

# Conflict and Absolutism in Europe

1550–1715

## ESSENTIAL QUESTIONS

- What effect might social, economic, and religious conflicts have on a country?
- How would the exercise of absolute power affect a country?

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## CHAPTER 18

**Lesson 1**  
*Europe in Crisis*

**Lesson 2**  
*War and Revolution in England*

**Lesson 3**  
*Absolutism in Europe*

**Lesson 4**  
*European Culture After the Renaissance*

## The Story Matters...

In seventeenth-century Europe, absolutism was a reaction to instability. In England, the desire of King James II to practice his Catholic faith openly was opposed by Parliament, ending in the creation of a constitutional monarchy under the joint rule of William III and Mary II. Mary's life mirrors the conflicts of her time. Raised as a Protestant, she reluctantly overthrew her own Catholic father, James II.

◀ Painted in 1677, years before Mary became queen, court painter Sir Peter Lely's portrait of her already conveys a regal pride and self-assurance.

PHOTO: Sotheby / akq-images

## CHAPTER 18

# Place and Time: Europe 1550–1715

During the sixteenth and seventeenth centuries, Europe was the scene of conflicts fueled by religious differences, along with political and economic rivalries. In some European nations, these conflicts led to the absolute power of a single ruler; in others, a constitutional monarchy developed. The cultural response by writers and artists of this period often reflected a spiritual search and an examination of the human condition.

## Step Into the Place

Read the quotations and look at the information presented on the map.

**DBQ Analyzing Historical Documents** Explain why Parliament would be threatened if the king in England took actions like those attributed to Louis XIV.

### PRIMARY SOURCE

“Whereas the late King James the Second [right image], by the assistance of diverse evil counselors, judges and ministers employed by him, did endeavor to subvert and extirpate the Protestant religion and the laws and liberties of this kingdom; . . .

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament; . . .”

—from the English Bill of Rights, 1689



### PRIMARY SOURCE

“Louis XIV [left image] took great pains to be well informed of all that passed everywhere; in the public places, in the private houses, in society and familiar intercourse. His spies and tell-tales were infinite. He had them of all species; many who were ignorant that their information reached him; others who knew it; others who wrote to him direct, sending their letters through channels he indicated; and all these letters were seen by him alone, and always before everything else; others who sometimes spoke to him secretly in his cabinet, entering by the back stairs.”

—Duc de Saint-Simon, from *Memoirs*, 1694–1723

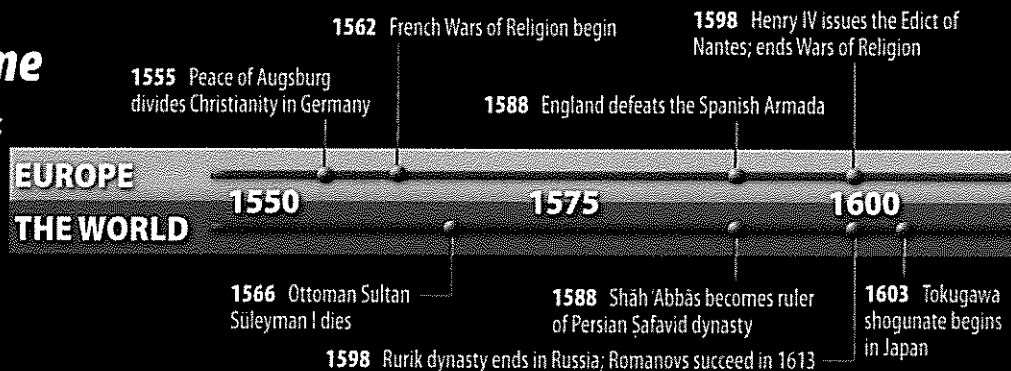


PHOTO: School of Sir Peter Paul Rubens; Art Library/Getty Images

## Step Into the Time

### Determining Cause and Effect

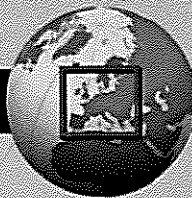
Choose an event from the European portion of the time line and predict its long-term political, social, or cultural consequences.



# networks

There's More Online!

- MAP** Explore the interactive version of this map on Networks.
- TIME LINE** Explore the interactive version of the time line on Networks.



## Europe 1650



KEY	
	French Bourbon lands
	Spanish Hapsburg lands
	Austrian Hapsburg lands
	Prussian lands
	British Stuart lands
	Boundary of Holy Roman Empire

**1618** Start of the Thirty Years' War

**1661** Louis XIV begins absolutist rule in France

**1697–1698** Peter the Great visits the West

**1623** Shakespeare's *First Folio* is published

**1690** John Locke publishes *Two Treatises of Government*

**1715** Louis XIV dies

**1625**

**1650**

**1675**

**1700**

**1725**

**1644** China's Ming dynasty is overthrown; Qing dynasty succeeds

**1682** La Salle claims Mississippi Valley for France

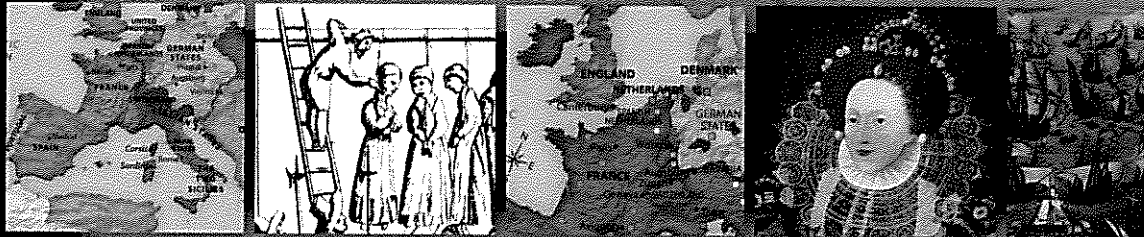
**1630** English found Massachusetts Bay Colony

**1680** Pueblo Rebellion temporarily overthrows Spanish rule in New Mexico

**1707** Death of Aurangzeb, last great Mogul emperor

There's More Online!

- ✓ BIOGRAPHY Elizabeth I
- ✓ BIOGRAPHY Philip II of Spain
- ✓ CHART The Thirty Years' War
- ✓ IMAGE The Thirty Years' War
- ✓ INFOGRAPHIC The Voyage of the Spanish Armada
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ PRIMARY SOURCE The Treaty of Westphalia
- ✓ PRIMARY SOURCE Account of a Witchcraft Trial in 1628
- ✓ VIDEO Europe in Crisis



## LESSON 1

# Europe in Crisis

### ESSENTIAL QUESTION

*What effect might social, economic, and religious conflicts have on a country?*

## Reading HELPDESK

### Academic Vocabulary

- **conflict**    • **policy**

### Content Vocabulary

- **heretic**    • **inflation**
- **armada**

### TAKING NOTES:

#### Key Ideas and Details

**Monitoring** As you read, complete the chart by filling in key details for each topic.

	Spain	England	France
Government			
Religion			
Conflicts			

## IT MATTERS BECAUSE

*During the sixteenth and seventeenth centuries, conflicts between Protestants and Catholics in many European nations resulted in wars for religious and political control. Social and economic crises also contributed to instability during these centuries.*

## Spain's Conflicts

**GUIDING QUESTION** *What roles did France and Spain play in religious conflicts?*

By 1560, Calvinism and Catholicism had become highly militant, or combative, religions. They were aggressive in winning converts and in eliminating each other's authority. Their struggle was the chief cause of the religious wars that plagued Europe in the sixteenth century. However, economic, social, and political forces also played an important role in these conflicts.

### Spain's Militant Catholicism

The greatest supporter of militant Catholicism in the second half of the 1500s was King Philip II. He was the son of Charles V—the Holy Roman Emperor, King of Spain, and Archduke of Austria. Charles V's brother, Ferdinand I, succeeded him as Holy Roman Emperor. Philip II inherited the kingdoms of Milan, Naples, Sicily, the Netherlands, and Spain and its empire in the Americas from Charles V. Philip, who reigned from 1556 to 1598, ushered in an age of Spanish greatness. To strengthen his control, Philip insisted on strict conformity to Catholicism and strong monarchical authority. He also had the powerful Spanish navy at his command.

Around 1500, Catholic kingdoms in Spain had reconquered Muslim areas there and expelled Spanish Jews. Muslims were forced to convert or go into exile. Spain saw itself as a nation chosen by God to save Catholic Christianity from Protestant **heretics**. Philip II, the "Most Catholic King," championed Catholic causes. His actions led to

spectacular victories and defeats. Spain's leadership of a Holy League against the Turks resulted in a stunning victory over the Turkish fleet in the Battle of Lepanto in 1571. Philip was not so fortunate in his other **conflicts**.

### Resistance From the Netherlands

One of the richest parts of Philip's empire, the Spanish Netherlands, consisted of 17 provinces (modern-day Netherlands and Belgium). Philip's attempts to strengthen his control in this region caused resentment and opposition from the nobles of the Netherlands. Philip also tried to crush Calvinism in the Netherlands. When violence erupted in 1566, Philip sent 10,000 troops to crush the rebellion.

Philip faced growing resistance from the Dutch in the northern provinces led by William the Silent, the prince of Orange. The struggle dragged on until 1609 when a 12-year truce finally ended the war. The northern provinces began to call themselves the United Provinces of the Netherlands and became the core of the modern Dutch state. In fact, the seventeenth century has often been called the golden age of the Dutch Republic by scholars because the United Provinces held center stage as one of Europe's great powers.

### Protestantism in England

Elizabeth Tudor ascended the English throne in 1558. During her reign, the small island kingdom became the leader of the Protestant nations of Europe and laid the foundations for a world empire.

Intelligent, careful, and self-confident, Elizabeth moved quickly to solve the difficult religious problem she inherited from her Catholic half-sister,

**heretic** one who does not conform to established doctrine

**conflict** opposition; a fight, battle, or war

### GEOGRAPHY CONNECTION

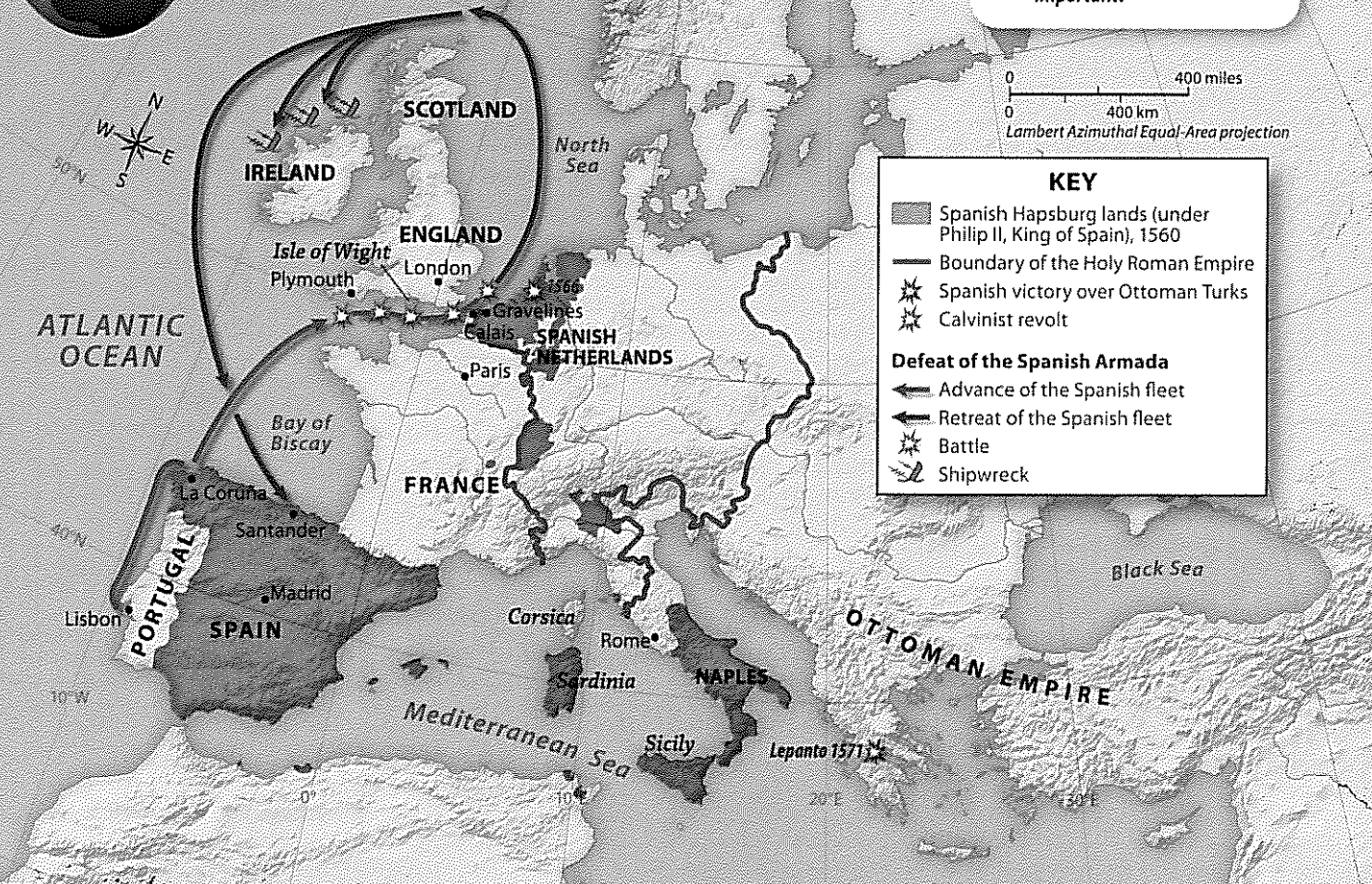
Spain's Philip II ruled the world's largest empire at the time.

1 **HUMAN SYSTEMS**  
How might the distribution of Philip's empire have made it difficult to administer?

2 **PLACES AND REGIONS** Why was Philip's relationship with the Holy Roman Emperor important?



## Height of Spanish Power Under Philip II 1560





▲ Queen Elizabeth I of England

**policy** an overall plan embracing the general goals and acceptable procedures of a governmental body

**armada** a fleet of warships

Queen Mary Tudor. Elizabeth repealed the laws favoring Catholics. A new Act of Supremacy named Elizabeth as “the only supreme governor” of both church and state. The Church of England under Queen Elizabeth followed a moderate Protestantism that kept most people satisfied.

Elizabeth was also moderate in her foreign **policy**. She tried to keep Spain and France from becoming too powerful by balancing power. If one nation seemed to be gaining in power, England would support the weaker nation. The queen feared that war would be disastrous for England and for her own rule; however, she could not escape a conflict with Spain.

### Defeat of the Spanish Armada

In 1588, Philip II made preparations to send an **armada**—a fleet of warships—to invade England. A successful invasion of England would mean the overthrow of Protestantism. The fleet that set sail had neither the ships nor the manpower that Philip had planned to send.

The hoped-for victory never came. The armada was battered by the faster English ships and sailed back to Spain by a northern route around Scotland and Ireland where it was pounded by storms.

By the end of Philip’s reign in 1598, Spain was not the great power that it appeared to be. Spain was the most populous empire in the world, but it was bankrupt. Philip II had spent too much on war. His successor spent too much on his court. The armed forces were out of date, and the government was inefficient. Spain continued to play the role of a great power, but the real power in Europe had shifted to England and France.

#### READING PROGRESS CHECK

**Drawing Conclusions** Why might the overthrow of Protestantism in England have been important to Philip II?

## The French Wars of Religion

**GUIDING QUESTION** *What fueled the French civil wars of the sixteenth century?*

Of the sixteenth-century religious wars, none was more shattering than the French civil wars known as the French Wars of Religion (1562–1598). Religious conflict was at the center of these wars. The Catholic French kings persecuted Protestants throughout the country, but the persecution did little to stop the spread of Protestantism.

### Huguenots

Huguenots (HYOO • guh • nahts) were French Protestants influenced by John Calvin. They made up only about 7 percent of the total French population, but 40 to 50 percent of the nobility became Huguenots. This made the Huguenots a powerful political threat to the Crown.

An extreme Catholic party—known as the ultra-Catholics—strongly opposed the Huguenots. Having the loyalty of parts of northern and northwestern France, they could pay for and recruit large armies.

Religion was the most important issue, but other factors played a role in the ensuing French civil wars. Towns and provinces were willing to assist the nobles in weakening the growing power of the French monarchy.

### Henry IV and the Edict of Nantes

For 30 years, battles raged in France between the Catholics and the Huguenots. In 1589, Henry of Navarre, the Huguenot political leader, succeeded to the throne as Henry IV. He realized that as a Protestant he would never

be accepted by Catholic France. Therefore, he converted to Catholicism. When Henry IV was crowned king in 1594, the fighting in France finally came to an end.

To solve the religious problem, Henry IV issued the Edict of Nantes in 1598. The edict recognized Catholicism as the official religion of France. It also gave the Huguenots the right to worship and to enjoy all political privileges such as holding public offices. This edict appeased both Catholics and Huguenots.

### READING PROGRESS CHECK

**Identifying** What was the purpose of the Edict of Nantes?

## Crises in Europe

**GUIDING QUESTION** *How was Europe affected by social and economic crises in the seventeenth century?*

In addition to political upheaval and religious warfare, severe economic and social crises plagued Europe in the sixteenth and seventeenth centuries. One major economic problem was **inflation**, or rising prices. A growing population in the sixteenth century increased the demand for land and food and drove up prices for both.

**inflation** a rapid increase in prices

### Economic and Social Crises

By 1600, an economic slowdown had begun in parts of Europe. Spain's economy, grown dependent on imported silver, was failing by the 1640s. Its mines were producing less silver. Its fleets were subject to pirate attacks. Also, the loss of Muslim and Jewish artisans and merchants hurt the economy. Italy, the financial center of Europe in the Renaissance, was also declining economically.

Population figures in the 1500s and 1600s reveal Europe's worsening conditions. The 1500s were a period of growing population, possibly due to a warmer climate and increased food supplies. Europe's population probably increased from 60 million in 1500 to 85 million by 1600. By 1620, the population had leveled off. It had begun to decline by 1650, especially in central and southern Europe. Warfare, plague, and famine all contributed to the population decline and to the creation of social tensions. One source of tension involved the witchcraft trials.

### The Witchcraft Trials

A belief in witchcraft, or magic, had been part of traditional village culture for centuries. The religious zeal that led to the Inquisition and the hunt for heretics was extended to concern about witchcraft. During the sixteenth and seventeenth centuries, an intense hysteria affected the lives of many Europeans. Perhaps more than a hundred thousand people were charged with witchcraft. As more and more people were brought to trial, the fear of witches grew, as did the fear of being accused of witchcraft.

Common people—usually the poor and those without property—were the ones most often accused of witchcraft. More than 75 percent of those accused were women. Most of them were single or widowed and over 50 years old.

Under intense torture, accused witches usually confessed to a number of practices. For instance, many said that they had sworn allegiance to the devil and attended sabbats, nightly gatherings at which they feasted and danced. Others admitted to casting evil spells.



▲ A public execution of accused witches in England

By 1650, the witchcraft hysteria had begun to lessen. As governments grew stronger, fewer officials were willing to disrupt their societies with trials of witches. In addition, attitudes were changing. People found it unreasonable to believe in the old view of a world haunted by evil spirits.

**READING PROGRESS CHECK**

**Identifying** What sources of social tension existed in Europe during the sixteenth and seventeenth centuries?

## The Thirty Years' War

**GUIDING QUESTION** *What were the causes and effects of the Thirty Years' War?*



▲ A villager is attacked by a soldier during the Thirty Years' War.

Religious disputes continued in Germany after the Peace of Augsburg in 1555. One reason for the disputes was that the peace settlement had not recognized Calvinism. By the 1600s, Calvinism had spread through Europe.

Religion played an important role in the outbreak of the Thirty Years' War, called the "last of the religious wars." However, political and territorial motives were also evident. Beginning in 1618 in the Holy Roman Empire, the war first involved the struggle between Catholic forces, led by the Hapsburg Holy Roman emperors, and Protestant (primarily Calvinist) nobles in Bohemia. As Denmark, Sweden, France, and Spain entered the war, the conflict became more political. For instance, France, directed by the Catholic Cardinal Richelieu, fought against the Holy Roman Empire and Spain in an attempt to gain European leadership.

All major European powers except England were involved in the plundering and destruction of Germany during the Thirty Years' War. The Peace of Westphalia officially ended the war in 1648 and gave Sweden, France, and their allies new territories. Sweden's acquisitions in the Baltic Sea region increased its power in northern Europe. The peace settlement also divided the more than 300 states of the Holy Roman Empire into independent states, each with the freedom to determine their own religion and conduct foreign policy. The Holy Roman Empire ceased to be a political entity. Another 200 years would pass before German unification.

**READING PROGRESS CHECK**

**Stating** Was the original motivation for the Thirty Years' War political or religious? State evidence.

PHOTO: Uffizi/Heri Bild/The Granger Collection, NYC. All rights reserved.

### LESSON 1 REVIEW

#### Reviewing Vocabulary

1. **Identifying** Explain why King Philip II viewed Protestants as heretics and why that view may have met with conflict.

#### Using Your Notes

2. **Comparing and Contrasting** Use your notes to choose one of the topics discussed in the lesson. Write several sentences comparing how the government, religion, or conflicts affected each power.

#### Answering the Guiding Questions

3. **Applying** What roles did England and Spain play in religious conflicts?

4. **Exploring Issues** What fueled the French civil wars of the sixteenth century?

5. **Examining** How was Europe affected by social and economic crises in the seventeenth century?

6. **Identifying Cause and Effect** What were the causes and effects of the Thirty Years' War?

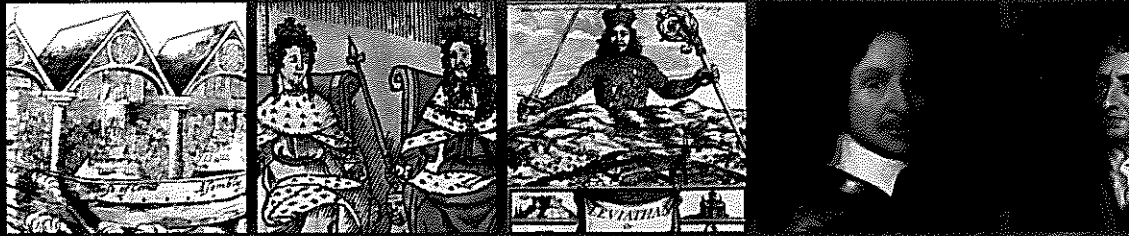
#### Writing Activity

7. **INFORMATIVE/EXPLANATORY** In two or three paragraphs, compare Elizabeth I of England and King Philip II of Spain in terms of their personalities as rulers, their relationship to religion, and their foreign policy. Use descriptive language.



There's More Online!

- BIOGRAPHY John Locke
- BIOGRAPHY Oliver Cromwell
- BIOGRAPHY William and Mary
- CHART/GRAPH The Petition of Right and the English Bill of Rights
- INTERACTIVE SELF-CHECK QUIZ
- PRIMARY SOURCE Leviathan
- PRIMARY SOURCE Two Treatises of Government
- TIME LINE England: Absolutism to Constitutional Monarchy
- VIDEO War and Revolution in England



## LESSON 2

# War and Revolution in England

### ESSENTIAL QUESTION

*What effect might social, economic, and religious conflicts have on a country?*

## Reading HELPDESK

### Academic Vocabulary

- commonwealth
- restoration
- convert

### Content Vocabulary

- divine right of kings
- Puritans
- Cavaliers
- Roundheads
- natural rights

### TAKING NOTES:

#### Key Ideas and Details

**Summarizing** As you read, use a chart like the one below to identify which conflicts were prompted by religious concerns.

Conflicts in England	Results

## IT MATTERS BECAUSE

*The seventeenth century was a period of great social and political change in England. These changes raised important questions about how to balance the power of government with the need to maintain order. England's answers eventually formed the basis of many modern democracies, including that of the United States.*

## Revolutions in England

**GUIDING QUESTION** *How did disagreements over rule between the Stuarts and Parliament lead to the English Civil War? What were the causes and effects of the Glorious Revolution?*

In addition to the Thirty Years' War, a series of rebellions and civil wars rocked Europe in the seventeenth century. By far the most famous struggle was the civil war in England known as the English Revolution. The war was between king and Parliament to determine what role each should play in governing England. It would take another revolution later in the century to finally reach a resolution.

### The Stuarts and Divine Right

The Tudor dynasty ended with the death of Queen Elizabeth I in 1603. The Stuart line of rulers began when the king of Scotland, Elizabeth's cousin, ascended the English throne and became James I.

James believed that he received his power from and was only responsible to God. This is called the **divine right of kings**. Parliament did not think much of the divine right of kings. It had come to assume that the monarch and Parliament ruled England together.

Religion was an issue as well. The **Puritans**—Protestants in England inspired by Calvinist ideas—did not like the king's strong defense of the Church of England. While they were members of the Church of England, the Puritans wished to make the church more Protestant. Many of England's gentry, mostly well-to-do landowners, had become Puritans. The Puritan gentry formed an important

**divine right of kings** the belief that the king gets his power from God and not from his subjects

**Puritans** English Protestants who believed that the Church of England needed further reform and sought to simplify and regulate forms of worship

**Cavaliers** supporters of King Charles I in the English Civil War

**Roundheads** supporters of Parliament in the English Civil War



▲ Oliver Cromwell, Lord Protector of England during the Commonwealth

**commonwealth** a nation, state, or other political unit founded on law and united by agreement for and by the people

**restoration** a bringing back to a former position or condition

part of the House of Commons, the lower house of Parliament. It was not wise to alienate them.

The conflict that began during the reign of James came to a head during the reign of his son, Charles I. Charles, like his father, believed in the divine right of kings. In 1628, Parliament passed a Petition of Right. The petition placed limits on the king's ability to tax, imprison citizens without cause, quarter troops, and institute martial law. Although Charles initially accepted this petition, he later ignored it after realizing the limits it put on his power.

Charles also tried to impose more ritual on the Church of England. Thousands of Puritans went to America rather than accept his policy. Thus the struggles of the English Reformation influenced American history.

## Civil War and Commonwealth

Complaints grew until England slipped into a civil war in 1642 between the supporters of the king (the **Cavaliers** or Royalists) and the parliamentary forces (called the **Roundheads**). Parliament proved victorious, due largely to the New Model Army of Oliver Cromwell, who was a military genius.

The New Model Army chiefly consisted of more extreme Puritans, known as the Independents. These men believed they were doing battle for God. As Cromwell wrote, "This is none other but the hand of God; and to Him alone belongs the glory." Some credit is due to Cromwell. His soldiers were well-disciplined and trained in the new military tactics of the 1600s.

The victorious New Model Army lost no time in taking control. Cromwell purged Parliament of any members who had not supported him. What was left—the so-called Rump Parliament—had Charles I executed on January 30, 1649. The execution of the king horrified much of Europe. Parliament next abolished the monarchy and the House of Lords and declared England a **commonwealth**, a type of republic.

Cromwell found it difficult to work with the Rump Parliament and finally dispersed it by force, exclaiming, "I have been forced to do this. I have sought the Lord, night and day, that He would slay me, than put upon me the doing of this work." After destroying both king and Parliament, Cromwell set up a military dictatorship.

## The Restoration

Cromwell ruled until his death in 1658. The army, realizing how unpopular it had become, restored the monarchy in 1660 in the person of Charles II, the son of Charles I.

The **restoration** of the Stuart monarchy, known as the Restoration period, did not mean, however, that the work of the English Revolution was undone. Parliament kept much of the power it had won and continued to play an important role in government. The principle that Parliament must give its consent to taxation was also accepted. Charles, however, continued to push his own ideas, some of which were clearly out of step with many of the English people.

Charles was sympathetic to Catholicism. Moreover, his brother James, heir to the throne, did not hide the fact that he was a Catholic. Parliament's suspicions about their Catholic leanings were therefore aroused when Charles took the bold step of suspending the laws that Parliament had passed against Catholics and Puritans after the restoration of the monarchy. Parliament would have none of it and forced the king to back down. Driven by a strong anti-Catholic sentiment, Parliament then passed a Test Act, specifying that only Anglicans (members of the Church of England) could hold military and civil offices.

Arousing more suspicion, on his deathbed Charles II had decided to **convert** to Catholicism. After Charles died without a son, James II became king in 1685. James was an open and devout Catholic. He named Catholics to high positions in the government, army, navy, and universities. Religion once more became a cause of conflict between king and Parliament.

Parliament objected to James's policies but stopped short of rebellion. Members knew he was an old man and his Protestant daughters, Mary and Anne, born to his first wife, would succeed him. However, in 1688, James and his second wife, a Catholic, had a son. Now the possibility of a Catholic monarchy loomed large.

### A Glorious Revolution

A group of English nobles invited the Dutch leader, William of Orange, to invade England. In their invitation, they informed William that most of the kingdom's people wanted a change. The invitation put William and his wife Mary, the daughter of James II, in a difficult position. It would be appalling for Mary to rise up against her father. However, William, a foe of France's Catholic king Louis XIV, welcomed this opportunity to fight France with England's resources.

William began making preparations to invade England in early 1688. It was not until early October that James realized William's intentions. In November 1688, William's forces landed at Torbay and began their march toward London. James responded by sending forward his army. Following the desertion of many of his soldiers and the defection of his daughter Anne and her husband, James retreated to London. There he made plans for his wife and son to flee to France where James later joined them.

With almost no bloodshed, England had undergone a "Glorious Revolution." The issue was not if there would be a monarchy but who would be monarch.

In January 1689, Parliament offered the throne to William and Mary. They accepted it, along with a Bill of Rights, which contained many of the same ideas as the Petition of Right. The Bill of Rights set forth Parliament's right to make laws and to levy taxes. It also made it impossible for kings to oppose or to do without Parliament by stating that standing armies could be raised only with Parliament's consent. The rights of citizens to keep arms and to have a jury trial were also confirmed. The Bill of Rights helped create a system of government based on the rule of law and a freely elected Parliament. This bill laid the foundation for a limited, or constitutional, monarchy.

Another important action of Parliament was the Toleration Act of 1689. This act granted Puritans, but not Catholics, the right of free public worship. It did mark a turning point in English history because few English citizens would ever again be persecuted for religion.

By deposing one king and establishing another, Parliament had destroyed the divine-right theory of kingship. William was, after all, king by the grace of Parliament, not by the grace of God. Parliament had asserted its right to be part of the government. Parliament did not have complete control of the government, but it now had the right to participate in affairs of state. Over the next century, Parliament would gradually prove to be the real authority in the English system of constitutional monarchy.

#### READING PROGRESS CHECK

**Identifying Central Ideas** In what important way was the monarchy of William and Mary different from the previous Stuart monarchy?

#### The English Bill of Rights

“...King James the Second having abdicated the government and the throne being thereby vacant, his Highness the prince of Orange (who it hath pleased Almighty God to make the glorious instrument of delivering this kingdom from popery and arbitrary power) did (by the advice of the Lords Spiritual and Temporal and divers principal persons of the Commons) cause letters to be written to the Lords Spiritual and Temporal...in order to such an establishment as that their religion, laws and liberties might not again be in danger of being subverted...”

—from English Bill of Rights

**DBQ** **ANALYZING** This document states James II abdicated the government. What does this mean, and how do the events of the Glorious Revolution support or not support this statement?

**convert** to change from one belief to another



▲ Title page from *Leviathan*, by Thomas Hobbes, 1651

**natural rights** rights with which all humans are born, including the rights to life, liberty, and property

## Legal and Political Thought

**GUIDING QUESTION** *How did the English Revolution influence political thought?*

Concerns with order and power were reflected in English legal and political thought. William Blackstone, a judge and professor of law, wrote *Commentaries on the Laws of England*, arguing that political stability could be achieved by a revived emphasis on English common law. Two English political thinkers, Thomas Hobbes and John Locke, provided their own responses to the English revolutions of the seventeenth century.

Thomas Hobbes was alarmed by the revolutionary upheavals in England. In 1651, he published the political work *Leviathan* to try to deal with the problem of disorder. Hobbes argued that before organized society, humans were guided not by reason and moral ideals but by a ruthless struggle for self-preservation. To save themselves from destroying one another, people made a social contract and agreed to form a state. Hobbes called the state “that great LEVIATHAN . . . to which we owe . . . our peace and defense.” People in the state agreed to be governed by an absolute ruler with unlimited power in order to suppress rebellion and to preserve order.

John Locke viewed the exercise of political power quite differently. His *Two Treatises of Government*, published in 1690, argued against the absolute rule of one person. Unlike Hobbes, Locke believed that before society was organized, humans lived in a state of equality and freedom rather than in a state of war. As a result, all humans had certain **natural rights**—rights with which they were born. These included rights to life, liberty, and property.

Like Hobbes, however, Locke believed people found it difficult to protect their natural rights. Thus, they agreed to establish a government to ensure the protection of their rights and to judge those who violated them. Government would protect the rights of the people, and the people would act reasonably. However, if a government broke the contract—for example, if a monarch failed to protect citizens’ natural rights—the people would be within their rights to alter or remove and form a new government.

To Locke, *people* meant the landholding aristocracy. He was not an advocate of democracy, but his ideas proved important in the eighteenth century. These ideas were used to support demands for constitutional government, the rule of law, and the protection of rights. Locke’s ideas can be found in both the American Declaration of Independence and the United States Constitution.

### READING PROGRESS CHECK

**Drawing Inferences** Did Hobbes or Locke have more trust in self-governance? Why?

## LESSON 2 REVIEW

### Reviewing Vocabulary

**1. Defining** Outline the differences between the Roundheads and the Cavaliers.

### Using Your Notes

**2. Discussing** Using your notes, describe the conflicts that occurred in England.

### Answering the Guiding Questions

**3. Evaluating** How did disagreements over rule between the Stuarts and Parliament lead to the English Civil War?

**4. Identifying Cause and Effect** What were the causes and effects of the Glorious Revolution?

**5. Synthesizing** How did the English Revolution influence political thought?

### Writing Activity

**6. ARGUMENT** Write a paragraph arguing either Locke’s or Hobbes’ position. Be sure to include specific ideas. You may use any of the material in the chapter to illustrate your argument.

## networks

There's More Online!

- ✓ BIOGRAPHY Frederick William
- ✓ BIOGRAPHY Louis XIV
- ✓ BIOGRAPHY Peter the Great
- ✓ CHART/GRAPH Characteristics of an Absolute Monarch
- ✓ INFOGRAPHIC Versailles: A Palace Fit for the Sun King
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP Expansion of Russia, 1505–1725
- ✓ SLIDE SHOW The Westernization of Russia by Peter the Great
- ✓ VIDEO Absolutism in Europe



### LESSON 3

## Absolutism in Europe

### ESSENTIAL QUESTION

*How does the exercise of absolute power affect a country?*

### Reading HELPDESK

#### Academic Vocabulary

- stability • emerge
- authority

#### Content Vocabulary

- absolutism • boyar
- czar

#### TAKING NOTES:

##### Key Ideas and Details

**Summarizing Information** As you read, complete a chart like the one below summarizing the accomplishments of European leaders.

	Reforms
Louis XIV	
Frederick William	
Peter the Great	

## IT MATTERS BECAUSE

*In reaction to the crises of the seventeenth century, several European nations turned to absolute monarchy, with France's Louis XIV as its epitome. He waged many military campaigns and was extravagant. While Prussia, Austria, and Russia were emerging as great European powers under their monarchs' leadership, Spain was declining in power.*

## France Under Louis XIV

**GUIDING QUESTION** *Why is the reign of Louis XIV regarded as the best example of absolutism in the seventeenth century?*

One response to the crises of the seventeenth century was to seek more **stability** by increasing the power of the monarch. The result was what historians have called absolutism.

**Absolutism** is a system in which a ruler holds total power. In seventeenth-century Europe, absolutism was tied to the idea of the divine right of kings. This means that absolute monarchs supposedly received their power from God and were responsible to no one except God. They had the ability to make laws, levy taxes, administer justice, control officials, and determine foreign policy.

The reign of Louis XIV has long been regarded as the best example of absolutism in the seventeenth century. French culture, language, and manners reached into all levels of European society. French diplomacy and wars dominated the political affairs of Europe. The court of Louis XIV was imitated throughout Europe.

### Richelieu

French history for the 50 years before Louis XIV was a period of struggle as governments fought to avoid the breakdown of the state. Louis XIII and Louis XIV were only boys when they came to the throne. The government was left in the hands of royal ministers. In France, two ministers, Cardinal Richelieu with Louis XIII and Cardinal Mazarin with Louis XIV, played important roles in preserving the **authority** of the monarchy.

**stability** the state of being stable; strong enough to endure

**absolutism** a political system in which a ruler holds total power

**authority** power; person in command

Cardinal Richelieu (RIH • shuh • loo), Louis XIII's chief minister, strengthened the monarchy's power. Because the Huguenots were seen as a threat to the king, Richelieu took away their political and military rights. He did preserve their religious rights. Richelieu also set up a network of spies to uncover and crush conspiracies by nobles, executing the conspirators.

### Louis in Power

After his minister Cardinal Mazarin died in 1661, Louis XIV took over supreme power. The new king, at the age of 23, stated his desire to be a real king and the sole ruler of France. Well aware of her son's love of fun and games and his affairs with the maids, Louis's mother laughed at him. Louis was serious, however. He kept a strict routine and also fostered the myth of himself as the Sun King—the source of light for all of his people.

One key to Louis's power was his control of the central policy-making machinery of government. The royal court that Louis established at Versailles (vuhr • SY) served three purposes. The royal council was the personal household of the king. In addition, the chief offices of the state were located there. Finally, Versailles was the place powerful subjects came to find favors and offices for themselves.

The greatest danger to Louis's rule came from the highest nobles and royal princes. They believed they should play a role in the government. Instead, Louis removed them from the royal council. It was the king's chief administrative body, which supervised the government. At the same time, Louis enticed the nobles and royal princes to come to his court, where he kept them busy with court life and out of politics.

Louis's government ministers were to obey his every wish. Said Louis, "I had no intention of sharing my authority with them." Thus, Louis had complete authority over the traditional areas of royal power: foreign policy, the church, and taxes. Although Louis had absolute power over nationwide policy making, his power was limited at the local level. Nobles, local officials, and town councils had more influence than the king in the daily operation of local governments. As a result, the king bribed important people in the provinces to see that his policies were carried out.

Desiring to maintain religious harmony as part of the monarchical power in France, Louis pursued an anti-Protestant policy aimed at converting the Huguenots to Catholicism. Early in his reign, Louis ordered the destruction of Huguenot churches and the closing of their schools. As many as 200,000 Huguenots fled to England, the United Provinces, and the German states.

The cost of building palaces, maintaining his court, and pursuing his wars made finances a crucial issue for Louis XIV. He was most fortunate in having the services of Jean-Baptiste Colbert (kohl • BEHR) as controller-general of finances.

Colbert sought to increase France's wealth and power by following mercantilism. To decrease imports and increase exports, he granted subsidies to new industries. To improve communications and the transportation of goods within France, he built roads and canals. To decrease imports directly, Colbert raised tariffs on foreign goods and created a merchant marine to carry French goods.

To increase his royal power, Louis developed a standing army numbering 400,000 in time of war. He wished to achieve the military glory befitting the Sun King and ensure that his Bourbon dynasty dominated Europe. To achieve his goals, Louis waged four wars between 1667 and 1713. Many nations formed coalitions to prevent him from dominating Europe.

## Analyzing PRIMARY SOURCES

Louis XIV to his Chancellor (1661)

“[Up] to this moment I have been pleased to entrust the government of my affairs to the late Cardinal. It is now time that I govern them myself. You [secretaries and ministers of state] will assist me with your counsels when I ask for them. . . . I request and order you to seal no orders except by my command. . . . I order you not to sign anything, not even a passport . . . without my command; to render account to me personally each day and to favour no one.”

—Louis XIV, quoted in  
*Princes and Peoples*

**DBQ** **INTERPRETING**  
How do Louis XIV's instructions to his Chancellor exemplify absolutism?

Through his wars, Louis added some territory and set up a member of his own dynasty on the throne of Spain.

### Legacy of Louis XIV

In 1715, the Sun King died. He left France surrounded by enemies and many of the French people in poverty. On his deathbed, the 76-year-old monarch seemed remorseful when he told his successor (his great-grandson), “You are about to become a great king. Do not imitate me either in my taste for building or in my love of war. Live in peace with the nations. . . . Strive to relieve the burdens of your people in which I have been so unfortunate as to fail.”

Did Louis mean it? We do not know. In any event, his successor probably did not remember this advice; Louis’s great-grandson was only five years old.

#### READING PROGRESS CHECK

**Classifying** How was the monarchy of Louis XIV characteristic of absolutism?

## The Spread of Absolutism

**GUIDING QUESTION** *How did Prussia and Austria emerge as great powers in seventeenth- and eighteenth-century Europe?*

Although absolutism largely failed in Spain, it was more successful in central and eastern Europe. After the Thirty Years’ War, there were more than 300 German states. Of these, Prussia and Austria **emerged** in the seventeenth and eighteenth centuries as two great European powers.

### The Decline of Spain

At the beginning of the seventeenth century, Spain was the most populous empire in the world. To most Europeans, Spain seemed the greatest power of the age. Reality was quite different, however.

The reign of Philip IV came closest to the practice of absolute monarchy. A program of political reform sought to centralize the government of Spain in the hands of the monarchy. However, unlike Louis XIV in France, the king was unable to curtail the power of the Spanish nobles. Expensive military campaigns led to revolts and the decline of Spain as a great power.

### The Emergence of Prussia

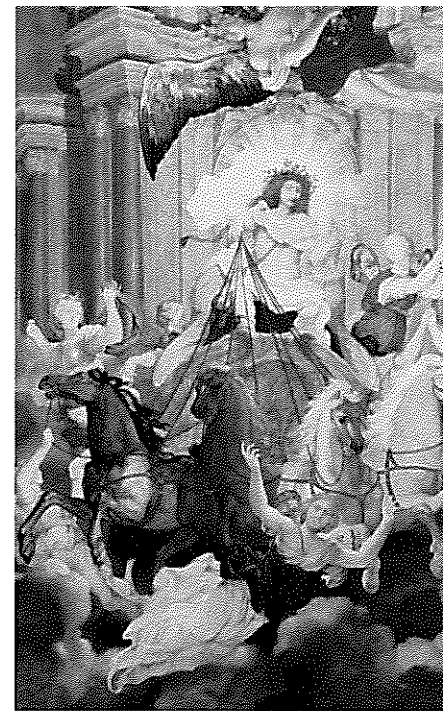
Frederick William the Great Elector laid the foundation for the Prussian state. Realizing that Prussia was a small, open territory with no natural frontiers for defense, Frederick William built a large and efficient standing army. He had a force of 40,000 men, which made the Prussian army the fourth-largest in Europe.

To maintain the army and his own power, Frederick William set up the General War Commissariat to levy taxes for the army and oversee its growth. The Commissariat soon became an agency for civil government as well. The new bureaucratic machine became the elector’s chief instrument to govern the state. Many of its officials were members of the Prussian landed aristocracy, or the Junkers, who also served as officers in the army.

In 1701, Frederick William’s son Frederick officially gained the title of king. Elector Frederick III became King Frederick I.

### The New Austrian Empire

The Austrian Hapsburgs had long played a significant role in European politics as emperors in the Holy Roman Empire. By the end of the Thirty



▲ *Triumph of King Louis XIV of France driving the Chariot of the Sun preceded by Aurora, by Joseph Werner*

**emerge** to become manifest; to become known



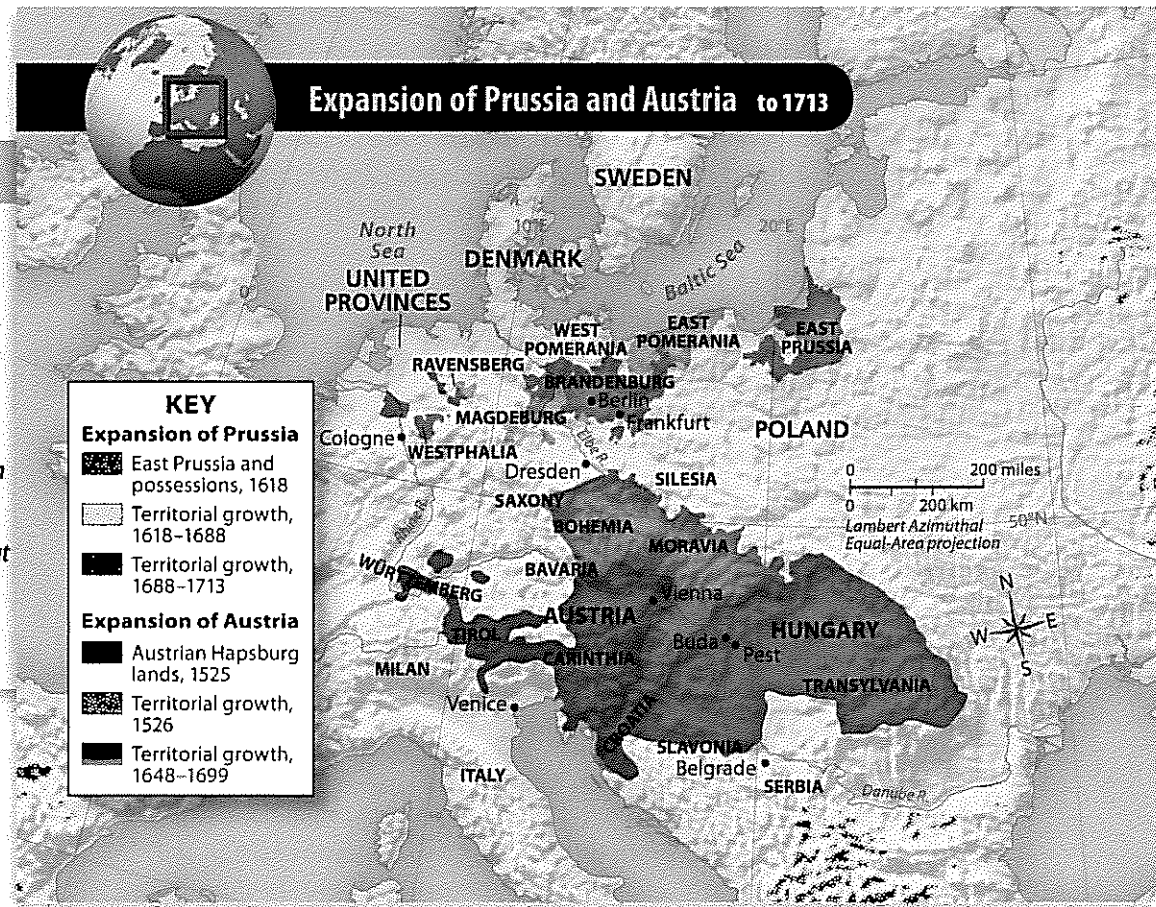
## Expansion of Prussia and Austria to 1713

### GEOGRAPHY CONNECTION

Prussia and Austria emerged as great European powers during the seventeenth and eighteenth centuries.

**1 PHYSICAL SYSTEMS** What geographical features might account for Austria's expansion to the north and east?

**2 HUMAN SYSTEMS** What problems might Prussia have encountered in governing its territories?



Years' War, their hopes of creating an empire in Germany had been dashed. In the seventeenth century, however, the Hapsburgs created a new empire in eastern and southeastern Europe.

The core of the new Austrian Empire was the traditional Austrian lands in present-day Austria, the Czech Republic, and Hungary. After the defeat of the Turks at Vienna in 1683, Austria took control of all of Hungary, Transylvania, Croatia, and Slavonia. By the beginning of the eighteenth century, the Austrian Hapsburgs had gained a sizable new empire.

The Austrian monarchy, however, never became a highly centralized, absolutist state, chiefly because it was made of so many different national groups. The Austrian Empire remained a collection of territories held together by the Hapsburg emperor, who was archduke of Austria, king of Bohemia, and king of Hungary. Each of these areas had its own laws and political life. No common sentiment tied the regions together other than the ideal of service to the Hapsburgs.

### READING PROGRESS CHECK

**Comparing** How was the role of the military significant in Prussia and Austria?

## Peter the Great

**ESSENTIAL QUESTION** How did Russia emerge as a powerful state under Peter the Great?

A new Russian state emerged in the fifteenth century under the principality of Muscovy and its grand dukes. In the sixteenth century, Ivan IV became the first ruler to take the title of **czar**, the Russian word for *caesar*.

Ivan expanded the territories of Russia eastward. He also crushed the power of the Russian nobility, or **boyars**. He was known as Ivan the

**czar** Russian for *caesar*; the title used by Russian emperors

**boyar** a Russian noble



## BIOGRAPHY



### Peter the Great (1672–1725)

As czar, Peter protected the interests of Russia's ruling class by creating a Table of Ranks, which modified the status of nobility. He also changed the rules so that the property of all landowners became hereditary instead of dependent on their service to the czar. In his appointments, Peter chose the most talented candidates, regardless of their level in society.

#### ► CRITICAL THINKING

**Drawing Conclusions** How might Peter's policy make those he appointed more loyal to him?

Terrible because of his ruthless deeds, including stabbing his son to death in a heated argument. When Ivan's dynasty ended in 1598, a period of anarchy, the Time of Troubles, followed. This period ended when the *zemsky sobor*, or national assembly, chose Michael Romanov as the new czar in 1613.

The Romanov dynasty lasted until 1917. One of its most prominent members was Peter the Great, who became czar in 1689. Like other Romanov czars who preceded him, Peter was an absolute monarch who claimed the divine right to rule.

After becoming czar, Peter visited the West. Determined to westernize Russia, he was eager to borrow European technology. Modernization of the army and navy was crucial to make Russia a great power. Peter employed Russians and Europeans as officers. He drafted peasants for 25-year stints of service to build a standing army of 210,000 soldiers. By Peter's death in 1725, Russia was a great military power and an important European state.

Peter began to introduce Western customs, practices, and manners into Russia. He ordered the first Russian book of etiquette to teach Western manners. Men had to shave their beards and shorten their coats. Upper-class women were allowed to remove their traditional face-covering veils.

Along with making Russia into a great state and military power, Peter wanted to open a "window to the West," meaning a port with ready access to Europe. This could be achieved only on the Baltic Sea, which Sweden, the most important power in northern Europe, controlled. Peter acquired the lands he sought after a long war with Sweden. On the Baltic in 1703, Peter began construction of a new city, St. Petersburg, a base for the new Russian navy and a window to the West. St. Petersburg became Russia's most important port and remained the Russian capital until 1918.

To impose the rule of the central government more effectively, Peter divided Russia into provinces. He hoped to create a "police state," a well-ordered community governed by law. However, few bureaucrats shared his concept of honest service and duty to the state. Peter's personality created an atmosphere of fear. He wrote to one administrator, "According to these orders act, act, act. I won't write more, but you will pay with your head if you interpret orders again." Peter wanted the impossible—that his administrators be slaves and free persons at the same time.

#### READING PROGRESS CHECK

**Stating** In what ways did Peter the Great modernize both the culture and the military of Russia?

PHOTO: Stinger/Hulton Archive/Getty Images

## LESSON 3 REVIEW

### Reviewing Vocabulary

- 1. Defining** Write a paragraph that relates the term *czar* to the term *absolutism* by giving two examples of czars and telling how they ruled absolutely.

### Using Your Notes

- 2. Identifying** Use your notes to write a paragraph that summarizes the reforms of absolutist rulers.

### Answering the Guiding Questions

- 3. Constructing Arguments** Why is the reign of Louis XIV regarded as the best example of absolutism in the seventeenth century?

- 4. Comparing** How did Prussia and Austria emerge as great powers in seventeenth- and eighteenth-century Europe?

- 5. Identifying Cause and Effect** How did Russia emerge as a powerful state under Peter the Great?

### Writing Activity

- 6. ARGUMENT** Write a paragraph that proves or disproves this thesis: Although absolutism was destructive in France, it had some positive effects in Russia.

## networks

There's More Online!

- ✓ BIOGRAPHY Artemisia Gentileschi
- ✓ BIOGRAPHY El Greco
- ✓ BIOGRAPHY Miguel de Cervantes
- ✓ BIOGRAPHY William Shakespeare
- ✓ IMAGE The Globe Theater
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ PRIMARY SOURCE All Citizens are Soldiers
- ✓ PRIMARY SOURCE As You Like It
- ✓ VIDEO European Culture After the Renaissance

### Reading HELPDESK

#### Academic Vocabulary

- decline
- creative
- drama

#### Content Vocabulary

- Mannerism
- baroque

#### TAKING NOTES:

##### Key Ideas and Details

**Summarizing** Use the following graphic organizer to identify one major figure and his or her country of origin in each of these areas of cultural expression: painting, architecture, music, and literature.

Medium	Artist	Country of Origin
Painting		
Architecture		
Music		
Literature		



## LESSON 4

# European Culture After the Renaissance

### ESSENTIAL QUESTION

*What effect might social, economic, and religious conflicts have on a country?*

## IT MATTERS BECAUSE

*The religious and political conflicts of seventeenth-century Europe were reflected in the art, music, and literature of the time. Art produced during the Mannerist and baroque movements aroused the emotions, and the literature spoke of the human condition.*

## Art After the Renaissance

**GUIDING QUESTION** *How did art movements change in Europe after the Renaissance?*

The artistic movements of Mannerism and the baroque began in Italy and spread through Europe. The art produced during these movements reflected the tension of religious upheaval and the spirituality of religious revival.

### Mannerism

The artistic Renaissance came to an end when a new movement, called **Mannerism**, emerged in Italy in the 1520s and 1530s. The Reformation's revival of religious values brought much political turmoil. Especially in Italy, the worldly enthusiasm of the Renaissance **declined** as people grew more anxious and uncertain and wished for spiritual experience.

Mannerism in art reflected this new environment by deliberately breaking down the High Renaissance principles of balance, harmony, and moderation. The rules of proportion were deliberately ignored as elongated figures were used to show suffering, heightened emotions, and religious ecstasy.

Mannerism spread from Italy to other parts of Europe and perhaps reached its high point in the work of El Greco, "the Greek." El Greco studied the elements of Renaissance painting in Venice. He also wrote many works on painting. From Venice, El Greco moved to Rome. His career as a painter stalled there possibly because he had criticized Michelangelo's artistic abilities. When he moved to Spain, El Greco met with success.

In El Greco's paintings, the figures are elongated or contorted and he sometimes used unusual shades of yellow and green against an eerie background of stormy grays. The mood of his works reflects well the tensions created by the religious upheavals of the Reformation.

### Baroque Art

Mannerism eventually was replaced by a new movement—the **baroque**. This movement began in Italy at the end of the sixteenth century and eventually spread to the rest of Europe and Latin America. It was eagerly adopted by the Catholic reform movement as shown in the richly detailed buildings at Catholic courts, especially those of the Hapsburgs in Madrid, Prague, Vienna, and Brussels.

Baroque artists tried to bring together the classical ideals of Renaissance art and the spiritual feelings of the sixteenth-century religious revival. In large part, though, baroque art and architecture reflected a search for power. Baroque churches and palaces were magnificent and richly detailed. Kings and princes wanted others to be in awe of their power.

Perhaps the greatest figure of the baroque period was the Italian architect and sculptor Gian Lorenzo Bernini, who completed Saint Peter's Basilica in Vatican City, Rome. Saint Peter's Basilica is the church of the popes and a major pilgrimage site.

Action, exuberance, and dramatic effects mark the work of Bernini in the interior of Saint Peter's. For instance, his *Throne of Saint Peter* is a highly decorated cover for the pope's medieval wooden throne. It is considered by many to be Bernini's crowning achievement in Saint Peter's Basilica. The throne seems to hover in midair, held by the hands of the four great theologians of the early Catholic Church. Above the chair, rays of heavenly light drive a mass of clouds and angels toward the spectator.

The baroque painting style was known for its use of dramatic effects to arouse the emotions as shown in the work of another important Italian artist of the baroque period, Caravaggio. Similar to other baroque painters, Caravaggio used dramatic lighting to heighten emotions, to focus details, and to isolate the figures in his paintings. His work placed an emphasis on everyday experience. He shocked some of his patrons by depicting religious figures as common people in everyday settings, rather than in a traditional, idealized style.

**Mannerism** an artistic movement that emerged in Italy in the 1520s and 1530s; it marked the end of the Renaissance by breaking down the principles of balance, harmony, and moderation

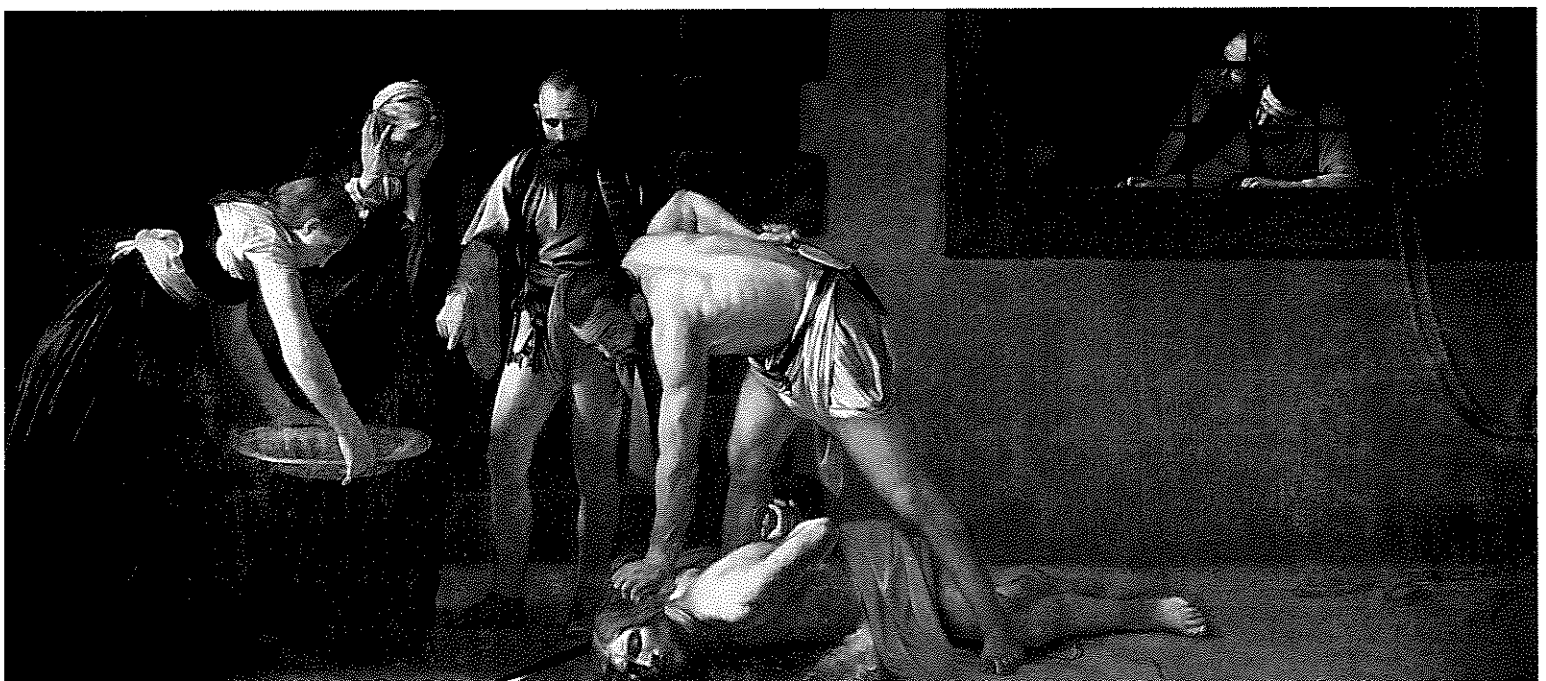
**decline** a change to a lower state or level

**baroque** an artistic style of the seventeenth century characterized by complex forms, bold ornamentation, and contrasting elements

▼ *The Beheading of St. John the Baptist* by Caravaggio, 1607–1608

► **CRITICAL THINKING**  
*Interpreting Significance* How is this biblical scene depicted and how might this style indicate a change in a way of thinking?

PHOTO: Syman Grandakun/AGE Fotostock



Artemisia Gentileschi is less well-known than the male artists who dominated the seventeenth-century art world in Italy but is prominent in her own right. Born in Rome, she studied painting with her father. In 1616 she moved to Florence and began a successful career as a painter. At the age of 23, she became the first woman to be elected to the Florentine Academy of Design. She was known internationally in her day as a portrait painter, but her fame now rests on a series of pictures of Hebrew Bible heroines.

The baroque style of art did not just flourish in Italy. Peter Paul Rubens embodied the baroque movement in Flanders (the Spanish Netherlands), where he worked most of his life. A scholar and a diplomat as well as an artist, Rubens used his classical education and connections with noble patrons in Italy, Spain, England, France, and Flanders to paint a variety of genres. He is best known for his depictions of the human form in action. These images are lavish and extravagant, much like the court life he experienced during the baroque period.

### Baroque Music

In the first half of the eighteenth century, two composers—Johann Sebastian Bach and George Frideric Handel—perfected the baroque musical style and composed some of the world's most enduring music.

Bach, a renowned organist as well as a composer, spent his entire life in Germany. While he was music director at the Church of Saint Thomas in Leipzig, he composed his *Mass in B Minor* and other works that gave him the reputation of being one of the greatest composers of all time.

Handel was a German who spent much of his career in England. Handel wrote much secular music, but he is probably best known for his religious music. Handel's *Messiah* has been called a rare work that appeals immediately to everyone and yet is a masterpiece of the highest order.

#### READING PROGRESS CHECK

**Identifying Cause and Effect** How did the Mannerist and baroque styles in art reflect the religious conflicts and revivals of their time?

## Golden Age of Literature

**GUIDING QUESTION** *What characterized the Golden Age of literature in England and Spain?*

In both England and Spain, writing for the theater reached new heights between 1580 and 1640. Other forms of literature flourished as well.

### England's Shakespeare

A cultural flowering took place in England in the late sixteenth and early seventeenth centuries. The period is often called the Elizabethan era, because so much of it fell within the reign of Queen Elizabeth I. Of all the forms of Elizabethan literature, none expressed the energy of the era better than **drama**. Of all the English dramatists, none is more famous than William Shakespeare.

When Shakespeare appeared in London in 1592, Elizabethans already enjoyed the stage. The theater was a very successful business. London theaters ranged from the Globe, a circular, unroofed structure holding 3,000 people, to the Blackfriars, a roofed structure that held only 500.

The Globe Theatre's admission charge of one or two pennies enabled even the lower classes of London to attend performances. The higher prices of the Blackfriars filled the audience with more well-to-do patrons. Because Elizabethan audiences for a single performance varied greatly, playwrights wrote works that were meant to please nobles, lawyers, merchants, and vagabonds alike.

**drama** a composition that tells a story, usually involving conflicts and emotions, through action and dialogue and typically designed for the theater

#### ► CRITICAL THINKING

**Drawing Conclusions** How did the location and purpose of theaters like the Globe bring different classes together?

- ▼ The Globe Theatre in London was surrounded by other theaters holding entertainments such as plays, bear baitings, and sword-fighting displays.



William Shakespeare was a “complete man of the theater.” Although best known for writing plays, he was also an actor and shareholder in the chief theater company of the time, the Lord Chamberlain’s Men, which performed at the Globe.

Shakespeare has long been viewed as a universal genius. A master of the English language, he brought many new words into common usage. Shakespeare also wrote over 150 sonnets, a type of poetry popular during the Elizabethan era. He had a keen insight into human psychology. In his tragedies, comedies, and histories, Shakespeare showed a remarkable understanding of the human condition.

### Spain’s Cervantes and Vega

One of the crowning achievements of the golden age of Spanish literature was the work of Miguel de Cervantes (suhr • VAN • teez). His novel *Don Quixote* has been hailed as one of the greatest literary works of all time.

In the two main characters of this famous work, Cervantes presented the dual nature of the Spanish character. The knight, Don Quixote from La Mancha, is the visionary so involved in his lofty ideals that he does not see the hard realities around him. To him, for example, windmills appear to be our-armed giants. In contrast, the knight’s fat and earthy squire, Sancho Panza, is a realist. Each of these characters finally comes to see the value of the other’s perspective. The readers of *Don Quixote* are left with the conviction that both visionary dreams and the hard work of reality are necessary to the human condition.

The theater was also one of the most **creative** forms of expression during Spain’s golden period of literature. The first professional theaters were created in Seville and Madrid. Soon, every large town had a public playhouse, including Mexico City in the Americas. Touring companies brought the latest Spanish plays to all parts of the Spanish Empire.

Beginning in the 1580s, the standard for playwrights was set by Lope de Vega. He wrote an extraordinary number of plays, perhaps 1,500 in all. Almost 500 of them survive to this day. Vega’s plays are thought to be witty, charming, action-packed, and realistic. Lope de Vega made no apologies for the fact that he wrote his plays to please his audiences and to satisfy public demand. He remarked once that if anyone thought he had written his plays for the sake of fame, “undeceive him and tell him that I wrote them for money.”

#### READING PROGRESS CHECK

**Explaining** Why was the theater so popular in England, Spain, and the Spanish Empire between 1580 and 1640?

#### Don Quixote on the Windmills

“[F]or you can see over there, good friend Sancho Panza, a place where stand thirty or more monstrous giants with whom I intend to fight a battle and whose lives I intend to take; and with the booty we shall begin to prosper. For this is a just war, and it is a great service to God to wipe such a wicked breed from the face of the earth.”

—Miguel de Cervantes, from  
*Don Quixote*

**DBQ** **CONTRASTING**  
How do Don Quixote’s motives for attacking the windmills show a contrast?

**creative** imaginative

## LESSON 4 REVIEW

### Reviewing Vocabulary

- Defining** Write a paragraph defining Mannerism and the baroque in art. Be sure to describe the characteristics of each style.
- Comparing** Write a paragraph that defines the term *drama* and compares the qualities of drama to those of a novel, such as Cervantes’ *Don Quixote*.

### Using Your Notes

- Identifying** Use your notes to write a paragraph identifying one major figure in each of the following areas of cultural expression: painting, architecture, music, and literature. Briefly describe each figure’s work.

### Answering the Guiding Questions

- Identifying Central Issues** How did art movements change in Europe after the Renaissance?
- Drawing Conclusions** What characterized the Golden Age of literature in England and Spain?

### Writing Activity

- INFORMATIVE/EXPLANATORY** Write a paragraph evaluating the effects of religious and political turmoil on sixteenth- and seventeenth-century art. Be sure to discuss specific artists.

# CHAPTER 18 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

## Lesson Review

### Lesson 1

- 1 **DESCRIBING** What was King Philip II of Spain's religion? How did his political actions show his religious beliefs?
- 2 **IDENTIFYING CAUSE AND EFFECT** How did the number of people in Europe fluctuate in the sixteenth and seventeenth centuries? What effect did the change in population have on societies and their economies?

### Lesson 2

- 3 **EXPLAINING** What did the Petition of Right limit? Who was responsible for it?
- 4 **DIFFERENTIATING** How did Thomas Hobbes and John Locke differ in the kind of government they thought would be best?

### Lesson 3

- 5 **EXPLORING ISSUES** What steps did Louis XIV take to increase his royal power? What effects did his actions have on his country and his people?
- 6 **STATING** What inspired Frederick William to build a large standing army in Prussia?

### Lesson 4

- 7 **IDENTIFYING** Who was Artemisia Gentileschi? Briefly describe her work.
- 8 **MAKING CONNECTIONS** What kind of audience did the Globe Theatre attract? How do you think Shakespeare may have taken this into account when writing his plays?

## 21st Century Skills

- 9 **UNDERSTANDING RELATIONSHIPS AMONG EVENTS** What were the effects of religious wars on Europe in the sixteenth and seventeenth centuries? How did the concept of heresy contribute to the issue?

- 10 **COMPARE AND CONTRAST** What were the roles of the English nobility, Parliament, and religion in the Glorious Revolution?

## Exploring the Essential Questions

- 11 **ORGANIZING** Work with a partner to create a large chart on posterboard that lists social, economic, and religious conflicts in at least four European countries and shows the effects of those conflicts on each country and its culture. Include visuals such as sketches, maps, and photos of art.

## DBQ Analyzing Historical Documents

Use the document to answer the following questions.

In 1589 King James I of England wrote, anonymously, a book in which he defended the divine right of kings to absolute power.

### PRIMARY SOURCE

“And as ye see it manifest that the king is over-lord of the whole land, so is he master over every person that inhabiteth the same, having power over the life and death of every one of them; for although a just prince will not take the life of any of his subjects without a clear law, yet the same laws whereby he taketh them are made by himself or his predecessors; and so the power flows always from himself . . .”

—from *True Law of Free Monarchies*

- 12 **INTERPRETING** What protection does James I claim subjects have against execution by their ruler?
- 13 **DRAWING CONCLUSIONS** Why does the king say that all kings are overlords of their whole lands?

## Extended-Response Question

- 14 **INFORMATIVE/EXPLANATORY** What are the differences between an absolute monarchy and a constitutional monarchy? How did the type of monarchy a country had affect the satisfaction of its people?

## Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	340	343	347	348	350	351	356	356	340	347	340	358	358	347