

## Lesson Plan: Locke v. Rousseau- Two Ideas of Popular Sovereignty

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Time: 1-2 50 minute class periods

### Materials:

- primary sources
- white board
- list of questions to guide debate
- comparison chart

### Objectives:

- 1.2 Secularization of learning and culture
- 1.4 Major trends in literature and the arts
- 1.5 Intellectual and cultural developments and their relationship to social values and political events [i.e. impact on American revolution]

### Procedure:

- One week prior to this lesson plan, split the class evenly into 2 groups. One group is assigned John Locke and the other Jean-Jacques Rousseau. Each group will research his or her philosopher throughout the week to prepare.
- On the class day, each group should be prepared with primary source documents and concrete arguments based on historical research.
- On the class day, the groups will sit according to their philosopher. Locke on the left and Rousseau on the right.
- On the class day, each student will receive a blank copy of the Locke v. Rousseau chart and the Works charts for their note-taking.
- The teacher will act as facilitator and scorekeeper.
- According to the writings of the philosophers, the Locke group will only allow individuals to answer, whereas the Rousseau group must come to a consensus before answering.
- The teacher will first explain the rules of the debate. The topic at hand is the role of government. This topic entails the type, modes, effect, and most importantly the purpose of government.
- Rules:
  1. all answers must be delivered in the method appropriate to philosopher
  2. all answers must be correct according to philosopher's writing
  3. each question affords 10 points if answered correctly
  4. each question can be rebutted by the opposing team
  5. if the opposing team is able to pull apart the argument of the previous question, the points will go to the opposing team [this is decided by the teacher]

- The summation of the debate is an essay prompt of "If you could combine Locke and Rousseau's theories to make a perfect government, which of each man's ideas would you take and why?"

Assessment:

- Teacher's assessment of the debate based on participation and preparedness
- The essay completed in or out of class

Questions to guide debate

1. One must understand man's essence to be that of what?
2. Society is \_\_\_\_\_?
3. Man is entitled to what?
4. Man is born in what condition?
5. What is the responsibility of the governed?
6. What role does society play in the state?
7. The state's view of religion should be what?
8. How does one obtain the perfect state?
9. What if someone disagrees with the government?
10. The perfect state would be what type of government?
11. What is the social contract?
12. How does the "general will" factor in?
13. What role should education play in the government?
14. How does property factor in?
15. The overall purpose of government is to do what?

## Locke's Works Detailed

Name of Work	Date Published	Subject Matter
<i>First Treatise of Government</i>	1690	he rejected arguments for absolute gov't that based political authority on the patriarchal model/ After the publication of this treatise, no major political philosopher again appealed to the patriarchal model/ cleared the philosophical deck of a long-standing traditional argument
<i>Second Treatise of Government</i>	1690	<ul style="list-style-type: none"> <li>* gov't that must be both responsible for &amp; responsive to the concerns of the governed</li> <li>* natural human state is one of perfect freedom in which everyone enjoys the natural rights of life, liberty, &amp; property</li> <li>* regarded human beings in their natural state as creatures of reason and basic goodwill</li> <li>* peace = social contract.</li> <li>* Locke's gov't is one of limited authority</li> <li>* The relationship b/tw rulers and the governed is that of trust, and if the rulers betray that trust, the governed have the right to replace them [rights of rebellion- basis for American revolution]</li> </ul>
<i>Letter Concerning Toleration</i>	1689	<ul style="list-style-type: none"> <li>* claimed that each individual was required to work out his or her own religious salvation</li> <li>* Gov'ts that attempted to impose religious uniformity thus misunderstood their real purpose because assent to religious truth must be freely given by the individual's conscience rather than by force *</li> <li>* He did not extend toleration to Catholics, whom he believed to have given alliance to a foreign prince (the pope), to non-Christians, or to atheists, whom he believed could not be trusted to keep their word</li> </ul>
<i>Essay Concerning Human Understanding</i>	1690	<ul style="list-style-type: none"> <li>* Locke hoped to elucidate the basic structures of human thought</li> <li>* this became the major work of European psychology during the 18<sup>th</sup> century</li> <li>* Locke portrayed a person's mind at birth as a blank tablet [<i>tabula rasa</i>] whose content would be determined by sense experience</li> <li>* human condition could be improved by changing the environment</li> <li>* Locke's view of psychology rejected the Christian understanding of original sin</li> <li>* For Locke, reason &amp; revelation were compatible and together could sustain a moderate religious faith that would avoid religious conflict</li> </ul>

### Comparison Chart

Category	Locke	Rousseau
View of man	Basically good	Good only in the state of nature away from society's evils
Religion	Religious toleration but only for Protestant Christians	State enforced deism
Education	Reason to prevail, not corporal punishment	Balance is necessary: not too lenient and not too strict
Type of government	Constitutional monarchy	Radical direct democracy
View of society	Necessary only in the sense of the social contract	Morally evil; it corrupts
View of social contract	Government offers protection of private property in exchange for devotion of the governed/ If this trust is broken; the right to rebel is afforded the governed	Government makes one free-even if it is forced.
Psychology	Man is born as a blank slate and sensory experiences shape the person	Society corrupts man, although he is born basically good
Best-known quote	Man is entitled "to the pursuit of life, liberty, and property."	"Man is born free and everywhere he is in chains."
Political works	<i>Letter Concerning Toleration; First Treatise on Government; Second Treatise on Government; An Essay Concerning Human Understanding</i>	<i>Discourse on the Moral Effects of the Arts and Sciences; Discourse on the Origin of Inequality; The Social Contract; Emile</i>
Original Terms	<i>Tabula rasa</i> = blank slate	General will
Sponsor	Anthony Ashley Cooper, Earl of Shaftesbury	Parisian aristocrats
Origin	England	Switzerland
Lived in	Holland	France
Influenced	American Revolution- Thomas Jefferson	French Revolution- Robespierre

## Rousseau's Works Detailed

Name of Work	Date Published	Subject Matter
<i>Discourse on the Moral Effects of the Arts and Sciences</i>	1750	* he contended that the process of civilization and the Enlightenment had corrupted human nature
<i>Discourse on the Origin of Inequality</i>	1755	* he blamed much of the evil in the world on the uneven distribution of property
<i>The Social Contract</i>	1762	<ul style="list-style-type: none"> <li>* does not propose specific reforms, but outlines the kind of political structure that Rousseau believed would overcome the evils of contemporary politics &amp; society</li> <li>* Opens with "All men are born free, but everywhere they are in chains." The rest of the volume is a defense of the chains of a properly organized society over its members.</li> <li>* society is more important than its individual members</li> <li>* community brings morality</li> <li>* Rousseau envisioned a society in which each person could maintain personal freedom while behaving as a loyal member of the larger community</li> <li>* he defined freedom as obedience to law</li> <li>* the law to be obeyed was that created by the general will</li> <li>* citizens are to have adequate information on important issues, the concept of general will is normally equivalent to the will of a majority of voting citizens</li> <li>* Voting is what binds the individual to the community</li> <li>* The general will is always right and only by obeying the general will will one be free</li> <li>* sometimes people must be forced to be free</li> <li>* radical direct democracy</li> <li>* suggested a properly governed society should decree a civic religion based on the creed of deism. Such a shared religion could, he argued, help unify a society even if it had to be enforced by repressive legislation</li> <li>* Leading figures in the French Revolution were influenced</li> </ul>
<i>Emile</i>	1762	<ul style="list-style-type: none"> <li>* a novel</li> <li>* stressed the difference b/tw children and adults</li> <li>* stages of maturation</li> <li>* children to be raised with maximum freedom</li> <li>* learn to trial and error</li> <li>* parent or teacher to help providing necessities</li> <li>* women would grow differently into more social realms</li> </ul>

### Comparison Chart

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View of man		
Religion		
Education		
Type of government		
View of society		
View of social contract		
Psychology		
Best-known quote		
Political works		
Original Terms		
Sponsor		
Origin		
Lived in		
Influenced		

**Locke's Works Detailed**

<b>Name of Work</b>	<b>Date Published</b>	<b>Subject Matter</b>

**Rousseau's Works Detailed**

<b>Name of Work</b>	<b>Date Published</b>	<b>Subject Matter</b>