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Continuities in Society and Economy

Multiple Choice Questions

1. In the early modern period, the vast majority of people lived hand-to-mouth. _____ was the most important determinant of people's welfare.
 - a) Social status
 - b) Family structure
 - c) General health
 - d) The annual harvest
 - e) Weather patterns
2. The two variables that determined the prospects of peasant families were _____ and _____.
 - a) their proximity to urban centres; the crops they were able to sell
 - b) the size of their landholdings; the nature of their tenancy
 - c) the nature of their landlord; their religious affiliation
 - d) the size of their family; the number of dependent children
 - e) their general health; the value of their labour
3. The vast majority of women accused of witchcraft because _____.
 - a) women were morally weaker than men
 - b) women needed supernatural means to achieve their goals
 - c) women's high sexual appetites made them susceptible to Satan's temptations
 - d) women's occupations made them more susceptible to accusations
 - e) All of the above
4. _____ was the largest industrial sector in early modern Europe.
 - a) Textiles
 - b) Shipbuilding
 - c) Mines
 - d) Foundries
 - e) Transportation
5. The last major plague outbreak in Europe occurred in _____ in 1720–1.
 - a) Venice
 - b) London
 - c) Madrid

- d) Kiev
 - e) Marseilles
6. _____ are associated with the moral economy, in which crowds attempted to enforce what they determined to be a just price.
- a) Carnivals
 - b) Enclosure riots
 - c) Bread riots
 - d) Religious revolutions
 - e) Government stockpiling
7. The three major patterns in the evolution of agriculture consisted of the elimination of serfdom and restrictions of medieval village-based systems, the transformation of peasants from subsistence farmers into agrarian wage labourers, and _____, the process by which landholdings and common lands were consolidated.
- a) proletarianization
 - b) repossession
 - c) mercantilism
 - d) enclosure
 - e) agrarian capitalism
8. _____ was the most valuable noble privilege.
- a) Exemption from any forms of taxation
 - b) The right to bear arms
 - c) The right to own serfs
 - d) Access to the king
 - e) The ability to loan money
9. _____ and _____ limited population growth in early modern Europe.
- a) Regular outbreaks of the plague; unsanitary living conditions
 - b) Subsistence agriculture; noble privileges
 - c) Social inequality; uncaring governments
 - d) Late age of marriage; high infant mortality
 - e) Constant warfare; poor agricultural output
10. The ultimate goal of the ambitious middle class was _____.
- a) to become master in his own right
 - b) to enter the ranks of the nobility
 - c) to gain wealth and recognition
 - d) to gain lifetime membership to the *bourgs*
 - e) to serve on the town council

True or False Questions

1. During the early modern period, revolutionary ideals inspired the majority of popular revolts and uprisings.
2. While the majority of accused witches in the witch hunts were women, the witch hunts were not a concerted or deliberate attack on women.
3. The growth of agrarian capitalism was the most important development in early modern agriculture.
4. Following the Black Death, peasants in central and Eastern Europe saw the end of the system of serfdom.
5. Early modern Europe was an urban society, with the vast majority of people living in large cities such as London, Paris, and Antwerp.
6. Europe's population recovered quickly following the severe losses during the Black Death (1348–1350).
7. The flood of gold and silver from the Americas was one of the key factors that led to growing inflation during the 1600s.
8. Early modern Europeans believed that youthful mischief was unacceptable and should not be tolerated.
9. The three principal causes of death in early modern Europe were famine, disease, and war.
10. There were outbreaks of the plague over the course of the early modern period, but none came close to the scale of the fourteenth-century pandemic.
11. Social divisions were based on group identities and privileges rather than on income and wealth.
12. The nobility and the urban middle classes shared many interests and a common outlook on life.
13. Despite the growth of education and literacy in the early modern period, women's education was often limited to the skills they would need as wives and mothers.
14. Areas with intense confrontations between Protestants and Catholics experienced more active witch hunts in areas that were solidly Catholic.
15. The number and intensity of the witch hunts declined after their peak in 1600 because people no longer believed in witches.
16. Most people in western Europe married young, with the average age of marriage being between 19 and 21.

17. The final stage in a skilled worker's training was the production of a masterpiece, which demonstrated his proficiency in his trade.
18. Early modern Europe did not rely heavily on slave labour because a large portion of the population opposed slavery.
19. The belief that women were less rational than men, along with their susceptibility to lust and the influence of bodily humours, provided justification for the legal inequality between men and women.
20. The transition to agrarian capitalism was slower in areas where the traditional village system managed to endure.

Short Answer Questions

1. The system that structured economics during the early modern period was known as mercantilism. What were the principles of mercantilism and how did governments attempt to follow them?
2. Early modern society was structured according to "orders" or "estates" rather than socio-economic class. What is an estate and how does it differ from social class?
3. How did the Dutch Republic come to dominate European trade in the seventeenth century?
4. What were some of the challenges that individuals and governments faced during the growth of trade and commerce in the early modern period?
5. How did early modern people view children and childhood?
6. There were same-sex relationships in early modern Europe, although our knowledge of them is limited. How did early modern Europeans understand and treat same-sex relationships?
7. How did individuals from the urban middle classes move up in the social hierarchy?
8. In order to distinguish themselves, the nobility were required to "live nobly." How did one "live nobly"?
9. How did the position of peasants in western Europe change over the course of the early modern period?
10. How were Jews marginalized?
11. What role did guilds play in early modern society?

12. What was the system of poor relief and how did it provide for the marginalized paupers in early modern society?
13. The early modern period witnessed the large-scale persecution of witches, but the belief in witches was not new. What factors combined together to enable the witch hunts to happen?
14. What were women's economic roles in early modern society?
15. How did rural society develop in central and eastern Europe?
16. Why was England the first country to experience the transition to agrarian capitalism?
17. Using the example of textiles, explain how industry developed in early modern Europe.
18. How did people use revolts and popular uprisings to express their grievances?
19. How did early modern social system enshrine legal and social inequality?
20. One of the key differences between urban workers was between skilled workers and unskilled labourers. How did an individual become a skilled worker in the early modern period?

Essay Questions

1. In a period with a largely rural population whose lives were connected to the land, changes in agriculture carried wide ramifications. Agrarian capitalism was the most significant development in early modern agriculture. What was agrarian capitalism and how did its development affect early modern society?
2. The witch hunts may have been unique to the early modern period, but the belief in witches and witchcraft was not. Why might this have been the case? What made the treatment of witches and witchcraft in the early modern period unique?
3. Where did women fit in the broader social order and society of early modern Europe?
4. Discussing the impact of the armies on the countryside in the German countryside in 1634, Martin Mallinger said: "They [the soldiers] sallied out every day, several companies strong, to seek out and plunder all the nearby valleys in the Black Forest. They not only drove off all the livestock—cows, oxen, calves, geese, horses—many hundred head, but they took all the grains and oats as well, many hundred quarters, not just as food for themselves and their horses but also large quantities to sell in the city." Discuss Mallinger's quotation and how it reflects the concerns of peasants and their day-to-day survival.
5. What role(s) did famine, disease, and war play in the lives of ordinary people during the early modern period?

6. The early modern social system was not static and there was a great deal of social mobility. However, over the course of the period we also see increased social stratification. How did this happen? And what were the consequences of this stratification?
7. How did the social tensions between those who wanted status and power and those who already enjoyed status and power play out in early modern social relations?
8. The changes in society happened over the course of generations and centuries, but they did occur. How did society transform over the course of the early modern period? Was this a period of continuity or change?
9. There are a number of popular misconceptions about early modern family life. How would you describe early modern family life?
10. How did the economy develop during the early modern period?

Answer Key

Multiple Choice Questions

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|---------------------|----------------------|
| 1. D (p. 21) | 6. C (p. 35) |
| 2. B (p. 30) | 7. D (p. 39) |
| 3. E (p. 38) | 8. A (p. 27) |
| 4. A (p. 41) | 9. D (p. 19) |
| 5. E (p. 24) | 10. B (p. 29) |

True or False Questions

- | | |
|-------------------------|--------------------------|
| 1. F (p. 34) | 11. T (p. 25) |
| 2. T (p. 38) | 12. F (pp. 27–29) |
| 3. T (p. 39) | 13. T (p. 37) |
| 4. F (pp. 31–32) | 14. T (p. 38) |
| 5. F (p. 17) | 15. F (pp. 38–39) |
| 6. F (p. 16) | 16. F (p. 18) |
| 7. T (p. 44) | 17. T (p. 30) |
| 8. F (p. 20) | 18. F (p. 33) |
| 9. T (p. 21) | 19. T (p. 35) |
| 10. T (p. 24) | 20. T (p. 40) |

Short Answer Questions

1. Mercantilism was more a set of assumptions than a coherent economic system. Mercantilism was driven by three key principles: (1) wealth was finite and consisted of precious metals; (2) enriching one's self was done at the expense of someone else; and (3) the purpose of economic activity was to strengthen the state and the ruler. The first principle, which saw wealth as finite helped drive the other two principles. Mercantilism was ultimately a system that saw the world's wealth as a zero-sum game, which drove international trade and warfare. In order to increase their economic power, governments attempted to maintain a favourable balance of trade, which maximized the money and precious metals coming in and minimized those going out. There were a variety of ways to achieve this goal, including imposing tariffs on imports, subsidizing domestic industries, and acquiring colonial possessions in order to gain access to raw materials. (pp. 44–45)
2. An estate was a group recognized by law or custom that had distinct rights and privileges. The nobility, for example, had the right not to pay certain taxes. There were three estates in early modern Europe, which were primarily defined by their functions: The clergy who prayed, the nobility who fought, and the peasantry who worked. Estates differ from socio-economic class because estates are defined by occupation or birth, while the primary determinants in socio-economic class are income and wealth. (pp. 25–27)

3. The Dutch Republic came to dominate European trade in the seventeenth century by tapping into existing trade networks, shipping more goods, and shipping a greater variety of goods. The Dutch became leaders in inter-European trade through their developments in shipping and the refinement of traditional practices. In particular, the new merchant ship (*fluytschip*) had more room for cargo and was easier to crew. This meant that the Dutch could ship more goods for less money on the North and Baltic Sea trade routes. (pp. 43–44)
4. In growing trade, individuals and governments had to overcome a number of obstacles. Poor transportation and the lack of legal or economic unification made trade difficult and expensive. Merchants had to deal with different legal codes, complex internal tariffs on trade routes, multiple systems of weights and measures, and the lack of standardized money. All of these complications increased costs and made trade and commerce more difficult and risky. (pp. 42–43)
5. Despite claims otherwise, people in early modern Europe did not see children as miniature adults. They cared deeply for their children, although the form that love and care took differed. People did not see children as born innocent, but rather as needing training in order to learn humility and obedience. Children were expected to work and contribute to the household, with age-appropriate tasks. There was a sense of life stages such as childhood and adolescence, during which individuals were trained for their specific society and social roles. (pp. 19–20)
6. Same-sex relations in early modern Europe were focused more on action than on identity. A sense of homosexual identity began to emerge in the 1700s, but for most of the period, people focused on the action of sodomy between men. Sodomy, which was thought to require penile penetration, was a crime and it carried severe punishments, but these were not uniformly enforced. Women involved in lesbian relationships faced censure for usurping male roles rather than for their sexual actions. (p. 21)
7. The urban middle class was a broad category that consisted of individuals ranging from international financiers to small business owners. Many of these individuals wanted to become noble in order to enjoy privileges such as the right not to pay certain taxes. In order to do so, they could be appointed to a government office or buy a position that carried a noble title. Others attempted to live nobly and hoped for recognition. Another way was to marry into the ranks of the nobility. In contrast to families with a long noble lineage, those who moved up the social ladder were often looked down upon as new nobles. (pp. 28–29)
8. “Living nobly” was a way for the nobility to distinguish themselves from the lower levels of society, especially members of the urban middle classes. Nobles were not allowed to engage in manual labour and were instead expected to live off the revenues from their estates and investments. In some places such as England, however, they could engage in finance and commerce. Living nobly was also about display and conspicuous consumption, with the highest nobles maintaining large households and entertaining lavishly. (pp. 27–28)
9. In general, the position of peasants in western Europe declined over the course of the early modern period. Following the devastation of the Black Death, peasants were able to take

advantage of a situation where land was more plentiful than labour. The primary development of this period was the end of serfdom. However, as Europe's population recovered, the surplus labour meant that wages stagnated and declined. Peasants were increasingly forced off the land and the value of their labour declined. However, increasing inflation meant that those who paid rent and fees in cash benefitted, as did those who had written records of their obligations to landlords. (pp. 30–32)

10. Jews were marginalized in a number of different ways. Some countries did not allow Jews to live within their borders and in areas where they were allowed to live they faced economic discrimination. Jews weren't allowed to own land, they were barred from guild membership, and their economic activities were limited to new trades or occupations forbidden to Christians. Jews were further distinguished by their physical separation. They were restricted to areas known as ghettos and required to wear distinctive clothing. (pp. 33–34)
11. A guild was a group to which all members of a particular trade or skill belonged. Guilds were similar to modern trade unions, although they differed in that they were a collective identity based on trade, which meant that all practitioners of the trade (including bosses and employees) were members of the guild. Guilds played an important economic role in the early modern period. They provided training for their members, they set prices and controlled quality, and they determined who could perform a particular trade. Beyond their economic roles, guilds also provided a support system and corporate identity for their members. (p. 29)
12. Poor relief in early modern Europe saw the beginning of systematic attempts to deal with the problem of poverty. The system of poor relief remained inadequate because of the complexity of poverty. Early modern poor relief saw city governments operating relief systems, workhouses, and orphanages. In providing charity, poor relief distinguished between the deserving poor who received assistance, and the "sturdy beggars," whom people believed were capable of working but preferred to beg or steal. This latter group received no relief and were subject to punishment in order to deter others from entering their ranks. (pp. 32–33)
13. During the early modern period, legal, popular, and religious beliefs came together and created a unique set of factors that enabled belief in witchcraft to transform into the witch hunts. It is important to note that without official legal or religious support the witch hunts might not have happened. During a time of social crisis, popular beliefs and fears of witches led to accusations that set things in motion. The situation was exacerbated by a changing understanding of witchcraft as a pact with the devil, which increased official concern and responses to the threat of witchcraft. In order to root out witches, authorities relied on torture to get alleged witches to confess and during torture the accused witches were required to name accomplices. In doing so, they increased the number of accused and the broader fears of witchcraft. (pp. 37–39)
14. Women were active in the economic world of early modern Europe, although their economic roles depended on their social status and life stage. Women often worked as servants to save for their dowries. Peasant women's labour was central to their families' survival. In towns and cities, wives and daughters participated in trades and often ran family businesses after

their husbands' deaths. In towns, women also worked in inns, taverns, and the textile industry. (pp. 35–36)

15. Following the Black Death, landlords in eastern Europe began to transform their farms into commercial operations. There was a large market for grain, but there was also a labour shortage after the Black Death. As a result, landlords began to impose serfdom and limited the freedom of peasants. Such actions lowered landlords' costs and enabled them to increase their profits from selling grain. Landlords were also free to impose serfdom because there was less central authority to oppose their efforts. (pp. 31–32, 40).
16. England was the first country to experience the transition to agrarian capitalism because of its social structure. Unlike their continental counterparts, younger sons did not inherit noble states and were consequently not required to live nobly. They were free to engage in commercial pursuits and began to treat their land as a commercial enterprise. In order to increase efficiency and profits, they focused on enclosure and ending key components of the medieval village system. These two developments were central to the process of agrarian capitalism. (pp. 39–40)
17. Textiles were the largest industrial sector in early modern Europe, but this was still industry on a small scale. In order to escape guild restrictions, people moved the production of textiles to peasant households. In doing so, they created a cottage industry model where agents delivered products to households. Each household was responsible for one stage of production such as spinning wool or weaving cloth. These tasks were particularly suited to households because individuals already had the skills and tools as well as the labour. Household members used the cottage industry model to supplement their household incomes. (p. 41)
18. In early modern Europe revolts were typically sparked by actions from above. People used revolts as a way to preserve or restore what they believed was the traditional order. As a consequence, they typically tapped into existing structures and outlets. Those who revolted insisted on their loyalty to the king and attacked his advisers. Revolts typically adopted existing cultural elements such as oaths or Carnival and the “world turned upside down” to draw attention to what was wrong with the new developments. In cases of bread riots, individuals looted bakeries and sold bread for a “just price” rather than what the market demanded. (pp. 34–35)
19. Early modern society was hierarchical and based on membership to social orders. Each social order had its own rights, taxes, and laws. Membership to social orders was carefully guarded, as were the rights and privileges afforded to members. The social order was also visually represented. People could see the social order in ceremonial procedures. People were subject to sumptuary laws (who could wear specific types of clothes) and there were complex codes of protocol and deference to highlight social difference and hierarchy. (pp. 25–26)
20. Workers became skilled through their training that was determined by the guilds. Aspiring masters started apprenticeships around the age of 12–13. After several years of training they became journeymen, which referred to those who were skilled in the trade. As a journeyman,

an individual would leave home and develop his skills by working for different masters. Not all journeymen became masters, but those who did paid a fee to their respective guild and produced a masterpiece, which was meant to demonstrate their mastery of the trade. (pp. 29–30)

Essay Questions

1. This question asks students to engage with discussions of the broader economic changes and to trace the effects of agrarian capitalism. In answering this question, students will focus on economic and social history. A good answer will contain:
 - An overview of agrarian capitalism, which refers to the transition from subsistence to commercial farming. This discussion should highlight the broader changes associated with agrarian capitalism including the elimination of serfdom and restrictions of the medieval village system, the enclosure of landholding and common lands, and the transformation of subsistence farmers into agrarian wage labourers. (p. 39)
 - Discussion of the effects that these changes had on people in early modern Europe. This discussion should highlight how the effects were felt differently by different groups and the effects of agrarian capitalism were largely limited to western Europe. (p. 39)
 - Reference to the general state of rural society, particularly a discussion of the village system and the importance of common lands in a subsistence economy. (pp. 30–31)
 - Discussion of the commercialization of agriculture at the expense of peasants who were pushed off the land. (pp. 30–32, 39)
2. This question asks students to examine social change in the specific context of the witch hunts. The question is asking why the witch hunts were unique to the early modern period and what this tells us about the interaction between social, legal, religious, and political histories of the period. A good answer will contain:
 - A discussion of the existence of beliefs in witchcraft during the medieval period. This discussion should highlight how witchcraft was associated primarily with *maleficium*, or actions that harmed someone else. It should also point out that although medieval people believed in witches, trials and executions were relatively rare. (p. 37)
 - An overview of the key changes in relation to beliefs about witchcraft. This should highlight the publication of the *Malleus Maleficarum* and the construction of the belief that witchcraft was a Satanic cult, making it particularly dangerous. (p. 37)
 - Discussion of the confluence of religious, social, legal, and economic factors that allowed the witch hunts to proliferate. In doing so, the answer may want to draw attention to the broader moments of crisis that led to the witch hunts and the associated paranoia and mass panic. (pp. 37–38)
 - The importance of secular legal authorities and how their use of torture enabled accusations to spiral. (p. 37)
 - The end of witch hunts—pointing out that belief in witches did not end, but authorities stopped taking these threats seriously and were not willing to prosecute the alleged witches like they had been in earlier periods. (pp. 38–39)
3. This question attempts to incorporate recognition of gender differences into the broader discussion of the social order. It asks students to consider the position of women and to

highlight the multiple experiences women had in the early modern period. There were some shared characteristics, but no overarching female experience. A good answer will contain:

- Discussion of women's legally inferior role in society, which was justified in a variety of contexts. (p. 35)
 - Recognition of the multiple roles women had in society and how these roles differed depending on social status. The position of a peasant woman, for example, was different than that of a noble woman. They were united in their legal inferiority, but little else. This discussion should highlight how social statuses were connected to the broader social order. (pp. 35–36)
 - Some examples of women's roles. When discussing women's economic roles, answers should point out that they were valuable parts of the household economy and may want to draw attention to the position of midwives. (pp. 35–36)
 - The importance of marriage and the family, pointing out how women were trained to be wives and mothers (pp. 36–37). In discussing marriage, answers may want to draw attention to the role of childbirth and pregnancy following marriage. (p. 19)
 - Some answers may contain a discussion of women's roles as they relate to witchcraft. While the witch hunts were not aimed directly at women per se, women were more likely to be accused of witchcraft, in large part because of their social roles. (p. 38)
4. This question asks students to consider Mallinger's quotation in the broader context of people's lives. It is meant to draw attention to the three principal causes of mortality (famine, disease, and war). Answers will address these broader causes, focusing mainly on famine and war, and connect them to Mallinger's quotation. A good answer will contain:
- Discussion of the broader outline of peasant lives, drawing particular attention to the fact that the majority of peasants were subsistence farmers. (pp. 21, 30)
 - Reference to the three main causes of mortality: famine, disease, and war. (p. 21)
 - A discussion of the role that famine played in peasants' lives. This discussion should highlight how the harvest was the most significant determinant in human welfare and the effects that driving livestock and taking food would have on subsistence farmers. (pp. 21–22)
 - A discussion of warfare and how it worsened the problems of famine and disease. In this discussion, answers should highlight problems with armies and how they lived off the land at the expense of civilians. (pp. 24–25)
 - A discussion of disease as a cause of mortality. While Mallinger does not discuss disease specifically, armies often spread disease. (pp. 23–25)
 - Reference to Mallinger's quotation throughout the paper.
5. This question draws attention to the precarious nature of people's lives, especially in the subsistence-based economy of early modern Europe. It asks students to consider the main causes of mortality and to reflect on how these played out in specific circumstances. A good answer will contain:
- An examination of each element of the question, pointing out that these were the three main causes of mortality in the early modern period. (p. 21)
 - Discussion of the role that famine played, pointing out that the harvest was the single most important determinant of human welfare. This discussion should highlight how

- famines played out and how the poor bore the brunt of any famine. Strong answers will draw attention to the “little ice age.” (pp. 21–22)
- Discussion of the role of disease. This discussion should focus on the various pandemic diseases such as the plague and smallpox. It will also draw attention to the lack of any effective treatment and how these diseases spread. (pp. 22–24)
 - Discussion of the role of warfare, highlighting how warfare affected civilian populations. In particular, how warfare worsened famine and disease. (pp. 24–25)
6. This question asks students to consider the broader social system and the changes that occurred during the early modern period. In doing so, they will engage with the themes of social mobility and social stratification, highlighting the small but significant changes in the social order over the course of the period. A good answer will contain:
- An overview of the social system. This discussion should highlight how society was structured according to orders or estates rather than socio-economic class. In particular, answers should point out that social orders were based on collective and corporate identities that were determined by birth rather than wealth. (p. 25)
 - Acknowledgement that the system enshrined inequality but that it was not fixed or static. (p. 25)
 - Specific examples of social stratification, drawing attention to the ways that this occurred in different contexts. Answers can address the beginning of what we would call class-consciousness. Possible examples include the following:
 - Social stratification amongst the bourgeoisie. In particular, the development of a wealthy urban elite who dominated the economic, political, and social life of towns. The distinction about who could serve was based more on wealth than on a sense of corporate or guild identity. (p. 29)
 - The transformation of skilled labourers’ identities. In particular, the move away from guild identity, where membership was based on belonging to the same trade, to an identity that attempted to distinguish masters from journeymen in an attempt to maintain power distinctions. Answers here should also draw attention to the development of allegiances between journeymen. (pp. 29–30)
 - The transformation of rural society and the distinctions between members of the peasantry. The shift to a more commercial-based agriculture meant that rural society became increasingly stratified and the position of those at the lower end of the social order declined over the course of the period. (pp. 30–32)
7. This question asks students to discuss the broader changes to the early modern social order and to consider the unrest associated with social tensions (p. 27). In answering the question, students will engage with the nature of the social order as well as the implications of social mobility and challenges to the existing social order. A good answer will contain:
- A discussion of the early modern social order, which enshrined inequality and granted privileges to individuals based on their membership in a particular social order. The social order was changing and there were challenges to the basic medieval structure. This discussion should highlight that much of the tension stemmed from those who had power wanting to protect it from those who felt entitled to the power. (pp. 25–27)
 - Specific examples that highlight the social tensions of the period. While they do not have to discuss every example, they should have at least two of the following:

- Attempts to protect noble privilege in the face of growing middle class power. Nobles had significant privileges and political power, which they sought to maintain against the threat of social mobility. Challenges included the existing social mobility, bourgeoisie who bought noble positions, and economic changes that created problems for those who sought to live nobly. (pp. 27–29)
 - The growth of middle class power and the desire of the urban middle classes to enter the ranks of the nobility. Discussion of this issue should focus on the middle class and why they wanted to move up in the social order. It should also address the problems they faced when they moved into the noble ranks, particularly the concept of the “parvenus.” (pp. 28–29)
 - Tensions between masters and journeymen. In order to protect their privileged positions, masters made it more difficult for journeymen to join their ranks, which caused journeymen to enter into their own associations and start to behave in opposition to existing establishments. Journeymen wanted more power, while masters sought to protect theirs. (pp. 29–30)
 - Answers may also want to refer to popular revolts and general unrest. In doing so, they should discuss how unrest was often a result of the fear that social positions were under threat. (pp. 34–35)
8. This question asks students to consider the concept of the *longue durée* and the broader theme of the chapter: the changes that occurred over generations and centuries rather than days and years (p. 16). It also asks students to consider the interaction between continuity and change and to think about whether this was a period of change and transition, or whether people’s lives remained similar throughout the period. There is no single way to answer this question and there are examples for both continuity and change. Good answers will draw from various elements of early modern society and economy to point out that this was a period of slow change, but also significant continuity. Possible areas of discussion include:
- Demographic changes. In discussing demography, answers should highlight how the population recovered following the Black Death. This recovery, however, was slow in large part because of high mortality rates and the late age of marriage. (pp. 16–21)
 - Social order and structures. The broader social order and social inequality played a significant role in people’s lives. Some changes include increasing social stratification and the beginnings of what we might now call a class-based system, but these changes were incremental and individuals did not feel them on a daily basis. (pp. 25–32)
 - Family life. Most people’s lives took place in some form of family. Family structures remained remarkably consistent over the course of the period. Answers may also want to address the role of women and marriage within this discussion. (pp. 18–21, 35–37)
 - Economics. In discussing economics, students can point to the growth of industry and commerce. There were significant changes such as the Price Revolution and changing consumption habits, but industrial and commercial changes were small and not fundamental transformations. Beyond that, answers should also point to the continuing prevalence of agriculture, although the changes here involved the development of agrarian capitalism. (pp. 39–44)
 - Answers can also highlight the continuity in women’s positions throughout the period. There was no single female experience, but women as a whole remained legally inferior to men and their lives were largely structured by their life cycles. (pp. 35–37)

9. This question asks students to consider the nature of family life and the relationship between popular ideas and historical understanding. In answering the question, students should explain popular understandings and then examine the actual experiences that are discussed in the textbook. A good answer will contain:
- An overview of some of the popular misconceptions about early modern family life. These include the belief that people in pre-modern society married young and lived in extended family households. It also includes the belief that people did not care for their children and that children were treated as miniature adults rather than as individuals in a different life stage. (pp. 18–19)
 - A discussion of family life that addresses the popular misconceptions. This discussion should highlight the late age of marriage and nuclear households (p. 18). It can also address prevalence of blended families, which formed as a result of remarriage (p. 19).
 - Discussion of general life stages, focusing on childhood and adolescence. This discussion should highlight how people expressed love and concern for children. It should also address the idea of adolescence as a life stage between childhood and full maturity. (pp. 19–20)
 - Discussions of family life should address the different experiences of family life, particularly in relation to the differing social orders and location. In southern and eastern Europe extended households were more common and as were younger marriages. Wealthy and elite individuals also married at a younger age. (pp. 18, 36)
10. This question asks students to engage with the economic history of early modern Europe and to examine the developments of the broader economic sphere, focusing on agriculture, industry, and trade and commerce. A good answer will contain:
- A discussion of the three broad fields of agriculture, industry, and trade and commerce. (pp. 39–44)
 - Discussions of agriculture, which highlight how agriculture was the central economic pursuit for the majority of people in early modern Europe. This discussion should highlight the development of agrarian capitalism, the process by which farming shifted from subsistence-based to commercial. (pp. 39–40)
 - Discussions of industry, explaining how industry played a minor role in early modern economies. There were some changes such as the growth of cottage industry in textiles, but industrial development was limited. In discussing industry, answers can draw attention to some of the changes and limitations, bringing in specific examples to highlight the broader trends. (pp. 40–41)
 - Discussions of trade and commerce, which focus on how approaches to trade and commerce remained largely traditional, although they expanded in scope. Trade networks expanded on a global scale, although inter-European trade remained significant. Answers can also draw attention to Dutch developments, particularly in relation to shipping more goods on existing networks (pp. 42–44). Discussions of trade and commerce can also highlight the barriers to trade and how these were overcome and/or addressed (pp. 42–43).
 - All answers should highlight that these changes were not consistent across Europe and that economies developed differently over the course of the period.

- Excellent answers will also draw attention to the broader economic system of mercantilism, which viewed economics as a zero-sum game. The connections here are with trade and the relationship between economics and state power (pp. 44–45).