflected in the philosophical beliefs of John Locke? Possible answer: Democracy is based on the principle of government by the people. Locke asserted the rights of the people to revolt against rulers who govern unfairly or without the people’s support.

Differentiated Instruction

For Advanced Learners/AP
Locke’s Philosophy [small-group option] John Locke is generally considered to be one of history’s most influential—and controversial—philosophers. Have students learn more about Locke’s ideas, researching such questions as these:

• What are the principles of empiricism, the school of philosophy that Locke founded?
• What were Locke’s political beliefs? How did they differ from those of his contemporary, another famous English philosopher, Thomas Hobbes?
• In what ways did Locke’s political ideas influence the framing of the U.S. Constitution? Have students work in pairs or small groups to present an oral report about Locke to the class. Encourage students to include in their presentations some of Locke’s famous quotations.
Literature of the Times

In this time of prosperity and relative stability, literature flourished, finding new audiences, new forms, and new voices.

Social Observers

Despite recurring warfare with France and the disaster of the American Revolution, the Restoration and the 18th century were a relatively stable time in Britain. The middle class grew and prospered, and ordinary men and women had more money, leisure, and education than ever before. For writers, that meant a broad new audience eager to read and willing to pay for literature. However, this audience did not have much taste for highbrow poetry full of sophisticated allusions to classics they had never read. Instead, they wanted writing that reflected their own concerns and experiences—working hard, doing right, gaining respectability—and they wanted it written in clear prose that they could understand.

One enormously popular form of “real-life” literature was journalism. Newspapers had been around since the early 1600s, but rigid censorship under both Charles I and Oliver Cromwell had discouraged their growth. As restrictions gradually eased, the press flourished. Daily newspapers appeared, and serials such as The Tatler and The Spectator published essays by Joseph Addison and Richard Steele that satisfied the middle-class appetite for instruction and amusement. Journalists did not simply report current events; they moralized, mocked, and gossiped, giving their opinions on everything from social manners to international politics.

A Voice from the Times

The newspapers! Sir, they are the most villainous, licentious, abominable, infernal—Not that I ever read them! No, I make it a rule never to look into a newspaper.

—Richard Brinsley Sheridan

For Your Outline

SOCIAL OBSERVERS
- A growing middle class increased demand for middlebrow literature.
- Journalism became popular, providing opinions as well as facts.
- Novels were modeled on nonfiction forms.
- Pepys's diary captured Restoration period.

TIERED DISCUSSION PROMPTS

Use these prompts to help students understand the ideas in Social Observers:

Summarize Describe the reading public’s taste in literature during the Restoration and the 18th century. Possible answer: Middle-class readers rejected highbrow poetry in favor of plain, clear prose that dealt with topics they could personally relate to.

Analyze Why would an easing of censorship restrictions help to increase the popularity of journalism? Possible answer: As restrictions eased, newspaper writers were allowed to write about a wider range of subjects and to express their opinions more freely. Middle-class readers gained access not just to news reports but also to humorous writing, gossip, and other entertaining pieces.

FOR STRUGGLING READERS

Vocabulary Support
- **highbrow**, “intellectual”
- **allusion**, “an implied or indirect reference”
- **censorship**, “removal or suppression of material considered objectionable”
- **serial**, “a newspaper, journal, or other publication issued as one of a consecutively numbered series”
- **moralize**, “to make judgments about matters of right and wrong”

Censorship Point out that censorship was by no means unique to English history. In fact, various forms of censorship date back to ancient times. Ideas have been suppressed for religious and political reasons or simply because people in positions of authority deemed them objectionable for some reason. The debate over censorship continues to this day, both in the United States and around the world.
A Changing Language

Standardizing the Language  Samuel Johnson spent more than eight years preparing his dictionary. Although his famous work has at times been referred to as the first English dictionary, this was not the case. In fact, earlier English dictionaries of various sorts date back as far as the 15th century. However, Johnson’s enormous compilation of words, definitions, and illustrative quotations did remain the standard English dictionary for well over a century, until it was superseded by the massive Oxford English Dictionary in the early 20th century.

Activity  Have students find out more about the Oxford English Dictionary (OED): its content, organization, and importance.

Check Understanding

Have students explain the significance of these writers:
- Daniel Defoe
- Samuel Pepys

Satirical Voices

While the realism of novels and newspapers pleased middle-class readers, another literary style—polished, witty, and formal—was aimed at the elite. This style was known as neoclassicism (“new classicism”). Neoclassical writers modeled their works on those of ancient Greece and Rome, emulating what they saw as the restraint, rationality, and dignity of classical writing. Indeed, the period in which these writers worked—the first half of the 18th century—is sometimes called the Augustan Age, so named because its writers likened their society to that of Rome in the prosperous, stable reign of the emperor Augustus, when the finest Roman literature was produced. Neoclassical writers stressed balance, order, logic, and emotional restraint, focusing on society and the human intellect and avoiding personal feelings.

Neoclassicists often used satire, or ridicule, to point out aspects of society that they felt needed to be changed. In this, too, they followed Roman models, choosing between the gentle, playful, and sympathetic approach of Horace (Horatian satire) and the darker, biting style of Juvenal (Juvenalian satire). Two outstanding writers of the period beautifully illustrate the two modes of satire.

One of the writers, Alexander Pope, wrote satiric poetry in the Horatian mode, poking fun at the dandies and ladies of high society and addressing moral, political, and philosophical issues in clever, elegant couplets. Pope’s friend Jonathan Swift, on the other hand, wrote Juvenalian satire. Appalled by the hypocrisy and corruption he saw around him, Swift savagely attacked educators, politicians, churchmen, and any others he saw as corrupt. His masterpiece, Gulliver’s Travels, is still a remarkably incisive commentary on human nature.

Journalist Daniel Defoe used his experience writing nonfiction when creating Robinson Crusoe (1719), considered by many to be England's first novel. As is typical of early novels, Defoe wrote in the familiar realistic style of a newspaper account, making it seem as if his tale of a shipwrecked man's survival on a desert island had really happened. Other writers followed with novels of their own, often modeled on nonfiction forms such as letters—for example, Pamela by Samuel Richardson—and diaries.

A real-life diary, although not intended for publication, provides modern readers with one of the best glimpses of life during these times. Samuel Pepys, a prosperous middle-class Londoner, began his diary in the first year of the Restoration and kept it for nine years. In it he tells of the major events of the day, including the coronation of Charles II and the Great London Fire.

Differentiated Instruction

For Advanced Learners/ AP

Satire Through the Ages  The Roman poets Horace (65–8 B.C.) and Juvenal (A.D. 657–1287) were two outstanding satirists of ancient times, but satire has remained a popular literary form to this day. Other well-known satirists are Aristophanes, Molière, Miguel de Cervantes, William Makepeace Thackeray, Sinclair Lewis, Mark Twain, Joseph Heller, and numerous others. Have students research the kinds of satire that have been popular at various times and in different countries. Ask them to choose satirical passages from several different works and share these passages with the class, identifying the author of each and explaining what his or her purpose was in writing the satire. Extend the discussion by exploring the various targets of satirists—for example, politicians, war, government—and asking why people enjoy reading satire. Ask students to identify some present-day satirists (Helen Fielding, Matt Groening, Christopher Guest, Jon Stewart, etc.).
England’s newly reopened theaters provided another outlet for the period’s most brilliant satirists. Influenced by the French comedies of manners, John Dryden, William Congreve, and other playwrights entertained audiences with Restoration comedies that satirized the artificial, sophisticated society centered in the Stuart court.

The Age of Johnson

The second half of the 18th century is sometimes affectionately referred to as the Age of Johnson—a tribute to Samuel Johnson, Britain’s most influential man of letters of the day. Johnson, a poet, critic, journalist, essayist, scholar, and lexicographer, was also a talker, a brilliant conversationalist who enjoyed holding forth at coffeehouses, clubs, and parties. He was friends with many of the greatest literary and artistic talents of the time and stood at the center of a lively circle of intellectuals that included his biographer James Boswell, the historian Edward Gibbon, the novelist and diarist Fanny Burney, and the comic dramatist Richard Brinsley Sheridan.

For Your Outline

SATIRICAL VOICES

- Neoclassicists emulated the rationality of ancient Greek and Roman writers.
- The early 1700s were called the Augustan Age, in reference to the times of Roman emperor Augustus.
- Satire pointed out society’s problems; Horatian satire was gentle, Juvenalian was dark.
- Restoration comedies satirized the Stuart court.

For Your Outline

SATIRICAL VOICES

- Neoclassicists emulated the rationality of ancient Greek and Roman writers.
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- Restoration comedies satirized the Stuart court.

FOR STRUGGLING READERS

Vocabulary Support

- classical, “relating to ancient Greek and Roman literature, art, or culture”
- dandy, “a man who is overly concerned with his clothes and personal appearance”
- couplet, “two successive lines of verse, usually rhyming”
- lexicographer, “a person who writes a dictionary”

Vocabulary Support

Explain that a comedy of manners is a type of comic drama that satirically portrays the manners and customs of artificial, cultured society. Comedies of manners are marked by witty dialogue spoken by upper-class characters. Such comedies became popular in the 17th century in France and during the Restoration in England.

TIERED DISCUSSION PROMPTS

Use these prompts to help students understand the ideas in Satirical Voices:

Summarize What were the characteristics of neoclassicism? Possible answer: Neoclassicism was a “polished, witty, and formal” literary style modeled on ancient Greek and Roman works. Neoclassicism emphasized “balance, order, logic, and emotional restraint, focusing on society and the human intellect and avoiding personal feelings.”

Analyze In what way did the works of ancient Rome influence 18th-century English satirists? Possible answer: Such well-known writers as Jonathan Swift and Alexander Pope followed Roman models of satire. Swift wrote satire in the dark, biting style of Juvenal; Pope wrote in the gentler, more playful mode of Horace.

Synthesize If Swift and Pope were alive and writing today, do you think they would still find topics for their satire? Explain. Possible answer: Yes, because hypocritical, corrupt, and pretentious behavior persists.

CHECK UNDERSTANDING

Have students give modern examples of Horatian and Juvenalian satire.
The 18th-century concern with real life can be seen in the number, variety, and quality of nonfiction works published during the Age of Johnson. Works of biography, history, philosophy, politics, economics, literary criticism, aesthetics, and natural history all achieved the level of literature. Writers strove for a style not merely clear and accurate but also eloquent and persuasive. Edward Gibbon’s *The History of the Decline and Fall of the Roman Empire* is a superb example of the heights achieved by nonfiction prose during these years. Also notable are the works of philosopher David Hume, the artist Sir Joshua Reynolds, and the economist Adam Smith—and, of course, Johnson himself, who described his notion of good style as “familiar but not coarse, and elegant but not ostentatious.”

Johnson wrote *A Dictionary of the English Language*, a stupendous feat that won him an important place in literary history (see *A Changing Language*, page 568). His essays remain classic examples of the formal 18th-century prose of which he was the acknowledged master. He wrote graceful biographies of poets, and critiques of poems and other literary works. Johnson was more than an accomplished writer; he was the literary dictator of London and the undisputed arbiter of taste for his time.

Though Johnson and most of his associates affirmed neoclassical ideals, during this time poetry entered a transitional stage in which poets began writing simpler, freer lyrics on subjects close to the human heart. The reflective poetry of Oliver Goldsmith and Thomas Gray and the lyrical songs of Scotland’s Robert Burns anticipate the first stirrings of romanticism at the very end of the century.

**The Rise of Women Writers**

Enlightenment ideals weren’t the exclusive property of men; women—especially upper-class women—were equally interested in exercising their reason and learning about the world around them. However, the universities were closed to them, as were the nearly 3,000 coffeehouses that had sprung up in London. Denied access to these places, women missed out on many ideas being discussed by England’s educated class—its writers, artists, politicians, and statesmen.

Unable to go out and participate in the intellectual life of the nation, several enterprising women in the mid-1700s decided to bring it into their own homes in the form of French-style private gatherings known as salons. Salons quickly became a popular form of evening entertainment, taking the place of card games, and were often attended by well-known writers and other public figures, such as Samuel Johnson and Horace Walpole. Because guests were invited to leave their silk stockings at home and come casually dressed

**FOR STRUGGLING READERS**

**Vocabulary Support**

- **aesthetics** “a branch of philosophy that focuses on beauty in art and nature”
- **critique** “a critical analysis or evaluation”
- **prolific** “very productive”
- **radical** “considerably different from what is accepted; favoring extreme change”
- **moralistic** “too concerned with matters of right and wrong; preachy”
- **status quo** “existing state of affairs”

**FOR ADVANCED LEARNERS/AP**

**Samuel Johnson’s Work** Have students find other examples of Samuel Johnson’s work and share them with the class. Students can create a portfolio of his essays and other short pieces to refer to as alternative examples of neoclassicism while working in this unit.
in everyday blue worsted stockings (the 18th-century equivalent of wearing jeans to a party), the women who frequented salons—and intellectual women in general—became known as bluestockings.

Inspired by the example of pioneers such as Aphra Behn, the first woman in England to earn a living as a professional writer (indeed, she rivaled John Dryden as the most prolific playwright of the Restoration), many talented bluestockings began publishing their own works. For years, male writers had written novels aimed at female audiences, such as Samuel Richardson's Pamela, the story of a servant girl who resists her master's advances and ultimately wins an offer of marriage. Now, the men faced competition from women novelists such as Charlotte Smith and Fanny Burney.

Charlotte Smith wrote to support her family, beginning with poetry but soon turning to novels, which were more lucrative. Her work was similar to that of other women novelists of the day. It was quite radical, however, in its attitude toward morality and its examination of class equality.

Fanny Burney's novels, on the other hand, may seem overly sentimental and moralistic to modern readers. However, her understanding of women's concerns and her accurate portrayal of polite society won her a wide following in her day. Although Burney achieved immediate fame through her novels, readers today are more familiar with her diary, which she began when she was 15 and wrote in regularly for 70 years. Since Burney moved in high society, with Samuel Johnson and even the king and queen of England as acquaintances, her diary gives modern readers a fascinating glimpse into the lives of the upper class in the Age of Johnson.

While many women, such as Fanny Burney, defied the norms by educating themselves, engaging in salon discussions, and writing for publication (often under assumed names), Mary Wollstonecraft openly challenged the status quo. In A Vindication of the Rights of Women (1792), she argued that women should be educated equally with men and allowed to join the professions so that the relationship between men and women could be one of “rational fellowship instead of slavish obedience.” Her views were radical at a time when most women accepted their inferior status, or at least refrained from expressing their discontent. Although Wollstonecraft died shortly following the birth of her daughter Mary, she would surely have been proud to learn that the daughter, Mary Wollstonecraft Shelley, grew up to become one of the most enduring writers of the next period in England’s literary history—the romantic period.

For struggling readers
Main Ideas and Supporting Details Help students use a Main Idea and Details strategy to identify important ideas and details in The Rise of Women Writers (pages 570–571).

Best Practices Toolkit—Transparency Main Idea and Details p. B6

Mary Wollstonecraft Shelley Explain that Mary Wollstonecraft's daughter, Mary Wollstonecraft Shelley, wrote the novel Frankenstein (1818) when she was only 19 years old. Her husband was the Romantic poet Percy Bysshe Shelley.

The Artists' Gallery

In 1743, English artist William Hogarth (1697–1764) began a series of six oil paintings entitled Marriage à la Mode. These richly detailed, satiric paintings are generally regarded as his best work.

Activity Ask students what details suggest that the painting depicts an 18th-century scene. Possible answer: The neoclassical decorations, such as the pillars and the fireplace mantel, as well as the style of dress worn by the man and his wife, suggest an 18th-century setting.

Discussion Prompt
Use this prompt to help students understand the ideas in The Rise of Women Writers:

Evaluate In what sense was Mary Wollstonecraft ahead of her time? Possible answer: Wollstonecraft openly and directly challenged society's generally accepted idea of a woman's place. Her feminist views preceded the women's rights movement by almost a century.

Check Understanding
Have students explain the significance of these writers:
• Aphra Behn
• Charlotte Smith
• Fanny Burney

The Artists' Gallery

Satire in Art

Satirizing everything from crooked elections to bad taste in opera, the paintings and engravings of William Hogarth (1697–1764) were received with great enthusiasm at all levels of mid-18th-century British society.

Mockery and Moralizing Hogarth was most famous for painting what he called “modern moral subjects”—series of lively, detailed scenes showing how bad behavior leads to ruin. While some of these series depicted the seamy side of London, others targeted the wealthier classes.

In the work shown in detail here (the second in a series called Marriage à la Mode), Hogarth depicts the downfall of a marriage based on greed and vanity. The wife appears exhausted from a card party held the night before, the house is in disarray, and the husband appears to have just returned from his own revels. The title of the series was taken from John Dryden's celebrated comedy of manners; Hogarth's ideas of satire owed a great deal to the theater.

Artistic Independence Before Hogarth, artists had earned their living by painting flattering portraits of wealthy patrons. By turning his own popular paintings into engravings that could be printed and sold cheaply to ordinary people, Hogarth opened up new possibilities for artists. He also successfully lobbied Parliament for a copyright law that protected artists' rights by making it illegal for others to copy their work. The law's passage led to a dramatic growth in British printmaking.
## Connecting Literature, History, and Culture

Use this timeline and the questions on the next page to learn more about the Restoration period and the 18th century. Consider to what extent British literature reflected the historical events of the day.

### BRITISH LITERARY MILESTONES

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1660</td>
<td>Samuel Pepys begins his diary.</td>
</tr>
<tr>
<td>1668</td>
<td>John Dryden is named the first official poet laureate.</td>
</tr>
<tr>
<td>1671</td>
<td>John Milton’s <em>Paradise Regained</em> is published.</td>
</tr>
<tr>
<td>1690</td>
<td>John Locke publishes his essay <em>Two Treatises on Government</em>, stating the natural rights of life, liberty, and property.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1695</td>
<td>Addison and Steele begin publication of <em>The Spectator</em>.</td>
</tr>
<tr>
<td>1695</td>
<td>Daniel Defoe’s <em>Robinson Crusoe</em>, considered by many to be the first novel in English, is published.</td>
</tr>
<tr>
<td>1714</td>
<td>Jonathan Swift arranges for anonymous delivery of his manuscript of <em>Gulliver’s Travels</em> to a London printer.</td>
</tr>
</tbody>
</table>

### HISTORICAL CONTEXT

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1660</td>
<td>The monarchy is restored with the crowning of Charles II, who rules until 1685.</td>
</tr>
<tr>
<td>1665</td>
<td>England, Wales, and Scotland unite as Great Britain.</td>
</tr>
<tr>
<td>1666</td>
<td>The Great Plague of London kills thousands.</td>
</tr>
<tr>
<td>1666</td>
<td>The Great Fire of London destroys a large section of the city.</td>
</tr>
<tr>
<td>1667</td>
<td>Sir Isaac Newton publishes the law of gravity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1707</td>
<td>Lady Mary Wortley Montagu introduces inoculation in England.</td>
</tr>
<tr>
<td>1721</td>
<td>Robert Walpole, the first political leader to be called prime minister, takes office.</td>
</tr>
</tbody>
</table>

### WORLD CULTURE AND EVENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1661</td>
<td>Louis XIV begins building the grand palace at Versailles, near Paris.</td>
</tr>
<tr>
<td>1684</td>
<td>Edo (Tokyo) becomes the world’s largest city.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1703</td>
<td>Peter the Great begins building the city of St. Petersburg.</td>
</tr>
<tr>
<td>1707</td>
<td>Mughal Empire in India breaks into a patchwork of independent states.</td>
</tr>
<tr>
<td>1717</td>
<td>French author Voltaire is imprisoned in the Bastille for nearly a year.</td>
</tr>
</tbody>
</table>

### FOR STRUGGLING READERS

**Understanding a Timeline**  
Explain that the timeline runs chronologically (in time order) from left to right across the page. Each of the four columns represents a period of years between 1660 and 1798. The three parallel rows of the timeline represent events occurring simultaneously in Britain and the world. By comparing the three rows, readers can better understand what events in literature, history, and culture were taking place at about the same time.
MAKING CONNECTIONS

- Were the early years of Charles II’s reign a good time to live in London? Explain.
- Name three parts of the world held by the British Empire at this time.
- Name two scientific or medical advances that occurred during these years.
- What literary "first" occurred during this period?

1730
- A royal charter is granted for the founding of the American colony of Georgia; 114 passengers leave Gravesend, England, to settle there.
- War with colonies in North America begins (to 1783).
- Britain defeats France in Seven Years’ (French and Indian) War, acquiring French Canada.

1740
- Samuel Richardson’s novel Pamela is published.
- Sir Isaac Newton publishes the law of gravity (1687); Lady Mary Wortley Montagu introduced inoculation in England (1718).
- In 1668, John Dryden was named the first official poet laureate. Also, the work that many consider to be the first novel in English, Daniel Defoe’s Robinson Crusoe, was published in 1719.

1763
- James Boswell meets Samuel Johnson, beginning a 21-year friendship.
- War with revolutionary France begins (to 1815).

1768
- The publication of Encyclopaedia Britannica begins in Scotland.

1769
- The reign of George III begins (to 1820).
- Britain defeats France in Seven Years’ (French and Indian) War, acquiring French Canada.

1775
- American Independence is acknowledged in the Treaty of Paris.

1783
- War with colonies in North America begins (to 1783).

1791
- James Boswell issues the two-volume Life of Samuel Johnson.

FOR ADVANCED LEARNERS/AP
Making Additional Connections Have students choose one of the four time periods shown in the timeline and conduct research online, in encyclopedias, or in history texts to learn about other events that occurred during the time span. Challenge students to identify events for each category: British Literary Milestones, Historical Context, and World Culture and Events. Have students prepare and present brief oral reports, summarizing important events and discussing their connections to events shown in the timeline or discussed in class.

ADDITIONAL QUESTIONS
1. About 60 years after the country became part of Great Britain, what notable event occurred in Scotland? Answer: Publication of the Encyclopaedia Britannica began there.
2. Not long after George III began his reign in England, who became the ruler of Russia? Which of the two rulers remained in power longer? Answer: Catherine the Great became Russia’s ruler in 1762, two years after George III took the throne. Catherine ruled until 1796, whereas George III ruled until 1820.
Science and Society

Have students read and discuss the paragraph. (You may also want to ask students to review the section on the scientific method on page 565 of the historical essay.) Elicit or provide examples of how science has tried to solve various problems that society faces. For example, scientists have developed irrigation systems, sanitation and disease-prevention methods, and air pollution controls. Discuss how some scientific advances have caused problems. For example, medical advances have helped people live longer, but many elderly people now require specialized care and services.

**DISCUSS** Explore with students the various ways in which science has benefited both the individual and society. For example, science has made everyday life easier with innovations such as the Internet, cell phones, and high-tech home appliances. Science has made life safer through airbags and earthquake-proof buildings. Then discuss any negative effects associated with the advancement of science. For instance, the development of certain technologies, such as nuclear power, has led to the design of dangerous weapons. Furthermore, some would say that the Internet has made such problems as identity theft and plagiarism more prevalent.

**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

**Vocabulary Support**

- *transplant*, “the transfer of something from one place to another, such as an organ from one person to another”
- *bred*, “produced”
- *advance*, “an improvement”

**FOR ADVANCED LEARNERS/AP**

**The Benefits of Science**

Ask students to reflect on the many different kinds of inventions that scientists have devised. Which of these inventions has had the most significant impact on society? Have students work in small groups to compile a list of what they consider to be history’s five most important inventions. Then have groups compare their lists and try to arrive at a class consensus.
Social Critics
Satire ruled in the 18th century—the age that brought us the wit and wisdom of Alexander Pope and Jonathan Swift and the artistry of William Hogarth. Today's newspaper columnists, cartoonists, comedians, and late-night TV show hosts also use humor to make serious points about contemporary political and social issues. Has social criticism changed to suit the issues of our modern world, or is satire, at its core, the same no matter what the era?

RESEARCH Find two examples of modern-day satire, one in the light Horatian style of Pope and one in the darker Juvenalian style of Swift. Share your examples with the class and discuss how they compare with the work of 18th-century satirists.

The Novel
Perhaps the most significant literary legacy of this period is the novel. From Daniel Defoe's Robinson Crusoe to today's bestsellers, the genre's popularity has never flagged.

QUICKWRITE Many pundits have predicted the demise of the novel, especially in its printed form, as other forms of literature and technology have gained popularity. Write several paragraphs to explain why you think the novel endures despite so many distractions.

Social Critics
Have students read and discuss the paragraph. Ask them to identify "issues of our modern world" that lend themselves to satire, such as political campaigns or the impact of technology. Extend the discussion by asking students what subjects, if any, are off-limits to satire.

RESEARCH Encourage students to consider various forms of satire, such as essays, poems, political cartoons, television programs, and movies. Discuss whether the Horatian or Juvenalian style of satire seems more common today or whether some combination of the two is prevalent.

The Novel
Have students read the paragraph. Ask them to classify the kinds of novels they like to read—for example, suspense, historical fiction, romance, or horror. Discuss how and why readers' tastes may change over time. For example, a person may enjoy mysteries and sports stories as a child but read more literary works as a young adult. Then have students do the QUICKWRITE activity.

QUICKWRITE Encourage students to include specific reasons, examples, and details to support their opinions and make their paragraph persuasive. Offer students the option of writing their paragraphs in the style of a book review. Invite volunteers to read their paragraphs aloud and compare their opinions with those of other students who have read the same book.

FOR STRUGGLING READERS
Vocabulary Support
- artistry, "artistic ability or work"
- contemporary, "relating to the present; current"

FOR ADVANCED LEARNERS/AP
Writing Satire Have students choose a topic or issue about which they feel strongly and write a paragraph or two expressing their views in a satirical manner. Remind students that effective satire uses humor and wit to make a point and that satire may be gentle or sharp. Invite volunteers to share their satirical paragraphs with the class.