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GUIDED READING Spain's Empire and European Absolutism

A. Analyzing Causes and Recognizing Effects As you read about the Spanish Empire, briefly note the causes or effects (depending on which is missing) of each event or situation.

Causes	Effects
I. The gold and silver coming from its vast empire made Spain incredibly wealthy.	
2.	Spain suffered from severe inflation.
3.	The Spanish economy declined and at times Spain was bankrupt.
 Philip raised taxes in the Netherlands and tried to crush Protestantism. 	
	Little from trade and hapling
5.	The Dutch became wealthy from trade and banking.
6.	European monarchs became increasingly more powerful.
· · · · · · · · · · · · · · · · · · ·	

B. Determining Main Ideas On the back of this paper, explain how Philip II was an example of an absolute monarch.



GUIDED READING The Reign of Louis XIV

A. Clarifying As you read about the French monarchy, write notes to answer the questions.

Wars between the Huguenots a	nd Catholics create chaos in France.	
How did Henry of Navarre end the crisis and restore order?		
2. How did Cardinal Richelieu strengthen the French monarchy?	,	
3. What effect did the religious wars have on French intellectuals?	•	

Louis XIV became the most pow	erful monarch of his time.
4. What steps did Jean Baptiste Colbert take to turn France into an economic power?	
5. In what ways did Louis XIV support the arts?	
6. Why did Louis fail in his attempts to expand the French Empire?	
7. What was the legacy of Louis XIV?	

- **B.** Summarizing On the back of this paper, define the terms skepticism and intendant.
- 2 Unit 5, Chapter 21

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Section 3

GUIDED READING Central European Monarchs Clash

A. Clarifying As you read about the absolute monarchs that ruled in Central Europe, fill out the chart by writing notes in the appropriate spaces.

	The Thirty Years' War
1. Note two causes of the war.	
Note four consequences of the war and the Peace of Westphalia.	

	Central Europe
3. Note two differences between the economies of western and central Europe.	
4. Note two reasons why central European empires were weak.	

	Prussia and Austria
5. Note three steps the Hapsburgs took to become more powerful.	
6. Note three steps the Hohenzollerns took to build up their state.	

B. Synthesizing On the back of this paper, write a brief assessment of Maria Theresa and Frederick the Great as rulers.



guided reading $Absolute\ Rulers\ of\ Russia$

A. *Identifying Solutions* As you read this section, complete the chart by explaining how Peter the Great solved each problem he encountered in his efforts to westernize Russia.

Problems	Solutions
Russian people did not believe that change was necessary.	
2. The Russian Orthodox Church was too strong.	
3. The great landowners had too much power.	
4. The Russian army was untrained and its tactics and weapons were outdated.	
5. Russian society had to change to compete with the modern states of Europe.	
6. To promote education and growth, Russia needed a seaport for travel to the West.	
7. The port needed to be built.	
8. The new city needed to be settled.	

B. Drawing Conclusions On the back of this paper, write a paragraph to identify Ivan IV and explain why he is called Ivan the Terrible.





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GUIDED READING Parliament Limits the English Monarchy

A.	Summarizing	As you read this section	n, take notes t	to fill in the	diagram	describ-
-	ing relations be	etween Parliament and	each English i	ruler listed.		

O	O		
1. King James I (1603–1625)			
(1000-1020)			
2. Charles I (1625–1649)			

3. Oliver Cromwell (1649–1658)			
4. Charles II (1660–1685)			
5. James II (1685–1688)			
	· · · · · · · · · · · · · · · · · · ·		
6. William and Mary (1689–1702)			
		•	

B. Clarifying On the back of this paper define or identify each term below.



Restoration habeas corpus **Glorious Revolution**

cabinet

constitutional monarch

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BUILDING VOCABULARY Absolute Monarchs in Europe

- A. Multiple Choice Circle the letter before the term or name that best completes the sentence.
 - 1. The Catholic king of Spain who launched the Spanish Armada in an attempt to punish Protestants in England was (a) Louis XIV (b) Philip II (e) Charles I.
 - 2. The idea that nothing can ever be known for certain is called (a) skepticism (b) habeas corpus (c) westernization.
 - 3. The real ruler of France during the reign of Louis XIII was (a) Jean Baptiste Colbert (b) Maria Teresa (c) Cardinal Richelieu.
 - 4. The most powerful ruler in French history was (a) Frederick the Great (b) Louis XIV (c) Peter the Great.
 - 5. The czar who promoted the westernization of Russia was (a) Ivan the Terrible (b) Frederick the Great (c) Peter the Great.
 - 6. The conflict over religion, territory, and power among Europe's ruling families that resulted in the modern state system was the (a) War of the Spanish Succession (b) Thirty Years' War (c) Seven Years' War.
- **B.** Evaluating Write T in the blank if the statement is true. If the statement is false, write F in the blank and then write the corrected statement on the line below.

	during the Seven Years' War, in which the great European powers fought one another on three continents.
2.	In the English Civil War, Charles I of England was defeated by a Puritan general named Oliver Cromwell.
¥	
3.	The rule of Charles II in England is known as the Glorious Revolution because the monarchy was brought back.

1. Maria Teresa was the ruler of France and Frederick the Great was the ruler of Austria

C. Writing Write a paragraph explaining how England's form of government changed after 1688 using the following terms.

absolute monarch

divine right

constitutional monarchy





SKILLBUILDER PRACTICE Evaluating Decisions

Historians evaluate decisions made in the past on the basis of short- and long-term consequences as well as moral implications. As you have read, Peter the Great was determined to westernize Russia and the Russian people. The passage below describes the first decision Peter made upon his arrival home from Europe. Evaluate this decision by answering the questions that follow. (See Skillbuilder Handbook)

urprisingly enough, the first thing Peter reformed when he returned to the Kremlin was not the army or industries but beards. To Peter, the Russian custom of wearing beards symbolized everything that was backward about his country. When his nobles fell on their knees to welcome him home, the czar raised them up, took out a long European razor, and commanded them to hold still while he shaved off their beards. The boyars were horrified. Russian men of the time treasured their beards as symbols of manhood and Christianity. The tradition of the Orthodox Church held that God had a beard and as man was made in God's image, he too must be bearded. Yet Peter decreed that all Russian nobles must shave off their beards. To make sure his decree was obeyed, he posted barbers at Moscow's gates. Noblemen who wished

to keep their beards had to pay a beard tax every year and hang a metal tag from their necks to prove that they had indeed paid it. Without this tag, a man's beard could be clipped on sight.

Peter also issued an edict commanding that all boyars and members of the gentry class adopt western-style clothing. The manufacturing of traditional Russian dress, most commonly long cloaks with flowing sleeves, was made illegal. These edicts, although not of great significance, were regarded by many Russians as an attack on personal freedoms and valued traditions. Foreign ways were being forced on the Russian people against their will. This attack on traditional Russian garb began a debate in Russia—one that continues today—about whether to westernize Russia or to focus instead on traditional culture.

	of Russian men?
2.	What were some long-term effects of that decision?
3.	One historian describes Peter's decision as "an action full of symbolism." In what way was Peter's decision symbolic?
4.	. How would you evaluate Peter's decision? Was the decision a good one or not? Explain why you think as you do.

geography application: location Old Empires and New Powers

Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.

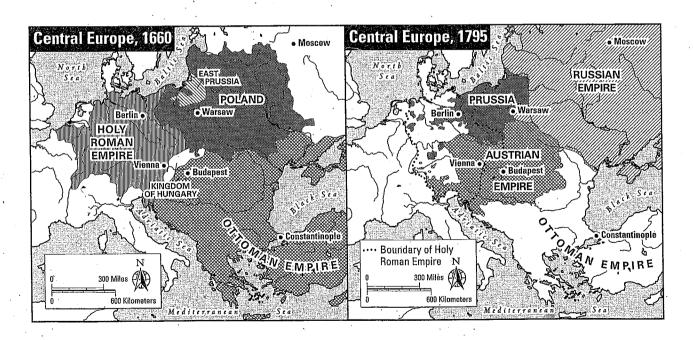
period of political transition in central and eastern Europe followed the end of the Thirty Years' War, in 1648. The declining powers of Poland, the Holy Roman Empire, and the Ottoman Empire faced not only a deterioration of their influence, but outright extinction from Europe. Prussia, the Russian Empire, and the Austrian Empire emerged as powerful forces on the European continent.

The three declining powers shared many characteristics. In all of them, central power became weak. They lacked efficient systems of government and administration. In addition, the people in the these empires were difficult to govern because they consisted of many nationalities and spoke a variety of languages. Finally, none of the empires formed their people into a strong organization. As a result, the Polish Republic ceased to exist in 1795, while the Holy Roman Empire disappeared in 1806.

However, the Ottoman Empire, though crumbling and weak, managed to maintain itself until 1922.

The 17th century saw the emergence of a new kind of national state. These new states were built on a strong monarch, a standing army, and a professional civil service and administration. These new powers sought to fill the "political vacuum" created in central Europe by the declining empires. Leaderless populations could easily be shifted inside the political boundaries by the monarchs of newer national states. As a result, these new powers led by the Hohenzollerns of Prussia, the Romanovs of Russia, and the Hapsburgs of Austria formed or expanded their states in the void created by the "soft" rule of these aging empires.

These three new empires, in turn, would influence the course of European history for the next 200 years.



Interpreting Text and Visuals

xamine again the location of the Ottoman Empire. Why do you think it was able	
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Grand and the Presion harden in 16602 17052	
How many miles separate Moscow and the Russian border in 1660? 1795?	
	5
What problems caused the decline of Poland, the Holy Roman Empire, and the O	ttoman Em
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Describe the characteristics that enabled Russia, Austria, and Prussia to rise to po	
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PRIMARY SOURCE LOUIS XIV'S Advice to His Son



When he was in his twenties, Louis XIV began writing down his thoughts about being a ruler. His Mémoires for the Instruction of the Dauphin illuminated how he became the strongest king of his time. In this excerpt from his book, Louis XIV shares his recipe for absolute rule with his son. What steps did he take to consolidate his power after the death of Mazarin?

Loommanded the four secretaries of state not to sign anything at all any longer without discussing it with me, the superintendant likewise, and for nothing to be transacted at the finances without being registered in a little book that was to remain with me, where I could always see at a glance, briefly summarized, the current balance and the expenditures made or pending.

The Chancellor received a similar order, that is, not to seal anything without my command, except

for letters of justice. . . .

I announced that all requests for graces of any type had to be made directly to me, and I granted to all my subjects without distinction the privilege of appealing to me at any time, in person or by petitions. The petitions were initially very numerous, which did not discourage me, however. The disorder into which my affairs had fallen produced many of them, the idle or unjustified hopes which were raised by this novelty hardly stimulated a lesser number. . . . But even in these apparently useless things I discovered much that was useful. I léarned thereby many details about the condition of my people. They saw that I was concerned about them, and nothing did so much to win me their hearts. . . .

As to the persons who were to support me in my work, I resolved above all not to have a prime minister, and if you and all your successors take my advice, my son, the name will forever be abolished in France, there being nothing more shameful than to see on the one hand all the functions and on the other the mere title of king.

For this purpose, it was absolutely necessary to divide my confidence and the execution of my orders without entirely entrusting it to anyone, assigning these various persons to various functions in keeping with their various talents, which is perhaps the first and foremost talent of princes.

In order to concentrate the entire authority of a master more fully in myself—even though there are all sorts of details into which our occupations and our very dignity do not usually permit us to go, I resolved to enter into these with each of the ministers whom I would choose, and when he would least expect it, so that he would realize that I might do the same on other subjects and at any time. . . .

It is not so easy for me to tell you, my son, how to go about the choice of the various ministers. Fortune always plays, in spite of us, at least as much of a part in it as wisdom; and in the part that wisdom plays, intelligence can do far more than counsel. Neither of us, my son, is going to seek for these sorts of positions those whom distance and obscurity remove from our view, whatever qualifications they may have. It is necessary to decide from a small number which chance presents to us, that is, those already in office or whom birth and inclination have attached to our personal service.

And as for this art of knowing men, which will be so important to you not merely on this but also on every other occasion of your life, I shall tell you, my son, that it can be learned but that it can not be taught.

from Paul Sonnino, trans., Louis XIV: Mémoires for the Instruction of the Dauphin (New York: The Free Press, 1970), 30–32.

Activity Options

- Recognizing Point of View With a partner, role-play a conversation between Louis XIV and his son in which the king advises how to rule absolutely.
- 2. Writing for a Specific Purpose List the steps that Louis XIV took to consolidate his power as king of France after the death of Cardinal Mazarin. Then share your list with classmates and compare Louis XIV's approach to governing with that of his father, Louis XIII.







PRIMARY SOURCE Peter the Great's Reforms

Czar Peter I of Russia, known as Peter the Great, visited western Europe in 1697 to learn more about European customs and industry. Inspired by his trip, he sought to westernize Russia in order to strengthen Russia's position in the modern world. How did the following decrees change daily life in Russia?

A Decree on a New Calendar

The Great Sovereign has ordered it declared: the <u>. Great Sovereign knows that many European</u> Christian countries as well as Slavic peoples are in complete accord with our Eastern Orthodox Church . . . —all these peoples number their years from eight days after the birth of Christ, this is from January 1, and not from the creation of the world. There is a great difference in those two calendars. This year is 1699 since the birth of Christ, and on January 1 it will be 1700 as well as a new century. To celebrate this happy and opportune occasion, the Great Sovereign has ordered that henceforth all government administrative departments and fortresses in all their official business use the new calendar beginning January 1, 1700. To commemorate this happy beginning and the new century in the capital city of Moscow, after a solemnprayer in churches and private dwellings, all major streets, homes of important people, and homes of distinguished religious and civil servants should be decorated with trees, pine, and fir branches similar to the decoration of the Merchant Palace or the Pharmacy Building—or as best as one knows how. to decorate his place and gates. Poor people should put up at least one tree, or a branch on their gates or on their apartment [doors]. These decorations are to remain from January 1 to January 7, 1700. As a sign of happiness on January 1, friends should greet each other and the New Year and the new century as follows: when the Red Square will be lighted and shooting will begin—followed by that at the homes of boyars, courtiers, and important officials of the tsar, military and merchant classeseveryone who has a musket or any other fire arm should either salute thrice or shoot several rockets or as many as he has. . . .

Decrees on Compulsory Education of the Russian Nobility

Send to every gubernia [region] some persons from mathematical schools to teach the children of the nobility—except those of freeholders and government clerks—mathematics and geometry; as a penalty [for evasion] establish a rule that no one will be allowed to marry unless he learns these [subjects]. Inform all prelates to issue no marriage certificates to those who are ordered to go to schools. . . .

The Great Sovereign has decreed: in all gubernias children between the ages of ten and fifteen of the nobility, of government clerks, and of lesser officials, except those of freeholders, must be taught mathematics and some geometry. Toward that end, students should be sent from mathematical schools [as teachers], several into each gubernia, to prelates and to renowned monasteries to establish schools. During their instruction these teachers should be given food and financial remuneration . . . from gubernia revenues set aside for that purpose by personal orders of His Imperial Majesty. No fees should be collected from students. When they have mastered the material, they should then be given certificates written in their own handwriting. When the students are released they ought to pay one ruble each for their training. Without these certificates they should not be allowed to marry nor receive marriage certificates.

from Basil Dmytryshyn, Imperial Russia: A Sourcebook, 1700–1917 (New York: Holt, Rinehart and Winston, Inc., 1967), 14–22. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins Publishers, 1988), 32–34.

Discussion Questions

Clarifying

- 1. When did the new Russian calendar go into effect and how did Russia celebrate?
- 2. What penalty did children of Russian nobles face if they did not learn mathematics?
- 3. **Drawing Conclusions** What advantages do you think Russia gained by these reforms? What disadvantages, if any, do you see?





PRIMARY SOURCE from the Diary of Samuel Pepys

On September 2, 1666, the worst fire in London's history broke out in the house of the king's baker near London Bridge. Samuel Pepys (1633–1703), an English civil servant, recorded his firsthand impressions of the fire in his diary. As you read this entry, keep in mind that Pepys uses 17th-century English spellings, sentence structure, and capitalization.

Ceptember 2 1666 Lords day. Some of our maids sitting up late last night to get things ready against our feast today, Jane called us up, about 3 in the morning, to tell us of a great fire they saw in the City. So I rose, and slipped on my nightgown and went to her window, and thought it to be on the back side of Markelane at the furthest; but being unused to such fires as fallowed, I thought it far enough off, and so went to bed again and to sleep. About 7 rose again to dress myself, and there looked out at the window and saw the fire not so much as it was, and further off. So to my closet to set things to rights after yesterday's cleaning. By and by Jane comes and tells me that she hears that above 300 houses have been burned down tonight by the fire we saw, and that it was now burning down all Fishstreet by London Bridge. So I made myself ready presently, and walked to the Tower and there got up upon one of the high places, Sir J. Robinsons little son going up with me; and there I did see the houses at that end of the bridge all on fire, and an infinite great fire on this and the other side the end of the bridge—which, among other people, did trouble me for poor little Michell and our Sarah on the Bridge. So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it begun this morning in the King's bakers house in Pudding-lane, and that it hath burned down St Magnes Church and most part of Fishstreete already. So I down to the water-side and there got a boat and through bridge, and there saw a lamentable fire. Poor Michells house, as far as the Old Swan, already burned that way and the fire running further, that in a very little time it got as far as the Stillyard while I was there. Everybody endeavouring to remove their goods, and flinging into the River or bringing them into lighters [large flat-bottomed barges] that lay off. Poor people staying in their houses as long as till the very fire touched them, and then running into boats or clambering from one pair of stair by the water-side

to another. And among other things, the poor pigeons I perceive were loath to leave their houses, but hovered about the windows and balconies till they were some of them burned, their wings, and fell down. . . .

... So near the fire as we could for smoke; and all over the Thames, with one's face in the wind you were almost burned with a shower of Firedrops—this is very true—so as houses were burned by these drops and flakes of fire, three or four, nay five or six houses, one from another. When we could endure no more upon the water, we to a little alehouse on the Bankside over against the Three Cranes, and there stayed till it was dark almost and saw the fire grow; and as it grow darker, appeared more and more, and in Corners and upon steeples and between churches and houses, as far as we could see up the hill of the City, in a most horrid malicious bloody flame, not like a fine flame of an ordinary fire. Barbary and her husband away before us. We stayed till, it being darkish, we saw the fire as only one entire arch of fire from this to the other side of the bridge, and in a bow up the hill, for an arch of above a mile long. It made me weep to see it. The churches, houses, and all on fire and flaming at once, and a horrid noise the flames made, and the cracking of houses at their ruine.

from Robert Latham and William Matthews, eds., Diary of Samuel Pepys (G. Bell & Sons, 1970–83). Reprinted in John Carey, ed., Eyewitness to History (New York: Avon Books, 1987), 188–191.

Activity Options

- 1. Analyzing Causes and Recognizing Effects
 Working with a partner, create a cause-and-effect
 chart to illustrate the effects of the London fire
 according to Pepys.
- 2. Writing for a Specific Purpose Write a lead paragraph for a newspaper report of what happened in London on September 2, 1666. Share your paragraph with the class.









PRIMARY SOURCE from the English Bill of Rights

After the Glorious Revolution in 1688 in which James II was overthrown, England's absolute monarchy became a constitutional monarchy where laws limited royal power. In 1689, Parliament drafted a Bill of Rights, stating the rights of Parliament and of individuals. As you read a portion of the English Bill of Rights, think about what England's monarchs could not do.

The English Bill of Rights, 1689

7 Thereas the said late King James II having abdicated the government, and the throne being thereby vacant, his Highness the prince of Orange (whom it hath pleased Almighty God to make the glorious instrument of delivering this kingdom from popery and arbitrary power) did (by the advice of the lords spiritual and temporal, and diverse principal persons of the Commons) caused letters to be written to the lords spiritual and temporal, being Protestants . . . to meet and sit at Westminster upon the two and twentieth day of January, in this year 1689, in order to such an establishment as that their religion, laws, and liberties might not again be in danger of being subverted; upon which letters elections have been accordingly made.

And thereupon the said lords spiritual and temporal and Commons, pursuant to their respective letters and elections, being now assembled in a full and free representation of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done), for the vindication and assertion of their ancient rights and liberties, declare:

- 1. That the pretended power of suspending laws, or the execution of laws, by regal authority, without consent of parliament is illegal.
- 2. That the pretended power of dispensing with the laws, or the execution of law by regal authority, as it hath been assumed and exercised of late, is illegal.
- 3. That the commission for erecting the late court of commissioners for ecclesiastical [religious] causes, and all other commissions and courts of like nature, are illegal and pernicious [destructive].
- 4. That levying money for or to the use of the crown by pretense of prerogative, without grant

- of parliament, for longer time or in other manner than the same is or shall be granted, is illegal.
- 5. That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.
- 6. That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of parliament, is against law.
- 7. That the subjects which are Protestants may have arms for their defense suitable to their conditions, and as allowed by law.
- 8. That election of members of parliament ought to be free.
- That the freedom of speech, and debates or proceedings in parliament, ought not to be impeached or questioned in any court or place out of parliament.
- 10. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. . . .
- 13. And that for redress of all grievance and for the amending, strengthening, and preserving of the laws, parliament ought to be held frequently. And they do claim, demand, and insist upon all and singular the premises, as their undoubted rights and liberties. . . .

from E. P. Cheyney, Readings in English History (New York: Ginn and Company, 1922), 545–547. Reprinted in Peter N. Stearns, ed., Documents in World History, Vol. II (New York: Harper Collins Publishers, 1988), 13–14.

Research Option

Comparing and Contrasting Read the United States Constitution's Bill of Rights. Then make a Venn diagram in which you compare and contrast the American Bill of Rights and the English Bill of Rights. Share your diagram with a small group of classmates.





LITERATURE SELECTION from The Cat and the King by Louis Auchineloss

The Cat and the King is a work of historical fiction about Louis XIV. The novel's narrator—Louis de Rouvroy, the second duc de Saint-Simon—is based on a reallife French noble who observed life at the court of Louis XIV and recorded in his memoirs all that he saw and felt about the reign of the Sun King. The following excerpt, which is drawn from an incident that actually happened, takes place shortly after Saint-Simon has married Gabrielle. What impressions of Louis XIV and life at Versailles does this passage convey?

Abrielle's first substantial contribution to my $oldsymbol{\mathcal{J}}$ career at court was in the affair of the alms bag. It was the custom after mass for the young duchesse de Bourgogne, the king's grand-daughterin-law, who, as we had lost both queen and dauphine, was the first lady of France, to ask a duchess to pass a velvet purse for contributions to the church. The "Lorrainers," members of the House of Guise, who should have ranked with us as peers, were always claiming a higher position as "foreign princes," based on silly titles bestowed on them by the Holy Roman Emperor because of scraps of land held along the border. I now learned the latest outrage: that their ladies were claiming exemption from the almsbag duty. There was nothing for me to do but organize the dukes to make a similar claim.

"But who will pass the alms bag?" Gabrielle

"How should I know? Perhaps some simple gentlewoman."

"But if the duchess asks me?"

"If she asks you, of course, you must. But she can't ask you if you're not there. What I'm saying is that the duchesses should abstain from mass."

"Won't it anger the king?"

"I can't help that, my dear. It's the Lorrainers he should be mad at. They've been an infernal nuisance ever since the days of the League. Why a monarch who's so sensitive to treason should put up with them, I can't conceive."

Gabrielle, I had to admit, was correct about the king's reaction. After the first day, when half the duchesses at court absented themselves from mass, the duc de Beauvillier sent for me, and Gabrielle and I went at once to his apartment in the north wing. The duke, who, as I have indicated, was the only peer in the king's council, was an old friend of my parents and had been my guide and mentor

ever since I first came to court. I admired him without reserve and had even once offered to marry any one of his eight daughters. Fortunately for me and Gabrielle, the oldest had wished to take holy orders, the second had been a cripple and the rest too young.

"I think you ought to know," Beauvillier told me, "that the king spoke of you this morning at the end of the council. He said that ever since you had resigned your commission, you have been obsessed with petty questions of rank and precedence."

"Oh, he remembered about my commission?" I had left the army, two years before, to devote myself to the court.

"The king remembers everything."

"Then I wish he would remember the countless disloyalties of the Lorrainers!"

"If he doesn't appear to, you can be sure he has a reason. In any case, he wishes me to convey to you his desire that the duchesse de Saint-Simon should pass the alms bag on Monday."

I hesitated. "Is that an order, sir?"

"Is the king's desire not always an order?"

"Very well. But surely I need not be present. He will not require me to assist at my own humiliation?"

"That is up to you."

"Ah, but, my dear, may I make a suggestion?" I turned to Gabrielle in mild surprise. It was

not like her to intervene in my conversation with an

older person. "Certainly."

"Request an audience with the king! Tell him you raised the issue of the alms bag only because you thought it was one in which he was not concerned. But now that you know he wants me to carry the bag, you are not only proud but honored!"

I looked into her anxious eyes with even greater surprise. Then I turned to the old duke.

"Do it, Saint-Simon!" he exclaimed with a laugh. "And be thankful for a smart little wife."



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"And then ask the king for an apartment in the palace!" Gabrielle hurriedly added.

"Speak to him at his dinner," Beauvillier advised me. "Request an audience for tomorrow. I'll put in a word for you at the coucher [bed time]." He glanced at his watch. "It's almost one now. Hurry up if you want a spot near his table!"

The king liked to sup with members of his family, but he was inclined to dine alone, that is, alone at table. There was always a group of courtiers standing by the small table at which he was served, silently regarding him. He ate, as he did everything

else, with remarkable solemnity, dignity and grace. He would rise a chicken bone to his lips, take an incisive, effective bite and then chew slowly, his dark, glazed eyes focused in an opaque stare. When he turned his head to survey the room or the watching crowd, this stare might be softened to encompass not an acknowledgment, certainly not a greeting, but simply a recognition. Somehow you always knew that he knew you. And he not only knew who was present; he knew who was not.

There was something hypnotic about the effect of one man exercising a natural function while his audience remained motionless. It was like watching a priest take communion. The huge, high-piled

black perruque [wig] moved rhythmically with the royal mastications; the high, arched brows twitched; the great aquiline nose snorted after the thick lips had sipped wine. His most ordinary acts were majestical. . . .

It was permissible for those standing closest to the table to address the king when he was not actually swallowing or masticating. Waiting until his gaze took me in, I stepped forward and bowed.

"May I be permitted a word, sire, on the question of the alms bag?"

The dark eyes emitted a faint glitter. "There is no question, sir. The matter has been regulated."

"But, sire, I humbly suggest there has been a misapprehension of my attitude. I wish only to make explicit my utter loyalty and devotion."

"Very well, then. When you wish."

He turned to his goblet, and I stepped quickly back. So far, so good. After dinner Beauvillier told me exactly what to do next. I should stand in the front row of the courtiers waiting outside the council chamber the following morning and step immediately forward when the king came out. He would then appoint a time for an audience, perhaps immediately. It was all simple enough, but nonetheless I hardly closed my eyes that night, and Gabrielle made me drink two glasses of wine with breakfast.

At noon, outside the council chamber, I did as I had been told. The king paused to give me one of his glacial stares, a mixture of surprise and faint

The huge, high-

piled black per-

ruque [wig] moved

rhythmically with

the royal mastica-

tions; the high,

arched brows

twitched; the great

aquiline nose

snorted after the

thick lips had

sipped wine.

irritation. Then he must have recollected what Beauvillier had told him at the coucher, for, beckoning me to follow him, he stepped into the embrasure [opening in a thick wall] of a window, where he folded his arms and waited for me to speak.

I began with what I had intended to be the very briefest summary of the alms-bag controversy, but he interrupted me testily.

"I have no time, sir, for such nit-picking. You spend your life fussing over imagined slights. You had far better have stayed in the army, where you were of some use."

I saw at once that the situation was desperate. I even dared now to raise my voice.

"I had no intention, sire, of bringing up the issue of ducal rights. I only wish to tell you that, as a duke, my sole aim is to be of service to you. Had the duchesse de Saint-Simon and I known in the beginning that it was your desire that she should pass the alms bag, she would have passed it joyfully, and with my total blessing, among the humblest in the land, in the most fetid of hospitals, in the darkest of dungeons!"

The king's countenance at last relaxed. "Now that's talking," he said in a milder tone.

I went on, carried away by my excitement, to declaim on my loyalty and that of my ancestors; to tell him that we were second to none in our zeal for the royal service. The king let me continue in this way for what must have been several minutes before interrupting me at last by raising his hand.





And then, to my astonishment, it was to answer me in a tone that was almost benign!

At first, I hardly took in what he was saying. His effect on me was hypnotic. I kept my gaze so firmly fixed upon his lips, not presuming to look him in the eye, that soon I began to feel a bit dizzy. His opening and closing orifice conjured up in my fantasy the mouth of a cave in the middle of a desert of infinite range and emptiness. It was as if no life could be contained in the parching dryness; that only in the darkness behind that agitated adit [entrance to a mine] could there exist sustenance and support. But how could one make the passage past those teeth with any hope of safety? I was hearing the king, a voice kept saying to me! I was actually hearing the king!

And then the purport of his words began again to come through to me. His tone was almost avuncular [like an uncle].

"I had not thought, sir, that you had a proper excuse for quitting the army. However, if you truly wish to be of service here at court, there will always be occasion. But let me give a piece of advice. You must watch that tongue of yours! It is too inclined to be free. If you take care of that, I shall take care of you. I do not forget that my father loved yours."

This reference to my beloved progenitor completely undid me. The tears, I am not ashamed to admit, started to my eyes, and I proceeded to pour forth my gratitude. I do not recall everything I said, but I know that I must have expressed with passion my desire to serve him in all matters. I ended by begging to be considered for any rooms in the château that might be available so that I should have more ample opportunity to pay my court. The reader, in another era, may smile, but he will not be able to imagine the effect of Louis XIV on his subjects when he chose to be gracious.

He spoke again. "I shall keep your request in mind." That measured tone always convinced the petitioner that his plea had been securely filed. "One never knows when a vacancy may occur."

And then, with that brief though definite, courteous though irrevocable nod, he moved on to the great gallery. I could feel in the very air of the chamber around me the soaring of my reputation.

Gabrielle met me in the antechamber with the round window known as the Oeil de Boeuf and took in at a glance the success of my audience. When she heard about the apartment, she clapped her hands.

"That means we're sure to get one!"

Indeed, she was right, for we were granted an apartment of three tiny rooms the very next day. They were hardly comfortable, yet they were more coveted than the greatest mansion. For only by living in Versailles could one fully appreciate the delights of the court. The palace at night had its peculiar pleasures and opportunities. The public was evicted, and the royal family retired behind closed doors, guarded by sleepy Swiss sentries. Something almost like informality prevailed.

It was a time for small, intimate suppers or conversations, for passionate post mortems of the day's events: who was in, who out, who had said what to Madame de Maintenon [Louis XIV's wife], who had been alone with the king. It was a time to call on the ministers and perhaps catch them, relaxed, in indiscretions. Oh, yes, an apartment was a great boon, and I was properly grateful to my wife.

"Now you've got everything you need!" she exclaimed proudly when we at last surveyed our redecorated reception chamber. I had even hung my father's portrait of the beloved Louis XIII over the little marble mantel.

"Need for what?"

"For whatever you want."

"And what do I want?"

"Ah, my dear, you must provide the answer to that!"

Discussion Questions

Clarifying

- 1. Who was involved in the so-called affair of the alms bag?
- 2. What was the outcome of Saint-Simon's audience with Louis XIV?
- 3. **Making Inferences** Based on your reading of this excerpt, how would you characterize the king's relationship with nobles such as Saint-Simon?





HISTORYMAKERS Maria Theresa Dutiful Defender of Austria

"... She could fight like a tiger and was at war for a large part of her reign; but she never fought [to gain land but] always... to preserve her inheritance.... She was not a zealously reforming queen. Her reforms were radical and farreaching, but she reformed, as she fought, because she saw what had to be done...."—Historian Edward Crankshaw on Maria Theresa

The 18th century was a time in which kings

wrote the history of Europe. However, Maria
Theresa of Austria emerged as a strong and powerful queen. She bravely defended Austria during a
Prussian invasion and launched a series of domestic
improvements that helped her people.

With no male heir, King Charles VI of Austria feared that other powers in Europe would try to seize his kingdom after his death. As a result, he convinced these European monarchs to accept Maria Theresa, his eldest daughter, as the next ruler of Austria. In 1740, Charles died, and the 23-year-old queen inherited a troubled country. Her people were uneasy. They thought that her husband would rule the nation, and they did not trust him. In addition, poor weather had produced bad harvests, and there was widespread hunger.

Maria Theresa learned about these worries by sending one of her ladies-in-waiting in disguise into Vienna to hear what her subjects were saying. For example, the people resented the fact that wild animals roamed the forests owned by the monarchy, eating food that they could eat. She won their approval by ordering the animals killed.

Just months after Maria Theresa became queen, Frederick II of Prussia moved his army into Silesia, Austria's richest region. Later in life, she wrote that she faced this situation "... without money, without credit, without an army, without experience and knowledge, even without counsel." Her father's old advisers gave her simple advice: give up Silesia.

The young queen proved to be made of sterner stuff. In June 1741, Maria Theresa received another of her titles, becoming the queen of Hungary. She then asked the Hungarian people for troops in her conflict with Prussia. "The very existence of the kingdom of Hungary, of our person, of our children, and our crown, are now at stake. . . ." she said. The war with Prussia dragged on for many years, and in the end Austria was forced to give up Silesia. Her stand had made a mark, however. All of

Europe now saw her diplomatic skill and her resolve to maintain her kingdom.

In 1756, the Seven Years' War began. This was Austria's attempt to win back Silesia. Maria Theresa had felt abandoned by Britain, an old ally of Austria, in that first war. She now formed a new alliance with Britain's longtime enemy, France. Britain, though, joined Prussia, and they won the war. However, Austria did not suffer additional loss of land.

For most of Maria Theresa's rule, she focused on improving conditions in her realm. She reformed the government, cutting the power of local authority and giving the Crown more control. She formed new schools to train people to serve in her government. She also won the right to set taxes for ten years at a time—in the past, local government bodies had set new levels of taxation each year. Now, she could count on a steady supply of money. Furthermore, the queen recognized that the peasants paid the major share of taxes in her kingdom. As a result, she issued laws that made that system fairer and limited the power of large landowners.

The queen also made the army larger and better trained. In addition, she issued an order to set up a public school system in Austrian lands. Finally, she brought people to settle rural areas where no one lived, which resulted in increased farmland.

Maria Theresa made these changes to strengthen her position, but they also benefited her people. Crankshaw summarizes her rule: "She had held her society together, encouraged its individual talents, and left it better than it was before."

Questions

- 1. **Determining Main Ideas** What would you say was the main idea of this biography?
- 2. Making Inferences How would you describe Maria Theresa's character?
- 3. **Drawing Conclusions** Would you say that Maria Theresa was a good queen? Explain.



HISTORYMAKERS William of Orange

Protestant Champion

"The Liberties of England and the Protestant Religion"—motto on the banners of William of Orange when he landed in England (1688)

William of Orange belonged to the royal families of two of the main Protestant powers in 17th century Europe—the Netherlands and England. As a result, he devoted himself to preventing the growth of Catholic France. It was to further that goal that he gladly accepted the offer to become king of England in 1688.

William was born to the house of Orange, a family that had helped the Netherlands win independence in the 1500s. In 1672, France and England invaded this country and William, though only 22 years old, was put in command of its army. The Dutch military had long been neglected, and parts of the country were quickly overrun. In desperation, William ordered the destruction of the dikes, devices that prevented the sea from flowing onto land. By flooding parts of his country, he prevented the advance of the enemy armies.

William then boldly refused a peace offer from England and France. Determined to continue the fight, William worked on two fronts. He strengthened the army while using diplomatic skill to find allies. He won some victories and within a few years forced the French to retreat.

During this time, William married his cousin, Mary. Both were grandchildren of King Charles I of England, and both had a claim to the English throne.

Throughout the early 1680s, William continued his efforts to limit French power. He wanted to ensure the survival of the Netherlands and prevent French religious influence. France was a Catholic nation, and William was the leading Protestant power in Europe. He had hoped to forge an alliance between the Netherlands and England, but the English never agreed to one.

In 1685, James, Mary's father and a Catholic, became king of England. That change brought William new opportunities. English Protestants feared that James would make the country Catholic again. They thought they could use William as a way to stop James. Some hoped that James would remain childless and that William and Mary would produce a son. Their child could be named to follow James on the throne to ensure that England

would remain Protestant. Others talked about naming William as a regent to control James. William, who was still seeking an alliance against France, listened to their plans.

In 1688, however, James and his wife had a son, a Catholic heir. A group of Protestant leaders then invited William to come to England and become king immediately. Skillfully avoiding James's strong navy, William crossed the English Channel. He landed with an army of 15,000, declared that a new Parliament should be elected, and easily marched to London. James fled for Europe.

Even then, William and Mary's status was uncertain. Some said that Mary should rule and that William, who was foreign born, should not have any real power. Nevertheless, Mary insisted that they rule together, and they were crowned king and queen. However, Mary died only a few years later.

William ruled both England and the Netherlands until 1702. He spent much of these years leading armies. First, he had to end revolts in Scotland and Ireland. Later, he fought on the continent, continuing his long struggle against France. He had a new cause for war now because Louis XIV of France was trying to put James back on the English throne. In early 1702, William urged Parliament to form an alliance with the Netherlands against France. While the bill was being debated, William died. Nevertheless, Parliament approved his plan and declared war on France. Parliament added that for the war to end, France must recognize the Protestant succession in England.

Questions

- 1. **Drawing Conclusions** Which of the ideas on William's banner do you think was more important to him? Why?
- 2. Analyzing Causes and Recognizing Effects
 Why did the English turn to William in the
 struggle with James?
- 3. Synthesizing What does succession mean and why was it important in England in this period?







CONNECTIONS ACROSS TIME AND CULTURES The Absolute Power of Rulers



The theory of absolutism was not new to 16th century Europe. As far back as ancient river valley civilizations, kings had exerted complete control over their peoples' lives. How were European absolute monarchs similar to earlier ones? To find out, answer the questions that follow.

1.	. In Mesopotamia, kings were representatives of the gods. In Egypt, kings were gods.	
	In ancient China, Zhou leaders introduced a concept of authority known as the	
	Mandate of Heaven. According to this, a just ruler received his authority to rule	_
	from heaven; a king who was wicked or foolish lost the mandate and the right to rule.	
	How did monarchs in Europe justify their right to rule?	
		_
2	. Absolute monarchs solidified their power in different ways. In Persia, King Darius	
	appointed local governors called satraps to rule each province and then sent out	
	inspectors throughout the kingdom to check on their loyalty. How did European	
	rulers centralize power and control the nobility?	
	How would you characterize relations between absolute monarchs in Europe and the Church?	
4	4. From the beginning of civilization, rulers have embarked on massive public works	
	projects, often at the expense of human freedoms. Frequently, peasants had no	
	choice but to work or die. How did European monarchs view human resources within their empires?	
		`
50	5. In addition to building grand palaces, in what other ways did absolute rulers use the vast wealth they accumulated?	
•		
6	3. What are some social, political, and economic conditions in a nation or empire that	
	may lead to absolutism?	



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RETEACHING ACTIVITY Spain's $Empire\ and$ European Absolutism



Making Inferences Below are some general statements about Philip II's rule in Spain. Read each statement. Then supply details from the section to support it.

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o.`	· · · · · · · · · · · · · · · · · · ·		
Philip II was an aggre	essive ruler for the Spanis	sh empire.	· ,
a	*.		
•			
	s his duty to defend the C	•	
	oire and the Protestants of		non ompho agamse mo
a			
•			
b		•	
Spain experienced a	golden age in the arts du	ring the 16th and 17th	centuries.
a.		•.	
The materialism of the	he age brought Spain eco	nomic problems.	
a		•	
b			
b	l a role in its economic pr		
bSpain's guilds played	l a role in its economic pr	oblems.	
bSpain's guilds played	l a role in its economic pr	oblems.	
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RETEACHING ACTIVITY The Reign of Louis XIV

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

-	Track Car D I I are D	A Tamin VIV
1.	First king of the Bourbon dynasty in France	A. Louis XIV
2.	Declaration of religious toleration that allowed Huguenots to live in peace in France	B. skepticism
3.	Minister under Louis XIII who got France involved in the	C. Molière
	Thirty Years' War	D. asiento
4.	Belief that nothing can be known for certain that caused some French thinkers to question the Church	E. Edict of Nantes
5.	Most powerful ruler in French history who weakened the power of the nobility	F. France
	power of the hobinty	G. Jean Baptiste Colbert
6.	Government agents who collected taxes and administered justice under Louis XIV	H. Britain
7.	Minister of finance under Louis XIV who strengthened	I. Versailles
•	French commerce	J. Cardinal Richelieu
8.	Splendid palace in which Louis XIV reigned	J
9.	Writer of French comedies, one of which mocked religious hypocrisy	K. War of the Spanish Succession
10.	Struggle that ensued when England, Austria, the Dutch	L. intendants
	republic, Portugal, and others joined together to prevent the union of the French and Spanish thrones	M. Henry of Navarre
11.	Agreement giving Britain permission to send enslaved Africans to Spain's American colonies	·
12.	Country considered the military leader of France in the early 1700s	

Name	-4 _e		
Number		 	



RETEACHING ACTIVITY Central European Monarchs Clash



Determining Main Ideas Complete the chart below by answering the questions about each topic.

Thirty Years' War	1. When did the war start?	2. What two religions were
Timey Touro Than		involved?
Hapsburg triumphs	3. Who led the Hapsburg armies in putting down the Czech uprising?	4. How were Hapsburg soldiers paid?
Hapsburg defeats	5. Who drove the Hapsburg armies out of Germany?	6. Why did Cardinal Richelieu send French troops to
		join the German protestants?
Maria Theresa	7. What was Maria Theresa's affect on the nobility?	8. Which family did she belong to? Which country did she rule?
Frederick the Great	9. Which country did he rule?	10. How did Frederick II feel a ruler should treat his people?
,		
Seven Years' War	11. How did France get involved in this war?	12. Who was the real victor of the war?

Date		
Dute		

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RETEACHING ACTIVITY $Absolute\ Rulers\ of\ Russia$

Multiple Choice Choose the best answer for each item. Write the letter of your answer in the blank.

1. Ivan III of Russia accomplished all of the	5. One of Russia's greatest reformers was
following except	a. Ivan III.
a. establishing a policy of Russian	b. Peter the Great.
isolationism.	c. Anastasia.
b. centralizing the Russia government.	d. Ivan the Terrible.
c. liberating Russia from the Mongols.d. conquering much of the territory around Moscow.	6. Peter I believed that Russia's prosperity depended on its having a. a strong army.
2. Ivan IV took the title of	b. a warm-water port.
a. Caesar.	c. a strong czar.
b. emperor.	d. advanced technology.
c. king. d. czar.	7. Peter increased his power as an absolute ruler by all of the following methods
3. Russia's landowning wealthy were known as	except
a. serfs.	a. abolishing the office of patriarch.
b. nobles.	b. reducing the power of the landowner
c. boyars.	c. modernizing the army.
d. czars.	d. banning people from leaving the country.
4. A grandnephew of Ivan the Terrible's	
wife, Anastasia, started the	8. Which city gave Russia the "window on
a. Romanov dynasty.	the sea" that Peter wanted?
b. Hapsburg dynasty.	a. Kiev
c. Russian Revolution.	b. Moscow
d. westernization of Russia.	c. St. Petersburg
	d Novgorod



RETEACHING ACTIVITY Parliament Limits the English Monarchy

Determining Main Ideas Choose the word that most accurately completes each sentence below. Write that word in the blank provided.

	habeas corpus	Charles I	cabinet				
	English Civil War prime minister	constitutional monarchy Parliament	Tories Restoration				
	James II James I	Oliver Cromwell	Whigs				
1.	He became king of Eng	gland upon Elizabeth I's de	ath:				
2.	Main cause of conflict	with English monarchs in tl	ne late 1600s:				
3.	Monarch who dissolved	l Parliament in 1629:	·				
4.	Struggle between the C	Cavaliers and the Roundhea	ds in England:				
5. General who led the Puritan attack on Charles I:							
6.	6. Name for the period of Charles II's reign after Cromwell died:						
7.		ent that gave a prisoner the	right to have a judge specify the				
8.	. Ancestors of England's first political parties: and						
9.	. English king overthrown in a bloodless revolution called the Glorious Revolution:						
10.	Under William and Mary, England became this kind of government, in which laws limited the ruler's power:						
11.	. A group of government ministers who acted in the ruler's name:						
12.	2. The leader of the majority party in Parliament who heads the cabinet:						