

Crisis and Absolutism in Europe

1550–1715

Key Events

As you read this chapter, look for these key events in the history of Europe during the sixteenth, seventeenth, and early eighteenth centuries.

- The French religious wars of the sixteenth century pitted Protestant Calvinists against Catholics.
- From 1560 to 1650, wars, including the devastating Thirty Years' War, and economic and social crises plagued Europe.
- European monarchs sought economic and political stability through absolutism and the divine right of kings.
- Concern with order and power was reflected in the writings of Thomas Hobbes and John Locke.

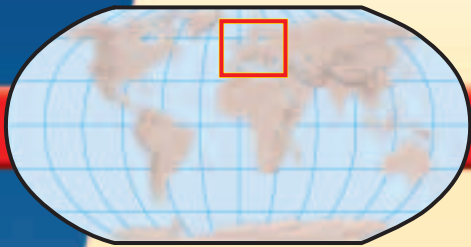
The Impact Today

The events that occurred during this time period still impact our lives today.

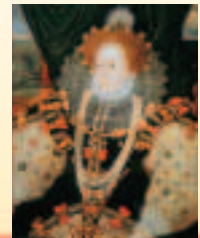
- The ideas of John Locke are imbedded in the Constitution of the United States.
- The works of William Shakespeare continue to be read and dramatized all over the world.



World History—Modern Times Video The Chapter 7 video, "Louis XIV: The Sun King," chronicles the practice of absolutism in France during the 1600s.



Elizabeth I



c. 1520
Mannerism movement begins in Italy

1558
Elizabeth I becomes queen of England

1500

1550



St. Francis, as painted by Mannerist El Greco

1566
Violence erupts between Calvinists and Catholics in the Netherlands



Versailles was the center of court life during the reign of Louis XIV.

1598
French Wars of Religion end

1600



Gustavus Adolphus, the king of Sweden, on the battlefield

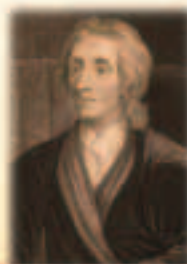
1648
Peace of Westphalia ends Thirty Years' War

1650

1618
Thirty Years' War begins in Germany

1690
John Locke develops theory of government

John Locke



1689
Toleration Act of 1689 is passed in English Parliament

1700

1701
Frederick I becomes king of Prussia

HISTORY
Online

Chapter Overview

Visit the *Glencoe World History—Modern Times* Web site at wh.mt.glencoe.com and click on **Chapter 7—Chapter Overview** to preview chapter information.

CLICK HERE

CONTENTS



Louis XIV with his army



*Louis XIV
holding court*

The Majesty of Louis XIV

Louis XIV has been regarded by some as the perfect embodiment of an absolute monarch. Duc de Saint-Simon, who had firsthand experience of French court life, said in his memoirs that Louis was “the very figure of a hero, so imbued with a natural majesty that it appeared even in his most insignificant gestures and movements.”

The king’s natural grace gave him a special charm: “He was as dignified and majestic in his dressing gown as when dressed in robes of state, or on horseback at the head of his troops.” He excelled at exercise and was never affected by the weather: “Drenched with rain or snow, pierced with cold, bathed in sweat or covered with dust, he was always the same.”

He spoke well and learned quickly. He was naturally kind, and “he loved truth, justice, order, and reason.” His life was orderly: “Nothing could be regulated with greater exactitude than were his days and hours.” His self-control was evident: “He did not lose control of himself ten times in his whole life, and then only with inferior persons.”

Even absolute monarchs had imperfections, however, and Saint-Simon had the courage to point them out: “Louis XIV’s vanity was without limit or restraint.” This trait led to his “dislike for all merit, intelligence, education, and most of all, for all independence of character and sentiment in others.” It led as well as “to mistakes of judgment in matters of importance.”

Why It Matters

The religious upheavals of the sixteenth century left Europeans sorely divided. Wars, revolutions, and economic and social crises haunted Europe, making the 90 years from 1560 to 1650 an age of crisis in European life. One response to these crises was a search for order. Many states satisfied this search by extending monarchical power. Other states, such as England, created systems where monarchs were limited by the power of a parliament.

History and You As you read through this chapter, you will learn about a number of monarchs. Create either a paper or electronic chart listing the following information: name of the ruler; country; religion; challenges; accomplishments. Using outside sources, add another category to your chart to reflect what you learn about the personal life and family of each king.

SECTION 1

Europe in Crisis: The Wars of Religion

Guide to Reading

Main Ideas

- In many European nations, Protestants and Catholics fought for political and religious control.
- During the sixteenth and seventeenth centuries, many European rulers extended their power and their borders.

Key Terms

militant, armada

People to Identify

Huguenots, Henry of Navarre, King Philip II, William the Silent, Elizabeth Tudor

Places to Locate

Netherlands, Scotland, Ireland

Preview Questions

1. What were the causes and results of France's wars of religion?
2. How do the policies of Elizabeth I of England and Philip II of Spain compare?

Reading Strategy

Compare and Contrast As you read this section, complete a chart like the one below comparing the listed characteristics of France, Spain, and England.

	France	Spain	England
Government			
Religion			
Conflicts			



Preview of Events



*Saint Bartholomew's
Day massacre*

Voices from the Past

In August of 1572, during the French Wars of Religion, the Catholic party decided to kill Protestant leaders gathered in Paris. One Protestant described the scene:

“In an instant, the whole city was filled with dead bodies of every sex and age, and indeed amid such confusion and disorder that everyone was allowed to kill whoever he pleased. . . . Nevertheless, the main fury fell on our people [the Protestants]. . . . The continuous shooting of pistols, the frightful cries of those they slaughtered, the bodies thrown from windows . . . the breaking down of doors and windows, the stones thrown against them, and the looting of more than 600 homes over a long period can only bring before the eyes of the reader an unforgettable picture of the calamity appalling in every way.”

—*The Huguenot Wars*, Julian Coudy, 1969

Conflict between Catholics and Protestants was at the heart of the French Wars of Religion.

The French Wars of Religion

By 1560, Calvinism and Catholicism had become highly **militant** (combative) religions. They were aggressive in trying to win converts and in eliminating each other's authority. Their struggle for the minds and hearts of Europeans 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.

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

Huguenots (HYOO•guh•NAWTS) 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. Included in this group of nobles was the house of Bourbon, which ruled the southern French kingdom of Navarre and stood next to the Valois dynasty in the royal line of succession. The conversion of so many nobles made the Huguenots a powerful political threat to the Crown.

Still, the Catholic majority greatly outnumbered the Huguenot minority, and the Valois monarchy was strongly Catholic. In addition, an extreme Catholic party—known as the ultra-Catholics—strongly opposed the Huguenots. Possessing the loyalty of sections of northern and northwestern France, the ultra-Catholics could recruit and pay for large armies.

Although the religious issue was the most important issue, other factors played a role in the French civil wars. Towns and provinces, which had long resisted the growing power of the French monarchy, were willing to assist nobles in weakening the monarchy. The fact that so many nobles were Huguenots created an important base of opposition to the king.

For 30 years, battles raged in France between the Catholic and Huguenot sides. Finally, in 1589, **Henry of Navarre**, the political leader of the Huguenots and a member of the Bourbon dynasty, succeeded to the throne as Henry IV. He realized that as a Protestant he would never be accepted by Catholic France, so he converted to Catholicism. When he was crowned king in 1594, the fighting in France finally came to an end.



Henry of Navarre



To solve the religious problem, the king issued the **Edict of Nantes** in 1598. The edict recognized Catholicism as the official religion of France, but it also gave the Huguenots the right to worship and to enjoy all political privileges, such as holding public offices.

Reading Check Identifying List the sequence of events that led to the Edict of Nantes.

Philip II and Militant Catholicism

The greatest supporter of militant Catholicism in the second half of the sixteenth century was **King Philip II** of Spain, the son and heir of Charles V. The reign of King Philip II, which extended from 1556 to 1598, ushered in an age of Spanish greatness, both politically and culturally.

The first major goal of Philip II was to consolidate the lands he had inherited from his father. These included Spain, the **Netherlands**, and possessions in Italy and the Americas. To strengthen his control, Philip insisted on strict conformity to Catholicism and strong monarchical authority.

The Catholic faith was important to both Philip II and the Spanish people. During the late Middle Ages, Catholic kingdoms in Spain had reconquered Muslim areas within Spain and expelled the Spanish Jews. Driven by this crusading heritage, Spain saw itself as a nation of people chosen by God to save Catholic Christianity from the Protestant heretics.

Philip II, the “Most Catholic King,” became a champion of Catholic causes, a role that led to spectacular victories and equally spectacular defeats. Spain’s leadership of a Holy League against the Turks, for example, resulted in a stunning victory over the Turkish fleet in the Battle of Lepanto in 1571. Philip was not so fortunate in his conflicts with England (discussed in the following section) and the Netherlands.

The Spanish Netherlands, which consisted of 17 provinces (modern Netherlands and Belgium), was one of the richest parts of Philip’s empire. Philip attempted to strengthen his control in this important region. The nobles of the Netherlands, who resented the loss of their privileges, strongly opposed Philip’s efforts. To make matters worse, Philip tried to crush Calvinism in the Netherlands. Violence erupted in 1566 when Calvinists—especially nobles—began to destroy statues in Catholic churches. Philip sent ten thousand troops to crush the rebellion.

In the northern provinces, the Dutch, under the leadership of **William the Silent**, the prince of



Geography Skills

Spanish lands were located throughout Europe.

1. Applying Geography Skills What difficulties must Philip II have encountered administering an empire of this size?



Philip II of Spain

Orange, offered growing resistance. The struggle dragged on until 1609, when a 12-year truce 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 because the United Provinces held center stage as one of Europe's great powers.

Philip's reign ended in 1598. At that time, Spain had the most populous empire in the world. Spain controlled almost all of South America and a number of settlements in Asia and Africa. To most Europeans, Spain still seemed to be the greatest power of the age.

In reality, however, Spain was not the great power that it appeared to be. Spain's treasury was empty. Philip II had gone bankrupt from spending too much on war, and his successor did the same by spending a fortune 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 real power in Europe had shifted to England and France.

Reading Check Describing How important was Catholicism to Philip II and the Spanish people?

The England of Elizabeth

TURNING POINT In this section, you will learn how the defeat of the Spanish Armada guaranteed that England would remain a Protestant country and signaled the beginning of Spain's decline as a sea power.

When Elizabeth Tudor ascended the throne in 1558, England had fewer than four million people. 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, Queen Mary Tudor. She 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 Elizabeth was basically Protestant, but it followed a moderate Protestantism that kept most people satisfied.

Elizabeth was also moderate in her foreign policy. The queen feared that war would be disastrous for England and for her own rule. She tried to keep Spain and France from becoming too powerful by supporting whichever was the weaker nation. Still, she allowed Francis Drake, an English navigator, to seize and plunder Spanish ships sailing the Caribbean.



Philip II of Spain had toyed for years with the idea of invading England. His advisers assured him that the people of England would rise against their queen when the Spaniards arrived. In any case, a successful invasion of England would mean the overthrow of Protestantism and a return to Catholicism.

In 1588, Philip ordered preparations for an **armada**—a fleet of warships—to invade England. The fleet that set sail had neither the ships nor the manpower that Philip had planned to send. An officer of the Spanish fleet reveals the basic flaw: “It is well known that we fight in God’s cause. . . . But unless God helps us by a miracle, the English, who have faster and handier ships than ours, and many more long-range guns . . . will . . . stand aloof and knock us to pieces with their guns, without our being able to do them any serious hurt.”



Defeat of the Spanish Armada

The hoped-for miracle never came. The Spanish fleet, battered by a number of encounters with the English, sailed back to Spain by a northward route around **Scotland** and **Ireland**, where it was pounded by storms. Many of the Spanish ships sank.

Reading Check Explaining Why was Philip II confident that the Spanish could successfully invade England?



Geography Skills

England defeated the Spanish Armada in 1588.

- Interpreting Maps** Use the map’s scale to estimate in miles the length and width of the English Channel.
- Applying Geography Skills** What were the Spanish hoping to avoid by taking the northern route back to Spain?

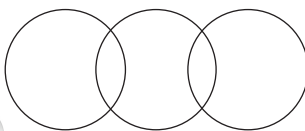
SECTION 1 ASSESSMENT

Checking for Understanding

- Define** militant, armada.
- Identify** Huguenots, Henry of Navarre, Edict of Nantes, King Philip II, William the Silent, Elizabeth Tudor.
- Locate** Netherlands, Scotland, Ireland.
- Describe** how the Edict of Nantes appealed both Catholics and Huguenots.
- List** the ways Elizabeth demonstrated moderation in her religious policy.

Critical Thinking

- Making Generalizations** Why did Philip II send out his fleet knowing he did not have enough ships or manpower?
- Compare and Contrast** Use a Venn diagram like the one below to compare and contrast the reigns of Henry of Navarre, Philip II, and Elizabeth Tudor.



Analyzing Visuals

- Examine** the painting of the Saint Bartholomew’s Day massacre shown on page 211 of your text. Is the work an objective depiction of the event, or can you find evidence of artistic bias in the painting?

Writing About History

- Persuasive Writing** Write a persuasive essay arguing whether or not it was a good idea for Philip II to sail against England. Identify the main reason the king of Spain decided to launch the invasion.



Queen Elizabeth's Golden Speech

IN 1601, NEAR THE END OF her life, Queen Elizabeth made a speech to Parliament, giving voice to the feeling that existed between the queen and her subjects.

“I do assure you there is no prince that loves his subjects better, or whose love can contradict our love. There is no jewel, be it of never so rich a price, which I set before this jewel; I mean your love. For I do esteem it more than any treasure or riches.

And, though God has raised me high, yet this I count the glory of my crown, that I have reigned with your love. This makes me that I do not so much rejoice that God has made me to be a Queen, as to be a Queen over so thankful a people.

Of myself I must say this: I never was any greedy, scraping grasper, nor a strait, fast-holding Prince, nor yet a waster. My heart was never set on any worldly goods, but only for my subjects' good. What you bestow on me, I will not hoard it up, but receive it to bestow on you again. Yea, mine own properties I account yours, to be expended for your good. . . .

I have ever used to set the Last-Judgement Day before mine eyes, and so to rule as I shall be judged to answer before a higher Judge, to whose judgement seat I do appeal, that never thought was cherished in my heart that tended not unto my people's good. . . .

There will never Queen sit in my seat with more zeal to my country, care for my subjects, and that will sooner with willingness venture her life for your good and safety, than myself. For it is my desire to



Queen Elizabeth of England, Faced with the Spanish Armada 1588, Reviews Her Troops by Ferdinand Piloty the Younger, 1861

live nor reign no longer than my life and reign should be for your good. And though you have had and may have many princes more mighty and wise sitting in this seat, you never had nor shall have any that will be more careful and loving.”

—Queen Elizabeth I, *The Golden Speech*

Analyzing Primary Sources

1. Identify phrases that convey Queen Elizabeth's feeling for her subjects.
2. To whom does Elizabeth feel accountable?
3. Which is more important: how subjects and rulers feel about each other or the policies and laws that rulers develop?



Social Crises, War, and Revolution

Guide to Reading

Main Ideas

- The Thirty Years' War ended the unity of the Holy Roman Empire.
- Democratic ideals were strengthened as a result of the English and Glorious Revolutions.

Key Terms

inflation, witchcraft, divine right of kings, commonwealth

People to Identify

James I, Puritans, Charles I, Cavaliers, Roundheads, Oliver Cromwell, James II

Places to Locate

Holy Roman Empire, Bohemia

Preview Questions

1. What problems troubled Europe from 1560 to 1650?
2. How did the Glorious Revolution undermine the divine right of kings?

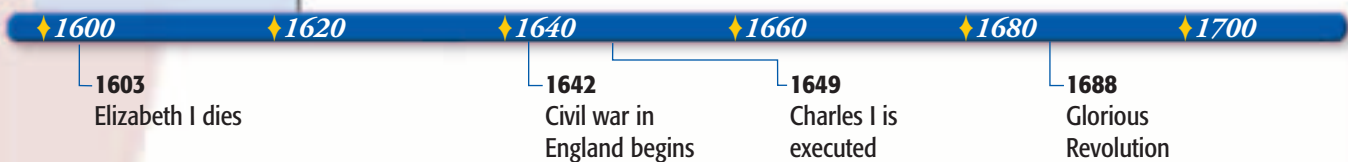
Reading Strategy

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

Religious Conflicts



Preview of Events



Voices from the Past



Destruction of the city of Magdeburg

The Thirty Years' War (1618–1648) was a devastating religious war. A resident of Magdeburg, Germany, a city sacked ten times during the war, reported:

“There was nothing but beating and burning, plundering, torture, and murder. Most especially was every one of the enemy bent on securing [riches]. . . . In this frenzied rage, the great and splendid city was now given over to the flames, and thousands of innocent men, women and children, in the midst of heartrending shrieks and cries, were tortured and put to death in so cruel and shameful a manner that no words would suffice to describe. Thus in a single day this noble and famous city, the pride of the whole country, went up in fire and smoke.”

—*Readings in European History*, James Harvey Robinson, 1934

This destruction of Magdeburg was one of the disasters besetting Europe during this time.

Economic and Social Crises

From 1560 to 1650, Europe witnessed severe economic and social crises. One major economic problem was **inflation**, or rising prices. What caused this rise in prices? The great influx of gold and silver from the Americas was one factor. Then, too, a growing population in the sixteenth century increased the demand for land and food and drove up prices for both.



By 1600, an economic slowdown had begun in parts of Europe. Spain's economy, grown dependent on imported silver, was seriously failing by the 1640s. The mines were producing less silver, fleets were subject to pirate attacks, and 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 sixteenth and seventeenth centuries reveal Europe's worsening conditions. Population grew in the sixteenth century. The number of people probably increased from 60 million in 1500 to 85 million by 1600. By 1620, 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.

Reading Check Explaining Explain the causes for inflation in Europe in the 1600s.

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. Many said that they had sworn allegiance to the devil and attended sabbats, nightly gatherings where they feasted and danced. Others admitted using evil spells and special ointments to harm their neighbors.

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 Check Describing What were the characteristics of the majority of those accused of witchcraft?

The Thirty Years' War

Religious disputes continued in Germany after the Peace of Augsburg in 1555. One reason for the disputes was that Calvinism had not been recognized by the peace settlement. By the 1600s, Calvinism had spread to many parts of Europe. Religion played an important role in the outbreak of the Thirty Years' War, called the "last of the religious wars," but political and territorial motives were evident as well. The war began in 1618 in the lands of the **Holy Roman Empire**. At first, it was a struggle between Catholic forces, led by the Hapsburg Holy Roman emperors, and Protestant (primarily Calvinist) nobles in **Bohemia** who rebelled against Hapsburg authority. Soon, however, the conflict became a political one. Cardinal Richelieu of France, Louis XIII's chief minister (see Section 3), helped cause this change. Richelieu had Catholic France join Protestant Sweden in fighting the Catholic Hapsburgs.



Geography Skills

The Thirty Years' War was fought primarily in the German states within the Holy Roman Empire.

- Interpreting Maps** List the towns that were sacked or plundered during the war.
- Applying Geography Skills** Research one of the battles on the map and describe its impact on the course of the war.



The Thirty Years' War was the most destructive conflict that Europeans had yet experienced. Although most of the battles of the war were fought on German soil, all major European powers except England became involved. For 30 years Germany was plundered and destroyed. Rival armies destroyed the German countryside as well as entire towns. Local people had little protection from the armies. The Peace of Westphalia officially ended the war in Germany in 1648. The major contenders gained new territories, and one of them—France—emerged as the dominant nation in Europe.

The Peace of Westphalia stated that all German states, including the Calvinist ones, could determine their own religion. The more than three hundred states that had made up the Holy Roman Empire were virtually recognized as independent states, since each received the power to conduct its own foreign policy. This brought an end to the Holy Roman Empire as a political entity. Germany would not be united for another two hundred years.

✓ Reading Check Summarizing How did the Peace of Westphalia impact the Holy Roman Empire?

SCIENCE, TECHNOLOGY & SOCIETY

The Changing Face of War

Gunpowder was first invented by the Chinese in the eleventh century and made its appearance in Europe by the fourteenth century. During the seventeenth century, firearms developed rapidly and increasingly changed the face of war.

By 1600, the flintlock musket had made firearms more deadly on the battlefield. Muskets were loaded from the front with powder and ball. In the flintlock musket, the powder that propelled the ball was ignited by a spark caused by a flint striking on metal. This mechanism made it easier to fire and more reliable than other muskets. Reloading techniques also improved, making it possible to make one to two shots per minute. The addition of the bayonet to the front of the musket made the musket even more deadly as a weapon. The bayonet was a steel blade used in hand-to-hand combat.

A military leader who made effective use of firearms during the Thirty Years' War was Gustavus Adolphus, the king of Sweden. The infantry brigades of Gustavus's army, six men deep, were composed of equal numbers of musketeers and pikemen. The musketeers employed the salvo, in which all rows of the infantry fired at once instead of row by row. These salvos of fire, which cut up the massed ranks of the opposing infantry squadrons, were followed by pike charges. Pikes were heavy spears 18 feet (about 5.5 m) long, held by pikemen massed together in square formations. Gustavus also used the cavalry in a more mobile fashion. After shooting a pistol volley, the cavalry charged the enemy with swords.

The increased use of firearms, combined with greater mobility on the battlefield, demanded armies that were better disciplined and trained. Governments began to fund regularly paid standing armies. By 1700, France had a standing army of four hundred thousand.

Analyzing *How did the invention of gunpowder change the way wars were fought?*

Austrian flintlock pistol, c. 1680



Soldier firing a musket



Boundary of the Holy Roman Empire



Geography Skills

The Peace of Westphalia divided the Holy Roman Empire into independent states and allowed separate states to determine their own religion.

1. Applying Geography Skills Compare this map to the map showing the height of Spanish power on page 213 of your text. What conclusions can you draw about the effect of the Thirty Years' War on the Holy Roman Empire from examining these two maps?

Revolutions in England

TURNING POINT

As you read this section, you will discover that Parliament held the real authority in the English system of constitutional monarchy.

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. At its core was a struggle 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 resolve this struggle.

The Stuarts and Divine Right With the death of Queen Elizabeth I in 1603, the Tudor dynasty came to an end. The Stuart line of rulers began with the accession to the throne of Elizabeth's cousin, the king of Scotland, who became **James I** of England.

James believed in the **divine right of kings**—that is, that kings receive their power from God and are responsible only to God. Parliament did not think much of the divine right of kings. It had come to assume that the king or queen 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. The Puritans were members of the Church

of England but 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 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 also believed in the divine right of kings. In 1628, Parliament passed a petition that prohibited the passing of any taxes without Parliament's consent. Although Charles I initially accepted this petition, he later changed his mind, realizing that it put limits on the king's power.

Charles also tried to impose more ritual on the Church of England. To the Puritans, this was a return to Catholic practices. When Charles tried to force the Puritans to accept his religious policies, thousands of them chose to go to America instead.

Civil War and the 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** because of their short hair). Parliament proved victorious, due largely to the New Model Army of **Oliver Cromwell**, a military genius. The New Model Army was made up chiefly 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." We might also give some credit to Cromwell; his soldiers were well disciplined and trained in the new military tactics of the seventeenth century.

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 republic, or **commonwealth**.

Cromwell found it difficult to work with the Rump Parliament and finally dispersed it by force. As the members of Parliament departed, he shouted, "It is you that have forced me to do this, for I have sought the Lord night and day that He would slay me rather 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. More than a year later, Parliament restored the

monarchy in the person of Charles II, the son of Charles I. With the return of monarchy in 1660, England's time of troubles seemed at an end.

However, problems soon arose. Charles II was sympathetic to Catholicism, and his brother James, heir to the throne, did not hide the fact that he was a Catholic. Parliament was suspicious about their Catholic leanings and introduced the Exclusion Bill, which would have barred James from the throne as a professed Catholic. Debate over the bill created two political groupings (later called political parties): the Whigs, who wanted to exclude James, and the Tories, who did not want to interfere with the principle of lawful succession to the throne.

To foil the Exclusion Bill, Charles dismissed Parliament in 1681. When Charles died in 1685, his brother became king. **James II** was an open and devout Catholic, making religion once more a cause of conflict between king and Parliament. James named Catholics to high positions in the government, army, navy, and universities.

Parliament objected to James's policies but stopped short of rebellion. Members knew that James was an old man, and his successors were his Protestant daughters Mary and Anne, born to his first wife.



CONNECTIONS Around The World

Natural Disasters in History

The religious wars in Europe, which led to many deaths, were manmade disasters that created economic, social, and political crises. Between 1500 and 1800, natural disasters around the world also took many lives and led to economic and social crises.

One of the worst disasters occurred in China in 1556. A powerful earthquake in northern China buried alive hundreds of thousands of peasants who had made their homes in cave dwellings carved out of soft clay hills.

In later years, earthquakes shattered other places around the world. On the last day of 1703, a massive earthquake struck the city of Tokyo. At the same time, enormous tidal waves caused by earthquakes flooded the Japanese coastline, sweeping entire villages out to sea. An earthquake that struck Persia in 1780 killed 100,000 people in the city of Tabriz.

Europe, too, had its share of natural disasters. A massive earthquake leveled the city of Lisbon, Portugal, in

1755, killing over 50,000 people and destroying more than 80 percent of the buildings in the city. The massive eruption of Mount Etna on the island of Sicily in 1669 devastated Catania, a nearby port city.



Earthquake at Lisbon in 1755

Comparing Cultures

1. How do natural disasters lead to economic and social crises?
2. What natural disasters can occur where you live?



Picturing History

Here Cromwell is shown dismissing Parliament. After Cromwell's death, Parliament restored the monarchy. In 1689, Parliament offered the throne to William and Mary, shown above right. **Why did English nobles want William and Mary to rule England, and not the heirs of James II?**

However, in 1688, a son was born to James and his second wife, a Catholic. Now, the possibility of a Catholic monarchy loomed large.

A Glorious Revolution A group of English noble- men invited the Dutch leader, William of Orange, hus- band of James's daughter Mary, to invade England. William and Mary raised an army and in 1688 "invaded" England, while James, his wife, and his infant son fled to France. With almost no bloodshed,

England had undergone a "Glorious Revolu- tion." 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. The Bill of Rights set forth Parliament's right to make laws and levy taxes. It also stated that stand- ing armies could be raised only with Parliament's consent, thus making it impossible for kings to oppose or to do without Parliament. The rights of citizens to keep arms and have a jury trial were also con- firmed. 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. Few English citizens, however, would ever again be per- secuted 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 the grace of God. Parliament had asserted its right to be part of the government.

✓ Reading Check Describing Trace the sequence of events that led to the English Bill of Rights.

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** inflation, witchcraft, divine right of kings, commonwealth.
2. **Identify** James I, Puritans, Charles I, Cavaliers, Roundheads, Oliver Cromwell, James II.
3. **Locate** Holy Roman Empire, Bohemia.
4. **Explain** why Oliver Cromwell first purged Parliament and then declared a military dictatorship.
5. **List** the countries involved in the Thirty Years' War.

Critical Thinking

6. **Drawing Conclusions** Which nation emerged stronger after the Thirty Years' War? Did thirty years of fighting accomplish any of the original motives for waging the war?
7. **Cause and Effect** Use a graphic organizer like the one below to illustrate the causes and effects of the Thirty Years' War.

Thirty Years' War	
Cause	Effect



Analyzing Visuals

8. **Examine** the cameo of William and Mary shown above. How does this painting compare to portraits of other rulers, such as the one of Louis XIV on page 226? How is the purpose of this painting different from the purpose of other royal portraits?

Writing About History

9. **Expository Writing** Write an essay analyzing the population figures in sixteenth- and seventeenth-century England. What accounts for the increases and decreases? Include a graph showing population.



CRITICAL THINKING SKILLBUILDER

Making Generalizations

Why Learn This Skill?

Generalizations are broad statements or principles derived from specific facts. Here are some facts about Michigan and Florida:

Average monthly temperature (°F)

	January	April	July	October
Grand Rapids, Michigan	22	46.3	71.4	50.9
Vero Beach, Florida	61.9	71.7	81.1	75.2

One generalization that can be made from these facts is that Florida is warmer than Michigan. Generalizations are useful when you want to summarize large amounts of information and when detailed information is not required.

Learning the Skill

To make a valid generalization, follow these steps:

- **Identify the subject matter.** The example above compares Michigan to Florida.
- **Gather related facts and examples.** Each fact is about the climate of Michigan or Florida.
- **Identify similarities among these facts.** In each of the examples, the climate of Florida is more moderate than the climate of Michigan.
- **Use these similarities to form a general statement about the subject.** You can state either that Florida is warmer than Michigan or that Michigan is colder than Florida.

Practicing the Skill

Europe experienced economic crises and political upheaval from 1560 to 1650. Read the following excerpt from the text, then identify valid and invalid generalizations about what you have read.



Sixteenth-century gold coins

From 1560 to 1650, Europe witnessed severe economic and social crises, as well as political upheaval. The so-called price revolution was a dramatic rise in prices (inflation) that was a major economic problem in all of Europe in the sixteenth and early seventeenth centuries. What caused this price revolution? The great influx of gold and silver from the Americas was one factor. Perhaps even more important was an increase in population in the sixteenth century. A growing population increased the demand for land and food and drove up prices for both.

By the beginning of the seventeenth century, an economic slowdown had begun in some parts of Europe. Spain's economy, which had grown dependent on imported silver, was seriously failing by the decade of the 1640s. Italy, once the financial center of Europe in the age of the Renaissance, was also declining economically.

Identify each following generalization as valid or invalid based on the information presented:

- 1 Multiple factors can contribute to inflation.
- 2 If the government had taken measures to control an increase in population, inflation would have been prevented.
- 3 Nations should refrain from importing goods from other countries.
- 4 Less dependency on the importing of silver would have helped Spain's economy.

Applying the Skill

Over the next three weeks, read the editorials in your local newspaper. Write a list of generalizations about the newspaper's position on issues that have been discussed, either national or local.



Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

Response to Crisis: Absolutism

Guide to Reading

Main Ideas

- Louis XIV was an absolute monarch whose extravagant lifestyle and military campaigns weakened France.
- Prussia, Austria, and Russia emerged as great European powers in the seventeenth and eighteenth centuries.

Key Terms

absolutism, czar, boyar

People to Identify

Louis XIV, Cardinal Richelieu, Frederick William the Great Elector, Ivan IV, Michael Romanov, Peter the Great

Places to Locate

Prussia, Austria, St. Petersburg

Preview Questions

1. What is absolutism?
2. Besides France, what other European states practiced absolutism?

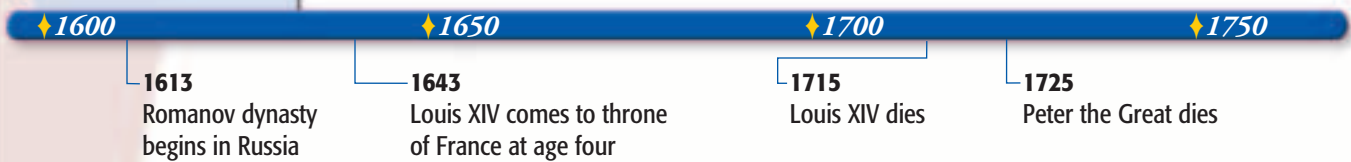
Reading Strategy

Summarizing Information As you read this section, complete a chart like the one below summarizing the accomplishments of Peter the Great.

Reforms	Government	Wars



Preview of Events



King Louis XIV

Voices from the Past

Jacques Bossuet, a seventeenth-century French bishop, explained a popular viewpoint:

“It is God who establishes kings. They thus act as ministers of God and His lieutenants on earth. It is through them that he rules. This is why we have seen that the royal throne is not the throne of a man, but the throne of God himself. It appears from this that the person of kings is sacred, and to move against them is a crime. Since their power comes from on high, kings . . . should exercise it with fear and restraint as a thing which has come to them from God, and for which God will demand an account.”

— *Western Civilization*, Margaret L. King, 2000

Bossuet’s ideas about kings became reality during the reign of King Louis XIV.

France under Louis XIV

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. It was thought that rulers received their power from God and were responsible to no one except God. Absolute monarchs had tremendous powers. They had the ability to



make laws, levy taxes, administer justice, control the state's officials, and determine foreign policy.

The reign of **Louis XIV** has long been regarded as the best example of the practice 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 western and central Europe. The court of Louis XIV was imitated throughout Europe.

Richelieu and Mazarin French history for the 50 years before Louis was a period of struggle as governments fought to avoid the breakdown of the state. The situation was made more difficult by the fact that both 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 played important roles in preserving the authority of the monarchy.

Cardinal Richelieu (RIH•shuh•LOO), Louis XIII's chief minister, strengthened the power of the

monarchy. Because the Huguenots were seen as a threat to the king's power, Richelieu took away their political and military rights while preserving their religious rights. Richelieu also tamed the nobles by setting up a network of spies to uncover plots by nobles against the government. He then crushed the conspiracies and executed the conspirators.

Louis XIV came to the throne in 1643 at the age of four. Due to the king's young age, Cardinal Mazarin, the chief minister, took control of the government. During Mazarin's rule, a revolt led by nobles unhappy with the growing power of the monarchy broke out. This revolt was crushed. With its end, many French people concluded that the best hope for stability in France lay with a strong monarch.

Louis Comes to Power When Mazarin died in 1661, Louis XIV took over supreme power. The day after Cardinal Mazarin's death, the new king, at the age of 23, stated his desire to be a real king and the sole ruler of France:

THE WAY IT WAS

FOCUS ON EVERYDAY LIFE

At the Court of Versailles

In 1660, Louis XIV of France decided to build a palace at Versailles, near Paris. Untold sums of money were spent and tens of thousands of workers labored incessantly to complete the work. The enormous palace housed thousands of people.

Life at Versailles became a court ceremony, with Louis XIV at the center of it all. The king had little privacy. Only when he visited his wife, mother, or mistress or met with ministers was he free of the nobles who swarmed about the palace.

Most daily ceremonies were carefully staged, such as the king's rising from bed, dining, praying, attending mass, and going to bed. A mob of nobles competed to assist the king in carrying out these solemn activities. It was considered a great honor, for example, for a noble to be chosen to hand the king his shirt while dressing.

Why did the nobles take part in these ceremonies? Louis had made it clear that anyone who hoped to obtain an office, title, or pension from the king had to participate. This was Louis XIV's way of controlling their behavior.

Court etiquette became very complex. Nobles and royal princes were expected to follow certain rules. Who could sit where



View of the vast grounds and palace of Versailles

“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 favor no one.”

The king’s mother, who was well aware of her son’s love of fun and games and his affairs with the maids in the royal palace, laughed aloud at these words. Louis was serious, however. He established a strict routine from which he seldom deviated. He also fostered the myth of himself as the Sun King—the source of light for all of his people.

Government and Religion One of the keys 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. It was the personal household of the king. In addition, the chief offices of the state were located there, so Louis could watch over them. Finally, Versailles was the place where powerful subjects came to find favors and offices for themselves.

The greatest danger to Louis’s rule came from very high nobles and royal princes. They believed they should play a role in the government of France. Louis got rid of this threat by removing them from the royal council. This council was the chief administrative body of the king, and it supervised the government. At the same time, Louis enticed the nobles and royal princes to come to his court, where he could keep them busy with court life and keep them out of politics.

Louis’s government ministers were expected to obey his every wish. Said Louis, “I had no intention of sharing my authority with them.” As a result, Louis had complete authority over the traditional areas of royal power: foreign policy, the Church, and taxes.

at meals with the king was carefully regulated. Once, at a dinner, the wife of a minister sat closer to the king than did a duchess. Louis XIV became so angry that he did not eat for the rest of the evening.

Daily life at Versailles included many forms of entertainment. Louis and his nobles hunted once a week. Walks through the Versailles gardens, boating trips, plays, ballets, and concerts were all sources of pleasure.

One form of entertainment—gambling—became an obsession at Versailles. Many nobles gambled regularly and lost enormous sums of money. One princess described the scene: “Here in France as soon as people get together they do nothing but play cards; they play for frightful sums, and the players seem bereft of their senses. One shouts at the top of his voice, another strikes the table with his fist. It is horrible to watch them.” However, Louis did not think so. He was pleased by an activity that kept the Versailles nobles busy and out of politics.



The bedroom of Louis XIV at Versailles

CONNECTING TO THE PAST

1. **Summarizing** How did Louis XIV attempt to control the behavior of his nobles?
2. **Explaining** Why did Louis like the gambling that went on at Versailles?
3. **Writing about History** In what way was the system of court etiquette another way in which Louis controlled his nobles?



Picturing History

Louis XIV, shown here, had a clear vision of himself as a strong monarch. He had no intention of sharing his power with anyone. **What effect did his views on monarchical government have on the development of the French state?**

Although Louis had absolute power over France's nationwide policy making, his power was limited at the local level. The traditional groups of French society—the nobles, local officials, and town councils—had more influence than the king in the day-to-day operation of the local governments. As a result, the king bribed important people in the provinces to see that his policies were carried out.

Maintaining religious harmony had long been a part of monarchical power in France. The desire to keep this power led Louis to pursue 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. Perhaps as many as two hundred thousand Huguenots fled to England, the United Provinces, and the German states.

The Economy and War 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 the wealth and power of France by following the ideas of 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.

The increase in royal power that Louis pursued led the king to develop a standing army numbering four hundred thousand in time of war. He wished to achieve the military glory befitting the Sun King. He also wished to ensure the domination of his Bourbon dynasty over European affairs.

To achieve his goals, Louis waged four wars between 1667 and 1713. His ambitions caused many nations to form coalitions to prevent him from dominating Europe. Through his wars, Louis added some territory to France's northeastern frontier 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 with great debts and surrounded by enemies. On his deathbed, the 76-year-old monarch seemed remorseful when he told his successor (his great-grandson), "Soon you will be King of a great kingdom. . . . Try to remain at peace with your neighbors. I loved war too much. Do not follow me in that or in overspending. . . . Lighten your people's burden as soon as possible, and do what I have had the misfortune not to do myself."

Did Louis mean it? We do not know. In any event, the advice to his successor was probably not remembered; his great-grandson was only five years old.

 **Reading Check** **Describing** What steps did Louis XIV take to maintain absolute power?

Absolutism in Central and Eastern Europe

After the Thirty Years' War, there was no German state, but over three hundred "Germanies." Of these states, two—**Prussia** and **Austria**—emerged in the seventeenth and eighteenth centuries as great European powers.

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 forty thousand men, which made the Prussian army the fourth-largest in Europe.



Frederick I ►



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, known as 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 Holy Roman emperors. By the end of the Thirty Years' War, their hopes of creating an empire in Germany had been dashed. The Hapsburgs made a difficult transition in the seventeenth century. They had lost the German Empire, but now they 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 in 1687 (see Chapter 8), Austria took control of all of Hungary, Transylvania, Croatia, and Slavonia as well. By the beginning of the eighteenth century, the Austrian Hapsburgs had gained a new empire of considerable size.



Geography Skills

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

- 1. Interpreting Maps** What did Austria gain by expanding south?
- 2. Applying Geography Skills** What destructive war happened during the time period covered by these maps?

The Austrian monarchy, however, never became a highly centralized, absolutist state, chiefly because it was made up 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, held by military officers and government officials.

Reading Check Examining Why was the Austrian monarchy unable to create a highly centralized, absolutist state?

Russia under Peter the Great

A new Russian state had emerged in the fifteenth century under the leadership of 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.



Geography Skills

Peter the Great organized Russia into provinces in an attempt to strengthen the power of the central government.

- 1. Interpreting Maps** What did Russia gain by acquiring lands on the Baltic coast?
- 2. Applying Geography Skills** Why are most cities in eastern Russia located near or south of 60°N latitude?

Ivan expanded the territories of Russia eastward. He also crushed the power of the Russian nobility, known as the **boyars**. He was known as Ivan the Terrible because of his ruthless deeds, among them stabbing his own son to death in a heated argument.

When Ivan’s dynasty came to an end in 1598, a period of anarchy known as the Time of Troubles followed. This period did not end until 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**. Peter the Great became czar in 1689. Like the other Romanov czars who preceded him, Peter was an absolutist monarch who claimed the divine right to rule.

A few years after becoming czar, Peter made a trip to the West. When he returned to Russia, he was determined to westernize, or Europeanize, Russia.

He was especially eager to borrow European technology. Only this kind of modernization could give him the army and navy he needed to make Russia a great power. Under Peter, Russia became a great military power. By his death in 1725, Russia was an important European state.

Military and Governmental Changes One of Peter’s first goals was to reorganize the army. He employed both Russians and Europeans as officers. He drafted peasants for 25-year stints of service to build a standing army of 210,000 men. Peter has also been given credit for forming the first Russian navy, which was his overriding passion.

To impose the rule of the central government more effectively throughout the land, Peter divided Russia into provinces. He hoped to create a “police state,” by which he meant a well-ordered community governed by law. However, few of his bureaucrats shared his concept of honest service and duty to the state. Peter hoped for a sense of civic duty, but his own personality created an atmosphere of fear that prevented it. 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 men at the same time.



People In History

Peter the Great

1672–1725—Russian czar



Peter the Great, the man who made Russia a great power, was an unusual character. He was a towering, strong man 6 feet, 9 inches (2 m) tall. He was coarse in his tastes and rude in his behavior. He enjoyed a low kind of humor (belching contests and crude jokes) and vicious punishments (flogging, impaling, and roasting). Peter often assisted dentists and enjoyed pulling their patients' teeth.

During his first visit to the West, Peter immersed himself in the life of the people. He once dressed in the clothes of a Dutch sea captain and spent time with Dutch sailors. A German princess said of him: "He told us that he worked in building ships, showed us his hands, and made us touch the callous places that had been caused by work."

Cultural Changes After his first trip to the West, Peter began to introduce Western customs, practices, and manners into Russia. He ordered the preparation of the first Russian book of etiquette to teach Western manners. Among other things, the book pointed out that it was not polite to spit on the floor or to scratch oneself at dinner.

Because Westerners did not wear beards or the traditional long-skirted coat, Russian beards had to be shaved and coats shortened. At the royal court, Peter shaved off his nobles' beards and cut their coats at the knees with his own hands. Outside the court, barbers and tailors planted at town gates cut the beards and cloaks of those who entered.

One group of Russians—upper-class women—gained much from Peter's cultural reforms. Having watched women mixing freely with men in Western courts, Peter insisted that Russian upper-class women remove the veils that had traditionally covered their faces and move out into society. Peter also held gatherings in which both sexes could mix for conversation and dancing, a practice he had learned in the West.

St. Petersburg The object of Peter's domestic reforms was to make Russia into a great state and military power. An important part of this was to "open a window to the West," meaning a port with ready access to Europe. This could be achieved only on the Baltic Sea. At that time, however, the Baltic coast was controlled by Sweden, the most important power in northern Europe.

A long and hard-fought war with Sweden enabled Peter to acquire the lands he sought. On a marshland on the Baltic in 1703, Peter began the construction of a new city, **St. Petersburg**, his window on the West. St. Petersburg was finished during Peter's lifetime and remained the Russian capital until 1918.

✓ Reading Check Evaluating Why was it so important that Peter the Great have a seaport on the Baltic?

SECTION 3 ASSESSMENT

Checking for Understanding

- 1. Define** absolutism, czar, boyar.
- 2. Identify** Louis XIV, Cardinal Richelieu, Frederick William the Great Elector, Ivan IV, Michael Romanov, Peter the Great.
- 3. Locate** Prussia, Austria, St. Petersburg.
- 4. Describe** the Western customs, practices, and manners that Peter the Great introduced to Russia.
- 5. List** the purposes of the royal court at Versailles.

Critical Thinking

- 6. Explain** What were Cardinal Richelieu's political goals? How did he reduce the power of the nobility and the Huguenots in France?
- 7. Summarizing Information** Use a chart like the one below to summarize the reign of Louis XIV of France.

Government	Wars	Economics	Religion



Analyzing Visuals

- 8. Examine** the photograph of the king's bedroom shown on page 225. How does this room reflect the nature of kingship under Louis XIV?

Writing About History

- 9. Expository Writing** Historians have long considered the reign of Louis XIV to be the best example of the practice of absolute monarchy in the seventeenth century. Do you believe the statement is true? Why or why not? Write an essay supporting your opinion.



The World of European Culture

Guide to Reading

Main Ideas

- The artistic movements of Mannerism and the baroque began in Italy and both reflected the spiritual perceptions of the time.
- Shakespeare and Lope de Vega were prolific writers of dramas and comedies that reflected the human condition.

Key Terms

Mannerism, baroque, natural rights

People to Identify

El Greco, Gian Lorenzo Bernini, William Shakespeare, Lope de Vega, Miguel de Cervantes, Thomas Hobbes, John Locke

Places to Locate

Madrid, Prague, Vienna, Brussels

Preview Questions

1. What two new art movements emerged in the 1500s?
2. Why are Shakespeare's works considered those of a "genius"?

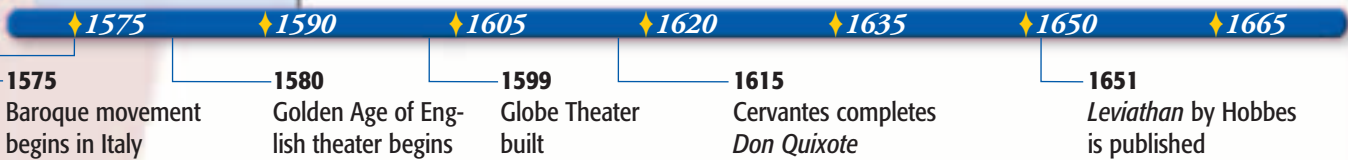
Reading Strategy

Summarizing Information As you read this section, complete a chart like the one below summarizing the political thoughts of Thomas Hobbes and John Locke.

Thomas Hobbes	John Locke



Preview of Events



William Shakespeare

Voices from the Past

In the play *Richard II*, William Shakespeare wrote the following lines about England:

“This royal throne of kings, this scepter'd isle,
 This earth of majesty, this seat of Mars,
 This other Eden, demi-Paradise,
 This fortress built by Nature for herself
 Against infection and the hand of war,
 This happy breed of men, this little world,
 This precious stone set in the silver sea,
 Which serves it in the office of a wall
 Or as a moat defensive to a house
 Against the envy of less happier lands—
 This blessed plot, this earth, this realm, this England.”

—*Richard II*, William Shakespeare

In this play, one of the greatest playwrights of the English world expressed his patriotic enthusiasm.

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 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 was from the island of Crete. After studying in Venice and Rome, he moved to Spain.

In his paintings, El Greco used elongated and contorted figures, portraying them in unusual shades of yellow and green against an eerie background of stormy grays. The mood he depicts reflects well the tensions created by the religious upheavals of the Reformation.

 **Reading Check** **Describing** What did the mood of El Greco’s paintings reflect?

The Baroque Period

Mannerism was eventually replaced by a new movement—the **baroque**. This movement began in Italy in the last quarter of the sixteenth century and eventually spread to the rest of Europe and even Latin America. The Catholic reform movement most wholeheartedly adopted the baroque style. This can be seen in the 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 with the spiritual feelings of the sixteenth-century religious revival. The baroque painting style was known for its use of dramatic effects to arouse the emotions. In large part, though, baroque art and architecture reflected the search for power that was such a part of the seventeenth century. Baroque churches and palaces were magnificent and richly detailed. Kings and princes wanted other kings and princes as well as their subjects 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 Rome. Action, exuberance, and dramatic effects mark the work of Bernini in the interior of Saint Peter’s.

Bernini’s *Throne of Saint Peter* is a highly decorated cover for the pope’s medieval wooden throne. The



History through Art

Throne of Saint Peter by Bernini, 1666

It took Bernini eleven years to complete this monumental throne. **How do you think Bernini wanted his work to impact the viewer?**

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.

Artemisia Gentileschi is less well-known than the male artists who dominated the seventeenth-century art world in Italy but 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. Although she was known internationally in her day as a portrait painter, her fame now rests on a series of pictures of heroines from the Old Testament. Most famous is her *Judith Beheading Holofernes*.

 **Reading Check** **Identifying** How did baroque art and architecture reflect the seventeenth-century search for power?

A Golden Age of Literature

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

CLICK HERE

HISTORY
Online



Web Activity Visit the *Glencoe World History—Modern Times* Web site at wh.mt.glencoe.com and click on **Chapter 7—Student Web Activity** to learn more about William Shakespeare.

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. Of all the forms of Elizabethan literature, none expressed the energy of the era better than drama. Of all the dramatists, none is more famous than **William Shakespeare**.

When Shakespeare appeared in London in 1592, Elizabethans already enjoyed the stage. Elizabethan theater was a very successful business. London theaters ranged from the Globe, which was a circular, unroofed structure holding three thousand people, to the Blackfriars, a roofed structure that held only five hundred.

The Globe's admission charge of one or two pennies enabled even the lower classes to attend. The higher prices of the Blackfriars brought an audience of the well-to-do. Because Elizabethan audiences varied greatly, playwrights had to write works that pleased nobles, lawyers, merchants, and vagabonds alike.

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.

Shakespeare has long been viewed as a universal genius. He was a master of the English language and his language skills were matched by his insight into human psychology. Whether in his tragedies or his comedies, Shakespeare showed a remarkable understanding of the human condition.

Shakespeare has long been viewed as a universal genius. He was a master of the English language and his language skills were matched by his insight into human psychology. Whether in his tragedies or his comedies, Shakespeare showed a remarkable understanding of the human condition.

Spanish Literature The theater was one of the most creative forms of expression during Spain's golden century as well. The first professional theaters, created in Seville and Madrid, were run by actors' companies, as they were in England. Soon, every large town had a public playhouse, including Mexico City in the New World. 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. They have been characterized as 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 satisfy public demand. He remarked once that if anyone thought he had written his plays for fame, "undeceive him and tell him that I wrote them for money."

One of the crowning achievements of the golden age of Spanish literature was the work of **Miguel de Cervantes** (suh•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 four-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. We are left with the conviction that both visionary dreams and the hard work of reality are necessary to the human condition.

✓ Reading Check Describing When was the "golden age" of Spanish literature? Who set the standard for playwrights?



Don Quixote and Sancho Panza

Political Thought

The seventeenth-century concerns with order and power were reflected in the political thought of the time. The English revolutions of the seventeenth century prompted very different responses from two English political thinkers, Thomas Hobbes and John Locke.

Hobbes Thomas Hobbes was alarmed by the revolutionary upheavals in England. He wrote *Leviathan*, a work on political thought, to try to deal with the problem of disorder. *Leviathan* was published in 1651.

Hobbes claimed that before society was organized, human life was “solitary, poor, nasty, brutish, and short.” 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 who possessed unlimited power. Rebellion must be suppressed. To Hobbes, such absolute power was needed to preserve order in society.

Locke John Locke, who wrote a political work called *Two Treatises of Government*, 1690, viewed the exercise of political power quite differently. He 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 a state of war. In this state of nature, humans had certain **natural rights**—rights with which they were born. These included rights to life, liberty, and property.

Like Hobbes, however, Locke believed that problems existed in the state of nature. People found it difficult to protect their natural rights. For that reason, they agreed to establish a government to ensure the protection of their rights.

The contract between people and government involved mutual obligations. Government would protect the rights of the people, and the people would act reasonably toward government. However, if a government broke the contract—if a monarch, for example, failed to live up to the obligation to protect subjects’ natural rights—the people might form a new government.

To Locke, people meant the landholding aristocracy, not landless masses. Locke was not an advocate of democracy, but his ideas proved important to both Americans and French 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 the American Declaration of Independence and the United States Constitution.

 **Reading Check Explaining** According to Hobbes, why was absolute power needed?

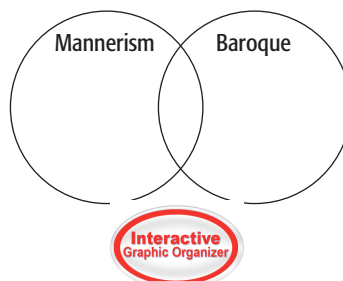
SECTION 4 ASSESSMENT

Checking for Understanding

- Define** Mannerism, baroque, natural rights.
- Identify** El Greco, Gian Lorenzo Bernini, William Shakespeare, Lope de Vega, Miguel de Cervantes, Thomas Hobbes, John Locke.
- Locate** Madrid, Prague, Vienna, Brussels.
- Describe** what *Don Quixote* reveals about the nature of Spanish character.
- Summarize** the mutual obligations between people and government as understood by Locke.

Critical Thinking

- Describe** How did the Elizabethan theater experience provide a full reflection of English society?
- Compare and Contrast** Using a Venn diagram, compare and contrast Mannerism and baroque art.



Analyzing Visuals

- Examine** the photograph of Bernini’s *Throne of Saint Peter* shown on page 231 of your text. How does Bernini’s artistic masterpiece reflect the political and social life of the period in which it was created?

Writing About History

- Persuasive Writing** In an essay, argue whether Shakespeare is stereotyping in this quote: “Frailty, thy name is woman.” Support your position with quotes from other authors who either corroborate or disagree with Shakespeare.

Using Key Terms

1. Philip II sent a fleet of warships called an _____ to invade England in 1588.
2. Parliament abolished the monarchy and declared England a republic or _____.
3. The _____ hysteria began to end in 1650.

4. The belief that the monarch receives power directly from God is called _____.
5. In _____, elongated figures show suffering and heightened emotions.
6. _____ refers to the political system in which ultimate authority rests with the monarch.
7. _____ artists paired ideals of Renaissance art with sixteenth-century spiritual feelings.
8. The Russian monarch was called a _____.
9. The _____ were Russian nobility defeated by Ivan the Terrible.
10. John Locke believed people had certain _____ —to life, liberty, and property.

Chapter Summary

The rulers of Europe during the sixteenth, seventeenth, and early eighteenth centuries battled to expand their borders, power, and religion. The chart below summarizes some of the events of this chapter.

Conflict

Spanish and English monarchs engage in a dynastic struggle.

- Philip II, a champion of Catholicism, resents English tolerance of Protestants.
- The defeat of the Spanish Armada in 1588 means that England will remain Protestant.

Change

Tudor monarchs bring stability and prosperity to England.

- The Act of Supremacy is passed.
- Foreign policy is moderate.
- Spain is defeated in 1588.

Uniformity

France's Louis XIV strengthens absolute monarchy in France and limits the rights of religious dissenters.

- He removes nobles and princes from royal council and keeps them busy with court life.
- He bribes people to make sure his policies are followed in the provinces.

Conflict

Dynastic and religious conflicts divide the German states.

- Two German states emerge as great powers in the seventeenth and eighteenth centuries: Prussia and Austria.
- Prussia has to build an army to protect its borders. Austria is diverse with no common culture or political rule.

Innovation

Peter the Great attempts to modernize Russian society.

- He introduces Western customs, practices, and manners.
- He prepares a Russian book of etiquette to teach Western manners.
- He mixes the sexes for conversation and dancing.

Reviewing Key Facts

11. **Religion** What is the name given to French Calvinists?
12. **Government** Why is the Edict of Nantes sometimes called the Edict of Tolerance?
13. **History** Whom did Spain defeat in the Battle of Lepanto in 1571?
14. **Geography** At the beginning of the seventeenth century, Spain controlled territory on which continents?
15. **History** When and where was the Thirty Years' War fought?
16. **History** After the Thirty Years' War, which country emerged as the most dominant in Europe?
17. **Government** On his deathbed, what advice did Louis XIV give to his great-grandson, the future king?
18. **Culture** What reason for writing did Lope de Vega give those who asked?
19. **Culture** What is the essential message of *Don Quixote* by Cervantes?
20. **Philosophy** According to John Locke, what was the purpose of government?

Critical Thinking

21. **Analyzing** Baroque art and architecture reflected a search for power. How can a particular style of art be more powerful than another? (Consider the palace at Versailles.)
22. **Explaining** "Repression breeds rebellion." Explain how this quote relates to the history of the Netherlands during the reign of Philip II.
23. **Compare and Contrast** Compare the political thought of John Locke to the American form of government. What would Locke support? What would he not support?

CLICK HERE



Self-Check Quiz

Visit the *Glencoe World History—Modern Times* Web site at wh.mt.glencoe.com and click on **Chapter 7—Self-Check Quiz** to prepare for the Chapter Test.

Writing About History

24. **Persuasive Writing** Which of the monarchs described in this chapter do you most and least admire? Why? Write an essay supporting your answer with logic and reason.

Analyzing Sources

Read the following quote about absolutism by Jacques Bossuet, a seventeenth-century French bishop.

“It is God who establishes kings. They thus act as ministers of God and His lieutenants on earth. It is through them that he rules. This is why we have seen that the royal throne is not the throne of man, but the throne of God himself. It appears from this that the person of kings is sacred, and to move against them is a crime. Since their power comes from on high, kings . . . should exercise it with fear and restraint as a thing which has come to them from God, and for which God will demand an account.”

25. According to the quote, how should kings rule?
26. How do these words justify divine right of kings, and what does it mean that God will demand an account? What questions would you ask Bossuet about his ideas? How might he answer?

Applying Technology Skills

27. **Using the Internet** or library, research the current political status of France, Great Britain, Spain, and Germany. List the name of the current leader and the type of government (for example: Mexico, President Fox, constitutional democracy).

Making Decisions

28. Assume the role of King Louis XIV, or Queen Elizabeth I. Write a speech to your people about raising taxes and religion. Assess the needs of the state, the military, the court, and the people. Is it necessary to raise taxes? Which group is demanding the increase? How will this action affect each of these groups? Who will benefit the most, and who will suffer the most from the increase? After you have weighed options and considered the consequences, write a speech to your subjects announcing your decision. Persuade them that the increase is in the best interest of all.



Analyzing Maps and Charts

29. What natural borders help to define France during this period?
30. Study the map carefully. What means of transportation do you think most French people used for trade?
31. Using this map and your text, describe how Louis XIV expanded France. What was the legacy of Louis XIV's expansion for his successor?
32. How does the extent of France in 1715 compare to the extent of France today? Use an atlas to research your answer.

Standardized Test Practice

Directions: Choose the best answer to the following question.

All of the following resulted from the English “Glorious Revolution” EXCEPT

- F the idea of the divine right of kings.
- G the addition of a Bill of Rights to the English constitution.
- H the restoration of a monarch in England.
- J increased religious freedom for Protestants.

Test-Taking Tip: Key words such as *except* or *not* dramatically change the test question. Always read carefully so you do not miss key words.