

# WORLD HISTORY



## Chapter 14 Resources

### Crisis and Absolutism in Europe, 1550–1715

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**Vocabulary Activity 14****Crisis and Absolutism in Europe, 1550–1715**

**DIRECTIONS:** Write one of the following terms on each numbered line below to complete the paragraphs.

- |              |                |                  |
|--------------|----------------|------------------|
| • absolutism | • commonwealth | • inflation      |
| • armada     | • czar         | • Mannerism      |
| • baroque    | • divine right | • natural rights |
| • boyars     | • heretics     | • witchcraft     |

In Spain, the rule of Philip II was an example of (1) \_\_\_\_\_ as he held virtually unlimited power over his subjects. Philip sent an (2) \_\_\_\_\_ to invade England, but many of the ships sank. Spain as well as other European countries also faced (3) \_\_\_\_\_, which sent prices soaring.

During the sixteenth and seventeenth centuries, the religious zeal that led to the Inquisition and the hunt for (4) \_\_\_\_\_ was extended to concern about (5) \_\_\_\_\_, or magic.

Following the death of England's Queen Elizabeth I, James I ascended to the throne with his belief in (6) \_\_\_\_\_, the conviction that a ruler derives complete authority to govern directly from God and is responsible to God alone.

In 1642, England slipped into a civil war between the supporters of the king and the parliamentary forces. Victorious, Parliament abolished the monarchy and the House of Lords and declared England a republic, or (7) \_\_\_\_\_.

In the sixteenth century, Russia's Ivan IV became the first ruler to take the title of (8) \_\_\_\_\_, the Russian word for caesar. Ivan IV took steps against the (9) \_\_\_\_\_ to reduce their potential threat to his throne.

The artistic Renaissance came to an end when a new movement, called (10) \_\_\_\_\_, emerged in Italy and distorted elements such as scale and perspective. This movement was eventually replaced by (11) \_\_\_\_\_, known for its use of dramatic effects to arouse the emotions.

John Locke, an English political thinker, argued against absolutism. Locke believed that humans had certain (12) \_\_\_\_\_, including life, liberty, and property.



## Skills Reinforcement Activity 14

### Making Generalizations

Historians must be careful when they make generalizations based on observed data. They must back up each generalization they make with specific references to the sources they have used, so that others

can trace the reasoning that went into making the generalization. A generalization made without reference to specific historical sources is usually viewed as an opinion and therefore not necessarily accurate.

**DIRECTIONS:** Read *The England of Elizabeth*, pages 431–432 of your text. Then read the following excerpt from a reply made by Elizabeth I to some English bishops who wanted to continue Mary’s pro-Catholic policies. Answer the questions below in the space provided.

On Religion, 1559

Sirs,

As to your entreaty for us to listen to you we waive it; yet do return you this our answer. Our realm and subjects have been long wanderers, walking astray, whilst they were under the tuition of Romish pastors, who advised them to own a wolf for their head (in lieu of a careful shepherd) whose inventions, heresies and schisms be so numerous, that the flock of Christ have fed on poisonous shrubs for want of wholesome pastures. And whereas you hit us and our subjects in the teeth that the Romish Church first planted the Catholic within our realm, the records and chronicles of our realm testify the contrary; and your own Romish idolatry maketh you liars; witness the ancient monument of Gildas unto which both foreign and domestic have gone in pilgrimage there to offer. This author testifieth Joseph of Arimathea to be the first preacher of the word of God within our realms. Long after that, when Austin came from Rome, this our realm had bishops and priests therein, as is well known to the learned of our realm by woeful experience, how your church entered therein by blood; they being martyrs for Christ and put to death because they denied Rome’s usurped authority.

1. What generalizations does the author of your textbook make about Elizabeth I in regard to religion?  
\_\_\_\_\_
2. What statements does Elizabeth make about religion in her reply to the English bishops?  
\_\_\_\_\_
3. What generalizations can you make based on Elizabeth’s statements?  
\_\_\_\_\_
4. Does Elizabeth’s reply support the generalizations made in your text? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

<b>Critical Thinking Skills Activity 14</b>	<b>Drawing Conclusions</b>
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When you draw conclusions, you make decisions about information presented. A conclusion is a logical generalization you make by putting together the details you read about with what you already know

about the topic. For example, you might read about a king who, without consulting his advisers, invades a neighboring country. From this information, you might conclude that the king is impulsive or aggressive.

**DIRECTIONS:** Read the passage below. Then answer the questions that follow to draw conclusions.

**CHAPTER 14**

**F**rom 1577 to 1580, the great English explorer Sir Francis Drake sailed around the world in a ship called the *Golden Hind*. However, the ship started its voyage with a different name—the *Pelican*. Sir Francis Drake suddenly renamed the ship right after one of his sailors, Thomas Doughty, sparked a mutiny. Drake ruthlessly suppressed the mutiny by beheading Doughty, but this action created a political crisis. Doughty had been the secretary to Sir Christopher Hatton, a major investor in the voyage and one of Queen Elizabeth’s favorites. The Hatton family coat of arms (a family crest or shield) was decorated with a golden female deer, called a hind. A few days after Doughty’s execution, Drake renamed the *Pelican* the *Golden Hind*. Under that name, the ship achieved great fame.

1. From the information above, what can you conclude about Sir Francis Drake’s personality? State and support at least two conclusions. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. What conclusion can you draw about why Sir Francis Drake changed the name of the flagship from the *Pelican* to the *Golden Hind*? Explain your answer. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. At sea, captains took the law into their own hands. Explain why this conclusion is or is not supported by the information above. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# ★ HISTORY AND GEOGRAPHY ACTIVITY 14



## Britain's Toehold in Europe

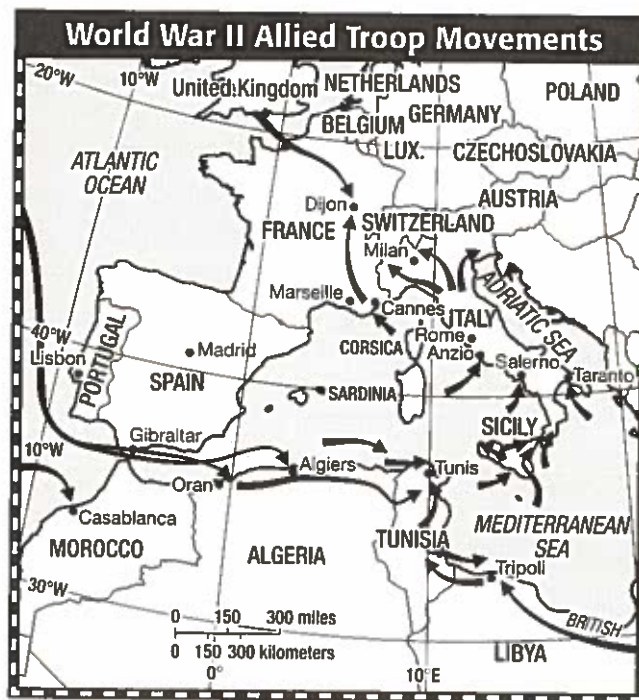
Since 1704, England and Spain have been quarreling over Gibraltar, a 2.25 square mile (5.83 sq m) rocky outcropping in the Straits of Gibraltar linked to Spain by a narrow isthmus. Why do the two powers contest control of "the Rock"?

England plucked Gibraltar from Spain during the War of the Spanish Succession, which began when Louis XIV accepted the Spanish crown on behalf of his grandson, Philip of Anjou. In the spring of 1704, Britain and the Netherlands dispatched fleets to the Mediterranean to assist Charles of Austria in his claim to the crown. Unable to attain their original objective and not wishing to return empty-handed, the fleet's commanders attacked Gibraltar on July 23 and took possession of its gates the next

day. To the naval commanders of Britain, control of the point at the southern tip of Spain where the Atlantic joins the Mediterranean proved irresistible.

Some 200 years later during World War II, Britain's judgment of Gibraltar's strategic importance proved correct. In November of 1942, General Eisenhower set up a command center in Gibraltar from which he launched the invasion of North Africa known as Operation Torch. Troop convoys assembled in Gibraltar's harbor. A cave within the rocks served as the point from which Eisenhower communicated with Washington, London, and the field commanders landing in Africa. From this strategic point, the Allies launched the campaign that eventually allowed them to regain Europe.

CHAPTER 14



*Launched from Gibraltar, landings near Casablanca, Oran, and Algiers started the campaign that eventually allowed Allied forces to occupy Europe during World War II.*

## HISTORY AND GEOGRAPHY ACTIVITY 14 (continued)

People choose to settle in certain locations for many reasons. Soil, climate, and energy sources provide the basic elements for human survival. Geographic features such as deep harbors or navigable rivers allow people to transport goods and passengers to other markets or population centers. At the time that the British acquired Gibraltar, the seas were a primary means of commerce and transportation, allowing Britain to support a community in a location where rocky soil and salty water prevent crops from being grown.

### Gibraltar Made It Possible

*In November, 1942, the Allied nations possessed, except for the Gibraltar Fortress, not a single spit of ground in all the region of Western Europe . . . Gibraltar made possible the invasion of northern Africa.*

—Dwight D. Eisenhower

### APPLYING GEOGRAPHY TO HISTORY

**DIRECTIONS:** Answer the questions in the space provided or on a separate sheet of paper.

1. What factors typically affect the location of a settlement?  
\_\_\_\_\_
2. Why might the advantages of a location not be apparent to a visitor?  
\_\_\_\_\_
3. What aspects of Gibraltar's geography made it valuable during World War II?  
\_\_\_\_\_

### Critical Thinking

4. **Making Inferences** Many British civil servants and dockworkers married women from neighboring Spain and settled in Gibraltar. Which elements do you think Gibraltar might have adopted from each culture?  
\_\_\_\_\_  
\_\_\_\_\_

### Activity

5. Look for articles in newspapers, news magazines, or geographic magazines that describe the economic activities of Gibraltar today. Explain in a brief report how Gibraltar's location is related to its economy.

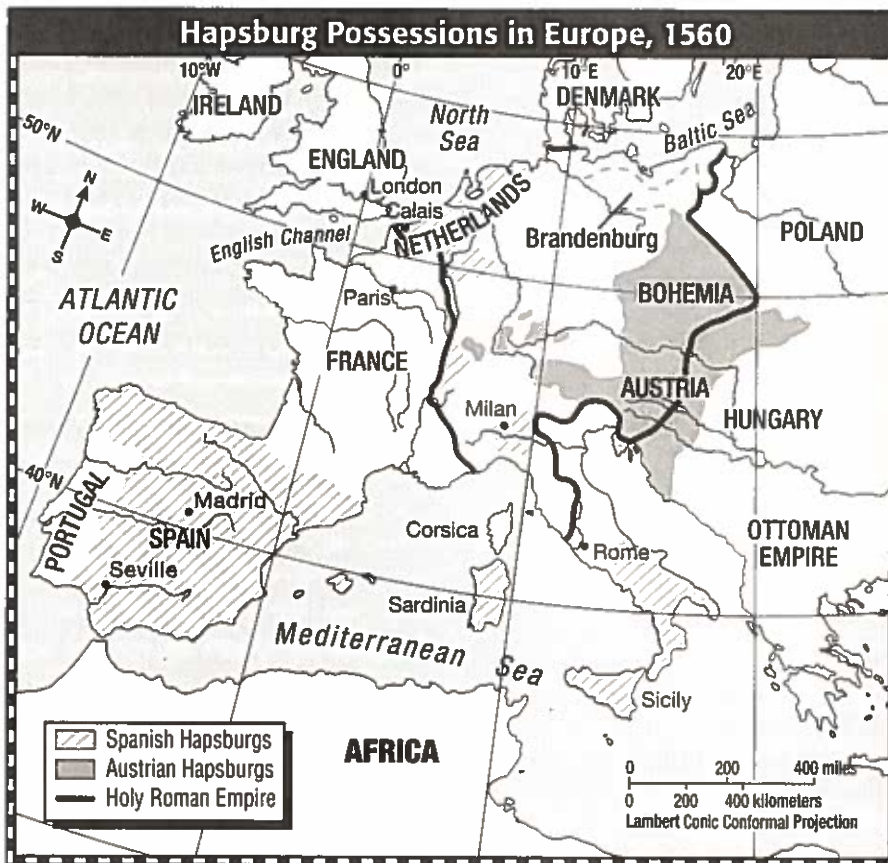
# Mapping History Activity 14



## The Hapsburg Empire

The Hapsburgs reached their greatest power before the end of the 1500s: Charles V annexed Milan in 1535, Philip II conquered Portugal in 1580, and Spanish holdings in the Americas were expanding. However the Hapsburg power structure would collapse over the next decades.

**DIRECTIONS:** The map below shows the Hapsburg holdings in the mid-1500s. Use the map to answer the questions and complete the activities that follow. Use a separate sheet of paper.



1. Locate the lands held by the Spanish Hapsburgs. Based on the arrangement of holdings, what location might have made a better capital than Madrid? Why?
2. The Spanish Armada suffered a disastrous defeat at the hands of the English. What other countries do you think Philip II could have had better success at conquering? Support your opinion with information from the map.
3. Use an atlas from your classroom, library, or the Internet to help you draw in the borders of the countries of present-day Europe. How have the configurations of the borders changed in more than 400 years? How have they stayed the same?

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**CHAPTER 14**

## Historical Significance Activity 14



### Saving the “Wooden O”

The English speaking theater achieved its greatest height in Elizabethan England. No playwright of this time was more important than William Shakespeare, and no theater was more important than the “wooden O”—the Globe—referred to in the passage below. Yet, in 1598, the future of Shakespeare and his acting company, the Lord Chamberlain’s Men, were in jeopardy. They were performing at The Theatre but their lease was up. The landlord told the company he planned to tear the building down and “convert the wood and timber thereof to some better use.”

Faced with homelessness, the company took action. Under the cover of darkness, the members disassembled the theater themselves and shipped the pieces across the River Thames to an area called Bankside. The company’s new home would be built there. All were counting on Bankside

becoming London’s next theatrical center, and they were correct.

In 1599 the Globe—made of wood and probably round, like the letter O—opened its doors to the public and much success. Its sign showed Hercules bearing the world on his shoulders. Apparently Shakespeare believed that not only the “vastly fields of France” and “the casques [helmets] that did affright the air at Agincourt,” but the whole world, could be crammed imaginatively into the wooden O of the theater.

Shakespeare died in 1616, but the English stage continued to enjoy its greatest period until 1642. In that year the Puritans closed London’s theaters. They thought theatrical entertainment would corrupt the citizens, and the royalty, whom the Puritans opposed, supported the acting troupes.

O, for a Muse of fire, that  
 would ascend  
 The brightest heaven of  
 invention!  
 A kingdom for a stage,  
 princes to act,  
 And monarchs to behold  
 the swelling scene!  
 Then would the warlike  
 Harry, like himself,  
 Assume the port of Mars . . .

But pardon, gentles all . . .  
 Can this cockpit hold  
 The vastly fields of France?  
 Or may we cram  
 Within this wooden O the  
 very casques  
 That did affright the air at  
 Agincourt?

—William Shakespeare,  
 Prologue to Act I,  
*The Life of King Henry the Fifth*

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.

1. Who is Mars and why does he fit in the prologue about King Henry the Fifth (Harry)?
2. What event happened at Agincourt?
3. Why did the Puritans object to plays being performed?
4. Were the members of the Lord Chamberlain’s Men right or wrong in dismantling the theater in the middle of the night to build the Globe across the Thames? When you answer, keep in mind that their lease actually gave them the right to move the theater, but the lease had expired.



## ★ Cooperative Learning Activity 14★



## Influential Europeans in Absolute Profile

### BACKGROUND

The late sixteenth century through to the beginning of the eighteenth century was a time of great change in the nations of Europe. European monarchs sought to consolidate and expand their authority, often in the context of religious wars and disputes wrapped around political power agendas. A number of absolute monarchs and rulers played key roles in the European theater. In this activity, your group will choose one historical figure from the era of state building in Europe, research the subject's role in the great changes that took place in Europe, and present their findings as a multimedia presentation to the class.

### GROUP DIRECTIONS

1. Your group should discuss, then select, one of the following figures to research.
 

Elizabeth I	Peter the Great
William and Mary	Oliver Cromwell
Louis XIV	Frederick William the Great
Charles II	James II
Philip II	Henry of Navarre
2. As a group, decide on the aspects of the subject to be researched and presented, including details from his or her personal life and the impact that the person had on changes in Europe as a whole. Assign specific areas of research to individual group members.
3. Complete your research assignment and include ideas for visuals and props that can be included in the multimedia presentation about your subject.
4. Present your multimedia presentation to the class and have the class complete the "listener's guide."

### ORGANIZING THE GROUP

1. **Decision Making/Group Work** Decide on a subject from the list provided or suggest another subject to your teacher for approval. Brainstorm as a group the general areas that will be used to organize the research on the subject's life and historical significance. Record the results. Assign specific topics to individual team members to research. Team members should be aware of all research areas determined by the team, not just their own, so they can point teammates to sources of information that they may find for different research assignments.
2. **Individual Work** Start with your textbook, but draw upon at least three sources of information to research the subject area you were assigned. Be sure to include personal information you can find about the subject and identify sources of maps, paintings, documents, information about personal effects, and other information that can be used in visuals. Share any information you find that other

**Cooperative Learning Activity 14** (continued)

team members might need or want to include in their own assignments and encourage them to share with you any information they encounter related to your own specific area of focus. Keep track of all reference sources used.

3. **Group Work/Decision Making** Share your research with your group. Invite comments on, and build extensions of, individuals' ideas. Together, decide what information to prioritize, using information that the group considers most significant and interesting. Collect ideas and references to visuals that can be used in the presentation. Collectively agree on the significance of the subject to the larger European scene. Assign writing, editing, further research, and assembling visuals tasks to the members of the group. Decide what role the group members will play in making the multimedia presentation. Also assign one or more members of the team to design, create, and duplicate a one-page "listener's guide" with questions to be answered during the presentation by the audience.
4. **Individual Work** Complete additional assignments made by the team to prepare the multimedia presentation.
5. **Group Sharing** Distribute the one-page listener's guide handouts and present your multimedia presentation to the class. Tell the audience in advance that there will be prizes for the most complete set of answers to the listener guide questions. Have the team members observe the audience's attentiveness, reactions, and apparent interest levels during the presentation.
6. **Extended Group Work/Sharing** Discuss what the members observed and felt about the attentiveness of the audience during the presentation. How could the presentation have better maintained audience interest? Review the answers on the listener guides and decide on a winner or winners. Award appropriate prizes.

**GROUP PROCESS QUESTIONS**

- What is the most important thing you learned about the subject your group researched in this activity?
- Did you omit any important information from your presentation? What was it?
- How effective was the listener's guide in creating audience interest?

**Quick  
CHECK** 

1. Was the goal of the assignment clear at all times?
2. How was creating and presenting a multimedia presentation different from other types of projects?
3. Did you have problems working together? If so, how did you solve them?
4. Were you satisfied with your work on this project? Why or why not?

# HISTORY SIMULATION ACTIVITY 14

## King or Queen for a Day

The age of absolute monarchs brought many social and political changes to the people and the map of Europe from 1500 to 1700. Kings and queens of Europe and Russia wielded absolute power over their subjects. Sometimes their rule brought benefits to the societies they ruled, but often this was at the expense of hardships to some groups.

### TEACHER MATERIAL

**Learning Objective** To review and evaluate the political policies, military strategies, moral convictions, and personal objectives of the absolute monarchs who ruled from 1500 to 1700.

**Activity** Students will work in five groups to investigate and select the monarch they feel was the most influential to his or her time period and country. Groups should take into consideration how the monarch treated the common people and affected religious beliefs.

**Teacher Preparation** Bring in supplemental reference books for the students to use in addition to their textbooks. Each group member will need a copy of the worksheet on the next page and a pencil or pen.

#### Activity Guidelines

1. Introduce this as a chapter-concluding activity that will challenge students to use the knowledge they have gained from their textbooks, plus independent research in the reference materials, to describe and evaluate the absolute monarchs they have studied. Explain the learning objective and briefly review the major figures in the chapter.
2. Organize the class into five groups and assign each group one of the countries involved: France, Spain, England, Prussia, or

Russia. Explain that each group's task is to work together to reach a consensus about which monarch from their assigned country they will select to receive the King- or Queen-for-a-day award. Each group should designate one student to present the group's choice to the rest of the class and briefly defend that choice based on the worksheet information. Note: The group assigned to Spain has only one major figure—Philip II.

3. Encourage students to use their textbooks and the supplemental reference books to find facts to support their reasons for selecting a particular monarch.
4. After each group completes the worksheet, ask them to take an informal group vote to determine their choice for the award.
5. Allow at least half of the class period for group research, discussion, and completion of the worksheets and the other half for presentations.
6. After each group's presentation, have members of the class comment on each group's choice, voicing agreement or disagreement, with an explanation of their opinions.

# HISTORY SIMULATION ACTIVITY **14**

**HANDOUT MATERIAL**

## King or Queen for a Day—Worksheet

Complete the following worksheet as you discuss the actions, policies, and personal objectives of the absolute monarchs. Use the information to come to an agreement on who should receive the King- or Queen-for-a-Day award.

**CHAPTER 14**

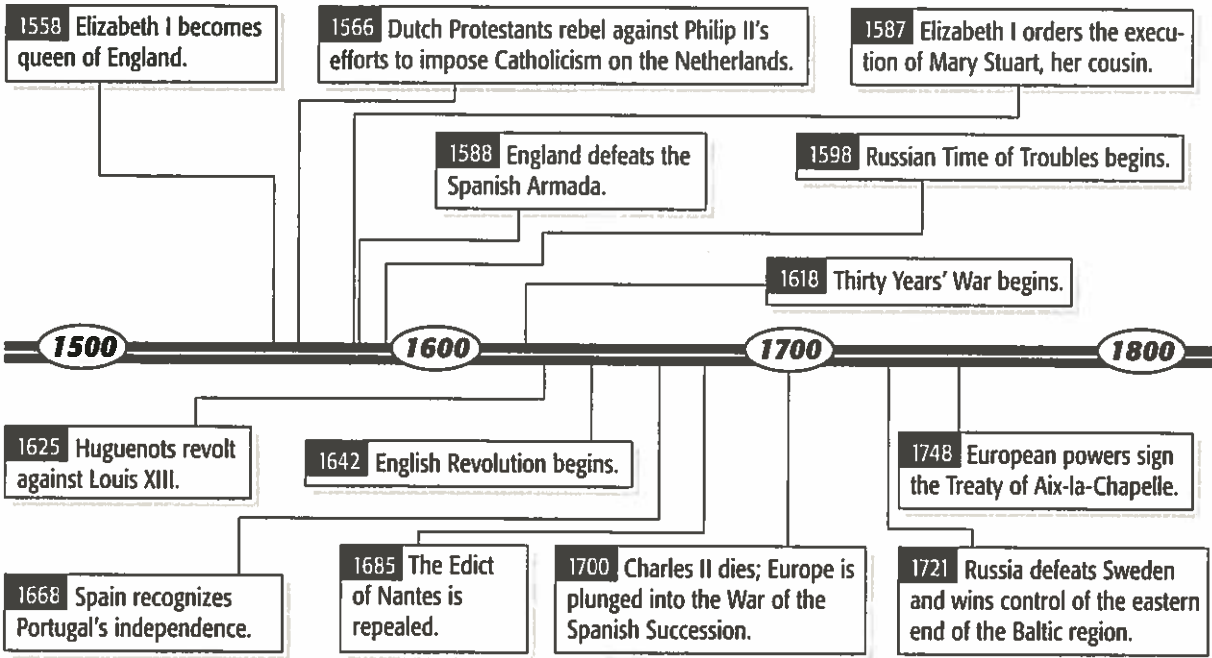
<b>Monarchs to Be Considered</b>		
	_____	_____
Political achievements		
Religious policy		
Military successes or failures		
Domestic policy		
Foreign policy		
Innovations during the monarch's rule		
State of the empire after the monarch's reign		

Choice for King- or Queen-for-a-Day award: \_\_\_\_\_

## Time Line Activity 14

### Crisis and Absolutism in Europe

**DIRECTIONS:** The monarchs who ruled Spain, England, France, the German states, and Russia from 1500 to 1750 were intent on expanding their territory and power. Their efforts at national expansion set the stage for Europe's future territorial conflicts. The time line below shows some of the key events in their power struggles. Read the time line, then answer the questions that follow.



- Whom did Queen Elizabeth I put to death in 1587? \_\_\_\_\_
- When did the Thirty Years' War begin? \_\_\_\_\_
- What common factor links the event that occurred in 1566 with the event in 1625?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Which country became independent in the mid-seventeenth century? \_\_\_\_\_
- Based on the entire time line, how would you characterize Europe in the sixteenth, seventeenth, and early eighteenth centuries?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Linking Past and Present Activity 14

### Attempts to Maintain Centralized Power: Past and Present

**THEN** As the leaders of the Holy Roman Empire, the Hapsburgs of Austria tried to unify the countries under their rule by converting their populations to Catholicism. In Bohemia (present-day Czechoslovakia), Catholics and Protestants had once coexisted in peace. However, when a Hapsburg monarch closed the Protestant churches there, civil war broke out. This conflict ignited the Thirty Years' War, which raged from 1618 to 1648.

The Bohemians' reaction to an attack on their religion demonstrated the strength of their attachment to their culture. However, the Hapsburgs ignored this message. After putting down the Bohemian revolt, the Hapsburgs attempted to force Catholicism on other German states. By the end of the Thirty Years' War, the Hapsburg king, Ferdinand III, would abandon this effort.

In the meantime, Ferdinand created a strong central government within the countries still under his control. He then wrested Hungary and Transylvania from the Ottoman Empire. Under the Turks, the Hungarians had been free to practice Protestantism and otherwise express their own culture. Their strong sense of national identity helped them resist the rule of Austria. Although unable to break away from the Austro-Hungarian Empire completely, the Hungarians did thwart the Hapsburgs' attempts to establish a totally centralized empire. Over time, strong feelings of nationalism developed within other countries of the empire, which also challenged Austria's authority.

#### CRITICAL THINKING

**Directions:** Answer the following questions on a separate sheet of paper.

- 1. Making comparisons:** How were the Hapsburgs and the Soviets similar in the way they ruled conquered countries? How were they different?
- 2. Making inferences:** Why might leaders feel that controlling a group's culture will help them govern that group?

**NOW** Some governments still ignore peoples' right to choose their own way of life. The "empire" of the former Soviet Union included countries in Eastern Europe, in which the Soviets had set up puppet governments. Like the countries in the Austro-Hungarian Empire, Eastern Europe under the Soviets included a variety of ethnic groups. Hoping to maintain strong centralized rule, the Soviets did not allow the different groups in Eastern Europe to express their cultures: Traditional religions, economies, family structures, art, and literature were all banned.

Hungary and Czechoslovakia were among several Soviet-ruled countries that had been part of the Austro-Hungarian Empire. The nationalism that developed during Austrian rule intensified under Soviet control. Repeatedly, Hungary and Czechoslovakia tried to free themselves from the Soviets. Finally they succeeded as the Soviet Union began to crumble.

Communist China has also tried to change the cultures of the peoples living in its domain. Tibet is a notable example. Buddhist leaders, called lamas, once ran the Tibetan government. Consequently, religion formed the core of Tibetan culture. When China first took over, Chinese leaders promised the Tibetans that their religious freedom would be respected. However, in 1956, many Buddhist monasteries were closed and the Dalai Lama was forced to seek refuge in India. Buddhism forbids the use of violence. Therefore, the Dalai Lama has tried to free his country of Chinese tyranny through peaceful means—so far without much success.

- 3. Synthesizing information:** Do you think that peaceful resistance, such as strikes and boycotts, are worthwhile methods of protesting injustice or occupation? Do research in the library and on the Internet to learn about people who have used peaceful means of resisting oppression. Write a brief report of your findings.

# People in World History Activity 14

## Profile 1

### Guy Fawkes (1570–1606)

Remember, remember the fifth of November,  
Gunpowder treason and plot;  
I see no reason why Gunpowder Treason  
Should ever be forgot.

Chant sung by children on Guy Fawkes Day

Each November 5 in the British Commonwealth, children repeat this Gunpowder Treason chant. It's Guy Fawkes Day! On this day in 1605, a man named Guy Fawkes nearly blew up King James I and his government.

Robert Catesby was one of the conspirators' leaders. A Roman Catholic extremist, he wanted to avenge the anti-Catholic laws of England. He enlisted at least 11 other people to help him carry out his plans. The most famous of these was Guy Fawkes, a soldier who had been serving in Flanders. The group rented a house next to Parliament and tunneled into a cellar beneath the House of Lords. There, Fawkes and the other conspirators stacked 36 barrels of gunpowder, covered with iron bars and firewood. All that remained was to set the gunpowder off. The date selected for the explosion was November 5, when King James himself was scheduled to appear for the opening of Parliament. The conspirators hoped that the massive explosion would kill James and the members of Parliament, and in turn set off a Catholic uprising throughout Britain.

Although the plan required secrecy, word got out. Since the conspirators needed more



Guy Fawkes, kneeling, being interrogated by James I

money to finance the planned uprising, they invited several wealthy men to join them. One of these men, Sir Francis Tresham, revealed the plot to his brother-in-law Lord Monteagle, through a letter warning him not to attend Parliament. Monteagle had the cellar searched. Fawkes was captured, and what came to be known as the Gunpowder Plot was ended. Ironically, the Gunpowder Plot, which was conceived to help the plight of persecuted Roman Catholics, actually caused Roman Catholic persecution to be more vigorous and bitter in England.

The conspirators were tried and convicted. On January 31, 1606, Fawkes and seven of the other conspirators were beheaded. Of the 11 conspirators, Guy Fawkes—because he intended to light the fuse—is the most remembered. In 1606, a year after the gunpowder was discovered, Parliament enacted a law establishing November 5 as a day of public thanksgiving. To this day, children make effigies of Guy Fawkes. The “Guys” are then burned in bonfires, and fireworks fill the skies.

### REVIEWING THE PROFILE

**Directions:** Answer the following questions on a separate sheet of paper.

1. What role did Guy Fawkes play in the Gunpowder Plot?
2. What was the purpose of the plot, and what were its results?
3. **Critical Thinking Drawing Conclusions.** Why did the Parliament choose November 5 to be a day of thanksgiving?

## People in World History Activity 14

## Profile 2

**Blaise Pascal** (c. 1623–1662)

The heart has its reasons that reason knows not of.

*Pensées*, Blaise Pascal

While the seventeenth-century European monarchies were fighting each other and opponents of absolutism, the modern Scientific Revolution was beginning. As were those in the political battles, many of the early-modern European scientists were concerned about religion. Some followed obediently the church's ideas about knowledge, and some thought religion only hindered understanding the world. Others, like the Frenchman Blaise Pascal, spanned the worlds of religion and science.

Pascal came from a talented family. His sister, Jacqueline, was a literary prodigy. His talents lay in mathematics and natural science, however. By his early twenties, Pascal had published important works in geometry and algebra. Later he helped found probability theory. He also invented a calculating device to help his father, a judge in the local tax court. Though operated by hand, this device is a forerunner of the computer. That's why in 1971, a new programming language was named Pascal.

The severe illness of his father in 1646 made Pascal take religion seriously. For the next nine years he divided his time between scientific work and the spiritual life. Interested in Galileo's theories, Pascal

did experiments on atmospheric pressure. During these he invented the syringe and the hydraulic press. He also formulated Pascal's Law: pressure is transmitted equally throughout a confined liquid. This law made a fundamental contribution to hydrostatics, the science used to build such things as dams and ships.

On November 23, 1654, Pascal experienced what he referred to as a "night of fire," a conversion experience that began a new life devoted almost exclusively to religion. During this period Pascal composed his most famous work, the *Pensées* (Thoughts). It advocates a faith based on intuition and the heart's love of God. It is here, as well, that Pascal proposes his famous argument, called Pascal's Wager, to convert intellectually those unmoved by religion and lead them to the full conversion of their hearts: If God does not exist, a person loses nothing by believing He does; if God does exist, a person wins eternal life by believing He does. Therefore, believing in God is sensible. Nothing to lose and everything to win—for Pascal that sounded like a good bet.

**REVIEWING THE PROFILE**

**Directions:** Answer the following questions on a separate sheet of paper.

1. To what three areas of life did Pascal devote himself?
2. Explain the argument called Pascal's Wager. Whom did Pascal hope to convert with this argument?
3. According to Pascal, what should be the basis of religious faith?
4. **Critical Thinking Drawing Conclusions.** Why might the severe illness of his father have caused Pascal to take religion seriously?





## PRIMARY SOURCE READING 14

### A Day at the Court of the Sun King

The luxurious and elaborate lifestyle of royal courts in the seventeenth and eighteenth centuries seems almost unbelievable today. The French court, especially during the long reign of Louis XIV, set the style for the rest of Europe. The colorful picture of court life in this selection was written by Louis de Rouvroy, duke of Saint-Simon, a noble whose *Memoirs* are considered a masterpiece of French literature. Saint-Simon's multivolume journals describe court life and personalities in the years 1694–1723, which include the final years of the reign of Louis XIV and the regency that followed.

**GUIDED READING** *In this selection, read to learn what a "typical" day entailed in the life of King Louis XIV.*

At eight o'clock the chief *valet de chambre* [personal servant] on duty, who alone had slept in the royal chamber, and who had dressed himself, awoke the King [Louis XIV]. The chief physician, the chief surgeon, and the nurse (as long as she lived) entered at the same time. . . . At the quarter [8:15], the grand chamberlain was called . . . and those who had what was called the *grandes entrées* [greatest access]. The chamberlain (or chief gentleman) drew back the curtains which had been closed again, and presented the holy water from the vase at the head of the bed. These gentlemen stayed but a moment, and that was the time to speak to the King, if anyone had anything to ask of him; in which case the rest stood aside. . . . Then all passed into the cabinet of the council. A very short religious service being over, the King called [and] they re-entered. The same officer gave him his dressing-gown; immediately after, other privileged courtiers entered, and then everybody, in time to find the King putting on his shoes and stockings, for he did almost everything himself, and with address [attention] and grace. Every other day we saw him shave himself; and he had a little short wig in which he always appeared, even in bed, and on medicine days. . . .

As soon as he was dressed, he prayed to God, at the side of his bed, where all the clergy present knelt, the cardinals without cushions, all the laity [those outside the clergy] remaining standing; and the captain of the guards came to the balustrade during the prayer, after which the King passed into his cabinet. He found there, or

was followed by all who had the *entrée*, a very numerous company, for it included everybody in any office. He gave orders to each for the day; thus within a half a quarter of an hour it was known what he meant to do; and then all this crowd left directly. . . .

All the Court meantime waited for the King in the gallery. . . . During this pause the King gave audiences when he wished to accord any, spoke with whoever he might wish to speak secretly to, and gave secret interviews to foreign ministers. . . .

The King went to mass, where his musicians always sang an anthem. . . . The King amused himself a little upon returning from mass and asked almost immediately for the council. Then the morning was finished.

On Sunday, and often on Monday, there was a council of state; on Tuesday a finance council; on Wednesday council of state; on Saturday finance council. Rarely were two held in one day or any on Thursday or Friday. . . . Often on the days when there was no council the dinner hour was advanced more or less for the chase [hunt] or promenade. The ordinary hour was one o'clock; if the council still lasted, then the dinner waited and nothing was said to the King.

The dinner was always *au petit couvert*, that is, the King ate by himself in his chamber upon a square table in front of the middle window. It was more or less abundant, for he ordered in the morning whether it was to be "a little," or "very little" service. But even at this last, there were always many dishes, and three courses without counting the fruit. . . .



## PRIMARY SOURCE READING 14

Upon leaving the table the King immediately entered his cabinet [private room]. That was the time for distinguished people to speak to him. He stopped at the door a moment to listen, then entered; very rarely did anyone follow him, never without asking him for permission to do so; and for this few had the courage. . . .

The King amused himself by feeding his dogs, and remained with them more or less time, then asked for his wardrobe, changed before the very few distinguished people it pleased the first gentleman of the chamber to admit there, and immediately went out by the back stairs into the court of marble to get into his coach. From the bottom of that staircase to the coach, anyone spoke to him who wished. . . .

As he was but little sensitive to heat or cold, or even to rain, the weather was seldom sufficiently bad to prevent his going abroad. He went

out for three objects: stag-hunting, once or more each week; shooting in his parks (and no man handled a gun with more grace or skill), once or twice each week; and walking in his gardens for exercise and to see his workmen. Sometimes he made picnics with ladies, in the forest at Marly or at Fontainebleau [a chateau], and in this last place, promenades with all the Court around the canal, which was a magnificent spectacle. . . .

At ten o'clock his supper was served. . . . This supper was always on a grand scale, the royal household (that is, the sons and daughters of France [the king]) at table, and a large number of courtiers and ladies present, sitting or standing. . . .

The King, wishing to retire, went and fed his dogs; then said good night, passed into his chamber to . . . his bed, where he said his prayers. . . .

### INTERPRETING THE READING

**Directions** Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What members of the court and household attended the king in the mornings?

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2. When did the king attend to government business?

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3. What did the king do for entertainment and relaxation?

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4. What part did religion play in court life?

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#### Critical Thinking

5. **Making Inferences** From this account, does the king's life seem enjoyable? Explain your answer.

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## Reteaching Activity 14

### Crisis and Absolutism in Europe

The monarchs who ruled England, France, Spain, the German states, and Russia from 1550 to 1750 battled to expand their domain and their power. Their struggles laid the foundation for the ensuing territorial strife in Europe.

**DIRECTIONS:** Complete the following “KWL” chart to review the information in Chapter 14. A few sample questions have been filled in for you.

<b>Crisis and Absolutism in Europe, 1550–1715</b>		
<b>K</b> What I Already Know	<b>W</b> What I Want to Know	<b>L</b> What I Learned
Spain	Why did Philip II and other Spanish monarchs have difficulty ruling the Spanish Empire?	
England	How did the Tudor monarchs influence English and European affairs?	
France		
The German States		
Russia		

## ★ Enrichment Activity 14



### Addressing the Troops

By 1558, when Elizabeth Tudor ascended to the throne of England at the age of 25, she could read and write Greek, Latin, French, Italian, Spanish, German, and, of course, English. During the era that was named for her, she was celebrated in many poems and plays. Her own writing reveals

the same intelligence and learning that distinguished much of sixteenth-century writing.

Below is the speech that Elizabeth delivered to the English troops assembled at Tilbury in 1588 waiting for the landing of the Spanish Armada.

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom prince never commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valour in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

—From "Speech to the Troops at Tilbury" by Elizabeth I.

**DIRECTIONS:** Answer the questions below in the space provided.

1. According to Elizabeth, why is she at Tilbury with the troops? \_\_\_\_\_  
\_\_\_\_\_
2. What does Elizabeth's presence at Tilbury with the soldiers tell you about her character? \_\_\_\_\_  
\_\_\_\_\_
3. How would you describe the tone or mood of this speech? \_\_\_\_\_
4. What effect do you think this speech had on the soldiers? \_\_\_\_\_  
\_\_\_\_\_
5. Imagine that Philip II of Spain was addressing his troops as they set off to invade England. How do you think his speech might be the same as Elizabeth's? How might it be different? \_\_\_\_\_  
\_\_\_\_\_

## World Art and Music Activity 14



### Rembrandt

In the 1600s, the Netherlands was a newly independent country. Consequently, Dutch artists were not supported by a system of commissions from church and state, as were the artists in older, Catholic countries. Instead, artists were dependent on private collectors. There were many wealthy collectors, which encouraged an explosion of artistic talent. The master of all the Dutch artists was Rembrandt, who produced in his lifetime more than 600 paintings, 300 etchings, and 2,000 drawings. Yet he died alone, penniless, and largely unappreciated.

**DIRECTIONS:** Read the passage below about this Dutch painter, then answer the questions that follow.

**R**embrandt van Rijn (1606–1669) was born in Leyden, the son of a miller. He received a classical education at the Latin School and spent one year at the university. He left school at the age of 15 to study art under a local artist. Recognition and fame came early, and Rembrandt was soon sought after to produce portraits and other paintings for collectors. He was also an excellent teacher; in fact, hundreds of works thought to have been painted by Rembrandt are now known to be the work of his students.

One of Rembrandt's specialties was large oil paintings—some of biblical stories, others on historical subjects. These include *The Blinding of Samson*, *The Return of the Prodigal Son*, *The Sacrifice of Abraham*, *Aristotle Contemplating the Bust of Homer*, and *The Night Watch*. Much of his genius was in his use of chiaroscuro, or the play between light and dark. Sometimes in his paintings light pours in from outside, illuminating the important figures. More often the figures themselves seem to radiate their own light, as in the self-portrait shown here. Also, each face painted by Rembrandt is different—Samson looks wretched; the father forgiving his son is full of tenderness and compassion; the soldiers on night watch are alert. There is also balance and an attention to detail. The emotions portrayed draw the viewer into an intimate relationship with the art. It is not necessary to know the story behind



Rembrandt, *Self-Portrait*

the painting to feel its emotions and share the experience. Rembrandt's appeal is said to lie in his "profound humanity"—the compassion he has for all his subjects.

Rembrandt was the first artist to specialize in self-portraits. And his sense of humanity is evident in the

(continued)

# World Art and Music Activity 14



more than 90 paintings he created of himself, spanning his lifetime. They display a scrupulous honesty, portraying Rembrandt at different times and

in different states of mind. They never glorify or dramatize, they are never angry or bitter. Instead, they seem to say, "This is who I am. I accept it."

### Reviewing the Selection

1. Describe Rembrandt's technique of using light and shadow. What is this technique called?  
\_\_\_\_\_  
\_\_\_\_\_
2. What are two types of paintings Rembrandt specialized in, and how are they unique?  
\_\_\_\_\_  
\_\_\_\_\_
3. Reread the second paragraph of the passage and look at the self-portrait shown there. Do you agree with the writer's assessment? Explain your answer, using details from the painting to support your opinion.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Critical Thinking

4. **Demonstrating Reasoned Judgment** Michelangelo was supported by the fabulously wealthy Medici government in Florence. Rembrandt was dependent on local art lovers who could afford paintings. Is one way of encouraging art better than the other? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. **Predicting Consequences** If Rembrandt had been supported by the church or the state, how might his art have been different?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Glencoe

# WORLD HISTORY



## Chapter 14 Section Resources

<b>GUIDED READING ACTIVITY 14-1</b>	<b>94</b>
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<b>GUIDED READING ACTIVITY 14-4</b>	<b>97</b>



## Guided Reading Activity 14-1

### Europe in Crisis: The Wars of Religion

**DIRECTIONS:** Answer the following questions as you read Section 1.

1. Name the chief cause of religious wars that plagued Europe in the sixteenth century.

\_\_\_\_\_

2. Who were the Huguenots?

\_\_\_\_\_

3. What issues besides the religious played a role in the French civil wars?

\_\_\_\_\_

4. What event brought the French Wars of Religion to an end?

\_\_\_\_\_

5. How did Philip II strengthen his control over Spain?

\_\_\_\_\_

6. How did Spain see itself, based on its Catholic heritage?

\_\_\_\_\_

7. What happened when Philip tried to crush Calvinism in the Netherlands?

\_\_\_\_\_

8. Why has the seventeenth century been called the golden age of the Dutch Republic?

\_\_\_\_\_

9. What two notable things happened during the reign of Elizabeth Tudor?

\_\_\_\_\_

10. What did Philip II believe would happen if Spanish forces invaded England?

\_\_\_\_\_



**Guided Reading Activity 14-2**

**Social Crises, War, and Revolution**

**DIRECTIONS:** Fill in the blanks below as you read Section 2.

The great influx of gold and silver from the (1) \_\_\_\_\_ and a growing population demanding land and food led to (2) \_\_\_\_\_ in Europe from 1560 to 1650. Spain's economy was seriously falling by the 1640s due to (3) \_\_\_\_\_ producing less silver, fleets subject to (4) \_\_\_\_\_ attacks, and the loss of Muslim and Jewish (5) \_\_\_\_\_ and (6) \_\_\_\_\_.

During the sixteenth and seventeenth centuries more than a hundred thousand people were charged with (7) \_\_\_\_\_. Under intense torture, accused witches usually (8) \_\_\_\_\_ to a number of practices. By 1650, people were finding it (9) \_\_\_\_\_ to believe in the old view of a world haunted by evil spirits.

(10) \_\_\_\_\_ played an important role in the outbreak of the Thirty Years' War, as well as (11) \_\_\_\_\_ and (12) \_\_\_\_\_ motives. The Peace of (13) \_\_\_\_\_ stated that all German states, including the Calvinist ones, could determine their own religion.

At the core of the English Revolution was the struggle between king and (14) \_\_\_\_\_ to determine what role each should play in governing England. James I of England believed kings receive their (15) \_\_\_\_\_ from God and are responsible only to him. Under the armies of (16) \_\_\_\_\_, Parliament finally proved victorious.

Dutch leader William of (17) \_\_\_\_\_ and his wife (18) \_\_\_\_\_ raised an army and invaded England in 1688 in an almost bloodless (19) \_\_\_\_\_. As William and Mary took the English throne, they accepted a Bill of Rights setting forth (20) \_\_\_\_\_ right to make laws and levy taxes.



## Guided Reading Activity 14-3

### Response to Crisis: Absolutism

**DIRECTIONS:** Fill in the blanks below as you read Section 3.

- I. \_\_\_\_\_ is a system in which a ruler holds total \_\_\_\_\_.
- A. In seventeenth-century Europe, absolutism was tied to the divine \_\_\_\_\_.
- B. The reign of \_\_\_\_\_ in France is the best example of absolutism.
1. Cardinal Richelieu strengthened the \_\_\_\_\_ by limiting rights and spying on the nobles.
  2. Louis XIV called himself the \_\_\_\_\_.
  3. Louis had complete authority over \_\_\_\_\_, the \_\_\_\_\_ and \_\_\_\_\_.
- II. \_\_\_\_\_ and \_\_\_\_\_ emerged as European powers after the Thirty Years' War.
- A. Prussia was a small territory with no natural \_\_\_\_\_ for defense.
1. Frederick William built the \_\_\_\_\_ largest army in Europe.
  2. In 1701, Frederick William's son \_\_\_\_\_ officially became king.
- B. The \_\_\_\_\_ had long served as emperors in the Holy Roman Empire.
1. In the seventeenth century, they had lost the \_\_\_\_\_ Empire.
  2. After the defeat of the Turks in 1687, Austria took control of all of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- III. Ivan IV became the first Russian ruler to take the title of \_\_\_\_\_, or caesar.
- A. The most prominent member of the \_\_\_\_\_ dynasty was Peter the Great.
- B. Peter was especially eager to borrow European \_\_\_\_\_ to modernize the army and navy.
- C. A hard-fought war with \_\_\_\_\_ enabled the building of St. Petersburg.



## Guided Reading Activity 14-4

### The World of European Culture

**DIRECTIONS:** Fill in the blanks below as you read Section 4.

1. \_\_\_\_\_ in art used elongated figures to show \_\_\_\_\_, heightened \_\_\_\_\_, and religious \_\_\_\_\_.
2. The mood depicted by El Greco reflected well the tensions created by the religious upheavals of the \_\_\_\_\_.
3. The \_\_\_\_\_ painting style was known for its use of dramatic effects to arouse the emotions and reflect a search for power.
4. Perhaps the greatest figure of the baroque period was the Italian architect and sculptor \_\_\_\_\_, who completed St. Peter's \_\_\_\_\_ in Rome.
5. Of all the Elizabethan \_\_\_\_\_, none is more famous than \_\_\_\_\_.
6. The Globe theatre's admission charge of one or two pennies enabled even the \_\_\_\_\_ to attend.
7. Beginning in the 1580s, the standard for playwrights was set by \_\_\_\_\_ who wrote perhaps 1,500 plays in all.
8. Miguel de Cervantes' novel \_\_\_\_\_ has been hailed as one of the greatest literary works of all time.
9. Hobbes called the state "that great \_\_\_\_\_ to which we owe our peace and defense."
10. Locke believed \_\_\_\_\_ should protect the rights of the people, and the people would act \_\_\_\_\_ toward government.
11. John Locke's ideas were used to support demands for \_\_\_\_\_ government, the rule of law and the protection of rights.

