Spain’s Empire and European Absolutism

SETTING THE STAGE
As you learned in Chapter 18, from 1520 to 1566, Suleyman I exercised great power as sultan of the Ottoman Empire. A European monarch of the same period, Charles V, came close to matching Suleyman’s power. As the Hapsburg king, Charles inherited Spain, Spain’s American colonies, parts of Italy, and lands in Austria and the Netherlands. As the elected Holy Roman emperor, he ruled much of Germany. It was the first time since Charlemagne that a European ruler controlled so much territory.

A Powerful Spanish Empire
A devout Catholic, Charles not only fought Muslims but also opposed Lutherans. In 1553, he unwillingly agreed to the Peace of Augsburg, which allowed German princes to choose the religion for their territory. The following year, Charles V divided his immense empire and retired to a monastery. To his brother Ferdinand, he left Austria and the Holy Roman Empire. His son, Philip II, inherited Spain, the Spanish Netherlands, and the American colonies. Philip II’s Empire
Philip was shy, serious, and—like his father—deeply religious. He was also very hard working. Yet Philip would not allow anyone to help him. Deeply suspicious, he trusted no one for long. As his own court historian wrote, “His smile and his dagger were very close.”

Perhaps above all, Philip could be aggressive for the sake of his empire. In 1580, the king of Portugal died without an heir. Because Philip was the king’s nephew, he seized the Portuguese kingdom. Counting Portuguese strongholds in Africa, India, and the East Indies, he now had an empire that circled the globe. Philip’s empire provided him with incredible wealth. By 1600, American mines had supplied Spain with an estimated 339,000 pounds of gold. Between 1550 and 1650, roughly 16,000 tons of silver bullion were unloaded from Spanish galleons, or ships. The king of Spain claimed between a fourth and a fifth of every shipload of treasure as his royal share. With this wealth, Spain was able to support a large standing army of about 50,000 soldiers.

Defender of Catholicism
When Philip assumed the throne, Europe was experiencing religious wars caused by the Reformation. However, religious conflict was not new to Spain. The Reconquista, the campaign to drive Muslims from Spain, had been completed only 64 years before. In addition, Philip’s great-grandparents

ECONOMICS
During a time of religious and economic instability, Philip II ruled Spain with a strong hand.

WHEN IT MATTERS NOW
When faced with crises, many heads of government take on additional economic or political powers.

TERMS & NAMES
- Philip II
- absolute monarch
- divine right

Critical Thinking
• What are benefits and drawbacks for society when a ruler monopolizes important decision-making? (Benefit—Consistent leadership is good for business. Drawback—Decision-making depends on the whims of a single person.)
• What non-religious factors might have provoked Philip II to send the Armada against England? (England was a major maritime rival.)

In-Depth Resources: Unit 5
• Guided Reading, p. 1 (also in Spanish)

TEST-TAKING RESOURCES
Test Generator CD-ROM
Strategies for Test Preparation
Test Practice Transparencies, TT75
Online Test Practice

INTEGRATED TECHNOLOGY
eEdition CD-ROM
Voices from the Past Audio CD
Power Presentations CD-ROM
Geography Transparencies
• GT21 Hapsburg Europe, 1560
World Art and Cultures Transparencies
• AT45 Banquet of the Officers of Haarlem’s Civil Guard
• AT48 The Astronomer, Vermeer
classzone.com
Comparing the Spanish and English Navies

**Class Time** 35 minutes

**Task** Making a table of the strengths and weaknesses of the Spanish Armada and the English naval fleet in their battles in the English Channel

**Purpose** To help students understand why the Spanish were unable to invade England

**Instructions** Have students use the library or the Internet to gather information on the number of ships, guns, and troops the Spanish and the English had, and the number of casualties and shipwrecks each side suffered when the Spanish entered the English Channel. Have students organize the information in a table as in the example below. The figures students use in the table will be approximate, since historical accounts differ on the precise figures.

<table>
<thead>
<tr>
<th></th>
<th>Ships</th>
<th>Guns</th>
<th>Sailors and soldiers</th>
<th>Ships destroyed</th>
<th>Casualties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spain</strong></td>
<td>125–150</td>
<td>1,000</td>
<td>27,000</td>
<td>60–70</td>
<td>15,000–20,000</td>
</tr>
<tr>
<td><strong>England</strong></td>
<td>150–200</td>
<td>2,000</td>
<td>16,000</td>
<td>0</td>
<td>Several thousand (mostly from disease)</td>
</tr>
</tbody>
</table>
Isabella and Ferdinand had used the Inquisition to investigate suspected heretics, or nonbelievers in Christianity.

Philip believed it was his duty to defend Catholicism against the Muslims of the Ottoman Empire and the Protestants of Europe. In 1571, the pope called on all Catholic princes to take up arms against the mounting power of the Ottoman Empire. Philip responded like a true crusader. More than 200 Spanish and Venetian ships defeated a large Ottoman fleet in a fierce battle near Lepanto. In 1588, Philip launched the Spanish Armada in an attempt to punish Protestant England and its queen, Elizabeth I. Elizabeth had supported Protestant subjects who had rebelled against Philip. However, his fleet was defeated. (See map opposite.)

Although this setback seriously weakened Spain, its wealth gave it the appearance of strength for a while longer. Philip’s gray granite palace, the Escorial, had massive walls and huge gates that demonstrated his power. The Escorial also reflected Philip’s faith. Within its walls stood a monastery as well as a palace.

Golden Age of Spanish Art and Literature

Spain’s great wealth did more than support navies and build palaces. It also allowed monarchs and nobles to become patrons of artists. During the 16th and 17th centuries, Spain experienced a golden age in the arts. The works of two great painters show both the faith and the pride of Spain during this period.

El Greco and Velázquez

Born in Crete, El Greco (GREHK•oh) spent much of his adult life in Spain. His real name was Domenikos Theotokopoulos, but Spaniards called him El Greco, meaning “the Greek.” El Greco’s art often puzzled the people of his time. He chose brilliant, sometimes clashing colors, distorted the human figure, and expressed emotion symbolically in his paintings. Although unusual, El Greco’s techniques showed the deep Catholic faith of Spain. He painted saints and martyrs as huge, long-limbed figures that have a supernatural air.

The paintings of Diego Velázquez (vuh•LAHS•kehs), on the other hand, reflected the pride of the Spanish monarchy. Velázquez, who painted 50 years after El Greco, was the court painter to Philip IV of Spain. He is best known for his portraits of the royal family and scenes of court life. Like El Greco, he was noted for using rich colors.

Don Quixote

The publication of Don Quixote de la Mancha in 1605 is often called the birth of the modern European novel. In this book, Miguel de Cervantes (suhr•VAN•teez) wrote about a poor Spanish nobleman who went a little crazy after reading too many books about heroic knights. More About . . .

Las Meninas

Point out to students that Las Meninas shows Velázquez standing with brush and palette in front of his canvas. Presumably, he is painting a portrait of the king and queen, whose images can be seen in the mirror above their daughter.

Exploring Las Meninas

Class Time 45 minutes

Task Making a poster

Purpose To help students explore the richness and complexity of a great work of art

Instructions Explain to students that there is a large body of writing devoted to explaining Velázquez’s Las Meninas. Have students use the library or the Internet to explore these analyses and to use the information they find to create a poster. Students should place a reproduction of Las Meninas in the center of their posters. They should then use the margins to write short captions that explain the painting’s features. Aspects of the painting that students might explore include: the identities of the figures in the painting; the historical significance of specific elements, such as the dwarves; and technical details, such as the painting’s composition or Velázquez’s use of color and texture. Students might also choose to include background information, such as details of the relationship between Velázquez and Philip IV.

Tip for English Learners

Tell students that the word air, in the phrase “. . . long-limbed figures that have a supernatural air,” describes the look or appearance of a person, especially as expressive of some personal quality or emotion.

Critical Thinking

• Why might an artist like El Greco distort human figures rather than paint them realistically? (Possible Answer: He distorted the figures purposely to express some idea or emotion.)
• What artistic limits might an artist such as Velázquez have faced? (Possible Answer: Velázquez was probably not permitted to paint anything critical of his patron, Philip IV.)
• Why might readers still take an interest in the 400-year-old novel Don Quixote? (Possible Answers: The book’s style and humor still appeal to readers. Cervantes’s themes, such as idealism and materialism, are still relevant.)
The Spanish Empire Weakens

Critical Thinking
• What measures might Spain have taken to restore its economy? (Possible Answers: restrict the amount of money in circulation; impose taxes on the rich; rescind expulsion orders to bring back businesspeople; impose price controls)
• Could Philip II have pursued other policies in the Netherlands that would have resulted in a better outcome? (Possible Answers: Yes—Rather than forcing Protestants to abandon their faith, he might have respected the practice of Protestantism in the Netherlands. No—Philip believed Protestantism was an abomination; nothing short of its defeat would have satisfied him.)

Global Impact

Tulip Mania

During the tulip craze, people paid the equivalent of hundreds of dollars for some individual bulbs. Speculation was so rampant that bulbs might be sold and resold several times while still in the ground. The Netherlands is still one of the world’s biggest exporters of tulip bulbs.

Causes of the Spanish Empire’s Decline

Class Time 30 minutes
Task Creating a flow chart
Purpose To help students think about the causes of the Spanish Empire’s decline
Instructions Have students make a list of factors that contributed to the weakening of the Spanish Empire. Then have them choose one factor from their list that they think may have given rise to the others. (Example: Major cause—Gold and silver mining operations in Latin America; Effects—Inflation in Spain, little investment in new types of business, no development of a middle class, Spanish manufacturing products cannot compete with those from other parts of Europe, ruler relies increasingly on imperial holdings for wealth.) Have students organize the factors in a graphic organizer with the major cause at the top and its factors stemming from it. For help with the section, have students complete the chart in the Guided Reading activity.
army under the Spanish duke of Alva to punish the rebels. On a single day in 1568, the duke executed 1,500 Protestants and suspected rebels.

The Dutch continued to fight the Spanish for another 11 years. Finally, in 1579, the seven northern provinces of the Netherlands, which were largely Protestant, united and declared their independence from Spain. They became the United Provinces of the Netherlands. The ten southern provinces (present-day Belgium) were Catholic and remained under Spanish control.

## The Independent Dutch Prosper

The United Provinces of the Netherlands was different from other European states of the time. For one thing, the people there practiced religious toleration. In addition, the United Provinces was not a kingdom but a republic. Each province had an elected governor, whose power depended on the support of merchants and landholders.

**Dutch Art** During the 1600s, the Netherlands became what Florence had been during the 1400s. It boasted not only the best banks but also many of the best artists in Europe. As in Florence, wealthy merchants sponsored many of these artists.

Rembrandt van Rijn (REHM•brant vahn RYN) was the greatest Dutch artist of the period. Rembrandt painted portraits of wealthy middle-class merchants. He also produced group portraits. In *The Night Watch* (shown below), he portrayed a group of city guards. Rembrandt used sharp contrasts of light and shadow to draw attention to his focus.

Another artist fascinated with the effects of light and dark was Jan Vermeer (YAHN vuhr•MEER). Like many other Dutch artists, he chose domestic, indoor settings for his portraits. He often painted women doing such familiar activities as pouring milk from a jug or reading a letter. The work of both Rembrandt and Vermeer reveals how important merchants, civic leaders, and the middle class in general were in 17th-century Netherlands.

### Famous Dutch Artists

**Class Time** 40 minutes  
**Task** Create artist trading cards  
**Purpose** To familiarize students with important Dutch artists  
**Instructions** Divide students into groups of five, and explain that they will be making Dutch artist trading cards. Tell them to begin their project by rereading the passage on Dutch art on page 593. Then have students research other Dutch artists from this period. After completing their research, students should work as a group to design a format for the cards, deciding what image to feature on the front of the card and what “stats” to include on the back. Students might include dates of birth and death, famous work(s), typical subject matter, style, and a biographical profile on the cards. After a group has agreed on a design, each group member should make a trading card for a different Dutch artist. Possible choices include:

- Rembrandt
- Vermeer
- Frans Hals
- Jan Steen
- Jacob van Ruisdael

When each has finished his or her cards, students should reconvene as a group to design packaging for the set.
Absolutism in Europe

Critical Thinking
• Why might an absolute monarch view a republic, such as the Netherlands, as a political threat? (Possible Answer: A republic might spread the idea that legitimacy is conferred on rulers by the people, not by God.)
• How might limitations demanded by parliaments and nobility have differed? (Possible Answer: The nobility wanted to limit monarchs’ influence over land. If controlled by merchants, a parliament might seek to limit a monarch’s authority to levy taxes on trade.)

SKILLBUILDER Answers
1. Making Inferences Possible Answer: Social gatherings are places where ideas are shared. Some of these ideas might question absolutism.
2. Hypothesizing Possible Answers: Absolute rulers can reduce political turmoil. In states with a wide gap between rich and poor, the rich sometimes support an absolute ruler who will protect their wealth.

SKILLBUILDER: Interpreting Charts
1. Making Inferences Why do you think absolute rulers controlled social gatherings?
2. Hypothesizing Today several nations of the world (such as Saudi Arabia) have absolute rulers. Judging from what you know of past causes of absolutism, why do you think absolute rulers still exist today?

Absolutism
Absolutism was the political belief that one ruler should hold all the power within the boundaries of a country. Although practiced by several monarchs in Europe during the 16th through 18th centuries, absolutism has been used in many regions throughout history. In ancient times, Shi Huangdi in China, Darius in Persia, and the Roman caesars were all absolute rulers. (See chapters 4, 5, and 6.)

Causes
• Religious and territorial conflicts created fear and uncertainty.
• The growth of armies to deal with conflicts caused rulers to raise taxes to pay troops.
• Heavy taxes led to additional unrest and peasant revolts.

Effects
• Rulers regulated religious worship and social gatherings to control the spread of ideas.
• Rulers increased the size of their courts to appear more powerful.
• Rulers created bureaucracies to control their countries’ economies.

Absolutism in Europe

Even though Philip II lost his Dutch possessions, he was a forceful ruler in many ways. He tried to control every aspect of his empire’s affairs. During the next few centuries, many European monarchs would also claim the authority to rule without limits on their power.

The Theory of Absolutism
These rulers wanted to be absolute monarchs, kings or queens who held all of the power within their states’ boundaries. Their goal was to control every aspect of society. Absolute monarchs believed in divine right, the idea that God created the monarchy and that the monarch acted as God’s representative on earth. An absolute monarch answered only to God, not to his or her subjects.

Dutch Trading Empire
The stability of the government allowed the Dutch people to concentrate on economic growth. The merchants of Amsterdam bought surplus grain in Poland and crammed it into their warehouses. When they heard about poor harvests in southern Europe, they shipped the grain south while prices were highest. The Dutch had the largest fleet of ships in the world—perhaps 4,800 ships in 1636. This fleet helped the Dutch East India Company (a trading company controlled by the Dutch government) to dominate the Asian spice trade and the Indian Ocean trade. Gradually, the Dutch replaced the Italians as the bankers of Europe.

C. Answer
He involved himself in every aspect of government, trusted no one, built an imposing palace, tried to force his subjects to accept his religion, and raised taxes.

MAIN IDEA
Drawing
Conclusions
What was Philip II typical of an absolute monarch?
Growing Power of Europe’s Monarchs  As Europe emerged from the Middle Ages, monarchs grew increasingly powerful. The decline of feudalism, the rise of cities, and the growth of national kingdoms all helped to centralize authority. In addition, the growing middle class usually backed monarchs, because they promised a peaceful, supportive climate for business. Monarchs used the wealth of colonies to pay for their ambitions. Church authority also broke down during the late Middle Ages and the Reformation. That opened the way for monarchs to assume even greater control. In 1576, Jean Bodin, an influential French writer, defined absolute rule:

**PRIMARY SOURCE**
The first characteristic of the sovereign prince is the power to make general and special laws, but—and this qualification is important—without the consent of superiors, equals, or inferiors. If the prince requires the consent of superiors, then he is a subject himself; if that of equals, he shares his authority with others; if that of his subjects, senate or people, he is not sovereign.

JEAN BODIN, Six Books on the State

Crises Lead to Absolutism  The 17th century was a period of great upheaval in Europe. Religious and territorial conflicts between states led to almost continuous warfare. This caused governments to build huge armies and to levy even heavier taxes on an already suffering population. These pressures in turn brought about widespread unrest. Sometimes peasants revolted.

In response to these crises, monarchs tried to impose order by increasing their own power. As absolute rulers, they regulated everything from religious worship to social gatherings. They created new government bureaucracies to control their countries’ economic life. Their goal was to free themselves from the limitations imposed by the nobility and by representative bodies such as Parliament. Only with such freedom could they rule absolutely, as did the most famous monarch of his time, Louis XIV of France. You’ll learn more about him in the next section.

**TERMS & NAMES**  For each term or name, write a sentence explaining its significance.

- Philip II
- absolute monarch
- divine right

**MAIN IDEAS**
3. What is the significance of England’s defeat of the Spanish Armada?
4. Why did the Dutch revolt against Spain?
5. Why did absolute monarchs believe that they were justified in exercising absolute power?

**CRITICAL THINKING & WRITING**
6. **DRAWING CONCLUSIONS** What does the art described in this section reveal about the cultures of Spain and the Netherlands?
7. **ANALYZING CAUSES** What role did religion play in the struggle between the Spanish and the Dutch?
8. **MAKING INFERENCES** How did the lack of a middle class contribute to the decline of Spain’s economy?
9. **WRITING ACTIVITY** Write a comparison-contrast paragraph on the economies of Spain and the Netherlands around 1600.

**INTEGRATED TECHNOLOGY**
**INTERNET ACTIVITY**
Use the Internet to identify the religious affiliations of people in Spain and in the Netherlands today. Create a graph for each country showing the results of your research.

**INTERNET KEYWORD**
religion in Spain; religion in the Netherlands

**ANSWERS**
1. Philip II, p. 589  • absolute monarch, p. 594  • divine right, p. 594

2. **Sample Answer:**
   Conditions—Decline of feudalism, colonial wealth, religious conflicts, territorial conflicts. Most necessary condition—Decline of feudalism, because local rulers had to become weak for a single figure to become monarch and centralize power.

3. It weakened Spain and opened the way for more European ventures in the Americas.
4. because Philip II raised taxes and tried to crush Protestantism
5. because they believed their power was God-given

6. **Possible Answer:**
   Religion and the monarchy were central to Spanish culture. Merchants, civic leaders, and the middle class were prominent in the culture of the Netherlands.

7. Philip II thought it his duty to defend Catholicism and tried to crush Protestantism in the Netherlands.

8. There were few businesspeople to stimulate economic growth at home or to promote trade abroad.

9. **Rubric**
   Paragraphs should
   • use specific details to support ideas.
   • draw a conclusion about which country had the stronger economy.

**INTEGRATED TECHNOLOGY**
**Rubric**
Graphs should
• follow standard graphing conventions.
• cite sources.
### Religious Wars and Power Struggles

**Critical Thinking**
- In what way might marriage become a political tool of royal families? (Possible Answer: Royalty might marry the royalty or nobility of other states.)
- How did the religious attitudes of Henry IV and Philip II differ? (Possible Answer: Philip II was hostile toward non-Catholics. Henry IV tolerated religious differences and converted for political reasons.)

In-Depth Resources: Unit 5
- Guided Reading, p. 2 (also in Spanish)

### Religious Wars and Power Struggles

**SETTING THE STAGE** In 1559, King Henry II of France died, leaving four young sons. Three of them ruled, one after the other, but all proved incompetent. The real power behind the throne during this period was their mother, Catherine de Médicis. Catherine tried to preserve royal authority, but growing conflicts between Catholics and Huguenots—French Protestants—rocked the country. Between 1562 and 1598, Huguenots and Catholics fought eight religious wars. Chaos spread through France.

**Religious Wars and Power Struggles**

In 1572, the St. Bartholomew’s Day Massacre in Paris sparked a six-week, nationwide slaughter of Huguenots. The massacre occurred when many Huguenot nobles were in Paris. They were attending the marriage of Catherine’s daughter to a Huguenot prince, Henry of Navarre. Most of these nobles died, but Henry survived.

**Henry of Navarre** Descended from the popular medieval king Louis IX, Henry was robust, athletic, and handsome. In 1589, when both Catherine and her last son died, Prince Henry inherited the throne. He became Henry IV, the first king of the Bourbon dynasty in France. As king, he showed himself to be decisive, fearless in battle, and a clever politician. Many Catholics, including the people of Paris, opposed Henry. For the sake of his war-weary country, Henry chose to give up Protestantism and become a Catholic. Explaining his conversion, Henry reportedly declared, “Paris is well worth a mass.”

In 1598, Henry took another step toward healing France’s wounds. He declared that the Huguenots could live in peace in France and set up their own houses of worship in some cities. This declaration of religious toleration was called the **Edit of Nantes**.

Aided by an advisor who enacted wise financial policies, Henry devoted his reign to rebuilding France and its prosperity. He restored the French monarchy to a strong position. After a generation of war, most French people welcomed peace. Some people, however, hated Henry for his religious compromises. In 1610, a fanatic leaped into the royal carriage and stabbed Henry to death.

**MAIN IDEA**

**LOUIS'S ABUSE OF POWER** After a century of war and riots, France was ruled by Louis XIV, the most powerful monarch of his time.

**WHY IT MATTERS NOW**

Louis’s abuse of power led to revolution that would inspire the call for democratic government throughout the world.

**TERMS & NAMES**
- Edict of Nantes
- Cardinal Richelieu
- skepticism
- Louis XIV
- intendant
- Jean Baptiste Colbert
- War of the Spanish Succession
Louis XIII and Cardinal Richelieu  After Henry IV’s death, his son Louis XIII reigned. Louis was a weak king, but in 1624, he appointed a strong minister who made up for all of Louis’s weaknesses.

Cardinal Richelieu  (RIHS•uh•LOO) became, in effect, the ruler of France. For several years, he had been a hard-working leader of the Catholic church in France. Although he tried sincerely to lead according to moral principles, he was also ambitious and enjoyed exercising authority. As Louis XIII’s minister, he was able to pursue his ambitions in the political arena.

Richelieu took two steps to increase the power of the Bourbon monarchy. First, he moved against Huguenots. He believed that Protestantism often served as an excuse for political conspiracies against the Catholic king. Although Richelieu did not take away the Huguenots’ right to worship, he forbade Protestant cities to have walls. He did not want them to be able to defy the king and then withdraw behind strong defenses.

Second, he sought to weaken the nobles’ power. Richelieu ordered nobles to take down their fortified castles. He increased the power of government agents who came from the middle class. The king relied on these agents, so there was less need to use noble officials.

Richelieu also wanted to make France the strongest state in Europe. The greatest obstacle to this, he believed, was the Hapsburg rulers, whose lands surrounded France. The Hapsburgs ruled Spain, Austria, the Netherlands, and parts of the Holy Roman Empire. To limit Hapsburg power, Richelieu involved France in the Thirty Years’ War.

Writers Turn Toward Skepticism

As France regained political power, a new French intellectual movement developed. French thinkers had witnessed the religious wars with horror. What they saw turned them toward skepticism, the idea that nothing can ever be known for certain. These thinkers expressed an attitude of doubt toward churches that claimed to have the only correct set of doctrines. To doubt old ideas, skeptics thought, was the first step toward finding truth.

Montaigne and Descartes  Michel de Montaigne lived during the worst years of the French religious wars. After the death of a dear friend, Montaigne thought deeply about life’s meaning. To communicate his ideas, Montaigne developed a new form of literature, the essay. An essay is a brief work that expresses a person’s thoughts and opinions.

In one essay, Montaigne pointed out that whenever a new belief arose, it replaced an old belief that people once accepted as truth. In the same way, he went on, the new belief would also probably be replaced by some different idea in the future. For these reasons, Montaigne believed that humans could never have absolute knowledge of what is true.

Another French writer of the time, René Descartes, was a brilliant thinker. In his Meditations on First Philosophy, Descartes examined the skeptical argument that one could never be certain of anything. Descartes used his observations and his reason to answer such arguments. In doing so, he created a philosophy that influenced modern thinkers and helped to develop the scientific method. Because of skepticism? (Churches would claim that their beliefs are certain and true.)

3. What would churches have said about the ideas of skepticism? (Many turned to skepticism.)
4. What is an essay? (a short work that tells a person’s thoughts and opinions)
5. According to Montaigne, what evidence is there that humans can never know the truth absolutely? (Ideas that were once accepted as true are constantly replaced by new ones.)
6. Was Descartes a skeptic? (No—He challenged their arguments.)

For help with the section, have students complete the chart in the Guided Reading activity.

Writers Turn Toward Skepticism

Critical Thinking

• How might political and religious leaders have reacted to the work of Montaigne? (Possible Answer: Both groups would likely have felt threatened by Montaigne’s notion that humans could never know the truth for certain.)
• Ask students whether Descartes’s response to the challenges of skepticism such as Montaigne put an end to the skeptics’ arguments. (Possible Answer: No—Philosophers still debate the nature of truth.)
Louis XIV Comes to Power

Critical Thinking
- What should a government consider in crafting policies toward different religious or ethnic groups? (Possible Answers: potential economic, social, and political effects; fairness)
- What does Louis XIV’s use of intendants suggest about his approach to controlling the nobility? (Possible Answer: He wanted to offset the nobles’ power by granting more powers to government agents.)
- Ask students to name drawbacks to Colbert’s mercantilism. (Possible Answer: It prohibited foreign trade, even when such trade might have been economically beneficial.)

Economic Growth Louis devoted himself to helping France attain economic, political, and cultural brilliance. No one assisted him more in achieving these goals than his minister of finance, Jean Baptiste Colbert (ka-wib BEHR). Colbert believed in the theory of mercantilism. To prevent wealth from leaving the country, Colbert tried to make France self-sufficient. He wanted it to be able to manufacture everything it needed instead of relying on imports.

To expand manufacturing, Colbert gave government funds and tax benefits to French companies. To protect France’s industries, he placed a high tariff on goods from other countries. Colbert also recognized the importance of colonies, which provided raw materials and a market for manufactured goods. The French government encouraged people to migrate to France’s colony in Canada. There the fur trade added to French trade and wealth.

Vocabulary
- mercantilism: the economic theory that nations should protect their home industries and export more than they import.
- intendants: government agents who collected taxes and administered justice.


differentiating instruction:

ENGLISH LEARNERS

Understanding How Louis XIV Came to Power

Class Time 30 minutes
Task Creating a chart
Purpose To understand the text on Louis XIV better
Instructions Have students create a chart in which they define challenging words and phrases from the section in their own words and provide an example of each. A sample chart is at right. For help, have students use the Reading Study Guide in Spanish for Section 2.
After Colbert's death, Louis announced a policy that slowed France's economic progress. In 1685, he canceled the Edict of Nantes, which protected the religious freedom of Huguenots. In response, thousands of Huguenot artisans and business people fled the country. Louis's policy thus robbed France of many skilled workers.

The Sun King's Grand Style

In his personal finances, Louis spent a fortune to surround himself with luxury. For example, each meal was a feast. An observer claimed that the king once devoured four plates of soup, a whole pheasant, a partridge in garlic sauce, two slices of ham, a salad, a plate of pastries, fruit, and hard-boiled eggs in a single sitting! Nearly 500 cooks, waiters, and other servants worked to satisfy his tastes.

Luis Controls the Nobility

Every morning, the chief valet woke Louis at 8:30. Outside the curtains of Louis's canopy bed stood at least 100 of the most privileged nobles at court. They were waiting to help the great king dress. Only four would be allowed the honor of handing Louis his slippers or holding his sleeves for him.

Meanwhile, outside the bedchamber, lesser nobles waited in the palace halls and hoped Louis would notice them. A kingly nod, a glance of approval, a kind word—these marks of royal attention determined whether a noble succeeded or failed.

A duke recorded how Louis turned against nobles who did not come to court to flatter him:

Having the nobles at the palace increased royal authority in two ways. It made the nobility totally dependent on Louis. It also took them from their homes, thereby giving more power to the intendants. Louis required hundreds of nobles to live with him at the splendid palace he built at Versailles, about 11 miles southwest of Paris.

As you can see from the pictures on the following page, everything about the Versailles palace was immense. It faced a huge royal courtyard dominated by a statue of Louis XIV. The palace itself stretched for a distance of about 500 yards. Because of its great size, Versailles was like a small royal city. Its rich decoration and furnishings clearly showed Louis's wealth and power to everyone who came to the palace.

Patronage of the Arts

Versailles was a center of the arts during Louis's reign. Louis made opera and ballet more popular. He even danced the title role in the ballet Thé Sun King. One of his favorite writers was Molière (mohl-YAIR), who wrote some of the funniest plays in French literature. Molière's comedies include Tartuffe, which mocks religious hypocrisy.

Not since Augustus of Rome had there been a European monarch who supported the arts as much as Louis. Under Louis, the chief purpose of art was no longer to glorify God, as it had been in the Middle Ages. Nor was it purpose to glorify human potential, as it had been in the Renaissance. Now the purpose of art was to glorify the king and promote values that supported Louis's absolute rule.

Dramatizing the Court of Louis XIV

Class Time   35 minutes
Task   Making a recording for a radio play
Purpose   To familiarize students with life in Louis XIV's court

Instructions   Divide students into groups of four. Have them read the Literature Selection from The Cat and the King, by Louis Auchincloss, in In-Depth Resources: Unit 5. After they read the selection, tell students that they are going to make a recording of the piece as a mock radio broadcast. Each member of the group should portray one of the story's characters: Louis de Rouvroy, the second duc de Saint-Simon; the duchess Gabrielle, wife of Louis de Rouvroy; the duc de Beauvillier; or Louis XIV. Before making their recordings, students should spend time rehearsing to identify potential problems. For example, the person playing Louis de Rouvroy will need to perform both dialogue and interior monologue. Students should decide how to differentiate these two voices. Because most of the speaking is done by Louis de Rouvroy, the other members of the group can operate the tape recorder, make observations, and offer suggestions about how to improve the recording.

Critical Thinking

• Why might nobles tolerate Louis XIV's high expectations? (Louis had power over their incomes and their social status.)
• How might different classes of French people have reacted to the opulence of Versailles? (Possible Answers: Merchants did not object as long as Louis provided economic stability. The poor might have been either awed or resentful. The nobility probably enjoyed Versailles's luxury, while it is likely that the clergy disapproved of its decadence.)

Molière

Molière's comedies ridicule human folly, poking fun at misers, hypocrites, and snobs. Those he targeted with his humor sometimes took offense. His greatest play, Tartuffe, so angered some Parisians that they called for him to be burned at the stake. Louis XIV protected him, however, and supported his work.

In-Depth Resources: Unit 5
1. Analyzing Motives

Possible Answer: Practically, it was a place to house the court and to entertain foreign visitors. Symbolically, it made Louis XIV seem almost like a god.

2. Developing Historical Perspective

Possible Answer: It shows that French society accepted the idea that the king was far above everyone else and that he deserved whatever luxuries he desired.
Louis Fights Disastrous Wars

Under Louis, France was the most powerful country in Europe. In 1660, France had about 20 million people. This was four times as many as England and ten times as many as the Dutch republic. The French army was far ahead of other states’ armies in size, training, and weaponry.

Attempts to Expand France’s Boundaries In 1667, just six years after Mazarin’s death, Louis invaded the Spanish Netherlands in an effort to expand France’s boundaries. Through this campaign, he gained 12 towns. Encouraged by his success, he personally led an army into the Dutch Netherlands in 1672. The Dutch saved their country by opening the dikes and flooding the countryside. This was the same tactic they had used in their revolt against Spain a century earlier. The war ended in 1678 with the Treaty of Nijmegen. France gained several towns and a region called Franche-Comté.

Louis decided to fight additional wars, but his luck had run out. By the end of the 1680s, a Europeanwide alliance had formed to stop France. By banding together, weaker countries could match France’s strength. This defensive strategy was meant to achieve a balance of power, in which no single country or group of countries could dominate others.

In 1689, the Dutch prince William of Orange became the king of England. He joined the League of Augsburg, which consisted of the Austrian Hapsburg emperor, the kings of Sweden and Spain, and the leaders of several smaller European states. Together, these countries equaled France’s strength.

France at this time had been weakened by a series of poor harvests. That, added to the constant warfare, brought great suffering to the French people. So, too, did new taxes, which Louis imposed to finance his wars.

War of the Spanish Succession Tired of hardship, the French people longed for peace. What they got was another war. In 1700, the childless king of Spain, Charles II, died after promising his throne to Louis XIV’s 16-year-old grandson, Philip of Anjou. The two greatest powers in Europe, enemies for so long, were now both ruled by the French Bourbons.

Other countries felt threatened by this increase in the Bourbon dynasty’s power. In 1701, England, Austria, the Dutch Republic, Portugal, and several German and Italian states joined together to prevent the union of the French and Spanish thrones. The long struggle that followed is known as the War of the Spanish Succession.

The costly war dragged on until 1714. The Treaty of Utrecht was signed in that year. Under its terms, Louis’s grandson was allowed to remain king of Spain so long as the thrones of France and Spain were not united.

The big winner in the war was Great Britain. From Spain, Britain took Gibraltar, a fortress that controlled the entrance to the Mediterranean. Spain also granted a British company an asiento, permission to send enslaved Africans to Spain’s American colonies. This increased Britain’s involvement in trading enslaved Africans.

Attempts to Expand France’s Boundaries

Class Time 35 minutes

Task Creating a design for an interactive time line

Purpose To provide students with an in-depth knowledge of the War of the Spanish Succession

Instructions Divide students into small groups. Tell students that they will be creating a design for an interactive time line of the War of the Spanish Succession. Students should begin by making a list of elements that they want users to access, such as: images of individuals, battles, and artifacts; animated maps; graphs; charts; primary and secondary sources; and links to related sites. After they have developed a preliminary design students should use the library or the Internet to find images and information. As they refine their designs, they should begin to consider more detailed questions, such as how they will show the relative importance of events, and how much detail is appropriate.

Chapter 21 • Section 2

Gibraltar

After nearly 300 years of British rule, Gibraltar remains a dependent territory of the United Kingdom. Recently, officials from both countries have struggled to work out a plan for joint sovereignty. However, these negotiations were complicated in November 2002 when 99 percent of Gibraltar’s people voted in a referendum to remain British.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

The War of the Spanish Succession

Teacher’s Edition 601
In addition, France gave Britain the North American territories of Nova Scotia and Newfoundland, and abandoned claims to the Hudson Bay region. The Austrian Habsburgs took the Spanish Netherlands and other Spanish lands in Italy. Prussia and Savoy were recognized as kingdoms.

**Louis’s Death and Legacy** Louis’s last years were more sad than glorious. Realizing that his wars had ruined France, he regretted the suffering he had brought to his people. He died in bed in 1715. News of his death prompted rejoicing throughout France. The people had had enough of the Sun King.

Louis left a mixed legacy to his country. On the positive side, France was certainly a power to be reckoned with in Europe. France ranked above all other European nations in art, literature, and statesmanship during Louis’s reign. In addition, France was considered the military leader of Europe. This military might allowed France to develop a strong empire of colonies, which provided resources and goods for trade.

On the negative side, constant warfare and the construction of the Palace of Versailles plunged France into staggering debt. Also, resentment over the tax burden imposed on the poor and Louis’s abuse of power would plague his heirs—and eventually lead to revolution.

Absolute rule didn’t die with Louis XIV. His enemies in Prussia and Austria had been experimenting with their own forms of absolute monarchy, as you will learn in Section 3.
Central European Monarchs Clash

The Thirty Years’ War

Both the Lutheran and the Catholic princes tried to gain followers. In addition, both sides felt threatened by Calvinism, which was spreading in Germany and gaining many followers. As tension mounted, the Lutherans joined together in the Protestant Union in 1608. The following year, the Catholic princes formed the Catholic League. Now, it would take only a spark to set off a war.

Bohemian Protestants Revolt That spark came in 1618. The future Holy Roman emperor, Ferdinand II, was head of the Hapsburg family. As such, he ruled the Czech kingdom of Bohemia. The Protestants in Bohemia did not trust Ferdinand, who was a foreigner and a Catholic. When he closed some Protestant churches, the Protestants revolted. Ferdinand sent an army into Bohemia to crush the revolt. Several German Protestant princes took this chance to challenge their Catholic emperor.

Thus began the Thirty Years’ War, a conflict over religion and territory and for power among European ruling families. The war can be divided into two main phases: the phase of Hapsburg triumphs and the phase of Hapsburg defeats.

Hapsburg Triumphs The Thirty Years’ War lasted from 1618 to 1648. During the first 12 years, Hapsburg armies from Austria and Spain crushed the troops hired by the Protestant princes. They succeeded in putting down the Czech uprising. They also defeated the German Protestant forces which had supported the Czechs.

Ferdinand II paid his army of 125,000 men by allowing them to plunder, or rob, German villages. This huge army destroyed everything in its path.

Hapsburg Defeats The Protestant Gustavus Adolphus of Sweden and his disciplined army of 23,000 shifted the tide of war in 1630. They drove the Hapsburg...
More About . . .

Gustavus Adolphus

Gustavus entered the Thirty Years’ War at a time when Catholic forces threatened to cross the Baltic Sea and attack Protestant Sweden. His brilliant military tactics saved Sweden and helped preserve Protestant religion in Germany. Gustavus was also a skilled administrator and is considered the founder of the modern Swedish state.

History from Visuals

Interpreting the Map

Have students examine the main map and inset map. Ask what the two maps show. (Europe after the war; population losses in the Holy Roman Empire) Have students explain how population data are shown.

Extension Have students look at the political map of Europe in the atlas. Ask them to identify ways that the borders in Europe today differ from those in 1648.

SKILLBUILDER Answers

1. Place Austria, Denmark, England, France, Hungary, Ireland, the Netherlands, Poland, Portugal, Spain, Switzerland, Sweden

2. Region Pomerania, Brandenburg, Silesia, the Palatinate

INTERINTEGRATED TECHNOLOGY

Interactive Students can access an interactive version of this map on the eEdition.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Researching the Thirty Years’ War

Class Time 40 minutes

Task Examining a primary source and writing an e-mail

Purpose To deepen students’ understanding of historical events with firsthand accounts and interpretations

Instructions Have students examine the material about the Thirty Years’ War on pages 603–604. Then have them study one of the following primary sources, which are all based on their creators’ firsthand experience of the war. Students might choose to read part or all of Grimmelhausen’s Simplicius Simplicissimus (1669), a biting satire recounting the vagabond adventures of a simpleton during the war. Or they might examine the work of French engraver Jacques Callot, who created a series of engravings called The Miseries of War (1632–1633) that show the life of a typical soldier. A final option is Hugo Grotius’s On the Law of War and Peace (1625). Grotius was a Swedish diplomat who responded to the war by writing a treatise that became a foundation of modern international law. After they have examined one of these accounts, have students write an e-mail that recommends it to a friend. E-mails should be at least 300 words long.
States Form in Central Europe

Strong states formed more slowly in central Europe than in western Europe. The major powers of this region were the kingdom of Poland, the Holy Roman Empire, and the Ottoman Empire. None of them was very strong in the mid-1600s.

Economic Contrasts with the West One reason for this is that the economy of central Europe developed differently from that of western Europe. During the late Middle Ages, serfs in western Europe slowly won freedom and moved to towns. There, they joined middle-class townspeople, who gained economic power because of the commercial revolution and the development of capitalism.

By contrast, the landowning aristocracy in central Europe passed laws restricting the ability of serfs to gain freedom and move to cities. These nobles wanted to keep the serfs on the land, where they could produce large harvests. The nobles could then sell the surplus crops to western European cities at great profit.

Several Weak Empires The landowning nobles in central Europe not only held down the serfs but also blocked the development of strong kings. For example, the Polish nobility elected the Polish king and sharply limited his power. They allowed the king little income, no law courts, and no standing army. As a result, there was not a strong ruler who could form a unified state.

The two empires of central Europe were also weak. Although Suleyman the Magnificent had conquered Hungary and threatened Vienna in 1529, the Ottoman Empire could not take its European conquest any farther. From then on, the Ottoman Empire declined from its peak of power.

In addition, the Holy Roman Empire was seriously weakened by the Thirty Years’ War. No longer able to command the obedience of the German states, the Holy Roman Empire had no real power. These old, weakened empires and kingdoms left a power vacuum in central Europe. In the late 1600s, two German-speaking families decided to try to fill this vacuum by becoming absolute rulers themselves.

Austria Grows Stronger One of these families was the Hapsburgs of Austria. The Austrian Hapsburgs took several steps to become absolute monarchs. First, during the Thirty Years’ War, they reconquered Bohemia. The Hapsburgs wiped out Protestantism there and created a new Czech nobility that pledged loyalty to them. Second, after the war, the Hapsburg ruler centralized the government and created a standing army. Third, by 1699, the Hapsburgs had retaken Hungary from the Ottoman Empire.

In 1711, Charles VI became the Hapsburg ruler. Charles’s empire was a difficult one to rule. Within its borders lived a diverse assortment of people—Czechs, Hungarians, Italians, Croatians, and Germans. Only the fact that one Hapsburg ruler wore the Austrian, Hungarian, and Bohemian crowns kept the empire together.

Maria Theresa Inherits the Austrian Throne How could the Hapsburgs make sure that they continued to rule all those lands? Charles VI spent his entire reign working out an answer to this problem. With endless arm-twisting, he persuaded other leaders of Europe to sign an agreement that declared they would recognize Charles’s eldest daughter as the heir to all his Hapsburg territories. That heir was a young woman named Maria Theresa. In theory, this agreement guaranteed Maria Theresa a peaceful reign. Instead, she faced years of war. Her main enemy was Prussia, a state to the north of Austria. (See map opposite.)

Tip for Struggling Readers Tell students that standing armies—permanent armies of paid soldiers—are usually contrasted with militias, which are called on only in emergencies. In modern usage, army usually means “standing army.”

More About . . .

The Hapsburgs

The Hapsburgs, a royal German family, were one of the chief ruling dynasties of Europe from the 15th century to the 20th. Hapsburgs ruled Austria continuously from 1282 to 1918. They also ruled Hungary, Bohemia, Spain, and other lands. The Holy Roman Empire was under Hapsburg control from the mid-1400s until its disintegration in 1806.

Understanding How States Formed

Class Time 25 minutes

Task Making an informal outline

Purpose To help students study the text

Instructions Explain that condensing information may help them to understand the text better. Have students read “States Form in Central Europe” on this page. After they have read the selection, have them outline the material. For each subsection, ask students to write one or more sentences that express that subsection’s main idea. A partially completed example follows.

States Form in Central Europe

Introduction

• States formed more slowly in central Europe than in western Europe.

Economic Contrasts with the West

• Serfs in western Europe moved to towns and got jobs. The middle class got strong. Serfs in central Europe were forced to stay on the farms. A strong middle class couldn’t develop.
**History Makers**

**Maria Theresa and Frederick the Great**

Ask students how individuals as different as Maria Theresa and Frederick the Great could both become powerful rulers. (Possible Answer: Both inherited their authority from ruling families with firmly established power bases.)

**Electronic Library of Primary Sources**
- from Essay on Forms of Government

**In-Depth Resources: Unit 5**
- History Makers: Maria Theresa, p. 17

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**Prussia Challenges Austria**

**Critical Thinking**
- What precedent suggests that Frederick II’s assumption about the weakness of women leaders was misguided? (Queen Elizabeth’s routing of the Spanish Armada in 1588.)
- Why would Frederick II’s attack on Saxony result in conflicts in North America and India? (Possible Answer: Allies of the two countries probably used the attack as an excuse to seize enemy territory overseas.)

**Frederick the Great**

Although they reigned during the same time, Frederick the Great and Maria Theresa were very different. Where Maria was religious, Frederick was practical and atheistic. Maria Theresa had a happy home life and a huge family, while Frederick died without a son to succeed him.

An aggressor in foreign affairs, Frederick once wrote that “the fundamental role of governments is the principle of extending their territories.” Frederick earned the title “the Great” by achieving his goals for Prussia.

**PRIMARY SOURCE**

A prince . . . is only the first servant of the state, who is obliged to act with probity [honesty] and prudence. . . . As the sovereign is properly the head of a family of citizens, the father of his people, he ought on all occasions to be the last refuge of the unfortunate.

FREDERICK II, Essay on Forms of Government

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**Political Transition in Central and Eastern Europe**

**Class Time** 30 minutes

**Task** Studying geographic changes

**Purpose** To help students understand the power changes in Europe

**Instructions** Divide students into small groups that include both proficient readers and English learners. Have each group read the Geography Application for this section in In-Depth Resources: Unit 5. Students should take turns reading the selection aloud. When they have finished reading the selection, ask students to look at the maps and identify changes that occurred in the political geography of central Europe between 1660 and 1795. What is the most striking difference in the two maps? (The Holy Roman Empire has disappeared.) By 1795 what three new powers have emerged? (Prussia, Russian Empire, Austrian Empire) Students should then work again in their groups to answer the questions that follow the selection.
War of the Austrian Succession  In 1740, Maria Theresa succeeded her father, just five months after Frederick II became king of Prussia. Frederick wanted the Austrian land of Silesia, which bordered Prussia. Silesia produced iron ore, textiles, and food products. Frederick underestimated Maria Theresa’s strength. He assumed that because she was a woman, she would not be forceful enough to defend her lands. In 1740, he sent his army to occupy Silesia, beginning the War of the Austrian Succession.

Even though Maria Theresa had recently given birth, she journeyed to Hungary. There she held her infant in her arms as she asked the Hungarian nobles for aid. Even though the nobles resented their Hapsburg rulers, they pledged to give Maria Theresa an army. Great Britain also joined Austria to fight its longtime enemy France, which was Prussia’s ally. Although Maria Theresa did stop Prussia’s aggression, she lost Silesia in the Treaty of Aix-la-Chapelle in 1748. With the acquisition of Silesia, Prussia became a major European power.

The Seven Years’ War  Maria Theresa decided that the French kings were no longer Austria’s chief enemies. She made an alliance with them. The result was a diplomatic revolution. When Frederick heard of her actions, he signed a treaty with Britain—Austria’s former ally. Now, Austria, France, Russia, and others were allied against Britain and Prussia. Not only had Austria and Prussia switched allies, but for the first time, Russia was playing a role in European affairs.

In 1756, Frederick attacked SAXONY, an Austrian ally. Soon every great European power was involved in the war. Fought in Europe, India, and North America, the war lasted until 1763. It was called the Seven Years’ War. The war did not change the territorial situation in Europe.

It was a different story on other continents. Both France and Britain had colonies in North America and the West Indies. Both were competing economically in India. The British emerged as the real victors in the Seven Years’ War. France lost its colonies in North America, and Britain gained sole economic domination of India. This set the stage for further British expansion in India in the 1800s, as you will see in Chapter 27.

TERMS & NAMES  1. For each term or name, write a sentence explaining its significance.
   • Thirty Years’ War
   • Maria Theresa
   • Frederick the Great
   • Seven Years’ War

ANSWERS

1. Thirty Years’ War, p. 603    • Maria Theresa, p. 605    • Frederick the Great, p. 606    • Seven Years’ War, p. 607

2. Sample Answer: Maria Theresa—Decreased power of nobility; fought Prussia; allied with France; limited forced labor of peasants. Frederick—Fought Austria; allied with Britain; encouraged religious toleration and legal reform. Both reigned for decades and were ambitious, shrewd, and more tolerant than other rulers.

3. religious and territorial disputes; competition among ruling families for power
4. reconquered Bohemia; centralized government; created standing army; retook Hungary from the Ottomans
5. Austria, France, and Russia were allies against Prussia and Britain.
6. by ending religious wars, recognizing Europe as collection of independent states, and establishing a modern way of negotiating
7. to thwart Prussia and steal its powerful ally
8. as weak and only interested in family
9. Rubric  Outlines should
   • include examples from Hapsburg and Hohenzollern history.

CONNECT TO TODAY  Creating a Poster

Today much of western Europe belongs to an organization called the European Union (EU). Find out which countries belong to the EU and how they are linked economically and politically. Present your findings—including maps, charts, and pictures—in a poster.

Ads Monarchs and Baroque Art

The absolute monarchs of central Europe used the artistic style known as baroque in their palaces to overwhelm people and to symbolize the grandeur and power of the centralized state. The art was monumental in scale and emphasized elaborate decoration and bold curving forms.

3 ASSESS

SECTION 3 ASSESSMENT

Ask pairs of students to share their responses to questions 6 and 9 and to revise their answers based on any new insights or information.

Formal Assessment
• Section Quiz, p. 333

4 RETEACH

Use the compare-and-contrast graphic organizer transparency to extend the Using Your Notes question in the assessment.

Critical Thinking Transparencies
• CT74 Compare and Contrast

In-Depth Resources: Unit 5
• Reteaching Activity, p. 22

Teacher’s Edition 607
Lesson Plan

**OBJECTIVES**
- Explain how Russian rulers began to build a stronger Russian state.
- Characterize the differences between Russia and western Europe.
- Describe Peter the Great’s reforms and their impact on Russia.

**FOCUS & MOTIVATE**
Ask students whether they consider Russia to be part of Europe. (Some students will argue that Russia is part of both Europe and Asia.)

**INSTRUCT**
The First Czar

**Critical Thinking**
- What does Ivan IV’s campaign against the boyars suggest about the strength of Russia’s noble families? (Possible Answer: During Ivan’s rule, the boyars had difficulty resisting central authority.)
- Why might boyars have wanted to elect another czar? (Possible Answers: a central authority could help mediate conflicts among the boyars; to present a unified front against their enemies)

In-Depth Resources: Unit 5
- Guided Reading, p. 4 (also in Spanish)

**TEST-TAKING RESOURCES**
- Test Generator CD-ROM
- Strategies for Test Preparation
- Test Practice Transparencies, TT78
- Online Test Practice

**SECTION 4 PROGRAM RESOURCES**

**ALL STUDENTS**
- In-Depth Resources: Unit 5
  - Guided Reading, p. 4
  - Skillbuilder Practice, p. 7
- Formal Assessment
  - Section Quiz, p. 334

**ENGLISH LEARNERS**
- In-Depth Resources in Spanish
  - Guided Reading, p. 148
  - Skillbuilder Practice, p. 150
- Reading Study Guide (Spanish), p. 199

**STRUGGLING READERS**
- In-Depth Resources: Unit 5
  - Guided Reading, p. 4
  - Building Vocabulary, p. 6
  - Reteaching Activity, p. 23
- Reading Study Guide, p. 199

**GIFTED AND TALENTED STUDENTS**
- In-Depth Resources: Unit 5
  - Primary Source: Peter the Great’s Reforms, p. 11

**INTEGRATED TECHNOLOGY**
- eEdition CD-ROM
- Power Presentations CD-ROM
- Critical Thinking Transparencies
  - CT21 The Age of Absolute Monarchs
- World Art and Cultures Transparencies
  - AT46 Peter the Great Interrogating Alexei
  - AT47 Saint Basil’s Cathedral

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**Absolute Rulers of Russia**

**MAIN IDEA**
- POWER AND AUTHORITY: Peter the Great made many changes in Russia to try to make it more like western Europe.

**WHY IT MATTERS NOW**
- Many Russians today debate whether to model themselves on the West or to focus on traditional Russian culture.

**TERMS & NAMES**
- Ivan the Terrible
- Peter the Great
- boyar
- westernization

**SETTING THE STAGE**
Ivan III of Moscow, who ruled Russia from 1462 to 1505, accomplished several things. First, he conquered much of the territory around Moscow. Second, he liberated Russia from the Mongols. Third, he began to centralize the Russian government. Ivan III was succeeded by his son, Vasily, who ruled for 28 years. Vasily continued his father’s work of adding territory to the growing Russian state. He also increased the power of the central government. This trend continued under his son, Ivan IV, who would become an absolute ruler.

**The First Czar**

Ivan IV, called Ivan the Terrible, came to the throne in 1533 when he was only three years old. His young life was disrupted by struggles for power among Russia’s landowning nobles, known as boyars. The boyars fought to control young Ivan. When he was 16, Ivan seized power and had himself crowned czar. This title meant “caesar,” and Ivan was the first Russian ruler to use it officially. He also married the beautiful Anastasia, related to an old boyar family, the Romanovs.

The years from 1547 to 1560 are often called Ivan’s “good period.” He won great victories, added lands to Russia, gave Russia a code of laws, and ruled justly.

**Rule by Terror**
Ivan’s “bad period” began in 1560 after Anastasia died. Accusing the boyars of poisoning his wife, Ivan turned against them. He organized his own police force, whose chief duty was to hunt down and murder people Ivan considered traitors. The members of this police force dressed in black and rode black horses.

Using these secret police, Ivan executed many boyars, their families, and the peasants who worked their lands. Thousands of people died. Ivan seized the boyars’ estates and gave them to a new class of nobles, who had to remain loyal to him or lose their land.

Eventually, Ivan committed an act that was both a personal tragedy and a national disaster. In 1581, during a violent quarrel, he killed his oldest son and heir. When Ivan died three years later, only his weak second son was left to rule.

**Rise of the Romanovs**
Ivan’s son proved to be physically and mentally incapable of ruling. After he died without an heir, Russia experienced a period of
Contrasting Russia and Western Europe

**Class Time** 20 minutes

**Task** Using a table to contrast two regions

**Purpose** To help students identify the differences between Russia and western Europe

**Instructions** Ask students to draw a table in their notebooks with three columns and four rows. Tell them to label the columns as shown. Then ask students to read “Russia Contrasts with Europe” on this page. Have them fill in their tables using information from the selection and from previous sections.

<table>
<thead>
<tr>
<th>Category</th>
<th>Russia</th>
<th>Western Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor</td>
<td>Russian landowners treated serfs like property. Serfdom lasted until the mid-1800s.</td>
<td>In western Europe, many serfs won their freedom and moved to cities.</td>
</tr>
<tr>
<td>Religion</td>
<td>Russians were Orthodox Christians.</td>
<td>Western Europeans were mostly Catholics and Protestants.</td>
</tr>
<tr>
<td>Geography</td>
<td>Russia was geographically isolated and had few seaports.</td>
<td>The geography of western Europe helped trade and made political connections possible.</td>
</tr>
</tbody>
</table>
Peter Rules Absolutely

Critical Thinking
- Why did Peter want to bring the Orthodox Church under state control? (The Church might be a potential obstacle to his reforms.)
- Why might Peter have believed that education was key to progress? (Possible Answers: help new values take root; advances required knowledge of science and mathematics.)

Critical Thinking Transparencies
- CT21 The Age of Absolute Monarchs, 1500–1800

History from Visuals

Interpreting the Map
By what year had Russia gained land on the Arctic Ocean? (1505)

Extension Have students compare this map with the political map of Europe in the atlas. What modern European nations are completely engulfed by the territory covered by Russia in 1800? (Russia, Estonia, Latvia, Lithuania, Belarus)

SKILLBUILDER Answers
1. Location Baltic Sea, Sea of Okhotsk, Pacific Ocean
2. Region Peter the Great

Integrated Technology
Interactive This map is available in an interactive format on the eEdition.

Judging Peter’s Decision to Westernize Russia

Class Time 20 minutes
Task Answering questions about Peter the Great
Purpose To help students learn to evaluate the decisions of important historical figures
Instructions Historians evaluate the decisions of the past partly by looking at the short-term and long-term consequences of those decisions. Have students read about Peter’s steps to westernize Russia on pages 610–611. Then ask these questions:
1. What were some key short-term effects of the decision to westernize Russia? (The Russian army was trained in western tactics; St. Petersburg was built.)
2. What was a key long-term effect? (Russia could compete militarily and commercially with western Europe.)
3. Was the decision to westernize a good one? Why or why not? (Yes—It helped make Russia a great European power. No—Westernizing the military required imposing heavy taxes, and building St. Petersburg cost many lives.)

Have students complete the Skillbuilder Practice activity in In-Depth Resources: Unit 5.
Peter believed that education was a key to Russia's progress. In former times, subjects were forbidden under pain of death to study the sciences in foreign lands. Now subjects were not only permitted to leave the country, many were forced to do it.

Establishing St. Petersburg To promote education and growth, Peter wanted a seaport that would make it easier to travel to the West. Therefore, Peter fought Sweden to gain a piece of the Baltic coast. After 21 long years of war, Russia finally won the "window on Europe" that Peter had so desperately wanted.

Actually, Peter had secured that window many years before Sweden officially surrendered it. In 1703, he began building a new city on Swedish lands occupied by Russian troops. Although the swampy site was unhealthy, it seemed ideal to Peter. Ships could sail down the Neva River into the Baltic Sea and on to western Europe. Peter called the city St. Petersburg, after his patron saint.

To build a city on a desolate swamp was no easy matter. Every summer, the army forced thousands of luckless serfs to leave home and work in St. Petersburg. An estimated 25,000 to 100,000 people died from the terrible working conditions and widespread diseases. When St. Petersburg was finished, Peter ordered many Russian nobles to leave the comforts of Moscow and settle in his new capital. In time, St. Petersburg became a busy port.

For better or for worse, Peter the Great had tried to westernize and reform the culture and government of Russia. To an amazing extent he had succeeded. By the time of his death in 1725, Russia was a power to be reckoned with in Europe. Meanwhile, another great European power, England, had been developing a form of government that limited the power of absolute monarchs, as you will see in Section 5.
Surviving the Russian Winter

Much of Russia has severe winters. In Moscow, snow usually begins to fall in mid-October and lasts until mid-April. Siberia has been known to have temperatures as low as -90°F. Back in the 18th century, Russians did not have down parkas or high-tech insulation for their homes. But they had other ways to cope with the climate.

For example, in the 18th century, Russian peasants added potatoes and corn to their diet. During the winter, these nutritious foods were used in soups and stews. Such dishes were warming and provided plenty of calories to help fight off the cold.

**Silver Samovar**

In the mid-18th century, samovars were invented in Russia. These large, often elaborately decorated urns were used to boil water for tea. Fire was kept burning in a tube running up the middle of the urn—keeping the water piping hot.

**Crimean Dress**

These people are wearing the traditional dress of tribes from the Crimean Peninsula, a region that Russia took over in the 1700s. Notice the heavy hats, the fur trim on some of the robes, and the leggings worn by those with shorter robes. All these features help to conserve body heat.

**Troika**

To travel in winter, the wealthy often used sleighs called troikas. Troika means “group of three”; the name comes from the three horses that draw this kind of sleigh. The middle horse trotted while the two outside horses galloped.

**RECOMMENDED RESOURCES**

**Books**


**Video**

*Peter the Great*. VHS and DVD. Films for the Humanities & Sciences, 1996. 800-257-5126. Describes cultural and social reforms enacted by Peter the Great.

*Peter the Great: The Tyrant Reformer*. VHS. Library Video Company, 2000. 800-843-3620. Uses archival material to examine both the public and private lives of Peter the Great.
Winter Festival
Russians have never let their climate stop them from having fun outdoors. Here, they are shown enjoying a Shrovetide festival, which occurs near the end of winter. Vendors sold food such as blinis (pancakes with sour cream). Entertainments included ice skating, dancing bears, and magic shows.

The people in the foreground are wearing heavy fur coats. This fur is extremely thick and has about one million hairs per square inch.

Wooden House
Wooden houses, made of logs, were common in Russia during Peter the Great’s time. To insulate the house from the wind, people stuffed moss between the logs. Russians used double panes of glass in their windows. For extra protection, many houses had shutters to cover the windows. The roofs were steep so snow would slide off.

Connect to Today
1. Making Inferences In the 18th century, how did Russians use their natural resources to help them cope with the climate? See Skillbuilder Handbook, page R10.
2. Comparing and Contrasting How has coping with winter weather changed from 18th-century Russia to today’s world? How has it stayed the same?

Frosty Facts
- According to a 2001 estimate, Russian women spend about $500 million a year on fur coats and caps.
- The record low temperature in Asia of -90°F was reached twice, first in Verkhoyansk, Russia, in 1892 and then in Oimekon, Russia, in 1933.
- The record low temperature in Europe of -67°F was recorded in Ust’Shchugor, Russia.
- One reason for Russia’s cold climate is that most of the country lies north of the 45° latitude line, closer to the North Pole than to the Equator.

More About . . .
Gaits of the Troika
Most horses have four different gaits—sequences of foot movements by which a horse moves forward. They are the walk, trot, canter, and gallop. In a walk, the slowest gait, the horse always has two or three hooves on the ground. The trot, canter, and gallop are faster movements that involve periods of suspension, in which all of the horse’s hooves are simultaneously in the air. Many writers have described the picturesque movement produced by the troika’s combination of trot and gallop.

Samovars
The city of Tula in western Russia became famous as the center of samovar manufacturing. The Russian equivalent of the proverb “to carry water to a river”—meaning to do what is superfluous—is “to go to Tula with a samovar.”

Shrovetide
Shrovetide, known in many places as Carnival, is a short period of merrymaking. It precedes Lent—the 40 weekdays from Ash Wednesday to Easter observed by the Roman Catholic, Eastern, and some Protestant churches as a period of penitence and fasting.
**LESSON PLAN**

**OBJECTIVES**
- Identify conflicts between English rulers and Parliament.
- Explain the causes and results of the English Civil War.
- Describe the Restoration and the Glorious Revolution.
- Explain changes under William and Mary.

**FOCUS & MOTIVATE**
In this section students will study the English monarchy. Ask students if they know the name of the current British monarch. (Elizabeth II has been queen since 1952.)

**INSTRUCT**

**Monarchs Defy Parliament**

**Critical Thinking**
- Why might Puritans have looked favorably on King James’s translation of the Bible? (Possible Answer: They hoped a new translation would be more in line with their beliefs.)
- Why was the Petition of Right important even if King Charles simply ignored it? (It signaled a change in the way the English viewed government.)

In-Depth Resources: Unit 5
- Guided Reading, p. 5 (also in Spanish)

**TEST-TAKING RESOURCES**
Test Generator CD-ROM
Strategies for Test Preparation
Test Practice Transparencies, TT79
Online Test Practice

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**MAIN IDEA**

**REVOLUTION** Absolute rulers in England were overthrown, and Parliament gained power.

**WHY IT MATTERS NOW**

- Charles I
- English Civil War
- Oliver Cromwell
- Restoration
- habeas corpus
- Glorious Revolution
- constitutional monarchy
- cabinet

**TERMS & NAMES**

**SETTING THE STAGE**
During her reign, Queen Elizabeth I of England had had frequent conflicts with Parliament. Many of the arguments were over money, because the treasury did not have enough funds to pay the queen’s expenses. By the time Elizabeth died in 1603, she had left a huge debt for her successor to deal with. Parliament’s financial power was one obstacle to English rulers’ becoming absolute monarchs. The resulting struggle between Parliament and the monarchy would have serious consequences for England.

**Monarchs Defy Parliament**

Elizabeth had no child, and her nearest relative was her cousin, James Stuart. Already king of Scotland, James Stuart became King James I of England in 1603. Although England and Scotland were not united until 1707, they now shared a ruler.

**James’s Problems**
James inherited the unsettled issues of Elizabeth’s reign. His worst struggles with Parliament were over money. In addition, James offended the Puritan members of Parliament. The Puritans hoped he would enact reforms to purify the English church of Catholic practices. Except for agreeing to a new translation of the Bible, however, he refused to make Puritan reforms.

**Charles I Fights Parliament**
In 1625, James I died. Charles I, his son, took the throne. Charles always needed money, in part because he was at war with both Spain and France. Several times when Parliament refused to give him funds, he dissolved it.

By 1628, Charles was forced to call Parliament again. This time it refused to grant him any money until he signed a document that is known as the Petition of Right. In this petition, the king agreed to four points:

- He would not imprison subjects without due cause.
- He would not levy taxes without Parliament’s consent.
- He would not house soldiers in private homes.
- He would not impose martial law in peacetime.

After agreeing to the petition, Charles ignored it. Even so, the petition was important. It set forth the idea that the law was higher than the king. This idea contradicted theories of absolute monarchy. In 1629, Charles dissolved Parliament and refused to call it back into session. To get money, he imposed all kinds of fees and fines on the English people. His popularity decreased year by year.
English Civil War

Charles offended Puritans by upholding the rituals of the Anglican Church. In addition, in 1637, Charles tried to force the Presbyterian Scots to accept a version of the Anglican prayer book. He wanted both his kingdoms to follow one religion. The Scots rebelled, assembled a huge army, and threatened to invade England. To meet this danger, Charles needed money—money he could get only by calling Parliament into session. This gave Parliament a chance to oppose him.

War Topples a King During the autumn of 1641, Parliament passed laws to limit royal power. Furious, Charles tried to arrest Parliament’s leaders in January 1642, but they escaped. Equally furious, a mob of Londoners raged outside the palace. Charles fled London and raised an army in the north of England, where people were loyal to him.

From 1642 to 1649, supporters and opponents of King Charles fought the English Civil War. Those who remained loyal to Charles were called Royalists or Cavaliers. On the other side were Puritan supporters of Parliament. Because these men wore their hair short over their ears, Cavaliers called them Roundheads.

At first neither side could gain a lasting advantage. However, by 1644 the Puritans found a general who could win—Oliver Cromwell. In 1645, Cromwell’s New Model Army began defeating the Cavaliers, and the tide turned toward the Puritans. In 1647, they held the king prisoner.

In 1649, Cromwell and the Puritans brought Charles to trial for treason against Parliament. They found him guilty and sentenced him to death. The execution of Charles was revolutionary. Kings had often been overthrown, killed in battle, or put to death in secret. Never before, however, had a reigning monarch faced a public trial and execution.

Cromwell’s Rule Cromwell now held the reins of power. In 1649, he abolished the monarchy and the House of Lords. He established a commonwealth, a republican form of government. In 1653, Cromwell sent home the remaining members of Parliament. Cromwell’s associate John Lambert drafted a constitution, the first written constitution of any modern European state. However, Cromwell eventually tore up the document and became a military dictator.

Cromwell almost immediately had to put down a rebellion in Ireland. English colonization of Ireland had begun in the 1100s under Henry II. Henry VIII and his children had brought the country firmly under English rule in the 1500s. In 1649, Cromwell landed on Irish shores with an army and crushed the uprising. He seized the lands and homes of the Irish and gave them to English soldiers. Fighting, plague, and famine killed hundreds of thousands.

Puritan Morality In England, Cromwell and the Puritans sought to reform society. They made laws that promoted Puritan morality and abolished activities they found sinful, such as the theater, sporting events, and dancing. Although he was a strict

Tip for Struggling Readers
Some students may have difficulty remembering the differences among religious groups. Remind students that, in this section, the main distinction is between Catholics and Protestants and that Puritans, Anglicans, and Presbyterians are all Protestant groups.

Creating a Board Game

Class Time 45 minutes

Task Making a trivia board game

Purpose To help readers learn about the English Civil War

Instructions Divide students into small groups and ask them to read “Monarchs Defy Parliament” and “English Civil War” on pages 614–615. Then explain to students that they will be making a trivia board game that uses cards with multiple-choice questions. Ask students to work as a group to design their game. Students should use the information in the text to create the questions.

For example:

- The ____ remained loyal to Charles I during the English Civil War: A. Cavaliers; B. Roundheads; C. Royalists; D. Both A and C (Answer: D)
- Royalists in the English Civil War never controlled: A. London; B. the north of England; C. western England; D. none of the above (Answer: A)

After groups complete the project, have them exchange and play the games. For overall help with the section, have students complete the Reading Study Guide activity for this section.
### Restoration and Revolution

**Critical Thinking**
- What factors might have contributed to the success of laws passed by Parliament during the Restoration? *(Possible Answers: People welcomed the restoration of Parliament's legislative powers, and Charles II, as the first monarch of the Restoration, recognized the need to respect Parliament.)*
- Why would Parliament, after so many reforms, continue to support the monarchy? *(Possible Answer: They may have viewed the monarchy as a symbolic institution that promoted unity and order.)*

**Electronic Library of Primary Sources**
- “The Restoration of Charles II”

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Puritan, Cromwell favored religious toleration for all Christians except Catholics. He even allowed Jews to return; they had been expelled from England in 1290.

**Restoration and Revolution**

Oliver Cromwell ruled until his death in 1658. Shortly afterward, the government he had established collapsed, and a new Parliament was selected. The English people were sick of military rule. In 1659, Parliament voted to ask the older son of Charles I to rule England.

**Charles II Reigns**

When Prince Charles entered London in 1660, crowds shouted joyfully and bells rang. On this note of celebration, the reign of Charles II began. Because he restored the monarchy, the period of his rule is called the Restoration.

During Charles II's reign, Parliament passed an important guarantee of freedom, *habeas corpus*. *Habeas corpus* is Latin meaning “to have the body.” This 1679 law gave every citizen the right to obtain a writ or document ordering that the prisoner be brought before a judge to specify the charges against the prisoner. The judge would decide whether the prisoner should be tried or set free. Because of the Habeas Corpus Act, a monarch could not put someone in jail simply for opposing the ruler. Also, prisoners could not be held indefinitely without trials.

In addition, Parliament debated who should inherit Charles's throne. Because Charles had no legitimate child, his heir was his brother James, who was Catholic. A group called the Whigs opposed James, and a group called the Tories supported him. These two groups were the ancestors of England's first political parties.

**James II and the Glorious Revolution**

In 1685, Charles II died, and James II became king. James soon offended his subjects by displaying his Catholicism. Violating English law, he appointed several Catholics to high office. When Parliament protested, James dissolved it. In 1688, James's second wife gave birth to a son. English Protestants became terrified at the prospect of a line of Catholic kings.

James had an older daughter, Mary, who was Protestant. She was also the wife of William of Orange, a prince of the Netherlands. Seven members of Parliament invited William and Mary to overthrow James for the sake of Protestantism. When William led his army to London in 1688, James fled to France. This bloodless overthrow of King James II is called the **Glorious Revolution**.

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**DIFERENTIATING INSTRUCTION:**

**GIFTED AND TALENTED STUDENTS**

**The Life and Death of William of Orange**

**Class Time** 20 minutes

**Task** Writing an obituary

**Purpose** To have students learn more about William of Orange

**Instructions** Have students complete the History Maker activity in In-Depth Resources: Unit 5. Tell students to use what they learned from the History Maker to write an obituary for William of Orange. Students might choose to write the obituary from the perspective of a newspaper based in England, Scotland, Ireland, France, or the Netherlands. Students can use local or national newspaper obituaries as models. Tell students to think carefully about what information is appropriate for their obituaries before they begin. Explain that the tone should be respectful—although it may reflect an English or anti-English bias—and that the obituary should be up to 250 words long. Students should include William's family history, his military activities, his marriage, and his religious beliefs.
Limits on Monarch’s Power

At their coronation, William and Mary vowed to recognize Parliament as their partner in governing. England had become not an absolute monarchy but a constitutional monarchy, where laws limited the ruler’s power.

Bill of Rights To make clear the limits of royal power, Parliament drafted a Bill of Rights in 1689. This document listed many things that a ruler could not do:
- no suspending of Parliament’s laws
- no levying of taxes without a specific grant from Parliament
- no interfering with freedom of speech in Parliament
- no penalty for a citizen who petitions the king about grievances

William and Mary consented to these and other limits on their royal power.

Cabinet System Develops After 1688, no British monarch could rule without the consent of Parliament. At the same time, Parliament could not rule without the consent of the monarch. If the two disagreed, government came to a standstill.

During the 1700s, this potential problem was remedied by the development of a group of government ministers, or officials, called the cabinet. These ministers acted in the ruler’s name but in reality represented the major party of Parliament. Therefore, they became the link between the monarch and the majority party in Parliament.

Over time, the cabinet became the center of power and policymaking. Under the cabinet system, the leader of the majority party in Parliament heads the cabinet and is called the prime minister. This system of English government continues today.

SECTION ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
- Charles I • English Civil War • Oliver Cromwell • Restoration • habeas corpus • Glorious Revolution • constitutional monarchy • cabinet

USING YOUR NOTES 2. What patterns do you see in the causes of these conflicts?

MAIN IDEAS 3. Why was the death of Charles I revolutionary?
4. What rights were guaranteed by the Habeas Corpus Act?
5. How does a constitutional monarchy differ from an absolute monarchy?

CRITICAL THINKING & WRITING 6. EVALUATING DECISIONS In your opinion, which decisions of Charles I made his conflict with Parliament worse? Explain.
7. MAKING INFERENCES Why do you think James II fled to France when William of Orange led his army to London?
8. SYNTHESIZING What conditions in England made the execution of one king and the overthrow of another possible?
9. WRITING ACTIVITY Write a persuasive essay for an underground newspaper designed to incite the British people to overthrow Charles I.

CONNECT TO TODAY DRAWING A POLITICAL CARTOON
Yet another revolution threatens the monarchy today in Great Britain. Some people would like to see the monarchy ended altogether. Find out what you can about the issue and choose a side. Represent your position on the issue in an original political cartoon.

Absolute Monarchs in Europe 617

ANSWERS

1. Charles I, p. 614 • English Civil War, p. 615 • Oliver Cromwell, p. 615 • Restoration, p. 616 • habeas corpus, p. 616

3. Never before had a reigning monarch faced a public trial and execution.
4. the right to have a judge decide whether a prisoner should be tried or set free
5. Under a constitutional monarchy, laws written by a legislative body limit the ruler’s power.

6. Possible Answers: dissolving Parliament, ignoring Petition of Right
7. He may have feared being arrested and executed.
8. Possible Answer: the power of Parliament
9. Rubric Persuasive essays should
   • clearly call for removal of Charles I.
   • offer supporting facts and examples.
   • conclude with a call to action.

CONNECT TO TODAY
Rubric Political cartoons should
• take a clear position on whether the British monarchy should be retained.
• identify the people represented.