

# Ch. 5 Guided Reading

## Conflict and Absolutism in Europe

### Lesson 1 *Europe in Crisis*

**Directions:** Read each main idea and answer the questions below. Refer to your textbook to write the answers.

**A. Main Idea:** The struggle for power between Calvinism and Catholicism, along with economic, social, and political forces of the time, led to decades of conflict.

1. Who was the greatest supporter of militant Catholicism in the second half of the sixteenth century?

2. What military event helped bankrupt Spain and shifted political power to England, France, and the Dutch Republic?

**B. Main Idea:** Religious conflicts between Catholics and Huguenots, together with the political ambition of the nobility and the discontent of the lower classes, led to the French civil wars of the sixteenth century.

1. When were the French Wars of Religion carried out?

2. How did Henry of Navarre end the battles between French Catholics and Huguenots?

**C. Main Idea:** Seventeenth-century Europe was plagued by economic and social crises.

1. What is inflation, and why did it occur?

2. What factor led to widespread hysteria regarding witchcraft during the seventeenth century?

**D. Main Idea:** Opposing political, territorial, and religious motives fueled the Thirty Years' War.

1. Where did the Thirty Years' War take place?

2. What treaty ended the Thirty Years' War in 1648?

### Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. How did religious wars reshape Europe from the mid-sixteenth century through the seventeenth century?

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

**Directions:** Read each main idea. Use your textbook to supply the details that support or explain each main idea.

**A. Main Idea:** Disagreements between the Stuarts and Parliament led to the English Civil War, a period of military rule, and a troubled restoration of the monarchy.

1. **Detail:** The death of Queen Elizabeth I in 1603 brought the end of the \_\_\_\_\_ dynasty and the beginning of \_\_\_\_\_ rule.

2. **Detail:** In 1628, Parliament passed a \_\_\_\_\_ to place limits on the king's authority, but after initially accepting it, King Charles I later \_\_\_\_\_ it.

3. **Detail:** During England's civil war, the parliamentary forces, or \_\_\_\_\_, defeated the Royalists, or \_\_\_\_\_.

4. **Detail:** Cromwell eventually dispersed Parliament and set up a military \_\_\_\_\_.

5. **Detail:** During the \_\_\_\_\_, religion caused tension between Parliament and the kings.

**B. Main Idea:** England's "Glorious Revolution" laid the foundation for England's limited, or constitutional, monarchy.

1. **Detail:** English nobles invited \_\_\_\_\_ to invade England.

2. **Detail:** Parliament's Bill of \_\_\_\_\_ established the foundation for a constitutional monarchy; it helped create a government based on the rule of \_\_\_\_\_.

3. **Detail:** The \_\_\_\_\_ theory of kingship was destroyed during the "Glorious Revolution;" as a result, English monarchs rule by the grace of \_\_\_\_\_.

**C. Main Idea:** The political thought of Thomas Hobbes and John Locke reflected concerns with order and power.

1. **Detail:** In his treatise entitled *Leviathan*, \_\_\_\_\_ argued that rulers required absolute power to preserve \_\_\_\_\_ in society.

2. **Detail:** \_\_\_\_\_ argued that government existed to protect life, liberty, property, and other \_\_\_\_\_.

3. **Detail:** Though Locke was not an advocate of \_\_\_\_\_, his ideas can be found in the American Declaration of Independence and the U.S. Constitution.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. How and why did English government change in the seventeenth century?

## Lesson 3 Absolutism in Europe

### Review Questions

**Directions:** Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

#### I. France Under Louis XIV

- A. Louis XIV's reign is considered the best example of \_\_\_\_\_ in the seventeenth century.
- B. Cardinal \_\_\_\_\_, minister to Louis XIII, and Cardinal \_\_\_\_\_, minister to Louis XIV, helped to preserve the authority of the monarchy.
- C. Louis XIV established both a royal court and a state office at \_\_\_\_\_, where he lived lavishly.
- D. To achieve military glory and strengthen his dynasty, the Sun King created a large \_\_\_\_\_ and waged four wars, but when he died, France was surrounded by \_\_\_\_\_.

#### II. The Spread of Absolutism

- A. Out of the more than three hundred \_\_\_\_\_ states in existence after the Thirty Years' War, Prussia and Austria emerged as two great European powers.
- B. \_\_\_\_\_ built a huge, efficient standing army, and he also set up the General War \_\_\_\_\_ to levy taxes, oversee the army, and govern the state.
- C. The \_\_\_\_\_ dynasty failed to create an empire in Germany; however, it formed the new \_\_\_\_\_ Empire.
- D. The core of the new empire, which did not become a highly centralized state, consisted of lands in present-day Austria, \_\_\_\_\_, and the Czech Republic.

#### III. Peter the Great

- A. \_\_\_\_\_ the Terrible was Russia's first czar. Peter the Great viewed \_\_\_\_\_ of the army as an important step in making Russia a great power.
- B. Peter formed Russia's first navy and introduced \_\_\_\_\_ manners, practices, and customs to the people of Russia.
- C. He divided Russia into \_\_\_\_\_ to strengthen the rule of the central government.
- D. In 1703, Peter began construction of \_\_\_\_\_, which became Russia's most important port and was the Russian \_\_\_\_\_ until 1918.

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. What forms did absolute monarchy take in Europe during the seventeenth century?

## Lesson 4 European Culture After the Renaissance

### Review Questions

**Directions:** Locate each heading below in your textbook. Then use the information under the correct heading and subheading to help you write each answer.

#### I. Art After the Renaissance

- A. What movement brought an end to the artistic Renaissance?
- B. Why are the paintings of El Greco considered to be the high point of Mannerism?
- C. Describe what characterized the baroque style of painting and identify at least three baroque artists.
- D. Why did kings want baroque palaces to be magnificent?
- E. Identify two baroque composers and discuss how baroque music was similar to baroque art and architecture.

#### II. Golden Age of Literature

- A. When was Europe's "Golden Age of Literature"?
- B. Why was theater successful in the Elizabethan Era?
- C. Why is Shakespeare considered a universal genius?
- D. Who wrote the novel *Don Quixote*, and what is it about?
- E. How did Lope de Vega contribute to the "Golden Age of Literature" in Spain?

## Summary and Reflection

**Directions:** Summarize the main ideas of this lesson by answering the question below. How did art and literature in late sixteenth- and seventeenth-century Europe reflect the political and religious conflicts of the time?

# Content Vocabulary

**Directions:** Read the following sentences. If the underlined term is used correctly in the sentence, write C in the first blank. If the term is used incorrectly, write I. Then, on the line provided, explain why the term is not used correctly. Include the vocabulary term in parentheses in your explanation.

- \_\_\_ 1. Philip II was a well-known heretic who always supported Catholic causes. (**heretic**)  
 \_\_\_ 2. Increased demand for consumer goods such as food and housing can quickly lead to inflation. (**inflation**)  
 \_\_\_ 3. A group of French Protestants tried to flee to England in an armada of three sailboats. (**armada**)  
 \_\_\_ 4. The most successful democracies are usually based on some form of absolutism. (**absolutism**)  
 \_\_\_ 5. John Locke believed that all human beings had natural rights, or instincts for doing the right thing in any given situation. (**natural rights**)  
 \_\_\_ 6. Mannerism was a form of etiquette developed by the court of Louis XIV. (**Mannerism**)  
 \_\_\_ 7. Baroque art energetically combined classical ideals of the Renaissance with the new spirituality of the sixteenth century religious revival. (**baroque**)  
 \_\_\_ 8. According to the divine right of kings, all monarchs received their power from God but were responsible to their subjects and elected officials. (**divine right of kings**)

**Directions:** For each word in the left column, write the letter of the correct definition in the right column. (**Puritans, czar, Roundheads, boyar, Cavaliers**)

9. Puritans	A. Member of Russian Nobility
10. Czar	B. Royalists during the English Civil War
11. Roundheads	C. England's Calvinist Protestants
12. Boyar	D. Highest-ranking Russian ruler
13. Cavaliers	E. Supporters of Parliament during the English Civil War

# Academic Vocabulary

**Directions:** Include in your answers to the questions below the vocabulary words in parentheses.

14. What was the central conflict that set off all other conflicts in Europe during the sixteenth century? (**conflict**)  
 15. The word *commonwealth* comes from the Middle Ages term *common-weal*, or "the common wealth." *Wealth* in the Middle Ages did not refer to money but to well-being. In what sense is a commonwealth concerned with its citizens' well-being, or quality of life? (**commonwealth**)  
 16. To convert is to change one's religious beliefs. *Convert* has other meanings as well: "to change from one thing into another," "to change the physical or chemical properties of something," "to exchange currencies," or "to change someone's ideas about something." What do all these definitions of *convert* have in common? (**convert**)  
 17. To restore something means to put it back the way it was. What was restored during the Restoration? What was not restored? (**restoration**)

**Directions:** If you place the prefix *in-* before a word, you can change its meaning to the opposite. For example, *sufficient* and *insufficient* are opposites. Use either the word *stability* or its opposite, *instability*, in each of these sentences. (**stability**)

18. The various crises in Europe throughout the seventeenth century led to \_\_\_\_\_.  
 19. One response to these crises was to seek \_\_\_\_\_ by increasing a monarch's power.  
 20. The system of absolutism was created to increase a kingdom's \_\_\_\_\_ through royal power.  
 21. \_\_\_\_\_ and order often resulted from absolutist rule, even when the destructive aspects of absolutism created hardship and \_\_\_\_\_ for the common people.

**Directions:** For each word in the left column, write the letter of the correct definition in the right column. (**policy, authority, decline, creative, emerge, drama**)

22. Policy	A. to arise or come into being
23. Authority	B. Imaginative
24. Decline	C. Literature written for stage performance
25. Creative	D. To weaken or lessen in importance
26. Emerge	E. The power and right to make decisions
27. Drama	F. A course of action taken by a government or ruler